

# **REBUILDING** AND **TRANSFORMING**

**A PLAN FOR  
WORLD-CLASS PUBLIC EDUCATION IN NEW ORLEANS**

**January 17, 2006**

# AGENDA

**Recap of the vision and process**

**Overview of the proposed 'Educational Network Model' and the recommendations**

**Bridging from the current situation to the ultimate destination**

# **VISION FOR PUBLIC EDUCATION IN NEW ORLEANS: THE MODEL FOR U.S. EDUCATION IN THE 21ST CENTURY (I)**

**Prepare every student for success at each step in the educational process**

- **Graduate all students ready for post secondary education and the workplace**
- **Promote and instill a passion for lifelong learning (Pre-Kindergarten through post secondary education and adult education)**

**Create schools and learner-centered environments that meet the academic, emotional and social needs of all students**

**Develop an educational system that will be a positive, distinguishing feature for New Orleans, attracting both families and businesses to our city**

- **Adopt best practices from the most successful educational systems in the world**
- **Achieve top 10% performance in the U.S. across key measures**
- **Achieve fundamental and lasting transformation**

# **VISION FOR PUBLIC EDUCATION IN NEW ORLEANS: THE MODEL FOR U.S. EDUCATION IN THE 21ST CENTURY (II)**

**Attract, develop and retain the best teachers and educational leaders for New Orleans**

**Establish clear lines of accountability and include all stakeholders in the accountability system: Governing body, principals, teachers, community, parents and students**

- **Monitor and deliver measurable, accountable progress towards realizing the vision, showing dramatic benefits in the first three years and achieving the full benefits of transformation by 2025**
- **Close achievement gaps (racial, socioeconomic and gender)**

**Relentless focus on student learning and achievement**

# WE DID OUR HOMEWORK

## Stakeholder Input

- Interviews with students
- ~1,500 parents, teachers and principals participated in public consultation process
- Public participation at all meetings
- Website and email distribution list
- Outreach to diaspora communities
- Teachers and Principals Union Leaders

## Education Committee Feedback

- Weekly meetings with Steering and Advisory Committees
- Regular conference calls in between meetings

## Education Experts

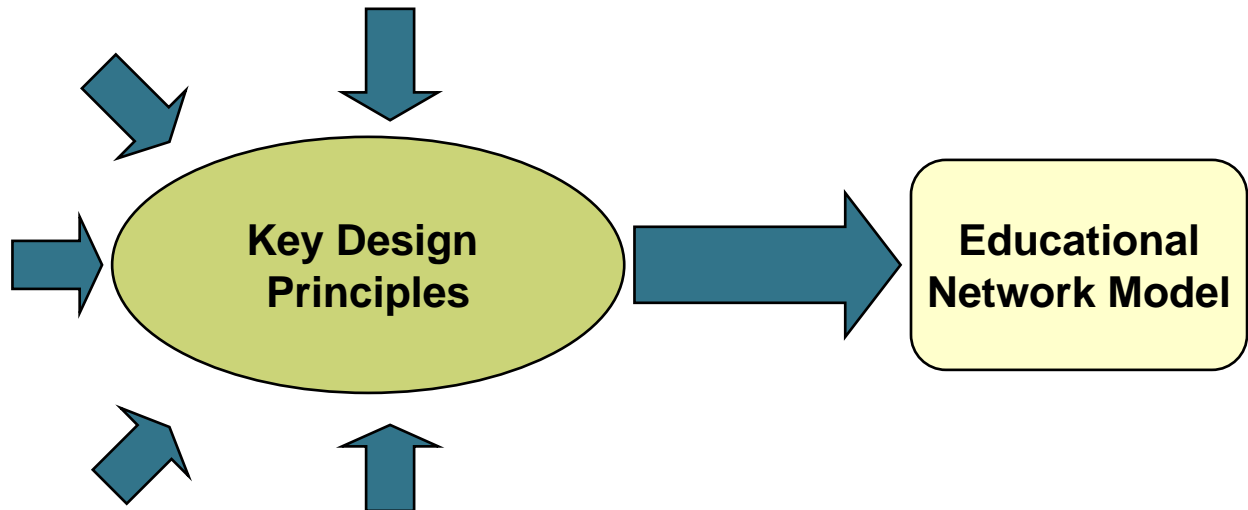
- Interviews with over 20 national experts
- Panel discussions with experts and Steering and Advisory Committee members

## Situation Assessment

- Comprehensive analysis of pre and post Katrina school performance and capacity

## Best Practices of High Performing Schools

- Case studies of America's top performing schools and extensive literature review



# MORE THAN 1,500 NEW ORLEANIANS SHARED THEIR OPINIONS

Participants Represent ~100% of N.O.P.S. Schools

Students, Parents, Teachers and Principals From 122<sup>(1)</sup> Schools Made Their Voices Heard



**28 Member Stakeholder Advisory Council Represented Other Key Groups**

(1) This number includes several schools that closed prior to the start of the 2005/2006 school year

# WHAT NEW ORLEANIANS WANT

**1** Top quality schools in every neighborhood for every student

*"The most important thing to me is that ALL children, regardless of race, economic background, religion, etc. receive the same education and access to resources."*

-Teacher

**2** Caring, qualified teachers and school leaders

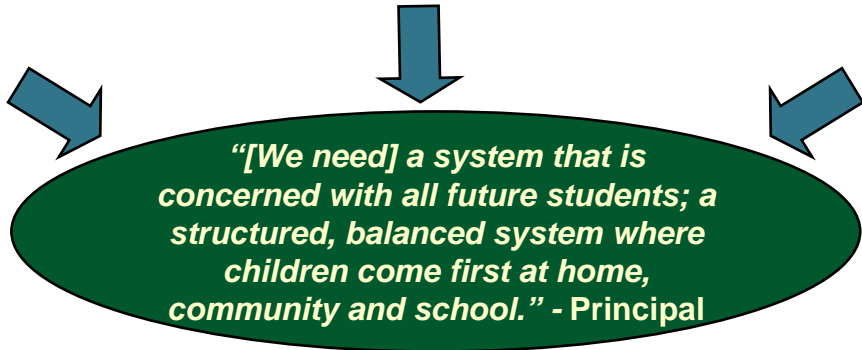
*"I want strong, certified, qualified teachers, teachers who give you courage."*

- Student

**3** Schools that provide a supportive environment for teaching and learning

*"Teachers need an environment where they know they are going to be supported with professional development and support from colleagues. They are looking for true learning communities."*

- Committee Member



**4** Safe schools with effective discipline

*"If you don't feel safe, how are you going to learn anything?"* - Student

*"I want a school where the teachers are in control of the students, not the students in control of the teachers."*

- Student

**5** Schools that engage and empower their communities

*"We have got to stop waiting for parents to show up, we have got to get out there and bring the school to the parents."*

- Teacher

**6** Schools that embody and promote the spirit of New Orleans

*"We have got to bring the arts and music back into the schools, no where else is this more important than in a cultural city like New Orleans."*

- Committee member

# WE BROUGHT TOP EXPERTS TO THE TABLE

## Leaders From Over 20 Successful Schools And Districts

### Including

- Oakland Unified Schools (CA)
- Norfolk Public Schools (VA)
- Philadelphia Public Schools (PA)

## Over 20 Educational Experts From Across The U.S. and Around the World

### Including

- Dr. Sue Bodilly (RAND Education)
- Steven Bingler (Concordia Architects)
- Michael Casserly, (Council of Great City Schools)
- Trevor Yates (Cambridge Education)
- Dr. Charles Zeanah, Child and Adolescent Psychiatry, Tulane University)

## Research From Over 10 Foundations

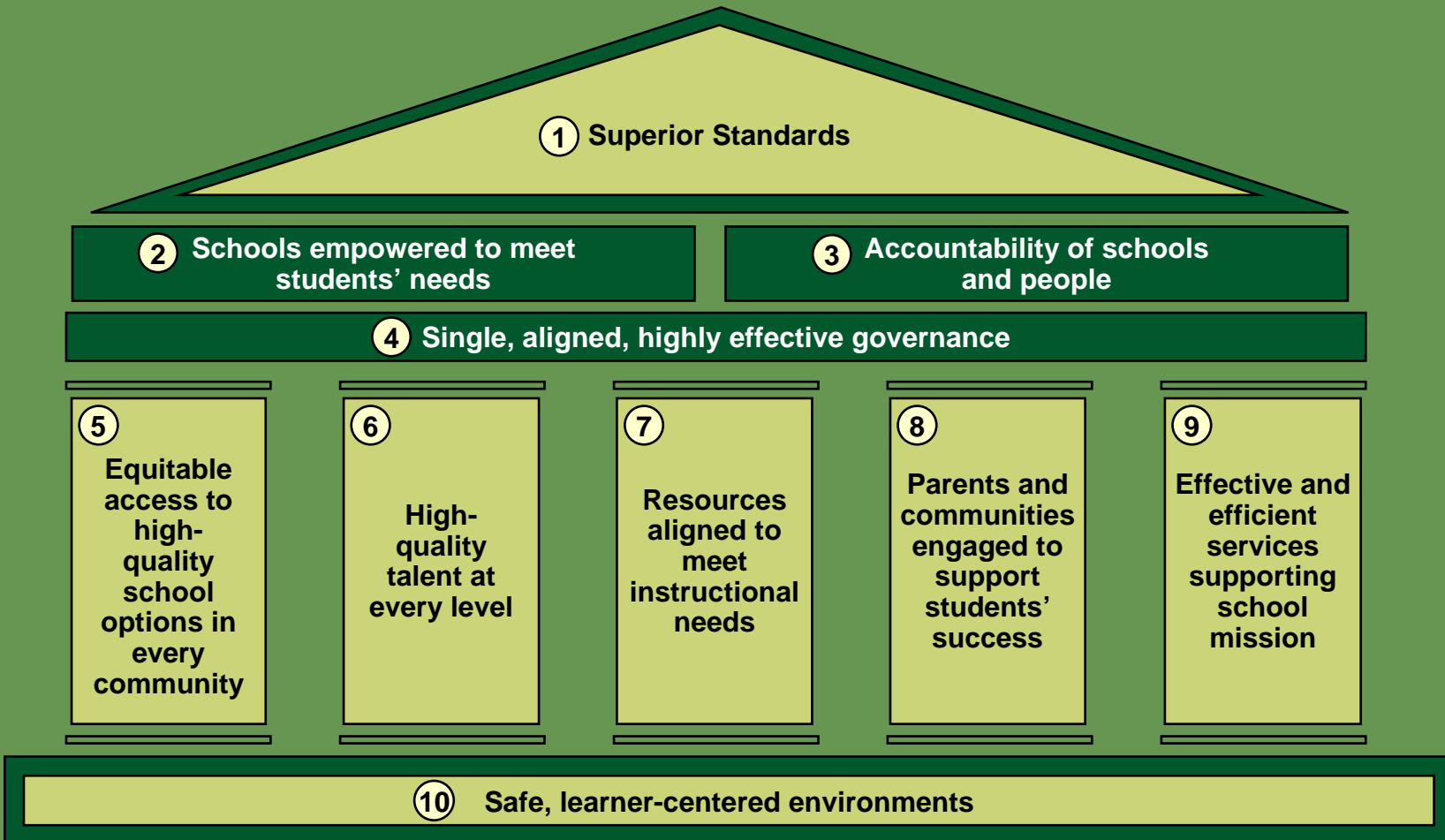
### Including

- Gates Foundation
- Broad Foundation
- Council of Great City Schools
- RAND Corporation



# TEN KEY DESIGN PRINCIPLES DRIVE NEW ORLEANS PLAN

*Schools that embody and promote the cultural distinctiveness of New Orleans*



# **AGENDA**

**Recap of the vision and process**

**Overview of the proposed 'Educational Network Model' and the recommendations**

**Bridging from the current situation to the ultimate destination**

# THE NEW MODEL WILL FUNDAMENTALLY TRANSFORM THE LOOK AND FEEL OF NEW ORLEANS PUBLIC SCHOOLS

## From

Students that underachieve compared to state and national standards for urban school districts

Different treatment and educational opportunity for “haves” and “have not’s”

Schools that are below acceptable safety and physical maintenance standards

School funding that was inequitable and inadequate, plagued with weak financial controls

All schools operated by the district using a “command and control” approach

A governance model and district office that has been ineffective at providing consistent leadership, a solid strategy or delivering results

## To

Students that perform in the top 10% of urban school districts on key performance standards, graduation rates, and college/workforce readiness

Equal opportunity for all students to attend great schools and have great teachers

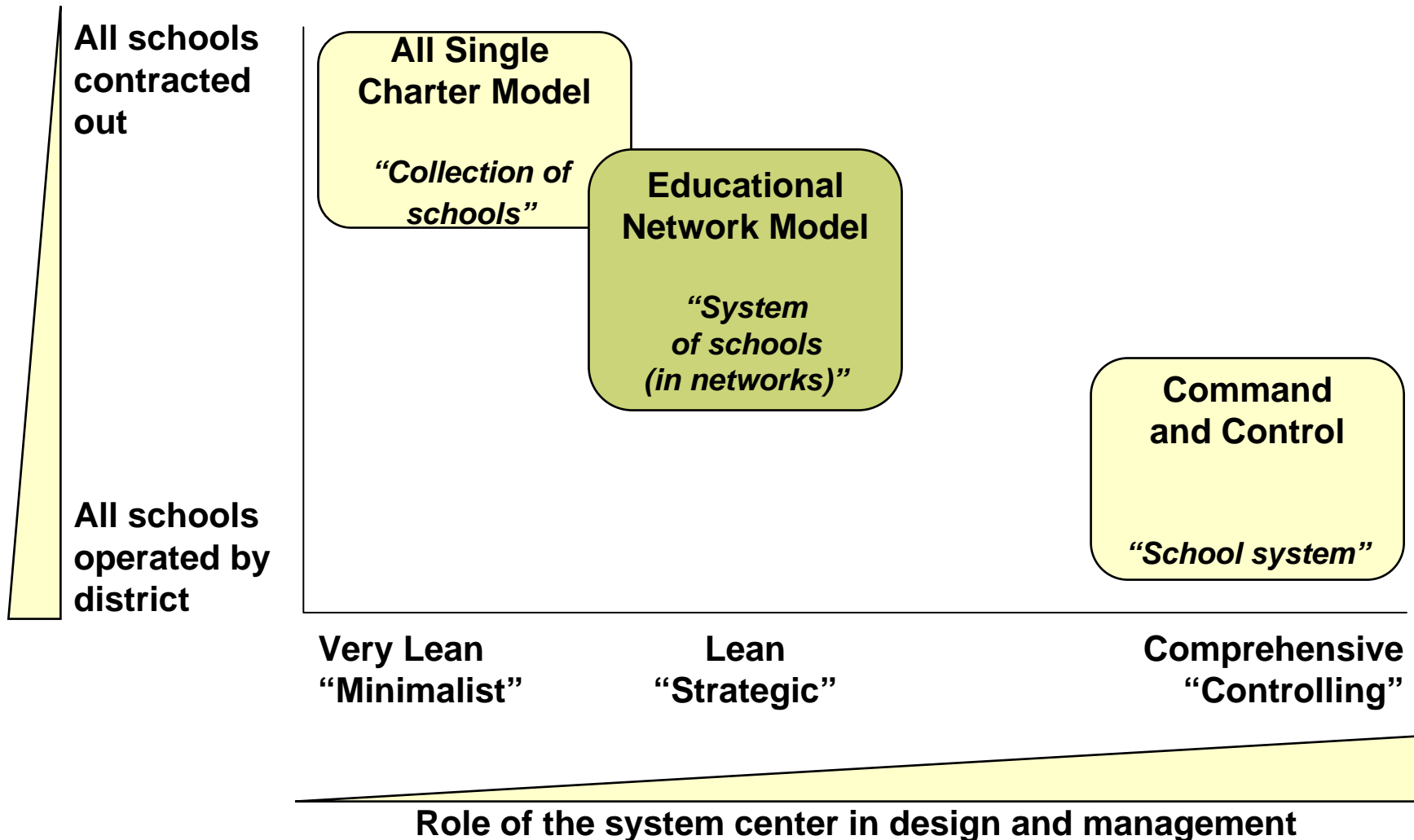
Schools that are safe, well appointed and well maintained

Equitable school funding allocation (dollars follow students) using strong financial controls and per pupil funding levels that are highly competitive with other urban districts

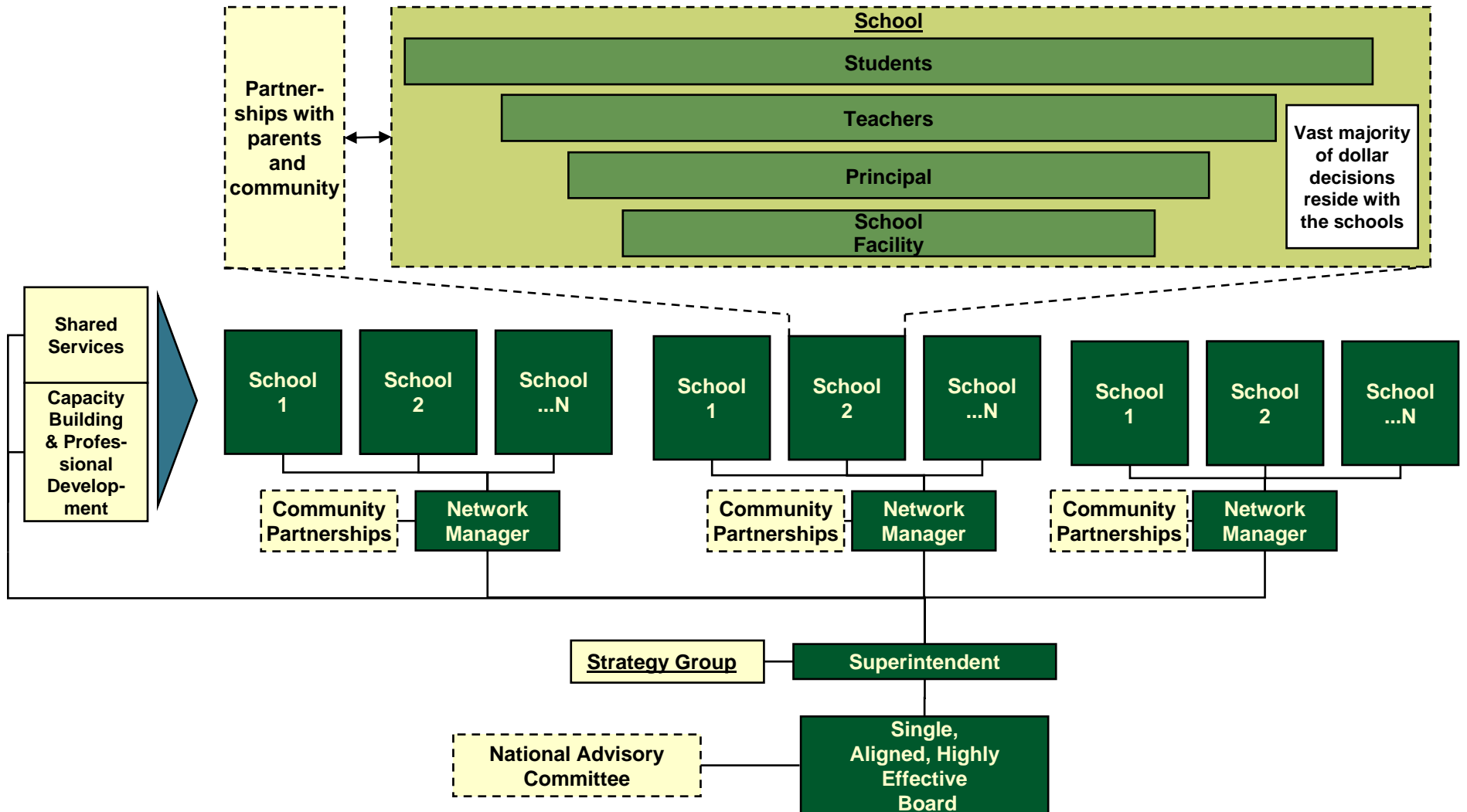
Schools operated by multiple providers, with strong decision-making and budget authority at the school level and requisite accountability

A single, aligned, highly effective governance model, strong leadership at all levels and a fact-based strategy that puts student achievement ahead of any other agenda

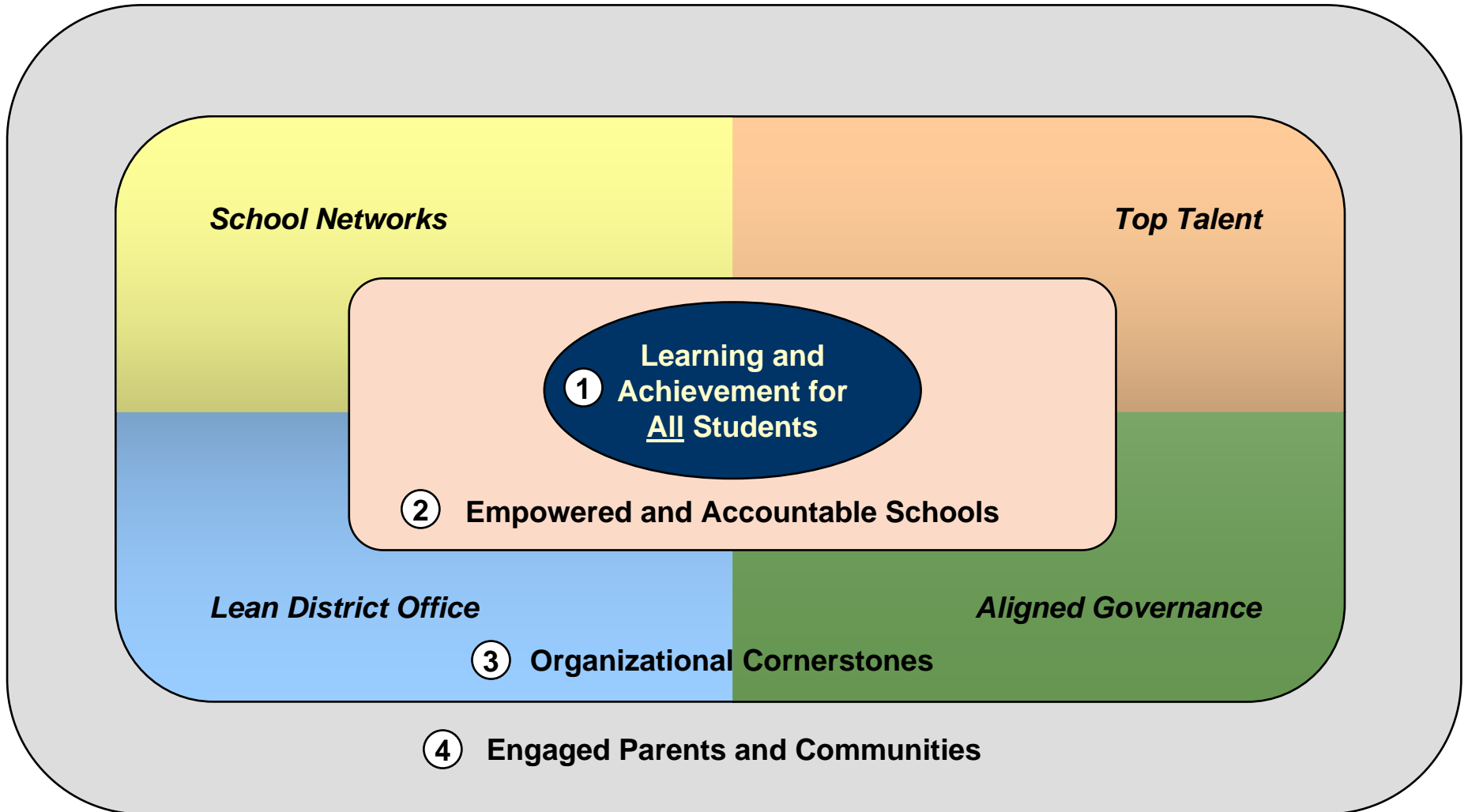
# WHO SHOULD OPERATE THE SCHOOLS? WHAT IS THE ROLE OF THE CENTRAL OFFICE?

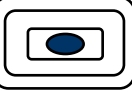


# EDUCATIONAL NETWORK MODEL PUTS STUDENTS FIRST



# EDUCATIONAL NETWORK MODEL HAS FOUR MAJOR COMPONENTS





1

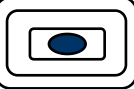
# LEARNING AND ACHIEVEMENT FOR ALL STUDENTS

**“Schools should treat all children as having unlimited potential and set high expectations.”**  
– Parent

**“I want to be able to send my kids to a good school in my own neighborhood.”**  
– Parent

**“I want teachers who encourage us – who understand the world we live in and know how to support us.”**  
– Student

**“My vision for New Orleans Public Schools starts with equality for all students. [Pre-Katrina,] there was a great disparity between schools in the city. In some areas, it was criminal (inadequate libraries, a lack of technology, low morale).”**  
– Teacher



**1**

# LEARNING AND ACHIEVEMENT FOR ALL STUDENTS (I)

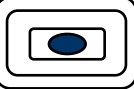
## Objective

## Recommendations

**Raise Student Achievement**

- 1. Design and implement a universal early education program based on best practices for early childhood**
- 2. Define explicit, detailed and rigorous instructional standards by grade and subject that are aligned with student achievement and college/workforce readiness objectives**
- 3. Support schools to best meet the needs of their students who have exceptional needs, including special education**
- 4. Ensure safe school environments through effective discipline policies and safe, secure facilities**
- 5. Provide before and after school programs to enrich student learning**
- 6. Ensure that schools are equipped to address student’s emotional and psychological well being, especially with respect to trauma resulting from Hurricane Katrina**
- 7. Design school facilities to support student achievement**





**1**

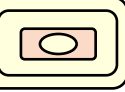
# LEARNING AND ACHIEVEMENT FOR ALL STUDENTS (II)

## Objective

## Recommendations

**Ensure  
Equity**

- 8. Ensure teacher to student ratios are consistent with the learning needs of students and best practice**
- 9. Provide all students with the ability to choose a school that best meets their needs**
- 10. Create a fair, rules-based system for placing students in their school of choice**
- 11. Allocate resources to schools using an equitable funding model where dollars follow students with appropriate weighted adjustments based on the educational needs of the student population at each school**



**2**

# **EMPOWERED AND ACCOUNTABLE SCHOOLS**

**“I think the principal, faculty and staff of each school knows what is needed at their school without relying on the district or state to say what is needed. Given the resources, they could do the job.”**

**– New Orleans Resident**

**“We want more flexibility in positions, salaries and moving budget back and forth.”**

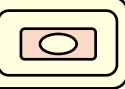
**– Principal**

**“I would like to see the school system held accountable for giving every student the tools they need to succeed in college and in life.”**

**– Teacher**

**“Site-based management is important... all NOPS schools should have the flexibility of charters (in curriculum, scheduling).”**

**– New Orleans resident**



**2**

# EMPOWERED AND ACCOUNTABLE SCHOOLS

## Objective

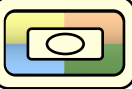
## Recommendations

**Empower Schools**

- 12. Empower schools by shifting primary budgetary control and decision-making authority to the principals. Prepare principals to handle this new authority and hold them accountable for delivering school results**
- 13. Give principals the authority to select and retain the staff that best supports the vision for their school**

**Ensure Accountability at All Levels**

- 14. Hold networks, schools and teachers accountable for student learning and achievement using transparent, multiple data-driven measurement and assessment systems**
- 15. Align assessment systems with Louisiana and national norms, as well as college admission standards**
- 16. Design a comprehensive scorecard to assess school and network performance and make scorecard results publicly available**
- 17. Align compensation with performance at all levels**



### 3

## ORGANIZATIONAL CORNERSTONES

**“Other school systems build their leaders from within. We don’t train our leaders, we don’t try. We try to buy something that is off the shelf.”**

**– Former Administrator**

**“We have to have continuity of leadership and continuity of focus. We have had too many superintendents cycling in and out with changes to models, curriculum, etc.”**

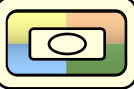
**– Community Leader**

**“We spend at least 25% of our time managing the facilities – that’s time taken away from instruction and teaching.”**

**– Principal**

**“I would like to see teachers supported with professional development on a consistent basis – real, solid, consistent, day to day support.”**

**– Community Leader**



**3**

# ORGANIZATIONAL CORNERSTONES (I)

## Objective

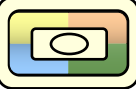
## Recommendations

**Organize Schools into Networks**

**18. Design and build multiple networks of schools, grouping “like” schools together to facilitate coordination and best practice sharing. There are multiple ‘themes’ to organize networks around, e.g., neighborhoods and type of schools. In addition, there are multiple ways to manage networks, e.g., chartered, contract managed and district-run**

**Hire, Develop and Retain Top Talent at All Levels**

- 19. Hire and retain a world-class superintendent**
- 20. Attract, develop and retain the best leadership team, network managers and principals**
- 21. Create a Capacity Building/Professional Development organization that is tightly aligned with student needs and school achievement goals**



**3**

# ORGANIZATIONAL CORNERSTONES (II)

## Objective

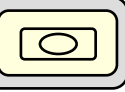
## Recommendations

**Create a Lean System Center**

- 22. Form a small leadership group at the district level focused on a core set of strategic and coordinating functions (e.g., academic standards, data analysis)**
- 23. Create a Shared Services Organization that delivers high quality and efficient service options and treats schools as customers**

**Align Governance**

- 24. Create a single, aligned and highly effective governing board with the stability and collective skill set to ensure transformation occurs**
- 25. Focus efforts of governing board on driving transformation and ensuring accountability, not on operating schools**
- 26. Create a national advisory board, comprised of educational transformation leaders, to serve as trusted advisors over next 5 to 10 years**



**4**

# **ENGAGED PARENTS AND COMMUNITIES**

**“The schools don’t belong to the board or the principals or the teachers, they belong to the students and their families.”**

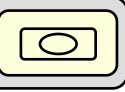
**– Principal**

**“We need training for the parents. They are hungry to learn how to help their children.”**

**– Community Leader**

**“Schools should be a focal point for the neighborhood. [Schools can serve] as a local library or as a gathering place for adult education, community groups, and city health and human services. Working together can be much more effective than working in separate silos.”**

**– Community Leader**



**4**

# ENGAGED PARENTS AND COMMUNITIES (I)

## Objective

## Recommendations

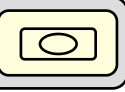
**Create A New Framework For Partnerships**

- 27. Empower schools with authority and resources to design partnering strategies that best meet their students needs**
- 28. Provide support to schools' partnering efforts through network managers**

**Empower And Engage Parents**

- 29. Assign clear roles and responsibilities to parents, e.g., parents required to pledge involvement in their children's education**
- 30. Develop innovative outreach approaches to communicate with and engage parents**
- 31. Partner with organizations to offer family literacy and other programs that empower parents to better help their children**





**4**

# ENGAGED PARENTS AND COMMUNITIES (II)

## Objective

## Recommendations

**Develop Partnerships With The Community to Support Student Learning**

- 32. Encourage co-location of community facilities with schools (e.g., libraries, recreation facilities, health and social services)**
- 33. Partner with key community groups to offer programs that will support student needs and enrich their learning, e.g. social service organizations, post secondary education institutions, faith-based, and arts and cultural organizations**

# **PLAN IS BASED ON GUIDING BELIEFS**

## **Our children are the future of New Orleans**

- **All children are entitled to a high quality education regardless of race, socioeconomic background or where they live in New Orleans**
- **All children can learn and achieve when provided with the right kind of learning environment**

**The entire community: parents, businesses, religious organizations and community groups all have important roles in supporting our children's education**

**Schools have a critical role to play in re-building the neighborhoods, culture and spirit of New Orleans**

# AGENDA

**Recap of the vision and process**

**Overview of the proposed 'Educational Network Model' and the recommendations**

**Bridging from the current situation to the ultimate destination**

# **CURRENTLY, THERE'S FRUSTRATION ... AND HOPE**

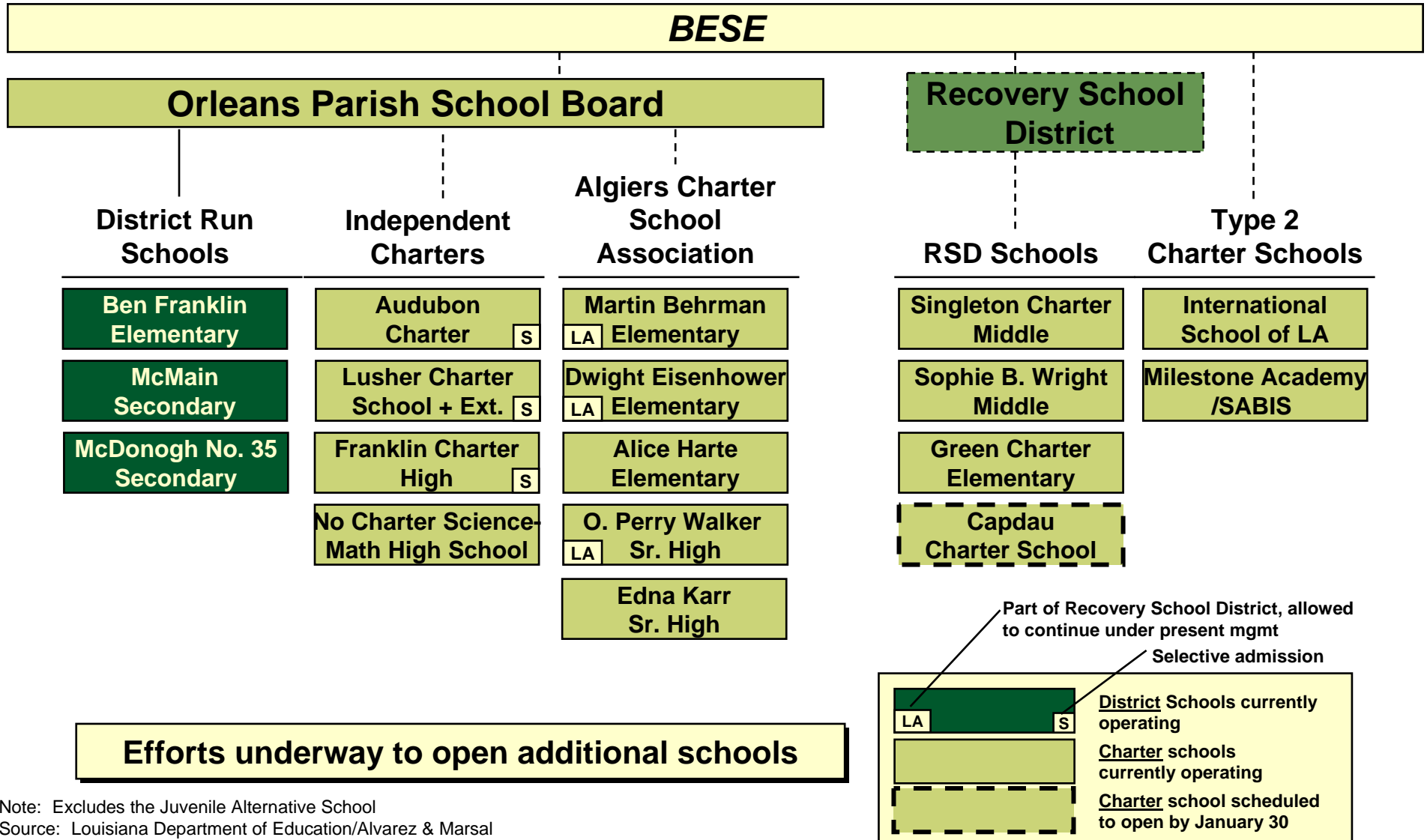
**CURRENT SITUATION: Schools have been re-opening to accommodate the growing number of families who are returning**

- ~9,000 students in 17 schools in New Orleans as of January 17th
- Room for ~12,000 students in total
- 1 more school schedule to open by the end of January. This will open up ~400 more spots

**FRUSTRATION: Schools are not opening as fast as many parents would like them to and, at some schools, there are more families who want to enroll their children than the schools can accommodate**

**HOPE: At the same time that we work to address the short term needs of returning residents, there is a unique opportunity to create the kind of fundamental change required to create a world-class education system for our children**

# PUBLIC SCHOOLS OPEN IN ORLEANS PARISH AS OF 17 JANUARY 2006



Note: Excludes the Juvenile Alternative School  
Source: Louisiana Department of Education/Alvarez & Marsal

# **ALL SINGLE CHARTER MODEL OFFERS AN EXPEDIENT MEANS TO RESTARTING PUBLIC EDUCATION IN NEW ORLEANS...**

**Expedient way to open schools and address legacy of underperformance**

**Variety of innovative models to serve diverse learning styles and interests**

**Control over budget, staffing decisions and choice of service providers is given to schools**

**Accountability is based on key performance criteria**

**Entrepreneurial environment may attract new talent**

# **... HOWEVER THERE ARE A NUMBER OF SIGNIFICANT LIMITATIONS OF AN ALL SINGLE CHARTER MODEL**

**Limited options to intervene in struggling or failing schools**

**Difficult to benefit from educational shared services**

**Requires significant number of high capacity leaders and administrators to enforce numerous charter contracts**

**Too many models may hamper student mobility across schools**

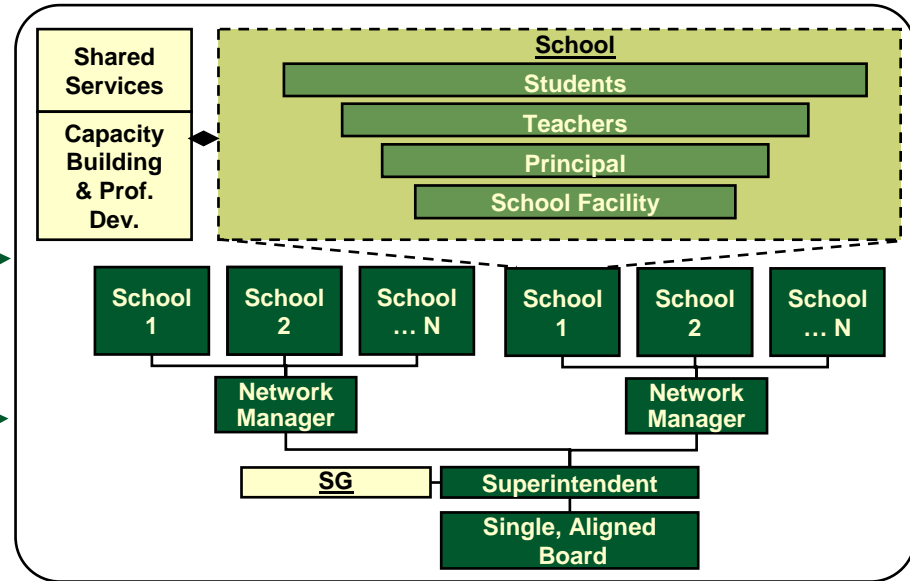
**Charter performance is highly variable across the U.S. and there is no example of an all single charter district**

**Significant advantages to charters, but need ways to mitigate the limitations of an all single charter model**

# BRIDGING FROM THE CURRENT REALITY TO THE NEW EDUCATIONAL NETWORK MODEL CAN START TOMORROW

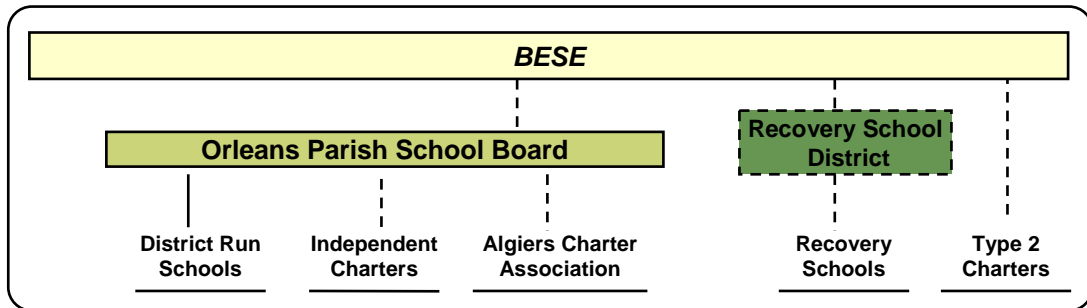
Launching Shared Services and Professional Development

Organizing Schools into Networks



Creating Strategy Team

Migration Towards Single, Aligned, Highly Effective Governance Model (E.g., Appointed? Hybrid?)





# BRIDGING RECOMMENDATIONS (I)

**1** Gain alignment around this plan as the end state for public education in New Orleans with the explicit endorsement of this plan from

- The BNOB Commission and Mayor Nagin
- The Orleans Parish School Board
- The Louisiana Recovery Authority (LRA) Education Task Force and Governor Blanco
- The Board of Elementary and Secondary Education
- The State Department of Education
- Key local/state/national community leaders and organizations

## BRIDGING RECOMMENDATIONS (II)

### **2** Develop a consolidated action plan that details the work requirements for the next six months

- **Goal is to expedite repopulating New Orleans, make the schools a magnet for the city, and move towards the model outlined in the plan**
- **Synchronize the efforts of the Orleans Parish School Board and the State Department of Education's Recovery School District**
- **Identify who is accountable for each of the work requirements and how they will be resourced and/or funded**
- **Determine immediate plan for opening schools**
  - **How many? Where? Plan for school readiness?**
- **Develop strategies to rapidly equip all schools to meet the psychological and emotional needs of returning students**

## **BRIDGING RECOMMENDATIONS (III)**

**3 Organize existing charter schools into networks with network managers in order to bring the reopening schools into alignment and ensure progress in transitioning to the Educational Network Model**

- Coordinate support service requirements and create the bridging shared service organization**
- Provide skills training to meet the immediate development needs of leaders and charter board members**

**4 Examine the existing charter school legislation and chartering types and processes to ensure that they are consistent with the migration to the Educational Network Model**

## BRIDGING RECOMMENDATIONS (IV)

**5**

**Develop the necessary financial plans to resolve legacy issues and estimate the operating costs and capital requirements necessary to support the end-state vision**

- **Rapidly determine if Community Development Block Grant funds are available to open schools and repair school facilities**
- **Detail the scope of legacy financial issues and outline the potential options for resolving them**
- **Involve key State officials in developing a financial plan that fully addresses legacy issues**
- **Develop a financial estimate for the end state that includes operating costs and per pupil funding requirements**
- **Identify likely funding levels and potential sources of additional funding**
- **Develop a real estate master plan to determine which schools to re-open and when, including estimates of capital requirements and maintenance costs**

## BRIDGING RECOMMENDATIONS (V)

**6 Create an 'Implementation Oversight Committee' (e.g., transform the BNOB Education Steering Committee) to monitor implementation and to synchronize efforts**

- **Work in conjunction with representatives from the Orleans Parish School Board, State Board of Elementary and Secondary Education, the State Department of Education, and the BNOB Education Committee**
- **Meet publicly and provide monthly updates to key stakeholders**

## BRIDGING RECOMMENDATIONS (VI)

**7 Create a 'National Advisory Council' comprised of education transformation experts to advise New Orleans for the indefinite future**

- **Begin formation immediately**
- **Include representatives from key organizations as well as individual experts**
- **Initial commitment of 3 years from its members**

## **BRIDGING RECOMMENDATIONS (VII)**

- 8 Determine the legal and legislative actions required to implement our plan, including contingency options for a single, aligned, highly effective board**
- 9 Create a central source of information about the status of Orleans Parish Schools**
- 10 Develop an expanded communications strategy that targets parents, educators and citizens in order to raise awareness of both the long term plan and the means to bridge from current reality to that plan**

# **WE CAN MAKE THIS HAPPEN**

**This is the opportunity of a lifetime to**

- **Deliver learning and achievement for all students, regardless of race or class**
- **Empower schools as the centerpiece for transformation and hold them accountable for student achievement**
- **Introduce a new Educational Network Model to provide more options and accountability**
- **Engage parents and the community in new and meaningful ways to support student learning**

**We must come together to show New Orleans and the world that we're unified, organized and capable of transforming and re-building a world-class public education system for our city**



# APPENDIX

# OUR PROCESS WAS FACT-BASED, TRANSPARENT AND INCLUSIVE

<b>October</b>	<u><b>BNOB Education Committee Formed</b></u> <ul style="list-style-type: none"> <li>• Goals, objectives and timeline of committee established</li> <li>• 18 Steering Committee and 28 Advisory Committee Members appointed</li> </ul>	
<b>November</b>	<b>14</b>	<u><b>Plans for the Schools in New Orleans and Status Update</b></u> <ul style="list-style-type: none"> <li>• Presentations by Alvarez and Marsal, Orleans Parish School Board and BESE</li> </ul>
	<b>19</b>	<u><b>Summit: “The Power of Ideas”</b></u> <ul style="list-style-type: none"> <li>• Presentations by: Oakland Unified School District, Norfolk Public Schools, Cambridge Education</li> </ul>
	<b>28</b>	<u><b>Discussion with National Education Expert Panel</b></u> <ul style="list-style-type: none"> <li>• Presentations by: RAND corporation, Council of the Great City Schools, Concordia Architects, Dr. Charles Zeanah, M.D. Director of Child and Adolescent Psychiatry, Tulane University</li> </ul>
<b>December</b>	<b>5</b>	<u><b>Stakeholder Perspectives and Initial Outline of Plan</b></u> <ul style="list-style-type: none"> <li>• Presentation of results from stakeholder outreach, vision statement and outline of plan</li> </ul>
	<b>12</b>	<u><b>Design Principles and Structure of Proposed Model</b></u> <ul style="list-style-type: none"> <li>• Outline of 10 design principles and introduction to Educational Network Model</li> </ul>
	<b>19</b>	<u><b>Details on Proposed Model</b></u> <ul style="list-style-type: none"> <li>• Presentation by J. Nevels of Philadelphia School System, and details on Educational Network Model</li> </ul>
	<b>29</b>	<u><b>Presenting a Draft Plan for Public Education in New Orleans</b></u> <ul style="list-style-type: none"> <li>• Presentation/discussion with BESE of Plan draft</li> </ul>
<b>January</b>	<b>9</b>	<u><b>Presentation of the Plan</b></u> <ul style="list-style-type: none"> <li>• Final details on the model, and initial thoughts on bridging between current reality and end goal</li> </ul>

# BRING NEW ORLEANS BACK EDUCATION COMMITTEE STEERING COMMITTEE

Name	Title
Dr. Scott Cowen (Chair)	President, Tulane University
Ron Forman	President and Chief Executive Officer, Audubon Nature Institute
Mary Garton	Executive Director, Teach For America of Greater New Orleans
Mason Granger	President and General Manager, WDSU-TV
Kevin Hall <sup>(1)</sup>	Chief Operating Officer, The Broad Foundation
Leslie Jacobs	Member-at-Large, BESE Board
Dr. Alex Johnson	Chancellor, Delgado Community College
Linda Johnson	Secretary-Treasurer, 8th BESE District
Phyllis Landrieu	President, Orleans Parish School Board
Mary Laurie	Principal, O.P. Walker Sr. High
Thomas (Tom) Luce	Assistant Secretary for Policy, Planning and Evaluation U.S. Department of Education
Fr. William Maestri	Superintendent, Archdiocese of New Orleans Schools
Cecil Picard <sup>(1)</sup>	Superintendent of Education, State of Louisiana
Dr. Anthony (Tony) Recasner	Director, New Orleans Charter School
William (Bill) Roberti <sup>(1)</sup>	Managing Director, Alvarez & Marsal
James (Jim) Shelton <sup>(1)</sup>	Program Director (Education), Bill & Melinda Gates Foundation
David Waller	Global Telecom Solution Executive, IBM
Carole Wallin <sup>(1)</sup>	Deputy Superintendent of Education, State of Louisiana
Dr. Neari Warner	Past President, Grambling State University

(1) Indicates ex officio member

# BRING NEW ORLEANS BACK EDUCATION COMMITTEE STAKEHOLDER ADVISORY COMMITTEE

Name	Title
Austin Badon, Jr.	Parish Representative, Louisiana House of Representatives
Steven Bingler	New Orleans Community Trust
Karen Carter	State Representative (District 93), Louisiana House of Representatives
Michael Cowan, Ph.D.	Professor and Executive Director, Lindy Boggs National Center for Community Literacy, Loyola University New Orleans
Dr. Rosalynne Dennis	Executive Director of Exceptional Children's Services, New Orleans Public Schools
Dr. Barbara Ferguson	Office of the Chancellor, University of New Orleans
Lou Furman	Director, Turning Point Partners
Geraldine Harris	Assistant City Librarian, New Orleans Public Library
Walter Harris	Teacher, Orleans Parish School
Charles Hatfield	Former Director of Accountability, New Orleans Public Schools
Dr. Eileen Julien	Professor, Comparative Literature, French, and African Studies, Indiana University
James MacLaren	Assistant Provost and Professor of Physics, Tulane University
Dr. James Meza	Dean, UNO School of Education Administration
Robert (Bob) Reily	Co-Chairman, Greater New Orleans Education Foundation
Brian Riedlinger	Executive Director, School Leadership Center of Greater New Orleans
Kathy Reidlinger	Principal, Lusher Academy
Tim Ryan	Chancellor, University of New Orleans
Raynard Sanders, Ed.D.	Director, Urban Education Program, Southern University of New Orleans
Dr. Roslyn Smith	Former Associate Superintendent, New Orleans Public Schools
Dr. Linda Stelly	Associate Director, American Federation of Teachers, Washington, D.C.
Susan Taylor	Editorial Director, Essence Magazine
Alice Thomas	Founder, President and CEO, Center for Developmental Learning
Dr. Ora Watson	Interim Superintendent, Orleans Parish Schools
Kevin Wildes, Ph.D.	President, Loyola University
Frank Williams, Jr.	Executive Director, Greater New Orleans Education Foundation
Shirley Williams	State Collaboration Office, Louisiana Head Start
Rob Wyman	Guidance Counselor, Orleans Parish Schools

# WE CONSULTED WITH THE TOP EDUCATION EXPERTS IN AMERICA AND THE WORLD ...

Schools and Districts	Educational experts	Foundation research
<ul style="list-style-type: none"> <li>• Oakland Unified Schools (CA)</li> <li>• Norfolk Public Schools (VA)</li> <li>• KIPP Schools</li> <li>• YES College Prep Schools</li> <li>• Victory Schools</li> <li>• Chicago Public Schools (IL)</li> <li>• Baltimore Public Schools (MD)</li> <li>• Philadelphia Public Schools (PA)</li> <li>• Arroyo High School (CA)</li> <li>• Roxbury Preparatory</li> <li>• The School of Arts and Science (FL)</li> <li>• New York City Depart of Education</li> <li>• South Texas Magnet School</li> <li>• University Park Campus School</li> <li>• Boston Public Schools (MA)</li> <li>• Uncommon Schools</li> <li>• High Tech High Learning network</li> <li>• Boston Collegiate Charter (MA)</li> <li>• Preuss School UCSD (CA)</li> <li>• University Park Campus School (MA)</li> <li>• Healthy Start Academy (NC)</li> <li>• Central Park East Secondary (NY)</li> <li>• Duncan Polytechnical High (CA)</li> </ul>	<ul style="list-style-type: none"> <li>• Chrys Dougherty (NCEA)</li> <li>• Sarah Usdin (New Teacher Project)</li> <li>• Dr. Gary Orfield (Harvard)</li> <li>• Dr. Libia Gil (AIR)</li> <li>• Karl Reid (MATCH – MIT)</li> <li>• Holly Robinson (GPP Found.)</li> <li>• Dr Katherine Merseth (TEP, Harvard)</li> <li>• Mary Filardo (21stCSF)</li> <li>• Dr. Thomas Payzant (BPS)</li> <li>• Dr. James Honan (Harvard)</li> <li>• Mike Feinberg (KIPP)</li> <li>• Jim Connell (IRRE)</li> <li>• Karen Hawley Miles (ERS)</li> <li>• Dr. Thomas Herir (Formerly CPS)</li> <li>• Dr. Keith Collar (RIO, Harvard)</li> <li>• Jon Schnur (NLNS)</li> <li>• Kim Smith (NSVF)</li> <li>• Wendy Kopp (TFA)</li> <li>• Dr. Sue Bodilly (RAND)</li> <li>• Nell Carvell (LEAP, So Methodist Univ)</li> <li>• Dr. Kenneth Leithwood (Univ Toronto)</li> <li>• Dr. Robert Peterkin (Urban Superintendency, Harvard)</li> </ul>	<ul style="list-style-type: none"> <li>• Gates Foundation</li> <li>• Annenberg Institute</li> <li>• Department of Education</li> <li>• Broad Foundation</li> <li>• Progressive Policy Institute</li> <li>• Education Commission of the States</li> <li>• Council of Great City Schools</li> <li>• Education Alliance at Brown University</li> <li>• RAND Corporation</li> </ul>

# DEFINITIONS OF KEY DESIGN PRINCIPLES (I)

1

## Superior Standards

- Clearly defined goal of post-secondary preparedness for all students
- Aligned instructional standards across all grade levels
- Curriculum and instructional strategies aligned with overall standards
- Organization aligned to deliver on superior instructional and operating standards
- Learner centered classrooms

2

## Empowered Schools

- Empowered schools with the autonomy (balanced with accountability) to best respond to needs of students and families
- Equitable resource distribution with resource flexibility at the school site

3

## Accountability

- Student performance is primary accountability for all stakeholders
- Meaningful rewards for achieving performance standards at all levels
- Real consequences for failing to achieve performance standards
- Progressive and timely interventions (supports and consequences) for schools and people not meeting target performance standards

4

## Aligned Governance

- Focused on student learning and achievement as the core of mission and vision
- Operating at governing, not execution level
- Model culture of achievement, integrity and performance for all others
- Governed by board members with the requisite skill set

5

## Equitable Options

- Top quality schools in every neighbourhood, that meet the academic and emotional needs of all students
- Variety of options with equitable method of choice to address the diverse learning needs and goals of all students
- Ability to appropriately serve a highly mobile population

# DEFINITIONS OF KEY DESIGN PRINCIPLES (II)

6

## Quality Talent

- Attraction, retention, and development of strong teachers and leaders at every level
- School embedded professional development and support aligned with standards, curriculum, and individual school goals
- Effective best practice sharing and talent management and development

7

## Aligned Resources

- Resources allocated to meet student needs
- Time, money and people aligned with school and system priorities, e.g.,
  - time on task appropriate to needs and goals
  - people matched with schools and classrooms where they are most needed

8

## Community and Parent Engagement

- Partnership with parents and community to support student learning and achievement at the school level
- Parent and community involvement in the accountability system
- Community partnerships at every level within the system

9

## Effective and Efficient Services

- Schools positioned as customers of centralized services
- Services rationalized to drive resources to schools/ instruction
- Internal and external markets allowing schools to chose among service providers
- Creating markets balanced with optimizing economies of scale

10

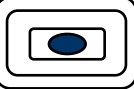
## Safe, Learning Centered Environments

- Safe schools
- Clean and well-maintained facilities
- Facilities designed to support educational mission of school
- Facilities with flexibility to serve as community centers
- Facilities that address the needs of current curriculum and instruction

# THIS WILL FUNDAMENTALLY CHANGE HOW WE RUN OUR SCHOOLS

- 1** Ensure learning and achievement for all students, regardless of race, socioeconomic class or where they live in New Orleans with the goal of graduating all students ready for college and the workplace
- 2** Develop a new school-focused philosophy that empowers schools as the centerpiece for transformation and holds them accountable for student performance
- 3** Create a new Educational Network Model with four organizational cornerstones that are designed around students and schools and provide more flexibility, options and accountability than ever before in order to drive student learning and achievement
- 4** Develop new partnerships to engage parents and the community to support student learning





**1**

# LEARNING AND ACHIEVEMENT FOR ALL STUDENTS

## What is it?

---

**World-class learning standards**



**Early education beginning at age 3**



**School choice**



**World-class funding**



**Dollars follow students**



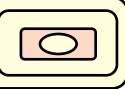
**Culture of achievement**



## Why is it important?

---

- Prepares children for 21st century jobs and college education
- Ensures all children have options when they graduate
- Early education is a crucial component to ensuring long-term educational success and closing achievement gaps
- Increase opportunity to meet diverse leaning styles and interests of all children (as opposed to “one size fits all” model)
- Ensures each school has necessary resources to drive student achievement
- Ensures equitable allocation of resources
- Success breeds success



# 2

## EMPOWERED AND ACCOUNTABLE SCHOOLS

### What is it?

---

**Control over the vast majority of budget**



**Control over staffing decisions**



**Data-based decision making**



**Scorecards**



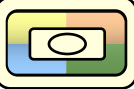
**Intervention plan**



### Why is it important?

---

- **Decentralizes oversight and places decision-making closer to the schools**
- **Allows schools the flexibility to tailor their approaches to best meet needs of unique mix of students and families**
- **Allows principals to build an integrated team to deliver on mission of student achievement**
- **Enables schools and leadership to tailor programs to meet needs**
- **Transparent tracking of schools performance**
- **Allows parents to make informed decisions when choosing schools for their children**
- **Allows leadership to maintain talented roster of high performing schools**



3a

# ORGANIZATIONAL CORNERSTONES: SCHOOLS ORGANIZED IN NETWORKS

## What is it?

---

**Schools clustered into networks of like schools**

- e.g., charters, district-run, university-run



**Dedicated management team for each network**



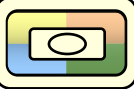
**Support infrastructure**



## Why is it important?

---

- **Allows propagation of proven models to better serve a mobile student and teacher population**
- **Creates competition across networks that can drive quality across all schools and identify school types that work best in New Orleans**
- **Facilitate best practice sharing**
  
- **Focused efforts on identifying and solving problems for schools in network**
- **Enables focused approach to monitoring school performance and holding schools accountable**
  
- **Targeted to meet needs of schools in each network**
- **Provides recruiting and capacity building support**
- **Provides operational, organizational and instructional support**
- **Scalability increases chances of school success**



3b

# ORGANIZATIONAL CORNERSTONES: HIGH QUALITY TALENT AT ALL LEVELS

## What is it?

---

**Recruit top-quality talent**



**Induction training and mentoring**



**Job-embedded coaching**



**Professional development organization**



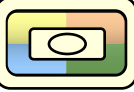
**Charter board training**



## Why is it important?

---

- **Need highly qualified personnel at every level to ensure that educational network model succeeds**
- **Necessary to build capacity of new personnel**
- **Essential for developing and retaining top teachers**
- **Facilitates internal development of school leaders**
- **Ensures that there will be an organization to offer high quality, tailored programs for teachers and leaders**
  - **operates on a fee-for-service basis, treating schools as customers; schools able to develop or purchase other professional development services**
- **Fills current void of training mechanism for charter school board members in New Orleans**
- **Develops community leaders so that they are more effective in supporting schools**



3c

# ORGANIZATIONAL CORNERSTONES: LEAN DISTRICT OFFICE

## What is it?

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**Small, focused  
strategy group**



**Network managers**



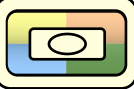
**A lean, customer-focused  
service organization**



## Why is it important?

---

- **Focus on strategic management vs. comprehensive control**
- **Separates policy-making from execution and operations**
  
- **Brings accountability and monitoring closer to school site**
- **Serves as a span breaker**
- **Allows career growth path for strong principals, which is helpful in attracting top talent**
  
- **Schools reduce time spent on managing facilities and administration so they can focus on instruction**
- **Schools have choice to procure the most cost-effective services to drive more dollars to the classroom**
- **For some services, there are considerable advantages to having system-wide harmonization**
  - **student information systems**
  - **accounting and financial controls**



**3d**

# ORGANIZATIONAL CORNERSTONES: ALIGNED GOVERNANCE

## What is it?

---

**Migration to a single, aligned governing body**

- Operates at governing and accountability level, not execution level



**Stable leadership**

- 7 members serving staggered terms



**High quality, experienced team**

- Strong preference for members that live in Orleans Parish
- Sole focus on ensuring student achievement in Orleans Parish



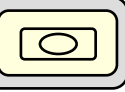
**Accountable to public**



## Why is it important?

---

- Single body will provide greater clarity of vision, stronger accountability and stability than current fragmented system
- Effective body can drive educational transformation, while ineffective body with improper focus can stifle reform
  
- Stability is required to consistently execute plan over the next five to ten years
  
- Board members must have collective skill set necessary for model to succeed
  - expertise: management, finance, relevant educational policy expertise, etc.
  - demonstrated dedication to education, the well being of children and the community of New Orleans
- Participation by residents of Orleans Parish provides representation from the local community
  
- Ensures a balance between accountability for board members and their need to make difficult decisions



**4**

# ENGAGED PARENTS AND COMMUNITIES

**What is it?**

---

**Build capacity for parent engagement**



**Partnerships with**

- **Universities**
- **Businesses**
- **Community organizations**



**Parental and community engagement plan for each network**



**Why is it important?**

---

- **Provides platform to educate parents on importance of their role in their child's education**
  - **targeted communication on increased opportunities with education and ways parents can get involved**
- **Parental involvement increases chance of student's success at school**
  
- **Community partnerships will enhance educational experience (e.g., ability to take college classes, internships, field-based learning, arts programs, etc.)**
- **Direct involvement in schools increases business and community interest in their success**
  
- **Strategies and needs will differ by school and local community**
- **Facilitates best practice sharing across networks on parental involvement strategies (e.g., regular meetings with teachers, signing homework, liaison committees)**