

# SUPERINTENDENT'S REPORT

OCTOBER 2016



# AGENDA

- **Attacking the Attendance Challenge**
- **Current State of Affairs**
- **NPS Challenges**
- **NPS Strategic Plan and 2016-17 Milestones to Improve**
- **Resources for Families**
- **Appendix**

# **ATTACKING THE ATTENDANCE CHALLENGE**

# HIGH PRIORITY – ATTACKING ATTENDANCE CHALLENGE

- Chronic Absenteeism is a **grave concern** nationwide for school districts
  - **Definition** = when a student is absent 10% or more of days enrolled
- **Urgent Matter for NPS:** After data was shared to the Board in late January 2016 (that 31% of NPS students were chronically absent in the 2014-15 school year), the Attendance Initiative was launched
- Student attendance is a critical measure of student engagement that directly correlates to academic achievement and graduation.
- Schools have the potential to influence (and improve) the attendance of their students.

# URGENCY TO SOLVE COMPLEX PROBLEM – 3-PHASE PLAN

- 1. Spring 2016: Engaged Community Members to Re-evaluate the Issues and Develop a Comprehensive Plan**  
Conducted by Attendance Committee, Working Group, and strategic planning groups; resulted in NPS Strategic
- 2. 2016-17: Do the Basic Tasks Better**  
Tighten school processes and systems that will allow district to better track improvement and react; work with community members to identify partnerships that target root causes
- 3. 2017-18: Address Root Causes**  
Work with key community partners to target root causes of absenteeism across the city and use improved systems to track and share information

# PHASE ONE: SPRING 2016 ATTENDANCE INITIATIVE

**Objective:** a needs assessment launched in March 2016 to urgently identify strategies to improve attendance during the development of the 2016-19 NPS Strategic Plan

## Structure – Two Groups

1. Attendance Committee, co-chaired by Advocates for Children of New Jersey (ACNJ) and included parents, school staff, the Newark Teachers Union, and community organizations
2. Cross-Department NPS Internal Working Group

## Methods to Develop an Effective Plan:

- Ward-based community conversations, focus groups, and interviews with principals
- Robust review of NPS data
- Academic research

# SPRING 2016 ATTENDANCE COMMITTEE

- Cecilia Zalkind, Advocates for Children of NJ
- Crystal Fonseca, NPS School Board
- Nathan dos Santos, NPS School Board Student Representative
- Bari Erlichson, NJ Department of Education
- Monique Baptiste, Strong Healthy Communities Initiative
- Wilhelmina Holder, Community Advocate
- Lyndon Brown, Community Advocate
- Natasha Dyer, Newark Trust for Education
- Loucious Jones, NPS Parent
- Monica Darko, NPS Parent
- Mike Maillaro, NTU Representative
- Mike Iovino, NPS Teacher
- Kathy Duke-Jackson, NPS Principal
- Angela Mincy, NPS Principal
- John T. Rich, Pre-K Director
- DeShawn Singleton, BRICK Academy

## **Number of Attendance Committee Meetings Since March 2016: 14**

- 3 Large Committee Meetings
- 3 Transportation Subcommittee Meetings
- 4 Culture and Climate Subcommittee Meetings
- 4 Internal Communications and Engagement Meetings

# **CURRENT STATE OF AFFAIRS**



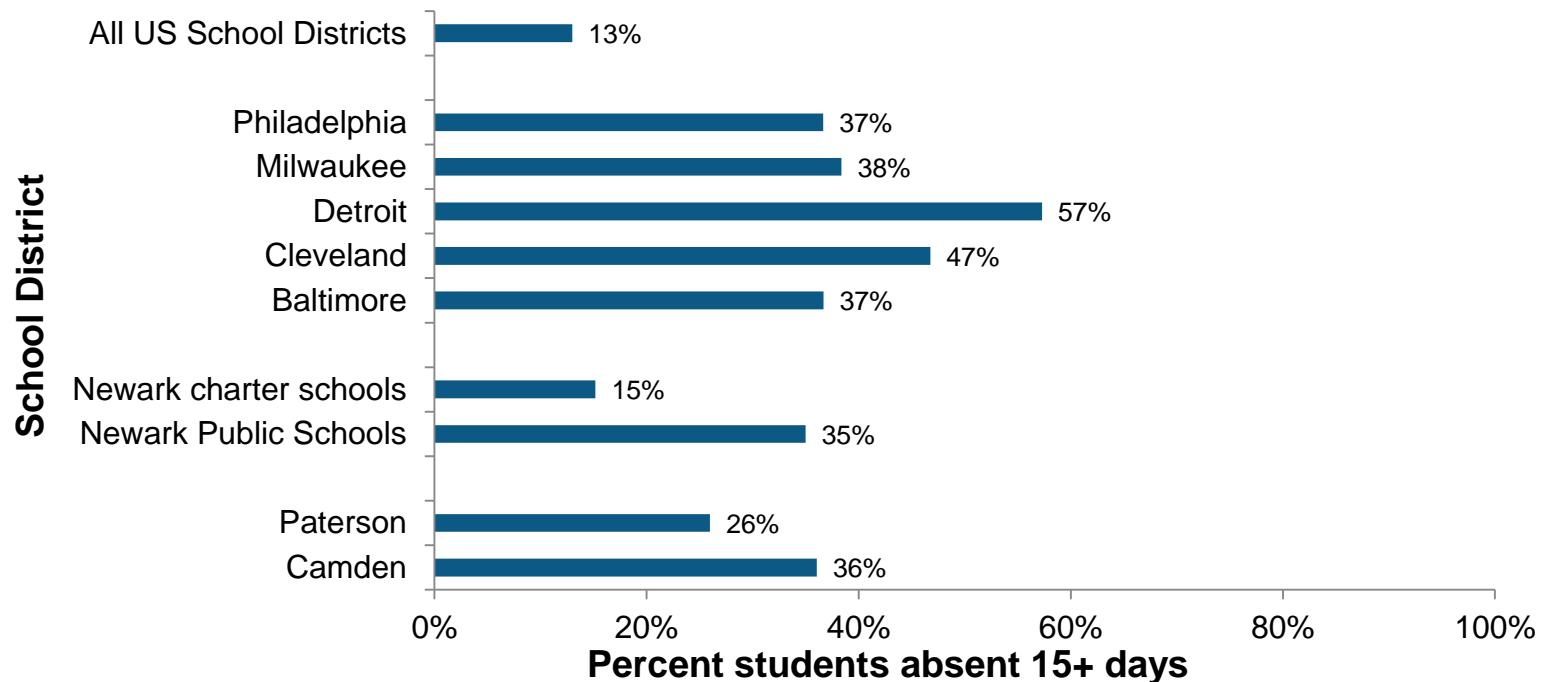
# FINDINGS FROM PHASE ONE: URGENT, COMPLEX PROBLEM

1. Student absenteeism is a systematic problem for most U.S. school districts, especially urban ones
2. Low attendance persists within NPS
3. School procedures are not implemented consistently across schools

# 1. STUDENT ABSENTEEISM\* IS A SYSTEMIC PROBLEM

*\*In order to compare Newark data with data from other school districts, this chart looks at students absent 15 or more days. Students who are absent for 15 or more days are not necessarily chronically absent. Chronically absent students miss 10% of days enrolled (18 days for students enrolled for the entire school year).*

## Students absent 15+ days by district, 2013-14



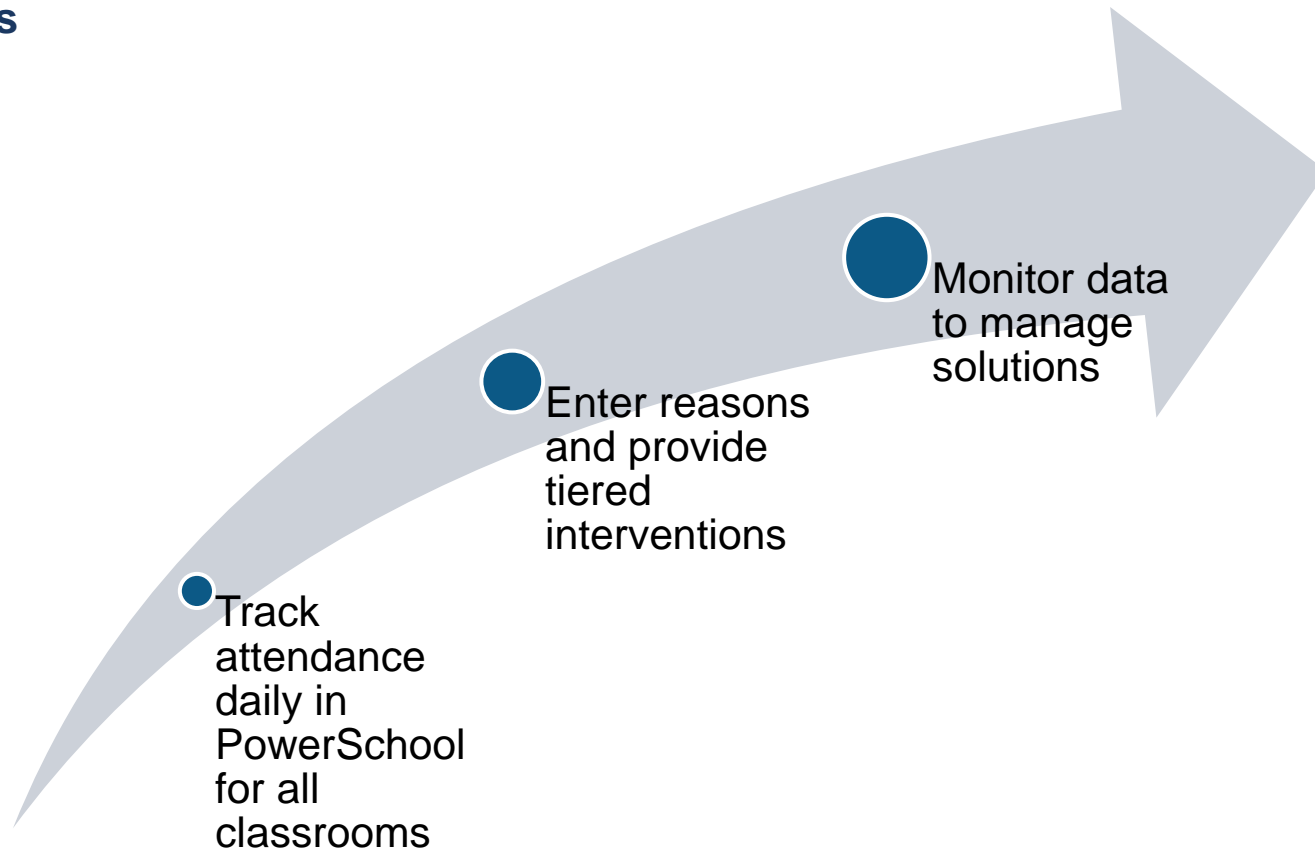
Source : NPS PowerSchool, Oct 15<sup>th</sup> 2013 NJ SMART SID snapshot, Jun 30<sup>th</sup> 2014 NJ SMART SID snapshot. National and urban district data provided by the Office of Civil Rights: <http://www2.ed.gov/about/offices/list/ocr/data.html>.

## 2. LOW ATTENDANCE PERSISTS WITHIN NPS

- Issues of poor attendance and chronic absenteeism have persisted for years through multiple NPS efforts and changes in systems and approaches
  - the high rates of absenteeism have not changed before or after attendance counselors and before or after the Truancy Task Force
- In 2015-16:
  - only 44% of students were present 95% of school days or more
  - 30% of students were absent more than 10% of school days (which equates to 18 or more absences for students enrolled the whole year)

# 3. SCHOOL ATTENDANCE PROCEDURES NOT CONSISTENTLY IMPLEMENTED (SLIDE 1 OF 3)

NPS has provided the attendance policies and detailed guidance for procedures - but they are not practiced consistently among all schools



# 3. EXAMPLE: ACCURATE DATA COLLECTION PROCEDURES (SLIDE 2 OF 3)

1. Schedule the period of record for every student
2. Implement a system for regularly sourcing and updating contact information
3. Establish protocol for teachers and advisors to take daily attendance no later than 10:00am
4. Manage an accountability process to ensure teachers and advisors take daily attendance
5. Establish protocol for teachers and advisors to take attendance in each period
6. Manage an accountability process for ensuring that attendance has been taken in each period
7. Enforce a clear process for taking attendance in the event of a short-term or long-term teacher or advisor absence
8. Define a process for changing absence to tardy, for students who miss the period of record

*\*note: does not include proactive procedures that improve school culture, as described later in Slide 23*

# 3. EXAMPLE: OUTREACH PROCEDURES FOR ABSENT STUDENTS (SLIDE 3 OF 3)

Examples\* of some of the basic response guidelines:

• <b>Every Day</b>	Automatic Blackboard Connect Call sent to families of absent students
• <b>Every 2 Consecutive Absences</b>	Call the student's family on the second consecutive day of an unexcused absence to connect with the family and find out why the child isn't in school
• <b>3 Cumulative Absences</b>	Send home an absence letter
• <b>6 Cumulative Absences</b>	Send home an absence letter
• <b>7-8 Cumulative Absences</b>	Meet with student and parent
• <b>10 Cumulative Absences</b>	Send Pre-Judicial letter home indicating a pre-set date and time for a pre-judicial meeting with parent/guardian
• <b>After Court</b>	Work with the Court Representative and family to develop next steps, including I&RS intervention

*\*note: does not include proactive procedures that improve school culture, as described later in Slide 23*

# ADDITIONAL CRITICAL DATA FROM PHASE ONE IN APPENDIX

- As an appendix to this report, there are additional data points, including:
  - Chronic Absenteeism by Grade Band – 2011- 2016
  - School-by-school - chronic absenteeism for 2014-15 and 2015-16 school years
  - Chronically Absent Student Numbers by Grade Band and Ward – 2015-16
  - English Language Arts (ELA) and Mathematics PARCC performance level by absence category, 2015-16
  - Percent Graduated by Percent Days Absent in 9<sup>th</sup> Grade, 2015 cohort
  - and more

# **NPS CHALLENGES – FINDINGS FROM PHASE ONE**



# **NPS CHALLENGES (SLIDE 1 OF 2)**

## **1. Policies and Procedures**

- Inconsistent implementation across schools of intervention guidance and systems for taking attendance to follow-up and outreach
- Some attendance procedures need greater clarification (for example: updates to absence code)
- Challenges prioritizing attendance

## **2. Staff Structure**

- Chronic absenteeism has persisted before and after attendance counselors
- Varied structure and sophistication of Student Support Teams (SSTs)

## **3. School Culture and Climate**

- School environments lacking vibrant culture to motivate students to feel connected to the school
- Students lacking strong relationships with other students and/or school staff

# NPS CHALLENGES (SLIDE 2 OF 2)

## 4. Data Entry and Management

- Poor accuracy of input data from schools and therefore unclear trends and reasons for absences
- Lack of functional capacity in PowerSchool to use data quickly for accountability

## 5. Family Engagement and Strategic Partnerships

- Multifaceted causes of absenteeism extend beyond the school walls and require partnership with families, communities, and external organizations
- Research showed that families' lack of a strong support network and isolation from social services impacts their ability to get their children to school; other external causes include:
  - Transient housing and transportation options
  - Public safety and crime
  - Health and illnesses

**START OF  
PHASE TWO –  
2016-17  
MILESTONES  
TO IMPROVE**

# **PHASE TWO: 2016-17 – DO THE BASIC TASKS BETTER**

**Phase One** resulted in specific strategies for 2016-19 Strategic Plan, including:

- Priority 1 Strategy 4C: Improve Attendance.
- Priority 3 Strategy 3: Inform and engage families and community members
- Priority 3 Strategy 1: Adopt a Community Schools Strategy (wrap-around services)

**Phase Two** began in September 2016 to implement 2016-17 Milestones from the Strategic Plan by June 2017

# 2016-17 MILESTONES TO IMPROVE (SLIDE 1 OF 5)

<b>Challenge</b>	<b>2016-17 Milestones to Improve</b>
<b>Policies and Procedures</b>	<p>Detailed guidance with systems, processes, and staff roles and responsibilities</p> <p>Strategic planning guidance to principals to develop tailored attendance improvement plans</p> <p>System modifications to increase the ease PowerSchool &amp; Blackboard Connect to manage systems, such as issuing warning letters and logging reasons for absences</p> <p>Example: Camden Street School</p> <ul style="list-style-type: none"><li>• High level of execution of policies and procedures; communication at mandated moments, case management notes of past interventions, and utilization of Court Representatives, as needed.</li><li>• Principal ensures procedures are aggressively monitored.</li></ul>

# 2016-17 MILESTONES TO IMPROVE (SLIDE 2 OF 5)

## Challenge

## 2016-17 Milestones to Improve

### Staff Structure

New Jersey school districts are permitted to designate a team—rather than just one staff member—to serve as attendance officers

- For NPS, the School Support Team (SST) Attendance Subcommittee in each school collectively oversees the key aspects of school attendance—including data entry, management, and outreach—needed to reduce absenteeism and increase student attendance

Provide trainings to ensure effective SSTs and urgent, comprehensive attendance support from school leaders, community engagement specialists (CESs), clerks, and data managers

Example: Technology High School

- High functioning SST takes ownership for every chronically absent student. It uses the better data to align interventions to individual cases.

# 2016-17 MILESTONES TO IMPROVE (SLIDE 3 OF 5)

Challenge	2016-17 Milestones to Improve
<b>School Culture and Climate</b>	Determine best practices and align district-wide Community School strategy. Establish guidelines for community school designation for interested schools.
	Schools-based School Support Teams (SSTs) develop incentive systems to develop school pride, strengthen relationships among students and staff, and reward excellence and positive behavior
	Principals' Attendance Improvement Plans (aligned with NPS policies) for school staff to tighten attendance systems and engage families
	NPS trainings, school visits, and principal surveys led by Assistant Superintendents and Student Supports Team to continuously improve and assess quality of systems
	Example: Technology High School <ul data-bbox="421 1071 1773 1265" style="list-style-type: none"><li>• Courses and extra curricular programs that make school an exciting place to learn</li><li>• Connections to every student: point person for every student through advisory structures. Almost every staff member (including principal) is an advisor who sees their advisees daily</li><li>• Policies that promote opportunities to succeed (over reasons to quit and stop coming to school)</li></ul>

# 2016-17 MILESTONES TO IMPROVE (SLIDE 4 OF 5)

<b>Challenge</b>	<b>2016-17 Milestones to Improve</b>
<b>Data Entry and Management</b>	School Support Teams (SSTs) frequently review attendance data and design school-wide and individual interventions
	Daily and monthly dynamic data dashboards to identify trends
	Improve PowerSchool data fields to better track data and create seamless, instant notifications
	NPS Student Supports Team identify schools where interventions are improving attendance and share best practices at NPS trainings



# 2016-17 MILESTONES TO IMPROVE (SLIDE 5 OF 5)

<b>Challenge</b>	<b>2016-17 Milestones to Improve</b>
<b>Family Engagement and Strategic Partnerships</b>	<p>Community Engagement Specialists (CESs) , the Family Support Center, and school-based parent organizations and associations (PTO/PTAs) provide resources to families</p> <p>Faith-based partners help address complex root causes to attendance and City of Newark help develop public service announcement</p> <p>City of Newark help explore increasing transportation access through NJ Transit and affordability of bus tickets for families</p> <p>Partnerships with City’s Youth Policy Council, the Mayor’s Newark Street Academy, and the new Opportunity Youth Network (OYN), a nonprofit that will support Newark’s disengaged youth</p>

# COLLABORATION WITH OPPORTUNITY YOUTH NETWORK (OYN)

- OYN will partner with Newark Public Schools, the City of Newark, Rutgers University, and five organizations to accomplish goals
- Each organization will become full-service providers for up to 50 students in both high school equivalency and workforce development programs:
  - La Casa De Don Pedro
  - Urban League of Essex County
  - Leaders for Life
  - New Community Corporation
  - Rutgers TEEM Gateway
- OYN includes the Re-Engagement Center (REC), which will assist transitional youth, including dropouts and students in need of transfers

# RESOURCES FOR FAMILIES

- For more information about NPS Student Support Services, visit: <http://www.nps.k12.nj.us/departments/college-readiness/student-support-services>
- Contact your student's school, teachers, Student Support Team (SST), and community engagement specialist (CES) to learn more
- Attendance Works: [www.attendanceworks.org/tools](http://www.attendanceworks.org/tools)

# APPENDIX

# APPENDIX: CHRONIC ABSENTEEISM BY SCHOOL (SLIDE 1 OF 3)

School Name	% Chronically Absent, 2014-2015	% Chronically Absent, 2015-2016
EARLY CHILDHOOD ACADEMY - BERLINER	43.3%	44.6%
EARLY CHILDHOOD ACADEMY - GLADYS HILLMAN JONES	59.9%	49.2%
EARLY CHILDHOOD ACADEMY - SOUTH	42.4%	50.0%
EARLY CHILDHOOD ACADEMY - WEST	63.1%	51.0%
ABINGTON AVE. E.S.	13.3%	14.8%
ANN STREET E.S.	3.4%	4.9%
AVON AVENUE E.S.	27.7%	26.0%
BELMONT-RUNYON E.S.	41.0%	44.2%
BRANCH BROOK ELEMENTARY SCHOOL	26.5%	29.1%
CAMDEN STREET E.S.	32.3%	38.8%
CHANCELLOR AVENUE E.S.	22.0%	23.5%
CLEVELAND E.S.	27.4%	34.1%
DR. E. ALMA FLAGG E.S.	34.0%	31.6%
DR. WILLIAM H. HORTON E.S.	28.1%	23.5%
ELLIOTT STREET E.S.	25.5%	21.0%
FIRST AVENUE E.S.	9.2%	12.5%
FOURTEENTH AVENUE E.S.	26.7%	31.0%
FRANKLIN E.S.	23.2%	20.5%
GEORGE WASHINGTON CARVER E.S.	30.6%	27.5%
HARRIET TUBMAN E.S.	23.8%	27.8%
HAWKINS STREET E.S.	24.6%	20.6%

Source: NPS PowerSchool, October and June NJ SMART SID Snapshots (Oct 2014 – Jun 2016).

Notes: Students were attributed to their Oct 15 school, unless they were not enrolled in Oct, in which case they were attributed to their Jun 30 school. Students enrolled in NPS for fewer than 20 days were excluded from the analysis. A small number of students (<0.5% of the sample) were dropped due to invalid attendance data.

# APPENDIX: CHRONIC ABSENTEEISM BY SCHOOL (SLIDE 2 OF 3)

School Name	% Chronically Absent, 2014-2015	% Chronically Absent, 2015-2016
HAWTHORNE AVENUE E.S.	33.3%	41.4%
IVY HILL	16.3%	21.5%
LAFAYETTE STREET E.S.	8.7%	11.7%
LINCOLN E.S.	23.2%	21.7%
LOUISE A. SPENCER E.S.	41.9%	40.0%
LUIS MUNOZ MARIN ELEMENTARY SCHOOL	30.1%	34.1%
MCKINLEY E.S.	27.8%	30.4%
MILLER STREET E.S.	30.7%	36.3%
MT. VERNON E.S.	12.6%	10.1%
OLIVER STREET E.S.	8.0%	8.7%
PARK ELEMENTARY SCHOOL	15.0%	16.8%
PESHINE AVENUE E.S.	33.3%	32.2%
QUITMAN COMMUNITY SCHOOL	27.5%	32.4%
RAFAEL HERNANDEZ E.S.	31.4%	29.0%
RIDGE STREET E.S.	20.2%	21.0%
ROBERTO CLEMENTE E.S.	27.7%	25.5%
SOUTH SEVENTEENTH STREET E.S.	29.1%	30.2%
SOUTH STREET E.S.	22.1%	17.9%
SPEEDWAY AVENUE E.S.	43.5%	33.6%
SUSSEX AVENUE E.S.	21.5%	26.9%
THIRTEENTH AVENUE E.S.	28.2%	36.7%
WILSON AVENUE E.S.	10.3%	9.4%

Source: NPS PowerSchool, October and June NJ SMART SID Snapshots (Oct 2014 – Jun 2016).

Notes: Students were attributed to their Oct 15 school, unless they were not enrolled in Oct, in which case they were attributed to their Jun 30 school. Students enrolled in NPS for fewer than 20 days were excluded from the analysis. A small number of students (<0.5% of the sample) were dropped due to invalid attendance data.

# APPENDIX: CHRONIC ABSENTEEISM BY SCHOOL (SLIDE 3 OF 3)

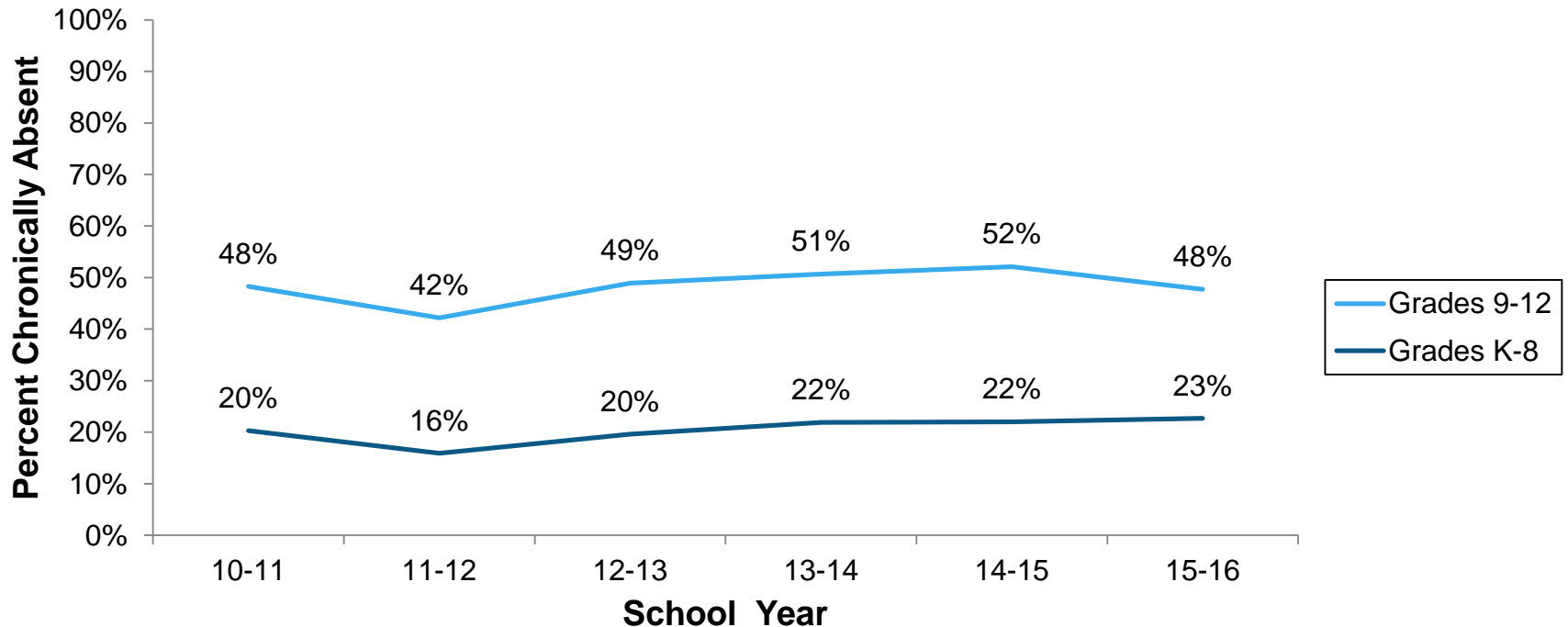
School Name	% Chronically Absent, 2014-2015	% Chronically Absent, 2015-2016
AMERICAN HISTORY HIGH	35.3%	29.7%
ARTS H.S.	25.6%	29.2%
BARD EARLY COLLEGE HIGH SCHOOL	27.2%	25.2%
BARRINGER ACADEMY OF STEAM	68.4%	67.6%
BARRINGER ACADEMY OF THE ARTS & HUMANITIES	70.1%	66.7%
CENTRAL H.S.	59.2%	57.1%
EAGLE ACADEMY	14.6%	17.5%
EARLY COLLEGE HIGH SCHOOL	40.7%	44.4%
EAST SIDE H.S.	48.9%	43.3%
FAST TRACK SUCCESS ACADEMY	88.0%	83.2%
MALCOLM X. SHABAZZ H.S.	78.8%	76.3%
NEWARK LEADERSHIP ACADEMY	82.4%	96.7%
NEWARK VOCATIONAL HIGH SCHOOL	76.4%	56.6%
SCIENCE H.S.	20.9%	21.6%
TECHNOLOGY H.S.	23.8%	15.4%
UNIVERSITY H.S.	24.6%	32.8%
WEEQUAHIC H.S.	73.4%	68.1%

Source: NPS PowerSchool, October and June NJ SMART SID Snapshots (Oct 2014 – Jun 2016).

Notes: Students were attributed to their Oct 15 school, unless they were not enrolled in Oct, in which case they were attributed to their Jun 30 school. Students enrolled in NPS for fewer than 20 days were excluded from the analysis. A small number of students (<0.5% of the sample) were dropped due to invalid attendance data.

# APPENDIX: CHRONIC ABSENTEEISM HAS PERSISTED OVER TIME

## Chronic Absenteeism by Grade Band, 2010-11 through 2015-16

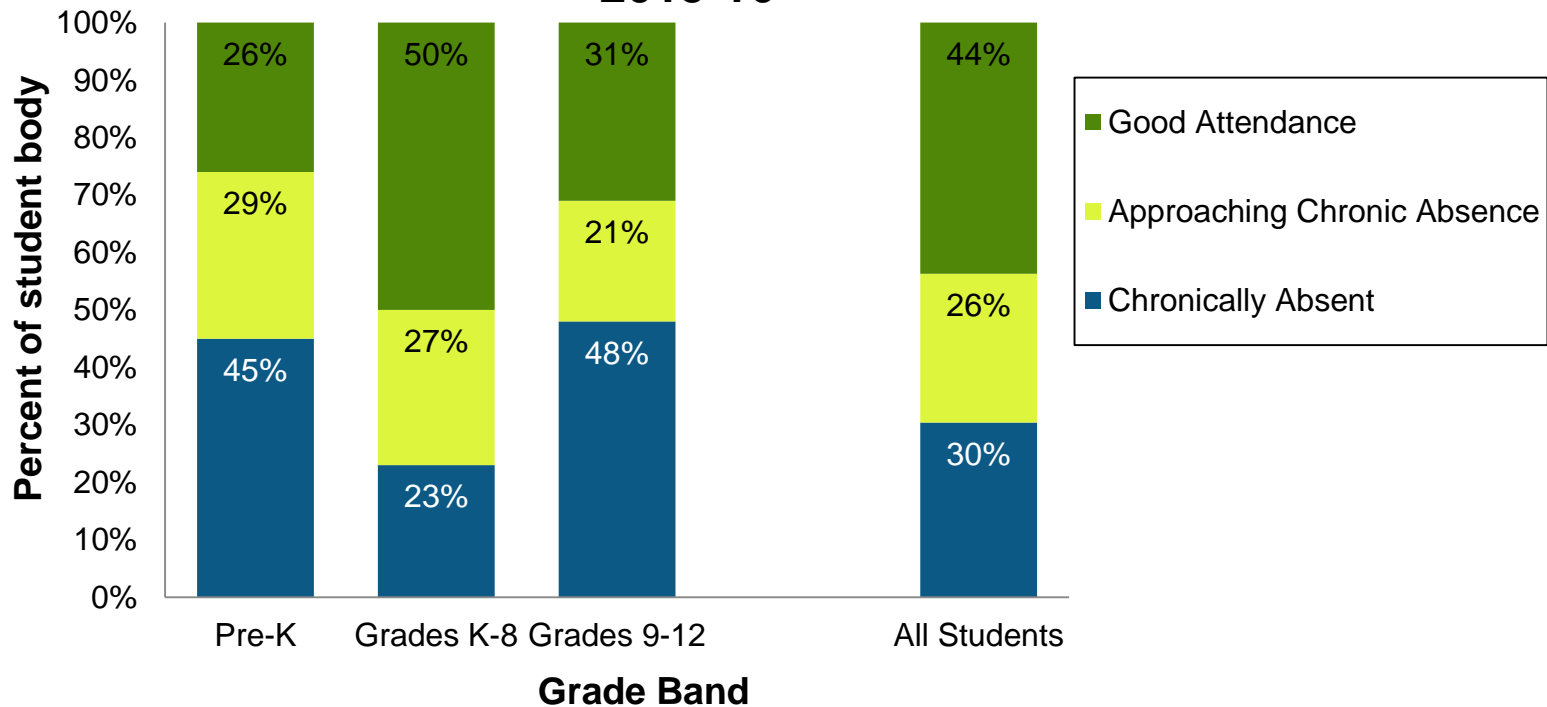


Source: NPS PowerSchool, Oct 15<sup>th</sup> NJ SMART SID snapshots and Jun 30<sup>th</sup> NJ SMART SID snapshots, Oct 2011 through Jun 2016  
Notes: Students enrolled in NPS for fewer than 20 days were excluded from the analysis. Students attending pre-K providers were excluded from the analysis as well, as were grade 9-12 students attributed to institutions that did not grant H.S. diplomas.



# APPENDIX: ATTENDANCE IN SCHOOL IS A SYSTEMIC CHALLENGE

## Student Absence by Grade Band, 2015-16

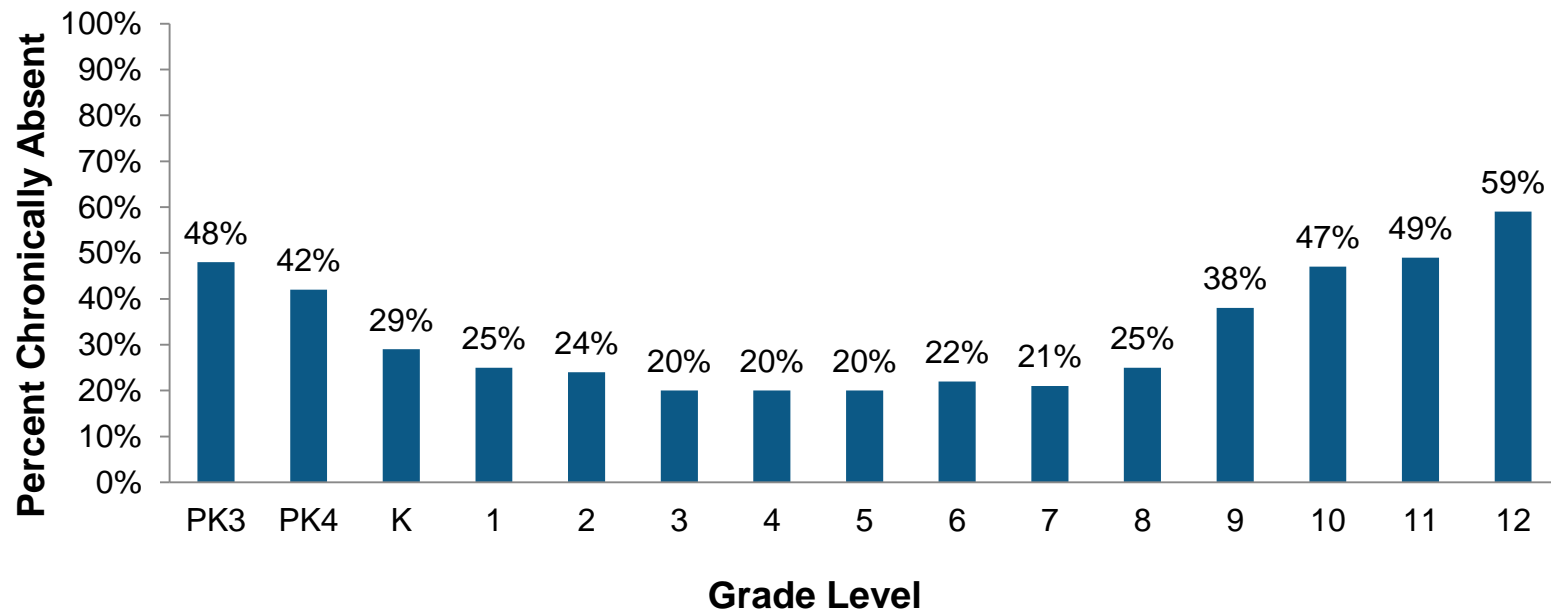


Source: NPS PowerSchool, Oct 15<sup>th</sup> 2015 NJ SMART SID snapshot, Jun 30<sup>th</sup> 2016 NJ SMART SID snapshot.

Notes: Students enrolled in NPS for fewer than 20 days were excluded from the analysis. Grade 9-12 students attributed to institutions that do not grant H.S. diplomas were excluded from the analysis.

# APPENDIX: CHRONIC ABSENTEEISM VARIES BY GRADE AND IS ESPECIALLY ACUTE IN PRE-K AND HIGH SCHOOL

## Chronically Absent Students by Grade, 2015-16

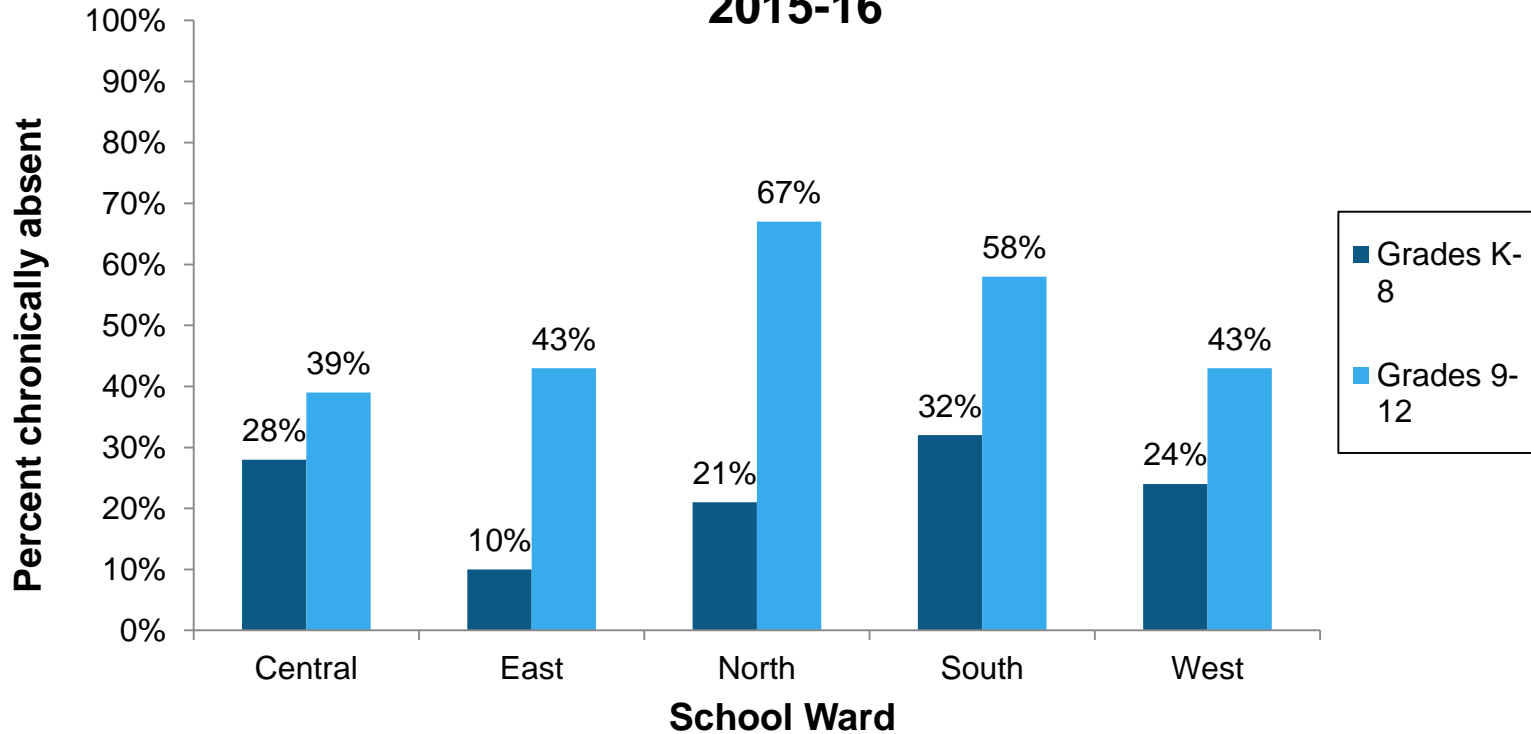


Source: NPS PowerSchool, Oct 15<sup>th</sup> 2015 NJ SMART SID snapshot, Jun 30<sup>th</sup> 2016 NJ SMART SID snapshot.

Notes: Students enrolled in NPS for fewer than 20 days were excluded from the analysis. Students attending pre-K providers were excluded from the analysis as well, as were grade 9-12 students attributed to institutions that do not grant H.S. diplomas.

# APPENDIX: ATTENDANCE VARIES BY WARD

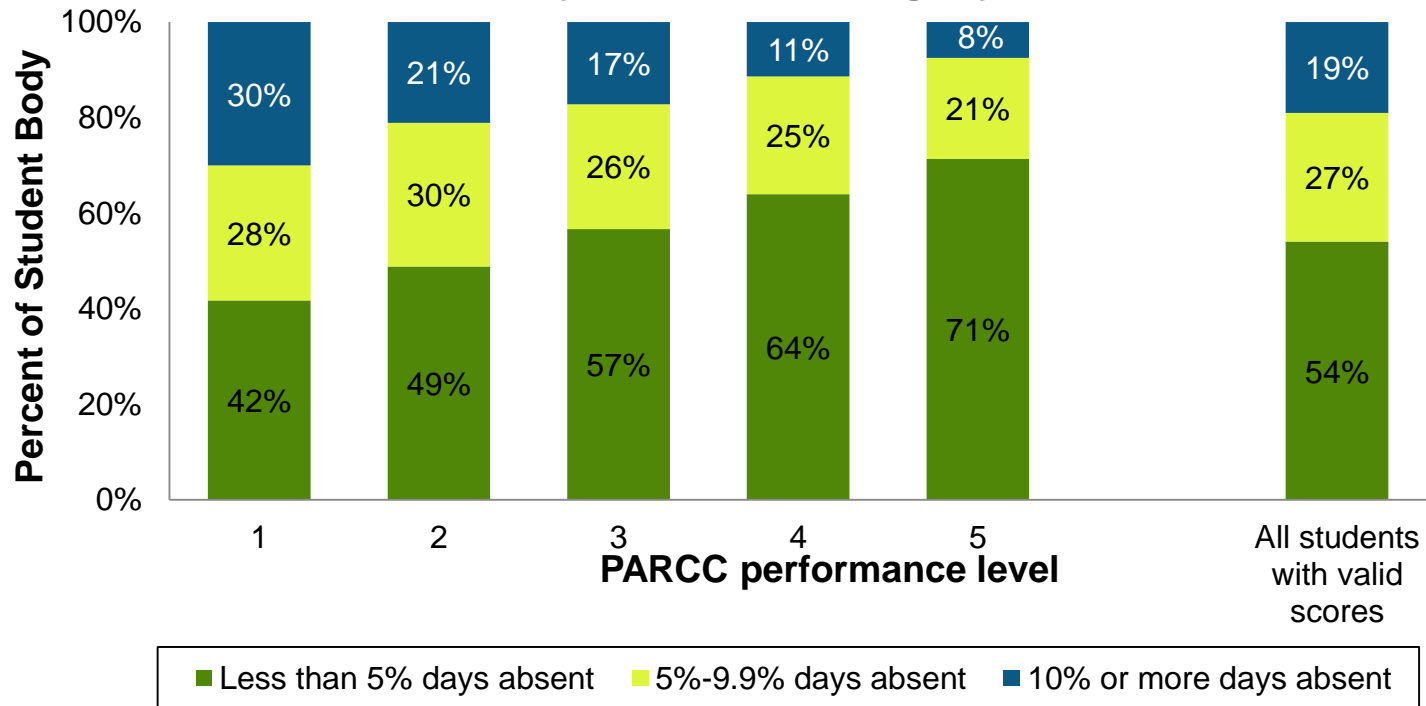
## Chronic Absenteeism by School Ward and Grade Band, 2015-16



Source: NPS PowerSchool, Oct 15<sup>th</sup> 2015 NJ SMART SID snapshot, Jun 30<sup>th</sup> 2016 NJ SMART SID snapshot, NPS school geofile. Notes: Students enrolled in NPS for fewer than 20 days were excluded from the analysis, as were grade 9-12 students attributed to institutions that do not grant H.S. diplomas. Ward boundaries defined by NPS based on alignment with geographic enrollment hubs.

# APPENDIX: ABSENTEEISM AND PARCC PERFORMANCE ARE CORRELATED (SLIDE 1 OF 2)

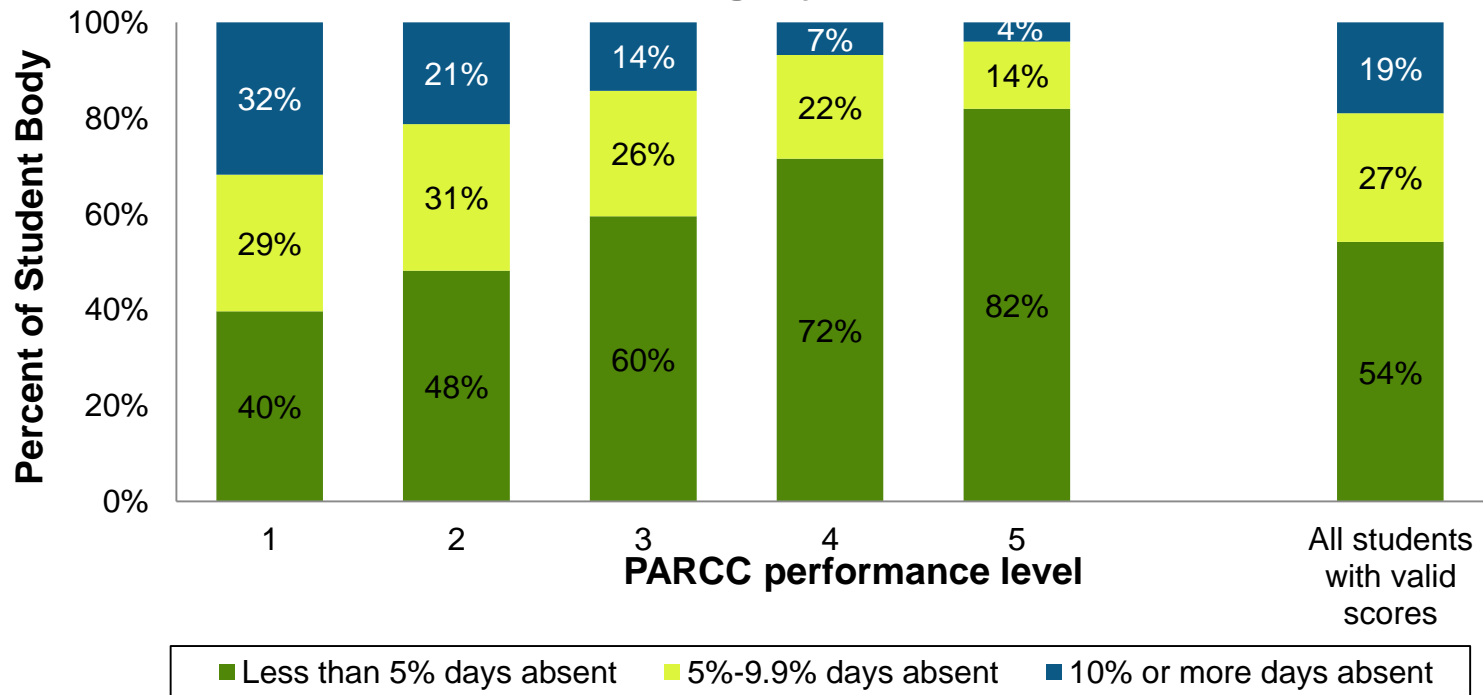
English Language Arts (ELA) PARCC performance level by absence category, 2015-16



Source: NPS PowerSchool, Oct 15<sup>th</sup> 2015 NJ SMART SID snapshot, Jun 30<sup>th</sup> 2016 NJ SMART SID snapshot, NJ SMART PARCC data  
 Notes: Students enrolled in NPS for fewer than 20 days were excluded from the analysis, as were students who did not take the PARCC ELA exam.

# APPENDIX: ABSENTEEISM AND PARCC PERFORMANCE ARE CORRELATED (SLIDE 2 OF 2)

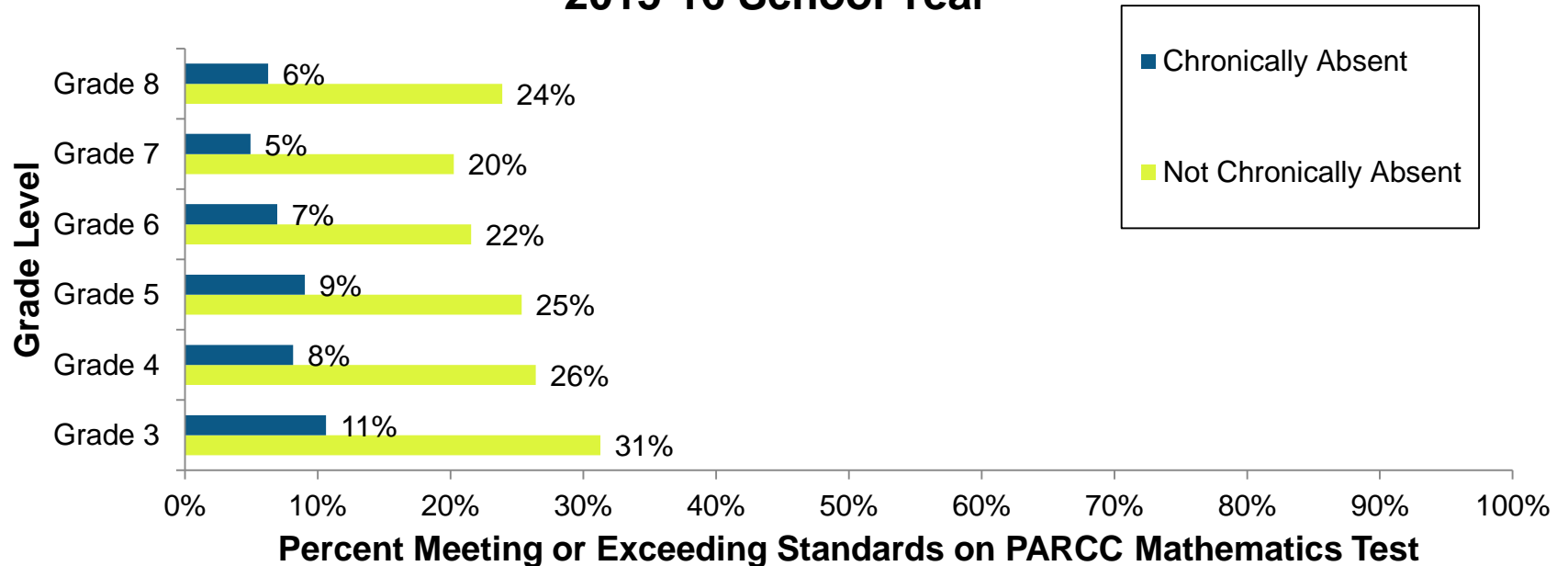
**Mathematics PARCC performance level by absence category, 2015-16**



Source: NPS PowerSchool, Oct 15<sup>th</sup> 2015 NJ SMART SID snapshot, Jun 30<sup>th</sup> 2016 NJ SMART SID snapshot, NJ SMART PARCC data  
 Notes: Students enrolled in NPS for fewer than 20 days were excluded from the analysis, as were students who did not take the PARCC ELA exam.

# APPENDIX: CHRONIC ABSENTEEISM IS NEGATIVELY CORRELATED WITH PARCC PROFICIENCY

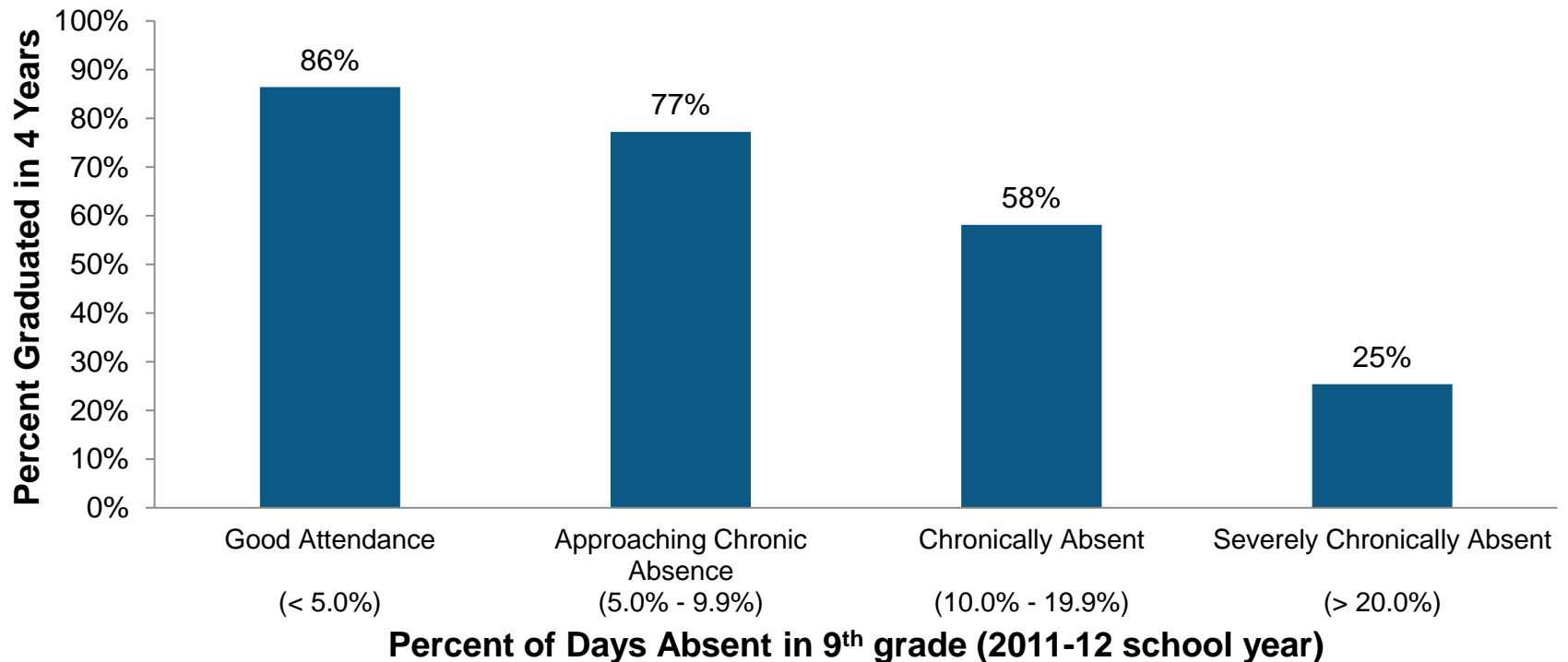
## PARCC Math Proficiency by Grade and Chronic Absenteeism, 2015-16 School Year



Source : NPS PowerSchool, Oct 15<sup>th</sup> 2015 NJ SMART SID snapshot, Jun 30<sup>th</sup> 2016 NJ SMART SID snapshot, NJ SMART PARCC data  
Notes: PARCC proficiency is defined as achieving a proficiency level of 4 or higher on the PARCC mathematics exam.  
Students enrolled in NPS for fewer than 20 days were excluded from the analysis. Students attending pre-K providers were excluded from the analysis as well, as were grade 9-12 students attributed to institutions that do not grant H.S. diplomas.

# APPENDIX: 9<sup>TH</sup> GRADE ATTENDANCE PREDICTS PROBABILITY OF GRADUATION

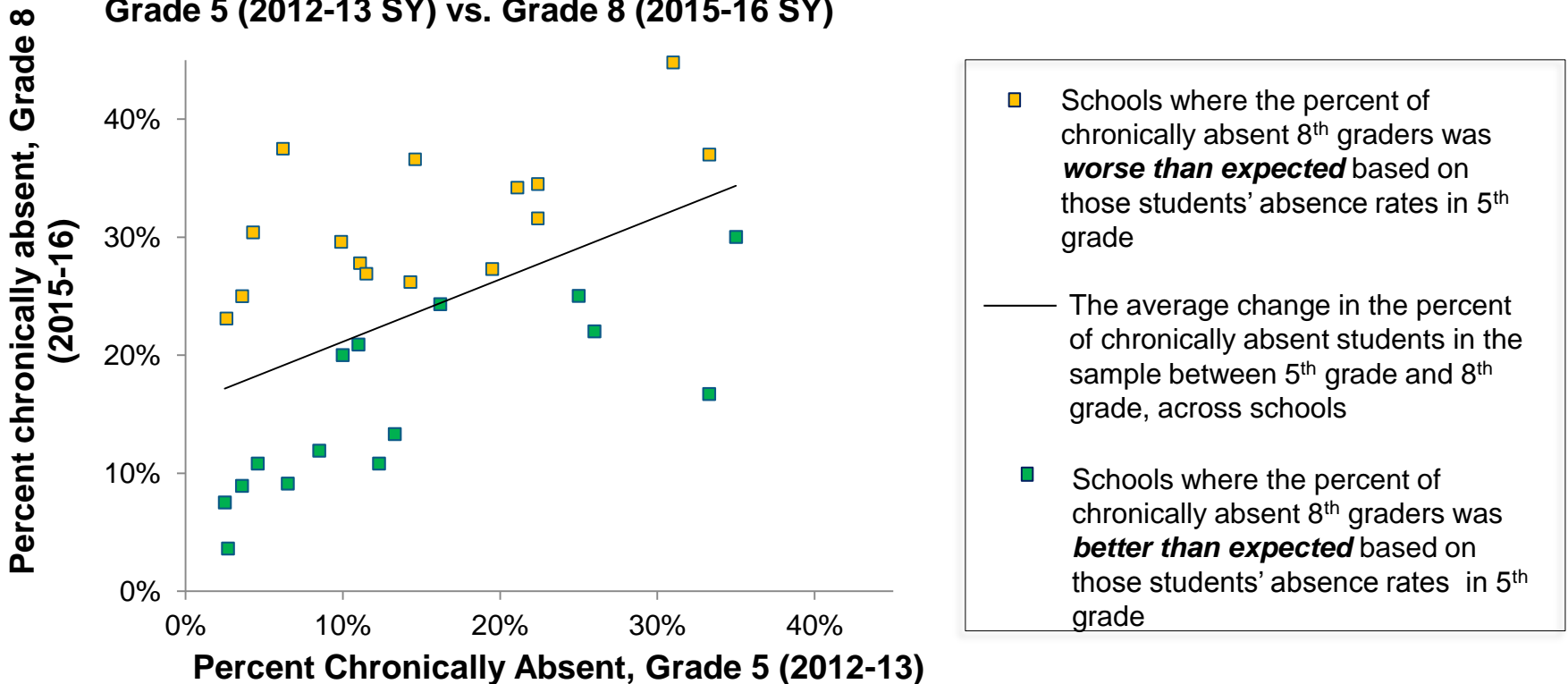
Percent Graduated by Percent Days Absent in 9<sup>th</sup> Grade, 2015 cohort



Source: NPS PowerSchool, Oct 15<sup>th</sup> 2011 NJ SMART SID snapshot, Jun 30<sup>th</sup> 2012 NJ SMART SID snapshot, Aug 31 2015 NJ SMART High School Graduation Cohort Status Profile (CDS Perspective – Attending); Notes: 2015 Cohort defined as per NJ DOE regulations (<http://www.nj.gov/education/njsmart/download/grad/AnIntroductiontothe4YGAdjustedCohortRate.pdf>).

# APPENDIX: CHANGE IN STUDENT ATTENDANCE VARIES BY SCHOOL

Change in student chronic absenteeism by school,  
Grade 5 (2012-13 SY) vs. Grade 8 (2015-16 SY)



Source: NJ SMART Oct & Jun Snapshots, 2012-13 and 2015-16.

Notes: To be included in the analysis, schools must have been open for all 4 years analyzed (2012-13 through 2015-16), and students must have remained in the same school for all four of those years.

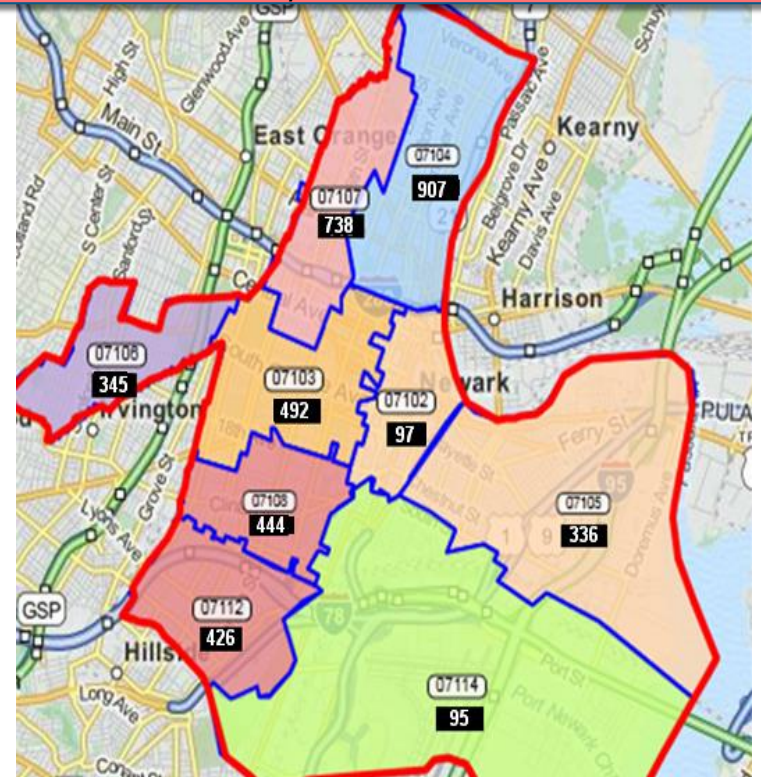
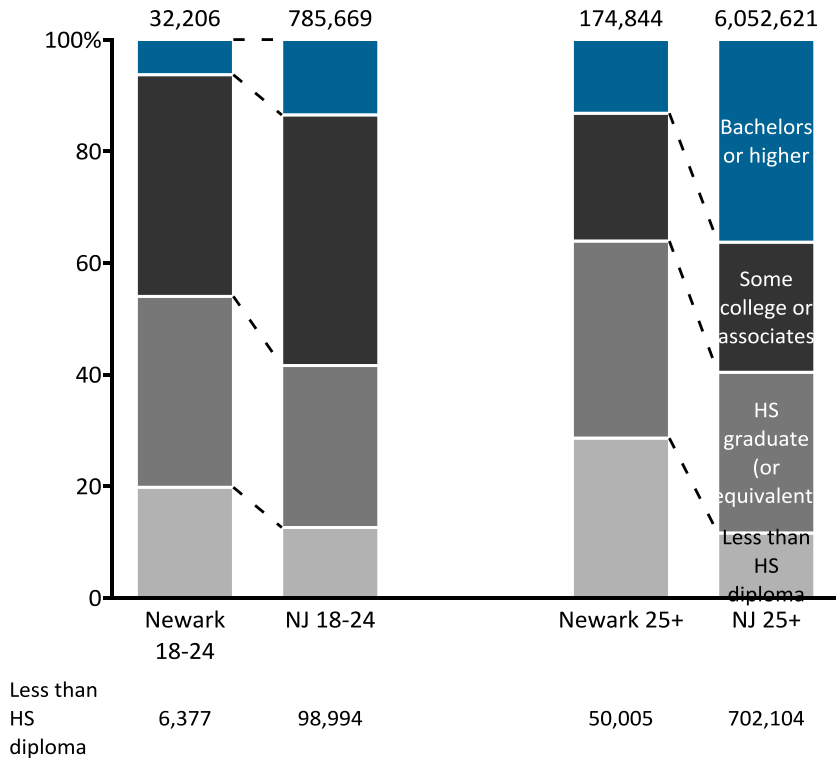


# APPENDIX: NEWARK AND NJ DROPOUT RATES

Dropouts represent greater share of Newark community compared to state

Population relatively concentrated in West, South, and North Wards

Population education attainment, 2014



Source: NJDOE, US Census and American FactFinder, Parthenon/NPS analysis