

NEW JERSEY DEPARTMENT OF EDUCATION

Equivalency application

N.J.A.C. 6A:5

COUNTY: PASSAIC

COUNTY CODE #: 31

SCHOOL DISTRICT: PATERSON

DISTRICT CODE #: 4010

“EQUIVALENCY” means 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.

- 1. List the Administrative Code citation(s) that necessitates the proposed equivalency. As the Department cannot approve an equivalency to an entire chapter, subchapter or section (e.g., N.J.A.C. 6A:5; N.J.A.C. 6A:5-1; or N.J.A.C. 6A:5-1.1, respectively), all applications must include a citation at least at the subsection level (e.g., N.J.A.C. 6A:5-1.1(a)).**

N.J.A.C. 6A: 30-2.2 (c)

N.J.A.C. 6A: 30-7.1 (b)

N.J.A.C. 6A: 30. Appendix A – District Performance Review

- 2. Describe what the school district intends to accomplish that is currently prevented or disallowed by the existing rule(s).**

Instruction and Program is one of the five key areas of school district effectiveness by which New Jersey’s school districts performance and capacity are to be assessed pursuant to NJQSAC, N.J.S.A.18A:7A-10 et seq., and its implementing regulations N.J.A.C. 6A: 30-1.1 et seq. NJQSAC and its regulations further require that school district performance and capacity are to be assessed by means of objective measures. Currently, under the guidelines described by QSAC, PPS has local control over three of five areas: Operations, Fiscal Management and Personnel. The district is working diligently to earn control on the remaining two areas: Governance and Instruction & Program.

The Instruction & Program area of QSAC is unique because it is the only area where a significant number of points are based on lagging outcomes which, by nature, take several years to change in response to direct efforts. Specifically, 38 of the 100 points on the I&P section are based on student performance outcomes. The spirit of this section of state law is designed to require the school district to demonstrate it can improve outcomes for students: the statute states that “the quality performance indicators shall take into consideration a school district’s performance over time, to the extent feasible.” However, the current set of student outcome indicators does not take into consideration growth in students’ performance. Instead they look at snapshots of proficiency levels, graduation rates, and achievement on federal school-level metrics (developed for a different type of assessments and frozen since 2012).

Paterson Public Schools has a mission to prepare all children for the college/university of their choosing and in their chosen career. The district plans to continue to demonstrate sustained, substantial progress on the student outcome indicators through alternative metrics and goals

that are rigorous and achievable. These proposed measures will evaluate proficiency and also growth. At the same time, we will utilize diagnostic internal measures in both LAL and Math which will prescribe interventions to address individual or subgroup needs as they become apparent.

3. Describe why an equivalency is necessary to accomplish the desired or measurable result(s). Describe the proposed equivalent.

An equivalence is necessary because without it, despite the district achieving real change in instructional practice and significant improvement in growth-based measures outside of QSAC, the targets currently set in the Instruction and Program section are unreachable in the foreseeable future. Language and Math targets were developed for a different type of assessment and now, with increased rigor in the PARCC assessments, they are substantially above New Jersey's average proficiency rates of 46.7% in ELA and 35.8% in Math.

PPS is proposing not only new targets but also an equivalent set of metrics that keeps the goals of demonstrating rigorous, significant progress but does so in a more meaningful way. We are suggesting growth-based metrics which recognize and reward the progress of all students and not only those who happen to be on the higher end of the band that will push them to meeting or exceeding expectations.

PPS intends to demonstrate student growth over time utilizing the following proposed equivalences for Indicators 1-7:

Indicators 1 & 2

❖ **Current Code:**

The District would earn three points each for a total of 6 points for meeting the AMO in LAL and Math for the district's total population.

❖ **Proposed Equivalency:**

The District would earn three points each for a total of 6 points for meeting the Federal participation rate of 95% on ELA and Math.

Indicators 3 & 4

❖ **Current Code:**

The District would earn a total of 12-20 points (6-10 points each) for total student population proficiency of 75% or higher in ELA and Math, or 2-10 points (1-5 points each) for gap closure if proficiency is less than 75%.

❖ **Proposed Equivalency:**

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 as described below:

OR

The District would earn 0-16 points if the District mSGP is used for meeting district's goals in ELA and Math as described below

Points			Approaching/Meeting/Exceeding on PARCC	OR	District mSGP
ELA	Math	Total			
8	8	16	>= 65%	16	>= 55
6	6	12	55% - 64.9%	12	45 - 54.5
4	4	8	45% - 54.9%	8	40 - 44.5
0	0	0	< 45%	0	< 40

Indicators 5a & 5b

❖ **Current Code:**

The District would earn 2 points **for not having priority schools.**

The District would earn 2 points **for having a reward school.**

❖ **Proposed Equivalency:**

The District would earn 2 points **for not having** a school in bottom 5% of mSGP OR graduation rate.

The District would earn 2 points for having a rewards school.

Indicator 6

❖ **Current Code:** At least 70% of the district's total population, across all grades tested in science achieve proficient or advanced proficient.

❖ **Proposed Equivalency:**

The district would earn 2 points by reaching 70% proficiency or 4 percentage points in yearly growth in NJ ASK 4

The district would earn 2 points for reaching 70% proficiency or 4 percentage points yearly growth in NJ ASK 8

The district would earn 2 points for reaching 70% proficiency or 4 percentage points yearly growth in the Biology Competency Test

Indicator 7

❖ **Current Code:** The District would earn 2 points for students graduating from high school (4 points for 95%; 3 points for 90% and 2 points for 85%)

❖ **Proposed Equivalency:**

The District would earn 2 points for 2.5 percentage points annual gain in the aggregate cohort graduation rate.

The District would earn 3 points for having 2 high schools with a graduation rate of 90% or higher or 4 points for having 3 or more high schools with a graduation rate of 90% or higher.

4. Describe the process, including solicitation of input and public comment, employed to inform the community, parents, district board of education members, administrators, and staff in the proposal's development.

The process and venues for soliciting public comments and input to this equivalency application includes:

- 1) Two community-wide forums (one at Eastside High School and one at John F. Kennedy High School)
- 2) The Paterson Public School District's Transformation Planning Steering Committee which includes the Dean of William Paterson University, President of Passaic County Community College, President of the Chamber of Commerce, Executive Director of the Paterson Education Fund, President/CEO of the New Jersey Federal Credit Union, Executive Director of the Paterson Alliance, CEO of the New Jersey Community Development Corporation, Pastor of St. Luke's Baptist Church, and is chaired by the retired Executive Director of the Paterson Education Fund
- 3) The district's Parent Teacher Organizations (PTOs)
- 4) School Board (public school board hearing)
- 5) Collective Bargaining Units
- 6) Posting on district Web site with a response mechanism for feedback
- 7) Local Governance Initiative Steering Committee for the district
- 8) District administrative teams:
 - a. Superintendent's Cabinet

- b. Principals
- c. Directors
- d. Academic Services
- e. District office staff

5. The Superintendent will provide an overview of the proposed equivalency metric included in the application and will afford participants the opportunity to comment.

I, Dr. Donnie W. Evans, certify that the information presented in this application is
Chief School Administrator true and accurate to the best of my knowledge.

The District board of education adopted a resolution supporting the proposed equivalency:
Board Adoption Date: February 15, 2017 Resolution Number: I&P-9


CHIEF SCHOOL ADMINISTRATOR

SIGNATURE

2/16/17
DATE