

2 YEAR TRANSITIONAL PLAN TO LOCAL CONTROL

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“Together We Can”

Introduction State Control

- State Control – 1991
- 27 years State control
- Comprehensive Compliance Investigation/Financial Control of District
- District enrollment of 28,426
- 5,263 students which includes charters and vocational schools
- May 2, 2018 Resolution State Board of Education – return to Local Control

Transition Plan

- Transition Plan – terms and conditions for the return of local control to Paterson Public School District
- 2 year plan to be completed
- Future progress and sustainability
- Transparency and accountability during the transitional period

Historical Context

- State Takeover 1991
 - *Fiscal irregularities*
 - *Nepotism*
 - *Student performance*
- New Jersey Quality School Accountability Continuum (NJQSAC)
 - *5 DPR areas 80% or above*
- 2014 – Return of Operations to the PPSD
 - *Standardized operational functions 100%*
- 2016 – Return of Financial Management
 - *Internal controls all inclusive budget process 98%*
- 2016 – Return of Personnel
 - *Effective recruiting and retention 100%*
- 2017 – Return of Governance
 - *Board training 100%*
- 2017 – Return of Instruction & Program
 - *Development of 400 curriculum guides 82%*

Language Arts/Literacy (Sub-group data)

PARCC testing from 2014-2015- to 2016-2017

Subgroup increased the number of student's valid scores and the percent of student's proficient and above

ENGLISH LANGUAGE ARTS / LITERACY

Subgroup	Number Increased by the Valid Scores	Percent increased in students proficient & above
Grade 3		
African American Female	107	10.7%
Grade 4		
Hispanic Female	43	4.2%
African American Female	95	14.6%
Hispanic Male	34	6.0%
African American Male	46	7.2%
Grade 5		
Hispanic Female	90	5.0%
African American Female	18	7.6%
Hispanic Male	153	4.2%
African American Male	42	11.3%
Grade 6		
Hispanic Female	98	3.7%
African American Female	59	0.9%
Hispanic Male	44	3.1%

PARCC testing from 2014-2015- to 2016-2017

Subgroup increased the number of student's valid scores and the percent of student's proficient and above

ENGLISH LANGUAGE ARTS / LITERACY

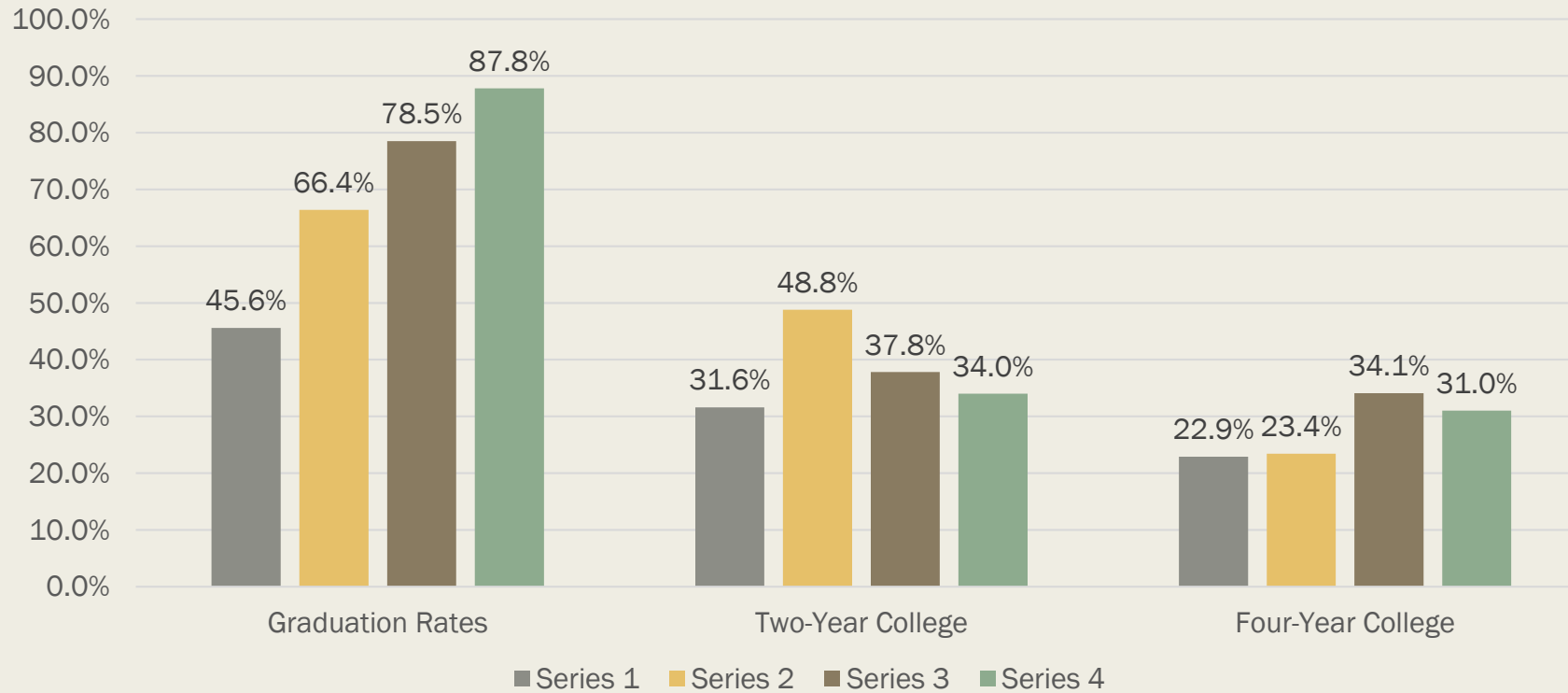
Grade 7		
Hispanic Female	45	1.0%
Hispanic Male	23	1.3%
Grade 8		
Hispanic Male	46	1.6%
African American Male	18	7.4%
Grade 9		
Hispanic Female	150	5.2%
Hispanic Male	157	7.2%
African American Male	42	5.0%
Grade 10		
Hispanic Female	128	3.2%
African American Female	79	8.1%
Hispanic Male	146	0.6%
African American Male	40	6.7%
Grade 11		
Hispanic Female	194	5.8%
African American Female	9	15.3%
Hispanic Male	118	5.1%

Mathematics

(Sub-Group data)

Subgroup	Number Increased by the Valid Scores	Percent increased in students proficient & above
Mathematics – Grade 3		
African American Female	110	16.0%
Mathematics – Grade 4		
Hispanic Female	57	1.2%
African American Female	94	6.2%
Hispanic Male	46	2.6%
African American Male	48	4.3%
Mathematics – Grade 5		
African American Male	42	2.3%
Algebra II		
Hispanic Female	234	2.3%
African American Female	33	3.8%
Hispanic Male	195	2.4%
African American Male	61	3.1%
Geometry		
Hispanic Female	111	4.2%
Hispanic Male	108	1.5%

Graduation Rates & College Plans



Since implementing specific measures to improve graduation rates and four-year college attendance rates, the District has seen significant and steady improvement over the past 9 years (as seen in the chart above using the cohort model). Graduation rates increased from 45.6% in 2009 to 87.8% in 2017 – a 42.2 percentage point improvement. Additionally, college attendance rates combined for two and four year colleges increased from 54.5% in 2009 to 65% in 2017 – a 10.5 percentage point improvement. The Superintendent in collaboration with the Board will strive to sustain increases in the graduation and college attendance rates.

Equivalency for Instruction and Program

- Equivalency - approval to achieve the intent of a specific rule through an alternate means that is different from, yet judged to be comparable to or as effective as, those prescribed within the rule
- Indicators 1-7 (38 of 100 points in NJQSAC)
- Performance over time
- Growth in student performance
- Equivalency metrics
 - *6/6 points on Indicators 1 & 2 on Federal participation rates*
 - *12/16 points on PARCC or MSGP Indicators 3 & 4*
 - *2/4 points on Indicator 5 reward and priority schools*
 - *2/6 points on NJASK proficiency 4% growth on Indicator 6*
 - *4/6 points graduation rates Indicator 7*
- District scored total of 26/38 points on equivalency metrics
- Total of 82/100 points

Board of Education Local Control

- Board of Education constituted with all powers, authority and responsibility provided by law
- Referendum, November 2018
 - *Type I – appointed Board by Mayor*
 - *Type II – elected Board by the community*
 - *November 6, 2018 general election, date of referendum*
 - *Type I District appointed at the election*
 - *City of Paterson establish a Board of School estimate and appoint Members*
 - *Type II Board elections are in November. Board members are chosen by the Paterson Community*

Element of Monitoring and Support for the District

- HSP – Highly Skilled Professional monitor progress and assist the District in the transition to local control
 - *Budget process*
 - *Development of policies and procedures for the budget and financial planning*
 - *Clear lines of communication between the board and central administration*
 - *Roles, responsibilities and training of Board members*
 - *Positions are all posted according to negotiated agreements*
 - *Implementation of hiring procedures*
 - *Assist with strategic planning*
 - *Support activities of the Comprehensive Accountability Office*
 - *Work with higher education and the non-profit community to support the District and board*
 - *Conducting committee and public Board meetings in an efficient, transparent and respectful manner*
 - *Assist the Board and District leadership in developing the set of trainings for Governance, utilizing community resources whenever possible (such as partnerships with higher education, business and non-profit institutions in Paterson to provide the training workshops)*

Instruction and Program HSP

- Curriculum implementation and 5 year curriculum plan
- Analysis of data points to make informed decisions
- Implementation of I&RS through Response to Intervention (RTI)
- Comprehensive Accountability Office (CAO) DOE
 - *Partner with DOE to monitor 2 year transitional plan (fee will be split with DOE)*
 - *Analyze data from the district to monitor progress and compliance with the plan using benchmarks and metrics*
 - *CAO results will be posted on website*
 - *Accountability scorecards with metrics to assess District progress*
- Specifically, the CAO will be responsible for:
 - *Compiling relevant data and information to establish the annual status of the District compared to the Scorecard metrics and providing information necessary to assess annual progress on the plan;*
 - *Publishing and presenting the data to the Department of Education and to the public in a credible, digestible, and actionable way, such as through the development of an easy to understand dashboard of District performance that will be broadly disseminated to the Paterson community.*
- Meet bi-annually with the District to assess progress against the scorecard
- Present a public report annually January (2019 and 2020)
- Superintendent and Board will provide updates at public board meetings

Monitoring 2 Year Transition Plan

- If progress is not on track
- State may consider interventions which include:
 - Continuation of HSP
 - Provide additional levels of state oversight and support
 - Extend the time frame for expiration of the transition plan
- District meets all expectation of the plan. The Commissioner recommends the complete withdrawal of state intervention upon the completion of the plan 2020

State Intervention

- Non-compliance in any of the following critical areas as established by this plan and identified by, or reported to, the independent Comprehensive Accountability Office, HSP or School Ethics Commission:
 - a) *A pattern of violations of the School Ethics Act by members of the School Board or Senior Leadership team*
 - b) *Incidents of interference in personnel decisions that undermine the effectiveness of the District; these may include violations of any of the following laws as determined by the School Ethics Commission or Commissioner of Education as appropriate:*
 - Conflicts of Interest law (NJSA 18A:12-24)
 - Code of Ethics for School Board Members (NJSA 18A: 12-24.1)
 - Nepotism policy required by NJAC 6A:23A-6.2; or
 - Contributions to District Board of Education Members and Contract Awards (NJAC 6A:23a-6.3)
 - c) *As determined by a court, government agency, or by the HSP and verified by the Commissioner of Education, failure to abide by federal and state laws (related to District responsibilities) and Board policies and bylaws, that are applicable to members of the Board of Education and senior management team and that undermine the effectiveness of the Board as a whole*
 - d) *Failure of the Board to pass a balanced budget in compliance with State requirements*
 - e) *Adverse opinion in the annual financial statement audit*
 - f) *Insufficient cash flow to make payroll or vendor payments*
 - g) *Failing scores on more than 33% of metrics on the Accountability Scorecard produced annually by the CAO*
 - h) *Policies or actions by board members or the District Leadership that knowingly putting children's safety at risk*
 - i) *Failure of the Board to approve State standard-aligned curricula; and*
 - j) *Other widespread, consistent, or egregious actions that hinder the ability of the Board or District to efficiently and effectively operate the District as identified by the HSP and verified by the Commissioner*

Transparency and Accessibility

- Community at large
- Community forums (6 wards)
- Parent roundtables
- District and city events
- All inclusive budget planning and development
- Annual parent breakfast

GOVERNANCE

Board of Education Role

- Ethics and other governance topics
- Structures and expectations for the Board's decision-making process
- Role and working relationship with the Superintendent and District staff
- The process for identifying a permanent superintendent
- Strategic planning and budgetary expectations (July 1, 2019)
- Facilities oversight

Ethics Trainings

- Code of Ethics for Board Members
- School Ethics for Board Members and Administrators
- School Ethics Decisions
- Confidentiality Protocols
- Crisis Communication Rules
- All board members must attend state mandated ethics trainings in addition to annual trainings given within the district.

Professional Development for the Board of Education and District Staff

To develop an effective framework to ensure proper governance, the Board and Cabinet Members are expected to attend and participate in professional development workshops. Professional development helps build capacity in the areas of:

- Promoting and supporting student achievement
- Developing student centered attitudes in Board Members and district staff when making decisions
- Fostering productive and collaborative relationships with community stakeholders in achieving district goals and objectives

New Board Member Training:

- All new board members are expected to attend a new board member orientation training and the mandatory training given by the New Jersey School Boards Association to deepen their scope of the expectations of serving as a board member

Governance

District Staff Training:

- At the beginning of each fiscal year the Superintendent has a Superintendent's Cabinet Retreat and the Superintendent's Institute for Professional Development for District Leaders. These professional development sessions focus on the areas of collaboration, effective decision-making, increased student achievement, return to local control, priorities for the year and understanding best practices.

Protocols for Communicating with the public includes the following:

- Communication during formal meetings of the Board (for example, how to respond during public comment about a specific individual, under appropriate Rice notification procedures)
- Communication outside of formal board meetings (for example, engaging informally with members of the public)
- Communication on social media platforms and with traditional print and news media outlets

Board, Superintendent and Collective Responsibilities

School Board Responsibilities	Superintendent Responsibilities	Collective Responsibilities
<ul style="list-style-type: none"> o Advocating for all children, teachers, and other staff o Maintaining fiscal responsibility o Making policy for the District regarding personnel matters o Delegating day-to-day management and decision-making authority for policy and personnel to the District o Acting in compliance with applicable law, including the New Jersey Open Public Meetings Act and School Ethics Act 	<ul style="list-style-type: none"> o Recommending all administrative policies and annual budget to the Board o Supporting the board by providing information for decision-making o Overseeing educational programs o Taking responsibility for personnel matters o Developing and administering the budget o Developing and supporting teachers and other staff o Day-to-day administration of the school district 	<ul style="list-style-type: none"> o Prioritizing student outcomes o Providing educational leadership to the community o Creating strong connections with other agencies to support the achievement and development of children o Setting district-wide policies and goals o Ensuring safety and adequacy of all school facilities o Ensuring effective Board and District communication o Overseeing negotiations with employee groups

INSTRUCTION & PROGRAM

Purpose and Overview

- To document the process, actions and commitments to be taken by the Board and District in order to represent the successful implementation in the area of Instruction and Program (I&P)

Equivalency:

- An Equivalency Application was approved to gauge a variety of student performance measures that specifically focused on current needs and circumstances in the area of I & P
- The QSAC review in the Winter of 2017 resulted in a score of 82%

Instruction & Program Equivalency Scoring

Science points to be determined due to new test design

6 points for meeting the Federal participation rate of 95% on ELA and Math

2 points for 2.5 percentage points annual gain in the aggregate cohort graduation rate

2 points for not having a school in bottom 5% of mSGP OR graduation rate

0-16 points using mSGP for meeting district's goals in ELA and Math

3 points earned for 2 high schools with a graduation rate of 90% or 4 points for 3 high schools

2 points for have a reward(s) school

Expectation for Continued Focus on Academics

Area of Focus	Clarification
Curriculum	<ul style="list-style-type: none"> • Monitor, feedback, and review
Implementation of Curriculum	<ul style="list-style-type: none"> • Professional Development, teacher collaboration, quality lesson plan feedback, classroom walks
Data Informed Decisions	<ul style="list-style-type: none"> • Collect, analyze, and utilize student data to review the effectiveness of curriculum, instruction, and professional development
Interventions/Enrichment	<ul style="list-style-type: none"> • Identify causal factors for achievement gaps and provide targeted support
Attendance	<ul style="list-style-type: none"> • Establish strategies to promote attendance and target students chronically absent
Special Learners	<ul style="list-style-type: none"> • Address the needs of students inclusive of Special Education and English Language Learners
Alternative Programs	<ul style="list-style-type: none"> • Provide specialized programs and support students with attendance, legal and behavioral issues

Instruction & Program Metrics

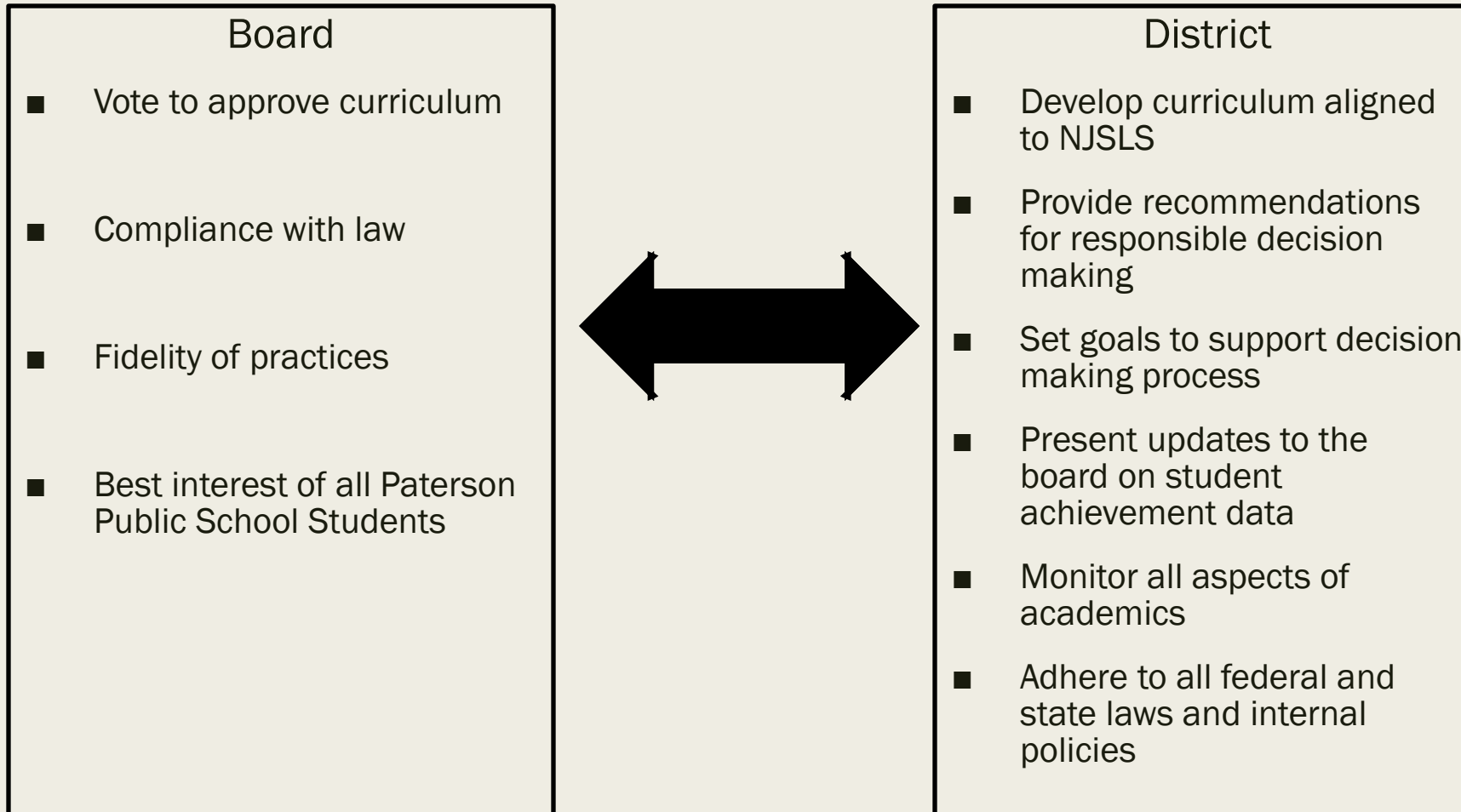
Indicator		Point Value	District Score	County Score
1	The District would earn three points for meeting the Federal participation rate of 95% on ELA	3	3	3
Total of Indicator 1		3	3	3
2	The District would earn three points for meeting the Federal participation rate of 95% on Math	3	3	3
Total of Indicator 2		3	3	3
3 And 4	The District would earn 0-16 points (0-8 points for ELA and 0-8 points for Math) if PARCC data is used for meeting district's goals in ELA or Math OR The District would earn 0-16 points if the District mSGP is used for meeting district's goals in ELA and Math	16	12	12
Total of Indicator 3 and 4		16	12	12
5	The District would earn 2 points for not having priority schools.	2	0	0
	The District would earn 2 points for having a reward school.	2	2	2

Indicator		Point Value	District Score	County Score
Total of Indicator 5		4	2	2
6	The district would earn 2 points by reaching 70% proficiency or 4 percentage points in yearly growth in NJ ASK 4	2	0	2
	The district would earn 2 points by reaching 70% proficiency or 4 percentage points in yearly growth in NJ ASK 8	2	0	0
	The district would earn 2 points by reaching 70% proficiency or 4 percentage points in yearly growth in the Biology Competency Test	2	2	2
Total of Indicator 6		6	2	4
7	The District would earn 2 points for 2.5 percentage points annual gain in the aggregate cohort graduation rate.	2	0	0
	The District would earn 3 points for having 2 high schools with a graduation rate of 90% or higher; or	3	0	0
	4 points for having 3 or more high schools with a graduation rate of 90% or higher	4	4	4
Total of Indicator 7		6	4	4
Overall Total		38	26	28

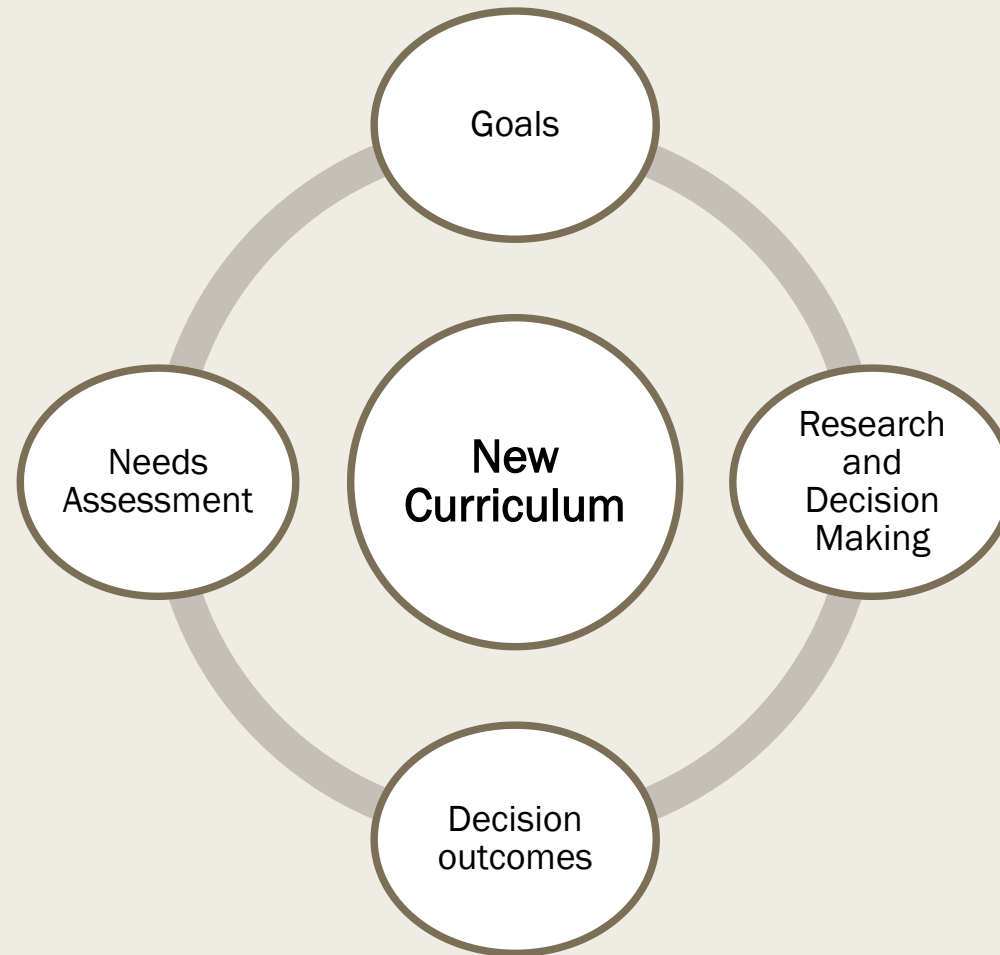
Professional Development for Board, District Leadership & Paterson Education Association



Expectation and Decision Making



Curriculum Decisions



Instruction & Program Goals

Focus Area	Goal
Reduction of Comprehensive and Targeted Schools	<ul style="list-style-type: none"> • Sustain/decrease the number of identified schools
Chronic Absenteeism	<ul style="list-style-type: none"> • Decrease the number of identified students
SAT	<ul style="list-style-type: none"> • Increase participation rate and combined mean benchmark • Offer District-wide PSAT for grades 8-11
AP	<ul style="list-style-type: none"> • Increase enrollment, course offerings, teacher training, student performance
PARCC	<ul style="list-style-type: none"> • Increase student performance at a level 3 or above
Graduation Rate	<ul style="list-style-type: none"> • Increase number of students graduating via state assessment
Subgroups	<ul style="list-style-type: none"> • Reduce achievement gaps in ELA/Math
Science NJSL	<ul style="list-style-type: none"> • Utilize data from the 2018 assessment to set future goals
Option II	<ul style="list-style-type: none"> • Increase availability for our students

FISCAL

Budget Approval Process

- Budget components are rank ordered (prioritization) to permit flexibility in budget expansion or reduction
- Department of Education will look for evidence of:
 - *Continued commitment to and progress toward shifting dollars into classroom*
 - *Continued commitment to identifying and implementing operating efficiencies in key areas while still maintaining essential student services*
 - *Maintain central administrative cost below the regional thresholds*
 - *Commitment to build adequate contingent reserve funds such as Capital, Emergency, and Maintenance Reserve*
 - *Commitment to build unrestricted reserve funds to the maximum amounts permissible by law*

Fiscal Management

- Preparation of Balanced Budget:
 - *The District prepares and the Board approves a balanced budget to ensure financial stability*
- Monitoring of Budget to Actuals:
 - *The monthly Board Secretary's report is completed and reconciled without exceptions and is completed within 30 days of month's end*
- Fiscal Forecasting:
 - *Three times per year, in November, February and May, the District will present to the Board a projection of the current year revenue and expenses to demonstrate and ensure that the District is on target to achieve a balanced budget for the current fiscal year*

Fiscal Management

- Year-End Balances:
 - *The District ends the year with zero deficit balances and no line item over appropriated expenditures by more than 10%*
- Audit:
 - *The District receives an unqualified opinion on the annual audit, has no material weaknesses, reportable conditions or other findings*
- Grants:
 - *The District ensures all grant funds are managed in accordance with grant requirements, funds are spent within the required time and reimbursements are requested within the required time*
- Capital & Equipment
 - *The District provides proper oversight and accounting of capital projects, including those funded by lease financing*
- Facilities
 - *The cost of capital and facilities maintenance projects are properly recorded in a work order management system*

OPERATIONS

Operations Overview

- Under NJQSAC, the Operations area covers several key non-academic functions of Board governance
- These functions are mandated by state and or federal law and require the adoptions of policies, approval of contracts and the submission of monitoring data and reports
- The Paterson Board of Education met all requirements for the return of local control in the area of Operations through the NJQSAC process in 2014, and has been operating as such

Key Components of Operations

- Student code of conduct
- Data Quality and Management (NJSMART files)
- School Safety and Security
- Transportation
- Gun-free School Act
- MOA Law Enforcement
- School Safety Data System (SSDS)
- Harassment, Intimidation and Bullying (HIB)
- District liaison – child welfare authorities
- Required staff trainings – Professional Development (PD)
- District Nursing Services Plan
- Comprehensive Guidance and Academic Counseling Program
- Career Education program
- Transitional Services for students with disabilities
- Comprehensive Substance Abuse Intervention, Prevention and Treatment Referral Program

Policy Development Process

- The Board, in consultation with the Superintendent, is responsible for maintaining and updating all District policies and procedures

- The Superintendent may recommend and the Board shall develop new policies that align to state law, but it is the Board's responsibility to adopt these policies. To assist in the Board's consideration of these policies they have adopted a formal Policy Committee to review and make recommendations to the full Board.

- With regard to the area of Operations the Board must develop and approve the following policies:
 - *The prohibition of harassment, intimidation and bullying (HIB);*
 - *Cooperation between school staff and law enforcement*
 - *Reporting of missing and abused children*
 - *The provisions of home instructions services*
 - *I&RS services, Chapter 192 and Chapter 193 services*
 - *The prevention of drug, tobacco and alcohol abuse*

Student Code of Conduct

- An important function of Board operations is the development and adoption of a Student Code of Conduct. In accordance with state law, the District must maintain and regularly update the Code of Student Conduct to reflect all required elements which shall be presented to the Board for review and approval.
- The Superintendent shall be responsible for dissemination of the code of conduct to staff, students and parents

Maintenance of Data and Controls

- The Board will continue to work with the Superintendent and the District staff responsible for performance and data to develop internal processes for data quality, management and review
- Prior to submitting the requisite data files to the Department of Education, the District apprises the Board of the due dates for data submission of required NJSMART files to the DOE, as well as the details on the quality of the data submitted

School Safety and Security

- The Board must annually adopt information regarding the safety and security of the District's students required by law, including:
 - *The Safety Education Program*
 - *The School Safety and Security Plan*
 - *Establish procedures to review and resolve any school or transportation incidents*
 - *Satisfy the requirements of the Gun-Free School Act*
 - *Develop and implement a Memorandum of Agreement with local law enforcement*
 - *Report incidents of Violence, Vandalism, Alcohol and Drug abuse and HIB via the School Safety Data System (SSDS)*
 - *Conduct the required HIB self-assessment*
 - *Appoint point of contact with child welfare authorities*
- Further, the Board can hold such hearings consistent with the District's policies and procedures on:
 - *Disputes arising from HIB determinations*
 - *Disputes arising from disciplinary determinations*
 - *Challenges to the administration's recommendations to place a student in an alternative education setting as part of a disciplinary consequence*

Trainings for School District Employees

- The Board is responsible to ensure that District Staff receive all state and federally mandated trainings and professional development

- The Superintendent shall provide the Board with an update regarding compliance with all required trainings for district employees in accordance with state law; including a schedule of when these trainings are completed

Student Health:

- The Board must annually approve the following to ensure the District is in compliance with state law regarding student health:
 - *Nursing Services Plan*
 - *Comprehensive Guidance and Academic Counseling Program*
 - *Comprehensive Equity Plan*

Guidance and Student Support Services

- Pursuant to state law, the Board, in consultation with the Superintendent, must coordinate a comprehensive career education and counseling program with transition services for students with disabilities, and must ensure that each school building has a multidisciplinary team as part of the delivery of I&RS services
- The Board has oversight over the administration of the District's Comprehensive Substance Abuse Intervention, Prevention, and Treatment Referral Program which is delivered by the District's Substance Awareness Coordinator

Transportation:

- In accordance with applicable State law and regulations, as well as Board policy, the Board shall have oversight over the District's transportation services to all eligible pupils, including the designation and approval of bus routes in conjunction with the Department of Transportation

PERSONNEL

Personnel Return to Local Control: Overview

- The return of local control to the Personnel component within NJQSAC became effective on Feb 10, 2016
- The plan details specific goals and benchmarks pertaining to Personnel that will assist the District in attaining the milestones detailed in the NJQSAC

Effective Date for Return of the Function of Personnel:

- The Commissioner of Education approved the Personnel Transition Plan on May 11, 2016
- The plan was officially presented at a public hearing held on May 18, 2016
- The District and the PPS Board assumed control of Personnel beginning on July 1, 2016

Policy Development Process and Establishment of Policy

- The Board is responsible for the development of policy and for the employment of a Superintendent who shall carry out its policies through the development and implementation of regulations
- The Board is responsible for evaluating the effectiveness of its policies and their implementation
- The Board shall develop and implement policies in accordance with applicable laws and regulations
- The Board may maintain a Policy Committee to review and make recommendations to the full Board or may address Policy as a Committee of the Whole
- The Board will develop Policies consistent with the Best Practices articulated by the New Jersey School Boards Associations

Job Descriptions and Standards for Appointment

- The District will utilize appropriate job descriptions and standards for the appointment District staff
- The District shall ensure that all staff are appropriately certified and credentialed for his/her assignment
- This solidifies a common standard for employment of all certificated and non-certificated staff

Criminal History Background Compliance:

- All new employees have a successful criminal history record check prior to employment
- The District appropriately addresses employees who have been reported or who report as having been arrested and/or indicted for a potentially disqualifying offense

Professional Development and Trainings

- The Board will provide policy and financial support to address the current and projected needs and priorities for all school district staff when providing professional development opportunities consistent with the Strategic Plan and Annual School Plans (ASP)
- The District uses multiple data sources, (e.g., test scores, needs assessments, attendance data, violence reports) to address current and projected needs and priorities for all school district staff when providing professional development opportunities; and use the data sources to analyze the alignment of the District's Professional Development Plan with teaching staff needs

Budgeting Practices to Support Personnel Necessary to Provide a Thorough and Efficient System of Education

- Personnel budgets are aligned with instructional priorities, current enrollment and student needs to provide for a thorough and efficient education
- The Board annually aligns fiscal goals and budget objectives to ensure that instructional resources are sufficient to address the needs of students



“Together We Can”