Resilience: Will Urban Schools that Beat the Odds Continue to Do So During the COVID-19 Pandemic?

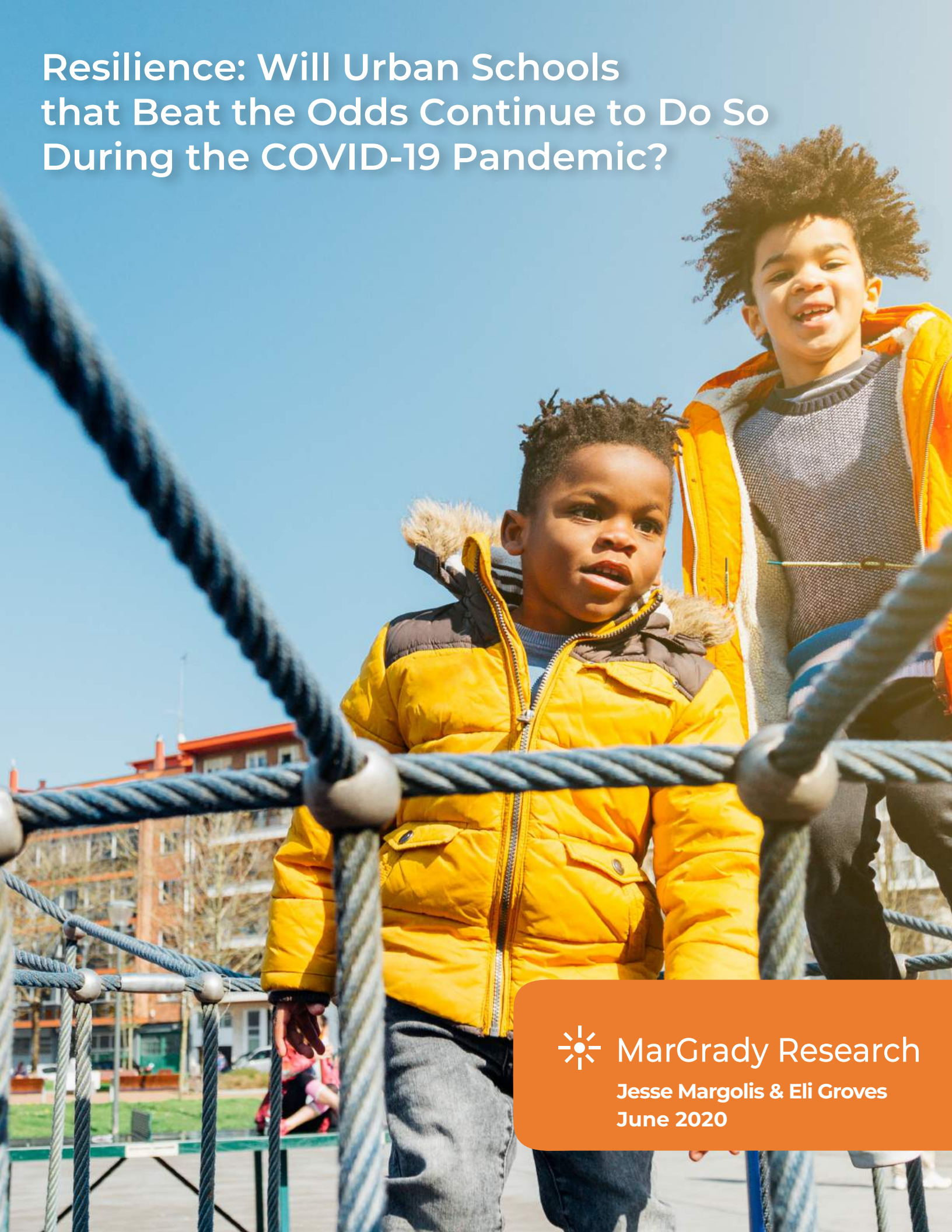

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Table of Contents

Preface

When we began this study, the world looked different than it does today. The coronavirus had not swept across the globe, and the national economy was strong. Remote learning was something few students took part in, and protests against racism and police brutality had not yet forced a national reckoning on issues of race and equity. Since the fall of 2019, much has changed.

Despite these changes, our study remains as important, if not more important today than when we began. Our goal in this report is to identify those cities where historically underperforming students are most likely to "beat the odds" on end-of-year state tests. While there will be no end-of-year tests in 2020, the odds have likely only grown longer for students who are poor, Black, or Latino.

In our core study – which updates earlier work by the Center on Reinventing Public Education at the University of Washington – we find that the cities of Newark, Boston, and Pittsburgh have the highest share of students enrolled in schools that beat the odds. In Newark, 35% of students attended a beat-the-odds school, with a large and high-performing charter sector driving the strong results. Among the 50 cities we reviewed, Denver has seen the greatest growth in the share of students attending a beat-the-odd school in recent years.

In our companion issue brief – which begins on page 18, after our main study – we examine whether beat-the-odds school districts have adopted different remote learning practices than other school districts in the early days of the COVID-19 pandemic. On average, we find beat-the-odds districts adopting early remote learning practices at a similar rate as other districts, raising the question of whether their successful in-person models will translate into an online world. However, beat-the-odds districts have been about twice as likely to adopt a small subset of intensive instructional practices, including attendance tracking, synchronous teaching, and synchronous student-to-student engagement. As school districts continue to refine their remote learning plans, these may be useful practices to consider.

Though much is currently uncertain about the near-term future of public education in the United States, there is little doubt that racial and economic achievement gaps will remain – and perhaps be widened – after the COVID-19 crisis subsides. While the absence of standardized testing may make these gaps harder to measure, they should not be ignored. As we show in this study, schools in many cities have helped students beat the odds in the past. Doing so will be even more important in the future.

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I. Introduction

In American public education, two achievement gaps have long received significant attention: the racial achievement gap between African American or Latino students and White students and the economic achievement gap between poor students and those who are more well-off.[1] Schools that serve high concentrations of poor and minority students tend to do substantially worse on standardized tests and other measures of achievement than schools serving a wealthier, whiter population.[2] However, there are exceptions to this pattern.

In 2015, the Center on Reinventing Public Education (CRPE) at the University of Washington published a study calculating the share of students attending a "beat-the-odds" public school in 50 large cities across the United States.[3] The researchers considered a school to beat the odds if its students scored substantially higher on year-end state standardized tests than would be predicted by their demographics and other characteristics. Of the 50 cities studied, Newark, New Jersey, had the highest share of students attending a beat-the-odds school.

These findings received significant attention in Newark, a city whose public schools were thrust into the national spotlight by Facebook founder Mark Zuckerberg's $100 million donation in 2010 and the controversial education reforms that followed. In 2015, Newark's then-superintendent Chris Cerf highlighted the study in an article responding to Dale Russakoff's book "The Prize," which chronicled how the Zuckerberg donation was raised and spent.[4] As recently as November 2019, New Jersey Senator and then-presidential candidate Cory Booker cited the CRPE study in a widely read New York Times op-ed, writing: "…Newark is ranked the No. 1 city in America for 'beat the odds' high-poverty, high-performance schools by the Center on Reinventing Public Education."[5]

While the findings have continued to receive significant attention, they are now based on results that are somewhat dated. In most states, CRPE's results were based on test scores from the 2011-12 to 2013-14 school years. In New Jersey, CRPE's results were based on scores from the 2010-11 to 2012-13 school years. As we and other researchers have documented, much has happened in Newark (and elsewhere) since the 2012-13 school year. One goal of this policy brief is to update the beat-the-odds results using the latest available data. A second goal is to use Newark as a case study, diving deeper into the city's results to better understand which schools are helping students beat the odds and which groups of students have access to these schools.*

Overall, we find that Newark, Boston, and Pittsburgh are the cities with the highest share of students attending public schools that beat the odds. In Newark and Boston, these results are driven by a strong charter sector, which enrolled 32% of students in Newark and 21% of students in Boston. Pittsburgh's results, by contrast, are driven by its traditional district schools, which had the highest beat-the-odds rate in non-charter schools among the 50 cities studied. Newark's results were particularly strong for African American students, of whom 39% attend a beat-the-odds school, more than double the rate in the next highest city. While Newark, Boston, and Pittsburgh currently have the highest share of students attending beat-the-odds

schools, Denver, Pittsburgh, and Seattle have seen the greatest growth in the share of students attending beat-the-odds schools.

In Newark, a driving force behind the city's high beat-the-odds rate has been two large and growing charter networks: North Star Academy, which is managed by Uncommon Schools, and TEAM Academy, which is managed by KIPP. Recent research has shown that schools in these networks have a large, positive, causal effect on student test scores, which is consistent with their outperformance in this study.[6] However, Newark's district schools also perform well, with 16% of students enrolled in a beat-the-odds school, double the 50-city average of 8%. While Newark's beat-the-odds district schools tend to be concentrated in historically higher performing parts of the city, Newark's beat-the-odds charters are fairly spread out and located in some of the most economically disadvantaged sectors.

II. Methodology and Data

In this study, we follow the original CRPE methodology to the extent possible. We review the same 50 cities that CRPE analyzed, which were "the 50 cities with the largest total enrollments that were also the most widely distributed across the [district-run, charter, and private school] sectors."[7] Like CRPE, we run a regression to predict the proficiency rate on state tests for each school based on the share of students by racial/ethnic category, the share of students eligible for free or reduced price lunch, the grade levels served by the school, and the size of the school. A school whose actual test scores substantially exceed its prediction in a given year is considered to be a beat-the-odds school.

For most states, we use the federal EDFacts data set and the Common Core of Data, which provide a standardized set of test scores and enrollment data for every public school in the country through the year 2018. For New Jersey, we collect state data through 2019 to provide the most up-to-date snapshot of Newark's results. Newark's results using the federal EDFacts data are very similar to those using state data (see Figure B1 in the appendix). Appendix A outlines our methodology in detail and describes those areas where we diverge from the original CRPE study.

* We would like to thank the New Jersey Children's Foundation for funding this research.

[1] https://cepa.stanford.edu/sites/default/files/reardon%20whither%20opportunity%20-%20chapter%205.pdf

[2] Reardon, Sean F., Ericka S. Weathers, Erin M. Fahle, Heewon Jang, and Demetra Kalogrides (2019). "Is Separate Still Unequal? New Evidence on [3] School Segregation and Racial Achievement Gaps." CEPA Working Paper No. 19-06.

[3] https://www.crpe.org/sites/default/files/measuringup_10.2015_0.pdf

[4] https://educationpost.org/next-steps-in-newark-superintendent-chris-cerf-responds-to-dale-russakoffs-the-prize/

[5] https://www.nytimes.com/2019/11/18/opinion/cory-booker-public-charter-schools.html

[6] https://www.manhattan-institute.org/charter-school-effectiveness-newark-new-jersey

III. National Results

Figure 1 shows the share of students attending a beat-the-odds school in all 50 cities between 2016 and 2018. With 35% of students attending a beat-the-odds school, Newark had the highest percentage, followed by Boston with 20% and Pittsburgh with 17%. On the other end of the spectrum, cities like Tampa, Fort Wayne, and Raleigh had 2% or fewer of their students enrolled in beat-the-odds schools.[8]

Newark's beat-the-odds result stands out as it did in the original CRPE analysis. With 35% of students enrolled in schools that beat the odds, Newark has nearly double the share of the next highest city.

Figure 2 shows cities' beat-the-odds results over time, displaying their percent change from 2012 to 2018. Of the 50 cities studied, Denver had the largest growth in share of students attending a beat-the-odds school. In 2012, 4% of students in Denver attended a beat-the-odds school and by 2018, that number had risen to 15%, an increase of 11 percentage points. As Figure 1 shows, this places Denver fifth overall in the most recent results. In terms of growth on this metric, Denver is followed by Pittsburgh and Seattle, which saw increases of 10 and six percentage points, respectively.

On the other hand, cities like Baltimore, Cincinnati, and Detroit experienced the largest declines. In Baltimore, the share of students enrolled in a beat-the-odds school declined from 21% in 2012 to 10% in 2018, a drop of 11 percentage points. During the same time period, Cincinnati and Detroit dropped by nine and eight percentage points, respectively.

Of the top three cities in 2018, both Pittsburgh and Newark increased over time, with the share of students enrolled in a beat-the-odds school increasing by 10 and five points, respectively. In Boston, the share of students in beat-the-odds schools held steady. Overall, 27 of the 50 cities experienced a positive change in the share of students attending a beat-the-odds school over this timeframe.

While Figure 1 shows the share of all students attending a beat-the-odds school, Figures 3 and 4 focus on those racial groups that have historically had the lowest test score performance: African American and Latino students. In Figure 3, we see that Newark has the highest share of African American students enrolled in beat-the-odds schools. At 39%, the share of African American students enrolled in beat-the-odds schools in Newark is more than double that of the next highest city.

[7] https://www.crpe.org/sites/default/files/measuringup_10.2015_0.pdf (page 1). While CRPE included private school share in the selection criteria for cities, private schools were not included in their study or our update due to data availability.
[8] It should be noted that many of the urban areas in Figure 1 are performing reasonably well on this metric. Given how the beat-the-odds measure is defined (see Appendix A for details), one would expect about 5% of schools in any particular city to "beat the odds" simply by chance. By construction, about 5% of the schools in every state are beat-the-odds schools, since they have positive residuals that lie outside a 90% confidence interval around zero. If one took the actual schools with their test scores and randomly assigned them to cities (or other locations) within the state, then we would expect about 5% of schools in each city to be beat-the-odds schools.

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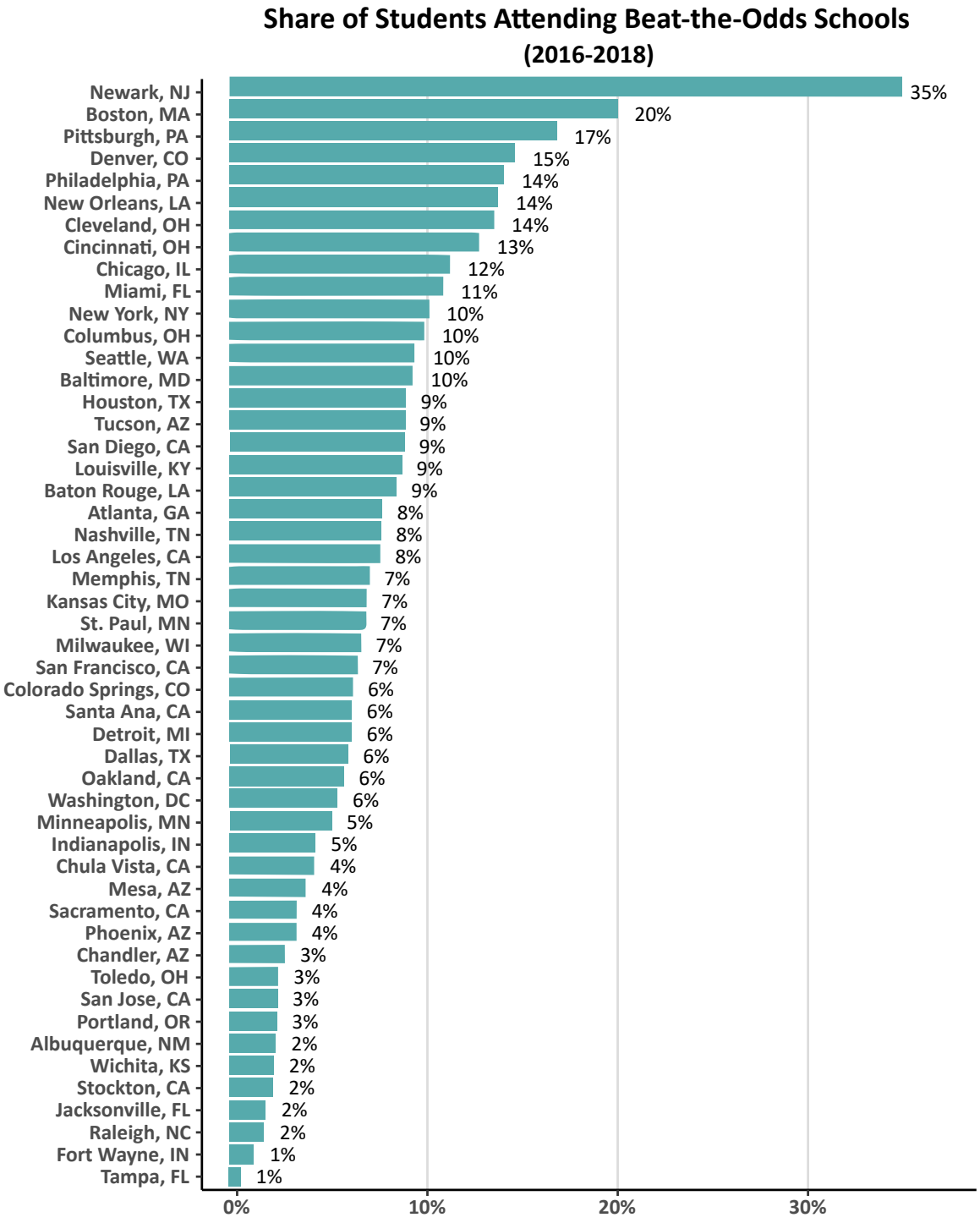
Figure 1 – With 35% of students enrolled in beat-the-odds schools, Newark has the highest beat-the-odds rate of the 50 cities studied.



Source: Analysis of data from NJDOE, EDFacts, and Common Core of Data websites. Note: Includes students in grades K-12. Results aggregate both ELA and math. Due to missing EDFacts data in 2018, Baltimore, MD and Albuquerque, NM use an average from 2015-2017. Due to missing EDFacts data in 2016 and 2017, New York, Memphis, and Nashville use an average from 2013-2015.

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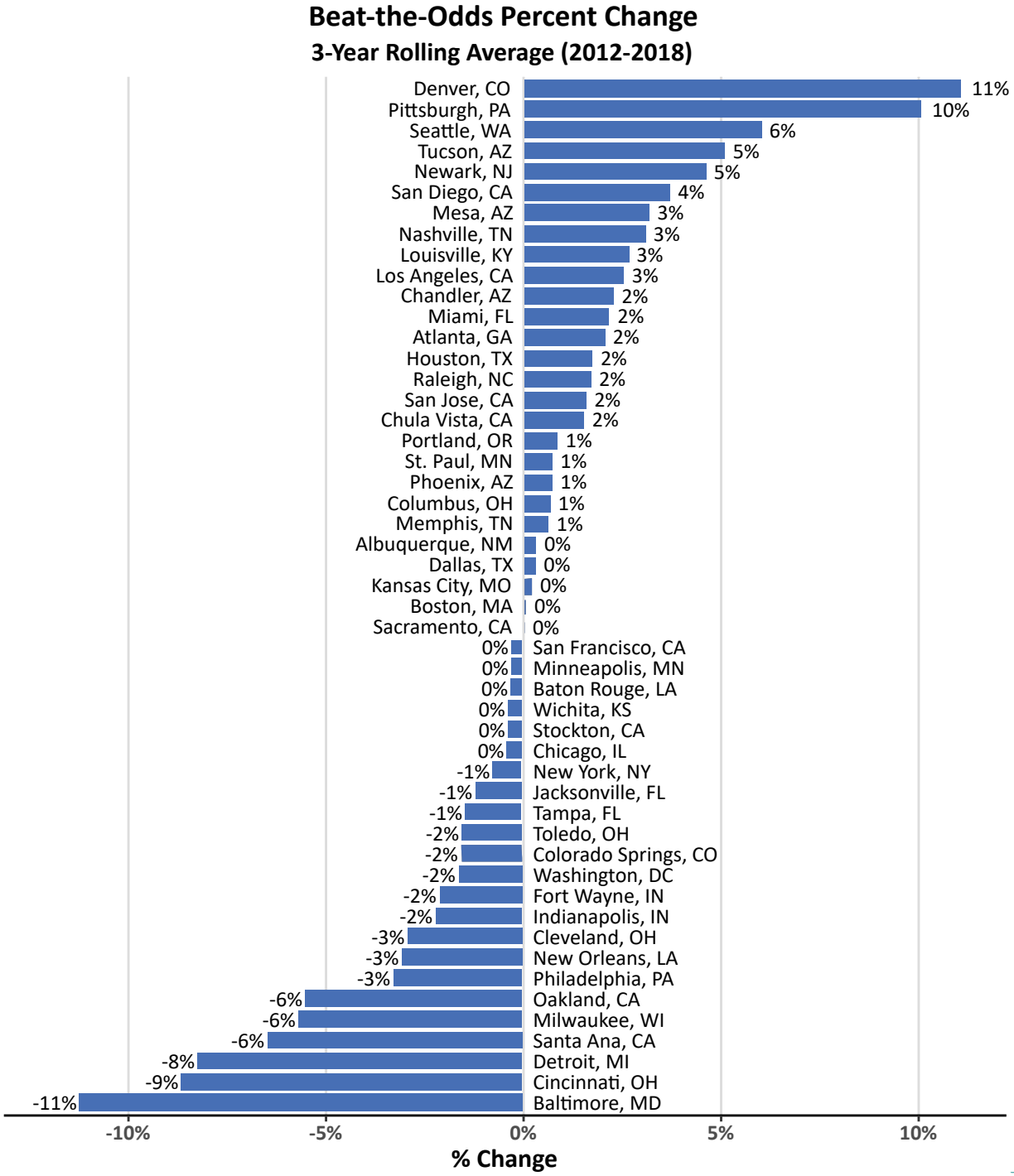
Figure 2 – Denver, Pittsburgh, and Seattle saw the largest increase in the share of students attending beat-the-odds schools between 2012 and 2018.



Source: NJDOE website, EDFacts website, internal analysis. Note: The rolling 3-year average was taken by averaging each year's previous two years (i.e. 2012 is an average of 2010, 2011, and 2012). Results aggregate both ELA and math. For Baltimore, MD and Albuquerque, NM, 2017 is used as the end-point for comparison because these cities were missing data in 2018.

Moreover, comparing Figure 3 to Figure 1, we see that African American students in Newark are more likely than the average Newark student to be enrolled in a beat-the-odds school. Boston and New Orleans are the cities with the second and third highest share of African American students attending beat-the-odds schools.

Figure 4 shows that Newark also had the highest share of Latino students enrolled in beat-the-odds schools. With 27% of Latino students enrolled in a school that beat the odds, Newark's rate for Latino students is somewhat lower than the citywide average, but notably higher than the rate for Latino students in any other city. Pittsburgh, with 20% of Latino students enrolled in beat-the-odds schools, and Boston, with 17%, were the cities with the second and third highest rates among the 50 we studied.

Figures B2 and B3 in the appendix show a similar breakdown by city for Asian and White students, respectively. Figure B4 in the appendix shows a comparison of the results by race both within and between cities. Overall, several conclusions emerge. First, across all racial groups, Newark has the highest share of students enrolled in beat-the-odd schools. Second, enrollment in beat-the-odds schools is not confined to any one race, as students of all races are enrolled in beat the odds schools at high rates in certain cities. Third, there are intriguing within-city variations in the beat-the-odds rate by race that merit further exploration. While some cities show similar beat-the-odds rates across all races, other cities show a substantial gap by race in the share of students enrolled in beat-the-odds schools.

New Orleans is one such city, as it shows a considerable difference between racial groups in the likelihood of attending a beat-the-odds school. While nearly 20% of African American students attended a beat-the-odds school, only 2% of White students did. This difference of 18 percentage points represents the second largest gap between racial groups in all cities.

The city with the largest gap between racial groups is Denver, where 26% of White students attend a beat-the-odds school, followed by 12% of African American students and 7% of Latinos. This gap between White students and Latino students, of 19 percentage points, is more striking when looking at the racial breakdown of city enrollment. Latino students make up a majority (55%) of Denver's enrollment, while White students, who make up about a quarter of Denver's enrollment, are nearly three times more likely to attend a beat-the-odds school.

At a national level, across all 50 cities, the racial/ethnic makeup of student enrollment was 40% Latino, 29% Black, 19% White, 8% Asian, and 4% American Indian/Multiracial/Unknown. Of these groups, Black students were the most likely to attend a beat-the-odds school, at 10%, followed by White students (9%), Asian students (8%) and Latino students (7%).

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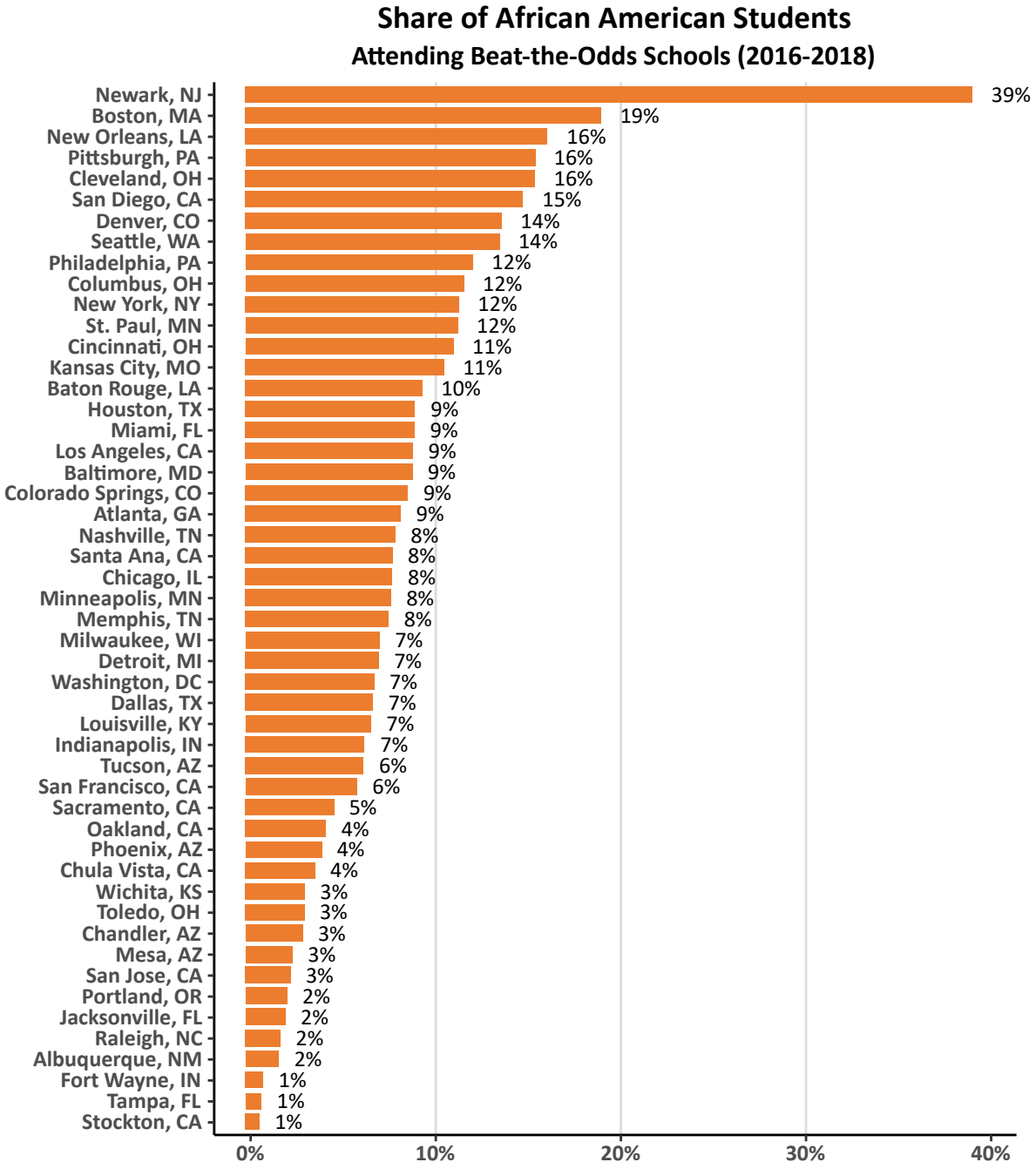
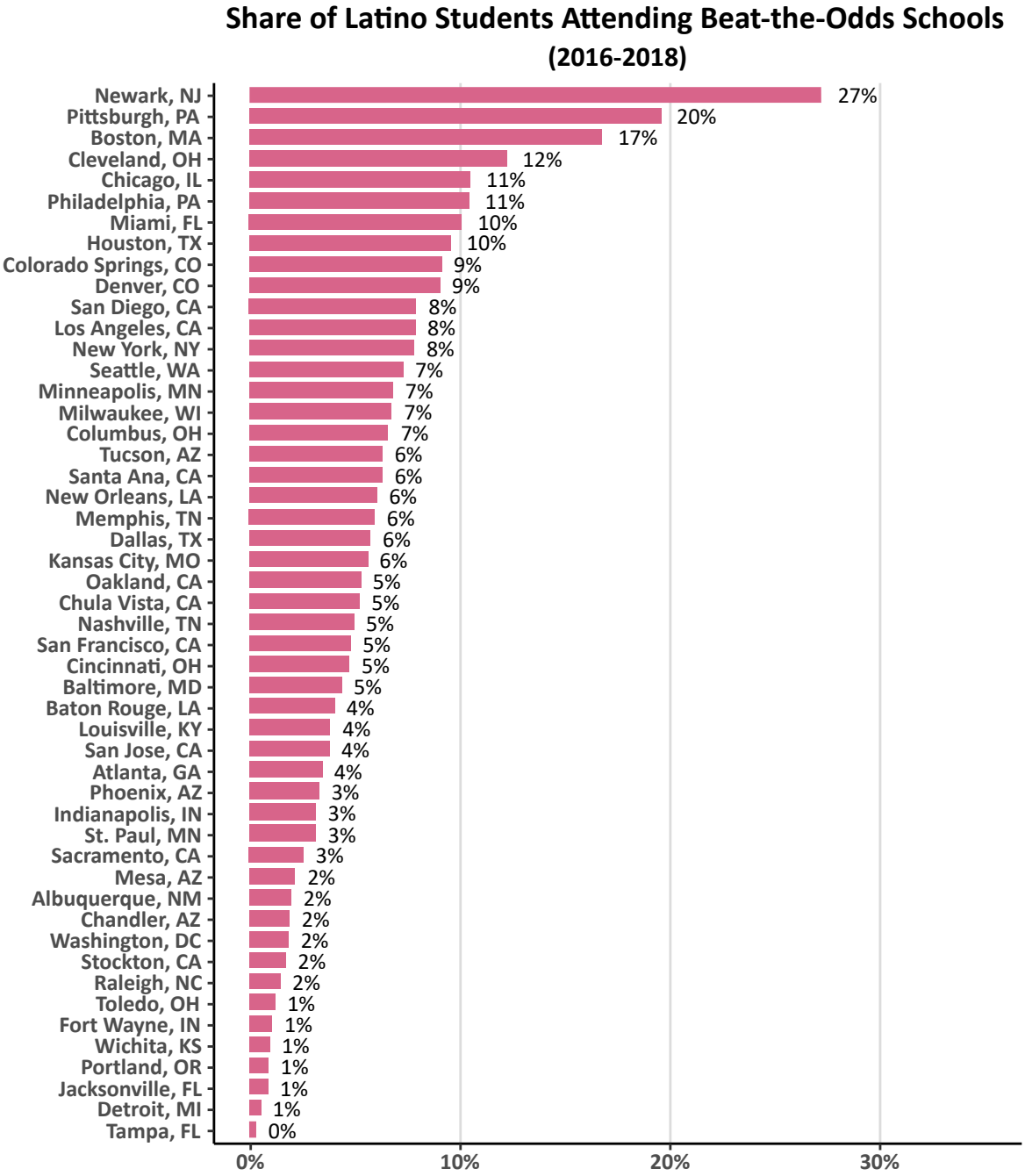
Figure 3 – Newark, Boston, and New Orleans have the highest share of African American students attending beat-the-odds schools.



Source: Analysis of data from NJDOE, EDFacts, and Common Core of Data websites. Note: Includes students in grades K-12. Due to missing EDFacts data in 2016 and 2017, New York, Memphis, and Nashville use an average from 2013-2015.

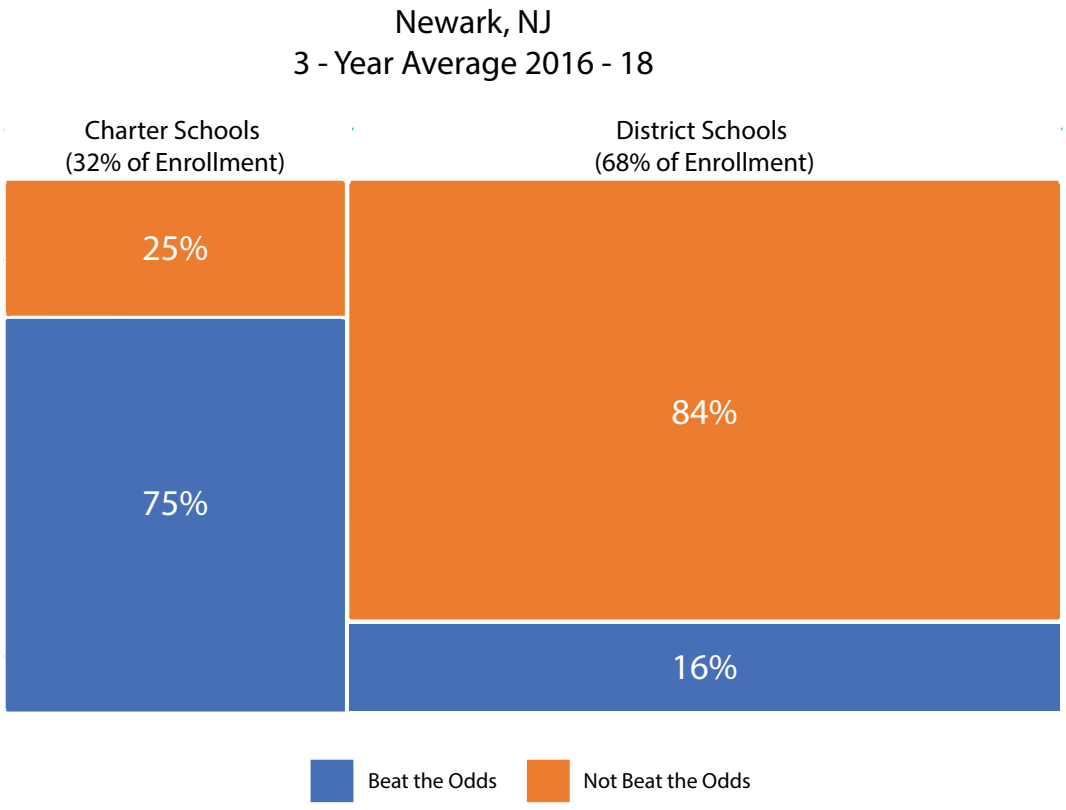
4 Figure 4 – Newark, Pittsburgh, and Boston have the highest share of Latino students attending beat-the-odds schools.



Source: Analysis of data from NJDOE, EDFacts, and Common Core of Data websites. Note: Includes students in grades K-12. Due to missing EDFacts data in 2016 and 2017, New York, Memphis, and Nashville use an average from 2013-2015.

In addition to race, the share of students attending beat-the-odds schools also varies by sector – charter or district – across almost all cities. Between 2016 and 2018, 32% of K-12 students in Newark were enrolled in a charter school and 75% of charter school students were enrolled in a school that beat the odds. The high performance of Newark's charter sector is consistent with prior research. One 2015 study found that Newark's charters had the second highest positive impact on student learning among 41 cities studied, after only charter schools in Boston, MA.[9] A more recent 2020 study used the lottery component of Newark's admissions process to estimate the causal impact of attending an oversubscribed charter on students' test scores and found a large positive effect.[10]

5 Figure 5 – Newark's high share of students in beat-the-odds schools is driven by the large and high performing charter sector.



Source: NJDOE website, EDFacts website, internal analysis. Note: The share of beat-the-odds students in each city is represented in blue. The left side of the figure is the beat-the-odds breakdown for charter schools, and the right side is for district schools.

[9] https://urbancharters.stanford.edu/summary.php

[10] https://www.manhattan-institute.org/charter-school-effectiveness-newark-new-jersey

6

Figure 6 – Across all 50 cities studied, the size and relative performance of the charter sector varies.

Source: NJDOE website, EDFacts website, internal analysis. Note: The share of beat-the-odds students in each city is represented in blue. The left side of each figure is the beat-the-odds breakdown for the charter schools, and the right side is for district schools. Due to incomplete EDFacts data in 2016 and 2017, Memphis, Nashville and New York use years 2013-2015 rather than 2016-2018. Due to incomplete EDFacts data in 2018, Albuquerque and Baltimore use years 2015-2017.

As shown in Figure 5, Newark's strong performance is not limited to charter schools. Sixty-eight percent of students attend one of Newark's traditional district schools, and 16% of these students attend a beat-the-odds school. Newark's beat-the-odds rate for district schools is double the 50-city average of 8% of students attending a beat-the-odds school.

Figure 6 highlights the sectoral breakdown – charter or district – in all 50 cities, along with the share of students in each sector beating the odds.[11] Several cities have a higher share of students attending charters than Newark, including New Orleans (94%), Detroit (42%), Washington D.C. (41%), Philadelphia (34%), and Cleveland (33%). However, the charter sectors in these cities tend to have a much smaller share of students enrolled in beat-the-odds schools.

Several cities also have a reasonably high share of charter students in schools that beat the odds, including Nashville (47%), Boston (42%), and New York (31%). However, these cities tend to have a much smaller charter sector than Newark.

Across all 50 cities, 17% of charter school students are enrolled in a school that beats the odds, compared to 7% of students in district schools. Among the 48 cities with both a charter and district sector, charter school students are more likely to be enrolled in a beat-the-odds school in 35 cities, while district school students are more likely to be enrolled in a beat-the-odds school in 13 cities.

IV. Newark Case Study

The city of Newark had the highest share of students in beat-the-odds schools in both CRPE's original study and our update. In this section, we dive deeper into Newark's data to better understand its results. To do this, we collected updated data from the New Jersey Department of Education through the 2018-19 school year.

As we see in Figure 7, the share of students enrolled in beat-the-odds schools in Newark has generally increased over time, despite a dip between 2014 and 2016, and again in 2019.[12] Between 2012 and 2019, the share of students enrolled in beat-the-odds schools in Newark rose from 31% to 34%.[13] Notably, in no year of the time period studied did one of the other 49 cities surpass Newark in this measure.

[11] See Figure B5 in the appendix for the numbers backing up Figure 5.
[12] Each year represents an average of that year and the two prior years. The 2019 results, for example, are a weighted average of the share of students in schools that beat the odds in 2017, 2018, and 2019.
[13] The decline in 2015 and again in 2019 appears to be related to KIPP/TEAM Academy Charter Schools missing the beat-the-odds cutoff in those years, while making it in all other years. Although KIPP/TEAM exceeded its predicted test score by 15 percentage points in 2015 and 2019, it fell two percentage points short of the residual required to be considered a beat-the-odds school. While KIPP/TEAM operates multiple campuses in Newark, it is treated as a single large school in state data and, subsequently, in this analysis. The school enrolled 6% of Newark's students in 2015 and 8% of Newark's students in 2019, so its status as a beat-the-odds school has a large effect on the citywide rate.

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Figure 7 – The share of students enrolled in beat-the-odds schools in Newark has increased over time.

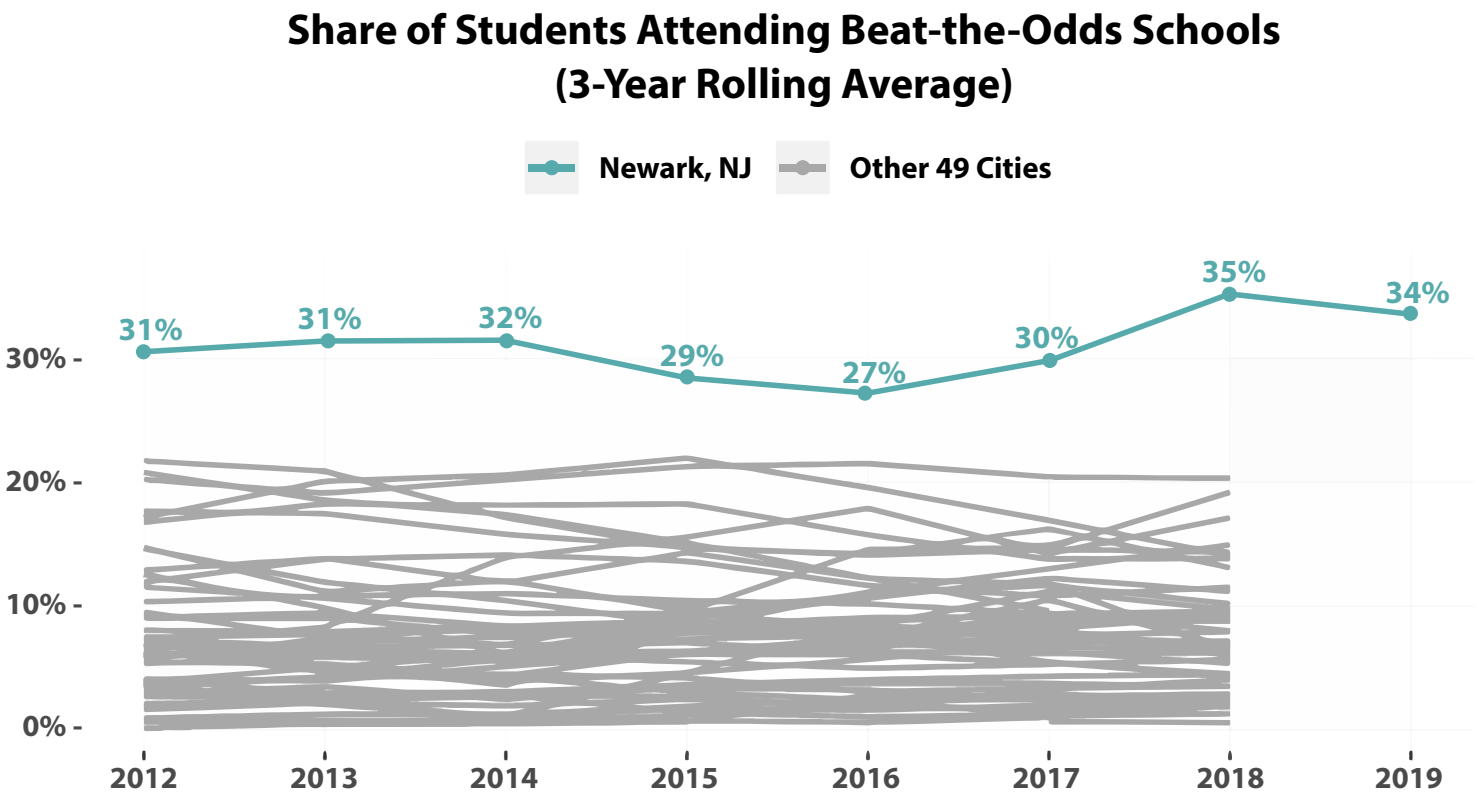

Figure 8 shows Newark's latest results by school. Each bubble represents a school, with the size of the bubble proportional to the total number of students enrolled. The horizontal axis shows a school's expected proficiency rate across both math and ELA based on the school's demographics and other characteristics. Expected proficiency rates range from below 10% to nearly 40%, with the majority of schools in Newark having an expected proficiency rate between 15% and 30%.[14]

The vertical axis on Figure 8 represents the degree to which a school exceeded or fell below its predicted proficiency rate. Schools that exceed their prediction appear above the x-axis, while those that fall below their prediction appear below the x-axis. Schools that exceed their prediction by a sufficient amount (about 15 to 20 percentage points, depending on the year) are considered beat-the-odds schools and the bubble is filled in.[15] As shown in the figure, some schools – both district and charter – exceeded their predicted proficiency rate by a substantial degree.

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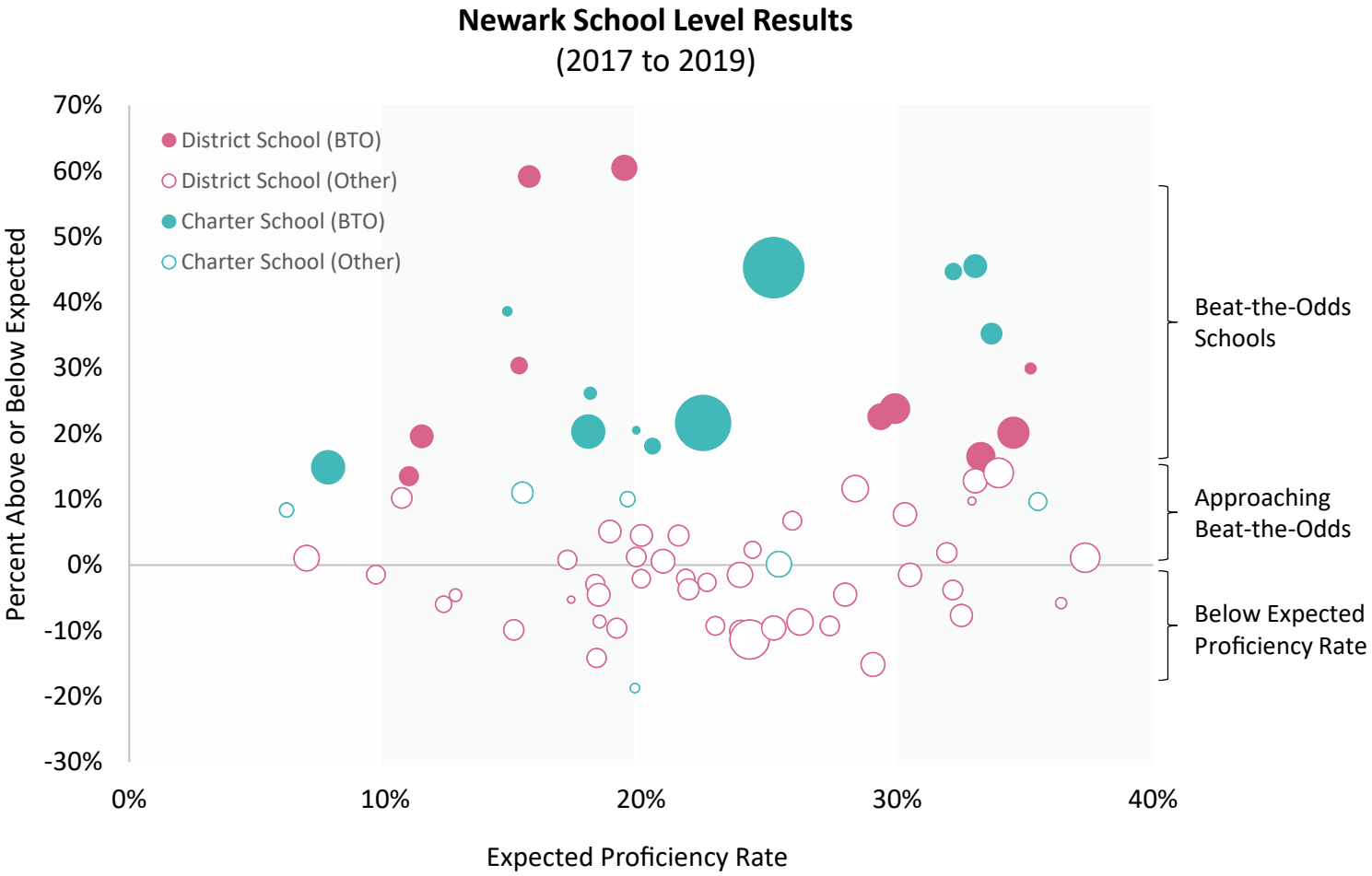
Figure 8 – In Newark, a number of schools perform well above expectations, while many schools perform at or below expectations.



Source: NJDOE website, EDFacts website, internal analysis. Note: The rolling 3-year average was taken by averaging each year's previous two years (i.e. 2012 is an average of 2010, 2011, and 2012). NJDOE data was available through 2019. Results aggregate both ELA and math.

[14] Figure B7 in the appendix provides a table with the schools and numbers backing up Figure 8.

[15] As explained in Appendix A, a school must exceed its predicted score by 1.645 standard deviations, where the standard deviation refers to the distribution of school level residuals from the regression for that state and year. Because the graph shows the average predicted score and residual for the three-year period from 2017 to 2019, some schools may have been considered beat-the-odds schools in some years but not others. Bubbles are filed in for any school that was considered a beat-the-odds school in at least one year.

In Newark, the district schools that beat the odds by the largest amount were Science Park High School and Technology High School, which exceeded their predicted proficiency rates by 60 and 59 percentage points, respectively. Both schools are magnet schools that admit students based on prior-year grades, test scores, and other factors. The charter schools that beat the odds by the largest amount were Robert Treat Academy and North Star Academy, which exceeded their predicted proficiency rates by 46 and 45 percentage points, respectively. As mentioned earlier, recent research using lottery data from Newark's centralized enrollment system has shown North Star Academy to have a large causal impact on student test scores.[16] Robert Treat Academy does not participate in Newark's centralized enrollment system.

While Figure 8 shows that many Newark schools perform well above expectations, nearly half of the schools perform at or below expectations. There are 28 schools – amounting to nearly 40% of the public schools in Newark – that had a lower proficiency rate between 2017 and 2019 than would be predicted by their student and school characteristics. Most of these schools are traditional district schools with a predicted proficiency rate between 15% and 30% that score from one to 15 percentage points below expectations. While Figure 8 showcases the potential for high achievement – in both district and charter schools – it also highlights the challenge that persists. A substantial number of Newark students remain enrolled in schools that do not meet even fairly low expectations for student performance.

Figure 9 shows the geographic distribution of beat-the-odds schools in the city of Newark. Newark's beat-the-odds charters are spread throughout the city and are concentrated in the Central, South, and West Wards. The South Ward has historically been among the lowest performing in Newark and the emergence of seven beat-the-odds charter schools is an encouraging sign of greater equity in access to high performing schools.

Newark's beat-the-odds district schools are concentrated in the East, Central, and North Wards. In total, the West and North Wards had the highest share of students (44% and 42% respectively) enrolled in beat-the-odds schools while the East Ward had the lowest (17%).

[16] https://www.manhattan-institute.org/charter-school-effectiveness-newark-new-jersey

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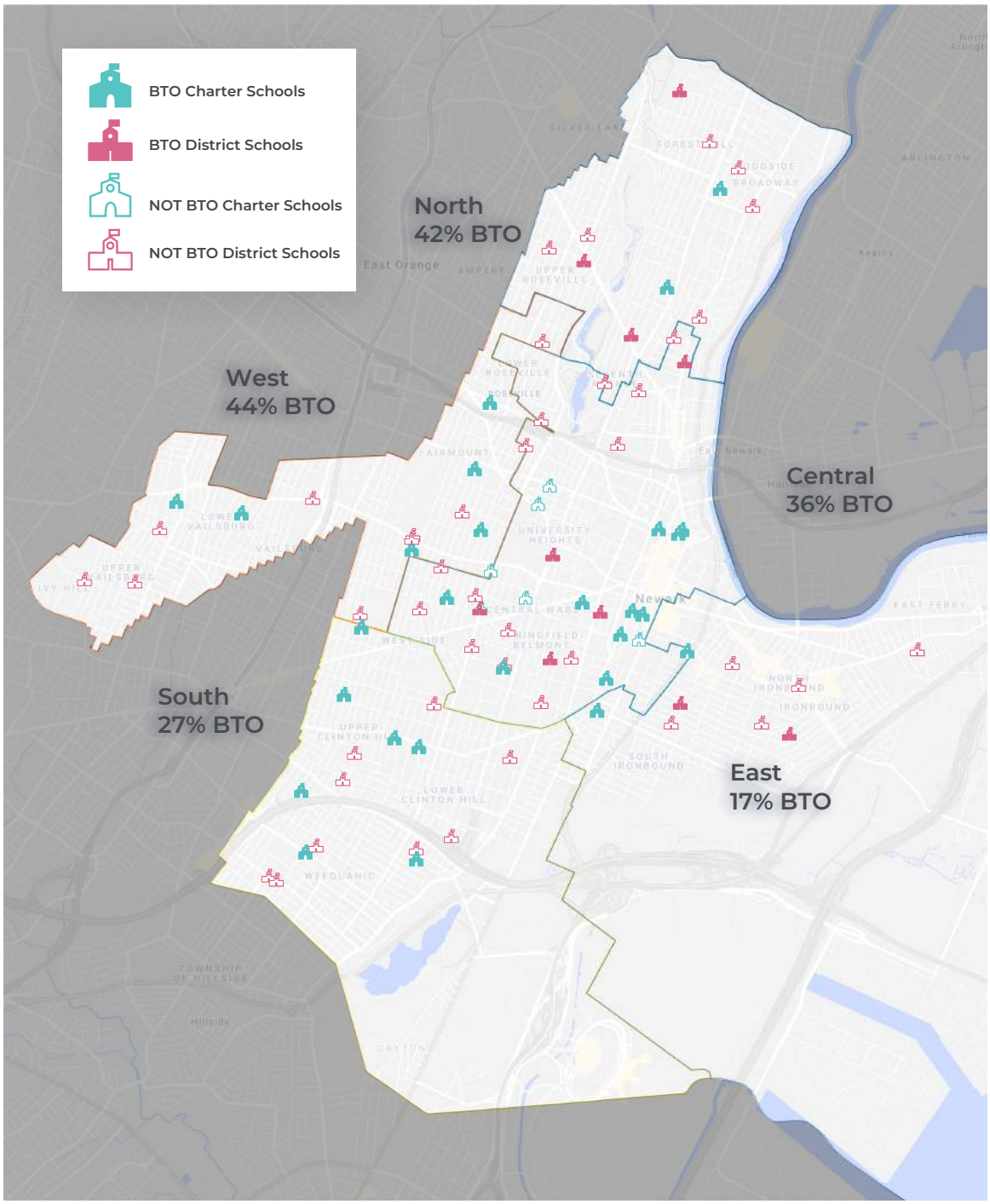
Figure 9 – Newark's beat-the-odds charters are spread throughout the city, while the beat-the-odds district schools are concentrated in the North, Central, and East wards.



Source: NJDOE website, EDFacts website, internal analysis. Note: Charter networks are broken into their individual campuses in this map.

V. Conclusion

The United States has a wide and persistent achievement gap by race and socioeconomic status. Nonetheless, as shown in this report, there are schools that help students beat the odds. In Pittsburgh, 17% of students – including 19% of those who attend traditional public schools – attend a beat-the-odds school. In Boston, 20% of students – including 42% of charter school students – attend a beat-the-odds school. And in Newark, 35% of students attended a beat-the-odds school between 2016 and 2018 – the time period of our national study – a figure that had increased by five percentage points over the preceding six years. Among the 50 cities reviewed, Newark had the highest share of students enrolled in a beat-the-odds school. This fact was true in 2013, the latest year of data in CRPE's original study, and it remains true today.

Newark's strong results on this metric are driven by its large and high performing charter sector. Approximately one-third of students in Newark attend a charter school and three-quarters of these students attend a school that beats the odds. Newark has among the largest charter sectors of the 50 cities we studied, and charter school students in Newark are more likely to attend a beat-the-odds school than charter school students in any of the other cities. Newark's strong performance, however, is not limited to charter schools. Sixteen percent of students enrolled in the traditional school district are attending a school that beats the odds, twice the 50-city average of 8%.

In Newark, African American students are more likely than average to attend a beat-the-odds school. This trend is likely related to enrollment patterns in the city's high-performing charter sector. While African American students make up 56% of enrollment in the city, they make up 82% of enrollment in the city's charter sector, and 85% of enrollment in North Star Academy, the largest and one of the highest performing charter schools in the city. Newark's South Ward, which has a student population that is 89% African American and is historically the city's most economically disadvantaged area, now has seven beat-the-odds charter schools.

Despite these impressive results, our case study of Newark shows areas of concern. While most schools in Newark beat their predicted test score – and 35% do so by a sufficient degree to be considered a "beat-the-odds" school – many fall below. Nearly two in five Newark schools have a lower test score than would be predicted by their students' characteristics. Most of these schools are part of the traditional school district and score below the 15% to 30% proficiency rate that is typical in New Jersey for schools with similar student populations.

These results highlight an opportunity gap in Newark. Some students in Newark have access to very high performing schools, including charter schools that rigorous research has shown to have a large positive impact on student test scores, and selective public schools that are ranked among the best in New Jersey. At the same time, other students enroll in schools that fail to meet even relatively low expectations for performance. In future research, we plan to explore the opportunity gap in Newark, unpacking who has access to which schools in the city and how the patterns in Newark compare to other urban areas across the country.

Companion Issue Brief:

Remote Learning Practices in Beat-the-Odds Districts During COVID-19

Summary

- We study whether "beat-the-odds" school districts have adopted different remote learning practices than other districts in the early phase of the COVID-19 pandemic
- Broadly speaking, we find beat-the-odds districts have adopted similar remote learning practices to other districts
- However, beat-the-odds districts have been more likely to adopt a small subset of more intensive instructional practices, including attendance tracking, synchronous teaching, and synchronous student-to-student engagement

During the first two weeks of March 2020, nearly every state and school district in the United States made the decision to close school buildings in response to the COVID-19 pandemic. While many initially anticipated a shutdown of several weeks, by the end of April, most states recognized the need for a more extended closure. As of April 28th, Education Week reported that 43 states had decided to close all schools for the remainder of the academic year.[1] While school buildings across the country have closed, schools have not. Students, teachers, administrators, and families have been thrust into a sudden and unanticipated experiment in remote learning, with little time to prepare.

This issue brief is a companion to our report – "Resilience: Will Urban Schools that Beat the Odds Continue to Do So During the COVID-19 Pandemic?" In that report, we update an earlier analysis by the Center on Reinventing Public Education (CRPE) to identify those cities where a large share of students attend schools with substantially higher test scores than would be predicted by their student population and demographics. Among the 50 cities we reviewed, Newark, Boston, and Pittsburgh have the highest share of students enrolled in beat-the-odds schools.

In this issue brief, we explore the remote learning practices at beat-the-odds districts and Charter Management Organizations (CMOs) during the early stages of the COVID-19 pandemic. In particular, we ask whether those districts and CMOs that have been successful at helping low-income and minority students beat the odds in a traditional classroom setting are adopting different early remote learning practices than other districts. In doing so, we hope to begin a conversation about the resiliency of these districts and CMOs – particularly those serving predominantly low-income students of color – in the face of an unprecedented challenge.

[1] https://www.edweek.org/ew/section/multimedia/map-coronavirus-and-school-closures.html (as of 4/30/20). Ed Week reported that as of 4/28/20, "43 states, 4 U.S. territories, and the District of Columbia have ordered or recommended school building closures for the rest of the academic year, affecting approximately 45.1 million public school students."

1

Figure 1 – The Center for Reinventing Public Education (CRPE) has been tracking remote learning practices across 14 categories.

Practice	Description	Response Coding
Curriculum Resources from District	Does the district provide resources or expectations about curriculum, lessons, or activities?	0 = "None" 1 = "General" or "Specific"
Curriculum Resource Coverage	How many grades do the curriculum resources cover?	0 = "No grades covered" 1 = "All" or "Partial"
Instruction from teachers	Does the district communicate an expectation that teachers will provide instruction and instructional resources?	0 = "None" 1 = "All" or "Partial"
Synchronous teaching	Does the district offer some synchronous ("real time") teaching?	0 = "None" 1 = "All" or "Partial"
Synchronous student engagement	Does the district expect the teacher to facilitate some student-to-student synchronous engagement?	0 = "None" 1 = "All" or "Partial"
Students with disabilities	Does the district webpage specifically mention how schools and/or the district will support students with disabilities?	0 = "No" 1 = "Yes"
Feedback on student work	Does the district expect teachers to provide feedback on student work, monitor the academic progress of students, or issue grades?	0 = "None" 1 = "All" or "Partial"
Formal grading	Does the district require some student work completed during the shutdown contribute to their final course grade?	0 = "None" 1 = "All" or "Partial"
Teacher Check In	Are teachers expected to maintain contact and connection with students outside of instruction and regular class settings?	0 = "No" 1 = "Yes"
Attendance tracking	Does the district communicate a process for tracking student attendance?	0 = "No" 1 = "Yes"
Instructional minutes recommended	Does the district recommend or require a certain amount of instructional minutes each day or week?	0 = "No" 1 = "Yes"
Device distribution	Does the district provide technology devices (laptops, tablets) to students?	0 = "None" 1 = "All" or "Partial"
Hotspot access	Are hotspots provided to students at school or community-based sites?	0 = "None" 1 = "Community" or Home
Summer Learning Plan	Does the district plan to offer summer school learning experience through its own staff or an outside partner?	0 = "No" 1 = "Yes" or "Partner"

Source: CRPE website as of 4/28/20. For more information see: https://www.crpe.org/content/covid-19-school-closures

Our data on remote learning practices come from CRPE, which since the end of March has been compiling and updating a database of remote learning practices at large districts and CMOs around the country.[2] Researchers at CRPE have been reviewing remote learning plans for approximately 100 large districts and CMOs and assessing their practices along the 14 dimensions shown in Table 1. For synchronous teaching, for example, CRPE asks whether the district offers some "real time" online teaching in some or all of its schools. For this question, CRPE puts districts into three categories based on the share of grades that offer synchronous teaching: none, partial, or all. For our analysis, we further simplify this categorization into the binary categories of 1 (all or partial) or 0 (none).

Of the 50 cities we study in our report on urban schools that beat the odds, 38 are captured in CRPE's remote learning survey. In addition to information on each city's traditional school district, CRPE has also captured remote learning practices at 18 large charter networks in these 38 cities. A summary of the remote learning practices in all 56 school management organizations – 38 traditional school districts and 18 CMOs – is shown in Figure 2.[3]

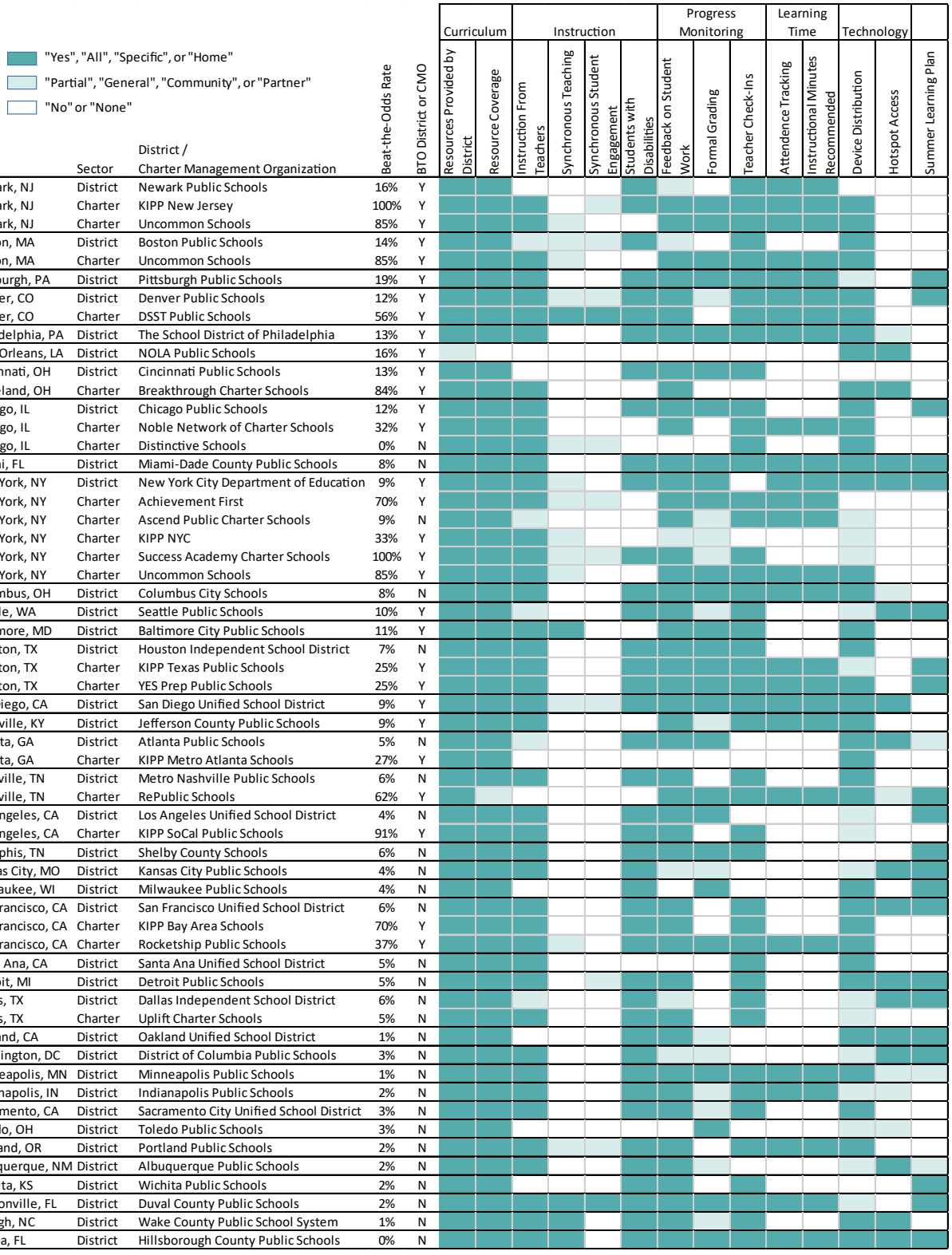
Figure 2 groups districts and CMOs by city and lists each city based on the share of students in the city who attend a beat-the-odds school. The city of Newark, for example, is listed first because, with 35% of students attending beat-the-odds schools, it has a higher beat-the-odds rate than any other city we studied. The city's high share of students beating the odds is a combination of a 16% beat-the-odds rate in Newark's district schools and a 75% beat-the-odds rate in charter schools in the city (only Newark's two largest CMOs are listed in Figure 2, though many other charter schools operate in the city).

In Figure 2, we can see that some remote learning practices are common across nearly all school districts. All 56 districts and CMOs provide curriculum resources, with 55 districts and CMOs providing them to all schools under their jurisdiction. Other practices are relatively uncommon. Few districts, for example, expect teachers to facilitate synchronous student-to-student engagement, and when they do, it is usually only for a subset of grades.

The core question in this issue brief is whether early remote learning practices differ in those districts where a high share of students attend beat-the-odds schools. To answer this question, we calculate a separate beat-the-odds rate for each traditional district and CMO, representing the share of students enrolled in schools that have substantially higher test scores than would be predicted by their student populations. We then divide the list of 56 school districts and CMOs in half, with the 28 districts and CMOs with the highest share enrolled in

[2] https://www.crpe.org/content/covid-19-school-closures.
[3] Figure 2 has 58 rows because Uncommon Schools appears three times, in Newark, Boston, and New York City. The charter network operates schools in all three cities. The beat-the-odds rate shown, however, is the same across all three entries and reflects the CMO-wide beat-the-odds rate for Uncommon Schools. In their remote learning data, CRPE is collecting a single CMO-wide result for Uncommon Schools and for every other charter network. Despite appearing multiple times in Figure 2, in our subsequent analysis in Figure 3, Uncommon Schools is treated as a single entity and given the same weight as all other districts and CMOs.

2 Figure 2 – Remote learning practices implemented vary across districts and CMOs.



City	Sector	District / Charter Management Organization	Beat-the-Odds Rate	BTO District or CMO
Newark, NJ	District	Newark Public Schools	16%	Y
Newark, NJ	Charter	KIPP New Jersey	100%	Y
Newark, NJ	Charter	Uncommon Schools	85%	Y
Boston, MA	District	Boston Public Schools	14%	Y
Boston, MA	Charter	Uncommon Schools	85%	Y
Pittsburgh, PA	District	Pittsburgh Public Schools	19%	Y
Denver, CO	District	Denver Public Schools	12%	Y
Denver, CO	Charter	DSST Public Schools	56%	Y
Philadelphia, PA	District	The School District of Philadelphia	13%	Y
New Orleans, LA	District	NOLA Public Schools	16%	Y
Cincinnati, OH	District	Cincinnati Public Schools	13%	Y
Cleveland, OH	Charter	Breakthrough Charter Schools	84%	Y
Chicago, IL	District	Chicago Public Schools	12%	Y
Chicago, IL	Charter	Noble Network of Charter Schools	32%	Y
Chicago, IL	Charter	Distinctive Schools	0%	N
Miami, FL	District	Miami-Dade County Public Schools	8%	N
New York, NY	District	New York City Department of Education	9%	Y
New York, NY	Charter	Achievement First	70%	Y
New York, NY	Charter	Ascend Public Charter Schools	9%	N
New York, NY	Charter	KIPP NYC	33%	Y
New York, NY	Charter	Success Academy Charter Schools	100%	Y
New York, NY	Charter	Uncommon Schools	85%	Y
Columbus, OH	District	Columbus City Schools	8%	N
Seattle, WA	District	Seattle Public Schools	10%	Y
Baltimore, MD	District	Baltimore City Public Schools	11%	Y
Houston, TX	District	Houston Independent School District	7%	N
Houston, TX	Charter	KIPP Texas Public Schools	25%	Y
Houston, TX	Charter	YES Prep Public Schools	25%	Y
San Diego, CA	District	San Diego Unified School District	9%	Y
Louisville, KY	District	Jefferson County Public Schools	9%	Y
Atlanta, GA	District	Atlanta Public Schools	5%	N
Atlanta, GA	Charter	KIPP Metro Atlanta Schools	27%	Y
Nashville, TN	District	Metro Nashville Public Schools	6%	N
Nashville, TN	Charter	RePublic Schools	62%	Y
Los Angeles, CA	District	Los Angeles Unified School District	4%	N
Los Angeles, CA	Charter	KIPP SoCal Public Schools	91%	Y
Memphis, TN	District	Shelby County Schools	6%	N
Kansas City, MO	District	Kansas City Public Schools	4%	N
Milwaukee, WI	District	Milwaukee Public Schools	4%	N
San Francisco, CA	District	San Francisco Unified School District	6%	N
San Francisco, CA	Charter	KIPP Bay Area Schools	70%	Y
San Francisco, CA	Charter	Rocketship Public Schools	37%	Y
Santa Ana, CA	District	Santa Ana Unified School District	5%	N
Detroit, MI	District	Detroit Public Schools	5%	N
Dallas, TX	District	Dallas Independent School District	6%	N
Dallas, TX	Charter	Uplift Charter Schools	5%	N
Oakland, CA	District	Oakland Unified School District	1%	N
Washington, DC	District	District of Columbia Public Schools	3%	N
Minneapolis, MN	District	Minneapolis Public Schools	1%	N
Indianapolis, IN	District	Indianapolis Public Schools	2%	N
Sacramento, CA	District	Sacramento City Unified School District	3%	N
Toledo, OH	District	Toledo Public Schools	3%	N
Portland, OR	District	Portland Public Schools	2%	N
Albuquerque, NM	District	Albuquerque Public Schools	2%	N
Wichita, KS	District	Wichita Public Schools	2%	N
Jacksonville, FL	District	Duval County Public Schools	2%	N
Raleigh, NC	District	Wake County Public School System	1%	N
Tampa, FL	District	Hillsborough County Public Schools	0%	N

Source: Analysis of data from the CRPE website (6/9/20). For more information see: https://www.crpe.org/content/covid-19-school-closures.
Note: for CMOs, the beat-the-odds share was calculated for all schools we could locate for that CMO, regardless of city or state.

beat-the-odds schools considered to be "beat-the-odds districts". Of the 28 beat-the-odds districts, 13 are traditional school districts and 15 are CMOs. In contrast, 25 of the 28 other districts are traditional school districts. To the extent that charter networks have adopted different remote learning practices from traditional school districts, that pattern may explain some of our findings.

Figure 3 shows the share of districts and CMOs that have adopted each remote learning practice as of May 15th, 2020, when CRPE completed the final update of its database. At the top of the list are the remote learning practices that beat-the-odds districts are relatively more likely to have adopted, when compared to other districts. In particular, beat-the-odds districts are 29 percentage points more likely to have a process for tracking student attendance, 21 percentage points more likely to offer synchronous teaching, and 11 percentage points more likely to expect teachers to facilitate synchronous student-to-student interaction. On the other hand, beat-the-odds districts are 29 percentage points less likely to offer a summer learning experience to students, 21 percentage points less likely to provide hotspot access to students, and 21 percentage points less likely to specifically discuss support for students with disabilities on their webpage.

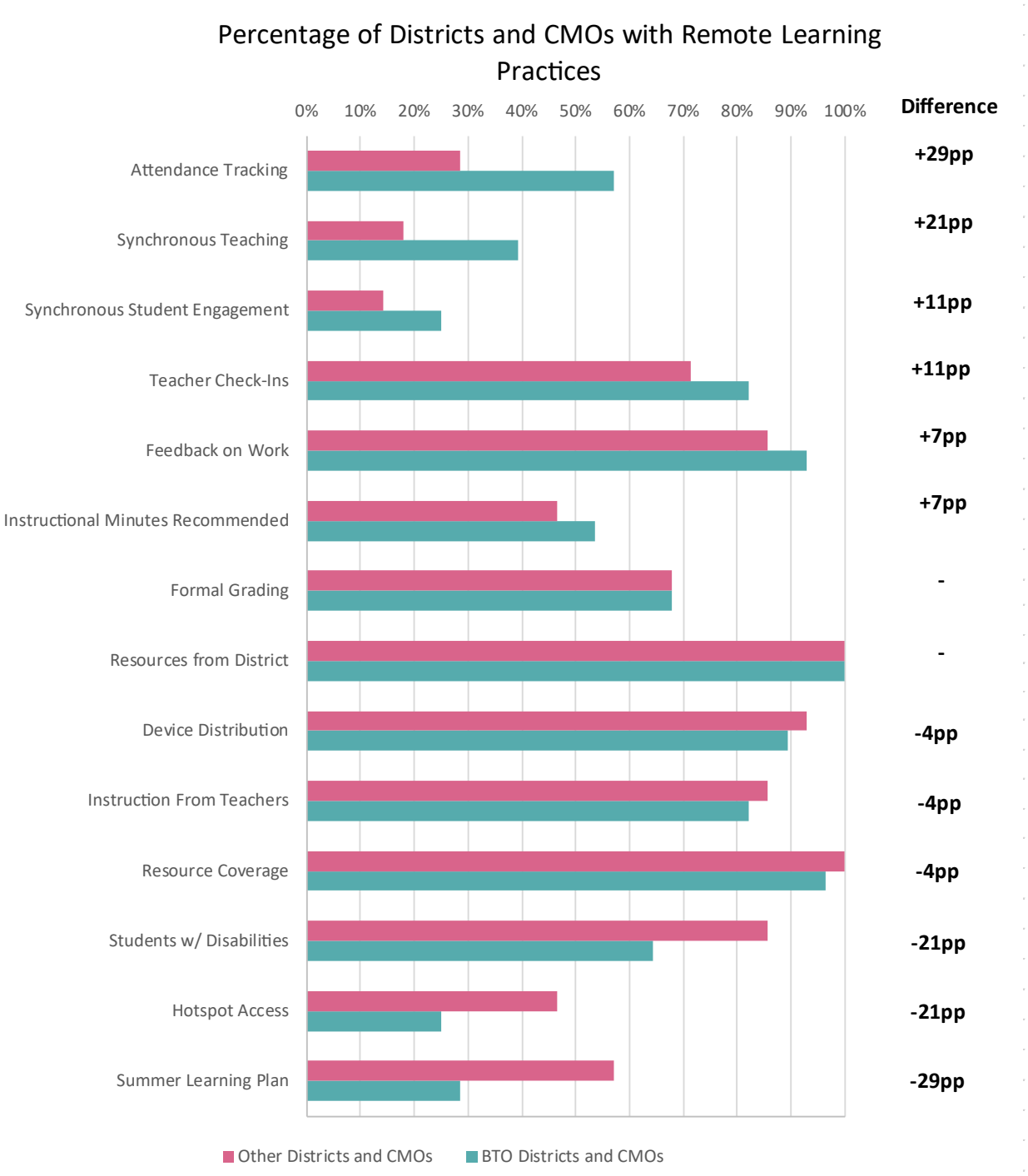
There are two primary observations we make when looking at Figure 3. The first is that, broadly speaking, the practices adopted by beat-the-odds districts are fairly similar to those adopted by other districts (at least for those practices tracked by CRPE). Both in aggregate and for many individual practices, beat-the-odds districts have been about as likely to adopt the remote learning practices tracked by CRPE as other districts. This highlights a particular risk to students in schools that have a proven ability to beat the odds in a traditional in-person setting. Can the structures and practices that have helped these schools achieve a high level of success be adapted for remote learning? Or, in an environment that is new for everyone, will demography once again be destiny?

On the other hand, our second observation is that those practices that are least common are precisely those where beat-the-odds districts have the greatest relative increase in adoption rates. Tracking attendance, offering synchronous teaching, and facilitating synchronous student-to-student engagement are the three least common practices on the list. Given the nature of these practices, it seems likely they are uncommon because they are hard to implement effectively in a short period of time, and not because they are unimportant. However, in the early weeks of remote learning, beat-the-odds districts have adopted attendance tracking, synchronous teaching, and synchronous student-to-student interaction at a rate that is

[4] For most districts and CMOs, this is based on a three-year average from a regression to predict test scores in 2016, 2017, and 2018 based on student demographics (e.g. race) and school characteristics (e.g. school level). A separate regression is performed for each state and year. For each school, the residual is defined to be the difference between that school's actual test score proficiency rate and predicted test score proficiency rate. In each state and year, roughly the top 5% of schools – as measured by their residual – are considered beat-the-odds schools. See our accompanying research report, "Resilience: Will Urban Schools that Close the Achievement Gap Continue to Beat the Odds During the COVID-19 Pandemic?," for details.

3

Figure 3 – Beat-the-odds districts are more likely than other districts to track attendance, engage in synchronous teaching, and enable synchronous student-to-student engagement.



Source: Analysis of data from the CRPE website (6/9/20). For more information see: https://www.crpe.org/content/covid-19-school-closures

double, or nearly double, that of other districts. Remote learning is new to districts across the country, and millions of educators are working hard to adapt practices for tens of millions of students. With limited data on students' current experience and little prospect of obtaining outcome data in the near future, it is impossible to draw generalizable conclusions about what remote learning practices are most effective. However, we can look at those practices being adopted by districts that have been successful in the past in helping students beat the odds. In many ways, in the early months of remote learning, the practices adopted by beat-the-odds districts appear similar to those adopted by other districts across the country. However, beat-the-odds districts and CMOs have been relatively more likely to adopt several relatively difficult and uncommon practices, like synchronous teaching, synchronous student engagement, and attendance tracking. As districts continue to refine their remote learning plans in the coming weeks and months, these may be practices worth considering.

Appendix A – Beat the Odds Methodology

In this study, we follow the original CRPE methodology to the extent possible. We review the same 50 cities that CRPE analyzed, which were "the 50 cities with the largest total enrollments that were also the most widely distributed across the [district and charter] sectors."[17] We use Ordinary Least Squares to fit the regression shown in Equation 1 where Y_i is the percentage of students who are proficient on the state tests, taking a weighted average of ELA and math. $White_i$, $Black_i$, and $Hispanic_i$ show the percentage of students in each race or ethnicity category, with Asian or other students as the excluded category. FRL_i is the percentage of students who qualify for free or reduced price lunch, $Urban_i$ is an indicator for whether the school is in an urban area, $SchoolLevel_i$ are a set of indicators assigning the school to the elementary, middle, or high school level, and $SchoolSize_i$ represents total enrollment of the school.

We run separate regressions by state and year and calculate the residual as the school's actual test score minus its predicted score. Schools that have a positive residual that is at least 1.645 standard deviations above zero are considered to be beat-the-odds schools. This matches CRPE's methodology and has the effect of considering roughly the top 5% of schools in each state in each year – as measured by their residual – to be beat-the-odds schools. The share of students attending a beat-the-odds school is then calculated as the total K-12 enrollment in beat-the-odds schools divided by the total K-12 enrollment in schools included in the study. Like CRPE, we aggregate results for the three most recent years with data available.

In a few respects, our methodology varies from CRPE's original study. First, while CRPE collected test score data from individual state websites, we use the federal EDFacts data collection for most states. By using EDFacts data, we ensure a certain standardization in data reporting and processing. This standardization comes at the expense of using the most up-to-date data, since the latest test scores available on EDFacts are from 2017. To provide the

Equation 1

$$Y_i = \beta_0 + \beta_1(White)_i + \beta_2(African\ American)_i + \beta_3(Latino)_i + \beta_4(FRL)_i + \beta_5(Urban)_i + \beta_6(SchoolLevel)_i + \beta_7(SchoolSize)_i + \epsilon_i$$

[17] https://www.crpe.org/sites/default/files/measuringup_10.2015_0.pdf (page 1)
[18] 1.645 is the z-statistic associated with a 90% confidence interval.
[19] The federal EDFacts data collection was new during the years of CRPE's study and, according to conversations with both CRPE and officials from the National Center for Education Statistics, less reliable then than it is now.
[20] Results for Newark using the federal EDFacts data are similar to those using state data for the years where there is overlap (e.g. 2016-18). See appendix Figure B1.

available on EDFacts are from 2018. To provide the most up-to-date results for Newark, we collect data on state test scores, enrollment, and demographics from the NJ Department of Education website through 2019. [20] Because we are using EDFacts data for most states, we do not include the share of English Language Learners in our regression, as this is not reliably reported for many schools in the federal data. Results for Newark that include the share of English Language Learners as a predictor variable are similar.

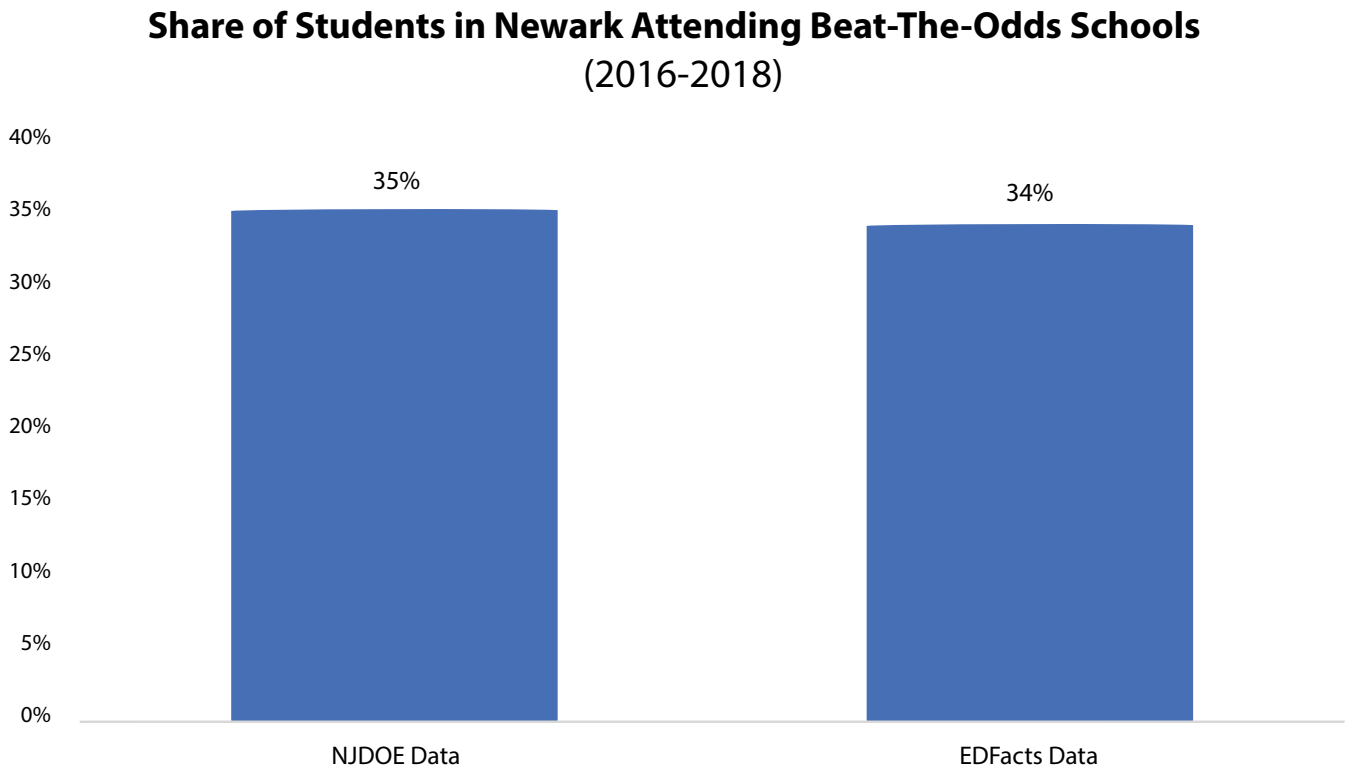
The second difference is that CRPE focused only on grade 3-8 test scores, while we also include high school test scores. We include high school test scores for two reasons. First, high school test scores are reported in EDFacts, so including them is straightforward and allows us to be more comprehensive. Second, while the CRPE study did not include high school test scores, it did include high school students who were enrolled in a school that had students tested in grades 3-8. Since a number of high schools – including magnet schools like Science Park in Newark and exam schools like Boston Latin in Boston – enroll a small number of students below 9th grade, this had the effect of including some high schools in the study while excluding others. Since high schools that enroll students below 9th grade may not be representative of all high schools in a city – and in Newark they certainly are not – we chose to expand our study to include all high schools.

Finally, CRPE used school type indicator variables based on the highest grade in a school, while we define a school type based on the grade span (3-5, 6-8, or 9-12) with the greatest number of tested students. We do this so that schools that span multiple grade levels are compared to the schools that are most similar to them in terms of the grade levels of tested students. Results using a categorization based on a school's highest grade level are similar and shown in Appendix Figure B7. [21]

[17] https://www.crpe.org/sites/default/files/measuringup_10.2015_0.pdf (page 1)
[18] 1.645 is the z-statistic associated with a 90% confidence interval.
[19] The federal EDFacts data collection was new during the years of CRPE's study and, according to conversations with both CRPE and officials from the National Center for Education Statistics, less reliable then than it is now.
[20] Results for Newark using the federal EDFacts data are similar to those using state data for the years where there is overlap (e.g. 2016-18). See appendix Figure B1.
[21] For simplicity of exposition, we also combine math and ELA into a single proficiency rate, though results by subject are very similar.

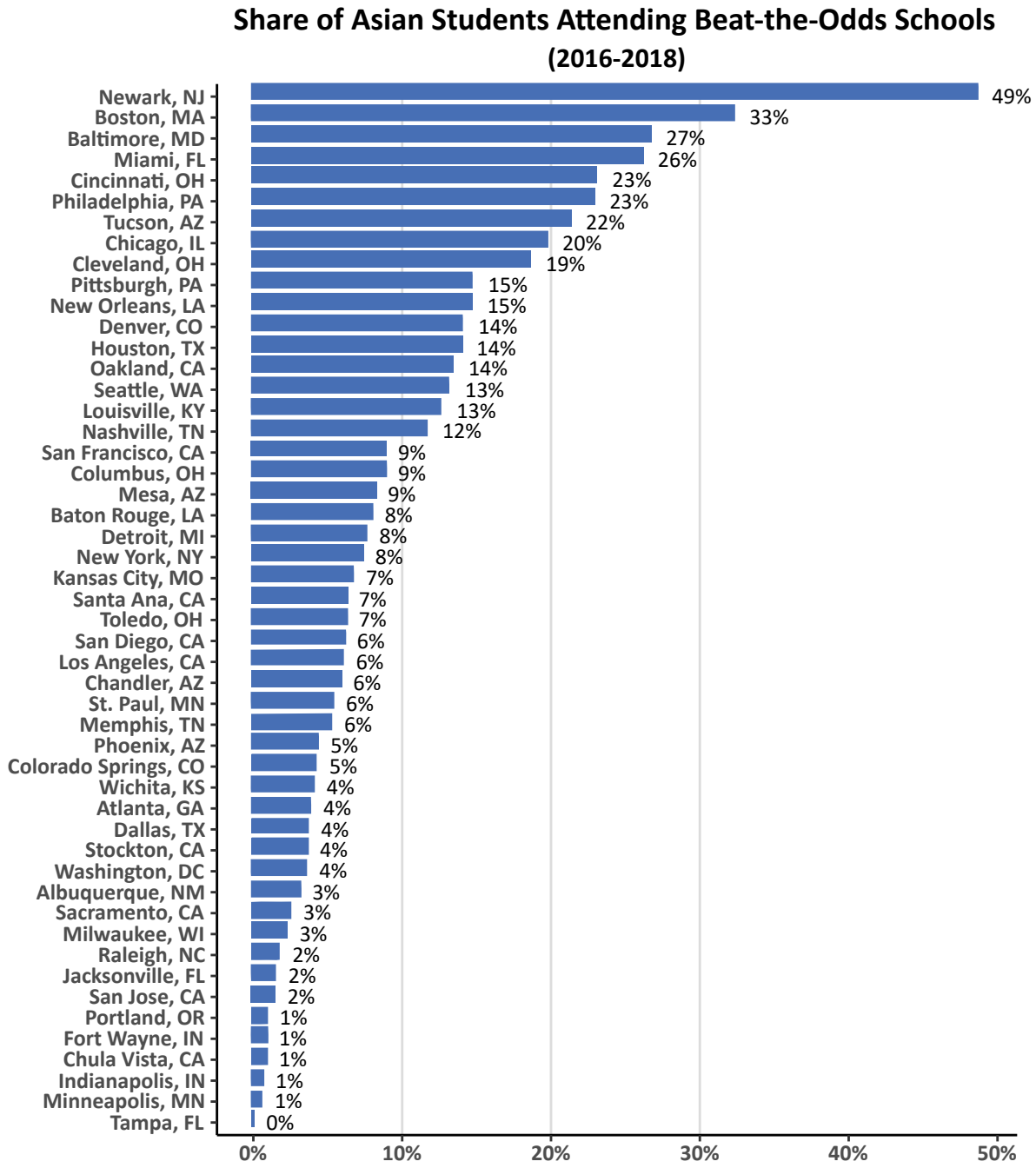
Appendix B – Additional Figures

B1 Figure B1 – Results for Newark using federal EDFacts data are similar those using state-level NJDOE data.



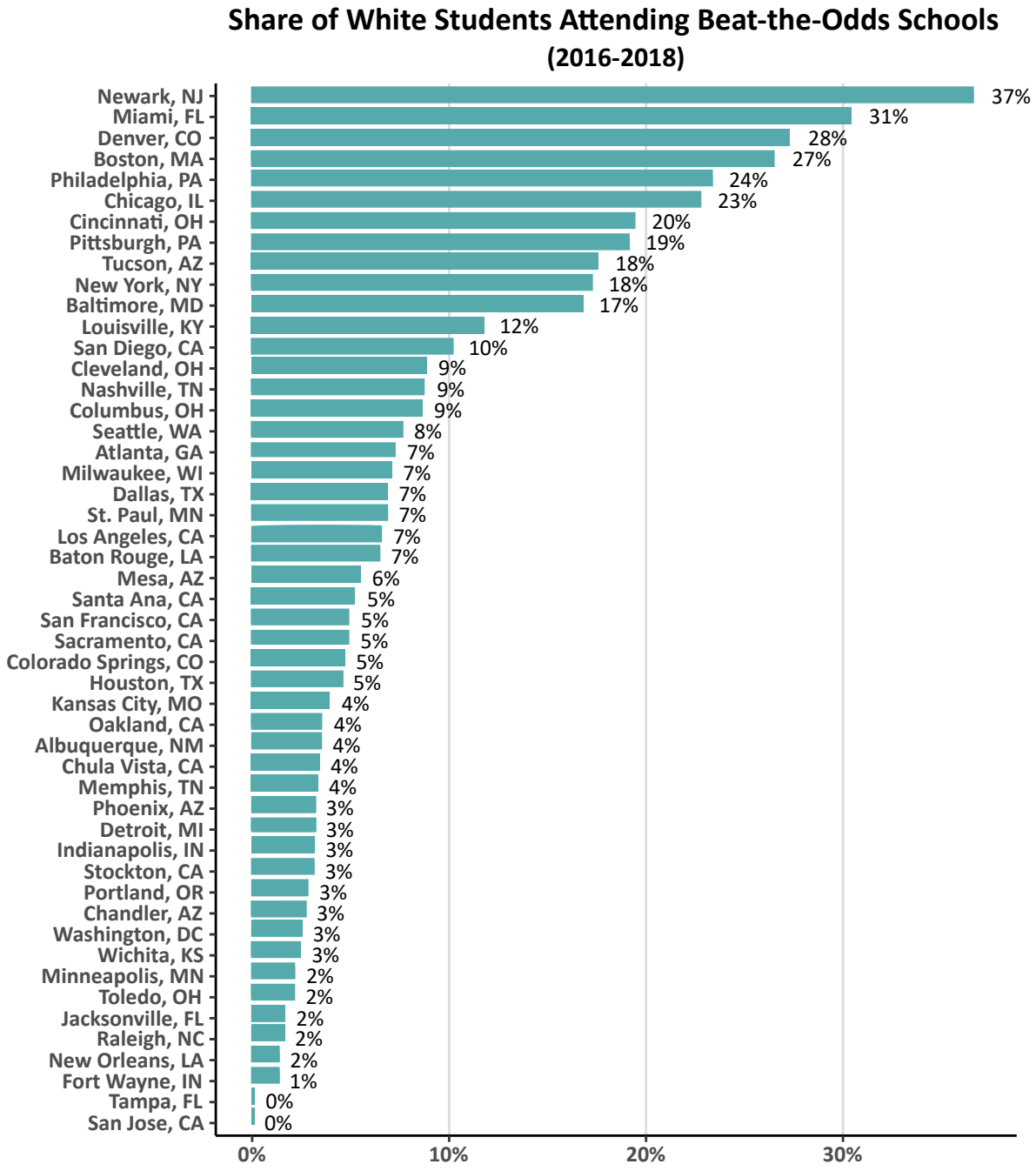
https://www.crpe.org/sites/default/files/measuringup_10.2015_0.pdf (page 1)
1.645 is the z-statistic associated with a 90% confidence interval.
The federal EDFacts data collection was new during the years of CRPE's study and, according to conversations with both CRPE and officials from the National Center for Education Statistics, less reliable then than it is now.
Results for Newark using the federal EDFacts data are similar to those using state data for the years where there is overlap (e.g. 2017). See appendix Figure B1.
Source: Analysis of data from NJDOE, EDFacts, and Common Core of Data websites. Note: Includes students in grades K-12.

B2 Figure B2 – 49% of Asian students in Newark attended a beat-the-odds school, more than in any other city studied.



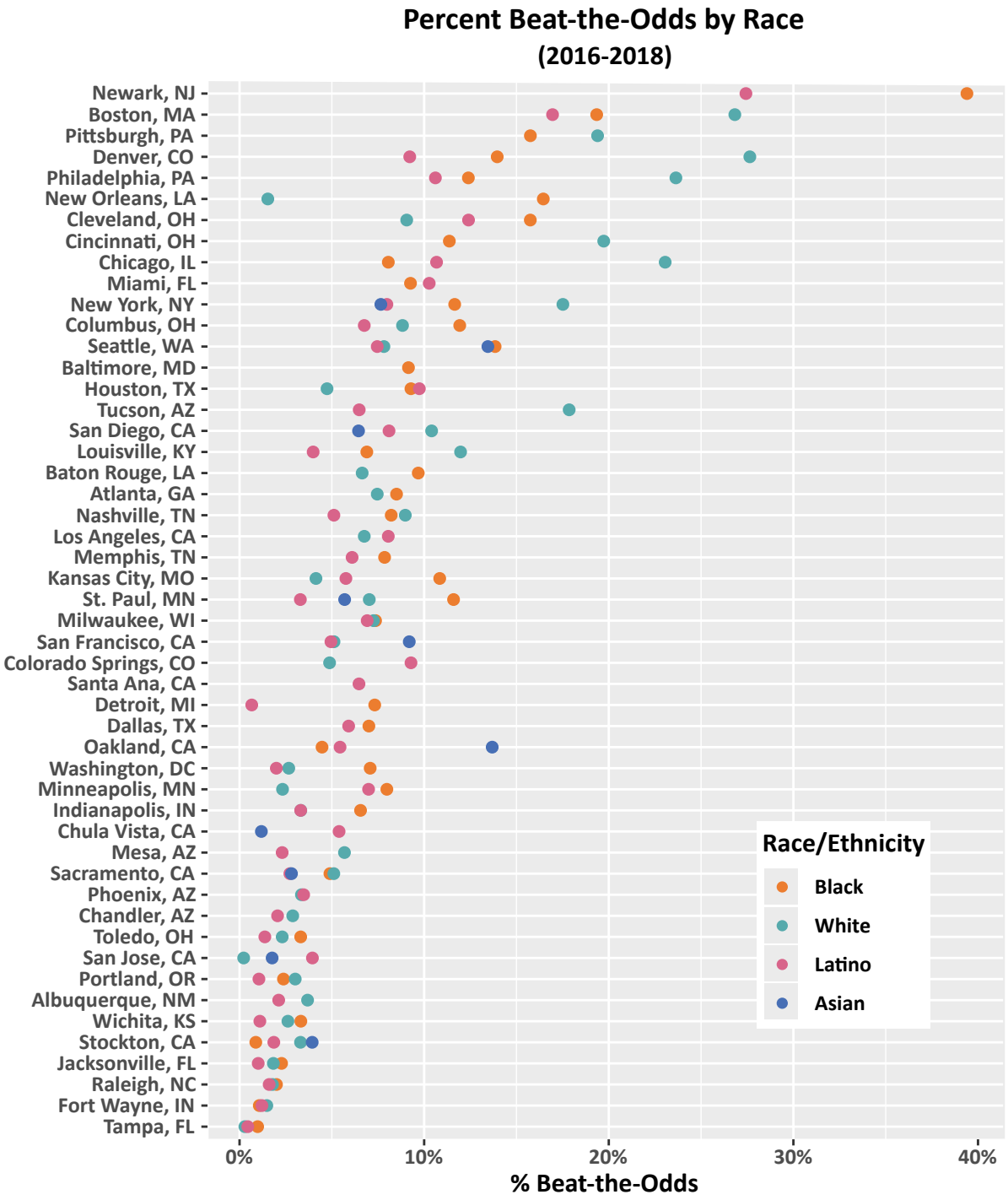
Source: Analysis of data from NJDOE, EDFacts, and Common Core of Data websites. Note: Includes students in grades K-12. Due to missing EDFacts data in 2016 and 2017, New York, Memphis, and Nashville use an average from 2013-2015.a

B3 Figure B3 – 37% of White students in Newark attended a beat-the-odds school, more than in any other city studied.



Source: Analysis of data from NJDOE, EDFacts, and Common Core of Data websites. Note: Includes students in grades K-12. Due to missing EDFacts data in 2016 and 2017, New York, Memphis, and Nashville use an average from 2013-2015.

B4 Figure B4 – African American students in Newark are more likely than students in any other city to attend a school that beat the odds.



Source: NJDOE website, EDFacts website, internal analysis. Note: Student groups that represent less than 10% of a city's enrollment are not shown on the graph.

B5 Figure B5 – Across all 50 cities studied, the size and relative performance of the charter sector varies.

	Charter Sector		District Sector		Citywide
City	**Enrollment Share**	**% Beat-the-Odds**	**Enrollment Share**	**% Beat-the-Odds**	**% Beat-the-Odds**
Albuquerque, NM	14%	5%	86%	2%	2%
Atlanta, GA	18%	24%	82%	5%	8%
Baltimore, MD	18%	1%	82%	11%	10%
Baton Rouge, LA	20%	6%	80%	10%	9%
Boston, MA	21%	42%	79%	14%	20%
Chandler, AZ	16%	3%	84%	3%	3%
Chicago, IL	13%	9%	87%	12%	12%
Chula Vista, CA	17%	17%	83%	2%	4%
Cincinnati, OH	16%	13%	84%	13%	13%
Cleveland, OH	33%	20%	67%	11%	14%
Colorado Springs, CO	18%	12%	82%	5%	6%
Columbus, OH	32%	15%	68%	8%	10%
Dallas, TX	14%	5%	86%	6%	6%
Denver, CO	20%	28%	80%	12%	15%
Detroit, MI	42%	8%	58%	5%	6%
Fort Wayne, IN	2%	0%	98%	1%	1%
Houston, TX	15%	24%	85%	7%	9%
Indianapolis, IN	15%	17%	85%	2%	5%
Jacksonville, FL	11%	2%	89%	2%	2%
Kansas City, MO	17%	24%	83%	4%	7%
Los Angeles, CA	29%	17%	71%	4%	8%
Louisville, KY	0%		100%	9%	9%
Memphis, TN	10%	17%	90%	6%	7%
Mesa, AZ	12%	8%	88%	4%	4%
Miami, FL	23%	20%	77%	8%	11%
Milwaukee, WI	20%	20%	80%	4%	7%
Minneapolis, MN	22%	21%	78%	1%	5%
Nashville, TN	5%	47%	95%	6%	8%
New Orleans, LA	94%	14%	6%	16%	14%
New York, NY	6%	31%	94%	9%	10%
Newark, NJ	32%	75%	68%	16%	35%
Oakland, CA	30%	18%	70%	1%	6%
Philadelphia, PA	34%	16%	66%	13%	14%
Phoenix, AZ	15%	7%	85%	3%	4%
Pittsburgh, PA	13%	6%	87%	19%	17%
Portland, OR	3%	17%	97%	2%	3%
Raleigh, NC	5%	15%	95%	1%	2%
Sacramento, CA	16%	7%	84%	3%	4%
San Diego, CA	13%	9%	87%	9%	9%
San Francisco, CA	9%	15%	91%	6%	7%
San Jose, CA	17%	15%	83%	0%	3%
Santa Ana, CA	10%	16%	90%	5%	6%
Seattle, WA	0%	0%	100%	10%	10%
St. Paul, MN	31%	17%	69%	3%	7%
Stockton, CA	16%	10%	84%	1%	2%
Tampa, FL	6%	5%	94%	0%	1%
Toledo, OH	24%	1%	76%	3%	3%
Tucson, AZ	13%	14%	87%	8%	9%
Washington, DC	41%	10%	59%	3%	6%
Wichita, KS	0%		100%	2%	2%
Total	17%	17%	83%	7%	8%

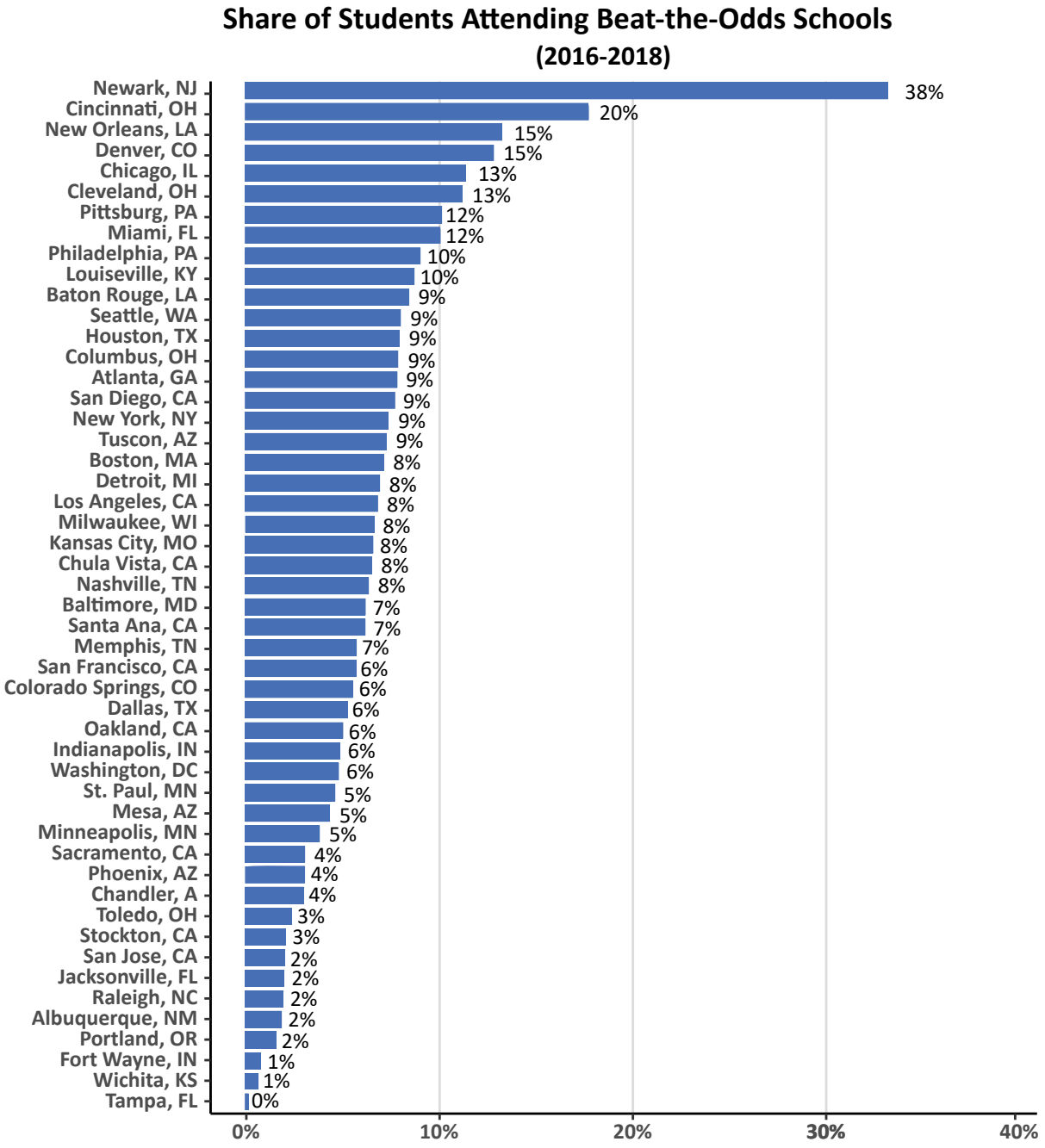
Source: NJDOE website, EDFacts website, internal analysis. Note: The share of beat-the-odds students in each city is represented in red. The left side of each figure is the beat-the-odds breakdown for the charter schools, and the right side is for standard district schools. Due to incomplete EDFacts data in 2016 and 2017, Memphis, Nashville and New York use years 2013-2015 rather than 2016-2018. Due to incomplete EDFacts data in 2018, Albuquerque and Baltimore use years 2015-2017.

B6 Figure B6 – Newark Results by School: 2017 to 2019

School	Sector	Average Enrollment 2017-2019	Percent Proficiency 2017-2019	Predicted Proficiency 2017-2019	Residual (Actual-Predicted)	Category
Science Park High School	District	820	80%	19%	60%	Beat-the-Odds
Technology High School	District	609	75%	16%	59%	Beat-the-Odds
Robert Treat Academy Charter School	Charter	683	79%	33%	46%	Beat-the-Odds
North Star Academy Charter School	Charter	4,876	70%	25%	45%	Beat-the-Odds
The Gray Charter School	Charter	345	77%	32%	45%	Beat-the-Odds
Discovery Charter School	Charter	108	53%	15%	39%	Beat-the-Odds
Maria Varisco Rogers Charter School	Charter	551	69%	34%	35%	Beat-the-Odds
Bard Early College High School	District	351	46%	15%	30%	Beat-the-Odds
Branch Brook School	District	155	65%	35%	30%	Beat-the-Odds
Link Community Charter School	Charter	194	44%	18%	26%	Beat-the-Odds
First Avenue School	District	1,161	54%	30%	24%	Beat-the-Odds
Park Elementary School	District	844	52%	29%	23%	Beat-the-Odds
TEAM Academy Charter School	Charter	4,042	44%	22%	22%	Beat-the-Odds
Achieve Community Charter School	Charter	74	40%	20%	21%	Beat-the-Odds
Great Oaks Legacy Charter School	Charter	1,466	38%	18%	20%	Beat-the-Odds
Ann Street School	District	1,269	55%	35%	20%	Beat-the-Odds
Arts High School	District	675	31%	11%	20%	Beat-the-Odds
Roseville Community Charter School	Charter	323	39%	20%	18%	Beat-the-Odds
Oliver Street School	District	1,038	50%	33%	17%	Beat-the-Odds
Marion P. Thomas Charter School	Charter	1,443	23%	8%	15%	Beat-the-Odds
American History High School	District	479	24%	11%	14%	Beat-the-Odds
Lafayette Street School	District	1,163	48%	34%	14%	Approaching Beat-the-Odds
Mt Vernon Place School	District	756	46%	33%	13%	Approaching Beat-the-Odds
Abington Aveneu School	District	918	40%	28%	12%	Approaching Beat-the-Odds
New Horizons Community Charter School	Charter	585	26%	15%	11%	Approaching Beat-the-Odds
University High School	District	543	21%	11%	10%	Approaching Beat-the-Odds
Newark Educators Community Charter School	Charter	295	29%	19%	10%	Approaching Beat-the-Odds
East Newark Public School	District	80	43%	33%	10%	Approaching Beat-the-Odds
Philip's Academy Charter School	Charter	412	45%	35%	10%	Approaching Beat-the-Odds
Peoples Preparatory Charter School	Charter	256	15%	6%	8%	Approaching Beat-the-Odds
Ridge Street School	District	714	38%	30%	8%	Approaching Beat-the-Odds
Sussex Avenue School	District	462	33%	26%	7%	Approaching Beat-the-Odds
Speedway Avenue School	District	648	24%	19%	5%	Approaching Beat-the-Odds
Camden Street Elementary School	District	618	25%	20%	5%	Approaching Beat-the-Odds
Ivy Hill Elementary School	District	558	26%	21%	4%	Approaching Beat-the-Odds
Harriet Tubman Elementary School	District	377	27%	24%	2%	Approaching Beat-the-Odds
Roberto Clemente Elementary School	District	526	34%	32%	2%	Approaching Beat-the-Odds
B.R.I.C.K. Avon Academy	District	496	21%	20%	1%	Approaching Beat-the-Odds
Wilson Avenue School	District	1,138	38%	37%	1%	Approaching Beat-the-Odds
Central High School	District	851	8%	7%	1%	Approaching Beat-the-Odds
South Seventeenth Street School	District	460	18%	17%	1%	Approaching Beat-the-Odds
B.R.I.C.K. Peshine Academy	District	727	21%	21%	1%	Approaching Beat-the-Odds
University Heights Charter School	Charter	849	25%	25%	0%	Approaching Beat-the-Odds
Malcolm X Shabazz High School	District	453	8%	10%	-1%	Below Predicted Proficiency
McKinley	District	832	22%	24%	-2%	Below Predicted Proficiency
Elliott Street Elementary School	District	698	29%	31%	-2%	Below Predicted Proficiency
Hawthorne Avenue School	District	425	20%	22%	-2%	Below Predicted Proficiency
Cleveland Eighteenth Avenue School	District	438	18%	20%	-2%	Below Predicted Proficiency
Lincoln	District	428	20%	23%	-3%	Below Predicted Proficiency
Chancellor Avenue School	District	481	15%	18%	-3%	Below Predicted Proficiency
Quitman Community School	District	575	18%	22%	-4%	Below Predicted Proficiency
Benjamin Franklin Elementary School	District	507	28%	32%	-4%	Below Predicted Proficiency
Hawkins Street School	District	697	23%	28%	-5%	Below Predicted Proficiency
Thirteenth Avenue School	District	667	14%	18%	-5%	Below Predicted Proficiency
Eagle Academy for Young Men of Newark	District	200	8%	13%	-5%	Below Predicted Proficiency
Fourteenth Avenue School	District	66	12%	17%	-5%	Below Predicted Proficiency
Salome Ure?a Elementary School	District	160	31%	36%	-6%	Below Predicted Proficiency
Weequahic High School	District	348	6%	12%	-6%	Below Predicted Proficiency
South Street Elementary School	District	647	25%	33%	-8%	Below Predicted Proficiency
West Side High School	District	211	10%	18%	-9%	Below Predicted Proficiency
Luis Muñoz Marin Elementary School	District	909	18%	26%	-9%	Below Predicted Proficiency
George Washington Carver Elementary School	District	461	14%	23%	-9%	Below Predicted Proficiency
Dr. E. Alma Flagg School	District	492	18%	27%	-9%	Below Predicted Proficiency
Rafael Hernandez School	District	767	16%	25%	-10%	Below Predicted Proficiency
Belmont Runyon Elementary School	District	511	9%	19%	-10%	Below Predicted Proficiency
Barringer Academy of S.T.E.A.M.	District	534	5%	15%	-10%	Below Predicted Proficiency
Louise A Spencer / Miller Street School	District	619	14%	24%	-10%	Below Predicted Proficiency
East Side High School	District	2,037	13%	24%	-11%	Below Predicted Proficiency
Barringer Arts High School	District	474	4%	18%	-14%	Below Predicted Proficiency
Dr William H Horton Elementary School	District	733	14%	29%	-15%	Below Predicted Proficiency
LEAD Charter School	Charter	114	1%	20%	-19%	Below Predicted Proficiency

Note: enrollment, percent proficient, and predicted proficiency are an average across the years 2017, 2018, and 2019. A school is categorized as beat-the-odds in this table if it was categorized as beat-the-odds in any year during that period (see Appendix A for details).

B7 Figure B7 – Assigning school levels in a manner parallel to the CRPE report shows similar, though slightly more positive, results for Newark.



Source: Analysis of data from NJDOE, EDFacts, and Common Core of Data websites. Note: Includes students in grades K-12

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