

Full-Service Community Schools Paterson, New Jersey

Evaluation Report 2011-2015

August 2017

Muamer Rasic

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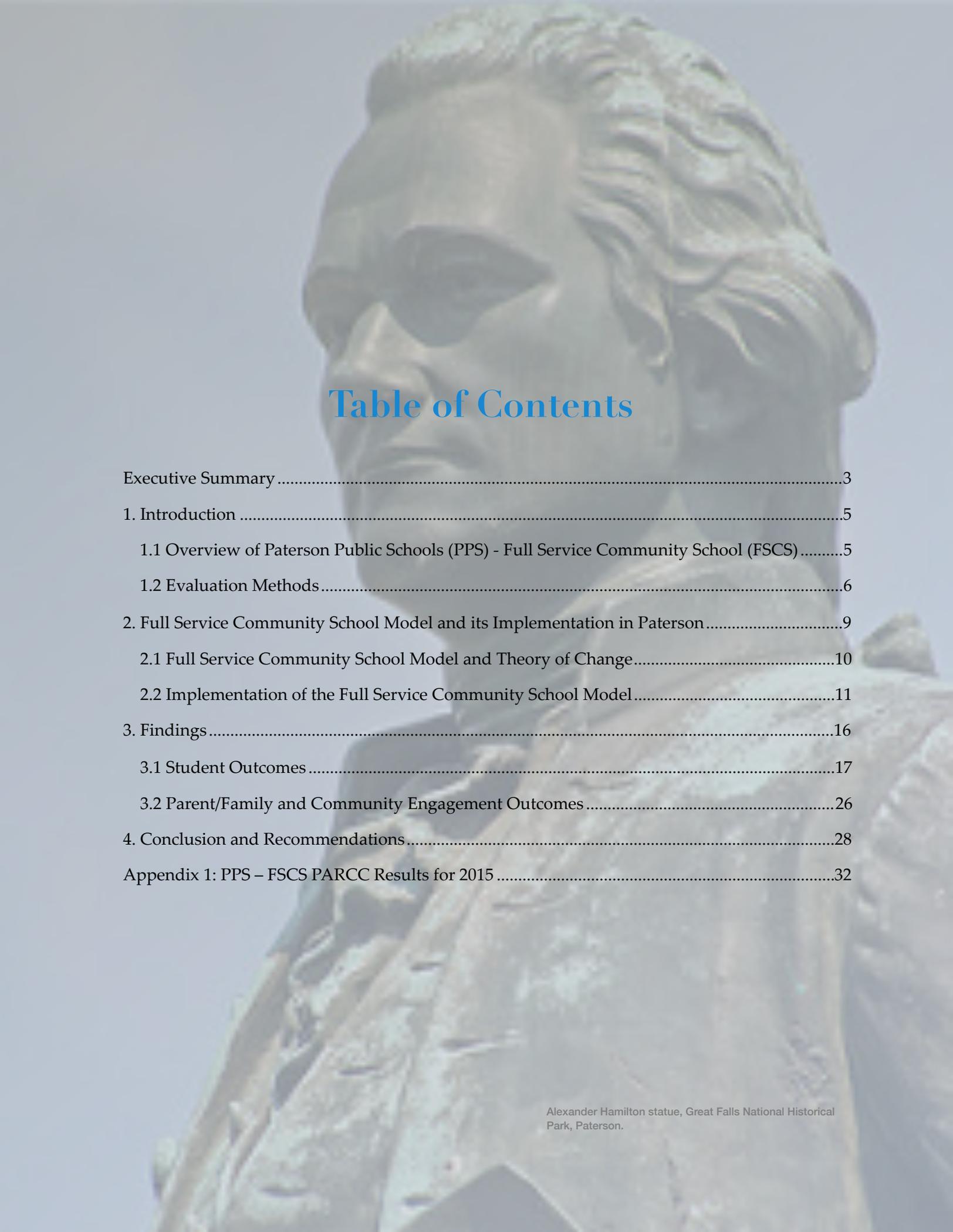
A large, faded background image of the Alexander Hamilton statue at Great Falls National Historical Park. The statue is a bronze bust of Alexander Hamilton, showing his head and shoulders. He has long, wavy hair and is wearing a coat. The background is a light blue gradient.

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Executive Summary

This is a final report of the external evaluation conducted by ActKnowledge of a five-year (2011-2015) Federal Full Service Community Schools Grant received by Paterson Public School District. 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.

PPS FSCS have 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.

Highlights of Results

Academic Achievement Results

- School 5 students who used the school-based health clinic services for two consecutive years (2013 and 2014) increased their NJ ASK scores by 9 points on ELA and 17 points on Math.
- Napier students who used school-based health clinic services saw their mean raw scores increase by 5.73 points in ELA and 8.50 points in Math in 2014. NRC students who used the SBHC services increased their mean raw score by 7.64 points in ELA and 4.12 points in Math in 2014.
- At School 5, academically at-risk students were targeted through the Intervention and Referral Services (I&RS) in 2013 and 2014 school

years. These students received one-on-one tutoring, in-group support and mentoring from AmeriCorps members. Students who received two consecutive years of support at School 5 saw their mean raw scores increase by 13 points on ELA and a 29 points on Math.

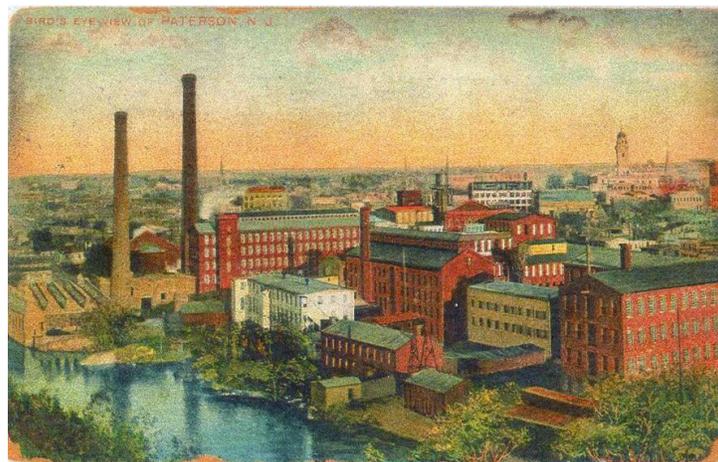
- School 5 afterschool students had higher mean raw scores than non-afterschool students in Math in 2013: 213.60 as compared to 204.13 for non-afterschool students.
- NRC afterschool students had a higher mean raw score than non-afterschool students in both ELA and Math in 2014: 196.60 versus 188.09 for non-afterschool participants on ELA; and 208.06 in Math as compared to 187.27.

Attendance/Chronic Absenteeism and Behavior Results

- Chronic Absenteeism rates decreased at School 6 by 16 percent, 10 percent at Napier and 6 percent at School 15, while School 5 and NRC stayed the same from 2014 to 2015.
- Attendance (average days present in school) of afterschool students was better than for non-afterschool students. Students attending the afterschool programs in School 5, Napier and NRC had a significantly higher attendance (average days present in the school) than non-afterschool students in 2013 and 2014. Similarly, afterschool students at School 6 and Napier had higher attendance than non-afterschool students in 2015. Attendance is a direct precursor and necessary for academic success.
- The presence of school based health clinics had a similar effect on attendance. Students who received SBHC services at School 5 had a significantly higher attendance (average days present in school) in 2013 and 2014 than students who did not receive SBHC services. Equally, students that received SBHC services at NRC had

a significantly higher attendance in 2013, while Napier students receiving SBHC services had significantly higher attendance than non-SBHC participants in 2014.

- Suspension rates decreased by 17 percent at Napier and by one percent at School 15. At School 6, School 5 and NRC, suspensions increased from 2014 to 2015.



Bird's Eye View of Paterson, ca. 1910.

1. Introduction

This is a final report of the external evaluation conducted by ActKnowledge of a five-year (2011-2015) Federal Full Service Community Schools Grant received by Paterson Public School District. 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 report begins with a brief overview of the PPS FSCS model, including the development of PPS FSCS Theory of Change, and then outlines key outcomes from 2011-2015 for:

- Students – focusing on academic achievement but also on some of the main preconditions identified in the theory of change as critical to student achievement including attendance, behavior and a whole set of indicators around youth development.
- Parent/Family Engagement – focusing on progress made in engaging parents in the life of the schools, which has been identified as an important element of the full service community school model.

The report also outlines a set of conclusions and recommendations for sustaining the Full Service Community Schools in Paterson.

1.1 Overview of Paterson Public Schools (PPS) – Full Service Community Schools (FSCS)

Paterson Public School District was successful in securing a Federal Full Service Community School grant in 2010, which led to the establishment of the Paterson Public Schools (PPS) – Full Service Community Schools (FSCS) initiative. The PPS FSCS initiative comprises five public schools, 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. The first FSCS established under this initiative was School 5 in 2011, followed by Rev. Dr. Frank Napier School and New Roberto Clemente School in 2012, and Schools 6 and 15 in 2014.

Throughout this five-year period, these schools went through structural changes unrelated to the FSCS model that affected the implementation of the model. NRC was a PK-08 school up until 2013 when it became a 06-08 school. School 5 became a KG-06 school in 2014 having been KG-08 until then. Napier was a KG-08 school until 2015, when it became a 01-08 school. School 15, a KG-08 school, became a

Paterson Public Schools	Established as FSCS	Grade Level	Lead Agency
School 5	2011	KG-06	New Jersey Community Development Corporation (NJCDC)
Rev. Dr. Frank Napier Jr. Academy (Napier)	2012	01-08	Boys and Girls Club of Paterson and Passaic
New Roberto Clemente	2012	06-08	St. Paul’s Community Development Center (CDC)
School 6	2014	PK-08	New Destiny Family Success Centers, Inc.
School 15	2014	PK-05	St. Paul’s Community Development Center (CDC)

PK-05 school in 2013. School 6 serves PK-08 and has not changed during this period.

Some schools received additional grants during this period. Napier in 2013, and NRC and School 6 in 2015, received School Improvement Grants (SIG). The SIG grant provides support for professional development and extended school day hours. Four schools experienced leadership change during this period with new principals appointed at Napier in 2014 and at Schools 5, 6 and NRC in 2015.

1.2 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.

As a participatory evaluation, the evaluator and program practitioners ensured that key stakeholders were involved in setting goals, which they did as participants in Theory of Change workshops conducted by the evaluator during the summer season. 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.

Theory of Change

The evaluation is guided by a comprehensive Theory of Change for the Initiative and for the constituent schools. The process of developing and refining the Theory of Change was carried out from 2010 to 2014 through a series Theory of Change sessions facilitated by ActKnowledge and the National Center for Community Schools, as detailed below:

- A Theory of Change session was held in July 2010 at School 5, the first Full Service

Community School to be established in Paterson under the federal FSCS grant. The Theory of Change emerging from this session laid out the fundamental philosophy and objectives of the overall initiative.

- A second Theory of Change session, in August 2011, involved two new additions to the program, New Roberto Clemente and Rev. Dr. Frank Napier Jr. Academy.
- A third Theory of Change session, held in July 2013, involved the three established community schools and two new additions, School 6 and School 15.
- A fourth Theory of Change session in August 2014 involved all five full service community schools.

Many FSCS model stakeholders participated in these sessions, including principals, teachers, parents, community school directors from each school; lead agencies (New Jersey Community Development Corporation (NJCDC), St. Paul's Community Development Center, and Boys and Girls Club of Paterson and Passaic); key personnel from Paterson Public School District and Paterson Education Foundation and providers of health services. The sessions were co-led and facilitated by ActKnowledge and the technical assistance provider from the National Center for Community Schools.

The process and details of the Theory of Change are described in section 2.

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.

Data on Academic Results

The analysis of academic results is based on data from the New Jersey Assessment of Skills and Knowledge (NJ ASK) for 2011 through 2014 academic school years, and the Partnership for Assessment of Readiness for College and Careers (PARCC) for the 2015 academic school year.

- The data came in the form of raw scores from both assessments broken out by school and disaggregated by programs/services such as afterschool program, school based health service and any other targeted intervention.
- NJ ASK raw scores for students who participated in afterschool programs were analyzed for school years 2012-2013 and 2013-2014. A longitudinal

analysis to examine the impact on those who have consistently participated in afterschool programs across two years was not possible because the sample of those students matched was very small.

- NJ ASK raw scores for students who used school-based health clinic services at School 5, New Roberto Clemente and Napier were analyzed for the 2012-2013 and 2013-2014 school years. A longitudinal analysis was possible at School 5 allowed us to assess the impact of student use of school-based health clinic services over two consecutive years.
- NJ ASK raw scores for Intervention and Referral Service (I&RS) students at School 5 were analyzed for 2012-2013 and 2013-2014. We conducted a longitudinal analysis to examine the impact on students who received targeted interventions for two consecutive years.
- Our analysis of PARCC raw scores for the 2014-2015 school year serves as a baseline for measurement of progress moving forward.

Data on Attendance/Chronic Absenteeism

Chronic absenteeism rates were analyzed to show the overall results for the five community schools from 2012 to 2015. However, total days present in a school year served as a measure for the impact of specific programs/services on attendance, such as afterschool and health services.



Looking east along 21st Avenue. Working in Paterson Project, 1994.



Machine operator at work at a silk skein dyeing tank. Working in Paterson Project, 1994.



Soul Food. Working in Paterson Project, 1994.

Data on Behavior

Suspension rates were analyzed as an indicator of behavior issues and response to them.

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.

In 2011-2012, ActKnowledge and the community school directors administered the youth surveys to afterschool students only. This was a pilot test of both the survey questions and the process of administering them (for example students understanding of questions) before attempting to administer the survey on the whole school. Based on pilot test results, we revised the youth survey instrument in 2012-2013. Community school directors administered the revised survey to the whole student body in each of the three FSCS schools that year. The analysis in this report is based on survey results from the 2013, 2014 and 2015 academic years.

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



Madison Avenue Apparel Company. Working in Paterson Project, 1994.

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.¹

This holistic approach has been shown to 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. As noted by the U.S. Department of Education:

Many children live in communities that lack not only high-performing schools, but also the supports needed to be ready and able to learn when they start school. School-community partnerships can be key strategies for providing resources to these individual students. A variety of organizations can help provide the missing resources for children living in poverty and, therefore, begin to transform struggling schools and communities.²

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 have been elaborated in the PPS FSCS Theory of Change developed through the participatory process described earlier.

2014 brought a renewed interest in further developing the PPS FSCS Theory of Change to address growing challenges regarding student attendance. This culminated in a workshop facilitated by ActKnowledge involving community school directors, program staff, teachers, principals, and lead community based organizations.

The amended Theory of Change continues with the same long-term goal for the PPS FSCS initiative: **“100 percent of PPS students graduate from high school and are prepared for college and career.”** The Theory of Change then maps out pathways of “preconditions” (or necessary outcomes) for students, parents and schools to achieve this long-term outcome.

Student Outcomes Pathway

'Students are achieving academically', the top outcome in this pathway, has many preconditions.

¹ 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.

² U.S. Department of Education. <https://www.federalregister.gov/articles/2014/05/06/2014-10361/applications-for-new-awards-full-service-community-schools-program#h-4>

For example, stakeholders hypothesize ‘students are at grade level’ because they are ‘completing and understanding the content of their homework’ as a result of receiving ‘additional interventions and remedial services’ (at least those who were falling behind grade level).

Another precondition for academic achievement – and a causal link that seemed especially significant to participants in the ToC process – is regular attendance, which, in turn, depends upon efforts to ‘improve and address chronic absenteeism,’ which will succeed only when ‘students value education and have the motivation to pursue educational

School/Institutional Outcomes Pathway

School and/or institutional outcomes include ‘supportive school systems’ meaning ‘collaboration is effective among stakeholders’, ‘the school shows strong leadership in raising expectations’ and a ‘good comprehensive plan (ToC) exists.’ To attain these, the school must ‘support parent involvement,’ which depend upon the school providing ‘... opportunities and space for family activities’ and respecting ‘...the language and cultural values of the diverse school community,’ among other preconditions.



“My Dream Playground” participatory design workshop with students at School 15.



“Trunk or Treat” at New Roberto Clemente School, 2016



Napier FSCS partners at work, 2016.

opportunities.’ Academic achievement was also thought to depend upon the students gaining some degree of community-mindedness, hence the outcomes with respect to being civic-minded, coming to appreciate cultural diversity, and so on.

Parent and Family Outcomes Pathway

The parent and family outcomes contains important preconditions for the achievement of the long-term outcome of student success. A key precondition in achieving the long-term outcome is that ‘parents support, monitor, and advocate for their children’s education.’ In order for parents to be engaged in such a way parents need to ‘have an active voice in school governance,’ through ‘strong connections and communication between parents/families and the school’ and that ‘parents have the skills to support student achievement.’

2.2 Implementation of the Full Service Community Schools Model

The Paterson FSCS focused on putting in place services and other interventions necessary to achieve the key preconditions described in the Theory of Change. Services and interventions encompass academic and social-emotional support, family and community engagement, health and mental health services, and partnership development to leverage resources.

Aligning Afterschool Programming with Regular School Day

Afterschool programs continue to be a key element of the Paterson Public School Full Service Community School Model and encompass services

intended to support student academic performance and broader youth development outcomes. These include, for example, homework help, one-to-one tutoring and small group mentoring, youth ESL and literacy clubs, anti-bullying/violence prevention programs, STEM, and various 'enrichment' activities such as cooking, chess, yoga, basketball, and dance.

PPS FSCS afterschool programs provide support for academically at-risk students. For example, School 5 prioritizes entry into the afterschool program to students on the Intervention and Referral Services list. These students are academically at-risk and referred by teachers to receive additional support. At Napier, two AmeriCorps members met with academically at-risk students twice a week and assisted them with their homework, while NRC, School 6 and School 15 provide homework help to all afterschool participants.

Paterson FSCS schools made progress in aligning afterschool programming with regular school day activities and curriculum. Each school, with the exception of School 6, has a lead teacher synchronizing afterschool with school day by communicating with teachers regarding homework, grades and student progress. In School 6, AmeriCorps members assist 2nd – 6th grade teachers in the classroom during the school day.

Family and Community Engagement

The Paterson community schools took a two-step approach to engage parents/families in their children's education, and in the schools.

First, they addressed the basic needs of health, food and housing, mainly food. The schools maintained in-house health clinics so that students and families could visit a doctor without missing school days. The schools also held drives, events and fairs to provide medical services, clothing, and food to the community free of charge.

Second, they worked to assimilate parents/families--especially immigrant families--into the community by assisted families in applying for health insurance, SNAP and housing. The schools helped families with obtaining State IDs, opening bank accounts,

and applying for legal status. They provided workshops and classes in adult literacy, financial literacy, GED and ESL.

Health and Well Being

The installation of FSCS Community Health Centers in the schools began in 2012 at School 5, New Roberto Clemente in 2013, Napier in 2014, and School 6 and School 15 in 2015.

Health N' Wellness Services, LLC is the Health Center Provider for all the Community Schools in Paterson. Services include primary medicine (for example, immunization), vision (including optical examination and glasses), dentistry, behavioral health and nutrition education. Treatment coordinators in each center connect children and families across all service areas.

"We had a parent that was going through tremendous stress with her apartment and was a single mom with three children. We enrolled the family into the health center and upon visits with the doctor it was determined that the daughter needed glasses and some nutrition counseling. As we became more involved in the family, we discovered that behavioral counseling was necessary. After a few months the teacher called down to the health center to inform us that whatever we were doing was helping the student tremendously...getting her glasses and counseling was making her less withdrawn and more focused in school."

Denise Hajjar, Health N' Wellness

The impact of establishing School Based Health Clinic is illustrated in section 3.

Partnership Development

Partnership development to leverage resources is the crux of the community school model. Each community school in Paterson has been successful in building substantive partnerships with a range of organizations to provide services and opportunities to students. For example:

- School 5 worked in partnership with Big Brothers Big Sisters, Montclair State University, Paterson

Community Schools Corps (PCSC), AmeriCorps, Paterson Public Library, Bergen Performing Arts Center, Bangladeshi American Youth Association (BAYA), Rutgers University, Department of Family and Community Engagement, TD Bank, Passaic Valley Medical Pharmacy, City Green Inc., Municipal Alliance Prevention Program, Horizon Blue Cross Blue Shield, and City of Paterson Department of Health.

- Napier collaborated with Habitat for Humanity, Paterson Adult and Continuing Education (P.A.C.E.), Paterson Public Library, Payless Shoe Source, National Center for Safe Routes to School, Passaic County Department of Health, St. Joseph Hospital, Kinder Smiles, Paterson Police Department, AmeriCorps, Secaucus PBA, Grace Chapel Baptist Church, St. Paul's Community Development Corporation, and Victor Cruz Foundation.

- New Roberto Clemente has engaged with Rutgers University, Girl Scouts, City Green, Bergen Performing Arts, SPCDC AmeriCorps, Dance Theater of Harlem, WNBA, NJ PAC, Madison Baptist Church, and Paterson Public Library.
- School 15 collaborated with AmeriCorps, Paterson Public Library, and St. Paul's Community Development Center.
- School 6 collaborated with William Paterson University, Hawthorne Gospel Church, New Jersey Ballet Company, United Way of Passaic County, and UNIQLO.

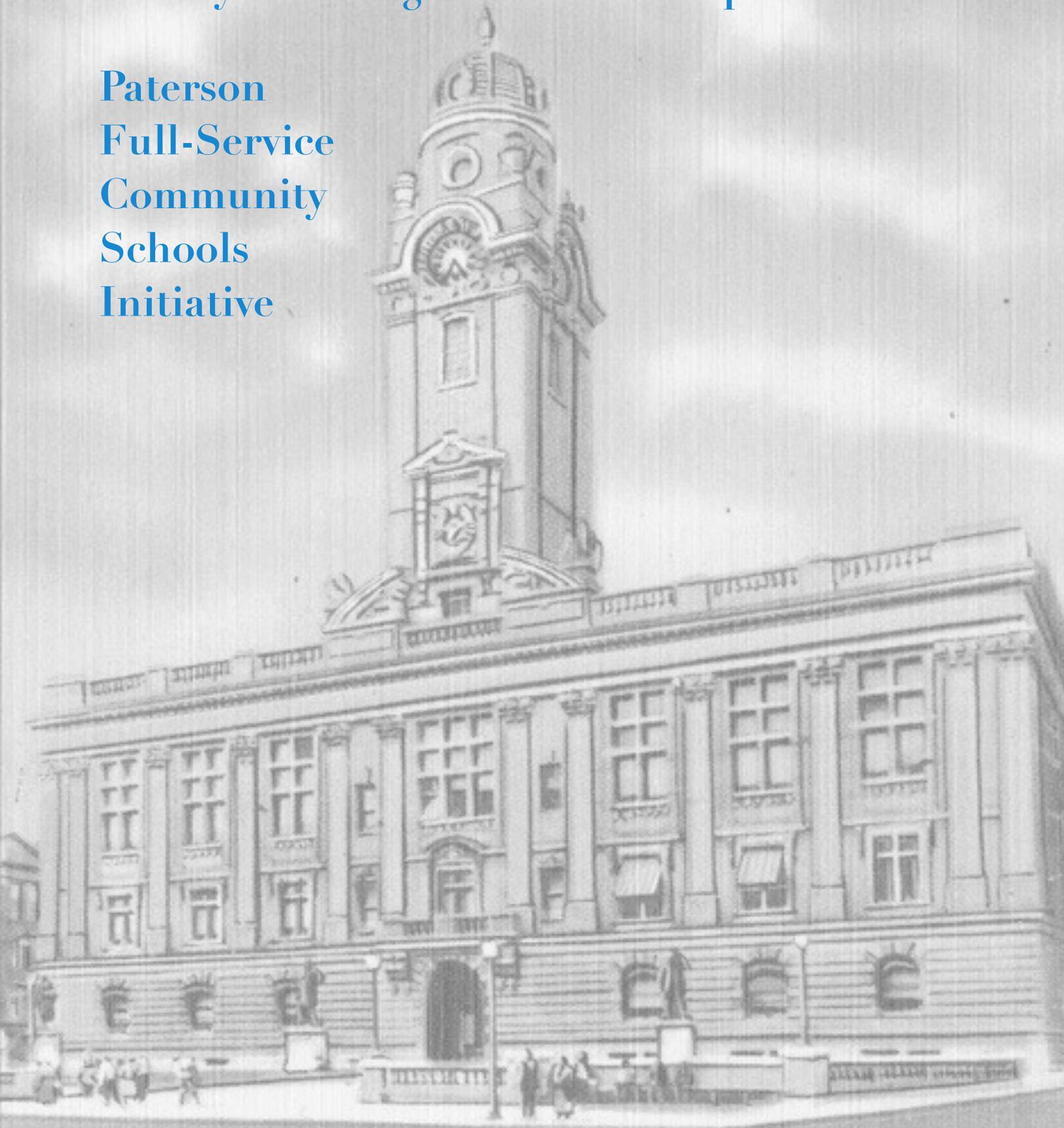
Some of these partners (for example, AmeriCorps) were particularly important for the delivery and sustainability of key services in the community schools.



Silk-winding operation at Kalkstein Silk Mills, Inc., 75 Wood Street, Paterson. Working in Paterson Project, 1994

Theory of Change Outcomes Map

Paterson
Full-Service
Community
Schools
Initiative



VISION

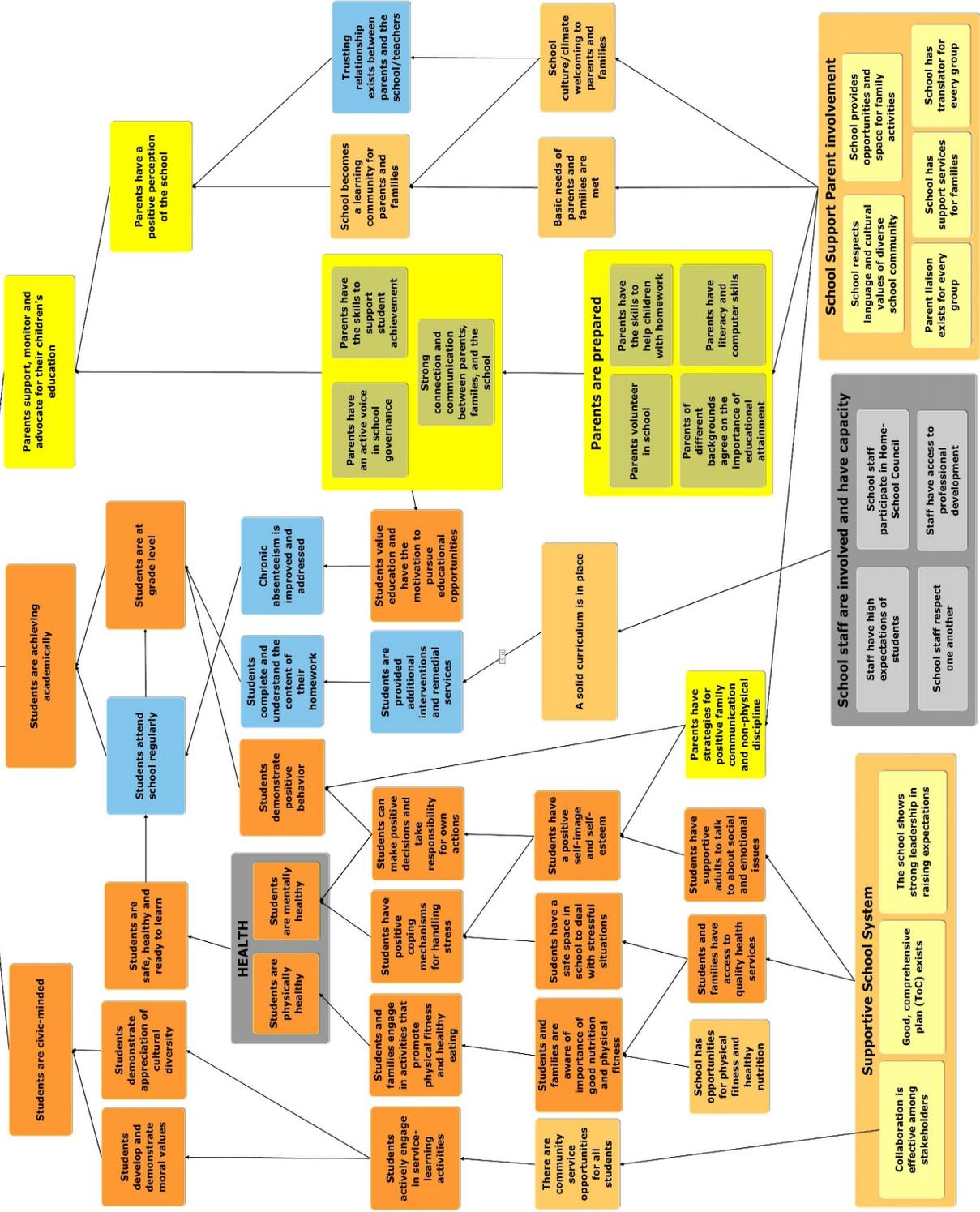
Our communities are safe, supportive, and engaged

Initiative is sustainable

Parents and community members remain involved with the school and in lifelong learning

Every child is prepared and ready to learn when they enter school every day

100% of PPS students graduate High School prepared for college and career



3. Findings



In this section, we present key findings from the evaluation based on a selection of outcomes articulated in the Theory of Change. These include:

- Student Outcomes, which focus on academic achievement but also on some of the main preconditions identified in the theory of change as critical to student achievement including attendance, behavior and a whole set of indicators around youth development.
- Parent/Family Engagement Outcomes, focusing on progress made in engaging parents in the life of the schools which has been identified as an important element of the full service community school model.

3.1 Student Outcomes

3.1.1 Academic Achievement

Academic results were analyzed using New Jersey Assessment of Skills and Knowledge (NJ ASK) for

2011 through 2014 academic school years, and the Partnership for Assessment of Readiness for College and Careers (PARCC) for the 2014-2015 school year. Raw scores were analyzed and presented on both assessments for the five community schools in total and then disaggregated by programs/services such as afterschool program, health service and any other targeted interventions.

Overall Mean Raw Results on NJASK for PPS FSCS

The overall mean raw scores on NJASK for each of the five PPS FSCS are shown in Table 1 below. As illustrated, School 5's overall mean raw score increased from 2011 to 2013 in both ELA and Math. Napier somewhat maintained the results from 2012 with a slight decrease in 2014, while NRC also maintained its 2013 results. School 6 and School 15 became a full service community school in 2014 and their results are presented in the table as well.

Table 1: NJASK Mean Raw Results for PPS – FSCS, 2011 through 2014 Academic Years

PPS - FSCS	ELA				Math			
	2011	2012	2013	2014	2011	2012	2013	2014
School 5	188.6	190.3	193.0	189.6	199.93	201.2	205.2	216.7
Napier		185.3	184.5	181.9		187.9	186.7	183.5
NRC		193.1	189.4	189.0		199.9	185.9	189.4
School 6				178.2				184.5
School 15				178.2				197.8

Mean Raw Results on NJ ASK for PPS – FSCS Afterschool Participants in the 2012-13 school year

The School 5 afterschool students had a higher mean raw score than non-afterschool students in Math in 2013. As illustrated in Table 2 below, School 5 afterschool students had a mean raw score of 213.60 compared to non-afterschool students of 204.13 in Math in 2013. Even though the afterschool students did not score higher than the non-afterschool students in ELA, they did have a higher increase from the previous year. For example, afterschool students had an increase of 3.99 points compared to non-afterschool student’s 2.82 points, suggesting the afterschool participants made ground in ELA in 2013.

Table 2: NJASK Mean Raw Results for PPS – FSCS Afterschool Participants for 2012-13 Academic Year

PPS - FSCS Afterschool Participants in 2013		ELA		Change Score	MATH		Change Score
		2012	2013		2012	2013	
School 5	<i>Afterschool Participants</i>	187.88	191.87	3.99	206.52	213.60	7.08
	<i>Non-Afterschool Participants</i>	190.37	193.19	2.82	200.80	204.13	3.33
Napier	<i>Afterschool Participants</i>	174.47	172.47	-2.00	199.94	182.66	-17.28
	<i>Non-Afterschool Participants</i>	185.77	185.36	-0.41	187.44	186.95	-0.49
NRC	<i>Afterschool Participants</i>		187.77			184.59	
	<i>Non-Afterschool Participants</i>		189.63			186.08	

Mean Raw Results on NJ ASK for PPS – FSCS Afterschool Participants in the 2014 school year

The NRC afterschool students had a higher mean raw score than non-afterschool students in both ELA and Math in 2014. As shown in Table 3 below, the NRC afterschool participants had a mean raw score of 196.60 compared to non-afterschool participants of 188.09 on ELA, and 208.06 mean raw score in Math compared to non-afterschool participants of 187.27.

Napier and School 5 afterschool students did not have a higher mean raw score when compared to non-afterschool students. Nevertheless, the same afterschool students did improve from the previous year. At Napier for example, afterschool participants had a change score of 7.63 in ELA and 1.15 in Math. In School 5, the afterschool students had a change score of 2.51 in ELA and 11.83 in Math.

Table 3: NJASK Mean Raw Results for PPS – FSCS Afterschool Participants for 2013-2014 Academic Year

PPS - FSCS Afterschool Participants in 2014		ELA		Change Score	MATH		Change Score
		2013	2014		2013	2014	
School 5	Afterschool Participants	183.77	186.28	2.51	194.52	206.35	11.83
	Non-Afterschool Participants	191.24	190.54	-0.70	216.28	218.14	1.86
Napier	Afterschool Participants	168.55	176.18	7.63	181.32	182.47	1.15
	Non-Afterschool Participants	180.66	182.41	1.75	186.57	183.55	-3.02
NRC	Afterschool Participants	193.00	196.60	3.60	197.83	208.06	10.23
	Non-Afterschool Participants	184.08	188.09	4.01	185.02	187.27	2.25

Mean Raw Results on NJ ASK for targeted intervention at School 5 for 2013 and 2014 academic school years

At School 5, academically at-risk students were targeted through the Intervention and Referral Services (I&RS) in the 2012-2013 and 2013-2014 school years. These students received one-on-one tutoring, in-group support and mentoring from AmeriCorps members. Students that received two consecutive years of support at School 5 had a mean

raw score increase of 13 points on ELA and a 29 point increase on Math as illustrated in Figure 1 below.

Mean Raw Results on NJ ASK for School 5 School Based Health Clinic Participants for 2013 and 2014 academic school years

School 5 students who used the school-based health clinic services for two consecutive years increased their ELA and Math scores on NJ ASK by 9 points on ELA and 17 points on Math.

Figure 1: NJASK Mean Scale Results of School 5 I&RS Participants for 2012-13 and 2013-14 Academic Years

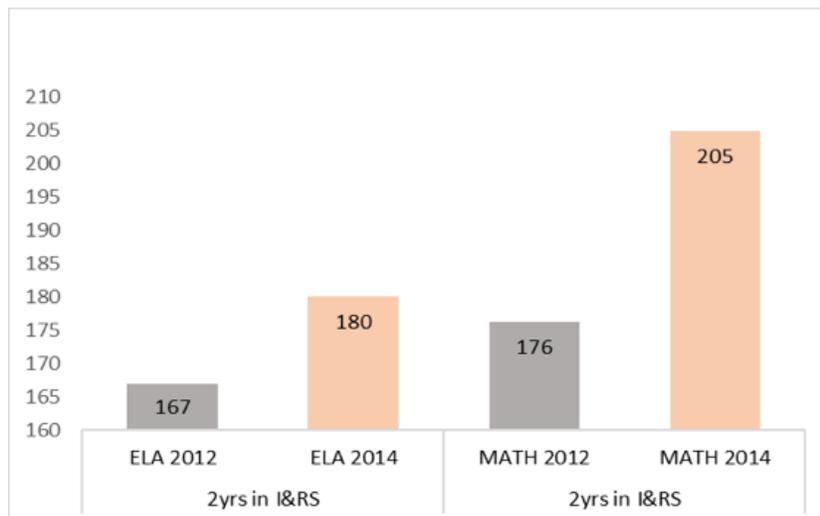
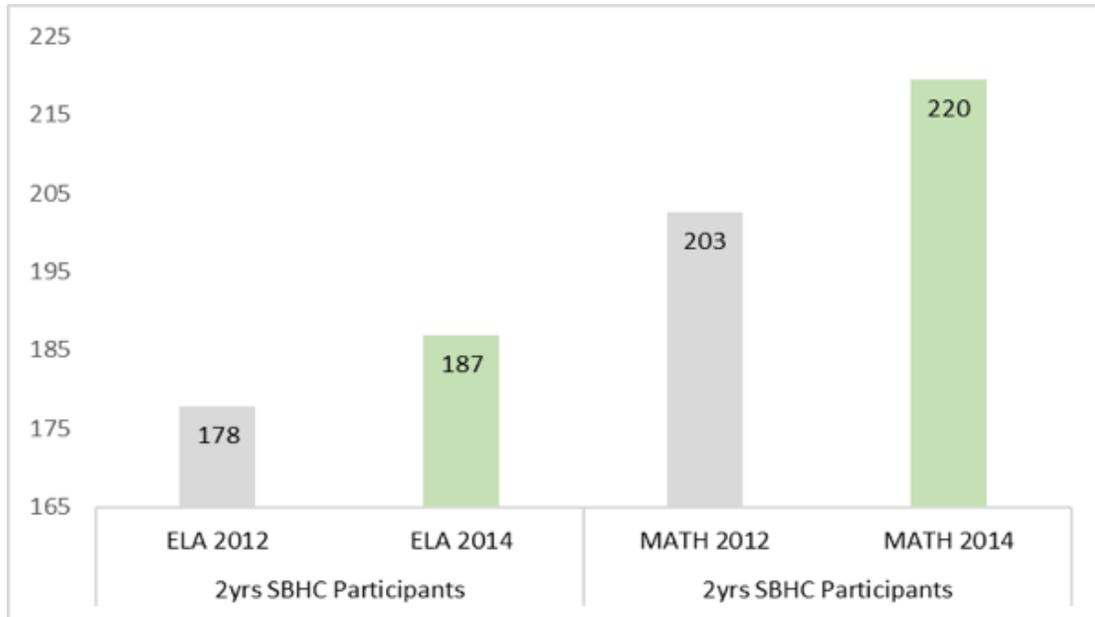


Figure 2: NJASK Mean Scale Results for School 5 – School Based Health Clinic Participants, for 2012-2013 and 2013-2014 Academic Years



Mean Raw Results on NJ ASK for Napier and NRC School Based Health Clinic Participants in 2014 academic school year

School Based Health Clinic Participants at Napier and NRC saw their mean raw scores increase in both ELA and Math in 2014. As shown in Table 4 below, Napier SBHC participants increased their mean raw score by 5.73 points in ELA and 8.50 points in Math. Meanwhile, NRC SBHC participants increased their mean raw score by 7.64 points in ELA and 4.12 points in Math.

Table 4: NJ ASK Results of School Based Health Clinic Participants at Napier and NRC for 2013-2014 Academic Year

PPS - FSCS SBHC Participants		ELA		Change Score	MATH		Change Score
		2013	2014		2013	2014	
Napier	<i>SBHC Participants</i>	176.27	182.00	5.73	174.34	182.84	8.50
	<i>Non-SBHC Participants</i>	180.17	182.91	2.74	187.69	183.55	-4.14
NRC	<i>SBHC Participants</i>	174.03	181.67	7.64	174.37	178.49	4.12
	<i>Non-SBHC Participants</i>	185.95	189.60	3.65	187.41	190.37	2.96

3.1.2 Attendance/Chronic Absenteeism

Attendance is a key precondition for student performance and the schools have been particularly concerned to address the needs of students who are chronically absent.

Analysis on attendance was conducted using chronic absenteeism rates to show the overall results for each of the five PPS FSCS from 2012 to 2015. Analyzing the impact of specific intervention such as afterschool and health services on attendance, an average day's present in the school was used as a measure.

Chronic Absenteeism rates have decreased in School 15, while School 5 and NRC stayed at 16% from 2014 to 2015. Napier had an increase in chronic absenteeism rate for three consecutive years before a

decrease to 19% in 2015. School 6 had the highest rate of chronically absent students in 2014 at 43%, and marked a sharp decline to 27% in 2015.

While the chronic absenteeism rates have been somewhat high for the five schools, the attendance (average days present in the school) of afterschool students have been better than non-afterschool students. As illustrated in Figure 4 below, students attending the afterschool program in School 5, Napier and NRC had a significantly higher attendance (average days present in the school) than non-afterschool students in 2013 and 2014. Furthermore, the afterschool students at School 6 and Napier had a higher attendance than non-afterschool students in 2015.

Figure 3: Percentage of students who are chronically absent from 2012 to 2015

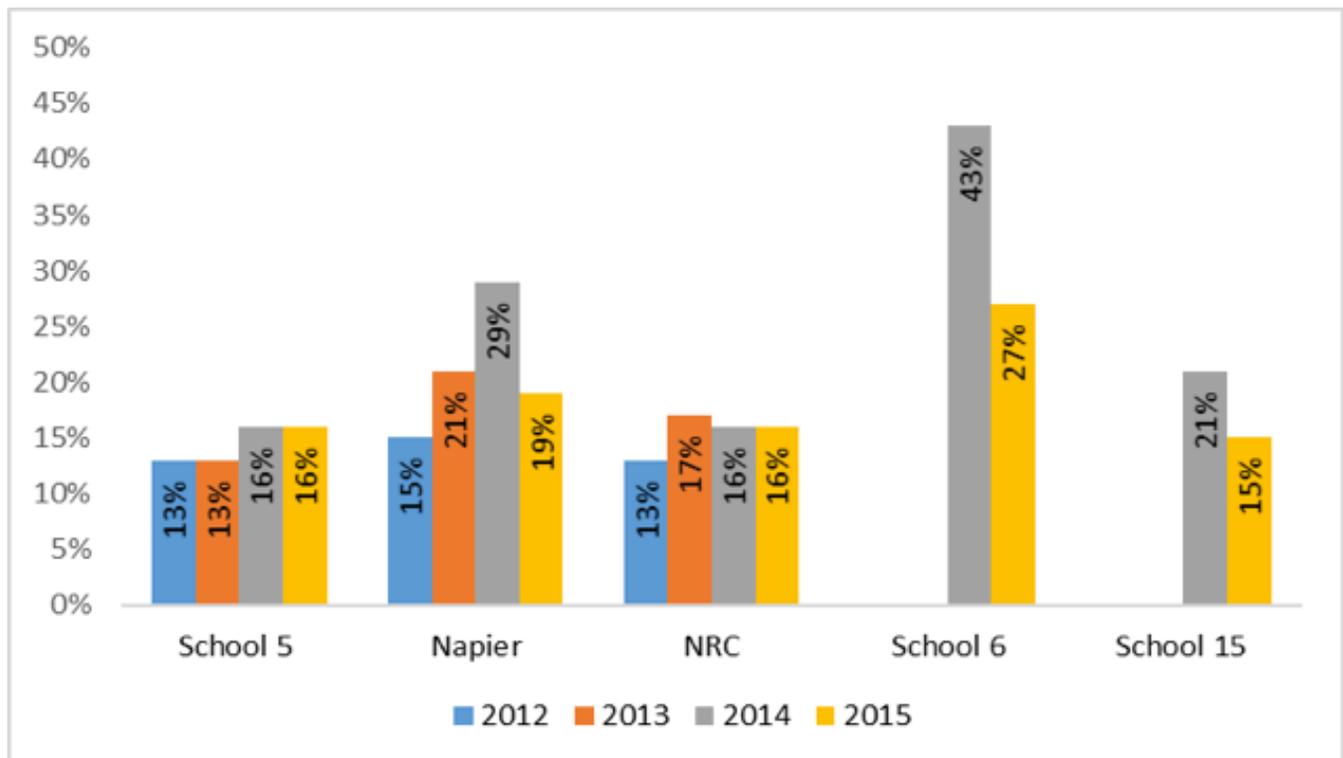
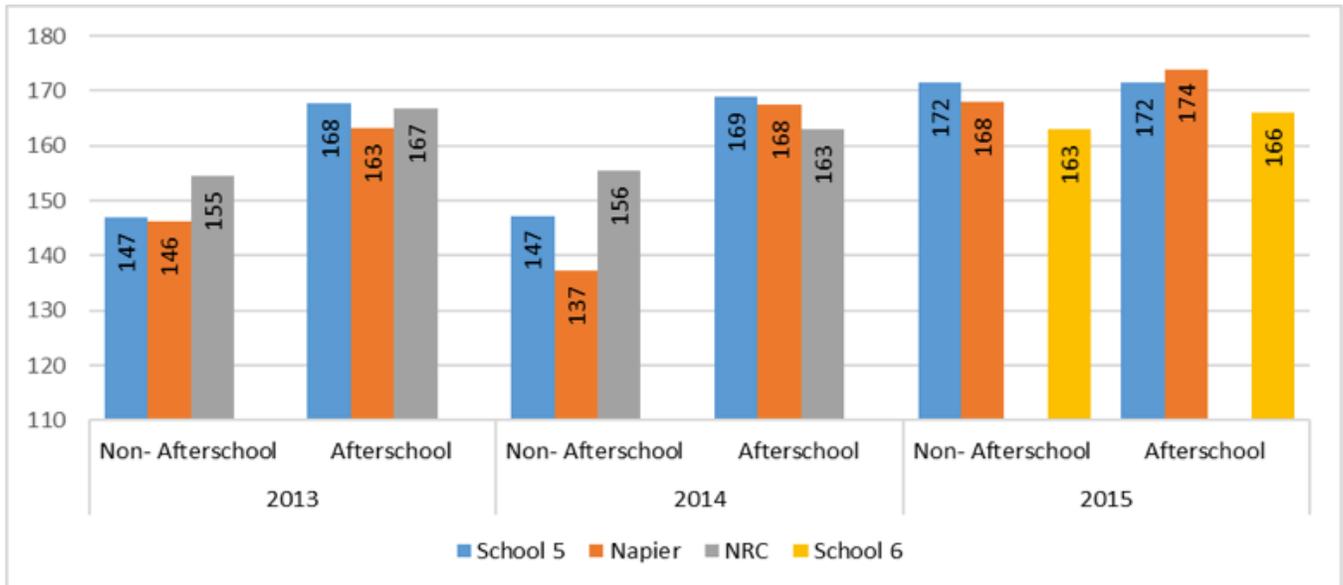


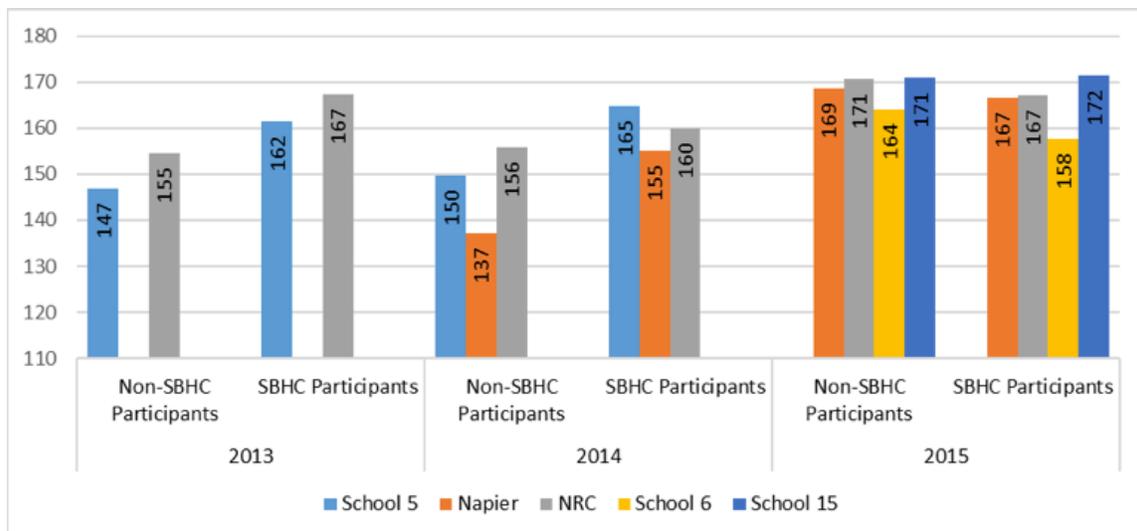
Figure 4: Attendance Results of PPS – FSCS Afterschool Participants from 2013-2015 Academic Years



The school-based health clinic had a similar effect on attendance. As illustrated in Figure 5 below, students that received the SBHC services at School 5 had significantly higher attendance (average day's present in school) than students who did not receive SBHC services in 2013 and 2014. Equally, students that received SBHC services at NRC had significantly higher attendance in 2013,

and Napier students using SBHC services had a significantly higher attendance than non-SBHC participants in 2014. In 2015, the attendance of students who received the SBHC services was slightly lower than students who did not receive SBHC services in Napier, NRC and School 6, while at School 15, attendance was about the same.

Figure 5: Attendance Results of PPS – FSCS School Based Health Clinic Participants from 2013-2015 Academic Years

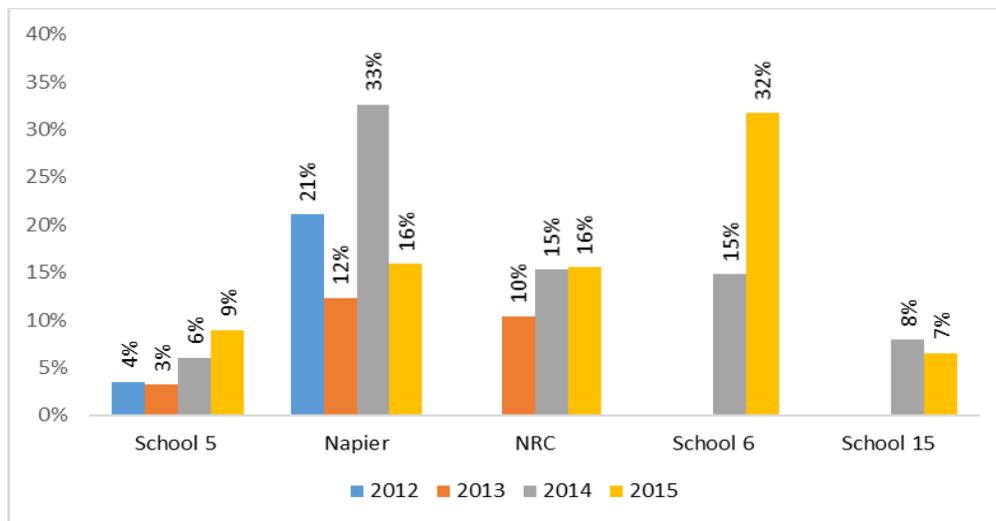


3.1.3 Behavior

Positive behavior is another important precondition to student participation and attainment. Schools have implemented the Positive Behavior Support in Schools (PBSIS) to address behavior challenges. Through PBSIS, staff at each school “received extensive training and technical assistance to help prepare staff to positively and proactively address the individualized behavior support needs of all students.” One key measure of behavior is the rate of suspensions within each school.

Suspension rates in Napier fluctuated from 2012 to 2014, and decreased from 2014 to 2015. At School 15, already one of the two schools with the lowest suspension rates, suspensions decreased slightly from 2014 to 2015. NRC suspension rates slightly increased in 2014 and maintained in 2015. School 6 suspension rate increased from 2014 to 2015. School 5, with relatively low suspension rates at the baseline, increased slightly from 2013 to 2015.

Figure 6: Percentage of students suspended in 2012 to 2015.



3.1.4 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. Afterschool programs are designed to provide students with a variety of academic and enrichment activities that encompass each of these aspects of young people’s development.

As noted earlier, ActKnowledge designed a survey questionnaire to elicit these key youth development outcomes. The community school directors administered the questionnaire across the FSCS

schools from 2013 to 2015. Selected highlights from the surveys across key outcome areas are presented as follows.

Students participate in enrichment opportunities that meet their needs

Figure 7 below shows the percentage of students who report participating in specific activities in school. The three activities -- ‘homework help or tutoring’, ‘read for fun,’ and ‘math and science activities for fun’ saw a gradual increase in students agreeing they had participated these activities from 2013 to 2015. Additional activities such as ‘choir/music, drama/theater, or dance/step’ maintained similar percentages of self-reported participation. ‘Sports,

games or other activities where students get exercise' had the highest rates of self-reported participation.

Figure 7: Participation of students in selected activities in schools

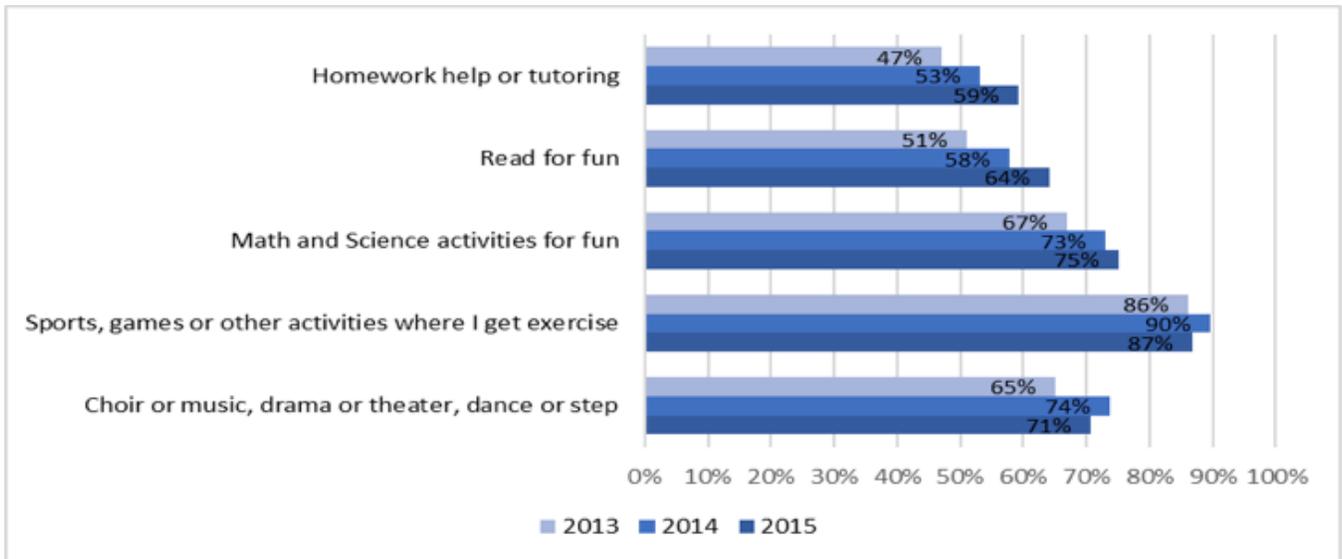
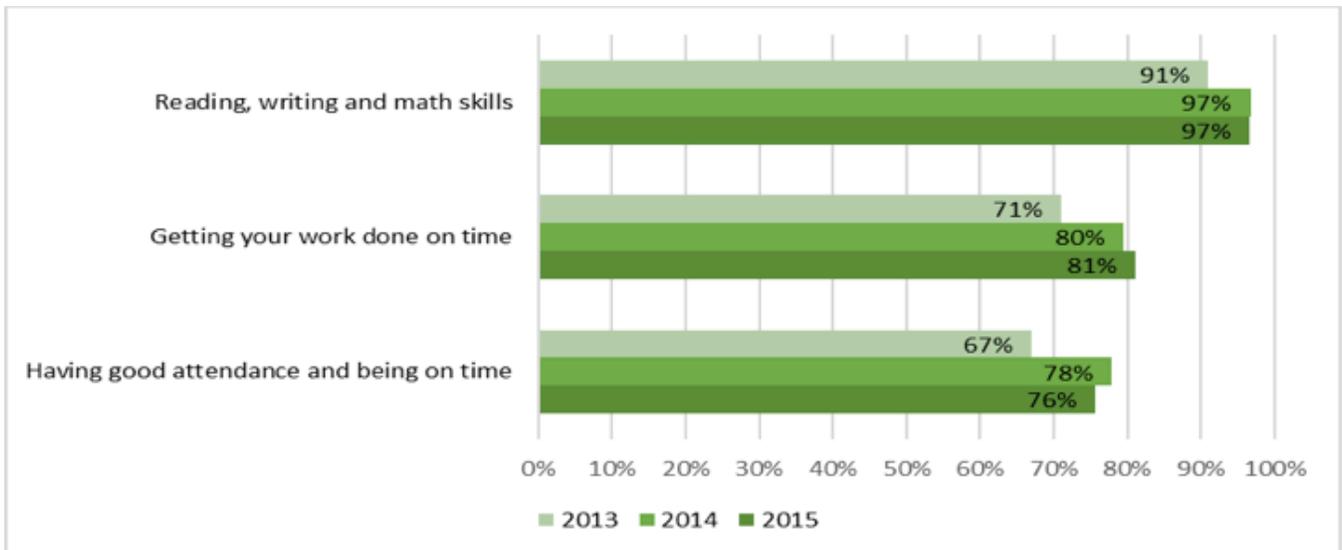


Figure 8, below, shows the rates of self-reported learning of particular skills related to academic achievement. A majority of students reported they are learning 'reading, writing and math skills'. A smaller majority agreed with the statement they were 'learning the importance of getting their work done on time' and 'having good attendance and being in school on time'.

Figure 8: Selected answers on skills students are learning related to academic achievement

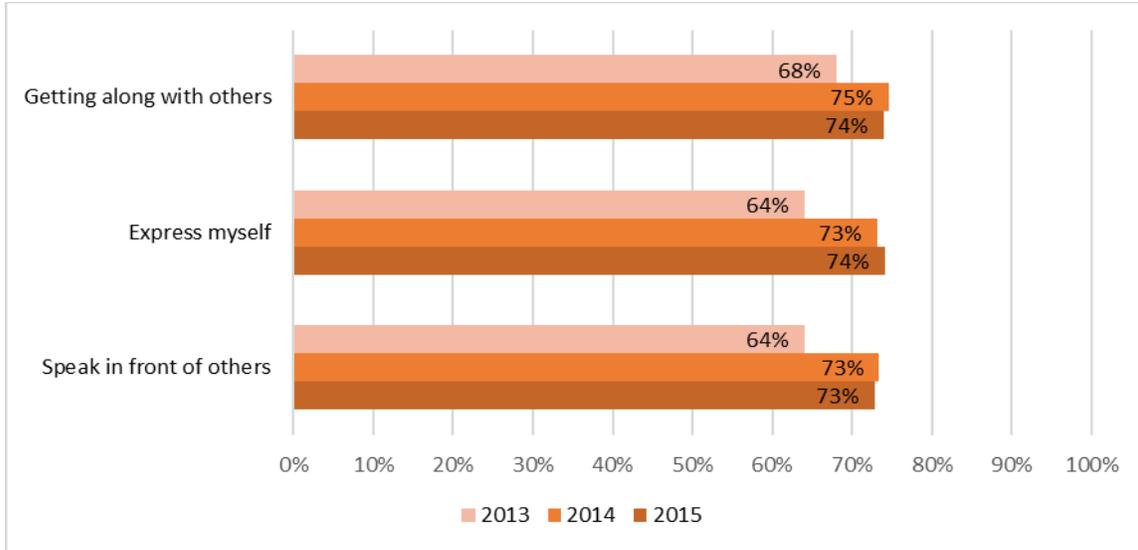


Students also reported learning skills relating to social and emotional development (Figure 9): More than 70

percent of students stated that they were learning 'how to get along with others,' 'expressing

themselves,' and 'speaking in front of others.'

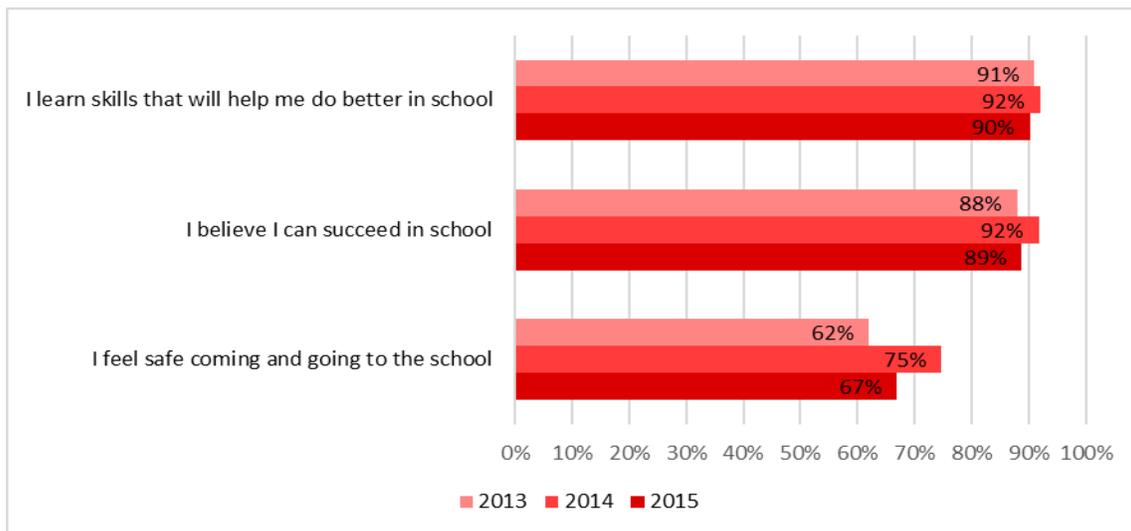
Figure 9: Selected answers on skills students are learning related to social and emotional development



Student perceptions of the Impact of the Full Service Community School

A majority of survey respondents in 2013 through 2015 agreed with the statement that they are 'learning skills that will help me do better in school' and 'believe I can succeed in school', while only 67 percent agreed that they 'feel safe coming and going to the school' in 2015.

Figure 10: Selected answers on impact of being a full service community school



3.2 Parent/Family and Community Engagement Outcomes

Family and community engagement are pillars of the FSCS model. The Paterson Community Schools have taken a strategic approach to engaging parents/families in their schools and in their child's education, first by addressing the basic needs of health, food and housing, and second by undertaking efforts to help families, especially immigrant families, to assimilate into the community. For example, in addressing the health needs of families in the community, School 5 held a Medical Service Fair in which 215 people attended. The goal of the Medical Service Fair was to provide as many medical services free of charge to people who lack health insurance. The services included blood screenings, HIV testing, blood pressure, OTC medication, dental cleanings, eye exams and many more. The school collaborated with Passaic Valley Medical Pharmacy, Commission for the Blind and Visually Impaired, City Green Inc., Municipal Alliance Prevention Program, Surya Health, Horizon Blue Cross Blue Shield, City of Paterson Department of Health, and many more. Similarly, School 5 held an Affordable Health Care Drive to help families apply for health insurance. Thirty-five people applied for and received health insurance as a result of the drive. Napier also held a Health and Wellness Fair and provided blood pressure screening, HIV testing, dental health resources, nutrition resources, yoga, and fitness and dance activities. Napier collaborated with Passaic County Department of Health, St. Joseph Hospital, Kindle Smile and Paterson Police Department.

"One parent recently found employment for the first time. She had participated in the ESL classes and in the I.D. initiative. She felt very comfortable with her English after taking ESL classes and when she received her ID she applied for a job and got hired. If this helped one parent, imagine what we could do for the rest of the community."

Mr. Choudhury, Parent Coordinator at School 5

In addressing such basic needs as food for families in the community, Napier, in cooperation with Food Bank, held a Supplemental Nutrition Assistance Program (SNAP) Enrollment Drive in to help eligible parents/families sign up for SNAP. School 5 developed a Community Gardening Program in which 67 SNAP participant families used the school's green garden. The program helped SNAP recipient families improve their dietary health. Each family received a garden box to grow fresh food free of charge. The school also connected the program with nutrition classes provided by either in-house Full Service Medical Center or

Rutgers University Nutrition Science Department. In addition, all five community schools provide free coats and food such as food boxes and turkeys during winter coat distribution and thanksgiving drives.

In meeting the housing needs for families in the community, School 5 assisted 57 families complete Section 8 Housing Application and are on the waiting list for housing. for families that have housing but could not afford heating, School 5 held a Passaic County Heating

Drive in which 121 people applied for the program to reduce their heating bills.

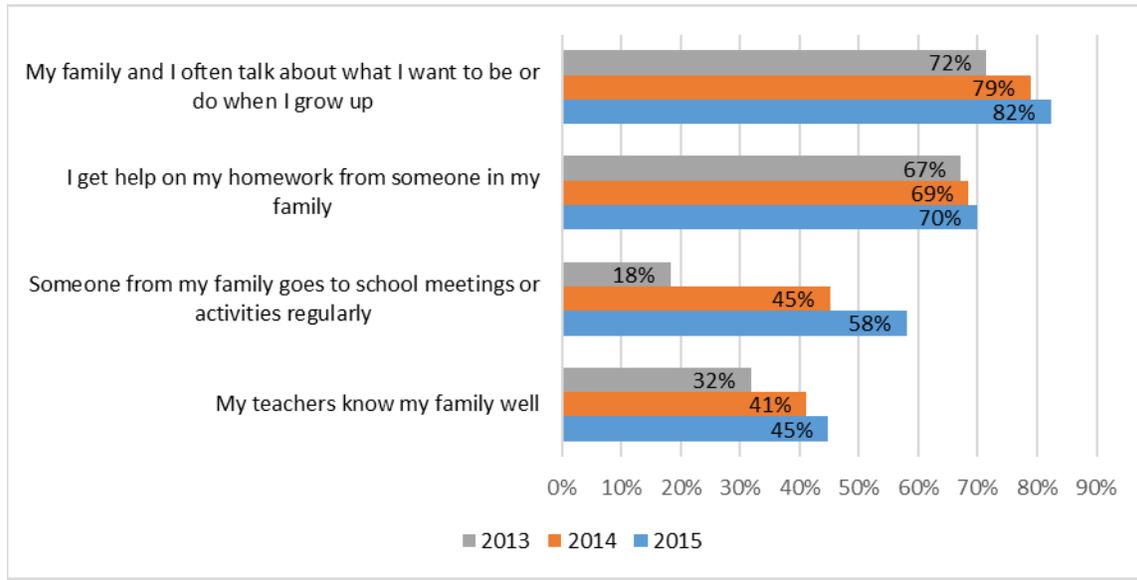
While working to meet the basic needs of parents/families, School 5 also focused on assimilating immigrant families in the community by educating them on the process of becoming a legal resident, assisting immigrant families receive NJ State ID's and Driver's license, assisting families open bank accounts and credit cards, and assisting families apply for citizenships.

By making progress in meeting such needs, parent/family engagement in the school improved slightly from

2013 to 2015. This is depicted from the youth survey results in Figure 11 below. For example, students consistently agreed with the statement that “my family and I often talk about what I want to be or do when I grow up” and that they “get help on homework from someone in the family”.

Furthermore, agreement with statements like ‘someone from my family goes to PTA meetings regularly’, and ‘my teachers knows my family well’ increased from 2013 to 2015.

Figure 11: Answers on parent/family engagement in the school



Boys playing basketball, graffiti-covered wall.
Working in Paterson Project, 1994



Main Street at Market, Paterson, N. J.
ca. 1900



Outdoor Market: Woman buying produce from a stall, Working in Paterson Project, 1994

4. Conclusions and Recommendations



4.1. Conclusions

Paterson Public Schools (PPS) Full Service Community Schools (FSCS) has made important progress despite some challenges. The components of the full service community school model, in particular, afterschool programs, school based health services, and targeted interventions such as tutoring programs have contributed to a major improvement in student academic achievement and attendance in school. In particular:

Academic Achievement Results

- School 5 students who used the school-based health clinic services for two consecutive years (2013 and 2014) increased their NJ ASK scores by 9-points on ELA and 17-points on Math.
- Napier students who used school-based health services saw their mean raw scores increase by 5.73 points in ELA and 8.50 points in Math in 2014. NRC students who used the SBHC services increased their mean raw score by 7.64 points in ELA and 4.12 points in Math.
- At School 5, academically at-risk students were targeted through the Intervention and Referral Services (I&RS) in 2013 and 2014 school years. These students received one-on-one tutoring, in-group support and mentoring from AmeriCorps members. Students who received two consecutive years of support at School 5 saw their mean raw scores increase by 13 points on ELA and by 29 points on Math.
- School 5 afterschool students had higher mean raw scores than non-afterschool students in Math in 2013: 213.60 as compared to 204.13 for non-afterschool students.

Attendance/Chronic Absenteeism and Behavior Results

- Chronic Absenteeism rates have decreased at School 6 by 16 percent, at Napier by 10 percent, and at School 15 by 6 percent, while School 5 and NRC stayed the same from 2014 to 2015.

- Attendance (average days present in the school) of afterschool students was better than for non-afterschool students. Students attending the afterschool programs in School 5, Napier and NRC had a significantly higher attendance (average days present in the school) than non-afterschool students in 2013 and 2014. Furthermore, the afterschool students at School 6 and Napier had a higher attendance than non-afterschool students in 2015. Attendance is a direct precursor, and necessary for academic success.
- The presence of school-based health clinic had a similar effect on attendance. Students who received SBHC services at School 5 had a significantly higher attendance (average day's present in school) in 2013 and 2014 than students who did not receive SBHC services. Equally, students that received SBHC services at NRC had a significantly higher attendance in 2013, while Napier students had a significantly higher attendance in 2014.
- Suspension rates decreased in Napier by 17% and in School 15 by 1%, while in School 6, School 5 and NRC rates increased from 2014 to 2015.

This progress has been made in the context of some significant challenges. For example,

- PPS – FSCS had to deal with some disruptions during the implementation of the model. Every PPS FSCS school with the exception of School 6 went through grade changes of the students the school serves. NRC served PK-08 students up until 2013 then it became a 06-08 school. School 5 became a KG-06 school in 2014 and prior it was a KG-08. Napier was a KG-08 school, and in 2015, it became a 01-08 school. School 15 became a PK-05 school in 2013 and prior it was a KG-08. In NRC and School 5 where changes in grades served were very substantial because each school now serves a different population dynamics of age groups and needed to reassess the needs of that specific age group.
- Implementing school based health clinic services was challenging in particular identifying space and doctors to serve families and students.

Identifying space in the schools to run health services was challenging. Most often on-site health clinics are created and located in a shared space with a local CBO and the community school director, or with family resource center, such is the case in Paterson and might not be an ideal place to run health services. Also finding the right doctors or practitioners to provide these health services was challenging. Turnover in doctors was somewhat high and families had to change health providers every time they see a different doctor and most of the times that is a hassle and were not willing to do so.

- Taking and collecting program attendance was somewhat challenging for community school directors and program staff. For every program/ service implemented, program staff had to manually take attendance of program participants and record it in an excel spreadsheet. Not an ideal way of collecting participation data, and having a database to collect and share data would help avoid any errors and improve accuracy.

4.2 Recommendations

The four years of evaluation and experience in Paterson's community schools have taught us some lessons about what works and what makes a community school model sustainable. We use these key lessons as recommendations for PPS moving forward:

1. Partnerships that are coordinated and present in the school, with clear MOUs, are invaluable. The most important partnerships are those with organizations that can effect change in the schools' most pressing problems. So, each school is different and the best partner in one school may be a good, but not vital partner in another. For example, in Paterson schools, the health partners and the focus on chronic absenteeism brought about the most change. Yet, partnerships for ESL, afterschool learning, enrichment and directly improving school and community engagement were valuable also. But

focusing partnerships on needs (which are represented in the Theory of Change is vital.

2. Good leadership – this is obviously important in any research done on educational success. In the case of community schools we mean, specifically, that the levels of leadership work well together. Community school directors need support from the district. The district and the directors need support from the community partners. And in turn, the partners need clear understandings of what is expected of them, and the logistics and coordination to do what they do best. Parents and teachers (and yes, students) need to make their needs known and provide feedback on the services in the community school.
3. Data availability – the district, the community partners and the schools need to track attendance data in programs, provide test scores and share with each other and with evaluators in order to know where they are making a difference and where more work is needed. Confidentiality of health information means providing information to the health provider by student ID and getting back information that may be made anonymous but shows how many students got eyeglasses, or health care, or mental health care in a way that can be matched to achievement.
4. Expect chaos and catastrophe: in the past few years in these few schools alone, we have seen a school building suddenly shut down due to a hurricane and students dispersed; schools changing the grades they serve; turnover in principles and more. In each case, being a community school helped significantly in retaining a sense of identify and in students feeling that there was continuity and care for them.
5. Use a Theory of Change that is revised yearly and with each new school. Paterson has shown real leadership in developing a maintaining an articulation of their model and updating it. It has allowed them to create workplans, focus partnerships and evaluator properly.

There were many more daily lessons about communication, focusing on outcomes, caring for context, and centering on students and families. We think the few above need constant nurturing for sustainability. PPS has demonstrated these and taught us their importance, so we recommend they continue and strengthen their attention to each point above.



Wright Aeronautical Works ca. 1920



School 6 Renaming Ceremony (for Sen. Frank Lautenberg), 2016



"Making a Warp." Working in Paterson Project, 1994.

Appendix 1: PARCC Results of PPS – FSCS for 2015

Overall Mean Raw Results on PARCC for PPS FSCS

Table 5: PARCC Mean Scale Results of PPS – FSCS for 2015 Academic School Year

PPS - FSCS	PARCC ELA	PARCC Math
	2015	2015
School 5	726.9	730.6
Napier	709.4	713.1
NRC	721.2	719.7
School 6	705.6	711.4
School 15	706.5	719.8

Mean Raw Results on PARCC for School 5 and Napier Afterschool Participants in 2015 academic year

Table 6: PARCC Mean Scale Results of PPS – FSCS Afterschool Participants in 2015 Academic Years

PPS - FSCS Afterschool Participants		PARCC ELA	PARCC MATH
		2015	2015
School 5	<i>Afterschool Participants</i>	721.61	727.45
	<i>Non-Afterschool Participants</i>	727.80	731.15
Napier	<i>Afterschool Participants</i>	708.83	717.66
	<i>Non-Afterschool Participants</i>	709.46	712.55

Mean Raw Results on PARCC for Napier, NRC and School 6 School Based Health Clinic Participants in 2015 academic year

Table 7: PARCC Results of School Based Health Clinic Participants for 2015 Academic Year

PPS - FSCS SBHC Participants		PARCC ELA	PARCC MATH
		2015	2015
Napier	<i>SBHC Participants</i>	704.19	710.69
	<i>Non-SBHC Participants</i>	710.31	713.48
NRC	<i>SBHC Participants</i>	709.69	714.48
	<i>Non-SBHC Participants</i>	722.82	720.46
School 6	<i>SBHC Participants</i>	691.00	704.45
	<i>Non-SBHC Participants</i>	704.65	712.93