SCHOOL LEADERSHIP CENTER
of Greater New Orleans

November 16, 2015

I. **Partner Background**
   A. School Leadership Center (SLC) of Greater New Orleans
   B. *Improving Student Achievement One Leader At A Time.* Every program within SLC has as its ultimate purpose to increase student achievement in Louisiana's schools.

II. **Evidence of Track Record of Student and School Outcomes**
   A. **Plaquemines Parish Discover Walk (DW) Collaboration with SLC (2007-2014)**

   1. Occurred over a 7-year period during which time this parish rose from the high 20s in district SPS scores to 1st in the state (tied with Zachary School District two years in a row).

   2. SLC worked with all of the schools in Plaquemines during the 7 years implementing DW for each school and the Fellows Program for each sitting principal. While DWs were not the only initiative Plaquemines employed, the Superintendent indicated that SLC was instrumental in their growth. Data samples to support this claim are below:
      a) 2013-14: Belle Chasse Primary scores indicate that of the students who struggle academically in ELA 68% exceeded expectations while the comparable state score was 56%. In math, 79% of these students exceeded expectations while the state's was 53% (www.ppsb.org).
      b) 2013-14: Boothville-Venice Elementary School's website indicated that the school's SPS grew from 97.9% (B) to 108.7 (A). Of the students who struggle academically in ELA 71%% exceeded expectations while the comparable state score was 56%. In math, 55% of these students exceeded expectations while the state's was 53% (www.ppsb.org).

   B. **East Feliciana Parish (Clinton and Jackson Elementary)** *Believe and Succeed Grant* **(2014-15)**
   1. Significant gains were made in East Feliciana's two elementary schools that were partnered with in this grant. Immediately following the year of the grant, East Feliciana Parish Schools were deemed by the state as one of the top 5 school districts statewide in terms of growth.

   The scores are as follows:

Clinton Elementary				Jackson Elementary			
Increased from:	To:			Increased from:	To:		
ELA	46%	65%	3rd grade iLEAP		ELA	69%	74%	3rd grade LEAP
	55%	65%	4th grade iLEAP			68%	73%	4th grade LEAP
	38%	65%	5th grade LEAP			56%	65%	5th grade LEAP

Math	41%	65%	3rd grade iLEAP		Math	55%	65%	3rd grade iLEAP
	30%	65%	4th grade iLEAP			63%	70%	4th grade iLEAP
	50%	65%	5th grade LEAP			45%	65%	5th grade LEAP

C. Archdiocese of New Orleans 3-year Collaborative with Supt. Jan Daniel Lancaster

1. SLC served 14 mainly inner-city poverty schools, each containing the highest number of voucher (in NOLA, this refers to poor, mostly African-American) students in the Archdiocese.
2. Each school received 4 DWs per year as well as many coaching hours and Management Walk-throughs in between the major walks.
3. Scholarship (Voucher) Schools State Data indicate a significant increase between 2011 and 2013 as follows:

Math	2011	2013	+ or -
% voucher students passing Terra Nova	32%	45%	**+13%**
ELA			
% of voucher students passing Terra Nova	48%	57%	**+ 9%**

4. Additionally, analysis of end-of-contract indicated that a large number of items that were observed, given feedback on, and received professional development for, were of a statistically significant level of increase, all at different rates depending upon the school and the item. For example, significant gains were reported in The Arch 14 Cumulative Report, 2013, in these areas:

Student Engagement:	8/14 schools	Environment:	11/14 schools
Classroom Instruction:	6/14 schools	Higher Order Thinking:	6/14 schools
Mission of Inner City:	10/14 schools	Lesson Planning:	6/14 schools
Daily Objectives:	7/14 schools		

5. Even more importantly for the minority students at each of these schools, the teaching and learning occurring inside of the school building was more deeply examined with an outside view to assist the Archdiocese in their work of closing, merging and/or supporting Catholic inner city schools for the benefit of the student.

III. Organizational Model

A. Differentiation of Services

SLC believes, and research supports, that *leadership* is a primary driver affecting student achievement. Utilizing Discovery Walk observations and feedback to teachers on their teaching strategies and priorities, SLC has demonstrated success in many varied school settings because each school selects the teacher behaviors to be observed (about 10) followed by school leadership selecting the 2 or 3 teaching strategies upon which to focus professional development. This continues throughout the year with the guidance of SLC and the leadership of the principal.

It would be our hope to work with an independent charter/charter group, or district, whether large or small, with 4-5 low-performing schools, knowing that all 4-5 principals are on board in understanding that no deep, true change can occur unless they have bought into this model as their *primary anchor* for change. The process would generally include the following:

1) An initial fact-finding conversation for clarity of understanding of, and commitment to, SLC's change process with the following:
   a. District/Charter Superintendent as well as any office personnel who would be directly involved in the ESSA Initiative.
   b. All principals and assistant principals or curriculum personnel who would be affected.
   c. 1-2 lead teachers from the school.

2) Five (5) Discovery Walks throughout the school year, which would consist of the following:
   a. One (1) ½ day practice Discovery Walk to assess current practices and determine teacher behaviors currently being utilized on a daily basis, followed by afternoon discussion and creation of an 8-10 point template to be used on the regular Walks.
   b. Facilitate the 4 remaining DWs, collecting & discussing data to determine the need for professional development (PD) for teachers which must be held with fidelity on a regular basis.
   c. Principal, or Principal and other leaders, conduct Management Walks in between DWs to closely monitor use of PD for effective changes.

B. **Attributes of SLC's ideal partner school or district**:
   1) *Cooperation as well as significant buy-in at both the district and school levels of 4-5 underperforming schools is essential. Embracing the process almost guarantees improvement. Experience has taught SLC leadership that without significant and unwavering commitment from school leadership, this process can flounder and becomes one more task to complete rather than a school-wide commitment for increased student achievement.*
   2) Principal and Faculty willingness to be open to school improvement processes, and to focus on instructional/pedagogical changes.
   3) Principal must be open to the dedication of his/her time for **substantial** monitoring and feedback work that is essential for school improvement, demonstrating a willingness to have those difficult conversations with faculty members that will most likely be necessary.

C. **Experience with 3rd party providers**

SLC has worked with Xavier University (and continues to do so) in folding teachers' Alternative Certification from SLC toward a full Master's Degree at Xavier. Xavier has agreed to accept 18 credits from SLC. Additionally, two Ed Leadership cohorts from OLHCC were funded by SLC with 100% passage rate on the SLLA exam.

D. **Support**

State: The ability to retrieve longitudinal data on participating schools without difficulty.

District: Personnel occasionally participating in a Walk helps them to understand the process and conveys its importance to school leaders.