RECOVERY School District

Excellence.Equity.Community.

School Assignment Review Committee

January 6, 2015

Agenda

I. Objectives for today

II. Why is the RSD using an RFA process?

III. Your role as the review committee

IV. The review process

   a. School Site Context

   b. Reviewing Applications

   c. Site Visits and Interviews

V. Next Steps
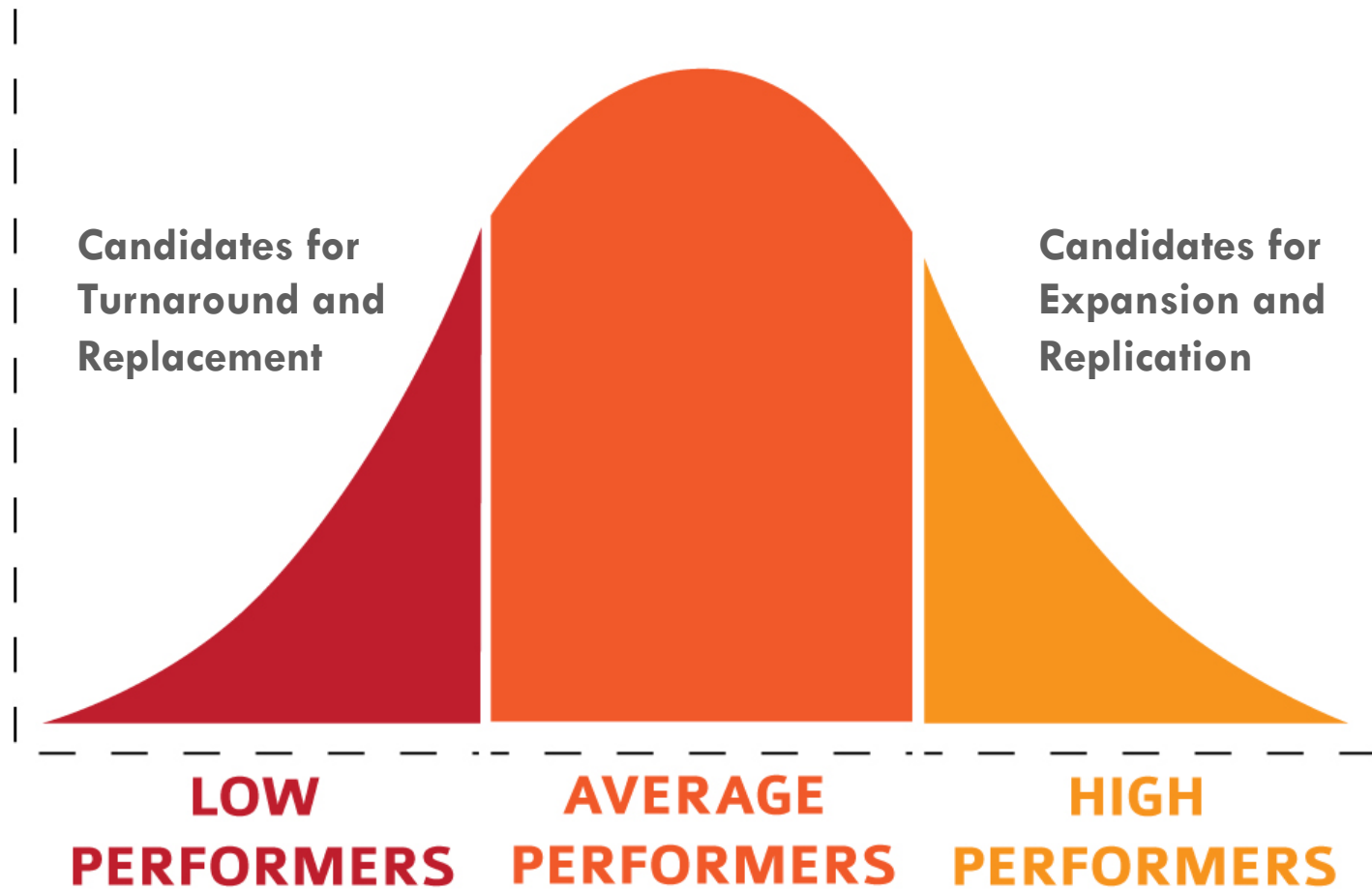
You should leave here today with…

- An understanding of how this team will work together to provide input to the RSD to site operators at three facilities

- Detailed next steps in the process and all the materials you need to review applications
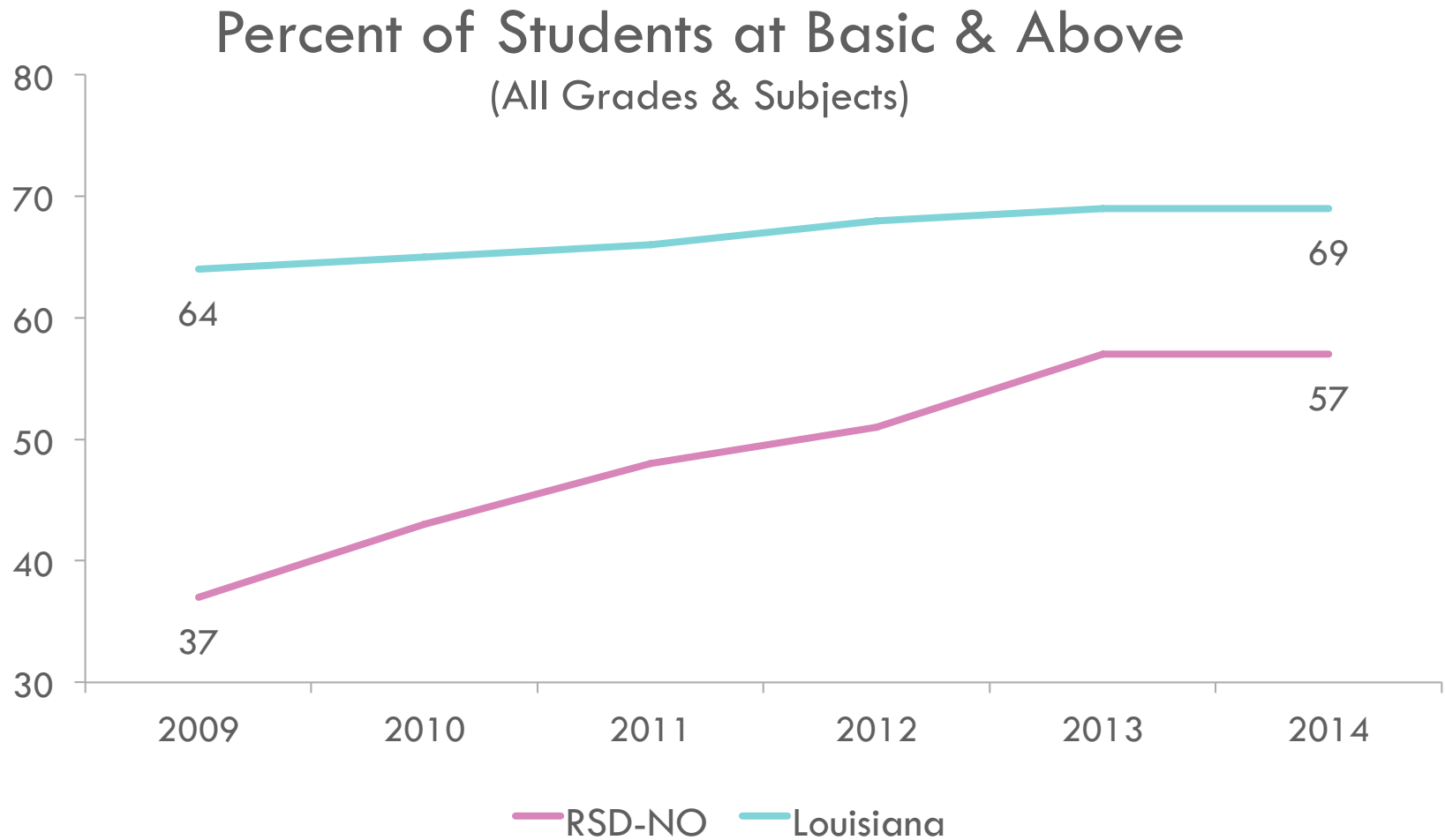
Agenda

I. Objectives for today

II. Why is the RSD using an RFA process?

III. Your role as the review committee

IV. The review process

    a. School Site Context

    b. Reviewing Applications

    c. Site Visits and Interviews

V. Next Steps

RSD shifts the curve through school turnaround and replacement

Candidates for Turnaround and Replacement

Candidates for Expansion and Replication

LOW PERFORMERS

AVERAGE PERFORMERS

HIGH PERFORMERS

Academic results continue to improve...

Percent of Students at Basic & Above
(All Grades & Subjects)

Line chart showing two trends from 2009 to 2014. RSD-NO (pink): 37 in 2009 rising to 57 in 2014. Louisiana (teal): 64 in 2009 rising to 69 in 2014.

RSD-NO   Louisiana

…but we have a long way to go

The goal: Every kid in a high quality seat

Why we are doing an RFA process

- To weigh multiple high-quality school options

- To be fair and transparent

- To include community input

Agenda

I.   Objectives for today

II. Why is the RSD using an RFA process?

III. Your role as the review committee

IV. The review process

  a. School Site Context

  b. Reviewing Applications

  c. Site Visits and Interviews

V.   Next Steps

Key Stakeholder Organizations

- Citizens for 1 Greater New Orleans

- Micah Project

- Neighborhood and/or school community representatives, as applicable

- Orleans Parish School Board

- Orleans Public Education Network

- Recovery School District

- Urban League of Greater New Orleans

A coordinated process

Review committee scores applications & notes interview questions

RSD collects & summarizes rubric scores, compiles questions for interviews

Review committee conducts on-site interviews & takes notes

RSD Superintendent makes siting decisions informed by review committee rubric scores and interview notes

What should be the hallmarks of this process?

What are some potential barriers?

All siting decisions will be made before Mardi Gras

Facility Assignment Application Process		Timeline		
Stage	Description	John Mac	Livingston	Wilson
Application Launch	Application materials are posted to the RSD website and emailed to potential operators.	11/20/14	12/17/14	1/3/15
Letter of Interest Due	Interested school organizations must email an official letter of interest by 5pm CST.	12/8/14	12/31/14	N/A
Applications Due	Interested school organizations must submit a full application by 5pm CST.	12/22/14	1/23/15	1/23/15
On-Site Interviews	Applicants will be invited to participate in an interview with the review committee.	12/23/14 - 1/23/15	1/24/15 - 2/6/15	1/24/15 - 2/6/15
Selection	The RSD will notify applicants of its final siting decision.	By 1/31/15	By 2/13/15	By 2/13/15

Agenda

I. Objectives for today

II. Why is the RSD using an RFA process?

III. Your role as the review committee

IV. The review process

   a. School Site Context

   b. Reviewing Applications

   c. Site Visits and Interviews

V. Next Steps

We will consider three unique school campuses

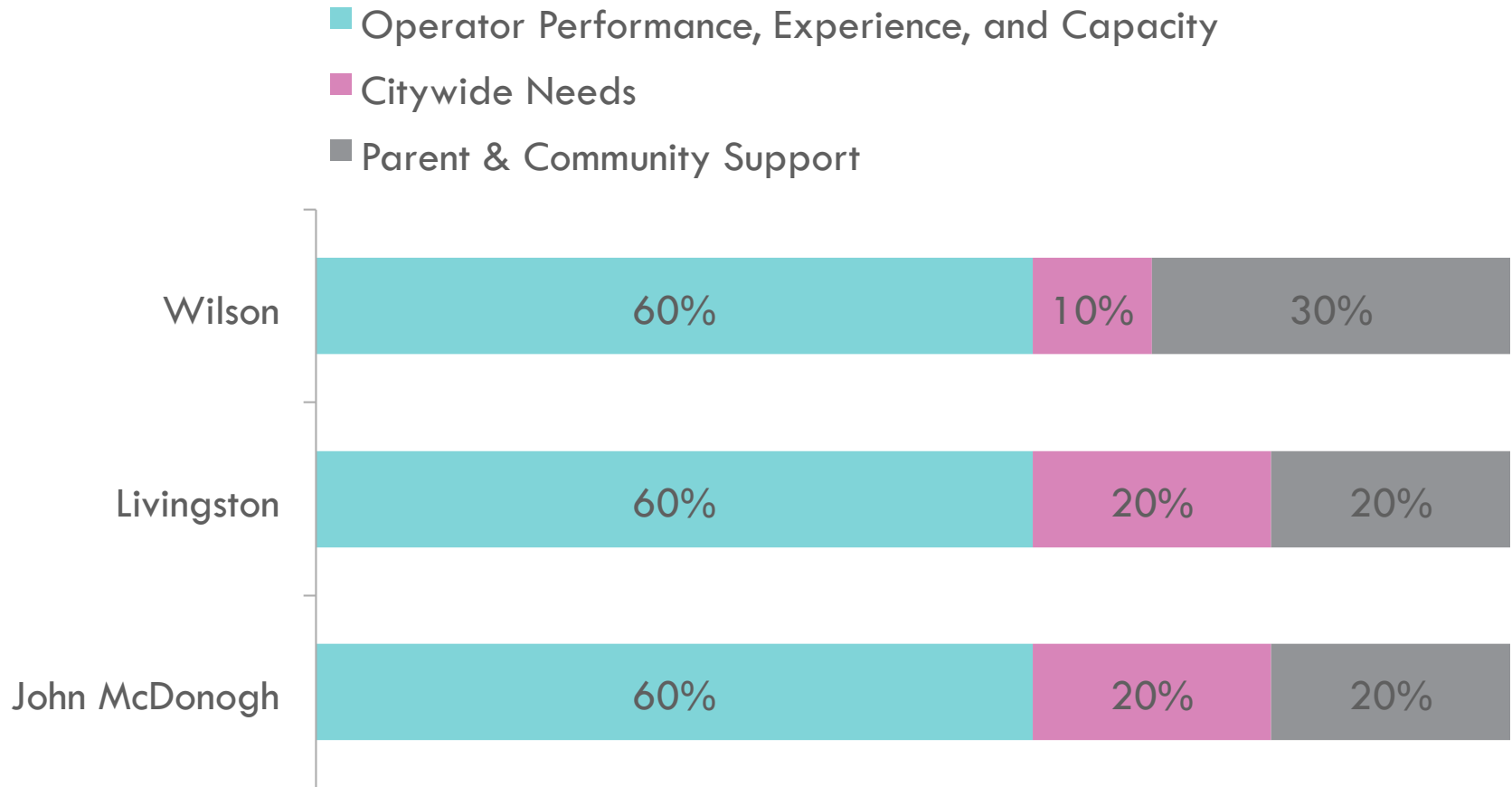|	John McDonogh	Livingston	Andrew H. Wilson
Opening Date	Fall 2018	Fall 2015	Fall 2015
Neighborhood	Treme/Lafitte	READ Blvd. West B (N.O. East)	Broadmoor
School Type	New school or relocation of an existing school	New school or relocation of an existing school	Turnaround; must absorb all current Wilson students
Grade Levels	Cannot create new high school seats	Cannot create new high school seats	PK-8 or K-8
Building Program Capacity	850 students; capacity increases if serving elementary grades	556 students; capacity increases if serving elementary grades	586 students; Wilson currently enrolls 628 students

Three unique neighborhoods
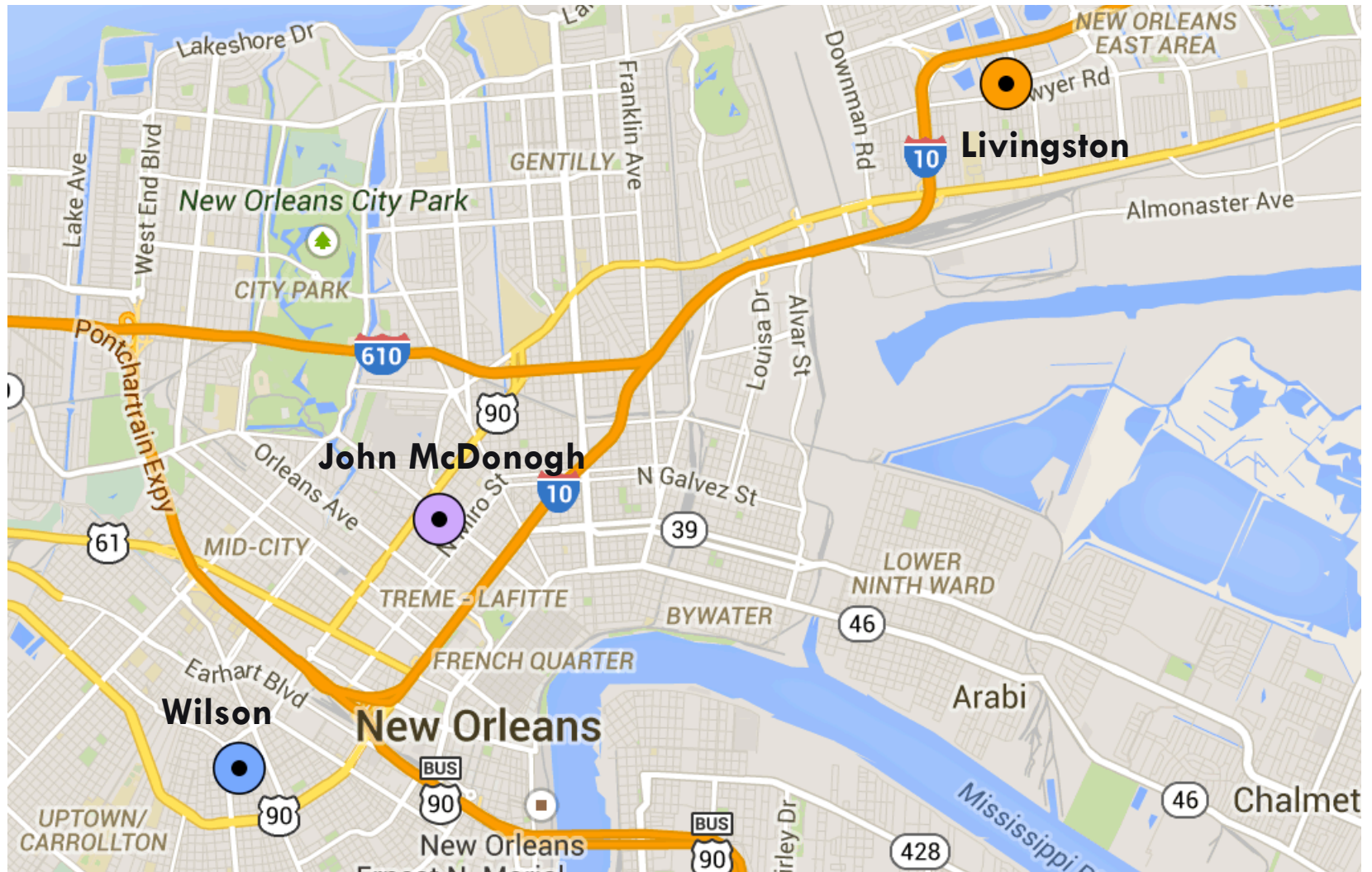
Agenda

I. Objectives for today

II. Why is the RSD using an RFA process?

III. Your role as the review committee

IV. The review process

    a. School Site Context

    b. Reviewing Applications

    c. Site Visits and Interviews

V. Next Steps

Rubrics have 3 categories of varying weights

■ Operator Performance, Experience, and Capacity

■ Citywide Needs

■ Parent & Community Support

	Operator Performance, Experience, and Capacity	Citywide Needs	Parent & Community Support
Wilson	60%	10%	30%
Livingston	60%	20%	20%
John McDonogh	60%	20%	20%

Activity: Practice using a rubric to score sample applications

Performance, Experience, & Capacity: Worth 60% of the total score

	Positive	Somewhat Positive	Somewhat Negative	Negative
What is the academic performance of the schools operated by this organization? (4=A, 1=F)	4	3	2	1
How has the operator's school performance improved over time? (4=Above average, 1=Below average)	4	3	2	1
What is the operator's record of success operating a similar school structure (grade levels, size)? (4=Operates high-performing schools of similar structure, 1=Operates low-performing schools of similar structure *OR* does not operate any similarly structured schools)	4	3	2	1
What is the operator's record of success serving students demographically and academically similar to the likely population? (4=Operates high-performing schools serving similar students, 1=Operates low-performing schools serving similar students *OR* does not operate any schools with similar students)	4	3	2	1
How does the operator attract, retain, and develop high quality teachers? (4=Strong plan, 1=Weak plan)	4	3	2	1
Does the operator's central office have capacity to support an additional school site? (4=Yes, 1=No)	4	3	2	1
Average Score:				

Performance, Experience, & Capacity: Worth 60% of the total score

	Positive	Somewhat Positive	Somewhat Negative	Negative
What is the academic performance of the schools operated by this organization? (4=A, 1=F)	4	3	2	1
How has the operator's school performance improved over time? (4=Above average, 1=Below average)	4	3	2	1
What is the operator's record of success operating a similar school structure (grade levels, size)? (4=Operates high-performing schools of similar structure, 1=Operates low-performing schools of similar structure *OR* does not operate any similarly structured schools)	4	3	2	1
What is the operator's record of success serving students demographically and academically similar to the likely population? (4=Operates high-performing schools serving similar students, 1=Operates low-performing schools serving similar students *OR* does not operate any schools with similar students)	4	3	2	1
How does the operator attract, retain, and develop high quality teachers? (4=Strong plan, 1=Weak plan)	4	3	2	1
Does the operator's central office have capacity to support an additional school site? (4=Yes, 1=No)	4	3	2	1
Average Score:				

Performance, Experience, & Capacity: Worth 60% of the total score

	Positive	Somewhat Positive	Somewhat Negative	Negative
What is the academic performance of the schools operated by this organization? (4=A, 1=F)	4	3	2	1
How has the operator's school performance improved over time? (4=Above average, 1=Below average)	4	3	2	1
What is the operator's record of success operating a similar school structure (grade levels, size)? (4=Operates high-performing schools of similar structure, 1=Operates low-performing schools of similar structure *OR* does not operate any similarly structured schools)	4	3	2	1
What is the operator's record of success serving students demographically and academically similar to the likely population? (4=Operates high-performing schools serving similar students, 1=Operates low-performing schools serving similar students *OR* does not operate any schools with similar students)	4	3	2	1
How does the operator attract, retain, and develop high quality teachers? (4=Strong plan, 1=Weak plan)	4	3	2	1
Does the operator's central office have capacity to support an additional school site? (4=Yes, 1=No)	4	3	2	1
Average Score:				

Performance, Experience, & Capacity: Worth 60% of the total score

	Positive	Somewhat Positive	Somewhat Negative	Negative
What is the academic performance of the schools operated by this organization? (4=A, 1=F)	4	3	2	1
How has the operator's school performance improved over time? (4=Above average, 1=Below average)	4	3	2	1
What is the operator's record of success operating a similar school structure (grade levels, size)? (4=Operates high-performing schools of similar structure, 1=Operates low-performing schools of similar structure *OR* does not operate any similarly structured schools)	4	3	2	1
What is the operator's record of success serving students demographically and academically similar to the likely population? (4=Operates high-performing schools serving similar students, 1=Operates low-performing schools serving similar students *OR* does not operate any schools with similar students)	4	3	2	1
How does the operator attract, retain, and develop high quality teachers? (4=Strong plan, 1=Weak plan)	4	3	2	1
Does the operator's central office have capacity to support an additional school site? (4=Yes, 1=No)	4	3	2	1
Average Score:				

Citywide Needs: Worth 20% for JM & Livingston, 10% for Wilson

	Positive	Somewhat Positive	Somewhat Negative	Negative
Will the school increase high school capacity citywide? (4=No, 1=Yes)	4			1
Will the school participate in OneApp? (4=Yes, 1=No)	4			1
Will the school provide free transportation to all students? (4=Yes, 1=No)	4			1
Will any students receive priority admissions to the school? (4=Standard priorities for siblings and geographic area, 1= Few or no seats available to students who do not meet the admissions criteria)	4	3	2	1
How will the proposed school attract students from the neighborhood? (4=Strong plan, 1=Weak plan)	4	3	2	1
Will the school offer any unique academic or extracurricular programs with unmet demand in the city or neighborhood? (4=Yes, 1=No)	4	3	2	1
Average Score:				

Citywide Needs: Worth 20% for JM & Livingston, 10% for Wilson

	Positive	Somewhat Positive	Somewhat Negative	Negative
Will the school increase high school capacity citywide? (4=No, 1=Yes)	4			1
Will the school participate in OneApp? (4=Yes, 1=No)	4			1
Will the school provide free transportation to all students? (4=Yes, 1=No)	4			1
Will any students receive priority admissions to the school? (4=Standard priorities for siblings and geographic area, 1= Few or no seats available to students who do not meet the admissions criteria)	4	3	2	1
How will the proposed school attract students from the neighborhood? (4=Strong plan, 1=Weak plan)	4	3	2	1
Will the school offer any unique academic or extracurricular programs with unmet demand in the city or neighborhood? (4=Yes, 1=No)	4	3	2	1
Average Score:				

Citywide Needs: Worth 20% for John Mac & Livingston, 10% for Wilson

	Positive	Somewhat Positive	Somewhat Negative	Negative
Will the school increase high school capacity citywide? (4=No, 1=Yes)	4			1
Will the school participate in OneApp? (4=Yes, 1=No)	4			1
Will the school provide free transportation to all students? (4=Yes, 1=No)	4			1
Will any students receive priority admissions to the school? (4=Standard priorities for siblings and geographic area, 1= Few or no seats available to students who do not meet the admissions criteria)	4	3	2	1
How will the proposed school attract students from the neighborhood? (4=Strong plan, 1=Weak plan)	4	3	2	1
Will the school offer any unique academic or extracurricular programs with unmet demand in the city or neighborhood? (4=Yes, 1=No)	4	3	2	1
Average Score:				

Parent & Community Support: Worth 20% for John Mac & Livingston, 30% for Wilson

	Positive	Somewhat Positive	Somewhat Negative	Negative
Has the operator demonstrated support from community stakeholders or representatives? (4=Strong support, 1=No support)	4	3	2	1
Has the operator provided evidence of parent demand? (4=Strong evidence, 1=No evidence)	4	3	2	1
Will the school name continue to include "Andrew H. Wilson"? (4=Yes, 1=No)	4			1
Will the operator provide opportunities for Broadmoor community stakeholders to inform school decision-making? (4=Yes, community has a strong voice, 1=No role for community)	4	3	2	1
How will the operator ensure a smooth transition for current Wilson students? (4=Strong plan, 1=Weak plan)	4	3	2	1
Average Score:				

Parent & Community Support: Worth 20% for John Mac & Livingston, 30% for Wilson

	Positive	Somewhat Positive	Somewhat Negative	Negative
Has the operator demonstrated support from community stakeholders or representatives? (4=Strong support, 1=No support)	4	3	2	1
Has the operator provided evidence of parent demand? (4=Strong evidence, 1=No evidence)	4	3	2	1
Will the school name continue to include "Andrew H. Wilson"? (4=Yes, 1=No)	4			1
Will the operator provide opportunities for Broadmoor community stakeholders to inform school decision-making? (4=Yes, community has a strong voice, 1=No role for community)	4	3	2	1
How will the operator ensure a smooth transition for current Wilson students? (4=Strong plan, 1=Weak plan)	4	3	2	1
Average Score:				

Agenda

I. Objectives for today

II. Why is the RSD using an RFA process?

III. Your role as the review committee

IV. The review process

    a. School Site Context

    b. Reviewing Applications

    c. Site Visits and Interviews

V. Next Steps

Turn to a neighbor

What are some questions you might want to ask organizations based on the sample applications we reviewed earlier?

Agenda

I. Objectives for today

II. Why is the RSD using an RFA process?

III. Your role as the review committee

IV. The review process

    a. School Site Context

    b. Reviewing Applications

    c. Site Visits and Interviews

V. Next Steps

After you leave here today...

- You will begin reviewing six applications for John McDonogh

- You will receive Livingston and Wilson application packets the week of January 26

- Please review the on-site interview schedule and let us know immediately of any scheduling conflicts

Each application packet contains…

1. The full application and any attachments
2. A rubric with the facility name, the applying organization's name, and your name printed at the top
3. A space for you to submit interview questions
4. Summary state, city, and RSD school performance data for comparison purposes
5. Instructions for returning your completed rubric and suggested interview questions

Review the timeline

Facility Assignment Application Process		Timeline		
Stage	Description	John Mac	Livingston	Wilson
Application Launch	Application materials are posted to the RSD website and emailed to potential operators.	11/20/14	12/17/14	1/3/15
Letter of Interest Due	Interested school organizations must email an official letter of interest by 5pm CST.	12/8/14	12/31/14	N/A
Applications Due	Interested school organizations must submit a full application by 5pm CST.	12/22/14	1/23/15	1/23/15
On-Site Interviews	Applicants will be invited to participate in an interview with the review committee.	12/23/14 - 1/23/15	1/24/15 - 2/6/15	1/24/15 - 2/6/15
Selection	The RSD will notify applicants of its final siting decision.	By 1/31/15	By 2/13/15	By 2/13/15

Questions?

- Contact Dana Peterson (dana.peterson@rsdla.net) or Jill Zimmerman (jill.zimmerman@la.gov)