



How Hynes Charter Schools built a network of excellence

From one campus to three, shared systems support lasting success.

School: Hynes Charter School Network

Location: New Orleans, Louisiana

School Type: Urban, public charter

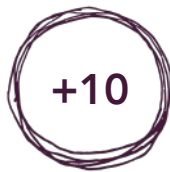
SFA Implementation Start: 2003

BY THE NUMBERS

Sustained excellence. Growth across campuses.



Consecutive "A" ratings at
Hynes–Lakeview



School Performance Score
points in 2024–25 at
Hynes–UNO



School Performance Score
points over four years at
Hynes–Parkview

THE CHALLENGE

Making strong instruction consistent— and building the capacity to sustain it.

In the early 2000s, leaders at Hynes–Lakeview wanted to close literacy gaps and ensure every student received the instruction and support needed to succeed.

That required more than choosing new materials. Teachers needed a common approach to instruction, a reliable way to identify and respond to students' needs, and ongoing support to strengthen their practice. Leaders needed structures that would bring that work together and help the whole school keep improving.

THE SOLUTION

A shared foundation for teaching, leading, and improving.

Hynes began implementing Success for All in 2003, choosing the model for its strong research base and evidence of improved literacy outcomes.

Through SFA, teachers built shared instructional routines that combined explicit teaching with structured opportunities for students to read, discuss, and learn together. Assessment, regrouping, and tutoring helped educators match instruction and support to students' needs. Coaching and professional learning helped teachers strengthen their practice, while shared leadership structures gave the team a coordinated way to address schoolwide priorities.

That foundation took on new importance when Hurricane Katrina destroyed the school building in 2005. Hynes reopened as a charter school in 2006, facing the work of rebuilding both a school and its community.

What do these results measure?

Louisiana's School Performance Score (SPS) summarizes school performance. Under the system used through 2024–25, schools earned scores on a 150-point scale that combined state assessment results, student growth, and other indicators.

Source: Louisiana Department of Education, School Performance Scores and Student Progress guidance.





After Katrina, we didn't just have to rebuild a school—we had to rebuild trust, stability, and hope," said CEO Michelle Douglas. "Success for All gave us structure, evidence, and direction at a time when both adults and children were navigating profound disruption.



Through its continued partnership with SFA, Hynes strengthened a common way of working: teachers shared instructional practices, leaders shared responsibility for improvement, and students encountered consistent routines and expectations.

Over time, those practices helped Hynes sustain strong performance at Lakeview—and provided a foundation it could carry to additional campuses.

GROWING THE MODEL

From one campus to three.

As the Hynes network expanded, leaders brought the shared instructional practices, leadership structures, and professional learning developed at Lakeview to two additional campuses.

Hynes–University of New Orleans (U.N.O.): Established in 2019

Opening with kindergarten and expanding one grade per year, Hynes–U.N.O posted a 10-point gain on Louisiana's School Performance Score (SPS) system in 2024-2025.

The campus demonstrated significant gains among English Learners, economically disadvantaged students, and Black students, along with a 44.9-point increase in its Interests and Opportunities Index.

Hynes–Parkview: Joined in 2021

Parkview entered the Hynes network as the lowest-performing school in its district.

In just four years, Parkview achieved a 39-point increase on Louisiana's SPS system. Within three years under Hynes leadership, the campus climbed two letter grades and earned an "A" growth indicator.

This transformation reflects the transferability of shared systems across campuses—not a one-school success story, but a scalable model.

THE PROOF

Strong results across three campuses.

Sustained excellence at Lakeview:

- **14 consecutive "A" ratings** from the state of Louisiana
- Named a **Top Gains Honoree** for earning an "A" in the Progress Index

Network-wide growth:

- U.N.O. achieved a 10-point SPS gain and earned a "B" growth indicator.
- Parkview achieved a 39-point SPS increase in four years and earned an "A" growth indicator.

In January 2026, Hynes–Lakeview was named the Dr. Robert Slavin Success for All Award recipient, a national honor recognizing schools that exemplify aligned systems, strong leadership, exceptional instruction, and sustained literacy growth year after year. Hynes—U.N.O and Hynes—Parkview were also recognized for their significant and sustained literacy improvement using Success for All.

INDEPENDENT RECOGNITION

External validation of system strength

In 2024, Hynes Charter Schools were recognized as a Cognia® System of Distinction, an honor awarded to only 60 schools and systems worldwide.

Cognia's evaluation process examines leadership capacity, instructional consistency, student performance, and organizational sustainability across an entire system.

Hynes leadership attributes this distinction to the shared systems developed and sustained through long-term implementation of Success for All.

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“At Hynes, the systems we’ve built are bigger than any one person,” said Michelle Douglas. “That shared leadership, common language, and collective accountability are what make success sustainable, and what allow the work to endure year after year.”

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WHAT HYNES SHOWS

Lasting impact

From rebuilding after Hurricane Katrina to expanding from one campus to three, Hynes Charter Schools demonstrate that sustained literacy growth requires aligned systems.

Across campuses, Hynes proves SFA's belief: shared systems ensure that students—regardless of background—receive strong instruction, timely support, and clear expectations every day. Success doesn't only show up in test scores, but in the reduction of special education referrals, behavioral disruptions, and increased retention of staff, students, and families.

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“Our impact is truly generational. We often have alumni return to work for us, or send their children to our schools. There's no greater endorsement of culture, of quality, or of impact than that.”
– Michelle Douglas

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TO YOUR SCHOOL

Want to Start Building Systemwide Literacy Success?

Success for All brings literacy instruction, coaching, tutoring, assessment, and leadership routines together so schools can make strong teaching consistent—and sustain it over time.

Explore what that could look like in your school.

Visit www.successforall.org or email sfainfo@successforall.org.