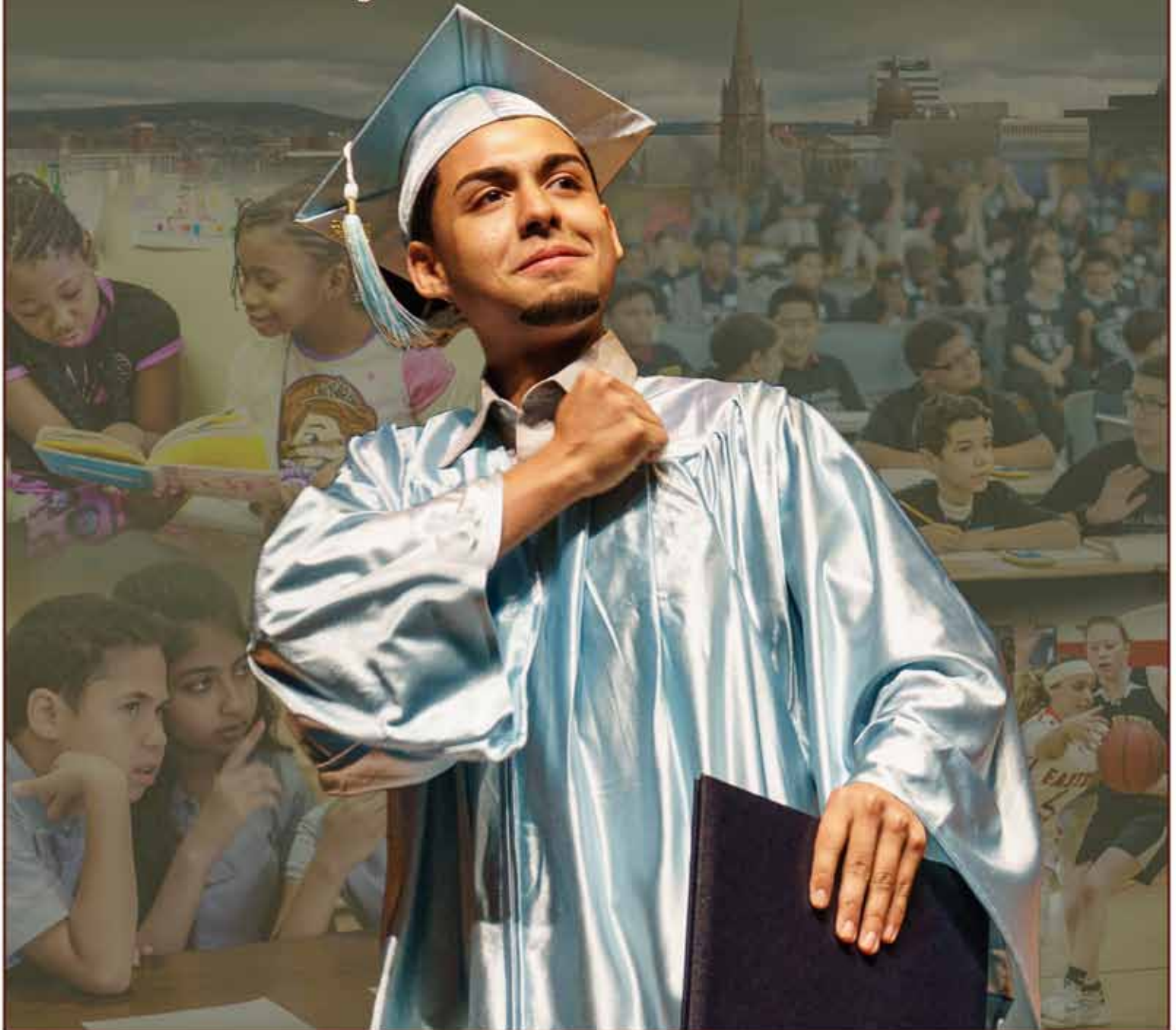


BRIGHTER FUTURES

Transforming Paterson Public Schools

ANNUAL REPORT

July 2015 - June 2016



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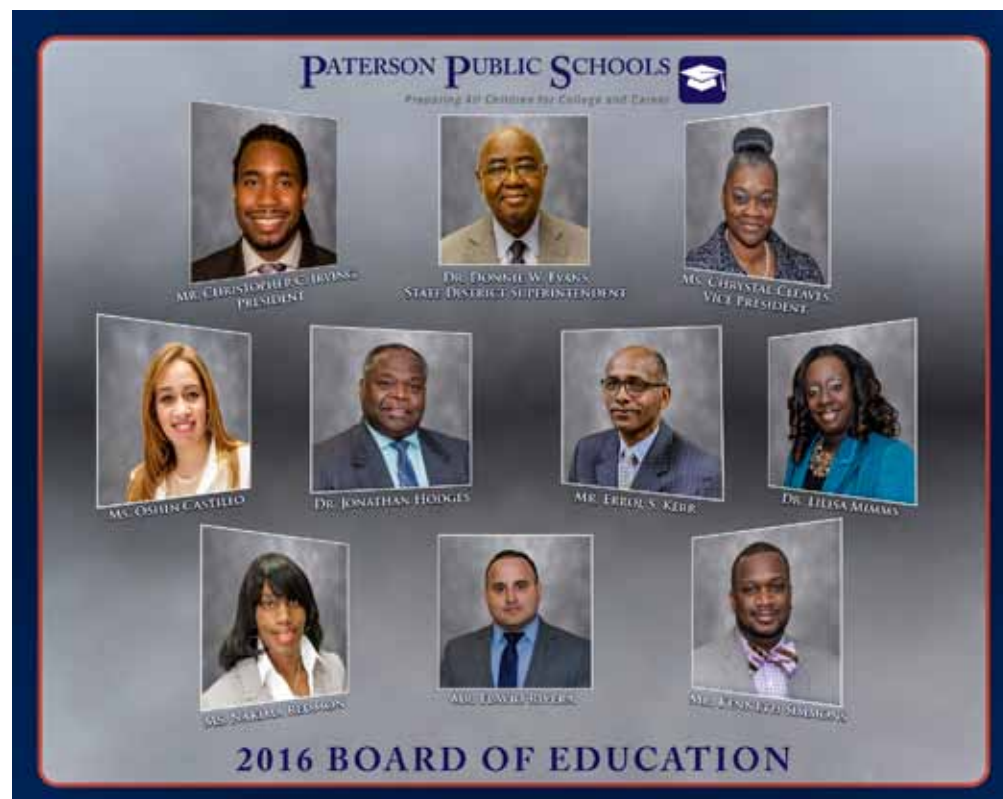
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BRIGHTER FUTURES

PATERSON PUBLIC SCHOOLS

ANNUAL REPORT

July 2015 - June 2016

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Introduction

Paterson is the third largest city in the state of New Jersey. Originally established for its proximity to the Passaic Great Falls, Paterson became one of the first industrial centers in the United States. In fact, Paterson became known as the “Silk City” because of its dominant role in silk production in the nineteenth and twentieth centuries. Today, this historic city has a highly diverse population of 146,000.

The Paterson Public School District

Educating Paterson’s youth is the function of the Paterson Public School District. With more than 40 languages spoken in its classrooms, it is one of New Jersey’s most diverse school districts. This urban district enrolls 25,000 students in grades kindergarten through twelve and an additional 2,900 pre-kindergarten students with community providers. Its 54 schools are largely configured as pre-K, K-8, and 9-12 with a small number configured as grades K-4, pre-K-5 or 6-8. The district, one of four that is state-operated, has been managed by the New Jersey Department of Education since 1991 because of its previous fiscal mismanagement and poor student achievement. It is making progress in this area with local control of “Operations” returned to the district in 2014, and “Personnel” and “Fiscal Management” returned in 2016.



With the Community Eligibility Provision (CEP) in place, all Paterson students receive free breakfast and lunch. Approximately 3,300 students receive special education services and 3,500 students are English Language Learners (ELL) who receive bilingual/ESL services.

The student population in the Paterson district mirrors the trend of urban communities across the nation and in New Jersey. Sixty seven percent of its students are of Hispanic origin, twenty three percent are African-American, and approximately ten percent are of Caucasian, Middle Eastern or Asian descent. Nearly fifty percent of all students in Pater-

son speak a primary language other than English, with over 40 languages spoken in district schools. Its diversity among residents and the students enrolled in the district is an asset. The city’s population has included residents from numerous cultural and ethnic orientations since its inception. The rich diversity in the school district provides an opportunity for students to learn firsthand about other cultures and develop an appreciation for similarities and differences as they prepare for success in a multicultural world.

Since 2009, The Paterson Public School District has been engaged in a major effort to improve student achievement at both the elementary and secondary levels. During the 2009-2010 school year, the district developed an ambitious five-year Strategic Plan for transforming itself into a high performing urban school system. The Plan, known as Bright Futures, was driven by an urgent need to improve student academic outcomes, school and district culture, family and community involvement, and operational functions.

After completing the goals established in “Bright Futures,” the district developed a follow-up plan for the 2014-2019 timeframe, and its goals continue to be focused on the same top priorities.

Paterson Public Schools Demographic Profile

		Number in District	Percent of District Population
	Total Student Enrollment*	25,010	--
Ethnicity	Black	5,656	22.6%
	Hispanic	16,923	67.7%
	White	1,143	4.6%
	Asian	1,228	4.9%
	American Indian/Alaskan Native	9	.1%
	Hawaiian Native/Pacific Islander	17	.1%
	Multi	34	.1%
Gender	Female	12,191	48.7%
	Male	12,819	51.3%
Economic Status	Community Eligibility Provision (CEP)	25010	100%
Special Populations or Programs	Limited English Proficient (no pre-K) On Roll	3490	14.0%
	Resident	4031	16.0%
	Special Education On Roll	3331	13.3%
	Resident	3909	15.6%
	In-District Preschool	489	N/A
Staff	Out-Of-District Preschool	2939	N/A
	Total Instructional and Non-Instructional Staff	5091	N/A
	Instructional (includes administrators)	2628	51.6%
	Non-Instructional (includes substitutes)	2463	48.4%

* Does not include pre-K

Executive Summary

The vision of the Paterson Public School District is to be the leader in educating New Jersey’s urban youth; and our mission is to prepare each student for success in the college or university of their choosing and in their chosen profession. After successfully completing our five-year “Bright Futures” strategic plan, the district has made tremendous progress toward the full attainment of both our vision and mission. Illustrations of academic and process outcomes realized in recent years include:

- Significant, and in some cases, record-breaking improvements in performance on state and districts assessments;
- Historic increases in high school graduation rates;
- Significant improvements in meeting QSAC standards and successfully earning the return of local control in three district Performance Review Areas (Operations, Personnel and Fiscal Management); and
- The best audits ever of the district’s finances since State Control was imposed in 1991.

Now, guided by our *Brighter Futures* strategic plan for 2014-2019, the school district has been engaged in a number of initiatives and activities. These include, but are not limited to:

- Reviewing and restructuring divisions and departments responsible for human resources and related functions including accountability (data management, staff evaluation, etc.), and technology;
- Making adjustments to and sharpening our focus on implementing recommendations for improving the delivery of educational and related services to students with special needs;
- Opening additional “magnet” programs as part of the district’s Elementary School Choice initiative;
- Planning for new school facilities at the elementary and high school level;
- Implementation of rigorous three year application process in order to offer an International Baccalaureate Diploma Program as part of the district’s curriculum;
- Creating a balanced budget for 2016-2017, as an outcome of planning to avoid a fiscal cliff; and
- Implementing performance-based compensation systems for staff.

Brighter Futures: The Strategic Plan for Paterson Public Schools 2014-2019

Vision Statement: To be the leader in educating New Jersey’s urban youth

Mission Statement: To prepare each student for success in the college/university of their choosing and in their chosen career

Priority I: Effective Academic Programs – Paterson students can achieve at a high level and this district is fully committed to preparing all students for college and their future career. The district will continue to implement a wide array of high impact interventions to accelerate student achievement (growth in test scores and graduation rates) and to help ensure students are comfortable with 21st century learning skills.

- Goal 1: Increase achievement levels - expected growth - by 20 percentage points for grades 3-11 by 2019
- Goal 2: Increase graduation rate of students
- Goal 3: Increase college preparedness
- Goal 4: Create Student Centered Supports where all students are engaged in school
- Goal 5: Technology and 21st century learning

Priority II: Creating and Maintaining Healthy School Cultures – The district is dedicated to creating and maintaining safe, caring and orderly schools. We will continue to implement the Paterson Effective Schools Model which includes ten dimensions of school effectiveness to fundamentally change the culture and climate of schools as well as the district office.

- Goal 1: The Paterson Effective Schools Model (PESM)
- Goal 2: Reconfigure schools to increase student engagement
- Goal 3: Revise Student Assignment/School Choice Plan
- Goal 4: Create/maintain clean and safe schools that meet 21st century learning standards

Priority III: Family and Community Engagement – Paterson schools and district culture must be inviting and responsive to the needs of our students, parents and community, as all stakeholders are needed to help support our district mission and to play an active role in its achievement.

- Goal 1: Increase parent and family involvement by expanding and improving PTOs/PTAs
- Goal 2: Create more Full Service Community Schools
- Goal 3: Expand partnerships with Community Organizations, Agencies, and Institutions
- Goal 4: Increase parent education opportunities to meet parents’ needs

Priority IV: Efficient and Responsive Operations – The district’s administrative offices must be well organized, procedures are well-known, and interactions are built on the principles of exemplary customer service. Improved communications (both internal and external) as well as ongoing training of our staff are essential components of an effective and responsive organization.

- Goal 1: Improve Internal and External Communication
- Goal 2: Strengthen customer service orientation in schools and district offices
- Goal 3: Increase Accountability for Performance
- Goal 4: Increase administrative and staff capacity



District Transformation Initiatives: 2015-2016

In support of the *Brighter Futures*’ Strategic Plan’s priorities and goals, the district annually identifies and implements transformation objectives and initiatives that sharpen the focus on school and district improvement. Aligned with *Brighter Futures*’ goals, the objectives continue to be:

- Build healthy school cultures and climates;
- Redesign critical processes and procedures;
- Revise teacher and administrator evaluation systems;
- Implement Common Core State Standards;
- Implement high impact academic interventions for low performing students;
- Strengthen the district’s assessment system;
- Build capacity among staff;
 - ◊ Teachers;
 - ◊ Principals and vice-principals; and
 - ◊ District administrators and supervisors.

School improvement strategies aligned with each objective are noted in Illustration.

District Transformation Initiatives 2015-2016

Comprehensive Assessment System	Common Core	Healthy School Culture	Capacity Building	Teacher/ Principal Evaluation	High Impact Interventions	Efficient & Responsive Operations
Star Math & ELA	Instructional Model	Effective Schools	Univ. of Pittsburgh IFL	AchieveNJ	Breakfast After the Bell	Cliff Planning
PARCC	CTE Initiative	NJPBSIS	Pre K-3 Literacy Initiative	Leadership Development Institute	RAC	Technology Initiative
Unit Assessments	International Baccalaureate	Elementary School Choice	Urban Schools Human Capital Academy		End Social Promotion	Local Governance Initiative
		Alternative Education	Strategic Data Project		Attendance Initiative	
			Special Education Restructuring		Graduation Enhancement	

A Comprehensive and Robust Interim Assessment System

Consistent with state requirements, the district annually administers state assessments to grades 3-11. These assessments have changed with the implementation of PARCC in early 2015. Fourth and eighth grade students will continue to participate in New Jersey Assessment of Skills and Knowledge (NJASK) for science until a new assessment is in place.

Among the strategies for improving student achievement in the district is frequent and regular use of interim assessments. This is accomplished through formative assessments that are administered to monitor student academic growth and to inform teaching. Classroom teachers use the results to determine if students have accomplished mastery of content to desired expectations and targets. Formative assessments used in the district include Renaissance Learning’s STAR Math and Reading, the Preliminary Scholastic Aptitude Test (PSAT), and the Model Curriculum Unit Assessments.

Renaissance Learning Star Mathematics and English Language Arts Assessments

Renaissance Learning’s assessment tools are short-cycle interim assessments that provide formative assessment and periodic progress-monitoring to enhance delivery of the core curriculum and support differentiated and personalized instruction in Reading, Writing and Mathematics. All students take the fifteen minute computerized tests once each nine-week grading period.

STAR assessments are aligned to the Common Core State Standards (CCSS) and state-specific standards so teachers can assess mastery. They are also linked and aligned to standards and tests for 50 states and the District of Columbia to help identify students at risk of not meeting.

Test results that are available to teachers immediately upon completion by students provide actionable information that helps drive curriculum and instruction decisions quickly and intuitively. Key features include:

- **Reports** that provide information on screening, progress-monitoring, instructional planning, state standards, CCSS standards, and state performance;
- **Skills-based testing** to assist teachers with instructional planning;
- **Benchmarks** to show if a student is on track to reach proficiency or in need of intervention; and
- **Tools** such as learning progressions for math and reading and Student Growth Percentile measurements.

For this school year, we have continued utilizing STAR Assessments for student growth objectives which are part of TeachNJ and AchieveNJ regulations.

PARCC

This school year was the second full administration of the Partnership for Assessment of Readiness for College and Careers (PARCC) – computerized assessments which replaced former paper-based state assessments (i.e. NJASK and HSPA) – designed to measure whether students are on track for college or careers. To this end, PARCC assessments ask students to demonstrate critical-thinking and problem-solving skills in an in-depth manner. Students are asked to answer various types of questions, show their work, and explain their reasoning.

In order to ensure a second successful year of PARCC administration, the district’s technology and facility teams worked diligently to complete “Technology Zones” at Schools 5, 9, 18, and the John F. Kennedy Educational Complex. These specialized computer rooms help facilitate computer-based assessments at the district’s larger educational facilities. Additionally, the superintendent issued a public service announcement to parents staff and students regarding the importance of this year’s PARCC immediately prior to its administration.

Through a collaborative effort of district departments, school leaders, test coordinators, and teaching staff, Paterson Public Schools successfully implemented the new PARCC assessments to over 16,000 students.



Common Core State Standards

The Common Core State Standards* initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). In June 2010, the New Jersey State Board of Education (NJBOE) and the New Jersey Department of Education (NJDOE) adopted the Common Core State Standards (CCSS). The standards were developed in collaboration with teachers, school administrators, and experts, to provide a clear and consistent framework to prepare our children for college and the workforce.

The standards are informed by the highest, most effective models from states across the country and from countries around the world, and provide teachers and parents with a common understanding of what students are expected to learn. Consistent standards will provide appropriate benchmarks for all students across the nation.

These standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses, and in workforce training programs. The standards:

- Are aligned with college and work expectations;
- Are clear, understandable and consistent;
- Include rigorous content and application of knowledge through high-order skills;
- Build upon strengths and lessons of current state standards;
- Are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society; and
- Are evidence-based.

** Common Core now known as New Jersey Student Learning Standards*

International Baccalaureate Program

On June 7, 2016, Paterson Public Schools received official confirmation from The International Baccalaureate Organization that its International Baccalaureate Program (IB) application had been accepted for International High School (IHS). The school has just completed the second year of a three year application process that will conclude following a verification visit from the organization in the fall of 2016.

The International Baccalaureate Organization noted that the district has sufficiently met all relevant program standards and practices, which means that the rigorous acceptance process for this prestigious program is nearing completion. Following the verification visit, IHS will offer the IB Diploma Program

(DP), which is an academically challenging and balanced program of education with final examinations that prepare students, aged 16 to 19, for success at university and life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of students. The DP curriculum is made up of six subject groups and the DP core, comprising theory of knowledge, creativity, activity, service, and the extended essay. Through the DP core, students reflect on the nature of knowledge, complete independent research and undertake a project that often involves community service.

International High School currently has 37 sophomores engaged in an “Accelerated Cohort International” (ACI) program designed specifically for students who have the motivation and habits of mind to meet above grade level academic standards. Following final approval of the organization, these students stand ready to make a commitment to their education and the culture of scholarship within the International Baccalaureate program at International. An additional 38 freshmen have been added to the ACI for the 2016-2017 school year.

The International Baccalaureate is a major step in the pursuit of the district’s stated mission to prepare each student for success in the college/university of their choosing and in their chosen career. This program puts Paterson at the forefront of educating children to be leaders in the expanding global economy and international relations. Additionally, Paterson Public Schools will become the first in Passaic County, New Jersey to offer this prestigious curriculum to its students.

Instructional Model

In a continued effort to create greater consistency in the delivery of curriculum and effective instruction across the district, the Division of Academic Services instituted the research-based Paterson Instructional Model for the core subject areas and intervention. In addition, the instructional model recommends dedicated instructional time for content on a six day cycle and within an instructional block. The Workshop Model is utilized for Language Arts and Social Studies; the Conceptual Based Model is utilized for Mathematics; and the Inquiry Based Model is used for science. The selected instructional models are closely aligned with the work of the Institute for Learning (IFL) and are designed to assist teachers in lesson planning and instructional delivery. These models also promote critical thinking and more active and collaborative learning. Principals, supervisors, teachers and staff were all professionally developed on the different components of the Instructional Model.

Career Technical Education Initiative

District high schools are aligned with career themes in which students are exposed to an array of contemporary industries. In this way, they are introduced to, and engaged in, career fields via Career and

Technical Education (CTE) programs. These thematic programs incorporate best practices that translate to employment as well as in the classroom. Students who participate in CTE programs take a sequence of industry-themed classes followed by end-of-program exams in which they can earn industry-recognized credentials or certificates.

During the 2015-2016 school year, the district offered 12 CTE Programs and one 1 Program of Study, including: Network Security, Junior Reserve Officer Training Corps (JROTC), Construction Trades, Marketing, Banking and Financial Services, Executive Assistant, Dental Assisting, Nursing Assistant, Engineering (at two sites), Childcare, Tourism & Travel, as well as Kitchen Support Staff (transitioning to Professional Chef).

Career and Technical Education programs are funded through the Carl D. Perkins Career and Technical Education Improvement Act of 2006. In 2015-2016, 8 schools offered CTE programs, receiving a total of \$174,627.00. These schools included:

- Academy of Health Science (HARP);
- School of Government & Public Administration at Eastside (GOPA);
- School Culinary Arts, Hospitality and Tourism at Eastside (CAHTS);
- School of Information Technology at Eastside (SOIT);
- Academy of Business, Technology, Marketing & Finance at JFK (BTMF);
- School of Education & Training at JFK (SET);
- Academy of Architecture & Construction Trades at JFK (ACT); and
- Garrett Morgan Academy for Transportation & Engineering (GMA).

Perkins funds are invested in efforts to strengthen students’ educational and professional experiences. For example: the CAHTS had one of its kitchens transformed into a professional-grade bakery, with the purchase of a revolving electric oven and “proofer.” In addition, HARP’s Dental Assisting program received an intraoral film processor, offering students opportunities to use cutting-edge technology.

Healthy School Culture

Effective Schools Model

The Paterson Effective Schools model includes ten dimensions of school effectiveness which are grounded in *The Seven Correlates of Highly Effective Schools* (Larry Lezotte) as well as research and practice on professional development and school culture. Paterson’s model is patterned after similar

models successfully implemented in the Hillsborough County Schools in Tampa, Florida and The Providence Public Schools, in Providence, Rhode Island. Each of the model’s dimensions includes indicators that define effective, specific observable practices which will:

1. Provide a blueprint or roadmap for creating and maintaining effective schools;
2. Serve as a curriculum for continuous professional development for school and district administrators and teachers;
3. Provide tools for gathering consistent information to determine a school’s strengths and areas in need of improvement in the context of effective schools’ research and practice;
4. Provide uniform expectations and practices for all schools;
5. Serve as the basis for assessing the effectiveness of individual schools; and
6. Provide a common set of “Correlates” or “Dimensions” through which Comparability of Education Quality can be assessed and assured – a lens through which all schools can be viewed.

Research has clearly demonstrated that a school that rates high on the first nine effectiveness dimensions is highly effective in meeting the needs of all its students. To this end, each school will use a locally developed assessment instrument to internally assess its performance on all ten dimensions of the model. This instrument will assess the attitudes and impressions of school faculty (teaching and non-teaching staff), parents and students. The results of the assessments will be used in the development of individual school improvement plans and will inform performance appraisals of principals.

Several guiding assumptions provide the foundation for this model:

1. All students under the right conditions can achieve at high levels;
2. The unit of analysis for school effectiveness must be the school; the unit of analysis for effectiveness within each school must be the classroom;
3. The effectiveness of every school must be assessed; no school will be exempt from analysis;
4. Improving school effectiveness is non-negotiable; every school’s effectiveness can and will be maximized;
5. When evaluation data suggest that a project or program no longer contributes to the effectiveness of the school or district, or to the realization of the district’s vision or mission, it will be discontinued; and
6. Pre-existing expectations and behavioral norms not aligned to the model will norms are no longer acceptable mentalities.

The Ten Dimensions of School Effectiveness are:

1. Principal as Leader: The principal leads, manages and communicates the total instructional pro-

- gram to staff, students and parents;
2. Clearly Stated Vision and Mission: The school’s vision/mission is clearly articulated and understood;
3. High Expectations: The staff believes, demonstrates and promotes the belief that all students can achieve at a high level;
4. Assessment and Monitoring: Student academic progress is monitored frequently with a variety of assessment instruments;
5. Instructional Delivery: Teachers consistently use effective teaching practices and allocate a significant amount of time to instruction in essential content and skill areas;
6. Safe, Caring and Orderly Environment: The school’s atmosphere is orderly, caring, purposeful and professional;
7. Parent and Community Involvement: Parents support the school’s mission and play an active role in its achievement;
8. Professional Development: Professional development for all faculty and staff supports the instructional program;
9. School Culture: The school’s culture, climate, or both are responsive to and support the needs of the students, parents and community; and
10. Ethics in Learning: The school community is innovative in modeling and building a school culture that is characterized by integrity, fairness and ethical practices.

Successful implementation of this model requires that all dimensions are fully implemented.

Successful implementation requires that all stakeholders, including unions, community partners, parents, and colleges and universities work collaboratively.

NJPBSIS (Positive Behavior Support in Schools)

PBSIS is an integrated system of support that continues to be implemented in 24 of the district’s schools. While some NJ districts may have a few schools that participate in PBSIS, Paterson is unique in that almost half of our schools, including high schools, have a PBSIS Program.

NJPBSIS promotes and encourages positive social behavior and climate school-wide, applies function-based problem solving to address the needs of students engaging in repeated behavior problems and engages staff in routine reflection and data-based decision making to guide intervention planning.

The district continues to work collaboratively with the NJDOE/Office of Special Education representatives and the Boggs Center at Rutgers University and members of the Regional Achievement Center (RAC) to support and monitor training, school wide activities and implementation.

The 24 schools have developed school-wide and classroom-wide rules and incentive programs to encourage positive school-appropriate behaviors. Each school has selected a core or universal team. Child Study Teams have received training on Function-based Problem Solving in which specific interventions are developed that focus on social skill instruction, goal-setting and mentoring to facilitate socially appropriate behavior among students at risk for developing chronic behavior problems.

As a result of PBSIS and its strategies, there has been a reduction in Office Conduct Referrals (OCR) in some PBSIS Schools. NJPBSIS strategies continue to support a positive healthy climate and culture for district students and staff.

HIB Culture and Climate

As expressed by the State’s Bullying Commission: “Bullying and peer harassment is a function of school climate.” To that end, the district has taken very aggressive steps implementing practices outlined in the State’s Anti-Bullying Bill of Rights (ABR). These steps are essential in our efforts to “develop, foster and maintain a positive school climate by focusing on the on-going, systemic process and practices in the school and to address school climate issues such as Harassment, Intimidation and Bullying (HIB).

- Throughout the 2015-2016 school year, the district has:
- Trained every employee on the district’s HIB policy;
 - Established School Safety Teams (SST’s) at every school; and
 - Trained the SST’s on their role in promoting a positive school culture that is conducive to teaching and learning, based upon mutual respect and shared values.

The district continues to utilize an online paperless reporting system to accurately track HIB (and Affirmative Action) investigations, ensuring compliance with state reporting timelines. This reporting system has allowed the SST’s to monitor HIB trends by month, time, location, grade and other distinguishing characteristics in order to address trends at the school level. The district has also begun to integrate culture and climate initiatives in the schools and at the district level; while closely coordinating HIB, Affirmative Action, Positive Behavior Support in Schools (PBSIS) and Attendance efforts in order to improve practices, allowing better utilization of resources, eliminating redundancy, and streamlining reporting and compliance.

Family & Community Engagement

The Department of Family & Community Engagement is committed to ensuring that district

families get all the necessary services available to them and their students to ensure success. To that end, the department’s focus is to seek resolution of educational barriers by confronting problems in two different ways. One is to work within the school community to build families up by providing them with the correct tools needed to help them be successful parents. The other is by working to help diminish or eliminate some of the social-economic barriers that hold sway in students’ homes. By eliminating as many of these non-academic barriers as possible, families are enabled to create “learning ready” students.

Over the last academic school year, the department has partnered with numerous community stakeholders to help reach many goals. One very important component is the hosting of Medical Services Fairs which help parents to diminish some of the common health barriers that affect their homes. Medical services range from HIV testing to cancer screenings, dental care and even mental health counseling. The “Real Talk Lecture Series” which touches on a variety of topics, has given families a great deal of goal-oriented information to help them become engaged, active parents. From learning about educational legal rights, to college readiness, these forums ensure that district parents are up-to-date on the latest relevant information. Department sponsored Parent Teacher Organizations (PTO’s) and “Action Teams” are fast becoming real change-makers at their various schools. These initiatives are promoting a culture in which the community works closely with building staff to help bring change to the very neighborhoods the students come from. From beautification projects like community gardens and cleanups, to purely academic events, department supported, parent-based teams are bringing tangible improvement in the schools.

The Department of Family and Community Engagement is continually evolving to meet the challenges that our families face on a daily basis. The department stands committed to the district’s stated goal to become a leader in educating New Jersey’s urban youth.

Elementary School Choice

Since 2010, Paterson Public Schools has offered 8th grade students the ability to choose from one of twelve high school academies that they wish to attend. Having recognized the great successes achieved with High School Choice, this district has taken the next step by offering a similar program on the elementary school level. To that end, Paterson Public Schools now offers three thematic “magnet” schools as a choice for our elementary school students:

- 1) Dual Language Program
- 2) The Young Men’s Leadership Academy

3) Fine and Performing Arts Program

These themes were decided upon after careful consideration of existing research, parental input at community forums, and observation of successful programs in other school districts. In the fall of 2015, these programs opened for specific grade levels with the intention to add another grade level (until grade 8) with the start of each subsequent school year.

Students attending the Dual Language Program, located at the Edward W. Kilpatrick School, receive all of their daily academic lessons in two distinctly different languages; a proven format that promotes higher academic success and multi-cultural competency. Students who are educated in a dual-language format are uniquely prepared to be successful in the new, global economy.

A great deal of research into the single gender school format has shown that this is another way to achieve higher academic success rates, particularly among boys. By offering a rigorous curriculum, combined with mentorship of adult males and a focus on the special needs of urban boys, The Young Men's Leadership Academy seeks to cultivate future leaders, doers and organizers.

A proud district tradition of embracing the arts is encompassed by the Fine and Performing Arts Program, located at School 24. This program is designed to develop the natural talents of Paterson children while instilling in them an appreciation for the arts in general. Students at this facility also receive a vigorous academic education; one in which they can apply their knowledge in practical ways to their artistic pursuits.

It is very important to note that these specialized elementary schools have very rigorous curricula, and attendance at these facilities require the full support and commitment of district students' parents or guardians. Elementary School Choice is one more example of how this district is working hard to accelerate student achievement and become, "The leader in educating New Jersey's urban youth." School Choice, combined with the obvious benefits of having smaller learning communities and themes which holds student interest, has been established as a proven formula for academic success.

Capacity Building

The University of Pittsburgh/Institute for Learning

The University of Pittsburgh's Institute for Learning (IFL) is a non-profit organization dedicated to improving the education and achievement of all students, especially those traditionally underserved. Their research-based curriculum materials, assessment instruments, and professional development build instructional and leadership capacity of teachers and administrators, and provide students with high

quality instruction and learning opportunities that align with the Core Curriculum Content Standards (CCCS), Common Core State Standards (CCSS) and emerging assessments. Their work is rooted in the research on teaching and learning that confirms that virtually all students, if they work hard at the right kinds of learning tasks, in the right kinds of environments, are capable of high achievement.

The IFL base their work on nine *Principles of Learning*, which was introduced to Paterson Public Schools in the 2011-12 school year. They are:

1. Organizing for Effort;
2. Clear Expectations;
3. Fair and Credible Evaluations;
4. Recognition of Accomplishment;
5. Academic Rigor in a Thinking Curriculum;
6. Accountable Talk;
7. Socializing Intelligence;
8. Self-management of Learning; and
9. Learning as an Apprenticeship.

The IFL has received a grant through the Taub Foundation to bring its ongoing work to the district's preschools for 2015-2016. The project was designed to support teaching and learning in preschool classrooms by including a variety of professional development opportunities, high quality instructional materials, and the development of a Pre-K Mathematics learning continuum.

IFL provided activities to develop students' understanding and verbal skills. A developmental trajectory of learning was organized by key benchmarks for two mathematical concepts: counting and cardinality and sorting and categorizing. The benchmark will provide written descriptions and will be linked to classroom video of students who will be videotaped throughout the school year. Each developmental benchmark we will show a range of student performance inclusive of ELL students. The developmental trajectory of learning will be used by teachers so that they can diagnose what students know and determine how to advance their learning.

Classroom teachers from various district preschools took part in 1.5 days of professional development where they learned about the IFL Guided Math Activities prior to their implementation. Beginning in September 2016, the IFL will work directly with Pre-K Master Teachers and preschool classroom teachers. The work will focus on learning a set of six simple strategies designed to increase the number of opportunities for students to talk about Mathematics and to make mathematical connections between concepts and skills.

Pre-K – 3 Literacy Initiative

The Department of Early Childhood Education’s (DECE) goal is to create model kindergarten classrooms that are developmentally appropriate, aligned to the NJDOE Kindergarten Implementation Guidelines and support the New Jersey Kindergarten Entry Assessment initiative. Through the creation of model kindergarten classrooms that support the Kindergarten Implementation Guidelines and state initiatives, the district is able to provide children with rich learning environments that treat children as individuals as well as a group, and allow them to reach goals that support their on-going development (National Association for the Education of Young Children). Follow-up support includes in-class support and trainings provided by the DECE.

The DECE maintains continual dialogue between supervisors and teachers at both the preschool and kindergarten levels. Master Teachers and a Preschool Intervention Referral Team are assigned to kindergarten classrooms in each public school building; the main purpose of which is to ensure ongoing communication regarding students and curriculum alignment. Kindergarten teachers receive “Transition Academic Folders” for each student who attends a state mandated preschool program.

In an effort to increase student achievement in Literacy, over 200 leveled books for each K-5 class-room were purchased for use throughout the district. The libraries each contain a variety of genres and titles.

The Urban Schools Human Capital Academy

The Urban Schools Human Capital Academy (USHCA) is the first initiative of its kind in the field of Human Resources reform in education. The USHCA was established in response to the many critical issues urban school districts face that could be addressed – at least in part – by more integrated Human Resources support for Human Capital initiatives.

Issues such as recruitment, retention, professional development, principal and teacher quality, and many others pose extremely difficult challenges to urban school districts. The USHCA is dedicated to the development of central office leaders with Human Resources/Human Capital responsibilities. By focusing on best practices, the USHCA helps districts implement a range of functions targeted at improving teacher and principal quality and supporting overall education reform.

Based on the recommendations developed through the HR and Finance Gap Assessment completed in 2014-2015 school year, the USCHA team – which included key representatives from the district’s leadership team – continued its efforts by focusing on 31 action items identified for initial implementation. Action items were categorized across ten high-level project councils:

- 1. Early Hiring, Pipeline Development, and Strategic Staffing;
- 2. Application Tracking and Process Improvement;
- 3. Hiring and Selection Process Redesign;
- 4. Reorg/Annual Calendar Development and Planning;
- 5. Retention Planning;
- 6. Professional Learning and Collaboration;
- 7. Performance Management;
- 8. Marketing, Branding/Outreach;
- 9. Technology Strategic Planning; and
- 10. Organizational Structure Redesign.

As an outcome of the USHCA work, the district has begun its efforts to reorganize the Human Capital Division which includes a Chief Human Capital Officer and other critical roles to help improve this operational area. Additionally, the district has continued to focus on integrating key systems tied to recruitment and staffing.

Strategic Data Project (SDP)

The Strategic Data Project Fellowship offered by the Center for Education Policy Research (CEPR) at Harvard University is as an opportunity to build the data capacity of staff and stakeholders. Since 2014, Paterson Public Schools partnered with the Strategic Data Project at the center for Education Policy at Harvard University to bring high quality research method and data analysis to bear on strategic management and policy decisions.

For this project, the district identified selected staff as Agency Fellows to complete the multi-year program. They each received a rich complement of professional development designed to increase skills and knowledge in three key areas: 1. measurement and analysis, 2. leadership and change management, and 3. education policy.

This fall, our (SDP) Fellows successfully completed the multi-year program upon completion of all professional activities, delivery and presentation of a capstone report. The projects and reports demonstrate both the impact fellows will make and the role of SDP in supporting their growth as data strategists. Additionally, they provided recommendations to their departments regarding student achievement and will serve as guides to other agencies, future fellows, and researchers seeking to do similar work.

Teacher And Principal Evaluation Systems

AchieveNJ

Paterson Public Schools District has continued to make significant strides in the implementation of its evaluation system. More than anything, the district has used the evaluation systems for recognizing, developing, and promoting the most talented and successful educators. Through the use of the negotiated contractual agreement with the Paterson Education Association (PEA), a new single salary guide option for teachers, and a “pay for performance” provision, teachers are duly recognized for their hard work and contribution to the district.

The district continues to approach the evaluation system as a means of supporting professional growth, celebrating excellence, and ensuring those who excel also thrive in their workplaces, and continue to contribute to the district in meaningful ways. Furthermore, the district recognizes teachers and leaders are essential to the success of students are set aside time throughout the day/week for job-embedded professional development supports and timely feedback. Through this district evaluation system, observations and walkthrough data is accessible, transparent, and timely. This information is used to determine the district’s focus in the classroom and promote greater accountability. The district ensures open lines of communication via our District Education Advisory Committee (DEAC). Paterson Public Schools District has set high expectations for ensuring all staff members succeed at high levels, thus resulting in positive outcomes for the students of Paterson.

In placing student achievement as a top priority, the district continues to support instructional feedback using multiple measures of student learning, growth, and achievement. On average, 5440 classroom visits were conducted with 6250 classroom teacher observations this year.

Leadership Institute

Aspiring Leaders Project

Aspiring Leaders is based on the Strategic Plan of the Paterson Public School District and its Effective Schools Model. It is the pipeline to administrative development of Turn Around School Leaders. Seton Hall coaches mentor Principals, vice principals, and supervisors on time management and communications, sharing best practices with staff, disciplinary learning, balanced literacy, principles of learning, and workshop model. They help principals expand rigor within the curriculum throughout all stakeholders accountable for viable instruction to our students. Coaches review and revise school improvement plans to ensure they emphasize on student achievement aligned to the school’s mission and vision statement. They assist administrators in gaining an understanding of building and district budgets,

using and tracking data, creating healthy school cultures, and family and community engagement. The coaches aim to achieve supportive efforts from stakeholders in implementing effective instruction strategies and building healthy cultures that will improve student achievement.

There is a second cohort of 20 candidates who have been selected from the district’s Aspiring Leaders Project who will participate in the Transformation Academy, which is tailored to the specific turnaround needs of the district.

Turnaround School Leaders Program

The district successfully completed a third year of creating simulations for the Turnaround School Leaders Program (TSLP). The interactive training video that was produced, “A Year in the Life of a Paterson School Leader,” is focused on Special Education and English Language Learner (ELL) students. This and other simulations scheduled to be produced will continue to be used to help identify administrators who may be effective turnaround leaders for School Improvement Grant (SIG) eligible schools.

Dr. Donnie Evans, State District Superintendent, participated in the U. S. Department of Education conference for recipients of the TSLP Grant to present an update on “A Year in the Life of a Paterson School Leader”.



As a result of the collaboration between Seton Hall and the video producers, Interactive Inc., the district will continue to strengthen the leadership capacities of its administrators to achieve success in our turn-around schools.

Also during 2015-2016, William Paterson University (WPU) was in its second year of implementation of the Turnaround Schools Leadership Grant for Paterson Public Schools. Through this grant, some 40 scholarships will be awarded to district staff in order to continue to build capacity for teachers, supervisors, and administrators in building leadership and academic achievement. WPU will continue to provide support in the selection, preparation, support, and retention of school leaders and leadership teams for schools that have either received, or are eligible to receive a SIG.

High Impact Interventions

Initiatives being implemented in the district to improve student achievement and other outcomes include research-based strategies and programs that have proven highly effective in producing and sustaining desired outcomes from students and staff over time as well as “high impact strategies” or programs designed to accelerate increased achievement among the lowest performing students on a much shorter timeline. Implementing the IFL’s Principles of Learning represents a highly effective and research-based long term strategy. Technology driven reading or math programs such as Read 180 represent a highly effective short-term strategy.

This section describes the various high impact strategies currently being implemented in the district:

Breakfast After the Bell

Since September of 2015, overall elementary student breakfast participation has risen to over 93%. This significant increase has been largely attributed to the successful implementation of the “Breakfast after the Bell” campaign, providing a nutritious morning meal for students in all K-8 schools.

Noting that breakfast participation still remained relatively low in the high schools, the Department of Food Services created so-called “Grab & Go” kiosks in several of the larger high schools where students could simply “grab” a nutritious breakfast either before or after the bell. As a result, high school breakfast participation increased from 10% to over 50%. This significant increase boosted the district-wide average to nearly 70%.

Over the course of the 2015-2016 school year, an independent study of the district’s breakfast program was conducted by the Sametric Research Evaluation Policy Studies organization . According to the results of that study, the decision to offer Breakfast after the Bell in both elementary and secondary schools has positively impacted student behavior. The study concluded that the program significantly increased participation, decreased tardiness and absenteeism and yielded an additional 1.12 extra days of school for the 1,542 students surveyed.

This past May, the Paterson Alliance, a highly respected consortium of local nonprofit agencies,



hosted their 8th annual Extra Mile Awards ceremony. In recognition of the district’s efforts and commitment to increasing school breakfast participation, the Alliance honored the district and others for going the “Extra Mile” in service to our students and the Paterson community.

Regional Achievement Centers

The Regional Achievement Center (RAC) works collaboratively with Paterson Public Schools by forming partnerships with teachers and administration. Currently, the RAC works with PPS to support 29 schools, with grades spanning from K to 12, including alternative academies. The RAC’s focused support utilizes data from both the school and district level while encompassing the NJDOE’s 8 Turn-around Principles. Current support services include: state turnaround coaches in our priority schools; content, intervention and bi-lingual specialists that couple with site-based supervisors and teachers to give on-the-ground, classroom-based support; graduation rate specialists supporting the high schools, and providing central office staff with assistance in the formation, implementation and continuation of successful systems and extensive professional development based on school and district need.

This year the RAC collaborated with district supervisors to create a School Improvement Plan (SIP) that focuses on four areas: ELA, math, culture and climate and intervention/graduation rate. Schools crafted their SIPs to reflect their individual needs and report data quarterly to show progress towards their goals. Goals are reflective of district data and are used as another indicator for school turnaround. The data reported helps to foster conversation at the administrative level as both the RAC and district look for trends to note areas of progress and those in need of support.

As the RAC continues to shift and encompass a proactive support role, our team will be looking to identify resources both in and out of district that will continue to allow Paterson Public Schools to achieve our stated mission: “preparing all children for college and career.”

PARCC After-School Program

During the spring of 2016, the district offered students an after-school program in preparation for the PARCC examinations. This program operated in 31 elementary school facilities across Paterson. There were 4088 students in grades 3-8 enrolled, utilizing an online resource known as Waggle. The Waggle learning platform allowed the students to interact with electronic devices through graphical icons and visual indicators which enabled them to hone their computer utilization skills while they were engaged in Mathematics and English Language Arts (ELA) activities. For Mathematics, the students solved problems using mathematical reasoning and modeled principles. ELA activities included reading multiple passages followed by written essay responses, along with literary analysis, research and narrative tasks.

All ELA and Math activities were specifically related to the Common Core State Standards.

Efficient and Responsive Operations

Local Governance Initiative 2015 – 2016

In February of 2016, the New Jersey State Board of Education approved a transition plan to return the functions of Fiscal Management and Personnel to local control in Paterson. In 2014, the state granted the district control in the area of Operations leaving Instruction and Program and Governance as the remaining two DPR areas to be returned to the district.

The goal of the Paterson Public School District’s Local Governance Initiative (LGI) is to successfully earn the return to local control of Paterson City Public Schools by July 1, 2017. This would be accomplished by meeting criteria established by the New Jersey Department of Education (NJDOE) that is aligned with current and revised performance expectations as framed in the Quality Single Accountability Continuum (QSAC). They include five District Performance Review (DPR) Areas: Governance, Finance, Personnel, Operations and Instruction and Program.

To accomplish the goal of full local control, the Superintendent created a working group represented by key administrative members to identify strategies aligned with the district’s Strategic Plan that support the return to local control. An action plan was developed to review the QSAC Performance Indicators in Instruction and Program, and Governance which did not meet the monitoring standards. Key actions were identified to improve student performance in Literacy, Math, ELL and Special Education which included: programmatic changes, staff development, intervention programs and interim assessment review. Additionally, an equivalency waiver was developed to determine appropriate growth targets for each curricular area in compliance with the NJDOE. A District Improvement Plan (DIP) was created identifying specific strategies for each of the indicators under Instruction and Program and Governance, which the district would implement to regain local control in these two areas. The DIP was shared with the Superintendent’s Cabinet, Board Members and the NJDOE for approval.

Additionally, under the action plan, a series of committees were established to support implementation of the DIP which included members of the Curriculum and Instruction Department in collaboration with the Assessment Department. A committee was also established to address the graduation and attendance rates and the high school transcript review process. Throughout the year, the committees focused on the Indicators under review and developed recommendations to support the district in meeting its goal of regaining local control.

DPR Areas	Initial Placement (6/2014)	Interim Review Placement (2/2016)
Instruction and Program	32%	32%
Fiscal Management	84%	86%
Governance	74%	76%
Operations	85%	85%
Personnel	60%	100%

Cliff Planning

In planning and preparing the 2015-2016 Fiscal Year budget, the district continued to focus on its priorities and goals while also ensuring the submission of a balanced budget. Over the past few years, this school district has been challenged to manage increased costs without additional state funding, compounded by Paterson’s inability to substantially increase local taxes. As a result, the district has seen a shrinking fund balance (surplus funds) and is therefore facing a “fiscal cliff” (will soon reach a point where necessary expenditures will surpass existing funds).

In order to submit a balanced budget for 2015-2016, the district implemented specific strategies to address its fiscal challenges including:

- Right-sized our schools and optimized student-teaching ratios;
- Reviewed and modified administrative assignment structure;
- Consulted with Transformation Steering Committee (made up of community leaders from local organizations and businesses) to solicit input and recommendations; and
- Continued to pursue third-party funding.

It should be noted that while the district has faced many difficult financial challenges, it continues to maintain an administrative cost-per-pupil level that is below the regional benchmark.

In its preparation for the 2016-2017 Fiscal Year budget, the district remained focused on its priorities and goals. However, Paterson Public Schools continues to face a fiscal cliff for a second consecutive year. To address this concern, another round of difficult budget cuts was made while striving for these reductions to have minimal impact on classroom staffing. In late spring, the district successfully submitted a balanced budget for the 2016-2017 Fiscal Year although this budget included the reduction and consolidation of over 80 positions at the Central Office level.

Accomplishments: 2015-2016 School Year

Process, Fiscal and Other Outcomes

1. The Academy of Health Science (HARP) was recognized as a 2016 “High Performing Rewards School” by the NJ Department of Education;
2. The district expanded its Elementary School Choice offerings by opening three new “magnet” programs – Dual Language, The Young Men’s Leadership Academy and Fine & Performing Arts;
3. During this year’s National History Day competition, students from both School 28/Paterson Academy for the Gifted and Talented and the School of Government and Public Administration (GOPA) at Eastside, advanced to national-level competition. The GOPA student also went on to represent the State of New Jersey at the Smithsonian Institution in Washington, D.C.;
4. Students from the Academy of Earth and Space Science (PANTHER) were awarded 1st, 2nd, and 3rd place individually, at the 39th Annual New Jersey High School Math Competition;
5. Three students from The School of Science, Technology, Engineering and Mathematics (STEM) at JFK were awarded \$20,000 Dell Foundation scholarships;
6. One student from The School of Science, Technology, Engineering and Mathematics (STEM) at JFK received a “full ride” Gates Millennium Scholarship;
7. 93 Seniors obtained scholarships of \$10,000 to \$88,000, and will be attending a four-year college or university in the fall 2016. These students plan were accepted to major universities such as: Drew, Rutgers, Fairleigh Dickinson, Southern New Hampshire, American, and Syracuse;
8. As a result of outstanding academic achievement, four seniors obtained full paid “NJ Stars” scholarships to attend Passaic County Community College in the fall 2016, before completing a four-year degree;
9. Students participating in the JFK College Prep/Robotics Team saw numerous accomplishments during the school year, including:
 - ◇ North Jersey Robotics Competition - Passaic County Community College, 2nd Place in State Tournament;
 - ◇ Flash Flood Control Competition - Society of Engineers Organization, 4th Place in Regional Tournament;
 - ◇ Martin Luther King Award - New Jersey Community Development Corporation;
 - ◇ Meritorious Service Citation - City of Paterson - For Community Volunteering & Service;

- ◇ Everyday Young Hero Award - Youth Service America - Youth Winner;
 - ◇ Fairleigh Dickinson University - Technical Enrichment & Outreach Program, 1st Place in Bridge Building Competition;
 - ◇ Rutgers Shadow Program Engineering Competition - Rutgers University, 1st Place in Engineering & Design Competition;
 - ◇ Rutgers Shadow Program Engineering Competition - Rutgers University, 1st Place in Engineering & Design Competition;
10. The Rosa Parks School of Fine and Performing Arts saw a 100% fulfillment of PARCC or other assessments required for Graduation. 78% of the school’s 2016 graduating class applied to, and was accepted to 4 year colleges;
 11. The NJ State Board of Education approved returning two additional QSAC District Performance Review (DPR) areas to local control – Fiscal Management and Personnel. Operations was returned to the district in 2012;
 12. The district’s “Breakfast after the Bell” program was fully implemented including “Grab & Go” kiosks at the larger high schools. As a result, breakfast participation has increased to 93% at the elementary school level and over 50% at the high schools, boosting the district-wide average to nearly 70%;
 13. High school athletics teams and their athletes achieved many notable accomplishments, including:
 - ◇ Eastside Basketball girls and boys teams won their third consecutive Passaic County Championships;
 - ◇ Eastside and JFK had several players chosen as “All Passaic County First Team” by the Passaic County Coaches Association in basketball and track;
 - ◇ JFK Girls Basketball team became Group IV State Sectional Champions;
 - ◇ A JFK Girls Basketball player and a Track & Field athlete were each chosen as Female Athlete of the Week by *The Record/NorthJersey.com*;
 - ◇ A JFK Boys Basketball player attained 2000 career points – only 4 other county players have ever attained that mark;



- ◇ A JFK Football quarterback was named Top Big-North Quarterback and chosen for the North/South All Star Game;
 - ◇ A JFK Student was recognized as an Outstanding Female Athlete with a special award from the National Association for Girls and Women in Sports.
- The district launched its new “paperless forms” initiative using the Versiform system;
 - The new district smart device application (free for all users) was introduced giving stakeholders enhanced communications, with immediate access to important information and emergencies both at the school level and district-wide;
 - The district acquired additional grant funding to support school improvement initiatives:

Grant	Total Grant
School Improvement Grants (SIG): School 6 and New Roberto Clemente – 3 years	\$ 12,000,000
Federal Full Service Community Schools Grant – Schools 6 & 15	\$ 2,500,000
USDOE Turn-around School Leaders Program – 3 year Federal Grant	\$ 1,500,000
Fund for the Improvement of Education (FIE) grant for Full Service Community Schools at School 6 & 15	\$ 500,000
USDA/NJDA Fresh Fruit & Vegetables Grant (FS) – for 11 elementary schools	\$ 273,600
USDA’s NSLP Equipment Assistance Grant (Food Services) for 6 Paterson schools	\$ 50,444
Becton Dickinson for Liberty Science Center programming for K-8 students and professional development for 6-12 teachers	\$ 50,000
Taub Foundation via Paterson Education Fund for 2nd grade NGSS place based curriculum pilot project	\$ 10,000
BASF via NJ Audubon for watershed ecology field and classroom experiences with students and teachers from Don Bosco Tech	\$ 15,000

Academic Results

NJASK Science Results

The NJASK Science test measures fourth and eighth grade students’ ability to recall information and to solve problems by applying science concepts. The NJASK Science test assesses knowledge and application skills in three clusters – Life Science, Physical Science and Earth Science.

The 2016 NJASK scores showed declines year over year. To address this concern, the district is making significant changes and improvements to its science curriculum and delivery of instruction including:

- Purchase additional units of FOSS kits for Grades 2 and 4 and expanded FOSS kits for middle schools; (FOSS - Full Option Science System - is the core curriculum for science);
- Extensive training for all new FOSS modules will take place for grades 2, 4 and 6-8;
- New teacher workshops series now offered monthly to assist with various instructional topics;

- K-5 curriculum revision team comprised of seven K-5 teachers will work with The Center for Innovation in Engineering and Science Education at Stevens Institute (CIESE) to reflect NGSS standards and learning objectives;
- 28 grade 2 teachers will participate in an ongoing professional development series led by the district’s science supervisor; and
- Curriculum for grades 6-12 have been revised and updated to include the new NGSS (Next Generation Science Standards) standards.

NJASK 2015-2016 Science Sub-Group							
	2015			2016			
Total							+/-
Grade	# Valid Score	# Proficient & Above	% Proficient & Above	# Valid Score	# Proficient & above	% Proficient & Above	
4	1,924	1,492	77.5%	2,020	1,472	72.9%	-4.6%
8	2,005	958	47.8%	1,912	845	44.2%	-3.5%
General Education							+/-
Grade	# Valid Score	# Proficient & Above	% Proficient & Above	# Valid Score	# Proficient & Above	% Proficient & Above	
4	1,474	1,247	84.6%	1,536	1,241	80.8%	-3.8%
8	1,429	859	60.1%	1,338	764	57.1%	-3.0%
Special Education							+/-
Grade	# Valid Score	# Proficient & Above	% Proficient & Above	# Valid Score	# Proficient & Above	% Proficient & Above	
4	234	132	56.4%	229	121	52.8%	-3.6%
8	317	47	14.8%	283	41	14.5%	-0.3%
Limited English Proficient							+/-
Grade	# Valid Score	# Proficient & Above	% Proficient & Above	# Valid Score	# Proficient & Above	% Proficient & Above	
4	459	295	64.3%	542	329	60.7%	-3.6%
8	346	81	23.4%	412	85	20.7%	-2.7%

PSAT/SAT Results

The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a proven first step to college and career opportunity for all students. By measuring critical Reading, Mathematics, and Writing skills, the PSAT/NMSQT provides valuable college readiness feedback and tools that help schools promote improved student outcomes at every level.

PSAT / NMSQT 2015-Fall			
Grade	District Mean Total Score	State Mean Total Score	National Mean total Score
9	766	882	913
10	774	950	932
11	806	991	1009

The district has focused more aggressively on SAT preparation and will continue to prepare our students through daily instruction and cross-curricular integrations. Current “College and Career Readiness” benchmarks are:

- Evidence-Based Reading and Writing (ERW): 480
- Math: 530

Currently, only 7% of the district’s SAT’s test-takers have met both benchmarks.

SAT June 2016				
District Mean ERW Score	District Mean Math Score	District Mean Total Score	State Mean Total Score	National Mean Total Score
431	431	862	1062	1098

Advanced Placement and Dual Enrollment

In 2015-2016, a total of 284 students from the district’s high schools were enrolled in Advanced Placement (AP) courses. The following courses were offered: AP Language and Composition, AP



Literature and Composition, AP Calculus AB, AP Chemistry B-Lecture/Laboratory, AP World History, AP US History I, AP US History II, AP Micro Economics, AP Psychology and AP Studio Art. Additionally, a total of 235 students participated in Dual Enrollment courses offered by four colleges/universities within New Jersey, and as a result, all are eligible to receive college credit.

Graduation, Drop-Out Rate and Post Graduation Plans

Improving the graduation rate is a critical goal for the district. A number of initiatives are in place including credit recovery programs and comprehensive transcript reviews for all high school seniors. Over the last several years the district has seen steady increases in its graduation rates which in 2016 reached 78.5% (preliminary).

Paterson Public Schools Graduation/Dropout Rate*									
Graduation Year	Total Students**	Graduated		Dropouts		Transfers		Other	
		#	%	#	%	#	%	#	%
2009	2112	964	45.60	435	20.60	470	22.25	243	11.50
2010	1960	987	50.36	350	17.86	400	20.41	223	11.38
2011	1377	881	64.0%	86	6.2%	56	4.1%	354	24.5%
2012	1466	974	66.4%	140	9.5%	95	6.5%	257	17.5%
2013	1537	1109	71.9%	166	10.8%	97	6.3%	166	10.8%
2014	1542	1149	74.2%	164	10.6%	87	5.6%	142	9.2%
2015	1596	1249	78.2%	162	10.2%	94	5.9%	91	5.7%
2016***	1617	1270	78.5%	231	14.3%	64	4.0%	52	3.2%

*The “Four-Year Cohort Method” was used to calculate the Graduation/Drop-out rates

**Total students entering 9th grade as a “cohort”

*** Preliminary data

Along with rising graduation rates, the district has seen an upward trend in total college applications and acceptances, as well as the total number of students planning to attend a four year college or university.

Paterson Public Schools Post-Graduation Plans				
Category	2015		2016	
	Numbers	Percentage	Numbers	Percentage
Total Students Enrolled	1381	N/A	1333	N/A
Total Received Diploma	1280	92.68%	1233	92.49%
Four-Year College	381	27.58%	421	34.14%
Two-Year College	516	37.36%	467	37.87%
Trade/Technical/Certificated Program	82	5.93%	110	8.92%
Military	25	1.81%	23	1.86%
Employment	225	16.29%	217	17.59%

Student Attendance

The Paterson Public School District strives to promote a positive culture and climate that successfully achieves the district’s educational and operational goals. Through the Student Attendance department, staff members meet with the school leaders to discuss attendance plans that are currently in place and to ensure that there is fidelity toward implementing these plans. The 10 schools with the lowest attendance rates are given priority focus. Additionally, staff members meet with the schools to create new initiatives to reduce absentee rates. Every effort is made to contact parents so that they are aware of the importance of attending school and its impact on a student’s future potential.

Combined with the work to improve school cultures, the following actions are being implemented to improve student attendance rates and to reduce truancy:

- 1. Increase instructional time;
- 2. Increase family involvement;
- 3. Increase community awareness; and
- 4. Increase state aid entitlements.

As a result the district’s student attendance rate remains relatively strong with continued improvement at the high school level. In 2015-2016, the overall attendance rate for the district was 92.6%.

Paterson Public Schools’ Average Daily Attendance		
Year	Elementary	High School
2009-2010	93.4%	88%
2010-2011	93.3%	85.1%
2011-2012	93.6%	85.2%
2012-2013	94.4%	89.0%
2013-2014	94.1%	89.3%
2014-2015	94.5%	88.9%
2015-2016	94.7%	89.7%

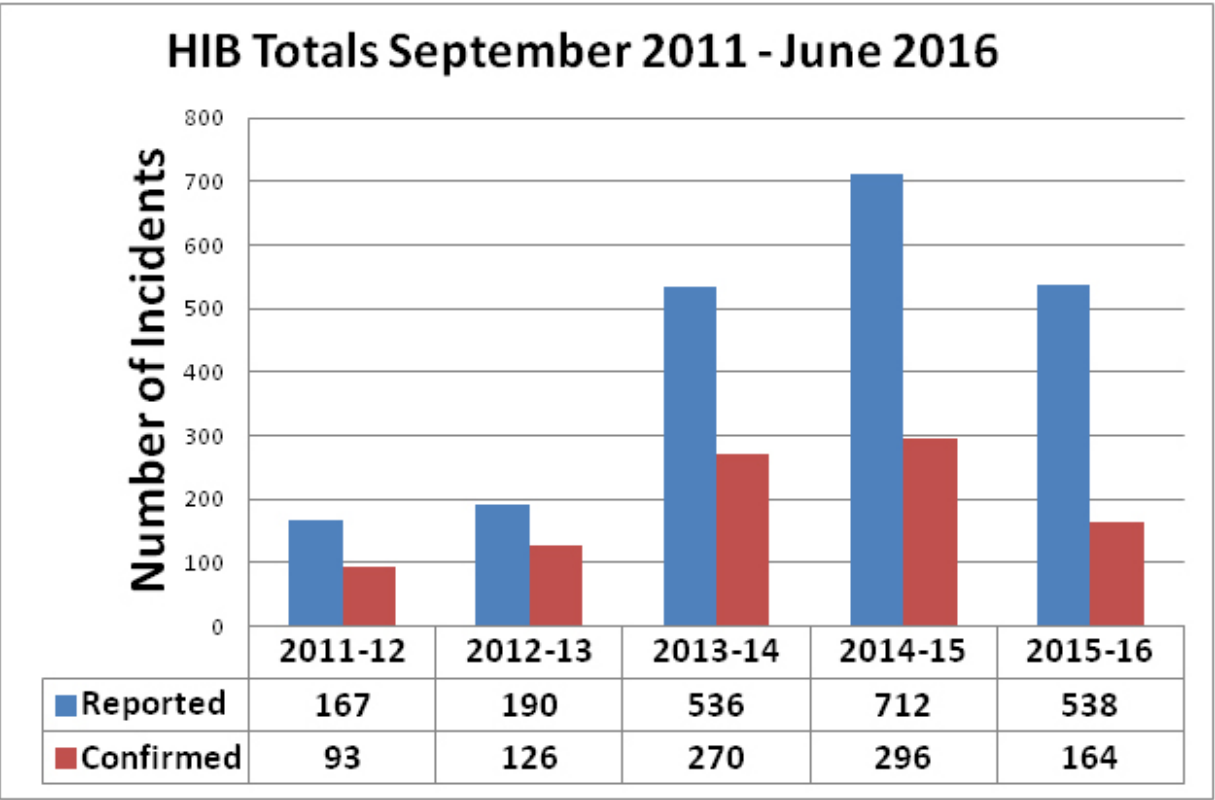
Staff Attendance for 2015-2016

Elementary Teachers	94.4% in attendance
High School Teachers	94.1% in attendance
Total Teachers	94.3% in attendance

New Jersey Anti-Bullying Bill of Rights

The chart below compares the number of reported, versus confirmed cases of Harassment, Intimidation, and Bullying district-wide from 2011 to 2016. The high number of reported cases demonstrates

Paterson’s commitment to taking every complaint seriously. Although Paterson Public Schools has a high number of reported HIB cases, the district ranks 145 in the State in the total number of incidents per 1,000 students (according to NJDOE’s recent EVVRS study). The number of confirmed HIB incidents decreased from the previous year by 55% due to increased training and continually improving school culture and climate.



PARCC Scores

As noted on page 12, the PARCC assessments are designed to be a more accurate measure of whether students are on track in their preparation for college and careers. PARCC assessments measure higher learning expectations for students and focus more on the application of knowledge of concepts and skills over memorizing facts than previous assessments.

PARCC defines five levels in characterizing whether a student’s performance on the assessment meets the expectations of the grade level:

- Level One: Not Yet Meeting Expectations;
- Level Two: Partially Meeting Expectations;
- Level Three: Approaching Expectations;
- Level Four: Meeting Expectations; and
- Level Five: Exceeding Expectations.

The 2016 Partnership for Assessment of Readiness for College and Career (PARCC) results for Paterson Public Schools indicate improvement as compared to 2015:

- The percentage of students who met or exceeded expectations in ELA increased 4.6 percentage points for grade 6; 5.8 percentage points for grade 3; 6.8 percentage points for grade 8; and 11.2 percentage points for grade 11; and
- In Math, district scores were relatively flat, however grades 3 and 4 improved by 7.6 and 5.0 percentage points respectively.

With a strategic focus on implementing aligned curriculum for all courses, as well as delivering high impact interventions, the district continues in its steadfast efforts to improve academic student outcomes across all grade levels.



Comparison of Paterson Public School’s Spring 2015 and Spring 2016 PARCC Administrations Grade level English Language Arts/Literacy													
	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)		≥ Level 4 Met or Exceeded Expectations		
	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016	2015- 2016 +/-
Grade 3	32.3%	31.6%	28.9%	23.7%	23.1%	23.2%	15.2%	20.3%	0.5%	1.2%	15.7%	21.5%	5.8%
Grade 4	19.2%	20.8%	28.0%	26.1%	32.0%	29.7%	19.0%	20.8%	1.8%	2.6%	20.8%	23.4%	2.6%
Grade 5	17.9%	20.4%	28.0%	27.6%	29.7%	29.5%	23.5%	21.5%	0.9%	1.1%	24.4%	22.6%	-1.8%
Grade 6	18.0%	19.9%	25.9%	23.1%	33.2%	29.6%	21.0%	24.1%	1.8%	3.3%	22.8%	27.4%	4.6%
Grade 7	21.8%	21.1%	19.5%	20.7%	27.3%	28.0%	24.8%	24.3%	6.6%	6.0%	31.4%	30.3%	-1.1%
Grade 8	23.4%	23.2%	20.7%	17.5%	26.1%	22.7%	26.2%	31.9%	3.6%	4.7%	29.8%	36.6%	6.8%
Grade 9	44.0%	38.0%	24.3%	26.0%	20.1%	21.3%	11.2%	13.4%	0.4%	1.3%	11.6%	14.7%	3.1%
Grade 10	54.8%	51.3%	21.6%	18.5%	14.5%	16.8%	8.7%	12.4%	0.5%	1.0%	9.2%	13.4%	4.2%
Grade 11*	41.6%	32.9%	27.8%	23.4%	20.1%	21.9%	10.1%	20.4%	0.5%	1.4%	10.6%	21.8%	11.2%

**Grade 11 does not include students who took an AP/IB test.
Notes: Percentages may not total 100 due to rounding*

Comparison of Paterson Public School’s Spring 2015 and Spring 2016 PARCC Administrations Grade/Course level Mathematics													
	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)		≥ Level 4 Met or Exceeded Expectations		
	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016	2015- 2016 +/-
Grade 3	16.2%	18.0%	31.0%	26.7%	31.9%	26.8%	18.9%	25.2%	2.0%	3.3%	20.9%	28.5%	7.6%
Grade 4	14.8%	18.8%	36.2%	31.4%	30.3%	26.2%	17.9%	21.9%	0.7%	1.7%	18.6%	23.6%	5.0%
Grade 5	12.3%	17.6%	32.7%	32.3%	34.4%	29.6%	19.5%	18.2%	1.1%	2.2%	20.6%	20.4%	-0.2%
Grade 6	16.1%	21.3%	36.7%	30.6%	30.0%	29.2%	16.0%	16.6%	1.3%	2.3%	17.3%	18.9%	1.6%
Grade 7	15.1%	18.2%	36.8%	32.6%	30.6%	31.8%	16.9%	16.5%	0.6%	0.8%	17.5%	17.3%	-0.2%
Grade 8	34.2%	39.3%	33.2%	30.8%	22.0%	19.8%	10.2%	9.7%	0.3%	0.3%	10.5%	10.0%	-0.5%
Algebra I	25.2%	26.3%	36.6%	33.7%	21.6%	23.4%	15.5%	16.1%	1.1%	0.5%	16.6%	16.6%	0.0%
Algebra II	70.2%	66.3%	23.5%	23.0%	5.2%	8.6%	1.0%	2.1%	0.0%	0.0%	1.0%	2.1%	1.1%
Geometry	31.5%	30.0%	55.5%	51.5%	12.0%	14.3%	1.0%	4.0%	0.0%	0.3%	1.0%	4.3%	3.2%

**Some students in grade 8 participated in the PARCC Algebra I assessment in place of the 8th grade Math assessment.
Thus, PARCC Math 8 outcomes are not representative of grade 8 performance as a whole.
Notes: Percentages may not total 100 due to rounding.*

Elementary Mathematics

GRADE 3	2015 NUMBER OF STUDENTS	2015 Percent Met or Exceeded Grade-Level Expectations	2016 NUMBER OF STUDENTS	2016 Percent Met or Exceeded Grade-Level Expectations
PARCC	649,471	37.6%	477,300	44.0%
STATE	95,988	44.9%	99,871	51.7%
DISTRICT	2,028	20.9%	2,073	28.5%

Grade 4	2015 NUMBER OF STUDENTS	2015 Percent Met or Exceeded Grade-Level Expectations	2016 NUMBER OF STUDENTS	2016 Percent Met or Exceeded Grade-Level Expectations
PARCC	634,705	32.3%	465,134	37.1%
STATE	94,572	40.6%	97,649	46.6%
DISTRICT	1,867	18.7%	2,003	23.6%

Grade 5	2015 NUMBER OF STUDENTS	2015 Percent Met or Exceeded Grade-Level Expectations	2016 NUMBER OF STUDENTS	2016 Percent Met or Exceeded Grade-Level Expectations
PARCC	639,592	31.9%	458,946	37.6%
STATE	95,354	41.0%	96,481	47.2%
DISTRICT	1,772	20.6%	1,892	20.5%

Grade 6	2015 NUMBER OF STUDENTS	2015 Percent Met or Exceeded Grade-Level Expectations	2016 NUMBER OF STUDENTS	2016 Percent Met or Exceeded Grade-Level Expectations
PARCC	631,545	32.0%	459,036	34.0%
STATE	93,201	40.7%	97,584	43.0%
DISTRICT	1,724	17.3%	1,821	18.9%

Grade 7	2015 NUMBER OF STUDENTS	2015 Percent Met or Exceeded Grade-Level Expectations	2016 NUMBER OF STUDENTS	2016 Percent Met or Exceeded Grade-Level Expectations
PARCC	608,462	28.8%	436,969	30.7%
STATE	87,430	36.8%	93,250	38.7%
DISTRICT	1,748	17.4%	1,811	17.3%

Grade 8	2015 NUMBER OF STUDENTS	2015 Percent Met or Exceeded Grade-Level Expectations	2016 NUMBER OF STUDENTS	2016 Percent Met or Exceeded Grade-Level Expectations
PARCC	504,142	27.0%	360,747	28.7%
STATE	58,158	23.5%	60,819	25.6%
DISTRICT	1,495	10.6%	1,509	10.1%

Mathematics Grade 3-5	2015 NUMBER OF STUDENTS	2015 Percent Met or Exceeded Grade-Level Expectations	2016 NUMBER OF STUDENTS	2016 Percent Met or Exceeded Grade-Level Expectations
DISTRICT	5,667	20.1%	5,968	24.3%

Elementary Mathematics

Mathematics Grade 6-8	2015 NUMBER OF STUDENTS	2015 Percent Met or Exceeded Grade-Level Expectations	2016 NUMBER OF STUDENTS	2016 Percent Met or Exceeded Grade-Level Expectations
DISTRICT	4,967	15.3%	5,141	15.8%

Mathematics Grade 3-8	2015 NUMBER OF STUDENTS	2015 Percent Met or Exceeded Grade-Level Expectations	2016 NUMBER OF STUDENTS	2016 Percent Met or Exceeded Grade-Level Expectations
DISTRICT	10,634	17.9%	11,109	20.4%

Elementary Language Arts/Literacy

Grade 3	2015 NUMBER OF STUDENTS	2015 Percent Met or Exceeded Grade-Level Expectations	2016 NUMBER OF STUDENTS	2016 Percent Met or Exceeded Grade-Level Expectations
PARCC	518,291	37.2%	472,413	39.7%
STATE	95,276	43.4%	99,067	47.6%
DISTRICT	1,988	15.7%	2,020	21.5%

Grade 4	2015 NUMBER OF STUDENTS	2015 Percent Met or Exceeded Grade-Level Expectations	2016 NUMBER OF STUDENTS	2016 Percent Met or Exceeded Grade-Level Expectations
PARCC	632,154	41.5%	461,694	43.1%
STATE	93,852	51.1%	96,847	53.5%
DISTRICT	1,813	20.8%	1,948	23.4%

Grade 5	2015 NUMBER OF STUDENTS	2015 Percent Met or Exceeded Grade-Level Expectations	2016 NUMBER OF STUDENTS	2016 Percent Met or Exceeded Grade-Level Expectations
PARCC	637,921	40.5%	456,676	42.4%
STATE	94,655	51.5%	95,783	53.2%
DISTRICT	1,713	24.4%	1,836	22.5%

Grade 6	2015 NUMBER OF STUDENTS	2015 Percent Met or Exceeded Grade-Level Expectations	2016 NUMBER OF STUDENTS	2016 Percent Met or Exceeded Grade-Level Expectations
PARCC	631,735	38.7%	457,000	41.2%
STATE	92,635	48.8%	96,920	52.3%
DISTRICT	1,665	22.8%	1,735	27.4%

Grade 7	2015 NUMBER OF STUDENTS	2015 Percent Met or Exceeded Grade-Level Expectations	2016 NUMBER OF STUDENTS	2016 Percent Met or Exceeded Grade-Level Expectations
PARCC	623,741	41.7%	623,741	43.8%
STATE	90,331	51.6%	90,331	56.3%
DISTRICT	1,703	31.4%	1,703	30.3%

Elementary Language Arts/Literacy

Grade 8	2015 NUMBER OF STUDENTS	2015 Percent Met or Exceeded Grade-Level Expectations	2016 NUMBER OF STUDENTS	2016 Percent Met or Exceeded Grade-Level Expectations
PARCC	617,336	41.9%	441,609	44.2%
STATE	88,494	51.6%	94,308	55.2%
DISTRICT	1,699	29.8%	1,826	36.6%

ELA/L Grade 3-5	2015 NUMBER OF STUDENTS	2015 Percent Met or Exceeded Grade-Level Expectations	2016 NUMBER OF STUDENTS	2016 Percent Met or Exceeded Grade-Level Expectations
DISTRICT	5,514	20.1%	5,804	22.5%

ELA/L Grade 6-8	2015 NUMBER OF STUDENTS	2015 Percent Met or Exceeded Grade-Level Expectations	2016 NUMBER OF STUDENTS	2016 Percent Met or Exceeded Grade-Level Expectations
DISTRICT	5,067	28.1%	5,313	31.5%

ELA/L Grade 3-8	2015 NUMBER OF STUDENTS	2015 Percent Met or Exceeded Grade-Level Expectations	2016 NUMBER OF STUDENTS	2016 Percent Met or Exceeded Grade-Level Expectations
DISTRICT	10,581	23.9%	11,117	26.8%

High School Mathematics

Algebra I	2015 NUMBER OF STUDENTS	2015 Percent Met or Exceeded Grade-Level Expectations	2016 NUMBER OF STUDENTS	2016 Percent Met or Exceeded Grade-Level Expectations
PARCC	480,463	30.8%	328,029	33.1%
STATE	91,740	36.0%	106,125	41.2%
DISTRICT	1,494	16.6%	2,062	16.6%

Geometry	2015 NUMBER OF STUDENTS	2015 Percent Met or Exceeded Grade-Level Expectations	2016 NUMBER OF STUDENTS	2016 Percent Met or Exceeded Grade-Level Expectations
PARCC	205,203	27.2%	147,094	27.0%
STATE	71,137	22.4%	84,592	27.0%
DISTRICT	1,096	1.0%	1,438	4.2%

Algebra II	2015 NUMBER OF STUDENTS	2015 Percent Met or Exceeded Grade-Level Expectations	2016 NUMBER OF STUDENTS	2016 Percent Met or Exceeded Grade-Level Expectations
PARCC	186,821	21.1%	141,929	23.1%
STATE	58,026	23.9%	74,645	25.0%
DISTRICT	820	1.0%	1,400	2.1%

High School Language Arts/Literacy

ELA/L Grade 9	2015 NUMBER OF STUDENTS	2015 Percent Met or Exceeded Grade-Level Expectations	2016 NUMBER OF STUDENTS	2016 Percent Met or Exceeded Grade-Level Expectations
PARCC	412,961	40.2%	278,231	39.0%
STATE	82,467	39.5%	95,013	48.5%
DISTRICT	1,061	11.6%	1,589	14.7%

ELA/L Grade 10	2015 NUMBER OF STUDENTS	2015 Percent Met or Exceeded Grade-Level Expectations	2016 NUMBER OF STUDENTS	2016 Percent Met or Exceeded Grade-Level Expectations
PARCC	267,145	37.4%	195,641	40.4%
STATE	73,235	36.0%	87,480	43.4%
DISTRICT	1,106	9.1%	1,411	13.4%

ELA/L Grade 11	2015 NUMBER OF STUDENTS	2015 Percent Met or Exceeded Grade-Level Expectations	2016 NUMBER OF STUDENTS	2016 Percent Met or Exceeded Grade-Level Expectations
PARCC	171,107	38.9%	139,152	38.4%
STATE	62,765	40.5%	71,361	39.1%
DISTRICT	972	10.6%	1,405	21.8%



2016-2017 District Transformation Initiatives

For the 2016-2017 school year, Paterson Public Schools will continue to implement strategies and transformation initiatives that are aligned to our Brighter Futures Strategic Plan’s priorities. These initiatives include:

- Opening of two new elementary schools that feature one-to-one technology for all students and staff;
- Restructuring our special education programs to better serve our students with disabilities and their families;
- Reorganizing our Human Capital Division to better serve our staff and other stakeholders;
- Conducting comprehensive review of all assessments, across all grade levels, in an effort to improve the usefulness of individual assessments;
- Improving internet capacity/reach at all school buildings and increasing the number of computer devices made available to students for classroom learning; and
- Preparing the staff for the possible return of full local control.

District Transformation Initiatives 2016-2017

Comprehensive Assessment System	NJ Student Learning Standards	Healthy School Culture	Capacity Building	Teacher/ Principal Evaluation	High Impact Interventions	Efficient & Responsive Operations
Interim Assessments	Instructional Model	Paterson Effective Schools’ Model	Univ. of Pittsburgh IFL	AchieveNJ	Breakfast After the Bell	Fiscal Planning
PARCC	CTE Initiative	NJPBSIS	Pre K-3 Literacy Initiative	Performance Based Accountability	RAC	Technology Initiative
Unit Assessments	Curriculum Development	Opening 3 New School Locations	Special Education Restructuring		End Social Promotion	Accountability / Data Initiative
	International Baccalaureate	Alternative Education	Leadership Development: <ul style="list-style-type: none">• Turnaround Grants (2)• Aspiring leaders		Attendance Initiative	Local Governance Initiative
					Graduation Enhancement	Human Capital Project

Current Initiatives in Progress

Curriculum Development

The Paterson Public School district’s mission is to prepare each student for success in the college/ university of their choosing. As we move forward in the age of new standards and requirements, it is necessary that the district’s rigorous aligned curriculum stay current, while encouraging students to be life-long learners.

Paterson Public Schools aligns its curriculum to the NJ Student Learning Standards (formerly known as “Common Core”) and the NJ Department of Education Model Curriculum (where applicable). The district strives to disseminate cohesive curriculum guides that serve as a “one-stop shop,” informing teachers of standards, objectives, and resources needed. The guides also provide sample lesson, unit projects, and interdisciplinary connections.

It is the district’s goal to continue to develop units of study based on the Common Core State Standards that include rigor, research, and application of knowledge. Through collaborative and innovative problem-solving, students will continue to acquire knowledge and learn skills necessary for college and the workforce.

For the upcoming school year, a curriculum audit will be conducted. Additionally, a plan will be put in place to ensure that all content areas have a viable and aligned curriculum.

Attendance Initiative

Paterson Public Schools recognizes that in order for students to achieve, they must first be in attendance. Although the district’s average daily attendance (ADA) rates have steadily increased every year since 2010, peaking at 93.21% in the 2014-15 school year; the district still lags behind the state ADA of 96%. After close analysis of district ADA data and trends, the district has identified high school students over 16 years of age as the greatest area of concern. Paterson is focusing on best practice efforts to use incentives and co-curricular activities in order to entice students and families to improve their attendance. The district is currently reviewing its attendance practices to ensure students are successfully completing required coursework.

Graduation Enhancements

By presenting students with academic enhancements designed to help them successfully reach graduation, the district stands committed to its mission. Furthermore, those in need of additional help – who otherwise might not attain a diploma – can still find a path to career and higher education.

During the 2016-17 school year, emphasis will be placed upon developing strategies to assist in transitioning elementary/middle school students to various high school programs while providing additional support to existing high school students.

For example, at the annual High School Choice Fair which will take place this fall, eighth grade students and parents will have the opportunity to meet and interact with principals, teachers, counselors and currently enrolled students. This activity enables them to investigate future in-district secondary educational programs and make an informed decision on which of the district's 12 career-themed high school academies to attend. The fair also provides an opportunity to learn more about New Jersey's new high school graduation requirements.

For those already attending high school, the district will continue to offer a Credit Recovery Program that provides a path for students who are facing unique challenges to restore academic credit throughout the year. High school administrators and guidance counselors meet with these students and their parents to review transcripts and advise candidates in need on which credit recovery program best suits their situation. This process affords all grades 9 – 12 students the opportunity to make up previously failed courses. The program includes online resources as well as direct instruction from certificated staff members, and is in addition to the district's traditional summer school credit recovery offerings.

Our high school students also receive additional assistance to prepare for the College Board Scholastic Aptitude Test (SAT). Students are able to take SAT preparation courses for English and Math as part of their daily schedule. Additionally, a number of community-based after school programs offer SAT preparation assistance at no cost.

Special Education Restructuring

The State District Superintendent, in collaboration with the Chief Special Education Officer (CSEO) has put together a Special Education Steering Committee to employ the recommendations of the results from the Montclair State University audit of the Special Education Department. The committee developed action plans for each target area identified toward the improvement of communications, compliance, related services, and professional development aligned to meeting the needs of the district's children with special needs. Those action plans will be reviewed and finalized for implementation in the upcoming school year. The CSEO will realign staff to better meet the needs of the children, families, and schools.

Reducing the mobility rate for student placement/program is a priority so children can develop long-term relationships within school environments. The CSEO and internal teams continue to work toward

increasing capacity of all district-based and school-based staff in a strong effort to improve the academic and non-academic outcomes of the district's children with special needs.

Data Initiative

Paterson Public Schools has taken the initiative to make major strides towards improving the accuracy and alignment of data in the district's systems. The effort consists of three focus areas: improving the quality of the fall Application for State School Aid (ASSA) collection, updating the district human resources system, Edumet, and improving the ongoing accuracy of the district student information system, Infinite Campus, which feeds data to many other systems. To ensure that the ASSA data is accurate, higher scrutiny has been applied to every school's monthly NJ Register report. In addition, every principal is expected to verify their teacher rosters and teacher information profiles three times per year in order to trigger more frequent updates. Lastly, every principal has been mandated to review every course roster with their teachers during the post observation conferences which occur 2 to 3 times per year. These actions will lead to much more accurate and aligned data across departments and systems in Paterson Public Schools.

Local Control Initiative

As the Paterson Public School District prepares for return to local control, it is in the process of reviewing the New Jersey Quality Single Accountability Continuum (NJQSAC) to ensure that they meet the standards outlined in the State Board of Education's accountability system. Based on the findings of the district's previous interim reviews, the Commissioner of Education concluded that the district has demonstrated evidence of sustained and substantial progress in the areas of Personnel, Fiscal Management and Operations. The two remaining indicators, Instruction and Program and Governance will be reviewed during the winter of 2017 following a monitoring visit conducted by a team led by the Executive County Superintendent. In addition to the District Performance Review, the school district is responsible for submitting an Equivalency Application addressing student growth measures which demonstrate rigorous and significant progress in the academic areas of Language Arts/Literacy, Math and Science. It will also include equivalency measures addressing the high school graduation rate. As district offices and the schools prepare for the upcoming NJQSAC visit, the Superintendent remains optimistic the results will bring us closer to our goal of achieving local control.

Cliff Planning/Future Grant Procurement

In an effort to address the flat funding challenges, the district will continue to seek federal grants and

partnerships with private entities to secure funding for resources needed within the district.

Performance Based Accountability

The State of New Jersey has instituted a teacher and administrator evaluation system that takes multiple measures of performance into account. The two major areas are: *Teacher Practice*, which consists of multiple observations conducted by principals and supervisors and, *Student Performance*, which is determined by measuring the academic growth that students demonstrate during the year. Teachers have the opportunity to create meaningful and measureable growth objectives, along with their building principals early in the school year. As the year progresses, teachers are observed and provided feedback in relation to seven performance standards. At the end of the year, the results from each area are combined to give each teacher a summative rating. Administrator ratings, in turn, are dependent upon the student performance and teacher ratings in their buildings. The purpose of this process is to formalize an objective accountability system in an effort to ensure that every student receives high quality instruction and demonstrates their learning and growth. It is important to note that the district continues to follow its “pay for performance” provision for certificated instructional staff whereby teachers who are rated ineffective or partially effective receive no step increases and must demonstrate improvement in order to retain their position. Conversely, teachers who are rated highly effective can move up two steps on the appropriate salary guide.

Planning for New Schools Opening in 2016

The district continued with its planning to open two new elementary schools in September 2016 by conducting interviews for both schools’ leadership teams, as well as reviewing staffing options to ensure appropriate teaching staff is in place as needed.

The new School 16 will replace one of the oldest schools in the district, and will house approximately 750 students in pre-K through grade 8. Dr. Hani Awadallah School, named in memory of a prominent political and educational leader in the local Arabic community, will house approximately 650 students in kindergarten through grade 8. Both schools will be state-of-the-art facilities with a media center, cafetorium, instructional labs and one-to-one technology for all students and staff.

Additionally, plans are underway for the construction of a new middle school to replace the soon-to-be demolished, Don Bosco Technology Academy. For the 2016-2017 school year, the students will be temporarily housed at the Paterson Catholic facility for approximately two to three years. The funding for the construction of these schools has been provided by the New Jersey Schools Development Authority.

Closing Comments

Paterson Public Schools is well on its way towards realizing its vision to be the leader in educating New Jersey’s urban youth. Recent accomplishments include rising graduation rates, launching a national simulation training model, implementing the county’s first International Baccalaureate Diploma Program, and earning its very first “Rewards” school.

As the district enters the third year of the “Brighter Futures” Strategic Plan, it will remain focused on its top priority to improve student academic outcomes. It is essential that we do not lose momentum and remain steadfast on our mission to prepare all children for college and career. The school system will continue to strengthen capacity at all levels and will be focused on delivering rigorous, aligned curriculum at both the elementary and high school levels.

Finally, with the successful return of three District Performance Areas – Operations, Personnel and Fiscal Management – it is imperative that Paterson Public Schools continues in its efforts for the full return of local control. The district is taking all of the necessary steps to ensure that its staff members are well-prepared for an early spring QSAC visit, and has begun the necessary training of school and district leaders on process implications as we transition from state to local control.

In closing, Paterson will need to continue to address its fiscal challenges, but it remains poised for yet another successful school year. The district would like to acknowledge its faculty, administrators and support staff for their ongoing efforts and commitment to the children of Paterson.



