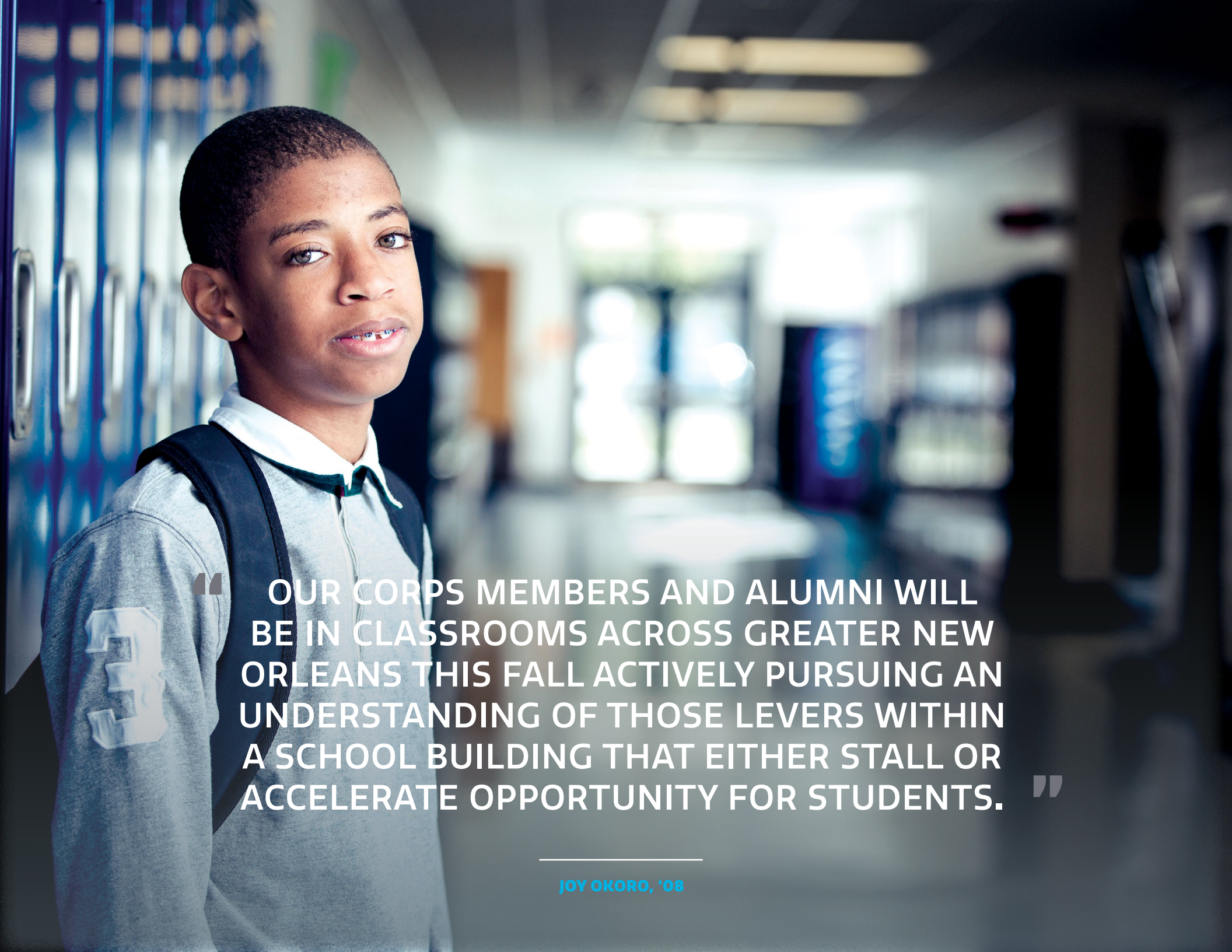


The background of the entire page is a blurred photograph of a classroom. In the center, a female teacher with long dark hair is looking towards the camera. To her left, a young boy is looking down. To her right, another young boy is looking down. The text 'ONE DAY IN ALL CHILDREN' is overlaid on the image in large, bold, black letters. The word 'ONE' is on the first line, 'DAY' is on the second line, 'IN ALL' is on the third line, and 'CHILDREN' is on the fourth line. The letters are cut out, revealing the background image underneath.

ONE DAY IN ALL CHILDREN

2017 • 2018 • GREATER NEW ORLEANS • ANNUAL REPORT



“OUR CORPS MEMBERS AND ALUMNI WILL BE IN CLASSROOMS ACROSS GREATER NEW ORLEANS THIS FALL ACTIVELY PURSUING AN UNDERSTANDING OF THOSE LEVERS WITHIN A SCHOOL BUILDING THAT EITHER STALL OR ACCELERATE OPPORTUNITY FOR STUDENTS.”

JOY OKORO, '08

LETTER FROM THE EXECUTIVE DIRECTOR

Dear Partners and Supporters,

Teach For America made a promise to Greater New Orleans 28 years ago to bring talented educators to this city who would become leaders and advocates for greater access to quality education for all students. As our 2018 cohort of corps members enter our classrooms this autumn, I am pleased to present our 2017-2018 Annual Report because it tells the story of our current progress toward fulfilling this promise from the perspective of those who are realizing it within our schools alongside our students, families and community members. You will read an interview with a current corps member who teaches in a program that is among the most innovative in our region. You will also hear from those alumni leaders who are founding and leading ground-breaking school models that expand opportunities for students as well as affirm the role of the education system of New Orleans as a national model to follow. These are stories that tell us where our newest corps members are headed and the potential of their impact for the students of Greater New Orleans.

I understand the data in this report that speaks to our student and school achievement to be the result of a system that provides schools with an accountability framework, rigorous standards and the autonomy to innovate and respond proactively to the needs of our students, families and communities in New Orleans. Teach For America corps members and alumni play a significant role in that system with seven out of ten students in New Orleans attending a school with a corps member or alumni presence. **The schools of greatest impact in our region, many led by TFA alumni, are redefining not only what an education can look like in Greater New Orleans but, ultimately, what a student can access as a result of that education.**

As the 2018-2019 school year begins, we must also acknowledge that we do not yet have a sufficient number of impactful schools for our students in Greater New Orleans. Many students in our region will not begin the year at a school that was their top choice for this reason. Teach For America stands more committed than ever to changing that reality. Our corps members and alumni will be in classrooms across Greater New Orleans this fall actively pursuing an understanding of those levers within a school building that either stall or accelerate opportunity for students.

Our work for students would not be possible without the investment of our partners and supporters. **We are grateful for the contributions that continue to enable our organization to bring leaders and innovators in education to Greater New Orleans.** As always, we stand with you in our mutual mission to give students agency to overcome the barriers they face to lead and shape the dynamic, global world into which they will graduate.

For the students of Greater New Orleans,

Joy Okoro

Executive Director,
Teach For America Greater New Orleans
2008 TFA-GNO corps member





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THE PROGRESS OF PUBLIC EDUCATION IN NEW ORLEANS

Over the past ten years, the New Orleans public education system has made significant progress. Among our country’s largest school districts, New Orleans now places in the top ten for academic growth. Our system now has dramatically fewer failing high schools, and almost three-quarters of our students graduate from high school on time. However, that same system is not yet preparing most students to perform at levels that predict college or career readiness, and the percentage of students attending an “A” school and/or their first-choice school is limited. This reality drives Teach For America’s commitment to ensuring that all students have the opportunity to graduate from an excellent school that prepares them for lifelong success.

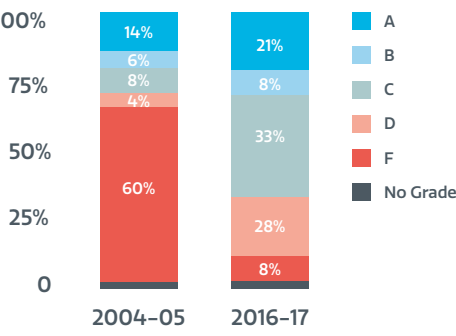
PROGRESS HAS BEEN MADE

Nearly a third of all public school students in New Orleans are now attending an “A” or “B” grade school.

According to research from Stanford's Center for Education Policy, New Orleans was in the top ten for academic growth out of the largest 2000 districts in the U.S.

The percentage of graduating seniors in New Orleans who enroll in a post-secondary program has grown and is now higher than the state average.

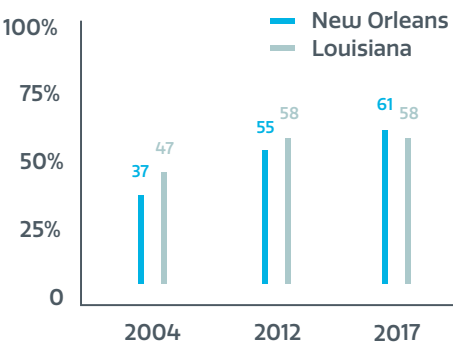
HIGH SCHOOL ENROLLMENT BY SCHOOL LETTER GRADE



NEW ORLEANS IN TOP TEN FOR ACADEMIC GROWTH AFTER 5 YEARS

SCHOOL DISTRICTS	GROWTH
City of Chicago (IL)	6.0 years
Chandler Unified District (AZ)	5.8
Garden Grove Unified (CA)	5.7
Orleans Parish (LA)	5.7
Salem-Keizer 24J (OR)	5.7
Leander (TX)	5.7
Plano (TX)	5.7
Seattle Public Schools (WA)	5.7
Peoria Unified School Dist. (AZ)	5.6
Frisco (TX)	5.6

COLLEGE ENROLLMENT RATES



THE NEW ORLEANS EDUCATION SYSTEM HAS MADE UNDENIABLE PROGRESS OVER THE PAST DECADE, BUT WE STILL HAVE FURTHER TO GO. WE MUST KEEP PUSHING FORWARD TO ENSURE THAT OUR STUDENTS AND SCHOOLS WILL REACH THEIR FULL POTENTIAL.

MAGGIE RUNYAN-SHEFA, '97
Former CIO of New Schools For New Orleans

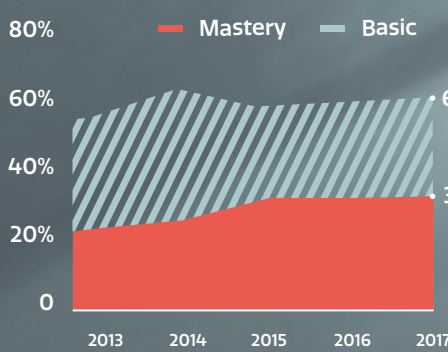
MORE PROGRESS IS NEEDED

While two-thirds of students are scoring basic and above on LEAP tests, only one in three performs at mastery level – a key indicator of college readiness in elementary and middle school.

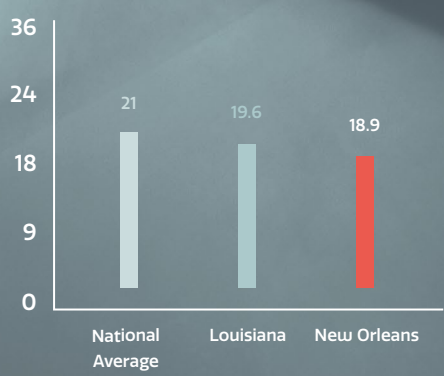
New Orleans’ average ACT scores are still below both the state and national averages.

While the four year graduation rate has risen dramatically since 2013, it has been relatively static since then.

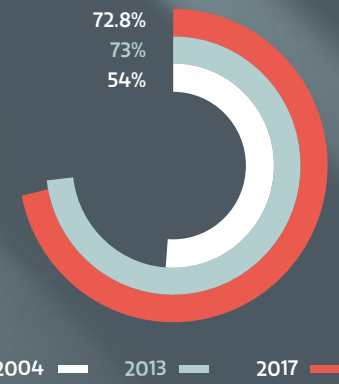
K-8 STUDENTS PERFORMANCE ON LEAP



ACT SCORES FOR 2016 TO 2017 SCHOOL YEAR



4-YEAR COHORT GRADUATION RATE





HOW TFA

IS IMPACTING PROGRESS IN SCHOOLS ▶

7_{IN}10

Last year, nearly seven in ten students in New Orleans attended a school with a TFA presence.

1_{IN}3

One in three schools under OPSB are run by Teach For America alumni.

61%

Of schools in New Orleans that have moved from failing to passing, sixty-one percent have done so under TFA alumni leadership.

6^{OUT}_{OF}10

According to LEAP 2025 results, six of the top 10 performing OPSB high schools were led by TFA alumni.

OUR 2018 CORPS

52% of the cohort identify as People of Color

52% also grew up in low-income communities and/or were Pell Grant recipients

33% of our corps are teaching high-demand STEM subjects

23% are special educators

ALUMNI EXCELLENCE IN THE CLASSROOM

Out of 3,500 teachers in Orleans Parish public schools last year, over 500 were TFA corps members and alumni. Many TFA teachers were acknowledged for excellence in the classroom like 2018 Louisiana Teacher of the Year finalist Lorraine Fedison-Winder ('13) at Langston Hughes Charter Academy and 2019 Louisiana Teacher of the Year semi-finalist Caitlin Meehan-Draper ('10) at Samuel J. Green Charter School.

Teach For America alumni were over 50% of the winners and 20% of the finalists for the 2018 New Orleans Excellence in Teaching Awards in May 2018. The winners were Adam Kohler ('08) of KIPP Booker T. Washington, Camille Zaunbrecher ('11) of George Washington Carver High School, Katharine Goforth ('11) of Cohen College Prep, and Kenneth Johnson ('10) of Arthur Ashe Charter School. Alumni finalists included Ashley Abbott ('13) of Akili Academy of New Orleans and Katherine Griesberger ('07) of KIPP Believe College Prep (Dunbar).



ALUMNI LEADERSHIP WITHIN SCHOOLS



TOWANA PIERRE-FLOYD, '05

Founder and School Leader
KIPP Renaissance High School

“AS A BLACK WOMAN FROM NEW ORLEANS IN A LEADERSHIP POSITION, I'M ABLE TO EFFECT CHANGE AND HAVE MY STUDENTS SEE ME EFFECT CHANGE. I HOPE THAT ONE DAY THEY WILL BE CHANGE-MAKERS TOO. THROUGH THIS WORK, I BELIEVE THAT WE CAN CHANGE THE NARRATIVE OF WHAT'S POSSIBLE FOR BLACK CHILDREN IN AMERICA. OUR STUDENTS WILL BE ABLE TO UNAPOLOGETICALLY GROW UP TO BE WHO THEY WANT TO BE.”

Ninety percent of our 1,100 alumni in the region are working in education or mission-aligned fields, including 39 school leaders across Greater New Orleans. Over one-third of all public schools in New Orleans are led by TFA alumni.

SPOTLIGHT: KIPP RENAISSANCE HIGH SCHOOL

KIPP Renaissance High School believes that every student deserves a collegiate-level education grounded in history and heritage, rich in character, and designed to ensure each student thrives in the four-year college or university of his or her choice.

Students graduate ready to both explore the world and serve their community with a passport in one hand and 60 college credits in the other. TFA-GNO alumna Towana Pierre-Floyd ('05) led this exceptional school to achieve a performance grade of “B” during the 2017-2018 school year.

ALUMNI ENTREPRENEURSHIP & SOCIAL INNOVATION

At Teach For America, we encourage our alumni to pursue the path they determine will have the most impact for children and schools. Alumni such as Andrea Chen ('04) of Propeller, Melissa Sawyer ('98) of Youth Empowerment Project, Denali Lander ('09) of Youth Run NOLA, and Aaron Frumin ('11) of unCommon Construction are continuing their impact through social entrepreneurship and innovation.



Andrea Chen, '04



Melissa Sawyer, '98



Denali Lander, '09



Aaron Frumin, '11

INNOVATING IN SCHOOLS ▶

“ EIGHT YEARS LATER, I AM STILL HERE.
THE WORK THAT I AM DOING WITH ROOTED
SCHOOL IS LARGELY ABOUT BUILDING TRUST. ”

JONATHAN JOHNSON, '10



JONATHAN JOHNSON, '10

Jonathan Johnson is a Teach For America alumnus who began Rooted School, a charter high school in New Orleans that trains students to meet the rigorous demands of college while also preparing them to enter higher-paying careers sooner -- starting within the technology sector.

WHAT IS THE PROBLEM THAT ROOTED SCHOOL SEEKS TO SOLVE?

In cities like New Orleans, thousands of jobs are opening that don't have local talent to fill them. At Rooted School, we want to be the leading local talent supplier for these unfilled jobs. The long-term problem that we are seeking to solve is connected to the number 228. A recent study found that unless there is a seismic shift in U.S. policy, it would take the average African-American family 228 years to obtain the same amount of wealth as the average white family. Our school aims to close this gap in our students' lifetimes.

WHAT ARE THE SUCCESSES OF ROOTED SCHOOL'S FIRST YEAR IN OPERATION?

At the end of our 2017-2018 school year, approximately 80% of our freshman class earned an employer-validated credential in front-end web design. A quarter of this same class have secured paid internships. Our students have also made an average of 3.6 years in Lexile growth. These are exciting results that push the limits of what people thought was possible for this school. I believe that we are paving a road that will truly shift the life trajectories of our students.

WHAT ABOUT NEW ORLEANS MOTIVATES YOU TO WORK HERE?

One late summer night in 2005, I turned on the television and saw footage of people wading through water after Hurricane Katrina. These were people who looked like me and shared my story. I was a senior in high school in California at this time, but this experience inspired me to do something. I didn't have the means at that time to come to New Orleans, but I made the commitment that I would leave California eventually to be in service to the city in any way that was needed. That opportunity came to me through Teach For America, and I took it. I moved here without knowing anyone or having anything. Eight years later, I am still here. The work that I am doing with Rooted School is largely about building trust. You do this by accomplishing what you say you will. The people who witness you doing that become your biggest champions.

CORPS MEMBER & ALUMNI IMPACT AT OPPORTUNITIES ACADEMY

I BELIEVE THAT WE ARE STILL EXPERIENCING MOMENTUM IN THIS CITY IN THE EDUCATION SECTOR. THERE IS A POSITIVE ENERGY TO BE FOUND IN NEW ORLEANS EVEN ON THE HARDEST DAYS.

JAMES LUKENS, '05

James Lukens is the Executive Director of Opportunities Academy.



Opportunities Academy [OA] is Collegiate Academies’ rigorous, post-secondary full day program for scholars with moderate to significant disabilities. Each Collegiate OA site features an enterprise that reinforces employment and independent living skills. OA supports each student in achieving his or her highest level of independence in pursuit of meaningful and fulfilling personal and professional outcomes in the areas of independent living, community access, and career readiness.

TIMOTHY O'CONNOR, '17

Timothy O’Connor is a 2017 TFA corps member who works at Opportunities Academy as a lead teacher.

WAS THERE AN EXPERIENCE THAT YOU HAD AS A CORPS MEMBER THAT INSPIRED YOU TO PURSUE A CAREER AS AN EDUCATOR?

My second year as a corps member, I was the lead teacher of an education program for students who were over eighteen. We took the students in the program on an outdoors retreat, and I was able to create meaningful bonds with them during this time away from the classroom. This experience helped me understand the importance of creating strong relationships with students. When I consider all of the professional and academic experiences that I’ve had since I was a corps member, the most rewarding work I’ve accomplished is making a school feel like a close community for students.

WHAT ABOUT NEW ORLEANS MOTIVATES YOU TO WORK HERE?

I feel that there is a lot of autonomy for educators because of the charter landscape. We can be nimble with regard to the strategies that we pursue. We aren’t bound to one particular curriculum. We can be creative and more innovative, which allows us to serve students better. At Opportunities Academy, our students come from all over the city. They can all access our program regardless of where they live. I believe that we are still experiencing momentum in this city in the education sector. There is a positive energy to be found in New Orleans even on the hardest days.

HOW HAS COLLABORATION WITH OTHER SCHOOLS IMPACTED YOUR IDEAS ABOUT INNOVATION?

I have visited so many exemplary schools over the past year. These schools are driving new models of effective classroom instruction for students with exceptional needs. The educators at these schools do not set limitations for what is possible for their students. They are the kind of educators who have always inspired me; they do whatever is needed for the success of students and the school. These visits have informed the way that I have thought about innovation at Opportunities Academy. I believe that when pursuing innovation either in the classroom or in the school, it’s very important to consider the realities of the student experience. Models go wrong when they don’t consider the needs of students, families and communities. Their voices must be included in our decisions.

WHAT DOES INNOVATION MEAN TO YOU AS A LEAD TEACHER AT OPPORTUNITIES ACADEMY?

I would say that we are creative extremists. We support young adults so that they are able to identify goals for themselves that they want to achieve. For example, I have one young adult in my classroom who wants to work in retail. To reach this goal, he needed to develop technical skills, soft skills, communication skills, and the ability to give and receive feedback. I immediately designed classroom lessons that would strengthen these skills.

WHAT ABOUT NEW ORLEANS MOTIVATES YOU TO WORK HERE?

New Orleans has a long history of education inequity, and special education has been affected by this. I know, however, that I’m making an impact through Opportunities Academy. The team at our school is putting in place programs that will enable young adults to be happy and independent. I work closely with their families. The families are often overwhelmed with joy that we’re treating their sons and daughters with the respect that everyone else in our community receives. We know that our young adults might need scaffolding and innovation to support their learning, but we are committed to helping them achieve success in our school’s three pillars: community access, daily living and employability.

DO YOU HAVE ANY ADVICE FOR FUTURE CORPS MEMBERS?

I would tell future corps members that they are not going to solve everything as educators in just a few days. I try to improve one thing each day at my school. This leads to big gains by the end of the school year. I also seek out feedback from other educators. My coach at Opportunities Academy is Molly Claflin. She is a 2015 TFA alumna and has been an important source of knowledge and support for me as an educator this year.

HIGHLIGHTS

FROM THE 2017-2018 SCHOOL YEAR



CASSIDY SCOTT, '17

The community of teachers supported by TFA Greater New Orleans coupled with the community and support I received at my school, KIPP Leadership Academy, allowed me to grow leaps and bounds during my first year as a corps member. But most importantly, my students’ drive and desire for success pushed me to be the absolute best social studies teacher for them.

AUGUST SEPTEMBER OCTOBER JANUARY MARCH APRIL MAY

Joy Okoro began leading Teach For America Greater New Orleans.

The U.S. Department of Education awarded \$13 million to a group of New Orleans universities and non-profits including TFA-GNO to recruit, prepare and develop nearly 900 teachers over three years. Over one-third of these educators will be TFA corps members.

John White ('99), State Superintendent of Education and TFA alumnus, spoke about the Every Child Succeeds Act and its implications for Louisiana's education system during a United States congressional hearing.

At the annual National AmeriCorps Day of Service on MLK Jr. Day, corps members partnered with TFA alumnus-founded unCommon Construction and members of Fidelity Bank to assist in the construction of two houses in the St. Roch neighborhood.

At our Innovation Summit at Dillard University, corps members attended professional development seminars led by educators, thought leaders, and entrepreneurs who are developing innovations to solve challenging issues that teachers and students face in classrooms, schools, and communities.

Teach For America launched TFA Connect BETA. This digital platform offers easy-to-use tools for the entire TFA community to connect with our nearly 60,000-person network. Joining the platform allows members to access hundreds of job openings both inside and outside of the education sector.

Alumni Jennifer Lunceford ('15), Jeremy Davis ('14), and McKenzie Parkins ('15) were selected by the Orleans Parish School Board to serve on its advisory board. These leaders are current members of The Collective, TFA's organization for corps members and alumni of color.

TFA-GNO brought several corps members, alumni, and their students to Collision, the fastest growing technology conference in North America with over 25,000 attendees and 300 speakers. Students participated in a private panel session with local startup and technology leaders who shared the impact of technology on multiple industries and public policy issues.

OPSB passed a new Charter School Performance Framework that will guide the school district in future authorizing and oversight activities. The newly issued guidance was influenced by TFA alumni, Mary Garton ('91), Colleston Morgan ('07), Eric Seling ('06), and Dina Hasiotis ('02) who worked for the district during the framework's creation.

Two 2017 corps members were named Rookie of the Year within their charter networks. Toomi Al-Dhahi received the award from New Orleans College Prep, and Cassidy Scott received the award from KIPP New Orleans.



THANK YOU TO OUR SUPPORTERS

To our supporters and champions,

We thank you for making the impact you’ve read about in this report possible. TFA fuels wide scale change for children because there are thousands of us who are working together toward One Day: we are not only corps members and alumni, but individuals, families, and institutions who contribute financially, participate in our education system, advocate for equitable education in board rooms and around the dinner table, and open doors for rising leaders, including our students. Our community in Greater New Orleans truly demonstrates what collective leadership looks like. Thank you.

Sincerely,

Joe Aluisse
Chairman of the Advisory Board

Joy Okoro
Executive Director

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Crocker College Prep
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Edna Karr High School
Einstein High School
Elan Academy
Eleanor McMain High School
ENCORE Academy
Foundation Preparatory Charter School
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KIPP Believe College Prep
KIPP Believe Primary
KIPP Booker T. Washington High School
KIPP Central City Academy
KIPP Central City Primary
KIPP Leadership Academy
KIPP Leadership Primary
KIPP Morial Middle School

KIPP Morial Primary
KIPP Renaissance High School
Langston Hughes Academy Middle School
Langston Hughes Academy Primary School
Laureate Academy
McDonogh 32 Literacy Charter School
Medard Nelson Charter School
New Orleans Charter Science and Math High School
Noble Minds Charter School
Paul Habans Charter School
Phillis Wheatley Community Lower School
Phillis Wheatley Community Middle School
Phillis Wheatley Community Primary School
ReNEW Cultural Arts Academy Lower School
ReNEW Cultural Arts Academy Middle School
ReNEW Dolores T. Aaron Academy Lower School
ReNEW Dolores T. Aaron Academy Middle School
ReNEW McDonogh City Park Academy Middle School
ReNEW Schaumburg Elementary School
ReNEW Schaumburg Middle School
ReNEW SciTech Academy Lower School
ReNEW SciTech Academy Middle School
Samuel J. Green Charter Primary School
St. Bernard Middle School
Success Preparatory Academy
Sylvanie Williams College Prep
The Net Charter High School
Trist Middle School



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**“ WE CAN ACHIEVE EDUCATIONAL EQUITY
AND EXCELLENCE IN OUR LIFETIME.
IT WILL REQUIRE BOLD LEADERSHIP. IT WILL
REQUIRE COURAGE AND CONVICTION.
IT WILL REQUIRE ALL OF US – TOGETHER. ”**

Elisa Villanueva Beard,
Alumna and CEO of
Teach For America

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