



Paterson Public Schools

FY23 FSCS Grant

Year 1 Annual Report

SUBMITTED TO

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Introduction

Program Overview

At the start of 2024, Paterson Public Schools (PPS), along with partner Passaic Public Schools, launched the first year of a five-year multi-district Full-Service Community Schools (FSCS) grant awarded by the U.S. Department of Education. Metis designed its local evaluation to determine the extent to which the project meets proposed goals, objectives, and performance indicators. This FSCS project provides comprehensive services for students, families, and community members at four Paterson schools and two Passaic 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.

The schools included in this initiative are¹:

District	School Name	Grade Levels	Enrollment	Largest Demographic Groups (>3%)
Paterson	School 10	K-8	569	Hispanic/Latino (66.4%) Black (31.6%)
Paterson	Joseph A Taub MS (JAT)	6-8	978	Hispanic/Latino (59.1%) AAPI (24.5%) Black (13.0%) White (3.3%)
Paterson	International HS (IHS)	9-12	676	Hispanic/Latino (75.2%) Black (16.3%) Asian (4.6%) White (3.9%)
Paterson	Eastside HS (EHS)	9-12	2,210	Hispanic/Latino (81.6%) Black (17.4%)

¹ All enrollment numbers and demographics are based on 2022-23 US News & World Report data.

District	School Name	Grade Levels	Enrollment	Largest Demographic Groups (>3%)
Passaic	School 6	PK-8	682	Hispanic/Latino (92.4%) Black (6.0%)
Passaic	Passaic HS (PHS)	9-12	2,402	Hispanic/Latino (95.8%) Black (3.1%)

Evaluation Design and Data Sources

Metis has designed a formative and summative evaluation of the PPS FSCS initiative that includes quantitative and qualitative methods to collect and yield reliable data regarding the project's progress in achieving its performance indicators. Formative evaluation activities will allow for ongoing assessment of project implementation strategies to identify problems and generate recommendations for program improvement. Summative evaluation activities will assess the effectiveness of program activities and services across the participating schools and the extent to which project goals and objectives have been met.

Metis has developed a comprehensive scope of work to be carried out, including the following methods and data sources:

- **Program Documentation.** Metis reviewed program documentation and program materials to evaluate the progress project stakeholders—including Paterson and Passaic district leadership, school staff, community partners, the Community School Advisory Committee, parents/caregivers, and students—are making in building the capacity and sustainability of the FSCS pipeline. New materials will be reviewed as needed after a comprehensive review in Year 1. The program documentation review will focus on partnership meeting agendas and minutes, data-driven action plans, training feedback forms, grant award letters, resource-sharing agreements, and evidence of continuous improvement efforts and sustainability.
- **Site Visits.** Metis visited each FSCS campus to observe program activities using the National Center for Community Schools' School-Age Program Observation Tool. Data collected through these visits will help Metis gain a deeper understanding of the FSCS settings and the relationships they foster and greater insights into the successes and challenges of program implementation. This information will inform the understanding and interpretation of findings derived from other data sources.
- **Interviews/Focus Groups.** Metis conducted interviews and focus groups with various stakeholders (e.g., partners, teachers, principals, site coordinators, and students) to collect information about program implementation, including successes, challenges, lessons

learned, and recommendations for improvement. Particular attention was given to elevating the voices of community members and students and understanding the school- and community-level narratives built around the community school approach within and across both districts.

- **Surveys.** Metis created and distributed four surveys for different stakeholder groups: students, families, teachers, and partners. Each survey will include a combination of close- and open-ended questions that were translated into languages appropriate to each group and written at appropriate reading levels. Finally, measures assessing adherence to trauma-informed, culturally relevant, and equitable school practices were integrated as appropriate across each survey protocol, allowing for a combined annual assessment of school-level progress in these areas upon data analysis. Metis facilitated a session to gather feedback from the school site coordinators to ensure that the surveys are culturally relevant. The surveys were administered in the fall of 2024 to establish a baseline for each stakeholder group and will be administered annually during the spring of each project year. In addition, a community survey, to be completed in Years 4 and 5, will be administered to unaffiliated community members to gather their input on community school efforts.
- **Student, Family, and Community Participation Data and Staff Training.** Metis regularly reviewed monthly logs documenting student, family, and community participation in FSCS events and student use of their school health clinic. These logs, maintained in Excel by each school's site coordinator and clinic treatment coordinator, form the basis for monthly Metis reports that analyze the use of services, clinic enrollment, and student attendance. Metis worked with the district to design and deliver a training session for school staff to ensure they are well-versed in using Google Sheets and the importance of careful and consistent data collection.
- **Student-level Demographics and Achievement Data.** Metis collected student-level data files from Paterson Public Schools and Passaic Public Schools containing demographic data, school-day attendance data, kindergarten readiness, graduation, school suspension data, health center use, reading and math report card data, and more. The Metis team will also regularly collect and review school administrative data such as program enrollment, attendance records, and teacher retention rates.
- **Advisory Group Meeting Facilitation.** Metis will facilitate portions of regular advisory group meetings, providing training on evaluation and data, sharing findings, and soliciting feedback from project stakeholders. On a rotating basis, a Metis researcher will attend each of the six school's monthly principal meetings, which include representatives from the school, health clinic, and community partners. A Metis researcher will also convene a youth evaluation advisory group, which will include students at the FSCS schools and

provide them with evaluation training before asking them to share their voices on evaluation instruments, data findings, and how to improve their schools.

- **Fidelity Assessment.** Metis will develop and administer a brief fidelity assessment designed to measure the level of variation in implementing the community school model across participating schools and both LEAs. The fidelity assessment will be developed in Years 1 and 2, guided by the grant’s logic model, review of program documentation, and key stakeholder interviews.

Student Participation

The tables below align the 45 performance measures in PPS’s FSCS proposal with their data source. The status of each PM is marked as “Met,” “Partially met,” “Data not yet available,” or “Not met.” Since this is the conclusion of Year 1 and many PMs reflect improvements over the baseline (2023-24) year, multiple PMs have a status of “Data not yet available.” Baseline data are presented in the final column.

Performance Measure	Data Source	Status	Baseline
1.1 In Year 1, 150 K-12 students from two schools will enroll in their respective Health Centers, while 300 students from across six schools will be enrolled by Year 5.	Treatment reports	Met	See Table X below
1.2 In Years 2-5, the proportion of students and staff at Taub Middle School, Eastside High School, and School 10 participating in the Cultural Adjustment Program will increase 5 percentage points each year compared to the Year 1 baseline, up to capacity.	Coordinator reports at Taub, Eastside, and School 10	Data not yet available	
1.3 In Years 2-5, the proportion of K-12 students participating in extended learning opportunities (before, after, and Saturday) programming (ELA & Math intervention, enrichment, homework help/tutoring, credit recovery, etc.) at each school will increase 5 percentage points each year compared to the Year 1 baseline, up to capacity.	Coordinator reports PARS	Data not yet available	See Table X below

Performance Measure	Data Source	Status	Baseline
1.4 In Years 2-5, the proportion of students participating in the Mentorship Program at each school will increase 5 percentage points each year compared to the Year 1 baseline, up to capacity.	Coordinator report	Data not yet available	
1.5 In Years 2-5, the proportion of students participating in recreation programming at each school will increase 5 percentage points each year compared to the Year 1 baseline, up to capacity.	Coordinator report	Data not yet available	
1.6 In Years 2-5, the proportion of students participating in job, college, and career-readiness programming across schools will increase by 5 percentage points each program year compared to the Year 1 baseline, up to capacity.	Coordinator report for IHS, Eastside, PHS, and Taub (also see surveys)	Data not yet available	
1.7 The percentage of students at International High School who take the International Baccalaureate exam will increase 3 percentage points each year starting in Year 2.	School exam attendance records for IHS	Data not yet available	
1.10 Paterson School 10 and Passaic School 6 will provide a three-day Kindergarten Bridge Program for up to 45 incoming students each year to improve kindergarten readiness.	Coordinator reports for Schools 10 and 6		
1.11 Eastside High School and Passaic High School will provide college summer bridge programs.	Coordinator reports for Eastside and PHS		

As of November, 2024, participating schools have already exceeded the Year 5 goal of enrolling 300 students from across all schools. As shown in Table X, 578 students (8% of the combined

student population) enrolled in the health center during the first few months of the 2024-25 school year, suggesting strong demand from families for such services. Nonetheless, barriers to enrollment still exist, including immigrant families' hesitation to share their personal information, as described further below in the interview summaries.

Table X. Enrollment in Health Center by School (Sep-Nov 2024) (PM 1.1)

School	Number of Students Enrolled ²	Percentage of School Population Enrolled
School 10	94	17%
Joseph A. Taub MS	126	13%
International HS	40	6%
Eastside HS	208	9%
Passaic School 6	62	9%
Passaic HS	48	2%
TOTAL	578	8%

Table X. Participation in Extended Learning Opportunities³ (PM 1.3) (Also PM 1.5 and 1.6?)

School	Number of Students
School 10	78
Joseph A. Taub MS	128
International HS	137
Eastside HS	113
Passaic School 6	17
Passaic HS	NA ⁴
TOTAL	473

² Includes students who enrolled and then transferred out the school.

³ Includes afterschool programming only.

⁴ PHS does not offer an afterschool program or any other extended learning opportunities at this time.

Family and Community Engagement

Performance Measure	Data Source	Status	Baseline (if applicable)
1.8 Family Centers at Paterson School 10 and Passaic School 6 will provide families access to family services and adult education, including best practices to care for healthy young children.	Coordinator reports for Schools 10 & 6 (also see surveys)		NA
1.9 Paterson School 10 and Passaic School 6 will provide early childhood programming for children while their families are participating in Family Center offerings.	Coordinator reports for Schools 10 & 6	Not met	NA
2.1 In Years 2-5, parent/caregiver attendance at parent-teacher conferences will increase 5 percentage points each program year compared with the Year 1 baseline.	Coordinator reports	Data not yet available	See Table X
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 5 percentage points each program year compared with the Year 1 baseline, up to capacity.	Coordinator reports	Data not yet available	See Table X
2.3 In Years 2-5, attendance in the Adult Education Program for parents/caregivers across all schools will increase 5 percentage points each program year compared with the Year 1 baseline, up to capacity.	Coordinator reports Program documentation	Data not yet available	See Table X
2.4 In Years 2-5, use of the Family Center by Paterson School 10 and Passaic School 6 families will increase 5 percentage points	Coordinator reports	Data not yet available	

Performance Measure	Data Source	Status	Baseline (if applicable)
each year compared with the Year 1 baseline, up to capacity.			
2.5 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.	CBO attendance records	Data not yet available	
2.6 In Years 2-5, Paterson community members' attendance at CBO information sessions and workshops will increase 5 percentage points each year compared to the Year 1 baseline, up to capacity.	CBO attendance records	Data not yet available	
2.7 In Years 2-5, the proportion of FSCS family members who self-report being actively engaged in their child's school will increase by 5 percentage points each year compared with the Year 1 baseline.	Family survey	Data not yet available	
2.8 In Years 2-5, the proportion of FSCS family members 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.	Family survey	Data not yet available	
2.9 In Years 2-5, the proportion of FSCS family members 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.	Family survey	Data not yet available	

Performance Measure	Data Source	Status	Baseline (if applicable)
2.10 At least 60% of FSCS family members participating in workshops (including curriculum workshops) and other programs each year will be satisfied with offerings.	Workshop feedback forms	Data not yet available	NA
2.11 In Year 5, the proportion of families who feel that their neighborhood is safe will increase 10 percentage points compared to the Year 1 baseline.	Family survey	Data not yet available	

Table X. Parent Attendance at Back to School and Report Card Nights (PM 2.1)

School	Number of Students with a Parent in Attendance
School 10	55
Joseph A. Taub MS	
International HS	
Eastside HS	
Passaic School 6	
Passaic HS	41
TOTAL	

Table X. Parent Attendance at Workshops or Family Nights (PM 2.2)

School	Number of Parents Who Attended At Least One Workshop or Family Night
School 10	69
Joseph A. Taub MS	
International HS	

Eastside HS	
Passaic School 6	
Passaic HS	75
TOTAL	

School
School 10
Joseph A. Taub MS
International HS
Eastside HS
Passaic School 6
Passaic HS
TOTAL

School Climate

Performance Measure	Data Source	Target Reporting Date(s)
1.14 The proportion of students in grades 3-12 from each school who report positive perceptions of school climate and safety will increase by 15 percentage points from Year 1 to Year 5.	Student survey	Data not yet available
1.16 The proportion of parents/caregivers from each school who report positive perceptions of school climate and safety will increase by 15 percentage points from Year 1 to Year 5.	Family survey	Data not yet available

Performance Measure	Data Source	Target Reporting Date(s)
1.17 The proportion of teachers from each school 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.	Teacher survey	Data not yet available
1.20 In Years 2-5, the proportion of teachers who report improved student engagement will increase 5 percentage points each program year compared with the Year 1 baseline.	Teacher survey	Data not yet available

Student Survey

In spring of 2024, 401 students from School 16 and 17 students from ATM responded to an FSCS survey, totaling 418 student respondents. These results are summarized here, with comparisons to the fall 2023 baseline survey results indicated throughout. In 2024, the youngest students to complete the survey were in the third grade and the oldest in the 12th. The majority of student respondents (88%) identified as Hispanic or Latino.

Parent Survey

Twenty-eight family members from School 16 responded to the FSCS family survey in spring 2024. Almost all family respondents (96%) identified as Hispanic or Latino. There were no responses to the FSCS family survey in fall 2023 and therefore no comparisons could be made.

Staff Survey

Forty-four staff members responded to the FSCS staff survey in the spring of 2024, with 20 from ATM and 24 from School 16.

Partner Survey

Fifteen individuals responded to the FSCS partner survey in the spring of 2024. Partners did not participate in this survey in fall 2023. This year, however, six individuals from Oasis, five from Paterson Education Foundation, two from Health N Wellness, one from WAFAA Organization,

and one from the Paterson Police Department responded to this survey (Figure 26). Four out of thirteen respondents have been serving their organization for more than five years. Partner organizations have provided a wide range of services, including academic support/enrichment, health services, behavioral and social support, family and community engagement, and governance/oversight.

Figure 26. Partner Organizations (N=)

Organization	Number of Survey Responses
Oasis	
Paterson Education Foundation	
Health N Wellness	
WAFAA Organization	
Paterson Police Department	

School 10 Site Visit

Student FG

Staff FG

Principal Interview

Health Center Visit

Afterschool Program

JAT Site Visit

Student FG

Staff FG

Principal Interview

Health Center Visit

Afterschool Program

IHS Site Visit

Student FG

Staff FG

Principal Interview

Health Center Visit

Afterschool Program

EHS Site Visit

Student FG

Staff FG

Principal Interview

Health Center Visit

Afterschool Program

Passaic School 6 Site Visit

Student FG

Staff FG

Principal Interview

Health Center Visit

Afterschool Program

Passaic High School Site Visit

Student FG

Staff FG

Principal Interview

Health Center Visit

Student Outcomes

Performance Measure	Data Source	Target Reporting Date(s)	Baseline
1.12 Chronic absenteeism will decrease by 5 percentage points from Year 1 to Year 5 at each school.	Student-level data from Infinite Campus	Data not yet available	See Table X below

Performance Measure	Data Source	Target Reporting Date(s)	Baseline
1.13 In Years 2-5, suspension and expulsion rates will decrease 5 percentage points each year across all schools, compared to the Year 1 baseline.	Student-level data from Infinite Campus	Data not yet available	See Table X below
1.18 In Years 2-5, student attendance will improve by 5 percentage points each year, compared with the Year 1 baseline.	Student-level data from Infinite Campus	Data not yet available	See Table X below
1.19 In Years 2-5, the proportion of students from all schools testing at or above grade level on state exams will increase 2 percentage points each year, compared with the Year 1 baseline.	NJSLA data (math and ELA)	Data not yet available	See Table X below
1.21 In Years 2-5, the proportion of Passaic School 6 PreK students who demonstrate school readiness will increase 8 percentage points from fall to spring each year.	Teaching Strategies Gold PreK data for School 6	Data not yet available	
1.22 Graduation rates will improve by 5 percentage points from Year 1 to Year 5; if they are above the state average (91%), they will remain above 91% for the project period.	High school graduation data from IHS, PHS, and Eastside	Data not yet available	See Table X below

Table X. Baseline Chronic Absenteeism Rates by School (PM 1.12)

School	Percentage of Chronically Absent Students
School 10	34.6%
Joseph A. Taub MS	26.5%
International HS	30.9%
Eastside HS	47.1%

School 6	25.8%
Passaic High School	37.6%

Table X. Baseline Suspension/Expulsion Rates by School (PM 1.13)

School	Percentage of Students who have been Suspended or Expelled
School 10	
Joseph A. Taub MS	
International HS	
Eastside HS	
School 6	1%
Passaic High School	15.7%

Table X. Baseline Strong Attendance Rates (PM 1.18)

School	Students with attendance at or above 95%
School 10	
Joseph A. Taub MS	
International HS	
Eastside HS	
School 6	
Passaic High School	

Table X. Baseline State Testing Scores (PM 1.19)

School	% of students testing at or above grade level ELA	% of students testing at or above grade level MATH
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School 10
Joseph A. Taub MS
International HS
Eastside HS
School 6
Passaic High School

Table X. Baseline Graduation Rates (PM 1.22)

School	Graduation Rate
International HS	
Eastside HS	
Passaic High School	

Collaborative Leadership, Governance, and Sustainability

Performance Measure	Data Source	Status
1.15 The proportion of teachers who report using their WholeSchool Mindfulness professional development training in the classroom will increase by 15 percentage points from Year 1 to Year 5.	Teacher survey	Data not yet available
3.1 In Years 1-5, the Community School Advisory Committee will hold quarterly meetings of initiative-level partners (<i>FSCS Program Indicator</i>) 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.	Document review	

Performance Measure	Data Source	Status
3.2 In Years 1-5, at least 25 FSCS school-based educators and leaders from across all schools will engage in collaborative leadership and practices by forming a professional learning community (PLC), including receiving training on effective/proven community school practices.	Document review	
3.3. At least 35 staff members across both districts will participate in WholeSchool Mindfulness professional development in Years 1 and 2, and new teachers will be trained as needed in Years 3-5.	Professional development attendance	
3.4 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.	Document review (meeting agendas, minutes, sign-in sheets) Observations	Met
3.5 The FSCS Stakeholder Committee, which includes district leadership, vendors, and school administrators, will meet quarterly to review fiscal status, planning issues, and needs and asset assessments.	Document review (meeting agendas, minutes, sign-in sheets) Observations	
3.6 In Years 1-5, Paterson Public Schools and Passaic Public Schools will discuss school funding changes and match federal funds with their own resources, as approved in the annual budget.	District financial documentation	
3.7 Each year of implementation, partners will report increased knowledge of best practices in community school implementation, including programmatic, organizational, and fiscal practices.	Partner survey Partner interviews	Data not yet available
3.8 In Years 1-5, FSCS schools' teacher vacancy rates will decrease by at least three percentage points, and the percentage of fully certified teachers	District HR data	

Performance Measure	Data Source	Status
(disaggregated by race and ethnicity) will increase by at least two percentage points.		
3.9 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.	Teacher survey Partner survey Teacher focus groups and partner interviews	Data not yet available
3.10 By the end of Year 1, FSCS site coordinators at Passaic Public Schools will be trained in and adopt Paterson's data collection templates to record services provided to students, families, and community members.	Document review (training records, completed templates from Passaic site coordinators)	Met
3.11 By Year 5, Passaic Public Schools will have developed a plan for sustaining site coordinators and pipeline services at their FSCS schools.	Document review (Passaic Public Schools FSCS sustainability plan)	Data not yet available
3.12 In Year 1, Paterson Public Schools will work with the evaluator to develop a student-level data dashboard to help identify individual FSCS student needs, with the potential to expand to include Passaic Public School FSCS students in later project years.	Completed dashboard	Met