

U.S. Department of Education
Washington, D.C. 20202-5335



APPLICATION FOR GRANTS
UNDER THE

FY 2016 TIF Competition 84.374A

CFDA # 84.374A

PR/Award # U374A160040

Grants.gov Tracking#: GRANT12215652

OMB No. , Expiration Date:

Closing Date: Jul 15, 2016

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
2. Assurances Non-Construction Programs (SF 424B)	e6
3. Disclosure Of Lobbying Activities (SF-LLL)	e8
4. ED GEPA427 Form	e9
<i>Attachment - 1 (1235-NSNO GEPA language)</i>	e10
5. Grants.gov Lobbying Form	e11
6. ED Abstract Narrative Form	e12
<i>Attachment - 1 (1234-NSNO TIF Abstract)</i>	e13
7. Project Narrative Form	e14
<i>Attachment - 1 (1245-The NOLA TIF Project Narrative)</i>	e15
8. Other Narrative Form	e56
<i>Attachment - 1 (1238-Mandatory Appendices NOLA TIF)</i>	e57
<i>Attachment - 2 (1239-Appendix A TIF Application Requirements Checklist)</i>	e103
<i>Attachment - 3 (1240-Appendix B High-Need Schools Checklist)</i>	e104
<i>Attachment - 4 (1241-APPENDIX C Logic Model)</i>	e105
<i>Attachment - 5 (1242-APPENDIX D Resumes of Key Personnel)</i>	e107
<i>Attachment - 6 (1243-APPENDIX E MOU and Letters of Support)</i>	e134
<i>Attachment - 7 (1244-APPENDIX F Other Attachments)</i>	e149
9. Budget Narrative Form	e284
<i>Attachment - 1 (1237-TIF Budget Narrative - NOLA TIF Project)</i>	e285
10. Form ED_SF424_Supplement_1_3-V1.3.pdf	e295
11. Form ED_524_Budget_1_3-V1.3.pdf	e296
<i>Attachment - 1236-sd424edsupplement - Human Subjects.pdf</i>	e298

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
--	--	--

* 3. Date Received: <input type="text" value="07/15/2016"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name: New Schools for New Orleans	* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="020773717"/>	* c. Organizational DUNS: <input type="text" value="7946870410000"/>
---	---	---

d. Address:

* Street1:	1555 Poydras Street
Street2:	Suite 781
* City:	New Orleans
County/Parish:	
* State:	LA: Louisiana
Province:	
* Country:	USA: UNITED STATES
* Zip / Postal Code:	70112-3701

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
--	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: Ms.	* First Name: Mandy
Middle Name: <input type="text"/>	
* Last Name: Folse	
Suffix: <input type="text"/>	

Title: Senior Director of Development
--

Organizational Affiliation: New Schools for New Orleans
--

* Telephone Number: <input type="text"/>	Fax Number: <input type="text"/>
---	-------------------------------------

* Email: <input type="text"/>

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.374

CFDA Title:

Teacher Incentive Fund

*** 12. Funding Opportunity Number:**

ED-GRANTS-053116-002

* Title:

Office of Innovation and Improvement (OII): Teacher Incentive Fund (TIF) CFDA Number 84.374A

13. Competition Identification Number:

84-374A2016-2

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

The NOLA TIF Project

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	19,776,514.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	19,776,514.00

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Mandy Folse</p>	<p>TITLE</p> <p>Co-CEO</p>
<p>APPLICANT ORGANIZATION</p> <p>New Schools for New Orleans</p>	<p>DATE SUBMITTED</p> <p>07/15/2016</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: New Schools for New Orleans * Street 1: 1555 Poydras St. Street 2: Suite 781 * City: New Orleans State: LA: Louisiana Zip: 70115 Congressional District, if known: LA-002		
5. If Reporting Entity in No.4 is Subwardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: Department of Education	7. * Federal Program Name/Description: Teacher Incentive Fund CFDA Number, if applicable: 84.374	
8. Federal Action Number, if known:	9. Award Amount, if known: \$	
10. a. Name and Address of Lobbying Registrant: Prefix: * First Name: NOT APPLICABLE Middle Name: * Last Name: NOT APPLICABLE Suffix: * Street 1: NOT APPLICABLE Street 2: * City: NOT APPLICABLE State: Zip:		
b. Individual Performing Services (including address if different from No. 10a) Prefix: * First Name: NOT APPLICABLE Middle Name: * Last Name: NOT APPLICABLE Suffix: * Street 1: NOT APPLICABLE Street 2: * City: NOT APPLICABLE State: Zip:		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: Mandy Folsie * Name: Prefix: Ms. * First Name: Maggie Middle Name: * Last Name: Runyan-Shefa Suffix: Title: Co-CEO Telephone No.: Date: 07/15/2016		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # U374A160040

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 03/31/2017

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

NSNO GEPA language.pdf	Add Attachment	Delete Attachment	View Attachment
------------------------	----------------	-------------------	-----------------

Equitable Access and Participation (GEPA 427 Statement)

NSNO and our partners commit to ensuring equitable access to and participation in the proposed project. Equitable access will be provided to all, regardless of gender, race, national origin, color, disability, or age. CMOs and schools with whom we partner seek principals and teachers with outstanding educational and professional qualifications who have a demonstrated ability to work effectively with staff, students, families, and other community members from varied ethnic/cultural and socioeconomic backgrounds.

Fair Employment Practices: New Schools for New Orleans (NSNO), is committed to diversity and nondiscrimination and supports the employment of qualified individuals with disabilities. The organization maintains a non-discriminatory and diverse work environment. NSNO does not unlawfully discriminate against any employee or applicant for employment on the basis of race, color, religion, sex, national origin, age, disability, veteran status, marital status, sexual orientation, or any other characteristic protected by applicable law. This policy covers all programs, services, policies, and procedures of NSNO, including recruiting, hiring, training, and promoting qualified persons to all job titles and administering all personnel actions, such as compensation, benefits, transfers, layoffs, or terminations.

The following are steps that will be carried out with the intent to reduce and eliminate access barriers based on gender, race, national origin, color, disability, and age to maximize participation in the grant program:

1. All NSNO sessions/activities will be held in Americans with Disabilities Act (ADA) accessible and compliant facilities. As needed, NSNO staff will further develop and implement a 'plan of action' that will address the identified special access needs indicated by program registrants that go over and beyond the access provisions of the ADA facilities, themselves.
2. Hire, recruit, and involve individuals from social and ethnic minority groups, multi-lingual individuals, and individuals with disabilities to plan, implement, and evaluate program services, to the greatest extent possible.
3. Examine materials used as part of professional development activities to ensure fairness and appropriateness for diverse audiences in terms of ethnic/cultural and socioeconomic backgrounds, sex, disabling conditions, language minority status, age, etc.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION <input style="width: 90%;" type="text" value="New Schools for New Orleans"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 100px;" type="text" value="Ms."/>	* First Name: <input style="width: 200px;" type="text" value="Maggie"/> Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="Runyan-Shefa"/>	Suffix: <input style="width: 80px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Co-CEO"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="Mandy Folse"/>	* DATE: <input style="width: 150px;" type="text" value="07/15/2016"/>

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

NSNO TIF Abstract.pdf

Add Attachment

Delete Attachment

View Attachment

The NOLA TIF Project - Abstract

New Schools for New Orleans (NSNO), a non-profit organization, is applying for the TIF competition in partnership with the following 20 LEAs located in New Orleans, Louisiana: Sci Academy, G. W. Carver Collegiate Academy, Livingston Collegiate, Arthur Ashe Charter School, Samuel J. Green Charter School, Phillis Wheatley Community School, Langston Hughes Charter Academy, KIPP New Orleans Leadership Academy, KIPP Believe College Prep, KIPP East Community Primary, KIPP McDonogh 15 School for the Creative Arts, KIPP Central City Primary, KIPP Central City Academy, KIPP Renaissance High School, KIPP Woodson High School, Sylvanie Williams College Prep, Lawrence D. Crocker College Prep, Cohen College Prep, Sophie B. Wright Charter School, and Success Preparatory Academy. During the project period, grant activities will impact all 30 schools in these LEAs, all of which are high-need.

The project will serve as a model for how a decentralized system of schools can implement a strong human capital management system (HCMS) that balances elements of standardization with customization based on the needs of educators in each LEA. The two project objectives are to (1) support LEAs in building and refining performance-based compensation systems (PBCS) and career pathways and (2) increasing student achievement through improved educator effectiveness and retention. Grant activities focus on providing technical support for building a PBCS and pathways, as well as support for LEAs to provide differentiated professional development for teachers, leaders, and other personnel based on growth areas identified through their evaluation and support system. NSNO will build on the efforts of its 2010 TIF grant to ensure grant objectives are successfully met. This application will address Competitive Preference Priority 2 and the Invitational Priority.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

To add more Project Narrative File attachments, please use the attachment buttons below.

Table of Contents - NOLA TIF Project

I.	Lead Applicant Background: New Schools for New Orleans	1
II.	Absolute Priority	3
III.	Requirement 1	8
IV.	Requirement 2	9
V.	Competitive Preference Priority 2	14
	A. Invitational Priority	15
VI.	Selection Criteria	18
	A. Significance	18
	B. Project Design	20
	C. Professional Development Systems	36
	D. Management Plan	38
	E. Adequacy of Resources	40

LEAD APPLICANT BACKGROUND: New Schools for New Orleans

New Schools for New Orleans (NSNO) is a nonprofit organization dedicated to delivering on the promise of excellent public schools for every child in New Orleans. Since NSNO's launch in 2006, the organization has used strategic investments of time, expertise, and funding to support the growth of New Orleans' high-performing system of charter schools. NSNO has two core strategies: 1) creating new public school seats through start-up grants for the launch of high-performing, open-enrollment public schools and 2) improving existing New Orleans schools through direct technical support and by investing in talent development organizations that improve educator quality to accelerate academic improvement. NSNO closely monitors the New Orleans landscape, identifies citywide threats to academic progress, and catalyzes innovative work aligned to our core strategies to solve challenges.¹

Major organizational accomplishments include supporting the launch of 31 schools currently serving more than 12,000 students, (including 2 schools that launched in the 2015-16 school year); supporting 60 schools during the 2014-15 school year in their transition to the Common Core State Standards; securing over \$100 million in philanthropy and competitive grants to support schools and non-profits in New Orleans since 2006; and overseeing an annual budget between \$10 - 20 million.

Academic quality has improved considerably over the last decade. Since 2010, the city has more than doubled the number of students attending public schools that meet NSNO's "high-

¹ See Appendix F1 for context on the unique New Orleans' school landscape; p. 34-45 outlines NSNO's work in supporting the citywide educator development ecosystem.

quality” bar.² Nearly 20,000 students now attend these schools, positioning New Orleans to become the first high-poverty urban school district in the country to surpass its state in student achievement. Rapid academic growth is also manifest in the average ACT score across all New Orleans public schools, which reached an all-time high of 18.8 in 2015. NSNO has contributed to this growth by serving as a strategic leader and investor.

To help facilitate our work to drive transformational change, NSNO been the recipient of three U.S. Department of Education grants: a five-year \$29.0 million Investing in Innovation Grant in 2010, a three-year \$2.4 million Charter Schools Program National Leadership Activities Grant in 2015, and a five-year \$13.0 million Teacher Incentive Fund (TIF) grant in 2010.

Prior TIF success as a foundation for future TIF expansion

NSNO’s 2010 TIF grant focused on attracting, retaining, and rewarding effective educators. In the final year of the grant, TIF activities impacted 29 high-need schools across eight charter management organizations (CMOs) in New Orleans, reaching one third of the city's public school students. The TIF 3 grant focused on providing end-of-year bonuses for effective teachers, assistant principals, and principals and also helped CMOs develop the systems necessary to implement successful performance-based compensation systems (PBCS). As part of the TIF 3 grant, all CMOs were required to observe teachers at least four times a year and leaders at least twice a year, and observers had to be normed on the rubrics used for evaluations. At the beginning of the grant, there was no correlation between teacher observation and student results

² NSNO defines schools as high-quality if they earn an “A” or “B” from the Louisiana Department of Education or an effect size of 0.20 or higher, which represents a school’s rapid growth toward becoming an A or B. We use analysis from the Center for Research on Education Outcomes (CREDO) at Stanford University to determine an effect size calculation.

across NSNO's partner CMOs. However, two years later, teacher observation results had a statistically significant correlation with teacher value-added measures ($r=0.316$), which demonstrates that observations became more valid indicators of performance over time.

In addition to building strong evaluation systems, TIF 3 partners have identified and trained staff members to gather and track evaluation data, have designed and implemented communications systems to inform educators of performance award criteria, and have developed systems for providing professional development to educators based on the needs identified through their evaluation results. These systems helped ensure that TIF 3 partner schools were able to retain their strongest educators. In the last year of implementing the grant, 73.5% percent of all teachers who were effective the prior year returned to teach in a TIF partner school.

Although the TIF 3 partner CMOs have made substantial progress in laying the groundwork for a PBCS, additional work is needed to shift from an end-of-year performance award to a true PBCS. Six of the eight TIF 3 partner CMOs—Collegiate Academies (CA), FirstLine Schools (FLS), KIPP New Orleans Schools (KIPP), New Orleans College Prep (NOCP), Sophie B. Wright Charter School (SBW), and Success Preparatory Academy (SPA)—are partnering with NSNO on the NOLA TIF project to design and implement a PBCS and teacher career pathway within their CMO.

ABSOLUTE PRIORITY

Each charter school participating in the NOLA TIF project is a Type 5 charter school, which means that it is its own LEA (see Appendix F2 for confirmation of LEA status). For schools that are within a CMO, the CMO designs a human capital management system (HCMS) for all schools under its management. For that reason, all descriptions of HCMS focus on the CMO rather than the individual school, except in the case of two single-site charter schools, Sophie B.

Wright Charter School and Success Preparatory Academy. For clarity, we will refer to all six organizations as “CMO partners” throughout the application.

CMO evaluation and support systems

All six CMO partners—Collegiate Academies, FirstLine Schools, KIPP New Orleans, New Orleans College Prep, Sophie B. Wright, and Success Preparatory Academy—have robust educator evaluation and support systems put in place through NSNO's TIF 3 grant. All past TIF partners provided regular observations and feedback sessions to educators, with teachers receiving at least four observations a year and leaders receiving a minimum of two – as well as a measure of student growth. TIF 3 grant structures were designed to align with Compass, which is the state's educator evaluation and support system. The grant supported CMOs in building the internal capacity to implement a high-quality evaluation system. CMOs use this system to support educators by providing timely feedback after observations and using evaluation results to customize professional development for educators based on their needs.

(1) HCMS alignment with instructional vision

Each CMO partnering with NSNO on the application has an intense focus on identifying, developing, and retaining excellent educators in order to achieve its unique instructional vision. CMOs' vision for instruction rests on continuously supporting educators by identifying their growth areas, providing targeted feedback and support, and capitalizing on their strengths. Every component of the HCMS—recruitment, hiring, placement, retention, dismissal, compensation, professional development, and promotion—is based on educators effectively meeting high standards for instruction. All partner CMOs recognize that the key to achieving their instructional vision is ensuring that every educator knows what excellent instruction looks like and how to effectively impact student achievement results.

(2) Evaluation and support system to inform key human capital decisions

As part of their HCMS, each partnering CMO uses information generated by their respective evaluation and support systems to inform each of the following human capital decisions:

Recruitment: CMOs have a clear sense of what effective teaching looks like due to the evaluation systems they have built. Using this framework, CMOs are able to identify teacher pipelines that are most likely to produce the candidates who will be effective.

Hiring: Using internal definitions of effective teaching and leading, as codified in CMO's evaluation systems, CMOs are able to identify competencies in candidates they consider to be most important when looking to fill vacancies. CMO partners analyze not only candidates' prior student achievement results, but many also ask teacher candidates to teach a sample lesson to gauge their effectiveness against the CMO's teacher rubric. Using this system, one CMO recently reviewed videos of 150 classrooms to select 20 new teachers, employing this rigorous process to identify and place effective teachers quite deliberately.

Placement: All partner CMOs use evaluation data to place teachers in grade levels, subject areas, and on teams within a building where their skills and competencies are needed most. When seeking to fill a new position, educators are placed where they are most likely to impact student learning at the highest level.

Retention: Prioritizing retention based on performance is a common theme among all partner CMOs; however, their approaches differ by whether they offer a PBCS to enhance retention efforts. As all CMOs will be building or refining their PBCSs during the grant period, retention will be positively impacted by tying in compensation to the overall HCMS.

Dismissal: Educator performance is the primary consideration when CMOs decide whether to dismiss an educator, but all CMOs factor in a teacher's current capacity, willingness to improve,

responsiveness to feedback, and ongoing progress as a result of supports provided. Each CMO stresses the importance of continual improvement as a factor in dismissal. Given that educators at partner CMOs are at-will employees, CMOs have the autonomy to dismiss low-performing teachers if they do not improve after receiving support.

Compensation: This is an area under development for partner CMOs, all of which have committed to implementing a PBCS for teachers and leaders tied to the CMO's evaluation system by the third year of the grant. Building on the work of the TIF 3 grant, one partner CMO, KIPP, has already implemented a PBCS for teachers based on at least two annual observations and a measure of student achievement, while three CMOs - FLS, NOCP, and SPA - have pieces of a teacher PBCS in place but need to refine their models during the grant period. Two CMO partners, CA and SBW, will be building their PBCS models during the grant period.

Professional Development: Given the frequency of educator observations, all CMOs have a regular pulse on teacher and leader performance. All partner CMOs use evaluation data to determine whole-group professional development, as well as individualized coaching. Using trends in aggregated evaluation data, CMOs also provide professional development for educator teams with the same identified needs.

Tenure: None of the participating charter schools participate in a collective bargaining agreement. All educators are at-will employees; therefore, CMOs do not offer formal tenure.

Promotion: All partner CMOs recognize the critical need to retain their most effective educators, and opportunities for promotion help facilitate that. Each CMO uses evaluation data when making determinations of who to promote. However, not all partner CMOs currently have a defined teacher career pathway, so their approaches to using evaluation data in promotion decisions vary. All partner CMOs intend to build a formal teacher career pathway during the

grant period.

(3) Human capital strategies to recruit and retain effective educators in high-need schools

Each charter school partnering on this application is a high-need school (see Requirement 2 for more information), so each of the strategies described in this section are for high-need schools. New Orleans' unique public school ecosystem allows educators to select a school that aligns with their instructional vision, so schools are incentivized to provide programs and services attractive to educators. This has led to an intense focus on educator development as a recruitment strategy. Other common recruitment strategies include: referrals from current educators and community members; partnering with pipeline programs, such as undergraduate and graduate teacher preparation programs, Teach For America, and the teachNOLA Fellows program; and recruiting candidates through career fairs and CMOs' websites. Furthermore, several CMOs have been working to build new pipelines of effective teachers by developing year-long teacher residency programs. Please refer to the section on Invitational Priority 2 for more information about how the NOLA TIF project will support CMOs in building a pipeline of effective teachers through a residency program.

As noted earlier, all partner CMOs recognize the critical importance of retaining their effective educators. Retention strategies include individualized and advanced professional development supports, annual bonuses, longevity pay, and differentiated compensation ranging from a higher base salary than nearby districts or other CMOs to a fully developed PBCS. However, most CMOs do not yet have a fully formed PBCS and will develop one by the third year of the project period.

(4) Modifications to HCMS and timeline

During the TIF project period, all CMOs will make two key changes to their HCMS. First,

each CMO will implement a PBCS based on an evaluation system that uses at least two annual observations and a measure of student academic achievement. As noted in the Requirement 1 section below, CMOs are in different stages of implementing a PBCS. However, all CMOs have committed to implementing the PBCS by the third year of the project period and will seek out educator input in the development and refinement of the PBCS (see MOU between NSNO and partner CMOs in Appendix E1). Second, each CMO will implement a formal teacher career pathway during the TIF project period. Please see Requirement 1 below for the timeline that each CMO will implement a PBCS for teachers, leaders, and other personnel (if applicable) and the timeline for implementing a teacher career pathway.

REQUIREMENT 1: Implementation of PBCS in high-need schools in LEAs

(1) Plan to develop and implement a PBCS

As noted above, regardless of where they are in the process, all CMO partners will use educator evaluation results to implement a PBCS based on at least two annual observations and a measure of student achievement by the third year of the grant period. Each CMO's PBCS will be developed with the input of educators and will be supported during the grant period by technical assistance provided by TNTP. Please see the Project Design section for additional information about the specific TNTP supports available to assist CMOs with implementing a PBCS.

The table in Appendix F3 shows the current status of each CMO partner in the design of their PBCS for teachers, leaders, and other personnel; the grant year each partner intends to implement a PBCS for teachers, leaders, and other personnel based on at least two annual observations and a measure of student achievement; the key modifications each CMO needs to make to its existing HCMS in order to implement the PBCS on the timeline indicated; and how each CMO will incorporate educator feedback in the development and ongoing implementation of the PBCS.

(2) Plan to develop PBCS with educator input

As indicated earlier, all CMOs have committed to develop their PBCS with educator input and provide ongoing opportunities for educators to give feedback on the implementation of its PBCS (see Appendix E1 for the MOU). As each CMO develops its PBCS, it will solicit educator input through a variety of channels, including surveys, focus groups, and teacher advisory boards. Please see the table referenced above in Appendix F3 for detailed information by CMO.

REQUIREMENT 2: Documentation of high-need schools

All charter schools partnering on the NOLA TIF application are high-need because they are high-poverty, with 50% or more of their enrollment from low-income families. The following table shows the percentage of students in 2015-16 who come from low-income families. Data is from the Louisiana Department of Education (LDOE) and indicates the percentage of students who are economically disadvantaged.³

³ LDOE defines "economically disadvantaged students" as those students eligible for Supplemental Nutrition Assistance Program, Temporary Assistance for Needy Families, Medicaid, awaiting foster care, migrant, and incarcerated children. This measure is the state's measure for poverty status and is thought to be a more accurate measure than the percentage of students eligible for free or reduced-price lunch subsidies.

Partner Organization	High-Need School Name	% Economically Disadvantaged in 2015-16 (data from LDOE)
Collegiate Academies	Sci Academy	91%
	G. W. Carver Collegiate Academy	87%
	Livingston Collegiate	New in 2016-17*
	[REDACTED]	[REDACTED]
FirstLine Schools	Arthur Ashe Charter School	90%
	Samuel J. Green Charter School	94%
	Phillis Wheatley Community School	87%
	Langston Hughes Charter Academy	93%
	[REDACTED]	[REDACTED]
	[REDACTED]	[REDACTED]
KIPP New Orleans	KIPP New Orleans Leadership Academy** (includes two schools, Leadership Primary and Leadership Academy)	94%
	KIPP Believe College Prep** (includes two schools, Believe Primary and Believe College Prep)	90%
	KIPP East Community Primary	95%
	[REDACTED]	[REDACTED]
	KIPP McDonogh 15 School for the Creative Arts** (includes two schools, McDonogh 15 Primary and	93%

Partner Organization	High-Need School Name	% Economically Disadvantaged in 2015-16 (data from LDOE)
	McDonogh 15 Middle)	
	KIPP Central City Primary	95%
	KIPP Central City Academy	95%
	KIPP Renaissance High School	90%
	KIPP Woodson High School	New in 2016-17*
New Orleans College Prep	Sylvanie Williams College Prep	95%
	Lawrence D. Crocker College Prep	95%
	Cohen College Prep	92%
	████████████████████	██████████
	████████	██████████
	████████	██████████
Sophie B. Wright	Sophie B. Wright Charter School	84%
Success Prep Academy	Success Preparatory Academy	95%

Of the 30 schools listed, 21 were open in 2015-16 and have data to document high-need status. Two additional schools, Livingston Collegiate and KIPP Woodson High School (marked with one asterisk), are new schools opening with 9th grade in 2016-17 and will expand one grade

each year. Since there is no high-poverty data currently available for either of these two schools from LDOE, we calculate high-poverty eligibility on the basis of comparable data from feeder schools of students who have enrolled in the 9th grade class at both schools, as outlined in the competition requirements. Appendix F4 includes a list of feeder schools for both Livingston Collegiate and KIPP Woodson high schools, the number of students attending 9th grade from each feeder school, and the percentage of economically disadvantaged students at the feeder schools in 2015-16. Using this method of calculating poverty status, both schools meet the definition of a high-poverty school as their feeder schools are also high-poverty. Furthermore, there are currently 118 students enrolled at KIPP Woodson High School for the 2015-16 school year. Of those, 105 come from KIPP middle schools. KIPP reported that of these students, 87 students qualified for free or reduced-price lunch in the 2015-16 school year (73.7% of the 118 students currently enrolled at Woodson).

LDOE data is available by school site code. KIPP has three site codes that are actually two schools each (marked with a double asterisk in the table), split between lower and upper grades with separate principals for each. For the individual two schools on each site code, disaggregated data for each school is not available for the percentage of students who are economically disadvantaged using LDOE's definition. Rather, for these six schools, KIPP reported the following percentage of students who were eligible for free or reduced-price lunch subsidies in the 2015-16 school year:

Site Code	Individual Schools	% eligible FRPL (data from KIPP)
KIPP New Orleans Leadership Academy	KIPP New Orleans Leadership Primary (grades K-4)	85.7%
	KIPP New Orleans Leadership Academy (grades 5-8)	77.2%
KIPP Believe College Prep	KIPP Believe Primary (grades K-4)	79.1%
	KIPP Believe College Prep (grades 5-8)	66.0%
KIPP McDonogh 15 School for the Creative Arts	KIPP McDonogh 15 Primary (grades K-4)	81.8%
	KIPP McDonogh 15 Middle (grades 5-8)	70.1%

In addition to these schools, there are seven schools in the high-need schools table above (schools in italics) that will open in Year 2 or later of the project period. We are requesting a waiver from the U.S. Department of Education to also allow these seven charter schools that are slated to open during the grant period to be included as high-need schools in the NOLA TIF project. Given that all schools within each CMO are high-poverty, we are confident that any future charter schools opened by CMO partners will also serve a student population of at least 50% economically disadvantaged students, thus meeting the federal definition of high-poverty. Allowing for schools opening during the grant period to be included in the NOLA TIF project

will allow for a more seamless implementation of the PBCS within each partnering CMO, as they will be able to implement the same structures and supports to attract, reward, and retain effective educators across all of their schools

COMPETITIVE PREFERENCE PRIORITY 2: Improving Teacher Effectiveness and Promoting Equitable Access to Effective Educators

The current partner CMOs serve nearly 11,000 students - a fifth of the city's public school students - 98% of whom are students of color and 92% of whom are economically disadvantaged. For that reason, NOLA TIF grant activities will promote equitable access to effective educators for students from low-income families and for minority students in and across LEAs (charter schools). The grant activities described above in the Absolute Priority support educator improvement and retention in several ways. Strong evaluation and support systems not only allow educators and their coaches to get accurate depictions of their current efficacy, identify growth areas, and provide tailored professional development opportunities that spur improvement, but also give schools a better idea of what indicators to look for in the hiring process. Rigorous evaluation and support systems also help ensure excellent teachers have the greatest possible impact—professional development can support effective educators in expanding their roles and responsibilities at the school. With a clear picture of educator efficacy, schools can make strategic decisions when filling positions that ensure educators are placed where they are most likely to impact student learning at the highest level. All teachers in the partner CMOs are at-will employees, so schools have the autonomy to act decisively. When teachers do not generate strong results with students—even after intensive coaching and support—schools can terminate their employment.

We have seen that the strong evaluation systems that our partner CMOs have in place,

coupled with the dedicated focus on teacher development through coaching and other professional development, have led to strong results in our current TIF 3 grant. In the most recent year for which value-added data is available, 74% of teachers at TIF schools scored in the top two highest levels of the state's teacher evaluation system for their value-added measure (VAM) results, compared to 66% of teachers in non-TIF schools in New Orleans and 52% of teachers across Louisiana. With the NOLA TIF project's focus on sustaining the systems built in the TIF 3 grant and extending them to a PBCS, NSNO believes that the grant activities will continue to improve partner high-need schools' access to effective educators.

NSNO will coordinate efforts across the six partner CMOs to implement the NOLA TIF project that supports, develops, and implements a sustainable PBCS for teachers, principals, and other personnel in high-need schools, within the context of each CMO's overall HCMS in order to increase educator effectiveness and student achievement.

INVITATIONAL PRIORITY: Promoting Equitable Access Through State Plans to Ensure Equitable Access to Excellent Educators

This project has been developed to be consistent with Louisiana's Plan for Ensuring Equitable Access to Excellent Teachers for All Students (see Appendix F5 for a copy of the state plan). Project activities closely align with LDOE's overarching statewide human capital strategy to dramatically increase student achievement by ensuring that every child is taught by an effective teacher.

In 2014 LDOE surveyed teachers, principals, and personnel directors across the state to ask what would improve the likelihood of success for new teachers. Respondents overwhelmingly answered more practice. Based on these results, LDOE initiated a Believe and Prepare grant program that allowed LEAs and teacher certification providers to partner on implementing year-

long teacher residencies in order to increase the number of effective educators in Louisiana.

High-quality residency programs have emerged as an effective solution to the challenges of teacher quality and retention. Evidence from strong urban teacher residencies suggests that teachers prepared through these programs are more effective than traditionally-trained teachers.⁴ In addition to effectiveness, the impact of residencies on teacher retention appears considerable: over 80% of program completers affiliated with a national network of residency programs remained in the classroom for at least five years, compared to 50% of new teachers nationally.⁵ Residency programs have also had an impact on diversity: year-long teacher residency programs launched by Relay Graduate School of Education attracted approximately 64% people of color in last year's cohort—far higher than the population in university-based teacher preparation programs in Louisiana.⁶

In alignment with this and other research on the impact of teacher residency programs on teacher efficacy and retention, LDOE awarded \$4.89 million in Believe and Prepare grants to create stronger teacher preparation programs aligned to the workforce needs of LEAs. As a former Believe and Prepare grantee, Relay has created a high-quality, teacher residency program

⁴ Perlstein, L. (November 2014) *Executive Summary: Building Effective Teacher Residencies*.

Retrieved from: <http://nctresidencies.org/wp-content/uploads/2015/09/Executive-Summary.pdf>

⁵ Ibid.

⁶ Relay Graduate School of Education. (December 15, 2015) *Relay Educating Record Number of Teachers of Color*. Retrieved from: <http://www.relay.edu/blog-entry/relay-educating-record-number-teachers-color>. See p. 40 in Appendix F1 for additional information on teacher candidate diversity in Louisiana.

in partnership with CMOs across New Orleans. Through this post-baccalaureate preparation and certification program, resident teachers enroll in Relay Graduate School of Education and take classes on core teaching techniques and content-specific instruction. Residents then practice those techniques and receive feedback from experienced educators during weekly practice sessions. At their school, residents are placed with an effective teacher who provides mentorship and coaching throughout the year-long residency experience, and they participate in additional professional development offered by the school. Residents must pass multiple competency-based "Gateway Assessments" to successfully complete the residency year. Successful first-year residents transition into lead teaching roles in the second year of the program, when they complete a Master of Arts in Teaching (MAT) degree at Relay. At Relay, only teachers whose students demonstrate at least a year's worth of growth are awarded the MAT degree, ensuring that only teachers with demonstrated effectiveness graduate.

The NOLA TIF program supports LDOE's efforts to increase the number of effective educators through better training and preparation by allowing CMOs to use TIF funds to offset the salary costs associated with hiring a full-time Relay resident teacher, which is typically \$30,000. This grant will reimburse CMOs \$10,000 toward the salary of one resident per school. Three of the NOLA TIF program partners - FLS, KIPP, and NOCP - partnered with the Relay residency program when it launched locally in 2015-16, and more CMOs are interested in this program. Residents whose salary is supported by TIF funds must commit to return to teach at the sponsoring CMO after successful completion of the residency year. By incentivizing CMOs to hire Relay residents, the NOLA TIF project is aligned with LDOE's plan to ensure that students in high-poverty LEAs and minority students have access to effective teachers.

SELECTION CRITERIA

(a) Significance

The effectiveness of teachers and leaders is the single greatest school-based factor that influences student achievement. Even one effective teacher in one school year can help students advance one-and-a-half to two years academically as compared to an average teacher.⁷ For economically disadvantaged students who may enter school several grade levels behind, having three effective teachers in a row can actually close the achievement gap between groups of students.⁸ Effective educators are crucial to improving academic achievement and providing better life outcomes for students in New Orleans.

Why New Orleans?

New Orleans is a city of high-need schools. Like many urban districts across the country, New Orleans' schools have been hurt by historic divestment and white flight. In 2005 Hurricane Katrina all but wiped out the New Orleans school system, leaving the city to rebuild.⁹ In Orleans Parish, where all partner CMOs and their schools are located, U. S. Census data reveal that almost twice as many families live in poverty as the national average—22.7% vs. 11.5%. For families with children under 18, the figures are 34.7% vs. 18.1%. Forty-four percent of children

⁷ Tucker, P. and Stronge, J. (2005) *Linking Teacher Evaluation and Student Learning*. Chapter 1: “The Power of an Effective Teacher and Why We Should Assess It.”

⁸ Ibid.

⁹ Pre-Katrina enrollment was 65,610. One year later, enrollment plunged by 61.9% to 24,969. In 2014-15, there were 43,948 students enrolled in New Orleans public schools—still only two-thirds (66.9%) of the 2004-05 pre-Katrina enrollment.

in Orleans Parish live in poverty compared to 22% nationally.¹⁰ As shown in the table listing high-need schools in Requirement 2, all partnering schools serve a population that is at least 84% economically disadvantaged—well above the state’s 2014-15 average of 68%. Students in the city's high-need schools deserve equitable access to well prepared and effective educators.

Why TIF in New Orleans?

New Orleans has a unique decentralized system of schools, the structure of which allows educators to make decisions about the day-to-day operations of their schools. School and CMO leaders within this majority charter system have the autonomy to make all staffing, budget, curricular, and operational decisions, as appropriate to the community it serves. It is a system of choice for parents *and* for educators. Parents can send their children to school at any one of 72 open enrollment public charter schools in the city, and educators can choose the school based on the values and instructional approaches that align best with their vision for education.

At the same time, it is a system governed by strict accountability. Schools can only stay open if their students are learning at an acceptable rate (as measured by testing and other indicators). Schools in New Orleans are incentivized, even more so than in other places, to hire and keep excellent teachers so they can attract and keep families, thus improving the opportunities for student growth over time. To do this, schools must provide competitive salaries and opportunities for growth and development to retain teachers that have many other options available. Therefore, schools in this unique system are extremely invested in hiring and keeping excellent teachers and have already begun innovating around how to do so.

Hiring and retaining excellent educators leads to the significantly improved academic

¹⁰The Data Center. (June 2016) *Who Lives in New Orleans Now?* Retrieved from:

<http://www.datacenterresearch.org/data-resources/who-lives-in-new-orleans-now/>

outcomes New Orleans' students need to gain access to success in college and career in order to achieve the level of economic independence that helps break persistent cycles of racism and poverty. Therefore, NSNO is partnering with the six partner CMOs – CA, FLS, KIPP, NOCP, SBW, and SPA - during the grant period to ensure that each has a HCMS in place to recruit and retain excellent teachers and leaders.

To help accomplish this work, TNTP will be providing technical assistance to partner CMOs to develop and refine their PBCS and educator pathways. TNTP has a national reputation as a leader in helping districts and CMOs design and implement comprehensive HCMSs that support effective educators. In NSNO's prior TIF grant, TNTP provided technical assistance to CMOs on developing valid and reliable evaluation systems, as well as data analysis assistance to inform educator retention. TNTP has a strong relationship with NSNO and each of the partner CMOs in this grant application, which will allow TNTP to successfully deliver technical assistance on designing and refining a PBCS and educator pathways that will help recruit and retain effective educators, thus helping to improve academic achievement in high-need schools. Additional information about the technical assistance that TNTP will provide is included in the Project Design section below.

(b) Project Design¹¹

(1) Comprehensive effort to improve teaching and learning

The NOLA TIF project will build on existing structures and practices each CMO partner has implemented to support educator development over the course of our TIF 3 grant. Each partner has had experience designing and using systems for regular teacher observation and feedback

¹¹ Please see Appendix C for the Logic Model, which provides additional information on the project design.

cycles, assessing student performance, and tailoring professional development opportunities in ways that support increased educator efficacy and ultimately improved academic outcomes for students. As noted in Competitive Preference Priority 2, the success of the prior TIF project is demonstrated by teachers at TIF schools outperforming the statewide average and their peers at non-TIF schools on value-added measures. Furthermore, as described earlier, in the first year of TIF 3 implementation, there was no correlation between teacher observation results and value-added measures (VAM). Two years later, however, there was a statistically significant correlation, demonstrating that CMOs became better at evaluating educator performance through the supports in place through TIF. Building a PBCS based on existing strong educator evaluation and support systems allows CMO partners to make practices already improving educator efficacy even more comprehensive—specifically by redesigning HCMS with efficacy and retention-boosting practices at the center to improve teaching and learning in schools across New Orleans.

NSNO will use funds from this TIF initiative to coordinate and ensure each of the six partner CMOs have a well-developed HCMS, including a PBCS and teacher career pathway, with educator evaluation and support systems at the center. During the grant period, NSNO will support the six CMOs' leadership teams as they continue to refine their models and expand their PBCSs to build on existing evaluation systems. The NOLA TIF project will increase both educator effectiveness and effective educator retention to ensure New Orleans students have access to excellent teachers.

Partner CMOs will implement systems of regular observation and feedback combined with targeted professional development opportunities, providing educators with an accurate assessment of their performance and high-quality tools and processes that allow them to course-correct throughout the year to achieve their individual professional development and student

performance-based goals. The NOLA TIF project will also create career pathways that include additional leadership responsibilities and opportunities, as well as salary increases for effective educators who take on those roles.

NSNO will assume the overarching role of lead partner for this TIF initiative in order to ensure high-quality implementation and help CMOs share best practices, as we did with our current TIF 3 project. NSNO is uniquely positioned for this role due to the following:

- Experience facilitating a community of practice in which CMOs share and learn from each other;
- Longstanding collaborative relationships with all named project partners and vendors;
- A history of successful implementation of similar projects, which means all partners can continue this work without interruption.

This work will help inform the partners who are just beginning the redesign process as well as assist partners who are already doing this work to improve existing systems for higher impact. This flexibility will ensure alignment of the HCMS with each organization's vision of instructional improvement (see Absolute Priority section for additional information).

By strengthening the effectiveness of New Orleans educators, the NOLA TIF project will help increase student achievement and better prepare New Orleans students for college and careers. Over the course of the grant period, NSNO will give flexibility to CMO partners while maintaining a cohesive program focused on this proposed project's two overarching goals of (1) helping CMOs develop a comprehensive HCMS that includes a PBCS and teacher career pathway, and (2) increasing student achievement by improving educator effectiveness and retention. The table below outlines the strategies, activities, and timeline for accomplishing each of these two goals through the NOLA TIF project:

GOAL 1: Develop comprehensive HCMS including PBCS and Pathways		
STRATEGIES	ACTIVITIES	TIMELINE
Provide tiered levels of technical assistance and support to CMOs to develop PBCS (TNTP)	<ul style="list-style-type: none"> • Strategic advisory services on best practices • Compensation diagnostic (understand current attitudes and conditions) • Design system and cost model • Implementation planning and evaluation, including stakeholder engagement plan 	Supports provided on a rolling basis throughout grant period
Provide tiered levels of technical assistance and support to CMOs to develop Teacher and Leader Career Pathways (TNTP)	<ul style="list-style-type: none"> • Strategic advisory services and advice • Retention and teacher leadership diagnostic (understand current attitudes and conditions) • Design career pathway framework and performance-based roles • Implementation planning and evaluation, including marketing/communication strategy with key stakeholders 	Supports provided on a rolling basis throughout grant period
Conduct compensation study (vendor TBD)	<ul style="list-style-type: none"> • Identify vendor to conduct a compensation study to provide CMOs data with the current range of teacher and leader salaries in New Orleans to inform the development of their PBCS 	Year 1

Expand PBCS (CMOs)	<ul style="list-style-type: none"> • Include student academic achievement measures and at least two annual observations in PBCS • Use educator input to create/refine PBCS 	Annually after implemented by CMO, no later than Year 3
Build/refine formal teacher career pathways (CMOs)	<ul style="list-style-type: none"> • Refine existing or create new teacher career pathways 	Annually after implemented by CMO, no later than Year 3
Support PBCS development (NSNO)	<ul style="list-style-type: none"> • Provide reimbursement for PBCS salary increases (on average \$3,000 max per effective educator) • Provide stipends for effective teachers who take on additional roles/responsibilities (\$2,000 max for up to 5 effective teachers per school) • Provide salary support for TIF implementation at CMOs 	Annually (with increasing CMO cost share for PBCS salary reimbursements)

GOAL 2: Increase student achievement by improving educator effectiveness and retention		
STRATEGIES	ACTIVITIES	TIMELINE
Ensure CMO evaluation system is	<ul style="list-style-type: none"> • CMOs train observers each fall and provide documentation that observers are normed on 	Annually

based on reliable data (NSNO/TNTP/ CMOs)	<p>CMO rubric</p> <ul style="list-style-type: none"> • TNTP assists with rubric norming training on request • CMOs submit academic achievement goals to NSNO 	
Train resident teachers (Relay residency)	<ul style="list-style-type: none"> • Provide year-long, gradual-release training program with a mentor teacher; TIF funds offset costs for CMO for a portion of a resident teacher's salary 	Annually
Provide differentiated professional development (CMOs, Relay National Principals Academy Fellowship - NPAF, NSNO)	<ul style="list-style-type: none"> • CMOs provide professional development (PD) and training to teachers and leaders based on their growth areas, as determined by the CMO's evaluation and support system • TIF funds used to offset costs of differentiated PD • TIF funds support leaders to attend Relay NPAF if aligned with growth areas 	Rolling basis
Collect data on educator retention (TNTP)	<ul style="list-style-type: none"> • Conduct survey of educators on their retention plans and CMO's HCMS implementation • Share results with CMOs compared to the NOLA TIF average • Provide follow-up support based on survey 	Annually

	results	
Acknowledge educator effectiveness publicly (CMOs/NSNO)	<ul style="list-style-type: none"> • Create visible acknowledgements of educator career pathway success • Encourage CMOs to nominate their most effective teachers for the <i>New Orleans Excellence in Teaching Award</i> 	Annually
Assess change in percentage of effective educators and educator retention over time (External evaluator)	<ul style="list-style-type: none"> • Determine the percentage of educators who earned performance-based compensation • Determine retention of educators earning this compared to those who do not • Collect and analyze relevant data for all USDOE performance measures 	Annually

As we learned through our prior TIF grant, balancing customization and standardization in grant activities is critical for ensuring that CMOs are able to develop high-quality HCMSs that meet the needs of their educators. The activities described above allow for a great deal of customization by the CMO, with five standard elements across all CMOs. First, each CMO will implement a PBCS by the third year of the grant that will incorporate at least two observations and a measure of student academic achievement annually. Second, all CMOs are required to incorporate educator feedback into the creation and ongoing implementation of their PBCS. Third, all CMOs will implement a teacher career pathway by the third year of the grant. Fourth, CMOs will continue to offer differentiated professional development based on educator needs identified through the evaluation and support system. Fifth, all CMOs are required to sustain the

cost of their PBCS fully after the grant period.

Within these parameters, the NOLA TIF project affords CMOs flexibility to design a HCMS that is responsive to educator need. For example, a CMO may use educator input to design a PBCS that incorporates other information beyond the required two observations and student growth measure, such as peer feedback. The NOLA TIF project will give CMOs autonomy to design systems that reflect the ideas and needs of their staff, and provide the following supports for CMOs to build high-quality PBCS.

Citywide compensation study to inform PBCS development

In our decentralized system of schools, educators can choose where they work. CMOs need to offer competitive salaries in addition to opportunities to grow to attract and keep effective educators. CMOs have the autonomy to set their own salary scales, but currently there is no way for CMOs to know whether the salaries they offer are competitive with other organizations. Through the NOLA TIF project, we propose identifying a vendor to conduct a compensation study at the start of the grant period to benchmark educator salaries citywide. CMO partners have identified this as a critical piece of information needed when designing their PBCS.

Reimbursement for portion of salary increases in PBCS

TIF funds will be used to reimburse a portion of salary bumps that are due in part to educator effectiveness. All partner CMOs have an evaluation system in place that measures the effectiveness of educators that is aligned with federal requirements of a minimum of two observations annually and a measure of student academic achievement. Each CMO will also include any other inputs they deem appropriate based on feedback from its educators. For teachers, leaders, and other personnel, maximum reimbursement is an average of \$3,000 per effective educator, assuming 80% of a CMO's educators receive a salary increase due to

performance. As is detailed in the Adequacy of Resources section, NSNO will require CMOs to take on an increasing cost share of the PBCS salary increases each year of the grant period and sustain the full cost after the grant period ends.

Stipends for effective teachers who take on additional roles/responsibilities

All partner CMOs intend to either refine existing teacher career pathways or build new ones based on educator feedback. To support the use of evaluation results to inform human capital decisions such as promotion of effective educators, NSNO will use TIF funds to help offset stipends given to effective teachers who take on additional roles and responsibilities. Partner CMOs can use TIF funds to offer up to five effective teachers at each of their schools a stipend of up to \$2,000 for taking on additional roles, such as serving as a mentor teacher, as part of the CMO's teacher career pathway.

CMO salary support for TIF implementation

As evidenced through the previous TIF grant, NSNO recognizes that planning for and implementing all of the components of a HCMS, including a PBCS and educator pathways, involves a great deal of staff time from an organization, from collecting data for its evaluation system, to getting educator input, to analyzing effectiveness data for salary increase eligibility, to providing differentiated professional development opportunities based on educator need. Therefore, each partnering CMO will be able to use TIF funds to offset time for staff members to implement relevant grant activities.

Technical assistance from TNTP

TNTP has helped districts and CMOs across the country create financially sustainable PBCSs and will leverage their existing relationships with each of the partner CMOs to provide them with targeted technical assistance through this grant. Acknowledging that each CMO is in a

different development stage for designing and implementing a PBCS and educator pathways, TNTP will tailor the assistance offered based on CMO's unique needs. To ensure CMOs develop a high-quality PBCS and HCMS, TNTP will meet with each CMO at the beginning of the grant period to determine what level of support is needed based on the CMO's current progress toward building and implementing a PBCS and teacher pathway. TNTP offers four levels of support, with ample room for customization based on the CMO partner's needs. For a detailed description of the four levels of support that TNTP will provide, please refer to Appendix F6.

Salary support for resident teachers

As outlined in the Invitational Priority section, CMO partners may use TIF funds to help offset the cost of hiring a Relay resident teacher at their school. Residents are full-time staff members recruited and hired by the CMO who participate in Relay's year-long, gradual-release teacher training program with a mentor teacher at their school. CMOs will be able to use up to \$10,000 in TIF funds to offset the salary for up to one resident at each of their schools to help build their pipeline of effective teachers.

Differentiated professional development funds

A key component of the NOLA TIF project is that each CMO's evaluation system allows its organization to provide differentiated support, including professional development, to educators based on their growth areas. From our prior TIF grant, we learned it is essential to provide differentiated development opportunities based on educator need, both for teachers who are struggling and for high-performing teachers. In fact, we found through our prior grant that highly effective teachers who said they had a professional development goal that excited them indicated that they would remain teaching for six years longer than their highly effective peers who did not have such a goal. All partner CMOs understand the need to provide differentiated support to

educators, and they can elect to use up to \$10,000 per school in TIF funds to provide targeted development opportunities to educators based on the needs identified in their evaluation system.

Support for differentiated professional development for leaders

It is essential that school leaders, including principals, assistant principals, and deans, also have opportunities to grow in their role. For several years, leaders across the city have participated in the Relay Graduate School of Education’s National Principal Academy Fellowship (NPAF) program, which provides training to sitting principals and other middle leaders to improve instructional leadership by creating effective structures for teacher observation, feedback, professional development, and data-driven instruction for Common Core-aligned standards. The year-long fellowship includes a two-week training session in the summer and four intersessions with leaders from across the country in New York City during the school year. CMOs can use TIF funds to offset the cost of the NPAF program fee but must demonstrate how selection of particular leaders is tied to their effectiveness.¹²

(2) Partner Collaboration

A hallmark of the NOLA TIF project is the high-quality collaborative partnership between NSNO and the six partner CMOs that participated in the prior TIF grant, as well as the two named vendors, TNTP and Relay. NSNO has worked closely with each of the six partner CMOs

¹²The number of spots funded through the TIF grant is commensurate with the number of schools run by a particular CMO partner. Annually, organizations with one school will receive funding support for 1 spot; those with 2-4 schools will receive funding support for 2 spots; those with 5-7 schools will receive funding for 3 spots; and those with 8 or more schools will receive funding for 4 spots. Any spots unused by a CMO in a given year will be offered to eligible leaders in other TIF CMOs.

through its prior TIF grant and has built strong, collaborative relationships with the leadership in each organization. Furthermore, as the technical assistance provider on our prior TIF grant, TNTP has also established collaborative relationships with each of the partner CMOs by providing both individualized support to CMOs based on their needs and common support to all partners, such as administering surveys to educators each year of the prior TIF grant to assess the impact of grant activities on retention. From our experience on this grant, we know that grant activities can be maximized when we work closely with CMO partners to customize grant supports to meet their individual needs. We intend to continue this level of common and customized support in the NOLA TIF project, as outlined in greater detail in other parts of this Project Design section.

NSNO has also worked closely with staff from several of Relay's programs. NSNO has run the selection process each year for the cohort of New Orleans leaders who attend Relay NPAF since the first local cohort started in the 2014-15 school year. In addition to managing selection, NSNO also facilitates local cohort meetings of participants to build on learnings from the Relay training and to assist leaders in sharing best practices across CMOs. The NPAF program is also very popular among local CMOs, and four of the six partner CMOs have sent at least one principal or middle leader to the NPAF program using funds from NSNO's prior TIF grant. Given Louisiana's shift to more rigorous academic standards, training for leaders in data-driven instruction and the observation feedback cycle both remain pressing needs in New Orleans.

In addition to the NPAF program, NSNO has supported Relay in the development of its teacher residency program, which will be included in grant activities to ensure students from low-income families have access to well-prepared and effective teachers. Three of the six partner CMOs hired Relay residents in the program's pilot year in 2015-16; given their deep satisfaction

with the quality of the training, each of those CMOs intends to hire Relay residents again in the 2016-17 school year. The launch of this program has required strong collaboration between Relay, CMOs, and NSNO. The NOLA TIF project will leverage these relationships to ensure high-quality grant implementation.

NSNO also works closely with TNTP and Relay through its federal Charter Schools Program National Leadership Activities grant, in which both organizations are official partners. We are confident that the strong history of collaboration between NSNO, the six CMO partners, TNTP, and Relay will ensure that project services are maximized.

The following organizations will be collaborating to support the six CMO partners in implementing the NOLA TIF project:

- **New Schools for New Orleans** is the Lead Applicant and Project Director of the NOLA TIF project and will be responsible for coordinating all project activities, communications, and evaluation reporting, as well as ensuring achievement of all project activities on time and within budget;
- **TNTP** is a non-profit organization whose mission is to end the injustice of educational inequality by providing excellent teachers to the students who need them most and by advancing policies and practices that ensure effective teaching in every classroom. TNTP does this work by training teachers and by partnering with schools, CMOs, and districts on redesigning their HCMSs. Through the NOLA TIF project, TNTP will provide four tiers of services to partner CMOs in redesigning their PBCS and teacher career pathways, depending on where each organization is in the process of developing these (see Appendix F6 for more detail).
- **Relay Graduate School of Education** is a national, accredited, non-profit institution of

higher education that serves over 1,400 graduate students across the country. In New Orleans, Relay trains teachers through its residency program, its alternative certification program, and its Master of Arts in Teaching program. Relay also trains school leaders through the NPAF program and principal managers through its Principal Supervisor Program. NSNO is a partner of Relay's on its federal School Leadership Program grant and has worked closely with NSNO in launching its programming in New Orleans. Through the NOLA TIF project, CMOs will be able to use TIF funds to offset the costs of hiring a Relay resident teacher, and TIF funds will also be used to cover a portion of the cost for school leaders to attend NPAF if the CMO's evaluation and support system identifies this as a relevant growth opportunity.

(3) The NOLA TIF project is supported by strong theory

NSNO's previous experience successfully managing a TIF 3 grant in partnership with eight CMOs has informed planning for the NOLA TIF Project. NSNO has gained valuable expertise in implementing support for CMOs and will continue to build upon lessons learned from the success of TIF 3 in order to ensure the ultimate success of this proposed new initiative. For example, TNTF analysis of TIF survey data found that highly effective teachers who have set professional development goals that excite them are likely to stay in classroom for six years longer than those who do not. NSNO shared this key finding with TIF 3 CMO partners and will continue to build on these results by encouraging NOLA TIF project partners to provide educators with individualized, highly motivating goals that support their growth areas.

As noted in Competitive Preference Priority 2, the success of the prior TIF project is demonstrated by teachers at TIF schools outperforming the statewide average and their peers at non-TIF schools on value-added measures. Furthermore, a recent study on the impact of teacher

turnover on student achievement under IMPACT, the educator evaluation and support system in District of Columbia Public Schools (DCPS), points to the effectiveness of a strong HCMS and PBCS.¹³ This study found that teachers identified as low-performing under IMPACT left DCPS at a higher rate than their higher-performing peers and were replaced with teachers who scored higher on IMPACT the next year. These results show that a strong HCMS with an educator evaluation and support system at the center can lead to improvements in student achievement.

(4) Building on related efforts

The NOLA TIF project builds on the work begun by partner CMOs in the TIF 3 grant. Through that project, each partner CMO strengthened their HCMS by building a robust educator evaluation and support system. These systems allow CMOs to accurately assess educator performance and provide differentiated PD supports based on identified growth areas (see Absolute Priority for additional information).

This work has been a critical driver of citywide student achievement. CMOs' ability to accurately assess educator performance and provide targeted development has helped fuel the unprecedented gains we've seen over the past ten years. In an article published in September 2015, Douglas Harris, Director of the Education Research Alliance of New Orleans, presented research findings on schools' academic growth during the past decade and concluded, "we are not

¹³ Adnot, M, et al. (January 2016) *Teacher Turnover, Teacher Quality, and Student Achievement in DCPS*. National Bureau for Economic Research Working Paper 21922. Retrieved from: <http://www.nber.org/papers/w21922>

aware of any other district that has made such large improvements in such a short time."¹⁴

Although our city's public schools have made tremendous progress, there is still much work to do to ensure that students are achieving at even higher rates. As Louisiana public schools face rising academic standards for students, including the implementation of rigorous standards aligned with the Common Core State Standards (CCSS) and more challenging state assessments, educators need to generate academic performance far beyond past expectations. Higher standards for students have resulted in teachers needing to learn new content standards and relevant instructional practices, while leaders need to develop the knowledge and skillset to support teacher development in this.

As the role of educators becomes more challenging, it is essential that CMOs have systems in place to attract, develop, reward, and retain their effective teachers and leaders. The activities in the proposed NOLA TIF project will allow each CMO to continue to strengthen their existing HCMS by building a PBCS with educator input and teacher career pathways, while also providing opportunities for educators to continue to receive differentiated professional development that is targeted to their specific growth areas.

Throughout the grant period, CMO partners will use existing funding streams to supplement costs of grant activities. Once a CMO implements a PBCS, they are required to pay for an increasing cost share of the performance-based compensation in each year of the project period, as outlined in the table below:

¹⁴ Harris, D. (Fall 2015) "Good News for New Orleans," *Education Next*. Retrieved from: <http://educationnext.org/good-news-new-orleans-evidence-reform-student-achievement/>

Year of PBCS Implementation	% of PBCS covered by TIF funds	% of PBCS covered by CMO
Implementation Year 1	75%	25%
Implementation Year 2	65%	35%
Implementation Year 3	55%	45%
Implementation Year 4	45%	55%
Implementation Year 5	35%	65%

In addition to the increasing cost share, CMOs will contribute non-TIF funds to supporting the salary and benefits of full-time Relay resident teachers and will supplement the cost of targeted professional development for educators, such as the program fees for Relay NPAF.

(c) Professional Development Systems

Rigorous observation feedback cycles and evaluation of student achievement data give educators and their coaches an accurate picture of educators' current strengths and growth areas. TIF 3 provided all CMO partners with the opportunity to develop strong educator evaluation and support systems and build internal capacity in identifying growth areas for individual educators and across an entire school. All partner CMOs have experience analyzing disaggregated information generated by their evaluation and support system, identifying areas for improvement, and offering PD opportunities to help build skill in those areas. Targeted PD may look like a teacher coach modeling an instructional move in the observation debrief, a teacher

attending a CMO-led PD for educators scoring low on a particular observation rubric row, or CMOs encouraging high-performing teachers and leaders to seek out additional learning opportunities aligned to their growth goals.

New Orleans has a robust system of education non-profit organizations that support the continued growth and development of educators, such as Relay's NPAF program, which provides educators with ample opportunity to receive the targeted support they need. Given that educators have choice in selecting a school aligned to their educational philosophy and desired growth opportunities, New Orleans charter schools are incentivized to provide targeted PD in order to attract and retain effective educators.

It is critical that differentiated PD opportunities are available for both struggling and effective educators. As we learned in our prior TIF grant, effective teachers who have a development goal that excited them indicated they would stay in the classroom six years longer on average than their effective peers who did not have such a goal. Targeted PD can improve efficacy for struggling educators, while also allowing successful ones to build capacity to take on additional roles and responsibilities, thus increasing their impact on students at the school.

The NOLA TIF project supports CMOs in further developing differentiated PD supports for educators based on growth areas identified through their evaluation and support systems. As outlined in greater detail in the Project Design section, CMOs will be able to use TIF funds to provide customized PD of their choosing to educators based on their identified skill gaps. Furthermore, CMOs can use TIF funds to help offset costs for leaders to attend the Relay NPAF program if it is aligned to their growth areas. Finally, the NOLA TIF project will allow each CMO to design and refine a formal teacher career pathway that gives their most effective teachers opportunities to continue their development.

(d) Management Plan

NSNO's model of partnership, investment, and support combined with in-depth knowledge of New Orleans schools makes it the ideal organization to implement the NOLA TIF project. Since its inception, NSNO has been an organization that understands local context and responds effectively to meet local needs while also maintaining a high performance bar for all investments and programs. NSNO's drive for excellence is evident in the quality of schools it has nurtured and the respect the organization has gained in the local and national education communities. This respect has allowed NSNO to have strong ties to a host of stakeholders, including national and local funders, the local education reform community, and local and state politicians. NSNO's profile has allowed it to remain devoted to its vision of ensuring excellent public schools for every child in New Orleans and ensures NSNO will work tirelessly to also achieve success for this TIF project's goals.

NSNO has a strong track record of impact in New Orleans, and has successfully managed over \$44 million in federal grants. Through these experiences and our current TIF 3 grant, we have gained expertise in leading a consortium of partners, tracking progress toward milestones, working effectively with external evaluators, course correcting rapidly after reviewing data, and ensuring federal compliance. In addition to the operational expertise to successfully administer this TIF initiative, NSNO also has an experienced and capable leadership staff.

Project Direction and Management

As the Lead Applicant, NSNO will act as project manager and fiscal administrator for the NOLA TIF project. Project management will be provided by a full-time Project Director, who currently serves as Project Director for the TIF 3 grant, and a part-time Project Administrator. The role of the Project Director will be to direct and oversee the implementation of the NOLA

TIF project as described in this application. This full-time position will liaise with CMO TIF coordinators, vendors, the external evaluator, and the TIF Program Officer at the U.S. Department of Education. The Project Director will also be responsible for all reporting to the Department. This role will manage the Project Administrator, who is responsible for directing and overseeing all data management and individual partner milestone progress of the grant through monthly status meetings with the TIF Coordinators at each of the six partner CMOs. The Project Director and Administrator will work closely with NSNO's Chief Financial Officer, who has worked on NSNO's federal grants, to ensure financial compliance of all partner organizations. The outgoing Project Administrator, who has worked on NSNO's TIF 3 project for the past five years, will train a new Project Administrator who will be hired in the first quarter if NSNO is awarded a grant. NSNO's co-CEO will provide support and oversight to the entire project team. Resumes for key personnel described above are included in Appendix D2.¹⁵

Project Management Plan

NSNO has successfully managed three multi-year federal grants totaling over \$44M, experience necessary to implement the NOLA TIF project with fidelity. Over the last five years, our team has also developed deep expertise in putting grant management systems in place to monitor progress of TIF 3 activities that are the foundation of the PBCS proposed in this grant.

The NOLA TIF project will be managed with NSNO acting as the central contact. We will ensure smooth implementation by (1) holding CMO partners and vendors (TNTP/Relay) accountable to deadlines and program implementation, (2) gathering and disseminating grant and program information to all relevant parties, (3) managing communication with the USDOE and our external evaluator, (4) verifying that CMO partners are complying with financial requirements of the grant and collecting documentation confirming reimbursements are only for

¹⁵ Resumes for the leader of each CMO organization are also included in Appendix D1.

allowable expenses, and (5) ensuring that federal grant reporting is complete, accurate, and on time. In order to assess ongoing areas to improve grant activities, NSNO will identify an external evaluator to monitor progress and implementation of the NOLA TIF project if awarded a grant. Each CMO partner will designate a TIF coordinator to build internal capacity at their organizations to implement the grant requirements to which each has committed. For a detailed management plan with milestones, activity owners, and timeline, please see Appendix F7.

(e) Adequacy of Resources

(1) Educator input in PBCS

Each CMO has committed to developing their PBCS with the input of their teachers and school leaders in the schools to be served. As part of the grant, each CMO will be required to document how they will seek out educator feedback not only in the creation of the PBCS but also in its ongoing implementation. For detailed information on how each CMO intends to incorporate educator feedback into the PBCS, please see Appendix F3.

(2) Financial sustainability

During the course of this TIF funding period, NSNO will offer technical assistance and content expertise to partner CMOs in order to help them build a financially sustainable PBCS. This capacity building will strengthen each CMO, and the resources invested will continue to support CMO management of their PBCS long after the funding period has ended. In addition, CMOs are required to take on an increasing cost share of the PBCS in each year of the grant period, as detailed in the Project Design section. CMOs have also committed to fully sustain the cost of the PBCS after the grant period ends (see MOU in Appendix E1).

Other Attachment File(s)

* **Mandatory Other Attachment Filename:**

To add more "Other Attachment" attachments, please use the attachment buttons below.



APPENDIX D1

Resumes of Key Personnel

CMO Team

RELEVANT EXPERIENCE

Collegiate Academies

New Orleans, LA

CEO

2012 - Present

- Ensure organization is fiscally solvent, operationally and legally compliant, and financially and operationally on track for expansion
- Oversee hiring of school based and network wide staff of over 150 people
- Effectively manage school leaders, school leaders in training, and central office staff
- Oversee management of public and private grants and market school to donors and community members
- Oversee development of rigorous academic curriculum that supports the needs of all scholars
- Manage all governing board relations and oversee all board reporting

Sci Academy

New Orleans, LA

Founder and School Director

2007-2012

- Led all start-up operations of high-impact charter high school, currently the highest performing open-enrollment high school in the district
- Crafted strategic vision for schools to maximize impact on high school students in New Orleans
- Successfully created academic curriculum and school cultural practices and routines with the goal of preparing each scholar for college success
- Hired all school staff with goal of ensuring all scholars were taught and challenged.

New Orleans Charter Science and Mathematics High School

New Orleans, LA

Assistant Director & Teacher

2006-2007

- Successfully authored and managed charter application for second school (New Orleans Charter Science and Math Academy)
- Developed, implemented and managed a broad range of Human Resources practices, including:
 - Planned and supervised teacher recruitment; managed summer teacher hiring
 - Drafted Faculty and Employee Handbook
 - Created communication protocol for all school employees.
 - Co-created teacher evaluation system for school
 - Organized and submitted personnel data for the state of Louisiana.
- Effectively displayed strong financial management and fundraising skills by:
 - Managing \$1 million FEMA grant that provided school with extensive curricular materials
 - Co-creating Title I Budget
 - Presenting school to outside funders
- Led curriculum development efforts for Humanities Department
 - Co-created school literacy initiative to evaluate and remediate 100% of student body to grade-level reading
 - Co-created social studies curriculum
 - Created and coordinated humanities curriculum enrichment with Facing History and Ourselves
 - Taught social studies to grades 10-12

The McCormack Middle School**Boston, MA***Teacher*

September 2005-May 2006

- Taught 8th Grade English Language Arts full-time in conjunction with Massachusetts state licensure program
- Co-created 8th grade advisory team

Cambridge Rindge and Latin Public School**Cambridge, MA***Teacher*

Summer 2005

- Taught high school English full-time in conjunction with Massachusetts state licensure program

St. Mary's Academy**New Orleans, LA***Teacher*

2002-2003

- Taught high school English and Dramatic Arts
- Created American Literature and school Drama curriculum
- Coached Speech and Debate Team

FACULTY AND TRAINING POSITIONS

-
- | | |
|--|--------------|
| ○ Relay Graduate School of Education , New York, New York | 2013-Present |
| ○ New Leaders for New Schools , New York, New York | 2010-2013 |
| ○ Leading Educators , New Orleans, LA | 2010-2015 |
| ○ Teach For America , New Orleans, LA | 2009-Present |
| ○ teachNOLA , New Orleans, LA | 2009-2011 |

EDUCATION**Harvard Graduate School of Education****Cambridge, MA** *Master**of Education, Learning and Teaching*

2005-2006

- Co-Founder and Co-Leader of annual HGSE New Orleans Volunteer Week
- Co-Founder and Co-Leader of Crossroads: Program for Geographic Diversity in Education
- Winner of Jack Kent Cooke Full Tuition Merit Scholarship
- Coursework in Teaching/Curriculum, School Supervision & Design, and Educational Economics
- GPA: 4.0

Yale University**New Haven, CT***Bachelor of Arts in English Language and Literature*

1998-2002

- Graduated Magna Cum Laude, Phi Beta Kappa, with Distinction in the Major

MEDIA RECOGNITION

-
- Featured in the New Orleans Times Picayune article, "Sci Academy a bright spot in New Orleans", November 8, 2010
 - Featured on The Oprah Winfrey Show as one of six groundbreaking charter schools in the United States, September, 20, 2010
 - Sci Academy named #2 High School in Louisiana by US News and World report, 2014
 - Collegiate Academies named "Best Place to Work" by City Business and Ben Marcovitz is named by Gambit in the top 40 under 40 in New Orleans, 2015

JAY ALTMAN

Professional Experience

SCHOOL DEVELOPMENT AND LEADERSHIP

- 2008 - present **CEO, FirstLine Schools**, New Orleans, LA (www.firstlineschools.org)
FirstLine Schools is a non-profit charter management organization whose mission is to create and inspire great public schools in New Orleans. FirstLine Schools currently operates five charter schools: S.J. Green Charter School, Arthur Ashe Charter School, Phillis Wheatley Community School, Langston Hughes Academy, and Joseph S. Clark Preparatory High School.
- 2005 - 2008 **Director of Education, ARK Schools**, London England (www.arkonline.org)
ARK Schools is a network of non-selective state schools that are part of the academies program (similar to charter schools) in England. Responsibilities included:
- Designing the educational model for the network, including curriculum, formative assessment practices, professional development practices, and approaches to building school culture
 - Recruiting and training school leaders and teachers
 - Working with architectural teams to design five new campuses
 - Developing and implementing initial administrative and talent management systems
- 1998 - 2005 **Co-founder and Principal, New Orleans Charter Middle School**, New Orleans, LA
New Orleans Charter Middle School, the first charter school in New Orleans, was an open-admissions school that promoted academic achievement and healthy social and emotional development of 360 adolescents in grades 6 through 8. NOCMS was identified by The Center for Education Reform as a “Best Bets” charter school for “having made exceptional progress.”
- 1997 - 1998 **Assistant Director, James Lewis Extension School**, New Orleans, LA
Major responsibilities similar to above. Co-wrote charter proposal to convert the school into New Orleans Charter Middle School.
- 1992 - 1995 **Founder and Teacher, James Lewis Extension School**, New Orleans, LA
Worked with a group of parents and New Orleans Public Schools to found this public middle school.

NON-PROFIT ORGANIZATIONAL DEVELOPMENT AND LEADERSHIP

- 2008 - present **Founder and Member of Board of Directors, Leading Educators,** New Orleans, LA (www.leadingeducators.org)
Leading Educators is a non-profit organization that aims to develop outstanding mid-level teacher leaders who will close the achievement gap in high-poverty public schools. The program builds the leadership talent pipeline and increases student achievement at these schools by identifying, retaining, and developing high potential teacher leaders. Leading Educators began in New Orleans in 2008 and is now expanding to additional cities nationally.
- 2005 - present **Co-Founder and Trainer, Future Leaders,** London England, www.futureleaders.org.uk)
Future Leaders trains aspiring school leaders across England to become principals of non-selective urban schools who have the skills and mindsets to close the achievement gap and create a positive school culture.
- 1990 - 1993 **Founder and Director, New Orleans Summerbridge,** New Orleans, LA
Responsible for administrative oversight, teacher training, student support services, and fundraising for this academic preparation program for middle school students and teacher training program for high school and college students.

TEACHING

- 1988 - 1992 **Teacher, Isidore Newman School.** New Orleans, LA
Taught seventh through twelfth grade Language Arts, Humanities, Advanced Composition, World Literature, and Ethics. Also directed high school drama productions, served as advisor to the high school Wilderness Club, and coached seventh grade soccer.

OTHER RELEVANT EXPERIENCES

- 2015 - present **Member, Founding Board of Directors, LOOP NOLA,** New Orleans, LA
LOOP NOLA (Louisiana Outdoors Outreach Program, New Orleans) provides positive, life-changing outdoor experiences for children and youth in Greater New Orleans.
- 2012 - present **Member of Board of Directors, Teaching Trust,** Dallas, TX
Teaching Trust programs prepare educators to lead change from the "inside out" by developing the values and skills essential to transformational school and district change.
- 2010 - 2013 **Member of Board of Directors, New Leaders,** New York, NY
NLNS is a national non-profit organization whose mission to ensure high academic achievement for every student by attracting and preparing outstanding leaders and supporting the performance of the urban public schools they lead at scale.
- 2007 - 2008 **Co-Founder, Teaching Leaders.** London, England.

Teaching Leaders is a mid-level school leadership professional development program focused on the direct improvement of open admissions urban schools in England and on building a leadership pipeline of highly committed and skilled educators for these schools.

1993 - 1995 **State Advisory Board Member, Delta Service Corps.** Baton Rouge, LA
Served as board member of Louisiana's first national service program, an AmeriCorps demonstration project.

EDUCATION

2013 - present **Pahara Fellow, Aspen Institute,** Aspen, CO

1996 - 1997 **Harvard Graduate School of Education, Harvard University.** Cambridge, MA
Master of Education.

1995 - 1997 **Harvard Divinity School, Harvard University.** Cambridge, MA
Master of Theological Studies.

1983 - 1987 **Williams College.** Williamstown, MA
Bachelor of Arts, Religion Major.

1985 - 1986 **School of Oriental and African Studies, University of London.** London, England.
Studied Asian cultures and religion.

AWARDS

The 2015 Enduring Impact Award, Orleans Public Education Network, given to educators whose skill, practice, and advocacy have had a resounding influence on their students and the education landscape as a whole.

Social Entrepreneur of the Year, awarded by Tulane Business School, 2012

Lyndhurst Prize, a national fellowship awarded by the Lyndhurst Foundation, Chattanooga, TN, for "significant and distinctive contributions in community service and leadership."
Awarded 1994 - 1995.

PUBLICATION

"Existing Models, New Locations: Challenges of Replicating Success." *Social Policy*, Fall, 1993.

RHONDA KALIFEY-ALUISE

EDUCATION

University of New Orleans

M.A., English

2002

Thesis: "Interpreting Southern Heroism. Scarlett O'Hara and Richard Wright"

Honors: Distinction on Comprehensive Examinations

University of Virginia, Curry School of Education

M. Ed.

1997

Thesis: "A Case Study: Academic and Vocational Skills to Assist Students with Learning Disabilities in Transition from School to Work"

Honors: Admitted to Omicron Delta Kappa, lifetime member

Tulane University

B.A., English, History

1992

Honors: Graduated Cum Laude

Awarded the Tulane Legislative Scholarship (full tuition)

Mortar Board, Historian, 1990-1992

Selected as member of Newcomb Daisy Chain, 1991

CERTIFICATIONS

Secondary English (Texas and Virginia); Special Education (Virginia)

EXPERIENCE

KIPP New Orleans Schools, New Orleans, LA

2007-Present

Executive Director

Lead the work of a \$56M network of 11 high-performing, open-enrollment charter schools serving over 4,400 students to meet academic, financial, and operational goals

KIPP New Orleans Schools, New Orleans, LA

2005-2006

Board Member

Ensure that the academic program of KIPP Philips Academy, a growing 5-8th grade charter school, is successful, that the school is a viable, financially stable organization.

Teach For America, New Orleans, LA

2001-2012

Advisory Board Member

Served as member of advisory board that assists local Teach For America Executive Director and her staff.

Teach For America Alumni Organization, New Orleans, LA

1998-2004

Chapter Leader

Coordinated all local Teach For America alumni activities.

The Adjustment Program, Alternative High School, Lafayette, LA 1997-1998
Special Education Teacher

Taught students with learning and behavior disorders who had been expelled from their regular high schools. Responsibilities included creating and implementing a social skills curriculum.

Fluvanna County High School, Palmyra, VA 1994-1997
Special Education Teacher

Taught students with learning and conduct disabilities in resource, self-contained, and inclusion settings. Coached varsity cross country and tennis teams. Sponsored Drug Awareness and Future Teachers Clubs and served on Academic Affairs Committee. Selected as mentor/master teacher for first year teachers.

Hartman Middle School, Houston, TX 1992-1994
Seventh Grade English Teacher

Coached girls basketball team, sponsored students in national poetry contest, served on Curriculum and Discipline Committees, elected to serve as Cluster Coordinator for 150 seventh grade students and five teachers. Honored as "Outstanding Cluster Coordinator," 1993-94, and for "Outstanding Faculty Presentation," 1993-94.

Teach For America, Houston, TX 1992-1994
Corps Member

Attended six week training program at California State University Northridge, taught for two years in Houston Independent School District, participated in fundraising, advocacy, and community outreach programs.

AWARDS AND MEMBERSHIPS

Peter Jennings Award for Civic Leadership, 2012

Young Leadership Council Role Model, 2010

Panhellenic Council, President 1991-92, Vice President 1990-91 Chi Omega Sorority

Celebrate Difference, Tulane University Multi-Cultural Club

David A. Parker (Andy)

"Another amazing year with Andy Parker! He has challenged me to think deeper, pushed me to act with purpose, and supported me through difficult days of instructional leadership."

-Jenene Coulon, Assistant Principal, Audubon Elementary School

Professional Profile

Proven leader who seeks to use his leadership and motivation skills to improve organizational effectiveness.

- Holds a Ph.D. in Educational Leadership
- IC3 Certified Professional (Internet and Computing Core Certification)
- Dedicated to dynamic, results-oriented leadership

Employment: Duties and Accomplishments

New Orleans College Prep Schools

2015 - Present

New Orleans, LA

Co-CEO/Chief Schools Officer

- Chief Academic Officer (September 2015 - February 2016; then Co-CEO)
- Exemplify and promote organizational values in daily work
- Set vision and strategy for instructional and curricular initiatives in line with mission
- Set vision and strategy and meet network expectations for school culture, instructional leadership, human resource management, and professional development for organization
- Meet annual goals for schools and network around student retention, student attendance, suspensions, staff retention
- Coach and manage three principals, directors of academics – math and literacy, director of special education, director of data, director of co-curricular programs, and Senior Director of Schools

Achievement Network, Louisiana Network

2013 – 2015

New Orleans, LA

Director, School Support

"...Dr. Parker's leadership has produced outstanding academic and co-curricular results. Believing that high expectations and outstanding performance in

- Serve as a leadership coach for school leaders, including inspiring and motivating teams, systems and operational leadership, school-wide change management, and talent and culture leadership
- Support leaders in leveraging effective school-wide practices to build a culture that accelerates student achievement
- Develop leaders' ability to maximize the teaching and learning cycle at the daily, weekly, monthly, and annual levels
- Develop leaders and teachers on effective use of data from the ANet interim assessments to target student misunderstandings and improve teacher practice
- Design and lead professional development sessions for school leaders and

<p><i>academics and co-curricular activities go hand in hand, Dr. Parker has pushed his staff and students to capture seven state championships, obtain the highest scholarship offerings in the school's history, and obtain one of the highest graduation rates in the state."</i></p> <p>Dr. Rebecca Ladner Superintendent, Bay-Waveland School District</p> <p><i>"...Dr. Parker has been successful in moving schools and districts to perform at higher levels. His use of humor and his charisma create energy in an organization that inspires people to perform to their fullest potential."</i></p> <p>Dr. Pat Joachim, Former</p>	<p>teachers</p> <ul style="list-style-type: none"> ● Represent network in national ad-hoc roles that further the work of the organization (Literacy Mind Trust, New Partnerships, Offsite Steering Committee, New Coach Mentor, LGBT Affinity Group Facilitator) <p>Bay High School, Bay-Waveland School District 2008 – 2013</p> <p>Bay St. Louis, MS High School Principal</p> <ul style="list-style-type: none"> ● Reorganized the high school in 2008 to establish positive discipline, increased academic performance, and improved performance in the arts and athletics ● Implemented and maintained a positive behavior program for the school that celebrated academic achievement, attendance, and appropriate behavior. ● Hired, supervised, and evaluated the instructional and support staff, including certified and non-certified employees (appx. 65) ● Managed the daily operations that supported approximately 540 students, both instructionally and operationally ● Coached instructional staff to meet quarterly goals in student achievement ● Planned and managed a budget consisting of federal, state, and local dollars, including grants and outside donations ● Led and managed community relations for the school and school district ● Increased student achievement for five consecutive years, 2008 – 2013 ● Increased QDI (Quality Distribution Index) School Rating from 170 (Successful School) to 197 (High Performing) over 4- year period. ● Increased Pass Rate and Number scoring Proficient and Advanced significantly over 4-year period, especially in English II and Algebra I ● Narrowed the gap between racial subgroups taking the SATP tests. ● Implemented school data rhythms to focus on student achievement. ● Increased number of state championships from zero to seven in five years. ● Reduced School Violence and Fighting Incidents to almost zero in a five-year period ● Obtained National Model School Status for our retention and graduation efforts, Jostens Commit to Graduate Program ● Obtained and Maintain one of the highest completion/lowest dropout rates in the State of Mississippi ● Selected as Administrator of the Year for Bay-Waveland School District, 2010 ● Awarded Resilient Citizen Award from the City of Bay St. Louis for efforts to address resiliency in students dealing with bullying and catastrophic events, 2010 <p>Pascagoula School District 1999-2008</p> <p>Pascagoula, MS</p> <p>Assistant Superintendent, Curriculum and Instruction 2006-2008</p>
--	---

<p>Colleague and C.E.O., University of Southern Mississippi, Gulf Park</p>	<ul style="list-style-type: none"> • Supervised the curriculum and instruction for a large school district of approximately 7,000 students and 500 employees • Managed four curriculum specialists and a teacher resource center • Supported operations and supervised evaluations of seven secondary school principals, including two high schools, three middle schools, a vocational center, and an alternative school • Planned, managed, delivered, and evaluated the professional development of employees in the school district • Coordinated the alternative licensure of educators hired in the district. • Served on the district leadership team to steer district's direction and strategic planning • Led the district's successful accreditation process • Trained district leaders at monthly leadership meetings • Coached principals to meet academic and institutional goals • Coached struggling teachers and administrators • Managed multiple district budgets and coached principals in the development of school budgets • Served as a liaison between parent and community groups within the district
<p><i>...Andy headed the steering committee that developed topics and led our monthly "Collegial Conversations" breakfasts for area administrators. Those attending highly rated the breakfasts and deemed them as "the best professional development" they had as administrators."</i></p>	<p>Principal, Gautier Middle School 2001 – 2006</p> <ul style="list-style-type: none"> • Reorganized the middle school in 2001 to establish positive discipline and increased academic performance • Hired, supervised, and evaluated the instructional and support staff, including certified and non-certified employees (appx. 50) • Managed the daily operations that support approximately 850 students, both instructionally and operationally • Coached instructional staff to meet yearly goals in student achievement • Managed a budget consisting of federal, state, and local dollars, including grants and outside donations • Increased student achievement for five consecutive years • Awarded Administrator of the Year, 2001-2002 SY, 2005-2006 SY • Led District Middle School Recovery after Hurricane Katrina
<p>Dr. Gaylynn Parker, Former Colleague, Author, and Former Associate Dean of Department of Leadership, University of Southern MS</p>	<p>Assistant Principal, Gautier High School 1999 – 2001</p> <ul style="list-style-type: none"> • Supervised Student Discipline Program • Supervised Student Attendance and Attendance Clerk • Organized and Supervised Student Activities and Sponsors • Supervised Staff Attendance and assigned personnel evaluations • Served on various school and district committees • Increased and strengthened community relations with the school • Led faculty meetings and conducted professional development
<p><i>"I have come to learn that my</i></p>	<p>Gulfport School District 1993 – 1999</p>

<p><i>ability to motivate people to reach common goals, whether they are academic, sports-related, institutional, or personal, is one of my gifts. Once I realized and embraced that gift, I have spent two decades perfecting its power."</i></p> <p>Andy Parker</p>	<p>Curriculum Coordinator, Gulfport High School 1997 – 1999</p> <ul style="list-style-type: none"> Planned , implemented, and evaluated professional development Observed teachers and modeled lessons Coordinated school-wide curriculum mapping Implemented school-wide lesson plan template and process Served as a liaison between two feeder middle schools and comprehensive high school to coordinate curricula horizontally and vertically Coordinated educational material and software for instructional program
	<p>Teacher, Gulfport High School and TLC Alternative School 1993 – 1997</p> <ul style="list-style-type: none"> District Teacher of the Year, 1996
	<p>Stone County School District, Teacher 1989 – 1993</p>
	<p>Education and Certifications</p> <p>Ph.D. Educational Leadership University of Southern Mississippi, Hattiesburg, MS. 2002</p> <p>M.Ed. Educational Administration and Supervision University of Southern Mississippi – Gulf Park, Long Beach, MS. 1992</p> <p>B.S. English Education Mississippi State University</p> <p>Professional Certifications NY State Administrator’s License. Permanent MS State Administrator’s License. Expires 2018 IC3 Certification, Obtained 2010</p>
	<p>Community Affiliations</p> <ul style="list-style-type: none"> Big Easy Cocktail Club Micro Fundraising Group, Co-founder, 2013 to present United Way of South Mississippi, Education Campaign Leader, 2013-2014 Hancock County Youth Leadership Steering Committee, 2012-2013 Hancock County Strategic Plan Implementation Committee, 21st Century Workforce Development, 2011 - 2012 Graduate, Hancock County Leadership Program, 2011 Rotary Club of Bay St. Louis, 2009 – 2014 Co-Founder, Mind, Body, Spirit Foundation, the Educational Component to the Hancock County Foundation (Over \$50,000.00 in scholarships to date) Board of Directors, Humane Society of South Mississippi, 2004 – 2009; President, 2007, 2008

NATALIE KAHARICK

EXPERIENCE

New Orleans College Preparatory Academies

New Orleans, LA

Co-CEO / Chief Operating Officer

February 2016 – Present

- Vision and determine organizational strategy for a charter school network employing 220 people and serving 1500 students across four schools
- Ensure rigorous academic outcomes for NOCP students in conjunction with Co-CEO / Chief of Schools
- Co-report to NOCP's Board of Directors regarding performance and sustainability of schools
- Manage performance of a team of NOCP staff including the Chief Financial Officer, Senior Director of Strategy and Development, Director of Communications, Director of Operations, Director of Facilities, Network Administrator, Director of Talent and Human Resource Manager
- Prior responsibilities listed below as Chief Operating Officer

Chief Operating Officer

April 2014 – February 2016

- Source vendors for food service, transportation and security services and enforce performance standards as defined by contracts
- Coordinate the centralized enrollment process, including reporting, projections, and policy changes
- Oversee all facilities-related services, maintenance and capital infrastructure
- Manage technology and school network infrastructure; ensuring compliance with governmental regulations
- Administer procurement and contract processes for all NOCP schools
- Support annual organization-wide budgeting process and monitor shared school expenditures for non-instructional expenses
- Submit government grant applications and manage compliance with all public school regulations
- Serve as School Food Authority Administrator, managing programs and contract implementation, claims and reimbursement, audits, applications, technology and customer information
- Oversee the implementation and administration of school-specific safety and emergency procedures
- Ensure compliance with state assessment testing and reporting
- Monitor government compliance with regard to financial procedures, organizational structure and record keeping
- Compile and complete all state reporting requirements by required deadline ensuring full funding for schools

Director of Operations

February 2014 - April 2014

- Coached and mentored my replacement at the Middle School to achieve a seamless transition
- Trained with outgoing Chief Operating Officer to assume duties in April 2014

Middle School Operations Manager

February 2011- February 2014

- Enroll students and maintain accurate student records
- Arrange transportation and class schedules for all students
- Manage custodial staff, front office staff and PE teachers
- Coordinate building repairs and improvements
- Establish and maintain relations with contractors and vendors
- Develop and implement emergency response protocols
- Purchase instructional and custodial supplies

- Administer the school's budget and appropriately code all financial transactions
- Coordinate logistics for field trips and athletic events
- Work with the security staff, food service team and nurse to ensure student safety and compliance
- Serve on the Middle School Leadership Team
- Planned and directed the move of the entire school over the summer of 2012

The Art of Living Foundation
Instructor and Program Coordinator

Washington, DC
 January 2008– January 2011

- Facilitated youth empowerment classes for 500 university students and 850 high school students nationwide
- Launched 15 university programs (University of Texas, Stanford, Carnegie Mellon, USC, UCLA)
- Established and maintained media contacts and government relations for programs
- Organized international excursion to India for 200 students in 2008 & 2009
- Expanded the university instructor base from 5 to 115 in less than 2 years
- Organized a 1200 person event in Milwaukee in less than 2 months in 2010
- Trained individuals in fieldwork: media relations, program development and best practices

International Association for Human Values
Director, Hurricane Katrina Relief Operations

New Orleans, LA
 August 2005 – December 2007

- Started IAHV's first operational offices in New Orleans, Baton Rouge, Lafayette, and Alexandria
- Recruited, trained and mentored 120 university students to volunteer and teach programs in the city
- Worked with social service agencies, community leaders and city and state government to establish programming and access for city residents to participate in trauma relief
- Managed operations for trauma relief workshops for 3,500 people in greater New Orleans
- Received proclamations from the City of New Orleans and State of Louisiana supporting IAHV's efforts
- Trained local volunteers to maintain the efforts

Carnegie Museum of Art
Assistant, Departments of Fine and Decorative Arts

Pittsburgh, PA
 January 2004 – June 2004

- Learned the systems of filing, cataloguing, preserving and classifying works of art
- Assisted a curator in planning the layout for an exhibition
- Researched and responded to public inquiries about the Museum's collection
- Initiated and maintained over 1000 curatorial files for an artist's archive
- Managed the tracking system and computer database for various artists' archives
- Cross-referenced database information in order to make corrections and updates for hundreds of work

EDUCATION

Duquesne University
 Honors College, Bachelor of Arts in Art History

Pittsburgh, PA
 May 2004

Semester at Sea
 A global studies program involving fieldwork and cross-cultural experience in ten countries.

Fall 2002

AWARDS and ACHIEVEMENTS

- New Orleans Regional Leadership Institute, Class of 2016
- New Leaders Council, Class of 2015
- Panel Speaker, National Charter Schools Conference, June 2015, New Orleans, LA
- Emerging Philanthropists of New Orleans, Class of 2013
- New Orleans College Prep - Core Values Spotlight Staff Member, August 2012

- Get on Board Training, March 2012
- Keynote Speaker, United Nations Association International Day of Peace, September 2010, Lansing, MI
- Panel Speaker, Youth and Social Innovation, January 2010, Washington, DC
- Vishalakshi Award for Outstanding Service “Hurricane Katrina Relief”, February 2009, Bangalore, India
- Panel Speaker, DC Women’s Conference, November 2008, Washington, DC
- Facilitator, Clinton Global Initiative University, March 2008, New Orleans, LA
- Presenter and Panel Speaker, United Nations Youth Conference, August 2007, New York, NY
- Panel Speaker, United Nations Youth Conference, August 2006, New York, NY
- Certification as an Instructor for the Art of Living Foundation, July 2004-July 2005, Montreal, QC

ACTIVITIES

- Orleans Parish School Board Unification Task Force
- Board Member, Teaching Responsible Earth Education. President of Board 2014-2016.
- Alumni Board, Emerging Philanthropists of New Orleans
- Member, Junior League of New Orleans
- Member, Impact 100
- Instructor of Youth & Adult Programs, Art of Living Foundation
- Member, Mystic Krewe of Nyx
- Certified Yoga Instructor, Sri Sri Yoga

SHARON LATTEN CLARK

EDUCATION:

2008 - Present	University of New Orleans PhD – Educational Leadership	New Orleans, LA
1998-1999	Northern Arizona University Administrative Certification	Phoenix, AZ
1994-1998	Xavier University Masters of Arts Degree/Education	New Orleans, LA
1991-1993	Houston Baptist University Masters of Science Degree/Human Resource Mgmt	Houston, TX
1985-1989	Xavier University Bachelor of Arts Degree	New Orleans, LA

EXPERIENCE:

2001-Present	<u>INSTITUTE OF ACADEMIC EXCELLENCE</u> <i>Sophie B. Wright Charter School</i> CHARTER SCHOOL DIRECTOR *Plan, coordinate and supervise day to day school operations *Implement and monitor all instructional programs *Develop and facilitate school-wide improvement plan *Organize student tutorial and summer school programs *Serve on District Leadership Team for Area Schools *Supervise staff of 65 employees *Hire and evaluate both certified and classified staff *Organize parent and community meetings and in-services *Develop Business Partnerships and School Sponsors *Facilitate and administer staff development in-services *Maintain and monitor school's budgets and payroll	New Orleans, LA
1999-2001	<u>ROOSEVELT SCHOOL DISTRICT</u> SCHOOL ADMINISTRATOR *Recruited and trained teachers for District Instructional Programs *Provided Instructional Leadership for teachers and staff *Conduct certified and classified staff evaluations *Supervised staff of 64 employees *Coordinated student activities and cultural programs *Maintained school budget, payroll and purchasing *Served as a liaison for school budget and local business partnerships *Administered and monitored student discipline program	Phoenix, AZ
1998-2000	<u>ROOSEVELT SCHOOL DISTRICT/</u> <u>SOUTH MOUNTAIN COMMUNITY COLLEGE</u> EDUCATIONAL LIASON/INSTRUCTOR *Served as a Liaison for district adult educational program *Instructed adult students in English Education. *Tutored adult students in GED Preparation Coursework.	
1997-1999	<u>ROOSEVELT SCHOOL DISTRICT</u> TECHNOLOGY SPECIALIST	Phoenix, AZ

1996-1999	<u>ROOSEVELT SCHOOL DISTRICT</u> ENGLISH/LANGUAGE ARTS INSTRUCTOR *Instructed students in English Grammar and Literature *Provided student instruction based on learning styles of students *Prepared and administered test and results to students *Provided student instruction utilizing multiple software programs *Performed staff and district in-service workshops *Set up and monitored Technology Instructional Program * Student Activities Director/Student Council Advisor * District Assessment Team Representative * Title One Committee-Secretary and Representative	Phoenix, AZ
1999-2001	<u>SYLVAN LEARNING CENTER</u> LANGUAGE ARTS/READING TUTOR *Tutored students in the area of Reading Comprehension, Language Arts and Grammar *Administered pre and post test to students *Prepared individualized instructional plan for each student	Chandler, AZ
1995-1996	<u>ORLEANS PARISH SCHOOL BOARD</u> ENGLISH/LANGUAGE ARTS INSTRUCTOR *Instructed students in English Grammar/Literature *Provided Language speech classes to students *Prepared and administered the LEAP test to students *LEAP remediation Instructor * Speech and Debate Coach	New Orleans, LA
1992-1994	<u>HOUSTON INDEPENDENT SCHOOL DISTRICT</u> ENGLISH/LANGUAGE ARTS INSTRUCTOR *Instructed students in English Grammar and Literature *Prepared and administered TASP test to students *Tutored students in Reading and Language Skills *Participated on textbook selection committee for new adoption *Site Team/Secretary *Cheerleader/Booster Club Coordinator	Houston, TX
1990-1992	<u>NATIONSBANK OF TEXAS</u> FINANCIAL ACCOUNTS REPRESENTATION *Prepared recommendations of customer's credit profiles *Managed extensive office operations on a daily basis relating to accounts payable and receivable procedures	Houston, TX

ADDITIONAL INFORMATION:

*Member of the Association for Supervision and Curriculum Development
 Member of the Louisiana School Leadership Center
 Member of the National Alliance of Black School Educators
 Member of Middle School High School Administrators Association
 Member of Alpha Kappa Alpha Sorority
 Member of Kappa Gamma Pi Graduate Honor Society
 Member of New Orleans Public Library Board
 Member of Tulane University Service Learning Program*

SPECIAL SKILLS:

APPLE-MACINTOSH CERTIFIED
 MOTOROLA AMBASSADOR TRAINING

REFERENCES:

Available upon request

EXPERIENCE

SUCCESS PREPARATORY ACADEMY (Grades K-8th)

New Orleans, LA
July 2009 – Present

Executive Director, Co-founder

- Serve as the instructional, operational, and cultural leader of a transformation Title I public charter school (over 500 students), 100% free and reduced student lunch rate
- Over see and set annual \$6.8 million budget
- Manage 14 school leadership team members directly and oversee over 80 staff members
- Author various local, state, and federal grants which has brought over \$3 million to the school
- Manage annual national staff recruitment campaign
- Facilitate school governance with the Board of Directors
- School was recognized as Top Gains School in 2011, 2012, and 2013 by Louisiana’s Board of Elementary and Secondary Education (BESE)
- School received a five-year charter renewal in the fall of 2013 from Louisiana’s BESE

NEW SCHOOLS FOR NEW ORLEANS

New Orleans, LA
July 2008 – June 2009

Fellow, Incubation Fellowship

- Co-authored and presented charter school application to Louisiana’s BESE
- Shaped mission, values, and key educational strategies for school
- Co-authored school development plan
- Assembled and trained leaders from various sectors in New Orleans to serve on school’s Board of Directors
- Designed and implemented national teacher recruiting campaign
- Created student recruitment plan and marketing strategies

CLEVELAND LIGHTHOUSE COMMUNITY SCHOOL (Grades K-6th)

Cleveland, OH
April 2006 – July 2008

Founding Principal

- Served as instructional and operational leader of a Title I public charter elementary school, 100% free and reduced student lunch rate
- Supervised over 30 staff members, and provide coaching and mentoring to 21 instructors
- Oversaw average 1.8 years grade level growth in Language Arts and 2.3 in Math on SAT-10 exams during 2006-07 school year
- Managed student recruitment for over 300 students through door-to-door recruiting, hosting orientations, attending community meetings
- Designed and implemented national teacher recruiting campaign
- Authored yearly school improvement plan and set annual \$2.5 million budget

UNCOMMON SCHOOLS, INC.

New York, NY
February 2006 - April 2006

Director of Special Projects, Excellence Academies Foundation

- Served as school liaison for transition to new \$32 million facility
- Managed daily operations task for Excellence Charter School of Bedford Stuyvesant
- Coordinated national teacher recruiting efforts

HARVARD UNIVERSITY

Cambridge, MA
May 2005 - July 2005

Teacher Trainer, Summer Urban Program

- Devised and implemented curriculum for undergraduates teaching in under- performing schools
- Supervised, mentored, and evaluated undergraduates throughout training

TEACH FOR AMERICA

San Jose, CA
August 2002 - August 2004

4th Grade Teacher, Hubbard Elementary School

- Increased student achievement by average of 2.0 grade levels in Language Arts and Math
- Represented school at district meetings on reform, co-authored school plan and analyzed school budget
- Contributed to 100% graduation rate in eighth-grade summer retention program

EDUCATION

HARVARD GRADUATE SCHOOL OF EDUCATION

Cambridge, MA
2004 - 2005

Ed.M. in Education Policy and Management, June 2005

UNIVERSITY OF CALIFORNIA, BERKELEY

Berkeley, CA
1997 - 2001

B.A., Political Science, December 2001

ADDITIONAL INFORMATION

- Advisory Board Chair, Leading Educators New Orleans
- Advisory Board Member, Teach For America Collective National Advisory Board
- Advisory Board Member, Urban Education Leaders Collaborative, Columbia University Teachers College
PR/Award # U374A160040
- Fluent in Bengali



APPENDIX D2

Resumes of Key Personnel

NSNO Team

JENNIFER KURTZ, CPA

SUMMARY

Nine years financial management plus eight years general accounting experience, with specific emphasis on financial reporting, non-profits, grant management and internal controls.

EXPERIENCE

New Schools of New Orleans, New Orleans, Louisiana

CFO

2015-Present

Responsible for all financial aspects of \$15M organization including budgets, forecasts, financial reporting, audit coordination, tax reporting, payroll, and banking. Managed three large federal grants (i3, TIF and CSP) all with multiple sub-recipients which were monitored for financial integrity. Trained federal sub-recipients on grant requirements and reimbursement guidelines. Prepared grant budgets, monitored spending, and reported on actual spending.

Managing Director of Accounting

2012-2015

Managed all aspects of grant reporting for a many federal and philanthropic grants. Trained federal sub-recipients on grant requirements and reimbursement guidelines. Prepared grant budgets, monitored spending, and reported on actual spending. Converted organization to a more robust software to allow for better tracking of funds and controls on financial data. Changed accounting structure to reflect the mission of the organization. Created organization's budget and monitored spending to budget. Created checks and balances for sub-recipient desk audits and improved the efficiency of the process.

International School of Louisiana, New Orleans, Louisiana

Director of Finance and Business Operations

2009-2012

Led a team of four in all aspects of finance, student data, and admissions for the school. Prepared financial statements and numerous industry specific reports. Transformed the department to create internal controls, improve financial statement quality and usability, and instituted checks and balances to track and verify information. Implemented a new accounting software, Blackbaud, and a new student record program, PowerSchool. Both implementations required an extreme amount of self-directed learning and logic application to customize the programs to fit the organization's needs. Tracked and prepared reimbursement requests for federal and state grants. Prepared annual budget for a \$6MM non-profit organization. Searched for cost savings when purchasing supplies and equipment, saving at least \$15K over the last 12 months. Provided support and assistance to directors across all disciplines within the organization. Presented financial statements to the finance committee offering analysis, identifying and providing explanations for variances.

Bernard & Franks, A Corporation of CPA's, Metairie, Louisiana

Senior Staff Accountant

2007-2009

Prepared financial statements, tax and informational returns, and numerous industry specific forms for all types of entities, primarily working with non-profits and construction companies. Worked directly with clients to assist them in all of their business needs including software training, process and control recommendations, and general accounting support. Assisted junior staff members as needed.

Lenovo, Research Triangle Park, North Carolina

2006-2007

World Wide Gross Profit Accountant/Analyst

Prepared and presented WW gross profit analysis to senior management. Communicated with geography teams to understand the driving forces behind gross profit variations and the effects of different products. As the EMEA (Europe, Middle East, & Africa) Measurement Lead I also prepared financial statement analysis for the EMEA geography. This included working with the EMEA and world-wide teams to come up with proper accounting treatments in unique situations. Acted as point of contact for all technical and accounting questions. Improved EMEA reporting by digging into issues to help everyone understand what was driving changes. Prepared revenue estimates. Successfully led an analytics project where our deliverable was to improve and standardize our analytics procedures world-wide. Our results were commended by our external auditors who will use the improvements to reduce the audit workload and reduce audit costs significantly.

Harrah's New Orleans Casino, New Orleans, Louisiana

2000-2005

Operations Controller (2004-2005)

Prepared monthly, quarterly, and annual reports as well as ad hoc analysis for senior management to make strategic decisions. Collaborated with departments property-wide to streamline and improve processes and to implement new technology. Automated many manual processes to increase efficiency, accuracy, and controls. Built relationships with internal and external auditors, department heads, and LA State Police. Increased the level of knowledge of a team of thirty by having an atmosphere where questions were welcomed, holding regular staff meetings, and taking a hands-on approach. Maintained internal controls. Developed and redesigned processes and controls. Responsible for the revenue audit of a casino with \$350 million in annual revenues.

Financial Reporting Manager (2003-2004)

Responsible for all aspects of financial statements including general ledger, income statement, balance sheet, and statement of cash flows. Analyzed account trends to ensure complete and accurate financial statements. Forecasted monthly financial results. Performed ad hoc analyses for senior management. Automated many manual processes to increase efficiency, accuracy, and controls. Assisted in the interpretations of historical financial information and predicted future results for budgeting purposes. Built relationships with internal and external auditors, department heads, and LA State Police. Mentored staff by delegating more difficult tasks and encouraging questioning things. Developed and redesigned processes and controls. Calculated and reported sales taxes. Researched accounting concepts and tax laws.

Senior Accountant (2000-2003)

Responsible for general ledger, balance sheet account reconciliations, variance explanations and account trends. Performed ad hoc analyses for senior managements. Assisted and reviewed the work of staff accountants. Calculated and reported payroll and sales taxes. Researched accounting concepts and tax laws.

Staff Accountant (2000)

Responsible for general ledger, balance sheet account reconciliations, variance explanations and account trends. Calculated and reported payroll and sales taxes.

Syndistar, Inc, New Orleans, Louisiana

2000

Accountant

Responsible for financial statements, general ledger, and inventory control. Calculated and reported payroll and sales taxes.

Dan Johnson, CPA, Chalmette, Louisiana

1998-1999

Accountant

Prepared personal and small corporation income tax returns. Compiled financial statements for clients. Taught Quickbooks to clients. Offered areas for potential cost savings to businesses. Presented financial statements and tax returns to clients. Calculated and reported payroll and sales taxes.

Jay West and Associates, CPA, Metairie, Louisiana

1998

Accountant

Prepared personal and small corporation income tax returns. Compiled financial statements for clients. Presented tax returns to clients. Calculated and reported payroll and sales taxes.

EDUCATION

University of New Orleans – B. S. in Accounting, 1998

Louisiana CPA license

Margaret Runyan-Shefa

Full-Time Experience

CO-CHIEF EXECUTIVE OFFICER
New Schools for New Orleans

2014 -*present*

Responsibilities: Co-develop NSNO's strategy and annual budget; oversee all aspects of NSNO's programming, school investment, human capital investment, human resources and organizational culture

CHIEF SCHOOLS OFFICER
New Schools for New Orleans

2010 - 2014
New Orleans, Louisiana

Responsibilities: Contribute to development and execution of organizational strategy as leadership team member; Direct NSNO's new school development, school support programs, and Federal Teacher Incentive Fund Grant and human capital investment programs; Develop selection, training, and support model for implementing Federal i3 grant; Coordinate and evaluate school support providers; Serve as liaison on school quality for charter school boards.

MANAGING DIRECTOR OF SCHOOLS
New Schools for New Orleans

2009-2010
New Orleans, Louisiana

Responsibilities: Managed a team to support charter schools in the areas of leadership and instructional coaching and operations and finance; Planned and executed on-going leadership training for charter school leaders; Designed and implemented NSNO's school quality review process.

DIRECTOR OF INSTRUCTIONAL QUALITY
New Schools for New Orleans

2007-2008
New Orleans, Louisiana

Responsibilities: Provided instructional support and leadership coaching to three new charter middle schools; Designed and implemented instructional training for eight new school founders; Oversaw the implementation of benchmark assessments across six charter middle schools; Coached principals on using data to drive instruction; Catalogued and shared best practices within the network of New Orleans public schools.

FOUNDING PRINCIPAL
KIPP STAR College Prep Charter School

2003-2007
Harlem, New York

Responsibilities: Recruited, hired, managed, and evaluated all school staff; Trained teachers and staff on school pedagogy and school culture systems; Designed and implemented yearly professional development plans; Created and implemented organizational and instructional structures to accommodate school's growth; Oversaw annual recruitment and orientation of new students and parents; Worked with Board of Trustees to create annual budget; Reported KIPP STAR's financial and academic progress quarterly to its Board and annually to the New York State Department of Education and the State University of New York; Established and maintained partnerships with community-based organizations; Supervised multi-million dollar school facility renovation project; Responded to concerns from various members of the school community; Taught 5th Grade Thinking Skills, 6th Grade Writing, and 7th Grade Math as needed; Served as academic advisor to small groups of students.

Awards/Distinctions: Robin Hood Foundation's Hero Award 2004

FISHER FELLOW
KIPP School Leadership Program

2002-2003
New York, New York

Responsibilities: Attended programming at the HAAS School of Business, University of California-Berkeley for coursework in the areas of Organizational Leadership, Instructional Leadership, Operations Management, and Community Development; Planned and implemented the design of a charter middle school in Harlem, New York City, based on the Knowledge Is Power Program (KIPP) model; Formed Board of Trustees; Secured permanent school facility; Applied for and received a charter from the State University of New York; Recruited founding staff; Recruited founding students and parents; Secured over a half a million dollars in start-up funding from private and government sources.

MIDDLE GRADES TEACHER
The John A. Reisenbach Charter School

2000-2002
New York, New York

Responsibilities: Taught sixth grade (self-contained classroom), seventh grade literacy and social studies; Developed curriculum for sixth and seventh grades in new charter school; Initiated service learning after-school program; Implemented inter-disciplinary thematic project as Project Leader for \$20,000 New York Life Tech Power Grant; Served as the Faculty Representative on the Reisenbach Charter School Board of Trustees.

FIFTH GRADE TEACHER
Carver Elementary School

1997-2000
Indianola, Mississippi

Responsibilities/Positions Held: Fifth grade teacher and member of the Teach for America program; Team Teaching Pilot Program Developer; Chief Fundraiser and sponsor of the “Carver to the Capital” \$20,000 campaign which sent thirty fifth-graders to Washington, D.C.; District Trainer for Reading Tutors; District Representative, Mississippi End of Grade Level Testing Committee (Math, Grades 2-5); Recipient, IJB Global Visions Grant for implementation of the self-designed “African Odyssey” Program; Member, Indianola School District Title I Committee; Founder and sponsor, Carver Safety Patrol Council; Founder and sponsor, Carver Elementary School Soccer Team.

Part-Time Experience

SCHOOL LEADER ADVISOR
KIPP Foundation

2005-2007

Responsibilities: Developed the Writing Project as a model for professional development in English; Assisted in recruiting and selecting Fisher Fellows; Participated in first-year school evaluations; Taught at the KIPP School Leadership Program’s Summer Institute at Stanford University; Hosted and served as mentor for Fisher Fellows; Presented at KIPP’s Annual Teacher Conference; Served as a member of the School Leader Advisory Council.

CORPS MEMBER ADVISOR
Teach for America

SUMMER, 1999
Houston, Texas

Responsibilities: Collaborated with a team of experienced teachers to train a group of approximately seventy first-year teachers to teach in urban and rural schools; Managed the training of sixteen teachers; Observed and gave feedback to teachers; Designed and facilitated workshops and training sessions.

Affiliations

Board Member, KIPP NYC

2006-2010

Academic Committee Member, KIPP Philadelphia Schools Board

2012-present

Board Member, Institute for Mental Hygiene

2015-present

Fellow, Pahara-Aspen Institute Fellowship in Education

2015-2016

Education

MASTER OF PUBLIC ADMINISTRATION
Harvard Kennedy School

June 2009
Cambridge, Massachusetts

B.A. INTERNATIONAL AFFAIRS
The George Washington University

May 1996
Washington, D.C

EDUCATION

Johns Hopkins University, Baltimore, MD

Ph.D. coursework completed 5/2013; M.A. in Sociology, 8/2011. Awarded five-year full tuition Institute of Education Sciences Predoctoral Fellowship from the U.S. Department of Education and three-year George E. Owen Graduate Fellowship for exceptionally qualified Johns Hopkins Ph.D. candidates.

University of New Orleans, New Orleans, LA

M.S. in Urban Studies, 5/2008. Awarded two-year full tuition Graduate Dean Scholarship, Outstanding Graduate Student Award in the Department of Planning and Urban Studies, and selected to join the Honor Society of Phi Kappa Phi for top 10% of graduate students. Overall GPA: 4.00/4.00.

Harvard University, Cambridge, MA

B.A. in History, *Cum Laude*, 6/2002. Awarded Dean's List every year, Marshall and Deborah Berkman Scholarship for achievements at Harvard-Radcliffe, Harvard College Scholarship and John Harvard Scholarship for academic achievement, William Scott Ferguson Prize for best history tutorial essay, and Vice Admiral E.P. Travers Scholarship. Overall GPA: 3.67/4.00.

Business Bridge Program, Tuck School of Business, Dartmouth College, Hanover, NH

Certificate of completion, 7/2001. Highly selective 30-day program providing rigorous introduction to economics, management, accounting, finance, marketing, and strategy through coursework taught by MBA faculty.

PROFESSIONAL EXPERIENCE

New Schools for New Orleans, New Orleans, LA

Senior Managing Director of Talent Development, 8/2013 – present

- Serve as Project Director of NSNO's federal Teacher Incentive Fund grant (S374A100034) and monitor grant activities
- Progress monitor grant activities of all organizations participating in NSNO's federal Charter Schools Program National Leadership Activities grant (U282N150020)
- Serve on NSNO's investment selection team for competitive grant competitions, including those for the launch, expansion, and replication of high-quality charter schools, such as NSNO's i3 grant and the New Orleans Charter Excellence Fund
- Oversee NSNO's investments in talent development organizations that recruit and train educators to increase student achievement
- Analyze citywide talent development needs in schools/charter management organizations and identify solutions

Fund for Educational Excellence, Baltimore, MD

Consultant, 7/2012 – 8/2012

Summer Program Manager, 6/2011 – 9/2011

- Oversaw overall project management for creation of new Accelerator Program for over-age and under-credited high school students in partnership with Baltimore City Public Schools (City Schools) and the Open Society Institute (OSI)—Baltimore
- Worked closely with senior City Schools district officials and principals to coordinate successful Accelerator Program launch
- Managed all aspects of recruiting, pre-screening, interviewing, and selecting the program's 12-person staff
- Oversaw interview process for City Schools' Attendance Communications Coordinator position, funded by OSI—Baltimore
- Managed work of coordinator for the *School Every Day!* program, an initiative funded by the Abell Foundation in partnership with City Schools to reduce chronic absenteeism among Baltimore students through community engagement
- Met regularly with funders to update them on progress of funded initiatives

National Summer Learning Association, Baltimore, MD

Summer Research Intern, 6/2009 – 8/2009

- Conducted site visits of summer learning programs in Indianapolis, IN and Baltimore, MD to assess program effectiveness and make recommendations for improvement

New Leaders for New Schools, New Orleans, LA

Project Manager, 2/2007 – 8/2008

- Assisted with all aspects of launching the New Orleans site post-Katrina to recruit, train, and support public school principals
- Oversaw local and national development efforts for the New Orleans program, including writing progress reports to funders
- Worked closely with Louisiana Department of Education officials to ensure program was in compliance with requirements as an alternative certification program for public school administrators
- Devised and implemented recruitment strategies in New Orleans and in cities with educators displaced from Hurricane Katrina
- Evaluated candidates' application materials and interviewed candidates applying to the program based on admissions rubric

Center for Public Service, Tulane University, New Orleans, LA

Summer Consultant, 7/2006 – 8/2006

- Redesigned the Race, Class, and Community training that all Tulane service learning students, student volunteers, and interns are required to attend before beginning service activities in New Orleans
- Created education-related training modules for students to attend prior to beginning service activities in public schools
- Trained new staff members on protocol and procedures for partnering with local public schools

Teach For America, Washington, DC and New Orleans, LA

Program Design Specialist, 12/2005 – 7/2006

- Oversaw creation and production of the 2006 Institute Student Achievement Toolkit (I-SAT), which was a new tool that all 2,400 incoming corps members used in their summer training in Atlanta, Houston, Los Angeles, Philadelphia, and New York
- Designed overall structure of I-SAT, a grade level and content area-specific binder of resources used to teach summer school, including state education standards to target, daily differentiated learning objectives, sample lesson plans, diagnostic assessments, and a bank of assessment questions for teacher-designed formative and summative assessments
- Ensured that I-SATs addressed state and district educational standards in all five cities
- Trained and directly supervised 70 teachers in Atlanta and Houston who created content/grade level-specific tools for the I-SAT
- Managed the Deputy Institute Directors in Los Angeles, Philadelphia, and New York City in their I-SAT projects

Office of Service Learning, Tulane University, New Orleans, LA

Senior Program Coordinator, 7/2004 – 11/2005

- Supervised 200 Tulane students each semester in their service learning course activities in public schools and non-profits
- Organized training sessions and on-site orientations to prepare students to work in low-income communities
- Led course lectures and discussions on race, class, poverty, and educational inequity based on relevant research
- Provided training and support for teacher candidates in Tulane's Teacher Preparation and Certification Program (TPCP)
- Served on TPCP's Advisory Board and participated in its certification process with the Louisiana Department of Education
- Co-facilitated semester-long faculty development seminar about service learning pedagogy and practice with Office of Service Learning Director/English Department Chair
- Met regularly with community partners and participating faculty to ensure their needs were met and to troubleshoot any issues

Teach For America/New Orleans Public Schools, New Orleans, LA

Fourth Grade Teacher, 8/2002 – 5/2004

- Selected from a competitive field (12% accepted) to join national corps of recent college graduates who commit to teach in under-resourced urban and rural schools for two years
- Led team of four other teachers as the Fourth Grade Chairperson during the 2003-2004 academic year
- Selected as Wicker's Content Leader for LINCS (Learning-Intensive Networking Communities for Success); facilitated communication about best practices for math instruction between staff at Our Lady of Holy Cross College and Wicker faculty

PUBLICATIONS

Slates, Stephanie, Karl Alexander, Doris Entwisle, and Linda Olson. 2012. "Counteracting Summer Slide: Social Capital Resources within Socioeconomically Disadvantaged Families." *Journal of Education for Students Placed at Risk (JESPAR)*, 17(3):165-185.

SELECT CONFERENCE PRESENTATIONS

Jack, Allison, Lina Musayev, and **Stephanie Slates**. March 2016. "State and Local Collaborative Efforts to Support Students with Disabilities and English Language Learners." U.S. Department of Education Charter Schools Program National Leadership Activities 2016 Meeting of Project Directors with SEA Grantees, Washington, DC.

Slates, Stephanie, Jennifer Cross, Meghan Mackay, and Avione Pichon. October 2015. "20/20 The Secret Sauce: Finding, Developing, and Keeping Great Teachers." Facilitated panel at the 8th Annual Louisiana Charter Schools Conference, Baton Rouge, LA.

Stuart, Elizabeth and **Stephanie Slates**. June 2011. "Treatment Effect Heterogeneity in Multi-Site Impact Trials." Poster presented at the 19th Annual Meeting of the Society for Prevention Research, Washington, DC.

Slates, Stephanie, Karl Alexander, Doris Entwisle, and Linda Olson. April 2010. "Summer Learning, Some Are Not: Characteristics of Low SES Students with High Summer Learning Gains During Elementary School." Paper presented at the 73rd Annual Meeting of the Southern Sociological Society, Atlanta, GA.

Slates, Stephanie and Vincent Ilustre. October 2005. "Using Research to Develop and Improve Your Service Learning Program." Presentation at the 34th Annual Meeting of the National Society for Experiential Education, Philadelphia, PA.

Slates, Stephanie. March 2005. "Service Learning Course Creation and Faculty Development: A Seminar Approach." Presentation at the 16th Annual National Service Learning Conference, Long Beach, CA.



APPENDIX E1

MOU from Partners

**Teacher Incentive Fund Grant
Partnership Memorandum of Understanding (MOU)**

This is a memorandum of understanding (MOU) between New Schools for New Orleans ("Lead Applicant non-profit organization"), Collegiate Academies ("Official Partner Organization"), FirstLine Schools ("Official Partner Organization"), KIPP New Orleans Schools ("Official Partner Organization"), New Orleans College Prep ("Official Partner Organization"), Sophie B. Wright Charter School ("Official Partner Organization"), and Success Preparatory Academy ("Official Partner Organization").

The purpose of this agreement is to detail the activities that each partner plans to perform, bind each Official Partner Organization to the assurances made by the Lead Applicant in the application, and outline the legal responsibilities of all partners in the implementation of an approved Teacher Incentive Fund grant project.

I. SCOPE OF WORK

The Scope of Work below indicates the activities the Lead Applicant and the Official Partner Organizations are agreeing to implement.

A. LEAD APPLICANT ACTIVITIES

1) *Grant Management:*

- a) Serve as the consortium member that applies for the grant;
- b) Assume legal responsibility for the use of all grant funds;
- c) Ensure that the project is carried out by partners in accordance with Federal requirements;
- d) Lead annual and final report writing and submission activities;
- e) Serve as the fiduciary agent for the disbursement of grant funds to partners;
- f) Serve as the primary point of contact for the external evaluator; and
- g) Serve as the primary point of contact for the Department for all project-related questions.

2) *Selection of Vendors:*

- a) Design and implement a Federally compliant selection process prior to making awards for subcontracts to vendors that are not named in the application;
- b) Monitor progress of vendors toward milestones.

B. OFFICIAL PARTNER ORGANIZATION ACTIVITIES

1) *Grant Implementation*

- a) Participate in all five years of the grant; partner organizations that withdraw from the grant before the grant period ends may have to repay TIF funds;
- b) Implement a performance-based compensation system (PBCS) for teachers and leaders by the third year of the grant;
- c) Commit to incorporating educator feedback in the design and ongoing improvement of the PBCS;
- d) Ensure that the PBCS is based on at least two annual observations and a measure of student growth each year of implementation;
- e) Commit to cover an increasing cost share of the PBCS during the life of the grant;
- f) Commit to sustaining the PBCS for teachers and leaders and any educator pathways designed through the grant after the grant expires; and
- g) Participate in all aspects of the federal grant evaluation.

2) *Grant Monitoring Requirements*

All Official Partner Organizations must participate in the following grant requirements. This list is not exhaustive, and exact deadlines and timing to partners will be determined immediately following award notification.

Area	Requirement
Communication	Create plan for communicating details about PBCS to teachers and administrators. Partners must provide evidence of this communication
Communication	Staff at partner organization must be surveyed for PBCS understanding and support with 75% or greater response rate. If respondents are not clear on the PBCS from survey results, partner organizations must follow up and clarify the misunderstood information
Communication	Create plan for sharing ongoing relevant information with school(s), partner organization leadership, and board
Communication	NSNO copies CEO on notes from monthly TIF check-ins
Data System	Complete school roster template provided by NSNO annually
Data System	Use NSNO-approved template to report on observation and student growth scores annually to validate data for PBCS reimbursements
Data System	Submit school and staff enrollment numbers
Evaluation System	Submit the observation rubric that used to evaluate staff members to NSNO. Any changes to the rubric must be approved by USDOE Program Officer and Louisiana Department of Education (if also used for LDOE Compass Evaluations)
Evaluation System	Evaluation system for eligible staff must include at least two annual observations and a student achievement measure; partner organization must provide annual documentation of evaluation system inputs
Evaluation System	All observers must be trained/normed on the rubric used to assess educator effectiveness; partner organizations must provide evidence of this training and that observers are normed
Evaluation System	Notify NSNO immediately if inputs to determine educator effectiveness change; requests must include updated communication plan for staff. Requests are subject to USDOE program officer approval (please note that at a minimum, effectiveness must be measured in part by at least two annual observations and an annual measure of student achievement)
Grant Administration	PBCS for teachers and leaders must be implemented by the third year of the grant
Grant Administration	Partner organization must commit to cover an increasing share of PBCS during each year of implementing the TIF 5 grant. After the grant ends, it must continue implementation of the PBCS covering 100% of funding from the partner organization

Grant Administration	Demonstrate that there has been educator feedback to design system and provide ongoing evidence of how feedback is incorporated into system design
Grant Administration	Partner organization shares information on how evaluation system results tie into decisions around recruiting, retention, PD, and promotion
Grant Administration	Partner organization shares information on how teacher and leader career pathways, if built, are linked to results from evaluation system
Grant Administration	Choose a point person to regularly communicate updates to the organization's leadership, coordinate grant activities, respond promptly to requests for information or input, and meet all required deadlines
Grant Administration	Coordinate point person to be responsible for collecting data associated with partner organization's evaluation system and ensure its accuracy
Grant Administration	Participate in monthly grant management meetings with NSNO, as well as other necessary meetings (e.g., rubric validation)
Grant Administration	Submit requests for funds, all required data and documentation, and other TIF-related materials by the requested deadline
Grant Administration	Annual surveys of all staff eligible for PBCS
Grant Administration	The partner organization's TIF liaison and finance staff member will participate in NSNO financial compliance training
Grant Administration	Ensure that all teachers and leaders are included in the PBCS

II. LEAD APPLICANT RECOURSE FOR PARTNER NON-PERFORMANCE

All partners are responsible for carrying out the activities to perform in this agreement and using the funds that it receives through this grant in accordance with the Federal requirements that apply to the grant. If the Lead Applicant determines that the partner organization is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the Lead Applicant grantee will take appropriate enforcement action, which could include a collaborative process between the Lead Applicant and the partner organization, or withholding funds.

III. ASSURANCES

Partners certify and represent that they:

- 1) Have all requisite power and authority to execute this Agreement;
- 2) Are familiar with lead applicant's Teacher Incentive Fund grant application;
- 3) Are committed to performing the activities outlined herein, if the proposed project is funded;
- 4) Meet the eligibility requirements outlined in the Notice Inviting Applications published in the Federal Register on May 31, 2016;
- 5) Will comply with all of the terms of the grant, the Lead Applicant's sub-contract, and all applicable laws and regulations, including laws and regulations applicable to the Teacher Incentive Fund, and the applicable provisions of the Education Department General Administrative Regulations (EDGAR); and
- 6) Will not make any material misstatements, either orally or in writing, to secure grant funds.

IV. MODIFICATIONS

This Agreement may be amended only by written agreement signed by each of the official partners.

V. DURATION/TERMINATION

This agreement shall be effective, beginning with the date of the last signature hereon and, if a grant is received, this agreement shall end upon the expiration of the grant project period, which is a term of five years. Any partner may terminate this agreement for cause based upon the failure of NSNO to comply with the terms and/or the conditions of the agreement by giving thirty (30) days written notice specifying the failure to the offending party. Likewise, NSNO may terminate this agreement for cause based upon the failure of the partner to comply with the terms and/or the conditions of the agreement by giving thirty (30) days written notice specifying the failure to the offending party. If within thirty (30) days after receipt of such notice, the offending party shall not have either corrected such failure or, if the failure cannot be corrected in thirty (30) days, or begun in good faith to correct said failure, then the agreement shall terminate on the date specified in such notice.

VI.

Schools for New Orleans

M

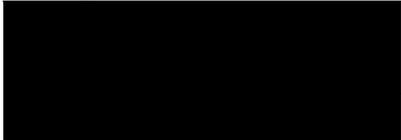
Representative of Official Partner Organization, Collegiate Academies



Signature

Benjamin Marcovitz / CEO / Collegiate Academies

Representative of Official Partner Organization, FirstLine Schools



7/11/16

Jay Altman, CEO, FirstLine Schools

Name / Title / Organization

Representative of Official Partner Organization, KIPP New Orleans Schools



7/11/16

Signature / Date

Rhonda Kalifey Atuisse, CEO, KIPP New Orleans

Name / Title / Organization

Representative of Official Partner Organization, New Orleans College Prep



7-14-2016

Signature / Date

ANDY PARKER / Co-CEO / New Orleans College Prep

Name / Title / Organization

Representative of Official Partner Organization, Sophie B. Wright Charter School



Sharon L. Clark, Charter Director, Sophie B. Wright Charter School
Name / Title / Organization

Representative of Official Partner Organization, Success Preparatory Academy



7/14/16

Niloy Gangopadhyay / Executive Director / Success Preparatory Academy
Name / Title / Organization



APPENDIX F2

Other Attachments

Charter School Documentation



LOUISIANA DEPARTMENT OF EDUCATION

June 24, 2016

To Whom It May Concern:

I am writing to confirm that G.W. Carver Collegiate (382002) and Sci Academy (382001) have active LEA status as type 5 charter schools, as well as active contracts with the Department of Education. Livingston Collegiate (382004) was approved to open in the 2016-17 school year, upon successful completion of the pre-opening process.

The Louisiana Board of Elementary and Secondary Education (BESE) approved the Louisiana Department of Education's (LDE) recommendation to authorize Collegiate Academies operate both schools.

If you have any questions, please do not hesitate to contact me by email [REDACTED] or phone [REDACTED]

Thank you,

[REDACTED]

Laura Hawkins
Charter Accountability Team
Louisiana Department of Education

Louisiana Believes



LOUISIANA DEPARTMENT OF EDUCATION

June 28, 2016

To Whom It May Concern:

I am writing to confirm that Arthur Ashe Charter School, Joseph S. Clark Preparatory High School, Langston Hughes Academy Charter School, Phillis Wheatley Community School, and S.J. Green Charter School all have active LEA status as type 5 charter schools, as well as active contracts with the Department of Education.

The Louisiana Board of Elementary and Secondary Education (BESE) approved the Louisiana Department of Education's (LDE) recommendation to authorize Firstline Schools, Inc. to operate both schools.

If you have any questions, please do not hesitate to contact me by email [REDACTED] or phone [REDACTED]

Thank you,

[REDACTED]

Laura Hawkins
Charter Accountability Team
Louisiana Department of Education

Louisiana Believes



LOUISIANA DEPARTMENT OF EDUCATION

July 11, 2016

To Whom It May Concern:

I am writing to confirm that KIPP New Orleans Schools have active LEA status as type 5 charter schools, as well as an active contract with the Department of Education, for the following schools:

- KIPP Believe Primary / KIPP Believe College Prep (398001)
- KIPP McDonogh 15 Primary / KIPP McDonogh 15 Middle (398002)
- KIPP Central City Academy (398003)
- KIPP Central City Primary (398004)
- KIPP Renaissance High School (398005)
- KIPP Leadership Primary / KIPP Leadership Academy (398006)
- KIPP East Community Primary (398007)
- KIPP Woodson High School (Booker T. Washington) (398008)

The Louisiana Board of Elementary and Secondary Education (BESE) approved the Louisiana Department of Education's (LDE) recommendation to authorize KIPP New Orleans, Inc to operate the schools listed above.

If you have any questions, please do not hesitate to contact me by email [REDACTED] or phone [REDACTED]

Thank you,

[REDACTED]
Laura Hawkins
Charter Accountability Team
Louisiana Department of Education

Louisiana Believes



LOUISIANA DEPARTMENT OF EDUCATION

July 1, 2016

To Whom It May Concern:

I am writing to confirm that New Orleans College Prep operates the following schools that have active LEA status as type 5 charter schools, as well as active contracts with the Department of Education.

Site Code	Year Opened	School Name
385002	2012-13	Cohen College Prep
385003	2013-14	Crocker College Prep
385001	2007-08	Sylvanie Williams College Prep

The Louisiana Board of Elementary and Secondary Education (BESE) approved the Louisiana Department of Education's (LDE) recommendation to authorize New Orleans College Prep to operate these schools.

If you have any questions, please do not hesitate to contact me by email [REDACTED] or phone [REDACTED]

Thank you,

[REDACTED]

Laura Hawkins
Charter Accountability Team
Louisiana Department of Education

Louisiana Believes



LOUISIANA DEPARTMENT OF EDUCATION

July 11, 2016

To Whom It May Concern:

I am writing to confirm that Sophie B. Wright (397001) has active LEA status as a type 5 charter school, as well as an active contract with the Department of Education.

The Louisiana Board of Elementary and Secondary Education (BESE) approved the Louisiana Department of Education's (LDE) recommendation to authorize the Institute for Academic Excellence to operate the school.

If you have any questions, please do not hesitate to contact me by email [REDACTED] or phone [REDACTED]

Thank you,

[REDACTED]

Laura Hawkins
Charter Accountability Team
Louisiana Department of Education

Louisiana Believes



LOUISIANA DEPARTMENT OF EDUCATION

June 28, 2016

To Whom It May Concern:

I am writing to confirm that Success Preparatory Academy has active LEA status as a type 5 charter school, as well as an active contract with the Department of Education.

The Louisiana Board of Elementary and Secondary Education (BESE) approved the Louisiana Department of Education's (LDE) recommendation to authorize Success Preparatory Academy to operate the school.

If you have any questions, please do not hesitate to contact me by email [REDACTED] or phone [REDACTED]

Thank you,

[REDACTED]

Laura Hawkins
Charter Accountability Team
Louisiana Department of Education

Louisiana Believes

**NOLA TIF Project
TIF Application Requirements Checklist**

<p>(a) p. 3-8; Appendix F3</p> <p>(1) p. 3-4</p> <p>(2) p. 5-7</p> <p>(3) p. 7; 14-17</p> <p>(4) p. 7-8; Appendix F3</p>	<p>Absolute Priority: An LEA-wide Human Capital Management System (HCMS) with Educator Evaluation and Support Systems at the Center.</p> <p>(a) To meet this priority, the applicant must include, in its application, a description of its LEA-wide Human Capital Management System (HCMS), as it exists currently and with any modifications proposed for implementation during the project period of the grant.</p> <p>(1) A description of how the HCMS is or will be aligned with the LEA’s vision of instructional improvement;</p> <p>(2) A description of how the LEA uses or will use the information generated by the Evaluation and Support System it describes in its application to inform key human capital decisions, such as decisions on recruitment, hiring, placement, retention, dismissal, compensation, professional development, tenure, and promotion;</p> <p>(3) A description of the human capital strategies the LEA uses or will use to ensure that High-Need Schools are able to attract and retain effective Educators.</p> <p>(4) Whether or not modifications are needed to an existing HCMS to ensure that it includes the features described in response to paragraphs (1), (2), and (3) of this priority, and a timeline for implementing the described features, provided that the use of evaluation information to inform the design and delivery of professional development and the award of performance-based compensation under the applicant’s proposed Performance-based Compensation Systems in High-Need Schools begins no later than the third year of the grant’s project period in the High-Need Schools listed in response to paragraph (a) of Requirement 2--Documentation of High-Need Schools.</p>
<p>(a) p. 8-9; Appendix F3</p> <p>(1) p. 8; Appendix F3</p> <p>(2) p. 9; Appendix F3</p>	<p><u>Requirement 1: Implementation of Performance-based Compensation Systems:</u></p> <p>Each applicant must describe a plan to develop and implement Performance-based Compensation Systems for teachers, principals, and other personnel in High-Need Schools in LEAs, including charter schools that are LEAs.</p> <p>Applications must: address how applicants will implement Performance-based Compensation Systems as defined in this notice.</p> <p>Applicants also must demonstrate that such Performance-based Compensation Systems are developed with the input of teachers and school leaders in the schools and LEAs to be served by the grant.</p>

NOLA TIF Project

TIF OPTIONAL HIGH-NEED SCHOOL ELIGIBILITY CHECKLIST	
<p>p. 9-14</p>	<p>For determining the eligibility of a “high-need school,” the Department is only aware of data regarding free and reduced price school lunches (FRPSL) as available to schools and LEAs.</p> <p><input checked="" type="checkbox"/> (a) A list of High-Need Schools in which the proposed TIF-supported Performance-based Compensation Systems would be implemented;</p> <p style="text-align: center;">AND</p> <p><input type="checkbox"/> (b) For each High-Poverty School listed, the most current data on the percentage of students who are eligible for free or reduced-price lunch subsidies under the Richard B. Russell National School Lunch Act or are considered students from low-income families based on another poverty measure that the LEA uses (see section 1113(a)(5) of the ESEA (20 U.S.C. 6313(a)(5))). Data provided to demonstrate eligibility as a High-Poverty School must be school-level data; the Department will not accept LEA- or State-level data for purposes of documenting whether a school is a High-Poverty School;</p> <p style="text-align: center;">AND</p> <p><input type="checkbox"/> (c) For any Priority Schools listed, documentation verifying that the State has received approval of a request for ESEA flexibility, and that the schools have been identified by the State as priority schools.</p>



APPENDIX C

Logic Model

New Schools for New Orleans (NSNO) TIF Grant Logic Model

INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES
<p>TIF grant funding to support design/refinement of PBCS and teacher career pathways for 6 CMOs</p> <p>CMO increasing cost share for PBCS supplements TIF funding each year to ensure financial sustainability</p> <p>Experienced project management team ensures CMO PBCS and TIF goals align; strong operational and financial management ensures TIF project is managed with fidelity</p> <p>CMO supports in place through prior TIF grant lay groundwork for expanding HCMS to PBCS and pathways</p> <p>Prior successful partnerships with high-quality technical assistance (TA) providers, TNTP and Relay, provide crucial support and build CMO capacity to sustain initiatives</p>	<p>Design/Refine PBCS</p> <ul style="list-style-type: none"> • Incorporate two annual observations / student achievement measure • Include educator input • TNTP provides TA on design, evaluation <p>Educator Evaluation System</p> <ul style="list-style-type: none"> • Communicate performance standards • Norm observers on rubric • Observe and provide feedback to educators • Identify growth areas <p>Differentiated PD</p> <ul style="list-style-type: none"> • Offer differentiated coaching and PD, including Relay NPAF for leaders • Build pathways that offer effective teachers opportunities to develop • Mentor teachers provide Relay residents with support based on individual needs 	<p>Design/Refine PBCS</p> <ul style="list-style-type: none"> • 100% of educators receive information about PBCS • Retention of educators earning PBC outpaces those who do not <p>Educator Evaluation System</p> <ul style="list-style-type: none"> • 100% of observers trained on rubric used to evaluate educators <p>Differentiated PD</p> <ul style="list-style-type: none"> • 100% of CMO partners offer differentiated PD to educators 	<p>Short-term:</p> <ul style="list-style-type: none"> • Educator skill development • Effective teachers able to maximize strengths in career pathway <p>Medium-term:</p> <ul style="list-style-type: none"> • Change in instructional practice • Shared understanding of excellent instruction • Retention of effective educators and removal of underperforming educators not responsive to supports • CMO sustains PBCS and pathway after project period <p>Long-term:</p> <ul style="list-style-type: none"> • Improved student achievement and life outcomes
CONTEXT			
<p>External Factors:</p> <ul style="list-style-type: none"> • Highly decentralized system of schools allows for CMO autonomy in exchange for increased accountability • In 2015-16, 92% of public school students attended charter schools citywide • Citywide, 91% of public school students are students of color and 82% of students are economically disadvantaged • Varying knowledge of high-quality PBCS and teacher career pathways among CMOs • More rigorous content standards in Louisiana require changes in educator knowledge and skill 			



APPENDIX D1

Resumes of Key Personnel

CMO Team

RELEVANT EXPERIENCE

Collegiate Academies

New Orleans, LA

CEO

2012 - Present

- Ensure organization is fiscally solvent, operationally and legally compliant, and financially and operationally on track for expansion
- Oversee hiring of school based and network wide staff of over 150 people
- Effectively manage school leaders, school leaders in training, and central office staff
- Oversee management of public and private grants and market school to donors and community members
- Oversee development of rigorous academic curriculum that supports the needs of all scholars
- Manage all governing board relations and oversee all board reporting

Sci Academy

New Orleans, LA

Founder and School Director

2007-2012

- Led all start-up operations of high-impact charter high school, currently the highest performing open-enrollment high school in the district
- Crafted strategic vision for schools to maximize impact on high school students in New Orleans
- Successfully created academic curriculum and school cultural practices and routines with the goal of preparing each scholar for college success
- Hired all school staff with goal of ensuring all scholars were taught and challenged.

New Orleans Charter Science and Mathematics High School

New Orleans, LA

Assistant Director & Teacher

2006-2007

- Successfully authored and managed charter application for second school (New Orleans Charter Science and Math Academy)
- Developed, implemented and managed a broad range of Human Resources practices, including:
 - Planned and supervised teacher recruitment; managed summer teacher hiring
 - Drafted Faculty and Employee Handbook
 - Created communication protocol for all school employees.
 - Co-created teacher evaluation system for school
 - Organized and submitted personnel data for the state of Louisiana.
- Effectively displayed strong financial management and fundraising skills by:
 - Managing \$1 million FEMA grant that provided school with extensive curricular materials
 - Co-creating Title I Budget
 - Presenting school to outside funders
- Led curriculum development efforts for Humanities Department
 - Co-created school literacy initiative to evaluate and remediate 100% of student body to grade-level reading
 - Co-created social studies curriculum
 - Created and coordinated humanities curriculum enrichment with Facing History and Ourselves
 - Taught social studies to grades 10-12

The McCormack Middle School**Boston, MA***Teacher*

September 2005-May 2006

- Taught 8th Grade English Language Arts full-time in conjunction with Massachusetts state licensure program
- Co-created 8th grade advisory team

Cambridge Rindge and Latin Public School**Cambridge, MA***Teacher*

Summer 2005

- Taught high school English full-time in conjunction with Massachusetts state licensure program

St. Mary's Academy**New Orleans, LA***Teacher*

2002-2003

- Taught high school English and Dramatic Arts
- Created American Literature and school Drama curriculum
- Coached Speech and Debate Team

FACULTY AND TRAINING POSITIONS

-
- | | |
|---|--------------|
| <input type="checkbox"/> Relay Graduate School of Education , New York, New York | 2013-Present |
| <input type="checkbox"/> New Leaders for New Schools , New York, New York | 2010-2013 |
| <input type="checkbox"/> Leading Educators , New Orleans, LA | 2010-2015 |
| <input type="checkbox"/> Teach For America , New Orleans, LA | 2009-Present |
| <input type="checkbox"/> teachNOLA , New Orleans, LA | 2009-2011 |

EDUCATION**Harvard Graduate School of Education****Cambridge, MA** *Master**of Education, Learning and Teaching*

2005-2006

- Co-Founder and Co-Leader of annual HGSE New Orleans Volunteer Week
- Co-Founder and Co-Leader of Crossroads: Program for Geographic Diversity in Education
- Winner of Jack Kent Cooke Full Tuition Merit Scholarship
- Coursework in Teaching/Curriculum, School Supervision & Design, and Educational Economics
- GPA: 4.0

Yale University**New Haven, CT***Bachelor of Arts in English Language and Literature*

1998-2002

- Graduated Magna Cum Laude, Phi Beta Kappa, with Distinction in the Major

MEDIA RECOGNITION

-
- Featured in the New Orleans Times Picayune article, "Sci Academy a bright spot in New Orleans", November 8, 2010
 - Featured on The Oprah Winfrey Show as one of six groundbreaking charter schools in the United States, September, 20, 2010
 - Sci Academy named #2 High School in Louisiana by USNews and World report, 2014
 - Collegiate Academies named "Best Place to Work" by City Business and Ben Marcovitz is named by Gambit in the top 40 under 40 in New Orleans, 2015

JAY ALTMAN

Professional Experience

SCHOOL DEVELOPMENT AND LEADERSHIP

- 2008 - present **CEO, FirstLine Schools**, New Orleans, LA (www.firstlineschools.org)
FirstLine Schools is a non-profit charter management organization whose mission is to create and inspire great public schools in New Orleans. FirstLine Schools currently operates five charter schools: S.J. Green Charter School, Arthur Ashe Charter School, Phillis Wheatley Community School, Langston Hughes Academy, and Joseph S. Clark Preparatory High School.
- 2005 - 2008 **Director of Education, ARK Schools**, London England (www.arkonline.org)
ARK Schools is a network of non-selective state schools that are part of the academies program (similar to charter schools) in England. Responsibilities included:
- Designing the educational model for the network, including curriculum, formative assessment practices, professional development practices, and approaches to building school culture
 - Recruiting and training school leaders and teachers
 - Working with architectural teams to design five new campuses
 - Developing and implementing initial administrative and talent management systems
- 1998 - 2005 **Co-founder and Principal, New Orleans Charter Middle School**, New Orleans, LA
New Orleans Charter Middle School, the first charter school in New Orleans, was an open-admissions school that promoted academic achievement and healthy social and emotional development of 360 adolescents in grades 6 through 8. NOCMS was identified by The Center for Education Reform as a “Best Bets” charter school for “having made exceptional progress.”
- 1997 - 1998 **Assistant Director, James Lewis Extension School**, New Orleans, LA
Major responsibilities similar to above. Co-wrote charter proposal to convert the school into New Orleans Charter Middle School.
- 1992 - 1995 **Founder and Teacher, James Lewis Extension School**, New Orleans, LA
Worked with a group of parents and New Orleans Public Schools to found this public middle school.

NON-PROFIT ORGANIZATIONAL DEVELOPMENT AND LEADERSHIP

- 2008 - present **Founder and Member of Board of Directors, Leading Educators,** New Orleans, LA (www.leadingeducators.org)
Leading Educators is a non-profit organization that aims to develop outstanding mid-level teacher leaders who will close the achievement gap in high-poverty public schools. The program builds the leadership talent pipeline and increases student achievement at these schools by identifying, retaining, and developing high potential teacher leaders. Leading Educators began in New Orleans in 2008 and is now expanding to additional cities nationally.
- 2005 - present **Co-Founder and Trainer, Future Leaders,** London England, (www.futureleaders.org.uk)
Future Leaders trains aspiring school leaders across England to become principals of non-selective urban schools who have the skills and mindsets to close the achievement gap and create a positive school culture.
- 1990 - 1993 **Founder and Director, New Orleans Summerbridge,** New Orleans, LA
Responsible for administrative oversight, teacher training, student support services, and fundraising for this academic preparation program for middle school students and teacher training program for high school and college students.

TEACHING

- 1988 - 1992 **Teacher, Isidore Newman School.** New Orleans, LA
Taught seventh through twelfth grade Language Arts, Humanities, Advanced Composition, World Literature, and Ethics. Also directed high school drama productions, served as advisor to the high school Wilderness Club, and coached seventh grade soccer.

OTHER RELEVANT EXPERIENCES

- 2015 - present **Member, Founding Board of Directors, LOOP NOLA,** New Orleans, LA
LOOP NOLA (Louisiana Outdoors Outreach Program, New Orleans) provides positive, life-changing outdoor experiences for children and youth in Greater New Orleans.
- 2012 - present **Member of Board of Directors, Teaching Trust,** Dallas, TX
Teaching Trust programs prepare educators to lead change from the "inside out" by developing the values and skills essential to transformational school and district change.
- 2010 - 2013 **Member of Board of Directors, New Leaders,** New York, NY
NLNS is a national non-profit organization whose mission to ensure high academic achievement for every student by attracting and preparing outstanding leaders and supporting the performance of the urban public schools they lead at scale.
- 2007 - 2008 **Co-Founder, Teaching Leaders.** London, England.

Teaching Leaders is a mid-level school leadership professional development program focused on the direct improvement of open admissions urban schools in England and on building a leadership pipeline of highly committed and skilled educators for these schools.

1993 - 1995 **State Advisory Board Member, Delta Service Corps.** Baton Rouge, LA
Served as board member of Louisiana's first national service program, an AmeriCorps demonstration project.

EDUCATION

2013 - present **Pahara Fellow, Aspen Institute,** Aspen, CO

1996 - 1997 **Harvard Graduate School of Education, Harvard University.** Cambridge, MA
Master of Education.

1995 - 1997 **Harvard Divinity School, Harvard University.** Cambridge, MA
Master of Theological Studies.

1983 - 1987 **Williams College.** Williamstown, MA
Bachelor of Arts, Religion Major.

1985 - 1986 **School of Oriental and African Studies, University of London.** London, England.
Studied Asian cultures and religion.

AWARDS

The 2015 Enduring Impact Award, Orleans Public Education Network, given to educators whose skill, practice, and advocacy have had a resounding influence on their students and the education landscape as a whole.

Social Entrepreneur of the Year, awarded by Tulane Business School, 2012

Lyndhurst Prize, a national fellowship awarded by the Lyndhurst Foundation, Chattanooga, TN, for "significant and distinctive contributions in community service and leadership."
Awarded 1994 - 1995.

PUBLICATION

"Existing Models, New Locations: Challenges of Replicating Success." *Social Policy*, Fall, 1993.

RHONDA KALIFEY-ALUISE

EDUCATION

University of New Orleans

M.A., English

2002

Thesis: "Interpreting Southern Heroism. Scarlett O'Hara and Richard Wright"

Honors: Distinction on Comprehensive Examinations

University of Virginia, Curry School of Education

M. Ed.

1997

Thesis: "A Case Study: Academic and Vocational Skills to Assist Students with Learning Disabilities in Transition from School to Work"

Honors: Admitted to Omicron Delta Kappa, lifetime member

Tulane University

B.A., English, History

1992

Honors: Graduated Cum Laude

Awarded the Tulane Legislative Scholarship (full tuition)

Mortar Board, Historian, 1990-1992

Selected as member of Newcomb Daisy Chain, 1991

CERTIFICATIONS

Secondary English (Texas and Virginia); Special Education (Virginia)

EXPERIENCE

KIPP New Orleans Schools, New Orleans, LA

2007-Present

Executive Director

Lead the work of a \$56M network of 11 high-performing, open-enrollment charter schools serving over 4,400 students to meet academic, financial, and operational goals

KIPP New Orleans Schools, New Orleans, LA

2005-2006

Board Member

Ensure that the academic program of KIPP Philips Academy, a growing 5-8th grade charter school, is successful, that the school is a viable, financially stable organization.

Teach For America, New Orleans, LA

2001-2012

Advisory Board Member

Served as member of advisory board that assists local Teach For America Executive Director and her staff.

Teach For America Alumni Organization, New Orleans, LA

1998-2004

Chapter Leader

Coordinated all local Teach For America alumni activities.

The Adjustment Program, Alternative High School, Lafayette, LA 1997-1998
Special Education Teacher

Taught students with learning and behavior disorders who had been expelled from their regular high schools. Responsibilities included creating and implementing a social skills curriculum.

Fluvanna County High School, Palmyra, VA 1994-1997
Special Education Teacher

Taught students with learning and conduct disabilities in resource, self-contained, and inclusion settings. Coached varsity cross country and tennis teams. Sponsored Drug Awareness and Future Teachers Clubs and served on Academic Affairs Committee. Selected as mentor/master teacher for first year teachers.

Hartman Middle School, Houston, TX 1992-1994
Seventh Grade English Teacher

Coached girls basketball team, sponsored students in national poetry contest, served on Curriculum and Discipline Committees, elected to serve as Cluster Coordinator for 150 seventh grade students and five teachers. Honored as "Outstanding Cluster Coordinator," 1993-94, and for "Outstanding Faculty Presentation," 1993-94.

Teach For America, Houston, TX 1992-1994
Corps Member

Attended six week training program at California State University Northridge, taught for two years in Houston Independent School District, participated in fundraising, advocacy, and community outreach programs.

AWARDS AND MEMBERSHIPS

Peter Jennings Award for Civic Leadership, 2012

Young Leadership Council Role Model, 2010

Panhellenic Council, President 1991-92, Vice President 1990-91 Chi Omega Sorority

Celebrate Difference, Tulane University Multi-Cultural Club

David A. Parker (Andy)

"Another amazing year with Andy

Parker! He has challenged me to

think deeper, pushed me to act

with purpose, and supported me

through difficult days of

instructional leadership."

-Jenene Coulon, Assistant

Principal, Audubon Elementary

School

"...Dr. Parker's leadership has

produced outstanding academic

and co-curricular results. Believing

that high expectations and

outstanding performance in

Professional Profile

Proven leader who seeks to use his leadership and motivation skills to improve organizational effectiveness.

- Holds a Ph.D. in Educational Leadership
- IC3 Certified Professional (Internet and Computing Core Certification)
- Dedicated to dynamic, results-oriented leadership

Employment: Duties and Accomplishments

New Orleans College Prep Schools

2015 - Present

New Orleans, LA

Co-CEO/Chief Schools Officer

- Chief Academic Officer (September 2015 - February 2016; then Co-CEO)
- Exemplify and promote organizational values in daily work
- Set vision and strategy for instructional and curricular initiatives in line with mission
- Set vision and strategy and meet network expectations for school culture, instructional leadership, human resource management, and professional development for organization
- Meet annual goals for schools and network around student retention, student attendance, suspensions, staff retention
- Coach and manage three principals, directors of academics – math and literacy, director of special education, director of data, director of co-curricular programs, and Senior Director of Schools

Achievement Network, Louisiana Network

2013 – 2015

New Orleans, LA

Director, School Support

- Serve as a leadership coach for school leaders, including inspiring and motivating teams, systems and operational leadership, school-wide change management, and talent and culture leadership
- Support leaders in leveraging effective school-wide practices to build a culture that accelerates student achievement
- Develop leaders' ability to maximize the teaching and learning cycle at the daily, weekly, monthly, and annual levels
- Develop leaders and teachers on effective use of data from the ANet interim assessments to target student misunderstandings and improve teacher practice
- Design and lead professional development sessions for school leaders and

<p><i>academics and co-curricular activities go hand in hand, Dr. Parker has pushed his staff and students to capture seven state championships, obtain the highest scholarship offerings in the school's history, and obtain one of the highest graduation rates in the state."</i></p>	<p>teachers</p> <ul style="list-style-type: none"> ● Represent network in national ad-hoc roles that further the work of the organization (Literacy Mind Trust, New Partnerships, Offsite Steering Committee, New Coach Mentor, LGBT Affinity Group Facilitator)
<p>Dr. Rebecca Ladner Superintendent, Bay-Waveland School District</p>	<p>Bay High School, Bay-Waveland School District 2008 – 2013</p> <p>Bay St. Louis, MS High School Principal</p> <ul style="list-style-type: none"> ● Reorganized the high school in 2008 to establish positive discipline, increased academic performance, and improved performance in the arts and athletics ● Implemented and maintained a positive behavior program for the school that celebrated academic achievement, attendance, and appropriate behavior. ● Hired, supervised, and evaluated the instructional and support staff, including certified and non-certified employees (appx. 65) ● Managed the daily operations that supported approximately 540 students, both instructionally and operationally ● Coached instructional staff to meet quarterly goals in student achievement ● Planned and managed a budget consisting of federal, state, and local dollars, including grants and outside donations ● Led and managed community relations for the school and school district ● Increased student achievement for five consecutive years, 2008 – 2013 ● Increased QDI (Quality Distribution Index) School Rating from 170 (Successful School) to 197 (High Performing) over 4- year period. ● Increased Pass Rate and Number scoring Proficient and Advanced significantly over 4-year period, especially in English II and Algebra I ● Narrowed the gap between racial subgroups taking the SATP tests. ● Implemented school data rhythms to focus on student achievement. ● Increased number of state championships from zero to seven in five years. ● Reduced School Violence and Fighting Incidents to almost zero in a five-year period ● Obtained National Model School Status for our retention and graduation efforts, Jostens Commit to Graduate Program ● Obtained and Maintain one of the highest completion/lowest dropout rates in the State of Mississippi ● Selected as Administrator of the Year for Bay-Waveland School District, 2010 ● Awarded Resilient Citizen Award from the City of Bay St. Louis for efforts to address resiliency in students dealing with bullying and catastrophic events, 2010
<p><i>"...Dr. Parker has been successful in moving schools and districts to perform at higher levels. His use of humor and his charisma create energy in an organization that inspires people to perform to their fullest potential."</i></p>	<p>Pascagoula School District 1999-2008</p> <p>Pascagoula, MS</p> <p>Assistant Superintendent, Curriculum and Instruction 2006-2008</p>
<p>Dr. Pat Joachim, Former</p>	

<p>Colleague and C.E.O., University of Southern Mississippi, Gulf Park</p>	<ul style="list-style-type: none"> ● Supervised the curriculum and instruction for a large school district of approximately 7,000 students and 500 employees ● Managed four curriculum specialists and a teacher resource center ● Supported operations and supervised evaluations of seven secondary school principals, including two high schools, three middle schools, a vocational center, and an alternative school ● Planned, managed, delivered, and evaluated the professional development of employees in the school district ● Coordinated the alternative licensure of educators hired in the district. ● Served on the district leadership team to steer district's direction and strategic planning ● Led the district's successful accreditation process ● Trained district leaders at monthly leadership meetings ● Coached principals to meet academic and institutional goals ● Coached struggling teachers and administrators ● Managed multiple district budgets and coached principals in the development of school budgets ● Served as a liaison between parent and community groups within the district
<p><i>...Andy headed the steering committee that developed topics and led our monthly "Collegial Conversations" breakfasts for area administrators. Those attending highly rated the breakfasts and deemed them as "the best professional development" they had as administrators."</i></p>	<p>Principal, Gautier Middle School 2001 – 2006</p> <ul style="list-style-type: none"> ● Reorganized the middle school in 2001 to establish positive discipline and increased academic performance ● Hired, supervised, and evaluated the instructional and support staff, including certified and non-certified employees (appx. 50) ● Managed the daily operations that support approximately 850 students, both instructionally and operationally ● Coached instructional staff to meet yearly goals in student achievement ● Managed a budget consisting of federal, state, and local dollars, including grants and outside donations ● Increased student achievement for five consecutive years ● Awarded Administrator of the Year, 2001-2002 SY, 2005-2006 SY ● Led District Middle School Recovery after Hurricane Katrina
<p>Dr. Gaylynn Parker, Former Colleague, Author, and Former Associate Dean of Department of Leadership, University of Southern MS</p>	<p>Assistant Principal, Gautier High School 1999 – 2001</p> <ul style="list-style-type: none"> ● Supervised Student Discipline Program ● Supervised Student Attendance and Attendance Clerk ● Organized and Supervised Student Activities and Sponsors ● Supervised Staff Attendance and assigned personnel evaluations ● Served on various school and district committees ● Increased and strengthened community relations with the school ● Led faculty meetings and conducted professional development
<p><i>"I have come to learn that my</i></p>	<p>Gulfport School District 1993 – 1999</p>

<p><i>ability to motivate people to reach common goals, whether they are academic, sports-related, institutional, or personal, is one of my gifts. Once I realized and embraced that gift, I have spent two decades perfecting its power."</i></p> <p>Andy Parker</p>	<p>Curriculum Coordinator, Gulfport High School 1997 – 1999</p> <ul style="list-style-type: none"> Planned , implemented, and evaluated professional development Observed teachers and modeled lessons Coordinated school-wide curriculum mapping Implemented school-wide lesson plan template and process Served as a liaison between two feeder middle schools and comprehensive high school to coordinate curricula horizontally and vertically Coordinated educational material and software for instructional program
	<p>Teacher, Gulfport High School and TLC Alternative School 1993 – 1997</p> <ul style="list-style-type: none"> District Teacher of the Year, 1996
	<p>Stone County School District, Teacher 1989 – 1993</p>
	<p>Education and Certifications</p> <p>Ph.D. Educational Leadership University of Southern Mississippi, Hattiesburg, MS. 2002</p> <p>M.Ed. Educational Administration and Supervision University of Southern Mississippi – Gulf Park, Long Beach, MS. 1992</p> <p>B.S. English Education Mississippi State University</p> <p>Professional Certifications NY State Administrator’s License. Permanent MS State Administrator’s License. Expires 2018 IC3 Certification, Obtained 2010</p>
	<p>Community Affiliations</p> <ul style="list-style-type: none"> Big Easy Cocktail Club Micro Fundraising Group, Co-founder, 2013 to present United Way of South Mississippi, Education Campaign Leader, 2013-2014 Hancock County Youth Leadership Steering Committee, 2012-2013 Hancock County Strategic Plan Implementation Committee, 21st Century Workforce Development, 2011 - 2012 Graduate, Hancock County Leadership Program, 2011 Rotary Club of Bay St. Louis, 2009 – 2014 Co-Founder, Mind, Body, Spirit Foundation, the Educational Component to the Hancock County Foundation (Over \$50,000.00 in scholarships to date) Board of Directors, Humane Society of South Mississippi, 2004 – 2009; President, 2007, 2008

NATALIE KAHARICK

EXPERIENCE

New Orleans College Preparatory Academies

New Orleans, LA

Co-CEO / Chief Operating Officer

February 2016 – Present

- Vision and determine organizational strategy for a charter school network employing 220 people and serving 1500 students across four schools
- Ensure rigorous academic outcomes for NOCP students in conjunction with Co-CEO / Chief of Schools
- Co-report to NOCP's Board of Directors regarding performance and sustainability of schools
- Manage performance of a team of NOCP staff including the Chief Financial Officer, Senior Director of Strategy and Development, Director of Communications, Director of Operations, Director of Facilities, Network Administrator, Director of Talent and Human Resource Manager
- Prior responsibilities listed below as Chief Operating Officer

Chief Operating Officer

April 2014 – February 2016

- Source vendors for food service, transportation and security services and enforce performance standards as defined by contracts
- Coordinate the centralized enrollment process, including reporting, projections, and policy changes
- Oversee all facilities-related services, maintenance and capital infrastructure
- Manage technology and school network infrastructure; ensuring compliance with governmental regulations
- Administer procurement and contract processes for all NOCP schools
- Support annual organization-wide budgeting process and monitor shared school expenditures for non-instructional expenses
- Submit government grant applications and manage compliance with all public school regulations
- Serve as School Food Authority Administrator, managing programs and contract implementation, claims and reimbursement, audits, applications, technology and customer information
- Oversee the implementation and administration of school-specific safety and emergency procedures
- Ensure compliance with state assessment testing and reporting
- Monitor government compliance with regard to financial procedures, organizational structure and record keeping
- Compile and complete all state reporting requirements by required deadline ensuring full funding for schools

Director of Operations

February 2014 - April 2014

- Coached and mentored my replacement at the Middle School to achieve a seamless transition
- Trained with outgoing Chief Operating Officer to assume duties in April 2014

Middle School Operations Manager

February 2011- February 2014

- Enroll students and maintain accurate student records
- Arrange transportation and class schedules for all students
- Manage custodial staff, front office staff and PE teachers
- Coordinate building repairs and improvements
- Establish and maintain relations with contractors and vendors
- Develop and implement emergency response protocols
- Purchase instructional and custodial supplies

- Administer the school's budget and appropriately code all financial transactions
- Coordinate logistics for field trips and athletic events
- Work with the security staff, food service team and nurse to ensure student safety and compliance
- Serve on the Middle School Leadership Team
- Planned and directed the move of the entire school over the summer of 2012

The Art of Living Foundation
Instructor and Program Coordinator

Washington, DC
 January 2008– January 2011

- Facilitated youth empowerment classes for 500 university students and 850 high school students nationwide
- Launched 15 university programs (University of Texas, Stanford, Carnegie Mellon, USC, UCLA)
- Established and maintained media contacts and government relations for programs
- Organized international excursion to India for 200 students in 2008 & 2009
- Expanded the university instructor base from 5 to 115 in less than 2 years
- Organized a 1200 person event in Milwaukee in less than 2 months in 2010
- Trained individuals in fieldwork: media relations, program development and best practices

International Association for Human Values
Director, Hurricane Katrina Relief Operations

New Orleans, LA
 August 2005 – December 2007

- Started IAHV's first operational offices in New Orleans, Baton Rouge, Lafayette, and Alexandria
- Recruited, trained and mentored 120 university students to volunteer and teach programs in the city
- Worked with social service agencies, community leaders and city and state government to establish programming and access for city residents to participate in trauma relief
- Managed operations for trauma relief workshops for 3,500 people in greater New Orleans
- Received proclamations from the City of New Orleans and State of Louisiana supporting IAHV's efforts
- Trained local volunteers to maintain the efforts

Carnegie Museum of Art
Assistant, Departments of Fine and Decorative Arts

Pittsburgh, PA
 January 2004 – June 2004

- Learned the systems of filing, cataloguing, preserving and classifying works of art
- Assisted a curator in planning the layout for an exhibition
- Researched and responded to public inquiries about the Museum's collection
- Initiated and maintained over 1000 curatorial files for an artist's archive
- Managed the tracking system and computer database for various artists' archives
- Cross-referenced database information in order to make corrections and updates for hundreds of work

EDUCATION

Duquesne University
 Honors College, Bachelor of Arts in Art History

Pittsburgh, PA
 May 2004

Semester at Sea
 A global studies program involving fieldwork and cross-cultural experience in ten countries.

Fall 2002

AWARDS and ACHIEVEMENTS

- New Orleans Regional Leadership Institute, Class of 2016
- New Leaders Council, Class of 2015
- Panel Speaker, National Charter Schools Conference, June 2015, New Orleans, LA
- Emerging Philanthropists of New Orleans, Class of 2013
- New Orleans College Prep - Core Values Spotlight Staff Member, August 2012

- Get on Board Training, March 2012
- Keynote Speaker, United Nations Association International Day of Peace, September 2010, Lansing, MI
- Panel Speaker, Youth and Social Innovation, January 2010, Washington, DC
- Vishalakshi Award for Outstanding Service “Hurricane Katrina Relief”, February 2009, Bangalore, India
- Panel Speaker, DC Women’s Conference, November 2008, Washington, DC
- Facilitator, Clinton Global Initiative University, March 2008, New Orleans, LA
- Presenter and Panel Speaker, United Nations Youth Conference, August 2007, New York, NY
- Panel Speaker, United Nations Youth Conference, August 2006, New York, NY
- Certification as an Instructor for the Art of Living Foundation, July 2004-July 2005, Montreal, QC

ACTIVITIES

- Orleans Parish School Board Unification Task Force
- Board Member, Teaching Responsible Earth Education. President of Board 2014-2016.
- Alumni Board, Emerging Philanthropists of New Orleans
- Member, Junior League of New Orleans
- Member, Impact 100
- Instructor of Youth & Adult Programs, Art of Living Foundation
- Member, Mystic Krewe of Nyx
- Certified Yoga Instructor, Sri Sri Yoga

SHARON LATTEN CLARK

EDUCATION:

2008 - Present	University of New Orleans PhD – Educational Leadership	New Orleans, LA
1998-1999	Northern Arizona University Administrative Certification	Phoenix, AZ
1994-1998	Xavier University Masters of Arts Degree/Education	New Orleans, LA
1991-1993	Houston Baptist University Masters of Science Degree/Human Resource Mgmt	Houston, TX
1985-1989	Xavier University Bachelor of Arts Degree	New Orleans, LA

EXPERIENCE:

2001-Present	<u>INSTITUTE OF ACADEMIC EXCELLENCE</u> <i>Sophie B. Wright Charter School</i> CHARTER SCHOOL DIRECTOR *Plan, coordinate and supervise day to day school operations *Implement and monitor all instructional programs *Develop and facilitate school-wide improvement plan *Organize student tutorial and summer school programs *Serve on District Leadership Team for Area Schools *Supervise staff of 65 employees *Hire and evaluate both certified and classified staff *Organize parent and community meetings and in-services *Develop Business Partnerships and School Sponsors *Facilitate and administer staff development in-services *Maintain and monitor school's budgets and payroll	New Orleans, LA
1999-2001	<u>ROOSEVELT SCHOOL DISTRICT</u> SCHOOL ADMINISTRATOR *Recruited and trained teachers for District Instructional Programs *Provided Instructional Leadership for teachers and staff *Conduct certified and classified staff evaluations *Supervised staff of 64 employees *Coordinated student activities and cultural programs *Maintained school budget, payroll and purchasing *Served as a liaison for school budget and local business partnerships *Administered and monitored student discipline program	Phoenix, AZ
1998-2000	<u>ROOSEVELT SCHOOL DISTRICT/</u> <u>SOUTH MOUNTAIN COMMUNITY COLLEGE</u> EDUCATIONAL LIASON/INSTRUCTOR *Served as a Liaison for district adult educational program *Instructed adult students in English Education. *Tutored adult students in GED Preparation Coursework.	
1997-1999	<u>ROOSEVELT SCHOOL DISTRICT</u> TECHNOLOGY SPECIALIST	Phoenix, AZ

1996-1999	<u>ROOSEVELT SCHOOL DISTRICT</u> ENGLISH/LANGUAGE ARTS INSTRUCTOR *Instructed students in English Grammar and Literature *Provided student instruction based on learning styles of students *Prepared and administered test and results to students *Provided student instruction utilizing multiple software programs *Performed staff and district in-service workshops *Set up and monitored Technology Instructional Program * Student Activities Director/Student Council Advisor * District Assessment Team Representative * Title One Committee-Secretary and Representative	Phoenix, AZ
1999-2001	<u>SYLVAN LEARNING CENTER</u> LANGUAGE ARTS/READING TUTOR *Tutored students in the area of Reading Comprehension, Language Arts and Grammar *Administered pre and post test to students *Prepared individualized instructional plan for each student	Chandler, AZ
1995-1996	<u>ORLEANS PARISH SCHOOL BOARD</u> ENGLISH/LANGUAGE ARTS INSTRUCTOR *Instructed students in English Grammar/Literature *Provided Language speech classes to students *Prepared and administered the LEAP test to students *LEAP remediation Instructor * Speech and Debate Coach	New Orleans, LA
1992-1994	<u>HOUSTON INDEPENDENT SCHOOL DISTRICT</u> ENGLISH/LANGUAGE ARTS INSTRUCTOR *Instructed students in English Grammar and Literature *Prepared and administered TASP test to students *Tutored students in Reading and Language Skills *Participated on textbook selection committee for new adoption *Site Team/Secretary *Cheerleader/Booster Club Coordinator	Houston, TX
1990-1992	<u>NATIONSBANK OF TEXAS</u> FINANCIAL ACCOUNTS REPRESENTATION *Prepared recommendations of customer's credit profiles *Managed extensive office operations on a daily basis relating to accounts payable and receivable procedures	Houston, TX

ADDITIONAL INFORMATION:

*Member of the Association for Supervision and Curriculum Development
 Member of the Louisiana School Leadership Center
 Member of the National Alliance of Black School Educators
 Member of Middle School High School Administrators Association
 Member of Alpha Kappa Alpha Sorority
 Member of Kappa Gamma Pi Graduate Honor Society
 Member of New Orleans Public Library Board
 Member of Tulane University Service Learning Program*

SPECIAL SKILLS:

APPLE-MACINTOSH CERTIFIED
 MOTOROLA AMBASSADOR TRAINING

REFERENCES:

Available upon request

EXPERIENCE

SUCCESS PREPARATORY ACADEMY (Grades K-8th) New Orleans, LA
July 2009 – Present
Executive Director, Co-founder

- Serve as the instructional, operational, and cultural leader of a transformation Title I public charter school (over 500 students), 100% free and reduced student lunch rate
- Over see and set annual \$6.8 million budget
- Manage 14 school leadership team members directly and oversee over 80 staff members
- Author various local, state, and federal grants which has brought over \$3 million to the school
- Manage annual national staff recruitment campaign
- Facilitate school governance with the Board of Directors
- School was recognized as Top Gains School in 2011, 2012, and 2013 by Louisiana’s Board of Elementary and Secondary Education (BESE)
- School received a five-year charter renewal in the fall of 2013 from Louisiana’s BESE

NEW SCHOOLS FOR NEW ORLEANS New Orleans, LA
July 2008 – June 2009
Fellow, Incubation Fellowship

- Co-authored and presented charter school application to Louisiana’s BESE
- Shaped mission, values, and key educational strategies for school
- Co-authored school development plan
- Assembled and trained leaders from various sectors in New Orleans to serve on school’s Board of Directors
- Designed and implemented national teacher recruiting campaign
- Created student recruitment plan and marketing strategies

CLEVELAND LIGHTHOUSE COMMUNITY SCHOOL (Grades K-6th) Cleveland, OH
April 2006 – July 2008
Founding Principal

- Served as instructional and operational leader of a Title I public charter elementary school, 100% free and reduced student lunch rate
- Supervised over 30 staff members, and provide coaching and mentoring to 21 instructors
- Oversaw average 1.8 years grade level growth in Language Arts and 2.3 in Math on SAT-10 exams during 2006-07 school year
- Managed student recruitment for over 300 students through door-to-door recruiting, hosting orientations, attending community meetings
- Designed and implemented national teacher recruiting campaign
- Authored yearly school improvement plan and set annual \$2.5 million budget

UNCOMMON SCHOOLS, INC. New York, NY
February 2006 - April 2006
Director of Special Projects, Excellence Academies Foundation

- Served as school liaison for transition to new \$32 million facility
- Managed daily operations task for Excellence Charter School of Bedford Stuyvesant
- Coordinated national teacher recruiting efforts

HARVARD UNIVERSITY Cambridge, MA
May 2005 - July 2005
Teacher Trainer, Summer Urban Program

- Devised and implemented curriculum for undergraduates teaching in under- performing schools
- Supervised, mentored, and evaluated undergraduates throughout training

TEACH FOR AMERICA San Jose, CA
August 2002 - August 2004
4th Grade Teacher, Hubbard Elementary School

- Increased student achievement by average of 2.0 grade levels in Language Arts and Math
- Represented school at district meetings on reform, co-authored school plan and analyzed school budget
- Contributed to 100% graduation rate in eighth-grade summer retention program

EDUCATION

HARVARD GRADUATE SCHOOL OF EDUCATION Cambridge, MA
2004 - 2005
Ed.M. in Education Policy and Management, June 2005

UNIVERSITY OF CALIFORNIA, BERKELEY Berkeley, CA
1997 - 2001
B.A., Political Science, December 2001

ADDITIONAL INFORMATION

- Advisory Board Chair, Leading Educators New Orleans
- Advisory Board Member, Teach For America Collective National Advisory Board
- Advisory Board Member, Urban Education Leaders Collaborative, Columbia University Teachers College
PR/Award # U374A160040
- Fluent in Bengali



APPENDIX D2

Resumes of Key Personnel

NSNO Team

JENNIFER KURTZ, CPA

SUMMARY

Nine years financial management plus eight years general accounting experience, with specific emphasis on financial reporting, non-profits, grant management and internal controls.

EXPERIENCE

New Schools of New Orleans, New Orleans, Louisiana

CFO

2015-Present

Responsible for all financial aspects of \$15M organization including budgets, forecasts, financial reporting, audit coordination, tax reporting, payroll, and banking. Managed three large federal grants (i3, TIF and CSP) all with multiple sub-recipients which were monitored for financial integrity. Trained federal sub-recipients on grant requirements and reimbursement guidelines. Prepared grant budgets, monitored spending, and reported on actual spending.

Managing Director of Accounting

2012-2015

Managed all aspects of grant reporting for a many federal and philanthropic grants. Trained federal sub-recipients on grant requirements and reimbursement guidelines. Prepared grant budgets, monitored spending, and reported on actual spending. Converted organization to a more robust software to allow for better tracking of funds and controls on financial data. Changed accounting structure to reflect the mission of the organization. Created organization's budget and monitored spending to budget. Created checks and balances for sub-recipient desk audits and improved the efficiency of the process.

International School of Louisiana, New Orleans, Louisiana

Director of Finance and Business Operations

2009-2012

Led a team of four in all aspects of finance, student data, and admissions for the school. Prepared financial statements and numerous industry specific reports. Transformed the department to create internal controls, improve financial statement quality and usability, and instituted checks and balances to track and verify information. Implemented a new accounting software, Blackbaud, and a new student record program, PowerSchool. Both implementations required an extreme amount of self-directed learning and logic application to customize the programs to fit the organization's needs. Tracked and prepared reimbursement requests for federal and state grants. Prepared annual budget for a \$6MM non-profit organization. Searched for cost savings when purchasing supplies and equipment, saving at least \$15K over the last 12 months. Provided support and assistance to directors across all disciplines within the organization. Presented financial statements to the finance committee offering analysis, identifying and providing explanations for variances.

Bernard & Franks, A Corporation of CPA's, Metairie, Louisiana

Senior Staff Accountant

2007-2009

Prepared financial statements, tax and informational returns, and numerous industry specific forms for all types of entities, primarily working with non-profits and construction companies. Worked directly with clients to assist them in all of their business needs including software training, process and control recommendations, and general accounting support. Assisted junior staff members as needed.

Lenovo, Research Triangle Park, North Carolina

2006-2007

World Wide Gross Profit Accountant/Analyst

Prepared and presented WW gross profit analysis to senior management. Communicated with geography teams to understand the driving forces behind gross profit variations and the effects of different products. As the EMEA (Europe, Middle East, & Africa) Measurement Lead I also prepared financial statement analysis for the EMEA geography. This included working with the EMEA and world-wide teams to come up with proper accounting treatments in unique situations. Acted as point of contact for all technical and accounting questions. Improved EMEA reporting by digging into issues to help everyone understand what was driving changes. Prepared revenue estimates. Successfully led an analytics project where our deliverable was to improve and standardize our analytics procedures world-wide. Our results were commended by our external auditors who will use the improvements to reduce the audit workload and reduce audit costs significantly.

Harrah's New Orleans Casino, New Orleans, Louisiana

2000-2005

Operations Controller (2004-2005)

Prepared monthly, quarterly, and annual reports as well as ad hoc analysis for senior management to make strategic decisions. Collaborated with departments property-wide to streamline and improve processes and to implement new technology. Automated many manual processes to increase efficiency, accuracy, and controls. Built relationships with internal and external auditors, department heads, and LA State Police. Increased the level of knowledge of a team of thirty by having an atmosphere where questions were welcomed, holding regular staff meetings, and taking a hands-on approach. Maintained internal controls. Developed and redesigned processes and controls. Responsible for the revenue audit of a casino with \$350 million in annual revenues.

Financial Reporting Manager (2003-2004)

Responsible for all aspects of financial statements including general ledger, income statement, balance sheet, and statement of cash flows. Analyzed account trends to ensure complete and accurate financial statements. Forecasted monthly financial results. Performed ad hoc analyses for senior management. Automated many manual processes to increase efficiency, accuracy, and controls. Assisted in the interpretations of historical financial information and predicted future results for budgeting purposes. Built relationships with internal and external auditors, department heads, and LA State Police. Mentored staff by delegating more difficult tasks and encouraging questioning things. Developed and redesigned processes and controls. Calculated and reported sales taxes. Researched accounting concepts and tax laws.

Senior Accountant (2000-2003)

Responsible for general ledger, balance sheet account reconciliations, variance explanations and account trends. Performed ad hoc analyses for senior managements. Assisted and reviewed the work of staff accountants. Calculated and reported payroll and sales taxes. Researched accounting concepts and tax laws.

Staff Accountant (2000)

Responsible for general ledger, balance sheet account reconciliations, variance explanations and account trends. Calculated and reported payroll and sales taxes.

Syndistar, Inc, New Orleans, Louisiana

2000

Accountant

Responsible for financial statements, general ledger, and inventory control. Calculated and reported payroll and sales taxes.

Dan Johnson, CPA, Chalmette, Louisiana

1998-1999

Accountant

Prepared personal and small corporation income tax returns. Compiled financial statements for clients. Taught Quickbooks to clients. Offered areas for potential cost savings to businesses. Presented financial statements and tax returns to clients. Calculated and reported payroll and sales taxes.

Jay West and Associates, CPA, Metairie, Louisiana

1998

Accountant

Prepared personal and small corporation income tax returns. Compiled financial statements for clients. Presented tax returns to clients. Calculated and reported payroll and sales taxes.

EDUCATION

University of New Orleans – B. S. in Accounting, 1998

Louisiana CPA license

Margaret Runyan-Shefa

Full-Time Experience

CO-CHIEF EXECUTIVE OFFICER
New Schools for New Orleans

2014 -present

Responsibilities: Co-develop NSNO's strategy and annual budget; oversee all aspects of NSNO's programming, school investment, human capital investment, human resources and organizational culture

CHIEF SCHOOLS OFFICER
New Schools for New Orleans

2010 -2014
New Orleans, Louisiana

Responsibilities: Contribute to development and execution of organizational strategy as leadership team member; Direct NSNO's new school development, school support programs, and Federal Teacher Incentive Fund Grant and human capital investment programs; Develop selection, training, and support model for implementing Federal i3 grant; Coordinate and evaluate school support providers; Serve as liaison on school quality for charter school boards.

MANAGING DIRECTOR OF SCHOOLS
New Schools for New Orleans

2009-2010
New Orleans, Louisiana

Responsibilities: Managed a team to support charter schools in the areas of leadership and instructional coaching and operations and finance; Planned and executed on-going leadership training for charter school leaders; Designed and implemented NSNO's school quality review process.

DIRECTOR OF INSTRUCTIONAL QUALITY
New Schools for New Orleans

2007-2008
New Orleans, Louisiana

Responsibilities: Provided instructional support and leadership coaching to three new charter middle schools; Designed and implemented instructional training for eight new school founders; Oversaw the implementation of benchmark assessments across six charter middle schools; Coached principals on using data to drive instruction; Catalogued and shared best practices within the network of New Orleans public schools.

FOUNDING PRINCIPAL
KIPP STAR College Prep Charter School

2003-2007
Harlem, New York

Responsibilities: Recruited, hired, managed, and evaluated all school staff; Trained teachers and staff on school pedagogy and school culture systems; Designed and implemented yearly professional development plans; Created and implemented organizational and instructional structures to accommodate school's growth; Oversaw annual recruitment and orientation of new students and parents; Worked with Board of Trustees to create annual budget; Reported KIPP STAR's financial and academic progress quarterly to its Board and annually to the New York State Department of Education and the State University of New York; Established and maintained partnerships with community-based organizations; Supervised multi-million dollar school facility renovation project; Responded to concerns from various members of the school community; Taught 5th Grade Thinking Skills, 6th Grade Writing, and 7th Grade Math as needed; Served as academic advisor to small groups of students.

Awards/Distinctions: Robin Hood Foundation's Hero Award 2004

FISHER FELLOW
KIPP School Leadership Program

2002-2003
New York, New York

Responsibilities: Attended programming at the HAAS School of Business, University of California-Berkeley for coursework in the areas of Organizational Leadership, Instructional Leadership, Operations Management, and Community Development; Planned and implemented the design of a charter middle school in Harlem, New York City, based on the Knowledge Is Power Program (KIPP) model; Formed Board of Trustees; Secured permanent school facility; Applied for and received a charter from the State University of New York; Recruited founding staff; Recruited founding students and parents; Secured over a half a million dollars in start-up funding from private and government sources.

MIDDLE GRADES TEACHER
The John A. Reisenbach Charter School

2000-2002
New York, New York

Responsibilities: Taught sixth grade (self-contained classroom), seventh grade literacy and social studies; Developed curriculum for sixth and seventh grades in new charter school; Initiated service learning after-school program; Implemented inter-disciplinary thematic project as Project Leader for \$20,000 New York Life Tech Power Grant; Served as the Faculty Representative on the Reisenbach Charter School Board of Trustees.

FIFTH GRADE TEACHER
Carver Elementary School

1997-2000
Indianola, Mississippi

Responsibilities/Positions Held: Fifth grade teacher and member of the Teach for America program; Team Teaching Pilot Program Developer; Chief Fundraiser and sponsor of the “Carver to the Capital” \$20,000 campaign which sent thirty fifth-graders to Washington, D.C.; District Trainer for Reading Tutors; District Representative, Mississippi End of Grade Level Testing Committee (Math, Grades 2-5); Recipient, IBJ Global Visions Grant for implementation of the self-designed “African Odyssey” Program; Member, Indianola School District Title I Committee; Founder and sponsor, Carver Safety Patrol Council; Founder and sponsor, Carver Elementary School Soccer Team.

Part-Time Experience

SCHOOL LEADER ADVISOR
KIPP Foundation

2005-2007

Responsibilities: Developed the Writing Project as a model for professional development in English; Assisted in recruiting and selecting Fisher Fellows; Participated in first-year school evaluations; Taught at the KIPP School Leadership Program’s Summer Institute at Stanford University; Hosted and served as mentor for Fisher Fellows; Presented at KIPP’s Annual Teacher Conference; Served as a member of the School Leader Advisory Council.

CORPS MEMBER ADVISOR
Teach for America

SUMMER, 1999
Houston, Texas

Responsibilities: Collaborated with a team of experienced teachers to train a group of approximately seventy first-year teachers to teach in urban and rural schools; Managed the training of sixteen teachers; Observed and gave feedback to teachers; Designed and facilitated workshops and training sessions.

Affiliations

Board Member, KIPP NYC

2006-2010

Academic Committee Member, KIPP Philadelphia Schools Board

2012-present

Board Member, Institute for Mental Hygiene

2015-present

Fellow, Pahara-Aspen Institute Fellowship in Education

2015-2016

Education

MASTER OF PUBLIC ADMINISTRATION
Harvard Kennedy School

June 2009
Cambridge, Massachusetts

B.A. INTERNATIONAL AFFAIRS
The George Washington University

May 1996
Washington, D.C

EDUCATION

Johns Hopkins University, Baltimore, MD

Ph.D. coursework completed 5/2013; M.A. in Sociology, 8/2011. Awarded five-year full tuition Institute of Education Sciences Predoctoral Fellowship from the U.S. Department of Education and three-year George E. Owen Graduate Fellowship for exceptionally qualified Johns Hopkins Ph.D. candidates.

University of New Orleans, New Orleans, LA

M.S. in Urban Studies, 5/2008. Awarded two-year full tuition Graduate Dean Scholarship, Outstanding Graduate Student Award in the Department of Planning and Urban Studies, and selected to join the Honor Society of Phi Kappa Phi for top 10% of graduate students. Overall GPA: 4.00/4.00.

Harvard University, Cambridge, MA

B.A. in History, *Cum Laude*, 6/2002. Awarded Dean's List every year, Marshall and Deborah Berkman Scholarship for achievements at Harvard-Radcliffe, Harvard College Scholarship and John Harvard Scholarship for academic achievement, William Scott Ferguson Prize for best history tutorial essay, and Vice Admiral E.P. Travers Scholarship. Overall GPA: 3.67/4.00.

Business Bridge Program, Tuck School of Business, Dartmouth College, Hanover, NH

Certificate of completion, 7/2001. Highly selective 30-day program providing rigorous introduction to economics, management, accounting, finance, marketing, and strategy through coursework taught by MBA faculty.

PROFESSIONAL EXPERIENCE

New Schools for New Orleans, New Orleans, LA

Senior Managing Director of Talent Development, 8/2013 – present

- Serve as Project Director of NSNO's federal Teacher Incentive Fund grant (S374A100034) and monitor grant activities
- Progress monitor grant activities of all organizations participating in NSNO's federal Charter Schools Program National Leadership Activities grant (U282N150020)
- Serve on NSNO's investment selection team for competitive grant competitions, including those for the launch, expansion, and replication of high-quality charter schools, such as NSNO's i3 grant and the New Orleans Charter Excellence Fund
- Oversee NSNO's investments in talent development organizations that recruit and train educators to increase student achievement
- Analyze citywide talent development needs in schools/charter management organizations and identify solutions

Fund for Educational Excellence, Baltimore, MD

Consultant, 7/2012 – 8/2012

Summer Program Manager, 6/2011 – 9/2011

- Oversaw overall project management for creation of new Accelerator Program for over-age and under-credited high school students in partnership with Baltimore City Public Schools (City Schools) and the Open Society Institute (OSI)—Baltimore
- Worked closely with senior City Schools district officials and principals to coordinate successful Accelerator Program launch
- Managed all aspects of recruiting, pre-screening, interviewing, and selecting the program's 12-person staff
- Oversaw interview process for City Schools' Attendance Communications Coordinator position, funded by OSI—Baltimore
- Managed work of coordinator for the *School Every Day!* program, an initiative funded by the Abell Foundation in partnership with City Schools to reduce chronic absenteeism among Baltimore students through community engagement
- Met regularly with funders to update them on progress of funded initiatives

National Summer Learning Association, Baltimore, MD

Summer Research Intern, 6/2009 – 8/2009

- Conducted site visits of summer learning programs in Indianapolis, IN and Baltimore, MD to assess program effectiveness and make recommendations for improvement

New Leaders for New Schools, New Orleans, LA

Project Manager, 2/2007 – 8/2008

- Assisted with all aspects of launching the New Orleans site post-Katrina to recruit, train, and support public school principals
- Oversaw local and national development efforts for the New Orleans program, including writing progress reports to funders
- Worked closely with Louisiana Department of Education officials to ensure program was in compliance with requirements as an alternative certification program for public school administrators
- Devised and implemented recruitment strategies in New Orleans and in cities with educators displaced from Hurricane Katrina
- Evaluated candidates' application materials and interviewed candidates applying to the program based on admissions rubric

Center for Public Service, Tulane University, New Orleans, LA

Summer Consultant, 7/2006 – 8/2006

- Redesigned the Race, Class, and Community training that all Tulane service learning students, student volunteers, and interns are required to attend before beginning service activities in New Orleans
- Created education-related training modules for students to attend prior to beginning service activities in public schools
- Trained new staff members on protocol and procedures for partnering with local public schools

Teach For America, Washington, DC and New Orleans, LA

Program Design Specialist, 12/2005 – 7/2006

- Oversaw creation and production of the 2006 Institute Student Achievement Toolkit (I-SAT), which was a new tool that all 2,400 incoming corps members used in their summer training in Atlanta, Houston, Los Angeles, Philadelphia, and New York
- Designed overall structure of I-SAT, a grade level and content area-specific binder of resources used to teach summer school, including state education standards to target, daily differentiated learning objectives, sample lesson plans, diagnostic assessments, and a bank of assessment questions for teacher-designed formative and summative assessments
- Ensured that I-SATs addressed state and district educational standards in all five cities
- Trained and directly supervised 70 teachers in Atlanta and Houston who created content/grade level-specific tools for the I-SAT
- Managed the Deputy Institute Directors in Los Angeles, Philadelphia, and New York City in their I-SAT projects

Office of Service Learning, Tulane University, New Orleans, LA

Senior Program Coordinator, 7/2004 – 11/2005

- Supervised 200 Tulane students each semester in their service learning course activities in public schools and non-profits
- Organized training sessions and on-site orientations to prepare students to work in low-income communities
- Led course lectures and discussions on race, class, poverty, and educational inequity based on relevant research
- Provided training and support for teacher candidates in Tulane's Teacher Preparation and Certification Program (TPCP)
- Served on TPCP's Advisory Board and participated in its certification process with the Louisiana Department of Education
- Co-facilitated semester-long faculty development seminar about service learning pedagogy and practice with Office of Service Learning Director/English Department Chair
- Met regularly with community partners and participating faculty to ensure their needs were met and to troubleshoot any issues

Teach For America/New Orleans Public Schools, New Orleans, LA

Fourth Grade Teacher, 8/2002 – 5/2004

- Selected from a competitive field (12% accepted) to join national corps of recent college graduates who commit to teach in under-resourced urban and rural schools for two years
- Led team of four other teachers as the Fourth Grade Chairperson during the 2003-2004 academic year
- Selected as Wicker's Content Leader for LINCS (Learning-Intensive Networking Communities for Success); facilitated communication about best practices for math instruction between staff at Our Lady of Holy Cross College and Wicker faculty

PUBLICATIONS

Slates, Stephanie, Karl Alexander, Doris Entwisle, and Linda Olson. 2012. "Counteracting Summer Slide: Social Capital Resources within Socioeconomically Disadvantaged Families." *Journal of Education for Students Placed at Risk (JESPAR)*, 17(3):165-185.

SELECT CONFERENCE PRESENTATIONS

Jack, Allison, Lina Musayev, and **Stephanie Slates**. March 2016. "State and Local Collaborative Efforts to Support Students with Disabilities and English Language Learners." U.S. Department of Education Charter Schools Program National Leadership Activities 2016 Meeting of Project Directors with SEA Grantees, Washington, DC.

Slates, Stephanie, Jennifer Cross, Meghan Mackay, and Avione Pichon. October 2015. "20/20 The Secret Sauce: Finding, Developing, and Keeping Great Teachers." Facilitated panel at the 8th Annual Louisiana Charter Schools Conference, Baton Rouge, LA.

Stuart, Elizabeth and **Stephanie Slates**. June 2011. "Treatment Effect Heterogeneity in Multi-Site Impact Trials." Poster presented at the 19th Annual Meeting of the Society for Prevention Research, Washington, DC.

Slates, Stephanie, Karl Alexander, Doris Entwisle, and Linda Olson. April 2010. "Summer Learning, Some Are Not: Characteristics of Low SES Students with High Summer Learning Gains During Elementary School." Paper presented at the 73rd Annual Meeting of the Southern Sociological Society, Atlanta, GA.

Slates, Stephanie and Vincent Ilustre. October 2005. "Using Research to Develop and Improve Your Service Learning Program." Presentation at the 34th Annual Meeting of the National Society for Experiential Education, Philadelphia, PA.

Slates, Stephanie. March 2005. "Service Learning Course Creation and Faculty Development: A Seminar Approach." Presentation at the 16th Annual National Service Learning Conference, Long Beach, CA.



APPENDIX E1

MOU from Partners

**Teacher Incentive Fund Grant
Partnership Memorandum of Understanding (MOU)**

This is a memorandum of understanding (MOU) between New Schools for New Orleans ("Lead Applicant non-profit organization"), Collegiate Academies ("Official Partner Organization"), FirstLine Schools ("Official Partner Organization"), KIPP New Orleans Schools ("Official Partner Organization"), New Orleans College Prep ("Official Partner Organization"), Sophie B. Wright Charter School ("Official Partner Organization"), and Success Preparatory Academy ("Official Partner Organization").

The purpose of this agreement is to detail the activities that each partner plans to perform, bind each Official Partner Organization to the assurances made by the Lead Applicant in the application, and outline the legal responsibilities of all partners in the implementation of an approved Teacher Incentive Fund grant project.

I. SCOPE OF WORK

The Scope of Work below indicates the activities the Lead Applicant and the Official Partner Organizations are agreeing to implement.

A. LEAD APPLICANT ACTIVITIES

1) *Grant Management:*

- a) Serve as the consortium member that applies for the grant;
- b) Assume legal responsibility for the use of all grant funds;
- c) Ensure that the project is carried out by partners in accordance with Federal requirements;
- d) Lead annual and final report writing and submission activities;
- e) Serve as the fiduciary agent for the disbursement of grant funds to partners;
- f) Serve as the primary point of contact for the external evaluator; and
- g) Serve as the primary point of contact for the Department for all project-related questions.

2) *Selection of Vendors:*

- a) Design and implement a Federally compliant selection process prior to making awards for subcontracts to vendors that are not named in the application;
- b) Monitor progress of vendors toward milestones.

B. OFFICIAL PARTNER ORGANIZATION ACTIVITIES

1) *Grant Implementation*

- a) Participate in all five years of the grant; partner organizations that withdraw from the grant before the grant period ends may have to repay TIF funds;
- b) Implement a performance-based compensation system (PBCS) for teachers and leaders by the third year of the grant;
- c) Commit to incorporating educator feedback in the design and ongoing improvement of the PBCS;
- d) Ensure that the PBCS is based on at least two annual observations and a measure of student growth each year of implementation;
- e) Commit to cover an increasing cost share of the PBCS during the life of the grant;
- f) Commit to sustaining the PBCS for teachers and leaders and any educator pathways designed through the grant after the grant expires; and
- g) Participate in all aspects of the federal grant evaluation.

2) *Grant Monitoring Requirements*

All Official Partner Organizations must participate in the following grant requirements. This list is not exhaustive, and exact deadlines and timing to partners will be determined immediately following award notification.

Area	Requirement
Communication	Create plan for communicating details about PBCS to teachers and administrators. Partners must provide evidence of this communication
Communication	Staff at partner organization must be surveyed for PBCS understanding and support with 75% or greater response rate. If respondents are not clear on the PBCS from survey results, partner organizations must follow up and clarify the misunderstood information
Communication	Create plan for sharing ongoing relevant information with school(s), partner organization leadership, and board
Communication	NSNO copies CEO on notes from monthly TIF check-ins
Data System	Complete school roster template provided by NSNO annually
Data System	Use NSNO-approved template to report on observation and student growth scores annually to validate data for PBCS reimbursements
Data System	Submit school and staff enrollment numbers
Evaluation System	Submit the observation rubric that used to evaluate staff members to NSNO. Any changes to the rubric must be approved by USDOE Program Officer and Louisiana Department of Education (if also used for LDOE Compass Evaluations)
Evaluation System	Evaluation system for eligible staff must include at least two annual observations and a student achievement measure; partner organization must provide annual documentation of evaluation system inputs
Evaluation System	All observers must be trained/normed on the rubric used to assess educator effectiveness; partner organizations must provide evidence of this training and that observers are normed
Evaluation System	Notify NSNO immediately if inputs to determine educator effectiveness change; requests must include updated communication plan for staff. Requests are subject to USDOE program officer approval (please note that at a minimum, effectiveness must be measured in part by at least two annual observations and an annual measure of student achievement)
Grant Administration	PBCS for teachers and leaders must be implemented by the third year of the grant
Grant Administration	Partner organization must commit to cover an increasing share of PBCS during each year of implementing the TIF 5 grant. After the grant ends, it must continue implementation of the PBCS covering 100% of funding from the partner organization

Grant Administration	Demonstrate that there has been educator feedback to design system and provide ongoing evidence of how feedback is incorporated into system design
Grant Administration	Partner organization shares information on how evaluation system results tie into decisions around recruiting, retention, PD, and promotion
Grant Administration	Partner organization shares information on how teacher and leader career pathways, if built, are linked to results from evaluation system
Grant Administration	Choose a point person to regularly communicate updates to the organization's leadership, coordinate grant activities, respond promptly to requests for information or input, and meet all required deadlines
Grant Administration	Coordinate point person to be responsible for collecting data associated with partner organization's evaluation system and ensure its accuracy
Grant Administration	Participate in monthly grant management meetings with NSNO, as well as other necessary meetings (e.g., rubric validation)
Grant Administration	Submit requests for funds, all required data and documentation, and other TIF-related materials by the requested deadline
Grant Administration	Annual surveys of all staff eligible for PBCS
Grant Administration	The partner organization's TIF liaison and finance staff member will participate in NSNO financial compliance training
Grant Administration	Ensure that all teachers and leaders are included in the PBCS

II. LEAD APPLICANT RECOURSE FOR PARTNER NON-PERFORMANCE

All partners are responsible for carrying out the activities to perform in this agreement and using the funds that it receives through this grant in accordance with the Federal requirements that apply to the grant. If the Lead Applicant determines that the partner organization is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the Lead Applicant grantee will take appropriate enforcement action, which could include a collaborative process between the Lead Applicant and the partner organization, or withholding funds.

III. ASSURANCES

Partners certify and represent that they:

- 1) Have all requisite power and authority to execute this Agreement;
- 2) Are familiar with lead applicant's Teacher Incentive Fund grant application;
- 3) Are committed to performing the activities outlined herein, if the proposed project is funded;
- 4) Meet the eligibility requirements outlined in the Notice Inviting Applications published in the Federal Register on May 31, 2016;
- 5) Will comply with all of the terms of the grant, the Lead Applicant's sub-contract, and all applicable laws and regulations, including laws and regulations applicable to the Teacher Incentive Fund, and the applicable provisions of the Education Department General Administrative Regulations (EDGAR); and
- 6) Will not make any material misstatements, either orally or in writing, to secure grant funds.

IV. MODIFICATIONS

This Agreement may be amended only by written agreement signed by each of the official partners.

V. DURATION/TERMINATION

This agreement shall be effective, beginning with the date of the last signature hereon and, if a grant is received, this agreement shall end upon the expiration of the grant project period, which is a term of five years. Any partner may terminate this agreement for cause based upon the failure of NSNO to comply with the terms and/or the conditions of the agreement by giving thirty (30) days written notice specifying the failure to the offending party. Likewise, NSNO may terminate this agreement for cause based upon the failure of the partner to comply with the terms and/or the conditions of the agreement by giving thirty (30) days written notice specifying the failure to the offending party. If within thirty (30) days after receipt of such notice, the offending party shall not have either corrected such failure or, if the failure cannot be corrected in thirty (30) days, or begun in good faith to correct said failure, then the agreement shall terminate on the date specified in such notice.

VI. SIGN

Representative of Applicant New Schools for New Orleans

Signature/Date

Maggie Runyan-Shefa / Co. CEO / New Schools for
Name / Title / Organization New Orleans

Representative of Official Partner Organization, Collegiate Academies



Signature / Date

Benjamin Marcovitz / CEO / Collegiate Academies

Name / Title / Organization

Representative of Official Partner Organization, FirstLine Schools



7/11/16

Jay Altman, CEO, FirstLine Schools

Name / Title / Organization

Representative of Official Partner Organization - KIPP New Orleans Schools

[Redacted Signature]

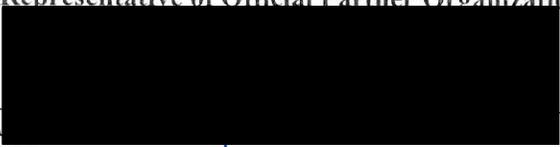
7/11/16

Signature / Date

Rhonda Kalifey Aïuse, CEO, KIPP New Orleans

Name / Title / Organization

Representative of Official Partner Organization, New Orleans College Prep



| 7-14-2016

ANDY PARKER | Co-CEO | New Orleans College Prep
Name / Title / Organization

Representative of Official Partner Organization, Sophie B. Wright Charter School



____Sharon L. Clark, Charter Director, Sophie B. Wright Charter School____
Name / Title / Organization

Representative of Official Partner Organization, Success Preparatory Academy



7/14/16

Niloy Gangopadhyay / Executive Director / Success Preparatory Academy
Name / Title / Organization



APPENDIX E2

Letters of Support



Senator Mary Landrieu

July 14, 2016

Teacher Incentive Fund Grant Program
United States Department of Education
Office of Innovation and Improvement, Teacher Quality Programs
400 Maryland Avenue, SW
Washington, DC 20202-5960

RE: Letter of Support for New Orleans Teacher Incentive Fund 2016 application

To Whom It May Concern:

I am writing to express my strong support for the Teacher Incentive Fund (TIF) grant application that New Schools for New Orleans (NSNO) is submitting in partnership with New Orleans schools and education stakeholders. Improving educational opportunities for Louisiana children has always been a major goal of my public and private work and NSNO has been untiring in these same efforts since their founding in 2006. It is with the utmost confidence I endorse their TIF application.

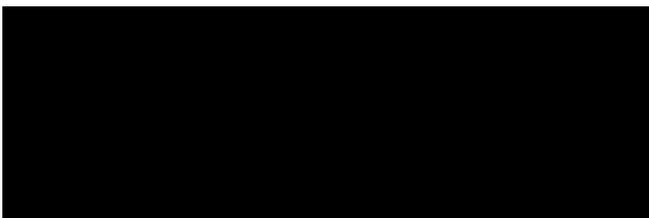
New Orleans has made great strides over the past ten years improving the quality of education across the city. That improvement is deeply dependent on quality schools for all of our children and families. School performance is up, graduation rates are up, and more children from our city are off to college than ever before. But we have more work ahead.

NSNO's TIF programming focuses on teachers in a way that will be good for students, families, and the New Orleans community. Their focus on recruiting educators committed to New Orleans students and retaining those educators with targeted supports ensures that effective teachers remain in the classroom with the students that need them most. In addition to serving New Orleans students well TIF allows New Orleans schools to model innovative strategies that have the potential to create sustainable positive change in classrooms across the country.

I have been proud to partner with NSNO in a wide variety of efforts and support their mission to deliver on the promise of excellent public schools for every student in New Orleans. I fully support this project. Its implementation will benefit our schools, students, families, and community as a whole.

Sincerely

Senator Mary Landrieu





July 13, 2016

Chairman of the Board
Chris D'Amour

Vice Chairman
Jade Russell

Treasurer
Dennis R. McSeveney

Secretary
Ronald Carrere

Ex-Officio
Dottie Reese

Honorary Members
Norman C. Francis
Richard A. Henault
Charles Teamer

President & CEO
Erika McConduit-Diggs

Directors
Ryan Banks

William T. Bostick

Mark Boucree

Leah Brown

Jason Burns

Karl Connor

Arnel Cosey

George Chin

Flozell Daniels

Carmen Edwards

John Georges

Michael Griffin

Nick Harris

Telley Medina

Necole Merritt

Minh Nguyen

Sonia Perez

Victor Robinson

Ashton Ryan

Laverne Saulny

Jamie Schlottman

Tod Smith

Nicky Sparrow

Keely C. Thibodeaux

Ricardo Thomas

Sylvie Tran

Kimberley Treece

Beth Trotter

Kyle Wedberg

Jameeta Youngblood

Teacher Incentive Fund Grant Program
United States Department of Education
Office of Innovation and Improvement, Teacher Quality Programs
400 Maryland Avenue, SW
Washington, DC 20202-5960

RE: Letter of Support for New Orleans Teacher Incentive Fund 2016 application

To Whom It May Concern:

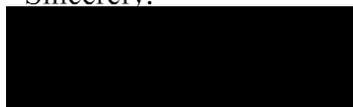
I am pleased to submit this letter of support for the Teacher Incentive Fund (TIF) grant application that New Schools for New Orleans (NSNO) is submitting in partnership with New Orleans schools and education stakeholders. NSNO has been a partner of the Urban League of Greater New Orleans on a number of initiatives, and I enthusiastically endorse their efforts to support, improve, and retain effective teachers in the public school communities and lives of New Orleans students.

The Urban League of Greater New Orleans (ULGNO) serves New Orleans as experts effecting change in economic and educational issues that adversely affect African-Americans and others living in our community. As an architect of change we are uniquely situated to work with and for our community members to ensure that local needs are met. NSNO has become an ally over the years addressing citywide challenges in our public schools.

Through our education work we have seen how important it is for New Orleans students to be taught by educators that not only look like them but are also committed to the community and a career in the classroom. This project promises to create an environment where new teachers are developed through innovative residency programs in our Historically Black Colleges and Universities and supported through professional development and targeted salary supports. By focusing on thoughtful teacher recruitment and vigorous retention we can vastly improve the stability in our schools, stability that offers improved educational outcomes for students and helps to heal communities where school staff turnover has been all too frequent.

Please accept this letter as the Urban League of New Orleans's endorsement of NSNO's Teacher Incentive Fund efforts, and don't hesitate to contact me if you have any questions.

Sincerely,



Erika McConduit-Diggs
President and CEO



APPENDIX F1

Other Attachments

Public School Resurgence and the Path Ahead

Ten Years in New Orleans

Public School Resurgence and the Path Ahead

Christen Holly, Tim Field,
Juli Kim, and Bryan C. Hassel
public impact

Maggie Runyan-Shefa, Michael Stone,
and Davis Zaunbrecher
new schools for
new orleans



acknowledgments

This report was written by Christen Holly, Tim Field, Juli Kim, and Bryan C. Hassel of Public Impact, and Maggie Runyan-Shefa, Michael Stone, and Davis Zaunbrecher of New Schools for New Orleans.

The authors thank the following interviewees for sharing their time and insights:

Jay Altman, co-founder and CEO, FirstLine Schools
Kelly S. Batiste, principal, Fannie C. Williams Charter School
Veronica Brooks, policy director, Louisiana Association of Public Charter Schools
Ken Campbell, former president, Black Alliance for Educational Options
Matt Candler, founder and CEO, 4.0 Schools
Nash Crews, former chief of staff, Recovery School District
Patrick Dobard, superintendent, Recovery School District
Howard Fuller, founder, Black Alliance for Educational Options
Adam Hawf, practitioner in residence, Center on Reinventing Public Education
Doris Hicks, CEO, Dr. Martin Luther King, Jr. Charter School for Science and Technology
Leslie Jacobs, founder, EducateNow!
Deirdre Johnson-Burel, executive director, Orleans Public Education Network
Rhonda Kalifey-Aluise, executive director, KIPP New Orleans Schools
Indrina Kanth, chief of staff, New Schools for New Orleans
Neerav Kingsland, former CEO, New Schools for New Orleans
Nolan Marshall, board member, Orleans Parish School Board
Erika McConduit, president and CEO, Urban League of Greater New Orleans
Jamar McKneely, CEO and co-founder, InspireNOLA
Kate Mehok, CEO, Crescent City Schools
Kunjan Narachania, chief of staff, Louisiana Department of Education
Kira Orange-Jones, executive director, Teach For America—Greater New Orleans; board member, Louisiana Board of Elementary and Secondary Education
Kathy Padian, deputy superintendent for charter schools, Orleans Parish School Board
Dana Peterson, deputy superintendent of external affairs, Recovery School District
Rose Drill Peterson, director, East Bank Collaborative of Charter Schools
Aesha Rasheed, founder, New Orleans Parent Organizing Network; founding board member, Morris Jeff Community School
Margaret (Macke) Raymond, founding director, Center for Research on Education Outcomes
Caroline Roemer Shirley, executive director, Louisiana Association of Public Charter Schools
Andy Smarick, partner, Bellwether Education Partners
Gregory St. Etienne, board member, FirstLine Schools and Collegiate Academies
Marc Sternberg, K–12 education program director, Walton Family Foundation
Shawn Toranto, CEO, Einstein Charter Schools

Sarah Newell Usdin, founder, NSNO; board member, Orleans Parish School Board

John White, Louisiana state superintendent of education
Jason Williams, Councilmember-At-Large, New Orleans City Council

We are also thankful to our external reviewers for providing feedback on all or part of this report: Jay Altman, Veronica Brooks, Mary Garton, Adam Hawf, Neerav Kingsland, Kate Mehok, Kunjan Narachania, Kathy Padian, Josh Perry, Dana Peterson, Macke Raymond, Chris Stewart, David Sylvester, and Sarah Newell Usdin.

Special thanks go to members of Public Impact: Daniela Doyle for reviewing this document, Elaine Hargrave and Cassie Fago for providing research support, Olivia Perry and Kendall King for help with final details, and Beverley Tyndall for coordinating production support and layout. Thank you also to April Leidig for design and composition.

© 2015 New Schools for New Orleans and Public Impact

New Schools for New Orleans works to deliver on the promise of an excellent education for every child in the city. Since our inception in 2006, we have used strategic investments of time, expertise, and funding to support the improvement of New Orleans' system of charter schools. In the absence of a centralized school district, NSNO plays a vital role in proactively monitoring needs, developing innovative solutions, and above all, maintaining a focus on academic excellence with a range of partners.

Public Impact's mission is to dramatically improve learning outcomes for all children in the U.S., with a special focus on students who are not served well. We are a team of professionals from many backgrounds, including former teachers. We are researchers, thought leaders, tool-builders, and on-the-ground consultants who work with leading education reformers. For more on Public Impact, please visit www.publicimpact.com.

New Schools for New Orleans and Public Impact encourage the free use, reproduction, and distribution of this paper for noncommercial use. **We require attribution for all use.**

Please cite this report as:
Public Impact: Holly, C., Field, T., Kim, J., & Hassel, B. C., and New Schools for New Orleans: Runyan-Shefa, M., Stone, M., and Zaunbrecher, D. (2015). *Ten years in New Orleans: Public school resurgence and the path ahead*. New Orleans, LA: New Schools for New Orleans. Retrieved from: <http://www.newschoolsforneworleans.org/10years.pdf>

The contents of this publication were developed under a grant from the U.S. Department of Education's Investing in Innovation (i3) program. The i3 grant totals \$33.6 million—\$28 million (88.33%) from the U.S. Department of Education and \$5.6 million (16.67%) in private matching funds—awarded to NSNO, the Recovery School District, and the Tennessee Achievement School District. However, the contents of this publication do not necessarily represent the policy of the U.S. Department of Education, and readers should not assume endorsement by the federal government.

Photos on pages 5, 45, 56, 67, 69, 74, 76 and Student Performance foldout courtesy of FirstLine Schools/Maile Lani Photography.



Contents

4	Foreword by New Orleans Mayor Mitch Landrieu
5	From the CEOs
6	Introduction
10	Student Performance in New Orleans
13	Timeline
14	1. Governance
24	2. Schools
34	3. Talent
46	4. Equity
58	5. Community
68	6. Funders
75	Conclusion
77	Notes

Foreword

by new orleans mayor mitch landrieu

Like the city as a whole, the New Orleans public school system was devastated after the federal levees broke following Hurricane Katrina. Our school buildings were heavily damaged, and our teachers and students were scattered.

From that lowest of lows, in 10 short years a new system of schools has emerged. Indeed, we have created a new way—moving forward from what was a broken top-down system.

Today, over 90 percent of our public school students attend a public charter school, far more than any other city in America. Each public charter school is autonomous, so the principal can meet the needs of his or her particular students and freely innovate on everything from the length of the school day to incentives for top teachers.

However, what really sets New Orleans' charter school system apart is more than autonomy and the fact that nearly every student attends a public charter school—it is also our demanding accountability system and our special focus on equity. We've raised the bar, and schools must meet rigorous standards in order to remain open. Overall, we look at everything from test scores to individual student growth and graduation rates.

Another important part of our new system of schools is that families who once had only one option for their kids can now apply to nearly every school in the city through a centralized enrollment process. In New Orleans, it is no longer the case that a child's education options are strictly defined by where he or she lives.

Our charter schools have also centralized expulsion hearings with new standardized discipline policies designed to treat all students equally and keep struggling kids in school where they belong. Furthermore, we have demanded that our public charter schools follow the laws so students with special needs have a place to attend school and get the services they need.

In addition to all these reforms, \$1.8 billion in FEMA funds is hitting the ground to rebuild, reno-

vate, or refurbish every school in New Orleans. Now, our kids will have the buildings worthy of their great promise.

That is not to say that our new system is anywhere close to perfect. There is still a long way to go, but we are improving faster here than anywhere else in America.

Before Katrina, the achievement gap between New Orleans and the rest of the state was over 25 percentage points. Now, we've nearly closed that wide gap with the state.

Before Katrina, the graduation rate was just over 50 percent. Now, our young residents are graduating 73 percent of the time.

Before Katrina, African-American student performance in New Orleans was well below the state average. Now, we beat the state average.

Because of this progress, by our 300th anniversary as a city in 2018, we can become the first city in America with no failing schools. That would be a remarkable milestone not just for us, but for the country as a whole.

We are building the city back not as it was, but the way we always dreamed she could be, and the reforms to our education system are the most important part of this effort. Now, more than any other generation, the pathway to prosperity goes directly through the schoolhouse doors. Indeed, the future of New Orleans will truly be decided not at City Hall or in downtown corporate board rooms, but in the classrooms of this great city.



From the CEOs

Ten years ago, Hurricane Katrina tore through our region, taking nearly 2,000 lives and forever altering hundreds of thousands more.

Though many of the storm's scars have healed, in many ways our city is still recovering. As we approach the 10th anniversary of that generation-defining moment, we mourn and we remember. But we also celebrate our resurgence.

This is the story of education in New Orleans since Katrina, the remarkable rebuilding of a school system in the wake of natural and man-made disaster. It is the story of steady progress, challenges, and breakthroughs, of educators, families, and students continually pushing toward the system our city deserves.

We would like to acknowledge the many people who helped reassemble our schools and our city. We thank the great educators who returned to New Orleans in the storm's wake and who fought to reopen our city's schools. We also thank those educators who moved to this city and made it their home. We thank the families who came back to the city to rebuild their communities. We thank our leaders, who have continually demonstrated through word and deed that great schools for all children must be a priority. We thank the people of New Orleans who continue to push our system of schools to become more effective and more equitable.

As we close the first decade after the storm, we begin to look to the next decade and our collective opportunity to make New Orleans the country's first great urban public school system. The past 10 years demonstrate that our city will settle for nothing less.

We look forward to working together to continue to deliver on that promise.



Maggie Runyan-Shefa & Michael Stone,
Co-Chief Executive Officers,
New Schools for New Orleans



Introduction

New Orleans tends toward self-analysis—some would even say self-obsession. We talk constantly about our food, our politicians, our festivals, our Saints, our tragedies, and our identity.

In this report, we’re going to talk about our schools.

We’re going to try to answer the question, “What will be the story of public education over the past decade?” This report is about sifting through a messy tangle of events to pick out the threads that matter most. We bring the essential facts to the surface, place stories in their national and local context, evaluate successful efforts, and point to persistent challenges that remain.

Public education is a profoundly complicated endeavor. The perspective of New Schools for New Orleans is one among many. Read others. Though what follows emerged out of dozens of focused interviews and a decade of work in the city, we can’t hope to capture all the social and political nuances of a decade of schooling.

Prologue: Who are our kids?

Harvard’s Robert Putnam released an acclaimed book in March 2015, “Our Kids: The American Dream in Crisis.” Putnam described the heart of the book in an interview:

“When I was growing up in Port Clinton [Ohio] 50 years ago, my parents talked about, “We’ve got to do things for our kids. We’ve got to pay higher taxes so our kids can have a better swimming pool, or we’ve got to pay higher taxes so we can have a new French department in school,” or whatever. When they said that, they did not just mean my sister and me—it was all the kids here in town, of all sorts. But what’s happened, and this is sort of the bowling alone story, is that over this last 30, 40, 50 years, the meaning of “our kids” has narrowed and narrowed and narrowed...”¹

Picking up this argument, if the definition of “our kids” has narrowed over the past 50 years, does that mean New Orleans embraced shared ownership for all its young people at some point in the past? Was there a golden age when “our kids” meant “all kids”?

History says otherwise. As a city, what counts as “our kids” has been narrowly drawn. New Orleans has always marginalized some families. And with monotonous consistency, the students whose outcomes were of less concern were low-income students of color. Wave after wave of political leaders, beginning hundreds of years ago, prevented the development of a school system that served the needs of black and poor families in New Orleans.

It goes without saying that this was the case when slavery formed the foundation of the city’s

economic life. By the 1870s, however, sustained federal involvement had fostered a racially integrated public school system—thought to be the only such system in the post-Civil War South. The backlash was fierce in the Jim Crow era. In 1900, the president of the Orleans Parish School Board (OPSB) dismantled the education system for black children. Publicly funded schooling beyond the fifth grade was restricted to white New Orleanians for a generation. In 1917, McDonogh 35 began offering high school grades for a limited number of black students, and Booker T. Washington added a vocational track in the early 1940s. Funding for black schools remained meager, however, never approaching white schools' allocations.

It took a steady barrage of lawsuits and petitions by local stalwart A.P. Tureaud and his civil rights colleagues to force the local board to comply with federal desegregation orders in the wake of *Brown v. Board of Education* in 1954. Again, the reaction was dramatic. Most white families disengaged from public education in New Orleans. From 1964 to 1974, white enrollment in New Orleans' public schools dropped from 39,000 to 19,000. Ten years later, it was below 10,000.

There were few bright spots throughout the 1980s and '90s. Reports to Congress in 1995 about the condition of school facilities warned that "New Orleans public schools are rotting away"—the product of a weak economy, lack of dedicated funding, and mismanagement. The introduction of common statewide assessments showed that student achievement remained heartbreakingly low. Political bickering and outright corruption marred the local board. As mayors, both Marc Morial and Ray Nagin tried to intervene, but neither gained any traction despite strong citywide voter mandates.

Student enrollment dropped by 25 percent in the city's public schools from 1994 to 2004. Despite the efforts of many dedicated educators, the New Orleans school system was in a downward spiral.

The students who had access to excellent public schools typically possessed the right combination of attributes: good middle school grades, or political connections, or wealth, or racial privilege, or some combination. The vast majority did not.

What does it look like when the circle of "our kids" is narrowly drawn for so long?

White students in New Orleans, just 3 percent of the student population by 2005, outperformed their peers in each of Louisiana's other 67 school districts. In contrast, academic performance among low-income students and black students ranked 66th out of 68 districts statewide.²

In economic terms, children born into poor families in New Orleans in the early 1980s were worse off than their peers from nearly every other county in the United States. Of the 2,500 counties nationwide, just four left their young people with worse economic prospects in adulthood. If you grew up poor in New Orleans in the 1980s and '90s, in 2015 you should expect to earn about \$5,000 less each year compared with a peer growing up in an average low-income household elsewhere in America.³

Ineffective public schools were a primary factor in that civic failure. No community wants that for its kids.

New Orleans today

The improvement to public schools in New Orleans over the past decade has been nothing short of remarkable. One could argue that New Orleans had the worst urban school system in America before Hurricane Katrina. Now we're on par with major districts across the country—in many cases, we're beginning to surpass outcomes in those districts. No city has improved this much, this quickly. Though our schools are far from excellent, this transformation has positively impacted the lives of thousands and thousands of children who would have been left behind by the old system:

- **More students on grade level:** In 2004, 31 percent of New Orleans students performed on grade level on state assessments, earning a "Basic" or above rating. In 2014, that figure had doubled to 62 percent. Over the same period, the equivalent statewide figure increased from 56 percent to 68 percent.
- **Fewer students trapped in low-performing schools:** In 2004, 60 percent of New Orleans students —

40,000 kids—went to a school that performed in the bottom tenth of all Louisiana public schools. By any reasonable definition, these were failing schools. In 2014, just 13 percent of our students attended a school in the bottom tenth in Louisiana.

- **More students graduating on-time:** A ninth-grader entering a New Orleans public school in fall 2000 had barely a 50/50 chance to graduate on time four years later (54 percent). Today, 73 percent of students graduate on time.
- **Rigorous academic research affirms citywide improvement:** According to the Education Research Alliance for New Orleans, the effect of New Orleans reform on student learning surpasses the impact of major reforms studied in other communities, including preschool programs and reductions in class-size.⁴

Revolutionizing the role of government in public education enabled our transformation. The district moved from school operator to regulator of school quality and equity in the system. Nonprofit charter school organizations led the way on performance improvement and innovation, while simultaneously recognizing that they are not niche players—they are “the system.” They are responsible for ensuring that every child receives a great education.

We don’t confuse progress with success. While growth has been undeniable, we are still a below-average school district in a bottom-performing state. If New Orleans stalled today, the city would land squarely in the middle ranks of our country’s underperforming urban school systems. A fraction of students would receive an excellent education, while many of the rest would be consigned to economic insecurity and a host of other negative life outcomes because our schools did not deliver. “Better than before” is not our standard. With continued momentum, New Orleans can become a city where every child can attend an excellent public school. The road ahead is long but within reach.



is this report a how-to guide for other cities ?

No. This report is primarily intended to be descriptive, not prescriptive. It is a synthesis of a compelling and complicated story—not a call to action for other cities.

We deeply believe in the principles that inform the transformation of New Orleans schools: educator autonomy and empowerment, parental choice, and government transforming into a quality-focused regulator. Our doors are always open to talk about creating more school systems that embody those principles.

We encourage readers to explore “*New Orleans-Style Education Reform: A Guide for Cities*,” a 2012 collaboration between New Schools for New Orleans and Public Impact. That report includes a rich discussion of how to move to a decentralized school system. It remains a valuable resource.

This report

After a review of student performance data in New Orleans public schools, this report moves through six essential topics. In each chapter, we pull together the key trends and describe why developments in each domain matter to the system as a whole. Notable moments of success receive their due, and the discussion closes with an acknowledgement of persistent challenges and the work to come.

The six chapters are:

1. **Governance:** Highlights New Orleans' decision to refocus the role of government to a regulator of educational outcomes and equity.
2. **Schools:** Focuses on the autonomous public schools that now serve more than 90 percent of students in New Orleans' decentralized system as drivers of innovation and system leadership.
3. **Talent:** Describes the unique environment in which New Orleans educators practice their craft.
4. **Equity:** Clarifies the mechanisms adopted by public schools to ensure that reform created a system that served all New Orleans students well, particularly the most vulnerable.
5. **Community:** Reflects on challenges and successes in building shared ownership among a diverse group of New Orleanians for the transformation of public schools.
6. **Funders:** Outlines how one-time federal funds and philanthropic support have contributed to the past decade of reform.

The road ahead

We believe that what happened over the past 10 years demonstrates what's possible for the next 10.

Above all, New Orleans created a pervasive mindset that big problems can be solved. If something in the system does not serve the needs of students, it can be changed. If stubborn gaps appear, great educators will step in with innovative solutions. If a school is not getting the job done, another will take on the challenge.

Structural reform in New Orleans triggered a cycle of improvement that is still gaining speed 10 years later.

On the flip side, this dynamism places unprecedented demands on families, educators and citizens in New Orleans. Most school districts manage to push through a handful of incremental adjustments each year. The speed of change in New Orleans can be dizzying.

This rapid pace began within weeks of the storm's landfall as the state swept in to seize control of most of the city's schools. Since that time, there has been a persistent feeling among many in New Orleans that changes to public education happened "to" and not "with" communities served by the schools. The anger that some New Orleanians harbor toward "reformers," the Recovery School District (RSD), charter school organizations, and other supportive nonprofits is inextricably linked to larger issues of race, class, and privilege in New Orleans and in this country.

If we can harness the collective energy of all of our citizens, the future of New Orleans schools is indeed bright. The city's adults must develop a shared sense of ownership over education in New Orleans—including acknowledging real wounds, working to heal them, and moving forward together. Our public schools must become a point of civic pride. There is no other path to excellence.

Our vision is for New Orleans to become America's first great urban public school system: one whose schools perform on par with the best suburban districts in America; one that personalizes student experience for all children; one that provides multiple rigorous pathways through and beyond high school to help every child, regardless of background, flourish as an adult; and, in a city with a dark history of racial segregation, a system of schools that represent the racial and socioeconomic diversity of New Orleans.

We begin with the question that we believe should ground every discussion of public schools: How are students performing academically?

System at a Glance

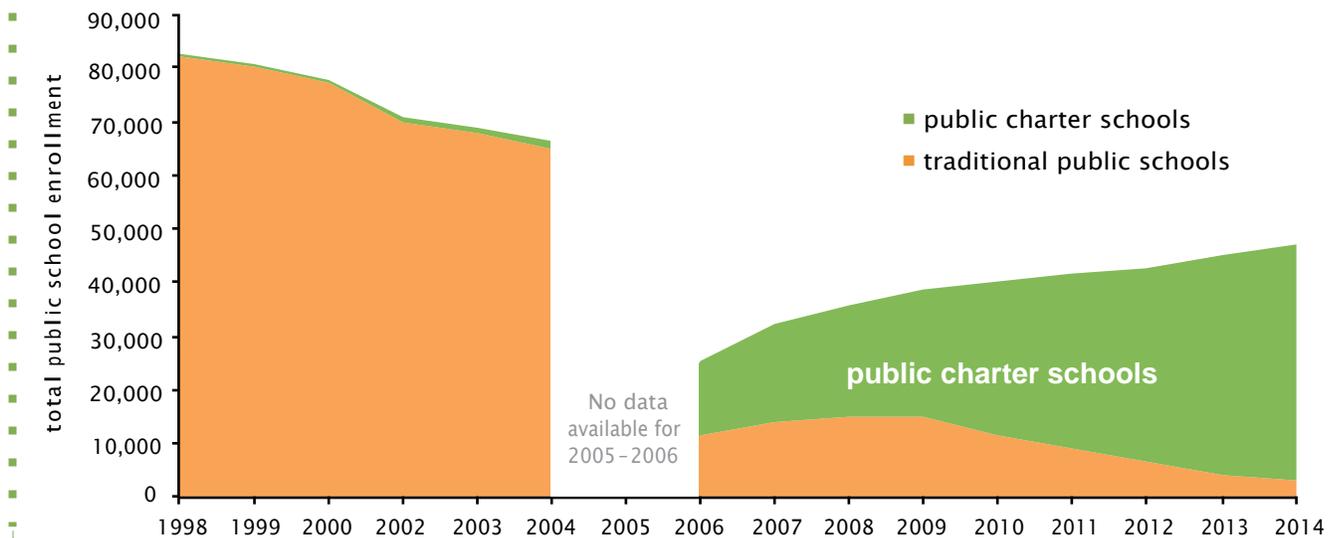
Approximately 47,000 students attend public schools in New Orleans.

83% economically disadvantaged
93% students of color
11% students with disabilities

83 public schools operate in New Orleans' decentralized school system.

Public Charter Schools	77 schools	44,000 students
Operate under the Recovery School District (RSD)	55 schools	29,000 students
Operate under the Orleans Parish School Board (OPSB)	18 schools	12,000 students
Operate under the Louisiana Board of Elementary and Secondary Education (BESE)	4 schools	3,000 students
Traditional Public Schools	6 schools	3,000 students
Run directly by OPSB ("network schools")		

Nearly 95 percent of students attend autonomous, nonprofit charter schools.

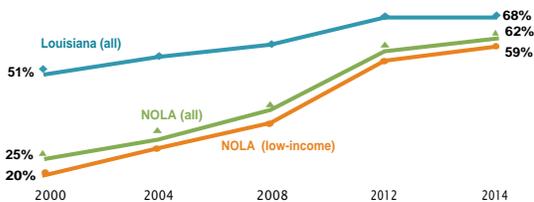


Celebrating the success of New Orleans public school students 10 years after Hurricane Katrina

Students in New Orleans are performing better than ever

Students are closing the achievement gap with peers across the state.

Note: Percent of students on grade level (grades 3-11). For grades 3-8, scoring "Basic" or above on (LEAP) LEAP is on grade level. For high school, scoring "Good" or above on End-of-Course (EOC) exams (formerly GE) is on grade level.



ACT scores have reached an all-time high.

17.0 → 18.8
2005 2015

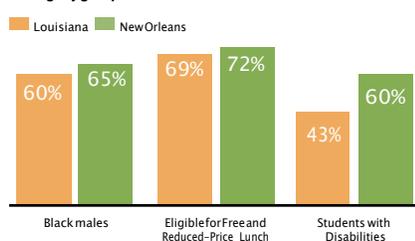
Nearly all seniors take the ACT.

55% → 95%
2005 2015

Graduation rates are up sharply.

54% → 73%
2004 2014

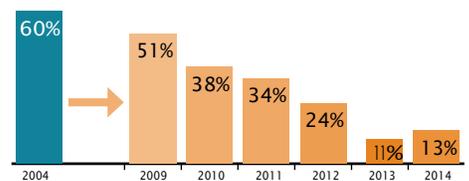
New Orleans graduation rates top the Louisiana average among key groups of students.



Note: 2014 Cohort graduation rate by student subgroup. Chart shows the percentage of cohort that entered 9th grade in fall 2010 and graduated within four years.

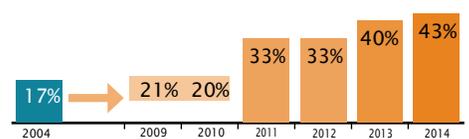
Only 13 percent of students attend schools in Louisiana's lowest-performing decile, down from 60 percent in 2004.

Note: New Orleans students attending schools with state-issued School Performance Score (SPS) in bottom 10% statewide (10th percentile or below).



And 43 percent of students attend schools performing above the state average, up from 17 percent in 2004.

Note: New Orleans students attending schools with SPS above 50th percentile statewide.



Schools are creating better life opportunities for their students.

College Enrollment

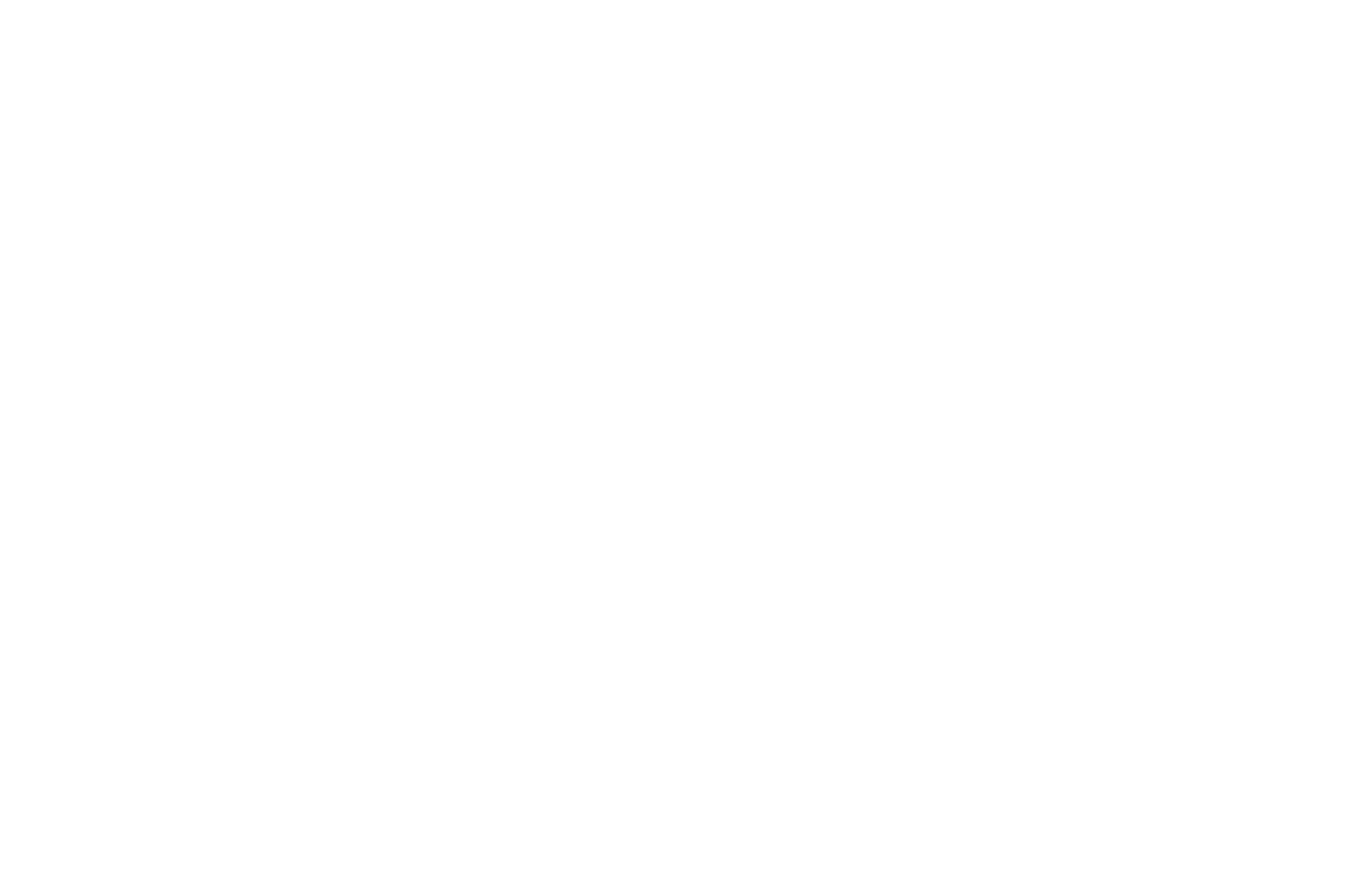
37% → 59%
2004 2014

Eligible for TOPS merit scholarships

25% → 37%
2005 2014

Note: College enrollment is percentage of high school graduates that the National Student Clearinghouse reports as enrolling in any college or university. TOPS provides state-funded 2- and 4-year merit scholarships to Louisiana public colleges and universities.

New Orleans public schools have rapidly improved over the past decade



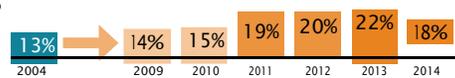
The Work Ahead

New Orleans students deserve nothing less than the country's first great urban public school system. Much work remains.



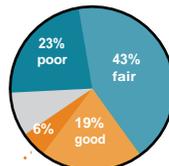
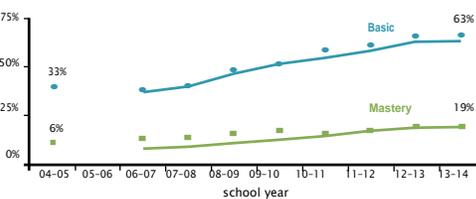
New Orleans still has too few transformational schools.

Note: New Orleans students attending top-quartile schools in Louisiana (SPS above 75th percentile statewide).

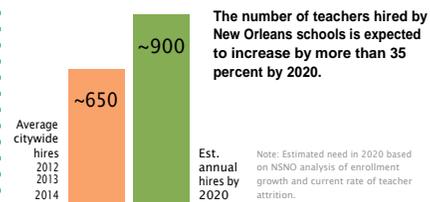


Less than 20 percent of students reach "Mastery" performance on state assessments.

Note: Percent of New Orleans students (grades 3-8) across all subjects. "Mastery" will be threshold for grade-level performance going forward and is equal to "Proficient" on the NAEP test.



Only a quarter of New Orleanians believe the system is doing a "Good" or "Excellent" job preparing students for college.



The number of teachers hired by New Orleans schools is expected to increase by more than 35 percent by 2020.

Note: Estimated need in 2020 based on NSND analysis of enrollment growth and current rate of teacher attrition.

Our work will continue until every public school student in New Orleans attends an excellent school.

Timeline

year	event
1999	Louisiana's school accountability system launched with statewide administration of LEAP assessment for 4th- and 8th-grade students
2003	May: Recovery School District (RSD) legislation passed
2004	July: First OPSB school is transferred to RSD and converted to a charter school
August 29, 2005: Hurricane Katrina	
2005	November: State legislation puts most New Orleans public schools under RSD control. OPSB, no longer responsible for operating 100+ schools, lays off more than 7,000 educators and support staff
	December: RSD opens first charter school in aftermath of Katrina
2006	April: RSD opens its first direct-run schools to serve returning students
	New Schools for New Orleans founded BESE approves only 6 new charter applications to open in fall 2007
2008	July: After significant teacher shortages in 2006 and 2007, intensive national and local recruitment efforts produce a surplus of qualified teacher applicants for New Orleans public schools
2009	August: RSD opens school year with 34 direct-run schools (highest number before decline)
2010	August: NSNO and RSD receive \$28 million federal Investing in Innovation (i3) grant to restart failing RSD schools
	August: FEMA confirms \$1.8 billion settlement for construction and renovation. BESE had approved the School Facilities Master Plan (SFMP) in 2008
	October: Southern Poverty Law Center (SPLC) files lawsuit on behalf of 10 students with disabilities
	December: BESE adopts policy to permit return of RSD schools to OPSB
2011	December: RSD announces details of new centralized student enrollment system for families to rank their preference for school assignments
2012	January: OPSB authorizes first new charter school in the district since Katrina
	Spring: All RSD schools participate in OneApp online enrollment system
	Citywide expulsion process for RSD and OPSB schools developed
2013	August: More than half of New Orleans students are enrolled in charter network (CMO) schools
2014	May: RSD closes remaining direct-run schools, becoming the nation's first all-charter district
	October: Data from Louisiana's teacher evaluation system (COMPASS) indicate that about 35 percent of New Orleans teachers rank in top 20 percent statewide in student academic growth
	December: First RSD charter school (Dr. Martin Luther King, Jr. Charter School) votes to return to OPSB
2015	March: OPSB hires superintendent after nearly three years of interim leadership
August 29, 2015: 10th anniversary of Hurricane Katrina	

Student Performance in New Orleans Sources

All student enrollment and performance data provided by Louisiana Department of Education. Louisiana Department of Education. (2015). *10 years after Hurricane Katrina*. Retrieved from <http://www.louisianabelieves.com/resources/about-us/10-years-after-hurricane-katrina>

Public polling data provided by the Cowen Institute for Public Education Initiatives. *The New Orleans Advocate*. (2015, May). "K-12 public education through the public's eye: Parents' and adults' perception of education in New Orleans". Retrieved from http://www.cowen.institute.com/wp-content/uploads/2015/05/cowen_poll_2015.pdf

1 Governance

The most important reform to come out of New Orleans—the one that enabled every other key change in the system—involves reimagining the district’s role. In the vast majority of schools citywide, nonprofit charter school organizations now make core school-level decisions that affect teaching and learning, including curriculum, personnel, and instructional time.

With a smaller operational role, RSD could focus on becoming an exceptional regulator for school quality and system equity. RSD has continuously demonstrated the courage to close or transform failing schools, while simultaneously expanding top charter organizations. Very quickly, this strategy has resulted in fewer children in low-performing schools and more children attending the highest-quality public schools. RSD also tackled equity challenges like fair enrollment systems in partnership with a subset of charter schools that recognized they are “the system” now (see Chapter 4, Equity).

No definitive answers have emerged on what long-term structure can protect the autonomy of schools while ensuring meaningful accountability for low academic performance. OPSB is showing promise, but persistent worries about corruption dog the local board. And after squabbling for nearly three years to select a new superintendent, the board does not seem to share a common vision that would enable it to make tough decisions around school turnaround and policies to promote equity. If our local district cannot adapt and embrace those principles without political interference, the New Orleans community would be better off navigating the current bifurcated system that has resulted in transformational academic gains.

Numbers to celebrate

93%

Percentage of New Orleans public school students enrolled in charter schools, the highest concentration of charters in the country.⁵

3:1

Ratio of New Orleanians who agree vs. disagree in 2015 that “Schools that are persistently rated ‘D’ should be turned over to a different operator to be restarted”—indicating broad support for RSD’s primary strategy.⁶

350

Approximate number of governing board members across all New Orleans charter schools. About half are black.⁷

Numbers to motivate

989

Days that OPSB went without a permanent superintendent until the hiring of Dr. Henderson Lewis Jr. in spring 2015.⁸

44%

Percentage of New Orleanians who believe schools should return to OPSB governance within the next 5 years. 44% also believe that schools should have the right to choose to return (as in current policy) or not return to OPSB at all.⁹

1 of 73

Over the past four years, eligible RSD charters have voted 73 times on the question of whether or not to move to OPSB governance. Dr. Martin Luther King, Jr. Charter School will become the first to transfer in fall 2015.

What happened?

New Orleans is the first large-scale effort to separate district governance from the work of directly operating schools.

The traditional school district is a central feature of public education in the United States. So central, in fact, that the average citizen might have difficulty describing what the district does. It just “runs the schools.”

The traditional district operates schools, yes. It also plans for growth and opens new schools. It monitors performance and holds schools accountable. It maintains school buildings. It hires and manages a district-wide workforce, and prescribes supports to improve educator effectiveness.

But this broad purview creates conflicting mandates and agendas that make it difficult for a single organization to perform all of these functions effectively (see “Local Context,” page 17).

Reform has clarified three distinct functions that make up the role of American school districts (see Table 1). In New Orleans, multiple entities lead components of this work rather than housing them under one roof. Most notably, New Orleans ended the district’s virtual monopoly over school operation. This is the revolution in New Orleans: the creation of a decentralized system of schools.

School Operation

In New Orleans, nonprofit organizations now operate the overwhelming majority of schools. Only a handful of traditional schools remain in the Orleans Parish School Board (OPSB).

Traditional school districts operate more than 90 percent of public schools nationwide.¹¹ Along with

state policymakers, central offices usually control curriculum, staffing, budget, school calendar, and so on. In unionized districts, collective bargaining agreements limit school-level flexibility even further.

Before Katrina, OPSB operated a traditional school district that had been declining for decades. By 2004, well over half of New Orleans Public Schools (NOPS) students attended a school ranked among the state’s lowest-performing 10 percent. If you were a Louisiana parent with a child trapped in an awful public school, you probably lived in New Orleans.

What does academic performance look like in a school in the 10th percentile statewide? NOPS’ A. D. Crossman Elementary fell right on the line in 2004.¹² Among Crossman’s fourth-graders, only 36 percent performed on grade level in English language arts. Only 22 percent did so in math, 21 percent in science, and 25 percent in social studies.¹³

When NOPS ran nearly every public school in New Orleans, 60 percent of students went to schools that performed *worse* than Crossman.

Governance changes were afoot before 2005 to resolve this crisis, but Hurricane Katrina kicked them into overdrive that fall.

The contours of New Orleans’ governance story are described thoughtfully elsewhere—notably the Cowen Institute’s comprehensive report, *Transforming Public Education in New Orleans: The Recovery School District 2003–2011*.¹⁴ We emphasize three key points about how school operation changed in New Orleans:

First, RSD directly operated schools after Katrina because no other entity—not OPSB, not the emerging charter operators—could muster the

table 1. Functions of a traditional school district (simplified)

School Operation	Portfolio Management	Services and Support
Making the week-to-week, year-to-year decisions about curriculum, staffing, budget, school calendar, and so on.	Evaluating enrollment trends, program offerings, and school performance. Deciding when new schools open (and who operates them). Determining what to do about low-performing schools. ¹⁰	Stitching together the processes and support systems that schools need in order to function smoothly (e.g. enrollment, allocating public funding, facilities).

resources to open a large number of schools in a devastated city. The only way to avoid directly running schools would have been to open dozens of new charter schools and compromise the high charter authorization standards of the Louisiana State Board of Elementary and Secondary Education (BESE). That was a compromise that BESE was wisely unwilling to make.

Second, from the outset, RSD actively pursued strategies that shifted increasing responsibility for school operations to strong nonprofits. They sought to turn around low-performing schools, merge schools, and empower RSD principals to form their own nonprofits and directly manage schools. In 2009, RSD operated 33 so-called “direct-run” schools. The U.S. Department of Education awarded an Investing in Innovation grant (i3) to accelerate the transition. By fall 2014—eight years into the transformation—RSD had fully withdrawn from school operation.

Third, OPSB plays only a small role operating schools today. More than 75 percent of OPSB students attend a school run by a nonprofit charter operator. That number is likely to increase going forward.

Very quickly a dividing line emerged between school operation and governance of the district. The following sections describe the impact of this shift on portfolio management and support functions. But the shift also had significant implications for school operators, New Orleans educators, equity issues, and the wider New Orleans community (see Chapters 2 through 5).

Portfolio Management

RSD has streamlined its role dramatically: district personnel focus their efforts on ensuring that quality charter operators serve more kids and that low-performing operators reduce their role. As OPSB’s charter portfolio grows, its oversight and accountability responsibilities will resemble RSD’s.

Traditional districts face conflicting priorities in having to both operate schools and hold schools accountable for performance. As a result, they’re often slow to close under-enrolled schools or bring in high-performing organizations to run schools that have shown chronically poor academic performance.

In New Orleans, stakeholders with a range of views make political hay in emphasizing the differences between OPSB and RSD. But this discourse can mask the fact that OPSB’s operating model today more closely resembles RSD than a traditional school district. On the spectrum of all school districts nationwide, RSD and OPSB are virtually twins—and notable outliers. RSD no longer runs schools in New Orleans, and OPSB operates only a handful.

It remains to be seen if OPSB will match BESE and RSD’s exceptional track record of holding schools accountable for their academic performance. OPSB’s schools inherited strong academic results and have sustained that performance over the past decade.¹⁵

By design, RSD’s primary responsibility was to take over the lowest-performing schools. RSD’s mandate to regularly intervene, coupled with its independent decision-making structure, enabled the district to push farther and faster on this front than



local context: decades of struggle to build an effective orleans parish school board

A local elected body must be part of the future public education in New Orleans. As Paul Hill argues, “In American public life, elections uniquely confer legitimacy.”¹⁶

But being locally elected does not guarantee shared civic ownership — nor do school boards have a track record of sustained academic success with low-income students.

As New Orleans begins to shape the second decade of reform, looking to the past is instructive. Deep structural weaknesses plague boards across the country, and in the years leading up to 2005, the worst tendencies of elected school boards played out in OPSB.

OPSB struggled to recruit qualified candidates to seek election. Board members worked a demanding, full-time schedule — managing a \$500 million budget in 2005 — for minimal compensation. Few candidates had the expertise and citywide perspective needed to provide effective oversight of the city’s schools. Disagreement over the board’s mission and purpose ran deep: Were board members trustees of the system as a whole or representatives of the part of town that elected them? Board members seemed to spend more time and energy on politically motivated personal disputes than they did on policies and programs to benefit the city’s struggling schools.¹⁷ Spats and lawsuits between board members bred mistrust and disagreement — further narrowing the pool of candidates.

Board members owed their positions — some would say their allegiance — to the small fraction of citizens who turned out to vote in school board elections. In 2000, only 22 percent of registered voters voted in the school board election.¹⁸ And the 2004 races — seen to be hotly contested in light of an embarrassing, failed attempt to fire Superintendent Anthony Amato — saw only 27 percent of registered voters participate in the key September primaries. (In contrast, voter

turnout six weeks later soared when more than 60 percent of New Orleanians voted in the presidential election between John Kerry and George W. Bush.) National research suggests that interest groups (such as contractors and the United Teachers of New Orleans) participated disproportionately in these contests.¹⁹

Once elected, school board members were unresponsive to other elected local officials with stronger voter mandates. Before Katrina, consecutive New Orleans mayors threatened to take over certain school board functions. In 1997, Mayor Marc Morial, current president of the National Urban League, said, “Perhaps mayoral control of the schools by public referendum for a limited period of time is the way to bring stability and improvement to the system. We’re going to get more involved in education. . . . Right now, it’s not clear how. But I’m not going to stand on the side, sit on my hands.”²⁰ Morial ended up carving out a much smaller role in 1998: mediating a dispute between OPSB and the Orleans Parish district attorney, who had sued the board for violating open meetings law.²¹

Mayor Ray Nagin followed Morial’s lead. In 2003, Nagin attempted to wrest control of core administrative functions from OPSB, including budgeting, payroll and technology. The proposal was met with resounding silence by the board members, who refused to act. In February 2004, Nagin reflected, “Our school system scares the bejesus out of me. . . . To be totally honest with you, I don’t know what we’re going to do with that, but we’ve got to do something.”²² At the time, Nagin’s voter support was strong. More than 75,000 citizens put him in City Hall in 2002 — more than double the combined votes cast for the six victorious OPSB candidates in 2000 (one ran unopposed). But the board could not be moved.

Constant turnover destabilized NOPS. Eight superintendents (three permanent, five interim) led the dis-

(continued on page 18)

trict in the decade ending in 2005. Between February 1999 and March 2005, five chief financial officers were named in OPSB audits, though sometimes it was unclear who was in charge.²³ Without consistent leadership, the district failed to articulate a vision, engage with the community, or follow through on tough decisions to benefit the city's schools. Students and families suffered the most from this lack of leadership.

In 2004, local representatives pushed the state legislature to intervene.²⁴ Governor Kathleen Blanco signed Act 193 to set clear parameters around OPSB's role in the system. The bill granted the local superintendent sole authority to make core administrative decisions without board approval and put in place additional job protections to insulate operational leaders from political meddling. As a precursor of future legislation, the changes applied only to districts that were in "academic crisis." Of the more than 60 districts in Louisiana, only NOPS met that criterion.

A faction of the board moved to fire Superintendent Anthony Amato late on a Friday afternoon before the legislation went into effect. Only a federal restraining order blocked the maneuver. Amato had received a "B+" on his formal evaluation from the board just months before.

"In American public life, elections uniquely confer legitimacy."

Local elections matter. At the same time, policy that shapes the role of elected officials is essential to get right. So too are the norms and values that board members embrace — particularly so in a city with a remarkable history of corruption and scandal among school board members and district personnel.²⁵ As New Orleans contemplates a larger role for its local board, it must remember the lessons of the past.

louisiana: raising the bar for school performance

Last year's "good enough" is no longer good enough.

This maxim captures the fact that New Orleans public schools face an ever-increasing set of academic expectations. This trend began in 1999, when Louisiana first issued School Performance Scores (SPS) based on statewide assessments. It has gained momentum with repeated votes by Louisiana's Board of Elementary and Secondary Education (BESE) to raise performance standards over the past decade. The standards for acceptable academic results have increased almost annually—jumping from an SPS of 30 (out of 200) to an SPS of 75 (out of 200).

In 2013, the state education department shifted to a 150-point scale to provide clarity to parents. (This makes sense: an SPS of 75 sounds just fine if you mistakenly assume that the scale only runs up to 100.) Persistently low-performing schools will continue to be identified based on SPS going forward.

Charter renewal standards set by BESE have followed the same pattern. For years, RSD charters with at least a "D" letter grade were eligible to continue operating—roughly above the 15th percentile statewide in SPS. But beginning in December 2015, charters signing their third operating agreement must show academic performance at a "C" or better—roughly above the 30th percentile statewide.²⁶ OPSB has put in place a more rigorous standard: Charters seeking renewal from the local board must demonstrate student performance at approximately the 40th percentile statewide.²⁷

any other in the country. Over time, RSD’s strategy evolved to rely on empowering charter operators to turnaround the city’s lowest-performing schools—including fellow charters that had not improved academic outcomes. The first of these interventions—bringing in Crescent City Schools to manage Harriet Tubman, an elementary school formerly run by Algiers Charter School Association (ACSA)—proved politically contentious. But the 2011 decision indicated that RSD and BESE would hold the line on school quality above any other consideration.²⁸

In contrast to RSD, OPSB never intended to reduce its operational role, but did so out of necessity. In 2004, OPSB was declared “academically in crisis” by state education officials.²⁹ After the storm and RSD’s large-scale intervention in New Orleans, OPSB’s portfolio shrank to fewer than 20 relatively high-performing schools. But the district retained its “crisis” designation due to financial instability and could not authorize new charters. Determined to serve returning students, the leaders of 12 OPSB schools submitted charter applications in order to reopen as charter schools as soon as possible.

In 2011, OPSB finally shed its “crisis” designation, and the board accepted its first round of new charter applications that fall. Like RSD, OPSB set a high bar for quality and sought the advice of the National Association of Charter School Authorizers (NACSA). District staff initially recommended turning down all seven applications received during the first round, though ENCORE Academy later received approval to open the first new OPSB charter after Katrina.³⁰ OPSB authorized eight schools from 2011 to 2015. It adopted a performance framework to evaluate the quality of those schools in 2014, brokering the agreement with school operators, district staff, and OPSB board members.³¹

Services and Support

With no blueprint for providing critical support infrastructure in a decentralized system, New Orleans had to improvise as the system evolved. Charter operators took on some of the work, while RSD and OPSB led on other key system-wide functions.

In traditional urban districts, the central office holds onto a significant portion of school funding to purchase or provide services for the schools it operates, including a facility and maintenance of that facility, student enrollment, transportation, food service, and services for special-needs students. In contrast, charter schools generally receive more of their budget in real dollars and are left to procure these services themselves.

In New Orleans, the shift to a decentralized system radically changed both what services schools needed from the district and how the district could best provide them. This introduced some of the thorniest implementation challenges in New Orleans—challenges that were, at least initially, largely overlooked or passed on to charter management organizations that were not always equipped and supported.

These difficulties are not entirely surprising. Supporting a school system requires careful strategic planning and a deep grasp of technical nuances. In addition to the work of running schools in a still-recovering city, having dozens of entities operate schools multiplied the logistical challenges of the decentralized system. New Orleans adopted a novel governance structure with no precedents to turn to for lessons. The connective tissue in the rapidly changing system had to constantly evolve to keep pace with an ever-changing list of supports that schools needed. Several major aspects of this work are captured in Table 2, on page 20.

table 2. Services and Support in RSD and OPSB

	RSD Charters	OPSB Charters	OPSB “Network Schools” (operated by the central office)
Funding	<p>Each school receives per-pupil local and state funds, minus a 2 percent authorizer fee.</p> <p>Each school receives full federal entitlement funding based on student demographics, but is responsible for administrative activities.</p>	<p>Each charter receives per-pupil local and state funds, minus a 2 percent authorizer fee.</p> <p>OPSB receives federal funds as a single LEA and allocates to schools based on student demographics. It retains an administrative fee to process the funding.</p>	<p>By state law, principals of traditional district schools have significant influence over site-level budgeting and hiring. Most state and local funds are distributed to schools on a per-pupil basis.</p> <p>OPSB receives federal funds as a single LEA and allocates them to schools based on student demographics. It retains an administrative fee to process the funding.</p>
Special Education	<p>Acting as individual LEAs for special education, each RSD charter must serve all students who enroll, regardless of ability. Each school receives federal IDEA funds directly, with per-pupil amounts differentiated according to student need.</p>	<p>OPSB controls IDEA funds through central office. Charters work with district to bring IDEA-funded services and staff into their schools to meet student needs.</p> <p>District personnel also assist families with school placement across all OPSB schools.</p>	<p>OPSB controls IDEA funds through central office. District brings IDEA-funded services and staff into network schools to meet student needs.</p> <p>District personnel also assist families with school placement across all OPSB network schools.</p>
Facilities	<p>Law requires the provision of a public facility for all RSD charters.</p> <p>In fall 2015, 3 of 54 will operate in private facilities.</p>	<p>Traditional public schools that convert to charters retain their building, so all 11 that operated before 2005 have public facilities.</p> <p>Newly authorized charters are not guaranteed a facility. In fall 2015, these schools will occupy a mix of public and private facilities.</p>	<p>All 6 in public facilities.</p>
Enrollment	<p>All participate in EnrollNOLA, per BESE policy.</p>	<p>10 out of 18 participate in EnrollNOLA. All others were open before the launch of EnrollNOLA and currently run their own public lotteries. They can elect to join at any point, but OPSB policy dictates that they must enter EnrollNOLA when their charters are renewed (between 2017 and 2021).</p>	<p>All participate in EnrollNOLA, per OPSB policy.</p>
Transportation	<p>Required to provide transportation.</p> <p>Several high schools offer public transit passes rather than yellow bus service.</p>	<p>Required to provide transportation.</p> <p>Of 14 schools serving grades K-8, 5 offer public transit passes rather than yellow bus service. 2 of 6 high schools do the same.</p>	<p>Required to provide transportation.</p> <p>All provide yellow bus transportation funded and managed through central office.</p>

Note: Local Education Agency (LEA) is a public administrative unit within a state that is charged with control and direction of a designated set of elementary and/or secondary schools. By law, each RSD charter acts as an independent LEA.

Over the past 10 years, both school districts working in New Orleans have shed most, though not all, of their responsibility for school operations, allowing them to focus instead on oversight and accountability and providing key school supports and services. The transformation didn't happen overnight, and it wasn't easy. The remaining chapters of this report take a hard, honest look at some of the challenges. But the results speak for themselves.

Why is it important?

In 2005, New Orleans was infamous for being the lowest-achieving, most corrupt school system in Louisiana. In 2015, it is now acknowledged nationwide for demonstrating what is possible to accomplish in urban education if policymakers reimagine public school governance.

New Orleans redistributed traditional school district functions. Today, the city has a decentralized system where nonprofit charters operate autonomous schools and the district holds them accountable. Although the system is not entirely insulated from corruption and ineffective leadership, New Orleans' model mostly eliminates the inherent conflict of interest when the same organization is responsible for both of these functions. New Orleans pushes operational decisions down to the school level, thus enabling talented teachers and leaders to deliver academic and social-emotional services that best meet student needs. RSD holds schools accountable for high levels of academic performance—and OPSB will be positioned to do the same in the coming years. The reimagined system offers the country's most promising governance conditions for fostering excellence.

What were the successes?

When nonprofits run most of the public schools in a city, the government can devote its attention to two questions: What portfolio of school operators would improve academic outcomes? What mechanisms and policies will ensure fairness and equity

for all students, regardless of their circumstances or background?

Traditional central offices can rarely give these questions their full attention. They have limited capacity remaining after resolving such pressing operational issues as human resources, school policy, curriculum, and calendar. No longer bogged down with school operation, RSD focused mainly on issues of school quality and equity. The points below highlight system-wide successes in portfolio management. (Also see Chapter 4, Equity.)

Government intervention in low-performing schools has become the norm

The most important success to celebrate is that all schools—charter and direct-run—have been held accountable for their academic performance. For an entire decade, there has been no slippage on accountability. RSD has acted on every charter school that missed performance standards for charter renewal. Very few other urban school systems can make that claim.

Much credit here goes to BESE board members and staff at the Louisiana Department of Education and Recovery School District. Every time a school did not meet its clearly established performance agreement, there was a consequence—usually a charter takeover, though in rare instances outright school closure. And because schools knew they would be held accountable, some school boards opted to close before the state intervened.³²

Resolve and consistency around school accountability need not be an exclusive feature of state-led forms of governance. OPSB will begin to face this test with its school portfolio in the next few years. For New Orleans to continue its academic improvement, the local board must commit to holding schools accountable for performance in the same way the state board has done.

Multiple entry points for school operators—each with a rigorous approval process

RSD and OPSB built multiple pathways for charter school organizations and talented educators to operate schools in the new system. At a high level,

educators could convert district schools to charters, replace operators of low-performing charter schools, or launch fresh-start charters. In the fluid post-Katrina environment, it was important to foster multiple potential sources of effective, autonomous schools. Though most of the activity in the early years was within RSD, OPSB's exit from "crisis" status in 2011 opened yet another avenue for prospective school operators.

Louisiana added automatic renewal and replication provisions for high-performing charters in 2012, and this entry point will grow more significant in New Orleans in the years to come.³³ Inspire-NOLA, which runs an "A" K-8 school and a "B" high school, will be the first to automatically replicate at Andrew Wilson Charter School in the fall of 2015.³⁴

Regardless of pathway, New Orleans maintained high standards for opening new schools, with a third party evaluating each application and making a recommendation to BESE or OPSB.

What are the persistent challenges and remaining work?

Despite strong academic gains, concerns remain about the link between traditional democratic processes and the city's school governance structure.

Direct voter input on every government decision is unrealistic. But what is the appropriate link between the voting public and government action that affects their lives?

Act 35, which expanded RSD's authority to govern most schools in New Orleans, passed the Louisiana House of Representatives 89-14 in November 2005. It passed the State Senate by a 33 to 4 margin.³⁵ Governor Kathleen Blanco, who earned the support of nearly 70 percent of Orleans Parish voters in 2004, signed the bill into law.³⁶ Though dramatic and unprecedented, the intervention was certainly the product of a democratic process.

New Orleans has seen unprecedented academic growth under the current structure. Some might wish that tangible results would ease the perennial American desire for a strong local democratic voice in public education. Legitimate calls for an increased local role in school governance persist. For many, New Orleans' system of public schools seems too disconnected from familiar processes like local school board elections.

This is an unsettling reality in a Southern city that has seen intense, sometimes violent struggles over the right to vote and participate in self-governance. In New Orleans, 85 percent of public school students are black, a group whose claim on civil rights remains tenuous to this day.

Long-term sustainability of New Orleans education reform will require resolving the tension between rapid progress sparked by a state takeover and remaining dissatisfaction from local voices who feel the progress has come at too high a cost.

No consensus on the long-term answer for public school governance

While the bifurcated state of governance has yielded unprecedented academic gains, the current structure for managing New Orleans public schools is untenable in the long term. Wholesale return to an unchecked local board seems equally unpalatable, though. Such a return would reintroduce major risks that have harmed the system in the past: political jostling, inefficiency, patronage, and meddling by special interests. While unlikely, such a system could drift toward government reasserting its role as the monopoly operator of public schools. Those are real threats to student learning. The lessons of the past decade could be lost.

Ultimately, New Orleans will have to build a system of long-term governance that accounts for those risks. The ongoing sustainability of the system's transformation will require a unified system with a more substantive local voice in system governance.

It remains to be seen if OPSB can be that system. Leaders of RSD charter schools have not yet seen consistent leadership and a track record of policy decisions that promote equity.³⁷ In fact, some level

of corruption has persisted.³⁸ The lack of shared vision prevented OPSB from hiring a permanent superintendent for nearly three years.³⁹ Neither major local newspaper endorsed a bill mandating local control within the year.⁴⁰ Most important, public opinion is sharply divided: 44 percent believe schools should return to OPSB governance within the next 5 years, and 44 percent believe that schools should have the right to choose (as in current policy) or not return to OPSB at all.⁴¹

Largely dormant since 2011, creative local efforts to design a new way forward on school governance will need to come to life again.⁴² New Orleans needs an innovative structure to channel public will in ways that support autonomous schools, while also holding them accountable for performance. Local elected officials need the political mandate to implement strong equity policies, including special education, student discipline, and unified enrollment. Local governance should lead careful long-term planning for our decentralized system. And its scope of responsibilities should be clearly outlined to insulate schools from politics and policies that arbitrarily constrain their autonomy.

Collective efforts may not generate consensus on a novel governance structure to meet these principles. In that case, student performance data suggest that New Orleans is better off remaining in the current bifurcated state of governance that has yielded unprecedented academic gains.

In the meantime, RSD and OPSB need to work in tandem—not in parallel silos

As citizens and leaders hash out the governance structure of the future, OPSB and RSD must deepen collaboration in their shared work, especially on:

- *Opening new schools.* If RSD and OPSB operate in parallel silos, new schools will open without thorough analysis of citywide demographic trends and programmatic needs. RSD is opening fewer new schools as the number of low performers in New Orleans subsides. OPSB has already begun to take the lead, though the districts have not formalized a shared understanding of their respective roles in assessing needs, selecting

new operators, and opening new schools. The districts need to anticipate how their roles will evolve as New Orleans' decentralized system of schools matures.

- *Managing facilities.* Nowhere is the need for coordination more apparent than in managing the city's school facilities. OPSB serves as the taxing and bonding authority for the city, but RSD is responsible for a majority of the buildings. In effect, the two districts run dual facilities management offices—an arrangement that legislation and a recent millage vote preserved. As New Orleans nears the end of its historic, federally funded program to rebuild school facilities, resources for additional capital construction will have to be identified from other sources. The two districts will need to coordinate policy and efficient use of limited space to ensure that schools have adequate learning environments.⁴³
- *Charter oversight and accountability.* Operating in tandem, RSD and OPSB could create consistency around standards of financial health, academic performance, and commitment to equity (fair enrollment, special education, and so on).⁴⁴ Thus far, RSD's overall track record on oversight is mixed, with lapses in keeping track of state property and ensuring timely financial reporting by charters.⁴⁵ While RSD moved to sanction Lagniappe Academies when monitoring uncovered egregious special education violations, the behavior had allegedly gone on for years without discovery. On the other hand, as Dr. Martin Luther King Jr. Charter School debated returning to OPSB control, RSD issued the charter a formal notice of breach of contract for violating enrollment procedure.⁴⁶ Shortly after, the charter became the first to return to OPSB control.⁴⁷

Working more closely together will require OPSB and RSD leadership—as well as leaders of each district's charter organizations—to communicate clear priorities and develop trusting, collaborative relationships. This work is essential to developing governance structures that allow New Orleans public schools to thrive and serve students and families well.

2

Schools

Like urban districts across the country, New Orleans needs more great schools to meet the needs of its student population, one that is overwhelmingly composed of low-income students of color. Unlike other cities, New Orleans will not look to a central district bureaucracy to meet this challenge.

This responsibility is shared by a growing constellation of public charter schools, which serve 9 of 10 public school students. These charter school organizations are tasked with accelerating academic improvement, educating a growing student population, and collectively diversifying the range of school options offered to New Orleans families.

This is a homegrown movement. Of the nearly 90 charters that will operate in 2015–16, only eight have any national affiliation. This is also a movement that gives families real choice. New Orleans parents have an array of options—including International Baccalaureate, arts-focused, language immersion, and blended learning.

Academic performance improved significantly with this transition—particularly among the schools that were once among Louisiana’s lowest-performing campuses. Despite these improvements, too many New Orleans charter schools do not yet adequately prepare all students for college and careers. There is much work to be done.

Numbers to celebrate



Numbers to motivate



What happened?

New Orleans progressed through four phases as it transformed into a predominately charter district. In each stage, charter school organizations evolved to meet the city's needs at that moment.

Below, we outline four “phases” in the development of the New Orleans system. Over the past 10 years, changing local conditions sparked several strategic shifts. It is admittedly an oversimplified history, but one that clarifies the overall trajectory of New Orleans public schools since 2005.⁴⁸

Phase 0: Conversion of existing district schools to charters

Today, about 40 percent of New Orleans’ public school students either attend charter schools that opened prior to Hurricane Katrina or attend schools that reopened in the immediate aftermath of the storm as charters.⁴⁹ By itself, this level of enrollment would put New Orleans near the top of the nation in the share of students attending a public charter school. We call this Phase 0—setting it apart from Phase 1, which starts with the launch of the first new schools in the recovery.

After the storm, city leaders, school board members, and state education officials questioned the feasibility and safety of getting the district up and running to serve returning students.⁵⁰ Charter conversions enabled individual schools to serve students before the district as a whole was ready to open its doors. This wave of charter school creation took a variety of forms:

- Former NOPS schools, particularly those with selective admissions criteria, were eager to take advantage of the autonomy and flexibility of going charter. These include Benjamin Franklin High School, Lusher, Lake Forest, and Audubon.⁵¹
- Schools that were deeply rooted in a specific area of New Orleans opened as charter schools to serve the kids of their neighborhood. These include Dr. M.L.K. Charter School for Science and Technology in Lower 9th Ward, Algiers Charter

School Association on the West Bank, and Edward Hynes in Lakeview.

- Pre-Katrina RSD charter schools began serving students again as soon as facilities and teachers were available. These include Sophie B. Wright, James M. Singleton, Samuel J. Green, among others.⁵²

By October 2006, a total of 50 schools had reopened in New Orleans.⁵³ OPSB directly operated four and oversaw 12 charters. In RSD, 17 schools of each type served students, totaling 34 under state authority. These early charter conversions have formed a core part of the system over the past decade.

district- operated schools in new orleans

The transition to a system of predominately charter schools did not happen overnight.

Families and students returned to the city erratically and at a surprisingly fast rate. Fledgling nonprofits were not equipped to lead the city in designing programming, setting budgets, and hiring teachers for an unknown number of students. And although BESE’s first charter application round following the storm attracted many educators hoping to launch new schools, fewer than 1 in 5 applications made it through the state board’s stringent authorization process.⁵⁴

RSD operated schools because no other entity—including OPSB and the set of emerging charter organizations—could muster the resources to open enough schools to serve returning families. At its peak in 2008–09, RSD ran more than 30 schools and served more than 12,000 students. Few were strong academically. By the fall of 2014, RSD had fully withdrawn from directly running schools.

OPSB now operates six schools as a small traditional district. Shortly after becoming OPSB superintendent, Dr. Henderson Lewis Jr. gave a presentation titled “Establishing New Orleans Parish Schools as the Premier Portfolio School District in the Nation” in which he rebranded these six as Network Schools.⁵⁵ With a total enrollment of 3,300 students, this cluster is smaller than three local charter management organizations.⁵⁶ One of Superintendent Lewis’ first initiatives focused on shrinking the central office to push more dollars and operational control to these school sites.⁵⁷

Phase 1: Incubation of new open-enrollment charter schools (2007–10)

Even though system leaders—including RSD Superintendent Paul Vallas and State Superintendent Paul Pastorek—endorsed a charter strategy for New Orleans, putting theory into practice proved challenging. In 2006, the city had few quality open-enrollment schools. Fewer still were high-performing networks with the capacity to train new leaders and launch additional schools.⁵⁸ The city needed more educators and organizations with the expertise and thoughtful planning to meet a high bar for charter authorization.

Phase 1 consisted primarily of various initiatives to incubate new schools. New Schools for New Orleans, Building Excellent Schools (BES), and others attracted a diverse mix of local and national educators to plan and open new charter schools. New Leaders for New Schools placed principals in other schools in the city. These schools filled an essential citywide need: additional school options without academic requirements or neighborhood-based admissions.

Several new start-ups from this phase, including Sci Academy, the flagship school of the Collegiate Academies network, performed well, expanded, and have become strong academic options for New Orleans families.⁵⁹

On the whole, though, incubation efforts produced mixed results. Between 2007 and 2009 NSNO incubated nine stand-alone charter schools in RSD. Academic performance varied considerably—including four that no longer operate due to low academic quality.⁶⁰

Start-up organizations that met the demanding standards—such as offering strong academic programs with no admissions criteria, providing well-developed special education services, soundly managing public funds—were positioned for future success. Their early performance indicated that they would be able to provide a quality education to more students. Beginning in fall 2009, New Orleans’ strategy moved to support their expansion.

Phase 2: Charter school restarts and growth of charter networks (2010–14)

The growth of multi-school organizations, known as charter management organizations (CMOs), defined the second phase of the evolution of the New Orleans system. Using 2009–10 as a baseline, the percentage of New Orleans students attending schools in a CMO increased from 21 percent to 57 percent by 2014–15. CMOs grew rapidly as they reinvigorated underperforming schools—primarily schools operated directly by RSD but also low-performing charters.

Existing charter school organizations that were already operating one or more promising schools in New Orleans led most of the “restarts”—New Orleans’ strategy maximized the impact of these organizations by turning over the reins of low-performing schools to them.⁶¹

It was also intended to be straightforward for families: Rather than close a failing school, “restart” kept students in the building with a high-performing charter network in charge. In the fall of 2010, NSNO and RSD were awarded a \$28 million Investing in Innovation (i3) grant from the U.S. Department of Education, accelerating the growth of CMOs by funding these charter restarts and building the structures to annually replace low-performing schools with more effective options (see “Replication as Innovation” on page 28). An emerging body of academic research indicates that the strategy improved academic outcomes for students.⁶²

Each spring from 2010–14, RSD intervened in about eight low-quality schools, including its own direct-run schools and underperforming charters up for renewal. In most instances, RSD assigned a local, high-performing charter operator to restart the school. If an effective principal with strong community support led a direct-run RSD school, RSD empowered the school to form a nonprofit and continue running as a charter school (see “Self-Charter Strategy”, page 27). In other cases, RSD decided that outright closure would allow students to move into higher-performing schools more quickly. By the start of the 2014–15 school year, RSD no longer operated any direct-run schools.

*Reflections by Kelly S. Batiste, Principal,
Fannie C. Williams Charter School*

Are you from New Orleans? Where did you go to school?

I was born and raised in New Orleans. I attended public schools and graduated from McDonogh #35 Senior High School. I received a Bachelor of Arts degree from Spelman College and a Master's from the University of New Orleans.

How long have you been in education?

This is my 19th year in education. Both of my parents were educators and several family members are educators in the city. I also worked as a teacher, staff developer, and assistant principal before becoming a principal.

How long have you been at Fannie C. Williams?

The 2015–2016 school year will be my ninth year at Fannie C. Williams.

Why did you decide to pursue a charter?

Having worked in public education my entire career, I experienced the advantages and disadvantages of working in a traditional public school. As the post-Katrina education landscape began to take shape, I believed it was necessary to engage in what would ultimately be the best for the students in my community. I wanted the opportunity to continue the work I had started, with autonomy to make decisions in a more timely manner — decisions about curriculum, staff, professional development, teacher/student ratio, budgets, salaries, TRSL, union, etc. It was not an easy decision to reach. However, after much thought and consideration, I understood it was necessary.

Who provided support to facilitate the process?

I received support from various sources. My family was very instrumental in assisting and supporting me through the process. I also had the support of the community, staff, students, and parents at Fannie C.

Williams. NSNO was a tremendous resource in guiding me through the process as well as RSD staff.

How has running Fannie C. Williams changed since you became a charter?

The commitment, hard work, and collaboration remain the same. I've found that running a charter requires that I expand my scope of work to stay on top of all aspects of operating a school — finances, facilities, etc. The responsibility is greater, but the rewards are worth it.

What's been the reaction from your school community (parents, teachers, and so on) to the school being a charter as opposed to "direct-run"?

The school community has had very little reaction because we worked to ensure that our stakeholders received the same level of excellence and service that they expected from the "direct-run" FCW. Many parents just expect the school to provide the best for their children and so they don't really feel the transition. The system of schools in the city can be confusing to some parents and community members. We try to provide them with a sense of normalcy as it relates to what a school should provide. Parents, staff, and community leaders were involved in the decision to apply for a charter. They were all in favor.

Overall, what are you most proud of at Fannie C. Williams? What are you still working on?

I am most proud that the transition to a charter school has been a smooth one. We have created a safe, positive environment conducive to learning and growing for both the students and staff. I've heard often that single-site charters are difficult to maintain. I'm proud that we've been able to sustain the school thus far. We are still working to ensure that all students are achieving academic success at a rate that aligns to the state's rising standards and measures of success.

replication as innovation: federal i3 support for charter restarts in new orleans and tennessee

For those working to improve public schools, this statement is a Rorschach test: “In public education, some degree of failure is inevitable. Not all organizations that exist to provide students with instruction and support will do a great job—or even an adequate job. We should take this fact of life into account when determining the structure of the public school system in our city.

Some find the approach cynical; others see cautious, strategic thinking.

Through the U.S. Department of Education’s Investing in Innovation (i3) program, NSNO had the opportunity to support the development of two public school systems: RSD and Tennessee’s Achievement School District (ASD).⁶³ Both are organized around the difficult reality that running excellent open-enrollment public schools in urban areas is extremely hard work. They anticipate that some organizations will plan, hire, or execute poorly. The districts take the need for full-school turnaround as a given.

Federal i3 resources—alongside matched funding from private philanthropy—allowed RSD and ASD to build a lasting infrastructure to support necessary school turnaround work. Funding supported personnel to build out district portfolio management processes. i3 also provided substantial grants to top-performing charter schools to take on the challenge of turnaround when needed, as well as rigorous quantitative evaluation from Stanford’s Center for Research on Education Outcomes (CREDO).

In fall 2015, the final i3-supported school will open in New Orleans: InspireNOLA’s restart of Andrew H. Wilson Charter School in the Broadmoor neighborhood. In total, i3 funding and the philanthropic match will have supported the launch of 13 charter schools in the city—as well as 12 in Memphis and Nashville.

CREDO will release a full evaluation of the project in late 2017.

Turnaround schools faced a variety of challenges—particularly in the initial year. Not all school models proved ready to scale up. Hiring and developing staff for an entire school in the first year proved more difficult than building a school one grade at a time. When a unique and dynamic leader drove the success of the original school, the model did not replicate effectively without strong systems and organizational supports. Several organizations anticipated developing economies of scale in providing academic and operational support. But these efficiencies were elusive. CREDO’s 2013 report on New Orleans’ restart initiative summed up the frustration of many, observing that the “pipeline of qualified operators and CMOs ready and willing

to conduct turnarounds was leaner than initially envisioned.”⁶⁴

The restart process improved over time, but initial efforts suffered a range of implementation problems. Transitions from outgoing to incoming management were often inefficient and compromised school performance and community support. Student records were not adequately maintained and shared, communication with school staff and families was insufficient, and the student enrollment system before EnrollNOLA did not facilitate efficient and informed school choice. While the intent of restarts was for most students to remain at the restart school even as the adults transitioned, many students left. A high transfer

rate out of some restart schools had a ripple effect across the district.

Despite these challenges, the charter restart strategy has been a nearly unqualified success. Of the 19 charter restarts in New Orleans since 2010, 17 schools outperform the schools they replaced.⁶⁵ And research shows that these schools are producing better results for their students.⁶⁶ The restart strategy ultimately led to a dramatic reduction in the number of failing schools in New Orleans. The restart method will remain an important lever to address under-performing schools.

Phase 3: Innovation and further diversification

The direction of charter school growth has continued to evolve. The New Orleans' charter restart strategy has surely crested, though some low-performing schools in both RSD and OPSB will likely be replaced as the state accountability system demands ever-stronger academic growth.⁶⁷

As the portfolio of schools stabilizes, both existing CMOs and new organizations are poised to try out new approaches to push academic performance higher. For example, FirstLine Schools and KIPP offer the city's most advanced, innovative blended learning programs, using their scale to create space to rethink how to best support student learning.

Much-celebrated Bricolage Academy is an archetype among new organizations.⁶⁸ The founder is a former teacher at a KIPP school; the academic head worked at selective-admissions Lusher Charter School for over a decade. The student body is socio-economically and racially diverse. The instructional approach is grounded in innovation, creative problem solving, and design thinking.⁶⁹

Bricolage opened in fall 2013 under OPSB oversight—one of the local district's first new charters after it regained the authority to authorize new charter schools. OPSB has set forth clear priorities each year when accepting charter applications, with a specific focus on increasing programmatic diversity from which parents can choose.

A growing student population in New Orleans benefits from this work—including an increasing number of middle-class families who are explor-

ing public school options for the first time in generations.⁷⁰ Bringing different approaches to the challenge of creating an excellent, autonomous public school remains a key goal of the New Orleans system.

Why is it important?

Our city's academic turnaround calls into question the country's default way of delivering public education. Centrally controlled school districts may not be the *best* – and certainly now are not the *only* – possible approach. In urban communities, national data demonstrate that, on average, charter schools generate more student academic growth than traditional district schools.⁷¹ New Orleans provides early evidence that this strategy can scale up across an entire city. Autonomous, nonprofit charter school organizations are at the heart of New Orleans' success over the past decade.

In any public school system, the values and priorities of the school operators reverberate across each component of the system. This is true in a traditional district and in a decentralized system. In New Orleans, each of the nearly 50 nonprofits running schools offers a vision for how talented educators should be recruited and developed. They envision how the system should pursue excellence and equitable access for students. They propose how families and communities should be given meaningful ways to be involved in their schools. None of the individual visions aligns perfectly to the vision of all New Orleans families—and none needs to. This diversity makes the system more resilient and better able to respond to family demand.

What the system lacks in centralized coordination of services and supports, it makes up for in autonomy and structural incentives to improve academic performance and respond to students' diverse instructional needs. New Orleans' decentralized system of charter schools has faltered on occasion, but on the whole has nimbly responded to an evolving student population, while innovating around instructional approaches and filling portfolio needs.

What were the successes?

Across-the-board increases in academic performance remain New Orleans' crowning achievement. The city's strategy to allow autonomous nonprofits to run quality public schools laid the foundation for that success. Several bright spots warrant mention:

Diversity of school models and programming gives families real school choice

For families to have real choice, public schools need to offer diverse academic models and extracurricular programming. New Orleans has made tremendous progress on this front.⁷²

Research by the Tulane-affiliated Education Research Alliance indicates that no school model dominates in New Orleans.⁷³ We especially see this in high schools, where the diversity of school models exceeds that of most other cities.⁷⁴

By the broadest possible definition, at most, 35 percent of students in New Orleans attend what could possibly be called “No Excuses” charter schools.⁷⁵ Within that category lies a tremendous variety of instructional programs and approaches to school culture.⁷⁶ A KIPP school looks and feels different than a New Orleans College Prep school, which looks and feels different than a Crescent City Schools campus. One of the schools labeled as “No Excuses” for the purpose of this exercise is ReNEW Cultural Arts Academy (RCAA). RCAA was named one of eight “Turnaround Arts” schools nationwide, and received support from the Obama administration and private partners to make arts instruction a pillar of academic turnaround work.⁷⁷ Also included is FirstLine Schools, a CMO best known nationally for its Edible Schoolyards (school gardens) and sophisticated teaching kitchens.⁷⁸

Beyond this group, the list goes on: Morris Jeff has Louisiana's only K-8 International Baccalaureate (IB) Program.⁷⁹ Landry-Walker and Edna Karr high schools boast championship-winning sports teams and marching bands.⁸⁰ Blended-learning programs are on the rise in New Orleans—with a

rapidly increasing number of charter schools embedding technology into daily instruction.⁸¹

All RSD schools—and most OPSB schools—provide free transportation and enroll all students through EnrollNOLA, the city’s unified student enrollment system. These are powerful mechanisms for providing parents and students with options. New Orleans must continue to make progress on both growing a diverse portfolio of schools and increasing access to all schools in the city.

Homegrown, nonprofit charters make up the vast majority of schools in New Orleans

What organizations run public schools in New Orleans? Who is fueling the city’s academic turnaround?

The school system in New Orleans is almost completely operated by nonprofit organizations. The percentage of New Orleans charter boards choosing to contract with for-profit firms to manage day-to-day school operations never topped 10 percent, and has virtually disappeared in recent years. Crescent Leadership Academy, a small alternative school serving fewer than 200 students, is the only remaining example of for-profit management.⁸²

Misperceptions linger about national groups hijacking New Orleans’s schools. But it was experienced, high-performing public school educators who led the initial wave of charter conversions that currently serve 40 percent of all public school students. A later wave of conversions from district-run school to charter school followed—with a series of strong principals in RSD developing charter applications, building up their boards, and launching their own nonprofits. KIPP is the only CMO serving students in the city that has any affiliation with schools outside of New Orleans. The leadership and board of KIPP New Orleans have been serving families in New Orleans since 2005. The network consistently ranks among the highest-performing charter school operators.



Restart strategy helped New Orleans nearly eliminate failing schools

The use of charter schools to restart low-performing schools achieved the overriding objective of eliminating failing schools in New Orleans. The vast majority of school districts nationwide adopt incremental changes to address persistently failing schools. New Orleans’ restart strategy proved to be a swift and largely successful remedy.

Just over one in 10 students in New Orleans attends a school ranked in the lowest decile statewide—a figure down from six in 10 in 2004.⁸³

The scale and pace of this effort undoubtedly frustrated families who value stability and their established personal connections to teachers and administrators. They also jarred community members who had affiliations with schools for decades prior to Katrina. Restarts disrupt these relationships, and families were not always provided a formal mechanism to participate in the selection of a new school operator.

However, opinion polls demonstrate broad public support for restarts as an effective strategy for improving student performance. A 2015 poll by the Cowen Institute and *The New Orleans Advocate* found New Orleanians favor by a 3-to-1 margin RSD’s

current policy of restarting schools that are persistently rated “D” in the state letter-grade system.⁸⁴

After mostly eliminating the presence of failing schools in New Orleans, the next challenge will be to tackle schools that cannot break out of the bottom third in statewide performance—roughly what a “D” letter grade signifies. These schools can often be warm and orderly, but their academic achievement lags. Notwithstanding the challenges brought on by frequent use of a charter restart strategy, the demand for continued improvement appears to exist among both system leaders and the wider public in New Orleans.

Charter schools and authorizers collaborate constructively

New Orleans’ governance structure demands deeper collaboration between policymakers and school operators. Authorizing districts must be deliberate about outreach and engagement on questions of policy. Charter leaders must carefully monitor how proposed policies will affect their school. Principals must balance the dual imperatives of maintaining their autonomy and participating in the creation of systemwide structures that make public schools fair and transparent for all families.

The need to develop a wide array of policies put authorizer-operator collaboration to the test over the past decade. In particular, the equity-focused reforms discussed in Chapter 4 required sustained coordination between OPSB, RSD, and school operators.

The system responded well. With considerable input from schools, RSD took the lead on establishing systems for unified enrollment, centralized student expulsion, and differentiated funding for special education. Not every charter operator supports EnrollNOLA or the other changes. But government leaders get credit from operators for offering them meaningful say in the development of key citywide systems.

OPSB demonstrated its capacity to collaborate in 2014 when it revised its framework for evaluating charter school performance. Multiple rounds of input from charter school organizations generated buy-in across the district’s wide range of charters.

In summer 2015, as OPSB Superintendent Henderson Lewis Jr. began to articulate his vision for New Orleans, RSD charters stepped up again. They provided detailed insight into RSD policies that support their success as open-enrollment public schools—and in conversations with the new superintendent, encouraged him to lead OPSB in this direction as well.

Traditional districts offer a useful counterpoint. The district’s desire to implement system-wide priorities often interferes with educators focused on day-to-day school operations and student and staff needs. This pattern can alienate great educators and reduce their personal and professional investment in the system. New Orleans has turned this pattern on its head.

What are the persistent challenges and remaining work?

The strategies that have propelled New Orleans over the past decade may not be optimal in the next decade. Restarting low-quality schools with high-performing charter operators helped to move the city from an “F” grade to a “C” in terms of academic quality. But if “C” charter networks continue to replicate and expand, New Orleans’ public school system will never become excellent. Incremental improvements may not always justify the disruption associated with a restart. And the existing strategies have created only a few excellent open-enrollment high schools—a persistent nationwide gap that New Orleans’ portfolio strategy has not fully solved. With regard to charter schools, three persistent challenges remain:

New Orleans needs more exceptional charter operators to emerge out of the current school portfolio

District leaders, school operators, and local stakeholders must determine what resources and supports will help both new and established charter operators

to consistently produce the “A” and “B” schools New Orleans expects. Other sections of this report address components of this work, but the challenge bears repeating. The New Orleans system has only produced pockets of truly exceptional academic performance thus far—not citywide excellence. For example, no RSD school earned an “A” on the state’s grading system in the first decade of reform.

In many ways the onus is now on individual charter networks to innovate and continually improve their schools. Others have roles: Government can spur improvements by setting a high bar for school accountability and ensuring equitable operating conditions for schools. Local and national nonprofits can provide resources, coaching, and clear feedback on performance. Parents and community organizations can contribute in myriad ways, including many that remained untapped so far.

But school operators have to stitch these pieces together to build schools that recruit, develop, and retain great educators to support student learning. This remains a pressing challenge that will be best met by local educators who continuously improve and innovate within the existing framework of autonomous schools.

New Orleans needs to cultivate great organizations to restart remaining low-performing schools

Successful execution of the charter restart strategy requires a bench of proven, high-quality charter school organizations with the capacity and will to implement school turnarounds. New Orleans simply did not have enough to meet demand in the initial years. Even experienced, high-performing CMOs found it very difficult to effectively plan and execute restarts—especially when the new operator took over all grades simultaneously.

In order for restarts to remain a viable mechanism for replacing underperforming schools in an environment of rising accountability standards, New Orleans needs a deeper bench of capable operators that can deliver an exceptional school leader *and* a replication model that includes explicit systems for curriculum, staffing, school culture, and academic interventions.⁸⁵

New Orleans needs to balance replication with innovation

The replication strategy helps to build networks with sufficient scale to be financially and operationally sustainable. While networks have become engines of innovation in New Orleans, the city must ensure that the growth of CMOs is not achieved at the expense of new school models that better meet the educational needs of the city’s students.

Room to innovate means room to try new instructional strategies and create excellent choices for specific student populations — for example, cultivating great programs to serve pre-K students, incarcerated youth, and adults.

As successful charter networks increase their stature with parents, community groups, and civic leaders, they may try to assert themselves and push to replicate their proven school models across the city.⁸⁶ This would ultimately constrain the innovation needed to push the system toward excellence.

New Orleans has several CMOs that likely each need an additional two or three schools to reach long-term financial sustainability. Financial pressures will increase as New Orleans exhausts federal facilities funds and new schools have less access to free facilities.

Striking the right balance between innovation and replication is hard, and New Orleans will wrestle with the question over the next decade.

3

Talent

Educators in New Orleans practice their craft in a unique environment.

Most notably, teachers and principals are empowered to choose the school that aligns to their own vision for public education. New Orleans operates free from the constraints of system-wide collective bargaining. Rather than assignment through the central office, educators select a school based on the mission, values, instructional approach, and professional environment that offers the best fit for them.

Government holds these autonomous schools accountable for their academic results. In doing so, the system creates incentives for principals to recruit teachers from university or alternative programs that deliver strong educators. Schools must provide compelling professional growth opportunities and retain the most effective, aligned educators—or academic performance will decline. This structure has allowed New Orleans educators to lead an academic transformation in the city.

No single source of teachers has had a monopoly over the past decade—and growing citywide enrollment suggests that demand for teachers among New Orleans public schools will continue to increase. As efforts to grow residency programs embedded in charter school organizations build momentum, New Orleans has the opportunity to transform how teachers are prepared in this country, while tapping more novice educators with local roots to come into the profession.

Numbers to celebrate



Numbers to motivate



What happened?

New Orleans schools are fixated on talent. Structural reform provides incentives to think constantly about the satisfaction and performance of educators—exactly where attention must lie in order to improve academic performance.

Traditional urban districts rarely deliver on their promise to create professional environments that allow teachers and principals to thrive. Responsibility for doing so is too diffuse, accountability too rare, and collective bargaining agreements too cumbersome. The system ties the hands of principals and teachers in ways that don't support student achievement. Student learning suffers as a result.

Before Katrina, NOPS faced all these challenges and more. New Orleans has since forged a new strategy around educator talent.

The new paradigm goes hand-in-hand with putting responsibility on autonomous schools to perform academically. In a system that consistently holds schools accountable for performance, charter school organizations feel a pressing need to attract and retain the best talent. And since public funding flows directly to the school site, principals have resources at their disposal to build exceptional professional environments (see "Services and Support in RSD and OPSB," page 20).

Because nearly all New Orleans educators are at-will employees, schools have autonomy to act decisively. When teachers do not generate strong academic results despite coaching and support—or are not a good fit with the school's culture—the school can let them go.

On the flip side, schools are constrained by a competitive labor market. All educators can choose between nearly 50 employers that manage schools. In New Orleans' dynamic new labor market, teachers and schools court each other, seeking compatible missions, values, and instructional approaches. Operators risk losing out on top educators if they do not create work environments focused on the success and well-being of teachers.⁸⁹ In the long run, schools that develop their teachers' skills and offer

compelling career progressions will thrive. Those that don't meet this challenge will struggle, as great teachers are at the heart of any effective school.

This structure creates a cycle of continuous improvement among New Orleans educators. As we discuss below, it also builds demand for professional development opportunities that actually improve practice and increase expertise—as well as those that reduce the workload for educators stretched thin by the challenges of working in a high-needs public school.

For many educators, New Orleans' new approach opened exciting options for employment and advancement. It balanced meaningful work, job security, and the potential for growth. For others, the system forced them out of their comfort zone, or even seemed antithetical to how public schools should function.

What's undeniable is that these strategies are paying dividends in terms of student performance.

We've entered a new era for the teaching profession in New Orleans.



the new orleans talent paradox

There is no obvious correlation between a New Orleans school’s use of teachers from alternative pipelines and its success. Veteran staffs have led some of the top-performing schools in the city—and some of the first charter school closures. Alternative pipelines like Teach For America and teachNOLA have a similar track record, as have schools that intentionally sought to blend “old” and “new.”

In New Orleans, what matters are not the decisions made at the outset about school design and strategy. What matters is execution. The school accountability process looks only to results, not to fidelity at implementing a predetermined school model.

This prioritization can confound outside observers. Where are the pitched battles about hiring preference, tenure, and the role of test scores in educator evaluation? Why aren’t New Orleans reformers in a full-blown panic about an uptick in unionization in the city’s schools?

As long as RSD continues to rigorously evaluate schools and act decisively when low performance persists—and as long as OPSB follows suit in the coming years—schools are encouraged to approach their challenge in a variety of ways. In districts across the country, we’ve seen a central body decide from the outset the “one best way” to do school. It has not served kids and communities well.

Pluralism is an asset of New Orleans’ decentralized system. The system is agnostic on school design and talent strategy—and intensely focused on the student learning that public schools generate.



A decade of this work has changed how New Orleans teachers are identified, hired, and given support to improve

New Orleans gave schools autonomy and began to hold them accountable for performance. The incentives and responsibilities seemed to be aligned. In theory, the decentralized system was poised to generate conditions where talented educators could build cohesive schools and grow professionally.

In practice, a glaring problem remained: most educators living within the boundaries of the parish lost their homes to flooding and were scattered across the country. OPSB laid off its entire educator workforce. No one knew how many students would return to the system or when.⁹⁰

In 2006 and 2007, teachers who had previously worked in the Orleans Parish system constituted more than 75 percent of the educator workforce—including nearly 90 percent of teachers in schools operated by RSD.⁹¹ But as student enrollment rebounded faster than expected, there were not enough teachers to staff schools.⁹² RSD and OPSB, as well as charter networks and nonprofits such as New Leaders for New Schools, advertised in Houston, Atlanta, and other cities to encourage veteran educators to return to New Orleans classrooms.



Despite uncertain conditions and skyrocketing housing costs, these efforts succeeded to some degree. Of the 1,319 public school teachers in New Orleans in spring 2007, nearly 1,000 had taught in OPSB schools before the storm. Over the next year the number increased to 1,469, as hundreds of veteran teachers were hired to serve a rapidly growing student population.⁹³

Democrats and Republicans also called on educators nationwide to consider moving to New Orleans to teach. Federal funds supported a media campaign to attract more teachers to the city by running ads and offering relocation incentives and housing subsidies.⁹⁴

To supplement veteran educators who had already returned to New Orleans, alternative teacher pipelines stepped up to answer the urgent call for more teachers. Groups including teachNOLA and Teach For America could scale up quickly to fill an immediate need—certainly faster than federal aid could flow to rebuild colleges with physical campuses, sizable faculties, and programs that spanned four or five years. TeachNOLA also tapped national networks of experienced educators to move to New Orleans and teach in public schools. In bringing

large cohorts of mission-driven teachers to fill the gap in New Orleans, these teacher pipelines played an integral role in stabilizing the schools.

By the 2008–09 school year, the shortage had become a surplus. RSD received far more applications than it had open positions.⁹⁷ TeachNOLA had nearly 2,500 prospects for about 100 slots. Teach For America brought in almost 250 new educators that fall—nearly one corps member for every 150 public school students enrolled at the time.⁹⁸

TFA's numbers have dropped considerably from that peak: The organization's latest cohort was around 100 new teachers, or one for every 450 students. But there has been a steady inflow of teachers through teachNOLA and TFA since 2008.⁹⁹

Until 2013, the Board of Regents conducted value-added analysis of all of Louisiana's teacher preparation programs. TFA and teachNOLA educators ranked among the top-performing novice teachers in the state—with particular strength in math and English language arts.¹⁰⁰ Even as university-based programs ramped back up to size, New Orleans principals chose to maintain alternative certification programs as a key hiring pipeline to meet the ongoing need for effective teachers.

On the professional development side, the basic outline of the story is the same: Schools have full autonomy to partner with talent development organizations that meet the needs of their educators. Sustained philanthropic and federal support has helped New Orleans build a strong nonprofit ecosys-

tem that identifies and trains talented educators. This ecosystem gives more options to schools and teachers, and the organizations that have emerged vary greatly. For example, Relay Graduate School of Education was born out of several large charter networks in New York City.¹⁰¹ The School Leadership

Center of Greater New Orleans, founded in 1997, is staffed by NOPS veterans and traditionally trained educators.¹⁰² Others fall somewhere in between.¹⁰³

The opt-in nature of these partnerships is essential. Unlike traditional districts, New Orleans has no monopoly “buyer” of talent sourcing and development services. When the district office selects and manages these outside partnerships, the end users (schools and teachers) have little meaningful say into what support would help their school. In New Orleans, organizations must demonstrate their value to schools and frontline educators or risk becoming obsolete.¹⁰⁴ There is a competitive market for providing talent services.

New Orleans’ teacher workforce has experienced a demographic shift with more white teachers and novice teachers entering the classroom

The demographic makeup of the New Orleans teaching force is among the most contentious topics of the past decade. We want to be clear about why it’s important to face this question squarely—and why some argue that the discussion is distracting to the real work.

The evidence that links such teacher characteristics as demographics to student achievement is mixed, and overall there seems to be only a weak relationship between the two in research studies.¹⁰⁵ In a results-focused system, why dwell on a factor that appears peripheral to student learning?

In short, history and context matter. It was a difficult emotional and financial blow for 7,500 NOPS employees when the local district placed them on “disaster leave without pay” and then terminated their contracts in November 2005. A decade has passed, the state and federal judicial processes have ruled that the decision was legal, and OPSB has stabilized. But the wounds that educators felt in losing their jobs in the midst of a disaster are still fresh.

Today’s educator profile in New Orleans has moved closer to other urban districts and to Louisiana as a whole. The city continues to benefit from those with experience in the system, but a larger percentage of teachers are in their early years in the profession. The percentage of black teachers

table 3. Teachers in New Orleans¹⁰⁶

	2004	2009	2014
Number of teachers	5,039	2,819	3,232
Percentage who are black	72%	56%	50%
Percentage with 5 years or fewer of teaching experience	33%	48%	55%
Percentage who earned a bachelor’s degree from a university outside Louisiana	20%	35%	45%



has fallen from 71 percent in 2004 to 50 percent in 2013.

Some blame alternative pipelines for the decline in teachers of color in New Orleans. It’s useful to consider other key sources of new educators—namely, university-based schools of education.

What is the demographic makeup of traditional teacher preparation programs in Louisiana?

Across all public and private universities statewide in 2012–13, 83 percent of those enrolled in teacher preparation programs were white and 13 percent were black.¹¹² Over time, this pattern has hurt the diversity of the teaching force in the state. As the “Teacher Diversity” box shows, traditional pipelines have failed to produce an educator workforce that reflects Louisiana’s public school population.

Looking at those university-based programs located within New Orleans, the story is only marginally better: In 2013, 68 percent of teacher candidates were white, and 23 percent were black.

This figure closely mirrors the incoming teachNOLA and TFA corps members: 26 percent were black and 67 percent white in fall 2012.¹¹³ For the past several years, over 40 percent of incoming teachNOLA and TFA teachers have self-identified as people of color, including black.

There is no easy path to sustaining a great educator workforce that is representative of New Orleans as a whole. In a hypothetical scenario in which New Orleans principals hired novice teachers exclusively from university-based pipelines, the demographics of the teaching force would have shifted between 2005 and 2015—perhaps even more dramatically than they did. In reality, traditional preparation programs were limited in the years

the TRSL question

Charter schools can participate in the state's Teachers' Retirement System of Louisiana (TRSL) or offer 403(b) retirement savings plans. In New Orleans, most choose 403(b), as the cost of TRSL can be prohibitive. Employers pay into TRSL the equivalent of nearly 30 percent of each employee's salary.¹¹⁵ This contribution helps the state system chip away at long-neglected unfunded accrued liabilities that total nearly \$20 billion.¹¹⁶

Although a school's choice about TRSL might seem arcane, it played an outsized role in how teachers sorted themselves into schools. It's fair to say that TRSL divided the labor market: TRSL schools attracted

more veteran teachers, recruited educators from other Louisiana districts, and even lured retired teachers back into the workforce. Schools offering 403(b) plans faced an uphill climb in hiring these teachers. They were forced to focus instead on teachers far from retirement age and those who were not vested in the state pension system.

School autonomy over personnel decisions — including how to compensate and provide benefits to employees — reshaped demand for educator talent in the city. Retirement plans play a surprisingly prominent role in the distribution of teachers over the past decade.

after Katrina.¹¹⁴ Demand for their teachers had weakened among New Orleans public schools, and the recovery had forced some teacher preparation programs to consolidate.

Why is it important?

Lasting improvements in American public education will not happen without improved instructional quality.

New Orleans will be a bellwether in this regard: Can a system of autonomous schools provide better work environments, stronger professional supports, and more compelling pathways for advancement than a traditional district structure? Can decentralization elevate the teaching profession by properly valuing the immense contribution educators make to society?

In the best-case scenario? Yes.

A decentralized system allows leaders to design talent strategies aligned with their mission and school values. Leaders have room to innovate on professional development — and can let go of those educators who are not serving students well.

In contrast, one-size-fits-all district solutions tend to steamroll facets of the school context that have a major impact on student success. Rather than disrupting instruction system-wide with battles over politically contentious issues — tenure,

evaluation, compensation — each New Orleans school can take these questions on in a way that fits the vision of their school community.

At the same time, principals in New Orleans are charged with more responsibility than their counterparts in traditional public schools. They must identify talent needs, manage a range of partnerships, and create new systems and processes. When other major reforms are put in place simultaneously — for example, the higher academic expectations outlined in the Common Core standards — talent strategy must be adjusted to account for the new environment. This iterative process is crucial to the success of each school, but difficult to manage and communicate.

Some stakeholders question why each of the nearly 50 nonprofit organizations that manage schools in New Orleans should take on this work individually. Isn't it duplicative and confusing for educators?

Perhaps. But the rightful peers of teachers — doctors, lawyers, engineers — all operate in a professional context that mirrors the New Orleans system. Applying this model in a school system might be groundbreaking, but it is taken for granted in other parts of the economy.

If the country wants to elevate the teaching profession, an essential step is to give educators the agency to choose the school environment that best suits them. That is happening in New Orleans.

What were the successes?

New Orleans educators are generating better student outcomes

Teachers in New Orleans are significantly outpacing their peers elsewhere in the state on value-added measures. Among public school teachers who received a value-added score from the Louisiana Department of Education (LDOE), 63 percent of New Orleans teachers generated above-average student academic growth.¹¹⁷

Some CMOs in the city are doing even better. At homegrown charter network FirstLine Schools, 85 percent of teachers performed in the top half of teachers statewide. Likewise, ReNEW Schools, which runs four turnaround K–8 schools and two alternative high schools, had 76 percent of its teachers in the top half of the distribution statewide.

Consistent academic growth continues to boost proficiency rates and other absolute measures of student performance. Despite serving a student population with enormous challenges, talented and well-supported educators in New Orleans are getting results.

School autonomy now supports a diversity of talent strategies

The term “autonomy” is tossed around so much that sometimes it’s difficult to grasp what it means. Autonomy creates space to innovate as schools grapple with seemingly intractable problems. They have leeway to experiment and come up with breakthrough solutions. Concrete examples of what schools are doing shed light on the impact of autonomy.

- Schools are taking teacher preparation into their own hands. In 2015, at least five CMOs will have residency programs to provide novice educators with hands-on training for an entire academic year before putting them in charge of their own classroom. Many are working with Relay GSE or Match Teacher Coaching to support aspects of this new talent pipeline. Though New Orleans serves only about 5 percent of Louisiana’s total public student population, the city’s schools have

received more than 30 percent of the LDOE’s Believe & Prepare grant dollars to support innovative teacher-training efforts. CMOs believe that their approach to training novice educators will yield effective teachers who also remain in the classroom for years to come.

- Charter schools and networks have invested heavily in developing so-called “middle leaders” (grade-level chairs, deans, assistant principals, and so on). Schools consider middle leaders critical for developing their early-career teachers. The middle-leader pathway also helps retain high performers and expand their impact. The philanthropic community, including NSNO, responded to school-level demands for these opportunities and invested considerable resources after 2010 in building a range of supports for these professionals.¹¹⁸ Leading Educators, a homegrown nonprofit, is one example.
- For a profile of Collegiate Academies’ innovative approach to hiring, see “Autonomy in Action”, page 43.

New Orleans has unmatched “per capita” density of great nonprofits that identify and train educators

Remember that New Orleans public schools serve fewer than 50,000 students today. The city does not rank among the top 100 largest school districts in the United States.¹¹⁹

Yet New Orleans’ nonprofit community could go toe-to-toe with much larger districts. Sustained philanthropy and major federal support have helped New Orleans build a strong nonprofit ecosystem that identifies and trains talented educators. These groups appear throughout this chapter: Relay, Match, TFA, teachNOLA, Leading Educators, and others. Their support has been integral to the ongoing improvement of academic performance in New Orleans.

Schools and teachers have options, creating a competitive market for providing services. And unlike traditional districts, New Orleans has no monopoly “buyer” of talent sourcing and development services—it has nearly 50 organizations that operate schools. Nonprofits that support these schools must constantly demonstrate their value.



What are the persistent challenges and remaining work?

Growing enrollment requires multiple coordinated strategies to address need for teachers

Building talent pipelines that meet the demand for effective teachers and principals is arguably New Orleans' most pressing citywide challenge in the coming years.

The number of teachers hired each year will increase as overall student enrollment grows. NSNO's best working estimate is that New Orleans schools will need to hire more than 900 teachers annually by 2020—an increase of nearly 40 percent from 2010. We believe three coordinated efforts need to gain momentum to head off a critical shortage of teachers.

- **Develop new pipelines that give strong K-12 school operators a larger role in preparing their teachers.** In the traditional model of teacher preparation and placement, colleges and universities prepare their students to enter the profession. Central district offices work to recruit and select the best candidates from the talent pool.

But little coordination exists to match the demands of schools with the supply from university-based teacher preparation programs.

An increasing number of CMOs in New Orleans are developing teacher residency programs with nonprofit partners. Such programs provide novice educators with hands-on training and experience in New Orleans, while CMOs gain the ability to improve the quality of their prospective teachers and develop skills and loyalty that help increase teacher retention.

- **Continually improve core existing pipelines.** Given projections of enrollment growth, current teacher pipelines need to maintain scale.

Traditional, university-based programs

must refocus their efforts on building practical teaching skills. Extended student-teaching experiences can prepare graduates for successful teaching careers. Charters should continue to evaluate the quality of these programs and remain open to closer partnership. While state policy changes seem likely to increase the selectivity of certification programs, universities need to find ways to expand the number of candidates they train as well.

National and statewide teacher recruitment is likely to become more competitive with the growth of high-quality charter networks in other cities. And in a decentralized system, no single charter school or network has the capacity to pursue a national recruitment strategy. Charter operators could explore joint recruiting ventures to educate candidates about the unique career opportunities in New Orleans' decentralized school system.

- **Improve teacher retention rates.** New Orleans' teachers have fewer years of experience than their peers nationally. Teacher attrition is a major challenge, and worries about the sustainability of a teaching career in New Orleans crop up frequently. The city loses hard-earned expertise with each teacher who leaves the classroom for another district, state, or profession.

Focusing on teacher residency programs and locally sourced teachers can improve retention rates across the system. Since that system is decentralized, autonomous schools are ultimately responsible for building professional environments that encourage retention.

Teacher pipeline innovations must increase the diversity of the educator workforce

As discussed earlier, dramatic shifts in the educator marketplace have decreased the percentage of black teachers and increased the number of teachers from outside New Orleans.

Momentum is building among New Orleans principals, charter school board members, parents, and local citizens for concerted efforts to increase the number of teachers of color in New Orleans classrooms.

Just 13 percent of Louisiana’s 5,000 novice educators currently enrolled in a traditional teacher certification program are black120—despite many school districts naming diversity as an explicit objective of their talent recruitment strategies. Traditional teacher pipelines in Louisiana struggle to recruit and train diverse cohorts of educators.

The challenge in New Orleans stems in part from decentralization: With no single human resources department tracking data and coordinating initiatives, efforts can falter. The city needs to ensure that the multiple pipelines built and expanded to supply *effective educators* also cultivate *a diverse workforce*. New Orleans is poised to respond creatively to this challenge.

Provide support for educators who play a variety of roles in their schools

- **Equip teachers to meet rising academic standards.** Under the new PARCC assessment system, achieving grade-level “proficiency” will require roughly the same performance level as “mastery” on current tests. In order to increase the number of A-rated and B-rated schools, New Orleans must significantly increase its percent-

age of students reaching this level of academic performance. Teachers will need better preparation and ongoing support to help students meet higher expectations.

- **Fill talent gaps in specific subjects, grades, and educator roles.** In line with national trends, New Orleans struggles with teacher shortages in special education, English language learners, career and technical education, and STEM—science, technology, engineering, and math. While there is no quick fix to such shortages, tighter partnerships between K–12 schools and teacher preparation programs will help bridge the supply-and-demand gap for these hard-to-staff positions.
- **Build leadership capacity.** New Orleans schools also face an ongoing need for strong teacher-leaders, instructional coaches, and school leaders. CMOs need to hone systems for building leadership capacity, and increase the scale and effectiveness of leadership development programs to meet demand. Examples include Relay’s National Principals Academy Fellowship, which has trained nearly 50 New Orleans leaders since 2013.121



4

Equity

New Orleans has become a leader in meeting the needs of our country’s most vulnerable students and families.

No longer bogged down with school operation, RSD officials concentrate on equity in the school system—partnering with OPSB when possible. Charter schools collaborate with RSD to create fair policies and systems, ceding some autonomy to ensure a level playing field across the city.

Innovative solutions to equity challenges have become a hallmark of the New Orleans system—from transparent school enrollment through the centralized EnrollNOLA system, to distribution of funds based on the unique needs of students with disabilities, to a unified discipline process that administers fair hearings and recommends expulsions based on a common standard, to free city-wide transportation provided by all RSD charters and many OPSB charters.

New Orleans’ progress on equity complements the city’s headline gains in student achievement: 80 percent of families received one of their top three school choices through EnrollNOLA, and all participating schools “backfill” empty spots in upper grades. The city’s graduation rate for students with disabilities is 60 percent—far exceeding the statewide average of 43 percent. The suspension rate is lower than the pre-2005 figure, and the expulsion rate has been below the statewide average for three consecutive academic years.

New Orleans’ decentralized system has demonstrated the capacity to identify and decisively correct a range of equity challenges. Public education is about more than median achievement levels—it also must ensure that every child, no matter their circumstance or challenge, has the supports he or she needs to complete school and flourish as an adult. New Orleans is rapidly becoming a system that delivers on that promise.

Numbers to celebrate



Numbers to motivate



What happened?

Nationally, “equity” in public schools can mean many things. In New Orleans, the term refers to policy and programming that ensure the school system meets the needs of all families, especially the most vulnerable and marginalized. Questions of student enrollment into public schools, services for students with disabilities, and approaches to student discipline fall under “equity.”

From chaos to consistency: RSD leads the way on enrollment improvements

One of New Orleans’ many charms is its ability to manufacture controlled chaos — think raucous Saints games, Jazz Fest, second lines, Mardi Gras. Public school enrollment in the early years of recovery could be described as chaos with little control.

The steady, year-round influx of returning students, elimination of zoned enrollment, and the annual cycle of school openings, closings, relocations,

and conversions bewildered many families. Each school had its own application, its own timeline, and its own documentation requirements. Parents applied to multiple schools for each child, uncertain whether they would get a seat. Some got several. Others got none. Midyear registration required dozens of phone calls. School enrollment in New Orleans was mass confusion and a mountain of paperwork.

Before 2011, confusion at the systems level masked inequitable practices. Some schools violated charter agreements by selectively admitting students based on academic performance, disability status, or family connections.¹²⁵ Analysis of student mobility indicates that a disproportionate number of students who left high-performing OPSB schools landed in low-performing schools operated directly by RSD.¹²⁶ Faced with ad hoc facilities arrangements in the wake of widespread flooding, some school operators discouraged students with disabilities from applying.¹²⁷ Outright “bad actors” were rare — and were outnumbered by schools such

nonprofit supports for new orleans parents

“Right now, choice is more like a land run than an open house. It’s each man for himself, desperately trying to get the best you can get your hands on.”—2009 observation from Aesha Rasheed, founder of New Orleans Parents’ Guide to Public Schools¹²⁸

New Orleans’ decentralized system requires parents to be savvy participants in public education. Enrollment NOLA, the centralized enrollment system, dramatically improved the enrollment process, and nonprofits have complemented the changes by providing useful resources to assist parents in navigating it. In 2007, the first annual parent resource guide was published.¹²⁹ Over time, the guide provided increasingly comprehensive information about school programs and performance. The Urban League sponsors an annual Schools Expo, bringing representatives from nearly all the

city’s schools to one place for families to learn about their options. In 2014, NSNO contracted with four local community groups to expand their parent education work. With additional funds, the Urban League, Stand for Children, Vietnamese American Young Leaders (VAYLA), and Orleans Public Education Network (OPEN) will run larger parent leadership, advocacy, and community organizing programs to serve more families. More parents will receive training about charter school governance, school performance data, Common Core standards, and navigating the OneApp process.¹³⁰

as Lafayette Academy, Arthur Ashe Charter School, and KIPP McDonogh 15 School for the Creative Arts that proudly served all students. But the lack of transparent enrollment processes did not protect all families, and confusion undermined the benefits of parental choice. Trust in the system eroded.

The Urban League and other citywide groups banged the drum on these issues for years: publishing reports and meeting with government officials. Several RSD charter operators worked with these advocates and district leadership to develop a standard, one-page application form and timeline to rationalize enrollment.¹³¹ Voluntary participation limited the initiative's impact. Though many schools — charter and district-operated alike — were dedicated to serving all students, the Southern Poverty Law Center (SPLC) filed a lawsuit in 2010 on behalf of 10 students with disabilities, alleging discrimination in the system. The complaint accelerated a series of essential reforms that benefited both families and school operators.

RSD moved decisively toward a unified enrollment system, building off the common application that had begun to simplify the process for families. In September 2010, State Superintendent Paul Pastorek formally proposed a centralized enrollment system to address disparities raised by the SPLC lawsuit.¹³² Months later, then-RSD Superintendent John White endorsed the reform as one of 12 “Commitments to Excellence.” OneApp was born.

Most school operators in RSD and their partners embraced the step—even though it required relinquishing some of their autonomy. The existing arrangement felt untenable. Schools doing the right thing were painted with the same brush as bad actors. It also made it difficult to plan: schools struggled to finalize their rosters and teaching staff even after the school year started, as students continued to transfer throughout the year.

In 2012–13, all RSD schools used OneApp for enrollment, covering 59 percent of New Orleans students.¹³⁴ The following year, 74 percent of the city's public school students enrolled through it—though OPSB network schools (those operated directly by the district) participated halfheartedly and enrolled about a quarter of their freshman outside the system.¹³⁵ By the 2014–15 school year, 10 new schools

joined, including five OPSB charters, and 84 percent of students enrolled through OneApp.¹³⁶

In 2015, New Orleans Charter Math and Science High School (“SciHigh”), an OPSB charter, voted to move into the system ahead of schedule.¹³⁷ Other OPSB charters will continue to come online as part of their renewal process until the system reaches 100 percent citywide participation—though they vary widely in their enthusiasm for this change.

EnrollNOLA is the New Orleans “equity story” in miniature: enrollment transformed from a shortcoming to one of the system's most important and equitable assets in just a few years. Committed school operators, nimble government, and community advocates drove this change. Parents and students are better off for it—and the cycle of continuous improvement will continue to push EnrollNOLA to improve further.



New Orleans builds capacity to serve all students with disabilities

Students with disabilities in New Orleans public schools rarely had access to effective academic programs before 2005. Numerous federal and state monitoring reports from that period confirm the widespread perception on the ground: Massive problems plagued the city’s services for students with disabilities. And the outcomes spoke for themselves. Only a little more than 10 percent of students with disabilities graduated on time from high school in 2004.¹³⁸

In the years immediately following Katrina, the decentralized system reproduced many of these deficiencies, as schools struggled to serve the city’s most vulnerable students. Without central office supports, most RSD charters lacked the expertise to navigate complex legal requirements and the resources to serve the full range of student needs. Outcomes among students with disabilities improved in the early years of reform—but only slightly.¹³⁹

Despite the enormity of the task, the city has made remarkable progress, much of it concentrated in RSD charter schools (see “Who Serves Students with Disabilities,” page 50). SPLC shined a spotlight in 2010 on systemic gaps that had marginalized students with disabilities. Promising efforts were underway at the time. RSD charter schools had nearly doubled their special education enrollment, growing from less than 5 percent of the student body in 2006 to 9 percent in 2010.¹⁴⁰ School operators turned to nonprofits such as the Serving the Unique Needs of Students Center (SUNS) to bolster services.¹⁴¹

Charters under RSD also benefitted from an innovative funding formula that spurred improvement. Since 2007, the formula based the allocation of pub-

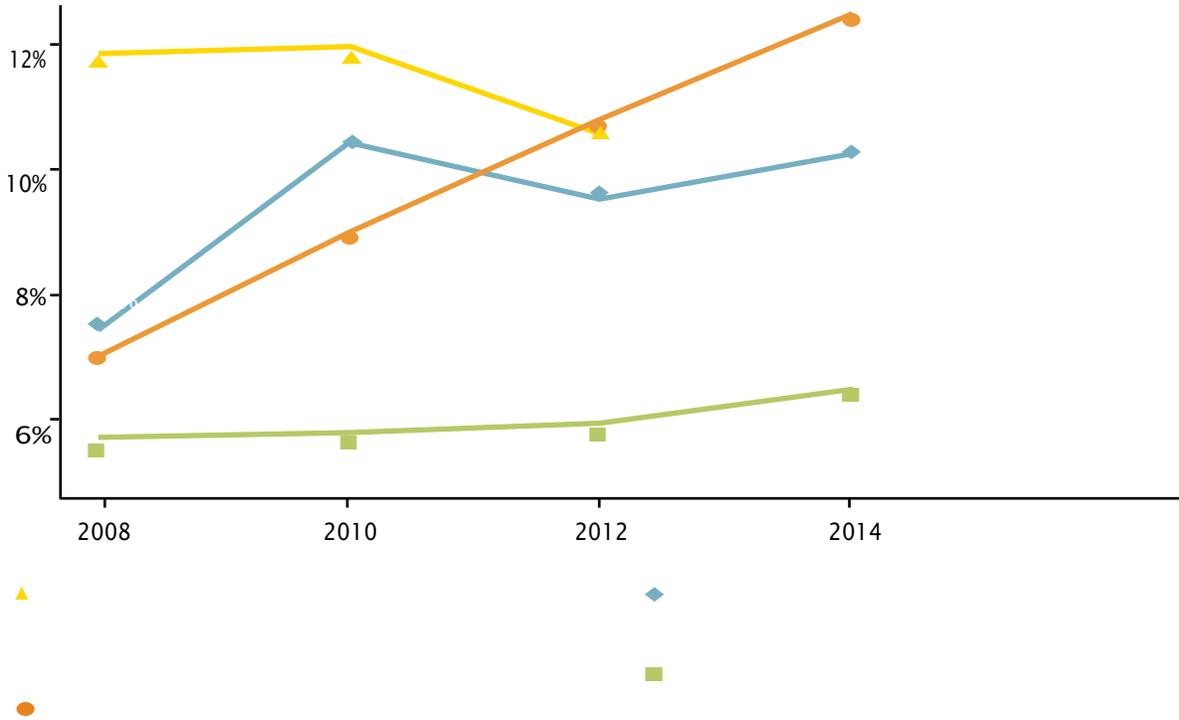
lic dollars for each student on his or her specific disability (rather than determining schoolwide funding based on the total number of students with any disability). In 2013, the formula was tweaked to give schools more resources to serve their students—up to \$20,000 in additional unrestricted funding for the students with the most intensive needs. Differentiating funding based on the type of services and the number of “service minutes” that each student needs is intuitive but extremely rare nationwide.¹⁴² RSD’s funding strategy helps create an equitable system for students with disabilities by ensuring that schools receive resources reflective of the student population they serve.

New Orleans’ coordinated set of equity reforms had a dramatic impact. Between 2004 and 2014, graduation rates among students with disabilities in New Orleans jumped from 10 percent to 60 percent. New Orleans now outperforms the statewide graduation rate for students with disabilities by an astonishing 17 percentage points (60 percent versus 43 percent).

Major efforts are underway to further improve outcomes: A \$2.4 million federal grant secured by NSNO to recruit, train, and develop great educators to serve students with disabilities in New Orleans; 143 a promising initiative launched out of FirstLine Schools to offer special education coordinators a two-year fellowship to improve their practice alongside a cohort of their peers; 144 a therapeutic day program created through a partnership between Tulane Medical Center and the Recovery School District to fill a critical citywide hole that emerged in 2011 when the state closed New Orleans’ only hospital equipped to serve youth experiencing psychiatric crises; 145 charter schools started or expanded specialized programs to serve students with low-incidence disabilities such as autism or an emotional disturbance, with over \$3 million in grants pledged by NSNO to support.¹⁴⁶ Financial resources make up only the first step, however. New Orleans must continue to grow and sustain efforts to build the country’s most effective educator workforce serving students with disabilities. Multiple threads of equity-focused reform must work in concert to spark improvements in practice and outcomes for all students.

who serves students with disabilities

The chart below highlights how special education enrollment has changed since 2008.¹⁴⁷



What produced this lopsided distribution? Likely a combination of factors, including:

- OPSB charters enrolled fewer students with disabilities from the start. In 2004–05, the subset of higher-performing schools that remained with OPSB served a student population that included only 5 percent students with disabilities. Future RSD schools served 12 percent students with disabilities in 2004–05.¹⁴⁸
- With the exception of newly-transferred Dr. M.L.K. Charter School, all OPSB charter and network schools fall under a single local education agency (LEA). Each RSD charter is its own LEA. The different bureaucratic structures have implications for federal mandates, funding, and autonomy.
- Unlike RSD, OPSB does not currently differentiate per-pupil funding to account for the higher cost to serve students with disabilities. Recent state legislation will require all charter schools in New Orleans to do so in the coming years.
- EnrollNOLA ensures equal access for all students, regardless of disability. In 2014, only 25 percent of the seats in OPSB charters were allocated via OneApp. For the remaining seats, individual charter schools ran their own enrollment processes designed in accordance with local, state, and federal regulations.

School discipline: City makes progress on a long-standing challenge

School discipline practices—particularly high suspension and expulsion rates among students of color—frustrated the New Orleans community long before they became talking points nationally.

This is a challenge with deep roots. National data from leading school discipline scholar Russell Skiba indicate that Louisiana had the highest expulsion rate in the country in 2003 (0.8 percent) and the nation’s second-highest suspension rate (10.9 percent).¹⁴⁹ The 2003–04 suspension rate was more than 18 percent in Orleans Parish—significantly higher than the state average and surely placing it among the highest citywide rates in the country.¹⁵⁰ It’s a challenge that also still affects traditional urban districts in Louisiana: In May 2015, the SPLC submitted additional examples to bolster their complaint of racial discrimination in discipline in neighboring Jefferson Parish, the largest school district in Louisiana.¹⁵¹

Until 2012, New Orleans schools were given considerable autonomy in establishing and enforcing

school discipline policies. Schools approached the task in a range of ways. This variety led to the widespread perception that student expulsions and suspensions were arbitrary and that inequitable practices plagued both RSD and OPSB schools. This perception went hand in hand with citywide dissatisfaction over the enrollment process for public schools.

Beginning in 2012–13, RSD and charter school organizations led a unified citywide process to evaluate and manage expulsions.¹⁵² A central hearing office ensures that students are removed from their school only for serious infractions. Today, all schools in New Orleans participate but one.¹⁵³ Consistent standards and a third-party administrator have brought the expulsion rate in New Orleans below the state average.

During the spring of 2014, RSD and charter operators worked with local nonprofits focused on juvenile justice issues to refine the process and reduce expulsions even further. Data from 2014–15 indicate that the citywide rate dropped again, though an uptick among OPSB network schools was worrisome.¹⁵⁴

charter schools in rsd dramatically reduce suspensions

Several charter high schools in RSD have developed innovative programs to dramatically reduce suspensions in their schools. Community organizations such as the Micah Project—a local affiliate of the PICO National Network—played an important role by calling for change and partnering with Collegiate Academies in designing restorative programming across the network’s three high schools.

school	suspension rate	
	Percentage of students receiving out-of-school suspension at least once during academic year	
	2012 – 13 ¹⁵⁵	2014 – 15 Self-reported data ¹⁵⁶
Cohen College Prep HS	46%	30%
KIPP Renaissance HS	37%	28%
Sci Academy	58%	<5%
G.W. Carver Collegiate	69%	24%
G.W. Carver Preparatory	61%	11%

Why is it important?

Government regulators, school operators, and community partners in New Orleans have collaborated to ensure that our decentralized system of schools has common standards and a shared commitment to equitably serving all students. Academic gains that New Orleans has experienced should be considered in the context of a system of truly open-enrollment schools. In New Orleans, the definition of “excellence” fully includes success in solving equity challenges.

New Orleans’ victory on the equity front is not complete. But, as a case study for how a decentralized system can coordinate and innovate, New Orleans stands out as a hopeful example of how other cities could address public education’s greatest challenges.

What were the successes?

Since 2009, New Orleans dramatically improved how it enrolled students, served students with disabilities, and approached student discipline. But the larger success story centers on the capacity of a decentralized system to swiftly identify a range of equity challenges and correct itself. The examples in this report illustrate this feature of the New Orleans system.

Each example of continuous improvement shares similar features:

- Parents, advocates, and educators voiced calls for meaningful system changes.
- Charter operators responded, productively collaborating with RSD (and at times OPSB) to determine how to regulate the system to create a level playing field and better meet student needs.
- Districts, particularly RSD, acted swiftly on needed changes. With a reduced role in actually operating schools, government proved it could be more nimble in addressing equity issues than a traditional district structure would typically allow.
- Nongovernmental organizations stepped up to play leadership roles and support change.



These contributions led to rapid, measureable improvements for New Orleans’ students across three core equity issues.

Enrollment

Zoned school enrollment reinforces patterns of segregation and wealth inequality in communities across the country. A student’s home address should not sentence her to 13 years at underperforming schools. As school choice expands in cities nationwide, New Orleans leads the way in demonstrating the promise of systems of choice. The city has grappled with ensuring that a decentralized system of schools is fair for all families.

Public opinion data point to strong support for school choice over zoned enrollment. A Cowen Institute 2015 poll reported that 72 percent of New Orleanians preferred open-enrollment policies, while just 23 percent preferred assignment by geography alone. 157 EnrollNOLA has provided a practical mechanism to put that sentiment into practice.

Vulnerable populations

RSD charters are serving a growing number of students with disabilities. Changes to enrollment procedures, discipline policies, and funding formulas help those schools build capacity and develop better programs for vulnerable student populations.

RSD's move to distribute special education funds based on disability category and weekly service minutes, along with the launch of a citywide "Exceptional Needs Fund," ensured that schools had resources to serve their students. By eliminating these financial barriers, more schools are able to create specialized programs for students with a range of needs.

In 2014, the Center on Reinventing Public Education (CRPE) conducted a parent survey about school choice in eight "high-choice" cities, and responses in New Orleans were promising. Of all the survey sites, New Orleans had the smallest satisfaction gap between parents looking for a good school fit for students with and without special education needs.

With the signing of the cooperative endeavor agreement in 2014 between RSD and OPSB, New Orleans charged into new territory to help at-risk students.¹⁶⁰ The agreement outlines shared priorities of the districts, including funding a Youth Opportunity Center to proactively connect students who are chronically truant to social services. The city is building better supports for adjudicated youth. Work is underway at RSD to open a therapeutic day option for students with the most severe special needs in partnership with Tulane University and financial support from NSNO and other private funders.¹⁶¹

Discipline dashboard

safety

Most important, data indicate that New Orleans parents and students believe that public schools are safe.

In the Cowen Institute's 2015 poll, 81 percent of public school parents believe their child's school provides a safe place to learn. Just 12 percent disagreed—nearly a 7:1 margin.¹⁶²

Surveys of middle and high school students statewide suggest that students in New Orleans public schools report feeling dramatically safer than they

did in 2004. The rate of positive responses now tops the statewide average.¹⁶³

- In 2004, 75 percent of students statewide reported feeling safe in their schools but just 54 percent of New Orleans students agreed.
- In 2012, 76 percent of students statewide felt safe. The figure for New Orleans jumped to 78 percent.

In real terms, these results suggest that thousands more students think that they have a calm, orderly environment in which to learn than in 2005.

suspensions

Suspension rates have dropped compared with 2005 and continue to fall. Education Research Alliance for New Orleans data peg the reduction at about a third—from 20 percent in 2005 to 13.5 percent in 2013.¹⁶⁴

ERA's analysis stops in 2013 and so does not take into account notable improvements at several RSD high schools (see "Charter Schools in RSD Dramatically Reduce Suspensions," page 51). The suspension rate is likely to fall further in coming years.

More resources are available to support restorative approaches, including from the City of New Orleans.¹⁶⁵ Mayor Mitch Landrieu's NOLA for Life campaign has directed federal funds to develop deeper school partnerships with the Center for Restorative Approaches (CRA), a nonprofit organization that facilitates conflict resolution through positive cooperation and collective action. CRA has grown from supporting a single school to partnering with a wide array of charters across New Orleans.¹⁶⁶

expulsions

The education and advocacy community showed their ability to collaborate by coming together on a common policy and process for expulsions. This work represented an important step toward building a more fair and equitable system. While the city has room to grow, it is important not to lose sight of where New Orleans sits in relation to the rest of Louisiana:

*New Orleans' expulsion rate has been below the state average for three consecutive years.*¹⁶⁷

The system's commitment to continuous improvement led RSD, charter operators, and juvenile justice advocates to further refine the process over a short time period in spring 2014. In the 2014–15 school year, the number of expulsions dropped even further.¹⁶⁸

The use of disciplinary conferences with RSD's highly regarded hearing officer has leapt up as schools look to support students and use alternative forms of intervention.

What are the persistent challenges and remaining work?

Over the past five years, New Orleans schools have responded to the challenges of decentralization, establishing a compelling track record for identifying and implementing breakthrough solutions. Much work remains to promote equity in student enrollment, student discipline, and services to vulnerable student populations.

Beyond improvements in specific equity challenges, though, New Orleans needs to create space where trust and collaboration are the primary mechanisms to move forward. Until now—and perhaps for good reason—many advocates felt that the courts were their only recourse. Civil rights lawsuits have a venerable history of effecting change in obstinate public school systems. But partnership, not litigation, will enable the New Orleans system to address remaining challenges and create excellent schools for all students.

Above all, New Orleans' most pressing equity challenge is no different than the overarching challenge that runs throughout this report: Our system will not reach the level of equity that New Orleans families deserve until there are enough high-quality schools to serve every child. Better enrollment systems or student discipline processes can take us only so far. They are milestones, but should not be mistaken for the end goal.

As New Orleans works toward excellence, these remaining equity challenges demand attention:

School enrollment

Today's enrollment system will not be optimal for New Orleans in 10 or even five years from now. The system must continuously evolve to reflect the values and priorities of families. Specific improvements include:

- **Complete the build-out of EnrollNOLA.** Nearly 80 percent of New Orleans voters polled by the Cowen Institute in 2014 agreed that “all public schools should use a common application process.” Forward New Orleans, a coalition of two dozen education, civic, and business groups, argued the same in a May 2015 report. 169
Parents in New Orleans will continue to struggle until all schools participate in a single application system. More than a third of parents reported that their school choice process was made difficult by “confusion over which school [their] child was eligible to attend” in a recent survey by CRPE. 170 The percentage tipped over 40 percent for parents with a high school education or less.
Eight OPSB schools remain outside the system. Sci High's March 2015 vote to join OneApp a year early was a step in the right direction. Others need to make the transition as soon as possible.
All schools must share a single enrollment process. Every school should be in OneApp. Full stop.
- **Empower families with resources:** Resources that help families choose schools are essential to a transparent enrollment system. A decentralized system of schools cannot function properly without this information. Many such resources exist in the form of organizations and publications such as the New Orleans Parents' Guide to Public Schools, the Urban League of Greater New Orleans, and others. More are needed. As part of NSNO's i3 grant, NSNO and RSD provided grant funding to four nonprofits to expand their parent education work. These funds will help the Urban League, OPEN, Stand for Children and VAYLA expand their reach and develop programming attuned to the biggest challenges parents face

in navigating the decentralized system. Parent-oriented resources also serve to collect and broadcast the concerns and preferences that will drive continued improvements to EnrollNOLA.

- **Fine-tune EnrollNOLA to address equity and access concerns.** In response to user feedback, the functionality and placement policies of OneApp evolved significantly since its 2012 launch. The system must continuously evolve to reflect families' values and priorities. Family Link, for example, improved OneApp by making it easier to enroll multiple siblings at the same time. More will be needed in the future, including:
 - *Build a seamless link between early childhood and K-12 enrollment.* Legislation passed in 2012 requires early childhood leaders across Louisiana to establish unified enrollment systems for their communities by 2015-16. The motivation mirrors that of EnrollNOLA: To improve services for all New Orleans families, access must be simple and transparent. Building off the momentum and user base of EnrollNOLA will be important to the success of this effort in New Orleans.
 - *Integrate academic quality into school enrollment targets.* Improved sources of information and hands-on coaching for parents will help shape demand for quality schools. On the supply side, however, questions remain. Schools participating in OneApp set their own enrollment targets, regardless of academic track record. Should school performance be a factor in a school's authority to set its own enrollment targets? Authorizers could cap enrollment in struggling schools to force those schools to focus on current students. New Orleans needs to wrestle with such questions and consider alternatives that best serve the city's students.
- **Establish Sustainable Funding for EnrollNOLA.** EnrollNOLA lacks stable funding, despite its integral role in New Orleans' system. Dedicated resources would ensure that it runs smoothly, continues to make needed improvements, and provides parents the support they

need to participate. Continuous improvement is a hallmark of the New Orleans system, but resource constraints could undermine this dynamic in the case of EnrollNOLA.

Vulnerable populations

The New Orleans school system must maintain its focus on students with disabilities and other vulnerable populations.

- **Forge joint ownership across RSD and OPSB for serving students with disabilities.** OPSB and RSD must provide consistent, detailed reporting about which schools are serving the highest-needs students and how funds are distributed to support them. RSD serves a disproportionate share of students with disabilities today.¹⁷¹ Both RSD and OPSB must step up to meet acute needs as a system of schools. Recent developments, including the launch of a therapeutic day program and the citywide exceptional needs fund are early steps in this direction. The districts must work more closely with city and state governments to address the massive unmet mental health needs among New Orleans students.¹⁷²
- **Elevate special education professionals in New Orleans.** Louisiana has cited shortages in special education teachers every year since 1990.¹⁷³ It is difficult to hire and retain great special education teachers in schools across the state, and New Orleans is no exception. Our city needs to evaluate promising efforts underway to get traction on this problem: federal funding to recruit, train, and develop educators, a two-year fellowship to improve the practice of special education coordinators alongside a cohort of their peers, and philanthropic funding to launch or expand specialized programs to serve the most vulnerable students. The entrepreneurial nonprofit community should identify remaining gaps and launch new initiatives to continue moving the city forward.
- **Establish discipline policies that integrate rather than marginalize vulnerable populations.** New Orleans' ongoing work to create fair and transparent student discipline systems goes



hand in hand with other efforts to support vulnerable populations. Across public schools generally—and urban charter schools specifically—high expectations have not always been paired with intensive support programs for students who struggle with disruptive behavior. They need to be, particularly in a city where public school students report unusually high rates of depression and post-traumatic stress.¹⁷⁴ Discipline policies must support a safe and supportive learning environment, while not interrupting academic progress that keeps students on a path toward a promising future. All New Orleans schools should continue to provide detailed reports on expulsion data to promote school accountability and system-level planning.

new orleans' long-troubled juvenile justice system

Education services for adjudicated youth have been an embarrassment in New Orleans for decades. To sketch a brief history:

- In 1993, OPSB, the City of New Orleans, and the criminal sheriff were ordered by federal court to dramatically improve conditions for youth at Orleans Parish Prison after a class-action lawsuit revealed youth were receiving approximately 5 hours of instruction each week.¹⁷⁵
- In 1997, the system was profiled extensively by *The New York Times* and listed alongside Baltimore as the country's "most troubled" juvenile justice system.¹⁷⁶
- In 2006, Juvenile Justice Project of Louisiana (now Louisiana Center for Children's Rights) blasted the city for treating the youth in its charge "like trash" before, during, and after Hurricane Katrina. The group filed a lawsuit in federal court in 2007.¹⁷⁷
- In 2010, the City of New Orleans, OPSB, and the Youth Study Center (the city's detention center

for youth) were the subject of a federal consent decree after civil rights advocates detailed horrific physical conditions, lack of consistent instruction, and grossly inadequate special education services.¹⁷⁸

Since 2010, a new YSC facility has been built. Conditions have improved, and prominent advocates have called for authorities to move all young people from Orleans Parish Prison (OPP) to the Youth Study Center. These advocates describe YSC as "light years ahead of OPP" and argue that the YSC "is the only facility in New Orleans that can house youth constitutionally and in accordance with best practices for education, safety, and positive youth development."

Autonomous school operators should be given the opportunity to serve these students and be held accountable for their academic outcomes. Additional public funding and a commitment to ongoing, transparent reporting of outcomes must be part of the equation as well.

5 Community

Our community engages in unprecedented ways in public education in New Orleans. Families choose schools for their children in the absence of default neighborhood options. Nearly 400 citizens representing every corner of the city serve as volunteer charter board members. Community organizations provide resources and supports to institutions that have served students for decades and new public schools that have emerged in recent years. And polling data indicate strong support for key policy reforms — charters, school choice, and accountability for low performance.

Yet after a decade of unprecedented growth and irrefutable evidence that schools are getting better, many in our community remain frustrated with how reform in New Orleans happened, how decisions are made, and who makes those decisions. There is a pervasive feeling, especially within many black communities, that reform has happened “to” and not “with” the students and families served by New Orleans schools. This leads some to ask the question, “Was it worth it?”

Our answer is definitive: Yes. Student outcomes must be the lens through which we judge reforms. Our students are, without question, better off than a decade ago. But the frustration many feel is real and must be heard and acknowledged. If New Orleans does not reconcile our city’s perennial issues — particularly those steeped in race and class — we will remain mired in the same arguments for another decade. These disputes will continue to drain energy from our shared focus: ensuring that every child in New Orleans is set up for a great life.

Our system has repeatedly demonstrated that it can identify and fix seemingly intractable problems. It’s time we recognize our issues on community voice, and address them.

Numbers to celebrate



Numbers to motivate



What happened?

Evaluating the state of community ownership over public education in New Orleans requires balancing two seemingly contradictory ideas. First, polls indicate high levels of public support for such central reforms as charters, open school enrollment, and transformation of low-performing schools. Second, the changes since 2005 have created a very real sense of loss among some in the New Orleans community.

The displacement of hundreds of thousands of New Orleanians radically disrupted the city's means for social and political engagement. Every pillar of the city's shared life had to be rebuilt, including government, housing, education, health care, public safety, the economy, and culture. Our poorest, most vulnerable residents suffered the most, and the civic fabric of many neighborhoods has mended slowly—though not because residents lacked will or desire.

Within that context, the way education reform moved forward added to a very real sense of loss for some New Orleans residents. There is no single “community” in New Orleans—rather, a patchwork of educators, parents, citizens, and civic leaders who hold a common objective for quality education but a diverse set of perspectives on how to achieve success. From our perspective, the frustration seems concentrated in four areas.

The educator workforce changed

OPSB's firing of 7,500 teachers and administrators was poorly communicated and painful for families that had homes and lives to rebuild. Absent a massive and immediate infusion of cash, OPSB could not possibly have maintained its educator workforce in a near-empty city. Even a fiscally sound district would have been hard-pressed to do so; one already struggling with deep, structural financial problems did not have a chance.

Even though financial necessity drove the decision, the layoffs were painful. NOPS was not just a school system. However dysfunctional, it was still a cornerstone of the New Orleans community—one that is difficult to disentangle from the social and economic fabric of the city. Over 70 percent of the district's employees were black. 182 District jobs gave rise to a substantial component of New Orleans' black middle class, and the layoffs tore through that group.

That wound will take a long time to heal.

Meanwhile, an influx of new faces arrived in the city to offer support. Some relocated sight unseen. Others decided to return after decades away—in part drawn by unprecedented reforms that they thought could meet the educational and social needs of New Orleans students that were laid bare in the weeks following Katrina. Parents, veteran teachers, and community leaders have encountered successive cadres of new educators since 2005 that, on the whole, were younger, whiter, and less rooted in New Orleans' traditions and culture. Many of these educators have made the city their home—working astonishingly hard to support students and families. Many others later moved on to other professions, cities, or both.

State intervention has been experienced by many black New Orleanians as paternalistic. Continued references to failure and dysfunction before 2005 too often cast aside everyone involved in the system before the storm. The contribution of these educators is glossed over, despite their sustained commitment to students in an environment marked by crumbling facilities, low pay, and few effective professional supports.

In short, the bridges that had to be built between educators and the communities they serve were longer and less assured than before the storm.

Active portfolio management created confusion

RSD and OPSB tried to increase academic performance by working and reworking the New Orleans school portfolio. This approach has led to dramatic improvements in student outcomes—improvements that are perhaps unprecedented in American

urban education.¹⁸³ But the intense cycle of school openings, closings, relocations, and conversions left many wondering, “What schools are open this year? Who runs them? And where are they?” The school portfolio was largely stable for decades before 2005—now it changed every year, and changed a lot. That churn confused and frustrated many parents and made sustained engagement and partnerships difficult.

Within “portfolio management,” several worries emerged again and again:

- The government entity leading the most aggressive portfolio management effort, RSD, was unfamiliar to many New Orleanians and independent from the locally elected board.
- The process for “matching” operators—both to start new schools in vacant facilities and to turn around low-quality schools—felt opaque to many parents and other community members. In 2011, NSNO attempted to bring structure and clarity to it, in partnership with RSD and several community-based organizations. Poor communication and follow-through, as well as conflicting priorities for RSD, led to minimal buy-in from parents, neighborhood groups, and alumni. RSD scrapped the effort after some personnel changes. A formal process began again in 2014–15 and shows real promise (see “Important Changes to the School Siting Process,” page 63). But a void of nearly a decade drew consistent complaints from many corners of the city.
- Outright school closures, while rare, left some families and community members feeling abandoned at a time when continuity and cohesion mattered greatly.¹⁸⁴
- Alumni groups of multiple high schools—including Walter L. Cohen, L.B. Landry, Sarah T. Reed, G.W. Carver, and John McDonogh—fought to rebuild and reopen their alma maters, even though lower enrollment couldn’t support all the high schools that operated before Katrina. Several submitted charter applications, but BESE voted them down based on its third-party evaluator’s recommendations.¹⁸⁵ New Orleans is a city where high school ties resonate deeply, and the rejected

groups said they felt betrayed by broken promises and excluded from participating in their schools’ revitalization.

Open enrollment expanded school choice, but loosened the ties between schools and neighborhoods

Polls indicate that New Orleanians support open enrollment over geographic assignment by nearly 3 to 1. But the mechanics mystify many parents. “How do I enroll my child?” is the starting point for conversations between schools and their communities. For some, the transformed system provided an unsatisfactory, insensitive answer to that question—particularly in the years before OneApp.

Open-enrollment policies make it difficult for some charters to establish deep connections with their surrounding neighborhoods. Katrina left many New Orleans residents in fractured communities feeling displaced. The dissolution of neighborhood schools only heightened those feelings.

Churches, neighborhood groups, and other civic organizations struggle to make inroads with nearby schools—particularly since the students enrolled often have no ties to their membership.¹⁸⁶ Partnerships can bring valuable resources and services to students and families, strengthening relationships that promote neighborhood vitality. Has reform severed those connections outright? No—examples abound of strong partnerships.¹⁸⁷ But in the system’s current structure, does the value of parental choice trump the value of neighborhood cohesion? Yes. Reform leaders have rarely articulated that values tension.

School discipline practices intensified a sense of disempowerment

Suspensions and expulsions—particularly among students of color—are among the most hotly contested aspects of American public education today.

New Orleans is no exception, and the discipline systems used by some schools worried parents and some community leaders. At a handful of RSD schools, students and community groups publicly

pushed for changes. 188 Families and stakeholders such as The MICAH Project feared that at-risk students would be pushed into the criminal justice system. 189

As noted in Chapter 4, the leadership of the Micah Project, the Juvenile Justice Project of Louisiana, Louisiana Center for Children’s Rights, and other advocacy groups has accelerated the citywide trend toward lower suspension and expulsion rates since 2012. 190 Both figures are lower today than in 2005. 191 Engagement with the social justice community was integral to securing changes at both the system and school level.

Why is it important?

Perhaps the only point of consensus for the entire education community in New Orleans is that the school system is not yet excellent. No one thinks the transformation is complete. To succeed, better alignment across communities will be essential. The rationale for nurturing collective ownership of the school system rests on three arguments:

- **It’s practical:** Maintaining the community engagement status quo—uneven and only moderately successful—will limit the system’s academic potential. Educators who feel disconnected from the local community leave teaching at higher rates, robbing the workforce of the stability and experience needed to accelerate academic growth. If families feel excluded, the system misses out on their unique insights and ability to support students outside of school. Churches and neighborhood groups bring important—and largely untapped—assets to the collective effort, such as supporting mentors and enrichment programs.
- **It’s sustaining:** No city aspires to have public schools that generate visceral opposition to core tenets of the system—particularly not New Orleans, which is on a more hopeful, positive academic trajectory than the city has seen in decades. To sustain reforms that led to academic progress, New Orleans must establish broad and



vocal support for the public education system. For that reason alone, system leaders must diagnose missteps in communication and engagement, then start again to build trusting, collaborative relationships. Public discourse must focus on what is best for students now, rather than debate past shortcomings in engaging communities in system reform.

- **It’s historic:** New Orleans has the chance to redefine “local control of public schools.” Too often in America the phrase rings hollow: Traditional school systems with elected boards rarely respond to community values, public school choice just means magnet schools for high-performing students, local board elections devolve into interest-group politics, and opaque budgeting prevents the public from understanding spending patterns. Decentralization can provide new opportunities for shared ownership, and new structures can empower a range of community members to lead the system.

In general, though, New Orleans reform leaders—and we fully include NSNO here—have been most comfortable discussing lofty academic aspirations for the system. Getting to the heart of why many in New Orleans feel disconnected from public education is difficult terrain. Too often the response has been to turn away rather than lean into the challenge.

“What should community ownership of our decentralized system look like? How should we cultivate and support it?” Uncertain of the response, New Orleans has tabled the discussion for years. As the city embarks on the second decade of reform, it’s time for more definitive answers.

What were the successes?

Despite persistent difficulties in building trust and shared ownership in school system reforms, successes continue to build momentum in New Orleans.

New Orleans has enduring public support for reform initiatives

Data from public polls and local elections point to strong overall levels of public support for New Orleans' education reforms.

Residents seem to favor core reforms. According to the poll conducted by Tulane's Cowen Institute and *The New Orleans Advocate*, residents support:

- **Charter schools:** 59 percent agreed that charters have improved public education; 18 percent disagreed.
- **Citywide choice:** 72 percent supported open enrollment; 23 percent favored a return to geographic assignment.
- **Accountability:** 59 percent think that schools earning a "D" or "F" letter grade should be turned over to a different school operator; 20 percent disagreed.¹⁹²

Surveys of parents also reveal high levels of satisfaction. In a 2014 report by the Center for Reinventing Public Education, 92 percent of parents reported being satisfied with their school, putting New Orleans alongside Washington, D.C., at the top of eight "high-choice" cities included in the study.¹⁹³

Beyond that, 59 percent of voters supported a December 2014 millage vote that was widely seen as a referendum on the public's trust in the new system. The "yes" vote carried 91 percent of precincts citywide.¹⁹⁴

Community participation is producing real change in the system

In New Orleans, community advocates have brought important issues to the fore and spurred system improvements for students and families. For example:

- **Enrollment practices** (see Chapter 4). A range of community groups, including the Urban League of Greater New Orleans and the New Orleans Parents Organizing Network (now New Orleans Parents' Guide to Public Schools) pushed for a centralized, family-friendly enrollment system for years. OneApp dramatically simplified the



enrollment process for families and helped to ensure that autonomous schools serve all students equitably.

- **Discipline policies** (see Chapter 4). Sustained collaboration with juvenile justice advocates produced changes in process and placement options for students committing expellable offenses. Expulsion rates, already below the state average, decreased even further in 2014-15. Multiple charter operators worked with concerned community groups to sharply reduce the number of out-of-school suspensions as well.
- **Matching procedures** (see “Important Changes to the School Siting Process,” page 63). Responding to the persistent need for sustainable, practical ways of engaging community leaders, RSD improved the process for matching charter operators to publicly funded school facilities. RSD published the rubrics for assessing applicants and expanded community groups’ participation on the selection committee, and most site assignments were made with strong community support.

In each of these cases, community input led to significant shifts, proving the potential of constructive engagement to solve system-wide challenges.

What are the persistent challenges and remaining work?

The reforms in New Orleans redefined major pillars of the city’s school system, including the governance structure, the portfolio of school operators, and the educator labor market. These reforms fundamentally changed the relationship between public schools and the wider community—but the modes of community engagement that would operate in concert with the new system have not taken root.

Education leaders bemoan the fact that the city lacks a “shared vision.” As RSD Deputy Superintendent of External Affairs Dana Peterson pointed out, “People need an opportunity to collectively envision what should be at the end of the path. What problem are we solving, what do we value, and how do we accomplish it?” On these questions, education leaders must offer a vision, while establishing mechanisms for citizens to help inform that vision. But to do that, New Orleans needs to nurture forms of community engagement that reflect today’s decentralized system of schools.

Deepen engagement in system-wide reforms

Compared with many traditional districts, New Orleans’ decentralized system provides school community members with greater access and voice in important *school-level* decisions. Principals have the autonomy to adjust their approach to meet the needs of particular families and students. Many have done so successfully—though New Orleans schools have much room to grow in engaging their parents and communities.¹⁹⁷

But when it comes to empowering *system-level* engagement, the New Orleans environment presents unique challenges. In traditional school districts, community members exert influence through board member elections, contact with central office staff, and participation in public board meetings. These forums have not yet generated a large traditional urban public school system that outperforms

its state academically, but they are well-established and familiar. BESE meetings typically include discussion and formal approval of RSD decisions by the state board—but most of those meetings take place in Baton Rouge. The physical distance alone makes community engagement in system-level decisions difficult to accomplish.

In order to broaden community engagement in its decentralized system of schools, OPSB and RSD need to formalize roles for input on system-level strategies and decisions. In particular:

- **School siting decisions:** transparent processes for selecting school operators that include meaningful community input.

- **Enrollment policies and systems:** input on refinement of Enrollment NOLA resources to facilitate informed and equitable school choice.
- **Service to vulnerable populations:** continued feedback on adjustments to citywide expulsion hearing process, special education differentiated funding, and additional services for incarcerated youth, high school dropouts, and other vulnerable populations.
- **New school creation:** communicating priorities to OPSB as it becomes the primary authorizer of new schools to ensure quality schools with a variety of programmatic offerings.
- **Standards for school excellence:** public discussion of meaningful measures of school quality beyond the state letter-grade system, and how measures guide important decisions about new school creation, replication, and accountability (see “Multiple Measures of Excellence,” page 65).

Additionally, New Orleans citizens need a straightforward, reliable way to express their ideas for the system and provide input on what’s working and what’s not. Talk of an “ombudsman” has bubbled up since at least 2007 with little progress to note on a clear need in such a decentralized system. 198

Strengthen school-community relationships in a system of non-neighborhood schools

Public schools typically have a geographic anchor. The enrollment zone provides a straightforward connection to the surrounding neighborhood. It is easy to understand and generally stable over time.

In New Orleans, a decade of open-enrollment policies has built up a strong constituency in favor of school choice. But choice severs the direct geographic connection between schools and families. Choice systems prioritize empowering parents—giving families options and agency.

When the system moved away from neighborhood schools, it made it more difficult for schools to tap into community assets in close geographic proximity. In the midst of all their other work, schools became responsible for rekindling partnerships with nearby churches and civic organizations.

Part of the work ahead is deepening these relationships. Most schools now serve student populations from a dozen or more neighborhoods. As more schools move into their permanent facilities and the system begins to stabilize, schools will need to find ways to persuade neighborhood groups and churches to work alongside them to serve all

students. These groups have resources and insight that can help schools improve academic and social outcomes.

Schools with more stable physical locations, such as KIPP Central City Academy (KCCA), have begun building these meaningful partnerships to support their students. KCCA works with nearby churches and has revitalized the adjacent public park, operated by the New Orleans Recreation Development Commission (NORDC), to support the school's thriving athletics and band programs. KCCA demonstrates the opportunity available to many public schools in New Orleans, but more progress is needed.

Move toward representative leadership

Citizens judge the effectiveness of public institutions in part on their fairness and transparency. These qualities help effective institutions nurture a sense of shared ownership and responsibility.

It helps to have leaders who represent the demographic and cultural roots of their constituents. In New Orleans, leadership needs to be reflective of and responsive to the city's black population. Both OPSB and RSD superintendents are black men with south Louisiana roots who graduated from a local historically black university.²⁰⁰

New Orleans' decentralized system offers dozens of avenues for leadership—arguably far more than a hierarchical traditional district where decisions are made centrally. The other chapters in this report highlight leadership in action across New Orleans: in the districts, CMOs, schools, and classrooms; on charter and philanthropic boards; in community groups; and within talent support services and advocacy groups. Across the board, New Orleans needs more black people with local ties to be driving these efforts.²⁰¹

There is no stable definition of “representative leadership.” (For example, local, state, or national leadership would not be representative in the future without an expanded Latino voice compared to decades past.) Many see a future where far more New Orleans public schools are racially and socioeconomically integrated—driven by parents from all corners of the city demanding that

our schools reflect its diversity. In all likelihood, a higher-performing school system will lure private school students—black and white—back to public schools, and the next generation of New Orleans students will look different than the last. Leadership must bridge the transition toward greater diversity in the city's schools. The school system of the future needs to serve New Orleans families of all races and socioeconomic backgrounds. Only representative leadership will be able to steer this shift toward an excellent system of schools that holds high expectations for all schools and students in the city.

Engage critics and advocates

Transformative change generates vocal and passionate criticism. Constructively channeling this dissent can lead to improvements in how the system serves students and families. Many of the equity initiatives discussed in Chapter 4 were brought to the fore via pointed criticism by public activists.

Putting responsibility in the hands of autonomous schools has led to clear academic improvements, and a majority of New Orleanians support the government's new role as a regulator of quality and equity. Reversion to the old district-led structure will not help the system become excellent. Within the framework of decentralization, substantive critique needs to find receptive ears among leaders in RSD and OSPB, and the nonprofit community. Wholesale opposition to the entire package of New Orleans public education reform, on the other hand, is not constructive.

In the passionate debate over what is best for students, the loudest voices do not necessarily reflect the prevailing sentiments of the community

as a whole. Education system leaders must respond to critics while considering valid and reliable measures of larger community sentiment as they guide ongoing reforms.

Create meaningful and actionable measures of community support

Public schools are held accountable for accepted measures of academic performance, and education leaders set policies and implement new practices based on data. New Orleans should look to adopt comprehensive measures of community support as well.

This report relies on multiple measures to draw inferences about the level of participation and

support for system reforms. These data points are valid evidence—particularly longitudinal polling data from the Cowen Institute and *The New Orleans Advocate*—but they could be even more powerful if structured to systematically track public sentiment. More formal and reliable measures could help guide community engagement efforts and facilitate renewed and sustained attention on community engagement in public schools.

Although student outcomes such as test scores and graduation rates will remain the primary measures of school system success, measures of community support and engagement can play an important role in moving toward shared ownership of reforms in New Orleans.



6

Funders

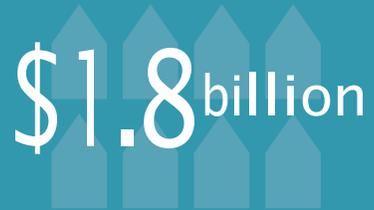
Unlike most traditional school systems, New Orleans allocates the vast majority of public education dollars directly to schools. This structure helps to ensure that schools have autonomy and flexibility to meet their students' academic needs.

Private philanthropy and several major federal grants have supplemented core public funding for the past decade. New Orleans benefited greatly from these additional resources. Our decentralized system relies on nonprofits to run schools, develop educators, and support parents in the school choice process. Supplementary funding helped to spark the innovation and entrepreneurial energy that fuels these efforts and characterizes public education in New Orleans today.

In other words, governance reform created the conditions for school success. Nonprofits then worked within the new decentralized framework, using supplementary funding, to create a vibrant system focused on providing all New Orleans families with excellent schools.

If our system depends so heavily on entrepreneurial nonprofits and regular infusions of talented leaders and educators, is it wise to rely on philanthropy and unpredictable grant funding to support them? In the long run, no. Core public funding for education must evolve to meet new priorities in decentralized systems, particularly school start-up and ongoing talent development work. Until public funds adequately support this work, New Orleans must continue to turn to its funding partners to fuel the city's academic transformation.

Numbers to celebrate

 <p>\$450 million</p> <p>Estimated total support from philanthropy and competitive federal grants since 2005—about 6 percent of total spending on public education in New Orleans.</p>	 <p>21st</p> <p>Rank of Louisiana among all U.S. states in per-pupil school funding.²⁰³</p>	 <p>\$1.8 billion</p> <p>Total settlement amount provided for the rebuilding of New Orleans school facilities by the Federal Emergency Management Agency.²⁰⁴</p>
---	---	---

Numbers to motivate

 <p>90%</p> <p>Percent increase in number of charter schools in operation across the U.S. between 2005 and 2014—many of whom look to the same philanthropic sources and federal grants to support their work.²⁰⁵</p>	 <p>\$2 million</p> <p>Total funding allocated by LDOE since 2014 through <i>Believe & Prepare</i>. For a statewide initiative, the amount is low. New Orleans school operators benefit from these start-up resources to develop innovative teacher pipeline programs with higher education partners.</p>	 <p>\$1.6 billion</p> <p>Total Louisiana budget deficit that had to be addressed in 2013 legislative session.²⁰⁶ With state finances in disarray, New Orleans is unlikely to benefit from additional spending on entrepreneurship, talent development, and other key system priorities.</p>
---	---	--



What happened?

Over the past decade, New Orleans public schools received substantial supplementary funding. Making a precise account of all philanthropic resources and all competitive federal grants is nearly impossible. NSNO's best working estimate of total citywide support from these two sources is \$250 million.²⁰⁷

Federal grants often came in big doses. NSNO led a successful application in partnership with RSD in 2010 for a \$13.2 million Teacher Incentive Fund (TIF) grant to provide performance incentives and professional development opportunities to more than 25 schools. That same year, NSNO and RSD received a \$28 million federal Investing in Innovation (i3) grant that was matched by \$5.6 million in private funds. Other major channels of federal support include School Improvement Grants (SIG) and various grants through the Charter Schools Program (CSP). In 2015, NSNO received a \$2.4 million federal CSP National Leadership Activities grant.

Grant funds generally supported two interrelated types of work: charter school expansion and the development of talent supports. New Orleans' rapid enrollment growth required a steady supply of talented educators to lead schools, and support organizations adapted to help meet the demand. Local and national grant funds grew and sustained sources of teachers, including Teach For America and teachNOLA. Supplementary funds also helped attract national talent development organizations to New Orleans, including Relay Graduate School of Education, Match Teacher Coaching, and the Achievement Network. Finally, philanthropy fueled start-up organizations such as Leading Educators,

which works to build the leadership capacity of early- to mid-career teachers and is based in New Orleans. Start-up work continues today: SELF (Special Education Leadership Fellows) will begin offering two-year development programs beginning in summer 2015 to cohorts of special education coordinators to build their expertise and leadership skills.

The past decade in New Orleans' decentralized system has affirmed what many believed would prove true: Compared with traditional districts, nonprofit organizations have played an outsized role in running schools and providing supports to educators. Strong academic gains show this model has promise. But one consideration that is often overlooked is the integral role that supplementary funding played in getting this nonprofit community off the ground. Without sustained philanthropic support and key federal grants, New Orleans would have struggled to create such a vibrant ecosystem.

Finally, one major outside funding commitment often goes unmentioned: FEMA's \$1.8 billion settlement that allowed OPSB and RSD to be strategic about rebuilding the right number of schools to serve students across the city. The School Facilities Master Plan churns along in the background, while the programmatic and policy work outlined on these pages continues on in full force. It has been largely successful, though not without tensions and disagreements about what to prioritize in the rebuilding. As the construction comes to a close over the next two to three years, it is worth remembering how deplorable the buildings were for students and teachers for decades before 2005. The national investment in physical spaces for New Orleans public schools will prove to be an invaluable contribution to the system.

is \$250 million a massive sum or a drop in the bucket?

On one hand, \$250 million is a staggering amount of support for public schools in a medium-size city. On the other, operational spending by New Orleans schools—from local, state, and federal funding—approached \$5 billion over the past decade.²⁰⁸ Public school systems require large outlays of public dollars.

If our estimate of \$250 million is roughly correct, that would translate into approximately \$715 in additional annual support for each New Orleans public school student, or less than 6 percent of total annual spending.²⁰⁹ Annual expenditures approached \$12,000 per pupil in New Orleans 2013–14.²¹⁰

New Orleans has certainly benefited from sustained support from philanthropy and federal grants—but core public dollars constitute the vast majority of K–12 spending in the city. We shouldn't overlook that fact.

A funding partners' sustained support for new orleans

A decade later, what has sustained the level of supplementary resources available to New Orleans? A national outpouring of charitable giving and federal support assisted New Orleanians in the months following Hurricane Katrina and the failure of the city's levees.

leaves schools and educators? What explains the additional 6 percent in per-pupil funding that augments core public dollars? Four factors contributed:

unique approach to improving public schools: Decades of philanthropic support for traditional urban districts governed by school boards had yielded only meager academic gains. Mayoral control of public schools, thought to be a breakthrough solution, proved challenging. The Recovery School District intervention — and the dramatic decentralization that followed in both districts — offered a promising third way that made the city attractive for philanthropic partners. Government's reduced role in school operation created space for dozens of nonprofits to contribute. With philanthropic support to launch and sustain their operations, these organizations fundamentally reshaped the New Orleans system.

clear, consistent strategy: Neither RSD nor OPSB have bucked the national trend of frequent turnover among top district leadership.²¹¹ Yet the citywide strategy has remained remarkably stable: Identify persistently low-performing schools each year and either close them or allow stronger school operators to restart them under new leadership. Such strategic clarity is rare among large urban districts.

impressive gains in student academic achievement: Our review of student academic growth (see "Student Performance in New Orleans," page 10) gives a sense of the dramatic improvement in learning outcomes, a conclusion reinforced by the Education Research Alliance for New Orleans in its June 2015 research conference.²¹² Year after year of strong data helped build momentum behind the idea that New Orleans could become a proof point showing that public schools can serve urban communities with excellence and equity.

relative political calm: Democratic Gov. Kathleen Blanco and Republican Gov. Bobby Jindal largely aligned their education platforms to the principles of the New Orleans system.²¹³ Strong appointments to BESE have ensured that the state board remains focused on academic quality among New Orleans charter schools. In the legislature, a broad base of support for school choice and charter schools compensates for the absence of a single leading champion. The Louisiana Association of Public Charter Schools has cultivated a group of leaders committed to the work in New Orleans. In short, New Orleans benefited from political and system leadership that gave the reform movement a rare measure of continuity. This stability helped to secure investment in the system by both the federal government and philanthropic groups.

See "Reflections on NSNO's Role in the System" on page 73 for thoughts from Macke Raymond, director of the Center for Research on Education Outcomes (CREDO), on NSNO's role in securing major commitments via federal grants and philanthropic foundations.

Why is it important?

Despite representing just above six percent of total expenditures related to public education in New Orleans, supplemental resources from local and national funding partners played an outsized role in fueling the system's positive transformation.

Nonprofit organizations and new charter schools used these resources for start-up funding to begin working in the city's decentralized system. Philanthropy and federal grants also provided essential support for the ongoing work of talent organizations, particularly pipelines of new teachers for a rapidly growing system of schools.

These functions remain essential to New Orleans' success in the second decade of reform—but the city's reliance on non-recurring funds creates uncertainty about their future. New Orleans' dependence on supplemental resources means the system is vulnerable to evolving priorities by funders, including the federal government.

This approach cuts against the widely shared goal of sustaining progress in New Orleans. For New Orleans to become a city of excellent public schools, it needs a steady inflow of talented educators and the capacity to support talented entrepreneurs as they launch the next wave of education-focused nonprofits. System leaders must continue to raise the resources to drive these functions forward.

What were the successes?

Funding enabled a reform strategy driven by innovative nonprofits

In sharp contrast to static traditional urban districts, decentralization has produced a dynamic environment in New Orleans. The city attracts catalytic investments from a variety of sources and nurtures new nonprofits to fill system gaps and expand educational options for families. Funding partners were drawn to New Orleans in part because it offered the greatest capacity for change.

Collectively, these organizations deliver public education in a fundamentally different way—one that

generates strong academic gains by continually innovating to best serve a high-needs population. The New Orleans system would not have emerged as quickly in the absence of coordinated, strategic use of the supplemental resources that came into the system since 2005.

Decision-making was data-driven

The use of student performance data to guide grant-making has permeated the New Orleans system. For example, NSNO's i3 grant included ambitious student achievement thresholds, ensuring that only the highest-performing charter operators would be eligible for federal support to start a school. Rigorous analysis from CREDO spotlighted the schools generating significant academic growth—even in cases where overall performance remained low.

Nonprofits that support talent initiatives (e.g., identifying and training new teachers or coaching principals) lie a step removed from concrete student achievement data, making it more difficult to quantify their impact.²¹⁴ The degree of partnership between autonomous schools and nonprofit talent organizations provided a proxy for the support organization's value. Schools, given the autonomy to select among a range of nonprofits working to support educators, were able to partner with those that contributed the most to improved student performance. Third-party providers that could not secure school partners were less attractive to funders.

Several promising examples exist of state funding to support key New Orleans priorities

State funding broke new ground in the past two years, filling roles assumed by philanthropy and the federal government for much of the past decade. For example, the LDOE has funded "Believe & Prepare" efforts in traditional districts and charter schools as they launch innovative partnerships to prepare novice educators to step into the classroom. This promising funding program suggests alignment between the state's priorities around educator preparation and the needs of New Orleans schools. While the investment is relatively small for a statewide program—approximately \$2 million over the past two years—the initiative is a step in the right direction. Given Louisiana's current fiscal crisis, additional investment will be unlikely in coming years.²¹⁵

**reflections on nsno's
role in the system**



What are the persistent challenges and remaining work?

Support key system priorities with recurring public dollars

Changes to governance ought to be accompanied by changes in public finance.²¹⁶ In other words, resource allocation should reflect how education is delivered in the new system—by autonomous nonprofits rather than a central district office.²¹⁷

More recurring public dollars should support key system priorities. Entrepreneurship and talent drive progress in a decentralized system. But funding structures have not kept pace with dramatic changes in the city’s approach to recruiting and developing talent and launching new nonprofit ventures.

Today, these initiatives lack reliable public funding.²¹⁸ Philanthropy, in concert with one-time federal grants, stepped up and made important catalytic investments to build the first iteration of New Orleans’ decentralized system. Student performance has improved dramatically in this system.

Outside resources got the ball rolling, but they can’t go it alone indefinitely if New Orleans aspires to excellence. State and federal governments need

to regularly allocate resources to fund start-up organizations and support the ongoing work of identifying talented educators and developing their skills and expertise.²¹⁹ These two funding priorities have been critical to the city’s success and need ongoing investment.

Maintain strong philanthropic partnerships to support New Orleans public schools

Philanthropic funders have helped galvanize a diverse set of nonprofits behind a common mission in New Orleans. This investment has contributed to sustained improvement in academic results and promising evidence that a decentralized system of public schools can create an innovative, equitable experience for all families.

These philanthropic partnerships must remain strong if New Orleans hopes to continue its academic transformation. While NSNO and others look forward to sustained federal and state investment of public dollars into the system’s start-up and talent priorities, the short-term likelihood of government delivering on those calls for smarter public spending appears low.

In the interim, NSNO and others must clearly outline for philanthropic partners how we believe New Orleans can move toward an excellent, equitable public school system. Building on momentum from the city’s successful decade, New Orleans is well-positioned to become the country’s first excellent urban public school system.

Conclusion

This report began by raising pointed questions about how New Orleans sees its young people. We asked which students New Orleanians have treated as “our kids.” Which students have the opportunity to enroll in excellent schools? What have we been willing to do to deliver on this promise to all New Orleans students?

We followed six threads of the New Orleans story, describing the work of the past decade, highlighting successes, and exploring necessary improvements.

Collectively, these chapters show that something remarkable is happening in New Orleans. An innovative system has generated substantial gains on state tests. ACT results in our public schools are closing stubborn gaps with students elsewhere in the country. New Orleans educators are helping more kids over the finish line in high school and onto college campuses. This is real progress.

Improvements like these do not happen without citywide investment in the success of its young people. New Orleans is starting to treat all kids as “our kids.” We are building a system to serve every child.

But much work remains. Test scores and high school diplomas are signposts along the way—critical signposts, but signposts nonetheless. The destination is a just community, led by graduates of New Orleans public schools who are prepared to uplift neighborhoods and solve inequities across New Orleans: in housing, healthcare, economic development, and criminal justice.

In 2025, we hope to celebrate a public school system that has kept the positive momentum over a second decade of reform:

- **In Governance:** As New Orleans navigates toward a unified governance system, public officials remain focused on two core activities: evaluating schools’ academic quality, and creating an equitable, fair system for all families. If officials commit to these principles, more parents will have the opportunity to find an excellent school for their children.
- **In Schools:** Government should leave the rest to New Orleans’ autonomous schools: hiring and developing educators, shaping curriculum, and establishing vibrant school environments. Parents will look to existing school operators and new organizations to personalize instruction for their children and to create school environments that are racially and socioeconomically diverse. After high school, students will experience seamless transitions to post-secondary options—including four-year college, two-year college, or right into the workplace.
- **In Talent:** As more families enroll in public schools in New Orleans, schools need access to many sources of teachers who help students learn. Today’s New Orleans public school graduates become tomorrow’s New Orleans public school teachers. Higher education, K-12 schools, and the nonprofit community are positioned to reinvent teacher preparation if they have the resources and relationships to form promising new partnerships.
- **In Equity:** For every health, social, and economic challenge faced by students and their families, public schools are well-equipped to connect New Orleanians to the services they need. Students who have disconnected from the system—or seem to be heading in that direction—get the hands-on support that they need to thrive.
- **In Community:** Leaders in the education system, community groups, advocacy organizations, government, and citizens approach the task of solving problems with a sense of unity and shared purpose on behalf of the students of New Orleans.
- **In Funders:** Lawmakers and taxpayers express their deep belief in the promise of New Orleans students by funding initiatives that are integral to the success of autonomous schools in high-needs communities—namely, launching effective new nonprofits and fueling ongoing talent

priorities such as teacher pipelines and educator development.

Our educators are getting to the heart of the challenges faced by young people in New Orleans. Their innovation and commitment will make New Orleans a more just community in the future. We have to keep pushing.

The students of New Orleans deserve nothing less than the country's first great urban public school system. That is our goal.

2025 will be here before we know it.



Notes

1. Putnam, R. (2015, March 19). Why you should care about other people's kids. *PBS Newshour*. Retrieved from <http://www.pbs.org/newshour/making-sense/care-peoples-kids/>
2. "Low-income" indicates the student qualified for free or reduced-price lunch. Louisiana Department of Education. (2005) Retrieved from <http://www.louisianabelieves.com/docs/default-source/data-management/2005-district-performance-scores.xls?sfvrsn=2>
3. Aisch, G., et al. (2015, May 4). The best and worst places to grow up: How your area compares. *The New York Times*. Retrieved from <http://www.nytimes.com/interactive/2015/05/03/upshot/the-best-and-worst-places-to-grow-up-how-your-area-compares.html?abt=0002&abg=1>
4. Dreilinger, D. (2015, June 20). Success at what cost? New Orleans education reformers discuss the revolution. *The Times-Picayune*. Retrieved from http://www.nola.com/education/index.ssf/2015/06/katrina_education_reform_new_o.html
5. National Alliance for Public Charter Schools. (2014, December). *A growing movement: America's largest charter school communities*. Retrieved from http://www.publiccharters.org/wp-content/uploads/2014/12/2014_Enrollment_Share_FINAL.pdf
6. Cowen Institute, *The New Orleans Advocate*. (2015, May). *K-12 public education through the public's eye: Parents' and adults' perception of education in New Orleans*. Retrieved from <http://www.coweninstitute.com/2015Publicpoll>
7. Provided by Louisiana Association of Public Charter Schools.
8. Dreilinger, D. (2015, March 17). It's a deal: Henderson Lewis is Orleans Parish schools chief. *The Times-Picayune*. Retrieved from http://www.nola.com/education/index.ssf/2015/03/henderson_lewis_contract_appro.html
9. Cowen/*The New Orleans Advocate* poll (2015).
10. Hill, P.T., Campbell, C. & Gross, B. (2012) *Strife and progress: Portfolio strategies for managing urban schools*. Brookings Institution Press.
11. National Center for Education Statistics. (2015, April). *The condition of education: Charter school enrollment*. Retrieved from https://nces.ed.gov/programs/coe/indicator_cgb.asp
12. Crossman's SPS was 53 out of 200. Louisiana Department of Education. (2005) Retrieved from <https://www.louisianabelieves.com/data/files/reportcards/2004/detailed/2003-2004%20DPR%20036.pdf>
13. "Basic" is the 3rd of 5 performance levels on the state assessment (LEAP). The 4th performance level, "Mastery," correlates with "Proficient" on NAEP.
14. Vaughan, D., et al. (n.d.). *Transforming public education in New Orleans: The Recovery School District, 2003-2111*. New Orleans, LA: Scott S. Cowen Institute for Public Education Initiatives at Tulane University. Retrieved from <http://www.coweninstitute.com/wp-content/uploads/2011/12/History-of-the-RSD-Report-2011.pdf>
15. OPSB's track record on authorization is promising, though: The local board has approved only strong applications that increase the diversity of school models in the city. Jacobs, L. (2015). *By the numbers: High school performance 2005 vs. 2014*. Retrieved from <http://educatenow.net/2015/02/09/by-the-numbers-high-school-performance-2005-vs-2014/>
16. Orleans Parish School Board. (2013, October). Statewide school performance scores released [Press release]. Retrieved from <http://opsb.us/2013/10/statewide-school-performance-scores-released/>
17. Hill, P.T., & Joshim, A.E. (2014). *A Democratic constitution for public education*. (p. 20). University of Chicago Press.
18. For example: Archer, J. (2004, July 14). Power play over New Orleans schools involved large cast. *Education Week*. Retrieved from <http://www.edweek.org/ew/articles/2004/07/14/42orleans.h23.html>; Or a recap of perceptions of the board in 2010: Chang, C. (2010, November 28). Orleans Parish School Board is fighting to survive. *The Times-Picayune*. Retrieved from http://www.nola.com/education/index.ssf/2010/11/orleans_parish_school_board_is.html
19. All voter turnout figures calculated based on data from Louisiana Secretary of State website. (n.d.). Retrieved from <http://www.sos.la.gov/ElectionsAndVoting/GetElectionInformation/FindResultsAndStatistics/Pages/default.aspx>
20. Moe, Terry M. (2011). *Special interests: Unions and America's public schools*. Washington, D.C.: Brookings Institution Press.
21. Cooper, Christopher (1997, December 24). Strong role in schools planned by Morial. Maybe mayoral control is the way to go, he says. *The Times-Picayune*.
22. Nabonne, Rhonda (1998, March 7). Morial agrees to mediate school issue. Action delays Connick's suit. *The Times-Picayune*.
23. Thevenot, B., & Rasheed, A. (2004, February 5). Nagin offers to help schools. City could assume administrative role. *The Times-Picayune*.
24. Cowen Institute. (2010, July). *The State of Public Education in New Orleans Five Years After Hurricane Katrina*. Retrieved from http://www.coweninstitute.com/wp-content/uploads/2010/07/katrina-book.final_C1pageSmaller.pdf
25. Following drawn from: Archer, J. (2004, July 14). Power play over New Orleans schools involved large cast. *Education Week*. Retrieved from <http://www.edweek.org/ew/articles/2004/07/14/42orleans.h23.html>
26. Thevenot, B. (2004, April 20). New probe of N.O. schools is launched. *The Times-Picayune*; Thevenot, B. (2004, December 17). Schools sweep Indicts 11 more. *The Times-Picayune*; Perry, A., & Schwam-Baird, M. (2010, August). *School by school: The transformation of New Orleans public education*. Center for International Studies: University of Chicago. Retrieved from http://cis.uchicago.edu/outreach/summerinstitute/2013/documents/sti2013_perry_the_transformation_of_new_orleans_public_education.pdf
27. Louisiana charter school receive their third operating agreement anywhere from eight to 15 years after opening, depending on prior performance. Dreilinger, D. (2014, March 6). Renewal rules to change for state-authorized charter schools. *The Times-Picayune*. Retrieved from http://www.nola.com/education/index.ssf/2014/03/renewal_rules_to_change_for_st.html
28. In the June 2014 OPSB Performance Framework, OPSB charter schools receive a rating of "Does Not Meet Standard" if their SPS falls below 77 (the mid-point of the "C" range). Orleans Parish School Board. (n.d.). Retrieved from <http://opsb>

.us/wp-content/uploads/2014/07/OPSB-Charter-Performance-Framework-FINAL1.pdf

28. Center for Research on Education Outcomes. (2013, October 1). New schools for New Orleans: Year 2 report. Stanford, CA: Center for Research on Education Outcomes at Stanford University. Retrieved from <http://credo.stanford.edu/pdfs/NSNOYear2Report.pdf>

29. Chang, C. (2010, December 6). Judge will not decide charter school lawsuit until Wednesday. *The Times-Picayune*. Retrieved from http://www.nola.com/education/index.ssf/2010/12/judge_will_not_decide_charter.html

30. Orleans Parish School Board. (n.d.). Retrieved from <http://www.opsb.us/wp-content/uploads/2012/12/Encore-Contract.pdf>; Orleans Parish School Board. (2012, April 26). Orleans Parish School Board and Recovery School District announce co-location of ENCORE Academy and Crocker Arts and Technology Charter for 2012–13 school year [Press release]. Retrieved from <http://gww.gwork.com/~opsbwp/wp-content/uploads/2012/10/Release-Encore-Academy-Charter-School-042512.pdf>

31. Public Impact assisted in the development of OPSB's charter performance framework.

32. These include New Orleans Free Academy after the 2008–09 school year and Miller-McCoy Academy after the 2014–15 school year. For more on rationale behind regular, swift intervention in low-performing schools, see Public Impact (2009), Try, Try Again. Retrieved from http://publicimpact.com/web/wp-content/uploads/2009/09/Public_Impact_Try_Try_Again_Slide_August_2009.pdf

33. Orleans Parish School Board. (2014, August 14). Policy Committee Agenda, Act 2. Retrieved from <http://www.opsb.us/wp-content/uploads/2014/01/Policy-Committee-Meeting-Packet-08-14-14.pdf>; Act 2 (2012); State law (La. R.S. 17:3992 (D)) and BESE policy (Bulletin 126, §532).

34. Orleans Parish School Board. (2014, August 14). Policy Committee Agenda, OPSB policy A128. Pg. 6–8. Retrieved from <http://www.opsb.us/wp-content/uploads/2014/01/Policy-Committee-Meeting-Packet-08-14-14.pdf>

35. Louisiana State Legislature. (2005, November 30). HB121. Retrieved from <http://www.legis.la.gov/legis/BillInfo.aspx?s=051ES&b=ACT35&sbi=y>

36. Louisiana Secretary of State. (2003, November 15). *Election results by parish: Governor*. Retrieved from http://static.results.sos.la.gov/11152003/11152003_27608.html

37. Dreilinger, D. (2015, April 14). 'Historic': First Katrina state takeover school returns to New Orleans control. *The Times-Picayune*. Retrieved from http://www.nola.com/education/index.ssf/2015/04/historic_first_katrina_state_t.html

38. Grimm, A. (2015, May 13). Ira Thomas pleads guilty to taking bribe from Orleans school board contractor. *The Times-Picayune*. Retrieved from http://www.nola.com/crime/index.ssf/2015/05/ira_thomas_pleads_guilty_to_ta.html; Dreilinger, D. (2015, July 1). New Orleans schools official Armer Bright admits fraud conspiracy. *The Times-Picayune*. Retrieved from http://www.nola.com/crime/index.ssf/2015/07/opsb_employee_armer_bright_ple.html

39. Dreilinger, D. (2015, March 17). It's a deal: Henderson Lewis.

40. *The Times-Picayune*. (2015, May 17). School Board isn't ready for a mass return of New Orleans schools: Editorial. Re-

trieved from http://www.nola.com/politics/index.ssf/2015/05/new_orleans_schools_rsd.html; *The Advocate*. (2015, May 14). Our views: Making charters return once-failing schools to school boards is a forced marriage that legislators shouldn't pursue. Retrieved from <http://theadvocate.com/news/legislature/12302755-123/our-views-making-charters-return>

41. Cowen Institute. (2015, May). K-12 public education through the public's eye: Parents' and adults' perception of education in New Orleans. Retrieved from http://www.cowen.institute.com/wp-content/uploads/2015/05/cowen.poll_2015.pdf

42. For example, "The Return Model" generated by a task force organized by Educate Now; Cowen Institute. (2011, June). *The return model: A new approach to governance for public schools in New Orleans*. Retrieved from <http://www.cowen.institute.com/wp-content/uploads/2011/06/Educate-Now-Return-Model-White-Paper.pdf>

43. For an example of how poor coordination can torpedo promising plans: Dreilinger, D. (2013, September 25). RSD drops BellSouth school plan, asks Orleans Parish School Board for help. *The Times-Picayune*. Retrieved from http://www.nola.com/education/index.ssf/2013/09/rsd_drops_bellsouth_school_pla.html

44. Consistent oversight would prevent so-called "authorizer shopping" that allows charters sidestep accountability by affiliating with lax regulators.

45. On compliance and financial oversight: Vanacore, A. (2011, September 20). Report criticizes Recovery School District's oversight. *The Times-Picayune*. Retrieved from http://www.nola.com/education/index.ssf/2011/09/report_criticizes_recovery_sch.html; Property. *The Times-Picayune*. (2015, January 7). Recovery School District needs to keep track of what it owns: Editorial. Retrieved from http://www.nola.com/education/index.ssf/2015/01/recovery_school_district_needs.html

46. Dreilinger, D. (2014, December 2). Martin Luther King Jr. Charter and Recovery School District at odds over OneApp. *The Times-Picayune*. Retrieved from http://www.nola.com/education/index.ssf/2014/12/martin_luther_king_jr_charter.html

47. Dreilinger, D. (2014, December 2). Martin Luther King Jr. Charter and Recovery School District at odds over OneApp. *The Times-Picayune*. Retrieved from http://www.nola.com/education/index.ssf/2014/12/martin_luther_king_jr_charter.html

48. For an example of the limits of this framework, several school communities rallied to reopen under new leadership in 2006 (rather than come back under pre-Katrina leadership, as the framework outlines). Some of these communities chose for-profit firms to run the day-to-day operation of the school: for example, Lafayette (Mosaica Education), the New Orleans Charter School Foundation (The Leona Group), and Andrew H. Wilson (Edison Schools). Others turned to nonprofits formed after the storm or from elsewhere: Esperanza (which contracted with UNO Charter Schools based in Chicago), McDonogh 42 Elementary, and Crocker Arts and Technology. By 2015, those management relationships had dissolved—either at the discretion of the charter school board or due to losing their charter with BESE after academic struggles.

49. This figure includes all OPSB charters operating in 2014–15 (excluding ENCORE, Bricolage, Plessy); Algiers Charter Schools Association; Dr. M. L. K. Charter; James M. Singleton Charter; P. A. Capdau; KIPP Believe College Prep; Arthur Ashe (as New Orleans Charter Middle); International School of LA (Type 2 charter).

50. Dreilinger, D. (2015, June 20). Nagin discouraged public school reopening after Katrina, politician says. *The Times-Picayune*. Retrieved from http://www.nola.com/education/index.ssf/2015/06/katrina_new_orleans_school_dec.html. Conversion gave schools additional autonomy and flexibility and access to federal grant funds for repairing damaged facilities; Gewertz, C. (2005, October 14). New Orleans adopts plan for charters. *Education Week*. Retrieved from <http://www.edweek.org/ew/articles/2005/10/19/08neworleans.h25.html>

51. Audubon requires an admissions test for Grades 3-8. All parents are required to attend a curriculum meeting and submit an application in person. Audubon Charter School. (n.d.). *Audubon Charter School admissions process*. Retrieved from http://www.auduboncharter.com/apps/pages/index.jsp?uREC_ID=174036&type=d

52. KIPP also operated a school in Houston serving displaced students, KIPP New Orleans West (NOW). Many faculty and students moved to KIPP McDonogh 15 when it opened in 2006. Radcliffe, J. (2006, June 3). School rises to the challenge after Katrina. *Chron*. Retrieved from <http://www.chron.com/news/hurricanes/article/School-rises-to-the-challenge-after-Katrina-1892775.php>

53. Louisiana Department of Education. (2015). *10 years after Hurricane Katrina*. Retrieved from <http://www.louisiana-believes.com/resources/about-us/10-years-after-hurricane-katrina>

54. Vaughan, D., et al. (n.d.). *Transforming public education in New Orleans: The Recovery School District, 2003–2111*. New Orleans, LA: Scott S. Cowen Institute for Public Education Initiatives at Tulane University. Retrieved from <http://www.coweninstitute.com/wp-content/uploads/2011/12/History-of-the-RSD-Report-2011.pdf>

55. Orleans Parish School Board. (2015, April 15). Under new management: Henderson Lewis, Jr. & the future of Orleans Schools [press release]. Retrieved from <http://opsb.us/2015/04/under-new-management-henderson-lewis-jr-the-future-of-orleans-parish-schools/>

56. Algiers Charter School Association, KIPP New Orleans, and ReNEW Schools

57. Dreilinger, D. (2015, June 11). Up to 25% of Orleans school central office jobs will be cut, superintendent says. *The Times-Picayune*. Retrieved from http://www.nola.com/education/index.ssf/2015/06/orleans_parish_school_job_cuts.html

58. Several of the charter applications approved by BESE relied on for-profit education management organizations (EMOs) to bolster their case. Later these partnerships proved ineffective and were dissolved.

59. Lingenfelter, J. (2012, May 16). Sci Academy students cheer as classmates announce their college decisions. *The Times-Picayune*. Retrieved from http://blog.nola.com/new_orleans/2012/05/sci_academy_students_cheer_as.html

60. As discussed in detail in Chapter 4 (Equity), each RSD charter functions as its own district (LEA), meaning each had

to be prepared to provide a quality education to all students with disabilities that enrolled—a difficult challenge for any new stand-alone school. The four were Benjamin E. Mays Preparatory School, Pride College Preparatory Academy, Sojourner Truth Academy, and Miller-McCoy Academy.

61. In fall 2009, RSD Superintendent Vallas described the creation of CMOs as “the next step in the evolution of the district”—a mechanism to takeover failing schools and ultimately allow the RSD “to get out of the business of running schools on a day-to-day basis.” In September 2011, RSD Superintendent John White reiterated in the RSD Strategic Plan the district’s intent to move away from direct operation of schools. Carr, S. (2009, May 10). Nonprofit to focus on failing New Orleans public schools. *The Times-Picayune*. Retrieved from http://www.nola.com/news/index.ssf/2009/05/nonprofit_to_focus_on_failing.html; *Business Report*. (2011, September 7). RSD chief outlines strategic plan. Retrieved from <https://www.businessreport.com/article/rsd-chief-outlines-strategic-plan>

62. Abdulkadiroglu, A., et al. (2014, December). Charters without lotteries: Testing takeovers in New Orleans and Boston. *The National Bureau of Education Research*. Retrieved from <http://www.nber.org/papers/w20792.ack>; The Education Research Alliance for New Orleans concluded the same in its June 2015 conference, titled *The Urban Education Future? Lessons from New Orleans 10 Years After Hurricane Katrina*.

63. NSNO was one of 49 winners out of nearly 1700 applicants for the first round of i3. The funding was the sixth-largest amount awarded in the grant competition.

64. Center for Research on Education Outcomes. (2013, October 1). New schools for New Orleans: Year 2 report. Stanford, CA: Center for Research on Education Outcomes at Stanford University. Retrieved from <http://credo.stanford.edu/pdfs/NSNOYear2Report.pdf>

65. John McDonogh High School closed after being restarted by Future is Now; Dreilinger, D. (2014, January 17). John McDonogh High School, ‘Blackboard Wars’ focus, will close in June. *The Times-Picayune*. Retrieved from http://www.nola.com/education/index.ssf/2014/01/john_mcdonogh_hs_blackboard_wa.html. Paul Habans Charter School has not yet surpassed the highest school performing score it earned as a direct-run RSD school.

66. Abdulkadiroglu, A. et al. “Charters without lotteries” (see footnote 13).

67. For the first time in five years, all the New Orleans charter schools up for renewal in late 2013 were approved by BESE. In 2015, charter schools will be evaluated on more rigorous standards. Dreilinger, D. (2014, March 6). Renewal rules to change for state-authorized charter schools. *The Times-Picayune*. Retrieved from http://www.nola.com/education/index.ssf/2014/03/renewal_rules_to_change_for_st.html

68. Madda, M. J. (2014, February 9). How New Orleans kindergartners are ‘making’ their own future. *EdSurge*. <https://www.edsurge.com/n/2014-02-09-how-new-orleans-kindergartners-are-making-their-own-future>; Carr, S. (2013, November 5). In New Orleans and nationally, a growing number of charter schools aspire to be ‘diverse by design’. *The Hechinger Report*. Retrieved from <http://hechingerreport.org/in-new-orleans-and-nationally-a-growing-number-of-charter-schools-aspire-to-be-diverse-by-design/>

69. Bricolage Academy of New Orleans. (n.d.). Mission and vision. Retrieved from <http://www.bricolagenola.org/about-us/mission-vision>
70. Dreilinger, D. (2014, February 13). Private school enrollment falls 5% in Louisiana, even more in New Orleans, Baton Rouge areas. *The Times-Picayune*. Retrieved from http://www.nola.com/education/index.ssf/2014/02/private_school_enrollment_fall.html
71. CREDO. (n.d.). Urban charter school study. Retrieved from <http://urbancharters.stanford.edu/>
72. The city has also successfully pioneered a fair unified enrollment system, another prerequisite for true school choice. (See Equity chapter).
73. Arce-Trigatti, P., Harris, D.N., Jabbar, H & Lincove, J.A. "Many Options in New Orleans Choice System: School characteristics vary widely." *Education Next*. Retrieved from <http://educationnext.org/many-options-new-orleans-choice-system/>; Jacobs, L. (2014, October 3). New Orleans charter schools are all the same? Not true. *The Times-Picayune*. Retrieved from http://www.nola.com/education/index.ssf/2014/10/new_orleans_charter_schools_ar_1.html; Harris, D. (2015, April 15). What does it mean to have 'more school choice'? Part I. *Education Week*. Retrieved from http://blogs.edweek.org/edweek/urban_education_lessons_from_new_orleans/2015/04/what_does_it_mean_to_have_more_choice_part_i.html
74. There are large comprehensive high schools with significant Career and Technical Education (CTE) programs, boutique college-prep schools, military, arts, language immersion and IB, alternative and credit recovery settings, and so on.
75. Based on 2014–15 enrollment in the following CMOs: ARISE, Collegiate Academies, Crescent City Schools, First Line Schools, KIPP, New Orleans College Prep (NOCP), ReNEW Schools, Success Preparatory Academy.
76. It is also worth noting that some of these operators do not identify with the label. For example, NOCP held a "funeral" for the term to move on from a moniker they found peripheral to their mission and vision.
77. Turnaround: Arts. (n.d.). Where we work. Retrieved from <http://turnaroundarts.pcah.gov/where-we-work/>
78. Walker, J. (2014, April 8). Edible schoolyards teach students at five First Line schools. *The Times-Picayune*. Retrieved from http://www.nola.com/food/index.ssf/2014/04/different_versions_of_edible_s.html
79. Lingenfelter, J. (2013, September 1). Morris Jeff makes history as first International Baccalaureate World School in Louisiana. *The Times-Picayune*. Retrieved from http://blog.nola.com/new_orleans/2013/09/morris_jeff_in_mid-city_makes.html
80. Tabachnik, S. (2015, June 18). Landry-Walker boys basketball team celebrates back-to-back titles in ring ceremony. *The Times-Picayune*. Retrieved from <http://highschoolsports.nola.com/news/article/-8716943772221755266/ringing-in-another-one-landry-walker-boys-basketball-team-celebrates-back-to-back-titles-in-ring-ceremony/>; Aiken, T. (2014, October 13). Edna Karr High School band from Algiers invited to march in London's New Year's Eve parade. *The Times-Picayune*. Retrieved from http://blog.nola.com/westbank/2014/10/edna_karr_high_school_band_fro.html
81. Dreilinger, D. (2014, May 14). Technology learning poised to take off in New Orleans public schools. *The Times-Picayune*. Retrieved from http://www.nola.com/education/index.ssf/2014/05/technology_learning_poised_to.html#incart_special-report
82. "Only for-profit"; Dreilinger, D. (2013, September 18). Orleans Parish School Board approves city's first blended-learning charter. *The Times-Picayune*. Retrieved from http://www.nola.com/education/index.ssf/2013/09/orleans_parish_school_board_ap_4.html; enrollment data: Louisiana Believes. (n.d.). Data Center. Retrieved from <http://www.louisianabelieves.com/resources/library/data-center>
83. Data can be accessed at Louisiana Department of Education. (2015). *10 years after Hurricane Katrina*. Retrieved from <http://www.louisianabelieves.com/resources/about-us/10-years-after-hurricane-katrina>
84. Cowen Institute, The New Orleans Advocate. (2015, May). K-12 public education through the public's eye: Parents' and adults' perception of education in New Orleans. Retrieved from <http://www.coweninstitute.com/2015Publicpoll>. The 2014 poll showed a similar margin of support.
85. Siedlecki, J. (2015, June 9). Restarted schools: A necessary victory for kids [Blog]. *Michael and Susan Dell Foundation*. Retrieved from <http://www.msdf.org/blog/2015/06/restarted-schools-a-necessary-victory-for-kids/>
86. Some commenters use the language of "oligopoly" to discuss this challenge.
87. NSNO analysis of data from Compass, Louisiana Department of Education's statewide educator improvement and evaluation system. Louisiana Believes. (2014). Compass Annual Report 2013–14. Retrieved from <https://www.louisianabelieves.com/teaching/compass-final-report>. During the transition to Common Core State Standards, LDOE's value-added measure is referred to as "Transitional Student Growth Data."
88. Education Research Alliance for New Orleans analysis of data from Louisiana Department of Education.
89. Neason, A. (2015, April 27). Charter schools' latest innovation: Keeping teachers happy. *Slate*. Retrieved from http://www.slate.com/blogs/schooled/2015/04/27/charter_schools_and_churn_and_burn_how_they_re_trying_to_hold_on_to_teachers.html
90. For example: "With officials expecting less than half of the city's 460,000 residents to return, the school system is also likely to end up with less than half of the 60,000 students the district typically had enrolled before Katrina." Ritea, S. (2005, November 20). New Orleans schools in disarray. *The Times-Picayune*. Retrieved from http://www.nola.com/education/index.ssf/2005/11/new_orleans_schools_in_disarra.html
91. Robelen, E.W. (2007, February 20). Desperately seeking educators, New Orleans struggles to recruit teachers, principals." *Education Week*. Retrieved from <http://www.edweek.org/ew/articles/2007/02/21/24orleans.h26.html?tkn=XLNFIKVoENMr%2Fcl2%2FdNCfZI6hDkAXfb4V3vc&print=1>. Additionally, the Education Research Alliance presented similar findings in its spring 2015 conference (peer-reviewed paper forthcoming).
92. An abundance of talent. (2008, August 1). *The Times-Picayune*. Purchased content.
93. Education Research Alliance. The share of "Pre-Katrina" teachers continued to decline, however. By 2010, the workforce consisted of half teachers that had served before the storm and half newcomers. In 2014, the number stood at 28 percent.

94. Simon, D. (2007, July 3). Campaign to hire teachers launched: Recovery district needs personnel. *The Times-Picayune*. Retrieved from <http://www.nctq.org/nctq/research/1185370913054.pdf>; “Officials also plan to pore through the state retirement system and documents from the Orleans Parish School Board—the governing body that oversaw more than 100 schools in the city before Hurricane Katrina—to contact former teachers who have retired or relocated.” <https://www.youtube.com/user/whyteach>.
95. Laura Bush appeals for N.O. teachers. (2007, April 20). *The Times-Picayune*. Purchased content.
96. Morris, T. (2008, February 6). Read Barack Obama’s speech. *The Times-Picayune*. Retrieved from http://www.nola.com/news/index.ssf/2008/02/barack_obamas_speech.html; for additional context around Obama’s plans for the recovery of the Gulf Coast, see Zeleny, J. (2007, August 26). Obama’s plan to restore New Orleans. *The New York Times*. Retrieved from (<http://www.nytimes.com/2007/08/26/us/politics/26obama.html?ref=nationalspecial&r=0>)
97. Carr, S. (2009, July 29). Pool of N.O. teacher hopefuls overflows; City’s rep for reform draws young idealists. *The Times-Picayune*. Purchased content.
98. Charpentier, C. (2008, July 28). N.O. has abundance of teacher applicants. *The Times-Picayune*. Retrieved from http://www.nola.com/news/index.ssf/2008/07/no_has_abundance_of_teacher_ap.html. As noted in this piece, before the 2008–09 school year, “competition for teach NOLA was just as fierce: About 2,450 people applied for just over 100 spots in a teacher training and recruiting program that does not even guarantee them jobs in New Orleans schools. About 250 new corps members recently arrived in town, part of an effort to triple the number of the program’s teachers working in the area.”
99. Over the last 18 months, despite national headwinds that slowed TFA recruitment efforts elsewhere, commitments to New Orleans schools remained mostly steady.
100. Noell, G. (2011, September). *Value added assessment of teacher preparation programs in Louisiana: 2007-8 to 2009-10*. Retrieved from http://tnp.org/assets/documents/LABoR_2011_Report.pdf
101. Relay/GSE. (n.d.). Our Institution. Retrieved from <http://www.relay.edu/about/institution>
102. School Leadership Center of Greater New Orleans. (n.d.). Retrieved from <http://www.slc-gno.org/>
103. Academic research suggests that professional development programs in the educator sector rarely lead to meaningful increases in teacher effectiveness. Promising programs in New Orleans have yet to be evaluated.
104. For example, New Leaders for New Schools has a minimal presence in the city today after not consistently delivering for the schools with which they worked.
105. For example: Dee, T. (2001, August). Teachers, Race, and Student Achievement in a Randomized Experiment. *The Review of Economics and Statistics*. 195-210. Retrieved from <http://faculty.smu.edu/Millimet/classes/eco7321/papers/dee01.pdf>; Rockoff, J.E. et al. (2008, November). “Can you recognize an effective teacher when you recruit one?” *National Bureau of Economic Research*. Retrieved from <http://www.dartmouth.edu/~dstaiger/Papers/w14485.pdf>; National Council for Teacher Quality. (2004, October). “Increasing the odds: How good policies can yield better teachers”. Retrieved from http://www.nctq.org/dmsView/Increasing_the_Odds_How_Good_Policies_Can_Yield_Better_Teachers_NCTQ_Report; Goldhaber, D. (2002, Spring). “The mystery of good teaching: Surveying the evidence on student achievement and teachers’ characteristics.” *EducationNext*. Retrieved from <http://educationnext.org/the-mystery-of-good-teaching/>
106. Education Research Alliance for New Orleans (ERA) analysis of data from Louisiana Department of Education.
107. Reckdahl, K. (2003, February 25). Sizing up classrooms. *Gambit*. Retrieved from <http://www.bestofneworleans.com/gambit/sizing-up-classrooms/Content?oid=1241226>
108. Provided by Nathan Barrett of Education Research Alliance for New Orleans.
109. Pope, J. (2010, October 3). Tulane University gets record 44,000 applications this year. *The Times-Picayune*. Retrieved from http://www.nola.com/education/index.ssf/2010/10/tulane_university_gets_record.html
110. For a recent example in the entrepreneurial community: Larino, J. (2015, July 2). Entrepreneurs see New Orleans as ‘the preeminent Southern city’ of the future. *The Times-Picayune*. Retrieved from http://www.nola.com/futureofneworleans/2015/07/future_new_orleans_entrepreneu.html
111. Governing. (2010). Homegrown, native population totals for U.S. states, cities. Retrieved from <http://www.governing.com/gov-data/census-migration-homegrown-populations-for-cities-states.html>
112. Data from Louisiana’s 2014 Title II data report to USED.
113. Data from Louisiana’s 2014 Title II data report to USED
114. Local universities faced massive budget cuts after Katrina, in addition to challenges with facilities and enrollment. Several cut back their education departments.
115. *Teachers’ Retirement System of Louisiana*. (n.d.). Contribution Rates. Retrieved from http://www.trsl.org/main/inside.php?section=employers&page=contribution_rates
116. Business Report. (2013, April 2). Pension limbo—TRSL beneficiaries have reason to expect the demise of their ‘government plan’. Retrieved from <http://www.businessreport.com/article/pension-limbo-trsl-beneficiaries-have-reason-to-expect-the-demise-of-their-government-plan>
117. Louisiana Believes. Compass Final Report.
118. Examples of these investments: provided early funding for Leading Educators, supported the expansion of Match Teacher Coaching, trained real-time coaches in partnership with Center for Transformative Teacher Training, brought Relay GSE to New Orleans to offer graduate coursework and training to educators, created leadership roles during Common Core implementation (e.g., fellows working with NSNO).
119. National Center for Education Statistics. (2013). Digest of education statistics. Retrieved from https://nces.ed.gov/programs/digest/d13/tables/dt13_215.30.asp
120. Title II. (2014). State of Louisiana 2014 Title II Report. Retrieved from <https://title2.ed.gov/Public/Report/PrintSection.aspx?Year=2014&StateID=22&Section=130140>
121. Relay/GSE. (n.d.). National Principals Academy Fellowship. Retrieved from <http://www.relay.edu/programs/national-principals-academy-fellowship/overview>
122. EnrollNOLA. (2015, February). EnrollNOLA annual re-

- port 2015. Retrieved from <https://oneappnola.files.wordpress.com/2015/02/2015-0210-annual-report-for-public-release.pdf>
123. Dreilinger, D. (2015, May 26). Graduation rates and other New Orleans special education successes. *The Times-Picayune*. Retrieved from http://www.nola.com/education/index.ssf/2015/05/new_orleans_special_education_5.html#incart_river#incart_story_package
124. Cowen Institute. (2015). *Reconnecting opportunity youth: 2015 data reference guide*. Retrieved from <http://www.speno014.com/oydataguide/>
125. Huriya Jabbar's interviews with New Orleans principals in 2012 suggest the problem existed in as many as a third of schools citywide. Jabbar, H. (2015, March). How do school leaders respond to competition: evidence from New Orleans. *Education Research Alliance*. Retrieved from <http://educationresearchalliancenola.org/publications/how-do-school-leaders-respond-to-competition>
126. Academic research suggests a statistically significant trend of low-performing students leaving OPSB charters for RSD schools. Charpentier, C. (2008, December 26). Special needs students still few at New Orleans charters. *The Times Picayune*. Retrieved from http://www.nola.com/news/index.ssf/2008/12/specialneeds_students_still_fe.html
127. Spot checks at charter admissions events, worries about wide variance in SPED percentage (2008) Charpentier, C. (2008, December 26). Special needs students still few at New Orleans charters; Johnson Smith, R. (2008, January 2). "Something special." *Education Week*. Retrieved from http://blogs.edweek.org/edweek/starting-over/2008/01/something_special.html
128. Carr, S. (2009, November 8). School choice is a real test for parents in New Orleans. *The Times-Picayune*. Retrieved from http://www.nola.com/education/index.ssf/2009/11/post_42.html
129. New Orleans Parent's Guide. (2013). *New Orleans parents' guide to public schools: spring 2013 edition*. <http://neworleansparentsguide.org/files/New%20Orleans%20Parents%20Guide%202013.pdf>
130. Programs funded include OPEN's Parent Leadership Training Institute (PLTI), STAND for Children's Stand University for Parents (Stand UP) program, VAYLA's Navigator program, and ULGNO's Parents Involved in Developing Excellence (PRIDE) program.
131. Vaughan, D., et al. (n.d.). *Transforming public education in New Orleans: The Recovery School District, 2003-2111*. New Orleans, LA: Scott S. Cowen Institute for Public Education Initiatives at Tulane University. Retrieved from <http://www.coweninstitute.com/wp-content/uploads/2011/12/History-of-the-RSD-Report-2011.pdf>
132. Chang, C. (2010, October 12). State education officials announce measures to better serve special needs students in New Orleans. *The Times-Picayune*. Retrieved from http://www.nola.com/education/index.ssf/2010/10/state_education_officials_anno.html
133. EnrollNOLA. (2015, February). EnrollNOLA annual report 2015. Retrieved from <https://oneappnola.files.wordpress.com/2015/02/2015-0210-annual-report-for-public-release.pdf>
134. Vanacore, A. (2011, May 9). In a remade New Orleans school system, frustration lingers over finding a place for every student. *The Times-Picayune*. Retrieved from http://www.nola.com/education/index.ssf/2011/05/in_a_remade_school_system_frus.html
135. McMain/Mc35 enrolled about 25 percent of freshmen outside the system) Dreilinger, D. (2013, November 22). Two New Orleans high schools said they were 'full'—then enrolled more students. *The Times-Picayune*. Retrieved from http://www.nola.com/education/index.ssf/2013/11/two_new_orleans_high_schools_s.html
136. 84 percent in 2014-15 SY: Added 10 new schools (four Type 2 charters, five OPSB charters, and one new RSD school) Added selective programs within OPSB schools (Karr band, Mac 35 STEM)
137. Sci High voted in March 2015 to join OneApp a year early, for the fall 2016 enrollment cycle. *Recovery School District*. RSD Pleased to welcome Sci High to OneApp enrollment process. Retrieved from http://www.rsdl.net/apps/news/show_news.jsp?REC_ID=348776&id=0
138. Dreilinger, Danielle. (2015, May 26). Has special education changed in New Orleans? *The Times-Picayune*. Retrieved from http://www.nola.com/education/index.ssf/2015/05/new_orleans_special_education_2.html
139. The citywide percentage of students with disabilities scoring "Basic" and above on state assessments was 23 percent in 2005. It dropped to 16 percent in 2007 and rebounded to 25 percent by 2009. In 2014, 39 percent of students with disabilities passed the tests. Data can be accessed at Louisiana Department of Education. (2015). *10 years after Hurricane Katrina*. Retrieved from <http://www.louisianabelieves.com/resources/about-us/10-years-after-hurricane-katrina>
140. Data can be accessed at Louisiana Department of Education. (2015). *10 years after Hurricane Katrina*. Retrieved from <http://www.louisianabelieves.com/resources/about-us/10-years-after-hurricane-katrina>
141. http://www.nola.com/news/index.ssf/2008/12/specialneeds_students_still_fe.html
142. Lake, R., & Schnaiberg, L. (2015, January). *Special education in New Orleans: juggling flexibility, reinvention, and accountability in the nation's most decentralized school system*. Center for Reinventing Public Education. Retrieved from <http://www.crpe.org/publications/special-education-new-orleans-juggling-flexibility-reinvention-and-accountability>
143. *U.S. Department of Education*. (2015). National leadership activities grant awards. Retrieved from <http://www2.ed.gov/programs/charter-nationalleadership/2015awards.html>
144. FirstLine Schools. (n.d.). Special Education Leadership Fellowship. Retrieved from <http://www.firstlineschools.org/self.html>
145. Recovery School District. (n.d.) *New Orleans therapeutic day program*. Retrieved from http://www.rsdl.net/apps/pages/index.jsp?uREC_ID=256953&type=d
- Barrow, B. (2009, November 24). Jindal administration says closing New Orleans Adolescent Hospital will save cash. *The Times-Picayune*. Retrieved from http://www.nola.com/news/index.ssf/2009/03/gov_bobby_jindals_administrati.html
146. *New Schools for New Orleans*. (2015, March). New Schools for New Orleans awards 4 grants for new special education programs at charter schools [Press release]. Retrieved from <http://www.newschoolsforneworleans.org/wp/wp-content/uploads/2015/03/SPED-grant-awards-March-Press-Release-Final.pdf>

147. Data can be accessed at Louisiana Department of Education. (2015). *10 years after Hurricane Katrina*. Retrieved from <http://www.louisianabelieves.com/resources/about-us/10-years-after-hurricane-katrina>
148. Data can be accessed at Louisiana Department of Education. (2015). *10 years after Hurricane Katrina*. Retrieved from <http://www.louisianabelieves.com/resources/about-us/10-years-after-hurricane-katrina>
149. Skiba, R., et al. (2003, May 16-17). Consistent removal: Contributions of school discipline to the school-prison pipeline. *Harvard Civil Rights Project*. Retrieved from <http://varj.onefireplace.org/Resources/Documents/Consistent%20Removal.pdf>; Louisiana Association of Public Charter Schools. (2012, December). Addressing exclusionary discipline in Louisiana's schools. Retrieved from http://lacharterschools.org/files/pdf/lapcs_whitepaper_discipline_in_schools.pdf
150. Louisiana Believes. (n.d.). LDOE District Composite Report for 2003–04. Retrieved from <http://www.louisianabelieves.com/data/files/CompReports/DCR0304/DCR036.pdf>. Analysis by the Education Research Alliance for New Orleans in 2015 matches this figure.
151. Williams, J. (2015, May 8). Black student arrests in Jefferson decried in new complaint. *The Times-Picayune*. Retrieved from http://www.nola.com/education/index.ssf/2015/05/black_children_jefferson.html#incart_river
152. Vanacore, A. (2012, July 16). Recovery School District to list behaviors that could get students expelled. *The Times-Picayune*. Retrieved from http://www.nola.com/education/index.ssf/2012/07/recovery_school_district_lists_1.html
153. International School of Louisiana. (2015). International School of Louisiana: A local public charter school with an international perspective. Retrieved from <http://isl-edu.org/>
154. Dreilinger, D. (2015, February 11). Recovery School District expulsions down at mid-year, Orleans schools up, officials report. *The Times-Picayune*. Retrieved from http://www.nola.com/education/index.ssf/2015/02/recovery_school_district_expul.html
155. *The Times-Picayune*. (2014). Student suspensions. Retrieved from http://media.nola.com/education_impact/photo/chart-school-suspensionsjpg-6eb4b1c8c41a50c9.jpg
156. LDOE will release official, audited suspension rates for 2014–15 by December 2015. Data provided by Collegiate Academies, KIPP, and New Orleans College Prep.
157. Cowen Institute. (2015, May). *K-12 public education through the public's eye: parents' and adults' perception of education in New Orleans*. Retrieved from http://www.coweninstitute.com/wp-content/uploads/2015/05/cowen.poll_.2015.pdf
158. EnrollNOLA. (2015, February). EnrollNOLA annual report 2015. Retrieved from <https://oneappnola.files.wordpress.com/2015/02/2015-0210-annual-report-for-public-release.pdf>
159. Dreilinger, D. (2015, July 10). New Orleans schools fix summer enrollment; demand still excessive. *The Times-Picayune*. Retrieved from http://www.nola.com/education/index.ssf/2015/07/oneapp_summer_enrollment_runs.html
160. Dreilinger, D. (2014, March 13). In move toward cooperation, New Orleans' two school systems consider agreement with millions for troubled youth. *The Times-Picayune*. Retrieved from http://www.nola.com/education/index.ssf/2014/03/new_orleans_two_school_systems_2.html
161. Recovery School District. (n.d.) *New Orleans therapeutic day program*. Retrieved from http://www.rsdl.net/apps/pages/index.jsp?uREC_ID=256953&type=d
162. Cowen Institute. (2015, May). *K-12 public education through the public's eye: parents' and adults' perception of education in New Orleans*. Retrieved from http://www.coweninstitute.com/wp-content/uploads/2015/05/cowen.poll_.2015.pdf
163. University of Louisiana: Lafayette Picard Center. (2014). Caring Communities Youth Survey. Retrieved from <http://picardcenter.louisiana.edu/research-areas/quality-life/caring-communities-youth-survey-ccys>. Every two years, the University of Louisiana at Lafayette conducts surveys of students in 6th, 8th, 10th, and 12th grades across the state on behalf of the Louisiana Department of Education and Louisiana Department of Health and Hospitals. Low response rates, however, make it difficult to draw firm conclusions: Less than 25 percent of New Orleans students fill out the survey in any given year; statewide, the response rate is about 50 percent.
164. *Student Discipline: Outcomes, Policies, and Practices*, presented at Education Research Alliance for New Orleans conference. June 18-20, 2015.
165. Office of Mayor Mitchell J. Landrieu. (2014, December 23). NOLA FORLIFE, New Orleans Health Department, and Center for Restorative Approaches launch effort to promote conflict resolution in schools [Press release]. Retrieved from <http://www.nola.gov/mayor/press-releases/2014/20141223-restorative-approaches/>
166. Dreilinger, D. (2014, December 24). 'Rethinkers' call for conversations, not suspensions, in New Orleans schools. *The Times-Picayune*. Retrieved from http://www.nola.com/education/index.ssf/2013/07/rethinkers_call_for_conversations.html
167. Data from 2014–15 only accounts for fall semester; full year data is forthcoming. Dreilinger, D. (2015, February 10). No change in New Orleans public schools expulsions in 2013–14. *The Times-Picayune*. Retrieved from http://www.nola.com/education/index.ssf/2015/02/no_change_in_new_orleans_publi.html
168. Dreilinger, D. (2015, February 11). Recovery School District expulsions down at mid-year, Orleans schools up, officials report. *The Times-Picayune*. Retrieved from http://www.nola.com/education/index.ssf/2015/02/recovery_school_district_expul.html
169. Dreilinger, D. (2015, May 27). Progress limited, success 'fragile' for Orleans Parish School Board, coalition says. *The Times-Picayune*. Retrieved from http://www.nola.com/education/index.ssf/2015/05/orleans_parish_school_board_su_1.html; FORWARD New Orleans for Public Schools. (2015, May). Midterm progress report. Retrieved from <http://schools.forwardneworleans.com/wp-content/uploads/2015/05/FNOPS-Midterm-Progress-Report.pdf>
170. DeArmond, M., Gross, B., Jochim, A., & Lake, R. (2014, December). *How parents experience public school choice*. Center for Reinventing Public Education. Retrieved from http://www.crpe.org/sites/default/files/crpe_how-parents-experience-public-school-choice_1_1.pdf
171. RSD charters serve 70% of total public school enrollment and 80% of students with disabilities. The distribution is skewed more dramatically among students with moderate to severe

disabilities (i.e., low incidence). Data can be accessed at Louisiana Department of Education. (2015). *10 years after Hurricane Katrina*. Retrieved from <http://www.louisianabelieves.com/resources/about-us/10-years-after-hurricane-katrina>

172. Barrow, B. (2009, November 24). Jindal administration says closing New Orleans Adolescent Hospital will save cash. *The Times-Picayune*. Retrieved from http://www.nola.com/news/index.ssf/2009/03/gov_bobby_jindals_administrati.html

173. U.S. Department of Education, Office of Postsecondary Education. (2014, March) *Teacher Shortage Areas Nationwide Listing: 1990-1991 through 2014-2015*. Page 62. Retrieved from <http://ehe.osu.edu/downloads/educator-preparation/data-and-assessments/teacher-shortage-areas.pdf>

174. Maggi, L. (2012, December 3). New Orleans middle-school students describe high rates of depression. *The Times-Picayune*. Retrieved from http://www.nola.com/health/index.ssf/2012/12/new_orleans_middle-school_stud.html

175. University of Michigan Law School. (2000). "Case profile: Doe v. Foti." Retrieved from <http://www.clearinghouse.net/detail.php?id=334>

176. Butterfield, F. (1997, July 22). Few options or safeguards in a city's juvenile courts. *The New York Times*. Retrieved from <http://www.nytimes.com/1997/07/22/us/few-options-or-safeguards-in-a-city-s-juvenile-courts.html>; Butterfield, F. (1997, July 21). With juvenile courts in chaos, some propose scrapping them. *The New York Times*. Retrieved from <http://www.nytimes.com/1997/07/21/us/with-juvenile-courts-in-chaos-some-propose-scrapping-them.html?pagewanted=1>

177. For 2006 report: Juvenile Justice Project of Louisiana. (2006). Treated like trash: Juvenile detention in New Orleans before, during, and after Katrina. Retrieved from <https://www.prisonlegalnews.org/news/publications/jjpl-treated-like-trash-juvenile-prisoners-affected-by-katrina/>; for 2007 lawsuit: Reckdahl, K. (2009, October 6). Lawsuit on behalf of juveniles detained at Youth Study Center given class action status. *The Times-Picayune*. Retrieved from http://www.nola.com/news/index.ssf/2009/02/youth_center_lawsuit_given_cla.html Class action lawsuit on behalf of children confined at the Youth Study Center in New Orleans, Louisiana. Retrieved from <http://www.clearinghouse.net/chDocs/public/JI-LA-0010-0001.pdf>

178. Reckdahl, K. (2007, October 29). Juvenile detention rules changing at city's youth center. *The Times-Picayune*. Retrieved from http://www.nola.com/crime/index.ssf/2009/10/jevenile_detention_rules_are_c.html; National Juvenile Justice Network. (2012, July). Advances in juvenile justice reform: 2009–2011. Retrieved from http://www.njjn.org/uploads/digital-library/NJJN_adv_fin_press_sept_update.pdf

179. Center for Reinventing Public Education. (2014, December). *How parents experience public school choice*. Retrieved from http://www.crpe.org/sites/default/files/crpe_how-parents-experience-public-school-choice_1_1.pdf

180. 91 percent calculated based on: Louisiana Secretary of State. (2014, December 6). Election results by precinct. Retrieved from http://staticresults.sos.la.gov/12062014/12062014_36_9840_Precinct.html; Dreilinger, D. (2014, December 6). New Orleans school maintenance tax easily approved by voters. *The Times-Picayune*. Retrieved from http://www.nola.com/education/index.ssf/2014/12/new_orleans_school_main

tenance_tax_is_approved_by_voters.html. On framing of election, see: The New Orleans Tribune. "Why we must say 'no!' to renewing the school millage." Retrieved from <http://www.theneworleanstribune.com/main/why-we-must-say-no-to-renewing-the-school-millage/>. For example: "Many opponents of this bill...are convinced that Act 543 and the millage renewal, if passed, are expressly designed to shore up the RSD's existence in our community."

181. Alpert, B. (2015, May 21). New Orleans back on list of top 50 most populous cities. *The Times-Picayune*. Retrieved from http://www.nola.com/politics/index.ssf/2015/05/new_orleans_back_on_list_of_to.html

182. Louisiana Believes. (2005, June). Annual Financial and Statistical Report. Retrieved from <https://www.louisiana-believes.com/docs/funding/2003-2004-annual-financial-statistical-report.pdf?sfvrsn=4>

183. ERA Education Research Alliance for New Orleans [Conference]. (2015, June). *The urban education future? Lessons from New Orleans 10 years after Katrina*; Abdulkadiroğlu, A., Angrist, J., Hull, P., & Pathak, P. (2014, December). Charters without lotteries: Testing takeovers in New Orleans and Boston. Retrieved from <http://seii.mit.edu/wp-content/uploads/2014/12/SEII-Discussion-Paper-2014.03-Abdulkadiro%20C4%20Flu-Angrist-Hull-Pathak1.pdf>; Center for Research on Education Outcomes. (2013, October 1). New schools for New Orleans: Year 2 report. Stanford, CA: Center for Research on Education Outcomes at Stanford University. Retrieved from <http://credo.stanford.edu/pdfs/NSNOYear2Report.pdf>

184. Jewson, M. (2015, March 11). Parents try to explain to son why his beloved school is being closed. *The Lens*. Retrieved from <http://thelensnola.org/2015/03/11/parents-struggle-to-explain-to-son-why-his-beloved-school-will-be-closed-next-year/>

185. For example: Waller, M. (2011, December 2). Group wanting to run L.B. Landry High School in Algiers decries rejection of its charter application. *Times Picayune*. Retrieved from http://www.nola.com/education/index.ssf/2011/12/group_wanting_to_run_lb_landry.html; The National Association of Charter School Authorizers (NACSA), third-party evaluator, concluded the plan was "vague on the educational practices its school would use, convoluted in describing its organizational structure and excessively dependent on credit in its financing strategy."

186. Note that 53 percent of students were attending an out-of-zone school before Katrina.

Harris, D. & Larsen, M. (2015, January 15). What schools do families want (and why)? New Orleans families and their school choices before and after Katrina. (p. 2). New Orleans, Louisiana: Education Research Alliance for New Orleans. Retrieved from <http://educationresearchalliance.nola.org/files/publications/ERA1402-Policy-Brief-What-Schools-Do-Families-Want.pdf>

187. Cardinali, D., & Massey, S. (2015, January 27). Guest commentary: Data should drive school reform. *The Advocate*. Retrieved from <http://theadvocate.com/news/opinion/11401188-123/guest-commentary-data-should-drive>; Robinson, N. (2014, May 16). Silverback society: Raising, mentoring boys without fathers. *WDSU*. Retrieved from <http://www.wdsu.com/news/local-news/new-orleans/silverback-society-raising-mentoring-boys-without-fathers/26023518>

188. Dequine, K. (2011, March 26). Hundreds march on archdiocese office to support St. Augustine paddling policy. *The Times-Picayune*. Retrieved from http://www.nola.com/education/index.ssf/2011/03/hundreds_march_on_archdiocese.html. Interestingly, the largest protests regarding school discipline in New Orleans since 2005 surrounded a Catholic high school, St. Augustine. In 2011, more than 500 parents, students, and alumni marched to support of the school's policy of corporal punishment. Leadership of the religious order that controls the school had moved to end the practice at the predominately black, highly regarded Catholic school. Lawsuits flew, leadership changed, and the practice disappeared after more than 60 years in use.
189. Dreilinger, D. (2014, October 8). Strict Collegiate Academies charters are working to eliminate suspensions. *The Times-Picayune*. Retrieved from http://www.nola.com/education/index.ssf/2014/10/strict_collegiate_academies_ch.html
190. Dreilinger, D. (2015, February 11). Recovery School District expulsions down at mid-year, Orleans schools up, officials report. *The Times-Picayune*. Retrieved from http://www.nola.com/education/index.ssf/2015/02/recovery_school_district_expul.html
191. *Student Discipline: Outcomes, Policies, and Practices*, presented at Education Research Alliance for New Orleans conference. June 18-20, 2015.
192. Cowen Institute. (2015, May). *K-12 public education through the public's eye: Parents' and adults' perception of education in New Orleans*. Retrieved from http://www.coweninstitute.com/wp-content/uploads/2015/05/cowen.poll_.2015.pdf
193. Center for Reinventing Public Education. (2014, December). *How parents experience public school choice*. Retrieved from http://www.crpe.org/sites/default/files/crpe_how-parents-experience-public-school-choice_1_1.pdf
194. "Yes" held majority in 334 of 366 precincts. Relative to other millage votes, voter turnout was strong. About 38 percent of registered voters cast ballots – roughly four times higher than the May 2015 millage votes for the library system and sheriff. 91 percent calculated based on: Louisiana Secretary of State. (2014, December 6). Election results by precinct. Retrieved from http://staticresults.sos.la.gov/12062014/12062014_36_9840_Precinct.html
195. In multiple instances, a charter operator pulled out of a school takeover when it became clear that the community opposed it. Anecdote from Carr, S. (2014). *Hope against hope: Three schools, one city, and the struggle to educate America's children*. Bloomsbury Press.
196. McConduit, Erika. (Interview, February 25, 2015).
197. For example: Sanchez, C. (2015, April 7). A New Orleans high school adapts to unaccompanied minors. National Public Radio. Retrieved from <http://www.npr.org/sections/ed/2015/04/07/396195610/a-new-orleans-high-school-adapts-to-unaccompanied-minors>
198. Maxwell, L. (2007, August 14). Q&A with Paul G. Vallas. *Education Week*. Retrieved from http://www.edweek.org/ew/articles/2007/08/14/45vallas_web.h26.html; Brinson, D., Boast, L., Hassel, B. C., & Kingsland, N. (2011). *New Orleans-style education reform: A guide for cities: Lessons learned, 2004–2010*. New Orleans, LA: New Schools for New Orleans. Retrieved from www.newschoolsforneworleans.org/guide
199. For example, there was sustained parent backlash to the archdiocese's decision to mandate a limited set of possible grade configurations for all schools. No number of carefully planned community meetings or conversations—and there were plenty—would be able to alter the perception of the policy as top-down meddling in autonomous school communities. That the archdiocese had full authority to make the change was beside the point. The focal point of community engagement remains at the school level, not the system level. Tan, S. (2014, January 24). 37 Catholic schools must add or drop grades, or lose their Catholic identity. *The Times-Picayune*. Retrieved from http://www.nola.com/education/index.ssf/2014/01/new_orleans_catholic_schools_f.html
200. Orleans Parish School Board. (n.d.) Superintendent. Retrieved from <http://opsb.us/about/superintendent/>; Vana-core, A. (2011, May 13). Veteran teacher and New Orleans native will join Recovery School District as deputy chief. *The Times-Picayune*. Retrieved from http://www.nola.com/education/index.ssf/2011/05/veteran_teacher_and_new_orlean.html
201. Over the last 18 months, NSNO has made progress towards this vision, releasing a Diversity and Inclusion statement and investing time and resources in cultivating a more diverse candidate pool.
202. Interview, February 2015
203. Williams, J. (2014, August 28). Louisiana's public-education budget ranks near the median nationally. *The Times-Picayune*. Retrieved from http://www.nola.com/education/index.ssf/2014/08/louisianas_public-education_bu.html
204. Dreilinger, D. (2014, June 26). New Orleans school building plan \$330 million in the hole. *The Times-Picayune*. Retrieved from http://www.nola.com/education/index.ssf/2014/06/new_orleans_school_building_pl_1.htm
205. National Alliance for Public Charter Schools. (n.d.). Get the facts. Retrieved from <http://www.publiccharters.org/get-the-facts/>
206. O'Donoghue, J. (2015, April 10). Louisiana's budget is a fiscal mess: How did we get here? *The Times-Picayune*. Retrieved from http://www.nola.com/politics/index.ssf/2015/04/louisiana_budget_how_did_we_ge.html
207. ERA data on philanthropic donations each year, tabulated from required school-level financial reports. These totaled \$180 million since 2006. Teacher pipelines and talent development organizations make up the remainder of our estimate.
208. Per ERA, annual per-pupil operating expenditures (i.e., excluding equipment costs, construction services, and debt service) were highest in 2008 (approximately \$20,000) and hovered around \$12,500 over the past five years as the system stabilized. To calculate \$5 billion, we multiply annual per-pupil operating expenditures by total citywide enrollment.
209. We derive this figure by calculating total citywide K–12 enrollment combined from fall 2006 through fall 2014. We then divided our best estimate of total supplemental funding (\$250 million) by the combined enrollment figure (about 350,000 student-years). Per pupil expenditures from 2013–14 from: Sims, P., & Rossmeier, V. (2015). *State of Public Education in New Orleans 2015*. Cowen Institute. Retrieved from <http://www.speno2015.com/>.

210. Sims & Rossmeier, V. (2015). *State of Public Education*. Many urban school districts spend far more per-pupil annually (such as Washington, D.C., Newark, Boston).
211. RSD has had four superintendents in a decade. OPSB has had four as well. In 2013–14, the average urban superintendent had 3.18 years of tenure, according to a survey by the Council of Great City Schools. Council of Great City Schools. (2014, Fall). *Urban school superintendents: Characteristics, tenure, and salary*. Retrieved from http://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/87/Urban%20Indicator_Superintendent%20Summary%2011514.pdf
212. Harris, D. (2015, August 4). Good News for New Orleans. *Education Next*. Retrieved from <http://educationnext.org/good-news-new-orleans-evidence-reform-student-achievement/>
213. Jindal's disruptive, politically motivated quest to back down from Common Core State Standards is a notable exception.
214. Federal TIF funding is a notable exception, relying on teacher observation and state-generated teacher value-added data to determine performance-based compensation for educators each year.
215. O'Donoghue, J. (2015, April 9). Louisiana's budget.
216. Hill, P., & Jochim, A. E. (2014). *A Democratic constitution for public education*. The University of Chicago Press.
217. In many respects, New Orleans is far ahead of the curve. RSD charters receive funds based on differentiated funding formulas that award extra dollars for students with disabilities, over-age students, students who are English language learners, and other student characteristics. OPSB charters directly receive most—but not all—of the funding that flows into the district. Recent legislation will create a citywide differentiated funding formula in the coming years.
218. For example, LDOE's federal Charter Schools Program grant exhausted funds more quickly than the state anticipated. Philanthropic grants and low-cost loans made the path to financial sustainability rocky for start-up charters.
219. In 2014, the National Alliance for Public Charter Schools offered a specific proposal for using School Improvement Grant (SIG) funds to open new charters and expand existing high-quality CMOs. Wolfe, C. (2014, September 4). Using school improvement grant funds to increase access to high-quality public schools. National Alliance for Public Charter Schools. Retrieved from <http://www.publiccharters.org/publications/sig/>



APPENDIX F2

Other Attachments

Charter School Documentation



LOUISIANA DEPARTMENT OF EDUCATION

June 24, 2016

To Whom It May Concern:

I am writing to confirm that G.W. Carver Collegiate (382002) and Sci Academy (382001) have active LEA status as type 5 charter schools, as well as active contracts with the Department of Education. Livingston Collegiate (382004) was approved to open in the 2016-17 school year, upon successful completion of the pre-opening process.

The Louisiana Board of Elementary and Secondary Education (BESE) approved the Louisiana Department of Education's (LDE) recommendation to authorize Collegiate Academies operate both schools.

If you have any questions, please do not hesitate to contact me by email [REDACTED] or phone [REDACTED]

Thank you,

[REDACTED]

Laura Hawkins
Charter Accountability Team
Louisiana Department of Education

Louisiana Believes

PR/Award # U374A160040



LOUISIANA DEPARTMENT OF EDUCATION

June 28, 2016

To Whom It May Concern:

I am writing to confirm that Arthur Ashe Charter School, Joseph S. Clark Preparatory High School, Langston Hughes Academy Charter School, Phillis Wheatley Community School, and S.J. Green Charter School all have active LEA status as type 5 charter schools, as well as active contracts with the Department of Education.

The Louisiana Board of Elementary and Secondary Education (BESE) approved the Louisiana Department of Education's (LDE) recommendation to authorize Firstline Schools, Inc. to operate both schools.

If you have any questions, please do not hesitate to contact me by email [REDACTED] or phone [REDACTED]

Thank you,

[REDACTED]

Laura Hawkins
Charter Accountability Team
Louisiana Department of Education

Louisiana Believes

PR/Award # U374A160040



LOUISIANA DEPARTMENT OF EDUCATION

July 11, 2016

To Whom It May Concern:

I am writing to confirm that KIPP New Orleans Schools have active LEA status as type 5 charter schools, as well as an active contract with the Department of Education, for the following schools:

- KIPP Believe Primary / KIPP Believe College Prep (398001)
- KIPP McDonogh 15 Primary / KIPP McDonogh 15 Middle (398002)
- KIPP Central City Academy (398003)
- KIPP Central City Primary (398004)
- KIPP Renaissance High School (398005)
- KIPP Leadership Primary / KIPP Leadership Academy (398006)
- KIPP East Community Primary (398007)
- KIPP Woodson High School (Booker T. Washington) (398008)

The Louisiana Board of Elementary and Secondary Education (BESE) approved the Louisiana Department of Education's (LDE) recommendation to authorize KIPP New Orleans, Inc to operate the schools listed above.

If you have any questions, please do not hesitate to contact me by email

[REDACTED] or phone [REDACTED]

Thank you,

[REDACTED]

Laura Hawkins
Charter Accountability Team
Louisiana Department of Education

Louisiana Believes

PR/Award # U374A160040

Appendix

F-Other Attachments-
NSNO

Page 63 of 63



LOUISIANA DEPARTMENT OF EDUCATION

July 1, 2016

To Whom It May Concern:

I am writing to confirm that New Orleans College Prep operates the following schools that have active LEA status as type 5 charter schools, as well as active contracts with the Department of Education.

Site Code	Year Opened	School Name
385002	2012-13	Cohen College Prep
385003	2013-14	Crocker College Prep
385001	2007-08	Sylvanie Williams College Prep

The Louisiana Board of Elementary and Secondary Education (BESE) approved the Louisiana Department of Education's (LDE) recommendation to authorize New Orleans College Prep to operate these schools.

If you have any questions, please do not hesitate to contact me by email [REDACTED] or phone [REDACTED]

Thank you,

[REDACTED]

Laura Hawkins
Charter Accountability Team
Louisiana Department of Education

Louisiana Believes



LOUISIANA DEPARTMENT OF EDUCATION

July 11, 2016

To Whom It May Concern:

I am writing to confirm that Sophie B. Wright (397001) has active LEA status as a type 5 charter school, as well as an active contract with the Department of Education.

The Louisiana Board of Elementary and Secondary Education (BESE) approved the Louisiana Department of Education's (LDE) recommendation to authorize the Institute for Academic Excellence to operate the school.

If you have any questions, please do not hesitate to contact me by email [REDACTED] or phone [REDACTED]

Thank you,

[REDACTED]

Laura Hawkins
Charter Accountability Team
Louisiana Department of Education

Louisiana Believes

PR/Award # U374A160040

Appendix F-Other Attachments-NSNO



LOUISIANA DEPARTMENT OF EDUCATION

June 28, 2016

To Whom It May Concern:

I am writing to confirm that Success Preparatory Academy has active LEA status as a type 5 charter school, as well as an active contract with the Department of Education.

The Louisiana Board of Elementary and Secondary Education (BESE) approved the Louisiana Department of Education's (LDE) recommendation to authorize Success Preparatory Academy to operate the school.

If you have any questions, please do not hesitate to contact me by email [REDACTED] or phone [REDACTED]

Thank you,

[REDACTED]
Laura Hawkins
Charter Accountability Team
Louisiana Department of Education

Louisiana Believes

PR/Award # U374A160040



APPENDIX F3

Other Attachments

Requirement 1 – Status of PBCS

Table: Requirement 1 - Implementing PBCS in high-need schools in LEAs

	CA	FLS	KIPP	NOCP	SBW	SPA
Currently has PBCS for teachers that meets criteria (minimum two observations annually and measure of student achievement)	No	Yes, but does not include student achi. Currently	Yes	Yes, but staff currently eligible for salary increase every other year	No	Yes, but does not currently include student achievement
Grant year to implement PBCS for teachers meeting criteria	Year 1	Year 3	Year 1	Year 1	Year 3	Year 1
Currently has PBCS for leaders (including principals and middle leaders) meeting criteria	No	No	No	Yes	No	No
Grant year implementing PBCS for leaders that meets criteria	Year 1	Year 3	Year 3	Year 1	Year 3	Year 1
Currently has PBCS for “other personnel” (defined by CMO) that meets criteria	No	No	No	No	No	No
Grant year implementing PBCS for other personnel that meets criteria (optional)	N/A	N/A	N/A	Year 1	Year 3	Year 1
Summary of process to modify HCMS	Align on performance standards for all teachers and leaders; review retention data to determine plan for increased compensation	Include student results for PBCS; norm rubric for leaders and design leader career pathway, refine teacher pathway	Test and define input for leader evaluation in 2016-17; test leader evaluation system’s fairness and reliability in 2017-18; implement fully by 2018-19	Refine PBCS to annual salary reviews ;review educator feedback annually to inform improvements and modifications	Revise end-of-year performance awards into comprehensive PBCS	System first implemented in 2015-16. Will seek input on current system from teachers and leaders to redesign.
Educator feedback channels	Focus groups	Teacher advisory board/ working group	Focus groups, surveys, large / small group feedback sessions	Surveys	Large and small group/team feedback and surveys	Surveys



APPENDIX F4

Other Attachments

High-Need Status Documentation

Table: KIPP Woodson High-Need Status Documentation

# of incoming 9th graders	Feeder School Name	% Economically Disadvantaged in 2015-16 (data from LDOE)
1	Benjamin Franklin Elementary Mathematics and Science School	78%
1	Crescent Leadership Academy	95%
5	Esperanza Charter School	82%
1	Gentilly Terrace Charter School	88%
5	KIPP Believe College Prep	90%
84	KIPP Central City Academy	95%
8	KIPP Leadership Academy	94%
8	KIPP McDonogh 15 School for the Creative Arts	93%
1	Lafayette Academy Charter School	93%
1	Martin Behrman Charter School Academy of Creative Arts and Sciences	89%
1	Mildred Osborne Charter School	93%
2	ReNEW SciTech Academy	95%

Table: Livingston Collegiate High-Need Status Documentation		
# of incoming 9th graders	Feeder School Name	% Economically Disadvantaged in 2015-16 (data from LDOE)
4	Akili Academy of New Orleans	94%
10	Arise Academy	99%
1	Audubon Charter School	45%
2	ReNEW Cultural Arts Academy at Live Oak Elementary	95%
4	Benjamin Franklin Elem. Math and Science	78%
1	Dr. Martin Luther King Charter School for Sci/Tech	91%
3	Edgar P. Harney Spirit of Excellence Academy	95%
1	Fannie C. Williams	95%
2	Arthur Ashe Charter School	90%
3	Wheatley (Formerly John Dibert Community School)	87%
6	Langston Hughes Charter Academy	93%
1	Gentilly Terrace Elementary School	88%
23	ReNEW Schaumburg Elementary	93%
1	International High School of New Orleans	78%
1	James M. Singleton Charter School	93%
2	KIPP McDonogh 15 School for the Creative Arts	93%
2	Lafayette Academy	93%
3	Lake Area New Tech Early College High School	88%
2	Martin Behrman Charter Acad of Creative Arts & Science	89%
2	Mary D. Coghill Charter School	91%
5	ReNew McDonogh City Park Academy	89%
1	McDonogh 42 Charter School	95%
1	Nelson Elementary School	91%
4	Lord Beaconsfield Landry-Oliver Perry Walker High	92%
4	Pierre A. Capdau Learning Academy	93%
6	ReNEW Dolores T. Aaron Elementary	95%
1	Sci Academy	91%
1	ReNEW SciTech Academy at Laurel	95%
3	Sophie B. Wright Institute of Academic Excellence	84%
10	Success Preparatory Academy	95%
1	Cohen College Prep	92%
2	G. W. Carver Preparatory Academy	92%
1	St. Katharine Drexel	Not available – private school
1	International School of Louisiana	57%
5	Einstein Charter School	92%



APPENDIX F5

Other Attachments

Louisiana State Equity Plan



LOUISIANA DEPARTMENT OF EDUCATION

LOUISIANA'S PLAN FOR ENSURING EQUITABLE ACCESS TO EXCELLENT TEACHERS FOR ALL STUDENTS

SECTION 1. INTRODUCTION

The Louisiana Department of Education (LDOE) is pleased to submit to the U.S. Department of Education the following plan that has been developed to address the long-term needs for improving equitable access to great teachers and school leaders in Louisiana. This plan responds to Education Secretary Arne Duncan's July 7, 2014, letter to State Education Agencies (SEAs), as augmented with additional guidance published on November 10, 2014. Louisiana's plan complies with (1) the requirement in Section 1111(b)(8)(C) of the Elementary and Secondary Education Act (ESEA) that each state's Title I, Part A plan include information on the specific steps that the SEA will take to ensure that students from low-income families and students who belong to racial minority groups are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers, and the measures that the agency will use to evaluate and publicly report the progress of the agency with respect to such steps; and (2) the requirement in ESEA Section 1111(e)(2) that a state's plan be revised by the SEA if necessary.

Louisiana is committed to improving student outcomes across the state by expanding access to excellent teachers for all students. This includes students who are economically disadvantaged¹ and/or who are a racial minority. In Louisiana, these students constitute the majority of the state's public school student population. As such, this plan does not provide for a redistribution of high-quality educators from low-need to high-need local education agencies (LEAs), schools, or classrooms. Rather, this plan provides for a comprehensive approach to teacher recruitment, certification, and improvement across the state, with an emphasis on schools and classrooms with the greatest need. The plan builds on practices of "high-poverty" and "high-minority" LEAs with rich concentrations of excellent educators and addresses challenges in "high-poverty" and "high-minority" LEAs where students have more limited access to excellent educators.

This approach is built on the belief that Louisiana students are just as smart and capable as any in America. Recognizing this, Louisiana has committed to preparing its students to read, write, and perform math tasks on par with students nationwide. Specifically, Louisiana will steadily raise expectations for student achievement over the next ten years, so that all students are prepared for college or a career of their choice upon graduation from high school. By the year 2025, A-rated schools will average "mastery" or "level four" performance. Today, schools rated "A" at a minimum average "basic" or "level three." A "level four" or "mastery" is the standard for college and career readiness. To guide this transition, the LDOE produces [annual reports](#) with detailed student performance data at the district and school levels.

Louisiana educators are integral to this plan: they make this commitment a reality in classrooms across the state through engaging lessons and a commitment to growth for all students. Teaching to high standards is complex work and requires supportive school leadership and a collaborative work environment in which teachers come together to focus on the technical challenges of their craft. To support teachers, the LDOE has released a comprehensive suite of curricular tools

¹ Students eligible for Supplemental Nutrition Assistance Program, Temporary Assistance for Needy Families, Medicaid, awaiting foster care, migrant, and incarcerated children.

Louisiana Believes

POST OFFICE BOX 94064 | BATON ROUGE, LA 70804-9064 | 1.877.453.2721 | WWW.LOUISIANABELIEVES.COM

and supports, including the [ELA](#) and [Math](#) Guidebooks, and [the Instructional Materials Review Process](#). [Louisiana Teacher Leaders](#), a group of over 5,000 outstanding educators, receive and deliver professional development to teachers in every public school in Louisiana. Finally, Louisiana educators have been held to higher standards and received more frequent feedback through the State's educator evaluation and support system, [Compass](#), legislated by Act 54 of 2010. LEA and school leaders play an important role in teacher success, too. These school leaders have the ability to create productive work environments in which teachers have time to collaborate with peers, and the ability to make critical workforce decisions, such as whom to recruit and hire. In Louisiana, school and LEA administrators have been granted broad authority to make workforce decisions around hiring, termination, reductions in force, and tenure, legislated through Act 1 of 2012. To support LEA and school leaders, the LDOE published the [Louisiana Principals' Teaching and Leadership Guidebook](#), the [High School Planning Guidebook](#), and the [Early Childhood Guidebook](#).

LEA and school leaders have begun to work more closely with teacher preparation programs, too, to collaboratively ensure that teachers are ready for day one in Louisiana's classrooms. Through [Believe and Prepare](#), the LDOE, in partnership with the Board of Regents (BOR), has provided opportunities for LEA and preparation programs to establish or strengthen partnerships that ensure that new teachers are meeting district workforce needs and are ready for the challenges of today's classrooms. Further, BOR has worked with teacher preparation programs over the past several years to ensure that teacher preparation curricula address Louisiana's standards for students and for educators.

The LDOE has dedicated staff and funding to support LEAs and schools in these endeavors. Network Support teams have provided direct support to LEAs on a range of instructional issues. Additionally, these teams assist LEAs in yearlong planning process, guided by the [District Planning Guide](#), to ensure that fiscal decisions support student achievement and educator growth. Through [Believe and Succeed](#), the LDOE has provided grants to empower LEAs, nonprofits, and individuals to turn around existing "D" and "F" schools and to create new, high-quality schools for students who would otherwise attend underperforming schools.

Despite these tools and supports, students' access to excellent teachers varies from parish to parish. This is true for parishes with high concentrations of students who are economically disadvantaged or who belong to a racial minority group. Some parishes that are "high-poverty" and "high-minority" are struggling to attract, develop, and retain excellent educators. In 14 "high-minority" and "high-poverty" parishes, student outcomes² are below the state average (ranging from 37 percent to 64 percent of students scoring "Basic" and above in 2013-14; the state average was 68 percent).

When considering teacher effectiveness, student growth data is used in this report. Specifically, transitional student growth data, which is calculated using the LDOE's value-added methodology, is used. Student growth data is used because it is the only teacher effectiveness measure that is consistent across all schools and LEAs; it is calculated using the same methodology for all teachers with state assessment data and, therefore, enables comparison across the state.

² Measured by percent of students scoring Basic or above in 2013-2014.

June 1, 2015

Students' access to teachers with effective or higher student growth data varies, as well. In 14 "high-minority" and "high-poverty" parishes, ten had a greater portion of struggling teachers³ than the state average (ranging from 11 percent to 29 percent of their teachers⁴, compared to 9 percent across the state). These teachers' students are falling below academic growth expectations.

However, teachers in other "high-poverty" and "high-minority" parishes are producing extraordinary achievement gains. This is particularly evident in New Orleans and Baton Rouge. In 2013-2014, schools in Orleans Parish, a "high-poverty" and "high-minority" LEA, employed the greatest portion of *Highly Effective*⁵ teachers of any parish in the state (35 percent of teachers in Orleans Parish were *Highly Effective*, compared to 18 percent statewide). Teachers in East Baton Rouge, a "high-minority" parish, also earned *Highly Effective* ratings at a greater rate than teachers in the rest of the state⁶ (23 percent in East Baton Rouge Parish, compared to 18 percent statewide). A substantially higher-than-average proportion of these teachers' students consistently and substantially exceed academic growth expectations. Certain rural parishes that are "high-poverty" or "high-minority" also have high concentrations of excellent teachers. Students in St. John the Baptist Parish, East Feliciana Parish, and Iberville Parish all achieved growth in student performance at "Basic" and above from 2012-13 to 2013-14 and have a greater portion of *Highly Effective* teachers than the state average (27 percent, 22 percent, and 19 percent respectively, compared to 18 percent statewide).

Louisiana's state equity plan is built on the successes of these "high-poverty" and "high-minority" parishes that are recruiting, supporting, and retaining excellent educators. To create this plan, the LDOE's state equity plan workgroup took the following steps:

1. Defined key terms and data metrics for plan
2. Reviewed data from state databases to identify equity gaps
3. Discussed root causes for equity gaps based on data and conversations with stakeholders
4. Identified key strategies to target equity gaps
5. Set measurable targets and created a plan for measuring and reporting progress and continuously improving this plan

Scan of State-Level Policies, Initiatives, and Currently Available Data

To begin, the LDOE performed a scan of current policies and initiatives that Louisiana has been implementing in recent years, as noted above, as well as a review of relevant and available data. This scan was conducted in collaboration with multiple teams within the LDOE. Specifically, LDOE staff reviewed:

³ As defined by an *Ineffective* transitional student growth data rating.

⁴ This calculation accounts for teachers with transitional student growth data.

⁵ *Highly Effective* is defined as receiving a highly effective transitional student growth data.

⁶ Evaluation ratings of teachers in all parishes are available in the Compass Annual Report, available at <http://www.louisianabelieves.com/teaching/compass-final-report>.

June 1, 2015

- Current licensure standards, requirements and barriers
- Implementation and data related to Compass, Louisiana's teacher evaluation and support tool, including transitional student growth data
- Implementation and data related to the Recovery School District and Believe and Succeed, Louisiana's school turnaround models
- Available data identified as relevant to the development and implementation of Louisiana's equitable access plan

SECTION 2. STAKEHOLDER ENGAGEMENT

The LDOE believes that a successful state plan for teacher and leader equity in Louisiana could not be developed in isolation or solely in cooperation with LEA leaders. Rather, the plan's success will depend in large part on the long-term involvement of other stakeholders, including teachers, school and LEA leaders, institutions of higher education, civic school leaders and education advocates. As described below, the LDOE has involved stakeholders from the beginning and will continue to do so through public engagement opportunities and smaller workgroups. To ensure that the LDOE develops a comprehensive plan for better preparing teachers for the workforce so that all students can learn, the Department solicited feedback from stakeholders – in over 50 engagement opportunities including public forums and focus groups, workgroup meetings and conversations with education leaders. (See Appendices A–C for details about the stakeholder engagement process.)

Prior to starting its work on the state equity plan, the LDOE knew that there was a great need for engaging LEA and school leaders in supporting teacher preparation and certification in Louisiana. To learn more about teacher recruitment, certification, and preparation needs and opportunities, the Department in July 2014, in partnership with the Board of Regents (BOR), [surveyed teachers statewide](#) about their own experiences with preparation and in the classroom. Principals and personnel directors shared their experience hiring and supporting new teachers, and preparation program faculty shared their collaborations with partner schools and LEAs. Over 6,000 educators participated in the survey.

Those results have been released in the LDOE's [Partners in Preparation: A Survey of Educators & Education Preparation Programs](#) report. This report shares ideas from educators, including the Believe and Prepare pilots, as to how LEAs and preparation programs can collaborate to improve teacher recruitment, preparation, and certification practices.

The LDOE then led several engagement opportunities with educators across the state to gather their feedback on teacher preparation and certification practices and how they can be strengthened. These public events have not only informed LDOE-led grant opportunities, they have also informed the strategies to address student equity in this plan.

These engagement opportunities are detailed below:

- In October 2014, the LDOE in partnership with Keystone Consulting Group, held 32 focus groups with teachers, LEA and teacher preparation program leaders in eight major cities across the state to share with them the findings of the survey and discuss challenges and potential solutions. Over 200 stakeholders attended these

June 1, 2015

meetings over a four-week period. Each meeting was facilitated by Keystone with no involvement of the LDOE so as to not stifle stakeholder feedback. Keystone shared a synthesis of the results from these focus groups with the LDOE in November.

- On December 3, 2014, over 60 legislators, educators, K-12 and higher education leaders, and the Board of Elementary and Secondary Education (BESE) members met to discuss the specific challenges and opportunities in recruiting and preparing the state's next generation of educators identified in the statewide focus groups. This event was the first in a series of public policy forums⁷ where the Department provided stakeholders with the opportunity to review and discuss teacher certification and preparation policy proposals that will be developed over the course of the next year.
- A second public policy forum was held in March 2015.
- Regional policy forums were conducted across the state in April 2015.
- Finally, the Department conducted a workforce survey with all LEA human resource personnel to poll them on the barriers to hiring certified and qualified teachers. A total of 22 LEAs responded to the survey with a total of 37 suggestions for removing hiring barriers.

In addition to the above mentioned public engagement opportunities, the LDOE formed a workforce committee consisting of human resource directors from various LEAs across the state to advise the Department on teacher and leader recruitment, hiring and retention issues. Since its inception in February of 2015, the workgroup has reviewed the suggestions collected in the workforce survey and has been working with the LDOE to implement new recruitment and hiring practices, as well as advise on potential changes to certification policy.

The LDOE has also engaged key leaders of various educator groups throughout the development of the equity plan. Initially, the Department has met with the leadership of the Louisiana Association of State Superintendents, Louisiana Association of Principals, the Louisiana School Board Association, Louisiana PTA, and Louisiana Developmental Disabilities Council. The LDOE gathered feedback on the equity gaps, root causes and strategies for reducing gaps.

The Department will continue to involve stakeholders in activities going forward through additional meetings, policy forums, and through the support of the workforce committee. These key stakeholders will play a vital role in not only the final policy development for teacher preparation and certification, but also in the implementation of these new policies in the field.

SECTION 3. EQUITY GAP EXPLORATION AND ANALYSIS

In 2014-2015, 712,556 students enrolled in Louisiana's public schools, of which 54 percent were minority and 68 percent were economically disadvantaged.⁸ The state has 1,303 public schools, including 104 charter schools. Under the

⁷ All policy forums were facilitated by the LDOE and were open meetings to the public.

⁸ Students eligible for Supplemental Nutrition Assistance Program, Temporary Assistance for Needy Families, Medicaid, awaiting foster care, migrant, and incarcerated children.

June 1, 2015

Louisiana Scholarship Program, parents can also apply for a state-funded scholarship to attend the school of their choice, including private and religious schools. Additionally, students with disabilities may be eligible for a state subsidy for tuition to a private school that best meets their needs.

To ensure that Louisiana's equitable access work is data-driven, the LDOE has relied on multiple data sources to identify gaps in the equitable access of all students to high quality teachers. Discussions with stakeholders have provided context for the data and informed the LDOE's analysis of the root causes of the equity gaps and strategies to address them.

Definitions and Metrics

Louisiana's 2006 educator equity plan focused primarily on Highly Qualified Teacher status. In contrast, the current plan focuses on ensuring that all classrooms are led by excellent teachers. Recognizing that there are multiple dimensions of educator effectiveness the LDOE has elected to consider equitable access in terms of the following characteristics of teachers:

- **Highly Effective:** A Highly Effective teacher is a teacher who has received a transitional student growth rating of Highly Effective.⁹
- **Effective Teachers:** An effective teacher is a teacher who has received a transitional student growth rating of *Effective: Proficient or Highly Effective*.
- **Inexperienced Teachers:** An inexperienced teacher is any teacher in their first year of teaching in the classroom.
- **Out-of-Field Teachers:** An out-of-field teacher does not hold a license in their current teaching assignment.
 - Teachers who work in charter schools (Type 2 and 5) are not included in this category because charter schools are not required to hire certified teachers.
- **Unqualified Teachers:** An unqualified teacher does not hold a standard certificate.
 - Standard certificates include: A, B, C; Level 1, 2, 3; Practitioner Licenses (PL 1-3) and Out-of-State Licenses (OS).
 - Teachers who work in charter schools (Type 2 and 5) are not included in this category because charter schools are not required to hire certified teachers.

The LDOE identified equity gaps in student populations using the following definitions:

- **Poverty Students:** This group of students is identified as "economically disadvantaged," which includes students eligible for Supplemental Nutrition Assistance Program, Temporary Assistance for Needy Families, Medicaid, awaiting foster care, migrant, and incarcerated children.

⁹ Transitional student growth data measures the extent to which students met, exceeded, or fell short of their expected performance on state tests. Scores are only generated for teachers in grades and subjects with statewide assessments.

June 1, 2015

- **Minority Students:** This group of students is identified as a member of a minority race or ethnicity (African American, Hispanic, Asian, Native American, Pacific Islander/Alaskan Native).

Exploration of the Data

Methodology

The LDOE explored equity gaps for two groups specified in ESEA: poverty and minority students. To start its analysis, the LDOE determined the percentage of poverty and minority students in every parish¹⁰ in the state. Using those percentages, parishes were divided into quartiles for each category of students. The parishes that had the highest proportion of minority students were categorized as “high-minority” and the parishes that had the highest proportion of poverty students were categorized as “high-poverty.” The analysis includes all elementary and secondary schools that are located in each parish in 2014-15. For each group, the LDOE focused on four measures of teacher efficacy – results with students, out-of-field assignments, qualifications, and experience – across parishes in the state. The results are based on data from the 2013-14 school year, as data from 2014-15 were not available as of the completion of this report. This data is based on transitional student growth data, which measures the extent to which students met, exceeded, or fell short of their expected performance on state tests.

The out-of-field rate was calculated at the course level since it is possible that a teacher could be in-field for some course(s) and out-of-field for other course(s). An in-field teacher is an individual with a valid certificate and the correct area of certification for the course they are teaching. Since not all teachers have course data, this measure has a different denominator.

Charter schools are not required to hire certified teachers (per Louisiana Revised Statute 17:3996). Therefore, the LDOE separated charter schools from all other public schools in the analysis related to out-of-field and unqualified teachers. Although charter school data has been separated from traditional public school data in the analysis, all strategies included in this plan address all schools and parishes in Louisiana. Table 1 depicts the equity gaps in Louisiana. The analysis related to the percentage of highly effective and effective teachers and the percentage of inexperienced teachers includes teachers in charter schools.

The LDOE also worked to understand the underlying causes of equity gaps through surveys and focus groups. In September 2014, the LDOE worked with Louisiana State University's Public Policy Research Lab to conduct a survey of over 6,000 teachers, administrators, and representatives from teacher preparation programs. This survey found:

- Teachers do not feel adequately prepared for their first year of teaching. Of all teachers with one to five years of experience surveyed:
 - 50 percent indicated they were not fully prepared for the realities of a classroom.
 - 41 percent indicated they were not prepared to teach students how to read.

¹⁰ The LDOE analyzed equity gaps at the parish and district level rather than the school level because districts have authority to make workforce decisions that best serve their students. The LDOE does not have the authority to make district or school-level staffing decisions, however our ability to influence these decisions is greater at the district level than the school level.

June 1, 2015

- 42 percent indicated they were not prepared to teach students with diverse needs.
- Teachers need more hands-on experience and high-quality coaching and feedback prior to entering the classroom full-time.
- Teachers and district personnel indicated that today’s classrooms require a different set of knowledge and skills and that greater collaboration with providers on preparation curriculum is needed.
 - 94 percent or more teachers and district leaders noted that new teachers need more instruction and experience with selecting and using curricular resources, assessments, and student data to inform instruction.
- Administrators face challenges in hiring teachers in every subject area.
 - 67 percent of principals and human resources directors stated that the preparation programs in their region do not prepare enough teachers in every content area to meet their staffing needs.

These findings were confirmed in dialogue with over 200 educators, school system leaders, and provider faculty conducted via thirty focus groups in seven locations across Louisiana in partnership with a qualitative research firm expertise in gathering stakeholder input.

Table 1. Louisiana Equity Gaps in School Year 2014–2015¹¹

School Type	Teacher Data				
	Percentage of Highly Effective Teachers ¹²	Percentage of Effective Teachers ¹³	Percentage of Out-of-Field Teachers	Percentage of Unqualified Teachers ¹⁴	Percentage of Inexperienced Teachers
All Schools	18.3 percent	50.6 percent	10.8 percent	5.4 percent	8.9 percent
Charter Schools	28.1 percent	56.9 percent	28.3 percent ¹⁵	34.9 percent	23.5 percent

Income Equity Gap					
High Poverty Parishes	23.2 percent	50.8 percent	15.8 percent	8.8 percent	15.0 percent
Non-High Poverty Parishes	17.5 percent	50.6 percent	10.4 percent	5.1 percent	7.9 percent
Income equity gap ¹⁶	5.7 percent	0.2 percent	5.4 percent	3.7 percent	7.1 percent

¹¹ Full data is included in Appendix D.

¹² Using 2013-14 transitional student growth data.

¹³ Using 2013-14 transitional student growth data.

¹⁴ See footnote 2.

¹⁵ Charter schools are not required to hire teachers with valid teaching certificates so the Out-of-Field or Unqualified calculations exclude charter schools. The charter school percentages in these categories are included for informational purposes only.

High Minority Parishes	23.1 percent	53.5 percent	12.7 percent	6.1 percent	12.6 percent
Non-High Minority Parishes	16.4 percent	49.4 percent	10.2 percent	5.1 percent	7.2 percent

Source: Poverty and minority data: Student Information System and external agency files; Teacher effectiveness data: Compass Information System; Out-of-field, unqualified, and inexperienced data: Louisiana’s Profile of Educational Personnel (PEP), LEADS Reporting System (LRS), and Teacher Certification Management System (TCMS).

Equity Gap Analysis

When aggregated, this data reveals gaps in the rate at which teachers are “out-of-field,” “inexperienced,” and “unqualified” when comparing teachers in “high-poverty” or “high-minority” parishes to all other parishes. The size (in absolute value) of the gaps varies, from 3.7 percentage points for unqualified teachers in “high-poverty” parishes versus the rest of the parishes, to 7.1 percentage points for inexperienced teachers in “high-poverty” parishes versus the rest of the state. It also reveals that the rate at which teachers are effective in “high-poverty” or “high-minority” parishes is overall higher than in all other parishes.

Parish by parish, however, teacher qualifications vary, as does teacher effectiveness. Students in some “high-poverty” or “high-minority” parishes have higher-than-average access to qualified, in-field teachers whereas some “high-poverty” and “high-minority” parishes have a great deal of difficulty recruiting enough teachers and/or enough teachers of certain certification areas and, therefore, have lower rates of qualified, in-field teachers. Likewise, some “high-poverty” or “high-minority” parishes have strong programs of instructional support and, therefore, have high concentrations of effective teachers, whereas others do not.

Understanding the recruitment and placement challenges that many “high-poverty” and “high-minority” parishes face, and based on discussions with stakeholders, the LDOE determined that the highest priority equity gaps for Louisiana are:

- **Equity Gap 1:** “High-poverty” parishes have a higher rate of out-of-field teachers compared to the rest of the state’s parishes (15.8 percent and 10.4 percent respectively).
- **Equity Gap 2:** “High-minority” parishes have a higher rate of out-of-field teachers compared to the rest of the state’s parishes (12.7 percent and 10.2 percent respectively).
- **Equity Gap 3:** “High-poverty” parishes have a higher rate of inexperienced teachers compared to the rest of the state’s parishes (15.0 percent and 7.9 percent respectively).

¹⁶ The difference in percentages of teachers in each category between “high poverty” parishes and non-“high poverty” parishes. For example, 15.8% of teachers in high-poverty parishes are out-of-field compared to 10.4% in non-high poverty parishes; therefore the equity gap on this metric is 5.4%.

¹⁷ The difference in percentages of teachers in each category between “high minority” parishes and non-“high minority” parishes.

- **Equity Gap 4:** "High-minority" parishes have a higher rate of inexperienced teachers compared to the rest of the state's parishes (12.6 percent and 7.2 percent respectively).

The Department has chosen to prioritize the equity gaps pertaining to *out-of-field* and *inexperienced* teachers based on the feedback received from LEAs during our root cause analysis, confirming that these were the two areas that were of most concern to them in hiring quality teachers for all students.

SECTION 4. STRATEGIES FOR ELIMINATING EQUITY GAPS

The LDOE will build on the successes of LEAs that are ensuring access to excellent teachers. Specifically, the LDOE's strategies will center on innovative approaches to teacher recruitment and partnerships between LEAs and teacher preparation programs.

Root Cause Analysis

In order to understand why the gaps identified exist, the LDOE conducted a root cause analysis in conjunction with key stakeholders. The root cause analysis consisted of four steps:

1. **Identifying Relevant and Available Data:** Through the LDOE workgroup, the LDOE determined what data and data sources are available and relevant to identifying equity gaps and then conducted its analysis.
2. **Analyzing Data and Identifying Equity Gaps:** The LDOE then identified the equity gaps resulting from the analysis in preparation for the root-cause analysis.
3. **Analyzing Root Causes:** The workgroup and stakeholders brainstormed a complete list of root causes behind the equity gaps through public surveys, focus groups and policy forums and one-on-one meetings.
4. **Mapping Strategies to Root Causes:** The workgroup, based on feedback from stakeholders, identified practical strategies to address the root causes.

Theory of Action

As a result of the data and root cause analysis, the following theory of action was developed and serves as the basis for Louisiana's plan for ensuring equitable access to excellent educators.

If Louisiana's school districts partner with teacher preparation programs to better meet their workforce needs and provide representative student teaching experiences,

- *Then LEAs will be better able to recruit and retain certified and effective educators such that all students have equitable access to excellent teaching to help them achieve their highest potential in school and beyond.*
- *Then teachers will be better prepared and, therefore, more likely to continue teaching in Louisiana classrooms.*

Due to the fact that 54 percent of students enrolled in Louisiana public schools are minority and 68 percent are economically disadvantaged, the LDOE has chosen to pursue a holistic approach to addressing gaps in access to certified, effective educators. While Louisiana will employ a holistic approach to educator preparation, recruitment and retention, the LDOE will provide analyses and reporting on the extent to the equity gaps identified are closed, thus enabling the LDOE and LEA leaders to adjust their approach as needed.

Key Strategies

To achieve the state’s teacher equity objectives, the LDOE intends to initially pursue strategies that correspond to the root causes behind issues relative to teacher qualifications and experience:

- Expansion of the Believe and Prepare pilot program’s most promising teacher preparation practices
- Encourage more and stronger partnerships between LEAs and preparation programs
- Support innovative teacher recruitment and hiring practices

These strategies were identified not at random, but rather through a root cause analysis, described above, and through study of LEAs that are “high-poverty” or “high-minority” and ensuring access to excellent educators. The root cause analysis was conducted both internally and externally, with the stakeholder groups described above and in Appendix A.

The strategies and other actions described in this plan will not always be sufficient. Particularly in the most challenging schools, recruiting and retaining more (rather than equitable) excellent teachers and leaders might be necessary and might require restructuring the whole school—including bringing in new leadership, changing the instructional program, and taking a range of innovative actions to improve teaching and learning conditions. Although these actions are not fully described in this plan, this is and will continue to be accomplished through use of the Compass tool, the Recovery School District and the Believe and Succeed initiative.

Table 6. Details of Key Strategies

<p>More Time to Practice in the Classroom. Aspiring teachers need more practice and strong mentors to master essential knowledge and skills in preparation for their first year in the classroom. Based on feedback received in the LDOE’s survey and focus groups, stakeholders believe that clinical experiences improve when LEAs and preparation programs partner to provide more time to practice.</p>

Teacher Shortages. Due to teacher shortages in certain subject areas and in certain geographies, including rural areas, LEAs are placing teachers in assignments out of their certification area. This outcome is supported by both quantitative data from the LDOE's human resource database and qualitative data collected in the district workforce survey collected in January 2015.

Teacher Supply not Meeting Demand. LEAs experience shortages of teachers in specific subject areas but typically do not work closely with preparation programs on recruitment into these subject areas. Sixty-three percent of LEA leaders surveyed reported their partnerships with preparation programs do not produce enough teachers to meet demand in all subjects and grade levels, while 48 percent of preparation program faculty members say they do not get enough information about LEAs' staffing needs to inform recruiting and selection.

Current Certification Policies Place Hiring Barriers on LEAs. School leaders have indicated that certain certification policies and statutes currently limit LEAs' flexibility relative to hiring and placing quality teachers.

Workforce Reporting Included in LDOE Annual Accountability Reports: The will include workforce data metrics including teacher certification and performance into its existing annual public [accountability reports](#). The school-based public and district report cards will also include performance data on subgroups including *minority* and *poverty* students.

Results of the Educator Preparation Survey: The Department will release another educator preparation survey, similar to the version released in 2014 that will poll new teachers, principals, district and preparation programs leaders on the effectiveness of district and preparation program partnerships in preparing new teachers for a career in education.

Certification Rates from LDOE Human Resource Database: The LDOE's human resource database (TCMS) tracks certification, out-of-field and unqualified rates for LEA in the state.

Annual Compass Report on Teacher Performance: The LDOE's Annual Compass Report provides principals, LEAs and the LDOE with information on the rates of *Effective* and *Highly Effective* relative to student proficiency rates to show where LEA observation and feedback practices are or are not aligned with student outcomes.

Louisiana's LEAs and teacher preparation programs have cited a need for stronger partnership that will enable a stronger connection between preparation experiences and district expectations (e.g., implementing curriculum, classroom management, assessment of standards, using data to inform instruction).

Schools system leaders have reported that current licensure requirements place limitations on LEAs' hiring practices.

Participants in the *Partners in Preparation* survey and teacher preparation policy forums and focus groups, expressed agreement that there is a strong need for increased collaboration between LEAs and preparation programs to ensure that the teacher pipeline is meeting workforce needs.

Strategy 1: Expansion of Believe and Prepare Pilot Programs' Most Promising Teacher Preparation Practices.

[Believe and Prepare](#), launched in April 2014, provides grants to empower schools and LEAs to design innovative, classroom and school-based preparation experiences for aspiring educators. Experiences give educators the opportunity to practice their developing skills with real students and draw on the expertise of Louisiana's best educators. 41 school systems and 20 teacher preparation programs are part of the Believe and Prepare community.

Believe and Prepare LEAs are working with their partner preparation program partners to identify skill gaps, enhance and provide more skill-based courses, and create more opportunities for clinical experience. Believe and Prepare pilots are also piloting full-year residencies and internships for teacher candidates alongside highly effective mentors. This experience allows teacher candidates the ability to experience teaching in its full continuum, giving them a more realistic view of school policies, procedure and culture and the opportunity to practice their craft alongside a high-performing teacher before entering the profession.

Over the past two years, the LDOE was awarded \$4.89 million in Believe and Prepare grants to school districts to develop yearlong teaching residencies and build the statewide cadre of mentor teachers prepared to work with teachers participating in these extended practice experiences. The last round of Believe and Prepare grants totaled \$2.85MM and funded: (1) the development of mentor teacher cadres in priority schools, as defined by Title I School Improvement provisions, and (2) programs designed to increase the number and quality of special education teachers across the state.

These promising practices are being vetted through key stakeholders in LDOE-hosted policy forums that began in December of 2014 and will continue through October of 2016. These shifts in program design are meant to better prepare teachers for the practical realities of the classroom and will form the basis for policy proposals to Louisiana's state Board of Elementary and Secondary Education.

Strategy 2: Encourage More and Stronger Partnerships Between LEAs and Preparation Programs.

In addition to increasing teacher effectiveness, Believe and Prepare pilots have demonstrated that increased LEA partnerships with preparation programs can help meet staffing needs in hard-to-staff schools and high-demand subject areas, such as special education, STEM and career and technical courses. Through the Believe and Prepare program, LEAs have been engaged in dialogue with preparation programs on their short-term and long-term hiring needs, and what it takes to be effective on day one in the classroom. As a result, these teacher pipelines that will more likely ensure that the new teachers are effective and that they hold the certifications they need to fill LEAs' most critical shortage areas.

An example of this is in Lafourche Parish, in which the district worked with Nicholls State University during the 2014-

2015 school year in order to fill multiple special education vacancies. Lafourche worked with Nicholls to offer current teachers the ability to earn a certification endorsement in special education through the University's master's degree program while serving as a full-time special education teacher in the district. As a result, the district will have seven new certified special education teachers to start the 2015-2016 school year.

Promising recruitment practices that result from the Believe and Prepare program will be included in the Teacher Preparation Toolkit that will be released in the winter of 2016. Moreover, the Believe and Prepare community will continue to grow over the coming years.

Strategy 3: Support District Recruitment and Hiring Practices.

Strong recruitment and hiring starts with a clear understanding workforce needs. To support LEAs' assessment of short- and long-term teacher hiring needs, the LDOE has enlisted the support of the South Central Comprehensive Center (SC3). SC3 is working with the LDOE to build a workforce projection tool that enables LEAs to project short- and long-term workforce needs. The goal is to share this tool with LEAs in the 2015-16 school year. (See Appendix D)

The LDOE will also promote the use of its Talent Recruitment System, an online database that matches teachers with the schools and LEAs interested in hiring them. This system is currently used by 91 percent of LEAs. The LDOE's Talent Office promotes the use of this system with human resource personnel during their bi-annual meetings, and with teacher candidates during college site visits held throughout the year.

LEAs in the Believe and Prepare program, such as Algiers Charter School Association in New Orleans and in St. Landry and Caddo Parishes, are also modeling innovative recruitment strategies such as recruiting future teachers from within their own communities, starting with high school seniors interested in making a difference in their own neighborhoods. These practices will also be included in the Teacher Preparation Toolkit, and serve as a resource to LEAs, especially those in rural parishes, which face significant hiring and recruitment challenges.

Through the LDOE workforce committee, the LDOE is also providing LEAs with tools and resources for PRAXIS exam preparation to help them move teachers from non-standard certifications to full, standard certifications, thus reducing the number of unqualified and out-of-field teachers in the state.

Finally, the LDOE will continue to provide LEA leaders with workforce support through the use of the [District Planning Guide](#), a how-to framework for making critical policy and financial decisions. It contains a section on workforce talent, in which it provides LEA leaders with strategies for staffing all schools to maximize student achievement and planning for future workforce needs.

By 2018, 50 percent of LEAs in Louisiana will have conducted a workforce analysis with the support of the LDOE that projects short and long-term hiring needs, thus enabling LEAs to improve recruitment and placement practices. Such analyses will include hiring needs in high poverty and high minority schools so that those needs can be better understood and met.
By 2018, 50 percent of LEAs in Louisiana will have a formalized partnership with a teacher preparation program that addresses LEA hiring needs, particularly in high need schools and subject areas, as identified through workforce analysis.
By 2020, the rate of out-of-field teachers in both high poverty and high minority parishes will reduce by 20 percent.
By 2020, the rate of inexperienced teachers in both high poverty and high minority parishes will reduce by 10 percent.

SECTION 5. ONGOING MONITORING AND SUPPORT

Louisiana is committed to ensuring that students in “high-poverty” and “high-minority” parishes have equal access to effective teachers.

To ensure that the performance objectives above are met, the LDOE will annually measure the percentage of out-of-field and inexperienced teachers in high poverty and high minority parishes and the percentage of those teachers in non-high poverty and non-high minority districts. This data will be used to calculate the equity gap in each category and determine whether the equity gap is closing over time. The information will be reported in an Equity Plan Data Summary Sheet and added to the [Statewide Results Data Center](#).

District-level equity information will be included in Workforce Reports that are provided to district leadership each year. These reports include school-level data and will be used as the basis for academic and workforce planning.

Further, for each strategy above, there is a plan in place to assess implementation. The LDOE has identified the following areas where it will begin collecting information, and is prepared to build on these efforts with further data collection and reviews as they emerge:

1. Inclusion of performance data for minority and poverty students in the LDOE’s annual public school reports cards (see Appendix E), and workforce data in the annual principal and superintendent profile reports. These reports are released each winter. LDOE staff lead individual meetings with LEA leaders in which the reported data is discussed in detail. In these conversations, supports are identified and plans of action are developed. By including equity and workforce metrics in these reports and conversations, school and district leaders will be encouraged to and have the tools to examine the rate at which minority and poverty (economically

June 1, 2015

disadvantaged) students are achieving academically compared to their non-minority and non-poverty peers, the rate at which those students have access to qualified and effective educators, and how adjustments to staffing practices might improve rates of achievement and access to qualified, experienced educators.

2. Extended workforce management support through the LDOE workforce committee, LDOE Network teams, District Planning Guide (published each spring), and Talent Recruitment System. This includes support around workforce analyses, including a conversation to occur in spring of 2016 regarding workforce data and practices. Through the use of tools such as the workforce projection tool (see Appendix F), the District Planning Guide and ongoing support through the LDOE’s Network teams, districts will be provided with the support and resources they need to effectively recruit and retain quality teachers. As a result, districts and schools will be able to provide students with higher quality instruction, resulting in an increase in academic performance for all students, specifically minority and poverty students.
3. New and deepened partnerships between LEAs and teacher preparation programs supported through the Believe and Prepare program will result in teachers entering the workforce better prepared instructionally and with the real-world experience they need to be successful long-term in the classroom. This will increase the likelihood that these skilled, qualified teachers will choose to continue teaching.
4. Ongoing engagement with stakeholder groups for feedback and refinement of the implementation process at least annually.

The LDOE has established a detailed timeline (see Table 7) to guide the short-term and long-term implementation of this plan. Through the LDOE workforce committee, the Department will conduct an annual review of the state’s progress toward addressing root causes to eliminate equity gaps, and make adjustments to its strategic approaches as necessary. Every two years the LDOE will formally update this plan based on new data, new analyses of root causes, and new strategies.

Table 7. Louisiana Implementation Timeline

District workforce meetings	Participating LEA human resource personnel	LDOE Director of Educator Communications	February 2015	Monthly through December 2015, and then every other month starting in 2016
LDOE workforce management and planning support through the use of LDOE Network teams and the District Planning	All LEAs	LDOE Offices of Academic Content and Academic Policy and Accountability	Summer 2015	Ongoing

Guidebook				
LDOE budget support through the use of the District Planning Guidebook	All LEAs	LDOE Offices of Academic Content and Academic Policy and Accountability	Summer 2015	Ongoing
SC3-developed workforce analysis tool published (see Appendix F)	SC3, all LEAs	LDOE Office of Talent, SC3	Winter 2015	
Publishing of school report cards and principal and superintendent profiles including student and teacher performance data that will highlight the rate at which poverty and minority students have access to effective, certified and experienced teachers.	LDOE and all LEAs	LDOE Offices of Academic Policy and Accountability and Talent	December-January 2015	Annually
Publishing of annual Compass Report to provide principals, LEAs and the LDOE with information on the rates of Effective and Highly Effective relative to student proficiency rates to show where LEA observation and feedback practices are or are not aligned with student outcomes.	All LEAs	LDOE Office of Talent and Academic Content	January 2016	Annually
Public reporting of equity gap data in the Statewide Data Results Center of the LDOE website	All LEAs	LDOE Office of Talent	Summer/Fall 2016	Annually
Expansion of the Believe and Prepare pilot program, including consideration of revised teacher licensure and preparation policies	LDOE, BESE, all LEAs and teacher preparation programs	LDOE Talent Office Policy Director	2015-2016	Ongoing

SECTION 6. CONCLUSION

The LDOE supports the U.S. Department of Education's goal of ensuring that every student has equitable access to excellent educators and welcomes this opportunity to present a plan for advancing this mission in Louisiana. This plan reflects outreach to education school leaders and thoughtful deliberation about actions that most likely will enable Louisiana's schools and LEAs to attain this important objective. Although the plan will evolve over time, the LDOE believes that the targeted strategies that are included in the plan embody a solid approach to improving all students' access to effective educators. The LDOE looks forward to proceeding with this plan.

APPENDIX A. STAKEHOLDER ENGAGEMENT GROUPS

Louisiana Department of Education Equity Plan Workgroup

Academic Policy and Analytics	Jessica Baghian	Assistant Superintendent
Academic Policy and Analytics	Kim Nesmith	Data Quality and Management Director
Academic Policy and Analytics	Laura Boudreaux	Director of Strategic Research and Analysis
Operations	Bernell Cook	Director of Federal Reporting
Policy	Erin Bendily	Assistant Superintendent
Talent	Hannah Dietsch	Assistant Superintendent
Talent	Annie Morrison	Director of Communications
Talent	Alanna Rosenberg	Data Analyst
Talent	Julie Stephenson	Policy Director

Key Stakeholder Groups

Louisiana Association of School Superintendents (LASS)	Doris Voitier	President and Superintendent, St. Bernard Parish Public Schools
Louisiana School Boards Association (LSBA)	Scott Richard	Executive Director
Louisiana State PTA	Gary Fayard	President
Louisiana Association of School Personnel and Administrators (LSASPA)	Ricky Armelin	President
LaTEACH-Louisiana Developmental Disabilities Council	Ashley McReynolds	Region 2 Leader

Many more stakeholders participated in the LDOE’s teacher preparation focus groups, policy forums and regional forums in northern, central, and southern areas of Louisiana.

Teachers	123	1 (Louisiana State Teacher of the Year)	N/A
Principals	50	1 (Louisiana High School Principal of the Year)	N/A
LEA Administrators	67	50	86
Institution of Higher Education Leaders	45	32	60
Education Advocates	N/A	7	N/A
State Legislators/Board of Elementary and Secondary Education/Board of Regents	N/A	8	2

APPENDIX B. LOUISIANA STAKEHOLDER ENGAGEMENT PROCESS TIMELINE

LDOE conducts <i>Partners in Preparation</i> survey	6,000 educators	Office of Talent	September 2014
Educator preparation focus groups (30 meetings statewide)	District and preparation program school leaders	Office of Talent and Keystone Consulting Group	October 2014
Formation of internal state equity plan workgroup	Offices of: Talent, Assessment, Data Governance and Federal Programs	Director of Communications, Talent Office	November 3, 2015
LDOE hosts first policy forum on teacher preparation	All key stakeholder groups: LEAs, IHEs, legislators, BESE/BOR	Office of Talent	December 3, 2015
LDOE conducts workforce survey	All district and charter human resource personnel	Office of Talent and Louisiana Association of School Personnel and Administrators	January 2015
Initial discussions with key stakeholders	Office of Talent, and Louisiana Superintendents, and School Boards Associations	Assistant Superintendent of Talent	January 26, 2015
Formation of Workforce Committee	District and charter human resource personnel	Office of Talent and LSASPA	February 11, 2015
Define key terms and data parameters	State Equity Plan Workgroup	Director of Communications, Talent Office	February 11, 2015
LDOE hosts second policy forum on teacher preparation	All key stakeholder groups: LEAs, IHEs, legislators, BESE/BOR	Office of Talent	March 6, 2015
Identify key stakeholder engagement groups	Offices of Talent and Policy	Assistant Superintendent of Talent	March 6, 2015
Identify broader stakeholder engagement groups	Offices of Talent and Policy	Assistant Superintendent of Talent	April 2, 2015
Teacher preparation regional forums (eight meetings statewide)	District and teacher preparation program leaders	Office of Talent and Keystone Consulting Group	April 13-16, 2015
Confirmation of equity gaps, root causes and theory of action	State Equity Plan Workgroup	Director of Communications, Talent Office	April 27, 2015

Workforce committee meeting to review final equity plan gaps and strategies	Workforce Committee	Office of Talent	May 6, 2015
Meet with remaining stakeholder groups to review equity gaps and strategy development	Louisiana PTA, LATEach	Office of Policy and Talent	May 2015
Finalize strategies for addressing gaps and assessment metrics	State Equity Plan Workgroup	Talent Office	May 19, 2015
Submit equity plan	Office of Talent	Director of Communications, Talent Office	June 1, 2015

APPENDIX C. STAKEHOLDER ENGAGEMENT MEETING AGENDAS AND MEETING TRACKER

Stakeholder Engagement Tracker

Teacher Preparation focus groups (32 meetings)	October 2014	Identify teacher preparation challenges in Louisiana	Over 200 teachers, principals, district administrators and teacher preparation school leaders	LDOE and Keystone Consulting Group
Call to kick-off equity plan development work	January 26, 2015	Notification of LDOE's intent to submit plan and its purpose	Louisiana Associations of School Superintendents, Principals and School Boards	Hannah Dietsch, Assistant Superintendent of Office of Talent
Workforce Committee meeting	February 19, 2015	Review results of workforce survey and identify key barriers to hiring qualified and certified teachers	Workforce Committee: 16 district human resource directors	Annie Morrison, Director of Communications, Office of Talent
Teacher preparation policy forum	March 6, 2015	Share and gather feedback on proposed policy shifts for teacher preparation and certification	Legislators, district and teacher preparation program school leaders, Board of Elementary and Secondary Education members	LDOE: State Superintendent John White, Hannah Dietsch and Julie Stephenson
Regional teacher preparation forums	April 13-16, 2015	Share and gather feedback on revised policy shifts for teacher preparation and certification	District and teacher preparation program school leaders	LDOE and Keystone Consulting Group
Workforce Committee: review final equity gaps and strategies	May 6, 2015	Review identified equity gaps, root causes and identified strategies for plan	Workforce Committee: 16 district human resource directors	Annie Morrison, Director of Communications, Office of Talent
Calls with key stakeholder groups	May 15-20	Review final equity gaps and strategies	Louisiana PTA and LATeach	Erin Bendily, Office of Policy; Julie Stephenson, Office of Talent

APPENDIX D: LOUISIANA EQUITY GAPS IN SCHOOL YEAR 2014-15– FULL DATA TABLE

All Schools Teachers: Highly Effective and Effective Calculation: 13,858 ²² Out-of-Field Calculation: 38,712 Unqualified Calculation: 42,570 For Inexperienced Calculation: 47,148	18.3 percent N=2,542	50.6 percent N=7,011	10.8 percent N=4,176	5.4 percent N=2,283	8.9 percent N=4,195
Charter Schools Teachers: Highly Effective and Effective Calculation: 1,144 Out-of-Field Calculation: 2,916 Unqualified Calculation: 4,190 For Inexperienced Calculation: 4,190	28.1 percent N=322	56.9 percent N=651	28.3 percent N=825	34.9 percent N=1,462	23.5 percent N=983
High Poverty Parishes Teachers: Highly Effective and Effective Calculation: 2,021 Out-of-Field Calculation: 2,670 Unqualified Calculation: 3,160 For Inexperienced Calculation: 6,719	23.2 percent N=468	50.8 percent N=1,027	15.8 percent N=422	8.8 percent N=277	15.0 percent N=1,005
Non-High Poverty Parishes	17.5 percent	50.6 percent	10.4 percent	5.1 percent	7.9 percent

¹⁸ Using 2013-14 transitional student growth data.

¹⁹ Using 2013-14 transitional student growth data.

²⁰ Charter schools are not required to hire teachers with valid teaching certificates so the Out-of-Field or Unqualified calculations exclude charter schools. The charter school percentages in these categories are included for informational purposes only.

²¹ See footnote 2.

²² This includes all teachers who received transitional student growth data in 2013-14.

Teachers: Highly Effective and Effective Calculation: 11,837 Out-of-Field Calculation: 36,042 Unqualified Calculation: 39,410 For Inexperienced Calculation: 40,429	N=2,074	N=5,984	N=3,754	N=2,006	N=3,190
High Minority Parishes Teachers: Highly Effective and Effective Calculation: 4,018 Out-of-Field Calculation: 9,624 Unqualified Calculation: 10,871 For Inexperienced Calculation: 14,721	23.1 percent N=930	53.5 percent N=2,150	12.7 percent N=1,220	6.1 percent N=661	12.6 percent N=1,856
Non-High Minority Parishes Teachers: Highly Effective and Effective Calculation: 9,840 Out-of-Field Calculation: 29,088 Unqualified Calculation: 31,699 For Inexperienced Calculation: 32,427	16.4 percent N=1,612	49.4 percent N=4,861	10.2 percent N=2,956	5.1 percent N=1,622	7.2 percent N=2,339

Source: Poverty and minority data: Student Information System and external agency files; Teacher effectiveness data: Compass Information System; Out-of-field, unqualified, and inexperienced data: Louisiana’s Profile of Educational Personnel (PEP), LEADS Reporting System (LRS), and Teacher Certification Management System (TCMS).

²³ The difference in percentages of teachers in each category between “high poverty” parishes and non-“high poverty” parishes.

²⁴ The difference in percentages of teachers in each category between “high minority” parishes and non-“high minority” parishes.

APPENDIX E: SAMPLE SCHOOL REPORT CARD

WEST FELICIANA HIGH SCHOOL

2014-2015 • West Feliciana Parish • Grades 8-12 • 063003

SPS = 109.7

602 Enrolled • 9% Special Education • 46% Economically Disadvantaged

HOW PREPARED ARE STUDENTS FOR COLLEGE & CAREER SUCCESS?

END-OF-COURSE EXAMS: PROFICIENT
 Students are assessed on their performance towards meeting grade-level expectations.

SCHOOL	14/15 vs 13/14	DISTRICT	STATE	MINORITY STUDENTS	14/15 vs 13/14	STUDENTS WITH DISABILITIES	14/15 vs 13/14	ECONOMICALLY DISADVANTAGED STUDENTS	14/15 vs 13/14
75%	↑ IMPROVED	75%	62%	63%	↑ IMPROVED	26%	↑ IMPROVED	62%	↑ IMPROVED

ACT: COLLEGE-GOING SCORE OF 18
 A score of 18 or above on the ACT indicates twelfth grade students have minimum proficiency for college & career success.

ACT: AVERAGE SCORE
 Average score is based on all enrolled twelfth grade students.

SCHOOL	14/15 vs 13/14	DISTRICT	STATE	MINORITY STUDENTS	STUDENTS WITH DISABILITIES	ECONOMICALLY DISADVANTAGED STUDENTS	AVERAGE SCORE	DISTRICT	STATE	NATIONAL
74%	↑ IMPROVED	74%	62%	62%	N/A	62%	20.4	20.4	19.2	19.7

WHAT PERCENT OF STUDENTS ARE EARNING COLLEGE AND CAREER CREDIT?
 Students have the opportunity to earn college & career credits prior to graduation.

GRADUATES SCORING 3+ ON ADVANCED PLACEMENT TEST

SCHOOL	13/14 vs 12/13	DISTRICT	STATE	NATIONAL
8%	↑ IMPROVED	8%	5.3%	21.6%

GRADUATES EARNING DUAL ENROLLMENT CREDIT
*Does not include students already represented as earning AP credit.

SCHOOL	13/14 vs 12/13	DISTRICT	STATE
30%	↑ IMPROVED	29%	28%

WHAT PERCENT OF STUDENTS GRADUATED IN FOUR YEARS WITH A DIPLOMA?
 The cohort graduation rate is the percent of students who enter the ninth grade and successfully graduate within four years.

SCHOOL	13/14 vs 12/13	DISTRICT	STATE	NATIONAL 12/13	MINORITY STUDENTS	STUDENTS WITH DISABILITIES	ECONOMICALLY DISADVANTAGED STUDENTS
92%	↑ IMPROVED	92%	75%	81%	95%	N/A	93%

WHAT PERCENT OF STUDENTS ENROLLED IN COLLEGE AFTER GRADUATING?
Students enrolling in two- or four-year colleges within the 2nd Fall semester after high school graduation.

SCHOOL	DISTRICT	STATE
73%	73%	59%

DID THIS SCHOOL MAKE PROGRESS WITH STUDENTS WHO STRUGGLED ACADEMICALLY?
Schools earn a maximum of 10 progress points for students previously non-proficient but who exceeded expectations in the current year.

TOTAL POINTS EARNED	14/15 vs 13/14
7.0	↑ IMPROVED

2013-2014	2014-2015	ADDITIONAL PERFORMANCE INFORMATION	DATA CENTER
B	A		
SPS 93.2	SPS 109.7		

APPENDIX F: LOUISIANA EDUCATOR SHORTAGE PREDICTOR MODEL PROPOSAL

 <p>South Central Comprehensive Center at the University of Oklahoma</p>	<h1>Project Overview</h1>
<p>Louisiana Educator Shortage Predictor Model and Resource Tools</p> <p>South Central Comprehensive Center (SC3)/Louisiana Department of Education (LDOE)/ Center on Great Teachers and Leaders (GTL Center)/ Augenblick, Palaich, and Associates Consulting (APA Consulting)</p>	
<p>Background/ LDOE Need to be Addressed</p>	<p>LDOE is currently undertaking a multi-year process to revise educator preparation policies with the input of stakeholders. Potential policy revisions include accountability for educator preparation programs to meet the staffing targets established by local education agencies (LEAs). To support LEAs in development of these targets, LDOE would like to predict future education workforce needs and provide LEAs with tools and resources that will assist them in predicting their own staffing needs in the upcoming years.</p>
<p>Purposes</p>	<ul style="list-style-type: none"> ● Assist LDOE in the development of the Louisiana Educator Shortage Predictor Model. ● Assist LDOE in the development of tools and resources for LEAs when predicting their staffing needs and creating staffing targets for partnering educator preparation programs.
<p>Expected Outcomes</p>	<ul style="list-style-type: none"> ● Increased knowledge of educator workforce dynamics in Louisiana ● Increased ability to interpret educator workforce data ● Improved stakeholder engagement in addressing the issues of educator workforce dynamics in Louisiana ● Enhanced educator preparation policies designed to meet LEA staffing needs ● Redesigned educator preparation programs that meet the staffing targets of LEAs ● Creation of opportunities for SC3 to provide deeper technical assistance (TA) to build greater capacity for LDOE to implement Educator Effectiveness goals
<p>Process</p>	<p>LDOE will partner with SC3, the GTL Center, and APA Consulting to engage Louisiana stakeholders in the development and use of tools and resources required to predict educator workforce supply, demand, and shortages. LDOE and its partners will provide training to stakeholders on how to use the tools and how to interpret the data produced.</p>

<p>Timeline</p>	<ul style="list-style-type: none"> ● Summer 2015 – Determine which data elements will produce the best predictions for the Louisiana model through data analysis and stakeholder participation. ● Early Fall 2015 – Provide training to stakeholders on the data produced by the model and how to use the tools and resources. ● Fall 2015 – Provide prototypes of tools and resources to LEAs. ● Winter 2015/2016 – Gather feedback on prototypes. ● Spring 2016 – Refine model, tools, and resources. ● Summer 2016 – Train stakeholders on interpreting information produced through the model, tools, and resources.
<p>Next Steps</p>	<ul style="list-style-type: none"> ● LDOE Office of Talent will collaborate with other offices and divisions of LDOE to determine the best course of action for moving forward. ● SC3, GTL Center, and APA Consulting will prepare initial documents. ● When LDOE is ready to begin, SC3 will schedule a face-to-face meeting to launch the project.

Partnership List

<p>Robert Reichardt Senior Associate [REDACTED] [REDACTED]</p>	

<p>Alex Berg-Jacobson Technical Assistance Support [REDACTED] [REDACTED]</p>	<p>Laura Goe Senior Research and Technical Assistance Expert [REDACTED] [REDACTED]</p>
<p>Ellen Sherratt Co-Deputy Director [REDACTED] [REDACTED]</p>	

--	--

<p>Hannah Dietsch Assistant Superintendent, Office of Talent [REDACTED] [REDACTED]</p>	<p>Julie Stephenson Policy Director, Office of Talent [REDACTED] [REDACTED]</p>
<p>Alanna Rosenberg Data Analyst, Office of Talent [REDACTED] [REDACTED]</p>	

South Central Comprehensive Center (SC3) at the University of Oklahoma (OU)	
<p>Belinda Biscoe Boni Director and OU Associate Vice President for Outreach [REDACTED] [REDACTED]</p>	<p>Sarah Hall Associate Director and New Mexico/Oklahoma Technical Assistance Coordinator [REDACTED] [REDACTED]</p>
<p>Donna Richardson Technical Assistance Manager [REDACTED] [REDACTED]</p>	<p>Kerri White Arkansas/Louisiana Technical Assistance Coordinator [REDACTED] [REDACTED]</p>
<p>Theresa Zedeker C3/SC3 Technical Assistance Support Specialist [REDACTED] [REDACTED]</p>	



APPENDIX F6

Other Attachments

TNTP Tiered Technical Support

NSNO Teacher Incentive Fund Supports

June 2016

Performance-Based Compensation – Tiered Services

CMOs could choose a tier of support, and services therein, based on their needs. Tier 3 would be the most resource intensive.

Level of Support	Key Activities - sample
Tier 1 – Strategic Advisory	<ul style="list-style-type: none"> • Share TNTP’s lessons learned to-date and an overview of innovative compensation systems across the country; • Developing a set of guiding design principles consistent with both overall system goals (e.g., attraction, retention, reach of top teachers) as well as goals for individual schools and school leaders; • Offering TNTP’s best thinking on potential revisions to an existing system, including approaches to starting salaries, salary caps, initial placement, progressing teachers through the system, and pay for advanced degrees; • Advise on a program evaluation approach and research questions; • Advise on a communications approach, including target audiences, key messages, and communications milestones; • Review of a financial model. • Advising on potential changes to the existing financial model, and recommending an approach for sensitivity analysis, better off/worse off analysis, and additional costs analysis.
Tier 2 – Compensation Diagnostic	<ul style="list-style-type: none"> • Understand current compensation dynamics, attitudes among teachers and leaders, as well as who is staying and who is leaving the district, and the overall employee value proposition. • Perform a current-state diagnostic to understand current compensation expenditures by teacher group – based both on performance and demographic (performance, longevity, etc.) • Conduct benchmark assessment of compensation in surrounding districts and equivalent professions, and use analysis to recommend short-term changes to CMO compensation (and overall employee value proposition)
Tier 3 – System Redesign and Cost Model	<ul style="list-style-type: none"> • Design, or re-design, a performance-based compensation framework in collaboration with key stakeholders. • Determine which inputs will be used in the system (evaluation, experience, degrees, etc.) • Key decision-points include initial placement, progression criteria, amount of salary increase, etc. • Develop a financial model to determine costs of the compensation system over 5-10 years.
Tier 4 – Implementation Planning and Evaluation	<ul style="list-style-type: none"> • Plan for outreach and engagement of teachers and principals • Determine annual timeline for placement and salary increases, develop key messages • Develop draft system FAQs • Draft teacher-facing compensation calculator • Develop a stakeholder engagement plan for community-wide conversations

Teacher Leadership and Career Pathways – Tiered Services

A vision for teacher career progression must be paired with both smart role design and thoughtful implementation. TNTP will work alongside CMOs to generate career options and teaching leadership opportunities, support with communications and with developing supporting structures—such as professional development or application processes—that may be necessary.

Level of Support	Key Activities - sample
Tier 1 – Strategic Advisory	<ul style="list-style-type: none"> • Share TNTP’s lessons learned to-date and an overview of successful teacher leadership systems across the country; • Developing a set of guiding design principles consistent with both overall system goals (e.g., attraction, retention, reach of top teachers) as well as goals for individual schools and school leaders; • Recommend sample job descriptions that other districts and CMOs have found to be effective • Advise on a program evaluation approach and research questions; • Advise on an engagement and communications approach, including target audiences, key messages, and communications milestones • Review of budget and funding options to financially support investments in teacher leadership
Tier 2 – Retention and Teacher Leadership Diagnostic	<ul style="list-style-type: none"> • Understand current teacher leadership dynamics, attitudes among teachers and leaders, as well as who is staying and who is leaving the district, and the overall employee value proposition. • Perform a landscape scan to collect, organize, and categorize teacher leadership opportunities. • Survey current teachers, teacher leaders, principals and Central Staff to gain input
Tier 3 – Design a career pathway framework and performance-based teacher leadership roles	<ul style="list-style-type: none"> • Define an overarching career framework and corresponding career options available to teachers, aligned to the compensation model and professional learning system • Facilitate a series of design meetings with stakeholder groups to inform design of career options for all teachers and leadership roles for effective teachers • Design leadership roles for effective teachers, including <ul style="list-style-type: none"> ○ Responsibilities ○ Minimum qualifications ○ Selection criteria ○ Teaching load ○ Marketing strategy ○ Measures of success (outputs and outcomes, along with performance targets) • Determine the compensation necessary to take on additional roles, and forecast costs associated with career options and include them in the overall projections for the compensation system • Determine whether an application process or additional professional development is necessary for any career options or leadership roles
Tier 4 – Implementation Planning and Evaluation	<ul style="list-style-type: none"> • Recommend a marketing/communications strategy that positions career options and leadership roles as reasons why teachers will become and remain teachers, and generate principal interest in having teacher leaders on staff • Develop and manage school and teacher application processes

	<ul style="list-style-type: none"> • Conduct an analysis of available CMO data in order to identify clear measures of success for each option and role • Draft research questions to be used as a program evaluation during the first year of role implementation, so the CMO has a baseline from which to refine and repeat the roles in subsequent years
--	--

Additional Supports

Data and Norming Support	<ul style="list-style-type: none"> • Provide light-touch support with rubric norming and teacher co-observations to ensure accuracy • Administer an annual spring survey with accompanying data analysis for all partner schools • Provide data support to assist with verifying CMO data for salary increases
--------------------------	---



APPENDIX F7

Other Attachments

Management Plan

Table: NSNO Management Plan for NOLA TIF

Area	Major Project Management Activities and Milestones	Activity Owner(s)	Timing
Activities Repeating Each Quarter Annually			
Grant Administration	Participate in monthly grant management meetings with NSNO, as well as other necessary meetings (e.g., rubric validation)	CMO Partner / NSNO	Monthly
Communication	NSNO copies CEO on notes from monthly TIF check-ins with CMO staff	CMO Partner	Monthly
Grant Administration	Weekly meetings with TNTP to discuss progress of PBCS and pathway development with CMOs	NSNO/TNTP	Weekly
Grant Administration	Quarterly meetings with Relay about NPAF participants and residents	NSNO/Relay	Quarterly
Grant Administration	Quarterly meetings with external evaluator	NSNO/ External Evaluator	Quarterly
Grant Administration	Monthly check-ins with USDOE Program Officer to update on grant administration and status	NSNO/ Program Officer	Monthly
Grant Administration	Submit requests for funds, all required data and documentation, and other TIF-related materials by the requested deadline. NSNO disbursement of funds after documents have been reviewed and approved.	CMO Partner / NSNO	Ongoing
Data System	Use NSNO-approved template to report on observation and student growth scores annually to validate data for PBCS reimbursements	CMO Partner	Ongoing – with a final deadline in Q3 annually for NSNO to review/verify/confirm data
Evaluation System	Notify NSNO immediately if inputs to determine educator effectiveness change; requests must include updated communication plan for staff. Requests are subject to USDOE program officer approval (please note that at a minimum, effectiveness must be measured in part by at least two annual observations and an annual measure of student achievement)	CMO Partner	Ongoing
Grant Administration	Partner organization must commit to cover an increasing share of PBCS during each year of implementing the TIF 5 grant. After the grant ends, it must continue implementation of the PBCS covering 100% of funding from the partner organization	CMO Partner	Ongoing – Partners have committed to the increasing share via a Memorandum of Understanding.
Quarter 1: October - December			
Grant Administration	Identify external evaluator	NSNO	Year 1 only - Q1
Grant Administration	Identify vendor to complete educator compensation benchmarking study	NSNO	Year 1 only - Q1
Grant Administration	Execute contracts with CMO partners, vendors, and external evaluator	NSNO	Annually – Q1
Grant Administration	Choose a point person to regularly communicate updates to the organization's leadership, coordinate grant activities, respond promptly to requests for information or input, and meet all required deadlines	CMO Partner	Annually – Q1
Communication	Create plan for communicating details about PBCS to teachers and administrators. Partners must provide evidence of this communication	CMO Partner	Annually – Q1
Data System	Complete school roster template provided by NSNO annually	CMO Partner	Annually – Q1
Data System	Submit school and staff enrollment numbers	CMO Partner	Annually – Q1

Grant Administration	The partner organization's TIF liaison and finance staff member will participate in NSNO financial compliance training	CMO Partner	Annually – Q1
Evaluation System	Submit the observation rubric that is used to evaluate staff members to NSNO. Any changes to the rubric must be approved by USDOE Program Officer and Louisiana Department of Education (if also used for LDOE Compass Evaluations)	CMO Partner	Q1 for the first year of implementation; Update as needed throughout the remainder of the grant
Evaluation System	Evaluation system for eligible staff must include at least two annual observations and a student achievement measure; partner organization must provide annual documentation of evaluation system inputs	CMO Partner	Twice annually – Q1 and Q3
Evaluation System	All observers must be trained/normed on the rubric used to assess educator effectiveness; partner organizations must provide evidence of this training and that observers are normed	CMO Partner	Annually – Q1
Grant Administration	Demonstrate that there has been educator feedback to design system and provide ongoing evidence of how feedback is incorporated into system design	CMO Partner	Annually – Q1
Grant Administration	Ensure that all teachers and leaders are included in the PBCS	CMO Partner	Annually – Q1
Quarter 2: January - March			
Grant Administration	Submit Annual Performance Report to the USDOE	NSNO / External Evaluator	Annually - Q2
Quarter 3: April - June			
Evaluation System	Evaluation system for eligible staff must include at least two annual observations and a student achievement measure; partner organization must provide annual documentation of evaluation system inputs	CMO Partner	Twice annually – Q1 and Q3
Grant Administration	Annual surveys of all staff eligible for PBCS	CMO Partner/ NSNO	Annually - Q3
Communication	Create plan for sharing ongoing relevant information with school(s), partner organization leadership, and board	CMO Partner	Annually - Q3
Quarter 4: July - September			
Grant Administration	CMO partner shares information on how evaluation system results tie into decisions around recruiting, retention, PD, and promotion	CMO Partner	Annually – Q4 for changes to be implemented Q1 of the following year
Grant Administration	NSNO verifies data from PBCS before processing reimbursement requests for effective educator salary augmentation	NSNO	Annually - Q4
Grant Administration	Partner organization shares information on how career pathways are linked to results from evaluation system	CMO Partner	Annually – Q4 for changes to be implemented Q1 of the following year
Grant Administration	Submit Interim Performance Report to the USDOE	NSNO / External Evaluator	Annually - Q4
Grant Administration	Analyze survey results and annual performance and share learnings with CMO partners	NSNO/TNTP/ External Evaluator	Annually – Q4

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

To add more Budget Narrative attachments, please use the attachment buttons below.

TIF Grant Funds Budget Narrative

-New Schools for New Orleans (NSNO), a nonprofit organization, will be the fiduciary agent for the grant funds associated with the programs described below.

1. PERSONNEL

NSNO Project Management Personnel

<i>The following NSNO employees are required to execute the proposed project, and are expected to receive a 3% annual increase.</i>	Salary	% of Time	Relevant Objective(s)	Y1	Y2	Y3	Y4	Y5	Total Cost
Project Director: 25% of Sr. Managing Director of Talent Development (Stephanie Slates) time to oversee the implementation of the grant activities; will serve as additional point of contact for external evaluator.	█	25%	NSNO employees are crucial to successful implementation of the grant with Partner Organizations and Vendors.	█	█	█	█	█	█
Project Oversight: 5% of Co-CEO (Maggie Runyan-Shefa) time to provide overall project guidance to and senior-level consultation with charter school operators, nonprofit partners, and external evaluator.	█	5%	NSNO employees are crucial to successful implementation of the grant with Partner Organizations and Vendors.	█	█	█	█	█	█
Project Administrator: .5 FTE position (TBD) to work with partner CMOs in developing PBCS models, implementation support, performance criteria verification	█	100%	NSNO employees are crucial to successful implementation of the grant with Partner Organizations and Vendors.	█	█	█	█	█	█
Financial Manager: 10% of Compliance Director (Grant Adolph) time to audit sub-recipient reimbursements and vendor payments.	█	10%	NSNO employees are crucial to successful implementation of the grant with Partner Organizations and Vendors.	█	█	█	█	█	█
Financial Manager: 5% of Accounting Director (Bernadette Lucas) time to process drawdowns and payments to sub-recipients and vendors	█	5%	NSNO employees are crucial to successful implementation of the grant with Partner Organizations and Vendors.	█	█	█	█	█	█
Compliance: 3% of Chief Financial Officer (Jen Kurtz) time to oversee sub-recipient reimbursements and vendor payments as well as prepare reports and budgets related to this grant	█	3%	NSNO employees are crucial to successful implementation of the grant with Partner Organizations and Vendors.	█	█	█	█	█	█
Total NSNO Personnel Costs				92,902	95,689	98,559	101,515	104,561	493,226

Assumptions made for all CMO Partners

Our budget includes payroll taxes and retirement benefits for salary augmentations and effective leaders stipends and full fringe for all other personnel costs, therefore we included those costs in personnel and fringe instead of other.
 Salary augmentation is budgeted in the year that they are earned.
 Salary augmentation has gradually reduced school support starting in the year of implementation for the particular class of employee (teacher, leader, or other) at the CMO level. Year 1 - 75%, Year 2 - 65%, Year 3 - 55%, Year 4 - 45%, Year 5 - 35%.
 All salary augmentation is expected to be earned by approximately 80% of the staff with an average of \$3,000 in performance raises

CMO Partners

<i>Collegiate Academies (CA) - all schools and staff at CA are serving high needs schools (Requirement 2)</i>	# of staff/year	% of augmentation/year support by grant	Relevant Objective(s)	Y1	Y2	Y3	Y4	Y5	Total Cost
Teacher Salary Augmentation - [REDACTED]	[REDACTED]	75%, 65%, 55%, 45%, 35%	This is the culmination of the PBCS, compensating effective educators	169,200	159,120	146,520	128,520	102,480	705,840
Teacher Salary Augmentation - [REDACTED]	[REDACTED]	0%, 0%, 55%, 45%, 35%	This is the culmination of the PBCS, compensating effective educators	-	-	10,560	16,200	19,320	46,080
Leader Salary Augmentation - [REDACTED]	[REDACTED]	75%, 65%, 55%, 45%, 35%	This is the culmination of the PBCS, compensating effective educators	5,400	4,680	3,960	3,240	2,520	19,800
Leader Salary Augmentation - [REDACTED]	[REDACTED]	0%, 0%, 55%, 45%, 35%	This is the culmination of the PBCS, compensating effective educators	-	-	1,320	1,080	840	3,240
Effective Educator Stipends - [REDACTED]	N/A	N/A	Educator Stipends are provided to effective teachers who take on additional responsibilities as part of a career pathway	30,000	30,000	40,000	40,000	40,000	180,000
Liaison Salary Support - [REDACTED]	N/A	N/A	This salary support is designed to build internal capacity at each Partner Organization to ensure successful grant implementation.	70,000	70,000	80,000	80,000	80,000	380,000
Relay Residency Salary Support - [REDACTED]	N/A	N/A	Support aligns with Invitational Priority	30,000	30,000	40,000	40,000	40,000	180,000
Total CA Personnel Costs				304,600	293,800	322,360	309,040	285,160	1,514,960

<i>FirstLine Schools (FLS) - all schools and staff at FLS are serving high needs schools (Requirement 2)</i>	# of staff/year	% of augmentation/year support by grant	Relevant Objective(s)	Y1	Y2	Y3	Y4	Y5	Total Cost
Teacher Salary Augmentation - [REDACTED]	[REDACTED]	0%, 0%, 75%, 65%, 55%	This is the culmination of the PBCS, compensating effective educators	-	-	365,400	324,480	281,160	971,040
Teacher Salary Augmentation - [REDACTED]	[REDACTED]	0%, 0%, 75%, 65%, 55%	This is the culmination of the PBCS, compensating effective educators	-	-	169,200	149,760	129,360	448,320
Leader Salary Augmentation - [REDACTED]	[REDACTED]	0%, 0%, 75%, 65%, 55%	This is the culmination of the PBCS, compensating effective educators	-	-	43,200	37,440	31,680	112,320
Leader Salary Augmentation - [REDACTED]	[REDACTED]	0%, 0%, 75%, 65%, 55%	This is the culmination of the PBCS, compensating effective educators	-	-	14,400	12,480	10,560	37,440
Effective Educator Stipends - [REDACTED]	N/A	N/A	Educator Stipends are provided to effective teachers who take on additional responsibilities as part of a career pathway	40,000	60,000	60,000	60,000	60,000	280,000
Liaison Salary Support - [REDACTED]	N/A	N/A	This salary support is designed to build internal capacity at each Partner Organization to ensure successful grant implementation.	80,000	100,000	100,000	100,000	100,000	480,000
Relay Residency Salary Support - [REDACTED]	N/A	N/A	Support aligns with Invitational Priority	40,000	60,000	60,000	60,000	60,000	280,000
Total FLS Personnel Costs				160,000	220,000	812,200	744,160	672,760	2,609,120

<i>KIPP - all schools and staff at KIPP are serving high needs schools (Requirement 2)</i>	# of staff/year	% of augmentation/year support by grant	Relevant Objective(s)	Y1	Y2	Y3	Y4	Y5	Total Cost
Teacher Salary Augmentation - [REDACTED]	[REDACTED]	75%, 65%, 55%, 45%, 35%	This is the culmination of the PBCS, compensating effective educators	525,600	466,440	403,920	338,040	266,280	2,000,280
Teacher Salary Augmentation - [REDACTED]	[REDACTED]	0%, 0%, 55%, 45%, 35%	This is the culmination of the PBCS, compensating effective educators	-	-	9,240	12,960	15,120	37,320
Leader Salary Augmentation - [REDACTED]	[REDACTED]	0%, 0%, 75%, 65%, 55%	This is the culmination of the PBCS, compensating effective educators	-	-	81,000	71,760	60,720	213,480
Leader Salary Augmentation - [REDACTED]	[REDACTED]	0%, 0%, 75%, 65%, 55%	This is the culmination of the PBCS, compensating effective educators	-	-	7,200	6,240	5,280	18,720
Effective Educator Stipends - [REDACTED]	N/A	N/A	Educator Stipends are provided to effective teachers who take on additional responsibilities as part of a career pathway	110,000	110,000	120,000	120,000	120,000	580,000
Liaison Salary Support - [REDACTED]	N/A	N/A	This salary support is designed to build internal capacity at each Partner Organization to ensure successful grant implementation.	150,000	150,000	160,000	160,000	160,000	780,000
Relay Residency Salary Support - [REDACTED]	N/A	N/A	Support aligns with Invitational Priority	110,000	110,000	120,000	120,000	120,000	580,000
Total KIPP Personnel Costs				895,600	836,440	901,360	829,000	747,400	4,209,800

<i>New Orleans College Prep (NOCP) - all schools and staff at NOCP are serving high needs schools (Requirement 2)</i>	# of staff/year	% of augmentation/year support by grant	Relevant Objective(s)	Y1	Y2	Y3	Y4	Y5	Total Cost
Teacher Salary Augmentation - [REDACTED]	[REDACTED]	75%, 65%, 55%, 45%, 35%	This is the culmination of the PBCS, compensating effective educators	210,600	193,440	166,320	138,240	109,200	817,800
Teacher Salary Augmentation - [REDACTED]	[REDACTED]	0%, 65%, 55%, 45%, 35%	This is the culmination of the PBCS, compensating effective educators	-	62,400	52,800	43,200	33,600	192,000
Teacher Salary Augmentation - [REDACTED]	[REDACTED]	0%, 0%, 55%, 45%, 35%	This is the culmination of the PBCS, compensating effective educators	-	-	72,600	59,400	46,200	178,200
Leader Salary Augmentation - [REDACTED]	[REDACTED]	0%, 0%, 75%, 65%, 55%	This is the culmination of the PBCS, compensating effective educators	-	-	43,200	37,440	31,680	112,320
Leader Salary Augmentation - [REDACTED]	[REDACTED]	0%, 0%, 75%, 65%, 55%	This is the culmination of the PBCS, compensating effective educators	-	-	14,400	12,480	10,560	37,440
Leader Salary Augmentation - [REDACTED]	[REDACTED]	0%, 0%, 75%, 65%, 55%	This is the culmination of the PBCS, compensating effective educators	-	-	19,800	17,160	14,520	51,480
Other Personnel Salary Augmentation - [REDACTED]	[REDACTED]	75%, 65%, 55%, 45%, 35%	This is the culmination of the PBCS, compensating effective other personnel	117,000	101,400	85,800	70,200	54,600	429,000
Other Personnel Salary Augmentation - [REDACTED]	[REDACTED]	0%, 65%, 55%, 45%, 35%	This is the culmination of the PBCS, compensating effective other personnel	-	31,200	26,400	21,600	16,800	96,000
Other Personnel Salary Augmentation - [REDACTED]	[REDACTED]	0%, 0%, 55%, 45%, 35%	This is the culmination of the PBCS, compensating effective other personnel	-	-	46,200	37,800	29,400	113,400
Effective Educator Stipends - [REDACTED]	N/A	N/A	Educator Stipends are provided to effective teachers who take on additional responsibilities as part of a career pathway	30,000	40,000	60,000	60,000	60,000	250,000
Liaison Salary Support - [REDACTED]	N/A	N/A	This salary support is designed to build internal capacity at each Partner Organization to ensure successful grant implementation.	70,000	80,000	100,000	100,000	100,000	450,000
Relay Residency Salary Support - [REDACTED]	N/A	N/A	Support aligns with Invitational Priority	30,000	40,000	60,000	60,000	60,000	250,000
Total NOCP Personnel Costs				457,600	548,440	747,520	657,520	566,560	2,977,640

<i>Sophie B Wright (SBW) - all schools and staff at SBW are serving high needs schools (Requirement 2)</i>	# of staff/year	% of augmentation/year support by grant	Relevant Objective(s)	Y1	Y2	Y3	Y4	Y5	Total Cost
Teacher Salary Augmentation - [REDACTED]	[REDACTED]	0%, 0%, 75%, 65%, 55%	This is the culmination of the PBCS, compensating effective educators	-	-	54,000	46,800	39,600	140,400
Leader Salary Augmentation - [REDACTED]	[REDACTED]	0%, 0%, 75%, 65%, 55%	This is the culmination of the PBCS, compensating effective educators	-	-	3,600	3,120	2,640	9,360
Other Personnel Salary Augmentation - [REDACTED]	[REDACTED]	0%, 0%, 75%, 65%, 55%	This is the culmination of the PBCS, compensating effective other personnel	-	-	10,800	9,360	7,920	28,080
Effective Educator Stipends - [REDACTED]	N/A	N/A	Educator Stipends are provided to effective teachers who take on additional responsibilities as part of a career pathway	-	-	10,000	10,000	10,000	30,000
Liaison Salary Support - [REDACTED]	N/A	N/A	This salary support is designed to build internal capacity at each Partner Organization to ensure successful grant implementation.	50,000	50,000	50,000	50,000	50,000	250,000
Relay Residency Salary Support - [REDACTED]	N/A	N/A	Support aligns with Invitational Priority	10,000	10,000	10,000	10,000	10,000	50,000
Total SBW Personnel Costs				60,000	60,000	138,400	129,280	120,160	507,840

<i>Success Prep Academy (SPA) - all schools and staff at SPA are serving high needs schools (Requirement 2)</i>	# of staff/year	% of augmentation/year support by grant	Relevant Objective(s)	Y1	Y2	Y3	Y4	Y5	Total Cost
Teacher Salary Augmentation - [REDACTED]	[REDACTED]	75%, 65%, 55%, 45%, 35%	This is the culmination of the PBCS, compensating effective educators	79,200	68,640	58,080	48,600	38,640	293,160
Leader Salary Augmentation - [REDACTED]	[REDACTED]	75%, 65%, 55%, 45%, 35%	This is the culmination of the PBCS, compensating effective educators	10,800	10,920	9,240	7,560	5,880	44,400
Other Personnel Salary Augmentation - [REDACTED]	[REDACTED]	75%, 65%, 55%, 45%, 35%	This is the culmination of the PBCS, compensating effective other personnel	27,000	23,400	19,800	17,280	13,440	100,920
Effective Educator Stipends - [REDACTED]	N/A	N/A	Educator Stipends are provided to effective teachers who take on additional responsibilities as part of a career pathway	10,000	10,000	10,000	10,000	10,000	50,000
Liaison Salary Support - [REDACTED]	N/A	N/A	This salary support is designed to build internal capacity at each Partner Organization to ensure successful grant implementation.	50,000	50,000	50,000	50,000	50,000	250,000
Relay Residency Salary Support - [REDACTED]	N/A	N/A	Support aligns with Invitational Priority	10,000	10,000	10,000	10,000	10,000	50,000
Total SPA Personnel Costs				187,000	172,960	157,120	143,440	127,960	788,480

	Y1	Y2	Y3	Y4	Y5	Total Cost
TOTAL PERSONNEL COSTS	2,157,702	2,227,329	3,177,519	2,913,955	2,624,561	13,101,066

2. FRINGE BENEFITS

	Benefits Rate - Based on actual benefit rates provided by NSNO and Official Partner Organizations	Y1	Y2	Y3	Y4	Y5	Total Cost
Fringe Benefits for NSNO Personnel	22.00%	20,438	21,052	21,683	22,333	23,003	108,509
Fringe Benefits (taxes and retirement only) for CA salary augmentation & stipends	10.65%	21,790	20,640	21,551	20,133	17,590	101,704
Fringe Benefits (full) for CA liaisons and residents	16.90%	16,900	16,900	20,280	20,280	20,280	94,640
Fringe Benefits (taxes and retirement only) for FLS salary augmentation & stipends	13.65%	5,460	8,190	89,025	79,738	69,992	252,405
Fringe Benefits (full) for FLS liaisons and residents	21.00%	25,200	33,600	33,600	33,600	33,600	159,600
Fringe Benefits (taxes and retirement only) for KIPP salary augmentation & stipends	12.65%	80,403	72,920	78,602	69,449	59,126	360,500
Fringe Benefits (full) for KIPP liaisons and residents	19.00%	49,400	49,400	53,200	53,200	53,200	258,400
Fringe Benefits (taxes and retirement only) for NOCP salary augmentation & stipends	11.65%	41,660	49,913	68,446	57,961	47,364	265,344
Fringe Benefits (full) for NOCP liaisons and residents	20.00%	20,000	24,000	32,000	32,000	32,000	140,000
Fringe Benefits (taxes and retirement only) for SBW salary augmentation & stipends	14.65%	-	-	11,486	10,150	8,813	30,449
Fringe Benefits (full) for SBW liaisons and residents	23.15%	13,890	13,890	13,890	13,890	13,890	69,450
Fringe Benefits (taxes and retirement only) for SPA salary augmentation & stipends	11.65%	14,796	13,160	11,314	9,721	7,917	56,908
Fringe Benefits (full) for SPA liaisons and residents	16.00%	9,600	9,600	9,600	9,600	9,600	48,000
TOTAL FRINGE BENEFITS COSTS		319,537	333,265	464,677	432,055	396,375	1,945,909

3. TRAVEL

	Relevant Objective(s)	Y1	Y2	Y3	Y4	Y5	Total Cost
<i>NSNO travel</i> - Attendance at the required annual TIF Grantee Meeting to gain key information needed to manage and implement the TIF grant. Attending will be the project director and two other participants for 3 nights/4 days. Estimated per person costs are airfare from New Orleans to meetings are \$600, hotel at \$150/night for 3 nights, and per diem of \$75/day for 3 days each trip. Also included is a combined \$200 of ground transportation costs for the group.	Ensure NSNO project staff have key information to manage grant; share and learn best practices	4,025	4,025	4,025	4,025	4,025	20,125
<i>NSNO travel</i> - Attendance at the required annual TIF Topical Meeting to collaborate in depth on a topic related to implementing PBCSs. Attending will be the project director and another participant for 3 nights/4 days. Estimated per person costs are at \$600, hotel at \$150/night for 3 nights, per diem of \$75/day for 3 days each trip. Also included is a combined \$200 of ground transportation costs for the group.	Ensure NSNO project staff have key information to manage grant; share and learn best practices	2,750	2,750	2,750	2,750	2,750	13,750
<i>NSNO travel</i> - Local mileage to support CMOs in implementation of their PBCS programs, convenings, and other related supports. Estimated at 2,400 miles in first year and 1,200 miles/year for years 2-5 at \$0.54/mile	Travel to CMOs for grant start-up and monthly meetings	1,296	648	648	648	648	3,888
TOTAL TRAVEL COSTS		8,071	7,423	7,423	7,423	7,423	37,763

6. CONTRACTUAL

<i>NSNO Contractual</i>	Relevant Activity	Y1	Y2	Y3	Y4	Y5	Total Cost
External Evaluator: Estimated contract cost for an objective external evaluator to assess the impact of the project, deliverables include annual grant performance reports. Estimate is based on grant evaluation costs of past federal grants. The engagement is expected to last the term of the grant.	Grant evaluation	75,000	75,000	75,000	75,000	75,000	375,000
TNTP: Providing technical assistance to CMOs to design and implement PBCS and teacher career pathways, provide support in analyzing results, deliverables include annual survey result summaries. Pricing is based on TNTP's quote for the scope of work based on expected levels of engagement by CMOs. Engagement is expected to continue for the life of the grant. Vendor selection: After seeking other qualified vendors to partner with on this work, we selected TNTP because they were the only vendor that we could perform all aspects for the work we needed - technical assistance on building and evaluating PBCS and career pathways; data verification for PBCS; support to CMOs on observer rubric norming; annual staff survey delivery and data analysis. We have found other organizations who could do discrete pieces of the work, but no one other than TNTP could all components needed. Also, TNTP was the technical assistance provider on our last TIF grant, which provides them with critical context for this project and strong relationships with NSNO and each of the CMO partners.	PBCS/pathway design / data support	386,000	393,704	401,589	410,694	417,909	2,009,896
Relay: National Principals Academy Fellowship (NPAF) training program for approximately 12 school leaders in year 1 and 14 school leaders in years 2-5. Program will provide professional development services to impacted leaders. Pricing is at \$13,000/leader. Relay charges \$18,000/leader and the CMO will cover the remaining \$5,000. The engagement is expected to last the term of the grant. Vendor selection: Relay was selected after reviewing two other leaders training programs. Neither focused on building skill of leaders in coaching and developing educators through practice of observation and feedback nor teaching explicit skills in data-driven instruction with Common Core-aligned academic standards, both of which are strong needs among leaders in New Orleans. Relay's NPAF program provides training in both of these areas.	Differentiated PD	156,000	182,000	182,000	182,000	182,000	884,000
Compensation Study: Provide a benchmark of salary ranges for teachers and leaders at local CMOs to help inform CMO partners' salary redesign in the creation and refinement of PBCS. Deliverables include a comprehensive study around New Orleans compensation. Pricing is based on a quote received by a vendor who does education wage compensation studies. The study is expected to last 3-6 months.	PBCS design	30,000	-	-	-	-	30,000
Eileen Chao: Eileen was project administrator for our last TIF grant and will train the new project administrator once he/she is hired as well as convey historical grant context. [REDACTED]	Ensure high-quality grant implementation	2,880	-	-	-	-	2,880
Total NSNO contractual		649,880	650,704	658,589	667,694	674,909	3,301,776

<i>CA Contractual</i>	Relevant Activity	Y1	Y2	Y3	Y4	Y5	Total Cost
Targeted professional development for educators based on growth areas identified through evaluation and support system: [REDACTED]	Differentiated PD	30,000	30,000	40,000	40,000	40,000	180,000
Total CA contractual		30,000	30,000	40,000	40,000	40,000	180,000
<i>FLS Contractual</i>	Relevant Activity	Y1	Y2	Y3	Y4	Y5	Total Cost
Targeted professional development for educators based on growth areas identified through evaluation and support system: [REDACTED]	Differentiated PD	40,000	60,000	60,000	60,000	60,000	280,000
Total FLS contractual		40,000	60,000	60,000	60,000	60,000	280,000
<i>KIPP Contractual</i>	Relevant Activity	Y1	Y2	Y3	Y4	Y5	Total Cost
Targeted professional development for educators based on growth areas identified through evaluation and support system: [REDACTED]	Differentiated PD	110,000	110,000	120,000	120,000	120,000	580,000
Total KIPP contractual		110,000	110,000	120,000	120,000	120,000	580,000
<i>NOCP Contractual</i>	Relevant Activity	Y1	Y2	Y3	Y4	Y5	Total Cost
Targeted professional development for educators based on growth areas identified through evaluation and support system: [REDACTED]	Differentiated PD	30,000	40,000	60,000	60,000	60,000	250,000
Total NOCP contractual		30,000	40,000	60,000	60,000	60,000	250,000
<i>SBW Contractual</i>	Relevant Activity	Y1	Y2	Y3	Y4	Y5	Total Cost
Targeted professional development for educators based on growth areas identified through evaluation and support system: [REDACTED]	Differentiated PD	10,000	10,000	10,000	10,000	10,000	50,000
Total SBW contractual		10,000	10,000	10,000	10,000	10,000	50,000
<i>SPA Contractual</i>	Relevant Activity	Y1	Y2	Y3	Y4	Y5	Total Cost
Targeted professional development for educators based on growth areas identified through evaluation and support system: [REDACTED]	Differentiated PD	10,000	10,000	10,000	10,000	10,000	50,000
Total SPA contractual		10,000	10,000	10,000	10,000	10,000	50,000
TOTAL CONTRACTUAL COSTS		879,880	910,704	958,589	967,694	974,909	4,691,776

9. TOTAL DIRECT COSTS

	Y1	Y2	Y3	Y4	Y5	Total Direct Cost
NSNO direct costs	771,291	774,868	786,254	798,965	809,896	3,941,274
CA direct costs	373,290	361,340	404,191	389,453	363,030	1,891,304
FLS direct costs	230,660	321,790	994,825	917,498	836,352	3,301,125
KIPP direct costs	1,135,403	1,068,760	1,153,162	1,071,649	979,726	5,408,700
NOCP direct costs	549,260	662,353	907,966	807,481	705,924	3,632,984
SBW direct costs	83,890	83,890	173,776	163,320	152,863	657,739
SPA direct costs	221,396	205,720	188,034	172,761	155,477	943,388
TOTAL DIRECT COSTS (Items 1-8)	3,365,190	3,478,721	4,608,208	4,321,127	4,003,268	19,776,514

12. TOTAL COSTS (Items 9-11)

	Y1	Y2	Y3	Y4	Y5	5-year Total
NSNO	771,291	774,868	786,254	798,965	809,896	3,941,274
CA	373,290	361,340	404,191	389,453	363,030	1,891,304
FLS	230,660	321,790	994,825	917,498	836,352	3,301,125
KIPP	1,135,403	1,068,760	1,153,162	1,071,649	979,726	5,408,700
NOCP	549,260	662,353	907,966	807,481	705,924	3,632,984
SBW	83,890	83,890	173,776	163,320	152,863	657,739
SPA	221,396	205,720	188,034	172,761	155,477	943,388
TOTAL COSTS	3,365,190	3,478,721	4,608,208	4,321,127	4,003,268	19,776,514

TIF Non-Federal and Non-TIF Federal Program Funds Narrative

-New Schools for New Orleans (NSNO), a nonprofit organization, will be the fiduciary agent for the grant funds associated with the programs described below.

All NSNO costs of this program will be covered by the TIF grant. CMO's will have increasing cost shares for the salary augmentation starting at 25% for their first year of implementing the PBCS increasing by 10% for each additional year throughout the grant. CMOs have committed to this cost share as well as continuing the program after the grant ends. For their commitment, CMO's may use some federal funds, if the position is covered by another federal grant such as Title funds, but most of it will come from the minimum foundation programming funds received from the state. CMOs will also pay \$5,000 per Relay NPAF participant and the remainder of Relay resident teacher salaries and benefits not covered by TIF funds.

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 08/31/2017

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Ms.	Maggie		Runyan-Shefa	

Address:

Street1:	1555 Poydras Street
Street2:	Suite 781
City:	New Orleans
County:	
State:	LA: Louisiana
Zip Code:	70112
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
	

Email Address:


2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

sd424edsupplement - Human Subjects.pdf	Add Attachment	Delete Attachment	View Attachment
--	----------------	-------------------	-----------------

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 06/30/2017

Name of Institution/Organization

New Schools for New Orleans

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	2,157,702.00	2,227,329.00	3,177,519.00	2,913,955.00	2,624,561.00	13,101,066.00
2. Fringe Benefits	319,537.00	333,265.00	464,677.00	432,055.00	396,375.00	1,945,909.00
3. Travel	8,071.00	7,423.00	7,423.00	7,423.00	7,423.00	37,763.00
4. Equipment						
5. Supplies						
6. Contractual	879,880.00	910,704.00	958,589.00	967,694.00	974,909.00	4,691,776.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	3,365,190.00	3,478,721.00	4,608,208.00	4,321,127.00	4,003,268.00	19,776,514.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	3,365,190.00	3,478,721.00	4,608,208.00	4,321,127.00	4,003,268.00	19,776,514.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No
- (2) If yes, please provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)
 Approving Federal agency: ED Other (please specify):
 The Indirect Cost Rate is %.
- (3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).
- (4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
 Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.
- (5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
 Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.
 PR/Award # U374A160040

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
New Schools for New Orleans	

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

Project Proposed by New Schools for New Orleans for NOLA TIF Project

Human Subjects Exemptions 1, 2, 4

The implementation and external evaluation of this project will include the following research activities:

1. Collecting and analyzing student achievement data and teacher evaluation data
2. Collecting and analyzing data from surveys (teachers, leaders, and other personnel)

The proposed research activities are exempt from regulations under Exemptions 1, 2, and 4.

- Exemption 1: All research will be conducted in established or commonly accepted educational settings involving normal educational practices.
- Exemption 2: Research will involve the use of educational tests (cognitive, diagnostic, aptitude, achievement) of children; however, the children will not be surveyed or interviewed by the researchers. Information obtained is recorded in such a manner that human subjects cannot be identified, directly or through identifiers linked to the subjects.
- Exemption 2: Research will involve survey procedures and observation of public behavior of teachers, leaders, and other personnel. Information obtained will not be recorded in such a manner that the human subject can be identified, directly or through identifiers linked to the subjects.
- Exemption 4: Research involving the collection or study of existing data, documents, and records that are publicly available will be conducted in a manner wherein subjects cannot be identified directly or through identifiers linked to the subjects.

In summary, all human subject research involved in the proposed project fall under the parameters provided in Exemptions 1, 2 and 4.