

ORLEANS PARISH SCHOOL BOARD

CHARTER SCHOOL APPLICATION RECOMMENDATION REPORT 2017

National Association of Charter School Authorizers

November 10, 2017

New Charter School Application for

TUBMAN2

Submitted by

CRESCENT CITY SCHOOLS

Evaluation Team

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INTRODUCTION

Across New Orleans, more than 90 percent of public school students currently attend charter schools. These schools have led to a dramatic increase in the number of students meeting academic proficiency standards and the performance gap between students in Orleans Parish and Louisiana as a whole has dramatically decreased over the last 12 years.

Despite these gains, additional progress is needed. Every student deserves high quality schools where their interests will come first, where they and their families will have choice, and where educators will have the tools and support they need to be successful.

The Fall 2017 charter school application process seeks proposals from highly qualified applicants to open new Type 1 charter schools and transform existing district-run schools into Type 3 charter schools.

Focus on Quality

The 2017 Request for Proposals and the resulting evaluation process are rigorous and demanding. The process is meant to ensure that approved charter school operators possess the capacity to implement a school model that is likely to dramatically increase student outcomes. Successful applicants will demonstrate high levels of expertise and capacity in the areas of curriculum and instruction, school finance, educational and operational leadership, and non-profit governance, as well as high expectations for excellence in student achievement and professional standards. An application that merits a recommendation for approval will present a clear, realistic picture of how the school expects to operate; be detailed in how this school will raise student achievement; and inspire confidence in the applicant's capacity to successfully implement the proposed academic and operational plans.

Evaluation Process

For the 2017 RFP cycle, OPSB partnered with the National Association of Charter School Authorizers (NACSA) to manage the application process and to provide independent, merit-based recommendations regarding whether to approve or deny each proposal. NACSA assembled an independent evaluation team that included both national and local expertise related to charter school start-up and operation. This report from the evaluation team is a culmination of three stages of review:

PROPOSAL EVALUATION

The evaluation team conducted individual and group assessment of the merits of the proposal based on the complete written submission.

CAPACITY INTERVIEW

After reviewing the application and discussing the findings of their individual reviews, the evaluation team conducted an in-person interview to assess the team's overall capacity to implement the proposal as written in the application.

CONSENSUS JUDGMENT

Following the capacity interview, the evaluation team came to consensus regarding whether to recommend the proposal for approval or denial. The duty of the evaluation team is to recommend approval or denial of each application based on its merits against OPSB-approved evaluation criteria. The authority and responsibility to decide whether to approve or deny each application rests with the members of OPSB.

Report Contents

This evaluation report includes the following:

PROPOSAL OVERVIEW

Basic information about the proposed school as presented in the application.

RECOMMENDATION

An overall judgment regarding whether the proposal meets the criteria for approval.

EVALUATION

Analysis of the proposal based on four primary areas of plan development and the capacity of the applicant team to execute the plan as presented:

School: academic model and schedule, LEA status, special student populations, goals and metrics, enrollment plans, school culture, and family and community engagement.

People: founder's submission, governing board, staff, mission critical partners, and education service providers.

Operations: start-up plan, facility, and financial readiness.

Finance: budget.

EVALUATION: ADDENDA

For applicants on the existing or experienced operator tracks, applicants that are or will form a corporate partnership, schools whose primary instructional environment is computer-based or virtual, applicants seeking or potentially willing to seek a match to operate an existing Orleans public charter school or school facility, or applicants seeking to start, transform or convert a school serving Grades 9-12, an analysis of:

Experienced Operator Addendum (if applicable): past school performance, growth plan, scale strategy, and risks and associated contingency plans.

Corporate Partnership Addendum (if applicable): corporate partnership formation, corporate partner track record, legal relationships, and organizational structure.

Virtual School Addendum (if applicable): location, educational program, instructional staff, state and federally mandated services, evaluation and assessment, school operations, and parent and community involvement.

Transformation Addendum (if applicable): transformation overview, operator track record, educational program, school operations, metrics and goals, and community engagement.

High School Addendum (if applicable): state and district graduation standards, supporting success for all students – truancy prevention, remediation and intervention, ensuring college and career readiness, and strong start – 9th grade transition plan.

RATINGS CHARACTERISTICS

Evaluation teams assess each application against the published evaluation criteria. In general, the following definitions guide evaluator ratings:

Meets the Standard

The response reflects a thorough understanding of key issues. It addresses the topic with specific and accurate information that shows thorough preparation; presents a clear, realistic picture of how the school expects to operate; and inspires confidence in the applicant's capacity to carry out the plan effectively.

Meets the Standard with Reservations

The response meets the criteria in many respects, but lacks detail and/or requires additional information in one or more areas.

Approaches the Standard

The response meets the criteria in some respects but has substantial gaps in a number of areas.

Does Not Meet the Standard

The response is wholly undeveloped or significantly incomplete; demonstrates lack of preparation; or otherwise raises substantial concerns about the viability of the plan or the applicant's ability to carry it out.

PROPOSAL OVERVIEW

Applicant Name:

CRESCENT CITY SCHOOLS

Proposed School Name:

TUBMAN2

Mission:

The mission of Crescent City Schools is to provide a college preparatory education to underserved and at-risk students in New Orleans. Students at Tubman2 build the academic skills, personal values, and intellectual habits of mind to succeed in high school, college, and beyond.

Proposed Location:

Orleans Parish

Enrollment Projections:

<i>Academic Year</i>	<i>Planned # Students</i>	<i>Maximum # Students</i>	<i>Grades Served</i>
2018-19	580	580	PK-8
2019-20	580	580	PK-8
2020-21	580	580	PK-8
2021-22	580	580	PK-8
2022-23	580	580	PK-8
At Capacity	580	580	PK-8

EXECUTIVE SUMMARY

Recommendation:

TUBMAN2

DENY

Summary Analysis:

The evaluation team recommends denial of Crescent City Schools' (Crescent City) application for Harriet Tubman2 (Tubman2 or the applicant). While several sections of the application meet the standard, other sections lack details and demonstration of capacity.

As an experienced operator, a major consideration in the granting of a new charter is past school performance. While there have been considerable academic gains in all three schools since joining Crescent City's portfolio, Harriet Tubman's School Performance Score (SPS) has declined over the last two years. Due to these uneven results, there are concerns with the operator's capacity to manage another transformation school.

In addition, Crescent City leaders were unable to articulate clear and compelling systems or strategies to ensure a strong pipeline of academic leaders to successfully open a new transformation school while ensuring continued improvement at Crescent City's existing schools. While the leadership team noted that the non-profit charter management organization (CMO) leadership meetings focus on human capital, the CMO did not make a compelling argument that these changes will lead to an increase in student outcomes.

There are several sections of the application that meet the standard for approval, including the School section. Tubman2's mission to provide a college preparatory education to underserved and at-risk students in New Orleans is clear and compelling. The educational model includes effective instructional practices of high-performing urban schools across the country.

The Crescent City governing board has the collective expertise and community ties to adequately oversee the applicant's educational, operational, and financial plans. The application outlines a detailed process for recruiting, hiring, training, and providing professional development for staff, including partnerships with talent providers. However, strategies for retaining a highly qualified teaching staff were not sufficiently detailed.

The operational plan was strong. The proposed start-up plan contains detailed timelines, tasks, and responsibilities for the opening of Tubman2. Mr. Hines has the qualifications necessary to provide accurate and timely financial information to the school's board of trustees.

As an experienced transformation provider, Crescent City has developed six tenets of successful school transformation, some of which include setting priorities and minimizing distractions; setting the school culture as a priority; investing in adults; and providing a structured management system. These tenets lay the foundation to develop and maintain a strong, achievement-driven culture that is imperative to the success of a transformation school. However, due to a lack of demonstrable academic progress across its three schools, and clear systems and strategies to improve results while transforming another school, the evaluation team recommends denial.

Summary of Section Ratings:

Opening and maintaining a successful, high-performing charter school depends on having a complete, coherent plan and identifying highly capable individuals to execute that plan. It is not an endeavor for which strengths in some areas can compensate for material weaknesses in others. *Therefore, in order to receive a recommendation for approval, the application must Meet the Standard in all areas.*

SCHOOL

Meets the Standard

PEOPLE

Meets the Standard with Reservations

OPERATIONS

Meets the Standard

FINANCE

Meets the Standard

EXPERIENCED OPERATOR ADDENDUM

Meets the Standard with Reservations

TRANSFORMATION ADDENDUM

Meets the Standard with Reservations

SCHOOL

RATING:

TUBMAN2

Meets the Standard

Plan Summary:

Tubman2's educational program is based on the model developed by Crescent City Schools, a CMO that has operated schools in New Orleans since 2010. Tubman2's key design elements include high expectations for academics and behavior, a structured learning environment, strong teacher support, a college-going culture, opportunities for enrichment, and partnership with parents.

Instructional methods include a standards-based, aligned curriculum; focus on planning; data-driven instruction; a multi-layered intervention system; and purposeful homework. The applicant will utilize a variety of assessments (i.e., STEP, MAP, Fountas and Pinnell, and interim assessments) to guide the placement of students in intervention groups and to differentiate instruction.

As a Type 1 school, Crescent City seeks to transform an existing charter school and open as a Grades PreK-8 open enrollment charter school in the Algiers neighborhood of New Orleans. The school offers an extended school day from 7:55 a.m. to 4:00 p.m. In Grades K-2, Tubman2 will offer Montessori-inspired classrooms.

Analysis:

The School section meets the standard. Tubman2's mission to provide a college preparatory education to underserved and at-risk students in New Orleans is clear and compelling. The educational model includes effective instructional practices of high-performing urban schools across the country. By not requiring teachers to write curriculum and using universal instructional methods, teachers will be able to focus their time on lesson delivery and differentiated instruction for students. Tubman2 will also offer an innovative K-2 Montessori program that will lead to lower elementary students having increased focus and stamina to sustain learning. Early MAP results at Harriet Tubman have been promising.

Crescent City provides strong instructional support at the school level. The applicant plans to employ two directors of curriculum and instruction (one for Grades K-4 and one for Grades 5-8) to train and support staff on lesson planning and implementation. Novice teachers will receive additional guidance and support with the expectation that lessons are scripted out in their entirety for at least part of the day. The applicant will implement three weeks of professional development for staff prior to the start of school to assist with curriculum planning for the year and to ensure alignment with research-based teaching strategies (Proposal Narrative, pg. 8).

The proposed weekly schedules align with the application narrative and student performance goals. For the middle school grades, Crescent City includes opportunities for enrichment by offering 24 different clubs to students.

The applicant's assessment program is thoughtful and well-planned. Reading levels are assessed prior to the school year using Fountas and Pinnell or STEP assessments. Standards-based grading will be utilized to ensure that grades are organized around mastery of standards to identify learning gaps and differentiate instruction. "Data Days" follow each ANET interim assessment and a re-teaching week is built into the schedule after each Data Day. The applicant also includes a number of ambitious and attainable student performance goals in the areas of student attendance, student attrition, reading levels, and state assessments.

Crescent City demonstrates the capacity and commitment to serve special education students. All Crescent City schools currently offer a variety of settings for students including inclusion in general education classrooms, resource classrooms, and self-contained classrooms. Crescent City has also developed the Aurora program to meet the needs of students with severe emotional and behavioral concerns.

PEOPLE

RATING:

Meets the Standard with Reservations

TUBMAN2

Plan Summary:

Crescent City Schools is led by founder and CEO Kate Mehok. Ms. Julie Lause co-founded Crescent City and is the proposed principal for Tubman2. She currently serves as the principal at Harriet Tubman in the Algiers neighborhood. If the application is approved, the applicant anticipates that some staff members at Harriet Tubman and Crescent City's other operating schools (i.e., Akili Academy and Paul Habans) will join Ms. Lause at Tubman2.

A single board of trustees oversees all schools within the Crescent City network and will oversee Tubman2 if approved. The governing board includes 10 individuals with professional experience in teaching, administration, finance, law, real estate, fundraising, and community relations. Eight governing board members currently reside in Orleans Parish.

The applicant plans to employ 75 full-time staff including a principal, two directors of curriculum and instruction, a director of special education, a director of finance and operations, 36 general education teachers, eight special education teachers, four behavior interventionists, a school counselor, and a school social worker.

Crescent City works with mission critical partners including talent providers (i.e., Relay Graduate School of Education and teachNOLA), feeder schools (i.e., Clara's Little Lambs), and support organizations (i.e., New Schools for New Orleans). Crescent City plans to leverage these partnerships to help launch Tubman2.

Analysis:

The People section meets the standard with reservations. The application meets many of the criteria, however, some sections lacked details and demonstration of capacity. Specifically, Crescent City leaders did not articulate clear systems or strategies to ensure a strong pipeline of academic leaders and highly-qualified teaching staff to successfully open a new transformation school while ensuring continued improvement at Crescent City's existing schools.

During the interview, Ms. Mehok noted that the CMO's weekly leadership meetings focus on human capital with the recognition that mid-level school leadership need additional professional development. While the academic team at the CMO has increased its capacity and support for school leaders, the applicant did not make a compelling argument that these changes will lead to an increase in student outcomes. The applicant attributed the decrease in math scores at Harriet Tubman in 2017 to two of their strongest math teachers moving to other key positions.

The Crescent City governing board has the collective expertise and community ties to adequately oversee the applicant's educational, operational, and financial plans. Board chair Robert Stefani clearly articulated the process by which goals are developed, communicated, and effectively utilized. In order to take on another transformation school, the CMO determines if it is likely that the rest of the schools within the network will demonstrate meaningful academic progress. Mr. Stefani stated that the biggest concern about adding another transformation school is that it will stifle growth at other schools within the network.

The governing board has a clear and comprehensive process to evaluate Ms. Mehok using a combination of survey data, a CEO self-evaluation, and a CMO review conducted by New Schools for New Orleans. On an annual basis, the governing board conducts a retreat that includes training opportunities in relevant subject areas. The governing board has a clearly articulated process for adding additional members.

The application outlines a detailed process for recruiting, hiring, training, and providing professional development for staff including partnerships with talent providers including Relay Graduate School of Education, teachNOLA, and Building Excellent Schools. The applicant's hiring process emphasizes culture fit and appears to be rigorous. With 1,749 teacher applicants over the last two years, there is evidence that the applicant will be able to recruit a diverse, qualified teaching staff for Tubman2. However, strategies for retaining a highly-qualified teaching staff were not sufficiently detailed.

OPERATIONS

RATING:

Meets the Standard

TUBMAN2

Plan Summary:

Tubman2's start-up plan assumes that OPSB will make final siting decisions for approved schools by February 1, 2018 and that, if approved, Tubman2 will occupy the facility by July 1, 2018. Crescent City's CEO, COO, director of human capital, director of development and communications, school leader, director of finance and operations, director of curriculum and instruction, and director of special education will be the main parties responsible for implementing the the start-up plan. Fundraising and student recruitment plans will be developed in February 2018. The recruitment and selection of operational staff will be finalized by May 2018.

Christopher Hines, COO of Crescent City Schools, will serve as the school business administrator at Tubman2. Mr. Hines has held this position for five years and is the school business administrator for the three schools currently in the network.

Crescent City uses QuickBooks Online as its main accounting system. The CMO employs a director of finance at its central office, and a director of finance and operations is also employed at each school site. The director of finance at the CMO reports to Christopher Hines. Mr. Hines will coach the director of finance and operations at Tubman2 but, as a school-based employee, this individual will report directly to the school leader, Julie Lause.

Analysis:

The Operations section meets the standard. The proposed start-up plan contains detailed timelines, tasks, and responsibilities for the opening of Tubman2. The application includes a safety and security plan, staff recruitment timeline, student recruitment activities, and other key aspects of school operations. Tubman2 will provide free transportation to all students residing in Orleans Parish who live more than one mile from the school. There are concrete plans to obtain the appropriate insurance coverages and reimburse the authorizer for property insurance premiums on district-owned facilities. Once the facility is identified, Christopher Hines, the CMO's COO, will work with staff to ensure that the facility is up to code and ready for student learning. The proposed budget includes \$87K for renovations of the anticipated school building. Given that the school is currently occupied, these funds should provide for ample improvements.

Mr. Hines has the qualifications necessary to provide accurate and timely financial information to the school's board of trustees. He currently reports to the governing board's finance committee on a monthly basis. Crescent City uses a comprehensive control system for accounts payable, purchase orders, credit cards, and deposits. The application presents evidence that the school leaders have a sound understanding of the appropriate delineation of roles. The CMO has never been subject to an audit finding. Mr. Hines is an active member of the New Orleans city-wide facilities working group and was involved in developing OPSB's facility maintenance and safety standards and procedures.

Plan Summary:

The application details the five year financial projections as follows:

Year 1: \$6,967,802 in revenues and \$6,777,817 in expenses, with an ending fund balance of \$189,985.

Year 5: \$7,041,432 in revenues and \$7,039,699 in expenses, with an ending fund balance of \$605,634.

The applicant expects to enroll 540 students in Grades PreK-8 in the first year of operation and receive \$12,903 in per pupil revenue based on all funding sources. Twelve percent of students are assumed to be special education students and seven percent are assumed to be English language learner students. Crescent City's CMO fee is 5.5 percent of all revenue. The budget assumes \$64K in fundraising based on Crescent City's fundraising track record.

A start-up budget was not included in the application since it was included in the approved CMO budget for 2017-18. Start-up costs are anticipated to include hiring school administrative staff for one to three months, marketing and student recruitment, facility improvements, and general supplies.

Analysis:

The Finance section meets the standard. The applicant's budget was built on Crescent City's past experience running charter schools in Orleans Parish. The application includes a balanced budget and budget projections that are both reasonable and conservative. The budget assumes less special education revenue than what is likely and overestimates some expenses such as special education services and student transportation. Most of the applicant's expenses are dedicated to the aspects of the school that will ensure student success. Particularly, the applicant spends most of its funds on instructional and special education staffing and services, while also providing financial resources for building renovations. Although the application does not indicate specific funding sources for external fundraising, it calls for \$64K in revenue which is a very conservative number given the CMO's past fundraising efforts. In 2016-17, Crescent City raised over \$600K for schools, which is less than one percent of total anticipated revenue each year for Tubman2.

The proposed staffing strategy is cost-effective and utilizes the existing human capital at Crescent City. By hiring a current employee as the school leader of Tubman 2, the CMO does not have to provide additional funding for a school leader's salary during the start-up year. Also, key CMO staff who will be responsible for various aspects of the start-up phase for the are already in place.

The CMO only charges its schools the amount necessary to cover expenses in a given year. The 5.5 percent CMO fee will cover the CMO's expenses from the addition of the new school while providing an excess of revenue for the five years of operation.

EXPERIENCED OPERATOR ADDENDUM

TUBMAN2

RATING:

Meets the Standard with Reservations

Plan Summary:

Crescent City seeks to transform a charter school in the Algiers neighborhood of New Orleans and will likely serve a similar population to the other schools in its portfolio. Crescent City currently operates three charter schools in New Orleans. According to the latest Louisiana school report card data, Harriet Tubman and Akili Academy are rated as “C” schools and Paul Habans is rated as a “D” school.

Crescent City outlined two options for growth for Harriet Tubman. The first option involved increasing the two-section model of 60 students per grade to a three-section model of 90 students per grade, spreading Harriet Tubman across two campuses in Algiers. The second option included merging Tubman2 with an existing neighborhood school to become a four-section school across two campuses (Grades K-4 and 5-8). The CMO currently serves 1,865 students in its three schools. If the transformation charter school is approved, Crescent City expects to serve 2,420 students by the 2018-19 school year.

Analysis:

The Experienced Operator Addendum meets the standard with reservations. The application meets many of the criteria, however some sections lacked details and demonstration of capacity.

Although both Akili Academy and Paul Habans demonstrated strong SPS growth in 2017, Harriet Tubman’s SPS has declined over the last two years. In 2015, Harriet Tubman’s SPS was 81.4 before declining to 79.9 in 2016 and 65.2 in 2017. Due to these uneven results, there are concerns with the applicant’s capacity to manage another transformation school.

Crescent City is committed to increasing the number of high-quality seats in Orleans Parish. Due to facility limitations, the CMO has minimal plans to increase enrollment at Akili and Habans. The founding team outlined a clear rationale for merging Harriet Tubman with an existing neighborhood school. This plan would allow Crescent City to serve more students and would differentiate the school from other schools in Algiers by providing separate elementary and middle school options, rather than a single site K-8 school. It would also allow Ms. Lause to oversee both campuses while giving new school directors additional support. However, this raises concerns that the applicant’s leadership pipeline has not yet been fully developed. During the interview, Ms. Mehok discussed how the school would work through any school culture challenges caused by students at two separate schools merging; but these concerns still remain.

The applicant has a clear scale strategy plan in place to ensure that the school model will be implemented effectively in new school sites. Crescent City outlines the processes, including human resources, finances, and evaluation, that will be outsourced to the central office during the launch of a new school. By outsourcing these components of the launch, the local school leaders will have the opportunity to focus on the educational program and community engagement, which are both integral to the success of a school transformation. The application does not provide a listing of the different responsibilities of the central office and local school, but it does list the central office’s functions.

The applicant group is able to clearly articulate the challenges they have faced operating transformation schools. In particular, there were leadership crises where the CEO had to step in as interim principal of two different schools. However, the application does not adequately address the critical factors and/or root causes that threaten the ability of the CMO to achieve its mission or how the CMO seeks improvement by encouraging staff to point out vulnerabilities and welcoming solutions to address them.

Plan Summary:

Crescent City plans for Tubman2 to be a full Grades PreK-8 transformation and plans to serve all currently enrolled students at the school. Crescent City will apply for Pre-K through a separate application process. Crescent City has transformed two other schools, Harriet Tubman in 2011 and Paul Habans in 2014.

As an operator of transformation schools, the CMO's transformation strategies include "set priorities and minimize distractions; set the school culture as a first priority; build unity through a team approach; invest in adults; provide a structured management system; and drive student achievement through personal leadership." In order to establish high expectations and ensure the foundations of a strong school culture, staff will utilize three weeks of professional development prior to the school year. Crescent City expects that staff retention numbers will be about 75 percent in year one.

Strategies to engage the community in past transformation efforts include door-to-door recruitment, hosting parent information sessions, meeting with community organizations (i.e., Algiers President's Council and the Kiwanis Club of Algiers), recruiting volunteers, and adding governing board representation from the community.

Analysis:

The Transformation Addendum meets the standard with reservations. The application meets many of the criteria, however some sections lacked details and demonstration of capacity.

While Habans' SPS increased from 53.6 in 2017 to 60 in 2017, Tubman's SPS has declined over the last two years. This generates concern that the applicant may not have the capacity to manage an additional transformation school, as previously stated in the Experienced Operator Addendum.

Crescent City believes that the ability to develop and maintain a strong, achievement-driven culture is imperative to the success of a transformation school. The CMO has collaborated with Relay Graduate School of Education and Uncommon Schools to assist principals in building this culture at their schools. The application demonstrates the ability to reflect on previous transformation experiences, but it does not provide clear evidence or data that articulates what cultural changes have been made in the school and how those changes have directly affected student achievement.

Crescent City's focus on their six tenets of transformation strategies allows all stakeholders, including families, teachers, and students, to focus on the key levers of any successful school transformation. The plan includes support for students of special populations and a comprehensive transition plan to ensure that parents and students are well-informed of the process and are prepared for the school opening. At Tubman2, high expectations for teachers and students will be set and implemented from the very beginning and there are plans to introduce families to these expectations before school begins. However, the evaluation team remains concerned that while the applicant has an adequate plan to recruit students, the plan to retain students was not as detailed. Merging with a neighborhood school could exacerbate these concerns.

Crescent City has a strong staffing plan and a funding plan that is likely to be successful. Crescent City is prepared to offer three-year commitment letters to staff members who are dedicated to the work. The application also states that there is an expectation that some of the staff, due to the challenging work of transformation, will quit their jobs mid-year and not return from winter break. When asked for clarification on how they would address these issues, the applicant team stated that they may overhire or reconfigure a team to ensure that the needs of the school are met. The application outlines a plan to acquire additional outside funding if the charter is approved, and the applicant has demonstrated success in generating these funds in the past.

The outlined strategies that were previously effective in engaging parents, students, and the community during Crescent City's previous transformations were well-articulated and comprehensive. Although these strategies have proven to be effective in the past, the applicant does not clearly indicate exactly which strategies will be used prior to Tubman2 opening.

EVALUATOR BIOGRAPHIES

Evaluator's Name

HAROLD LEE

Harold (Harry) Lee is an independent education consultant specializing in charter school authorization, new school development, school oversight/evaluation, renewal services, and board training/capacity building. Most recently, Harry worked as the Chief Strategy Officer at iLearn Schools, a non-profit charter management organization based in New Jersey. From 2011-16, he worked at the New Jersey Department of Education, Office of Charter Schools serving as the School Performance and Accountability Manager for 3 years and the Director for 2 years. In 2014, Harry completed the NACSA Leaders Program, the nation's only professional development opportunity for current and upcoming leaders in charter school authorizing offices. He holds a B.A. from Yale University and an M.P.A. from Rutgers University-Newark.

Evaluator's Name

GAIL LAZARD

Gail Lazard is a retired educator with over 30 years of experience in the education of public school students in the state of Louisiana. Gail has worked as a teacher, principal, and central office administrator in New Orleans and at the Louisiana Department of Education. She has also worked as a consultant for the Louisiana Department of Education - Charter School Office and the National Association of Charter School Authorizers. In addition, Gail holds a B.A. and a M.Ed. +30 from the University of New Orleans. Gail is certified by the state of Louisiana as a teacher, principal, supervisor of student teaching, parish/city school supervisor of instruction, and superintendent of schools.

Evaluator's Name

ANTHONY OLIVER

Anthony Oliver is currently an assistant principal in the Jefferson County School System in Birmingham, Alabama. Most recently, Anthony served as Executive Director at Breakthrough Birmingham, an education non-profit dedicated to providing high-quality academic programming to underserved students and preparing the next generation of teachers. Anthony has also served as a high-school mathematics teacher and coach, and has worked as a principal intern at Newton North High School where he worked to create access to challenging academic curriculum for African American students and students from low socioeconomic classes. Anthony holds a B.A. in mathematics from the Virginia Military Institute, an M.A.E. in secondary education - mathematics curriculum and instruction from the University of Alabama at Birmingham, and an Ed.M in school leadership from the Harvard Graduate School of Education. Enter biography.