

N.J. Department of Education
Paterson Public Schools – Transition from State Supervision
Comprehensive Accountability Office Report
October 2020

Summary

This report of the Comprehensive Accountability Office (CAO) concerns the final phase of the transition of the Paterson Public Schools (PPS) district from being a state supervised school district to one with full local control. The report is the 2nd Annual (Final) Report and covers the period of October 1, 2019 through September 30, 2020. It follows the Interim report which covered the six-month period from October 1, 2019 through March 31, 2020, and the 1st Annual Report from September 5, 2018 through September 30, 2019. This report continues and finalizes reporting on the district’s progress in meeting metrics described in the “Accountability Scorecard that is part of the Transition Plan to local control.

The CAO finds that the PPS has achieved “fully implemented” and “substantially implemented” status on the required metrics. This means that the CAO has found that on a majority of the metrics, “elements of the standard are substantially implemented, are sustainable, and have a process for ongoing evaluation.”

For a history of the program, the role of the Comprehensive Accountability Office, and explanation of the Scorecard and its Evaluation, readers will find a Background section in the Appendix to this report.

CAO Review and Observations

The Plan requires the CAO report to score the District’s efforts toward maintaining “substantial and sustained” progress toward meeting the expectations of the Plan. In its agreement with the Department, the work of the CAO does not include any interpretation or analysis of the data (i.e., could something have been done differently or evaluating the quality of a presentation). It further reflects that the CAO “must remain neutral and not engage in interpretation, other than its role to ensure, to the extent reasonably possible, the reliability of the data.”

While the Plan’s expectation of the CAO to not interpret data is conceptually well-intended, in practice, the obligation to evaluate the status of each metric requires limited judgment. Judgment is inherent when it comes to meeting the intent and requirements of the project. The CAO has taken care to remain neutral in making these assessments. Upon review of the online documentation, interested parties may have different interpretations, as reasonable people may view content, data and observations from different perspectives.

In conducting its task, the CAO relies on three state appointed *Highly Skilled Professionals* (HSPs) to gather and provide documentation for evaluation, as well as observations on district activities. These observations are documented through HSP Narrative reports. Due to the COVID pandemic, in March 2020, the PPS district was physically closed for learning, shifting to technology-driven remote learning. As a result, the district experienced understandable delays in providing the requisite documentation which delayed the Interim Report, thus delaying this 2nd Annual Report.

The PPS District continues to remain closed for learning, while offering distance learning to all students. The school closing also required that all communications between the CAO and the HSPs be conducted through telephone or email inquiries and responses. Some judgment was exercised to request

* 1st A = First Annual Report (10/2019) Int. = Interim Report (4/2019) 2nd A = This Final Report (10/2020)

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supplemental data as determined necessary to make observations. For this report, the CAO’s evaluation is based on its review of PPS documentation provided by the HSPs, the HSP reports, and supplemental information requested by the CAO, all intended to reflect the “Mechanism for Measurement” for each metric.

Evaluating and Scoring Each Metric

The observations of the CAO are reflected on the tables that follow this section. There is a separate table for each metric. Each metric is shown by category and Plan element, along with the associated Mechanism for Measurement. In some cases, a table combines two related metrics in the same section (but separately scored) as they are closely linked. Documentation supporting the observations are available on the [CAO website](#).¹

This Final Report focuses on the last six months of activity, though several actions that took place in October are reflected in the analysis. In addition to evaluating the Metrics, it also includes the scores from the two previous reports to reflect the progress of the District.

Each metric includes an “Evaluation Comment” and “Finding” on the metric; this is the CAO’s observation on the documentation and the conclusion reached. This is reflected in the 1-4 numeric score assigned to the metric. This and the details of the previous evaluation reports are also found at the [CAO website](#).

Several of the plan elements and metrics were actions specific to a point in time, and once completed required no additional evaluation. For example, several metrics related to hiring the superintendent. These were fulfilled with the appointment of Superintendent Shafer. The actions were reported in the 1st Annual Report as completed, thus there was no “final evaluation” to complete for the last year. To reflect consistency, these metrics were granted a “4” to reflect the satisfactory completion.

Similarly, the CAO observes that the processes implementing the ongoing metrics have been integrated into routine operations and thus appear to be sustainable, as long as the Board and Superintendent continue their support. However, the CAO also concludes that the element of “having a process for ongoing evaluation” cannot be fulfilled by predicting what actions the district may or may not take in the future. However, the intent of this requirement will be met by the districts ongoing participation in and meeting the requirements of the state’s Quality Single Accountability Continuum (QSAC) program or its equivalency.

Acknowledgements

The CAO expresses its deep appreciation of the Superintendent, district staff and Ms. Eliza Rodriguez in their support and assistance in providing information. We wish to commend the HSPs for their dedication to helping the district stay on task with the metrics and creating sustainability. This a normally challenging task, here it was complicated by the COVID-19 pandemic.

¹ <http://go.rutgers.edu/NJSDScorecard>

PPS Transition Metric Analysis

Part 1: Fundamental Considerations		Score		
<i>Section 4: State Engagement with the District During Transition</i>		1 st A*	Int*	2 nd A*
Metric # 1	The Board and Superintendent provide the HSP with a sufficient level of access and transparency into decision-making activities such that the HSP can monitor the progress of plan implementation and have adequate information to meet its responsibilities as liaison to the state regarding the Board's ethics practices.	4	4	4
Mechanism for Measurement	Observation and report by HSP. The CAO may additionally verify this information through conversations with the Superintendent and board members.			
Evaluation Comment: The HSPs were provided with access to and engagement with Board governance and Superintendent decision-making activities. This was achieved by attendance at mostly virtual board and superintendent cabinet meetings. The HSPs also attended a virtual board retreat and the district's Administrator's Institute in August of 2020.				
Finding: The district has fulfilled this metric.				

Part 1: Fundamental Considerations		Score		
<i>Section 7: Consequences for Not Meeting the Expectations of the Full Transition Plan</i>		1 st A*	Int*	2 nd A*
Metric # 2	The Board commits zero violations of the School Ethics Act.	3	3	4
Mechanism for Measurement	Observation and report by HSP, School Ethics Commission Report.			
Evaluation Comment: Just after the reporting period closed, the School Ethics Commission in conjunction with the Education Commissioner ruled on the pending ethics charge against a board member. The member has been suspended for six months. The Board read the resolution into the meeting minutes at their November 2020 virtual meeting. No other violations have been reported.				
Finding: The district has fulfilled this metric.				

Part 1: Fundamental Considerations		Score		
<i>Section 7: Consequences for Not Meeting the Expectations of the Full Transition Plan</i>		1 st A*	Int*	2 nd A*
Metric # 3	The Board maintains appropriate oversight, without inappropriate interference, into personnel decisions.	3	3	4
Mechanism for Measurement	Observation and report by HSP			
Evaluation Comment: The Board continues to appear to be fully compliant with this metric. The HSPs report that through attendance and observation at meetings and through conversation with the Assistant Superintendent of Labor Relations and Affirmative Action, that board's engagement with the Personnel Committee is appropriate and without interference.				
Finding: This metric is being met and appears sustainable.				

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PPS Transition Metric Analysis

Part II: Governance		Score		
<i>Section 2: Ethics Training for BOE and Senior Officials</i>		1 st A*	Int*	2 nd A*
Metric # 4	All board members complete all the training programs required by N.J.S.A. 18A:12-33 within one month of the applicable deadlines.	4	4	4
Mechanism for Measurement	Sign-in sheets, transcripts from New Jersey School Boards Association, observation and report by HSP			
Evaluation Comment: Board members continue to meet required training as established by the New Jersey School Boards Association.				
Finding: Board members continue to meet required training as established by the New Jersey School Boards Association.				

Part II: Governance		Score		
<i>Section 2: Ethics Training for BOE and Senior Officials</i>		1 st A*	Int*	2 nd A*
Metric # 5	The Superintendent, in cooperation with the HSP, develops a training module to be provided to all board members at a retreat that addresses the components and subject areas listed on pages 17-18 of Section 2 of the Plan.	4	4	4
Mechanism for Measurement	Training module, Sign-in sheets, observation and report by HSP			
Evaluation Comment: The Superintendent and the board participated in a virtual governance retreat from October 1-3, 2020. The retreat was conducted by a national board governance consultant. The topics covered included board norms, confidentiality, leadership, strategic thinking, respecting opinions, and listening. The Board President sent a follow-up email to all members asking for consensus on choosing board goals for the upcoming academic year. While the retreat took place just outside of the end of the review period, the CAO determines it met the intent of the evaluation.				
Finding: This metric is being met and appears sustainable.				

Part II: Governance		Score		
<i>Section 3: Professional Development for the BOE and District Leadership Regarding Governance Best Practices</i>		1 st A*	Int*	2 nd A*
Metric # 6	All board members, the Superintendent, and Senior Officials attend a professional development session regarding governance best practices.	4	4	4
Mechanism for Measurement	Sign-in sheets, observation and report by HSP			
Evaluation Comment: The board and the Superintendent attended a 3-day professional development workshop led by a national board governance consultant on governance best practices. Additionally, administrators attended a 3-day Administrators' Institute in August 2020.				
Finding: This metric is being met and appears sustainable.				

PPS Transition Metric Analysis

Part II: Governance		Score		
<i>Section 7: Search for Successor Superintendent</i>		1 st A*	Int*	2 nd A*
Metric # 7	The superintendent search met all requirements in conducting the search, as described in the Plan.	4	4	4
Mechanism for Measurement	Information provided by the District to the Department			
Evaluation Comment: This metric has been previously fulfilled.				
Finding: This metric has been fully implemented.				

Part II: Governance		Score		
<i>Section 7: Search for Successor Superintendent</i>		1 st A*	Int*	2 nd A*
Metric # 8	The Board and search committee <u>substantially</u> meet timelines and deadlines laid out in the Plan.	4	4	4
Mechanism for Measurement	Board minutes, information provided by the District to the Department			
Evaluation Comment: This metric has been previously fulfilled.				
Finding: This metric has been fully implemented.				

Part III: Instruction and Program		Score		
<i>Section 2: Student Performance Data</i>		1 st A*	Int*	2 nd A*
Metric # 9	The District analyzes its student achievement data in line with the current NJQSAC Instruction and Program Indicators.	3	4	3
Mechanism for Measurement	Meeting agenda(s), observation and report by HSP			
Evaluation Comment: As a result of the pandemic, the state canceled NJSLA testing for Spring 2020. Because the district needed to gauge student assessment, the district created Initial Knowledge Checks in ELA and Mathematics for Grades 1-12.				
Finding: While this metric requires a continuing effort, the district is substantially meeting it at this time.				

Part III: Instruction and Program		Score		
<i>Section 2: Student Performance Data</i>		1 st A*	Int*	2 nd A*
Metric # 10	The District makes a decision and communicates to the State by November 1, 2019 about whether to apply for an extension of its equivalency or its intention to be evaluated going forward by the current NJQSAC Instruction and Program Indicators.	4	4	4
Mechanism for Measurement	District's NJQSAC submission to the County Office or submission of an equivalency to the Commissioner			
Evaluation Comment: At the October 2020 NJDOE State Board of Education meeting, PPS was recommended for certification based on their District Performance Review (DPR).				
Finding: The district has fulfilled this metric.				

PPS Transition Metric Analysis

Part III: Instruction and Program		Score		
<i>Section 3: Expectations for Continued Focus on Academics</i>		1 st A*	Int*	2 nd A*
Metric # 11	The District has a process in place for the ongoing review of district curricula that is based on: 1) student performance data; 2) a monitoring process; and, 3) a system of continual feedback.	3	3	3
Mechanism for Measurement	District policy, observation and report by HSP			
Evaluation Comment: The District has created Zero Units for Math and ELA that focus on the core skills/standards from the previous grade level for the 3rd and 4th marking periods of the school year during the pandemic. The District also created an Initial Knowledge Check for Math & ELA to assess student's proficiency levels in September. This was done for Grades 1-12.				
Finding: While this metric requires a continuing effort, the district is substantially meeting it at this time.				

Part III: Instruction and Program		Score		
<i>Section 3: Expectations for Continued Focus on Academics</i>		1 st A*	Int*	2 nd A*
Metric # 12	All Board approved curricula contain the components required by N.J.A.C. 6A:13-2.1.	4	4	4
Mechanism for Measurement	Curricula, observation and report by HSP			
Evaluation Comment: The board approved several recent curricula changes in Science, Mathematics, Social Studies, and ELA with the required components.				
Finding: This metric is being met and appears sustainable.				

Part III: Instruction and Program		Score		
<i>Section 3: Expectations for Continued Focus on Academics</i>		1 st A*	Int*	2 nd A*
Metric # 13	The District has a process in place to continually collect, analyze and utilize student performance data to make data informed decisions.	3	4	4
Mechanism for Measurement	District policy, observation and report by HSP			
Evaluation Comment: The district continues to utilize and make accessible a digital data warehouse for all teachers and the administration. The data warehouse contains curricula, reports, NJSLA records, initial knowledge checks, and running records. This year, the district added Initial Knowledge Checks as an assessment tool as NJSLA was not administered.				
Finding: This metric is being met and appears sustainable.				

Part III: Instruction and Program		Score		
<i>Section 3: Expectations for Continued Focus on Academics</i>		1 st A*	Int*	2 nd A*
Metric # 14	The District is implementing a system to identify causal factors for achievement gaps for student groups and individual students and to provide targeted interventions to remedy them.	4	4	4

PPS Transition Metric Analysis

Mechanism for Measurement	District policy, observation and report by HSP
<p>Evaluation Comment: The district continues to use various formats of student data to identify and provide intervention programs for achievement remediation efforts. Many of the intervention programs being used for in-person learning are being offered virtually. The district has developed a three-tiered approach to the early identification of students with learning and behavioral needs.</p>	
<p>Finding: This metric is being met and appears sustainable.</p>	

Part III: Instruction and Program		Score		
<i>Section 3: Expectations for Continued Focus on Academics</i>		1 st A*	Int*	2 nd A*
Metric # 15	District policy, observation and report by HSP	3	3	3
Mechanism for Measurement	Observation and report by HSP, status of corrective action plans			
<p>Evaluation Comment: The district continues to review and improve its procedures for students with IEPs and Section 504 Plans. During the pandemic the district is meeting its obligation at 90%. The SPED recently transitioned to a new IEP platform, the in-district autism and ED/BD programs have also been expanded, the district created a curriculum resource for students with Autism and BD, and child study teams continue to meet weekly. Additionally, the various departments collaborated with the Guidance Department in revising the district-wide Crisis Intervention Manual.</p>				
<p>Finding: While this metric requires a continuing effort, the district is substantially meeting it at this time.</p>				

Part III: Instruction and Program		Score		
<i>Section 4: Professional Development for the BOE and Senior Staff Regarding Instruction and Program Best Practices</i>		1 st A*	Int*	2 nd A*
Metric # 16a	All trainings are completed on time by a quorum of the board members.	4	4	4
Metric # 16b	All trainings are completed by each member of the full BOE within 1 month of the deadline.	4	4	3
Mechanism for Measurement	Sign-in sheets, Observation and report by HSP			
<p>Evaluation Comment: 16a) A quorum of the board is current in completing the required mandatory training programs as prescribed by the NJ School Boards Association. One member has not completed Governance 4.</p> <p>16b) All board members except for one have completed their required training modules on time.</p>				
<p>Finding: These metrics are being met and appears sustainable.</p>				

Part IV: Fiscal Management		Score		
<i>Section 2: Basic Fiscal Obligations: Budget Requirements and Best Practices</i>		1 st A*	Int*	2 nd A*
Metric # 17a	The District prepares a balanced annual budget based on expense analysis, discussions with individual departments, and incorporation of anticipated new needs and cost increases.	2	3	4
Metric # 17b	The Board approves a balanced budget on time.	3	3	4
Metric # 17c	The Board engages appropriately with the District in the development of the Budget.	2	3	4

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Mechanism for Measurement	Board meeting and Finance Committee minutes, observation and report by HSP, report by Superintendent, report by School Business Administrator and Chief Financial Officer.
<p>Evaluation Comment: 17a) The budget cycle for this report covered the final steps (board approval) of the SY 20-21 budget (addressed in detail in the Interim Report) and initial planning for the SY 21-22 budget. The district commenced the SY 21-22 cycle in September and October with planning meetings and development of a comprehensive schedule and timetable of actions, training staff and principals on the new budget software, and related plans for the SY 21-22 budget.</p> <p>17b) The board approved the balanced SY 20-21 in May. The adoption process included comprehensive public presentations and board hearings that led to adoption.</p> <p>17c) This metric was positively reflected in the Interim Report. In preparation for the SY 21-22 budget, the board's Fiscal Committee comments include meetings with the Administration to review ongoing budget issues. This activity is continuing evidence of an appropriate relationship between the administration and the board.</p>	
Finding: These metrics are being met and appear sustainable.	

Part IV: Fiscal Management		Score		
<i>Section 2: Basic Fiscal Obligations: Budget Requirements and Best Practices</i>		1 st A*	Int*	2 nd A*
Metric # 18	Schools are allocated funding based on school-based budgeting focused on equity and transparency in school allocations.	2	3	4
Mechanism for Measurement	Review of District's budget development files and School Business Administrator's board and public presentations			
<p>Evaluation Comment: Planning documents for SY 21-22 show advances in budgeting practices over SY 20-21. The planning includes new approaches for allocations to individual schools and engagement of building principals and administrative departments. While the plans are not yet executed or shown to be sustainable, the district appears to be on a sustainable path to meeting the metric.</p>				
Finding: The district is fully compliant at this time.				

Part IV: Fiscal Management		Score		
<i>Section 2: Basic Fiscal Obligations: Budget Requirements and Best Practices</i>		1 st A*	Int*	2 nd A*
Metric # 19a	The monthly Board Secretary's report is completed and reconciled without exceptions as described in the Plan.	4	4	4
Metric # 19b	Three times a year the District presents a fiscal forecast for the remainder of the year to the Board, as described in the Plan.	2	3	4
Mechanism for Measurement	Board meeting minutes			
<p>Evaluation Comment: 19a) The district met the monthly reporting requirements.</p> <p>19b) The School Business Administrator presented the fiscal forecast at the February and June board meetings.</p>				
Finding: This metric is being met and appears sustainable.				

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Part IV: Fiscal Management		Score		
<i>Section 2: Basic Fiscal Obligations: Budget Requirements and Best Practices</i>		1 st A*	Int*	2 nd A*
Metric # 20	At least monthly, the district prepares and analyzes fiscal year cash flow management for all funds, all payments are made on a prompt basis, and reimbursement requests for federal grant awards are submitted in a timely manner for the actual amount of incurred expenditures.	3	3	4
Mechanism for Measurement	Observation and report by HSP, Report by School Business Administrator			
Evaluation Comment: This metric is being met and appears sustainable.				
Finding: This metric is being met and appears sustainable.				

Part IV: Fiscal Management		Score		
<i>Section 2: Basic Fiscal Obligations: Budget Requirements and Best Practices</i>		1 st A*	Int*	2 nd A*
Metric # 21	The District ends the year with no deficit balances and no line item over appropriated expenditures by more than 10% in the general fund, special revenue fund, capital projects fund or debt service fund (other than permitted under state law and GAAP).	N/A	4	4
Mechanism for Measurement	Review of District's budget files			
Evaluation Comment: The audit for SY 19-20 will not be complete until after January 1, 2021, which makes a complete review impractical at this time. However, the School Business Administrator reports that based on internal accounting records, this metric will be met.				
Finding: This metric is being met and appears sustainable.				

Part IV: Fiscal Management		Score		
<i>Section 3: Professional Development BOE and Senior Staff Regarding Fiscal Management Best Practices</i>		1 st A*	Int*	2 nd A*
Metric # 22a	All trainings are completed on time by a quorum of the board members.	3	3	4
Metric # 22b	All trainings are completed by each member of the full BOE within 1 month of the deadline.	3	3	4
Mechanism for Measurement	Sign-in sheets, Observation and report by HSP			
Evaluation Comment: 22a) According to the NJ School Boards Association status tracker, all board members have completed fiscal management best practices.				
22b) The full board has completed the required NJ School Board Association Finance course on time.				
Finding: This metric is being met and appears sustainable.				

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V: Personnel		Score		
<i>Section 4: Expectations Regarding Additional Personnel Initiatives</i>		1 st A*	Int*	2 nd A*
Metric # 23	The District continues to implement AchieveNJ. This includes training school leaders to rigorously and fairly evaluate teachers, supporting teachers based on their evaluations, and exiting low-performing staff when appropriate.	4	4	4
Mechanism for Measurement	Observation and report by HSP			
<p>Evaluation Comment: Although the district was unable to evaluate teachers and staff because of the pandemic in SY 19-20, the district received guidelines from the Department of Education to develop educator evaluation protocol for SY 2020-21. Building on the evaluation of the previous two reports, compliance with this metric appears sustainable.</p>				
<p>Finding: This metric is being met and appears sustainable.</p>				

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ACCOUNTABILITY SCORECARD RESULTS AS OF OCTOBER 2019 OBSERVATION

The Department of Education anticipated that the PPS was moving ahead to implement the Plan and anticipated progress on the metrics. The scores bear out this anticipation.

PLAN SECTION	#	METRIC	STATUS		
Part 1: Fundamental Considerations			<i>10/19 Annual</i>	<i>4/20 Interim</i>	<i>10/20 Final</i>
Section 4: State Engagement with the District During Transition	1	The Board and Superintendent provide the HSP with a sufficient level of access and transparency into decision-making activities such that the HSP can monitor the progress of plan implementation and have adequate information to meet its responsibilities as liaison to the state regarding the Board's ethics practices.	4	4	4
Section 7: Consequences for Not Meeting the Expectations of the Full Transition Plan	2	The Board commits zero violations of the School Ethics Act.	3	3	4
	3	The Board maintains appropriate oversight, without inappropriate interference, into personnel decisions.	3	3	4
Part II: Governance			<i>10/19 Annual</i>	<i>4/20 Interim</i>	<i>10/20 Final</i>
Section 2: Ethics Training for BOE and Senior Officials	4	All board members complete all the training programs required by N.J.S.A. 18A:12-33 within one month of the applicable deadlines.	4	4	4
	5	The Superintendent, in cooperation with the HSP, develops a training module to be provided to all board members at a retreat that addresses the components and subject areas listed on pages 17-18 of Section 2 of the Plan.	4	4	4
Section 3: Professional Development for the BOE and District Leadership Regarding Governance Best Practices	6	All board members, the Superintendent, and Senior Officials attend a professional development session regarding governance best practices.	4	4	4
Section 7: Search for Successor Superintendent	7	The superintendent search met all requirements in conducting the search, as described in the Plan.	4	4	4
	8	The Board and search committee <u>substantially</u> meet timelines and deadlines laid out in the Plan.	4	4	4

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Part III: Instruction and Program			10/19 Annual	4/20 Interim	10/20 Final
Section 2: Student Performance Data	9	The District analyzes its student achievement data in line with the current NJQSAC Instruction and Program Indicators.	3	4	3
	10	The District makes a decision and communicates to the State by November 1, 2019 about whether to apply for an extension of its equivalency or its intention to be evaluated going forward by the current NJQSAC Instruction and Program Indicators.	4	4	4
Section 3: Expectations for Continued Focus on Academics	11	The District has a process in place for the ongoing review of district curricula that is based on: 1) student performance data; 2) a monitoring process; and, 3) a system of continual feedback.	3	3	3
	12	All Board approved curricula contain the components required by N.J.A.C. 6A:13-2.1.	4	4	4
	13	The District has a process in place to continually collect, analyze and utilize student performance data to make data informed decisions.	3	4	4
	14	The District is implementing a system to identify causal factors for achievement gaps for student groups and individual students and to provide targeted interventions to remedy them.	4	4	4
	15	The District continues to review and improve its procedures to meet the needs of students with IEPs and Section 504 Plans.	3	3	3
Section 4: Professional Development for the BOE and Senior Staff regarding Instruction and Program Best Practices	16a	All trainings are completed on time by a quorum of the board members.	4	4	4
	16b	All trainings are completed by each member of the full BOE within 1 month of the deadline.	4	4	3

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Part IV: Fiscal Management			<i>10/19 Annual</i>	<i>4/20 Interim</i>	<i>10/20 Final</i>
Section 2: Basic Fiscal Obligations: Budget Requirements and Best Practices	17a	The District prepares a balanced annual budget based on expense analysis, discussions with individual departments, and incorporation of anticipated new needs and cost increases.	2	3	4
	17b	The Board approves a balanced budget on time.	3	3	4
	17c	The Board engages appropriately with the District in the development of the Budget.	2	3	4
	18	Schools are allocated funding based on school-based budgeting focused on equity and transparency in school allocations.	2	3	4
	19a	The monthly Board Secretary's report is completed and reconciled without exceptions as described in the Plan.	4	4	4
	19b	Three times a year the District presents a fiscal forecast for the remainder of the year to the Board, as described in the Plan.	2	3	4
	20	At least monthly, the district prepares and analyzes fiscal year cash flow management for all funds, all payments are made on a prompt basis, and reimbursement requests for federal grant awards are submitted in a timely manner for the actual amount of incurred expenditures.	3	3	4
	21	The District ends the year with no deficit balances and no line item over appropriated expenditures by more than 10% in the general fund, special revenue fund, capital projects fund or debt service fund (other than permitted under state law and GAAP).	N/A	4	4
Section 3: Professional Development for the BOE and Senior Staff regarding Fiscal Management Best Practices	22a	All trainings are completed on time by a quorum of the board members.	3	3	4
	22b	All trainings are completed by each member of the full BOE within 1 month of the deadline.	3	3	4
Part V: Personnel			<i>10/19 Annual</i>	<i>4/20 Interim</i>	<i>10/20 Final</i>
Section 4: Expectations Regarding Additional Personnel Initiatives	23	The District continues to implement AchieveNJ. This includes training school leaders to rigorously and fairly evaluate teachers, supporting teachers based on their evaluations, and exiting low-performing staff when appropriate.	4	4	4

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Appendix A

Background of State Supervision of Paterson Public Schools

After more than nearly two decades under full supervision by the State Department of Education, Paterson Public Schools (PPS) continued its migration to full local control with the New Jersey State Board of Education's approval of a transition plan that took effect on September 6, 2018. The return of full local control, however, is predicated upon the district successfully meeting requirements of the Transition Plan (Plan).

The Plan "is predicated on optimism that progress will continue in the future." Since 1991, the District has demonstrated academic progress and improvements across the five areas measured by the New Jersey Quality Single Accountability Continuum (NJQSAC) evaluation system. This has led to progress in all of the NJQSAC areas, more specifically in the areas of Operations, Fiscal Management, and Personnel; all of which were returned to local control in 2014 and 2016 respectively. However, it also acknowledges that focus is heavily emphasized in the areas of Governance and Instruction & Program, each returned by the State Board on May 2, 2018 subject to the completion of this Plan. The plan created an "Accountability Scorecard" to measure the district's success in implementing these improvements.

The Plan notes that over the last few years the District has seen significant success in achieving its goals and demonstrating that progress is sustainable. At the end of the long process, the Plan requires the Department to continue its monitoring to ensure the plan is successfully implemented and is sustainable. The Plan is scheduled to expire on September 6, 2020, but the State Board of Education must find that PPS has satisfied all components of the Plan before the transition to local control is complete.

To support the transition effort, the state has appointed three "Highly Skilled Professionals" (HSPs) to assist in the implementation of the plan. The State has appointed a Technical HSP (Governance), an Instruction & Program (I&P) HSP, and a Special Education (SPED) HSP. In addition, the State has placed a school business administration professional in the District to assist the School Business Administrator to oversee District finances.

A final element of support is the State's "Comprehensive Accountability Office" role in monitoring the Accountability Scorecard. Taken together, these elements, working in concert with the District and its Board of Education and the board-appointed Superintendent are expected to lead the way to continued success for the students of Paterson.

The Comprehensive Accountability Office

The Plan called for the State and the District to work with its previously established Comprehensive Accountability Office (CAO) that has "the capacity to collect, analyze, and publish data regarding the ongoing operations and performance of school districts and boards recently exited from State intervention and returned to local control." The PPS is the second district the CAO is tasked to support (Newark Public Schools was the first one).

In 2018 the Commissioner of Education, who oversees the work of the CAO, engaged the Bloustein Local Government Research Center, a unit of the Rutgers University Bloustein School of Planning and Public Policy to serve as the CAO under a contract with the Department. Bloustein Local is composed of individuals with deep experience in New Jersey state and local government activities, along with an understanding of public school administration that enables them to perform this task. The Commissioner

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has expressed full confidence in the capacity of Bloustein Local to fulfill the unique position of the CAOs².

The CAO is charged with gathering and analyzing data from the District and State (supported by the HSPs) to monitor progress and compliance with the metrics established in the Plan's Accountability Scorecard "to determine if the expectations for sustained progress and continual improvement continue to be met."

Specifically, the CAO is responsible to:

1. Compile 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.
2. Publish and present the data to the Department 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 publicly available.

² The biography of the CAO's Principal Investigators, Marc Pfeiffer and Leila Sadeghi are included as an Appendix to the report.

PPS Transition Metric Analysis

Leila Sadeghi, Ph.D.
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Leila Sadeghi is a New Jersey based consultant with over 15 years of experience in education spanning K-12 and higher education. Dr. Sadeghi has published extensively in education policy over the years and taught graduate courses in teacher and administrative training in state higher education systems. She most recently headed a government affairs institute for a former Congressman, and is currently in her second career as a business development consultant where she works for clients in a variety of sectors.

PPS Transition Metric Analysis

**Marc H. Pfeiffer, Senior Policy Fellow
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Research Interests

Municipal Government
Finance and Property Taxation
Public Procurement
Shared Government Services
Technology
Energy management

Marc H. Pfeiffer retired in 2012 from a 37-year career in New Jersey local government administration, having served as a municipal administrator in several municipalities, and 26 years of service in the State's local government oversight agency, the Division of Local Government Services. At DLGS he served as Deputy Director for 14 years, and periodically as Acting Director. He is now in this third public service career at the Bloustein School where he continues to assist state and local government officials and the public on a range of public policy and administrative matters.

Marc has broad experience in many areas of local government policy and administration, including specific expertise in areas such as finance and property taxation, public procurement, shared services and consolidation, technology, energy, labor relations, and general local and state government administration. He also has deep experience in the legislative process and as a regulatory officer.

In addition to participating in Bloustein Local, Marc makes his extensive government experience available as a guest lecturer, conference presenter, and other collaborative efforts. He is also assisting the Rutgers School of Public Affairs and Administration with the State's Certified Public Manager Program in curriculum development and instruction.

He also serves as the Principal Investigator for Bloustein Local in its capacity as the N.J. Department of Education's Chief Accountability Office for state supervised school districts in the process of exiting state supervision.