BRIGHT FUTURES

Transforming Paterson Public Schools

ANNUAL REPORT

July 2012 – June 2013

PATERSON PUBLIC SCHOOLS

Preparing All Children for College and Career

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PATERSON PUBLIC SCHOOLS ANNUAL REPORT 2012 - 2013

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Introduction

Located outside of New York City, 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.

More than ninety percent of district students receive free or reduced priced lunches. Fifteen percent or 3,500 students receive special education services and thirteen percent of 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 percent of its students are of Hispanic origin, thirty percent are African-American, and approximately nine percent are of Caucasian, Middle Eastern or Asian descent. Nearly fifty percent of all students in Paterson 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.

Illustration 1: Paterson Public Schools Demographic Profile

		Number in District	Percent of District Population
	Total Student Enrollment*	24,567	
Ethnicity	Black	6,755	27.5%
	Hispanic	15,325	62.4%
	White	1,400	5.7%
	Asian	1,050	4.3%
	American Indian/Alaskan Native	21	<1%
	Hawaiian Native/Pacific Islander	16	<1%
Gender	Female	11,945	48.6%
	Male	12,622	51.3%
Economic Status	Free and Reduced Lunch	22,623	92%
Special Populations or Programs	Limited English Proficient (no pre-K students)	3,537	14.3%
	Special Education (Includes 145 in-district pre-K students)	3,342	13.6%
	In-District Preschool	375	
	Out-Of-District Preschool	3,180	
Staff	Total Instructional and Non-Instructional Staff	5,535	
	Instructional	2,862	51.7%
	Non-Instructional (includes substitutes)	2,673	48.2%

** Does not include pre-K*

Executive Summary

During the summer and fall of 2009, the district developed *Bright Futures: A Strategic Plan for the Children of Paterson*. Guided by a vision to be a leader in educating the state's urban youth and a mission to prepare all its students for college and career, the district began a journey to transform itself. During the next four years it implemented an array of school and district improvement strategies and initiatives to accomplish the Plan's twenty three goals.

For the 2012-2013 school year, the district identified seven transformation objectives aligned with *Bright Futures* and developed a system-wide plan to further sharpen its focus. The objectives were intended to build healthy school cultures, redesign critical processes and procedures, build capacity among staff at all levels, implement a robust assessment system, develop a performance-based teacher and administrator evaluation system, implement high impact academic interventions for low performing students, and implement the new State Common Core Standards. Research-based strategies and interventions implemented to meet these objectives have resulted in improvements in academic and process outcomes, including:

- The district's graduation rate using the cohort method for the 2013 graduating class grew to 72.1% as compared to 66.4% in 2012, 64.3% in 2011 and 50.4% in 2010.
- The district has achieved its highest score ever for first-time takers of the High School Proficiency Assessment (HSPA) with increases in proficiency for both language arts literacy (LAL) and mathematics.
- HSPA LAL scores grew from 59.5% in 2011 to 66.4% in 2012 to 71.8% in 2013 with 88.6% of general education students at or above proficient.
- HSPA mathematics scores have increased from 30.9% in 2011 to 46.6% in 2012 to 49.7% in 2013 with 60.7% of general education students at or above proficient.
- Percentage of graduates who have been accepted to and plan to attend a 2 or 4 year college/university has grown to 70.8% in 2013 from 55.9% in 2011.
- The percentage of students in Grades 3-8 performing at or above proficient in language arts increased from 35.5% in 2010-11 to 40.1% in 2012-13, from 49.1% to 52% in mathematics and from 58.7% to 61.2% in science.
- The district's average daily attendance rate for elementary students has increased from 93% in 2011-12 to 94.6% in 2012-13 which included a 3.8% increase in our high schools from 85.2% to 89%.

For the 2013-2014 school year and beyond, the district will continue to implement research-based school improvement practices and strategies that will continue to generate increased outcomes while sustaining current increases. It will also address other critical areas in need of improvement including its Special Education and English Language Learners programs, updating and revising the strategic plan, maintaining fiscal stability, and developing a long-term facilities plan.

Bright Futures: The Strategic Plan for Paterson Public Schools 2009-2014

Overview

Vision and Mission

The City of Paterson and the Paterson Public Schools possess enormous strength and much potential. In addition to the positive attributes noted earlier, present in the city is a strong entrepreneurial spirit; robust and post secondary institutions; resourceful community organizations and faith institutions; and a strong will to rise above its challenges. This gave rise to the development of the district's vision to become a state leader in educating urban youth supported by a college ready mission to prepare all students to be successful in the college or university of their choosing and in their chosen career.

Supporting the vision and mission are the following core beliefs:

- The core business of schools and the school district is teaching and learning, which drive all decisions and activities in the district;
- All children can achieve at high levels and it is the responsibility of educators to create environments for student learning to occur;
- Effective instruction makes the most difference in student achievement;
- All staff must be committed to children and to the pursuit of high student achievement;
- All schools must be safe, caring and orderly to enable teachers to teach and students to learn; and
- Only through collaboration with and engagement of community organizations, institutions, agencies, and families can the district realize its vision and mission.

District Priorities, Goals, and Strategies

Realization of our vision and mission requires nothing short of transforming the district.

1. **Effective Academic Programs:** All academic programs are research based and driven by student outcomes.
2. **Safe, Caring, and Orderly Schools:** All schools are safe to enable teachers to teach and students to learn.
3. **Family and Community Engagement:** District and school staff involve, engage, and collaborate with families and community institutions, organizations, and agencies to improve student outcomes.
4. **Efficient and Responsive Operations:** District office divisions and departments support the district and school's core business and is responsive to the needs of all staff, students, parents, and community.

Twenty-three measurable goals and numerous school improvement strategies are aligned with each priority (*see Illustration 2*). These priorities, goals, and strategies are intended to create an aligned instructional system, build capacity among teachers and principals, create a strong district-level support system, and involve parents and community partners.

Illustration 2: Bright Futures Priorities, Goals, & Strategies

Priority I: Effective Academic Programs

Goal 1: Increase Student Achievement

- Aligned instructional system
- Extended learning opportunities
- High quality teachers in each classroom
- Restructure schools
- Evaluation of academic programs

Goal 2: Create Healthy School Cultures

- Effective Schools Initiative
- Attendance and truancy initiative
- Student government associations

Goal 3: Improve Graduation Rate, Reduce Dropout Rate

- High school renewal initiative
- District-wide pre-K-12 progression plan

Goal 4: Improve Internal Communication

- Internal communication plan
- Teachers' Roundtable
- Principals' Roundtable
- Students' Roundtable
- Student forums

Goal 5: Progression Planning For School and Administrative Positions

- Principals' and Assistant Principals' preparation program

Goal 6: Increase Academic Rigor

- Gifted and talented program
- Honors and advanced placement
- International Baccalaureate program

Goal 7: Professional Development (teachers and administrators)

Priority II: Safe, Caring and Orderly Schools

Goal 1: Create Schools with Healthy School Cultures and Climates

Goal 2: Improve Student Discipline

- Review and revise student code of conduct
- Expand alternative schools
- In-school suspension programs
- Professional development (classroom management)

Goal 3: School Uniforms (elementary/middle)

Goal 4: Student Advisories

Goal 5: Character Education

Goal 6: Review and Revise Student Assignment/School Choice Plan

Goal 7: Facilities are clean and safe and meet 21st century learning standards

Priority III: Family and Community Engagement

Goal 1: Create Family and Community Engagement Plan

- Parent/teacher organizations in each school
- District-wide PTA/PTO council
- Ad hoc community-based committees and task forces
- Annual community forums

Goal 2: External Communications Plan

Goal 3: Customer Service Focus (Schools)

- Professional development for all staff
- Translation and interpretation services

Goal 4: Partnerships with Community Organizations, Agencies, and Institutions

- CEO roundtable
- Roundtable for institutions of higher education
- Faith-based initiatives

Goal 5: Full Service Schools (Community Schools)

Goal 6: Parent Education

Priority IV: Efficient and Responsive Operations

Goal 1: Increase Accountability for Performance

- Revise performance appraisal system
- Periodic assessment of services
- Team building at all levels
- Revamp operational procedures
- Automate administrative functions
- Whistle-blowers box

Goal 2: Customer Service Focus

- Improve internal communications
- Improve responsiveness to current and emergent needs district-wide
- Professional development in best practices for operational functions
- Suggestion box (online and at district office)

Goal 3: Increase Capacity

- Reorganize and restructure district administration
- Professional development
- Update technology and instructional applications

Accomplishments:
2009-2012 School Years

Since the development of Bright Futures, the district has aggressively implemented many of its strategies, such as:

1. Transformed (reorganizing and re-staffing) its large comprehensive high schools into autonomous small schools (Eastside and John F. Kennedy High Schools).
2. Restructured and re-staffed its lowest performing elementary schools (Schools 4, 6, & 10).
3. Converted all high schools into "thematic schools of choice" (All incoming ninth graders and tenth graders choose the high school they attend).
4. Created three full service community schools (Schools 4, 5, & New Roberto Clemente).
5. Reorganized and re-staffed district operational divisions (finance, human resources, and facilities).
6. Established Parent/Teacher Organizations in each school.
7. Created the state's first curriculum based student operated credit union.
8. Reduced audit exceptions and resulting recommendations resulting from external fiscal audits conducted annually for the past three years and brought stability to the district's fiscal operation.
9. Scored 88 points on for the governance DPR on the two most recent QSAC reviews conducted by the Executive County Superintendent and his team.
10. Created a continuum of Alternative Education schools and services to meet the needs of students for whom traditional high schools were not meeting their unique and special needs.
11. Implemented the new Common Core Standards and Expectations to grades K-2.
12. Created and implemented a new Learning Walk protocol, including rubrics aligned to the new state Common Core.
13. Acquired grant funding to support school improvement initiatives:
    a. Promise Community Grant to support Full Service Community Schools - $2.3 million
    b. Affordable Care Act Grant for School-Based Health Centers in full service schools - $500,000.
    c. Talent 21 grant to support technology initiatives - $2.2 million.
    d. School Improvement Grants (SIG) for Schools 4 & 10 - $12 million

These and other changes have contributed to improvements in student academic outcomes.

1. The district has achieved its highest score ever for first-time takers of the High School

Proficiency Assessment (HSPA) with increases in proficiency for both language arts literacy (LAL) and mathematics.

2. HSPA LAL scores grew from 59.5% in 2011 to 66.4% in 2012 to 71.8% in 2013 with 88.6% of general education students at or above proficient.
3. HSPA mathematics scores have increased from 30.9% in 2011 to 46.6% in 2012 to 49.7% in 2013 with 60.7% of general education students at or above proficient.
4. The district's graduation rate using the cohort method for the 2013 graduating class grew to 72.1% as compared to 66.4% in 2012, 64.3% in 2011 and 50.4% in 2010.
5. Percentage of graduates who have been accepted to and plan to attend a 2 or 4 year college/university has grown to 70.8% in 2013 from 55.9% in 2011.
6. The percentage of students in Grades 3-8 performing at or above proficient in language arts increased from 35.5% in 2010-11 to 40.1% in 2012-13, from 49.1% to 52% in mathematics and from 58.7% to 61.2% in science.
7. Our preschool programmatic scores increased from 5.16 (2010-2011) to 5.66 (2012-2013) on the Early Childhood Environmental Rating Scale-Revised (ECERS-R), a programmatic assessment instrument utilized by the NJDOE statewide evaluation designed to measure the overall quality of both the overall classroom environment and program quality.

District Transformation Initiatives: 2012-2013

For the 2012-2013 school year, the school instituted additional steps to accelerate improvements in academic and non-academic outcomes. In the spring of 2012, the district identified additional school and district improvement objectives and strategies to accelerate increases in student academic outcomes. Aligned with *Bright Futures*' goals, the objectives were:

- 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
    - District administrators and supervisors

School improvement strategies aligned with each objective are noted in Illustration 3.

Illustration 3: District Transformation Initiatives

Comprehensive Assessment System	Common Core	Healthy School Culture	Capacity Building	Teacher / Principal Evaluation	High Impact Interventions	Process Redesign
Star Math & ELA	Univ. of Pittsburgh IFL	Effective Schools	Univ. of Pittsburgh IFL	Focal Point	Innovation Zone	APQC
PARCC	Model Curriculum	Principal's Autonomy	K-3 Literacy Initiative		RAC	
			School/District Restructuring		End Social Promotion	
			Special Education Restructuring		Attendance Initative	
			ELL Restructuring		Graduation Enhancement	
					NJPBSIS	

A Comprehensive and Robust Interim Assessment System

Consistent with state requirements, the district annually administers the New Jersey Assessment of Skills and Knowledge (NJASK) to all students in grades three through eight. Similarly, the High School Proficiency Assessment is administered to students in grade eleven. Fourth and eighth graders in the district participate in the state's science testing, and students enrolled in Algebra I participate in Algebra I testing.

Among the strategies for improving student achievement in the district is frequent and regular use of interim assessment. This is accomplished through formative assessments that are administered to monitor student academic growth and 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 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 tests using computers in their school once each nine-week grading period.

STAR assessments are aligned to the Common Core State Standards and state-specific

standards so teachers can assess standards 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 adequate yearly progress and proficiency targets so teachers can intervene early.

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** for response to intervention state test performance, to show if a student is on track to reach proficiency or in need of intervention.

- **Tools** such as Core Progress learning progressions for math and reading and Student Growth Percentile measurements

In September 2011, The Paterson Public School District engaged Renaissance Learning to begin utilization of the Star Assessment System (Star Reading and Star Math) in grades K-12. The tests are administered to all students once in each nine-week grading period.

Critical-Thinking Aptitude Tests

At the high school level, the Paterson Public School District annually administers the Preliminary Scholastic Aptitude Test (PSAT) to all students in grades 9, 10, and 11. The PSAT/NMSQT measures critical reading skills, math problem-solving skills, and writing skills

At the elementary level, Paterson's Gifted & Talented Academy utilizes The Test of Critical Thinking (TCT) to assess critical thinking in students in grades 6, 7 and 8. The TCT is based theoretically on aspects of the Delphi Report (Facione, 1990a) and especially Paul's (1992) model of reasoning, specifically Paul's eight elements of thought. The TCT consists of ten short stories or text scenarios, each of which is followed by several multiple choice questions that require students to employ critical thinking, rather than reading comprehension skills, to select correct responses.

PARCC

In the spring 2015, New Jersey's NJASK and HSPA will be replaced by a standard set of K-12 assessments in English Language Arts and Mathematics developed by The **Partnership for Assessment of Readiness for College and Careers** (PARCC). These new summative assessments will measure readiness and mark progress toward the goal of college and career readiness, beginning in 3rd grade through 11th grade. The content of these assessments is based on what it takes to be successful in college and careers in

the future. The assessments will enable teachers, schools, students, and their parents to gain important insights into how well critical knowledge, skills and abilities essential for students to thrive in college and careers are being mastered. The PARCC assessments will also coincide with the full range of the Common Core State Standards roll-out, to ensure that the standards are present in classrooms.

The PARCC assessment will contain two summative components – a performance-based assessment (PBA) and an End-of-Year Assessment (EOY). The PBA portion will be administered when approximately 75 percent of the school year is complete (February-March). ELA students will analyze and write about a text, whereas in the mathematics section, students will apply skills, concepts and understandings to solve problems. The EOY portion will be administered when approximately 90 percent of the school year is complete (April-May). The EOY will focus on reading comprehension for ELA and innovative problem solving for math. The assessments will provide teachers and schools with timely information to inform instruction and provide student support.

PARCC assessments will be fully administered in spring 2015, where schools will have a maximum of 20 school days to administer the PBA and a maximum of 20 school days to administer the EOY. Field testing for the PARCC assessments will begin in spring 2014. There are 26 schools in Paterson that will be field testing the PARCC assessments in spring 2014.

Paterson Public Schools- PARCC Field Testing	
Grades	Number of Classrooms for Each Grade
3	8
4	11
5	10
6	14
7	8
8	10
9	6
10	10
11	2
Algebra II	6
Geometry	4
Total Classrooms	89

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 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, regardless of where they live.

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.

Model Curriculum

To assist districts and schools with implementation of the Common Core State Standards and New Jersey Core Curriculum Content Standards, The New Jersey Department of Education provides a "model" that serves as an example from which to develop or align their curriculum and/or a product they can implement. Each unit contains targeted student learning objectives (SLOs) that explain what students need to know and be able to do within the unit. The six-week formative assessments included in the model curriculum help clarify the level of rigor expected from the standards and provide a great set of assessment tools that are often difficult for districts and schools to create on their own.

The Paterson Public School District initially used the model curriculum for English/language arts

and developed its own aligned curriculum for mathematics. More recently, the district has aligned its K-12 curriculum in English/language arts to the new Common Core State Standards.

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 2011-2012 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
9. Learning as an Apprenticeship

The IFL is currently providing services and support to the Paterson Public Schools for accomplishing the following goals, which are critical to accomplishment of Priority 1, Effective Academic Programs, of *Bright Futures: the Strategic Plan for Paterson Public Schools, 2009-2014*:

1. Improve the quality of teaching and learning for all students in the PPS, starting in 2011-2013 with teachers, coaches, and school leaders of 25 schools in Unit 1, adding staff from 10 additional Unit 1 schools in 2012-2013, and expanding to all Unit 1 and selected Unit 2 teachers and coaches of specific subjects at specific grade levels in 2013-2014.

2. Ensure that high quality support for English Language Learners is embedded in the core instructional program.
3. Develop capacity district-wide for the development and effective use of high quality curriculum and formative assessments that are aligned to existing New Jersey Core Curriculum Content Standards, the new Common Core State Standards (CCSS), and the emerging work of the Partnership for the Assessment of Readiness for College and Careers (PARCC).

The strategy and implementation plan for accomplishing these objectives has evolved based on the district's system-wide capacity, PPS data related to student achievement, IFL's System-Wide Instructional Improvement Framework, and the availability of IFL resources. The intent is to collaboratively design and implement a powerful, system-wide strategy that engages district and school staff in the work of improving student learning, while at the same time developing the instructional program coherence, and the organizational, human, and social capacity required to take this work to scale in the 3-5 years to follow.

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.
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.
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 program 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.
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.

Principals' Autonomy

In the spring 2011, the district instituted steps to increase principal's autonomy by affording them more control in the hiring of their teachers and other instructional staff. Additionally, a principal's ability to remove ineffective teachers from schools is enabled by the use of an aggressive performance-based evaluation system that is linked to student achievement. The district has further enhanced a principal's autonomy by implementing a "no forced placement" policy.

Capacity Building

Pre-K Through Grade 3 Literacy Initiative

During the 2012-2013 school year, the Paterson Public School district continued to strengthen its early childhood programs to provide each child with high quality learning experiences in grades pre-K through 3. A plan was created to develop an early learning system in Paterson that provides every student with access to consistent quality standards and a solid foundation for academic success. The plan aims to offer children and families from pre-school through third grade a common road map and unified goals.

Thirty-six hundred three and four year old students are enrolled in provider settings and in-district pre-school programs. One strategy is to relocate students in private providers that are not meeting

district and staff standards and expectations to programs and schools that are meeting these expectations. To that end, in September 2012, ten classrooms opened at St. Mary's school providing 150 seats for three and four year olds and two classrooms opened at School 24 providing thirty additional seats. In 2013, an additional ten pre-school classrooms were added to three priority schools (schools 6, 10, and 28) and our collaboration with Head Start will be expanded.

Additional strategies implemented for students grades pre-k through grade 3 include:

- Providing skills aligned to the domains of children's development: cognitive, social/emotional, and physical.
- Using a curriculum which encompasses the New Jersey Department of Education's K-3 Teaching and Learning Expectations. These expectations, along with the Common Core State Standards are the foundation of curriculum development and implementation with the emphasis on the development of children's thinking, reasoning, decision making, and problem-solving abilities.
- Offering Literacy Instructional Blocks (120 minutes) to help ensure Language Arts experiences in early childhood concentrate on foundational skills including: print concepts, phonological awareness, phonics and word recognition, and fluency.
- Providing reading comprehension, writing, speaking and listening opportunities, and language goals integrated in content areas.
- Providing young children with extensive exposure to high quality text and opportunities to transfer and practice reading and decoding skills is a necessary for success in later grades.
- Ensuring that classrooms that have various reading materials on multiple levels to scaffold students reading.
- Integrating Social Studies experiences to assist the early learner to develop an understanding of people and how they relate to others and the world around them, themselves, their families, and their communities through interdisciplinary and thematic lessons.
- Integrating science curriculum that is interdisciplinary and thematic. Early learners are encouraged to wonder "what will happen if" and test possibilities demonstrating cause and effect. The integration of the arts, health and physical education in early learning.
- Integrating art and music with other academic subjects with the purpose of developing skills, exploring roles, assessing learning and understanding concepts.

As we continue to strengthen our early learning system our work with Paterson Reads, a community collaboration of the Paterson Alliance, the Paterson Education Fund and other community agencies will provide opportunities to enhance and improve Summer Learning, Reading on grade level by third grade

and attendance for our youngest students. Paterson Reads has expanded the Paterson Public library summer reading program offering students more books, reading circles and literacy activities during the summer, works with New Jersey Reach out and Read to identify Paterson pediatricians and funders to implement "Reach Out and Read", which provides reading assistance books for each child at their well child visit and continues their efforts to implement Breakfast After the Bell to help increase on time attendance at designated elementary schools.

School/District Restructuring

During the four years since 2009, the district has restructured a number of elementary and high schools. Schools identified for restructuring typically were not meeting academic targets or had pervasive staff or discipline challenges that otherwise impeded progress. Specific changes that occurred included a combination of changes in:

- leadership and administrative structure;
- faculty and staff;
- students;
- grade configuration; and
- curriculum and instructional approaches, including the addition of thematic or special programs.

In most instances the schools were closed and reopened as a newly configured school with a new principal, new faculty, new students, and often new instructional programming. During the 2012-2013 school year, the district restructured schools 11, 15, 28, and New Roberto Clemente. New programs included an Academy for the Gifted & Talented at School 28, a Newcomers program at School 11 for non-English speakers new to the district, a middle school at New Roberto Clemente, and a newly configured K-5 elementary school at School 15.

Previous to last year, the district restructured and re-staffed its high schools into autonomous small thematic choice schools and reconfigured and re-staffed three of its elementary schools.

Special Education Restructuring

Although the district has experienced significant improvements in academic gains in recent years, significant achievement gaps remain among subgroups. This includes, but is not limited to special education. For this and other reasons, the district engaged *The Center for Research and Evaluation on Education and Human Services* (CREEHS) at Montclair State University to conduct a comprehensive evaluation of its special education programs and services which began September 2011.

As requested, the resulting evaluation report identified several significant findings and areas in need

of improvement. Chief among the findings was that proficiency rates on state achievement tests are particularly low for students with disabilities and that students receiving special education services are also less likely to graduate high school in four years, more likely to drop out of school, and more likely to be suspended than are those who do not receive special education services.

Numerous recommendations for improvements were forwarded including (but not limited to):

- An integrated "one-world" district-wide plan, philosophy, and vision should be developed to address the current separation between general and special education and allow for the provision of consistent and effective services across schools;
- A coordinated organizational and supervisory structure, including clear roles and responsibilities for each position, should be developed and disseminated to clarify staff expectations, improve communication, and streamline processes;
- Effective transitional counseling should be provided for students moving from school to school and from high school to post-secondary life;
- Ongoing, coherent professional development should be provided to all teachers regarding best practices for teaching students with diverse needs, including those with and without disabilities;
- Comprehensive and ongoing training and support should be provided to building administrators regarding best practices for teaching students with diverse needs and for administrating special education services, including compliance to state and federal regulations; and
- An integrated and cohesive data system is needed to coordinate and share data across departments and schools and to allow for ongoing monitoring of program success.

An implementation plan for the recommendations was developed during the 2012-2013 school year and is currently being implemented.

Restructuring Programs for English Language Learners (Bilingual)

Among the student subgroups for whom significant achievement gaps exist are English Language Learners or students with Limited English Proficiency. To better align bilingual instruction with state and local initiatives and bring about needed academic and programmatic improvements, the district engaged the University of Pittsburgh Institute for Learning (IFL) to conduct a review of the education program for the district's English Language Learners (ELLs). Of particular interest was making improvements to its instructional core – how students learn and teachers teach, and how the teacher's work affects student learning.

To this end, this report: (1) describes the service delivery educational system for ELLs in Paterson;

(2) delineates the management of programs for ELLs, its central functions as well as the school-based responsibilities and authority; (3) lists Paterson's observed assets and the challenges facing Paterson administrators and teachers in improving educational outcomes for ELLs; (4) describes the district's readiness to provide ELLs access to the Common Core State Standards (CCSS); and (5) provides a list of recommendations intended to improve the education of English Learners.

As noted in the evaluation report, to bring coherence and a robust program design for Paterson ELLs, the following recommendations are offered:

- Develop a clear vision and set of beliefs, accompanied by a theory of action that is grounded in research-based practices for the education of ELLs so that they can be college-ready;
- Develop an organizational structure to support the vision and program. Coherence is at the center of this request;
- Appoint a permanent leader to the Bilingual/ESL Department as part of this organizational structure;
- Design a research-based program of instruction for ELLs that will provide continuity of service to ELLs and can be resourced by the district;
- Ensure that teachers are knowledgeable about pedagogy, supports, rituals, and routines for supporting ELLs. Teachers and principals need intensive professional development on how to help ELLs access the CCSS through best practices for English Learners;
- Provide EL students with resources that will give them access to the CCSS. The materials and texts provided to them must meet the CCSS requisites regarding grade level and complexity;
- Set up a communication mechanism for stakeholder input with central leaders; and
- Recognize that parents of ELLs have a voice in their children's education and some have much to say regarding the quality of education they think students are currently receiving.

The University of Pittsburgh/Institute or Learning

(Please see Common Core Standards section on page 18)

Teacher And Principal Evaluation Systems

Focal Point

Since 2010, the New Jersey Department of Education has been working to improve educator evaluation and supports. These efforts included a two-year pilot that involved more than 15,000 teachers and

principals. Building on this work, New Jersey's 2012 TEACHNJ Act now mandates many requirements for the new statewide educator evaluation system and links tenure decisions to evaluation ratings. On September 11, 2013, the State Board approved regulations outlining specific evaluation policies for 2013–14 which is the first year of full statewide implementation of this new system, AchieveNJ.

As a result, all school districts in New Jersey are required to adopt and implement evaluations systems for principals and teachers that are approved by the Department of Education. Paterson has selected Focal Point's teacher and principal evaluation instruments. These instruments help guide observers as they identify key components of effective teaching, ensure that a teacher's practice is evaluated consistently, and that teachers are receiving meaningful feedback.

All administrators and teachers have been trained on the new systems. Teacher training has also focused on curriculum alignment/instructional strategies and the teacher evaluation performance rubric. In addition, in September 2012, a crosswalk tool and process was introduced district-wide to help prepare staff for full implementation in September 2013.

Attributes or components of the new administrator and teacher evaluation systems include:

- New instruments and processes;
- Consideration of student academic performance;
- Aligned instructional system (standards, curriculum, assessment, & professional development);
- Performance criteria for teachers
    - Preparation for instruction
    - Use of data to inform instruction
    - Delivery of instruction
    - Interventions to meet diverse needs
    - Classroom environment
    - Leadership
    - Professionalism

- Performance criteria for administrators
    - Leadership
    - Instructional Program
    - Staff Development
    - Effective Management
    - Professional Responsibilities

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 is intended to describe high impact strategies implemented in the district. Initiatives that provide structures through which these strategies were chosen or designed are also included or referenced. They are the Paterson Innovation Zone, Regional Achievement Centers (RAC), New Jersey Positive Behavior Supports in Schools (NJPBSIS), and High School Renewal.

Paterson Innovation Zone

In 2010-2011, the district took a major step toward accelerating improvement in academic and non-academic outcomes with the creation of The Paterson Innovation Zone. The aim of the initiative is to accelerate achievement by creating an aligned instructional system, building capacity among teachers and principals, creating a strong district-level support system, and involving parents and community partners. Schools involved in this endeavor the first year included twelve of the district's lowest performing elementary schools, one of its highest performing elementary schools, three of its lowest performing high schools, two of its highest performing high schools, and one local charter school. All of the schools together comprised one administrative unit under the supervision of an Assistant Superintendent for Administration.

All Zone schools are held accountable for operating consistent with district policies, procedures, and academic and non-academic expectations. In addition, Zone schools:

1. Employ the "managed instruction" theory of action.
2. Benchmark and set academic targets: analyze test scores and establish academic and non-academic performance targets for district identified indicators of success.
3. Implement with fidelity the University of Pittsburgh's *Principles of Learning* instructional model to build capacity among teachers and administrators.
4. Participate in targeted and focused professional development by the Institute for Learning for teachers and administrators.
5. Implement with fidelity the Paterson Effective Schools' Model.
6. Pilot implementation of the national Common Core Standards.
7. Pilot the district's performance-based assessment and pay systems.

The primary approach used in these schools was and continues to be:

1. Establishing strategic direction and academic targets for the school and classes.
2. Using assessment data to identify students' academic strengths and weaknesses.
3. Developing lesson plans and provide professional development to teachers and principals on effective instructional practices.
4. Delivering rigorous instruction to all students.
5. Re-assessing students (interim assessments) to measure progress.

For the 2012-2013 school year, the Innovation Zone was re-conceptualized and re-organized to include the district's six elementary priority schools, fourteen focus elementary schools, and four focus high schools, each of which implements the Regional Achivement Center Approach.

Regional Achievement Centers

Through New Jersey's waiver from provisions of the Elementary and Secondary Education Act (ESEA), the New Jersey Department of Education developed a new school accountability system to replace certain provisions of No Child Left Behind. One outcome of the waiver is the identification of priority, focus, and reward schools in the state. A Priority School is one "that has been identified as among the lowest-performing five percent of Title I schools in the state over the past three years, or any non-Title I school that would otherwise have met the same criteria. A Focus School is a school that has room for improvement in areas that are specific to the school such as low graduation rates or within-school achievement gaps. Reward Schools are those with outstanding student achievement or growth over the past three years. As previously mentioned, Paterson includes six priority schools and 18 focus

schools.

A second outcome of the waiver is the creation of Regional Achievement Centers (RAC). RACs represent a new system of seven field-based centers that are charged with working with school districts on making improvements in New Jersey's Priority and Focus Schools. RAC staff partner with Priority and Focus Schools to execute comprehensive School Improvement Plans aligned to the eight turnaround principles that are:

- **School Leadership:** The principal has the ability to lead the turnaround effort
- **School Climate and Culture:** A climate conducive to learning and a culture of high expectations
- **Effective Instruction:** Teachers utilize research-based effective instruction to meet the needs of all students
- **Curriculum, Assessment, and Intervention System:** Teachers have the foundational documents and instructional materials needed to teach to the rigorous college and career ready standards that have been adopted
- **Effective Staffing Practices:** The skills to better recruit, retain and develop effective teachers and school leaders
- **Enabling the Effective Use of Data:** School-wide use of data focused on improving teaching and learning, as well as climate and culture
- **Effective Use of Time:** Time is designed to better meet student needs and increase teacher collaboration focused on improving teaching and learning
- **Effective Family and Community Engagement:** Increased academically focused family and community engagement

In addition to school improvement initiatives and strategies created and implemented by the district during the 2012-2013 school year, the following RAC financed interventions were instituted in priority and focus schools.

- Onsite school-based supervisors in priority and focus schools.
- Teacher mentor leaders in priority schools (language arts, mathematics, data, climate and culture).
- Teacher mentor of professional development and data analysis in focus schools.

In addition to mentor teachers, school-based supervisors will be assigned to focus and priority elementary schools. The role of a school-based supervisor is two-fold: 1) to bring a higher level of support to principals and teachers, and 2) to bring a stronger and deeper level of pedagogy and increase

content knowledge of priority and focus schools' staff.

End Social Promotion

Prior to the 2011-2012 school year, district policies, procedures and expectations for promotion or retention from one grade to the next, were not executed with fidelity. The result was "social promotion" district-wide. This problem was especially problematic for students in grades Kindergarten through eight.

During the 2011-12, the Superintendent declared an end to social promotion by:

- Enforcing the district's policies and procedures on promotion and retention;
- Requiring a summer academic program to students who failed to meet performance targets during the school year; and
- Requiring that if academic targets are not met by the end of the summer program, students would be retained in the same grade.

The summer program includes intensive instruction in math and/or language arts. During the summer of 2012, more than 2000 students in grades Kindergarten through eight participated in the program and more than 95% met their targets and were promoted to the next grade.

Attendance Initiative

Research has shown that a student's attendance is directly correlated to his or her student achievement. Although our district's attendance rates have been maintained at a 91-93% average over the past few years, attendance in high school is below 90% and there are too many chronically absent children throughout all grade levels. Recognizing that future funding will depend partly on the district's average daily attendance, the district has embarked on an attendance initiative which began with the establishment of a committee charged with the review of the district's practices and procedures, as well as past attendance history and trends. The committee's work has led to the collaboration with outside organizations on a district-wide attendance campaign. Additionally, the district's internal attendance staffing model is being reviewed and revised in order to more efficiently monitor and address daily student attendance – particularly for those students who are chronically absent.

Graduation Enhancements

Among the high impact interventions implemented across the district to accelerate the achievement of academic and non-academic outcomes for all students, many focused specially on high schools and high school students. The aim was not only to improve performance on the High School Proficiency

Assessment (HSPA), but to improve the graduation rate, Implementation, drop-out rate, college acceptance and admissions rates, and parent engagement. Among the strategies are:

- District driven intensive mathematics intervention for teachers and students;
- Focus on students on the cusp;
- Transcript Reviews for all seniors and their parents (all central office administrators team with high school counselors including all supervisors, directors, assistant superintendents and the Superintendent)
- HSPA Prep classes
    - Saturday, afterschool, boot camp, marathons, etc.
    - Plato Learning
    - Ipad tool intervention
    - Heightened awareness and focus (students, staff, & parents)
- SAT Prep classes
- Focused learning walks
    - Focal Point
    - IFL
- Special Education Inclusive Programming
- Graduation enhancement strategies
    - Credit recovery program
    - Twilight program (night school)

NJPBSIS (Positive Behavior Support in Schools (PBSIS)

The purpose of the PBSIS initiative is to build capacity to support the social-behavioral needs of all students, including students with disabilities. NJPBSIS provides school staff with training and technical assistance to create environments that encourage and support pro-social student behavior at the school-wide, classroom, and individual student levels using current, research validated practices in positive behavior support. In doing this, school staff are better prepared to positively and proactively address the individualized behavior support needs of all students, including students with disabilities, engaging in repeated behavior issues.

Four focus and priority schools in the Innovation Zone (Schools 5, 6, 13 and NRC) received initial

PBSIS training in 2012-2013, and will begin Level 2 training in 2013. These schools will have a school-wide instructional event that teaches/reinforces the school-wide expectations, introduces the recognition system and celebrates students and staff. The Universal Team, which consists of 6-10 designated people, including a parent, was established and developed an Office Conduct Referral Process, which will be implemented in the 2013-2014 school year. The I&RS team will implement a function-based problem-solving process to develop interventions for students who engage in repeated unacceptable behaviors. The child study teams will use the function based problem solving process to develop behavior intervention plans for students with disabilities. Data will be collected to support on-going interventions.

Moving forward to the 2013-14 school year, an additional 20 focus and priority schools including the alternative high schools will begin training in the PBSIS model.

Process Redesign

American Productivity and Quality Center (APQC)

"Productivity and quality improvement is a race without a finish line." Effective school systems have well defined, well executed processes and procedures associated with critical operational functions. APQC, one of the world's leading proponents of best practices and knowledge management research, has been working with the district over the past two years in redesigning, implementing, and sustaining processes that will provide a transformational support system for all schools and academic programs.

Previous to the 2012-2013 school year, APQC guided the district in redesigning processes and procedures in finance, curriculum, human resources, assessment, and school choice. This year, APQC worked with the district on refining processes and procedures in key administrative areas: Central Registration, Management Information Systems, Human Resources, Facilities and Transportation. Some of the outcomes of this work included:

- Savings of over $2 million in one school year;
- Shortened administrative processing timelines by days, even weeks; and
- Improved customer satisfaction.

Accomplishments: 2012-2013 School Year

Process & Fiscal Outcomes

Since the development of Bright Futures, the district has aggressively implemented many of its strategies, such as:

1. Revised teacher & administrator evaluation systems;
2. Conducted professional development to build capacity among principals and staff;
3. Re-assigned principals to accomplish a more effective "goodness of fit" to improve student achievement;
4. Trained and continued to implement the new Common Core State Standards;
5. Implemented academic interventions for students performing below proficient in mathematics and/or language arts literacy on NJASK and HSPA;
6. Restructured elementary schools:
   a. Opened Gifted & Talented Academy (at School 28);
   b. Opened Newcomers School (at School 11);
   c. Opened new middle school – grades 6-8 (New Roberto Clemente);
   d. Restructured School 15 from grades K-8 to a pre-K-grade 5 elementary school; and
   e. Added in-district pre-K classes (Madison Avenue, School 24, St. Mary's Early Learning Center);
7. Created pre-kindergarten through grade 3 literacy initiative;
8. Ended social promotion; implemented mandatory summer school to advance to next grade;
9. Revised district's Safety & Security Plan;
10. Developed and began implementing Internal & External Communications Plan.

11. Auditor's Management Report (AMR) of the 2012/2013 school year resulted in no significant findings or material weaknesses to report. Auditors commended district's Business Office.
12. Acquired grant funding to support district initiatives:
    a. 21st Century Community Learning Centers Program (2012-2017) - $2,647,900;
    b. The Race-to-the-Top Phase 3 (RTTT3) to support the implementation of the revised Principal and Teacher Evaluation System - $1,271,064;
    c. HRSA: School Based Health Center Capital Program for School 6 & School 15 (2012-2014) - $500,000;
    d. Lowe's Community Improvement Grant for School 4 - $100,000;
    e. Excellent Educators for New Jersey (EE4NJ) Pilot Program Principal Effectiveness Evaluation System - $50,000; and
    f. Optimum Lightpath Grant for PANTHER academy to purchase equipment for a digital astronomy laboratory- $10,000.

Academic Results

NJASK

The district has implemented a number of strategies – from administration of Renaissance Star Benchmark Assessments for students to professional development for teachers and principals – in order to further accelerate student achievement across all elementary schools.

The district has witnessed growth in every demographic group over the last year. In particular language arts and mathematics scores for our general education students Grades 3-8, are the highest they have been in the last 3 years. Additionally, Special Education and Limited English Proficient students have made notable improvement in every area especially in Science.

Other results include:

- The percentage of students in Grades 3-8 performing at or above proficient in language arts increased from 35.5% in 2010-11 to 40.1% in 2012-13, from 49.1% to 52% in mathematics and from 58.7% to 61.2% in science.

Percentage of Students in Grades 3-8 Proficient and Advanced Proficient in Language Arts, and Mathematics And Science			
	2012	2013	
	Language Arts		
Demographic Group	% Proficient & above	% Proficient & above	2012/2013 +/-
Total Students	38.1%	40.1%	+2.0%
General Education	47.1%	50.0%	+2.9%
Special Education	10.8%	11.9%	+1.1%
Limited English Proficient	23.1%	21.8%	-1.3%
	Mathematics		
Demographic Group	% Proficient & above	% Proficient & above	2012/2013 +/-
Total Students	51.0%	52.0%	+1.0%
General Education	60.2%	62.4%	+2.2%
Special Education	21.5%	21.3%	-0.2%
Limited English Proficient	40.1%	38.3%	-1.8%
	Science		
Demographic Group	% Proficient & above	% Proficient & above	2012/2013 +/-
Total Students	63.9%	61.2%	-2.7%
General Education	74.5%	72.6%	-1.9%
Special Education	34.8%	33.3%	-1.5%
Limited English Proficient	47.2%	43.2%	-4.0%

NJASK	2012	2013	
	Language Arts	Language Arts	2012/2013 +/-
Grade	% Proficient & above	% Proficient & above	+/-
3-8	38.1	40.1	+2.0
3-5	35.1	34.6	-0.5
6-8	41.1	45.4	+4.3
	Mathematics	Mathematics	
Grade	% Proficient & above	% Proficient & above	+/-
3-8	51.0	52.0	+1.0
3-5	57.9	57.7	-0.2
6-8	43.9	46.4	+2.5

HSPA

There has been an increased focus on HSPA preparation in all district high schools. The Paterson Public School District is realizing significant gains in HSPA results for first-time test takers. These results include:

- The percentage of first-time takers of HSPA performing at or above proficient in language arts literacy increased from 59.5% in 2011 to 71.8% in 2013 – a 12.3% increase in 2 years.
- The percentage of first-time takers of HSPA performing at or above proficient in mathematics increased from 30.9% in 2011 to 49.7% in 2013 – an 18.8% increase in 2 years.

Percentage of Students in Grade 11 Proficient and Above in HSPA Language Arts and Mathematics					
Language Arts Literacy	2009	2010	2011	2012	2013
Total	49.7%	51.7%	59.5%	66.4%	71.8%
General Ed.	72.3%	69.9%	76.0%	80.0%	88.6%
Special Ed.	9.7%	15.6%	23.8%	37.0%	32.6%
Limited Eng. Prof.	13.2%	22.1%	22.7%	30.0%	23.9%
TOTAL ENROLLED	783	921	982	920	975
VALID SCORES	775	897	942	889	957
Mathematics					
Total	31.9%	33.0%	30.9%	46.6%	49.7%
General Ed.	47.3%	45.1%	41.2%	58.1%	60.7%
Special Ed.	2.9%	7.3%	4.7%	13.9%	12.1%
Limited Eng. Prof.	8.2%	15.1%	8.6%	27.4%	30.4%
TOTAL ENROLLED	783	921	982	920	975
VALID SCORES	765	906	936	897	950
GRADUATION RATE		49.4%	64.0%	66.4%	NA
ATTENDANCE RATE	87.6%	87.0%	86.1%	85.2%	*89.2%

** Data reflects attendance up to May 29, 2013*

HSPA Grade 11 2003-2013 Language Arts and Mathematics Proficient and Above											
Language Arts Literacy	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013 *
Total	56.9%	54.7%	53.8%	52.6%	56.3%	49.3%	49.7%	51.7%	59.5%	66.4%	71.8%
General Ed.	73.3%	70.6%	70.4%	69.3%	74.0%	65.7%	72.3%	69.9%	76.0%	80.0%	88.6%
Special Ed.	13.6%	6.1%	9.1%	7.3%	9.3%	8.3%	9.7%	15.6%	23.8%	37.0%	32.6%
Lmtd. Eng. Prof..	10.0%	11.0%	8.1%	11.0%	11.6%	9.0%	13.2%	22.1%	22.7%	30.0%	23.9%
Total Enrolled	809	968	1020	1091	1065	841	783	921	982	920	975
Valid Scores	791	958	984	1066	1039	814	775	897	942	889	957
Mathematics											
Total	39.9%	40.4%	47.2%	45.5%	39.7%	34.2%	31.9%	33.0%	30.9%	46.6%	49.7%
General Ed.	48.5%	50.0%	58.7%	57.6%	52.4%	46.0%	47.3%	45.1%	41.2%	58.1%	60.7%
Special Ed.	4.8%	9.1%	6.8%	4.5%	1.5%	1.9%	2.9%	7.3%	4.7%	13.9%	12.1%
Lmtd. Eng. Prof.	30.7%	20.3%	26.7%	25.4%	16.1%	13.9%	8.2%	15.1%	8.6%	27.4%	30.4%
Total Enrolled	809	968	1020	1091	1065	841	783	921	982	920	975
Valid Scores	791	951	964	1064	1033	811	783	906	936	897	950

** Preliminary: 2013 Data is based on the schools "Cycle I Report"*

SAT Results

The SAT assesses students in the areas of reading, writing, and mathematics. The district focused more aggressively on SAT preparation in the 2012 school year and as a result the mean scores for critical reading and writing have increased.

SAT Mean Scores					
	2009	2010	2011	2012	2011/2012 +/-
SAT Mathematics	387	387	388	389	+1
SAT Critical Reading	367	360	362	365	+3
SAT Writing	362	360	358	365	+7

PSAT Results

The district replaced the Standard Proficiency Assessment (SPA) with PSAT in the 2011-2012 school year for all ninth and tenth grade students. The College and Career Readiness Benchmarks are included in PSAT reporting to help educators better understand how many and also which students are on track to have the skills necessary for success in college.

PSAT October 2012			
Grade	Critical Reading (CR) Score	Mathematics (M) Score	Writing Skills (W) Score
	% Acceptable & Above	% Acceptable & Above	% Acceptable & Above
9	76.3%	59.0%	50.3%
10	77.8%	61.1%	53.3%

Graduation/Drop-Out Rate

Improving the graduation rate is a critical goal for the district. A number of initiatives were put into 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 both graduation rates and the number of students enrolling in college.

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	1444	881	64.0%	85	5.9%	124	8.6%	354	24.5%
2012	1467	974	66.4%	141	9.6%	95	6.5%	257	17.5%
2013	1538	1109	72.1%	166	10.8%	98	6.4%	165	10.7%

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

***Total students entering 9th grade as a "cohort"*

Additionally, in our continued efforts to reduce the drop-out rate we have introduced the following:

- Twilight School, for our students who due to job or other obligations, need to attend school for a limited time; and
- Truancy bus was reinstituted in February 2012. For the 2012-13 school year, 682 students were returned to school.

Paterson Public Schools Post-Graduation Plans				
	2012		2013	
Category	Numbers	Percentage	Numbers	Percentage
Total Students Enrolled	1226	N/A	1290	N/A
Total Received Diploma	1060	86.46%	1145	88.76%
Four-Year College	287	23.41%	318	24.65%
Two-Year College	598	48.78%	595	46.12%
Trade/Technical/Certificated Program	96	7.83%	125	9.69%
Undecided	25	2.03%	75	5.81%
Military	25	2.03%	32	2.48%
Employment	29	2.36%	84	6.51%

Comprehensive State Review

Quality Single Accountability Continuum (QSAC)

In accordance with statutory and code requirements, the Office of the County Superintendent of Schools conducted a full QSAC evaluation of the Paterson School District in the 2010 school year and released the district's Cycle II results in September 2011.

The district maintained a score above 80% (88%) in the area of Governance for the third consecutive time. After completing and submitting a District Improvement Plan (DIP), the county office conducted an Interim Review of the district's progress in all five district performance review (DPR) areas. Listed below are the scores for the district in each of the DPR areas since its first monitoring in 2007. The most recent placement scores show that the district has achieved the state benchmark score of 80% or above in four of the five District Performance Review (DPR) areas.

DPR Areas	Cycle I Placement Full Review 7/2007	Interim Review Placement 1/2010	Interim Review Placement 12/2010	Cycle II Placement Full Review 9/2011	Interim Review Placement 2/2013
Instruction & Program	22%	28%	31%	33%	39%
Fiscal Management	41%	45%	60%	51%	80%
Operations	73%	67%	85%	70%	95%
Personnel	60%	69%	90%	53%	80%
Governance	11%	44%	88%	88%	86%

These latest QSAC scores reflect the commitment made by the district and the Board of Education to improve student achievement. The scores in Fiscal Management, Operations, Personnel, and Governance signify that the district has made systemic changes that are improving the quality of education that is being provided to our students.

Staff Attendance

In the 2012-13 school year, Paterson Public School's staff attendance rate has increased to 92.5% exceeding last year's rate by 2.5%.

Student Attendance

It is the district's goal to have a daily student attendance rate of 96% in every school. Currently, Paterson Public Schools has a three year average daily attendance rate of 92%. The district has developed a comprehensive action plan to increase student attendance. An Attendance Taskforce was convened in the fall of 2012, and subcommittee chairpersons were selected to review and make recommendations in the areas of: accountability measures, legal interventions, incentives, policy revisions, communications, and a citywide campaign.

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%

HSPA Results by High School

Academies at Eastside: Information & Technology			
	2012	2013	
	Language Arts Literacy	Language Arts Literacy	2012/ 2013 +/-
Demographic Group	% Proficient and Above	% Proficient and Above	
Total Students	47.2%	53.5%	+6.3%
General Education	68.1%	87.5%	+19.4%
Special Education	35.3%	11.1%	-24.2%
Limited English Proficient	23.5%	10.3%	-13.2%
	Mathematics	Mathematics	2011/ 2012 +/-
Demographic Group	% Proficient and Above	% Proficient and Above	
Total Students	36.4%	37.7%	+1.3%
General Education	59.6%	60.4%	+0.8%
Special Education	11.8%	12.5%	+0.7%
Limited English Proficient	21.2%	6.9%	-14.3%

Academies at Eastside: Government & Public Administration			
	2012	2013	
	Language Arts Literacy	Language Arts Literacy	2012/ 2013 +/-
Demographic Group	% Proficient and Above	% Proficient and Above	
Total Students	66.7%	96.0%	+29.3%
General Education	83.3%	95.1%	+11.8%
Special Education	83.3%	100.0%	+16.7%
Limited English Proficient	27.3%	100.0%	+72.7%
	Mathematics	Mathematics	2011/ 2012 +/-
Demographic Group	% Proficient and Above	% Proficient and Above	
Total Students	41.7%	71.0%	+29.3%
General Education	61.1%	69.4%	+8.3%
Special Education	0.0%	25.0%	+25.0%
Limited English Proficient	22.7%	100.0%	+77.3%

Academies at Eastside: Culinary Arts, Hospitality & Tourism			
	2012	2013	
	Language Arts Literacy	Language Arts Literacy	2012/ 2013 +/-
Demographic Group	% Proficient and Above	% Proficient and Above	
Total Students	59.7%	54.1%	-5.6%
General Education	74.4%	76.1%	+1.7%
Special Education	46.7%	33.3%	-13.4%
Limited English Proficient	25.0%	13.8%	-11.2%
	Mathematics	Mathematics	2012/ 2013 +/-
Demographic Group	% Proficient and Above	% Proficient and Above	
Total Students	38.2%	33.3%	-4.9%
General Education	47.7%	33.3%	-14.4%
Special Education	6.3%	6.7%	+0.4%
Limited English Proficient	46.7%	48.2%	+1.5%

HARP Academy			
	2012	2013	
	Language Arts Literacy	Language Arts Literacy	2012/ 2013 +/-
Demographic Group	% Proficient and Above	% Proficient and Above	
Total Students	93.8%	95.2%	+1.4%
General Education	95.1%	95.2%	+0.1%
Special Education	50.0%	100.0%	+50.0%
Limited English Proficient	100.0%	NA	NA
	Mathematics	Mathematics	2012/ 2013 +/-
Demographic Group	% Proficient and Above	% Proficient and Above	
Total Students	78.1%	82.5%	+4.4%
General Education	80.7%	83.9%	+3.2%
Special Education	0.0%	0.0%	0.0%
Limited English Proficient	0.0%	NA	NA

PANTHER Academy			
	2012	2013	
	Language Arts Literacy	Language Arts Literacy	2012/ 2013 +/-
Demographic Group	% Proficient and Above	% Proficient and Above	
Total Students	88.1%	85.7%	-2.4%
General Education	94.0%	88.7%	-5.3%
Special Education	55.6%	33.3%	-22.3%
Limited English Proficient	100.0%	NA	NA
	Mathematics	Mathematics	2012/ 2013 +/-
Demographic Group	% Proficient and Above	% Proficient and Above	
Total Students	53.4%	64.3%	+10.9%
General Education	58.8%	68.0%	+9.2%
Special Education	16.7%	0.0%	-16.7%
Limited English Proficient	20.0%	NA	NA

International High School and Garrett Morgan Academy			
	2012	2013	
	Language Arts Literacy	Language Arts Literacy	2012/ 2013 +/-
Demographic Group	% Proficient and Above	% Proficient and Above	
Total Students	92.2%	93.4%	+1.2%
General Education	95.4%	94.9%	-0.5%
Special Education	60.0%	87.5%	+27.5%
Limited English Proficient	80.0%	0.0%	-80.0%
	Mathematics	Mathematics	2011/ 2012 +/-
Demographic Group	% Proficient and Above	% Proficient and Above	
Total Students	76.9%	79.5%	+2.6%
General Education	79.8%	82.7%	+2.9%
Special Education	60.0%	50.0%	-10.0%
Limited English Proficient	70.0%	0.0%	-70.0%

Academies at John F. Kennedy: Architecture & Construction			
	2012	2013	
	Language Arts Literacy	Language Arts Literacy	2012/ 2013 +/-
Demographic Group	% Proficient and Above	% Proficient and Above	
Total Students	41.7%	52.0%	+10.3%
General Education	61.8%	83.4%	+21.6%
Special Education	21.1%	27.8%	+6.7%
Limited English Proficient	21.4%	12.5%	-8.9%
	Mathematics	Mathematics	2012/ 2013 +/-
Demographic Group	% Proficient and Above	% Proficient and Above	
Total Students	30.0%	42.0%	+12.0%
General Education	39.4%	62.5%	+23.1%
Special Education	20.0%	22.2%	+2.2%
Limited English Proficient	14.3%	25.0%	+10.7%

Academies at John F. Kennedy: Business, Technology & Marketing			
	2012	2013	
	Language Arts Literacy	Language Arts Literacy	2012/ 2013 +/-
Demographic Group	% Proficient and Above	% Proficient and Above	
Total Students	54.3%	46.2%	-8.1%
General Education	69.6%	80.0%	+10.4%
Special Education	29.4%	11.8%	-17.6%
Limited English Proficient	35.7%	0.0%	-35.7%
	Mathematics	Mathematics	2012/ 2013 +/-
Demographic Group	% Proficient and Above	% Proficient and Above	
Total Students	21.1%	20.6%	-0.5%
General Education	28.3%	32.4%	+4.1%
Special Education	5.6%	6.3%	+0.7%
Limited English Proficient	7.1%	7.7%	+0.6%

Academies at John F. Kennedy: Science, Technology, Engineering & Math			
	2012	2013	
	Language Arts Literacy	Language Arts Literacy	2012/ 2013 +/-
Demographic Group	% Proficient and Above	% Proficient and Above	
Total Students	66.6%	73.9%	+7.3%
General Education	81.2%	89.5%	+8.3%
Special Education	22.2%	45.5%	+23.3%
Limited English Proficient	26.1%	30.4%	+4.3%
	Mathematics	Mathematics	2012/ 2013 +/-
Demographic Group	% Proficient and Above	% Proficient and Above	
Total Students	60.0%	59.1%	-0.9%
General Education	71.9%	70.6%	-1.3%
Special Education	20.0%	27.3%	+7.3%
Limited English Proficient	36.4%	39.1%	+2.7%

Academies at John F. Kennedy: Education and Training			
	2012	2013	
	Language Arts Literacy	Language Arts Literacy	2012/ 2013 +/-
Demographic Group	% Proficient and Above	% Proficient and Above	
Total Students	57.0%	75.2%	+18.2%
General Education	70.0%	90.8%	+20.8%
Special Education	50.0%	43.8%	-6.2%
Limited English Proficient	11.1%	34.8%	+23.7%
	Mathematics	Mathematics	2012/ 2013 +/-
Demographic Group	% Proficient and Above	% Proficient and Above	
Total Students	23.3%	28.1%	+4.8%
General Education	30.0%	35.6%	+5.6%
Special Education	8.3%	0.0%	-8.3%
Limited English Proficient	11.1%	17.4%	+6.3%

Academy High School			
	2012	2013	
	Language Arts Literacy	Language Arts Literacy	2012/ 2013 +/-
Demographic Group	% Proficient and Above	% Proficient and Above	
Total Students	53.3%	47.8%	-5.5%
General Education	60.9%	80.0%	+19.1%
Special Education	28.6%	9.5%	-19.1%
Limited English Proficient	0.0%	NA	NA
	Mathematics	Mathematics	2012/ 2013 +/-
Demographic Group	% Proficient and Above	% Proficient and Above	
Total Students	30.0%	28.9%	-1.1%
General Education	34.8%	48.0%	+13.2%
Special Education	14.3%	5.0%	-9.3%
Limited English Proficient	0.0%	NA	NA

****2012 Results for Academy High School included the following Academies:*

1. Sport Business Academy

2. Public Safety Academy

****2013 Cycle I Preliminary Results for Academy High School included the following Academies:*

1. Sport Business Academy

2. Public Safety Academy

3. STARS Academy

4. Out of District Placements

Rosa L. Parks School of Fine and Performing Arts			
	2012	2013	
	Language Arts Literacy	Language Arts Literacy	2012/ 2013 +/-
Demographic Group	% Proficient and Above	% Proficient and Above	
Total Students	85.4%	90.0%	+4.6%
General Education	84.6%	91.1%	+6.5%
Special Education	100.0%	80.0%	-20.0%
Limited English Proficient	100.0%	0.0%	-100.0%
	Mathematics	Mathematics	2011/ 2012 +/-
Demographic Group	% Proficient and Above	% Proficient and Above	
Total Students	69.1%	52.0%	-17.1%
General Education	67.3%	57.8%	-9.5%
Special Education	100.0%	0.0%	-100.0%
Limited English Proficient	100.0%	0.0%	-100.0%

Alternative High School			
	2012	2013	
	Language Arts Literacy	Language Arts Literacy	2012/ 2013 +/-
Demographic Group	% Proficient and Above	% Proficient and Above	
Total Students	32.6%	29.4%	-3.2%
General Education	48.0%	55.6%	+7.6%
Special Education	13.3%	0.0%	-13.3%
Limited English Proficient	0.0%	0.0%	0.0%
	Mathematics	Mathematics	2011/ 2012 +/-
Demographic Group	% Proficient and Above	% Proficient and Above	
Total Students	8.3%	31.3%	+23.0%
General Education	15.4%	62.5%	+47.1%
Special Education	0.0%	0.0%	0.0%
Limited English Proficient	0.0%	0.0%	0.0%

****2012 and 2013 (Cycle I Preliminary Results) Results for Alternative High School included the following Academies:*

1. Silk City 2000 Academy

2. Great Falls Academy

3. YES Academy

4. Destiny Academy

Going Forward:
2013-2014 District Transformation Initiatives

During the past two decades, the Paterson Public School District has been confronted with numerous obstacles and challenges that have impeded the provision of a high quality education to its diverse student population. These challenges have ranged from a culture of low expectations to low staff capacity to poor parent and community involvement.

The 2013-2014 school year begins the fifth year of implementing the district's strategic transformation plan, *Bright Futures*. The district has accomplished nearly all of its goals and we have realized many significant improvements in student academic outcomes. However, our work is far from done. We must remain focused on our vision to be the *statewide leader in urban education* and our mission *to prepare each student to be successful in the institution of higher education of his/her choosing, and in his/her chosen profession*.

We have built a solid foundation but we must continue to realize consistent, positive outcomes. As the district continues to move forward, we will focus on seven critical objectives:

1. Build a robust assessment system – which includes our planning for the launch of the 2014-2015 PARCC assessments;
2. Continue the implementation and training on the Common Core State Standards;
3. Build healthy school cultures;
4. Continue our efforts toward capacity building of teachers, principals and central office staff;
5. Continue the implementation of our Teacher & Principal Evaluation System;
6. Expand our high impact interventions to include initiatives focused on student attendance, and
7. Further efforts to ensure efficient operations.

Additionally, to continue our forward momentum, we must achieve the following goals: 1) develop strategies for ensuring that the district is fiscally solvent for the next three to five years while continuing to meet its academic goals; 2) re-create or revise the district's strategic plan to include priorities, goals, and strategies for the next three to five years; and 3) create a facilities plan to address the district's facilities needs for the next five years.

Illustration 4: District Transformation Initiatives

Robust Assessment System	Common Core	Healthy School Culture	Capacity Building	Teacher/ Principal Evaluation	High Impact Interventions	Efficient Operations
Star Math & ELA	Univ. of Pittsburgh IFL	Effective Schools	Univ. of Pittsburgh IFL	Focal Point	Innovation Zone	Fiscal Cliff Planning
PARCC	Model Curriculum	NJPBSIS	K-3 Literacy Initiative	Leadership Institute	RAC	Five-Year Facilities Plan
		Elementary School Choice	School & District Restructuring & Re-staffing		End Social Promotion	Strategic Planning
		Principals' Autonomy	ELL Restructuring		Attendance Initiative	
			Special Education Restructuring		Graduation Enhancement	
					NJPBSIS	

Closing Comments

The Paterson Public School district has embarked upon a major effort to transform the system from a struggling and low performing urban district to one that is "a leader in educating New Jersey's urban youth." During the past four years (2009-2013), the district has implemented a number of transformation strategies and initiatives to build internal capacity, change its school and district cultures, and redesign critical process and procedures all aimed at improving outcomes for its students. As evidenced by increasing test scores, graduation rates, and college application admission rates, these and other initiatives have created forward movement toward the accomplishment of its mission to prepare all students for success in college and careers. With the help of our students' parents and guardians, and the hard work of our highly dedicated staff, the children of Paterson are truly on a path to a brighter future.

PATERSON PUBLIC SCHOOLS

Preparing All Children for College and Career