The purpose of this poster is to explore the gaps in both public and alternative educational options for children who live in the areas most affected by Hurricane Katrina by using ESRI community Analyst and ArcMap to create maps of school locations, population of school aged children, and county boundaries.

## I. Introduction

New Orleans public schools have a long and troubled past. They have suffered from lack of funds, poor performance, and low test scores. In an unprecedented move the state took over all under performing schools right before Hurricane Katrina. The chaos that ensued after the storm led to almost 100 percent takeover and the emergence of one of the first charter school districts in the country.

## II. Literature Review

### Separate but unequal:
- More than half of the schools in NOLA are charter schools
- “The move toward charter schools is a move toward market based education provision and the construction or reconstruction of social exclusion.”
- “Katrina was a catalyst that washed away the crisis of a failed education system.”
- Six weeks after Katrina legislation was pushed through that allowed the state to take control of 110 of 117 public schools
- Currently more than half the students in NOLA attend charter schools
- Charter schools compete for the best students to ensure they achieve the test scores needed to stay open

### Education in New Orleans:
- More than 80% of public schools were damaged during the hurricane
- Charter schools are run by nonprofits such as universities, community organizations and parent groups
- 15 different groups that oversee different charter schools are not obligated to coordinate with any of the other charter school groups. This leads to confusion and disorganization, i.e. In fall 2007 there were 57 different schools set to open with start dates of mid-July to September
- More than 80% of public schools were damaged during the hurricane and 90% of them were New Orleans
- After conducting research it has been found that that while there is a lack of charter school offerings, there is an even bigger gap between the amount of students needing education and the amount of public schools available of them to attend. The current system in place in New Orleans lacks organization, cohesion, and available knowledge for parents and students. This when paired with certain admission policies and practices has lead to the conclusion that overall the system in New Orleans now is no better than the one that was in place before the hurricane and that it has only served to perpetuate, rather than eliminate, the racial and economic segregation that existed in schools before Katrina.

### Charter School Location Map:
To create this map I first had to create a spreadsheet of all of the charter schools within a one hour travel radius because it was impossible to tell if the schools were opened for 6 months before the hurricane or after the hurricane. Uploading the spreadsheet to ESRI community analyst I was able to plot the location of the schools. After creating this map I changed their markers on the map to the magenta dot, I then uploaded another spreadsheet to ESRI community analyst of all of the charter schools opened from 2006-2007 and after. This allowed me to plot the charter schools that were definitely opened after the hurricane and compare not only the locations of them, but also the amount of schools.

### Damage Map:
The last map which depicts the dome done by New Orleans is from the United States Geological Survey Website. The areas in red on the map are the areas that were hit the hardest and received the most damage during the hurricane.

### Future research for this topic could be expanded into a multitude of different areas. One could take a more demographic stance and look into the backgrounds of children who are attending charter schools versus public schools, and could use variables such as family income, family education, race, etc. to see if there is a profile that a charter student “fits” into. One could also look at the academic performance of the charter schools and compare them to public schools to see if they actually are providing a better alternative for New Orleans. Due to the large amount of variables associated with the research there are many different possibilities available for future research.

## VII. References

2. Age data for Louisiana children based on zip code, ArcMap