



## **Introduction**

This report presents the findings of the Leadership Profile Assessment conducted by Hazard, Young, Attea & Associates (HYA) in November 2013 for the new superintendent in the Orleans Parish School District. The data contained herein were obtained from input the HYA consultants received when they met with individuals and groups in either individual interviews or focus group settings on November 11, 12 and 13 and from the results of the online survey completed by stakeholders. The surveys, interviews, and focus group meetings were structured to gather input to assist the School Board in determining the primary characteristics desired in the new superintendent. Additionally the stakeholder interviews and focus groups collected information regarding the strengths of the District and some of the challenges that it will be facing in the coming years.

## **Participation**

The numbers of participants, by stakeholder group, in the two methods of data gathering are listed below. Some individuals participated in both methods:

<b>Stakeholder Group</b>		
	Survey	Meetings
Parents with student(s) currently attending a public school (OPSB or RSD, Charter or direct run)	83	14
OPSB School Board member	3	7
OPSB District Leadership and employees, direct run school principals, teachers, staff and students	65	53
Charter Board members, leadership and employees, principals, teachers, staff and students	38	36
Education advocacy organizations and organizations with education as an area of focus	43	47
General Community members (anyone not in any of the above categories)	48	79
<b>Total</b>	<b>280</b>	<b>236</b>

The 280 individuals who completed the survey self selected the category in which they responded. The narrative data included in this Report were secured from about 50 interviews, focus groups and open forums held on November 12-14. Input attributed to *parents* was secured from a focus group with the PTO Leadership. Some parents also attended the public forums, but they are listed under General Community because no attempt was made to determine the identity of individuals at the forums. The Educational Advocacy Groups that participated in the focus groups included representatives from the Cowen Institute, East Bank Collaborative, Educate Now, Justice and Beyond, Louisiana Association of Public Charter Schools, New Schools New Orleans, and Stand for Children. Comments attributed to *community* were provided at three open forums and focus groups/meetings with representatives from the Chamber of Commerce, City Council, economic development groups, Ministerial Alliance and other faith based organizations, NAACP, NOLA, NPN, OPEN, State Legislature, universities, Urban League, and Vietnamese YLA.

The responses shared during the interviews, focus groups and forums can be found under *Consistent Themes* on page 6 of this *Report* and in Appendix A, beginning on page 9. The comments are listed alphabetically with no attempt to prioritize them. A summary of the responses of the 280 individuals who completed the on-line survey relative to preferred skills needed in the new superintendent can be found on pages 7 and 8. All comments shared via the on-line survey are provided verbatim in Appendix B, beginning on page 37. The only redactions were derogatory comments that were relative to specific individuals. The comments from the on-line survey are presented alphabetically by respondent groups and in the order they were submitted on-line.

The data contained in this *Report* are not a scientific sampling, nor should they necessarily be viewed as representing the majority opinion of the respondent groups to which they are attributed. Comments from the interviews and forums are included if, in the consultants' judgment, they warranted the Board's attention.

### **Strengths of the District**

When asked about the strengths of the Orleans Parish Schools, almost all groups noted that there has been significant focus on New Orleans and its schools for a number of years, and especially after the Katrina tragedy. Due to intervention by the State Legislature and the Board for Elementary and Secondary Education (BESE) after Katrina, the schools have been drastically restructured. The restructuring divided the Orleans Parish School District between the original Orleans Parish District and the Recovery District that was created by the State Legislature to assume responsibility for failing schools. The intent at that time was that the Recovery District schools would return under the umbrella of the Orleans Parish District once they attained a predetermined proficiency level. Concurrently, either by intent or need, most of the schools in both districts became charter schools with their respective boards and autonomy.

As a consequence of the split, the Orleans Parish Schools have performed very well and are purported to be ranked number 2 in the state in terms of student achievement. At the same time, many of the students in the Recovery District have demonstrated significant growth. Generally, respondents looked upon the improved achievement as a significant strength. Many also felt that the charter structure encouraged greater innovation and risk taking and required a higher level of accountability on the part of staff, all of which have provided a more robust academic experience for students in both districts.

Other strengths noted included the number of individuals and organizations in New Orleans that have emerged to support the schools, the restructuring of the finance department that resulted in a very favorable rating by the Bond Rating institutions, the quality of many staff members, and the engagement of many parents and community members with the schools due to their charter structure.

Federal funding also has supported the construction of a number of new schools, with most of them allocated to the Recovery District. The growth of the charter schools provided parents with the opportunity to indicate a preference for the school and type of education in which their children could participate. All of these were looked upon with favor as strengths, especially by the parents that are fortunate enough to have their children benefit from them.

### **Challenges/Concerns/Issues Facing the District**

While there appears to be a sense of enthusiasm for the direction in which education is going in New Orleans, there also is a recognition that much needs to be improved. Academic achievement, although greatly improved, is still the primary area in need of attention. Far too many students continue to perform far below desired expectations. The division of Orleans Parish and the aftermath of Katrina has resulted in the Recovery District having newer facilities with more space for students while the schools retained by the original Orleans Parish District experiences overcrowding in facilities that, in many cases, are aged and not as easily adaptable to emerging practices and programs. Many commented that the new structure (dual districts and charters) have resulted in fewer programs being made available for students with special needs, with some schools not even accepting children who are in this category.

Many concerns were expressed over the loss of neighborhood schools and the parent engagement associated with them, the hours children, even very young children, have to spend on busses going to and from school because of the pattern of student assignment in the District. Although many acknowledged the OneApp application process appeared very good in theory, they feel it is not working, sending children from the same family to different schools and rarely providing parents and students an opportunity to attend a school of their *choice*. Many respondents also feel that, with the emergence of charter schools, new technology, and greater accountability, there is a need for an in depth review of the traditional organizational structure of the Orleans Parish District structure that would result in the reordering of staff and priorities to meet current and emerging needs, with a greater emphasis on school based support rather than bureaucratic oversight.

Many pointed to the fact that the School Board appears to be divided, spending hours in debate on issues that are irrelevant to the academic and related needs of students. Respondents felt that the School Board needed to readjust its priorities to think about *students first* in all cases. There was a fairly consistent feeling that the hesitancy of some RSD charter schools that are eligible to return to the jurisdiction of the OPSB is due to the perception of the Board's micromanagement, behavior and priorities. Many indicated that there was a need for the Board to assume its appropriate role of governance in a manner that would put the focus on student achievement and student services and leave the management of the schools to the administrative staff. To this end, a number of respondents pointed to the need for a

comprehensive strategic or long-term plan for the District that would provide a road map for continuous improvement and benchmarks which could be used in holding the Board itself, as well as the new superintendent and staff to a higher level of accountability.

A number of respondents also expressed a pressing need for vocational/technical opportunities for the District's students who are not college bound. They pointed to the need to fill many emerging relatively high paying positions that graduates are unprepared to aspire to because of the lack of technical skills required. The District was encouraged to explore partnerships with other institutions that might address this need.

### **Desired Characteristics**

The participants in the interviews and focus groups consistently cited approachability and collaboration coupled with decisiveness as the characteristics that would be critical to the new superintendent's success. Many felt Orleans Parish needs an excellent communicator who recognizes the importance of listening in the communication process, and someone with strong public relations skills.

Respondents felt that a high tolerance for ambiguity that is required to provide leadership to a *System of Schools* rather than a School System would be critical to the success of the new superintendent. They felt that the new superintendent needs not only to understand charters, but needs to embrace them with a belief in their ability to provide the transformation that parents, the community, the state and others feel is needed to make the Orleans Parish School District a *District of Choice*.

Constituents are looking for an innovator, a person of vision, preferably an educator and preferably someone who has roots in or a deep understanding of the culture and history of New Orleans. They desire a creative risk taker who takes calculated risks and encourages others to do likewise in the quest of determining the best educational formula to address the needs of ALL the students in Orleans Parish.

With regard to background and past experiences, many felt that the superintendent should have had experience as a classroom teacher and a superintendent in a district with demographics that are similar to New Orleans'. He or she should have a demonstrated track record for improving student achievement for minority students, while raising the bar for all students. Others stated a preference for the Board to seek a leader who had strong leadership and managerial skills, but not necessarily in the field of education, and to augment the superintendent's leadership ability with expertise in the academic area, as needed.

The top-ranked characteristics that respondents identified on the on-line survey reflect much that was heard in the interviews and focus groups:

- Increase academic performance and accountability at all levels and for all its students, including special needs populations. (IL)

- Have a clear vision of what is required to provide exemplary educational services and implement effective change. (VV)
- Recruit, employ, evaluate, and retain effective personnel throughout the District and its schools. (M)
- Promote high expectations for all students and personnel. (VV)
- Listen to and effectively represent the interests and concerns of students, staff, parents, and community members. (CE)

HYA cannot find a candidate who possesses all of the characteristics desired by respondents. However, HYA intends to meet the challenge of finding individuals who possess many of the skills and character traits required to address the concerns expressed by the constituent groups. HYA will seek candidates who can work with the New Orleans Parish School Board to provide the leadership needed to continue to raise academic standards and student performance in spite of major challenges, while meeting the unique needs of each of its schools and communities.

The consultants would like to thank Sharon Butler, Danae Columbus, Valerie Peterson and all others who assisted in making the arrangements for the interviews, focus groups and forums, to Stan Smith and the staff of the Orleans Parish School Board for your hospitality and to all who participated in the interviews, forums or focus group meetings or completed the online survey. We hope we adequately capture your opinions and perspectives in this *Report*.

Respectfully submitted,

Bill Attea  
 Louise Coleman  
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 Hazard, Young, Attea & Associates

## Consistent Themes Shared in Interviews, Focus Groups and at Open Forums

### *Strengths*

- Broad-based support for the schools by a number of advocacy groups
- Charters, and the element of *choice* associated with them
- Financial accounting significantly improved
- Improved achievement status since Katrina

### *Challenges/Concerns/Issues*

- Achievement of Students
- Charters, and issues associated thereto
- District organization
- Facilities
- Finances
- School Board
- Strategic Plan

### *Desired Characteristics*

- Ability to identify, employ, develop and retain superior staff
- Clear understanding of respective roles of the Board and the Superintendent
- Collaborative, yet decisive
- Communication skills, with emphasis on the listening end of communication
- Consensus builder
- Creative, innovative, *out-of-the-box* thinker
- Culturally sensitive
- Experience in complex organizations/setting(s) similar to New Orleans
- Fair, honest, has integrity
- Open, assessable, and visible in schools and community
- Politically and media savvy
- Strategic thinker; strategic planner
- Strong leadership skills
- Team builder
- Traditional or non-traditional
- Understands and embraces charters, portfolio management
- Understands culture and dynamics of New Orleans
- Understands instruction, finance and human services, as well as school law
- Unifier
- Vision

<b>Percentage of Respondents Who Selected Each Item (By Subgroups)</b>
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Number indicates rank order by overall results		<b>ALL (280)</b>	<b>Parents (83)</b>	<b>School Board (3)</b>	<b>District Leaders (65)</b>	<b>Charter Board (38)</b>	<b>Ed Advocacy (43)</b>	<b>Comm. (48)</b>
<b>1</b>	Increase academic performance and accountability at all levels and for all its students, including special needs populations.	<b>51%</b>	53%	67%	29%	61%	63%	58%
<b>2</b>	Have a clear vision of what is required to provide exemplary educational services and implement effective change.	<b>49%</b>	53%	0%	49%	55%	35%	50%
<b>3</b>	Recruit, employ, evaluate, and retain effective personnel throughout the District and its schools.	<b>43%</b>	37%	33%	37%	53%	51%	44%
<b>4</b>	Promote high expectations for all students and personnel.	<b>42%</b>	37%	0%	31%	58%	56%	42%
<b>5</b>	Listen to and effectively represent the interests and concerns of students, staff, parents, and community members.	<b>41%</b>	51%	0%	46%	26%	30%	42%
<b>6</b>	Foster a positive professional climate of mutual trust and respect among faculty, staff, and administrators.	<b>39%</b>	40%	0%	62%	29%	23%	33%
<b>7</b>	Hold a deep understanding of the teaching/learning process and of the importance of educational technology.	<b>35%</b>	47%	33%	38%	29%	16%	29%
<b>8</b>	Effectively plan and manage the long-term financial health of the District.	<b>35%</b>	36%	67%	26%	37%	47%	31%
<b>9</b>	Guide the operation and maintenance of school facilities to ensure secure, safe, and clean school environments that support learning.	<b>35%</b>	49%	0%	23%	37%	30%	29%
<b>10</b>	Align budgets, long-range plans, and operational procedures with the District's vision, mission, and goals.	<b>30%</b>	24%	100%	26%	37%	30%	38%
<b>11</b>	Encourage a sense of shared responsibility among all stakeholders regarding success in student learning.	<b>29%</b>	23%	33%	29%	26%	44%	29%
<b>12</b>	Utilize student achievement data to drive the District's instructional decision-making.	<b>29%</b>	24	33%	18%	42%	49%	23%

<b>Key</b>	<b>VV-Vision &amp; Values</b>	<b>IL-Instructional Leadership</b>	<b>CE- Community Engagement</b>	<b>CC- Communication &amp; Collaboration</b>	<b>M-Management</b>
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Percentage of Respondents Who Selected Each Item (By Subgroups)								
Number indicates rank order by overall results		ALL (280)	Parents (83)	School Board (3)	District Leaders (65)	Charter Board (38)	Ed Advocacy (43)	Comm. (48)
13	Hold a deep appreciation for diversity and the importance of providing safe and caring school environments.	27%	35%	0%	26%	13%	21%	33%
14	Identify, confront, and resolve issues and concerns in a timely manner.	27%	28%	0%	31%	24%	23%	29%
15	Strive for continuous improvement in all areas of the District.	25%	27%	33%	29%	13%	37%	17%
16	Be visible throughout the District and actively engaged in community life.	24%	27%	33%	23%	24%	19%	25%
17	Communicate effectively with a variety of audiences and in a variety of ways.	24%	28%	67%	26%	21%	21%	15%
18	Involve appropriate stakeholders in the decision-making process.	24%	18%	33%	35%	13%	23%	27%
19	Develop strong relationships with constituents, local government, area businesses, media, and community partners.	23%	17%	67%	15%	16%	37%	31%
20	Seek a high level of engagement with principals and other school-site leaders.	23%	23%	0%	26%	32%	16%	19%
21	Maintain positive and collaborative working relationships with the school board and its members.	22%	17%	33%	23%	29%	21%	25%
22	Lead in an encouraging, participatory, and team-focused manner.	22%	17%	67%	34%	26%	16%	15%
23	Provide meaningful guidance for systematic and comprehensive district-wide curriculum, instructional services, assessment programs, and professional development.	21%	28%	0%	23%	13%	9%	25%
24	Be an effective manager of the District's day-to-day operations.	21%	18%	0%	18%	26%	23%	23%
25	Act in accordance with the District's mission, vision, and core beliefs.	10%	6%	100%	15%	3%	9%	8%



## ***Appendix A – Comments from Interviews, Focus Groups and Open Forums***

Following are many of the relevant comments made by respondents during the interviews, focus groups and forums conducted on November 11, 12 and 13.

### **OPSD SCHOOL BOARD MEMBERS**

#### **SIGNIFICANT STRENGTHS OF SCHOOL DISTRICT**

##### **Broad-based support for the schools by a number of advocacy groups**

- Amount of attention and resources the schools in New Orleans are receiving
- Plethora of organizations supporting the schools

##### **Charters, and the element of *choice* associated with them**

- Charters are a positive for OPSD
- Charters have served the District well, improved opportunities for students
- Experiment with charters
- Has developed better relationship with RSD

##### **Financial accounting significantly improved**

- Fiscally sound
- High Bond Rating (#3 in State)

##### **Improved achievement status since Katrina**

- Increasingly strong performance of OPSB schools
- OPSB schools ranked #2 in State
- Some great teachers that do well with children

#### **CHALLENGES/ISSUES/CONCERNS FACING SCHOOL DISTRICT**

##### **Achievement of Students**

- Lack of data related to drop outs, truancy, etc.
- Makes few decisions on educational policy
- Most students come from poor homes with little parent/family support for education – 90% students receive free or reduced price lunch
- Need an effective early childhood program in every school; accessible to all
- Need to address the crime rate by providing students with a better education
- Need to focus on dropout and retention
- Need to look at how we serve the *toughest* children
- Not aggressive in serving all types of children in all schools
- Reentry needs for students coming out of prison
- Student-teacher ratio needs to be reduced for students who are behind; more IEPs, more aids
- Urgency for ALL students to get a quality education

### **OPSD SCHOOL BOARD MEMBERS - continued**

## **CHALLENGES/ISSUES/CONCERNS FACING SCHOOL DISTRICT - continued**

### **Charters, and issues associated thereto**

- Attract or develop potential leadership for autonomous charter schools
- Charters need to be monitored more closely to determine how successful and accountable they are.
- *Choice* really isn't *choice*
- Cultural divide among board members
- De-chartering of non and underperforming charters
- Increase communication with charters to address charter issues and needs proactively
- Lack of data related to drop outs, truancy, etc.
- Need an individual who is neither pro or anti charter, but will embrace the charters that are in existence and bring them together under the same umbrella
- Need for all schools to offer comparable programs, extra-curricular activities and athletic opportunities
- Need to analyze whether District would be more successful running two types of schools or having all charters
- Need to develop services/support that will make it attractive/advantageous for RSD schools to return to OPSB
- Need to develop unity in working together with RSD
- Not all charters are performing well
- Number of students in parochial/private schools to avoid perceived chaos in public/charter schools
- OneApp's implementation
- Planning for return of RSD schools to District; consider restructuring, legislation, etc.
- Responsibility for RSD schools, without authority (i.e. RSD drop out rate is almost 5 times worse than OPSD, yet OPSB can do nothing about it)
- RSD schools are not coming back to the District

### **District organization**

- Central Office has to be reassessed to determine its cost effectiveness under the post-Katrina organization
- Does not use data to drive decision making; financially, planning, academically
- Need to analyze whether District would be more successful running two types of schools or having all charters
- Need to develop services/support that will make it attractive/advantageous for RSD schools to return to OPSB
- Need to develop unity in working together with RSD
- Need to give more autonomy to direct-run schools; especially in the area of budget and employment
- Need to resize Central Office
- Need to unify OPSD and RSD schools

### **OPSD SCHOOL BOARD MEMBERS - continued**

## **CHALLENGES/ISSUES/CONCERNS FACING SCHOOL DISTRICT - continued**

### **District organization - continued**

- Not aggressive in serving all types of children in all schools
- Patronage; many people in key positions that should not be there
- Perception that Central Office Staff is too large – desire to reallocate dollars to schools
- Planning for return of RSD schools to District; consider restructuring, legislation, etc.
- Responsibility for RSD schools, without authority (i.e. RSD drop out rate is almost 5 times worse than OPSD, yet OPSB can do nothing about it)
- Under current organization, does District need to maintain all the District departments needed under the old structure?

### **Facilities**

- Many facilities that the OPSD is using need to be remodeled/updated
- Need for all schools to offer comparable programs, extra-curricular activities and athletic opportunities

### **Finances**

- Additional dollars are needed to address a multitude of needs; need to get *biggest bang from the buck*
- Business community has to step up to the plate and assist with picking up the tab to get the job done correctly; new superintendent has to get out and convince the business community that it is in their best interest to support the schools
- Clear accounting for and reporting of funds
- District needs site-based accounting
- Lack of clear accountability related to financing
- Need to give more autonomy to direct-run schools; especially in the area of budget and employment
- School Based accounting

### **School Board**

- Board addresses adult issues rather than bringing community together to rally around kids and successes.
- Board needs to get its act together
- Board needs to look at its operations, behavior and focus
- Lack of leadership and vision
- Makes few decisions on educational policy
- Need for Board training
- Split Board

### **Strategic Plan**

- Getting everything move in the same direction, while maintaining the autonomy of the respective schools
- Lack of leadership and vision
- Need for common Mission, Vision and Guiding Principles

## **OPSD SCHOOL BOARD MEMBERS - continued**

## **CHALLENGES/ISSUES/CONCERNS FACING SCHOOL DISTRICT – continued**

### **Vocational/Technical Education**

- All students do not go to college; need for more technical/career programs
- More career orientation programs needed
- Most students come from poor homes with little parent/family support for education – 90% students receive free or reduced price lunch
- Need to address the crime rate by providing students with a better education that will get them to stay in school, get the appropriate training, and get jobs.
- Need to develop a partnership with Delgado and/or other institutions to develop joint enrollment/joint credit programs
- Need to focus on dropout and retention
- Not aggressive in serving all types of children in all schools
- Reentry needs for students coming out of prison

### **Other**

- Lack of transparency on part of State
- Socio-economic divide in community
- Teach for America has mixed reviews – predominately white, relatively high mobility but many do stay in New Orleans

## **LEADERSHIP CHARACTERISTICS**

### **Personal attributes**

- Can take political pressure`
- Community orientated
- Creative
- Culturally sensitive
- Dynamic; thinks *outside the box*
- Effective communicator
- Energetic
- From Louisiana; preferably with some connection to New Orleans
- Honesty
- Integrity
- Knows area
- Preference for minority candidate
- Preference for the best candidate, regardless of race

## **OPSD SCHOOL BOARD MEMBERS - continued**

## **LEADERSHIP CHARACTERISTICS - continued**

### **Areas of expertise**

- Ability to build strong team
- Ability to manage charters and District run schools simultaneously; strength to close or reconstitute poor performing or failing schools
- Able to build a vision for a city to be full of Great Schools
- Can successfully analyze and reorganize complex organization
- Educator; educational background
- Experience as a superintendent or deputy
- Experience with charter schools
- Financial acumen; understands finances
- Identifies, employs, retains and develops highly competent staff
- Media savvy
- Mediator – bridges the gap between groups
- Need to understand history of Act 35 and how charters emerged in New Orleans
- Non-traditional candidate
- Political savvy
- Strong leadership skills
- Understanding of leadership
- Understands charters, how to work with them
- Understands culture and dynamics of New Orleans
- Understands the respective roles of the Board and Superintendent

### **Administrative style**

- Collaborative
- Consensus builder
- Desires to work with and build up RSD schools
- Spends significant amount of time engaging community to garner support/dollars; delegates actual running of school to capable COO
- Understands the need for and is willing to close/reconstitute non- and under-performing schools

## **OPSB DISTRICT LEADERSHIP, STAFF AND STUDENTS**

## **SIGNIFICANT STRENGTHS OF SCHOOL DISTRICT**

### **Broad-based support for the schools by a number of advocacy groups**

- Willingness of residents to become engaged with schools

### **Charters, and the element of *choice* associated with them**

- Charter schools have forced everyone to reconsider what we are doing with and for students
- Charters add value and need to be valued
- Charters and District Run Schools
- Parental choice
- Successfully dealing with new *landscape*

### **Financial accounting significantly improved**

- Financial status has moved from *high risk* to best rating of governmental bodies in the city

### **Improved achievement status since Katrina**

- Academic success – tremendous growth in achievement over the past several years
- District has retained high performing teachers in the classroom
- Doing good things for students
- Experienced workforce
- High graduation rate and achievement in recent years
- Passion to help students, especially at the school level – *Children Matter!*
- Teachers are here because they want to be here
- Technology integrated into program
- Use of technology in schools/classrooms – challenge to keep it working

### **Other**

- After school programs
- Athletic programs
- Cooperation from Central Office
- District's ability to provide data needed when needed
- Diversity
- Families in crisis are understood and supported
- Good collaboration
- Historically, OPSD does best when under leadership of individual who has roots in New Orleans
- Rich history
- Small district; manageable
- Unique culture of New Orleans

## **OPSB DISTRICT LEADERSHIP, STAFF AND STUDENTS - continued**

## **CHALLENGES/ISSUES/CONCERNS FACING SCHOOL DISTRICT**

### **Achievement of Students**

- Embrace students; help them grow
- Level of illiteracy in New Orleans
- Need more programs to give students *hope*
- OneApp is a problem for kids with special needs that are randomly placed in schools that cannot/will not address their needs
- Should pay more attention to Seniors
- Students need to be made aware of college entrance requirements in 9<sup>th</sup> grade

### **Charters, and issues associated thereto**

- Charters were establish on an *ad hoc* basis, weren't carefully thought through
- Clarity is needed to determine which policies pertain to charters, District-run or both
- Confusion relative to charter movement
- Demise of neighborhood schools; puts some families in multiple schools; transportation time and costs
- Direct run schools are treated more poorly than charters
- Enrollment requirements need to be reviewed and revised; some elitism
- Lack of special education for students with special needs
- Loss of neighborhood identity
- Managing both District-run and charters schools; making sure we have structures in place to supporting both
- Need a plan for transitioning RSD schools OPSD
- Need to build bridges between charters and direct-run schools, between RSD and OPSB, and between BESE and OPSB.
- Need to convince Charter Managed Organizations that all schools should be under authority of OPSB
- Need to sell the concept that RSD is no longer needed; bring everyone into one organization
- Need to work with all charters, RSD and OPSB
- New Orleans is a System of Schools, not a School System
- New Orleans is looked upon as a *threat* to public education by many other districts
- Not enough good schools
- Number of groups in community with variety of ideas about what should be done and how it should be done
- Objectivity needs to be used in returning RSD Schools to OPSB
- OneApp is a problem for kids with special needs that are randomly placed in schools that cannot/will not address their needs
- OneApp not working

### **OPSB DISTRICT LEADERSHIP, STAFF AND STUDENTS - continued**

### **CHALLENGES/ISSUES/CONCERNS FACING SCHOOL DISTRICT - continued**

#### **Charters, and issues associated thereto - continued**

- OneApp process is a nightmare
- Parents do not understand the system

- Quality and equity issues
- Revisit programs that work
- RSD has space
- Security and safety need more attention
- Should pay more attention to Seniors
- Should try to develop a common vision among charters, District-run schools and RSD
- Students need to be made aware of college entrance requirements in 9<sup>th</sup> grade
- Superintendent needs to work with charters for the benefit of all students; need to build a liaison with charters
- Teach for America – inexperienced teachers
- Transportation; problems getting kids to schools – length of time, cost of transportation
- Want more transparency from charters

### **District organization**

- Bringing both districts together
- Central Office is very *siloed*; needs to demonstrate more teamwork
- Central Office needs to be fixed: requires details for everything but never provides details in billings, needs to be more open and transparent
- Central Office needs to be restructured to serve the schools rather than the reverse, which currently exists
- Clarity is needed to determine which policies pertain to charters, District-run or both
- Complex system
- Culture of service needs to be developed at administrative, especially District, level
- Direct run schools are treated more poorly than charters
- District needs to *market* itself better
- Feeling that OPSD *is not good enough*
- Managing both District-run and charters schools; making sure we have structures in place to supporting both
- Need to bring everyone under one roof
- Need to build bridges between charters and direct-run schools, between RSD and OPSB, and between BESE and OPSB.
- Need to work with all charters, RSD and OPSB
- Negative perception of District from pre-Katrina era
- Relationship between RSD and OPSB

### **OPSB DISTRICT LEADERSHIP, STAFF AND STUDENTS - continued**

### **CHALLENGES/ISSUES/CONCERNS FACING SCHOOL DISTRICT - continued**

#### **Facilities**

- Facilities need upgrading, by and large
- Not enough good schools
- Some facilities are pretty badly deteriorated, especially in comparison to newer facilities



## **Finances**

- Funds taken away from sports program
- Underfunded District

## **School Board**

- Board needs to determine what it expects from superintendent before it hires one
- Board needs to get its act together before anyone will consider coming back
- Board permits staff to go around Superintendent directly to board members
- Micromanaging Board; micromanages superintendent and staff
- Priorities are not about students
- Relationship between RSD and OPSB
- Superintendents have had to clean up the messes the School Boards caused
- The School Board

## **Strategic Plan**

- Need for a comprehensive Strategic Plan, including a commonly understood and embraced Mission and Vision
- People without a vision perish

## **Vocational/Technical Education**

- Lack of effective vocational program to prepare students for high-paying positions that are available and do not require college education
- Need career training programs
- Revisit programs that worked

## **Other**

- Communication
- Lack of motivation from the staff
- Low morale
- More days like *Challenge Day*
- Number of groups in community with variety of ideas about what should be done and how it should be done
- Political challenge associated with addressing the needs of the State Department and local needs
- Teachers are ignored at times
- Teachers are on overload
- Teachers need to do more to address bullying

## **OPSB DISTRICT LEADERSHIP, STAFF AND STUDENTS - continued**

## **LEADERSHIP CHARACTERISTICS**

### **Personal Attributes**

- Approachable; open door policy
- Cheerleader for District
- Commands respect; persona
- Committed to staying in District
- Communicator

- Compassionate
- Connection to or with OPSD
- Creative, yet realistic
- Flexible
- Healer
- Here for the sake of children; not for political gain or to climb up the ladder
- Humility
- Knows the area
- Politically astute
- *Poster child* for OPSD
- Respectful
- Respectful of New Orleans' culture
- Someone who does not need on-the-job training
- Strong people skills
- Student focused
- Supporter; encouraging
- Thick skinned
- Understands nature of *Central City*
- Understands New Orleans pre and post Katrina
- Values opinions of staff; engages them in planning for the future
- Values relationship with teachers; students and their families
- Visible and accessible
- Visionary

#### **Areas of expertise**

- Ability (political clout) to bring all schools under one entity, while maintaining autonomy of each charter
- Ability to eliminate competition between charters and District-run schools
- Ability to evaluate success of programs
- Ability to identify, hire and retain a top-notch team
- Ability to overcome significant obstacles to achieve one's goals
- Ability to work with and develop school boards
- Access to philanthropy; can raise additional dollars
- Bridge builder, between RSD and OPSB
- Can build and implement a succession plan

#### **OPSB DISTRICT LEADERSHIP, STAFF AND STUDENTS - continued**

#### **LEADERSHIP CHARACTERISTICS**

##### **Areas of Expertise – continued**

- Demonstrated ability to develop common vision and articulate it
- Educator
- Knows best practice
- Non-traditional could work, considering the structure and number of charters – would need a CAO or a COO who's and educator
- Success in garnering the support of business and industry
- Success in meaningfully engaging parents with the schools

- Success oriented with competency associated with a Fortune 500 company
- Traditional educator
- Traditional educator
- Understands how to work with media; cheerleading for the schools
- Understands quality and equity issues
- Understands role of subordinate administrators
- Understands what is needed for quality education, but does not necessarily have to be an educator

### **Administrative style**

- A *pit-bull* in advocacy for kids
- Accountable and will hold others accountable; evaluates well
- Analyzes before acting/changing
- Believes in students
- Collaborative
- Consensus builder
- Embraces charters; willing to work with charter school leadership
- Focus on students
- Focuses on academic excellence for all students in today's classrooms
- Instructional Leader
- Involve staff in developing change agenda
- Is a moderate, at neither end of the *educational spectrum*
- Listening and learning before launching change agenda
- Listens and responds to parents, others
- Looks at talent within the District and capitalizes on it
- Shared decision maker
- Strong leader who is willing to stand firm
- Supportive
- Tenacity to say no when something is inappropriate for students
- Unifier – will bring schools together
- Visible in the schools
- Willing to tackle problems

## **CHARTER SCHOOLS - BOARD MEMBERS**

### **SIGNIFICANT STRENGTHS OF SCHOOL DISTRICT**

#### **Broad-based support for the schools by a number of advocacy groups**

- Charter Schools invite community engagement; provide better structure for community engagement
- Community involvement is as high as ever
- Groundswell of community support after Katrina
- Positive changes in OPSD have happened because of community engagement

#### **Charters, and the element of *choice* associated with them**

- *A System of Schools* rather than a *School System*
- Charters recognize the advantages of their autonomy, but they welcome District oversight
- Willingness to pursue charters

#### **Financial accounting significantly improved**

- Financial management; stability

### **CHALLENGES/ISSUES/CONCERNS FACING SCHOOL DISTRICT**

#### **Achievement of Students**

- *Kids First* should be an element in every charter contract

#### **Charters, and issues associated thereto**

- Need to get rid of poorly performing schools

#### **District organization**

- Split between RSD and OPSD; need to bring everyone back into District

#### **School Board**

- Micromanaging Board
- Need to bring OPSB and Charter Boards together on occasion

#### **Vocational/Technical Education**

- Need to collaborate with business and industry to get sell the message to potential business and industry that New Orleans is a great place with great schools

#### **Other**

- Pending litigation relative to teachers dismissed after Katrina
- Stigma of Katrina is still present

### **CHARTER SCHOOLS - BOARD MEMBERS - continued**

### **LEADERSHIP CHARACTERISTICS**

#### **Personal attributes**

- An individual who recognizes charter leaders are partners in the process of education; work with them; don't feel you have to *tell* or control them
- Communicator
- Innovator
- Somebody not associated with either OPSD or RSD; best in country
- Thick skinned
- Understands culture of New Orleans
- Visible

#### **Areas of expertise**

- Ability to navigate working with charters led by individuals who are passionate
- Able to work effectively with the School Board
- Experience in turning around an urban district
- Experienced; able to hit the road running
- Politically savvy; able to develop strong relationships with Legislature, BESE
- Surrounds oneself with a strong team
- Understands and supports *choice*, charters

### **Administrative style**

- Bridge builder
- Communicates with all stakeholders
- Consensus developer
- Demonstrates a desire to have charters *thrive*
- *Kids First* mentality
- Team builder; team player

## **CHARTER SCHOOL LEADERSHIP, TEACHERS AND STUDENTS**

### **SIGNIFICANT STRENGTHS OF SCHOOL DISTRICT**

#### **Charters, and the element of *choice* associated with them**

- Autonomy given the schools
- Charters have set a standard for operating schools; understanding their respective missions and engaging their parents (signed agreements with some requiring their participation)
- District keeps politics out of their work
- Don't interfere with schools that are doing well
- Educational Support Personnel – Special Ed, Title I, Early Childhood – are very supportive of charters
- For most part, District was supportive of start-up charter

- Good job managing successful schools
- Growing collaboration between RSD and OPSB
- Open enrollment; can go where you want
- OPSB focused on trying to do better
- Perceived as having more integrity
- Relationship among the schools is strong – administration respects each other – look out for every child in the District
- Relationship between OPSD Superintendent and RSD Superintendent appears to be positive; meet with some regularity; both appear to be responsive to emerging needs and issues
- Requests of District aren't burdensome
- Respects charters' autonomy
- Stability within the organization

#### **Financial accounting significantly improved**

- Improved financial management

#### **Improved achievement status since Katrina**

- Charter School model has been successful and is being embraced as the way of the future for the success of students
- Improved test scores in some schools
- New approach to instruction
- *One size fits all* no longer exists
- Support provided by Title I staff

### **CHARTER SCHOOL LEADERSHIP, TEACHERS AND STUDENTS - continued**

#### **CHALLENGES/ISSUES/CONCERNS FACING SCHOOL DISTRICT**

##### **Achievement of Students**

- RSD feels that they were given a job because OPSD had not been successful.

##### **Charters, and issues associated thereto**

- Clear distinctions between OPSB and RSD
- Inability of many to adapt to charter structure
- Lots of finger pointing
- Need compelling reason as to *why* charters should return under OPSB authority
- Need to grow the OPSD network; earn trust of the RSD charters
- OneApp doesn't work for all charters
- Public school districts generally don't like to see charters take the dollars that are allocated to their districts

- RSD schools do not want to return to OPSB
- Some have perceptions that RSD is bad
- Superintendent's responsibility is to provide oversight to ensure charters are living up to their respective charter

#### **District organization**

- Communication from and within District Office is very poor; tend to make pronouncements; don't want to be questioned
- District appears to be in siloes; lots of fiefdoms
- District appears to totally lack structure
- District needs to build relationships with the RSD
- District Office appears to put charters through unnecessary *red tape*
- Lots of individuals in Central Office who don't appear to be available to provide services to help schools
- Need to develop better relationships with Patrick Dobard and John White
- Need to end dual governance (OPSB and RSD); wastes a lot of dollars that can be spent on educating students
- OPSD needs to improve its reputation; needs to repair relationships
- Organizational structure needs to be reformed
- Protection provided to underperforming staff
- Staff too inbred
- Working with the multitude of entities in the city

### **CHARTER SCHOOL LEADERSHIP, TEACHERS AND STUDENTS - continued**

#### **CHALLENGES/ISSUES/CONCERNS FACING SCHOOL DISTRICT - continued**

##### **Finances**

- A lot of mistrust has stemmed from finance department errors
- A lot of time spent in preparing funding reports
- Board willing to accommodate charters financially
- Greatest weakness is in securing adequate funds; providing more transparent reports
- Lack of transparency in finances

##### **School Board**

- Board split along racial lines
- Dysfunctional school board
- Looking for a superintendent who will tend to the politics so the charters don't have to deal with politics and can get the job done for students without interference – to do this, the OPSB has to support the new superintendent

- New model of governance needed
- No unified Board voice
- Poorly behaving/performing School Board

## **LEADERSHIP CHARACTERISTICS**

### **Personal attributes**

- Charismatic
- Diplomat
- Embrace charters
- Excellent communicator with constituents, including students
- Innovative
- Listener
- Long-term commitment to District
- Looking for a leader, not a savior
- Relates to the working poor
- Someone who can embrace our culture
- Supportive of charters
- Unifier
- Visionary
- Willing to embrace culture of New Orleans

## **CHARTER SCHOOL LEADERSHIP, TEACHERS AND STUDENTS - continued**

### **LEADERSHIP CHARACTERISTICS - continued**

#### **Areas of expertise**

- Ability to connect with community; city
- Ability to raise confidence level in the District
- Ability to work with a Board that understands the difference between governance and management
- Able to lead/manage a complex system
- Can identify talent; builds a talented team to manage effectively and efficiently
- Cannot be territorial or think traditionally; has to interface with many different groups
- Change agent
- Commitment to educate every child
- Develop strong relationships with State Legislature, Patrick Dobard, BESE and John White
- Does not have to be traditional; needs CEO skills to lead charters
- Educator



- Leadership
- Political skills
- Someone who knows how we are as a community
- Tolerance for ambiguity, can keep one's eyes on the present yet look several years ahead
- Understanding of challenges in bringing schools back under the jurisdiction of OPSB
- Understands culture of city
- Understands politics and works well in the political arena

### **Administrative style**

- Collaborative, yet decisive when necessary
- Consensus builder
- Hands-on
- Hands-on; rolls up one's sleeves with us
- Meets and talks with students; listens to their needs and suggestions
- Non-judgmental
- Non-traditional – willing to push organization to change
- Not top-down
- Places student achievement as a priority
- Stop, look, listen – then ACT!
- Students first
- Team builder

## **PARENTS WITH STUDENTS ATTENDING A PUBLIC SCHOOL**

### **SIGNIFICANT STRENGTHS OF SCHOOL DISTRICT**

#### **Charters, and the element of *choice* associated with them**

- Happy with charters and the options

#### **Financial accounting significantly improved**

- Fiscally sound

#### **Improved achievement status since Katrina**

- OPSB showing increased student achievement
- Qualified teachers
- Staff is doing its best

#### **Other**

- Some schools are being renovated

## **CHALLENGES/ISSUES/CONCERNS FACING SCHOOL DISTRICT**

### **Charters, and issues associated thereto**

- Charters that are not succeeding should be disbanded
- Inability to implement law to bring RSD schools back
- OneApp is not perceived to be a fair process by some stakeholders
- Quality and equity issues

### **District organization**

- Need greater authority to bring RSD schools back to District
- OPSB is being bullied by RSD

### **Facilities**

- Lack of good facilities
- RSD has the new buildings and OPSB needs to get its property back

## **PARENTS WITH STUDENTS ATTENDING A PUBLIC SCHOOL - continued**

## **LEADERSHIP CHARACTERISTICS**

### **Personal attributes**

- Creative thinker
- Good communicator
- Has no personal agenda
- Has roots in New Orleans; knows history and culture
- Honest
- Listener; welcomes input from staff, students and parents
- Realistic
- Values diversity

### **Areas of expertise**

- Can develop plan to move District forward
- Experience in urban setting
- Relationship builder in community
- Track record of success

### **Administrative style**

- Champion/fighter for students
- Strong advocate for public schools; public education
- Will communicate with RSD

## **EDUCATION ADVOCACY ORGANIZATIONS**

### **SIGNIFICANT STRENGTHS OF SCHOOL DISTRICT**

#### **Broad-based support for the schools by a number of advocacy groups**

- Community more involved

#### **Charters, and the element of *choice* associated with them**

- Additional choices for parents and students available in post-Katrina era
- Autonomy
- Decentralization
- Degree of transparency
- Greater focus on accountability
- Local governance; RSD, OPSB
- OneApp – good idea, implementation needs to be improved
- Open enrollment
- Parental involvement in some schools

#### **Financial accounting significantly improved**

- Fiscally sound District; well managed in recent years

### **Improved achievement status since Katrina**

- District run schools perform well
- Improvements made to date; not where we need to be though
- Schools are improving
- Title I Office is pro-charters, very supportive

### **Other**

- Elected Board that has diversity
- School uniforms
- Technology
- Willingness of OPSB to listen to constituents

## **CHALLENGES/ISSUES/CONCERNS FACING SCHOOL DISTRICT**

### **Achievement of Students**

- Accepting responsibility for providing the best possible education to *every* child in New Orleans; disparity of treatment of students depending where they go to schools, where they live, parental engagement or lack thereof, etc.
- As many students as possible should be in the high performing schools

## **EDUCATION ADVOCACY ORGANIZATIONS - continued**

### **CHALLENGES/ISSUES/CONCERNS FACING SCHOOL DISTRICT - continued**

#### **Charters, and issues associated thereto**

- Charters are *gaming* the system as it relates to special education
- Choice of school attendance is not a reality for most students
- Complexity built into *choice* options
- Equity for all not being achieved
- ESL students inadequately served
- Everyone needs to participate in One-App if it is to be used
- Have low tolerance for non-conforming behavior, special needs students
- High out-of-school suspension rate
- Lack of ethnic diversity in leadership of charter schools
- Lack of role clarity between charters and OPSB
- Most schools are charters
- Navigating the multiple options available (or supposedly available)
- Need additional mental health services/support; behavioral and social-emotional needs are not being met
- Need for expansion of public vouchers
- Need for more language translation for non-English speaking families

- Need less disconnect between districts/schools
- Not enough representation in some areas
- On-line survey did not address charters
- OneApp
- OneApp needs to be fixed
- OneApp not fair and equitable
- OPSB bills for payment by charters need to be better itemized
- OPSB has to do more to attract RSD charters to return to District
- OPSB needs to stay at the 2% administrative charge level
- OPSB should not determine enrollment process
- OPSB would not have a clue as to how to handle the RSD charters if they came back
- Power struggle between RSD and OPSB
- Special needs students are being *left behind*
- Transportation

#### **District organization**

- Bloated, ineffective Central Office
- Central Office needs to be reorganized and downsized
- Communication
- Lack of leadership
- Lack of professionalism among some teachers/staff

### **EDUCATION ADVOCACY ORGANIZATIONS - continued**

#### **CHALLENGES/ISSUES/CONCERNS FACING SCHOOL DISTRICT - continued**

##### **Facilities**

- Need for more alternative schools
- Need for more high quality open enrollment schools

##### **School Board**

- Board lacks vision, direction
- Perception of School Board; OPSD
- Power struggle
- Problems should be addressed administratively rather than at public meetings; too much micro-managing

##### **Vocational/Technical Education**

- Need for more alternative schools

##### **Other**

- Teachers lack equipment and supplies in some schools

## **LEADERSHIP CHARACTERISTICS**

### **Personal attributes**

- Backbone
- Certified as Superintendent; traditional educator
- Long-term commitment to OPSD
- Minority, who understands culture of students
- Non-traditional; CEO
- Politically savvy
- Presence that demonstrates leadership
- Relationship builder
- Service trumps ego
- Strong *people* skills
- Understanding of *landscape* in New Orleans
- Visionary

### **Areas of expertise**

- Ability to develop a workable plan for RSD schools to return to District
- Ability to identify, hire and retain highly qualified minority administrators and teachers
- Ability to managed shared services

## **EDUCATION ADVOCACY ORGANIZATIONS - continued**

### **LEADERSHIP CHARACTERISTICS: Areas of expertise – continued**

- Ability to reshape Central Office so that it will be attractive for RSD schools to return to District; change structure from bureaucratic top-down oversight to a service-oriented support center that understands the need for autonomy and accountability; *portfolio* management
- Ability to secure external/additional funding
- Ability to work across multiple *aisles*; with RSD, State Superintendent, BESE, etc.
- Ability to work with everyone; bridge builder
- Aware of Compass evaluation tool
- Can work with variety of boards
- Experience in urban setting with some similarity to OPSD; students from variety of socio-economic strata
- Knowledgeable of different systems n city
- Non-traditional ok
- Strength to dismiss ineffective individuals
- Strength to eliminate ineffective programs; close underperforming schools
- Understanding of financial matters
- Understands and respects culture and climate of District
- Understands charters
- Understands *portfolios*

- Understands the nature of community and can work with the sub-groups within the community to develop a common vision – a unifier

### **Administrative style**

Candidly engages parent and community in meaningful dialogue related to student needs and achievement

Committed to addressing language barriers

Develops historic perspective, assesses current and future needs before moving forward

Develops sustainable partnerships

Equitable treatment for all students

Places emphasis on equity and quality in budget preparation, decision making

*Portfolio* management

Strong educational leader

Supports autonomy, yet demands accountability

Understanding, but does not accept excuses; expects results

Understands difference between leading a School System and leading a System of Schools

Unrelenting passion for improving academic achievement of minority kids; knowledgeable of models available to achieve this and has ability to implement them

## **COMMUNITY**

### **SIGNIFICANT STRENGTHS OF SCHOOL DISTRICT**

#### **Broad-based support for the schools by a number of advocacy groups**

- Belief in public education
- Organizations in support of education in the community
- Organizations working with parents in the community
- Parents
- People willing to *go the extra mile* for students
- Strong desire to *do it right*
- Strong *sense of community*

#### **Charters, and the element of *choice* associated with them**

- Autonomy of charters
- Choice (at least on paper) for parents and students
- Growth in number of charters
- Many capitalize on the opportunity to be innovative
- Off-site registration available for parents
- Opportunity to form partnerships with universities
- *Portfolio* school model
- Recognition of the need for unified governance
- *School Choice* – variety of options

- Success of change to date; people don't want to go back to past
- Unique nature of reform (charters, non-union)

#### **Improved achievement status since Katrina**

- Academic performance appears to be improving
- Increasing opportunities for students
- Many are passionate about students
- Parents desire "more" in many instances
- Students are improving in some schools (District-run schools)
- Tremendous educational progress as result of charters

#### **Other**

- Experienced leadership in some schools
- Faculties have shown improvement
- Home visits
- Mix of experience among teachers
- OPSB willingness to pay for talent, whether they get it or not
- Pride in being an alumnus/alumna of District
- Student diversity
- Supportive teachers
- Traditional schools and teachers that still are in District
- Unique, rich history

#### **COMMUNITY - continued**

### **CHALLENGES/ISSUES/CONCERNS FACING SCHOOL DISTRICT**

#### **Achievement of Students**

- Caliber of many teachers
- Curriculum
- Drop out rate far too high
- Graduates have poor critical thinking skills
- Graduates lack competency in reading, writing and math skills
- Lack of experienced teachers in some schools
- Lack of necessary skills in graduates: ability to converse, resolve conflict
- Truancy

#### **Charters, and issues associated thereto**

- After school activities for students; transportation needs
- Challenge to manage systems: RSD charters, District Charters, District Direct-managed schools
- Charters are attracting the good students
- Charters are not stable; ever changing
- Community does not want to go back to old model
- Complexity of organization; difficult for parents to understand who's who and what's what
- Disconnect with the community
- Equity issues for special needs students



- Lack of continuity
- Lack of parental support, engagement due to loss of neighborhood schools
- Lack of real parental choice
- Loss of neighborhood schools, and all the positive elements associated with them
- Need for a support system for some schools
- Need for more neighborhood schools
- OneApp needs to be restructured/simplified; process does not work for most parents; need to provide a *safety net* for students who do not receive their *choice*
- OneApp not working
- Parental Choice not working
- Parental participation is undermined in some instances
- Quality and equity issues
- RSD needs to be more responsive to OPSB
- RSD Schools need to return to OPSB; make provisions for this to happen
- System is very confusing
- *Teach for America* staff that doesn't know/understand the students they are teaching
- Transportation
- Young white teachers that stay a few years and leave; lack of commitment

#### **COMMUNITY - continued**

#### **CHALLENGES/ISSUES/CONCERNS FACING SCHOOL DISTRICT - continued**

##### **District organization**

- Communication
- Inconstancy in expectations for accountability among schools/individuals
- Need to have all schools return to OPSB; have had enough of the charters – need to return to pre-Katrina stability
- Perceptions relative to the District
- *Racially charged* District
- Special Ed assessment is a very slow process

##### **Facilities**

- Amount of attention given to facilities and infrastructure
- Outer appearance of many schools look like institutions; uninviting

##### **School Board**

- Board needs to be refocused; needs to refocus on kids, performance and accountability
- Hostile Board
- Perception and image of the School Board
- Public confidence in School Board is eroding
- Stability of school board

##### **Vocational/Technical Education**

- Need to bring home economics and shop back into the curriculum
- Schools have failed to produce a qualified work force

#### **Other**

- Leader that is needed may require higher salary than Board may be willing to pay

## **LEADERSHIP CHARACTERISTICS**

### **Personal attributes**

Ability to develop an understanding of unique nature of New Orleans

Adaptable

Adept in maneuvering in diverse arenas

Believes in current direction

Bridge builder

*Champion* for all kids in the city

Charismatic

Commitment to New Orleans; will stay long enough to get the job done

Communicator

### **COMMUNITY - continued**

## **LEADERSHIP CHARACTERISTICS - continued**

### **Personal Attributes – continued**

Creative

Culturally aware

Determined

Energetic

Healer

Innovative

Listener

Patient

Politically astute, savvy

Resilient

Resourceful

Responsive

Risk taker

Sensitive to changing demographics (growth of Latino and Asian populations)

*Steel spine*

Strategic thinker

Strong inter-personal skills

*Teach for America, Broad* and/or charter people should not be hired

Tenacious

Thoughtful

Tolerance for ambiguity; non-linear

Tolerant; not outspoken or overly assertive

Willing to work with a *performance contract*

### **Areas of expertise**

Ability to change perceptions of District

Ability to deal with difficult people/constituencies

Ability to encourage/support the return of *legacy* (RSD) schools to their former status (under direction of OPSB)

Ability to forge appropriate Board- superintendent relationship

Ability to help parents make good choices relative to the education of their children

Ability to lead a process of cultural transformation

Ability to manage charter contracts in a manner that ensures accountability

Ability to manage complex organization

Ability to work effectively with diverse constituencies: OPSB, RSD, BESE, private/parochial schools, Legislature, charter schools, District-run schools, etc.

Able to manage autonomous units and hold people accountable for their respective performance

Alternative background; needs skills that are different from a traditional superintendent

Capacity to rebuild trust

CEO type

Documented record of success

### **COMMUNITY - continued**

### **LEADERSHIP CHARACTERISTICS - continued**

#### **Areas of Expertise – continued**

Embraces change; knows the elements of change and how to implement change successfully

Evaluates performance of all effectively, including self

Experience in an urban district

Experience working with charters, site-based management and/or autonomy

Fiscal ability to oversee large budget

Planning and organizational skills

Professional development for staff

Strategic planner

Strong business background

Track record of professional success

Understanding of culture of District, and how to accomplish things in the culture

Understanding of how to work with and for a Board

Understands need for continuing public dialogue

Understands political landscape

Understands the rich culture of New Orleans; sensitive to the educational and historical culture of the District

Understands the *whole* child

Works well with State Legislature, legislative bodies (a la BESE)

### **Administrative style**

Collaborative

Consensus builder  
 Distributes available resources fairly, equitably  
 Focus on achievement; encourages elimination of irrelevant/restrictive policies  
 Leader  
 Listens before acting  
 Listens well, without being reactive  
 Recognizes the need to and power of developing partnerships  
 Recognizes the needs of all student; insists that all schools receive their fair share  
 Relationship builder; with School Board, BESE, RSD, etc., and between and among these organizations  
 Works well with subcontractors (charters), yet holds them accountable

## ***Appendix B***

### ***Comments from On-line Survey.***

The comments on the following pages are provided verbatim and have not been edited, except that derogatory comments relative to any individual have been redacted.

<b><i>Stakeholder Group</i></b>	<b><i>Please add any additional comments you wish to make regarding what you believe are necessary characteristics for a superintendent.</i></b>
Charter board member	A courageous, no-nonsense, charismatic leader who can restore confidence in the New Orleans Public Schools and draft a plan to recoup all schools from the Recovery School District.
Charter board member	A passion for the success of OPSB both educationally and fiscally. A strong work ethic, a team leader who will strive to unite the educational side with the financial side for one vision of the future of OPSB. A leader able to work with the charters and RSD to unite the individual wants and needs into one vision of success for all OPSB students.
Charter board member	A superintendent should act with integrity, not accept financial bribes, and act with the best interest of students in mind. A superintendent should not make deals/contracts that impact students with his/her own personal interest and financial/political gain in mind.
Charter board	A superintendent should be a member of the community and should have a

member	consistent presence in the buildings he or she oversees. An ideal superintendent should be willing to collaborate with all stakeholders and seek to bring stakeholders (teachers, parents, and students especially) into conversations and to the table, primarily in situations where these stakeholders have been left out or haven't had a chance to voice opinions or concerns. The superintendent should have a number of years of leadership and teaching experience and understand what it means to teach in the classroom. I value experience and a willingness to genuinely connect with the school community as qualities in a superintendent.
Charter board member	Apolitical but able to navigate political waters
Charter board member	Engaged! Honest! Committed! Effective communication skills with the community, parents, teachers, students, and the general public. No hidden or self-serving agendas. Deal fairly with all schools under his/her jurisdiction not just the 5 schools under OPSB Direct control, because let's face it the OPSB Charters are the schools that have primarily been responsible for the current favorable educational position OPSB is placed at today.
Charter board member	I think it is essential for the next superintendent to reach out to the union and support teacher, student and parent collaboration across schools and lead in city-wide vision development for quality education for All students in New Orleans.
Charter board member	I would hope the new superintendent would be someone that bases decisions off of data and objective information in a way that is intelligent and respectful of all parties involved. My biggest fear is that whoever is chosen will be divisive and confrontational with those who disagree with a decision. It seems unnecessary and detrimental. The Board already has wasted too much time on unimportant issues and pretending like there is no possible room for compromise or respect of others.
Charter board member	Please have this person have a VERY STRONG educational background - no Teach For America person who has been in the classroom less than 3 years and is moving up professionally - a strong understanding of teaching and learning is pivotal
Charter board member	Someone familiar with education
Charter board member	Supports charter autonomy.
Charter board member	The city is now almost 90% charter. The new superintendent needs to understand and appreciate the role of charters in New Orleans and see him/herself as an advocate for equity, transparency & accountability. This person also must see him/herself as responsible for all the children in New Orleans, not just OPSB children, especially when it comes to being responsible for spending the money wisely.
Charter board member	The future superintendent should have a deep understanding of the problems that plague the students of New Orleans and should have a clear, viable plan for addresses these issues, including a plan for funding early

	childhood education, special education programs, and therapeutic/alternative programs.
Charter board member	The new superintendent needs to represent all of Orleans Parish - not just the OPSB community. An effective superintendent will: 1. Build an effective central office that is designed to support charter schools and hold them accountable, in addition to supporting direct-run schools. 2. Effectively work with a diverse group of stakeholders (OPSB and RSD schools, staff and parents, the general public, etc.) to advocate for increased funding for the citywide education system. 3. Have a deep understanding of charter schools, how they operate and how to manage the oversight, renewal and authorizing functions of the district. The right OPSB superintendent will make the Type 5 charters WANT to return to OPSB...
Charter board member	The new superintendent should come with an understanding of Education Reform and have extensive experience with a diverse portfolio of school choice.
Charter board member	The new superintendent should hold him or herself accountable to achieving ambitious results at the school and district level. This high level of accountability should extend to all levels within the school district (central office, school administration, school staff, etc.). Our superintendent should not tolerate any of our students attending failing schools and should be open to all potential solutions to the challenges that exist in public education.
Charter board member	The superintendent has to have the strength to always do what is best for students regardless of the shifting political winds. We cannot abandon long-term student success in favor of short-term adult contentment.
Charter board member	The superintendent needs to be a person who is able to identify the best principals and the best potential school leaders and groom them to run schools autonomously. The superintendent needs to give his school leaders the responsibility and authority to make decisions at the school level. He then needs to hold his principals totally accountable and demand substantial growth in student performance, measured by test results. All personnel decisions should be made at the school level. The superintendent's main job should be to totally support and motivate his school leaders and then hold them accountable for the performance of their students and schools. Also the multiple question survey prior to this page is of little use. All of the points should be checked. It is like asking are you in favor of mom and apple pie.
Charter board member	The superintendent should have high expectations of the students and parents/guardians and should always be a support system for teacher when appropriate.
Charter board member	The superintendent should have more than a few years of classroom experience. It is way past time to hire someone who actually knows what really goes on inside the classroom and what teachers have to deal with on a day to day basis.
Charter board	understanding of and commitment to work with the site based

member	management system provided by the charter schools
Community member	1) Vision for Orleans Parish's unique system of schools? 2) Vision of the next iteration of governance for public schools?
Community member	A strong and clear framework for decision making, an unwavering belief that OPSB needs to serve ALL schools and ALL students (to the extent that the long term vision is for schools to return to local control)
Community member	Able to communicate her ideas effectively and get buy-in for them. Fosters relationships with key people that she needs to support the implementation of her plans to improve the district
Community member	Along with the eight that I prioritized, I think the superintendent should seek a high level of engagement with principals, communicate effectively with a variety of audiences and a variety of ways, strive for continuous improvement, effectively plan and manage the financial health of the school district, and increases academic performance (this one was not one of my eight because my assumption is that if he/she does the eight and other things well, academic performance will follow. Not on the list but what I want to see in a superintendent is passion, honesty, love for his/her role, and love for children and our city/community. I want him/her to be excited about serving my community without any interest in his/her personal ego or gain.
Community member	Ensure that the selectee is not in it for the money and the student are important
Community member	Fiscal responsibility, better school facilities, and quality educational instructors for students.
Community member	given that the New Orleans landscape is filled with charter schools, the next superintendent should have the ability to make the charter school model work as complementary to direct-run schools. He/she should find ways to have NOPS and the RSD work together for the benefit of all public school students.
Community member	I am a parent and think that it is important and fair for all schools in the New Orleans area to participate in the enrollment process. It is not fair that some schools can opt out of that process and it is confusing to parents.
Community member	I hope that the new superintendent can minimize the internal issues that arise within the OPSB. The board members are not effectively working together to establish a long-term plan or goals.
Community member	I think you all should really put an emphasis on finding someone who has a genuine interest in improving the overall level of education that's currently being given within the schools now. I'd like a leader in this position whom has more of an attitude focused on providing a service, rather than maintaining a focus on their personal financial increase. I also think it would be a good idea to find a person who's receptive to gathering ideas outside of their own, and can work collectively with others when seeking to find a cohesive plan to execute the necessary changes for improvement. I get the impression that you all have been in your position for a while, and have seen what works & doesn't work. I know you can see what's broken & have

	ideas of your own of how problems can be fixed. So, just put your heads together & choose a person who will be more of the "glue" for EVERYONE, and not just another overpaid ineffective pain in the ass, with selfish ambition. Thanks for asking for opinion based feedback.
Community member	I would like to see someone from the community with solid experience in education and education management as our superintendent. Part of the problem has been bringing people from outside the city who don't understand the long complex history of New Orleans's educational system. We need someone who can talk to both sides of the racial divide and to business about the importance of developing first-class public schools in this city -- not standardized, robotic students in these rigid charter schools like KIPP and Collegiate, but real education with creativity, discussion, critical thinking at the center of the classroom. We need experienced teachers, not TFA. We need to unify our schools under one public board and end the dozens of de facto independent "districts" that create such chaos and a new Orwellian bureaucracy in the name of "choice."
Community member	Knowledgeable, motivated, honest individual who cares about all people and has the desire to make OPSB the very best district in the Nation.
Community member	Knowledge of the community of students and their families that are involved with schools. A strong desire to make lasting and sustainable progress in schools, meaning that there is a concern with teacher sustainability and the professionalization of teaching as a career rather than a 2 year post graduate experience. The superintendent should be objective in its looking at the reality of the educational landscape in this city and answer tough questions about whether the 'reforms' that have thus far occurred are have been successful or detrimental in the long term.
Community member	Must actively recruit RSD schools to return to OPSB. Must commit to serving all students and remove admissions requirements for OPSB schools so that they serve ALL students.
Community member	MUST BE A LEADER! Must be able to stand above political frays and always take the "high road" keeping children first. Must be able to help Board members become better board members collectively. Must put a stop to the in-fighting within the administration that has spilled over into the public and the board. Must value diversity in enrollments, employment, contracting and community relations.
Community member	Must be one willing to listen to children and do what is best for all children not a select few.
Community member	My hope is that the new superintendent will see management of a portfolio of diverse schools that are essentially autonomous, and held accountable for school performance, as his/her main duty. We need to expand quality options and gain community support for new and existing schools of quality. We need someone who can knit together the dramatic reform of New Orleans schools with community engagement and be an intelligent communicator of the district's evolving education strategy. Political support must be built to gain new revenue for the system. OPSB needs a re-



	<p>missioned, fast-moving and modern central office focused on running schools that are essentially independent and self-managed. Thus the central office needs to be able to offer supports and services that add value to schools, and step aside when others can do a better job. We need a superintendent that can imagine this new role and make it real in the next two years. He or she must build community support for the rethinking of education and reform of schools, and a person who will also seek ways to bring New Orleans culture, art and heritage into the schools. Parent involvement must be strengthened, as parents are the first teachers. We need an expert in creating and overseeing performance contracts which provide autonomy in exchange for high levels of accountability. We need someone who will enforce contracts and make consequences of failure clear in advance, and hold firm in the face of political pressure. School quality and student outcomes should drive accountability decisions. Thanks.</p>
Community member	Needs to have the competence and effectiveness to keep schools moving forward even when the school board is holding things back. Also need to have a commitment to reuniting the schools of New Orleans under one district.
Community member	Non political. Children focused. Education focused. Collaborator. Trustworthy. In it for the long haul. Man / woman of integrity.
Community member	Our new superintendent has to understand our system of schools, and be able to work with charter schools to increase parent and community involvement while respecting their autonomy.
Community member	Put the importance of teaching for student education and learning above teaching focused on test scores.
Community member	Record of high performance in an urban school district about the size of New Orleans. A school leader familiar with both a charter and direct run school system. A background in public administration, education and public finance.
Community member	Select someone who is not running away from a position where he/she is being pressured to leave or retire. Do NOT hire someone who is already retired. Find someone with life-long learning habits. Master's plus sixty or PhD; a TEACHER--someone with real classroom experience in core subjects across at least grades 4-10, who understands the needs of both elementary students/teachers/administrators AND secondary teachers/students/administrators. An individual with an accounting/finance background would be a plus. I would definitely want to have an individual who respects all languages and cultures in this city, but will emphasize strong academics rather than frequent cultural festivals as unifying activities among all populations. I would want someone who will give equal recognition to academics as we do with athletics. Where are the trophies for "best math scores in the city"? I would want a strong leader who will fire idiots in administration, rather than reassign them to cushy, "safe" jobs where they remain on the payroll doing nothing of consequence.

Community member	Someone with Orleans Parish roots or at least Louisiana roots. Don't bring in outsiders.
Community member	The new super must be a successful educator. Do not make the mistake of hiring someone who lacks the credentials and personal experience needed to effectively do the job of Super.
Community member	The next superintendent must build bridges between the community and the newcomers here to help improve student learning. S/he must also care deeply about the use of student data but must also maintain the right focus on the intangibles that factor into each child's performance. Most of all, all decisions should be made with what's best for children.
Community member	The superintendent should set high standards and then hold schools accountable that don't meet or exceed those standards.
Community member	We need someone who has the proper credentials to lead what is left of the fractured Orleans Parish School System; someone who can get a handle on the gamut of problems and build a solid infrastructure.
Community member	We need someone who has turned a similarly abysmal and dysfunctional school system around before and/or who not only understands the economic, health, and social causes of poor academic achievement, but who is also determined to leverage government and community resources to address those barriers to achievement. It makes no sense for teachers' efforts and hard work to be undone every time a child steps outside of the schoolhouse.
Community member	We need someone who is not committed to further privatizing public education with more privately run charter schools. We need someone who will expand the successful direct run schools, which ranks amount the top five school district in the state.
Education Advocacy Organization	Ability to serve as a positive example to others in the District regarding how to effectively collaborate with the RSD to meet the needs of all New Orleans students (not just those attending schools that are currently under the jurisdiction of OPSB)
Education Advocacy Organization	Essential that the new Superintendent focus on equity (all schools in OneApp, all schools serving an appropriate share of Students with Disabilities) and quality (close low-performing schools; expand highest performers responsibly). Without this leadership, high-performing RSD charters will NEVER opt back into local control and the city's kids will NEVER be part of a truly excellent school system.
Education Advocacy Organization	Even the best superintendent cannot work with a dysfunctional board. The OPSB needs to establish priorities that are clearly communicated to the public and to the new superintendent so he/she knows how he/she will be held accountable. If the board values community goals (e.g. 35% minority contracts) over educational goals (e.g. OPSB is ranked #2 in the state), the superintendent needs to know this before accepting the job.
Education Advocacy	Flexible and have the ability to partner with the Board and the community. A strong person who can lead and collaborate.

Organization	
Education Advocacy Organization	Have an understanding of what is needed to serve ALL public school students in New Orleans and be able to work well with charters, whether OPSB or RSD or BESE Have some understanding of portfolio management and work with RSD to understand the number and type of schools we need in the city to serve all students The characteristics suggested reflect a supt in a traditional district. OPSB directly educated only 10% of the school students in the city Be able to be a good charter school authorizer and be committed to quality charter schools: be willing to close low performing charters
Education Advocacy Organization	Have experience in working with charter or otherwise autonomous schools!!!
Education Advocacy Organization	Have the fortitude to stick to his guns and not be bullied by pig-headed board members.
Education Advocacy Organization	I believe the person should not only meet the standards that qualify them for the position, but they should be a member of the New Orleans community or at least have resided in the area for a period of at least five years or more. They should come into the communities and keep all the residents informed of all activities concerning the student schools, since students come from all areas of the city. Lastly, they should work towards improving the quality of education for all schools, not predicated on dollars, but on caring for all students to receive a high standard of education.
Education Advocacy Organization	I didn't see (or I missed) the term and idea of 'equity' in the check list. The OPSB needs to behave and act in a way that will entice charter schools to return to local control. We need local control, and the OPSB has to be strong enough to make schools want this to happen, not force schools to happen. At the same time, the OPSB needs to preside over an equitable school district. This means decreasing, not increasing, the number of selective enrollment schools. This means embracing, not skirting, the One App.
Education Advocacy Organization	I think the new Superintendent has to understand fully the complexities and responsibilities to all students citywide regarding facilities and other functions related to OPSB's bonding authority.
Education Advocacy Organization	I would hope that the new superintendent's focus is long-range. In other words, are the policy decisions we are making and the policies we are putting into place going to impact the children of today's students in a positive and meaningful way.
Education Advocacy Organization	I would like to see someone with a strong track record for management, academic success, and building relationships.
Education Advocacy Organization	My hope is that the new superintendent will see management of a portfolio of diverse schools that are essentially autonomous, and held accountable for school performance, as his/her main duty. We need to expand quality options and gain community support for new and existing schools of quality.

	<p>We need someone who can knit together the dramatic reform of New Orleans schools with community engagement and be an intelligent communicator of the district's evolving education strategy. Political support must be built, OPSB needs a re-missioned, fast-moving and modern central office focused on running schools that are essentially independent and self-managed. Thus the central office needs to be able to offer supports and services that add value to schools, and step aside when others can do a better job. We need a superintendent that can imagine this new role and make it real in the next two years. OPSB's new leader needs to work extremely well with the Recovery School District and the state. It must win back the loyalty of "returning" RSD charters by being a supportive and smart partner to schools coming back. The new OPSB leader must gain genuine and deep community support, and lower hostility and resentment on both sides of the debate around our schools. He or she must respect the New Orleans culture and heritage, and seek ways to build learning about those traditions into our schools. He or she must be in expert in how to create and manage performance contracts which offer significant autonomy in exchange for high levels of accountability. Enforce contracts fairly and make consequences of failure clear in advance. Resist political pressure in making decision based on school quality and student outcomes.</p>
Education Advocacy Organization	<p>Orleans Parish is ~90% charter. The superintendent should be familiar with the key principles in managing a non-traditional school district. How many schools will be needed? What is the role of the board in ensuring quality?</p>
Education Advocacy Organization	<p>Return of Schools to OPSB. The desired candidate should have experience in managing multiple charters simultaneously and rapport with existing charters to bring under OPSB.</p>
Education Advocacy Organization	<p>The next superintendent: -should have an understanding of portfolio strategy and a desire to run OPSB as a portfolio district-should be willing to hire and fire incumbent administrators-should be capable of running a much larger district than the current OPSB (if schools return)-should be willing to recruit RSD charter schools by meeting with RSD schools, offering incentives, and managing up (managing the board) as necessary-should have experience with charter schools-should be interested in leveraged financing strategies-should be african american or be exceptionally good at working in diverse environments-should strive to be transparent-should be willing to make tough decisions (close failing schools)-should believe that the past has a say but not veto power</p>
Education Advocacy Organization	<p>The superintendent must have student learning at the forefront of his/her motivations. S/he must ensure equitable access to all students of New Orleans, not just those with parents who are "in the know" or can "navigate the system."</p>
Education	<p>The superintendent must understand the dynamics of the educational</p>

Advocacy Organization	landscape in the city to be able to unite the various constituencies to support education for all students.
Education Advocacy Organization	The superintendent will only be successful if her leadership strategies are aligned with unique context in mind - specifically the superintendent must:- Focus on nurturing and supporting an effective charter school sector - rather than devoting a lot of energy into directly running schools. This is a fundamentally different task than most traditional superintendents face and will require innovative leadership.- Represent all students in New Orleans - not just those under OPSB leadership. The superintendent must be able to forge strong relationships with RSD and LADOE leadership, as well as RSD charter school leaders.- Focus on resource equity, so that all students have the same access to public assets - and that the rules of the system incent good behavior. Familiarity with Portfolio districts, districts with large charter sectors, or other similar environment would be of significant use. - Have strong expertise in charter authorization; ie, how to open, hold accountable, and, if necessary, close charter schools. - Have a deep understanding of instructional excellence - preferably having worked in a high-performing urban charter school.
Education Advocacy Organization	The Supt. should be educationally qualified, experienced, flexible and be willing to listen to constituents regarding their concerns. He/she should also be knowledgeable of best practices and be willing to implement those ideas based on data driven research.
Education Advocacy Organization	They need to be a strong and compassionate leader.
Education Advocacy Organization	They need to have an understanding of how to operate a majority to all-charter district.
Education Advocacy Organization	With inclusion (classroom) of all students regardless of their special needs it is my hope and expectation that the Superintendent increase the number of Special Education Teachers at all schools.
Education Advocacy Organization	Your survey appears to be designed for a centralized school system, rather than the unique, decentralized school system in New Orleans. I think that the superintendent should have the skills needed to manage a system of schools that is predominantly charter. For that reason, we need a superintendent who (i)understands and appreciates the difference between a charter-based and centralized system, (2) understands and has the skills related to charter authorization (e.g., contract management and enforcement), (3) will focus on the system as a whole, rather than OPSB directly operated schools,.
OPSB board member	Superintendent needs to be connected to the educational community in a way that they have access to the talent necessary to satisfy the needs of the district. He/she needs to be able to attract the talent and they need to have a managerial style that can keep them working at a high level. The superintendent needs to be able to build consensus for the district's mission

	and vision and be able to garner resources to help every school succeed.
OPSB district leadership	Always be open minded to what ever a situation may be. Keep Children interest and concerns first
OPSB district leadership	Be visible and involved in all schools, and not just the magnet schools.
OPSB district leadership	I believe it should be a local person with a vested interest
OPSB district leadership	I believe the chief role of the Superintendent is to effectively manage his site leadership. An effective and continuously growing site leadership team is the key to continued improvement.
OPSB district leadership	I believe the next OPSB superintendent should exhibit a willingness to work with the growing needs of the parish, in general, and exude a sense of energy and resiliency to improve all aspects of the schools.
OPSB district leadership	I have always been impressed by those superintendents who were experienced, thoughtful local educators themselves. Think Everett Williams.
OPSB district leadership	I selected the eight that I though was most important; however, I do believe that communication, visibility, and team-focused management are also very important characteristics to possess.
OPSB district leadership	I think he should be an educator and have served in some capacity of running a school.
OPSB district leadership	I think the next superintendent should be someone who is local. He/she should know the culture of the students in the New Orleans area and have a background in education.
OPSB district leadership	I would like the new Superintendent to be a true Education leader and not a politician with a popularity agenda.
OPSB district leadership	In my opinion, the next superintendent should be someone who is not only knowledgeable about the daily operation of schools, but also, someone who is caring and compassionate. At the present time, our District is without "TRUE" leadership and is managed by those who love POWER and CONTROL! In order to move forward, we need someone who can breathe "new life" into our newly formed district.
OPSB district leadership	Integrity, business savvy, education background
OPSB district leadership	Involvement of modern technology and old school values in the execution of student and staff development. Embrace the technology of today.
OPSB district leadership	It is important to me that he has a history in education and has been an effective educator/leader. The individual needs to understand the Response to Intervention process and be well read and informed regarding learning. They need to know how to delegate authority at a high level. I am tired of individuals with little if any teaching experience obtaining high level administrative positions.
OPSB district leadership	Learn the climate of the New Orleans area as it relates to schools and students. Work towards improving/modernizing older school facilities.

OPSB district leadership	Must have held a position as superintendent in a district with similar demographics as OPSB and equal or greater student population.
OPSB district leadership	must trust and work with teachers, parents, students and the long-standing, member-based organizations of which they are members (as opposed to well-funded "reform" organizations that have arisen to take advantage of post-Katrina instability and to represent interests outside of New Orleans.
OPSB district leadership	One that keeps his/her focus on educating our kids. One that will NOT play the "political game" when it comes to educating our kids.
OPSB district leadership	Our superintendent needs to have a history within and an understanding of the New Orleans communities that are served by OPSB. S/he must honor and respect the traditions and cultures within our schools. Our superintendent must be a professional educator with training, experience and credentials in teaching and administration. Our superintendent must make sure that there is transparency with regard to enrollment and that resources (including certified/experienced teachers) are allocated equitably to all schools from Lusher to Ben Franklin Elementary, Bethune Elementary, and Ben Franklin High School to McDonogh 35. Our superintendent must not be willing to cut corners and hire teachers who went through fast track certification programs. The needs of special education and English as a Second Language students must be met, which is why we need someone with high credentials, such as a M.Ed. and PhD in Educational Administration.
OPSB district leadership	Previous experience as a teacher and administrator in both primary and secondary education. They should also possess and be able to demonstrate their success through documented data. The new superintendent should be able to demonstrate a clear understanding of education policies in Louisiana. The new superintendent should be able to demonstrate a certain respect for the education of all students both public and charter alike.
OPSB district leadership	Strong person to fight through injustice by BESE and RSD. Have understanding of the culture and history of the city, yet dynamic enough to move forward with justice and dignity for the sake of the education of our children and future of our city. Must value the diversity in race and class
OPSB district leadership	The new superintendent must be independent and foremost focused on the best interests of students rather than on the political interests of school board members. The new superintendent should be "in it for the long haul". The OPSB has experienced the havoc that one and two-years superintendencies can wreak on the district. We don't want to go back there. The new superintendent must be highly articulate and able to communicate information, goals, achievement, plans, etc. in a manner that draws wide-spread support for the interest of students first!
OPSB district leadership	The new superintendent should be knowledgeable about students with special needs and willing to make sure they are an integral part of the OPSB community.
OPSB district leadership	The next superintendent needs to be immersed in the culture of the city and understands the differences and needs of the stakeholders within the

	community. His or her vision should focus on student growth/achievement in multi-areas such as rigorous academics, diversity, equity, safe and orderly environments and include national and international awareness. This person should have operations and academic experiences and be able integrate this knowledge if selected for the position.
OPSB district leadership	The should have all the necessary credentials that a school principal should have with a wealth of experience from the education arena. The new superintendent of schools should have all stakeholders' interest at heart.
OPSB district leadership	The superintendent MUST create policies that create a feeder system for the students in the NOPS system and separate the New Orleans Pubic Schools from the OneApp process.
OPSB district leadership	The Superintendent must have a clear understanding of both the academic and technical and industrial communities and workforce development needs to provide schools with the resources they need, and the teachers they need to provide the skills, training and certification for students to move into high paying jobs, Technical Centers and Colleges.
OPSB district leadership	The Superintendent MUST hold a Doctorate in Education and be a respected educational leader. He SHOULD NOT be a business financial manager who knows nothing about education and must therefore have additional staff who have the state credentials to be an Educational Leader
OPSB district leadership	The superintendent of this school district MUST lead and listen. The decisions he/she will make, will affect generations to come. The superintendent MUST listen to the people who work with the students and parents on a DAILY basis. He/she needs to give them a voice among his support team or a time to speak with him/her on a repeated basis. In addition, the superintendent is not a puppet of the board. It is the DESIRE of the board to assist administration with the maintenance, control and operation of the school district; but not their responsibility. The superintendent should operate the district without the pressure of the board on his/her back.
OPSB district leadership	The utmost of having an education/administrative background that has shown a proven success rate in having vision and understanding of the education process holistically.
OPSB district leadership	To ensure district employees provide the utmost support to the direct run schools of Orleans Parish. I feel as though more credence has been given to Charter schools while the direct run schools of this parish are in disarray. I believe the Superintendent should evaluate all personnel within the district to eliminate the waste and stagnant employees that continue to drag down the organization.
OPSB district leadership	We need someone locally that understands our children, climate, culture and our way of life.
OPSB district leadership	We need unity for student achievement in place of a political and divisive central office and school board.
Parent	1. Hold an understanding that some people in the educational community speak loudly but represent few.2. A good leader surrounds oneself with



	people who have strengths in areas of their weakness (for example, someone strong on educational techniques needs to have a good numbers person to handle finances). 3. Have some charisma/people skills. I would expect a superintendent NOT to be a person who sits quietly, works in an office with a closed door most of the time, and seems afraid of conflict in a public setting.4. Have a strong independence from the School Board. The people elect the school board to represent their interests in the education of students, not to run the schools. The Board often micro-manages and their focus changes (seemingly with the wind), so the Superintendent needs a much clearer vision of how to run the system than the people elected for a few years to part-time service.
Parent	A superintendent with experience in achieving academic goals in addition to test score targets, who believes in multiple solutions for community schools and does not favor one form [like charters] over another, who will project and demand respect for teachers as professionals and students as lifelong learners.
Parent	As a parent of a child in the OBSB system, there is a disconnect between OBSB and its schools, which needs to be remediated. My child attends a high-performing school and we are constantly treated like red-headed stepchildren. Our next superintendent must listen to the parents and administration of all the schools, not only a select few with deep pockets.
Parent	COMPETENT
Parent	Good leadership, problem solver, good character and vision for new improvements. Keep up to date with new technology far as, equipment, books, etc.
Parent	Have a SINCERE concern for special needs students and work to develop understanding and acceptance of these students with principals, teachers, other students, and faculty at all levels. Saying public schools have "inclusive environments" and actually including special needs students (and their parents or guardians) in ALL aspects of the educational experience are two very different REALITIES.
Parent	I fear that OPSB is in danger of returning to the days of old--dysfunction and racial politics. When I attend meetings, I feel alienated and suspicious that there are agendas that I am not privy to. There is so much bitterness, I cannot imagine what kind of person you would find to take this position, but I sincerely hope that the right person will step into this position and take our city into the future. There is so much potential here.
Parent	I have children in the highest performing charter schools in New Orleans. I'm concerned about the following: Most important: hire someone who has actually trained as a teacher, worked as a teacher with a diverse group of students, and understands how to move Louisiana students to be competitive with the nation. 1. Why are these principals not placed in other schools to bring those schools up to the same level? I don't think it is difficult to be an administrator of a school where there are high admissions and rich parents. I'd like to see this principals challenged - they do nothing;

	<p>they do not even hire great teachers which should be the easiest job.2. Why the disparity? We have pseudo-public schools (I am a parent in these schools that seem more private than public, I call our schools "private public schools" to my friends). Superintendents and other administrators seem to like the status quo: separation of poor and rich, white and black.3. Are charters better? Or do they solidify the haves and have nots? 4. Why is our charter school allowed to bring in money but not spend it on students? 5. Do away with internet teaching, electronic teaching. Have instruction in the classroom by hiring great teachers who can teach. 6. Higher standards for hiring teachers and especially administrators. Advancing teachers who cannot teach to administration only perpetuates any problems.7. The superintendent should not be afraid to take on the state (governor, etc) in his/her vision for public schools in New Orleans.8. I would like to see students challenged. New Orleans schools seem afraid to teach more difficult concepts to the students. If done early, starting in K-1 - for example, teaching foreign languages, more difficult math, etc - young students will absorb it easier and faster. I see immense dumbing down of the curriculum in New Orleans, both at private and public schools. 9. I would like the superintendent to understand what the word "theory" means. 10. I would like the superintendent to embrace a national standard for Louisiana students. As it is now, we measure ourselves against ourselves which will only continue our doormat status in educating our children.</p>
Parent	<p>i would like the new superintendent to weigh in on nut / allergy policy at opsb schools. there is a varying approach but i think that allowing schools to implement an absolute policy such as "no nuts" with NO PARENTAL involvement is totally unacceptable.</p>
Parent	<p>I'm a parent of a student in an OPSB charter school and what I don't find in the survey regarding important characteristics, is a very strong understanding of charter schools - applications, oversight, evaluation, operations, support services, etc. We don't need someone that is accustomed to running schools. We need a candidate that is prepared to set a vision for a district that is majority charter school; capable of creating a new form of central office that again, is not about running schools. With a district of almost entirely charter schools the focus must be on planning and oversight with an emphasis on quality education and NOT POLITICS of the board.</p>
Parent	<p>Il doit etre capable de deleguer tout en controlant le travail accompli, etre plus pres des enseignant que leur surveillant</p>
Parent	<p>In order for New Orleans to attract 21st and 22nd century jobs our schools must have the leadership of a visionary educator willing to demand the highest level of achievement. Overcoming the decades of corruption, political infighting, and go along to get along personnel evaluations will be the sign of a real leader for the Superintendent.</p>
Parent	<p>It seems implicit, but we have to say out loud that we would like to know that the new superintendent won't steal from the children of this city.</p>

	Stealing cash from the bank accounts, taking bribes from vendors, or just being lazy and hiring good for nothing friends and family with funds intended for the education of the children of this city has been a part of the office of the Superintendent of Orleans Parish Schools for far too long. We wish you all the best in your endeavor!
Parent	Must be willing to challenge the status quo.
Parent	Needs to have work experience in education and/or education administration. Be a good parent himself or herself.
Parent	One that nobody in the city knows. New Orleans has a tendency to hire people that they know and may not be qualified versus someone from the outside that can come with fresh and new ideas that can change things for the better. Be OPEN to change by allowing the new superintendent do their job even if you don't agree. Seriously things in this city can't get any worse.
Parent	please find someone whose sole focus is on making kids smarter everything else should be managed well, but the main focus should be on ensuring all our schools are at an a level
Parent	Recognizing the need to have one OPSB with alternative programs/schools with goals and management under one authority. Too many different programs/schools and no accountability for their actions. Placing our children's educational goals in the hands of individuals with personal and alternative goals that may not be in the best interest of our children and community.
Parent	Should be highly educated with strong background in education as a teacher as well as an administrator.
Parent	someone values in diversity of race and class
Parent	Someone who is transparent and doesn't believe that lying by omission is an appropriate form of communication to the public.
Parent	Stop the fighting!
Parent	Take necessary actions to ensure principals and teachers are adequately equipped and trained to educate students with special needs. And, that they understand the laws and regulations in place in this regard. This is lacking across all schools in general and needs more focus from the superintendent.
Parent	The effective integration of instructional technology into lesson plans that address local and state curricula would support differentiated instruction (individualized learning) that would benefit ALL students, and specifically those significantly behind in key subject areas, those with special needs (cognitive, behavioral or physical challenges), and exemplary students with opportunities for enrichment and extension experiences.
Parent	The new superintendent should have experience in the position, have national recognition for his/her leadership abilities in education reform, have the ability to work cooperatively with various individuals with often times different ideas.
Parent	The next OPSB superintendent should have a full understanding of the role of charter schools, school autonomy and accountability in raising student

	achievement. It is important that the next superintendent is respected in both the Education Reform Community and by those who often oppose such reforms. The next superintendent will need to bridge many gaps between the two constituencies. Perpetuating an OPSB vs RSD, Charter vs District, NOLA Natives vs NOLA Newcomers, will not help the city progress. Any polemics will stunt the improvements of the last decade.
Parent	The School Board and Superintendent need to have an effective and amenable relationship.
Parent	The superintendent must be qualified in administration and have a background in education.
Parent	The Superintendent should allow those schools striving to break the mold in education to continue to do so. There are charter schools that are redefining learning in an effort to change with the times, and create critical thinkers - those who are not just TAUGHT THE TEST. Some parents desire a more rigid curriculum that gets high test scores but doesn't allow for as much critical thinking. HOWEVER, some parents, like myself, don't care about LEAP - we care that our kids learn to be critical thinkers and innovators - a skill I believe is more conducive to success in college and beyond. It is crucial to ME that the Superintendent PARTNER with these charter schools like Bricolage, and Morris Jeff = but not try to CHANGE their systems. I think the Superintendent needs to find more flexible and quantitative ways to measure a school's success besides the "report card" system the Times-Picayune reports on - which is mostly based on test scores. I don't want my child to spend his days regurgitating test info, I want him to spend his days being fascinated by the learning process.
Parent	Though education is priority, a great leader in this role needs a good business acumen and finance and budgeting experience. A superintendent should be willing to make tough changes and facilitate those changes regardless of initial backlash. Business management is important to orchestrate change management and gain future buy in. I would lean toward someone not from here who is not poisoned by the lazy corrupt nature of this city.
Parent	Understand and be able to define and facilitate a culture of success for all concerned stakeholder
Parent	We need a superintendent who understands teaching and learning theory and guides in the use of curriculum that provides students a solid foundation in all areas rather than teaching to standardized tests. If the curriculum and teaching methods are sound, test scores will reflect that learning has occurred.
Parent	We need an outsider who has a proven track record of success. BUT...this person must also be someone who will not come in and fall into the same "game" of New Orleans history of "do-for-me-and-I'll-do-for-you". We need someone who is mentally and professionally sound and strong who will take

	a stand for the RIGHT thing to do regardless of whether its the popular thing to do or not.
Parent	We need someone who has working knowledge do our unique educational landscape. For far to long our district has been a stepping stone for folks just passing through to make their money and be set up with the sweetheart severance packages most of our recent pass by superintendents have been given by previous boards. Lets not forget that the districts most recent success were led by an individual who had worked his way through the ranks of the district. He was also a product of the district, had REAL knowledge odiferous the district. All this to say that we have several capable and qualified individuals in the district that should be seriously considered to keep the district moving forward.
Parent	We need to be clear on the Superintendents opinions and views of the Common Enrollment Process, Charter Schools, and Open Enrollment Schools vs. Selective Enrollment Schools.
Parent	We need to come up with an alternative to the current treatment of special-needs students. They should be in classes with low student/teacher ratios.