

Paterson Public Schools Full Service Community Schools

Evaluation 2017 – 2018

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Table of Contents

Executive Summary.....	1
1. Introduction	2
1.1 Evaluation Methods	2
2. Full Service Community School Model and its Implementation in Paterson	4
3. Findings	9
3.1 Student Outcomes and Youth Development	11
4. Academic Results.....	24
5. Recommendations.....	34
Appendix I: Results: Student Surveys by School, 2017-2018.....	35

Executive Summary

This is a report of the youth survey section of the external evaluation conducted by ActKnowledge of the Full Service Community Schools Grant for four schools: Senator Frank R. Lautenberg School, School 15, New Roberto Clemente Middle School, and Dr. Frank Napier, Jr. School of Technology for the academic years 2017 and 2018. A fifth school, School 6, is included in the evaluation but did not submit sufficient youth surveys to be included in the analysis. The external evaluation is based on the Paterson Public Schools (PPS) – Full Service Community Schools (FSCS) Theory of Change developed through a participatory approach with key stakeholders and ActKnowledge. The academic analysis covers just schools 6 and 15, which were grant-funded by the federal Full Service Community School grant in 2017-2018.

PPS FSCS has developed and implemented a community school model that encompasses a broad array of services and interventions for students and families. They have continued to focus on integrating health services in the school, aligning afterschool programs and daytime provisions, and developing interventions specifically targeting students falling behind academically and facing challenges with attendance and behavior.

Results

1. Introduction to Survey Response and Results

This section reports of the results of the youth survey conducted by ActKnowledge of PPS Full Service Community Schools Grant for the academic years 2017 and 2018. The evaluation is based on four Paterson Public Schools (Senator Frank R. Lautenberg School, School 15, New Roberto Clemente Middle School, and Dr. Frank Napier, Jr. School of Technology), each of which is partnered with a lead community-based organization to plan, implement and sustain services to support the well-being and development of children, their families and the wider community.

Paterson Public Schools	Grade Level	Lead Agency
Senator Frank R. Lautenberg School	PK-08	New Destiny Family Success Center
School 15	PK-05	St. Paul’s Community Development Center (CDC)
New Roberto Clemente Middle School	04-08	St. Paul’s Community Development Center (CDC)
Dr. Frank Napier, Jr. School of Technology	02-08	Boys and Girls Club of Paterson and Passaic

The report begins with a brief overview of the PPS FSCS model, including the development of the PPS FSCS Theory of Change, and then outlines key outcomes from 2017 and 2018 for students, based upon the results of student surveys conducted at the four schools between March and May of 2018. The report also outlines a set of conclusions and recommendations for sustaining the Full Service Community Schools in Paterson.

1.1 Evaluation Methods

This evaluation uses a participatory mixed-methods approach involving collection and analysis of qualitative and quantitative data. The implementation of the community school services at the schools is based on a model that hypothesizes what it takes to reach goals. The evaluation, in turn, tests whether the assumptions of that model were correct or not, and whether the outcomes identified are being achieved.

Theory of Change

As a participatory evaluation, the evaluator and program practitioners ensured that key stakeholders from School 6 and School 15 were involved in setting goals, which they did as participants in a Theory of Change workshop conducted by the ActKnowledge and the National Center for Community Schools in February 2017. Key stakeholders also helped identify and collect data, collaborated in the logistics of site visits and collection of materials, and participated in feedback meetings with the evaluators.

The Theory of Change developed at this workshop builds on earlier iterations developed by School 6 and School 15 and by School 5, New Roberto Clemente and Napier (The evolution of the Theory of Change for the FSCS in Paterson is outlined in detail in Appendix 1). Stakeholders from these other schools also participated in the 2017 Theory of Change workshop, along with stakeholders from Paterson Public Schools. The newly developed Theory of Change, which incorporates learning on some of the barriers faced by students and the conditions that need to be in place to address them is outlined in detail in Section 2 below.

Site Visits

Comprehensive site visits were made by ActKnowledge each grant year, using a set of interview protocols designed to elicit the views of stakeholders on how the community school was developing, including changes, achievements, challenges, and factors facilitating or hindering progress. This involved:

- Interviewing all community school directors and program staff.
- Interviewing principals and/or assistant principals.
- Focus group interviews with parents and/or parent coordinators.
- Focus group interviews with students.

Identification and Analysis of Quantitative Data

ActKnowledge has analyzed quantitative data relating to key preconditions to student performance and attainment such as attendance, behavior and youth development. This analysis was based on data provided by Paterson Public School District and ActKnowledge’s own youth surveys.

Student Surveys

ActKnowledge developed a survey questionnaire to elicit the views and perceptions of students (focusing on 3rd grade and up) in the full service community schools (identified through the initiative’s Theory of Change and through the education research literature) relating to student achievement. The youth survey is a validated and replicated instrument used in other community school initiatives. It is designed to capture youth attitudes and behaviors, including perceptions of their school, their community and their future.

The community school directors administered the youth surveys between March and May of 2018. The analysis is based on the results of these surveys.

Results on the Paterson District student surveys were analyzed on responses by parents to questions about feeling welcomed, safe and respected in the school for the 2017 SY. In the initial sample of schools, School 6 was included; however, the response rate for the school was very low. School 6 was therefore excluded from our analysis as the survey results are not representative.¹

Paterson Public Schools	Number of Responses	Percentage of Total Responses
Senator Frank R. Lautenberg School	318	27.2%
School 15	175	15%
New Roberto Clemente Middle School	553	47.6%
Dr. Frank Napier, Jr. School of Technology	114	9.8%

¹ Only eight responses were collected at School 5, making up 0.7% of total responses for all schools in the survey

2. Full Service Community School Model and its Implementation in Paterson

2.1 Full Service Community Schools Model and Theory of Change

The U.S. Department of Education has defined a full service community school as:

“...a public elementary or secondary school that works with its local educational agency and community-based organizations, nonprofit organizations, and other public or private entities to provide a coordinated and integrated set of comprehensive academic, social, and health services that respond to the needs of its students, students’ family members, and community members”.

The federally funded FSCS is an important recognition of the validity and success of the community school movement across the United States over the past 20 years. The community school model has been seen as an ongoing strategy for marshaling community resources around student success. Through extended hours, services and—crucially—the building of relationships and effective partnerships, the community school model conceives of education as a coordinated, child-centered effort in which schools, families and communities work together to support student’s educational success, build stronger families and improve communities.²

This holistic approach can be particularly important to children living in poverty, who need a variety of family and community resources, including intellectual, social, physical, and emotional supports, to have the opportunity to attain academic success.

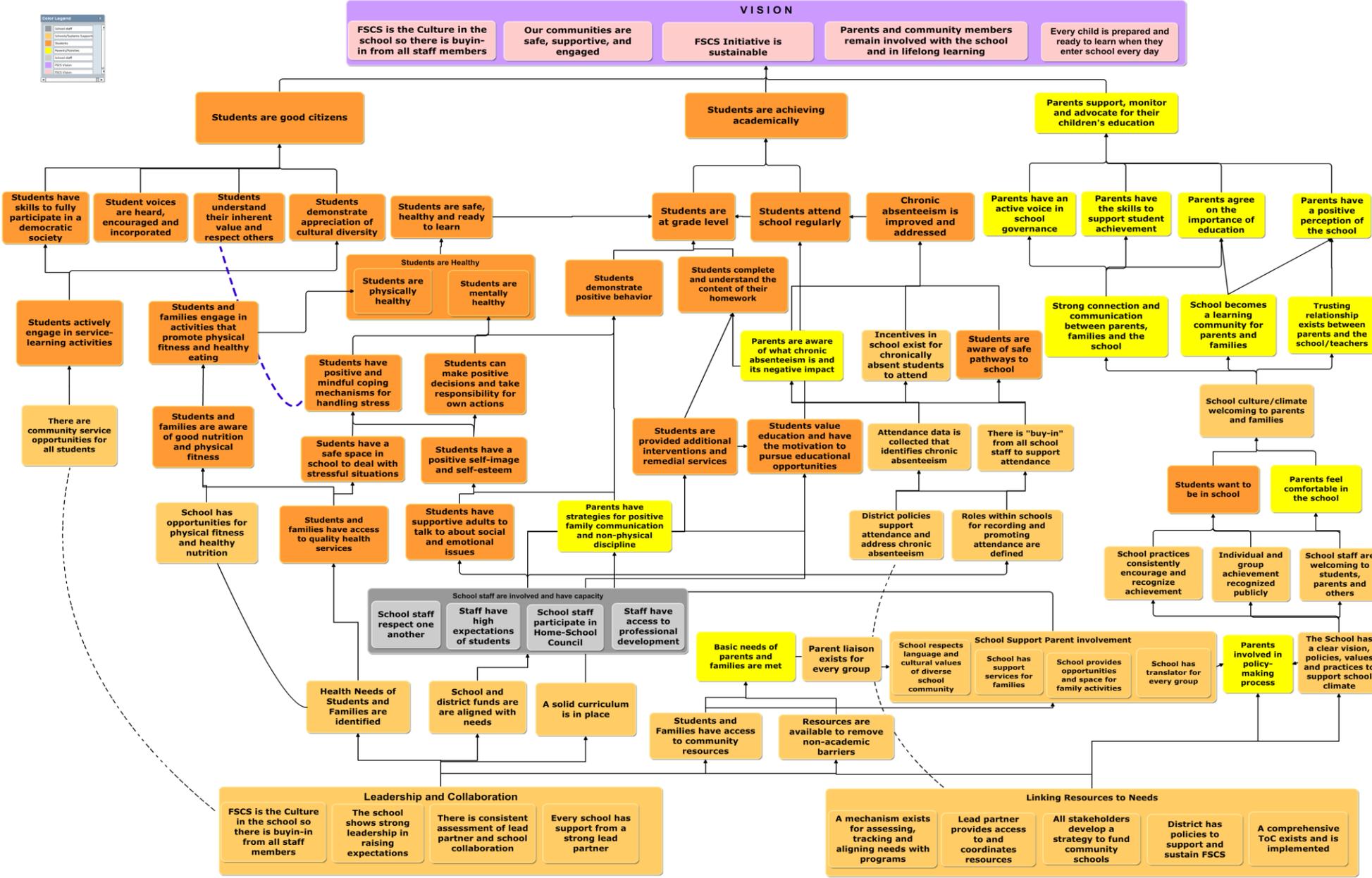
A key premise of the full service community school model is that a whole set of ‘preconditions’ or intermediate outcomes, will need to be met before student success outcomes (that embrace academic progress but also social, emotional and health development) can be achieved.

These preconditions for the Paterson FSCS schools are set out in Figure 1, which illustrates the 2017 Theory of Change Outcomes Map developed through the participatory process described earlier. At the top of the map, key outcomes in the vision statement are that parents and families remain involved with the schools and in ‘life-long’ learning and every child is prepared and ready to learn.

² The National Center for Community Schools provides a very comprehensive conceptual definition and outline of the community school model in its publication *Building Community School: A Guide for Action*, 2011.

Paterson Public Schools Full Service Community School Grant Evaluation

Figure 1: Amended Paterson FSCS Theory of Change (2017)

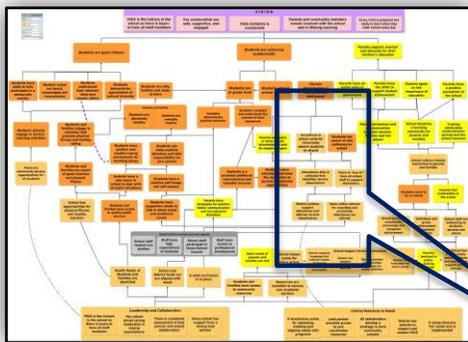


Vision and Additional Outcomes Added to the 2017 Theory of Change

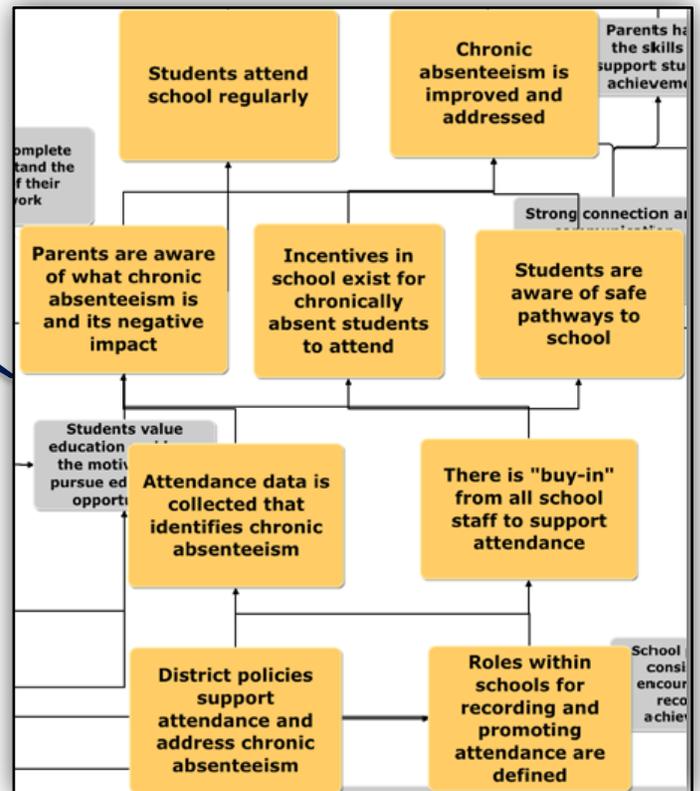
The Theory of Change sets out a detailed vision for PPPs Full Service Community Schools (in the boxes at the top of the Outcomes Map) and then outlines three main outcomes that need to be achieved to make this vision a reality. These main outcome areas are that: students become good citizens, that they succeed academically and that parents support, mentor and act as advocates for their children’s education.

Pathways of preconditions for each of these outcomes are then traced out in the map. The newly articulated Theory in 2017 includes a number of additional preconditions (based on the experiences of the schools over the past few years) that have helped inform the kind of activities and interventions developed by the schools to address the challenges they face. These relate to: **I)** good attendance and elimination of chronic absenteeism; **II)** better mental and physical health outcomes; **III)** increasing parental capacity to support their children’s education; and **IV)** a number of ‘foundational’ preconditions centered on what needs to be in place as a systems levels to achieved the outcomes set out in the Theory

I. Good Attendance and Ending Chronic Absenteeism



Three preconditions in particular have been identified as necessary for both promoting better attendance in general and addressing chronic absenteeism in particular. These, as outlined in the box, include awareness on the part of parents what about chronic absenteeism is and the negative impact it has on the education and life chances of their children. Participants at the Theory of Change believed this was important in

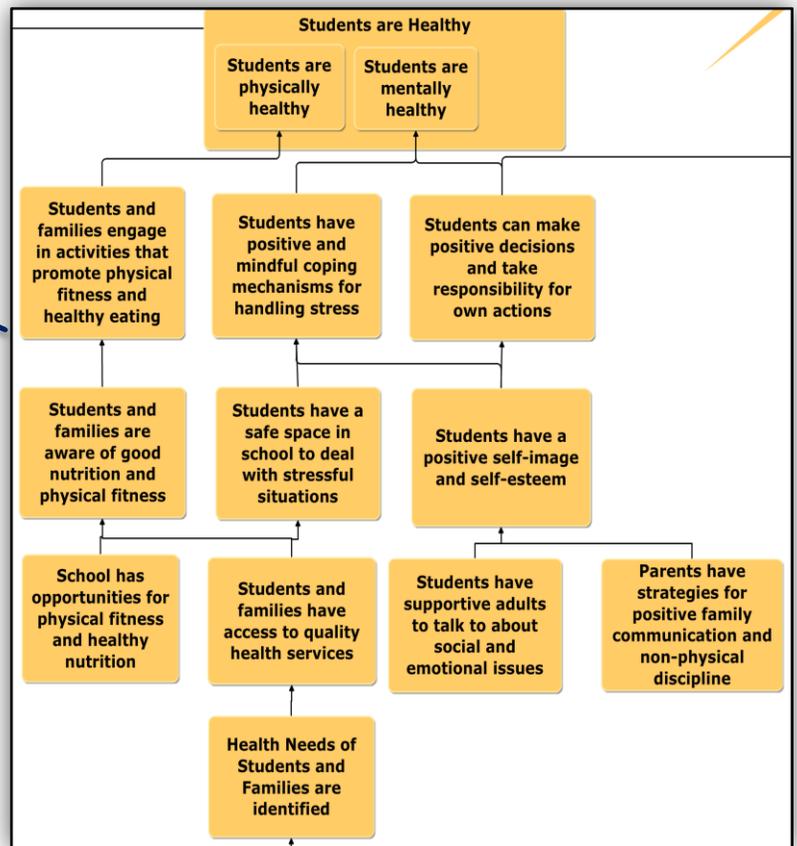
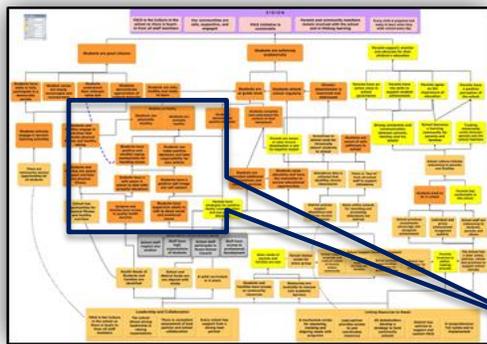


addressing a number of challenges, including the instructional interruptions caused by some parents taking their children out of school for early vacations.

Other preconditions include the existence of incentives in school for chronically absent students to attend and that barriers, such as safety concerns that can impede students from attending school are addressed. One precondition for the latter is that students are aware of safe pathways to school.

These outcomes have in turn a set of preconditions, including the existence of data that allows to schools to identify chronic absenteeism and District policies (i.e. Paterson Public Schools District) that support attendance. Also important are the clear delineation of roles in the schools for recording and promoting attendance.

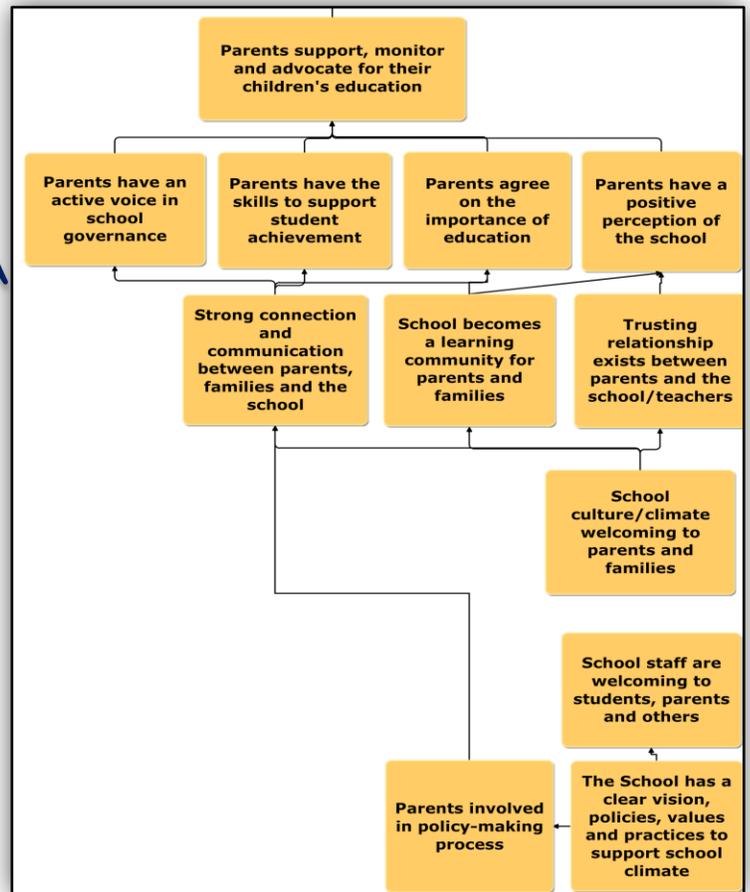
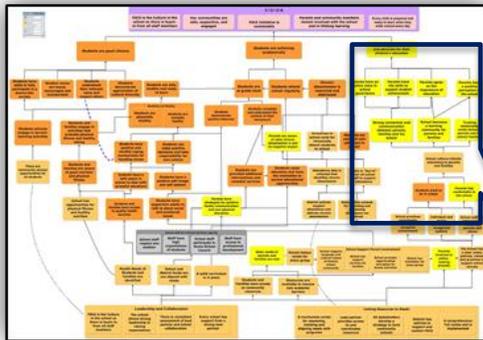
II. Mental and Physical Health



Health promotion is a key goal of the FSCS model and the Theory of Change reflects this with a range of preconditions identified for promoting the health of students. The schools can play an important role here by having opportunities within the school to promote physical health (including healthy eating) but also creating opportunities for building mental health resilience and for addressing the effects of mental health stressors which include the trauma and “toxic stress” that can arise due to poverty, disadvantage and family breakdown.

Engagement with family provides opportunities to support mental health wellbeing. An important precondition in this respect is that parents are supported in having strategies for positive family communication and non-physical discipline.

III. Parents Capacity to Support and Advocate for their Children’s Education

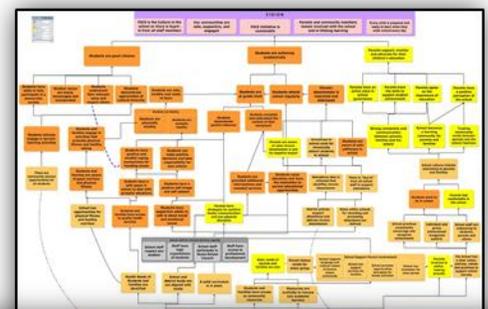


A range of preconditions were identified as necessary so that parents can support and advocate for their children’s education. These include the acquisition of skills but also awareness on the part of parents and families on the importance of education for the future life chances of their children. This in turn is engendered by having relationships of trust between the schools and with teachers which in turn requires and schools culture that is welcoming to parents and families.

There needs to be strong intentionality by the school to create such as cultures through a vision, policies and practices that support a positive and welcoming school climate for all.

IV. Foundational Preconditions

Participants at the theory of Change workshop identified a number of “foundational” preconditions that need to be in place to ensure that the elements of the FSCS Theory can be achieved. These have been grouped under “Leadership and Collaboration” (both at the level of the school and at



school district level) and under “Linking Resources to needs” (i.e. ensuring strategies are developed that aligned resources with needs.

3. Findings

In this section, we present key findings from the evaluation based on Student Outcomes articulated in the Theory of Change, which focuses on academic achievement but include other preconditions identified in the theory of change as critical to student achievement, such as attendance, behavior, and several indicators around youth development.

3.1 Student Outcomes and Youth Development

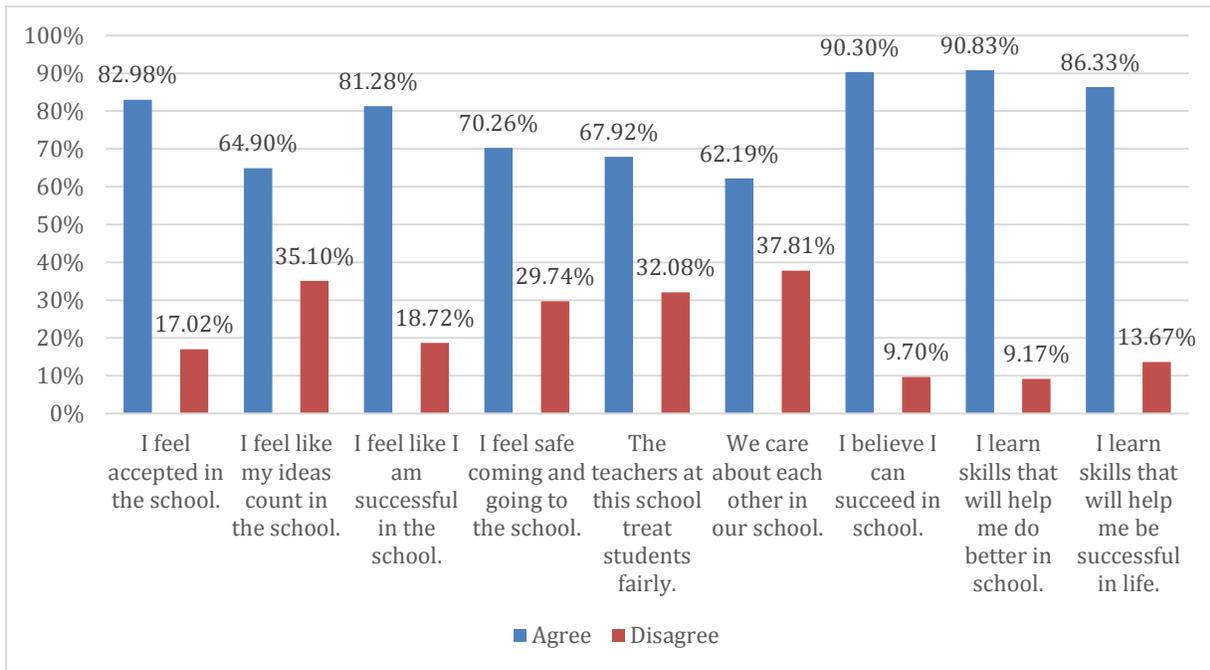
The Theory of Change for Paterson Public Schools FSCS identifies a range of preconditions around social, emotional and health development thought to be necessary for student achievement.

As noted above, ActKnowledge designed a survey questionnaire to elicit these key youth development outcomes, which was administered between March and May of 2018. Selected highlights from the surveys across key outcome areas at all schools in the sample are presented as follows. Answers per question are further disaggregated by grade and school in Appendix I of this report.

Students perceive schools as places to succeed academically

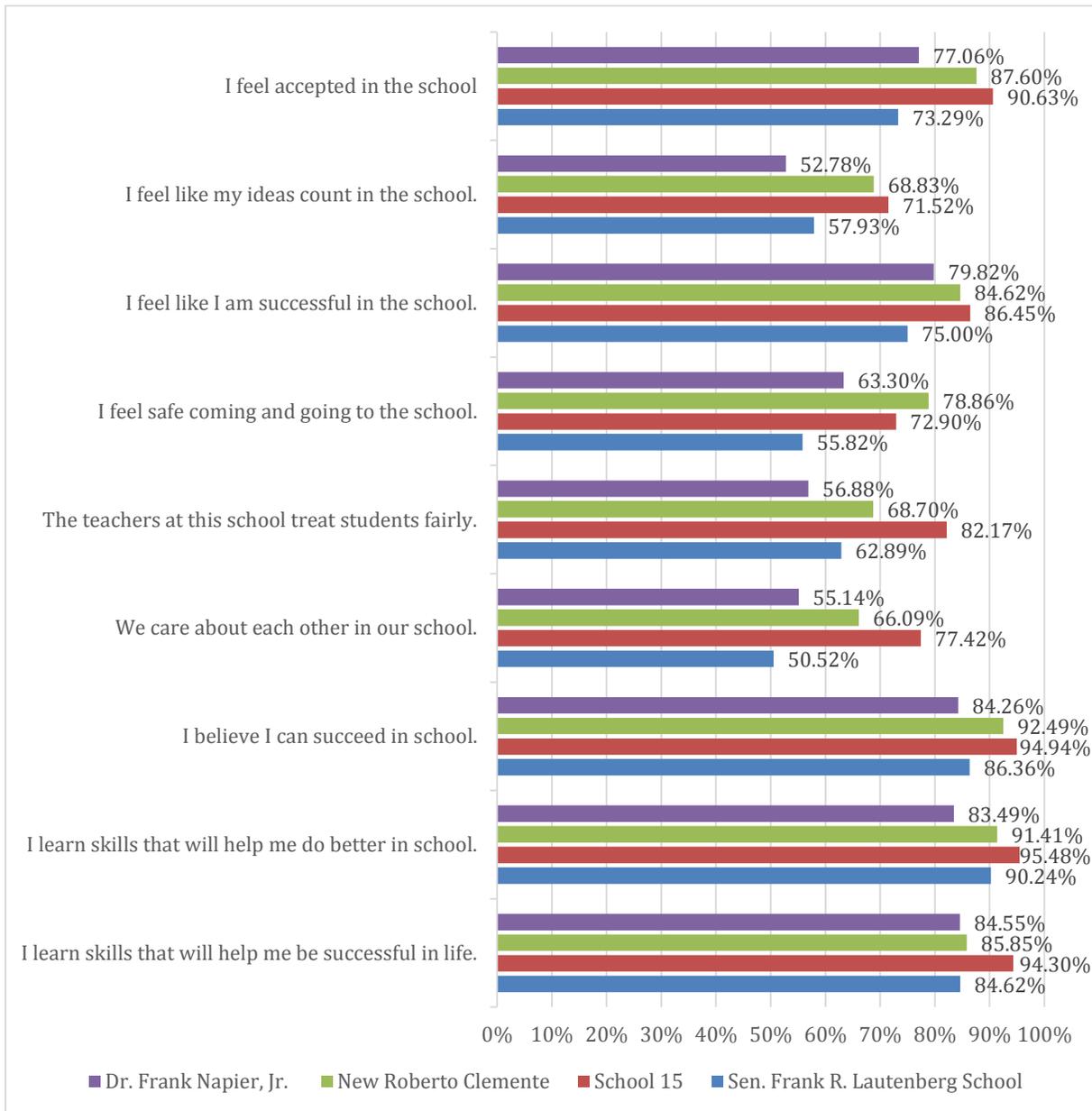
According to Figure 1, the highest rate of agreement among students to the first question in the survey was in response to the statements ‘I believe I can succeed in school’ (90.3%), ‘I learn skills that will help me do better in school’ (90.8%), and ‘I learn skills that will help me be successful in life’ (86.3%). While the majority of students agreed with all statements in the first question of the survey, the statement ‘we care about each other in our school’ found the lowest rate of agreement among respondents (62.2%).

Figure 1. Student perceptions of their school



Between schools, School 15 demonstrates the highest rates of agreement to all facets of the student perception questions with the exception of the statement ‘I feel safe coming and going to the school’, where New Roberto Clemente demonstrated the highest rate of agreement at 78.86% (Figure 2). Dr. Frank Napier Jr. featured the lowest rates of agreement in all but three student perception questions, ‘I feel accepted in the school’, ‘I feel like I am successful in the school’, and ‘We care about each other in our school’. For these three questions, Senator Frank R. Lautenberg School scored lower. The greatest disparity in agreement between schools to a single question is between School 15 (77.42%) and Senator Frank R. Lautenberg School (50.52%) in response to the statement ‘We care about each other in our school’.

Figure 2. Student perceptions of their school, by school

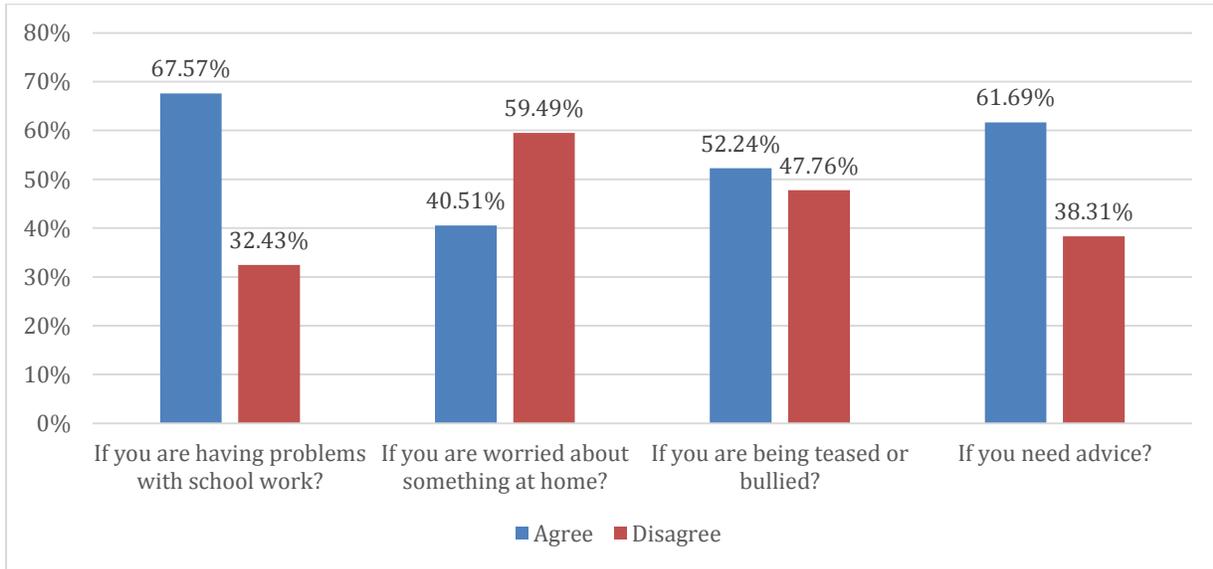


Students comfortable asking for academic help but not for domestic issues

Figure 3 demonstrates that, in regard to student comfort in asking for help from school faculty and staff, a majority of students across all schools in the sample report feeling comfortable

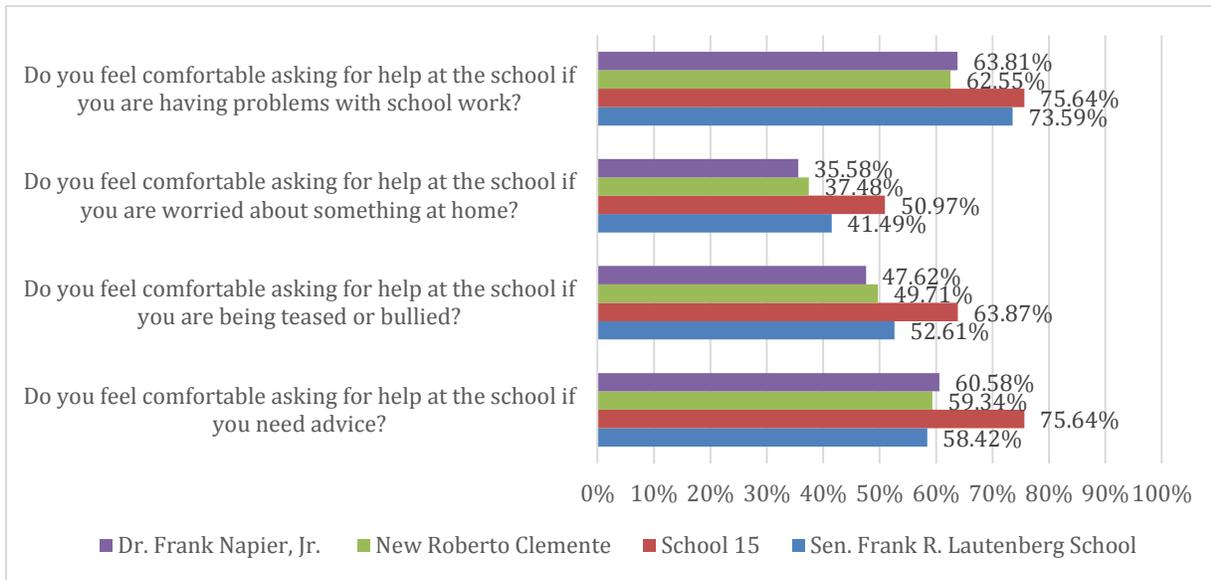
asking for help with school work (67.6%) and general advice (61.7%). However, the majority of respondents across all schools do not feel comfortable asking for help if they ‘are worried about something at home’ (59.5%).

Figure 3. Student comfort levels asking for help at school



Between schools and across all questions inquiring about student comfort, School 15 again shows the highest rates of agreement. In response to the question ‘Do you feel comfortable asking for help at the school if you are worried about something at home?’ Dr. Frank Napier Jr. demonstrated the lowest rate of agreement where just over one-third of students (35.58%) reported feeling comfortable. In contrast, at School 15, just over half of student respondents (50.97%) reported feeling comfortable asking for help if they were worried about something at home.

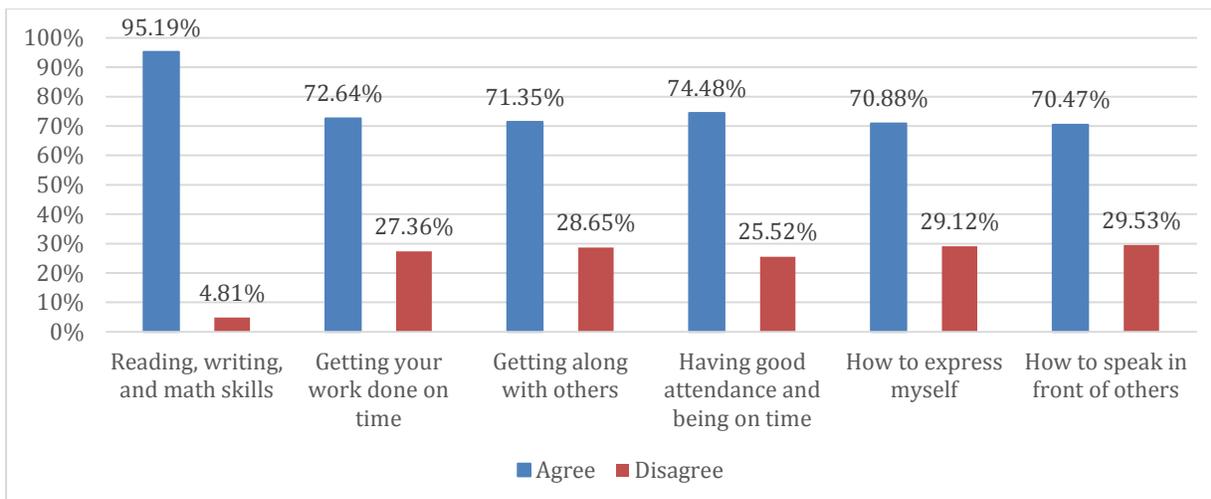
Figure 4. Student comfort levels asking for help at school, by school



Students participate in enrichment opportunities that meet their needs

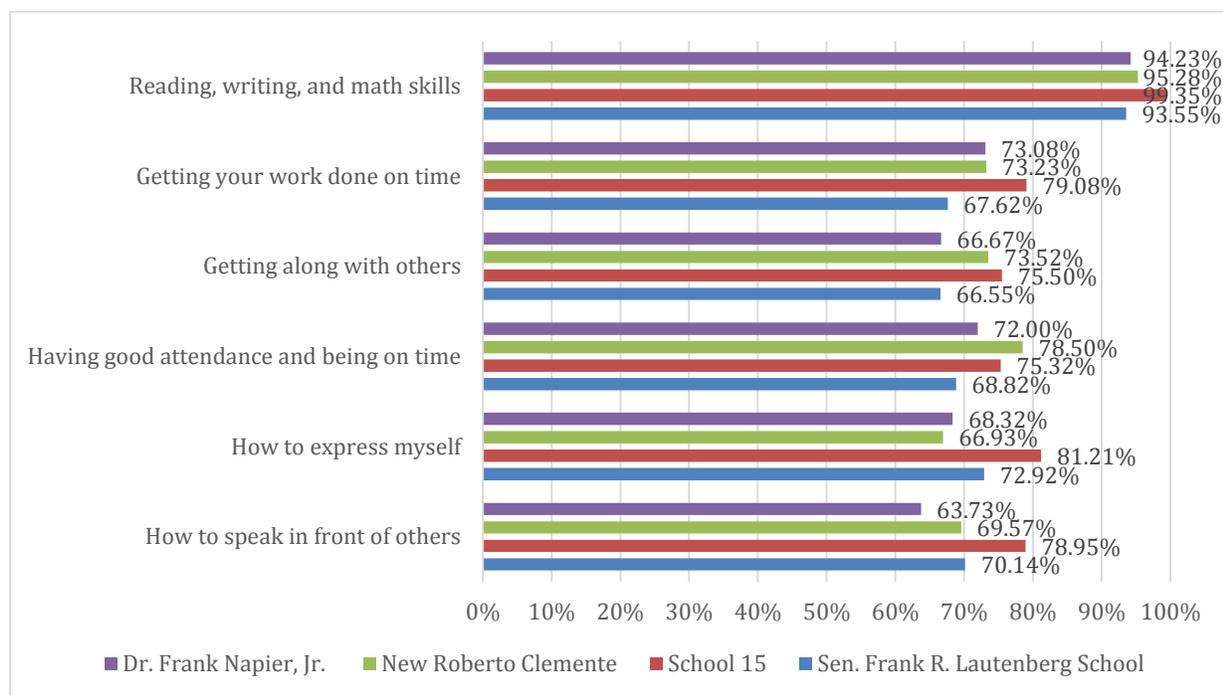
As illustrated in Figure 5, an overwhelming majority of student respondents across all schools report learning ‘reading, writing, and math skills’ at school (95.2%). Further, a majority of respondents reported learning all other skills inquired about in this survey question, including good attendance skills (74.5%) and skills that assist students in completing their work on time (72.6%).

Figure 5. Skills students are learning related to academic achievement



Across all schools, no school’s survey respondents indicated that they are learning ‘reading, writing, and math skills’ at an agreement rate less than 93%. School 15 again displayed the highest rates of agreement for all statements with the exception of ‘having good attendance and being on time’, where New Roberto Clemente scored higher (78.50%). Among statements, the greatest disparity in student agreement appears to be in response to the statement that students’ schools help them to learn how to express themselves. While School 15 shows an agreement rate of 81.21%, New Roberto Clemente shows an agreement rate of 66.93% (Figure 6).

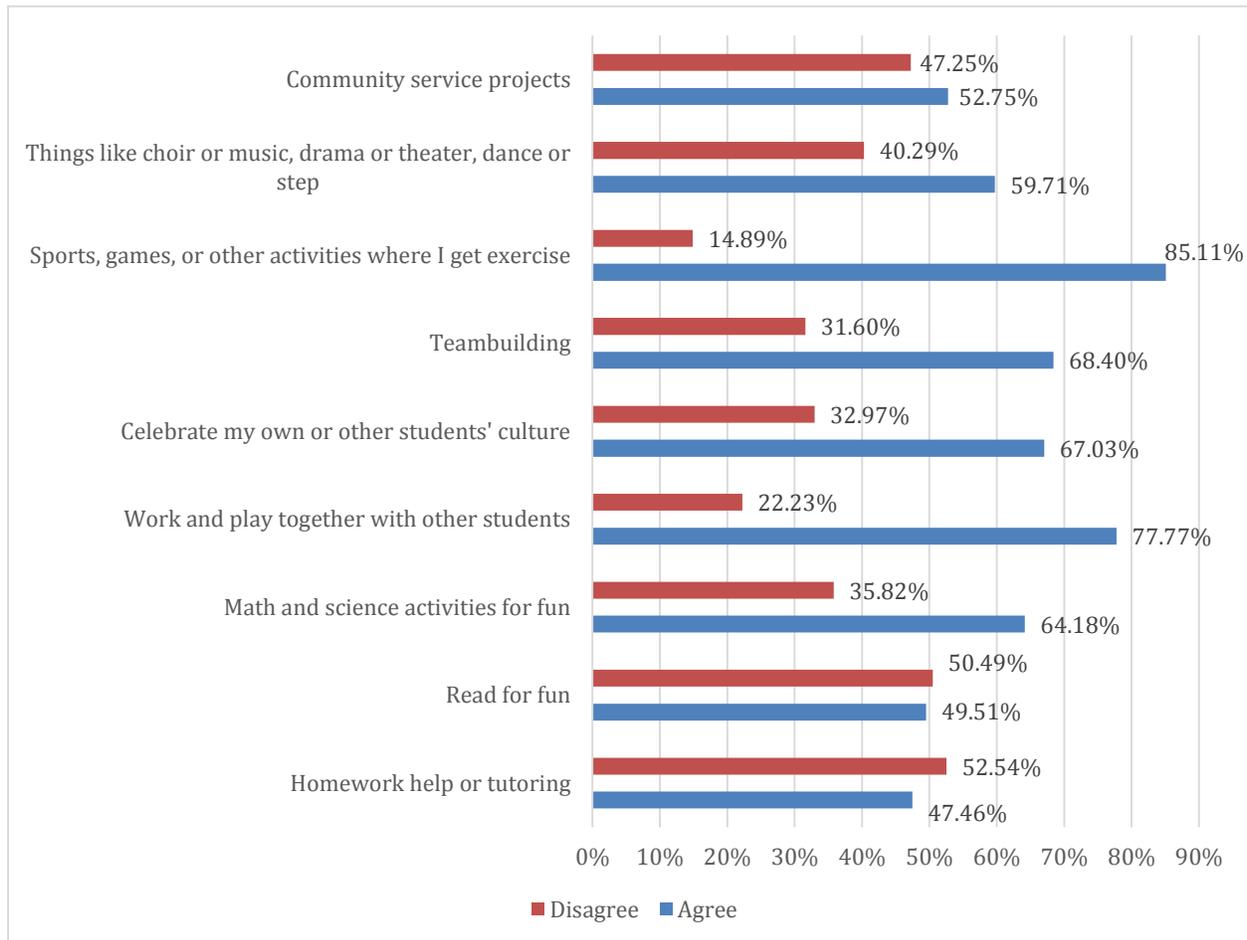
Figure 6. Student agreement with skills students are learning related to academic achievement



Students active in recreational activities

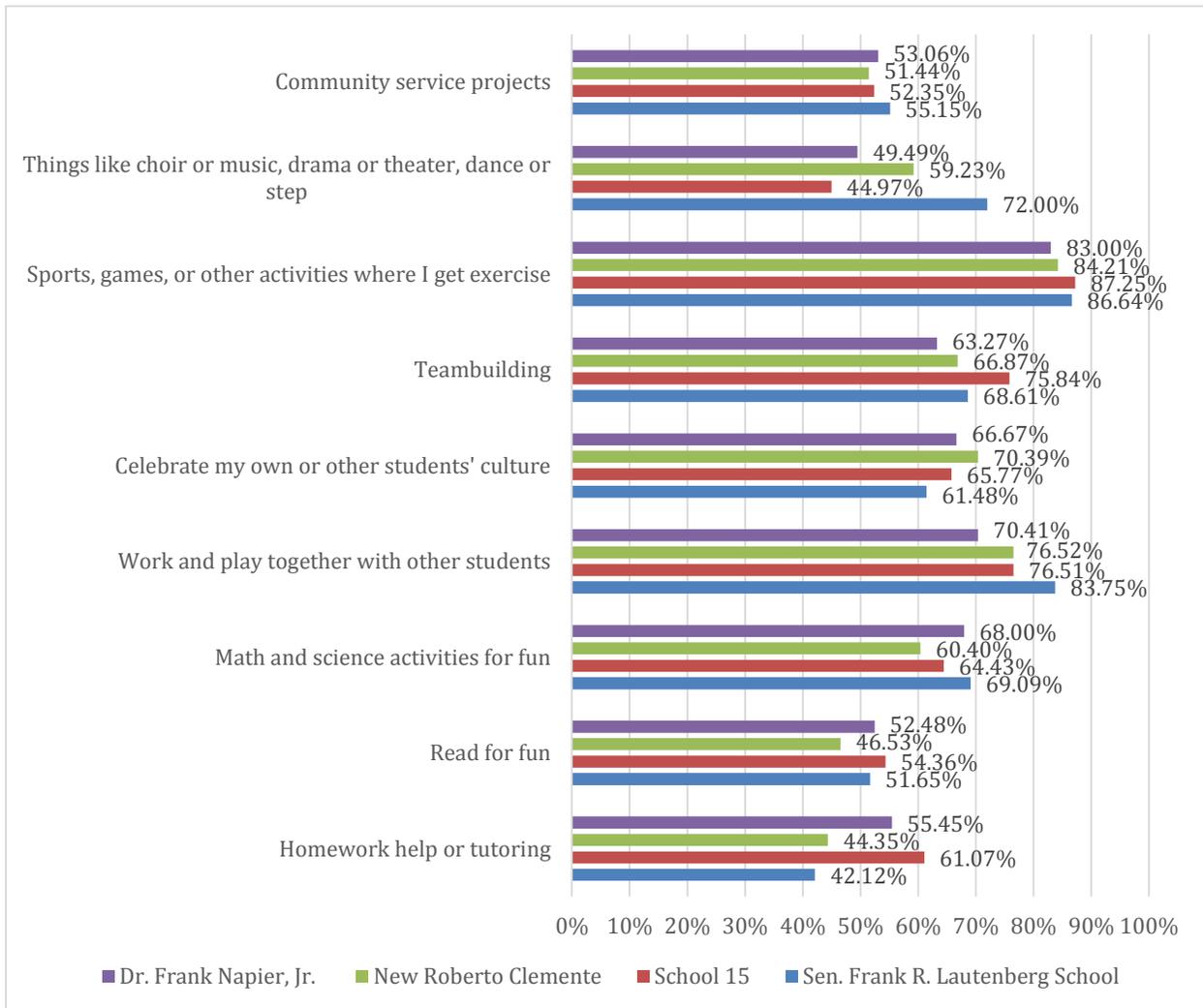
As Figure 7 demonstrates, across all schools, the highest rates of participation are found in activities where students report engaging in ‘sports, games, or other activities’ where they ‘get exercise’ (85.1%), activities where students ‘work and play together with other students’ (77.8%), and ‘teambuilding’ (68.4%). Despite a high rate of agreement among student respondents that they are learning academic achievement skills (Figure 5) and a high rate of agreement around the perception that their schools are places where they learn skills that help them achieve academically (Figure 1), a slim majority of students disagree with the statement that they ‘read for fun’ (50.5%) or engage in ‘homework help or tutoring’ (52.5%). However, a majority of students also report engaging in ‘math and science activities for fun’ (64.2%).

Figure 7. Participation of students in activities at school



Across schools, all four display high rates of agreement that student respondents are engaging in ‘sports, games, or other activities’ that give students exercises; no one school shows less than 83% agreement (Figure 8). In regard to students engaging in ‘homework help or tutoring’, across schools the greatest rates of disparity exist between School 15 (61.07%) and Senator Frank R. Lautenberg School (42.12%). While a majority of students across all schools in aggregate disagree that they read for fun (Figure 7), only New Roberto Clemente reports less than half of student respondents agreeing that they read for fun (46.53%). The most drastic disparity in agreement rates is between the responses to the statement that students engage in ‘things like choir or music, drama or theater, dance or step’ for fun: Senator Frank R. Lautenberg displays 72% of student respondents agreeing with this statement, while at School 15 less than half of students agreed (44.97%).

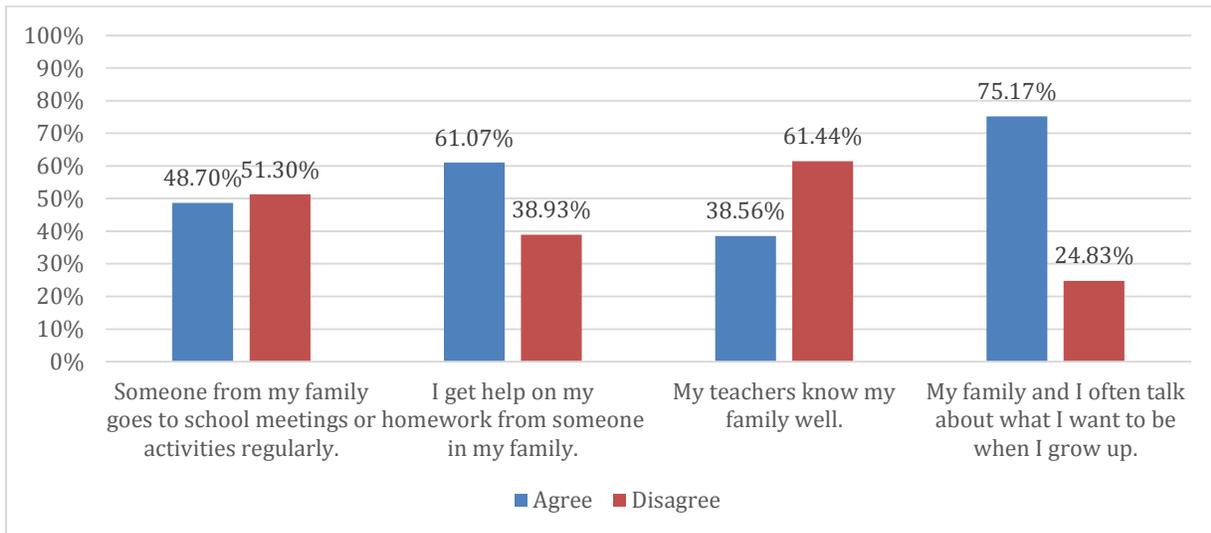
Figure 8. Participation of students in activities at school, by school



Students perceive that parents active at home but not interacting with school

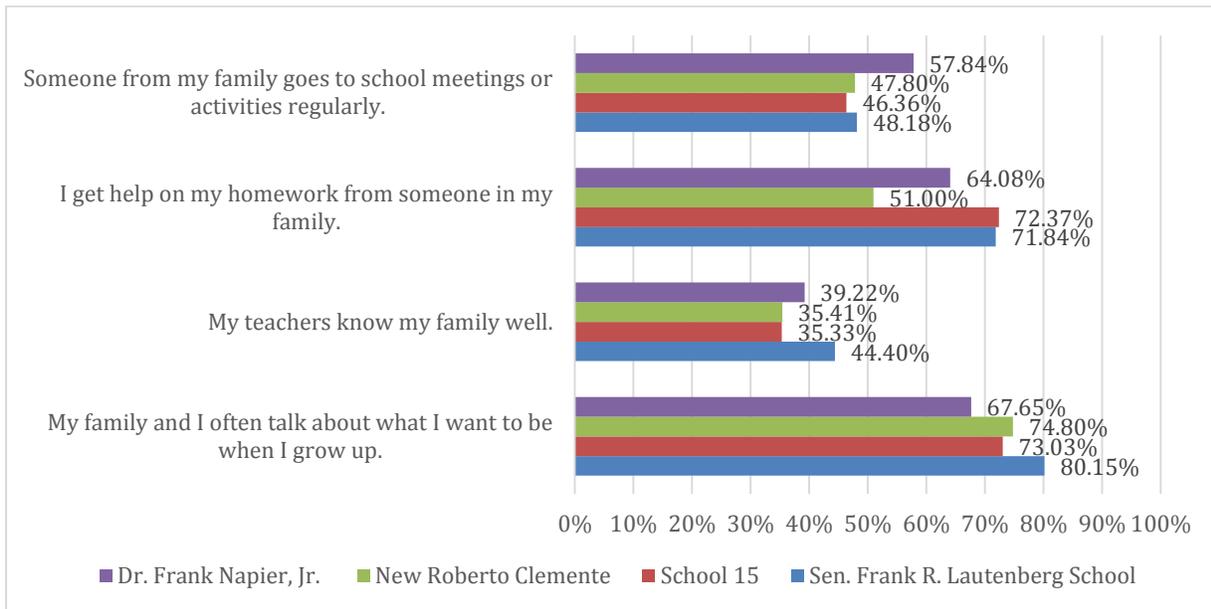
Across all schools, as demonstrated in Figure 9, a majority of students report receiving homework assistance from family members (61.1%) and speak with family about future goals (75.2%), yet a majority of students report that their families do not know their teachers well (61.4%), and that their families do not regularly attend school meetings or activities (51.3%).

Figure 9. Student perceptions of parent / family involvement with school



Across all schools, only at Dr. Frank Napier Jr. do a majority of student respondents (57.84%) report that their families go to school meetings or activities regularly (Figure 10). The greatest disparity across schools for this question is between New Roberto Clemente and the other schools in regard to the statement ‘I get help on my homework from someone in my family’: at New Roberto Clemente, 51% of student respondents agreed while at School 15 and Senator Frank R. Lautenberg School displayed agreement rates over 70%. All schools show rates of agreement to the statement ‘my teachers know my family well’ under 45% and as low as 35.33%

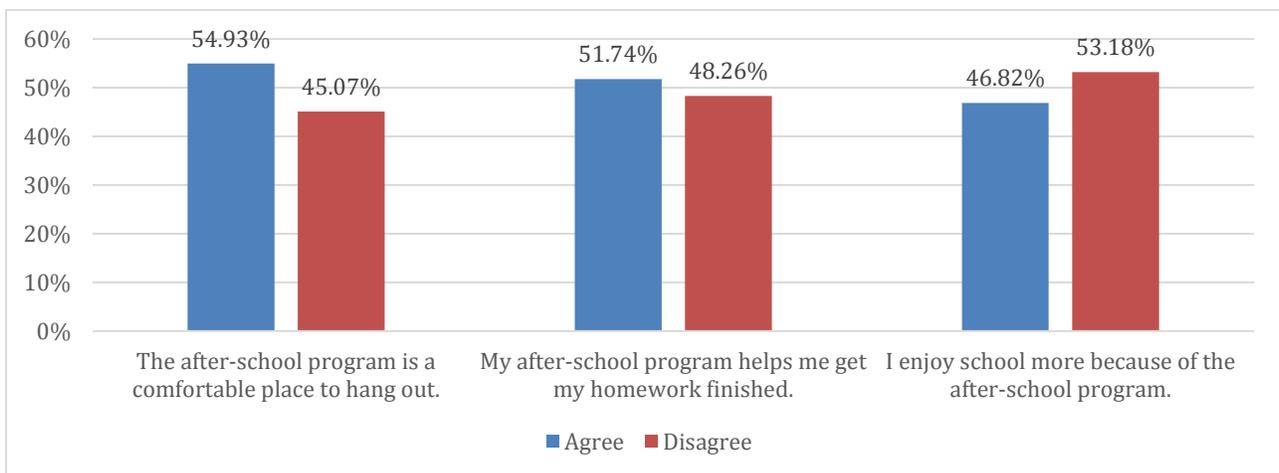
Figure 10. Student agreement with parent / family involvement questions, by school



Students perceive after-school programs as comfortable and supportive of academic needs

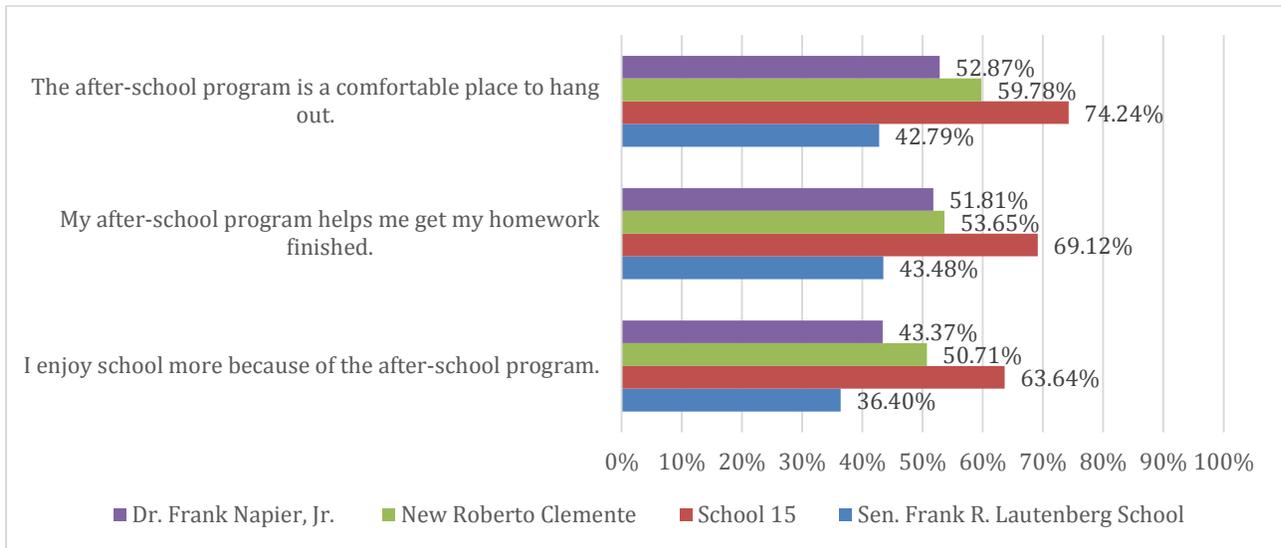
Figure 11 shows that student respondents across all schools agree that after-school programs are comfortable places to hang out (54.9%) and that these programs help them to get their homework finished (51.7%). However, a slim majority disagree that their school experience is more enjoyable due to their after-school programs (53.18%).

Figure 11. Participation of students in after-school programs



Considerable disparities exist in the responses to statements about after-school programs across schools (Figure 12). While nearly three-quarters of student respondents from School 15 agree that their after-school program is a ‘comfortable place to hang out’ (74.24%), less than half agreed at Senator Frank R. Lautenberg School (42.79%).

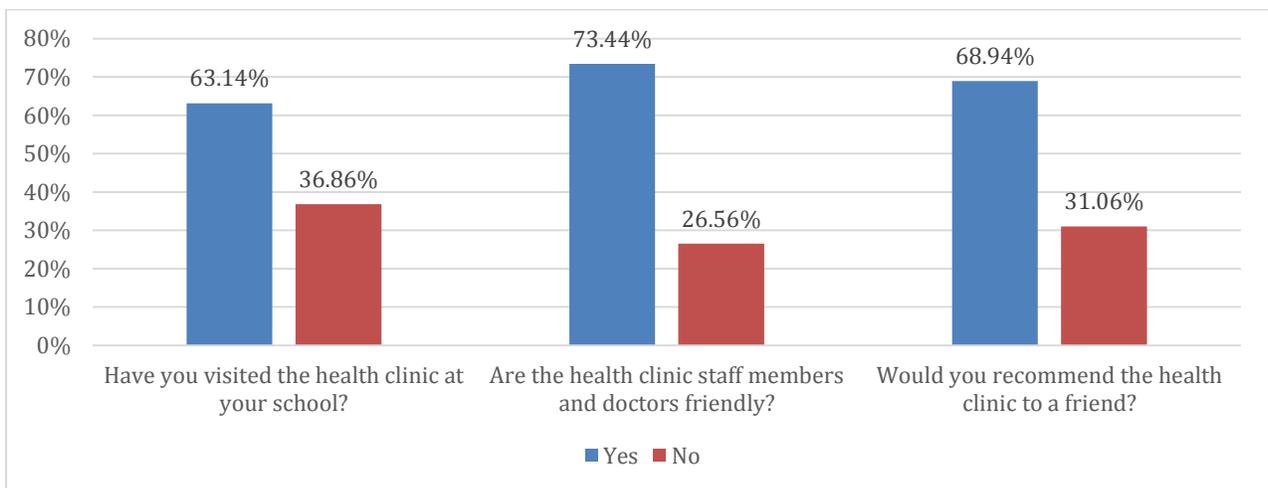
Figure 12. Student agreement with after-school program questions, by school



Students both use and view health clinics positively

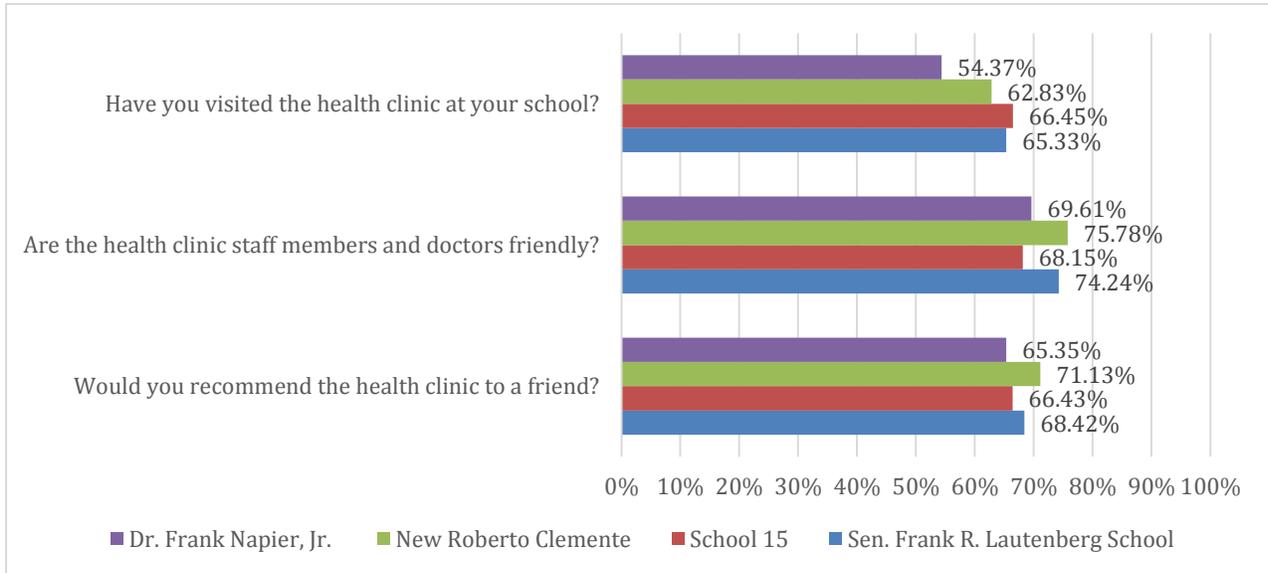
Figure 13 illustrates student perceptions of their health clinics. Across all schools, a majority of student respondents report visiting their health clinics (63.1%), perceiving their health clinic staff and doctors as friendly (73.4%), and are willing to recommend the clinic to friends (68.9%).

Figure 13. Student opinions on their school health clinics



No considerable disparities exist across all schools in regard to student responses to health clinic-related statements. Over three quarters of student respondents at New Roberto Clemente regard their health clinic staff as friendly (75.78%), but no school had a less than 68% agreement rate. Dr. Frank Napier Jr. shows the lowest reported rate of health clinic use, at only 54.37% of students reporting that they had visited the clinic (Figure 14).

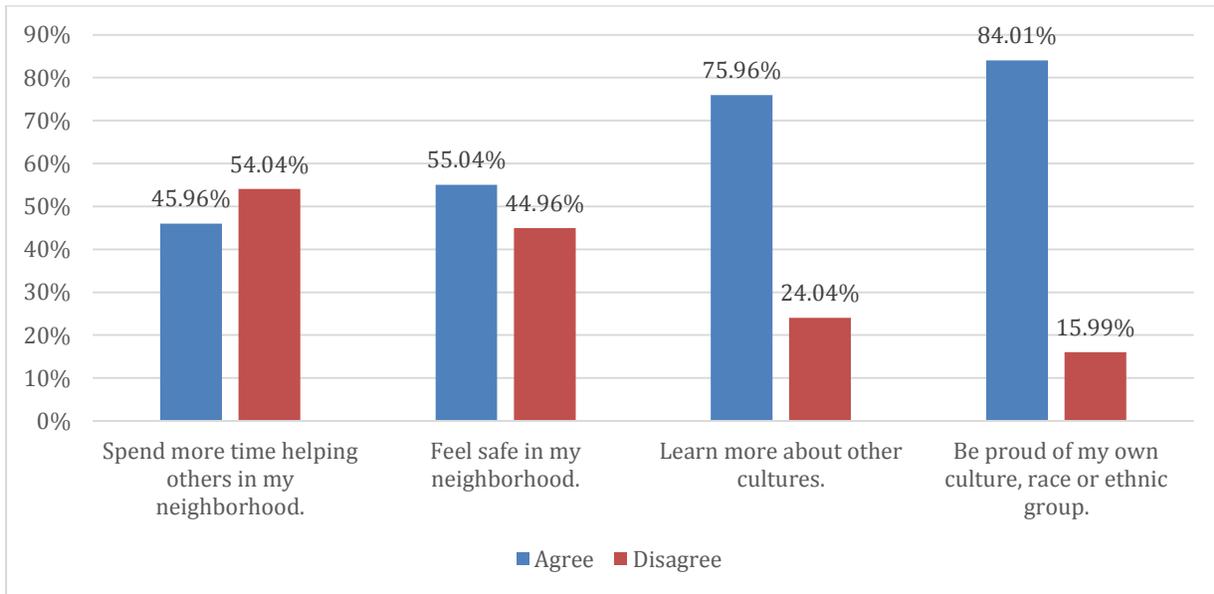
Figure 14. Student agreement with school health clinic questions, by school



Full Service Community Schools foster cultural awareness

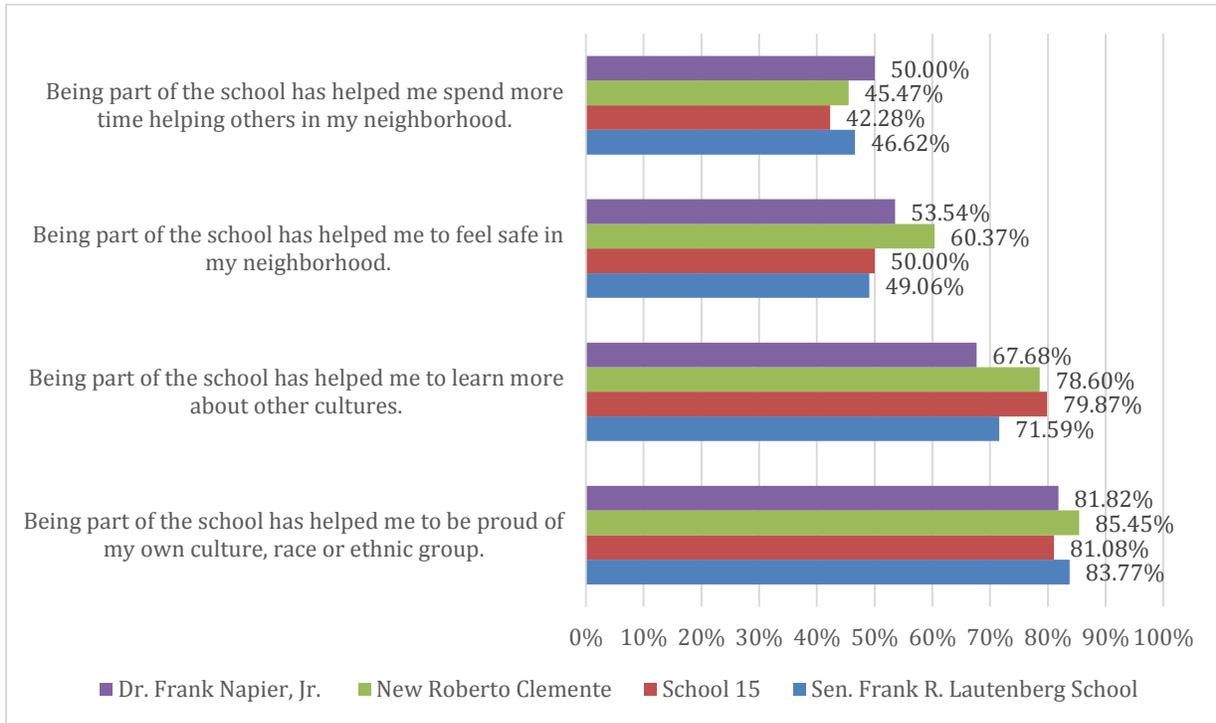
A majority of student respondents report that attending a Full Service Community School both helps them to learn more about other cultures (75.96%) and helps them to be proud of their own culture, race or ethnic group (84.01%). On the other hand, a slight majority of students disagree with the statement that Full Service Community Schools help them to spend more time with others in their neighborhood (54.04%).

Figure 15. Impact of attending a Full Service Community School



No considerable disparities exist across schools in agreement rates for the statements in this question. Dr. Frank Napier Jr. is the only school which displays a 50% rate of agreement to the statement ‘being part of the school has helped me to spend more time helping others in my neighborhood’, while other schools have lower agreement rates. In regard to the statement ‘being part of my school has helped me to feel safe in my neighborhood’, slightly less than half of student respondents at Senator Frank R. Lautenberg School agreed (49.06%) while over half of respondents at the other schools reported feeling safe, with New Roberto Clemente the highest at slightly over 60% (Figure 15).

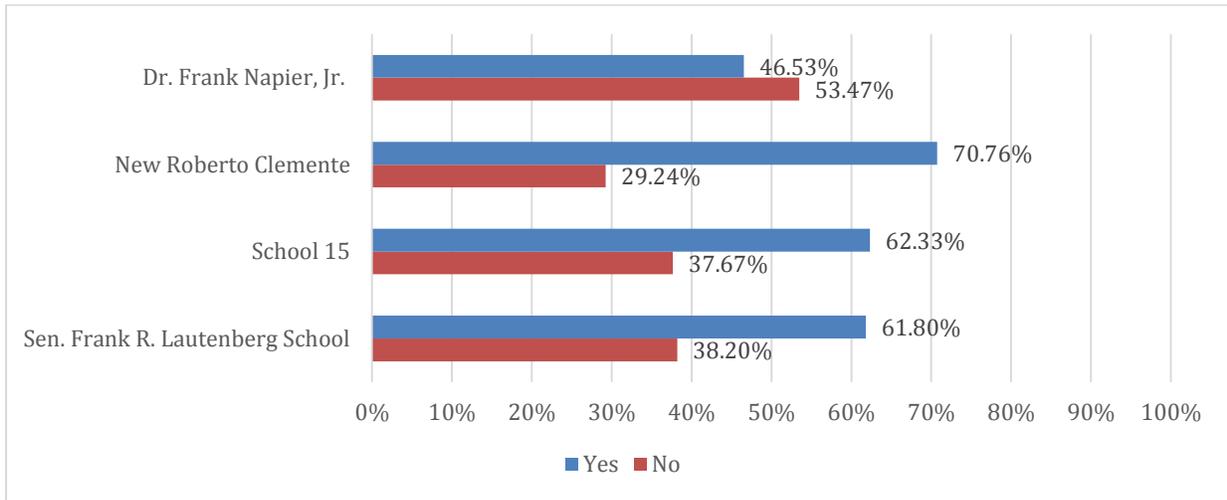
Figure 16. Student agreement with Full Service Community School attendance questions, by school



Most students aware of Full Service Community School status

Finally, while most students are aware that they are attending a Full Service Community School, considerable disparities exist across the schools. Fewer than half of student respondents at Dr. Frank Napier Jr. were aware that the school was as Full Service Community School (46.53%), while at New Roberto Clemente over 70% were aware (Figure 17).

Figure 17. Student awareness of attending a Full Service Community School, by School



Academic Analysis

This section contains the analysis of students' academic performance in the subject of English Language Art (ELA) and Math at School 6 and School 15 in Paterson, NJ for two academic years of 2016-2018. Overall, the students showed an improvement for ELA, and maintained a status quo for math in the second year in each school. For ELA, female students tended to have higher test scores in each year at both schools, but the extent of improvement was slightly larger for male students in School 6 and its opposite was detected in School 15. For math, female students had higher average test scores in each year in School 6 while male students had higher scores in School 15. Each grade students at both schools showed an improvement in the average ELA test scores except 6th and 8th grades in School 6. Different from ELA, only 5th and 6th grade students in School 6 improved in math and all other grades in both schools had a slight decrease in the second year test. Participation in enrichment programs in School 15 was examined in terms of its effect, but it is not clear whether it had a positive effect on the second-year performance, given the limited information.

METHOD

- The analysis was carried out using ELA and Math test scores.
- 242 students for ELA and 251 students for math who took the test in 2016-2017 did not take the same subject test the next year due presumably to transferring to other schools, and they were not included in the analysis.
- Scores of six grades students (3rd to 8th) in School 6 and two grades students (3rd and 4th) in School 15 were examined.
- Academic performance was measured in three different ways: level change, average scores and standard deviation.

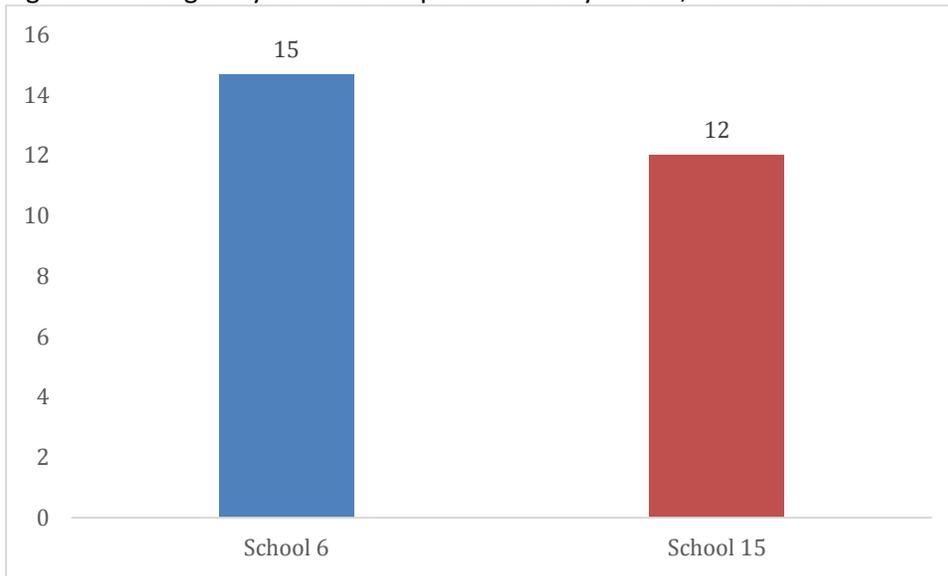
Table 1. Number of Students Suspended by School

School	# of students	Days of Suspension
School 6	140	147
School 15	26	28

Table 2. Number of Student Absences by School

School	# of students	Days of Absence
School 6	612	8984
School 15	743	8919

Figure 1. Average Days of Absence per Student by School, 2017-2018



ENGLISH LANGUAGE ART

Table 3. Number of Students Taking ELA Test by School, 2016-2018

School	# of Students
School 6	156
School 15	209

Test scores were categorized into four different levels. The result shows that more students received the level 4 and fewer students received the level 1 while a similar number of students attained the level 2 and 3 in the second year for both schools (Figure 2).

Figure 2. Number of Students by Score Level

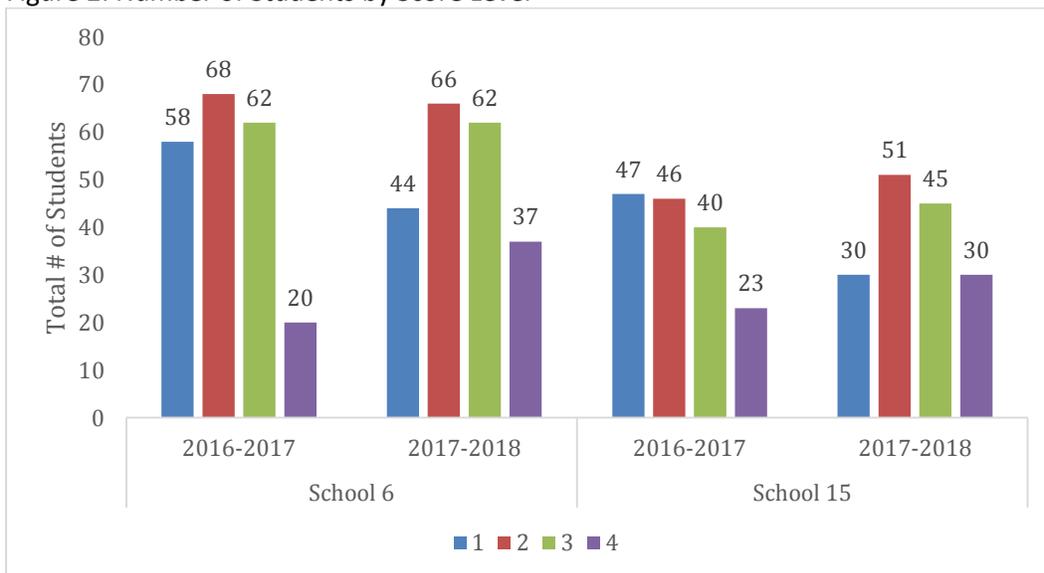
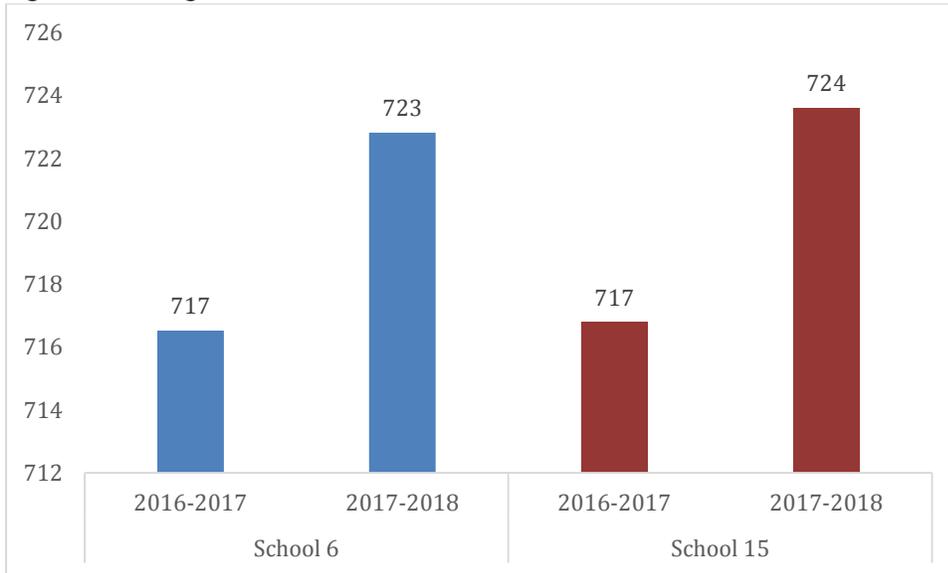


Figure 3 represents average score by year and school. When considering the average score in each year, it shows that the average ELA test score increased by 6 points for School 6 and 7 points for School 15.

Figure 3. Average Test Score



Standard deviation indicates how much students are different from each other, and the lower the number the better, meaning they are not much different from each other in terms of the test score. The standard deviation decreased by 2 for School 15 while it increased by 1 for School 6 (Figure 4).

Figure 4. Standard Deviation in Test Score

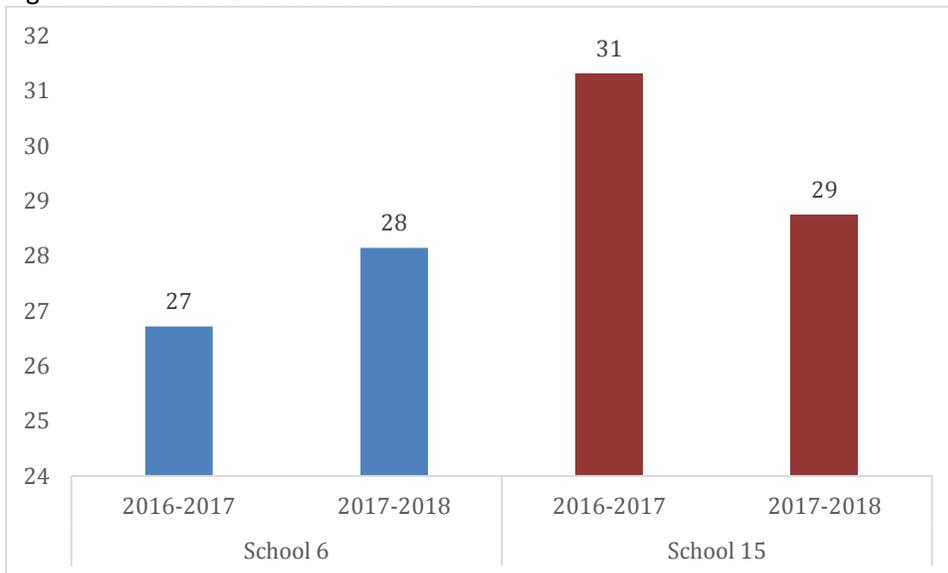
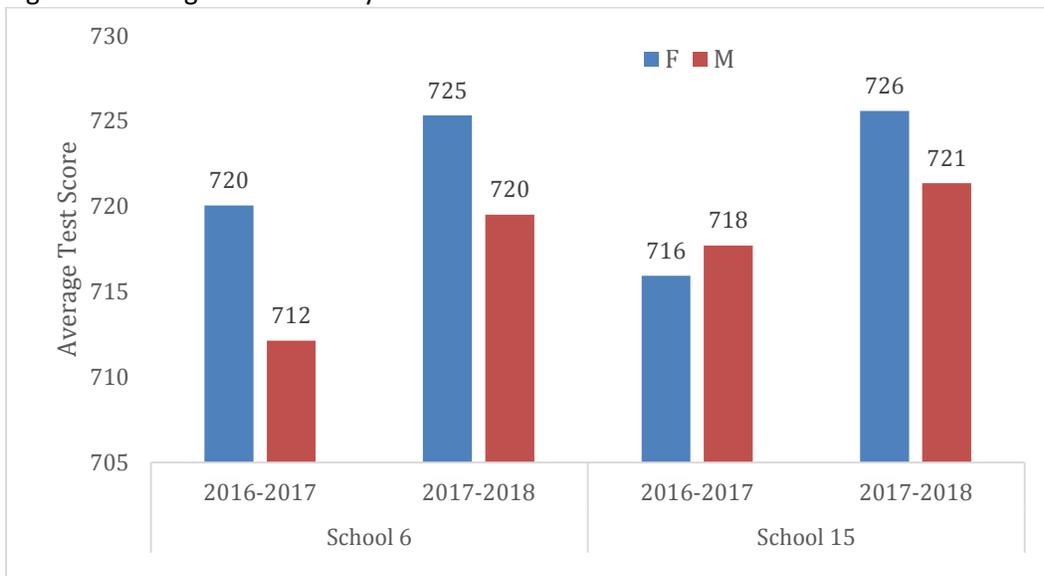


Table 4. Number of Students by Gender

School	F	M
School 6	118	93
School 15	82	74

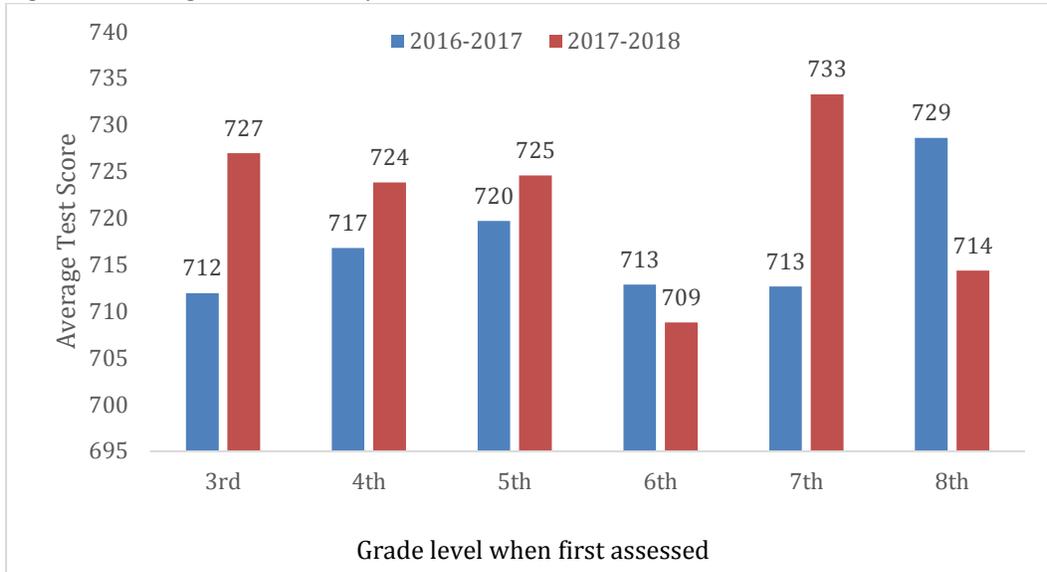
Overall, female students performed better than male students for both schools (Figure 5). However, boys improved more than their counterpart for School 6. On average, there was a five point increase for girls and eight point increase for boys. It is the opposite for School 15. While girls recorded ten points improvement, boys achieved 3 points higher than the previous year.

Figure 5. Average Test Score by Gender



Change in the test scores for six grades (from 3rd to 8th) was examined in School 6, and they all showed improvement in the second-year test except 6th and 8th grade students (Figure 6).

Figure 6. Average Test Score by Grade Level, School 6



For School 15, two grades (3rd and 4th) were examined for two years of test scores (Figure 7). 3rd grade improved by 17 points while 4th grade achieved one point improvement.

Figure 7. Average Test Score by Grade Level, School 15

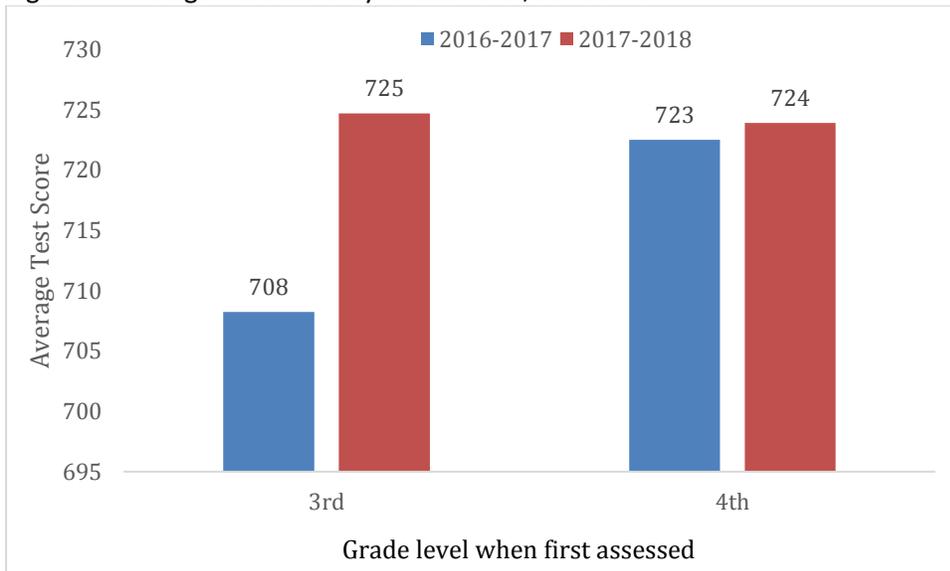
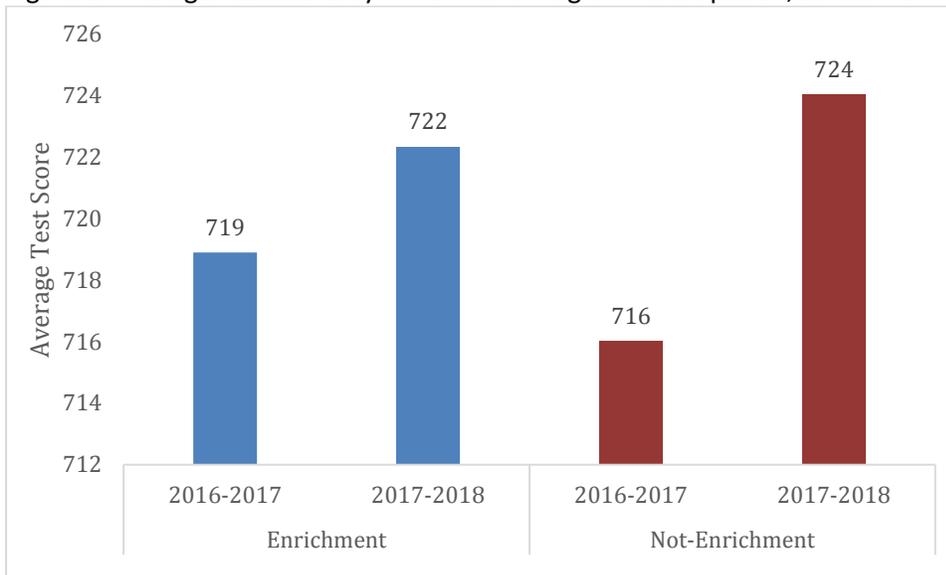


Table 5. Number of Students by Enrichment Program Participation

School	Enrichment	Not-Enrichment
School 15	41	115

Change in test scores was examined between enrichment program participants and non-participants (Figure 8). The result shows the participants improved by three points and their counterparts achieved an eight point gain.

Figure 8. Average Test Score by Enrichment Program Participation, School 15



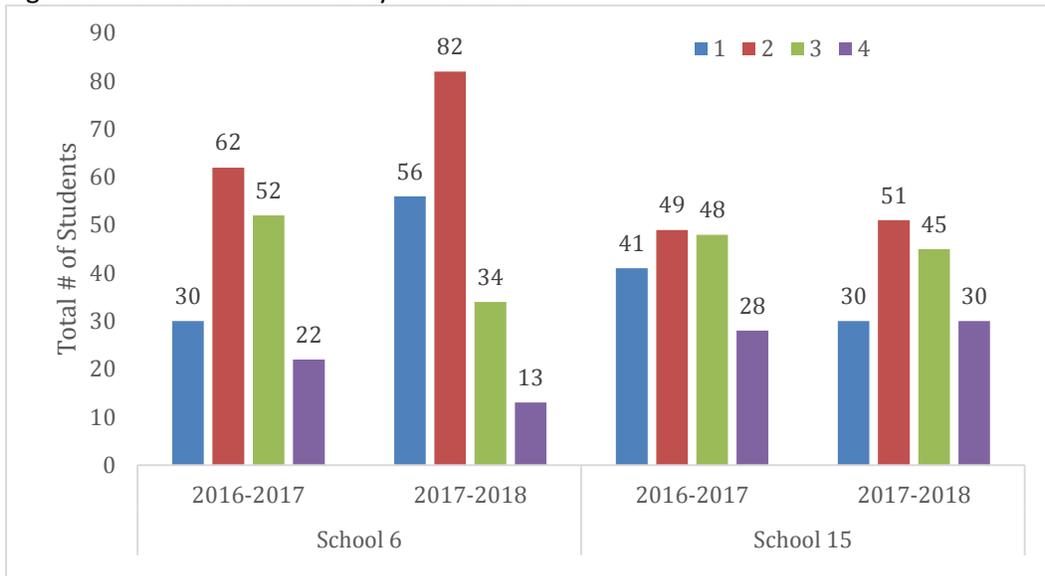
MATH

Table 6. Number of Students by School

School	# Students
School 6	183
School 15	166

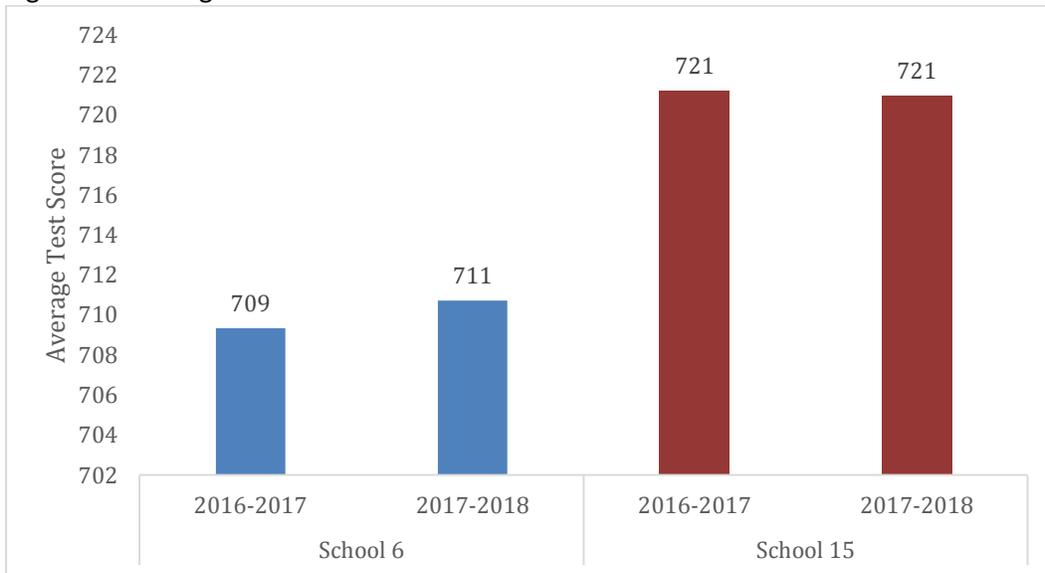
Different from ELA performance, students in School 6 did not improve in their Math test while those in School 15 had a slight improvement when considering change in the level (Figure 9).

Figure 9. Number of Students by Score Level



When looking at the average score, School 6 showed a slight improvement whereas School 15 maintained a status quo (Figure 10).

Figure 10. Average Test Score



Although the two schools didn't show a consistent academic improvement in different measurements (the level change and the average score), they displayed an improvement in standard deviation. Figure 11 reports that standard deviation decreased by 2 and 3 points for School 6 and School 15, respectively, indicating the academic gap among students became narrowed slightly for both schools.

Figure 11. Standard Deviation in Test Score

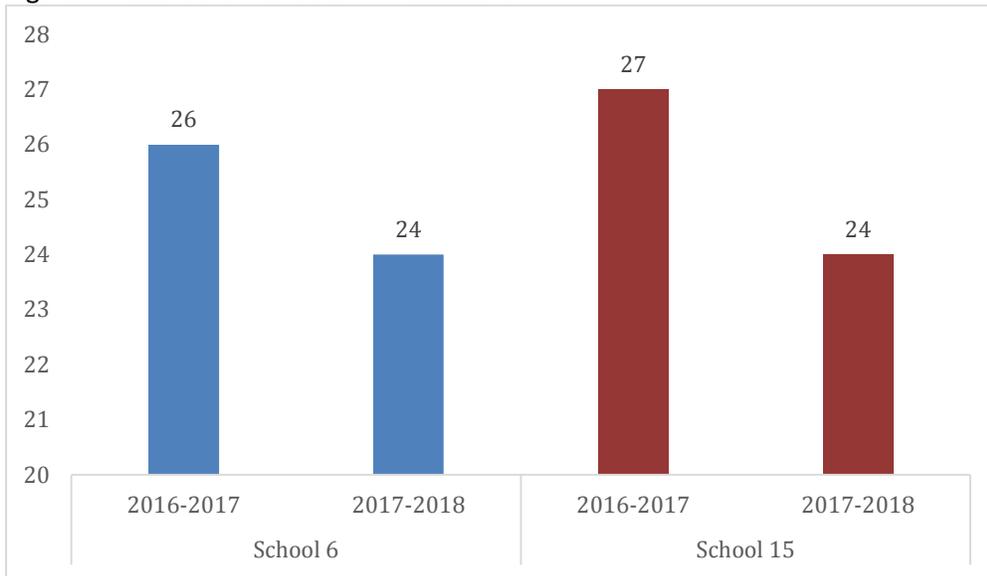
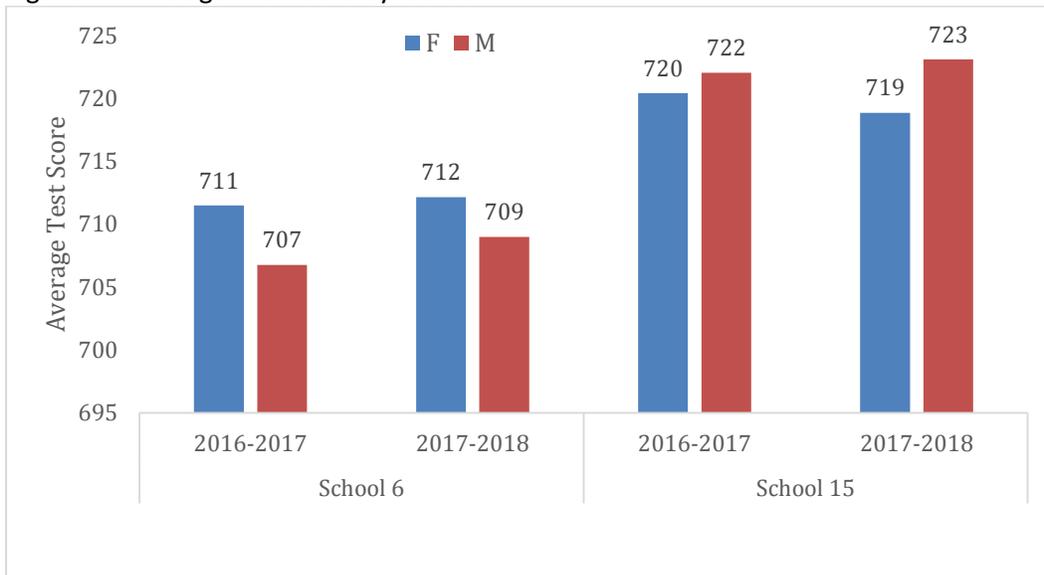


Table 7. Number of Students by Gender

School	F	M
School 15	84	82
School 6	101	84

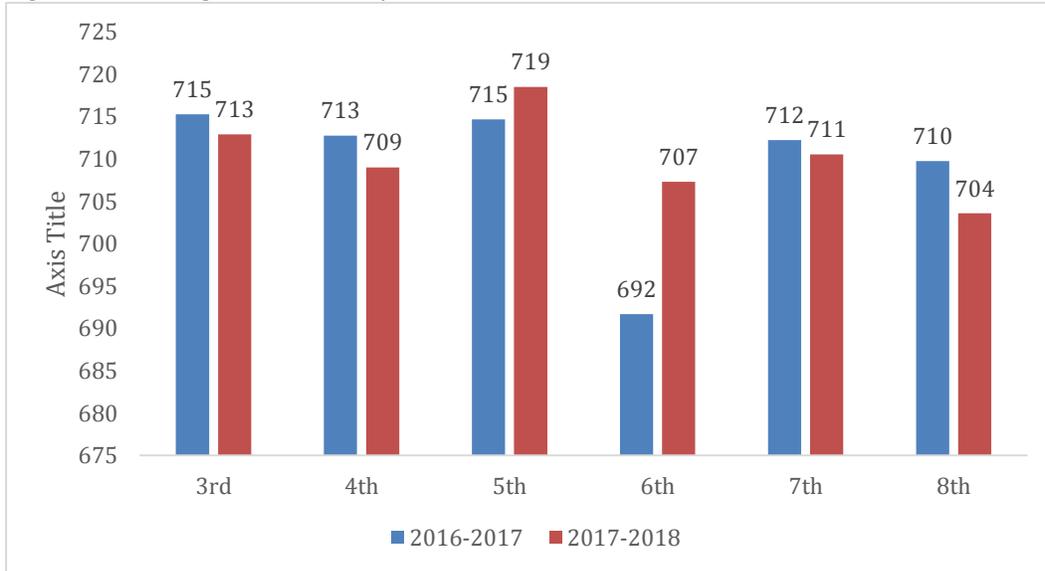
Slightly different from ELA performance, for Math, female students performed better in School 6, but male students showed higher scores and improvement in the second year in School 15 (Figure 12).

Figure 12. Average Test Score by Gender



On average, only two grades (5th and 6th) improved in Math in the second year, and all other grades didn't show an improvement in School 6 (Figure 13).

Figure 13. Average Test Score by Grade Level, School 6



For School 15, both grades did not show an improvement in Math test in the second year, displaying 2 points and 1 point decrease for 3rd and 4th grade, respectively (Figure 14).

Figure 14. Average Test Score by Grade Level, School 15

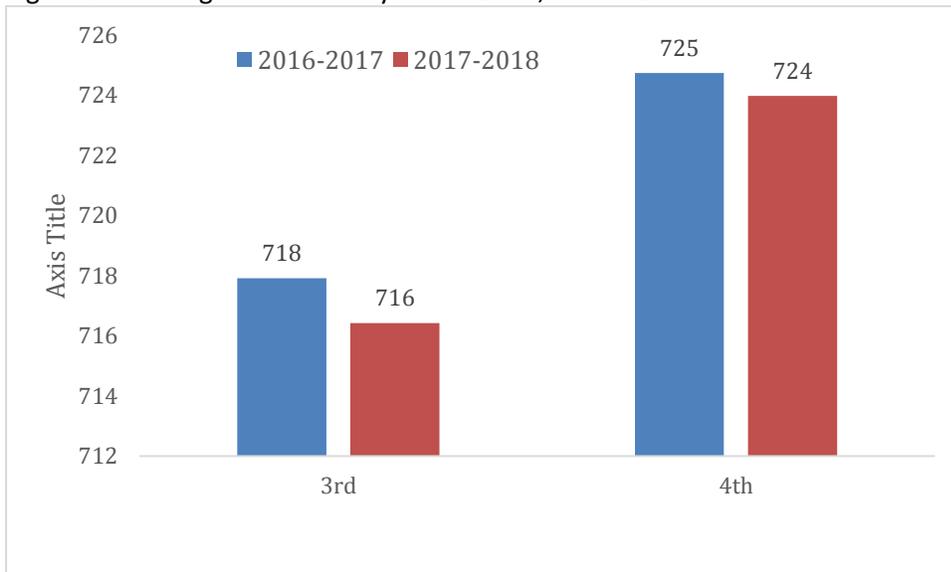
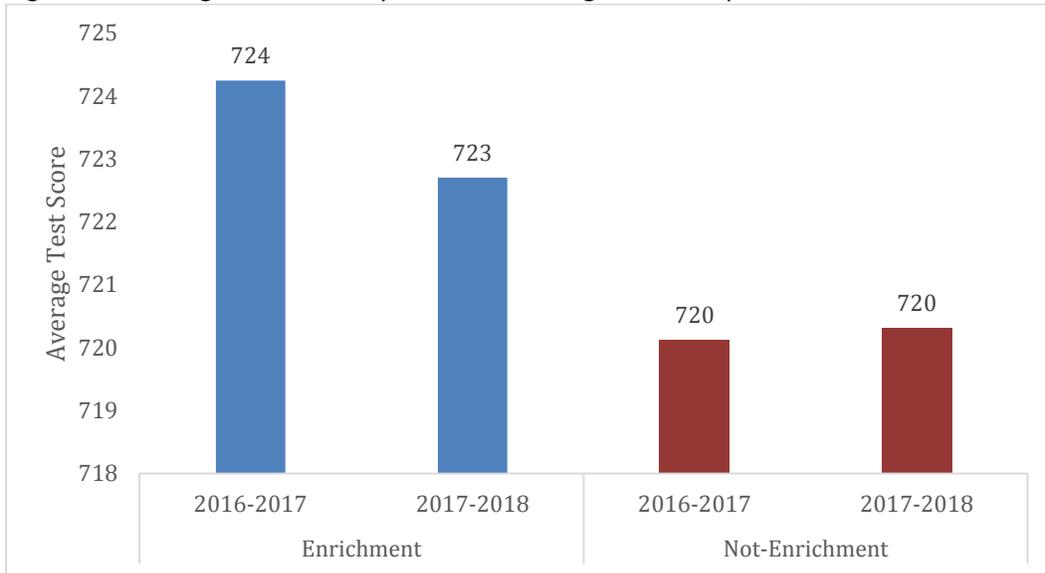


Table 8. Number of Students by Enrichment Program Participation, School 15

School	Enrichment	Not-Enrichment
School 15	44	122

As seen in the ELA result, participation in Enrichment program for Math did not appear to have an effect on the math test in the second year for School 15 (Figure 15).

Figure 15. Average Test Score by Enrichment Program Participation, School 15



4. Recommendations

4.1 Recommendations

We recommend, in particular:

1. To recognize that a community school, is a whole school strategy, not just a wrap-around model, and requires collective approach to identify needs, develop partnerships and align and integrate services in the school, and monitor and track student progress.
2. We believe recommendation 1 can be achieved through continuous professional development and learning, during the summer workshops and during the school year such as the coordinators meeting as an example. This would allow schools to learn from each other, report back on their experiences, and improve buy-in of the community school model.
3. Continuing and increasing targeting of at-risk students for programs/services and tracking the effectiveness of such outreach and assistance.
4. Measure academic change by student participation in programs, not just schoolwide. Most probably (and based on past experiences) students receiving services improve more than students not received, or receiving fewer services.

Appendix I: Results: Student Surveys by School, 2017-2018

Paterson Public Schools Full Service Community School Grant Evaluation

Figure 10. Agreement with statement "I feel accepted in the school"

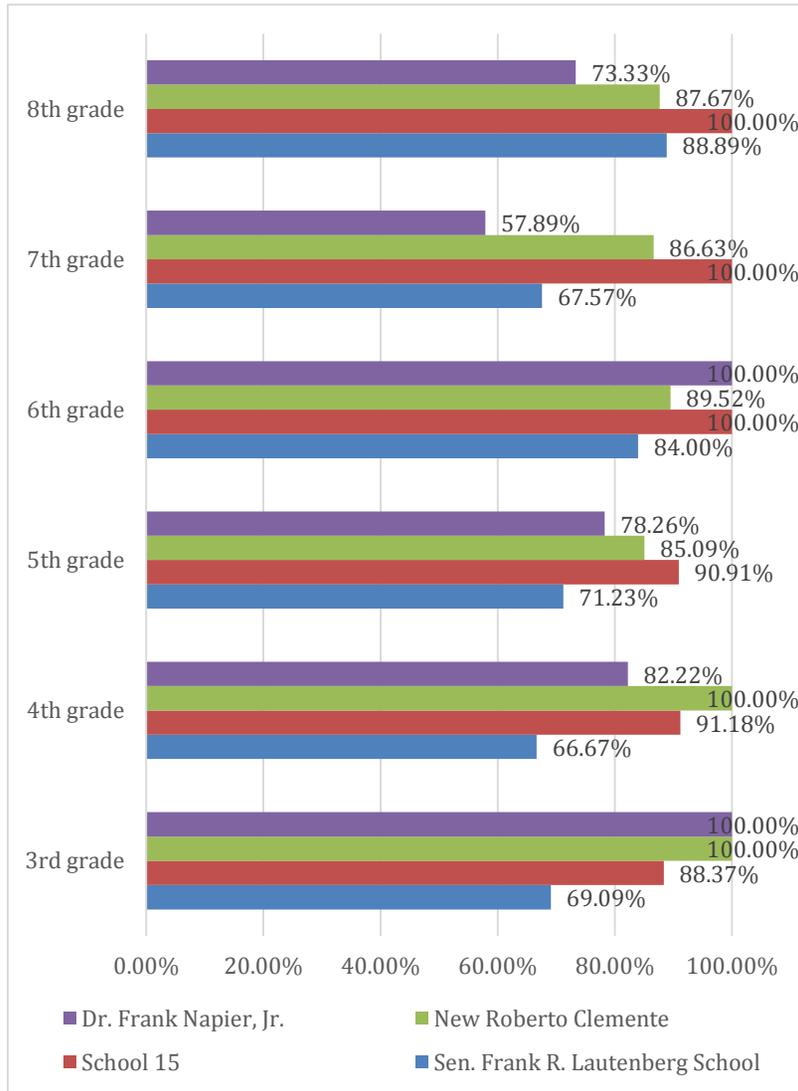


Figure 11. Agreement with statement "I feel like my ideas count in the school"

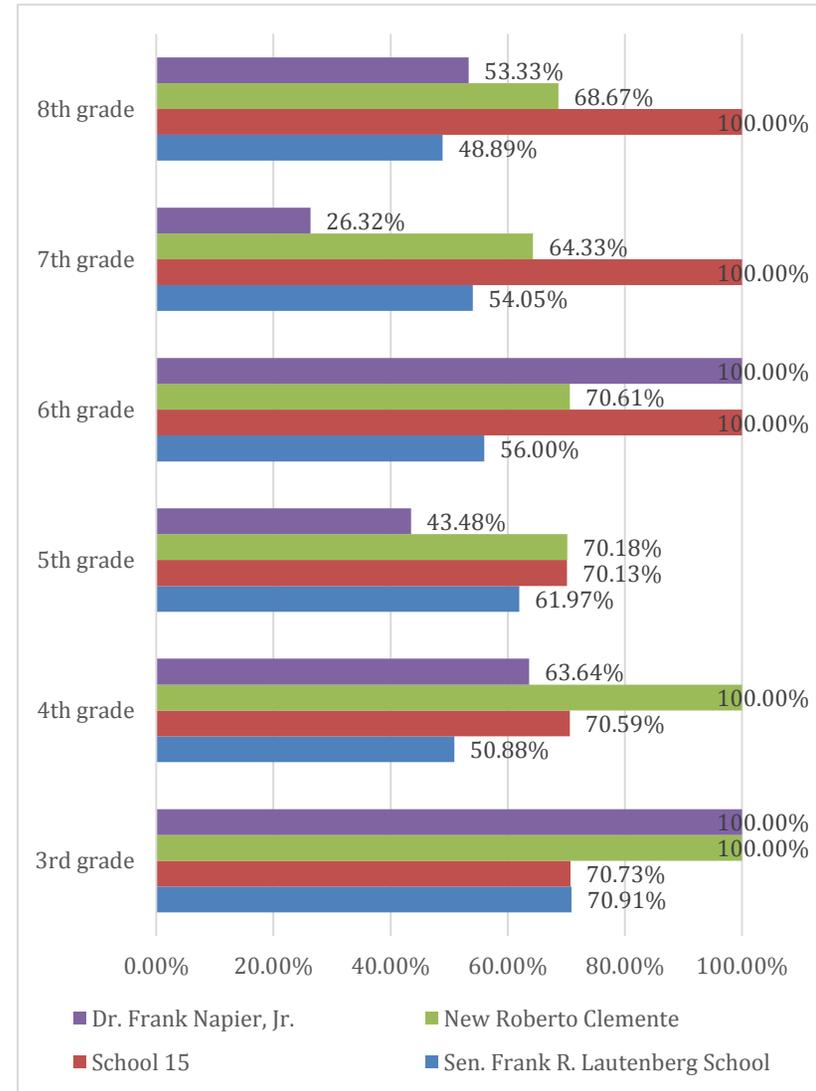


Figure 12. Agreement with statement "I feel like I am successful in the school"

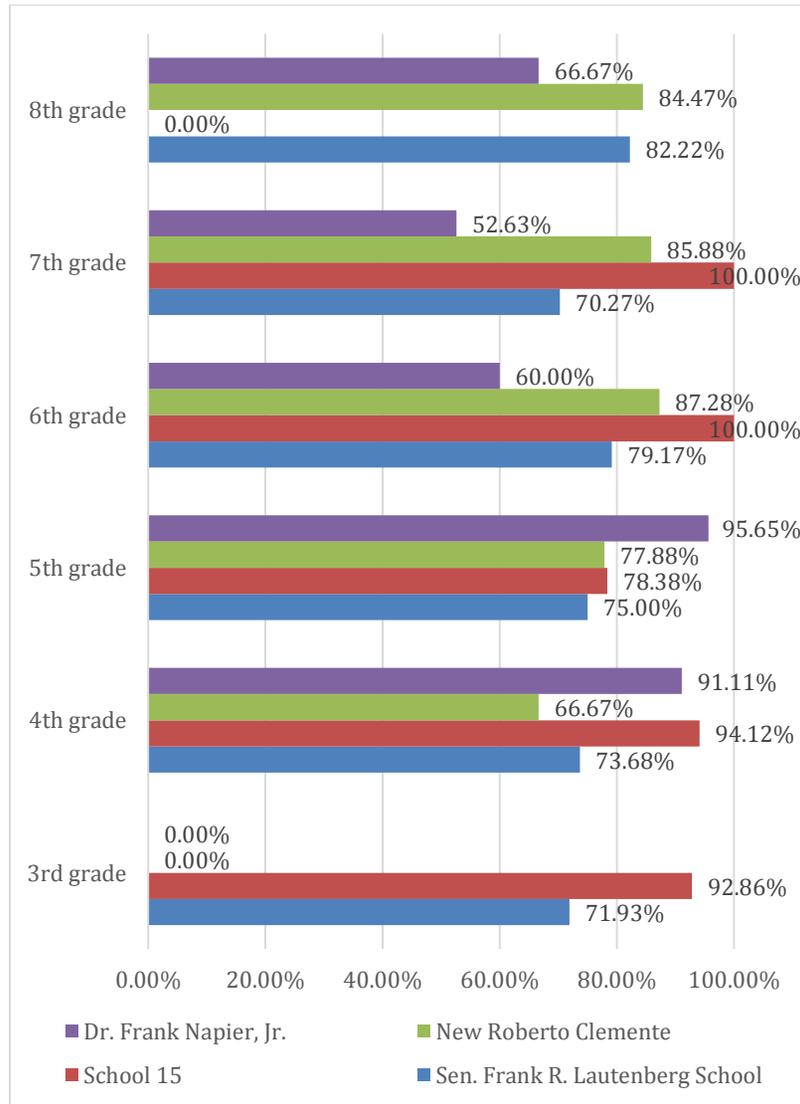
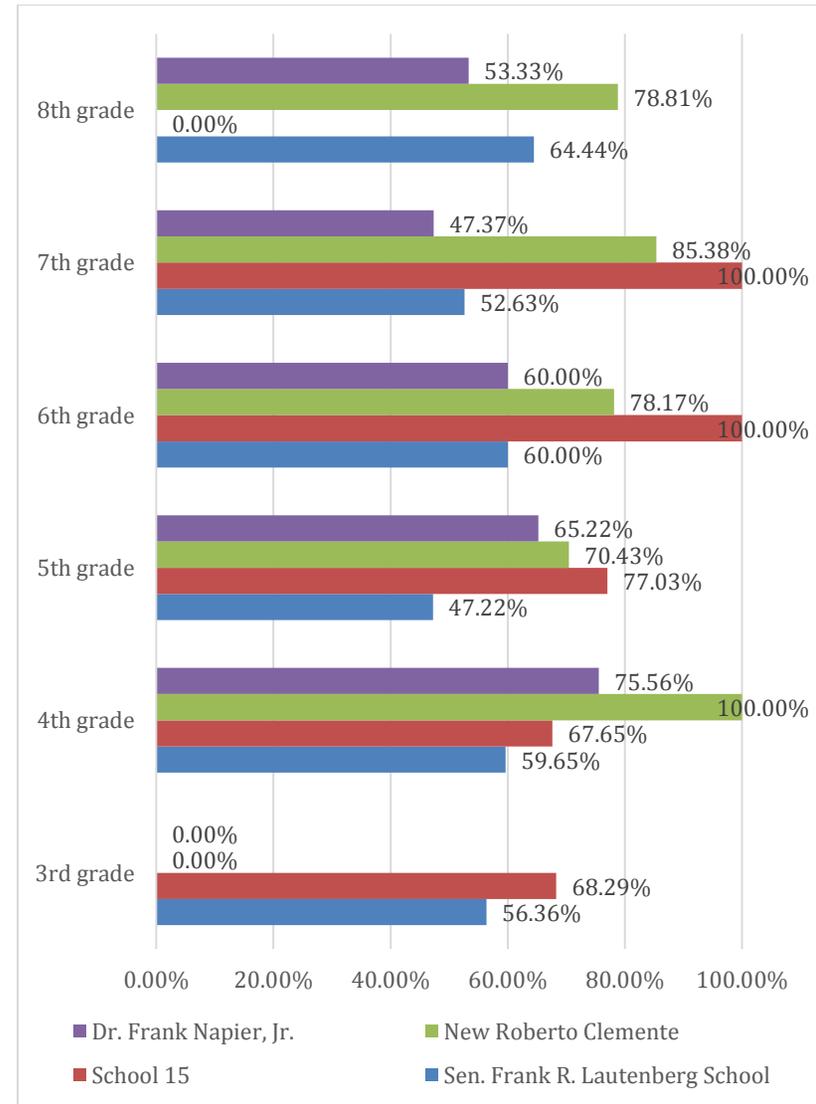


Figure 13. Agreement with statement "I feel safe coming and going to the school"



Paterson Public Schools Full Service Community School Grant Evaluation

Figure 14. Agreement with statement "teachers at this school treat students fairly."

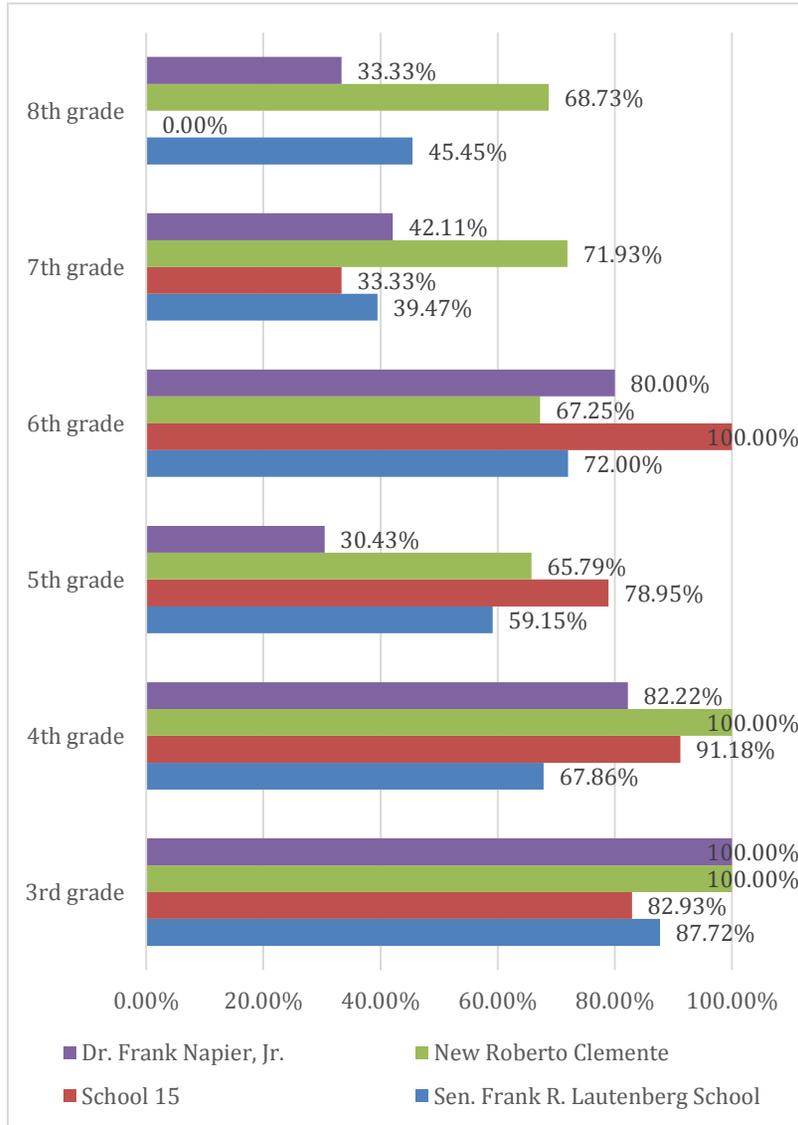
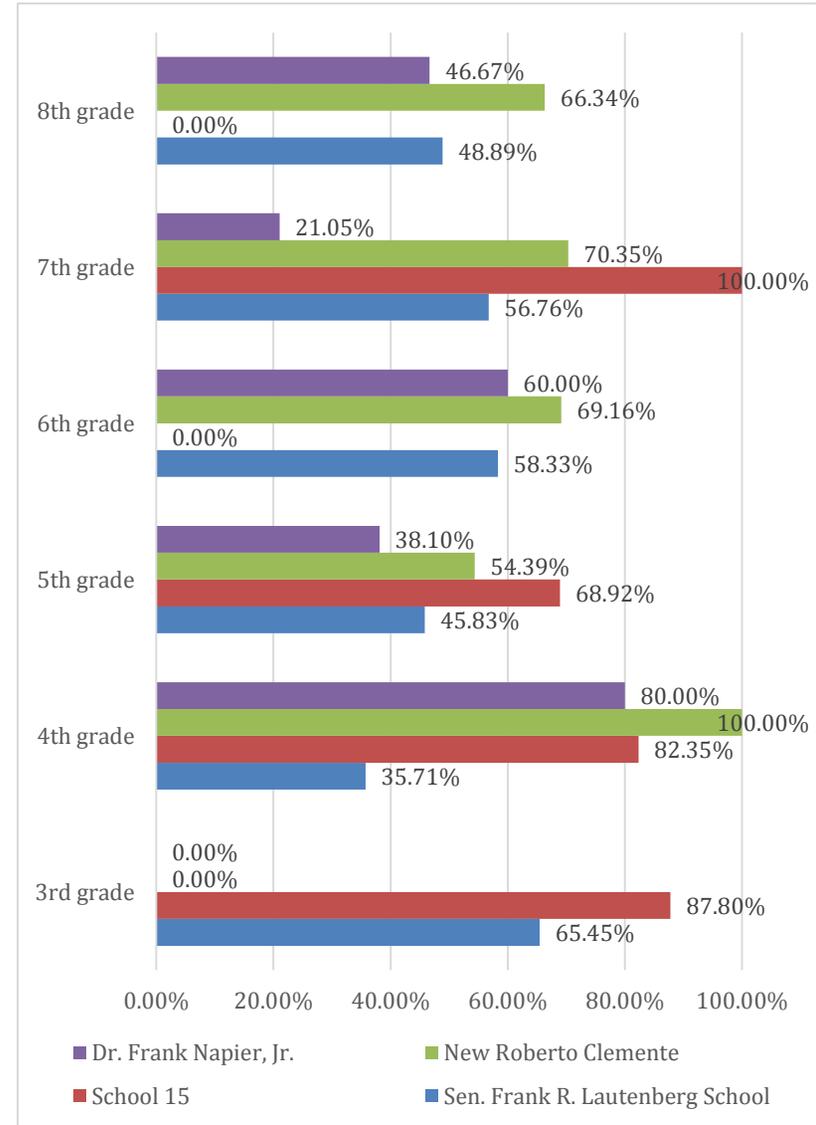


Figure 15. Agreement with statement "we care about each other in our school."



Paterson Public Schools Full Service Community School Grant Evaluation

Figure 16. Agreement with statement "I believe I can succeed in school."

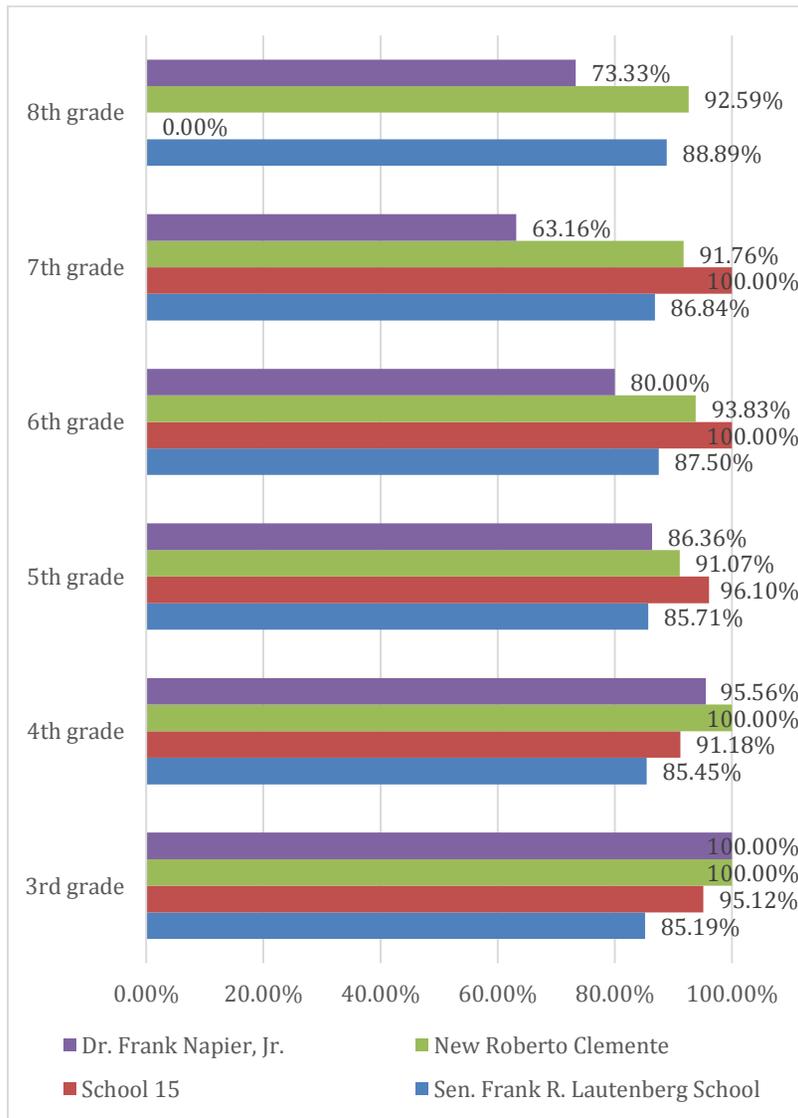
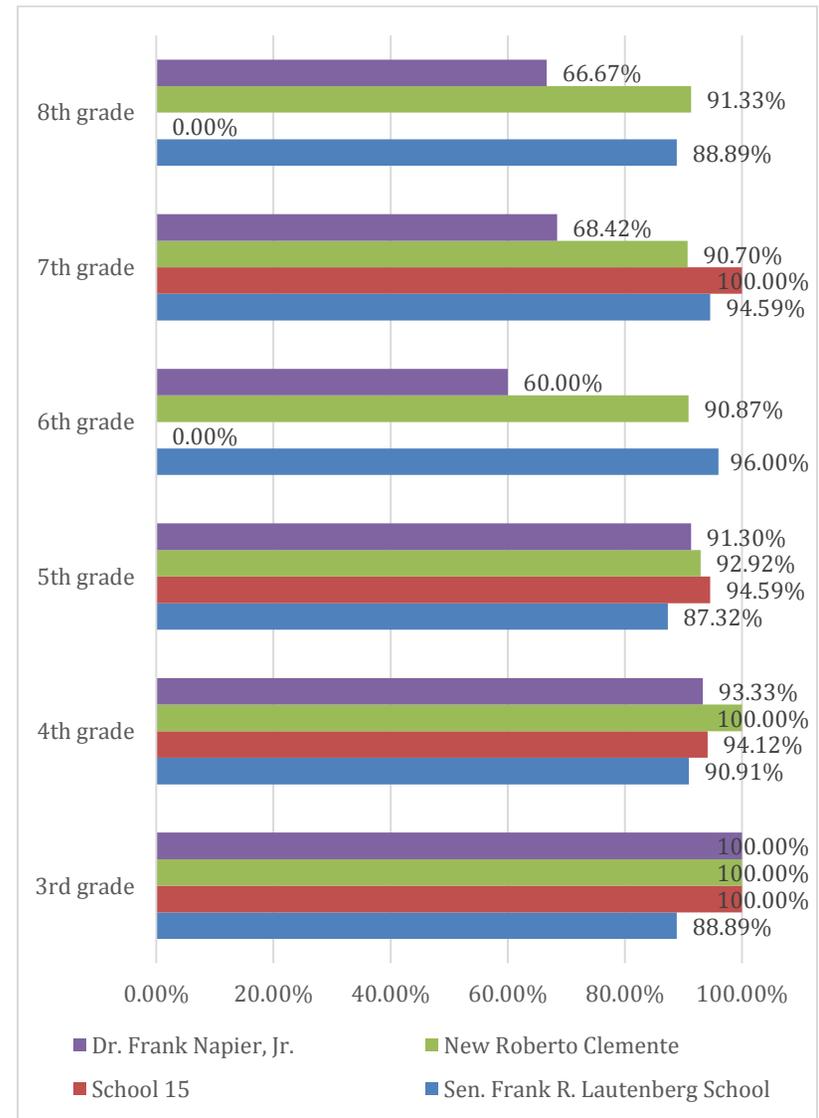


Figure 17. Agreement with statement "I learn skills that will help me do better in school."



Paterson Public Schools Full Service Community School Grant Evaluation

Figure 19. Agreement with statement "I learn skills that will help me be successful in life."

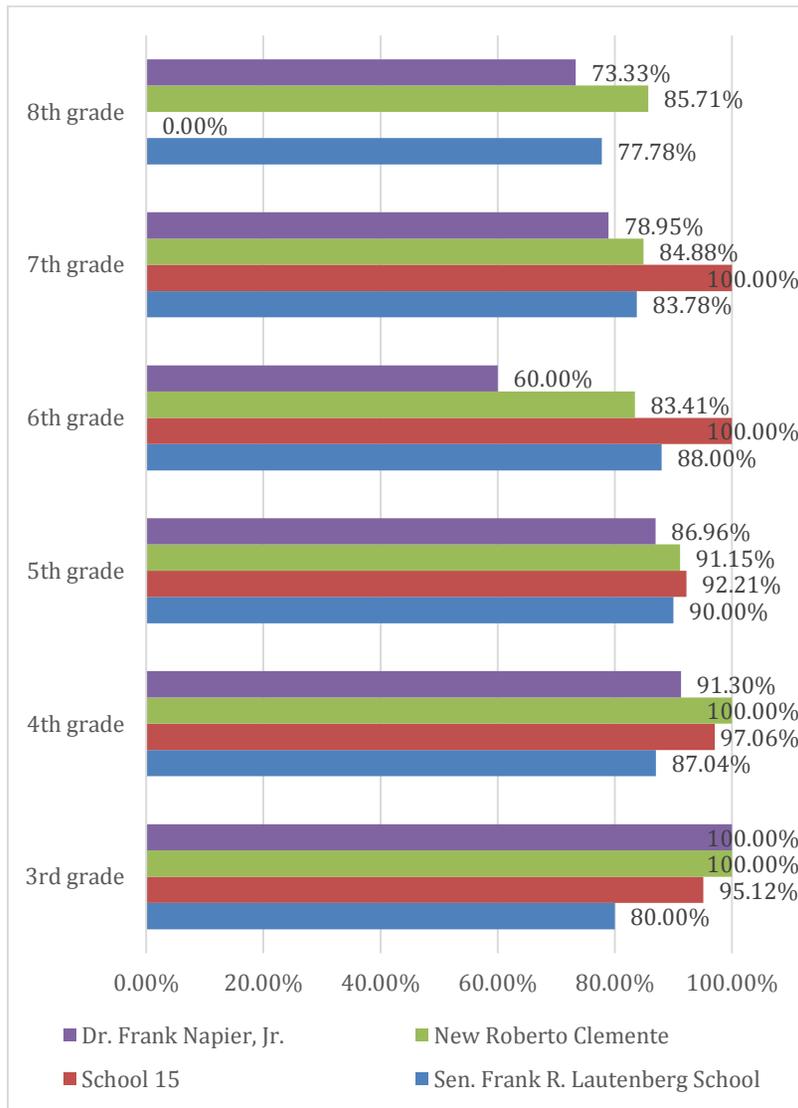
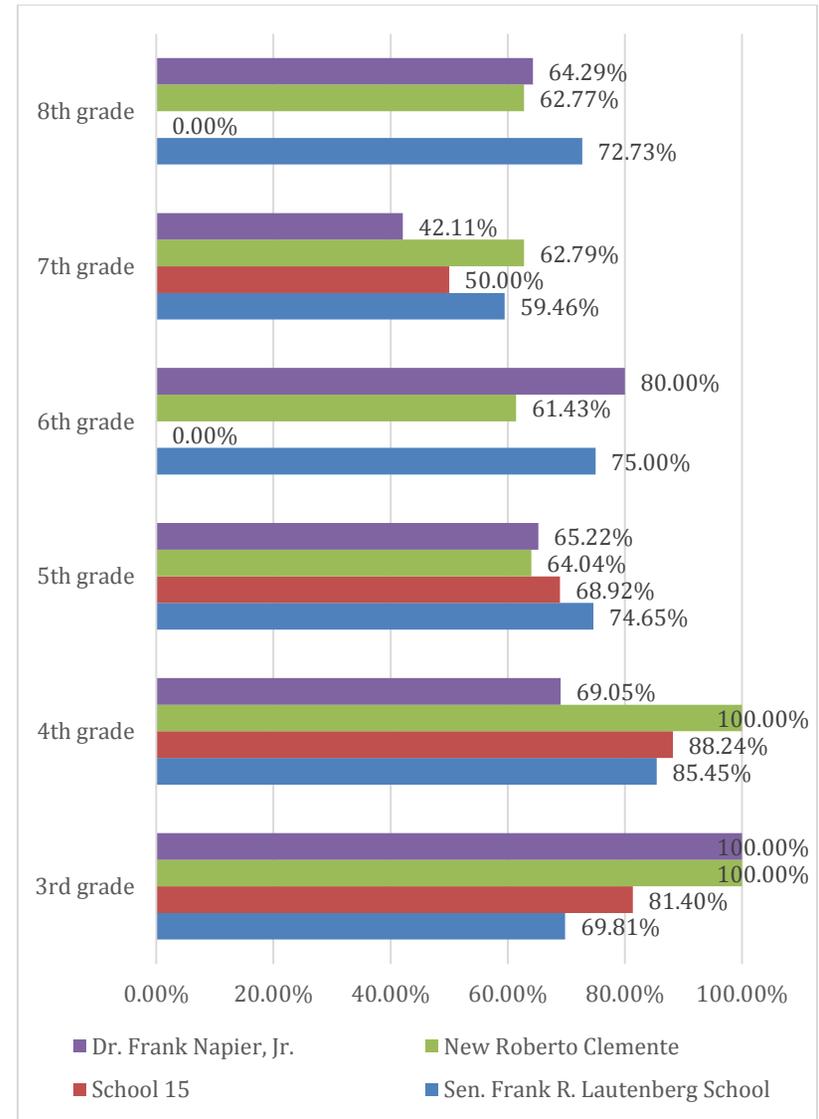


Figure 20. Percentage of students who feel comfortable asking for help if they are having problems with school work.



Paterson Public Schools Full Service Community School Grant Evaluation

Figure 21. Percentage of students who feel comfortable asking for help if they are worried about something at home.

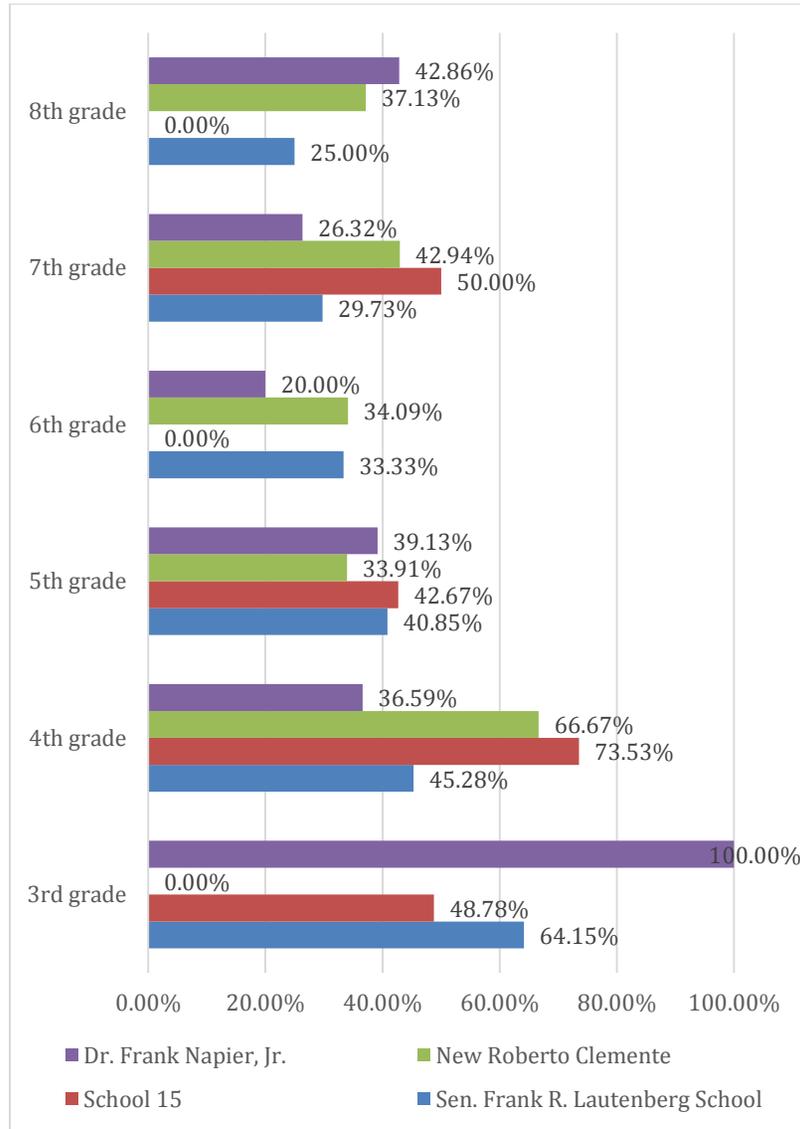
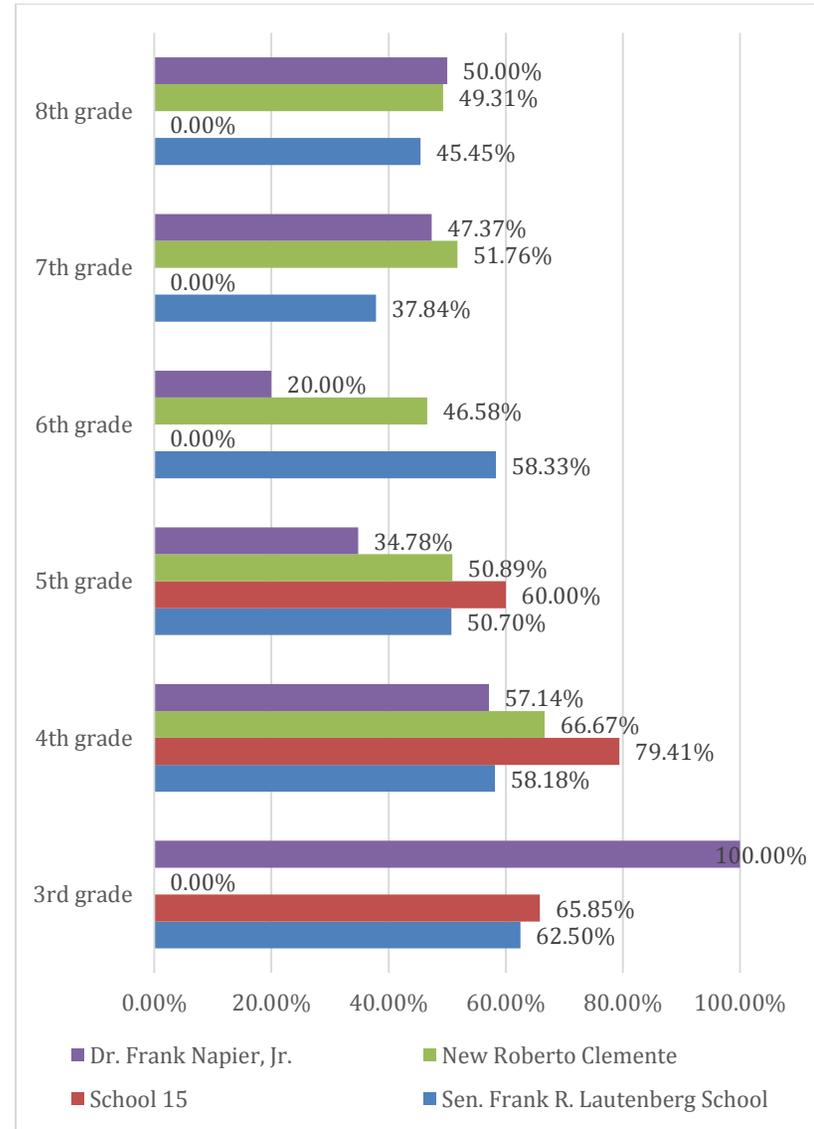


Figure 22. Percentage of students who feel comfortable asking for help if they are being teased or bullied.



Paterson Public Schools Full Service Community School Grant Evaluation

Figure 23. Percentage of students who feel comfortable asking for help if they need advice.

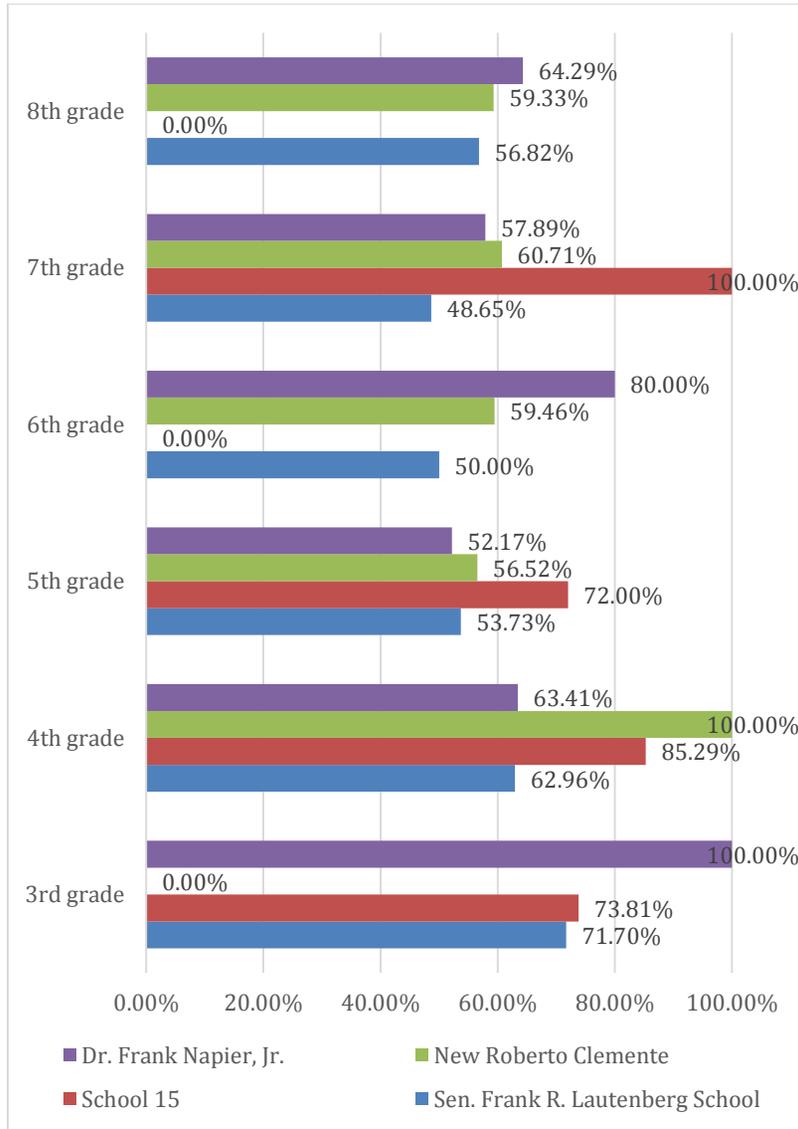
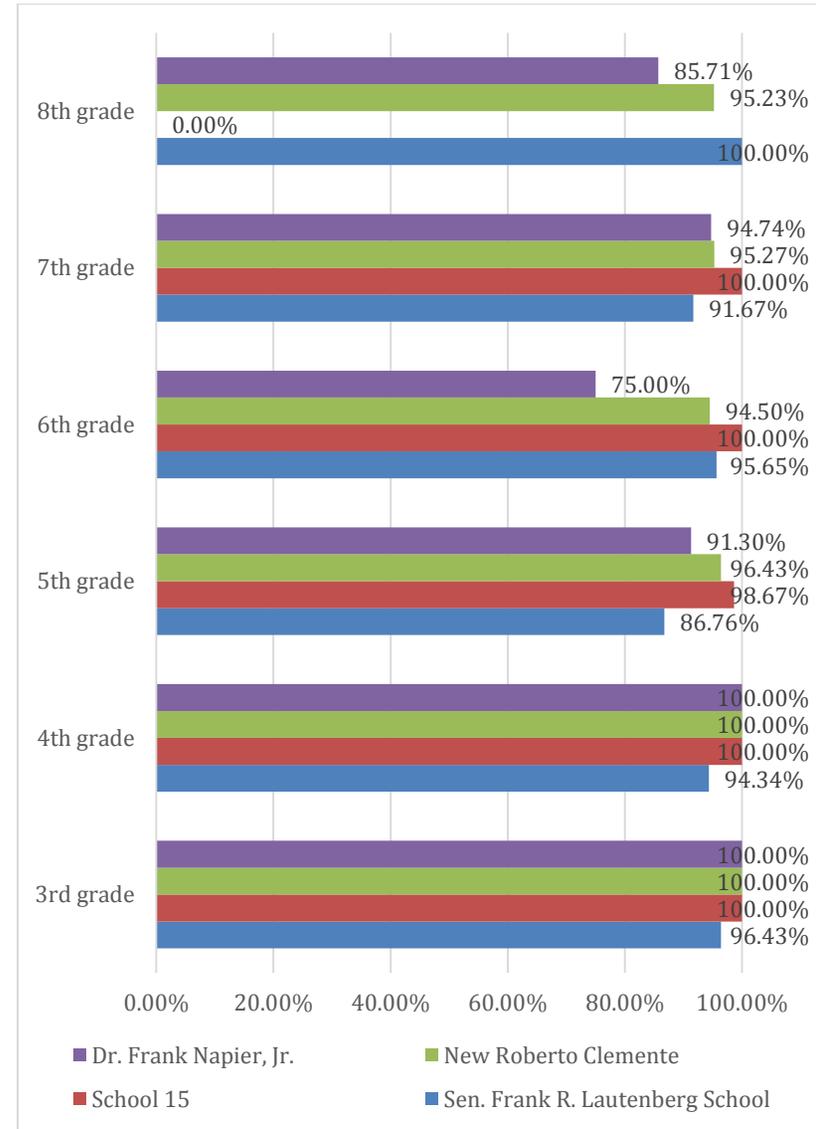


Figure 24. Student agreement that they are learning reading, writing, and math skills.



Paterson Public Schools Full Service Community School Grant Evaluation

Figure 25. Student agreement that they are learning how to get their work done on time.

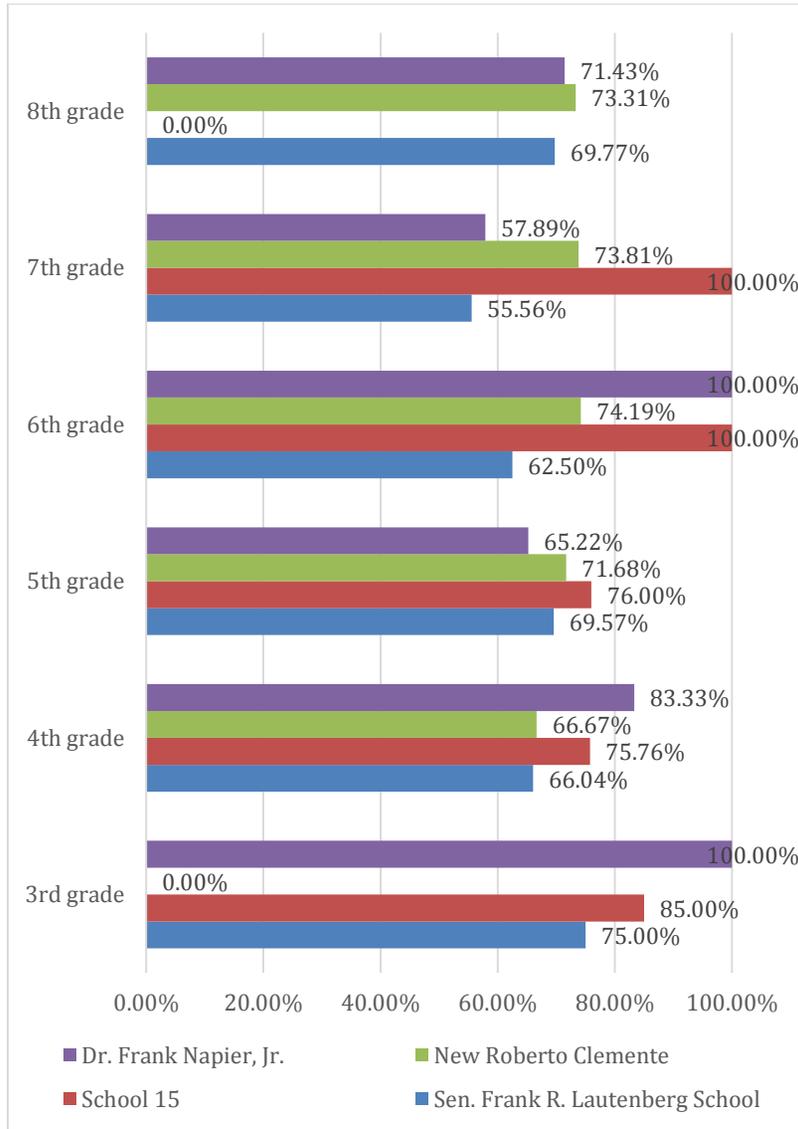
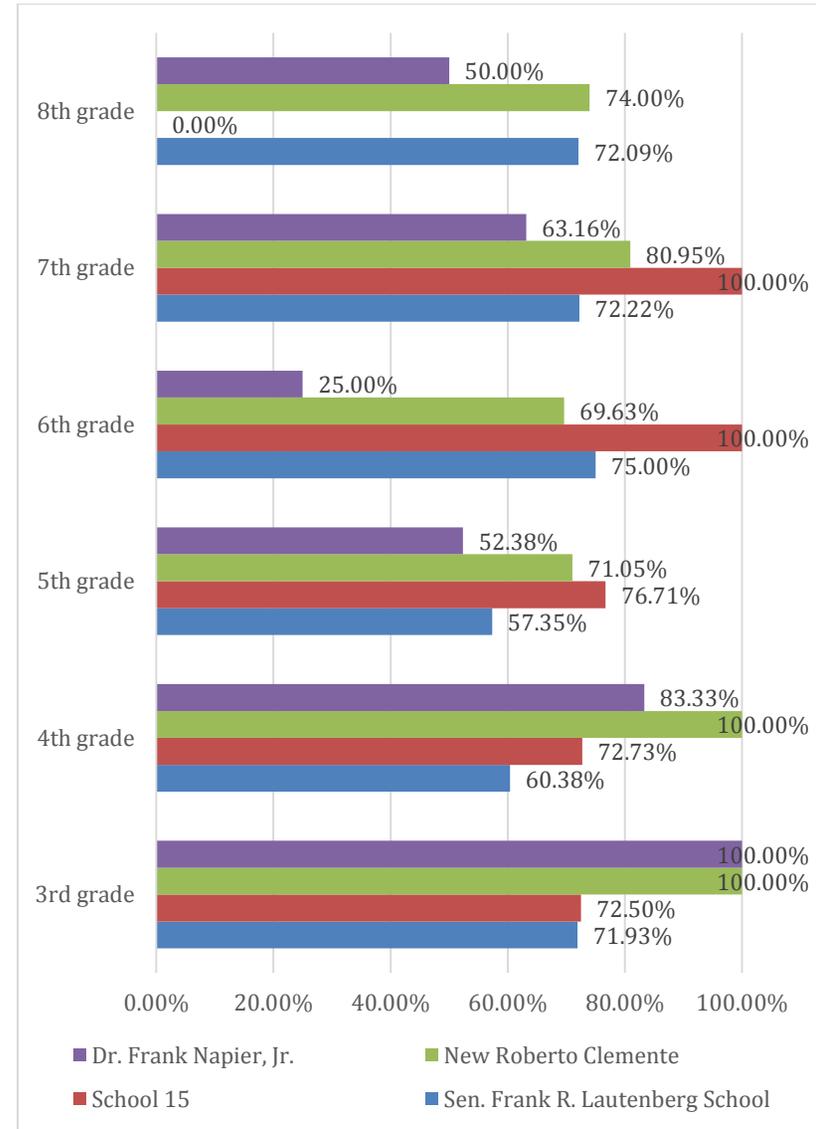


Figure 26. Student agreement that they are learning how to get along with others.



Paterson Public Schools Full Service Community School Grant Evaluation

Figure 27. Student agreement that they are learning how to have good attendance and how to be on time.

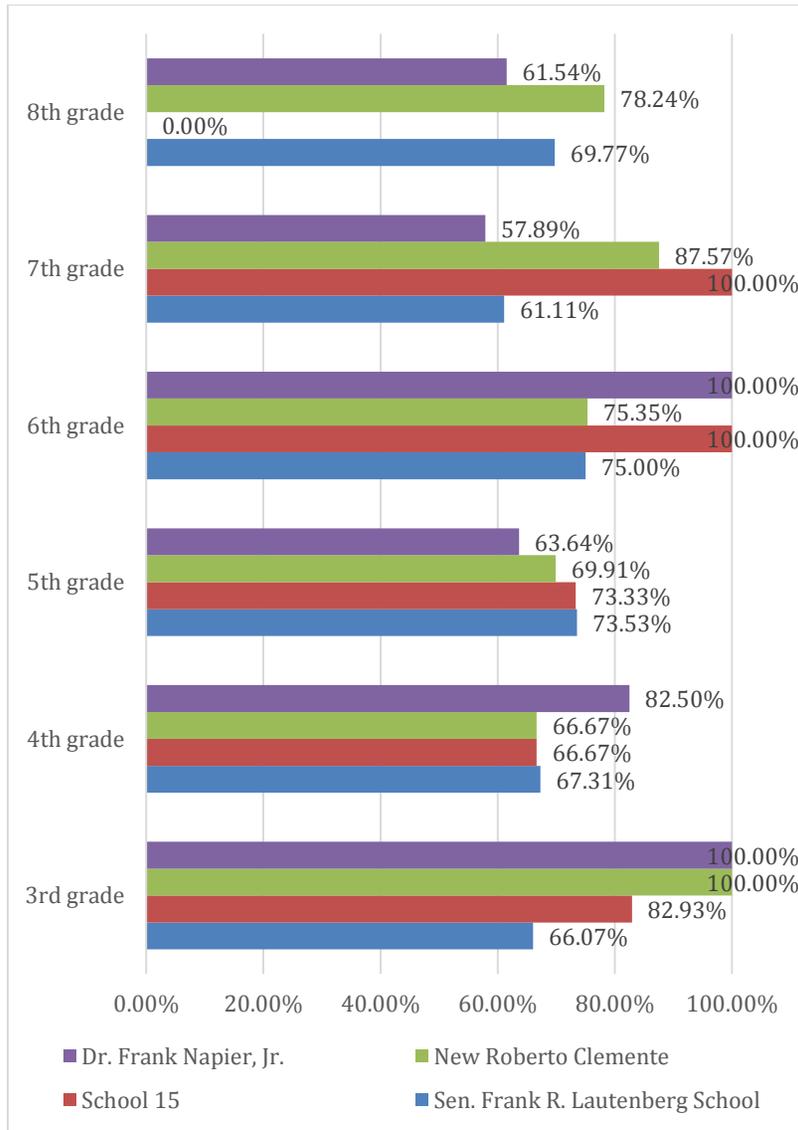


Figure 28. Student agreement that they are learning how to express themselves.

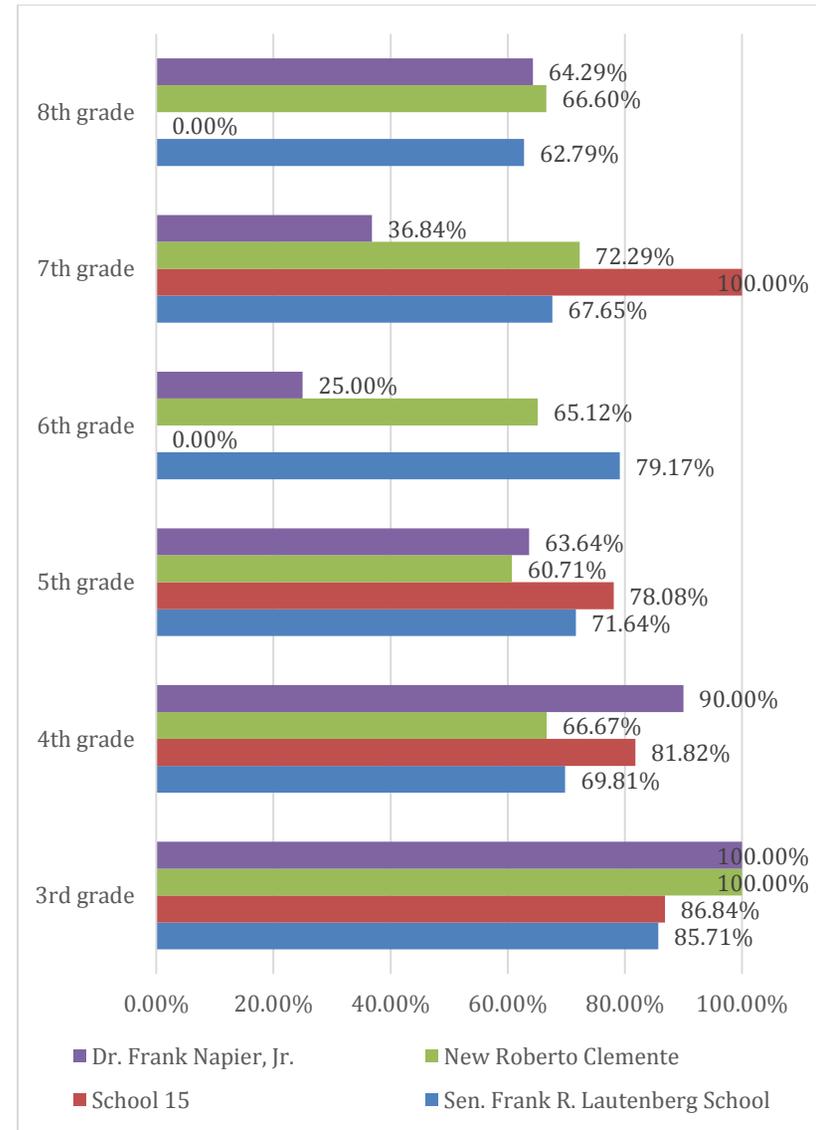


Figure 29. Student agreement that they are learning how to speak in front of others.

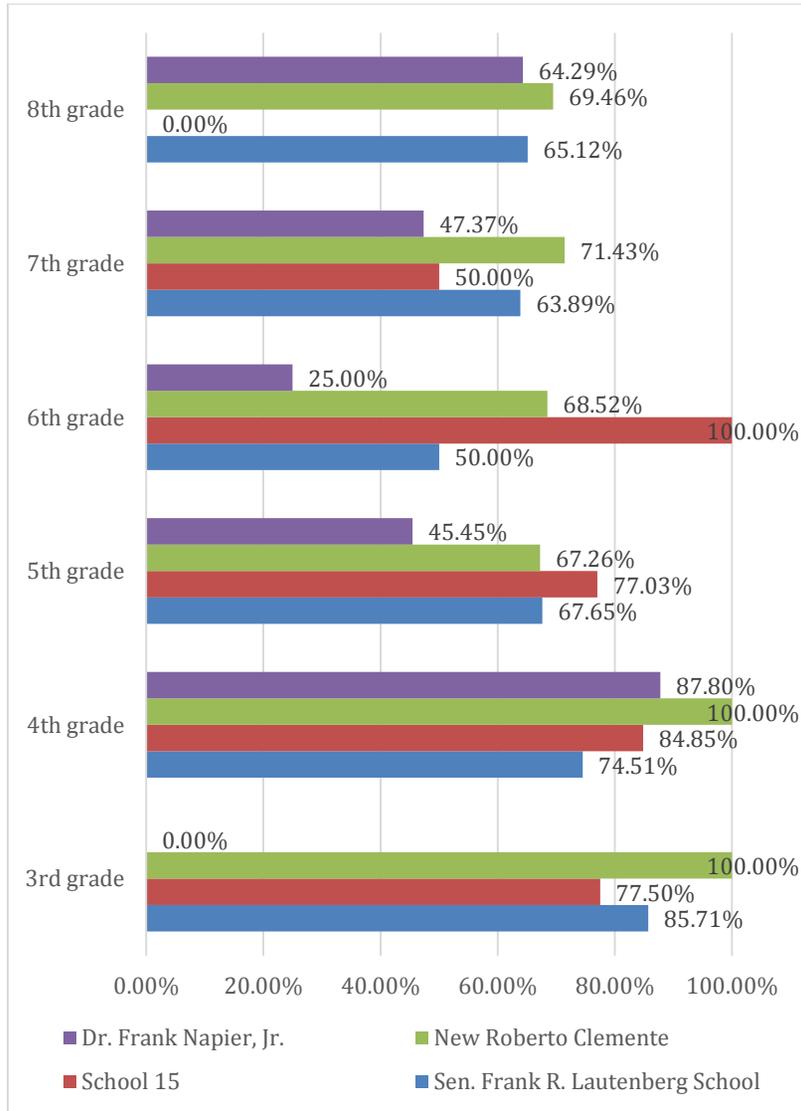
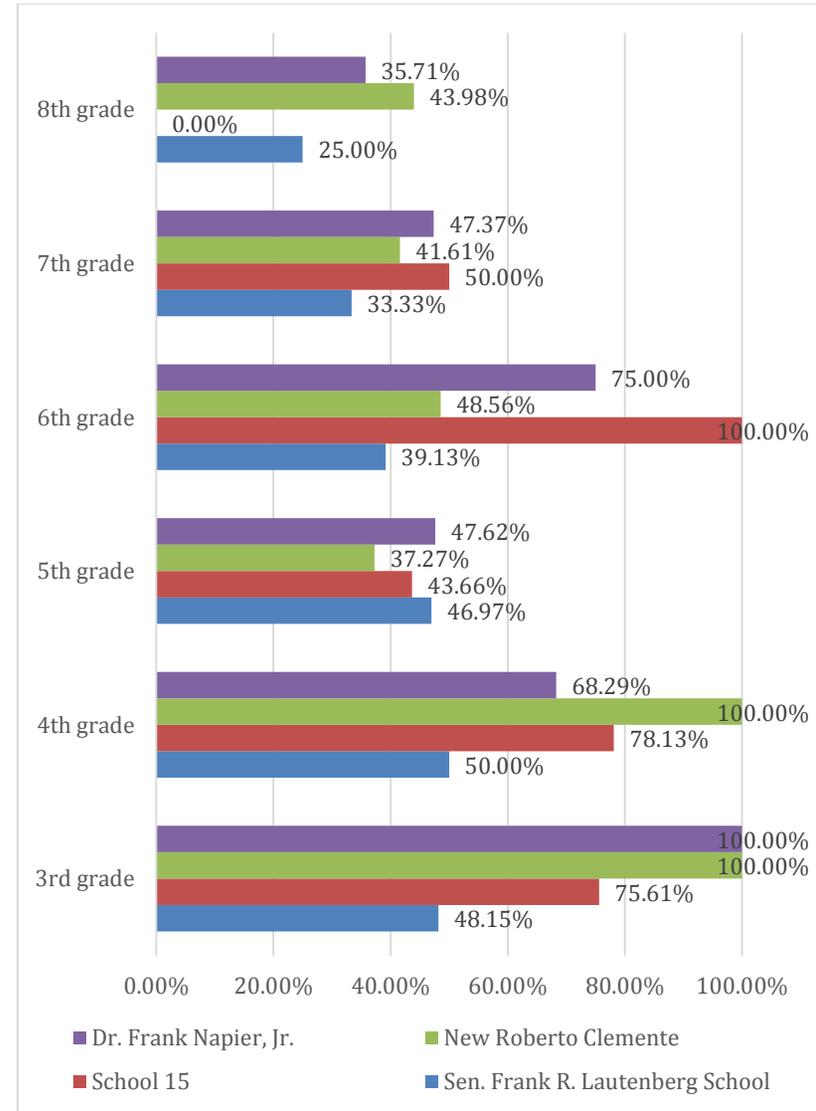


Figure 30. Percentage of students participating in homework help or tutoring.



Paterson Public Schools Full Service Community School Grant Evaluation

Figure 31. Percentage of students participating in reading for fun.

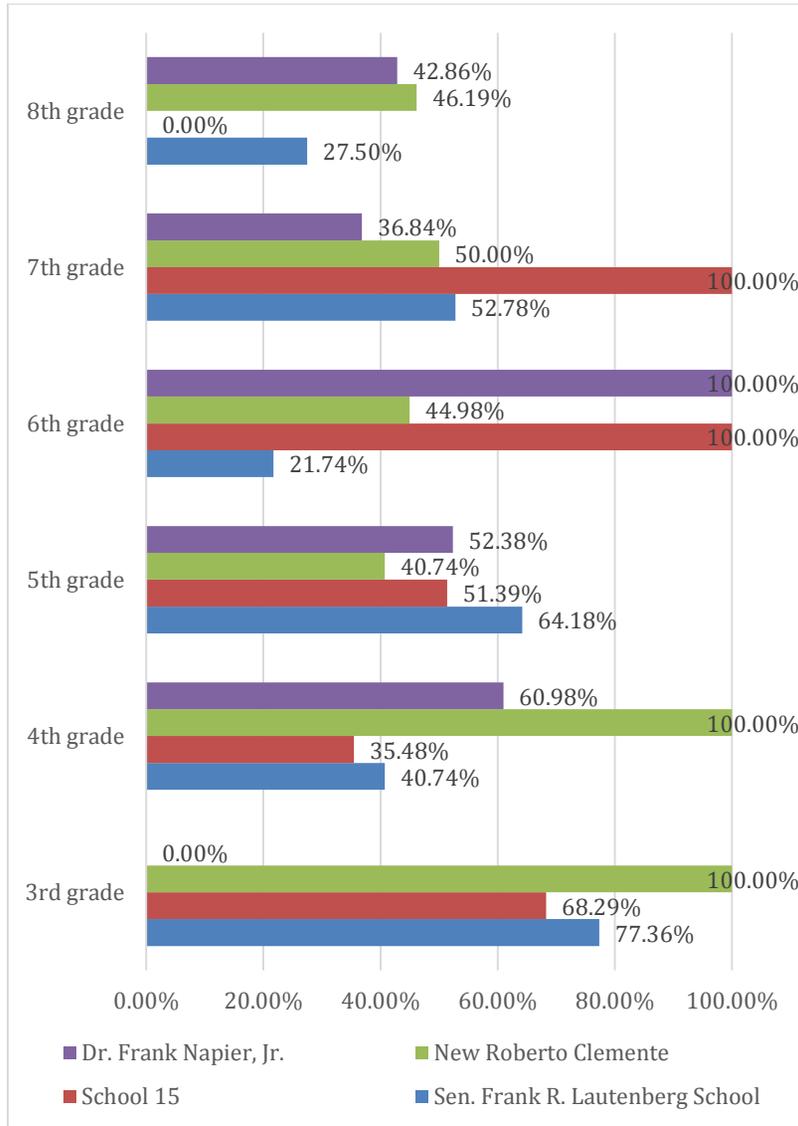
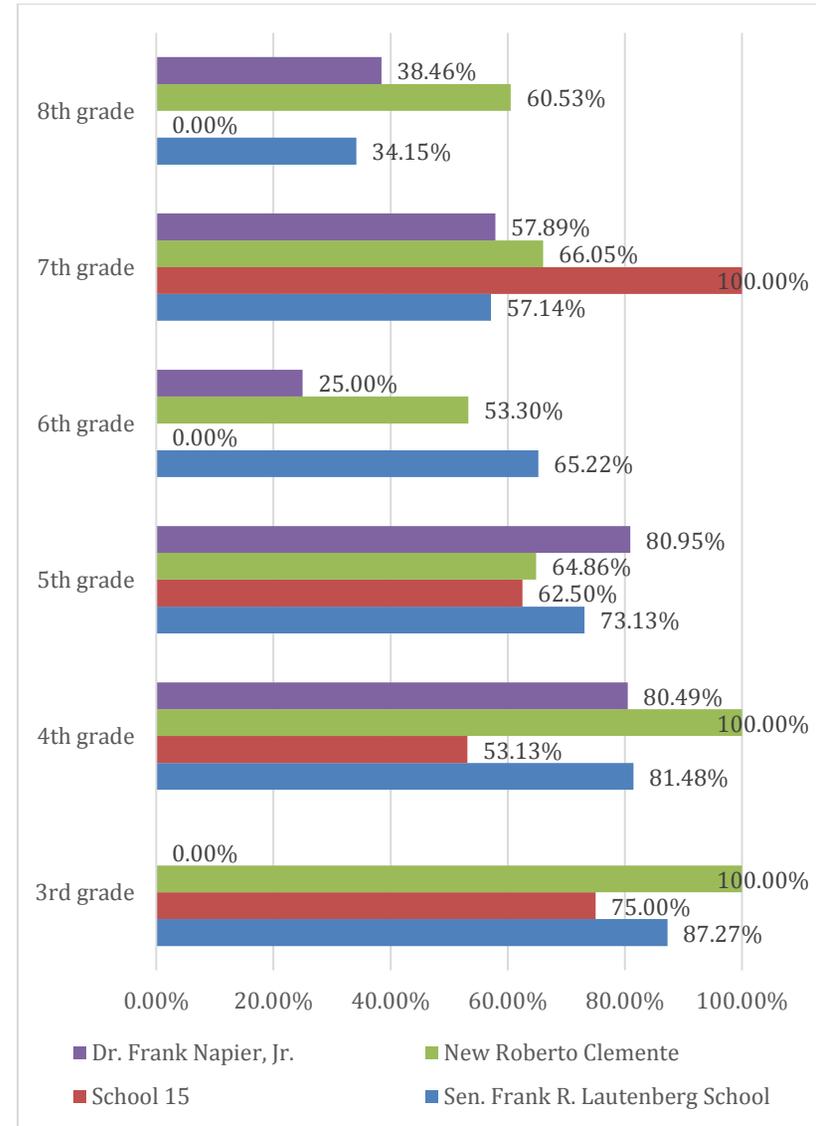


Figure 32. Percentage of students participating in math and science activities for fun.



Paterson Public Schools Full Service Community School Grant Evaluation

Figure 33. Percentage of students working and playing with other students.

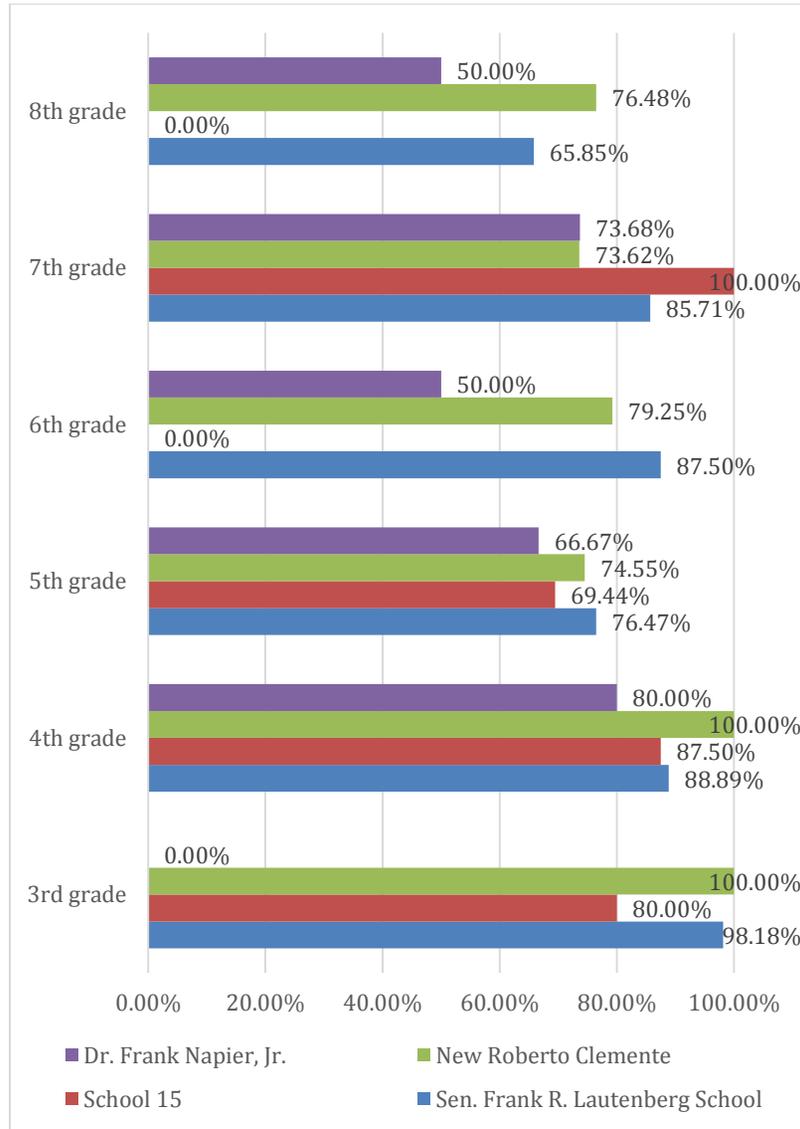


Figure 34. Percentage of students celebrating their own or other students' culture.

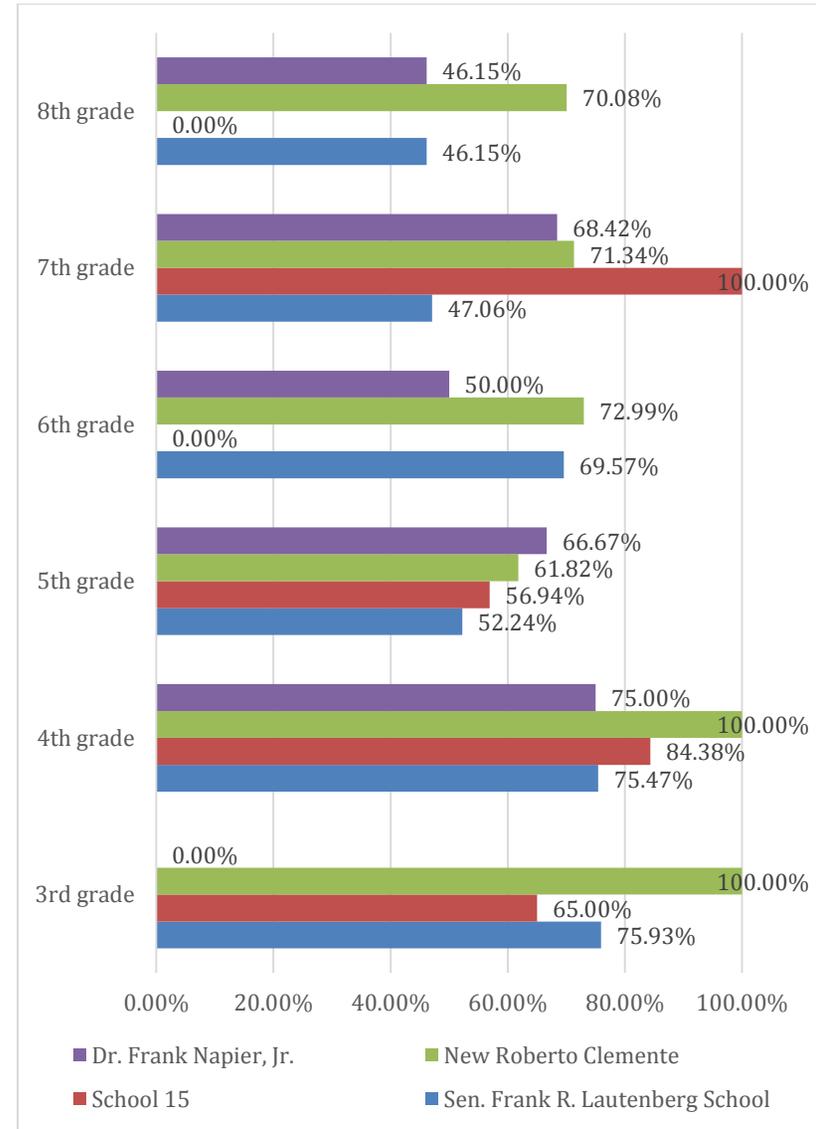


Figure 35. Percentage of participating in teambuilding.

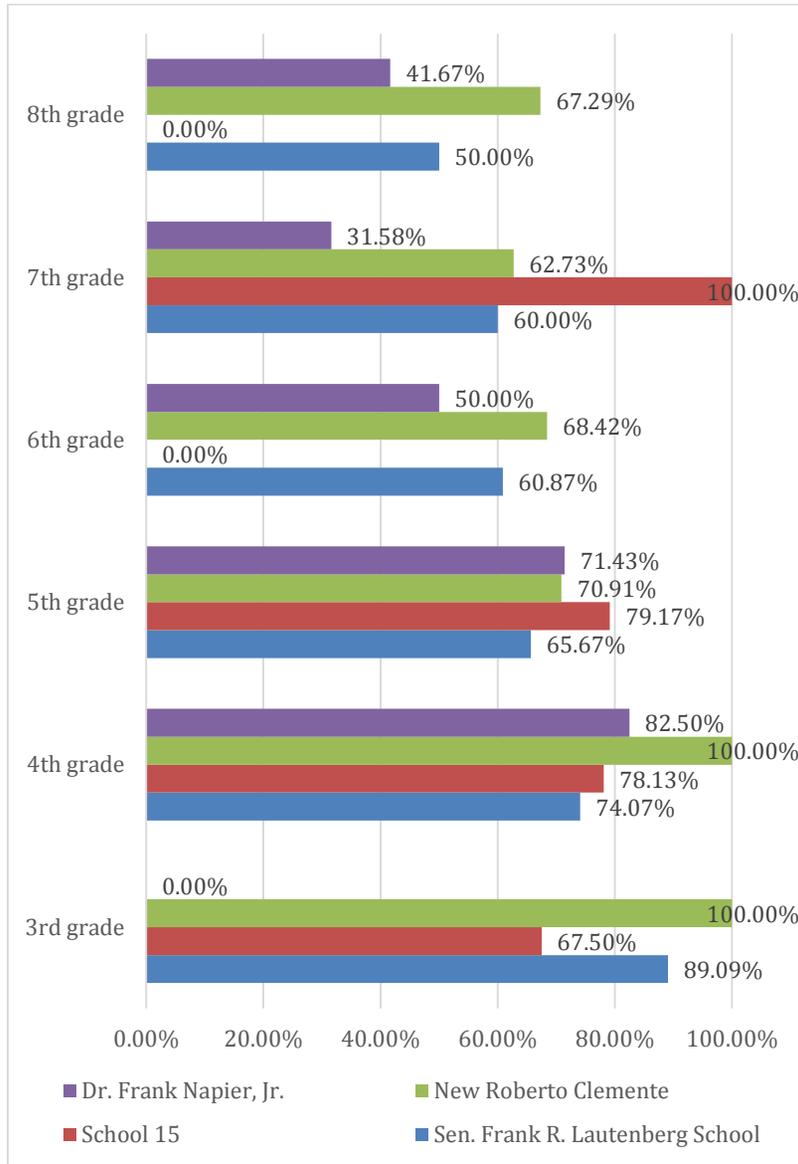
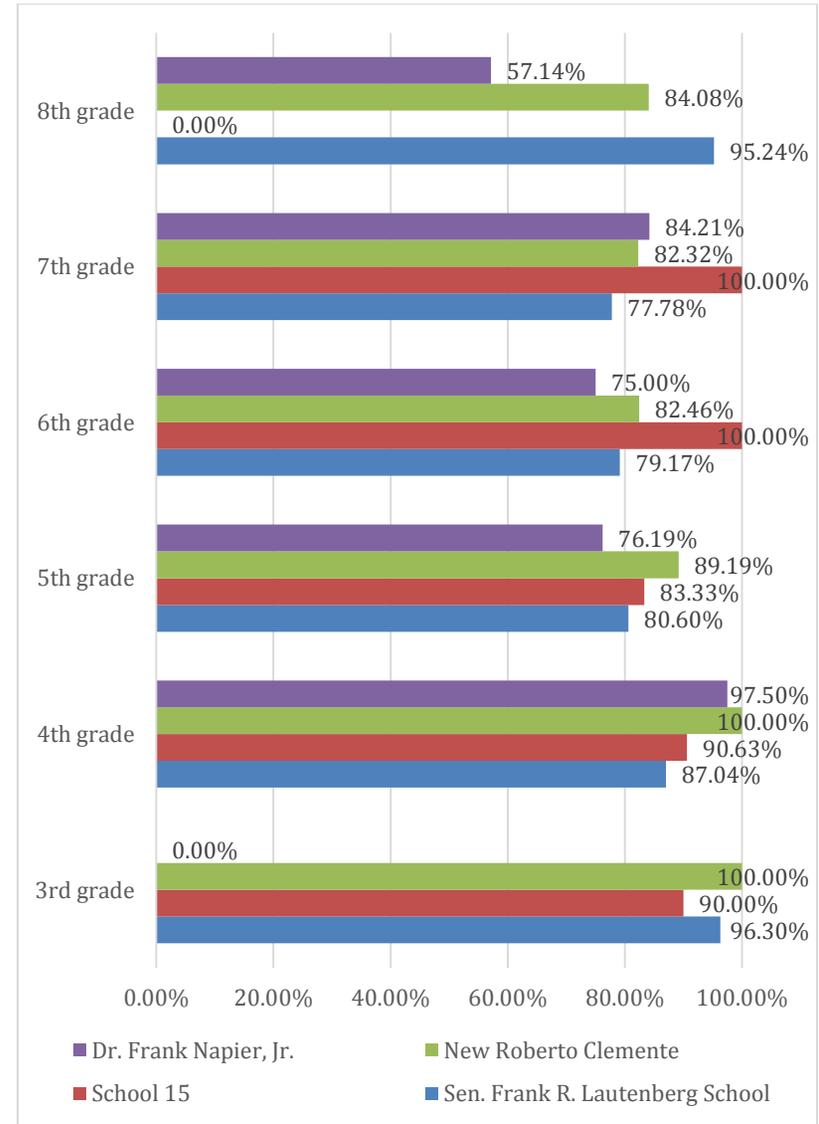


Figure 36. Percentage of participating in sports, games, or other activities where they get exercise.



Paterson Public Schools Full Service Community School Grant Evaluation

Figure 37. Percentage of participating in things like choir or music, drama or theater, dance or step.

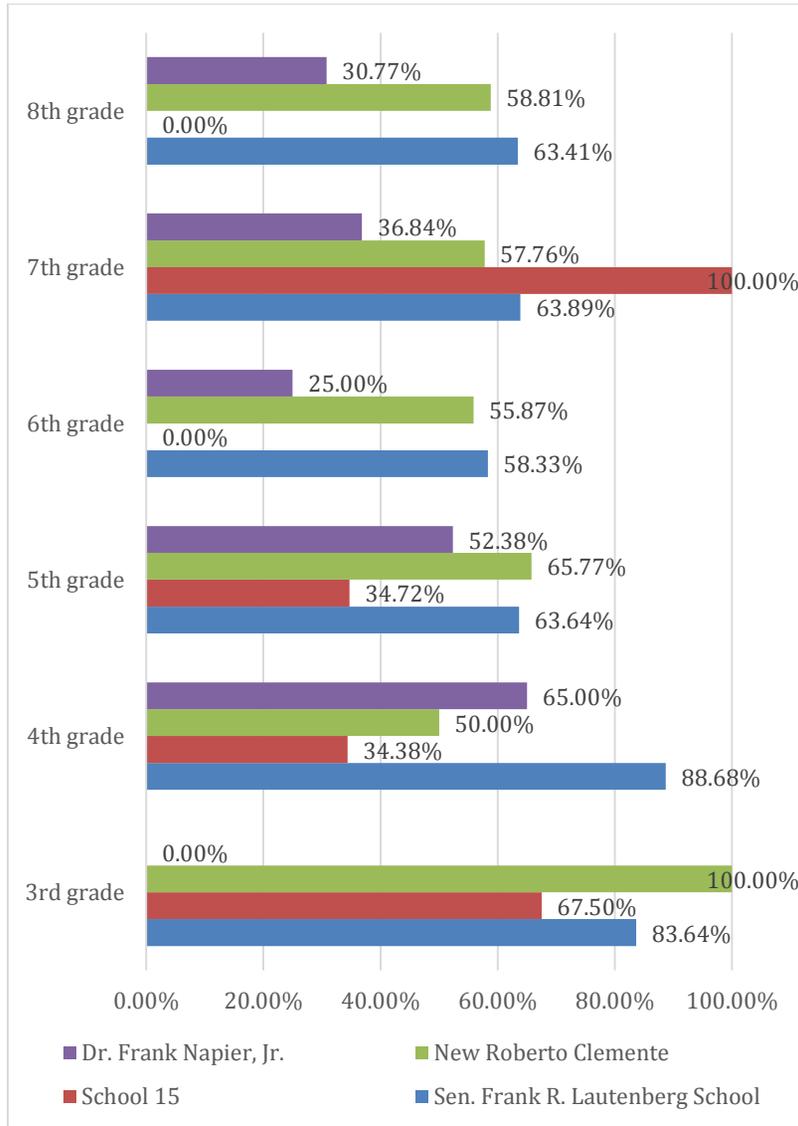
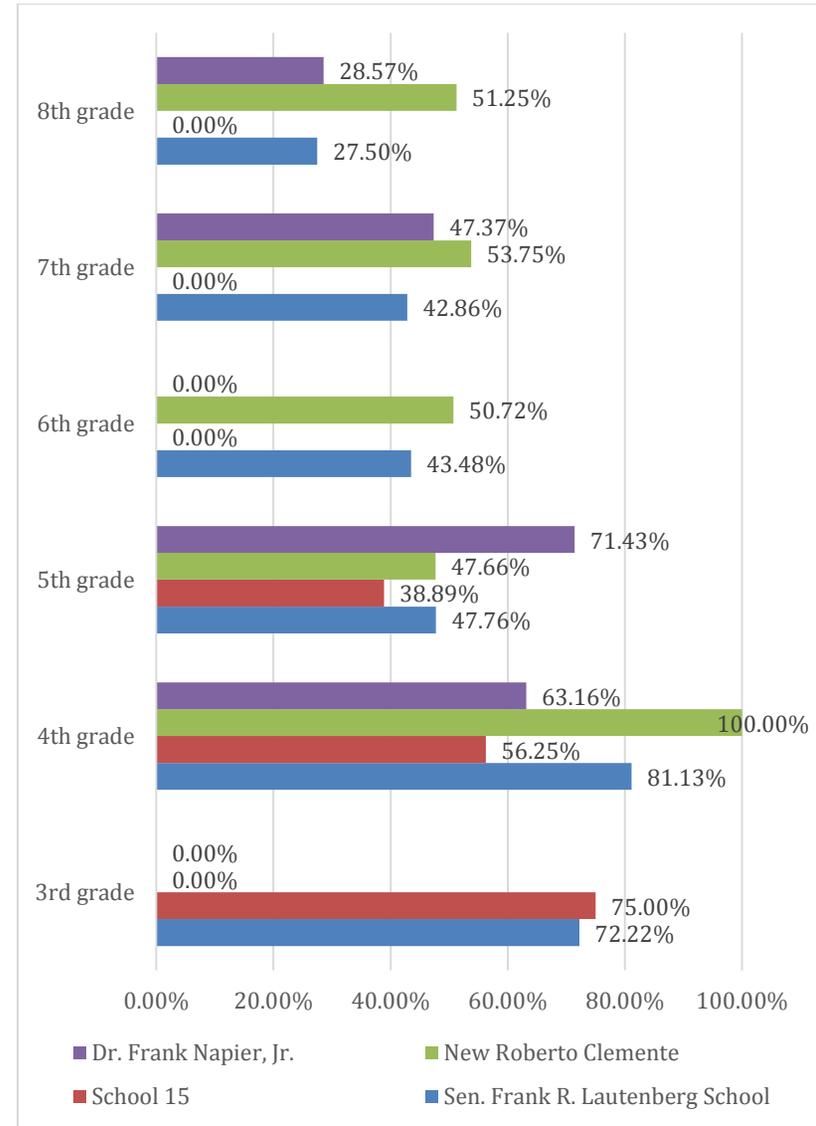


Figure 38. Percentage of participating in community service projects.



Paterson Public Schools Full Service Community School Grant Evaluation

Figure 40. Agreement with statement “someone from my family goes to school meetings or activities regularly.”

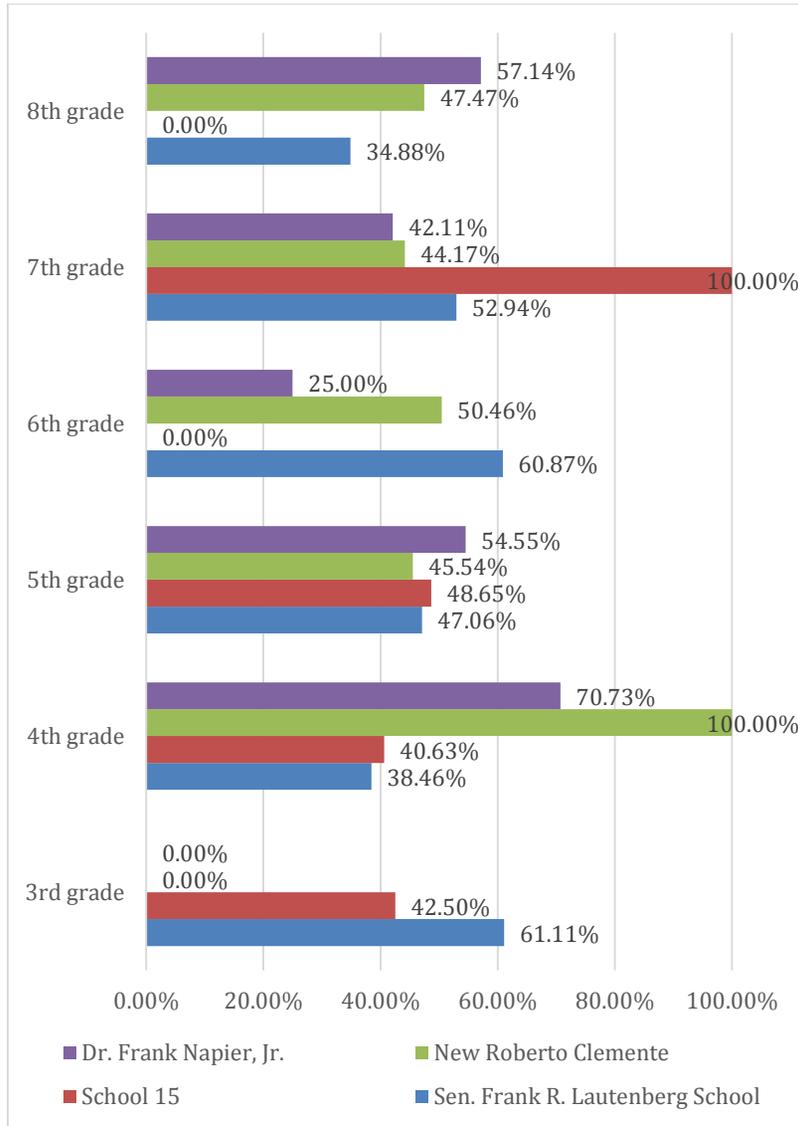


Figure 41. Agreement with statement “I get help on my homework from someone in my family.”

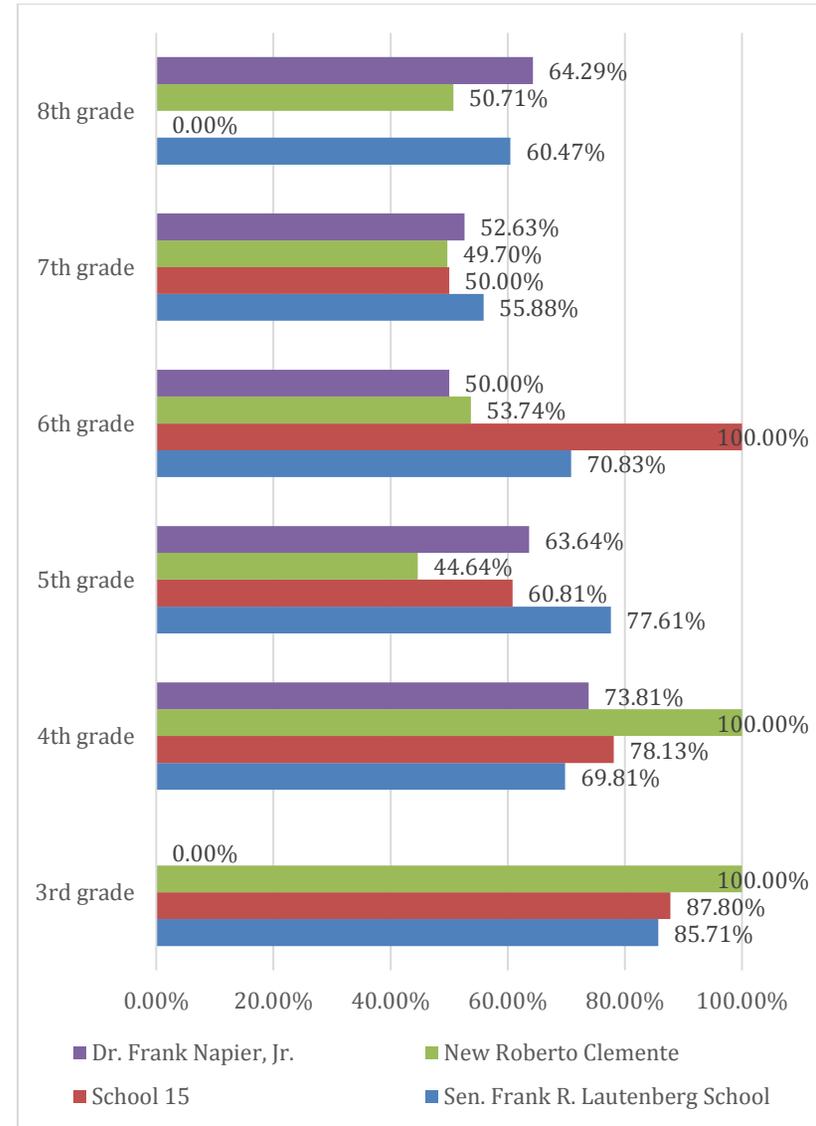


Figure 42. Agreement with statement “my teachers know my family well.”

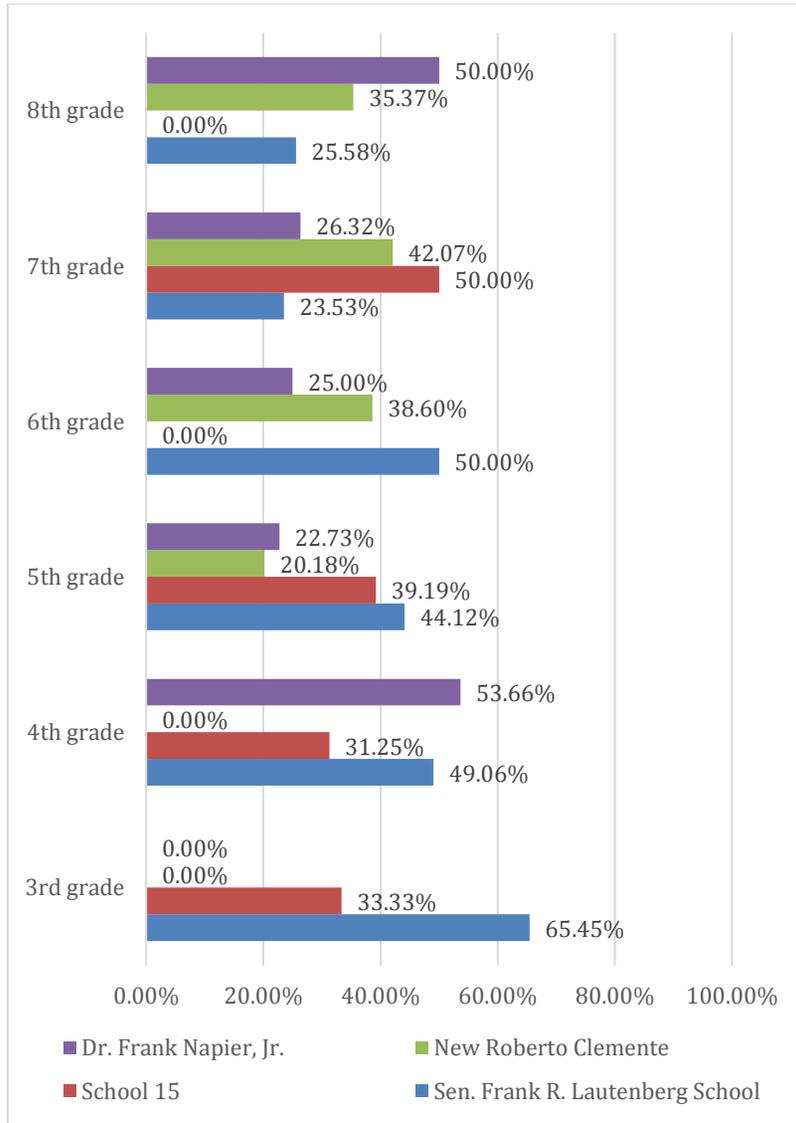


Figure 43. Agreement with statement “my family and I often talk about what I want to be when I grow up.”

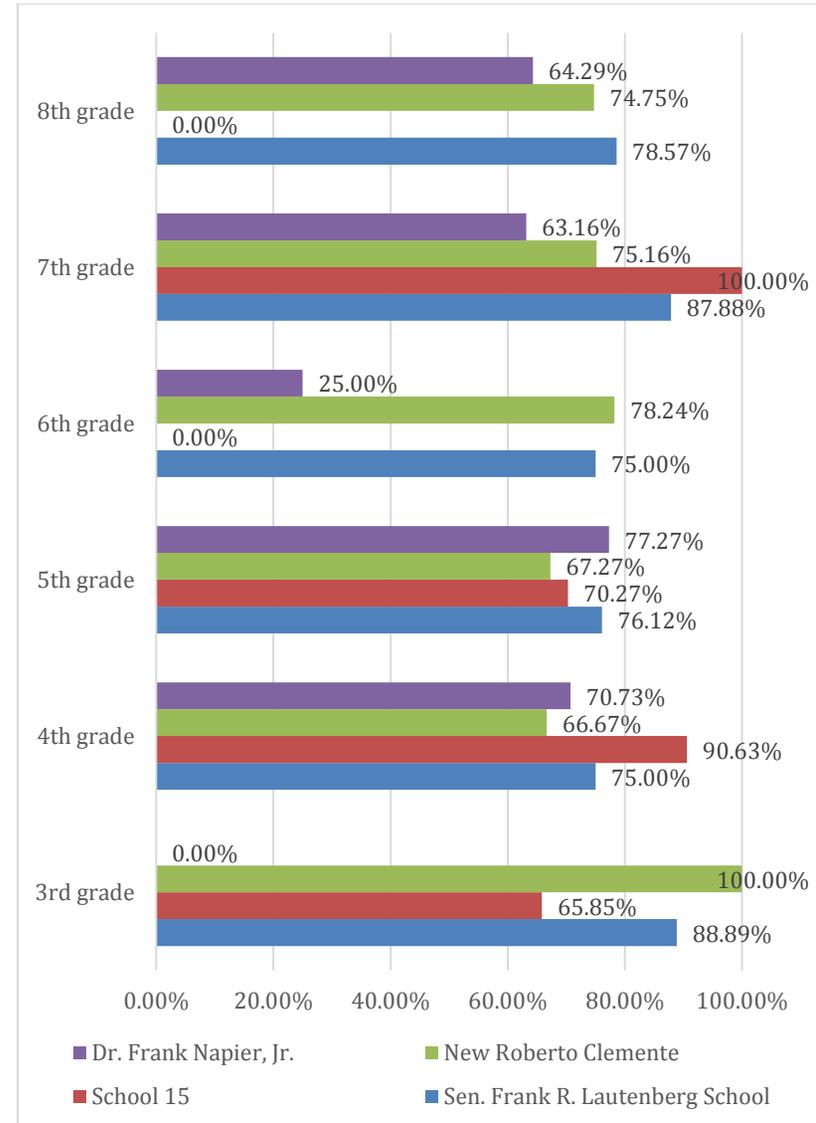


Figure 44. Agreement with statement “the after-school program is a comfortable place to hang out.”

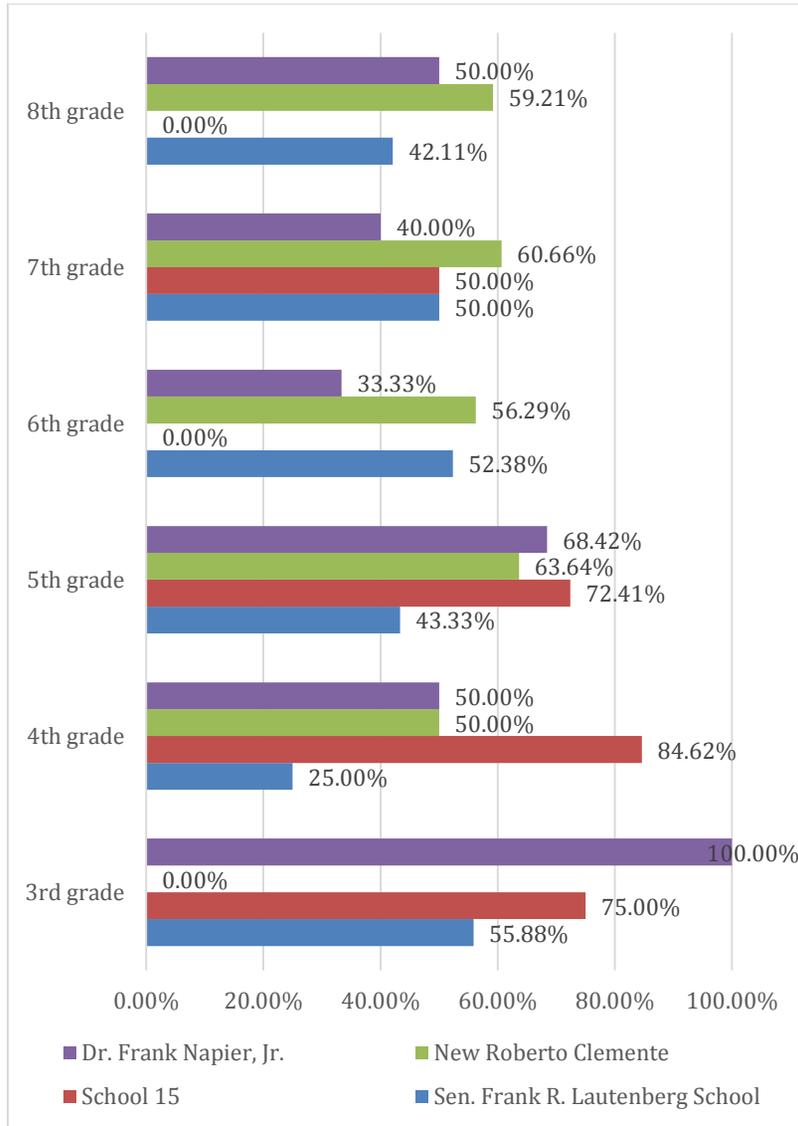
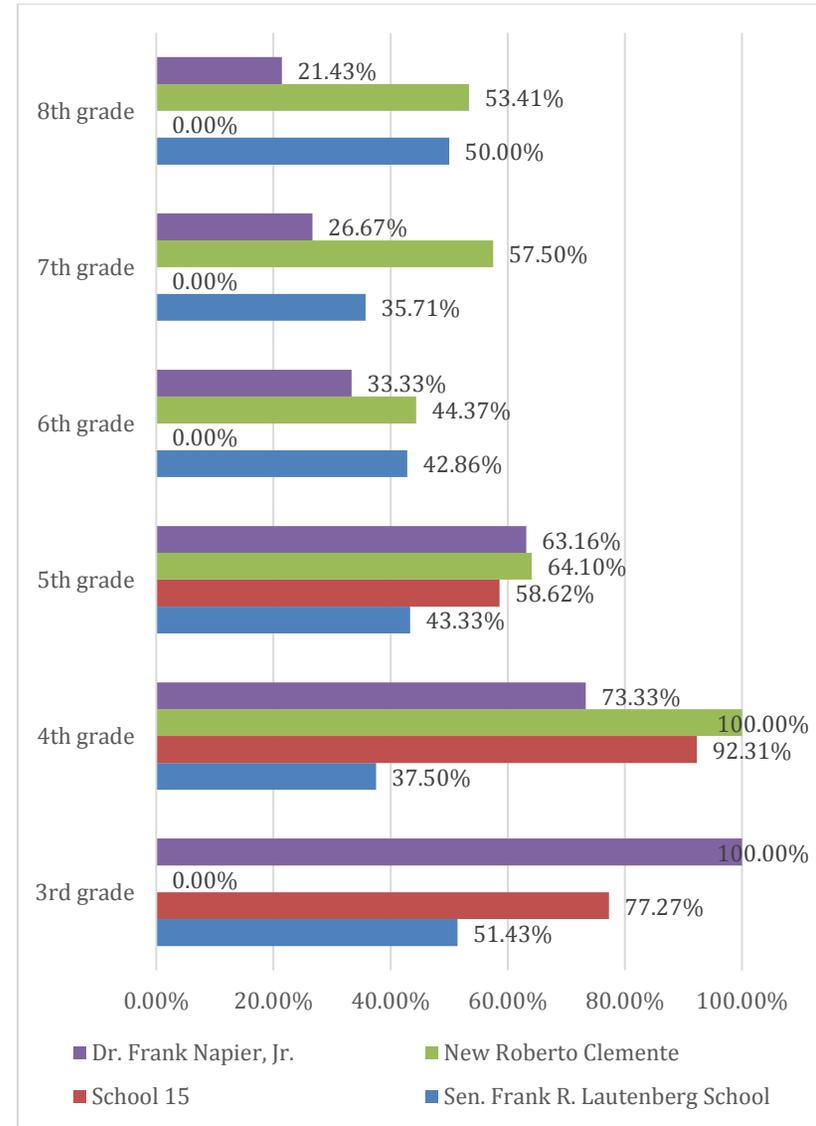


Figure 45. Agreement with statement “my after-school program helps me get my homework finished.”



Paterson Public Schools Full Service Community School Grant Evaluation

Figure 46. Agreement with statement "I enjoy school more because of the after-school program."

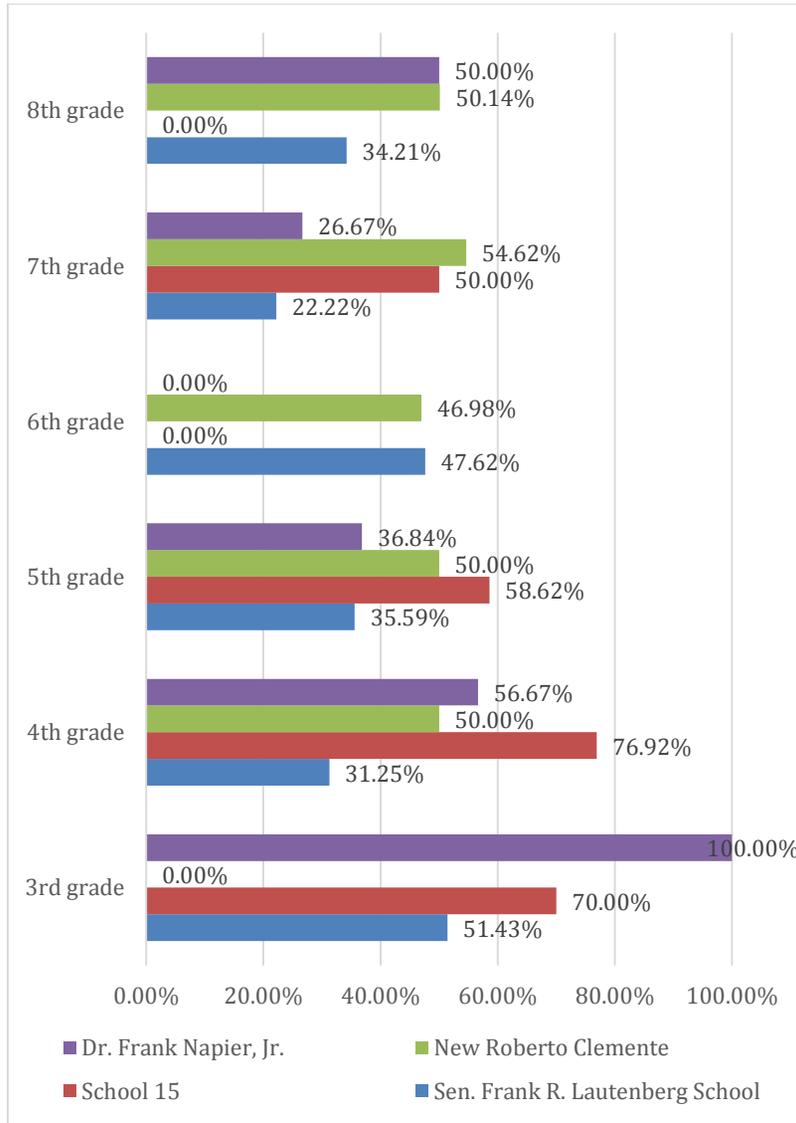
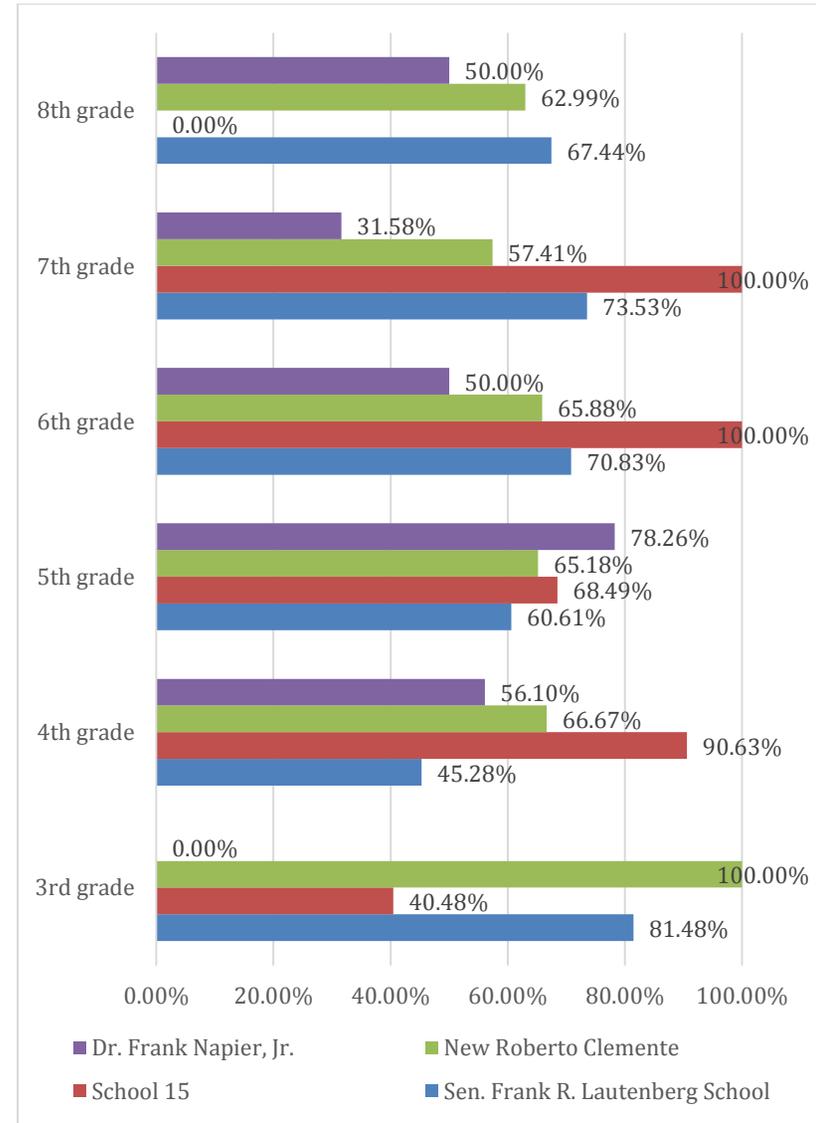


Figure 47. Percentage of students who have visited the health clinic at their school.



Paterson Public Schools Full Service Community School Grant Evaluation

Figure 48. Percentage of students who agree that the staff members and doctors at their health clinic are friendly.

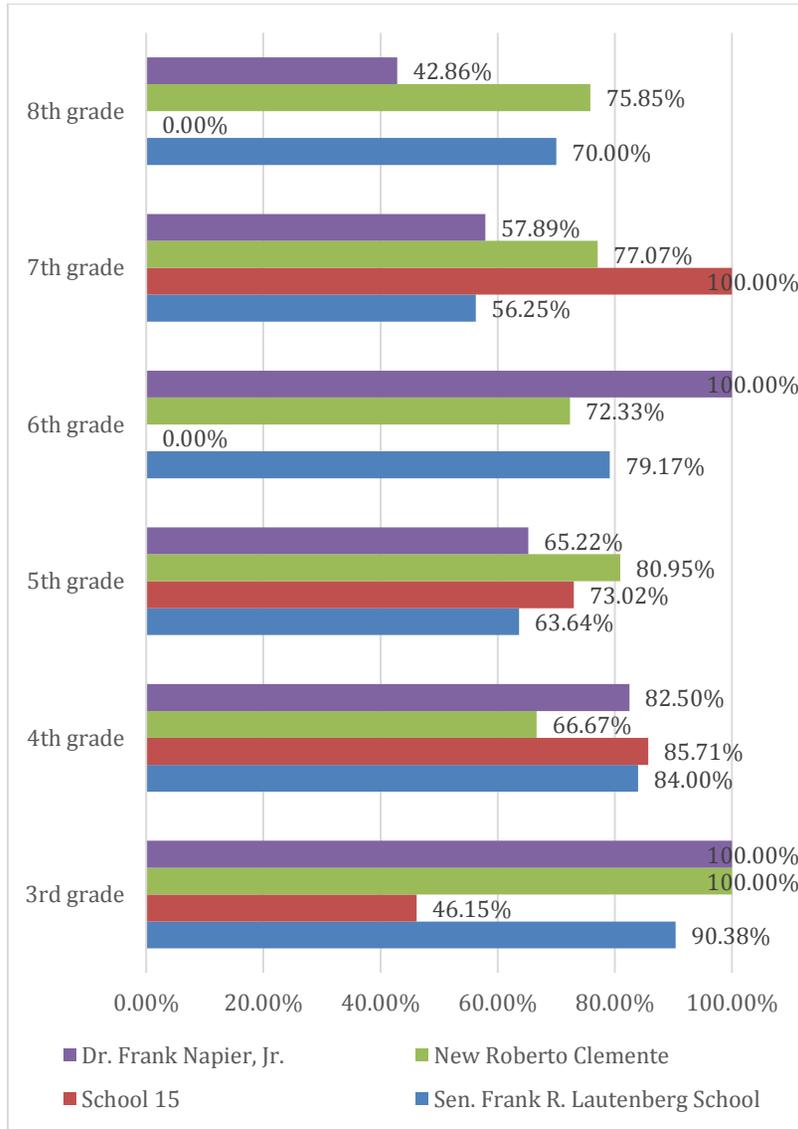
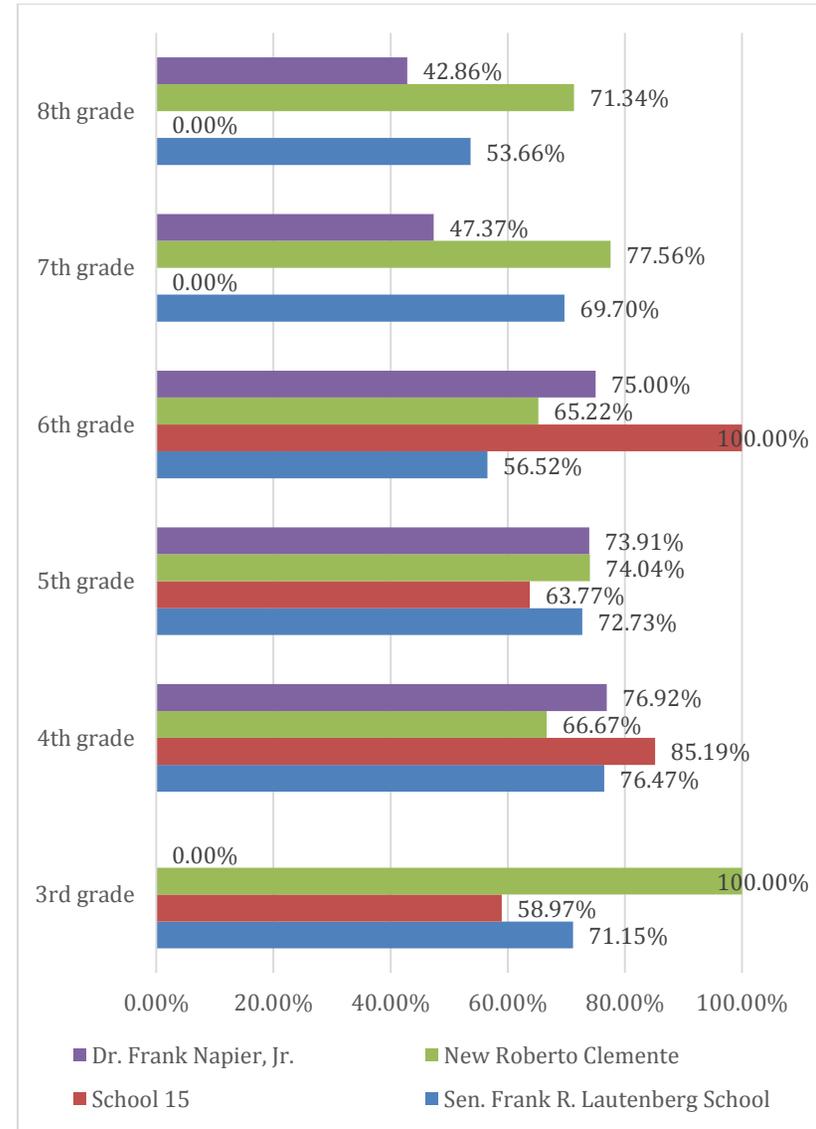


Figure 49. Percentage of students who would recommend their health clinic to a friend.



Paterson Public Schools Full Service Community School Grant Evaluation

Figure 50. Agreement with statement “being a part of my school has helped me to spend more time helping others in my neighborhood.”

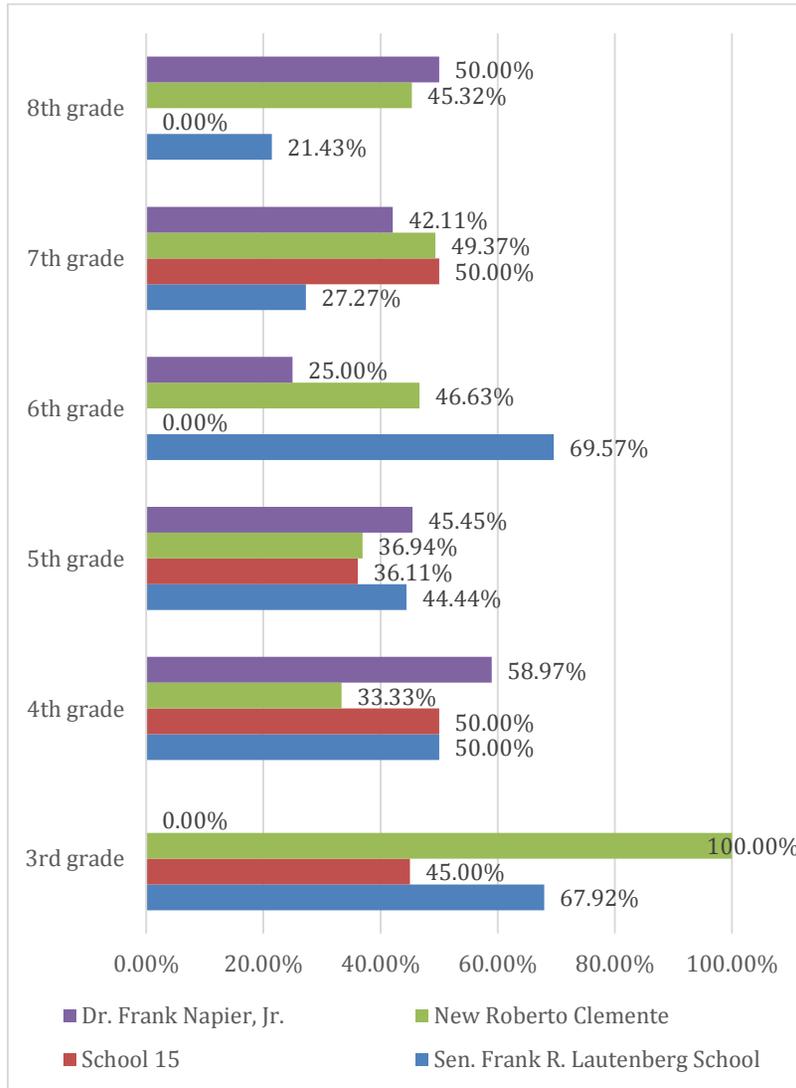
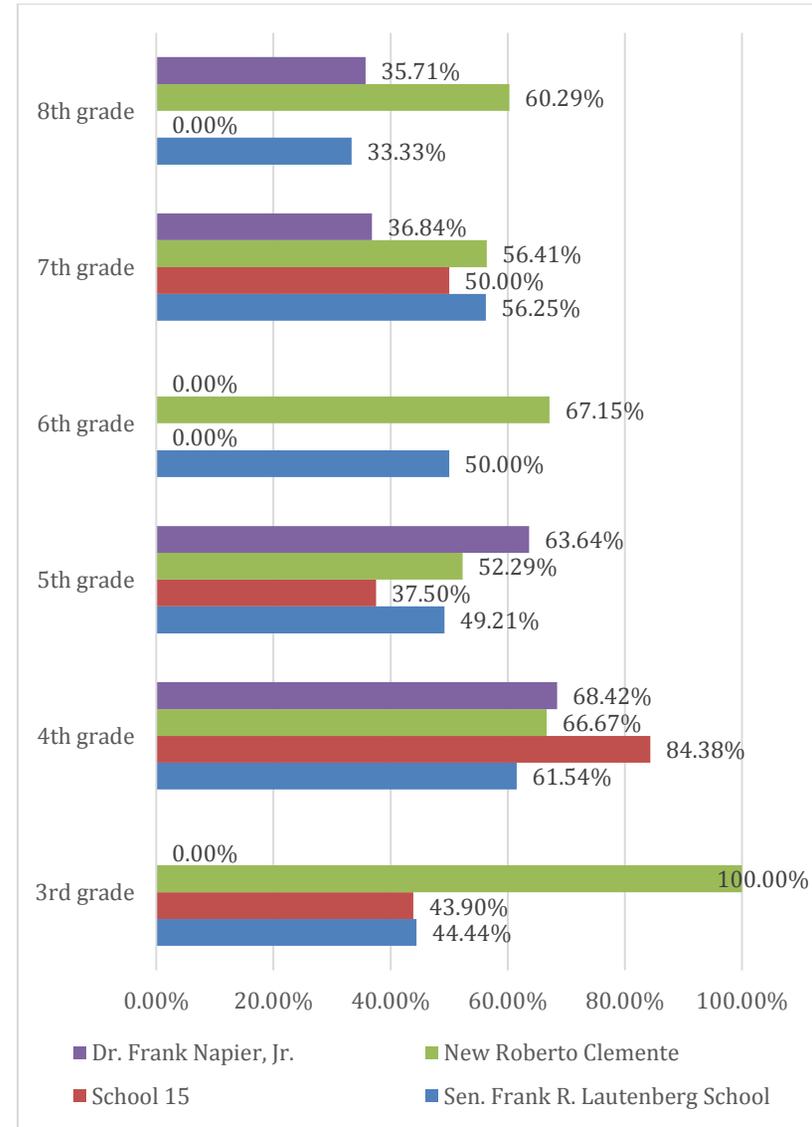


Figure 51. Agreement with statement “being a part of my school has helped me to feel safe in my neighborhood.”



Paterson Public Schools Full Service Community School Grant Evaluation

Figure 52. Agreement with statement “being a part of my school has helped me to learn more about other cultures.”

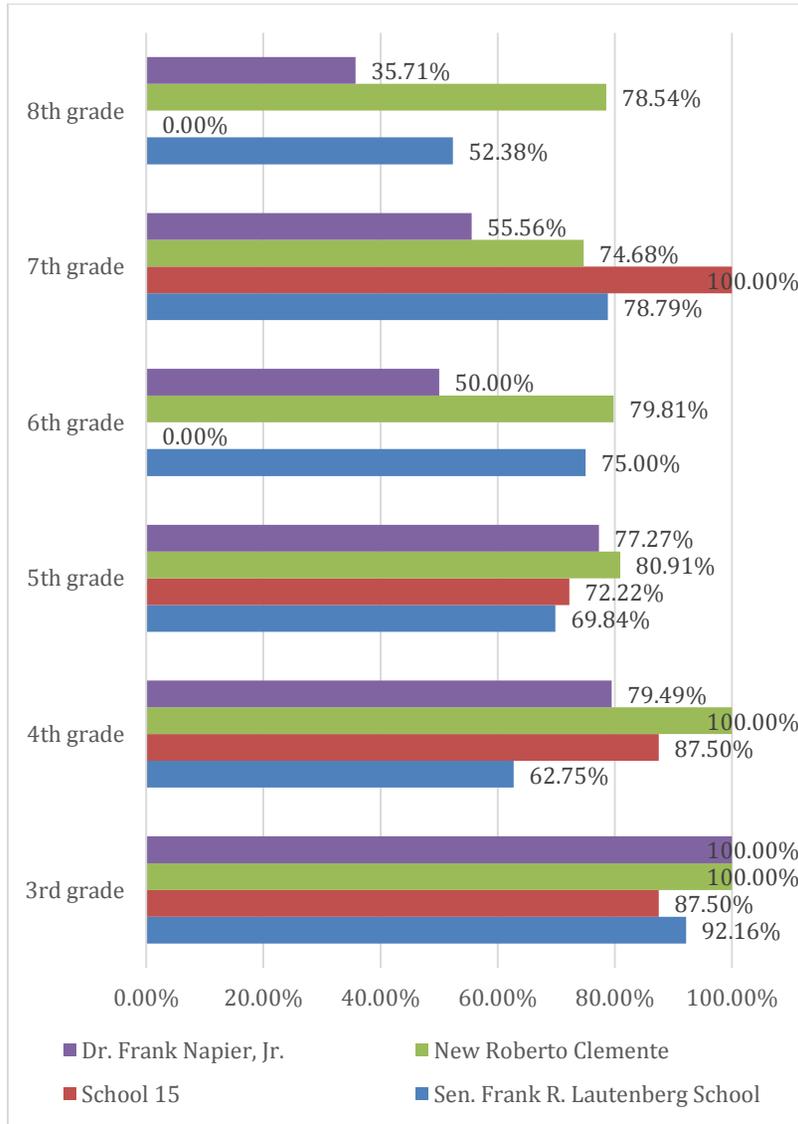


Figure 53. Agreement with statement “being a part of my school has helped me to be proud of my own culture, race or ethnic group.”

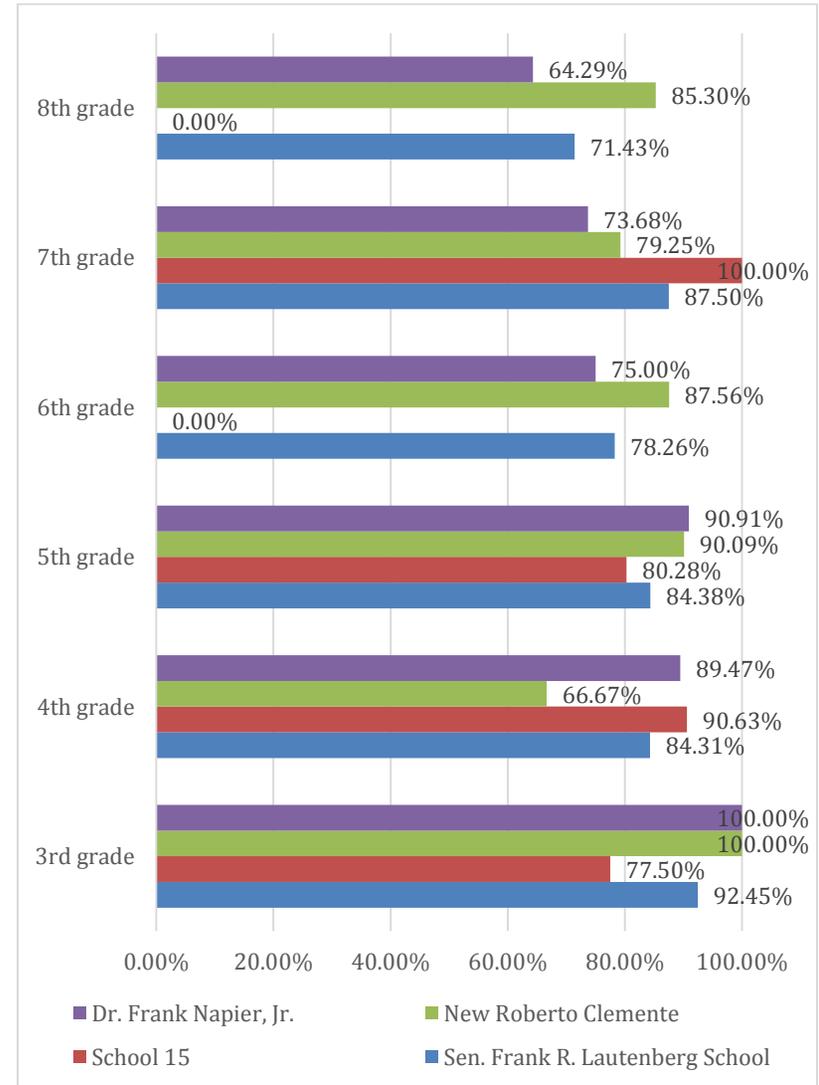


Figure 54. Percentage of students who know their school is a Full Service Community School.

