



Proposed Modifications Form

All Charter Schools that are eligible for Automatic Replication in 2016 may propose modifications to be considered in decisions about the replicated school.

Modification requests should include only the information requested below, saved in a single PDF file, and sent via email to Taina Knox (taina_knox@opsb.us).

School Contact Information			
Name of Charter School Governing Board (as registered with Louisiana Secretary of State)			
Name of Replicating School	Opening Year	Current Charter Term	Grades Served
School/CMO Leader		Board President	
Name		Name	
Phone		Phone	
Email		Email	

Proposed Modifications

Please review the following charter agreement components. If the response is ‘yes’ for any component, please provide a brief narrative (not to exceed 5 pages) explaining why the modification is required, what implementation would look like. Please include organizational and financial implications. If the change is to the proposed ESP/Financial Manager, please provide a resume for the new Financial Manager.

Will the replicated school be a conversion of an existing school? **Yes** **No**
 (if so, which school located in Orleans Parish will you convert?)

Are there plans to modify any of the following charter agreement components? **Yes** **No**

1. Material Terms of the charter school’s educational program (e.g., grades served, maximum enrollment, essential characteristics)?
2. Essential Elements of the charter school’s educational program?
3. School’s ESP/Financial Manager?
4. School’s Curriculum?
5. School’s Calendar and Schedule?
6. Special Education Procedures?
7. Admissions (including preferential admissions stipulations)?

Proposed Modifications Form: Addendum Replication of Edna Karr High School

Conversion Description

Qualification for Automatic Replication

InspireNOLA Charter Schools seeks to replicate its high-performing high school, Edna Karr High School, through the conversion of an existing Orleans Parish high school. As per state law and district policy, Edna Karr is eligible for replication b

Pursuant to La. RS 17:3992 and OPSB Policy HAB, Edna Karr High School qualifies for Automatic Replication in the current year as per the following criteria:

- School not in first charter term
- School meets the standards for Automatic Renewal:
 - 2016 SPS Letter Grade of A or B
 - Demonstrated Student Growth over 3 preceding years (2014-2016) OR Top 5% in each of 3 preceding years
 - Acceptable performance on FPF and OPF measures

Edna Karr achieved an A letter grade and an SPS of 106.9 for the 2015-2016 academic year, an increase of 10.2 points from the B letter grade and SPS of 96.7 that it earned for the 2013-2014 year. Edna Karr is the highest performing, open admissions high school in the City of New Orleans; its recent academic accomplishments include:

- 100% graduation rate for the 2014-2015 and 2015-2016 academic years;
- 18.5 average ACT score for 2015-2016, which is above the district average of an 18.2;
- End-of-Course assessment proficiency rate of 67% in 2015-2016, surpassing the district and state passage rates of 57% and 61%, respectively; and
- 72% of 2015 graduates enrolling in college, compared to the 64% district average and 58% state averages.

In addition to its strong academic program, Edna Karr also provides students with a holistic high school experience by providing extracurricular and enrichment activities. Edna Karr offers a comprehensive athletic program, after school clubs and activities, after school and summer tutoring, jazz and marching band, and multiple other avenues for students to be involved in aspects of their larger school community. The Edna Karr marching band traveled to England in December 2015 to play in the London New Year's Eve Parade, and the Edna Karr football team won the 2016 4A state championship.

Program Model

InspireNOLA's proven educational model is grounded in four main pillars: Positive Culture, Rigorous Academics, Continuous Growth, and Accountability. The educational model supports a holistic approach to child-adolescent growth and development as outlined in *Piaget's Cognitive*

Development Theory (1936) and *Bruner's Discovery Learning Theory (1961)*. These theories posit that students learn best in "child-centered" environments where they are able to discover information, analyze evidence and evaluate relationships through inquiry based experiences.¹ InspireNOLA students are engaged in programming that fosters intellectual preparedness and is associated with their individual strengths and needs. InspireNOLA's model integrates discovery learning opportunities that propel student exploration, interaction with one another, and problem solving with an emphasis on cultivating a positive attitude towards learning as a life-long process.

Effectively implementing the aforementioned four main pillars as a common thread within network schools provides a well-rounded education that is essential for future college, career and civic responsibilities. This model is currently implemented in all InspireNOLA schools, two of which received an A letter grade last year and one of which is a takeover and attained SPS growth of 29.2 within one academic school year.

Positive Culture

The first InspireNOLA pillar that leads to outstanding results for students is the focus on the creation and maintenance of a strong, positive school culture. InspireNOLA schools focus on inspiring and motivating students in a variety of ways that excite and invest students in learning and success.

- InspireNOLA hallways have motivational quotes and purposeful pictures of students to promote student ownership.
- Schools have complete positive behavior incentive systems that promote student investment and recognize superior performance and improvement. Incentives include reward ceremonies, dress for success days, biweekly celebrations, and academic jackets.
- Students and teachers collaborate quarterly to set and update goals so that schools are constantly focused on growth and achievement. All team members work together to maximize individual student achievement.
- InspireNOLA provides wraparound services (including counseling, nursing, social work, and parent advocacy) to address social and emotional needs and to develop the whole child.

Because InspireNOLA creates a strong and positive school culture, InspireNOLA students feel safe and excited about coming to and being part of the family that is their InspireNOLA school.

Rigorous Academics

InspireNOLA's rigorous academic framework and consistent instructional model, which encompass both teaching and learning, are key components of the second pillar that is crucial to current and future success in InspireNOLA schools.

- All lessons, regardless of grade level or content area, follow a common structure that gradually releases ownership from teacher to students.
- Each course has a pacing guide that outlines the content that students will master

¹Bruner, J. S. (1961). *The act of discovery*. *Harvard educational review*.

before the end of the year and a timeline for instruction to take place.

- Measurable learning objectives are the central focus of daily instruction and are posted in all classrooms for every lesson.
- Data from daily exit tickets, interim benchmarks, and summative assessments is used to direct instruction and determine areas for re-teaching and support.
- Students and teachers are consistently recognized for strong academic performance and growth.

InspireNOLA's structured and rigorous academic model is one of the keys to improving student achievement and proving that all students can and will learn at high levels.

Continuous Growth

As an organization, both at the school and network level, InspireNOLA is committed to continuous growth of all employees in order to develop and retain outstanding staff members.

- The Teacher Advancement Program (TAP) is a model that InspireNOLA utilizes to provide ongoing professional development, upward mobility, instructionally focused accountability, and performance-based compensation for all teachers.
- In the Principal Incubation program, InspireNOLA currently employs a Principal-in-Residence to develop future principals who can assume leadership roles within the network.
- The Future InspireNOLA Leaders Program is a leader development program that staff members elect to participate in. Future leaders attend monthly Saturday professional development to acquire knowledge in a variety of topics including school finance, evaluations, culture, and decision-making.
- InspireNOLA's Tuition Reimbursement program provides assistance to employees who are working to obtain additional degrees or certifications.

InspireNOLA recognizes that its of our greatest assets are current staff members, and it is committed to helping them grow and develop so that they can best serve New Orleans students, both now and in the future.

Accountability

In order to ensure that all members of InspireNOLA schools are striving for success and achieving at the highest level, accountability is an InspireNOLA pillar that promotes responsibility and ownership of success for all.

- InspireNOLA leaders are held accountable for setting the vision, expectations, culture, and goals of their school and providing support so that staff and students are successful.
- InspireNOLA teachers are held accountable for the academic success of students, positively managing their classrooms, and setting clearly defined goals and expectations.
- InspireNOLA students are held accountable for following classroom rules and procedures, meeting instructional goals, and developing persistence in the face of challenges.

By setting ambitious goals and expectations and by holding all stakeholders accountable to them, InspireNOLA can better ensure that it is collectively striving for excellence.

Curriculum and Assessments

InspireNOLA utilizes proven instructional strategies and practices across all grade levels and content areas, and implements aligned curriculum and assessments to provide high-quality instruction and measure student progress. Internally made Year-long Scope-and-Sequence course guides are designed to increase rigorous instruction that aligns with both state and college and career ready standards. For 9th through 12th grades at Edna Karr, InspireNOLA utilizes internally created units, lessons, and materials that align to EOC and ACT assessments and state standards.

In addition to external assessments, InspireNOLA also administers internal, formative assessments throughout the year in order to ensure that each student, each grade-level, and each school is on track to meeting the rigorous yet attainable goals that have been set. Interim assessments are given every six to eight weeks in first through twelfth grades, providing teachers frequent data in order to adjust instruction immediately to meet the needs of their students, and coaches and administrators information on which teachers may need additional coaching or support in order to best serve their students.

Parental and Community Support

Parent and community support for additional high-quality seats for high school students in New Orleans is evident. During the Main Round of OneApp for the upcoming 2017-2018 school year, Edna Karr received 2,031 9th grade applications – an increase of a 33% from 1524 applications for 2016-2017. Of the 2031 applications received for 9th grade, over 75% (1562 applications) ranked Edna Karr as their first, second, or third choice. Furthermore, 677 applications ranked Edna Karr as their top choice, which is more than double the number of freshman seats that Edna Karr will be able to offer.

The replication of Edna Karr will provide parents and families with additional seats at a high school that embodies the same educational program as Karr, thus offering a supplemental high-quality high school choice on the Eastbank of New Orleans that is also operated by InspireNOLA.

Proposed Modifications

1. Material Terms of the charter school's educational program (e.g., grades served, maximum enrollment, essential characteristics):

If InspireNOLA replicates at Eleanor McMain Secondary School, InspireNOLA will modify the charter agreement component for grades served, as Eleanor McMain currently serves 7th through 12th grades. InspireNOLA will serve all existing grade levels (7th – 12th) in the 2017-2018 school year, but will phase out 7th and 8th grades over the next two years. Grades served during each year will be as follows:

- 2017-2018: 7th – 12th
- 2018-2019: 8th – 12th
- 2019-2020 and beyond: 9th – 12th

If InspireNOLA replicates at McDonogh 35 High School, neither grades served nor other materials terms of the educational program will be modified.

7. Admission (including preferential admissions stipulations)?:

As per Exhibit A of the current agreement, Edna Karr High School currently preferences admission for 8th grade students Alice M. Harte Charter School for enrollment as 9th graders at Edna Karr. InspireNOLA will modify this, and requests that admission preference be given to 8th grade students at Andrew H. Wilson Charter School for enrollment as 9th graders at Eleanor McMain or McDonogh 35, as determined by which school InspireNOLA acquires.

Additionally, zip code preferences will be determined as per the geographic preferences for zip codes, as per current EnrollNOLA policy.