Full-Service Community Schools Program

Year 2 Local Evaluation Annual Report

SUBMITTED TO

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Introduction

Program Overview

Early in 2023, Paterson Public Schools (PPS) launched the first year of a five-year Full-Service Community Schools (FSCS) grant awarded by the U.S. Department of Education. The FSCS Program supports whole-child approaches to improving student outcomes. This project grant aims to serve students and their families in two of the district's high-needs schools: School 16 and Alonzo "Tambua" Moody Academy (ATM). This FSCS project provides comprehensive services for students, families, and community members with the following goals:

- To assist in providing students with the opportunity to attend each school day fully ready to learn with support from expanded and enriched in-school and out-of-school time (OST) learning opportunities;
- To provide opportunities for families and members of the targeted communities to improve their lives while creating stronger, safer, and more supportive neighborhoods; and
- To build capacity in administering full-service community schools that are accessible, effective, and sustainable beyond federal funding.

During the 2022-2023 school year, School 16 served 927 students in grades P3-8 (91 of whom transferred elsewhere during the year), with almost 80% coming from non-English speaking homes. School 16 receives funding from the 21st Century Community Learning Centers program, which supports summer and afterschool programming for grades 3-8. A portion of School 16's are also enrolled in its dual language magnet school, which provides full Spanish and English instruction across academic subjects. ATM is a nontraditional high school that serves students who have experienced a variety of social, emotional, and academic issues, with many who have been recently incarcerated. The number of enrolled students fluctuates greatly, with a maximum of 218 and a minimum of 114 students during the 2022-2023 year. This annual report provides findings about the FSCS program's progress toward addressing its objectives and performance indicators during its inaugural year (Year 1 of 5). Implementation recommendations are also provided.

Evaluation Design and Data Sources

The Metis team will implement a local evaluation designed to determine the extent to which the project meets proposed goals, objectives, and performance indicators aligned with the federal FSCS program goals, objectives, and performance indicators. Metis developed a comprehensive scope of work to be carried out, including the following methods and data sources:

- **Site Visits, Interviews, and Focus Groups.** Metis visited each FSCS campus to observe program activities using the National Center for Community Schools' School-Age Program Observation Tool. Visits included conversations with the School 16 site coordinator, principal, and ATM staff. A Metis researcher also conducted focus groups with students at each school.

- **Program Documentation.** Documentation includes school calendars, website information, and other records related to the program's implementation.

- **Surveys.** Metis developed four surveys for different stakeholder populations: students, families, teachers, and partners. While no families or partners responded to their corresponding surveys, 303 students and 50 staff members completed surveys in fall 2023.

- **Student Outcome Data.** Metis analyzed baseline data for each school, including attendance, suspensions, and test scores. It also developed a template for monthly reports that analyze school attendance and services received by students. Results from the October and November 2023 reports are included here.

Program Implementation and Outcomes

In the tables below, the status of each of PPS's 41 locally developed indicators/performance measures is described as Met, Not Met, Partially Met, or Data Not Available, which is indicated when comparisons with Year 2 data are required. In cases where the indicator/performance measure is based on between-year comparisons, Year 1 data are presented as the baseline for future years.

Recent changes to federal reporting require that grantees address each of the 14 FY22 Reporting Items:

Administrative or Core Indicators

1. Provision of services to students, families, community members, and individuals
2. Student chronic absenteeism
3. Student discipline rates
4. The number, qualifications, and retention of school staff
5. Graduation rates

Non-administrative or Locally-Developed Performance Measures

6. Changes in school spending information
7. School climate
8. Provision of integrated student supports and stakeholder services
9. Expanded and enriched learning time and opportunities
10. Family and community engagement efforts and impact
11. Collaborative leadership and practice strategies
12. Regularly convening or engaging all initiative-level partners
13. Organizing school personnel and community partners
14. Regularly assessing program quality and progress

For the upcoming federal report due in March 2024, PPS will be required to use the new Scorecard system to report on each of these 14 indicators and performance measures (PMs) for each school. Multiple, specific, disaggregated data are required for each of the first five indicators. For the remaining PMs (6-14), grantees can choose at least one data point to report that addresses each of the nine PMs.

The tables below include a column, "Potential Scorecard Item," that indicates whether the indicator/performance measure aligns with a Core Indicator (1-5)—meaning it is required that we include it in each school's scorecard—or a local PM (6-14). We must report on at least one metric for each school for each local PM, but choosing which one is up to us. Thus, local PMs (numbered 6-14) below that are listed next to multiple indicators/PMs are not **all** required—the ones highlighted in green are the ones on which we have decided to report.

Student Participation

Indicator/Performance Measure	Data Source	Status	Potential Item	Scorecard
1.1 In Year 1, 150 K-12 students from across both schools will enroll in their respective Health Centers, increasing by 5 percentage points each year up to capacity.	Treatment reports			
1.2 In Years 2-5, the proportion of ATM students and staff participating in restorative activities will increase 5 percentage points each year compared to the Year 1 baseline, up to capacity.				
1.3 In Years 2-5, the proportion of School 16 students and staff				

Indicator/Performance Measure	Data Source	Status	Potential Item	Scorecard
participating in the Cultural Adjustment Program will increase 5 percentage points each year compared to the Year 1 baseline, up to capacity.				
1.4 In Years 2-5, the proportion of students participating in OST (before, after, and Saturday) programming (ELA & Math intervention, enrichment, homework help/tutoring, credit recovery, etc.) at both schools will increase 5 percentage points each year compared to the Year 1 baseline, up to capacity. *(FSCS Performance Indicator)*				
1.5 In Years 2-5, the proportion of students participating in the Mentorship Program at both schools will increase 5 percentage points each year compared to the Year 1 baseline, up to capacity.				
1.6 In Years 2-5, the proportion of students participating in recreation programming at both schools will increase 5 percentage points each year compared to the Year 1 baseline, up to capacity.				
1.7 In Years 2-5, the proportion of ATM students participating in job, college, and career-readiness programming will increase by 5 percentage points each program year compared to the Year 1 baseline, up to capacity.				
1.8 In Years 2-5, the proportion of School 16 students K-2 students participating in newly offered OST programming will increase by 5 percentage points each year compared to the Year 1 baseline, up to capacity. *(FSCS Performance Indicator)*				
1.11 School 16 will provide a three-day Kindergarten Bridge Program for up				

Indicator/Performance Measure	Data Source	Status	Potential Item	Scorecard
to 45 incoming students each year to improve kindergarten readiness.				

Enrollment in the health centers for 2022-2023 exceeded the Year 1 performance measure of 150 students from both schools combined. A total of 188 students enrolled in their respective health centers, including 161 (out of 913 students, or 18%) at School 16 and 27 (out of 138 students, or 20%) at ATM. These baselines will be used in Year 2 to determine whether there is growth in the number of enrolled students. At School 16, 32 students were enrolled in the Kinderbridge program during the summer of 2023.

Performance measures 1.2 through 1.8 cannot yet be assessed because they depend on comparisons between Year 1 data and subsequent years. However, baseline data are available, as shown in the table below:

Table 1. Baseline Student Participation Data

Indicator/Performance Measure	School 16	ATM
Student participation in restorative activities	NA	47% (103/218)[1]
Student participation in the cultural adjustment program	4% (12/298)[2]	NA
Afterschool/mentorship participation	29% (273/927)[3]	19% (41/218)[4]
Student participation in new OST programming (Sch 16 only, K-2)	23% (65/282)[5]	NA
Student participation in recreational programming	29%	19%

[1] The denominator is based on the total number of students enrolled in ATM at any time during the 2022-23 school year.

[2] The denominator is based on the total number of students in grades 6-8 who were enrolled in School 16 at any time during the 2022-2023 school year.

[3] Based on the month with the greatest number of participants in afterschool programs including Focus 21, Correa Afterschool/PMP, and FSCS afterschool (K-2as listed in the Site Coordinator's monthly report. Only K-2 afterschool students are marked in the Site Coordinator student log. The denominator is based on the number of grades PK-8 students enrolled at School 16 at any time during the 2022-23 school year.

[4] Based on the number of students who participated in the afterschool program based on the Site Coordinator report.

[5] Based on the number of participating K-2 students as recorded in the Site Coordinator report. The denominator is based on the total number of grades K-2 students who were enrolled in School 16 at anytime during the 2022-23 school year.

	(273/927)[6]	(41/218)[7]
Student participation in job, college, and career programming	NA	45% (98/218)

Family and Community Engagement

Indicator/Performance Measure	Status	Potential Scorecard Item
1.9 The School 16 Family Center will provide newly immigrated families with cultural adjustment programming, including best practices to care for healthy young children.	Met	CI #1
1.10 School 16 will provide children with early childhood programming while their families participate in Family Center offerings.	Met	NA
2.1 In Years 2-5, parent/caregiver attendance at parent-teacher conferences will increase by five percentage points each program year compared with the Year 1 baseline. *(FSCS Performance Indicator)*		Local PM #10
2.2 In Years 2-5, parent/caregiver attendance at a minimum of 1 parent/caregiver workshop (including curriculum workshops) or family night will increase by 5 percentage points each program year compared with the Year 1 baseline, up to capacity. *(FSCS Performance Indicator)*		Local PM #10 CI #1
2.3 In Years 2-5, attendance in the Adult Education Program for parents/caregivers across both schools will increase 5 percentage points each program year compared with the Year 1 baseline, up to capacity. *(FSCS Performance Indicator)*		Local PM #10 CI #1
2.4 In Years 2-5, the use of the Family Center by School 16 families will increase by 5 percentage points each year compared		CI #1

[6] Based on the month with the greatest number of participants in afterschool programs including Focus 21, Correa Afterschool/PMP, and FSCS afterschool as listed in the Site Coordinator's monthly report. The denominator is based on the total number of grades PK-8 students enrolled at School 16 anytime during the academic year.
[7] Based on the number of students who participated in the afterschool program based on the Site Coordinator report.

	with the Year 1 baseline, up to capacity. ***(FSCS Performance Indicator)***	
2.5	**In Years 2-5, the use of the Family Navigator by School 16 families will increase by 5 percentage points each year compared with the Year 1 baseline, up to capacity.** ***(FSCS Performance Indicator)***	CI #1
2.6	**In Years 2-5, Paterson community members' use of partner CBO services will increase 5 percentage points each year compared to the Year 1 baseline, up to capacity.** ***(FSCS Performance Indicator)***	Local PM #10 CI #1
2.7	**In Years 2-5, Paterson community members' attendance at CBO information sessions and workshops will increase by 5 percentage points each year compared to the Year 1 baseline, up to capacity.** ***(FSCS Performance Indicator)***	Local PM #10 CI #1
2.8	**In Years 2-5, the proportion of parents/caregivers actively engaged in their child's school will increase by 5 percentage points each year compared with the Year 1 baseline.** ***(FSCS Program Indicator)***	Local PM #10
2.9	**In Years 2-5, the proportion of FSCS families who report satisfaction with their access to healthy food and information about nutrition and healthy eating will increase by 5 percentage points each year compared with the Year 1 baseline.** ***(FSCS Program Indicator)***	NA
2.10	**In Years 2-5, the proportion of FSCS families that report satisfaction with available health care (dental screenings, vision screenings) or mental health services for themselves or their children will increase by 5 percentage points each year compared with the Year 1 baseline.**	NA
2.11	**At least 60% of family members participating in workshops (including curriculum workshops) and other programs each year will be satisfied with offerings.** ***(FSCS Program Indicator)***	NA

School 16 and ATM offered various workshops, events, and services for families and community members during the 2022-23 school year. The Family Center at School 16 provided adults with

Saturday classes, serving 23 adults with computer and 21 adults with ESL classes. Childcare has also been available during these offerings, permitting parents to attend. In the coming year, Metis will develop assessment forms to be distributed to adults during workshops to address Performance Measure 2.11.

These offerings have continued into the 2023-24 school year at School 16 and ATM, where both schools continue to schedule a range of supports. For example, School 16 hosted a well-attended Halloween event that brought families and community members to the school, helping anchor it as a community institution and neighborhood resource. School 16 has also added financial literacy classes to its adult offerings, offering ESL and computer classes every Saturday from October 7 through December 15, 2024. Complete family and community participation are not yet available for 2023-24, but baseline data from 2022-23 can be found in Table 2.

Table 2. Baseline Family Participation Data

Indicator/Performance Measure	School 16	ATM
Parent/caregiver attendance at PT conferences and report card nights	553[8]	26[9]
Parent/caregiver attendance at workshops or family nights	230[10]	31[11]
Parent/caregiver attendance at the Adult Education Program	54[12]	NA
Use of School 16 Family Center	60	NA
Use of School 16 Family Navigator	10	NA
Community members' use of services	105	61[13]

[8] This reflects an estimate of unique attendance at September 2022 Back to School Night and Report Card Distribution nights in November 2022, February 2023, and April 2023, using the month with the highest number of attendees (November).
[9] This reflects an estimate of unique attendance at September 2022 Back to School Night and Report Card Distribution nights in November 2022, February 2023, and April 2023, using the month with the highest number of attendees (April).
[10] This reflects unique attendance at one or more events as recorded in the Site Coordinator report, including Meet and Greets, Attendance Dos and Don'ts, Game and Pastry Night, and the NJ Family Care Workshop.
[11] This reflects unique attendance at one or more of 10 workshop events.
[12] This includes unique attendance at Saturday adult classes (ESL and Computers) and the 10 individuals marked as family members who attended Adult Education on the Site Coordinator report. The actual number may be higher, as an additional 22 individuals attended Adult Education who are not marked as either family or community members.
[13] This reflects the unduplicated number of community members who received one or more services including food distribution, hygiene distribution, and mental health service referrals, added to the total number of school staff and partner staff.

Indicator/Performance Measure	School 16	ATM
Community members' attendance at information sessions and workshops	59[14]	1[15]
Proportion of parents/caregivers engaged in their child's school[16]	NA	NA
Proportion of parents /caregivers who are satisfied with their access to healthy food and nutrition information	NA	NA
Proportion of parents /caregivers who are satisfied with available health care	NA	NA

School Climate

Indicator/Performance Measure	Status	Potential Scorecard Item
1.14 The proportion of students in grades 3-12 from both schools who report positive perceptions of school climate and safety will increase by 15 percentage points from Year 1 to Year 5. *(FSCS Performance Indicator)*		Local PM #7 Local PM #14
1.15 The proportion of parents/caregivers from both schools who report positive perceptions of school climate and safety will increase by 15 percentage points from Year 1 to Year 5. *(FSCS Performance Indicator)*		Local PM #14
1.16 The proportion of teachers from both schools who report improved student behaviors and positive perceptions of school climate and safety will increase by 15 percentage points from Year 1 to Year 5. *(FSCS Performance Indicator)*		Local PM #14
1.19 In Years 2-5, the proportion of teachers who report improved student engagement will increase 5 percentage points each program		Local PM #14

[14] This reflects the unduplicated number of attendees at one or more event based on the Site Coordinator report. The actual number may be greater, as 254 individuals are listed who are not identified as either family or community members.
[15] One community member attended a mental health workshop.
[16] No parents responded to the parent/caregiver survey.

Indicator/Performance Measure	Status	Potential Scorecard Item
year compared with the Year 1 baseline.		
2.12 In Year 5, the proportion of families who feel that their neighborhood is safe will increase by 10 percentage points compared to the Year 1 baseline.		NA

School climate was assessed using data from surveys, focus groups, and interviews. While no surveys were returned for families or partners, there were ample responses from students and staff at School 16, as shown in Table 3. However, only one student and no staff at ATM completed a survey.

Table 3. Number of Completed Surveys for School 16

Audience	Number of Responses
Staff	49
Students	365
Partners	0
Families	0

Table 4. Baseline School Climate Data

Indicator/Performance Measure	School 16	ATM
Proportion of students reporting positive school climate	39%[17]	NA
Proportion of students reporting they feel safe	32%[18]	NA
Proportion of teachers reporting positive school climate	69%[19]	NA
Proportion of teachers reporting they feel safe	30%[20]	NA
Proportion of families who feel safe[21]	NA	NA

Student Survey Findings

Student Outcomes

Indicator/Performance Measure	Status	Potential Scorecard Item
1.12 Chronic absenteeism will decrease by 10 percentage points from Year 1 to Year 5 at ATM and 5 percentage points at School 16 *(FSCS Performance Indicator)*	Data not available	CI #2
1.13 In Years 2-5, suspension and expulsion rates will decrease 5	Data not available	CI #3

[17] Based on the percentage of students who strongly agreed that "I feel welcome at this school." N=299
[18] Based on the percentage of students who strongly agreed that "I am safe at this school." N=95
[19] Based on the percentage of staff who strongly agreed that "This school is a friendly place overall." N=45
[20] Based on the percentage of staff who rated school safety as "Excellent." N=43
[21] No families completed the fall parent/caregiver survey.

Indicator/Performance Measure	Status	Potential Scorecard Item
percentage points each year, compared to the Year 1 baseline. *(FSCS Performance Indicator)*		
1.17 In Years 2-5, student attendance will improve by 5 percentage points each year, compared with the Year 1 baseline. *(FSCS Performance Indicator)*	Data not available	NA
1.18 In Years 2-5, the proportion of students from both schools testing at or above grade level on state exams in Year 1 will increase by 2 percentage points each year, compared with the Year 1 baseline.	Data not available	NA
1.20 In Years 2-5, the proportion of School 16 PreK students who demonstrate school readiness will increase by 3 percentage points each year, compared to the Year 1 baseline. *(FSCS Program Indicator)*	Data not available	NA
1.21 The graduation rate for ATM students will increase by 15 percentage points from Year 1 to Year 5. *(FSCS Performance Indicator)*	Data not available	CI #5

It is not yet possible to address performance measures related to student outcomes, though baseline data[22] that will form the basis for future comparisons are summarized below in Table 4.

Table 4. Baseline Student Outcomes Data

Indicator/Performance Measure	School 16	ATM
% of chronically absent students	22% (205/927)	82% (167/203)[23]
% of students with OSS	0.4% (4/927)	55% (119/218)
% of students with ISS	0.4% (4/927)	28% (60/218)

[22] All percentages are based on the number of students enrolled at any time at each respective school during the 2022-2023 school year, unless otherwise noted.
[23] Based on the number of students with attendance data who **did not** transfer or drop out during the 2022-2023 school year.

% of students with 95% (171 days) or greater attendance[24]	47% (438/927)	8% (17/203)[25]
% at or above grade level (met or exceeded expectations) on NJSLA ELA	26% (121/468)[26]	0 (0/29)[27]
% at or above grade level (met or exceeded expectations) on NJSLA Math	9% (40/451)[28]	0 (0/29)[29]
% of Pre-K students who are kindergarten-ready (School 16 only)	23% (5/22)[30]	NA
Graduation rate (ATM only)	NA	80% (64/80)[31]

Collaborative Leadership, Governance, and Sustainability

Indicator/Performance Measure	Status	Potential Scorecard Item
3.1 In Years 1-5, the Community School Advisory Committee will hold quarterly meetings of initiative-level partners *(FSCS Program Indicator)* to leverage best practices and outcomes for continuous quality improvement and regularly assess program quality through participatory analysis of student-level data and stakeholder feedback. *(FSCS Program Indicator)*		
3.2 In Years 1-5, at least 10 FSCS school-based educators and leaders will engage in collaborative leadership and practices by forming a professional learning community		Local PM #11

[24] Using 95% as an attendance indicator is recommended by the nonprofit Attendance Works: https://www.attendanceworks.org/making-the-most-of-attendance-indicators/
[25] Based on the number of students with attendance data who **did not** transfer or drop out during the 2022-2023 school year.
[26] Based on the number of students in grades 3-8 for whom NJLSA ELA data were available.
[27] Based on the number of students for who NJSLA ELA data were available.
[28] Based on the number of students in grades 3-8 for whom NJLSA Math data were available.
[29] Based on the number of students for who NJSLA Math data were available.
[30] Only 22 out of the participating 32 students were tested using Teaching Strategies Gold. Kindergarten readiness is defined as scoring an 80% or higher on the assessment.
[31] Based on the number of Grade 12 students who were enrolled at ATM at any point during the 2022-2023 school year. The number of graduates includes those who graduated in June or August of 2023.

Indicator/Performance Measure	Status	Potential Scorecard Item
(PLC), including receiving training on effective/proven community school practices. *(FSCS Program Indicator)*		
3.3 School staff and community partners will convene monthly to work on issue-based teams, ensuring that identified needs and evaluation findings are addressed in a continuous quality improvement cycle. *(FSCS Program Indicator)*		Local PM #12
3.4 Quarterly meetings between district leadership, vendors, school administrators, and community partners to review fiscal status and planning issues.		Local PM #12 [Same as 3.1]
3.5 In Years 1-5, Paterson Public Schools will match federal funds with its resources, as approved in the annual budget.		Local PM #6
3.6 Each year of implementation, partners will report increased knowledge of best practices in community school implementation, including programmatic, organizational, and fiscal practices. *(FSCS Program Indicator)*		NA
3.7 Each year of implementation, the teacher retention rate at the two schools will exceed the citywide rate, including the number of fully certified teachers disaggregated by race and ethnicity. *(FSCS Performance Indicator)*		CI #4
3.8 In Years 2-5, school staff and service delivery partners will increase reports of effective communication, greater trust/connectedness, and improved integration and coordination of pipeline services by 5 percentage points each year, compared to the Year 1 baseline.		Local PM #13

PPS district staff are in the process of organizing Advisory Board meetings, which will commence next year (3.1). However, Staff and community partners have been meeting monthly (3.3) and district leadership has been meeting quarterly with partner leadership and site coordinators (3.4). Twenty-three staff participated in a PLC or received training on effective community school practices (3.2.).

The district did not match federal funds because less was expended on fringe benefits than originally calculated, and the ATM Site Coordinator was on maternity leave from July 2023 through January 2024, reducing both salary and fringe benefits. Additionally, the community service learning project got a late start, and less money for staff and supplies has been expended thus far (3.5).

The teacher retention rate was 77.1% at ATM and 86.4% at School 16, exceeding (?) the city-wide teacher turnover rate of…

While partner survey data are unavailable for Year 1, baseline staff data regarding coordination with partners (3.8) are summarized in Table 6.

Table 6. Baseline Staff Reporting Data

Indicator/Performance Measure	Percent Ranking Item as "Excellent" or "Very good"
Communication among school staff and partner organization staff	50%
Trust between school staff and partner organization staff	48%
The coordination/integration of services at FSCS schools	43%

Key Findings and Recommendations

After completing its first program year, ATM and School 16 show great progress in providing programs and services for students, parents, and the community. While it is too soon to provide information on progress toward meeting outcomes, the implementation work has provided a solid foundation for future results. As district and school staff continue planning for Year 2 and beyond, the following recommendations are intended to support the successful completion of performance and outcome objectives, with special attention to improving data collection and presentation for reporting.

- Train Site and Treatment Coordinators to ensure consistent data collection. A combined Site Coordinator and Treatment Report template should help gather more thorough information and reliable data. Encourage coordinators to be attentive to details including:
    - Spelling names correctly
    - Labeling and providing clear descriptions of events/activities/services
    - Recording whether participating adults are family or community members

- Now that we know what data are required for the Scorecard, revisit data collection templates to ensure they support future reporting needs.

- Now that ATM's site coordinator is back in the school work with her to develop an outreach strategy to ensure we receive survey responses from ATM's students and staff. Also, work with site coordinators from both schools to solicit survey responses from partners and family members.

- Commence quarterly Advisory Board meetings, perhaps using a "Turn the Curve" approach to encourage stakeholder collaboration and engagement in addressing key challenges. Taking a participatory approach to creating meeting agendas may also be useful.