Newark Public Schools

School Performance in Newark

December 12, 2012
Agenda

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• K-8
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Our Theory of Change

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This effort directly addresses many of our top priorities and objectives

Ensure all students graduate college-ready

Develop effective professionals in every classroom

Cultivate transformational school leaders

Re-imagine NPS as a service-oriented team

Provide top-tier school options for all students

Engage and involve stakeholders to contribute to college readiness

• College-going culture
• Common core
• Rigorous assessments

• Teacher pipeline
• Teacher teams/peer support

• Recruit and retain
• School-based progress reports
• Best-in-class training

• Discretionary school funding
• Optimize resources
• Transform operations
• Restructure teams

• Transparency
• School-home connection

• 21st century learning environments
• Social and emotional learning

• Teacher evaluation
• Breakthrough contract

• School-based budgeting
• Layer above school
• Breakthrough contract

• Early Childhood Education
• Adolescent-focused programs

• School choice
• Charters as partners
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• Strategic partnerships
• High expectations for students, schools, and NPS
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Our work with Parthenon, the NCSF, FNF, and NPS was ambitious and had three goals:

- **Develop a clear understanding of where we are**: both as a city and school-by-school, in terms of proficiency, college-readiness, and student growth

- **Identify bright spots**, where schools are “beating the odds” – and learn from these schools, and **also identify weak spots**, where schools are suffering on all measures

- **Set city-wide goals**, across district schools and charter schools, that lead all students to college-readiness
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Newark’s K-8 public schools are concentrated among the 20% of highest needs school in New Jersey.
While all Newark students need significant support to excel, some schools serve students with greater needs

In Newark, demographics are correlated with student outcomes

- Like most urban districts, Newark faces a significant achievement gap
- Through extensive regression analysis, we have determined that certain demographics are highly correlated with elementary school performance
- The most impactful demographics we identified are students who: receive free lunch (not just reduced), are African American, or have Special Education or English Language Learner status

We need to understand school performance and progress in the context of student need

- Given this, it is critical to understand school performance and progress in the context of student need
- We have worked to create a fair method of grouping schools that takes into account student need:
  - For K-8s: a “needs index” based on student demographic factors is used to group schools into three groups that allow us to compare the performance of schools with similar student populations
  - For HSs: need is established based on the 8th grade proficiency scores of students who attend high school
Based on our K-8 Need Index, 40% of NPS students, or half of NPS schools, are in the “highest need” group.

Newark District and Charter K-8 Schools by School Groups, 2011-12

- **Highest Need Group III**: 43%
- **Higher Need Group II**: 28%
- **High Need Group I**: 29%

<table>
<thead>
<tr>
<th>School Type</th>
<th>% of Students</th>
<th># of Schools*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>District</strong></td>
<td>40%</td>
<td>28</td>
</tr>
<tr>
<td><strong>Charter</strong></td>
<td>3%</td>
<td>2</td>
</tr>
<tr>
<td><strong>District</strong></td>
<td>18%</td>
<td>16</td>
</tr>
<tr>
<td><strong>Charter</strong></td>
<td>10%</td>
<td>7</td>
</tr>
<tr>
<td><strong>District</strong></td>
<td>21%</td>
<td>9</td>
</tr>
<tr>
<td><strong>Charter</strong></td>
<td>8%</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
<td>67</td>
</tr>
</tbody>
</table>

Source: 2011-12 school demographic (race, Special Education, ELL, and FL) and NJ ASK LAL performance data for Newark Public Schools and Newark Charter Schools; only K-8 schools with tested grades are reflected in the chart.
But need is not destiny: there are stand-outs in each group – disproportionately charters
When we look at performance, less than 50% of 3rd graders and just over 60% of 8th graders are on grade level in language arts literacy.

Grade 3 NJASK LAL Performance, 2011-12

<table>
<thead>
<tr>
<th>Grade 3 NJASK LAL Performance, 2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>% of Students</strong></td>
</tr>
<tr>
<td>Partially Proficient</td>
</tr>
<tr>
<td>Proficient</td>
</tr>
<tr>
<td>Advanced Proficient</td>
</tr>
<tr>
<td><strong>District Schools</strong></td>
</tr>
<tr>
<td>57%</td>
</tr>
<tr>
<td>63%</td>
</tr>
<tr>
<td>1%</td>
</tr>
<tr>
<td><strong>Charter Schools</strong></td>
</tr>
<tr>
<td>31%</td>
</tr>
</tbody>
</table>

% of Students

Grade 8 NJASK LAL Performance, 2011-12

<table>
<thead>
<tr>
<th>Grade 8 NJASK LAL Performance, 2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>% of Students</strong></td>
</tr>
<tr>
<td>Partially Proficient</td>
</tr>
<tr>
<td>Proficient</td>
</tr>
<tr>
<td>Advanced Proficient</td>
</tr>
<tr>
<td><strong>District Schools</strong></td>
</tr>
<tr>
<td>41%</td>
</tr>
<tr>
<td>56%</td>
</tr>
<tr>
<td>3%</td>
</tr>
<tr>
<td><strong>Charter Schools</strong></td>
</tr>
<tr>
<td>17%</td>
</tr>
</tbody>
</table>

% of Students

We focus on LAL and Reading proficiency because it is the most important gauge of “school health”
The gap for our Students with Disabilities is higher, with less than a quarter of 8th graders proficient in Language Arts Literacy.

**Grade 3 NJASK LAL Performance by Education Status, 2011-12**

- **Partially Proficient**
  - Students with Disabilities: 49%
  - General Ed: 2%

- **Proficient**
  - Students with Disabilities: 49%
  - General Ed: 7%

- **Advanced Proficient**
  - Students with Disabilities: 93%

**Grade 8 NJASK LAL Performance by Education Status, 2011-12**

- **Partially Proficient**
  - Students with Disabilities: 66%
  - General Ed: 5%

- **Proficient**
  - Students with Disabilities: 23%
  - General Ed: 29%

- **Advanced Proficient**
  - Students with Disabilities: 78%

**# of Students (SWD)**
- Grade 3: 273
- Grade 8: 403

**# of Students (GenEd)**
- Grade 3: 1,497
- Grade 8: 760
When we also consider college readiness, less than 30% of NPS students are on track when they complete 8th grade.

**Grade 8 NJASK LAL Performance, 2011-12**

- Partially Proficient: 41.5%
- Proficient and Advanced Proficient: 58.5%

**Grade 8 ACT Explore Reading Performance, 2011-12**

- Below College-Ready Benchmark: 72.6%
- At or Above College-Ready Benchmark: 27.4%

<table>
<thead>
<tr>
<th># of Students</th>
<th>1,163</th>
<th>1,951</th>
</tr>
</thead>
</table>

Note: Comparison is for NPS students because ACT Explore data is not available for Newark’s charter schools.
We must also factor in growth: regardless of performance, K-8 schools in any group can make annual gains.

**NJASK School Performance and Progress**

- **“At-risk”**: High performance, low growth
- **“Beating the odds”**: High performance, high growth (optimal)
- **“Falling further behind”**: Low performance, low growth
- **“Upwardly mobile”**: Low performance, high growth

**School Improvement Trajectory**

1. School A has low performance and has made little or no growth in recent years.
2. With resources and support, the school improves instruction and thus begins to show progress.
3. School A’s progress translates into higher performance and sets it up for ongoing growth.
4. Continued growth and focus on instruction drives continual performance improvement.
5. The average student at School A demonstrates proficiency, and continues to make progress.
When we consider growth in addition to performance, three-quarters of NPS schools fared poorly based on 2010-11 data for student growth percentiles.

NJ ASK Language Arts Literacy Performance and Progress, 2010-11

- **“At-risk”**
  - 11%
  - District: 5 (8%)
  - Charter: 2 (3%)

- **“Beating the odds”**
  - 11%
  - District: 4 (6%)
  - Charter: 3 (5%)

- **“Falling further behind”**
  - 76%
  - District: 43 (65%)
  - Charter: 7 (11%)

- **“Upwardly mobile”**
  - 2%
  - District: 0 (0%)
  - Charter: 1 (2%)

Note: N = 65; NPS does not currently have comparable Student Growth Percentile data for 11-12; results are expected from NJDOE in January.
Equal and greater access is critical: only 14% of Newark K-8 seats are high quality, and over 95% of them serve our relatively less needy Group I students.

**K8 Seat Quality in Newark by School Group, 2010-11**

<table>
<thead>
<tr>
<th>Group</th>
<th>Total Seats</th>
<th>% Occupied Seats</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Need Group III</td>
<td>13,797</td>
<td>60.7%</td>
</tr>
<tr>
<td>Higher Need Group II</td>
<td>8,740</td>
<td>32.2%</td>
</tr>
<tr>
<td>High Need Group I</td>
<td>9,240</td>
<td>27.1%</td>
</tr>
</tbody>
</table>

Total K-8 Seats = 31,777

**Note:** Quality seats are defined as those in schools that demonstrated high performance and high growth in 2010-11.
NPS is making progress across several initiatives impacting schools serving grades K-8

- Eight “Renew Schools” are off to a strong start
- Implementation of “Common Core” curriculum and pilot programs
- Implementation of formative assessments and data skills training across 17 pilot schools
NPS has set five key goals for K-8 schools

1. All 67 schools make demonstrable growth to match the top performers in their group

2. No K-8 schools are low-proficiency, low growth

3. Students with the highest needs (Group 3) have access to high proficiency, high growth schools

4. Overall proficiency on the NJASK and ACT Explore shows dramatic improvement

5. Narrow the achievement gap between students with disabilities and general education students
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Our magnet schools disproportionately enroll the district’s higher performing and less needy students.

Comparison of 8th Grade Performance
Magnet vs. Comprehensive Students

Demographic Comparison
Magnet vs. Comprehensive Students

| # of Students | 1,059 | 1,680 | 2,093 | 1,651 | 296 |
Only 31% of our students graduated through the HSPA pathway, and for Students with Disabilities, the HSPA rate was only 4% in 2011.
This looks more bleak when you consider that only 4% of students who enter high school “not proficient” graduate through the HSPA pathway.

<table>
<thead>
<tr>
<th>HSPA Grad Rate</th>
<th>AHSA/Other Grad Rate</th>
<th>% of Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partially Proficient</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Proficient</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Approaching Proficiency</td>
<td>23%</td>
<td></td>
</tr>
<tr>
<td>Proficient</td>
<td>47%</td>
<td></td>
</tr>
<tr>
<td>Advanced Proficient</td>
<td>68%</td>
<td></td>
</tr>
<tr>
<td>Advanced Proficient</td>
<td>86%</td>
<td></td>
</tr>
</tbody>
</table>

| Partially Proficient |
|----------------------|----------------|
| HSPA Grad Rate |
| 100 - 129 | 11% |
| 130 - 149 | 28% |
| 150 - 169 | 33% |
| 170 - 189 | 49% |
| 190 - 209 | 46% |
| 210 - 229 | 43% |
| 230 - 249 | 45% |
| 250 - 269 | 57% |
| 270 - 300 | 67% |

<table>
<thead>
<tr>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSPA Grad Rate</td>
</tr>
<tr>
<td>2011 Graduates</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>2011 Cohort by 8th Grade NJASK Performance</td>
</tr>
<tr>
<td>47</td>
</tr>
</tbody>
</table>

Note: The 2011 cohort was comprised of 3,295 students, 1,894 of whom graduated. 1098 students in the 2011 cohort lack 8th grade scores and are thus excluded from this analysis (33% of the cohort).
Controlling for incoming test scores, students in magnet schools outperform their peers in comprehensive high schools.

Progress Towards On-Track Graduation

% of 2011-12 Students Earning Sufficient Credits Annually by 8th Grade NJ ASK Performance

ACT College Readiness Rates

% of 2011-12 Students Achieving College Readiness on ACT Reading Assessment by 8th Grade NJ ASK Performance

Note: Sufficient credits annually = 30. College readiness rates reflect students who are meeting the 9th, 10th, or 11th grade college readiness benchmarks on the ACT series (e.g., 9th graders take Explore, 10th graders take Plan, and 11th graders take ACT)
However, only 40% of students in magnet schools and 9% in comprehensives meet college readiness benchmarks.
High rates of mobility and absenteeism contribute to the challenge our comprehensive high schools face.

**NPS HS Transfer Rate, 2011-12**

% of Students Transferring Out of a School Within 1 School Year by HS Type

- Magnet: 6%
- Comprehensive: 16%
- Alt Ed: 13%

**NPS HS Student Absenteeism, 2011-12**

% of Students Absent more than 10% of Days Enrolled by HS Type

- Magnet: 19%
- Comprehensive: 50%
- Alt Ed: 50%

Note: Transfer rate (left above) excludes Fast Track Success Academy and Newark Hybrid High School; Fast Track is also excluded from the absenteeism chart at the right above.
Furthermore, we lose over 30% of NPS students between 8th and 9th grade, which resulted in over $17 million in lost funding in 2012.
As a result, there are approximately 7,000 under-utilized seats in NPS schools, with high schools disproportionately more under-utilized.

NPS Capacity, 2012-2013

K-8 Schools: Enrollment (26K) - Excess Capacity (3K)
High Schools: Enrollment (8K) - Excess Capacity (4K)

Note: Capacity data does not reflect ongoing capacity revision
Source: 2012-13 enrollment data; 2009-10 capacity data
Parents desperately want high quality choices: nearly 80% of NPS 8th graders applied to magnet schools in 2012.

Magnet School Applications by School and Preference, Spring 2012

- 78% of 8th graders who apply to a magnet high school
- 27% of high school students who attend a magnet school

Note: 3,021 students submitted applications; 2,623 of these students were NPS 8th graders and 398 were 8th graders from outside NPS
NPS is making progress across several initiatives impacting high schools

New High Schools
- Opened four new schools to increase access to high potential options

Rigorous Assessments
- Implemented college-readiness benchmarks through ACT Series that connect grade 8 through high school

Enrollment
- Created common application for magnet school admission

Funding
- Improved equitable funding for highest need students through “Weighted Student Funding” model
NPS has set five key goals for high schools

1. HSPA graduation rates climb – especially for students starting behind and students with disabilities

2. More students graduate having attained the college-ready mark – especially those who enter highly proficient or approaching highly proficient

3. Each magnets school’s enrollment more closely reflects the overall diversity of the 8th grade class

4. Chronic absenteeism and transfer rates dramatically decrease

5. More students will go to the school of their choice and 9th grade enrollment increases
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Now that we’ve addressed these objectives, what are our next steps?

Ensure all students graduate college-ready

- College-going culture
- Common core
- Rigorous assessments

Develop effective professionals in every classroom

- Teacher pipeline
- Teacher teams/peer support

Cultivate transformational school leaders

- Recruit and retain
- School-based progress reports
- Best-in-class training

Re-imagine NPS as a service-oriented team

- Discretionary school funding
- Optimize resources
- Transform operations
- Restructure teams

Provide top-tier school options for all students

- Transparency
- School-home connection

Engage and involve stakeholders to contribute to college readiness

- 21st century learning environments
- Social and emotional learning
- Teacher evaluation
- Breakthrough contract
- School-based budgeting
- Layer above school
- Breakthrough contract
- Early Childhood Education
- Adolescent-focused programs
- School choice
- Charters as partners
- Turnarounds/Renew
- Strategic partnerships
- High expectations for students, schools, and NPS
Now that we’ve addressed these objectives, what are our next steps?

**Rigorous Assessments**
- Broaden implementation of formative assessments
- Use ACT Series for goal-setting and growth around college readiness
- Scale common core programs

**School-based Progress Reports**
- Create family-focused versions of school-based reports
- Refining and supplementing the forms of data we capture to create a fuller picture of our students and schools

**Portfolio Planning (school choice, charters, turnarounds)**
- Turnaround existing schools who are struggling
- Aggressively address the lowest-performing schools
- Open new district and charter schools
- Create equitable access to all schools

**Transparency**
- Develop internal capacity to perform and continually improve data analysis
- Resolve ongoing challenges that remain on data quality