The State of Public Education in New Orleans
(July 2013)

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Public School Governance in New Orleans for the 2012-13 School Year

System Overview

The school and school operator landscape in New Orleans is continually evolving as RSD closes and transforms low-performing schools and OPSB opens new charter schools.

- 3 low-performing RSD charter schools will be taken over by different charter operators
- 3 low-performing RSD direct-run schools will be taken over by charter operators
- 1 low-performing RSD direct-run school will merge with an existing RSD charter school
- 1 RSD charter school and 3 RSD direct-run schools will close altogether, with students receiving priority admissions to at least one other school
System Overview

Percentage of Students Enrolled in Charter and Direct-Run Public Schools, 2007-2012

- 2007: 50% Charter, 44% Direct-Run
- 2008: 57% Charter, 43% Direct-Run
- 2009: 61% Charter, 39% Direct-Run
- 2010: 71% Charter, 29% Direct-Run
- 2011: 78% Charter, 22% Direct-Run
- 2012: 84% Charter, 16% Direct-Run


School Districts with the Highest Concentrations of Students Enrolled in Charter Schools, 2012

- St. Louis, MO: 31%
- Gary, IN: 33%
- Flint City, MI: 33%
- Kansas City, MO: 37%
- Washington, DC: 41%
- Detroit, MI: 41%
- New Orleans, LA: 84%


System Overview

School Enrollment by Charter Network

Charter school networks, which operate two or more charter schools, play an increasingly large role in the public school landscape in New Orleans.

<table>
<thead>
<tr>
<th>Charter Network</th>
<th># of Schools</th>
<th>% of Total Enrollment</th>
<th># of Schools</th>
<th>% of Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algiers Charter School Association (ACSA)</td>
<td>5</td>
<td>13%</td>
<td>8</td>
<td>12%</td>
</tr>
<tr>
<td>Choice Foundation</td>
<td>2</td>
<td>3%</td>
<td>3</td>
<td>4%</td>
</tr>
<tr>
<td>Collegiate Academies</td>
<td>--</td>
<td>--</td>
<td>3</td>
<td>1%</td>
</tr>
<tr>
<td>Crescent City Schools</td>
<td>--</td>
<td>--</td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td>Pelican Schools, Inc</td>
<td>4</td>
<td>4%</td>
<td>5</td>
<td>6%</td>
</tr>
<tr>
<td>Friends of King</td>
<td>--</td>
<td>--</td>
<td>2</td>
<td>3%</td>
</tr>
<tr>
<td>Knowledge Is Power Program (KPP) N.O.</td>
<td>6</td>
<td>6%</td>
<td>6</td>
<td>6%</td>
</tr>
<tr>
<td>New Orleans High School Foundation</td>
<td>4</td>
<td>4%</td>
<td>4</td>
<td>5%</td>
</tr>
<tr>
<td>New Orleans College Preparatory Academies</td>
<td>--</td>
<td>--</td>
<td>2</td>
<td>2%</td>
</tr>
<tr>
<td>REACHing Education, Inc</td>
<td>5</td>
<td>5%</td>
<td>5</td>
<td>6%</td>
</tr>
<tr>
<td>Non Networked Charter Schools</td>
<td>37</td>
<td>39%</td>
<td>32</td>
<td>36%</td>
</tr>
<tr>
<td>Direct Run Schools (RSD &amp; OPSB)</td>
<td>22</td>
<td>25%</td>
<td>18</td>
<td>16%</td>
</tr>
</tbody>
</table>

Total: 88 / 100% 90 / 100%

The complex and decentralized nature of public education creates barriers to the system equitably serving all students, but, in 2012-13, New Orleans education leaders implemented new solutions to eliminate barriers by unifying key aspects of the system.

- Centralized Enrollment (OneApp)
- Centralized Expulsion

Still, the decentralized system of schools in New Orleans poses ongoing challenges.
System Overview

What we hear in the community:

“If we’re going to be cohesive as a system, we need to work together. Right now, we’re ships in the night. We don’t work together.”
- OPSB School Leader

“I know I do not want to be sent back to OPSB as it currently stands.”
- RSD School Leader

Percentage of Students with Disabilities by School Type, 2012-13

*Does not include RSD charter.
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Operations and Administration

School Facilities

Master Plan Current Status

- 27: In Design
- 13: Under Construction
- 10: Permanent
- 7: In Design Phase
- 7: Future Projects

Master Plan Original vs. Revised Cost Estimates, Phase 1 Projects

- Revised Cost Estimates (2013): $571 Million

Operations and Administration

School Facilities

In an effort to access additional funding for facilities construction, in 2012-13 RSD and OPSB worked together in the pursuit of New Market Tax Credits (NMTCs).

- Signed Lease and CEA

RSD and OPSB also committed in 2012 to increase the participation of small local contractors owned by women and minorities through Disadvantaged Business Enterprise (DBE) programs.

- RSD goal 25%
- OPSB goal 35%

What we hear from the community:

“We’re in an old building and just maintenance is killing us.”

- OPSB School Leader
Public school expenditures in New Orleans have become more in line with the state average each year since Hurricane Katrina, though New Orleans schools continue to outspend the state on a per pupil basis.

Changes to the 2012 Minimum Foundation Program (MFP) included:
• Vouchers
• Course Choice
• Several state-run schools

In May 2013, the Louisiana Supreme Court nullified the 2012-13 MFP formula due to:
• Procedural issues
• Money intended for public schools
Operations and Administration

School Finances

What we hear from the community:

“What’s happened at the state level in terms of lower funding for services, at the end of the day it plays out. It has a direct impact on educators and makes it harder for people to do their job.”

- RSD School Leader

“The money’s not adequate. At the end of the day, we’re trying to do work that nationally people are doing on twice the money.”

- RSD School Leader

Operations and Administration

Human Capital

Teacher Years of Experience, 2010-11

Operations and Administration

Human Capital

Many school and district leaders are increasingly turning their attention to teacher development and retention, in addition to recruitment.

The average teacher turnover rate at public schools in New Orleans from 2010 to 2011 was about 27 percent
• low of 6.7 percent
• high of 72.7 percent

Teacher evaluation using value-added measurement is now in place in Louisiana and is used for:
• professional development and feedback
• inform tenure, compensation, and dismissal decisions

Operations and Administration

School Choice

New Orleans’ policy of citywide school choice creates operational and administrative challenges.

In 2011-12, students attended schools an average of 3.4 miles from home, compared to 1.9 miles in 2004-05, and 86 percent of students attended a school other than the one closest to home.
The eradication of school attendance zones following Hurricane Katrina has required new systems and policies to manage the school application and enrollment process.

- RSD launched OneApp to enroll students for the 2012-13 school year
- Application allows parents to rank up to eight schools
- RSD then uses an assignment formula (algorithm) developed by the Institute for Innovation in Public School Choice (IIPSC) to assign each student to a school
- Preferences based primarily on parent preference but also include geographic zones and siblings

In OneApp’s second year of implementation, OPSB directrun schools and private schools participating in the scholarship program joined the centralized application system.
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New Orleans’ public schools continue to be among the fastest improving in the state, but overall academic performance still lags behind the rest of the state.
### Student Achievement

#### Academic Performance

**Class of 2012 ACT Average Composite Score Range by School Type**

<table>
<thead>
<tr>
<th>School Type</th>
<th>Lowest School Score</th>
<th>Average Composite Score</th>
<th>Highest School Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>RSD Direct-Run</td>
<td>14.2</td>
<td>14.8</td>
<td>15.1</td>
</tr>
<tr>
<td>RSD Charter</td>
<td>13.5</td>
<td>17.9</td>
<td>19.4</td>
</tr>
<tr>
<td>RSD-NO</td>
<td>13.5</td>
<td>16.8</td>
<td>16.4</td>
</tr>
<tr>
<td>OPSB Direct-Run</td>
<td>15.8</td>
<td>17.3</td>
<td>18.6</td>
</tr>
<tr>
<td>OPSB Charter</td>
<td>17.1</td>
<td>20.3</td>
<td>27.1</td>
</tr>
<tr>
<td>OPSB</td>
<td>15.8</td>
<td>19.5</td>
<td>27.1</td>
</tr>
</tbody>
</table>

**New Orleans**

13.5 18.2 27.1

**Louisiana***

13.5 20.3 28.0

*State data include scores for public and nonpublic students; all other data are for public students only.


### Student Achievement

#### Academic Performance

**2012 Letter Grade Scale**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>School Performance Score (SPS) Range</th>
<th>Approximate % of Students at Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>120.0 or above</td>
<td>88-100%</td>
</tr>
<tr>
<td>B</td>
<td>105.0-119.9</td>
<td>76-87%</td>
</tr>
<tr>
<td>C</td>
<td>90.0-104.9</td>
<td>64-75%</td>
</tr>
<tr>
<td>D</td>
<td>75.0-89.9</td>
<td>50-63%</td>
</tr>
<tr>
<td>F</td>
<td>0.0-74.9</td>
<td>6-33%</td>
</tr>
</tbody>
</table>

Source: Louisiana Board of Elementary and Secondary Education Bulletin 11, 5(130)

If combined, New Orleans’ score would be a 93.7, a 10.5 point increase from its 2011 score of 83.2.

The state performance score increased 6.6 points from 93.9 in 2011 to 100.5 in 2012.
Student Achievement

Academic Performance

What we hear from the community:

“We’re starting to shift our focus now from using formative assessment well and creating calm and orderly environments to now really improving the quality of instruction.”
- RSD School Leader

“They are moving so rapidly to PARCC. Keeping up is a problem.”
- OFSB School Leader

“Our biggest worry right now is training teachers for Common Core.”
- RSD School Leader

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Successes

Inclusion of Additional Schools in OneApp
RSD, OPSB, and BESE worked together during the 2012-13 school year to require more schools to join the centralized system.

Implementation of a Centralized Expulsion Policy
New Orleans’ decentralized system of schools meant that, previously, each charter school or its board instituted its own discipline policies and ran its own hearings.

Consistency in the School Closure and Transformation Process
BESE has consistently upheld its policy regarding school performance metrics, ensuring closures are both predictable and transparent.

Improved Academic Performance
RSD NOLA test scores grew faster than any other public school system in Louisiana.

Challenges

Long-term Governance
Without a single entity responsible for long-term planning, data management, and general oversight, challenges remain and kids can fall through the gaps.

Meeting the Needs of Special Education Students
Policies must continue to evolve such that all SPED students are properly funded and well-served.

Insufficient Mental Health Services
Schools lack the capacity to serve the relatively large number of students in need of psychiatric care.
Challenges

Adjusting to New Rigorous Standards and Assessments
The transition to Common Core/PARCC requires a major investment from schools and districts in professional development as well as new textbooks and technology. Schools may also see an initial decline in the percentage of students passing the state assessments.

Improving School Quality
School Performance Scores and letter grades capture only absolute performance on standardized tests, not student growth nor other indicators of school quality such as safety, discipline, and school culture.