

**Louisiana Department of Education
School Design Request for Information**

1. Partner Background

a. Organization Name – Green Dot Public Schools

b. Organization’s mission and connection to Louisiana’s plan for struggling schools

- i. **Mission:** The mission of Green Dot Public Schools is to help transform public education so **all** students graduate prepared for college, leadership, and life.
- ii. **Connection to Louisiana’s Plan:**
 - 1. Green Dot’s mission is to help transform public education. We serve all students– with an emphasis on low income, underserved communities; no one gets turned away. We believe we have a moral imperative to provide high quality public educational options for all families and their children; every neighborhood deserves a great school. Green Dot is one of the few secondary transformation operators in the nation. We embarked on this work starting in 2008 with the transformation of Locke High School in Los Angeles and have now replicated our model in Memphis, TN as part of the Achievement School District.
 - 2. We’ve been exploring how we can partner with others in order to fulfill our mission. This led us to expand our work outside of Los Angeles and we would be eager to learn more about how we could do the same in Louisiana. Green Dot previously explored opening schools in Baton Rouge, but deferred given existing growth commitments and bandwidth.

2. Evidence of Track Record of Student and School Outcomes

a. Experience: Green Dot has now embarked on transformation efforts at 7 schools nationwide.

- i. Within Los Angeles, we operate the following transformation schools: Locke High School, Henry Clay Middle School and Jordan High School.
- ii. Within Memphis, we operate the following transformation schools: Fairley High School, Wooddale Middle School, Hillcrest High School, and Kirby Middle School.
- iii. Experience leads us to a set of codified learnings on how to address some of the challenges in transforming schools – such as finding the right school leader to take on this challenging work, hiring large volumes of highly qualified teachers, providing coaching and support to ensure those teachers are successful, preparing for continuous enrollment throughout the year, addressing persistent discipline challenges via restorative justice

and the Safe and Civil Program and preparing to serve the full spectrum of special education students. In addition, we've learned how to successfully build school culture and a college-going culture at transformations despite some of the challenges listed above.

b. Success:

- i. We believe it's important to use student growth as the measure of progress at secondary schools, relative to academic achievement.
 - 1. For secondary transformations, students enter multiple grades behind. Even if a Green Dot teacher is able to grow a student 1-2 grades per year, they may still be unable to catch that student up to a college-readiness standard by the end of 12th grade if the student entered with significant deficits. As a result, we find it more helpful to look at student growth data to see how much students have gained since joining Green Dot as a measure of our effectiveness. Growth data accounts for the entry levels of students, growth over time and for the retention of students.
 - 2. Across Green Dot schools (independents and transformations), students grew 105 points in lexiles (per the Scholastic Reading Inventory) last year.
- ii. In the past few years, testing transitions make it difficult to show longitudinal data.
 - 1. CA has two years of accountability data, but 2015-2016 was the first year that "counts".
 - 2. TN testing challenges mean we only have first year Fairley data and are awaiting second year Fairley data. Middle school data for 2015-2016 is not available.
- iii. Despite this, we find it helpful to look at our performance relative to comparison schools with similar student demographics.
 - 1. Green Dot CA schools exceeded ELA results at comp schools for 2015-2016 and were comparable in math.

Percent of Students Meeting or Exceeding Standard

Grade	GD ELA	Comp ELA	GD Math	Comp Math
6 th	27%	21%	13%	13%
7 th	28%	21%	13%	13%
8 th	34%	25%	12%	14%
11 th	63%	42%	22%	15%

Strengthening our math program is now an org-wide priority.

- 2. The Similar Schools Rankings from the California Charter Schools Association further underscores our success relative to schools with comparable populations. The ranking is from 1-10, with ten being the highest ranking. You can see that Green Dot scores low

in the statewide rank given that we serve a highly impacted population entering multiple years behind grade level. However, we are able to drive great gains with our students relative to comparison schools.

Middle Schools

School	Statewide Rank	Similar Schools Rank
GD Independent	2.00	8.60
GD Turnaround	1.00	8.00
All GD MS	1.71	8.43

High Schools

School	Statewide Rank	Similar Schools Rank
GD Independent	5.56	8.33
GD Turnaround	1.00	8.50
All GD HS	4.73	8.36

3. Green Dot Tennessee results from 2014-2015 Percentage Point Growth in Proficient / Advanced Students on End of Course Exams from 2014 to 2015 relative to Shelby County Schools and the State of TN

2014-2015 was the first year Green Dot operated Fairley. Green Dot’s growth far outpaced the rate of improvement in Shelby County Schools and the State of Tennessee.

Subject	Fairley High School (GD)	Shelby County Schools	State of Tennessee
Algebra I	27 pp	4 pp	3 pp
Algebra II	32 pp	8 pp	6 pp
Biology	5 pp	1 pp	2 pp
Chemistry	5 pp	4 pp	
English I	18 pp	1 pp	-1 pp
English II	9 pp	2 pp	1 pp
English III	-2 pp	3 pp	4 pp

Juniors enrolled in AP Literature were not eligible to take the English III EOC.

- iv. Student Retention – 86% annual retention at transformation schools (95% at independent schools) despite having transient student populations.

- v. Graduation Rates and College Acceptance rates - In 2016, 93% of Green Dot California and Tennessee students graduated. 74% of those students were accepted into a 4-year university.

3. Your Organization's Model

a. How will you differentiate your services to meet the unique needs of schools and districts in Louisiana?

- i. Our school model always starts with the needs of the students. We would diagnose incoming student academic levels and identify the level of academic intervention required in order to put students on the path to college. We would also develop a plan to address social emotional needs within the school and ensure all students with special needs have been diagnosed and are appropriately served. In addition, Green Dot prioritizes understanding the needs of our families and communities. As part of any school transformation we would engage alums, community leaders, families and student leaders in a transition team to help us understand the history and values of the school community and to brainstorm ways to incorporate the school's legacy into the future of the school.

b. What are the attributes of your ideal partner school or district?

- i. We seek partner schools and districts that would provide us with the flexibilities to run our model. In particular these flexibilities are:
 1. The ability to hire our own staff and school leadership (while giving all teachers the opportunity to re-interview).
 2. The ability to use the curriculum that we feel will best drive student outcomes and leverage our network resources.
 3. The ability to be governed by our own nonprofit board.
- ii. We also seek districts that are eager to collaborate so that we can learn from one another as we undertake this challenging work. We are potentially interested in collaborating in leadership development and exploring how to provide students a robust educational experience – such as through electives or extracurricular programs.
- iii. We also seek fair student enrollment policies so that we are able to serve all students and ensure schools are a viable size for us to do this work sustainably.

c. Describe your experience working with other third party providers to support coherent school and district improvement.

- i. We have collaborated with authorizers, community partners, funders and families in order to achieve successful school improvement. We believe we need to build a broad base of support to best support our students. We have partnered with City Year, Communities in Schools, different college access partners, health and wellness partners, Safe and Civil, CCEJ and other partners to provide training for teachers and staff and resources for students. In addition, we've worked with special education partners to develop programs for our highest need students.

- ii. We have not worked with a third party provider to operate a school. However, we have co-located at one school transformation site. While we are able to make this work and are grateful for the opportunity to serve these students, we feel we can best build school culture when we manage an entire campus.
- d. **What support from the state, district or school partners would enhance your success in Louisiana?**
 - i. Access to grant funding to support startup and the additional resources required for high needs schools
 - ii. Special Ed Supports and Resources – such as a reserve fund for low incidence, high cost cases or the ability to participate in a shared service pool.
 - iii. Facilities improvement funding – frequently in turnaround situations, facilities can have significant deferred maintenance and require significant capital expenditures in order to create visible signs of change.