

Ready to Rise:

Our Students, Our Future, Our Time

Superintendent's Report of Findings and
Recommendations for the Jackson Public Schools

Presented to the Better Together Commission

InsightEducationGroup.com





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FOREWORD

In an era of high-stakes accountability, a widening achievement gap, and a sense of despair with public schools, there has never been a more important time for us to come together with the common goal of ensuring that all students in Jackson have the opportunities a great education can provide.

District improvement is challenging work. It requires all aspects of the system to function effectively. This means not only that all adults working in our schools must be ready and willing to contribute to improvements, but—perhaps more importantly—that all involved all must work together, effectively and seamlessly, to address the complex challenge of improving the system while supporting each and every individual within it.

Without analyzing the historical and present issues impacting the district's effectiveness, the district will not be able to effectively implement the changes needed to improve. This report presents an honest and comprehensive assessment of the district's performance and is grounded in rich feedback from students, educators, community members, and community leaders. In summary, it presents a story of a district that has the heart to achieve, but one that has struggled to do so in the recent past.

The work ahead is urgent, and the reality is that achieving these goals will take time. We have seen districts across the country

work hard to address the challenges of improvement, with many failing to meet the demand. But the last decade has taught us valuable lessons about district improvement. Chief among those lessons is that improvements must be systematic and sustainable to create a culture that consistently expects students can and will do well, and acts according to that understanding. This report takes these lessons and leverages them to present recommendations that are measured and deliberate. It intends to provide a road map for success, one step at a time.

The recommendations in this report will require thoughtful coordination, skillful implementation, and continued reflection. Even when this process presents challenges that seem insurmountable, the community can and must find ways to work through them together on behalf of all JPS students. They deserve it.

The study team presents this report with a great deal of optimism and hope. This student-centered assessment presents an opportunity to acknowledge the challenges



and move forward together to craft practical solutions. The recommendations presented in this report are part of a solid foundation for district improvement that is necessary—and possible. But first, we must believe it is possible. If we don't, we will never accomplish the goal of providing a high-quality education that is responsive to the needs of each student the district serves.

Jackson is a community filled with individuals and organizations deeply invested in their community and committed to doing what's best for their students. Through their thoughtful dialogue, continued reflection, and strategic action, Jackson Public Schools can be a model for public school systems across the nation.



EXECUTIVE SUMMARY

Overview

In the fall of 2016, given significant declines in the district's performance on state-mandated assessments, as well as violation of numerous state accreditation standards, Jackson Public Schools (JPS) was placed on probation by the Mississippi Department of Education (MDE). The department voted to take over the district in September 2017 and submitted to Governor Bryant a proposed declaration of emergency as required by law. Rather than carry out the declaration, Governor Bryant consulted Mayor Chokwe Antar Lumumba, the W.K. Kellogg Foundation, and various education experts, to determine a plan that would best serve the students of JPS. The result was a Memorandum of Understanding (MOU) between JPS, the Office of the Governor of the State of Mississippi, the Office of the Mayor of Jackson, Mississippi, and the W.K. Kellogg Foundation that called for the creation of a commission charged with conducting a student-centered assessment of JPS that would inform a plan of action for the district. With these goals in mind, the Better Together Commission (BTC) was formed with 15 members appointed by Governor Bryant, Mayor Lumumba, the W.K. Kellogg Foundation, and JPS.

Taking Action

To begin the work of charting a new course for JPS, the BTC released a Request for Proposals in December 2017 to identify an organization to conduct an assessment and create a plan for JPS. Insight Education Group (Insight) was selected to fulfill this role and began partnering with the BTC and JPS in February 2018. Based on the BTC's priorities, Insight conducted a nine-month long student-centered study to inform the creation of a community-wide vision and plan of action with the goal of creating an excellent, equitable education system that benefits all students in JPS. Insight submitted this report on November 1, 2018 to the BTC

to share with the MOU partners, JPS Board of Education, and the incoming Superintendent of Schools for their use in guiding a strategic district improvement process.

Methodology

Insight Education Group conducted a comprehensive needs assessment that considered all aspects of the district's functioning between February and October 2018. The team met with numerous stakeholders from the district and larger community to gain as many perspectives as possible and to confirm trends by collecting multiple data sets. The needs assessment included an analysis of:



- District student achievement, attendance, and behavior data
- District staffing
- School scheduling
- Classroom instruction
- Leadership capacity
- Instructional coaching
- Professional development
- Programming and staffing related to struggling students and students enrolled in Exceptional Education
- District finances
- Review of longitudinal student achievement, attendance and behavior data
- Teacher surveys
- Parent focus groups
- Central Office focus groups
- Assessment of current programming for struggling students
- Assessment of the district's finances
- Meetings with stakeholders

Additionally, the study team conducted a thorough review of the rich information available in reports created by the Mississippi Department of Education (MDE-c, 2017) and the Council for Great City Schools (CGCS-a, 2017) and factored the reports' findings into the final plan for JPS.

The data collection process included the following activities:

- Quality School Reviews, including student, leader, teacher, and instructional coach focus Groups

Findings and Recommendations

Insight's analysis revealed five interdependent domains in need of improvement. Each domain was then broken down by focus areas based on findings from the data. This further delineation is intended to provide more specificity to make the analysis more meaningful and the recommendations clear and actionable. For each focus area, the report provides an overview of current relevant research and/or best practices, an analysis of the current structure, specific areas for improvement, and detailed recommendations to achieve improvement.



The study team has developed a comprehensive report including recommendations for the superintendent and his team's consideration. This report presents an important opportunity for district leadership to develop a plan to implement the recommendations in an aligned, coherent and intentional manner. The report addresses the current district landscape in areas directly pertaining to large scale improvement, and its scope and complexity will require that the district take time to study and make sense of the findings and recommendations to develop a plan to stage the work efficiently and effectively.



A Letter from the Governor of Mississippi



PHIL BRYANT
GOVERNOR

October 18, 2018

Better Together Commission
119 S President St.
Jackson, Mississippi 39201

Dear Commission Members:

As a member of the partnership between the City of Jackson, the W. K. Kellogg Foundation, the Jackson Public School District and the Governor's Office, I want to thank the Better Together Commission for the intensive work and research involved in the commission's Study Action Plan. This document includes input from a wide range of community and state-level stakeholders which is critical to the successful implementation of the action plan.

I would also like to thank the Insight Education Group for performing an in-depth study of the current practices of the Jackson Public School District and for providing evidenced-based recommendations for transforming the schools in our state's capital city.

I look forward to the continued work of the partnership and the Jackson community as we strive to improve the lives of school children in the Jackson Public Schools. It is our responsibility and our duty to settle for nothing less than providing a world-class learning environment for all children.

Sincerely,

Phil Bryant
GOVERNOR

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A Letter from The Mayor of Jackson

Office of the Mayor
Chokwe A. Lumumba, Mayor



219 South President Street
Post Office Box 17
Jackson, Mississippi 39205-0017
Telephone: 601-960-1084
Facsimile: 601-960-2193

October 8, 2018

Insight Education Group
16130 Ventura Boulevard, Suite. 300
Encino, CA 91436

Dear Jackson Public School Community and Friends:

As Mayor of the City of Jackson, I want to express my full support for the Jackson Public Schools (JPS) and every effort the Better Together Commission is conducting to improve the quality of education for over 21,000 bright, talented and well-deserving students in our district. In order to create necessary and vast improvements, we must explore all avenues to close existing achievement gaps, offer educational opportunities and provide assistance to faculty and staff. The entire City of Jackson joins me in acknowledging the dedication of both entities, JPS and the Better Together Commission, for its unwavering commitment to ensuring academic excellence for our most valuable asset, our youth.

Since February 2018, the Better Together Commission has worked diligently to collect vital data from stakeholders across Jackson to strengthen its partnership with JPS. The goal of this integral relationship is to develop a deeper understanding of the district's current status and implement a plan for building the capacity of the district to support every student in our school system. Ultimately, the goal of the Better Together Study Action Plan is to assist JPS in the creation of an environment where youth will have equal access to opportunities and an exceptional education.

We are at the inception of a necessary transformation of our educational system. Each step we take to advance the mission of JPS and the Better Together Commission must be achieved through equity. The Better Together Study Action Plan symbolizes an essential footprint for success and support for the district's central mission of efficient teaching and uniform learning. Furthermore, the plan will provide recommendations on reducing disparities that plague our community. Ultimately, the collective goal is to provide equal opportunities for the youth of our city to successfully fulfill postsecondary and career goals.

The City of Jackson extends its full support to the JPS and Better Together Commission as it works diligently for the academic advancement of students across our community. We want JPS to serve as a national model of collaboration, representing a diverse group of stakeholders working towards a goal of placing our students first. I sincerely look forward to continuing our critical work.

Sincerely,

Chokwe Antar Lumumba
Mayor



A LETTER FROM THE BETTER TOGETHER COMMISSION

Since its creation in February 2018, the Better Together Commission has been working to gather data from the community in Jackson, Mississippi, with the sole purpose of partnering with the Jackson Public Schools (JPS) to envision and create a brighter future for the more than 25,000 students in the district.

Our goal has been to provide the JPS community with a deep understanding of the district's current status and develop a plan for building the capacity of the district to support each and every student in our schools. In addition to the data and findings from reports by the Mississippi Department of Education and the Council of Great City Schools, we gathered input and ideas from students, parents, educators, community leaders, elected officials, and national experts.

The Better Together Commission Study Action Plan represents a summary of the many voices we heard during our process, and a plan for improvement based on those voices. We appreciate the members of Insight Education Group for taking the time to understand the context of the JPS and the larger community, and for compiling a wealth of information to create this robust report. It is our hope that in partnership with the JPS community, we will be able to take the feedback from the many constituents we worked with to actualize this plan, providing a roadmap for success and supporting the district in its efforts to ensure a keen focus on its core mission of teaching and learning. The Study Action Plan's ultimate goal is to support JPS in creating an environment where all children have equitable access to a high-quality education and are able to thrive to meet postsecondary and career goals.

We deeply appreciate the many educators and community members who supported our efforts in gathering the information informing this report. The process has demonstrated how this community is truly invested in the success of the district and the students it serves.

We look forward to JPS being recognized as a national model of collaboration among multiple members of a community and representing vastly different sectors unifying around a singular mission to better serve students.

The Better Together Commission
October 18, 2018



ACKNOWLEDGMENTS

The Insight Education Group study team is grateful for the opportunity we had to meet so many stakeholders in Jackson and for the honest and extremely informative conversations during the engagement process. It is clear that Jackson has a community deeply invested in its schools and many stakeholders who are interested in doing their part to ensure that the children enrolled in JPS receive a quality education. Insight greatly appreciates the time, energy, and commitment of the many stakeholders—including district leadership, school leaders, teachers, families, students, and others—who participated in surveys, contributed to focus groups, invested in conversations and other engagements, and in other ways were responsive to sometimes multiple requests for input to inform this report.

About Insight Education Group

Insight Education Group is an international educational consulting organization that works with education leaders to develop aligned strategies and provide embedded supports to facilitate teacher and school leader growth and positively impact student achievement. Since 2000, we have supported schools, districts, charter management organizations and states through some of their largest challenges, including:

- successfully turning around chronically underperforming schools
- fostering school cultures around mentoring, coaching, collaboration, and shared knowledge and skills
- developing guidance for programmatic development and sustainability of initiatives
- supporting teachers and educational leaders with innovative tools to continue professional learning
- training aspiring and current educational leaders to be strategic and establish priorities for positive change
- helping to change the culture of teacher growth to one of trust

Through our partnerships with states, districts, and schools across the country, such as the District of Columbia Public Schools, Guilford County Schools, the Syracuse City School District, and Metro Nashville Public Schools, Insight has worked shoulder to shoulder with district staff to bring thousands of educators' practices to the next level. We have developed award-



winning systems and solutions that are used in schools and districts in the United States and abroad, but it is our commitment to a partner-driven implementation process that sets us apart from others and gets the right results.

About District Management Group

Founded in 2004, District Management Group seeks to address the most important management challenges facing American public school leaders. The leaders of our school systems are charged with the enormous responsibility of providing students with the resources to succeed in school and beyond. To achieve this, district and school leaders must not only be great educators, they must also be great managers.

District Management Group seeks to provide district leaders with the best management techniques and educational practices to produce measurable, sustainable improvements that help schools and students thrive. Our unwavering focus is on solutions that improve student outcomes, and simultaneously enhance operational efficiency and resource allocation. Achieving only one of these objectives in isolation is not enough. It is in achieving these three objectives simultaneously that student outcomes improve and the public education system as a whole can be made sustainable.



SECTION 1: INTRODUCTION

History

In the fall of 2016, given significant declines in the district's performance on state-mandated assessments, as well as violations of numerous state accreditation standards, Jackson Public Schools (JPS) was placed on probation by the Mississippi Department of Education (MDE). The department voted to take over the district in September 2017 and submitted to Governor Bryant a proposed declaration of emergency as required by applicable law. Rather than carry out the declaration, however, Governor Bryant consulted Mayor Chokwe Antar Lumumba, the W.K. Kellogg Foundation, and various education experts, to determine a plan that would best serve the students of JPS. The result was a Memorandum of Understanding (MOU) between JPS, the Office of the Governor of the State of Mississippi, the Office of the Mayor of Jackson, Mississippi, and the W.K. Kellogg Foundation that called for the creation of a commission charged with conducting a student-centered assessment of JPS and implementing recommendations based on the results of that assessment. From this, the Better Together Commission (BTC) was formed with 15 members appointed by Governor Bryant, Mayor Lumumba, the W.K. Kellogg Foundation, and JPS.

To begin the work of charting a new course for JPS, the BTC released a Request for Proposals in December 2017 to identify an organization to conduct an assessment and create a plan for JPS. Insight Education Group (Insight) was selected to fulfill this role and began partnering with the BTC and JPS in February 2018.

Priorities

Based on BTC's priorities, Insight conducted a student-centered study to inform the creation of a community-wide vision and plan of action resulting in an excellent, equitable education system that benefits all students in JPS. Insight submitted this report

to the BTC and the W.K. Kellogg Foundation to share with the JPS Board of Education and the incoming Superintendent of Schools for their use in guiding a strategic district improvement process.

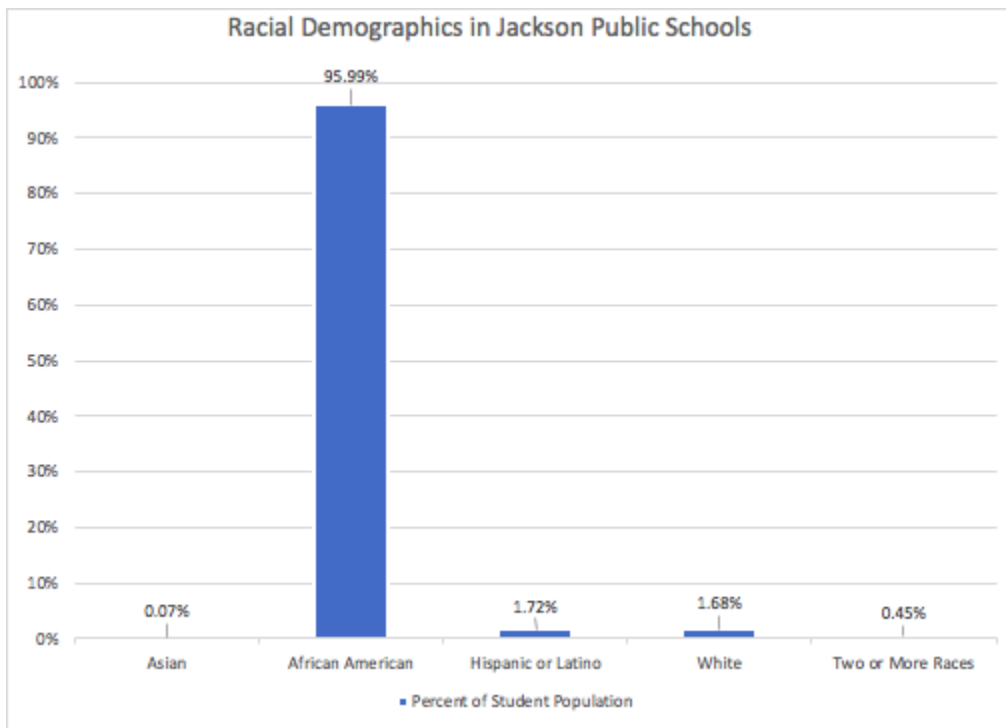
The implementation plan included a focus on the following elements:

- Communication & Assessment
- Special Education & Struggling Student Population
- General Education
- Central Office Staff
- Financial Analysis & Review



District Context

Jackson Public Schools is the second largest school district in Mississippi, serving 25,693 students in 2017-18 (at the time of publication, district enrollment had decreased to 22,527 for 2018-19). It comprises 56 schools: 7 high schools, 12 middle schools, and 37 elementary schools (including two special schools). The student body of Jackson Public Schools is 96% African American and 99% free/reduced priced lunch-eligible. In 2017-18, 22% of JPS students were chronically absent (MDE, 2018-b).



Source: Mississippi Department of Education (MDE, 2017-a).

Every year, the Mississippi Department of Education (MDE) releases a district and school report card for every district and school in the state. According to the MDE, “The Mississippi Statewide Accountability System is a single “A” through “F” school and district accountability system based on the requirements of Mississippi Code 37-17-6 and the federal Elementary and Secondary Education Act of 1965 (ESEA). The accountability system assigns performance classifications based on: (a)

student achievement, (b) student growth, (c) graduation rates, (d) participation rate [sic], and (e) other outcome measures” (MDE, 2018-b).

In school years 2015-2016, 2016-2017, and 2017-18, Jackson Public Schools received a letter ‘F’ rating as a district. In 2017-18, 37 schools, or about two-thirds of the district’s schools, received a D or F school rating. In 2016-17 the number was 39 and in 2015-16 it was 40 ([see Appendix A for Table](#)).



SECTION 2: METHODOLOGY

During its time in Jackson, the study team (see Appendix B, Biographies) conducted a comprehensive needs assessment that considered all aspects of the district's functioning. The team met with numerous stakeholders (see information regarding specific stakeholders below) from the district and larger community in order to gain as many perspectives as possible and to confirm trends by collecting multiple data sets. The needs assessment included an analysis of district student achievement, attendance and behavior data, district staffing, scheduling, classroom instruction, leadership capacity, instructional coaching, and professional development. Additionally, the study team conducted a thorough review of the rich information available in reports created by the Mississippi Department of Education (MDE, 2017-b) and the Council of the Great City Schools (CGCS, 2017-a), and factored the reports' findings into this set of recommendations for JPS.

The following section provides an overview of the various strategies for data collection between February and October 2018. It is important to note that Insight was committed to working with multiple stakeholders in an effort to triangulate and better understand the findings contained in the MDE and Council reports, and to ensure that as many perspectives as possible were captured in an effort to understand the context of JPS.

The data collection process included the following activities:

1. Quality School Reviews

During the months of March and May 2018, Quality School Reviews (QSRs) were conducted in 21 schools in JPS. The process was intended to gather data to

identify *district-wide trends* producing successful instructional practices leading to student achievement and those needing improvement. As the Central Office exists to serve schools, close examination of its practices provides an opportunity to assess how well the district is supporting schools and what needs to be improved. Thus, the data collected informed several of the recommendations for district-level organizational structure, support for core instruction, support for exceptional education and struggling students, talent management, and finance.

The specific goals of the QSR process in JPS were to:

- Develop a well-informed understanding of the instructional



vision, plan, and culture in schools and assess the alignment to district goals

- Identify areas producing student achievement that should be continued and replicated elsewhere
- Identify areas in need of improvement to increase student achievement
- Understand systems and structures that support development of teacher and leader capacity to improve educational outcomes (e.g. instructional coaching, professional learning opportunities, teacher and leader support and evaluation systems)

QSRs included the following components:

- Examination of student achievement data
- Examination of instructional plans and student work
- Administrative team focus groups
- Instructional coach focus groups
- Student focus groups
- Teacher focus groups
- Classroom observation
- Observations of coaching sessions
- Observation of professional learning community meetings and/or professional learning sessions

2. Parent Focus Groups

As part of the BTC's effort, hundreds of parents have been engaged in opportunities to share their perspectives. The study team conducted parent focus

groups throughout the city to gather parents' perceptions of the strengths and weaknesses of JPS. The specific goals of the parent focus groups were to gather information including but not limited to district trends related to:

- ***Vision and goals***, including parents' understanding of schools' vision, goals, and progress toward goals, opportunities to contribute to development of the vision and goals, and their vision about an ideal JPS education
- ***Instruction***, including parents' perceptions about the rigor of district/schools' curricula and schools' ability to address the needs of students who are struggling with learning and/or behavior
- ***Culture and climate***, including parents' perceptions of how welcoming schools are, school safety, and whether/how their children's emotional well-being is attended to
- ***Communication***, including parents' level of satisfaction regarding the frequency and manner in which the school staff informs them about their children's progress, school events, ways to support learning at home, and whether the information is easily understandable
- ***Resources***, including parents' perceptions of whether the school provides their children with the resources they need to learn, parents' familiarity with the school budget, and opportunities they have to provide input into the budget

3. Central Office Focus Groups

Central Office focus groups were conducted in May and June 2018. The focus groups were conducted to



understand Central Office structures and processes and identify how they support or detract from supporting student academic achievement. The specific goals of these focus groups in JPS were to:

- Identify existing organizational/personnel structures
- Understand roles and responsibilities of Central Office staff, and determine how well expectations are articulated to Central Office staff
- Understand communication patterns and collaboration among Central Office departments and with schools
- Evaluate how Central Office staff in each office coordinate efforts to support implementation of effective instruction
- Identify staff members responsible for providing direct service to schools and the organization of that support
- Examine the district budget
- Understand existing contracts, contract details, and where efficiencies might be recognized
- Triangulate trend information gathered during QSRs
- Identify staff members' understanding of the MDE Audit and the Council Report

The study team met with the following 36 Central Office staff members at least once and in some cases, several times:

- Superintendent of Schools
- Deputy Superintendent of Operations

- Designees of Chief Financial Office
- Associate/Area Superintendents
- Executive Director of Accountability and Research
- Designees of Executive Director of Accountability and Research
- Executive Director of Advanced Academics
- Executive Director of Campus Enforcement
- Executive Director of Curriculum
- Designees of Executive Director of Curriculum
- Executive Director of Federal Programs
- Executive Director of Human Resources
- Designees of Executive Director of Human Resources
- Executive Director of Media and Public Relations
- Director of Multi-Tier Supports
- Director of Partners in Education

In addition to conducting focus groups, the study team reviewed artifacts (see Appendix C) regarding the functioning of Central Office, including:

- The district's current organizational chart
- The district's strategic planning documents
- Documents explaining current Central Office roles and responsibilities (job descriptions, etc.)



- Documents related to the development and implementation of the district budget
- Work products from specific teams in the Central Office

4. An Assessment of Current Programming for Struggling Students

Research regarding current programming for struggling students was conducted between March and May 2018. The specific goals of the data collection were to understand:

- Particular staff roles and their primary scope of work
- The percentage of service to struggling students that is inclusion, pull-out, or co-teaching
- The amount of time staff members devote to direct student support
- The content and instructional topics supported by staff
- The ratio of staff to students in a session
- The ability of general education teachers to differentiate for all their students
- The ability of the district to consistently support all struggling students with targeted, extra-time support
- The ability of the district to provide content experts to support struggling students during extra-time sessions
- The IEP process related to the amount of time that exceptional education teachers spend working directly with students
- The social-emotional and behavioral supports available for students

The study team met with several JPS stakeholders to gather information about programming. We conducted:

- Interviews with district leaders
- Classroom observations
- Focus groups with
 - General education teachers
 - Principals
 - Psychologists
 - Psychometrists
 - Related services staff
 - Positive behavior specialists
 - School counselors
 - Instructional coaches
 - Teacher assistants
 - Exceptional education teachers

Additional data sources included:

- National benchmarking
- Review of staff schedules and time allocations

5. An Assessment of the District's Finances

The study team conducted a robust needs assessment of JPS finances in order to determine financial status at all levels. The study team began its financial data review by gaining an in-depth understanding of how current resources are being used in order to make recommendations to the district regarding developing spending, staffing, and resource allocation plans that better



meet the needs of JPS' students. The specific goals of the financial analysis were to:

- Learn directly from Central Office leaders and principals about current practices
- Clarify questions on financial and staffing data
- Gain an understanding of financial trends and practices as well as staffing, class size, and course offerings practices by school
- Understand the district's
 - General financial history
 - Use of federal funds
 - Spending on contracts
 - Staffing patterns
- Identify specific areas of concern in order to recommend mitigation strategies
- Identify short- and long-term strategies for improving financial stability

The study team collected the following data from a variety of sources:

- A review of how JPS budgets are developed, both at the department and district levels, including what information is available at the time of budgeting, and how decisions are made
- Interviews and focus groups with key stakeholders including Central Office, building principals, and relevant community committees and officials

- A review and mapping of the JPS budget timeline
- A review of the level of cooperation and teamwork among JPS departments
- A review of communication tools and strategies used in budgeting
- A review of data available at time of budgeting including
 - Strategic priorities
 - Emerging student needs
 - Special education needs
 - Enrollment
 - Course selections
 - Revenues by source
 - Existing contracts with external vendors
 - Federal and state grants
 - Retirements and attrition
 - Effectiveness of past spending
 - Federal and state grants
 - Retirements and attrition
 - Effectiveness of past spending

6. Meetings with Stakeholders

In addition to the stakeholder focus groups referenced above, the study team met with several key stakeholders at the national, state, local, and district levels throughout the review process in JPS. The purpose of the meetings was to hear as many perspectives as possible in order to best understand Jackson's unique context



and to create the most coherent and responsive report possible.

The specific goals of stakeholder meetings in JPS were to:

- Assess community members' awareness of the current status of JPS and their perception of factors that led to the current state, as well as those that might lead to improvement
- Understand how organizations within the Jackson community currently support the district and gain their perspectives on what is needed to improve outcomes for students in the district
- Identify how state and local organizations can play a role in the improvement of the district's outcomes
- Understand the political context within which JPS operates and how it both supports and negatively impacts the progress of the district
- Understand the state's accountability structures to ensure the final plan is aligned with the MDE's expectations for improvement

The study team met with the following stakeholders at least once and in some cases, several times:

- Governor Bryant
- Governor's education policy advisors
- State Superintendent of Education, Mississippi Department of Education
- Chief Accountability Officer, Mississippi Department of Education

- Members of the Better Together Commission
- Members of Jackson Public Schools Board of Education
- Members of the W.K. Kellogg Foundation
- Mayor's Chief Administrative Officer
- Co-Founder of the Mississippi Women's Economic Security Initiative/ Co-Convener of the Mississippi Black Women's Roundtable
- Executive Director of the Council of the Great City Schools
- President of the Child Care Directors Network and Owner of Prep Company Child Care Center

In addition to meeting with the above-mentioned individuals, Insight attended monthly meetings of the BTC and weekly update meetings of the BTC Strategy Table, comprised of participants from the BTC, the Community Foundation for Mississippi, Fahrenheit Consulting Group, JPS, and the W.K. Kellogg Foundation. Finally, the study team attended community input meetings and the BTC Youth Summit to gain additional perspective and better understand the many ways in which the community is involved in supporting the district.

The study team's data collection efforts and thorough review of the MDE and Council of Great City Schools reports provided a wealth of information that served to inform recommendations for improvement and detailed next steps. It is important to note that not all recommendations contained in this

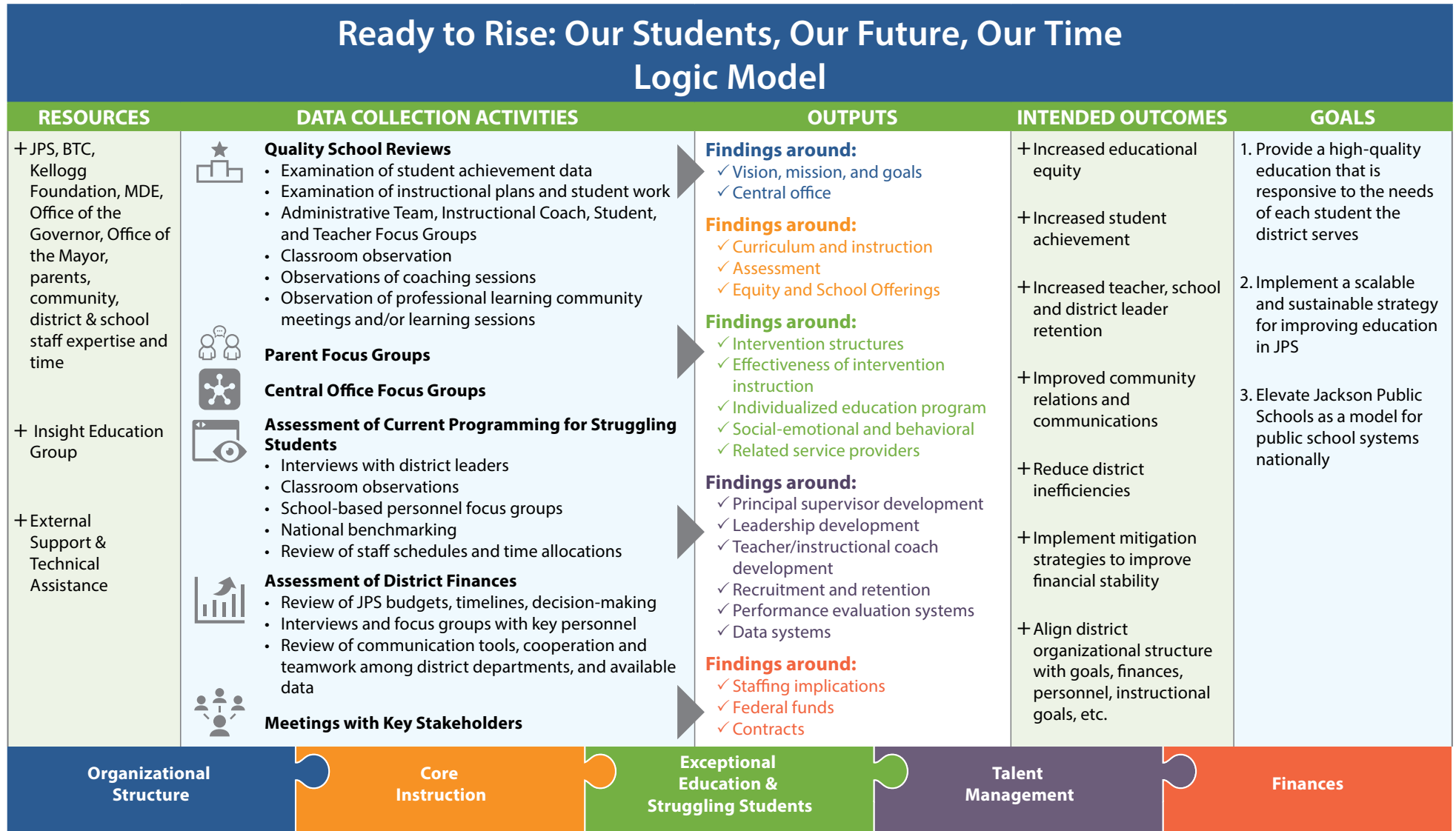


report can be addressed simultaneously. Any of the following recommendations would typically take up to three years of careful planning, research, communication, coordination, and roll-out as well as a commitment from

all stakeholders to provide focus and stability during the implementation process. As the plan becomes final the study team will be providing guidance to the superintendent for consideration in sequencing and staging the work.



LOGIC MODEL





SECTION 3: FINDINGS AND RECOMMENDATIONS

Prior to delving into areas in need of improvement, it is noteworthy to highlight some overall assets that are driving positive change in JPS. While the district has several areas identified as in need of improvement, it will be essential to understand the assets of the district and assess how they might support the district in enacting change more quickly.

Students

The students in the Jackson Public Schools are an incredible asset, and they must be seen and treated as such in order for real change to occur. They are the constituents for whom this report exists. They have incredible hopes and dreams and the capacity and desire to achieve them. This report provides a set of recommendations to support JPS students in all aspects of their development and support them in their efforts to achieve their hopes and dreams backed by the excellent education they deserve.

Committed Leadership

The recently appointed JPS Board of Education members exhibit a strong commitment to improving the state of education for all students in JPS. Discussions with school board members demonstrated their clear understanding of current conditions, unwavering dedication to improving those conditions, and uniform commitment providing all students equitable access to a high-quality education and

improved achievement. The JPS Board of Education also recently appointed a new superintendent. This appointment is an important step in ensuring a new future for the students in Jackson.

Caring Staff

As evidenced in numerous conversations at all levels of the organization, JPS staff members care deeply about the students in the district. They recognize the myriad challenges present for children and families in Jackson, as well as the potential barriers the district faces, such as inequitable distribution of resources at the state level, poor infrastructure, and a tightening budget. However, the majority of staff members convey an overwhelming sense of wanting to do more to help students achieve academic and social-emotional success and are optimistic about the impact this study and resulting action plan could have on their work.

Community Support

The broader Jackson community has a vested interest in helping the district gain



traction and improve conditions for all students. In the study team’s conversations with stakeholders representing a multitude of government, business, philanthropic, higher education, and community-based organizations, it became clear that JPS has become a unifying force for several entities who are invested in helping the district improve at all levels. The work occurring in JPS may someday be looked upon as a national model of collaboration among stakeholders representing vastly different sectors of the community unifying around a singular mission to better serve students.

Domains in Need of Improvement

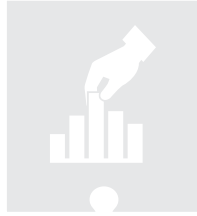
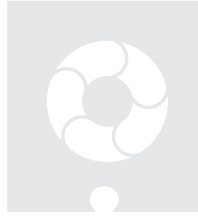
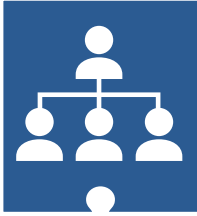
This report summarizes major findings and recommendations based on the data collection efforts described above. Our analysis revealed five domains in need of improvement, and we have broken down each domain by focus areas based on trends from the data.

While the domains and focus areas are all interconnected, this delineation is intended to provide more specificity in order to make the analysis more meaningful and the recommendations more actionable.



For each focus area, we will provide an overview of current relevant research and/or best practices, an analysis of the data, identification of assets, specific areas for improvement, and recommendations.

As mentioned above, this report is informed by and aligned to the recent report from the Mississippi Department of Education (MDE, 2017-b). [Appendix D](#) provides a chart detailing the alignment between MDE’s findings and our domains.



DOMAIN 1: ORGANIZATIONAL STRUCTURE

Overview

The first domain relates to organizational structure in JPS, both at the school and district levels. In our needs assessment, we found widespread uncertainty about the district's theory of action and an inability across stakeholders to articulate its mission, vision, and goals. With regard to the district structure, stakeholders at all levels indicated a need for changes to the role and function of Central Office, particularly related to its ability to streamline support and foster instructional improvement. Areas identified as requiring the most immediate attention in Central Office include fragmented departments, undefined decision-making structures, lack of clear reporting structures, and minimal cross-departmental collaboration across offices and departments. The recommendations for this domain include steps for JPS to define and communicate its vision and goals, as well as reorganize the district's organizational structure to serve those goals and improve teaching and learning in schools.



Focus Area 1.1: Vision, Mission and Goals

Research

Research shows that having a clear vision, theory of action, mission, and goals are critical to any organization's success, making it important to create shared buy-in, ownership, and vision among Central Office personnel for the new structure and processes and give clarity to the group as to where it is headed. As Gabriel & Farmer (2009) point out, "If you don't have a common, agreed-on destination, then everyone is left to his or her own devices to imagine one—a scenario that results in unharnessed and unfocused efforts, with everyone believing that what he or she is

doing is right. A common understanding of the destination allows all stakeholders to align their improvement efforts." A mission, then, provides a roadmap for all stakeholders that makes clear what action steps need to be taken to achieve the vision.

Analysis of Current Structure

Jackson Public Schools' district leaders frequently expressed concrete ideas for improving district-wide academic performance and many times expressed their hope that the district would develop a unifying direction that everyone would commit to and embody.



In our collection of data, it became evident that there was uncertainty about the district's theory of action, vision, mission and goals:

- A respondent summarized others' views in stating that the district's theory of action "comes from higher up" but expressed uncertainty about the content.
- One respondent stated that "JPS is an 'F' school district but 'people need to understand it didn't happen overnight.'"
- The respondent expressed belief that "minutia started taking over" and that there was no coherent vision followed by all stakeholders. "It will take a collaborative effort to fix this."
- Other representative comments suggested that JPS needs to "align better as a district...we need vertical alignment", meaning from the superintendent to schools.

Conversations at the school level indicated that schools had goals for improvement of student achievement, and teacher survey data indicated that nearly 83% of teachers either agree or strongly agree that members of the school community "can articulate the school vision and goals" (see Appendix E for graphs illustrating teacher survey data). That said, there was no evidence of unifying pattern of vision or mission associated with the goals across schools in the district.

Furthermore, in spite of alarmingly low proficiency rates among students, teachers largely indicated satisfaction with their school's leadership, mission and vision, focus on student achievement, and allocation of resources in their survey responses (see Appendix E for graphs illustrating teacher survey data). While the root of this misalignment between student outcomes and teacher perceptions as indicated by survey data is not entirely clear, the mismatch is worth noting. If the survey data is an accurate reflection of teachers' feelings about their schools—which would indicate that they feel things are generally going well—then it highlights a problematic rift between teacher perceptions and student realities in the district.

When asked what school goals were, sample staff responses included:



- "We have class and school goals. Students track their own data."
- "Reach each of the students and don't leave out any particular group."
- "Make sure the bottom 25% of students show growth."
- "Improve on the STAR (district benchmark) test."



Students in several focus groups equated school goals to improving achievement and "making sure you pass state tests."

Recommendations

Recommendation 1.1.1 Develop new district vision, theory of action, and goals

- Collaborate with stakeholders to use the assessment of the district's needs contained in this report, as well as any other sources of information deemed appropriate, to begin to develop a vision and mission for the district; a theory of action aligned to the vision and mission; and core beliefs that all members of the organization can embrace.





- Outline the theory of action and its component parts in a multi-year Strategic Operating Plan (SOP) that becomes the unifying force for district improvement.
- Develop and align priorities and goals to the new district theory of action and its components.

Recommendation 1.1.2 Communicate vision, theory of action, and goals

- Provide internal and external stakeholders with opportunities to review and understand the district's new direction prior to the JPS Board of Education adoption of the plan.

Recommendation 1.1.3 Align school and department goals

- Align Central Office department and school goals to the district's plan.
- Measure each Central Office and school staff members' performance through achievement of goals related to the district SOP.
- Require each department and individual to develop a standard reporting mechanism and established timelines for reporting progress to the superintendent.



Focus Area 1.2: Central Office

Research

Effective central offices provide high-quality leadership in all areas of district work, including departments that support instructional as well as non-instructional areas. The existence of vision, mission, and goals is only the first step. Everyone in the organization must be able to clearly communicate the vision and mission and understand their role in operationalizing the mission and vision. This requires frequent cross-functional communication to reveal misconceptions and check individuals' actions against the overall mission and vision to ensure movement in the right direction. Effective central offices evaluate progress toward vision mission and goals by ensuring all departments develop operating plans aligned to the larger district plan, including specific goals and metrics to assess progress.

As the demands placed on schools, educators, and students grow, so too do

those placed on district central offices. According to the American Enterprise Institute, in order to keep up, district central offices must address this growing gap between school performance expectations and the original function and capacity of central offices (Honig, Silverman, & Associates, 2013). Three studies examining best practices in successful central office transformation indicate that while there is no one-size-fits-all solution to central office reformation, there are characteristics that nearly all successful cases of it have in common (Honig, Copland, Rainey, Lorton, & Morena, 2010; Honig, 2013; Hanover Research, 2012):

1. A fundamental shift in central office personnels' daily responsibilities, duties, and relationships with schools in order to support the improvement of teaching and learning first and foremost



2. The intentional grounding of all activities and initiatives in research and evidence
3. Office-wide participation and investment in the reform
4. The identification or creation of central office roles whose primary responsibility it is to support and build the capacity of school leaders

Research indicates that structural changes such as adding or removing roles or units, altering reporting relationships, and modifying standard procedures can be beneficial, but that true central office transformation is

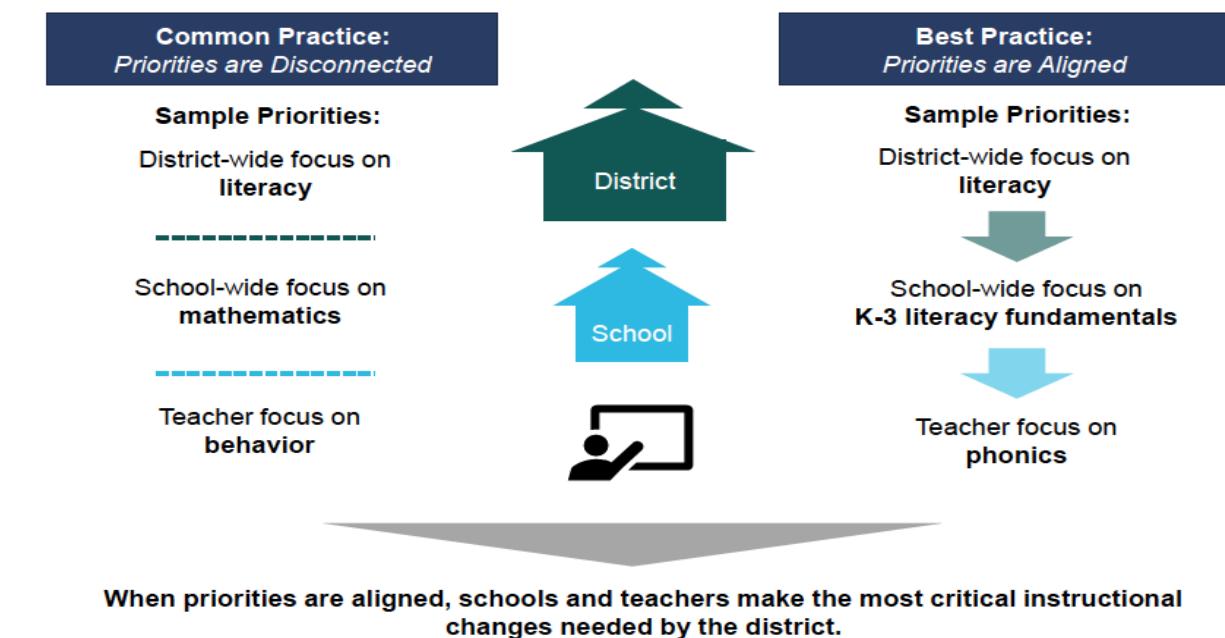
first and foremost about “remaking what the people in central offices do—their daily work and relationships with schools” (Honig et al., 2010). As asserted by the Center for Educational Leadership at the University of Washington (Honig et al., 2013), “Central office transformation demands that leaders take a deep look at the current work of each and every central office staff person and ask: To what extent can we show that this work matters to improving teaching and working district-wide? And if it does not, how can we change to improve the alignment between our core work and real results for students?”

The graphic below demonstrates the importance of aligning district-wide priorities with school-level and teacher-level priorities and actions.

It is important that district-wide priorities align with school-level and teacher-level priorities and actions.

Best Practice: District-Wide Alignment to Instructional Priorities

1 AREA MODEL



Central office transformation is a highly complex process requiring extensive time and resources, particularly human resources (Honig et al., 2010). Central offices were not originally established to directly support teaching and learning in schools. Thus, successfully



transforming a central office requires the retainment, hiring, and development of people who are invested and knowledgeable in the work of teaching and learning. In their publication *Central Office Transformation for District-wide Teaching and Learning Improvement*, the Wallace Foundation states that “district leaders...should not simply assume that their central offices are staffed with the right people for this work, nor that those staff who are already there are fully prepared to engage in new practices. Moving ahead with transformation efforts will likely require strategic hiring... as well as sustained investment in supporting ongoing learning among those who work in all parts of the central office” (Honig et al., 2010). The authors underscore the particular importance of investing in those individuals who lead the work of the central office and who are responsible for the interactions between schools and the central office.

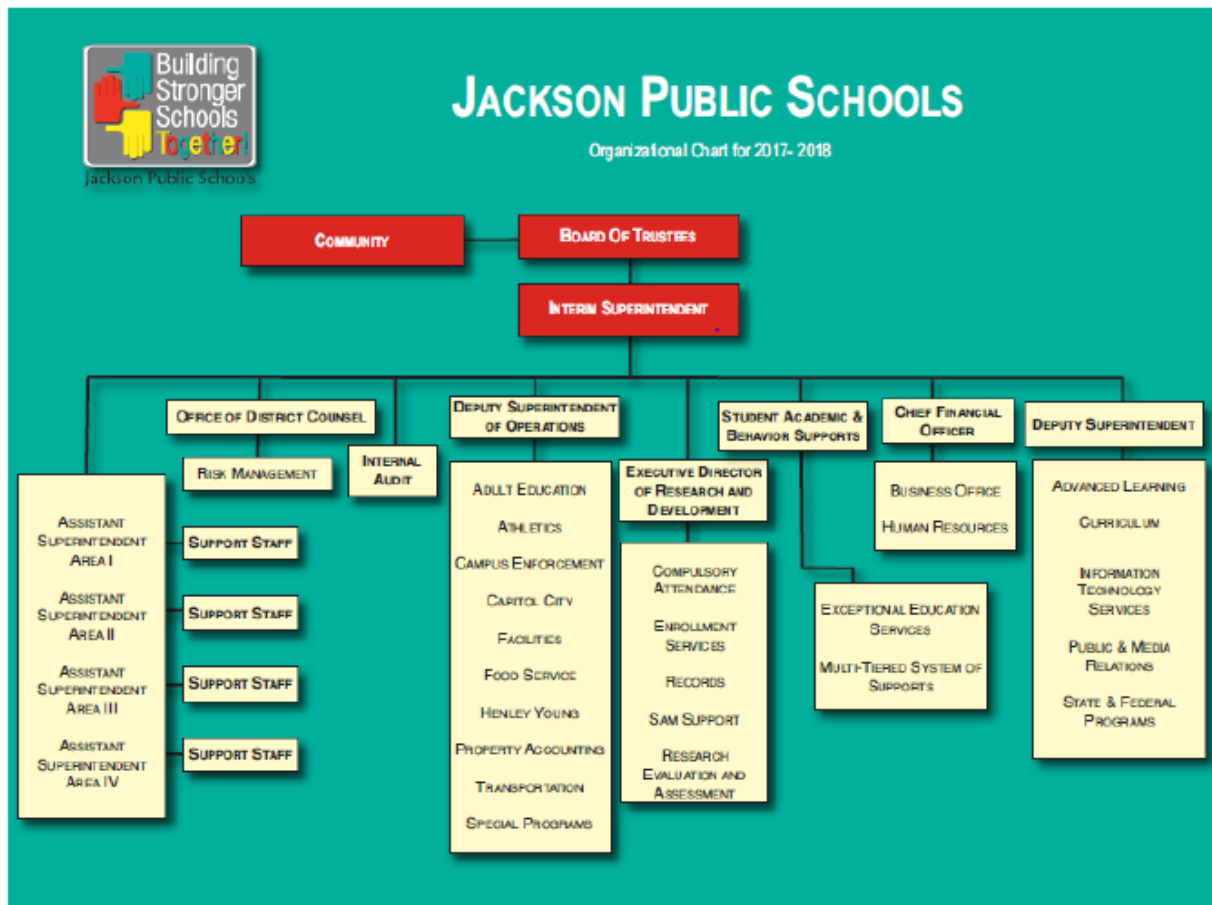
It is critical that central offices do not just hire staff with the right skill sets but also that they invest substantially in the leadership development of those staff. This is especially pertinent given the fact that central office transformation is all about the continuous improvement of central office staff members’ practices and processes, including how they collaborate in the name of supporting schools (Honig et al., 2010). Opportunities for professional growth and development are important for both new and veteran staff members, as “building capacity to lead the work of improving teaching and learning is a continuous endeavor; even those leaders who are most expert can continue to improve their practice” (Honig et al., 2010).

Analysis of Current Structure

As current research shows, central office structure can either support or be an obstacle to educational reform and improving conditions and achievement for students (Honig, 2013). The transformation of central office structure, roles, function and effectiveness is an important priority in supporting schools as they seek to improve teaching, learning, and achievement.

Many stakeholders in JPS voiced the need for important changes in the role and function of the JPS Central Office, particularly related to its ability to streamline support, as opposed to impede, instructional improvement ([see JPS Organizational Chart next page](#)). Specifically, respondents indicated that more streamlined and efficient processes, increased communication and collaboration between key offices, and more consistent progress-monitoring of initiatives and purchases were essential to realizing improvement. Respondents expressed that Jackson Public Schools’ current organizational structure is inefficient and lacks clear definition of staff roles and responsibilities. Concerning the question, “Do you feel like there is a clear articulation of roles and responsibilities in Central Office?” one Central Office respondent stated, “Quite frankly, no. We have not had that type of conversation, training, or expectations set.” Respondents also indicated, “...there could be a clearer articulation of roles and responsibilities. When people look at titles, they think you’re doing one thing when your job is actually completely different.” The graphic on the next page illustrates JPS’ 2017-2018 organizational chart.





Fragmented departments, undefined decision-making structures, lack of clear reporting structures, and minimal cross-departmental collaboration across offices and departments are areas requiring immediate attention. Generally, Central Office staff members collaborate within their departments only. Another challenge exists in frequent shifts in Central Office staff members' roles. As one respondent stated, "Certain elements [staff members] need to be 'uptrained' [developed] because they frequently get moved into new roles that are "completely out of their range of experience" in JPS.

Central Office and school staff shared that the academic and finance offices tend to

operate independently rather than working in unison to support and fund efforts to improve student outcomes and that purchases are often made without being evaluated for impact.

Representative comments are as follows:

- "Instructional functions tend to disregard operations and budget departments here and view themselves as entirely different."
- "In order to align financial and resource decisions with instructional goals, the budget administrators must be brought to the table."
- "The curriculum and instruction and the budget office do not work together to evaluate what works for students."



If we purchase a program and want it to work, we have to use it for more than one year and then monitor its effectiveness on student outcomes.



Absence of focus, clarity, and coherence toward a singular mission around teaching and learning have contributed to the inability of the district to shift student achievement. There was no evidence in conversations with Central Office staff members that there was an expectation that departments have

their own operating plans aligned to a larger district plan focused on teaching and learning, nor were there specific goals or metrics to assess progress of any sort.

Also important to note is the number of Central Office staff per student in JPS. As cited in the CGCS report (2018-a), “Jackson had fewer students per district-level administrator than the median Great City School district, 158.28 vs. 216.71, respectively.” In other words, Jackson had more district-level administrators for a district of its enrollment than the median Council of Great City Schools district.

Recommendations

Given the urgency to provide all students with equitable access to a high-quality education, it will be critical that the incoming superintendent closely examine the current organization of the Central Office and understand the relationship between the existing structure and how it aligns to a renewed mission, vision and goals focused on improving instruction, achievement, and operational efficiency. Additionally, there must be an assurance that aspects of Central Office structure be improved to support the advancement of instruction and achievement through the development of cross-functional teams and improved communication across siloed departments. As referenced in the preceding section, it will be essential for the incoming superintendent to establish an aligned plan including vision, mission, theory of action, core beliefs, district priorities, and associated measurable goals.



Recommendation 1.2.1 Align the district’s organizational structure to district goals

- Examine existing district organizational structures in relation to goals outlined in the strategic plan.
- Assess whether the current structures are aligned to the new direction of the district.
- Assess the gaps between the existing organizational structures, current positions, and staff competencies and those needed to achieve the new goals.
- Align JPS’ organizational structure to district goals.

Recommendation 1.2.2 Create a new organizational chart

- Develop an organizational chart that reflects the new direction of the district and is aligned to the district’s needs.



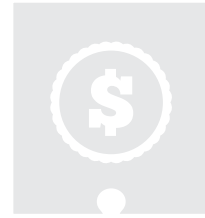
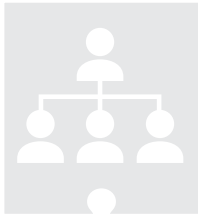
- Establish the expectation that all members of the superintendent's cabinet and the larger Central Office understand their roles in improving conditions for students.
- Develop systems to promote intersectionality among roles and create cross-functional teams to expedite district progress.

Recommendation 1.2.3 Examine staffing levels and individual competencies within Central Office teams to ensure alignment to the district's structure and functions

- Prepare detailed job descriptions with clearly outlined expectations for performance, including student achievement, for each existing or newly created role.
- Determine appropriate staffing levels for Central Office teams and staff accordingly.

Recommendation 1.2.4 Establish structures for a high-functioning leadership team

- Develop structures and cadence for cabinet meetings to ensure effective monitoring of district-wide initiatives.
- Ensure alignment between the district Strategic Operating Plan and each department's operating plan.
- Develop an accountability structure for progress toward each department's plan.



DOMAIN 2: CORE INSTRUCTION

Overview

The Core Instruction domain includes the study team's assessment of JPS' curriculum and instruction; assessment systems; equity in course offerings; and data systems. Undergirding our findings across these focus areas is the district's pervasive poor student achievement outcomes, perhaps best illustrated by students' proficiency rates in English Language Arts and math. In our classroom observations and conversations with educators, we found a widespread misunderstanding of standards-based instruction, as well as either inconsistently implemented or nonexistent curricula. Instructional practices across classrooms are varied and there is a lack of clear, rigorous expectations for teachers.

Regarding assessment, the study team found misalignment between the standards taught and those assessed. Assessments appear to be used as compliance exercises and the frequency with which they are given allows little time for teachers to shift instruction before the next cycle of assessment begins. These findings are indicative of a larger issue the district and schools face: they do not have a systematic process for continuous improvement.

Finally, with regard to equity in course offerings, the study team found inconsistencies in offerings for students at different schools in unified arts (elementary schools), elective opportunities (middle schools), and advanced courses (high schools). The recommendations for this domain are wide-ranging and include ways for the district to address the needs identified across the four focus areas.

Focus Area 2.1: Curriculum & Instruction

Research

Given the expectations outlined in the Mississippi College- and Career-Ready Standards (CCRS) and the shifts in instruction required to meet these expectations, it is essential that teachers establish a firm understanding of standards prior to designing and delivering lessons, and utilize a curriculum that both aligns to the standards and supports teachers in ensuring students meet the demands of the standards. Specifically, teachers should be able to: clearly articulate what college and career readiness means as outlined by CCRS; identify core teaching practices required to achieve expectations; and articulate and utilize resources and supports needed to achieve core teaching practices.





A high quality instructional framework plays a key role in supporting teachers in this work. According the Center for Educational Leadership, instructional frameworks and rubrics “are intended to capture the complexity and sophistication of teaching across grade levels and content areas and give everyone a common language when talking about classroom teaching” (Michelson, 2015). Marzano, Schooling, and Toth of the Learning Sciences Center (2013) assert that “a common language/model of instruction must:

- Accurately reflect the complexity and sophistication of the teaching/learning process.
- Identify the key strategies revealed by research for effective teaching.
- Go beyond a narrow list of ‘high yield’ strategies.
- Identify which research-based strategies are appropriate for different types of lessons or lesson segments.
- Include rubrics or scales with clearly defined continuums of implementation and evidences sufficient to impact student learning.
- Allow for flexibility for districts to adapt and adopt the model to reflect local needs and priorities yet retain the common language.”

While an instructional framework will provide a common language and universal set of expectations for teachers throughout the district, a standards-aligned curriculum will support teachers in ensuring that daily instruction meets the expectations of the framework in their individual classrooms each day.

Curriculum plays a key role in student learning (Steiner, 2017; Learning Forward, 2018; Chiefs for Change, 2017). A 2017 review of research on the impact of curricula decisions in K-12 education by Johns Hopkins University concluded that a district’s or teacher’s selection of curriculum can have a significant influence on student learning, and went on to assert that “the paucity of evidence upon which sound instructional, purchasing, and policy decisions can be made is a matter of deep concern and urgent need” (Johns Hopkins, 2017 as cited in Steiner, 2017). A recent article by the Fordham Institute, however, suggests that finding a high-quality, aligned curriculum to adopt has never been more straightforward. There is a growing availability of quality curricula in the marketplace, as well as objective reviews provided by non-profits like EdReports (Petrilli, 2018). Furthermore, research suggests that making the change to a high-quality curriculum is a less costly way to improve student outcomes than implementing other initiatives at the school level (Chiefs for Change, 2017).

According to the Council for Great City Schools’ curriculum framework, entitled “Supporting Excellence: A Framework for Developing, Implementing, and Sustaining a High-Quality District Curriculum” (CGCS, 2017-b), the purpose of a high-quality curriculum is threefold:

1. “To prepare students for college and careers
2. To support teachers in delivering effective instruction
3. To ensure access for all students to rigorous and meaningful educational



experiences in every school and classroom throughout the district.”

Without a quality curriculum to guide them, teachers and administrators are left to their own devices to figure out what the district expects as well as develop or find the resources to deliver instruction. This can result in a variety of interpretations of those district expectations and a lack of alignment between the instruction taking place in classrooms and the district’s goals for teaching and learning in its schools (CGCS, 2017-b). Furthermore, as Slover & Hain of the Fordham Institute contend, “when individual teachers are providing full-time instruction *and* building a full curriculum, it can be difficult to maintain quality and alignment to standards, ensure requisite background knowledge is built, and make sure that certain rigorous expectations are being met for all students” (2018).

According to the Council for Great City Schools, there are seven principles that define a high quality, standards-aligned curriculum:

1. “A district’s curriculum documents reflect the district’s beliefs and vision about student learning and achievement.
2. A district’s curriculum documents are clear about what must be taught and at what depth to reflect college- and career-readiness standards for each grade level.
3. A curriculum builds instructional coherence within and across grade levels consistent with college- and career-readiness standards for each grade.
4. A curriculum explicitly articulates standards-aligned expectations for student work at different points during the school year.
5. A curriculum contains scaffolds or other supports that address gaps in student knowledge and the needs of ELLs and students with disabilities to ensure broad-based student attainment of grade-level standards.
6. A curriculum includes written links to adopted textbooks or computer-based products to indicate where the materials are high quality, where gaps exist, and how to fill them to meet district expectations.
7. A curriculum provides suggestions for the best ways to measure whether students have met specific learning expectations” (CGCS, 2017-b).

In districts struggling with the implementation of high-quality instruction, it is critical to develop a plan of action with rationale regarding decisions to either purchase a published curriculum or develop one to be used throughout the district. Cost, timing, and district capacity become critical factors in the decision-making process, and must be considered as the organization charts its path forward.

Beyond the critical importance of standards, an instructional framework, and curriculum, it is important to note that, in order to be successful in our rapidly evolving economy, today’s students need new and different skills from those of previous generations.

They need to master not only content but also know how to think critically, collaborate effectively, and design creatively to participate in a highly competitive and globalized market. The Partnership for 21st Century Learning (P21), a coalition of business leaders, educators, and policymakers,



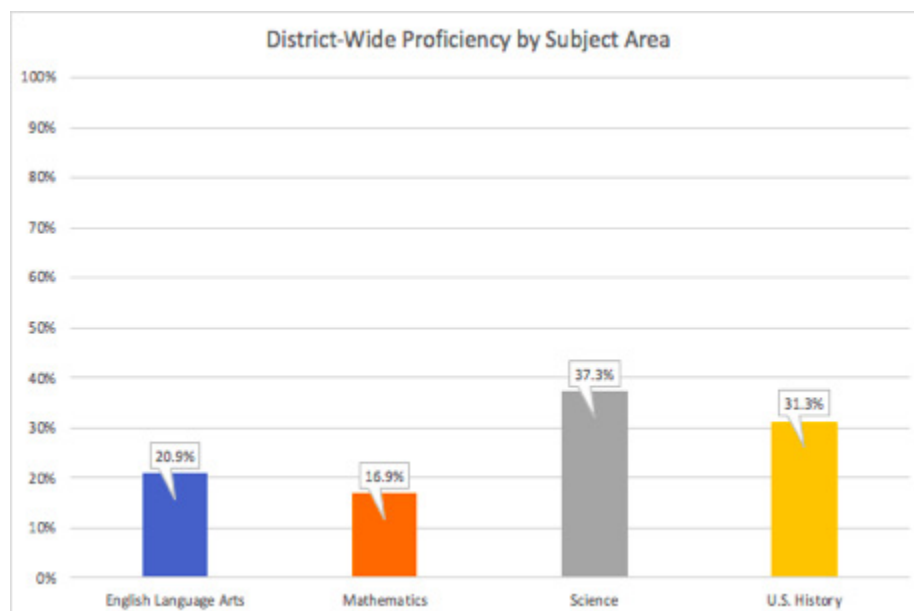
developed a Framework for 21st Century Learning to distill those competencies that today's students must demonstrate (P21, 2018). In addition to mastering key subjects, P21 asserts, students must acquire 'learning and innovation skills' in order to be prepared for 21st century work environments. These skills are: creativity and innovation; critical thinking and problem solving; communication; and collaboration (P21, 2018). Teachers will best prepare their students for successful lives and careers by employing teaching practices that go beyond knowledge transfer and push students to generate new ideas, engage with content critically, express themselves effectively, and work with others to solve problems.

Analysis of Current Structure

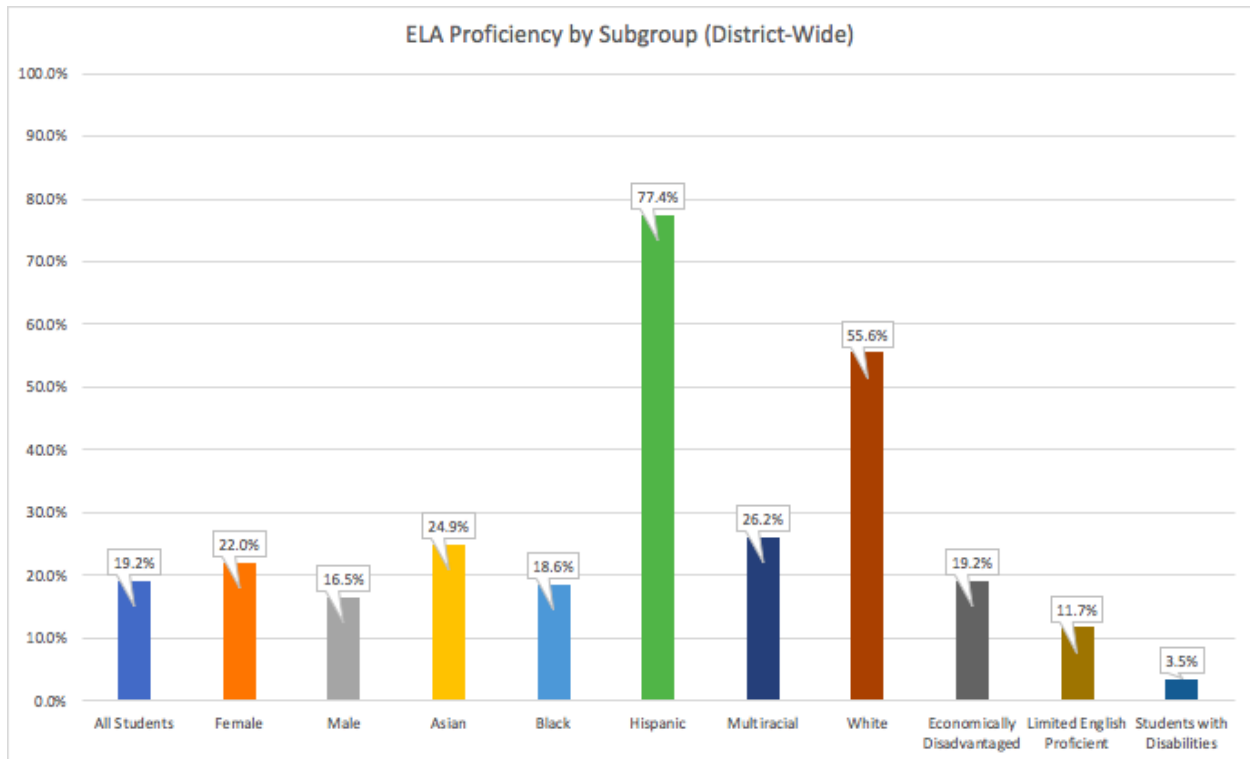
Achievement Results

Numerous concerns exist regarding core instruction in JPS. The number one indicator of problems with core instruction in the district is students' low performance across subjects. The graphs below show proficiency data results from 2016-17 in the district.

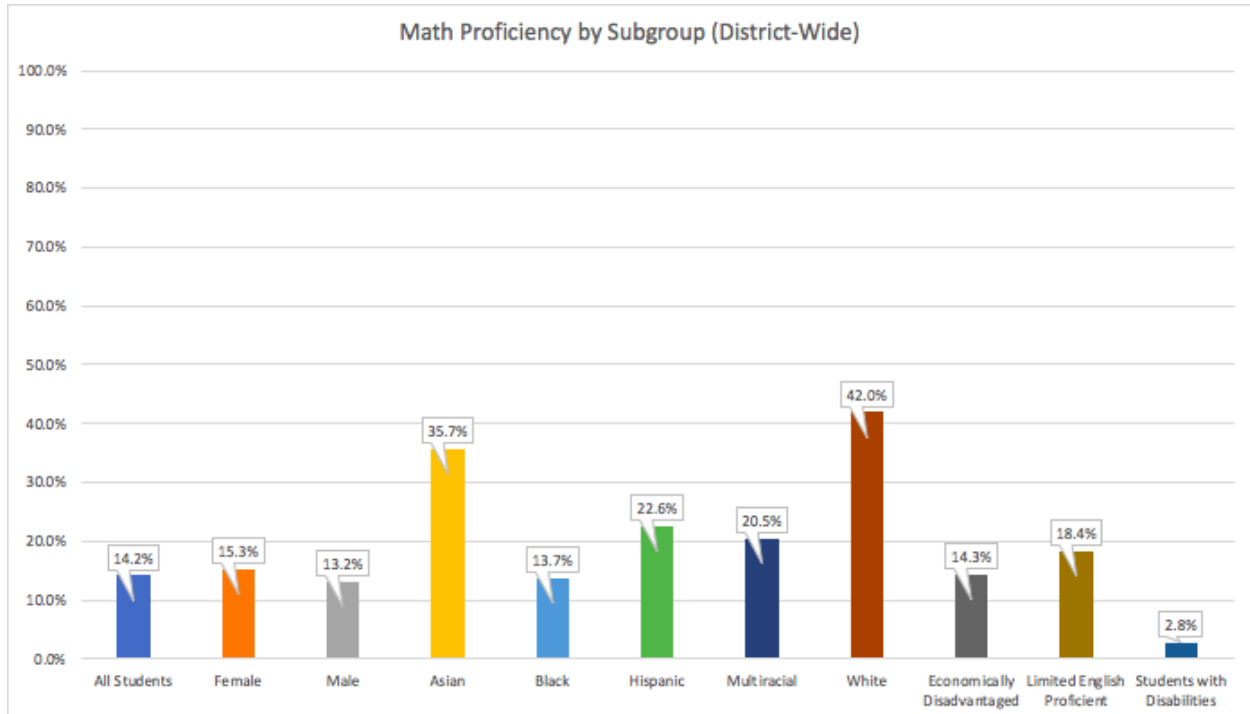
Just 20% of students in JPS are proficient in ELA. The proportions of Hispanic and White students who are proficient in ELA are far higher than the overall average at 77.4% and 55.6% respectively, but these students comprise a very low overall percentage of the student population, with each group comprising less than 5% of students. In math, just 16.9% of students overall demonstrate proficiency. The subgroups with the highest rates of proficiency in this subject area are White and Asian students, with 42% and 35.7% of students scoring proficient respectively. Students designated as Limited English Proficient and students with disabilities demonstrate particularly poor rates of proficiency across subjects. Only 11.7% of Limited English Proficient students are proficient in ELA and 18.4% are proficient in math. For students with disabilities, these rates are 3.5% and 2.8% respectively.



Source: (MDE, 2018-b)



Based upon the Mississippi Academic Assessment Program (MAAP) ELA assessments in grades 3-8 and high school (MDE, 2018-b).



Based upon the Mississippi Academic Assessment Program (MAAP) math assessments in grades 3-8 and high school (MDE, 2018-b).



The poor academic achievement of JPS students across subgroups negatively impacts their potential to graduate from high school college- and career- ready and, in some cases, graduate at all. In 2017, the Mississippi Department of Education reported that just 14.8% of JPS seniors were college-and-career ready based on their performance on the Mississippi Academic Assessment Program (MAAP) (MDE, 2018-b). JPS has the 9th lowest graduation rate among districts in the state, with a graduation rate of 71%. It has the fifth highest dropout rate in the state at 21%. For students with disabilities, JPS' four-year graduation rate is only 30.9% (MDE, 2018-a).

4-Year District Graduation Rates by Subgroup

SUBGROUP	N COUNT	4-YEAR GRADUATION RATE
All	1926	71.0%
Female	986	79.6%
Male	940	62.0%
Economically Disadvantaged	1873	72.2%
Students with Disabilities	181	30.9%
Black	1886	71.5%
White	17	47.1%
Hispanic	21	47.6%

Source: (MDE, 2018-a).

Instructional Practice

Undergirding poor student performance is a pervasive need for understanding and implementation of standards-based instruction as evidenced by inconsistently implemented or nonexistent curricula, varied instructional practices, and a “flipped system” in which students receive instruction through intervention as opposed to high-quality core instruction. The achievement outcomes detailed above indicate that current instructional practices in JPS are not equipping students with the knowledge and competencies they need to master core subjects.

Furthermore, student focus groups and classroom observations revealed that current practice includes minimal opportunities for students to engage in 21st century learning as defined by P21's four ‘learning and innovation skills’ (Creativity and Innovation; Critical Thinking and Problem Solving; Communication; and Collaboration) (P21, 2018). This was evidenced by the following observations as they relate to each 21st century skill:

1. Creativity and Innovation

- A focus on test-prep activities
- Few opportunities for students



to create new ideas, demonstrate originality, and engage with diverse perspectives (with the exception of several magnet school classrooms, in which a culture of risk-taking and openness to wrong answers was evident)

2. Critical Thinking and Problem Solving

- Low frequency of deep engagement with the content (with the exception of nearly all magnet school classrooms, in which teachers were observed asking engaging 'why' questions, and students were observed connecting and evaluating arguments as well as referencing prior knowledge)
- A focus on answers being right or wrong rather than reflection on process, thinking, and reasoning

3. Communication

- High levels of direct instruction
- Frequent "sit and get" lecture-style classes
- Frequent compliance and performance checks as opposed to opportunities for students to explain their thinking and justify their answers

4. Collaboration

- High levels of teacher-led discussions and teacher-directed assessments of learning
- Few opportunities for students to work in groups or collaborate with one another

Taken together, student achievement data, classroom observations, and results from over 100 focus groups point to a need for clear, rigorous expectations for teachers in JPS. This has several ramifications. Without a standard for good instruction like that provided by an instructional framework, there is no way to measure existing teaching practices and coach for improvement. There is no meaningful way to measure the likelihood of teacher success when recruiting new teachers. Finally, there is no way to replicate best practices if there is no clear understanding or codification of those best practices. This leads to isolated, random occurrences of "good" instruction at best, and no way to systematically improve instruction across the organization at worst.

Curriculum

The study team found that there is not a consistent curriculum program in place in JPS. The absence of an appropriately staffed Curriculum & Instruction office has meant that Central Office has not taken a lead in providing a curriculum or setting expectations regarding curriculum in schools, thereby leaving schools and individual teachers to their own devices. Both Central Office and school staff members expressed concerns about the lack of curricular implementation uniformity across the district and teachers' frequent need to find resources to use for classroom instruction. As noted in the research above, searching for one's own curricular resources is neither an effective nor an impactful use of educators' time. School staff indicated that they receive "mixed messages" and are "uncertain about expectations" when it comes to what curriculum they should be using with the students they serve.



Observations of classroom practice as well as focus groups further reinforced the need for the district to develop a comprehensive plan for a keen focus on curriculum to support core classroom instruction. Representative comments are as follows:



- “The CAO doesn’t oversee the curriculum. This is a poor articulation of Central Office responsibilities, and this often leads to misalignment in the curriculum.”
- “If we purchase a program and want it to work, we have to use it for more than one year - and this never happens”
- “Different district PD programs give conflicting advice about curriculum.”
- “There is a feeling with every new initiative that ‘this too shall pass’”.
- In one area network, it was noted that there was a “history of the area superintendent announcing curricular changes to staff and not giving adequate PD or time to make changes.”



These comments suggest a desire from school-based personnel to have a consistent curriculum, or, at a minimum, for the district to provide guidance on what should be used for classroom instruction. This cannot happen without the restructuring of Central Office and the establishment of a team within it that is devoted to curriculum and instruction.

Although the district does not have a coherent approach to curriculum and instruction, there are some schools that have more coherent instructional programs with specialized curricula to accompany

those programs. These are schools that demonstrate consistently higher achievement than most other schools in JPS. One such school is the Academic and Performing Arts Complex (APAC), which serves students in grades 4–12. The APAC program focuses rigorously on academics and also includes a visual and performing arts school. Students must audition in third grade in order to gain entry to the program in fourth grade. JPS also offers an International Baccalaureate (IB) Programme for students in grades K-5 through the Primary Years Programme, students in grades 6-10 through the Middle Years Programme, and for students in grades 11 and 12 through the Diploma Programme. Students must pass a placement examination to gain entry to IB programs. The elementary and middle schools that house APAC and IB programming are the Obama Magnet School, Northwest IB Middle School, and Bailey APAC. All of these schools are in the ‘A’ or ‘B’ range on the Mississippi Statewide Accountability System ([see Appendix A](#)).

Each of these programs provides direct guidance and curricular resources to teachers for use in daily classroom instruction, which, as the research noted above shows, is an essential component of an effective curriculum. The positive impact of a highly rigorous curriculum accompanied by high quality instruction is reinforced by the high levels of achievement at APAC and IB schools in JPS.

Despite the bright spots of programming offered to students at JPS’ APAC and IB schools, because these programs are not available to all students in the district, most JPS students do not have access to a high-quality curricular program. Of concern is the



placement process to gain admission to these schools as certain student populations are less likely to benefit from these programs because of these entry requirements. All students in the district will benefit from a renewed focus on ensuring a high-quality curriculum is in place. Additional information regarding inequities in programming can be found in the *Equity in School Offerings* portion of this report ([focus area 2.3](#)).

Current JPS Curriculum Development Project

Based on feedback from MDE and CGCS, the district began a curriculum development project in the summer of 2018. Teams of teacher writers are currently developing curriculum documents for the following grade levels/content areas:

- K-5 Math
- Algebra I
- K-12 English
- U.S. History

The study team's review of some of the recently developed curriculum documents indicated a lack of clarity and cogency. For example, one third grade unit designed for 15 days of instruction was codified in a 54-page document (see Appendix G for a snapshot). Regarding training for teachers on the recently developed curriculum, it is unclear what type or amount of professional development has been provided for those grades and content areas for which curricular documents are available. Given the length and density of the curriculum resources developed by JPS, intensive professional development is required to effectively implement such resources. Also, because curricula for all grade levels have

not been developed, there is currently no clear guidance for teachers about what must be taught and how what they are teaching reflects college- and career-readiness standards for students. This makes instructional coherence within and across grade levels in individual schools in JPS, let alone district-wide, nearly impossible.

Of particular concern is the need for clarity regarding the future of the curriculum project. Although teacher writers continue to develop additional instructional units of study, the future of the project for those grades/subjects not listed above is unclear. Focus group conversations with multiple Central Office personnel revealed that the future of this project is uncertain. Additionally, multiple individuals expressed frustration at the lack of clarity regarding the project; unrealistic expectations regarding the short development timeline; and uneasiness about the fact that this was not a district-wide initiative, but rather a project that was being managed by a small team without a clear understanding of the end goal. While it is understandable that the district was eager to begin the curriculum development process in anticipation of the 2018/19 school year, there is no comprehensive plan for this project. When asked about future curriculum development, the following statement was provided:



As budget resources are available, we will aim to continue building the curriculum. Once complete, we will include additional scaffolds that will further address gaps in student knowledge, typical misconceptions, and needs of all subgroups in the district. You will find intentional supports labeled gifted



education, yet we will need to build supports for all subgroups of specialized learning needs (ELs, exceptional education, etc.). We will build these scaffolds to ensure broad-based student attainment of grade-level standards. We will also include suggestions for the best ways to measure whether students have met specific learning targets. Both formative and summative assessment considerations will be included, along with samples of quality work and work needing improvement.



This is problematic because the curriculum is currently incomplete and there is not a clear plan to ensure its completion. Thus, it is critical that the district addresses this immediately, as it will have clear impacts on teachers in the very near future.

Intervention Programming

(This section addresses intervention as related to supporting core instruction. Further discussion of intervention models, staffing, and scheduling can be found in [Domain 3: Exceptional Education and Struggling Students, Focus Area 3.1: Intervention Models](#).)

Tiered intervention programs are commonly used to ensure student learning for students at all levels. Tier 1 Instruction, or Core Instruction, should adequately support a majority of students in their learning. Tier 2 and 3 are more intensive interventions aimed at supporting students for whom Tier 1 instruction was ineffective.

Throughout the district, it is evident that pull-out intervention programs (i.e., Tier 2 and 3 interventions) are widely used and serve a much larger population of students than is typical. This is indicative of ineffective core instruction. When core instruction does not

effectively address the learning needs of most students, it leaves the impression that a large percentage of students need intervention when, in reality, they would not need intervention if core instruction were effective.

As also noted in the Council of Great City Schools' Report (CGCS, 2017-a):

The district's overemphasis on interventions appears to be undermining the effective use of Tier 1 instruction to boost student achievement in several ways:

- Interventions are not clearly defined, are not integrated into broader instructional programming, and are not accompanied with adequate professional development on their use.
- Interventions appear to be substituting for the core instructional program. An emphasis on the core program—or Tier 1—could lessen the need for interventions.
- Interventions are also differentially applied from school to school and from area to area within the district, and they are not evaluated for effectiveness. Again, the system has little way to determine what works academically and what does not.

The district appears to over-rely on a pull-out model of instruction for Tier II and III rather than devoting adequate time to strengthening Tier I instructional programming.

A cycle of instruction and intervention was described in focus groups as follows: There is a "process when a student starts to struggle." Students get "access to Tier 2 interventions. If they continue to struggle, they go to Tier 3 and then TST [prereferral to Exceptional Education]." A version of this narrative was



repeated in several conversations with staff members in multiple schools. Notably absent in this chain of events is an attempt to examine and improve the core instruction provided to students. Staff further stated that

while interventionists do pull some students for support, most interventions are provided on computers.

Recommendations

Recommendation 2.1.1 Establish Central Office structures to support curriculum and instruction

- Establish a Curriculum and Instruction Office, under the direction of a senior district leader, to ensure the district can implement and monitor the effectiveness of teaching and learning in the district.

Recommendation 2.1.2 Develop an instructional framework

- Develop an instructional framework that clearly articulates instructional expectations and is grounded in existing research and demonstrated best practices regarding instruction (e.g. Elmore's Instructional Core, 21st Century Learning or Portrait of a 21st Century graduate, College and Career Ready Standards).
- Develop a plan for initial training on the instructional framework and ongoing support for administrators, coaches, and teachers.

Recommendation 2.1.3 Develop plan for ensuring a comprehensive curriculum for all subject areas and grade levels

- Engage in immediate decision-making regarding the future of curriculum in the district.
 - First, assess the quality of the curriculum. In a district that has experienced historically uneven achievement, to what extent can there be assurances that there is little variability in high quality curriculum across the system? Variability in quality produces greater chances of inequitable access to rigorous content. Reducing variability in the quality of resources would require both high degrees of quality assurance and an iterative process of field testing in which materials are revised frequently to increase quality and validity.
 - If the district intends to continue the process of building a curriculum using teacher writers, it must:
 - Create a clear plan/timeline and budget to ensure completion.
 - Develop an iterative process of field testing, gathering feedback, and revising curriculum materials in order to assure quality (including vertical alignment) and reduce variability.
 - Plan to assess effectiveness of curriculum based on student assessment and achievement data.



- Develop a plan to ensure adequate training and support of teachers to ensure effective implementation.
- If the district decides to purchase a curriculum, it must:
 - Immediately engage in a process to vet potential programs in time for the 2019/20 budgeting process to ensure adequate resources are allocated both to purchase the curriculum and cover the costs associated with training and support.
 - Note: Based on current instructional practice, poor student achievement, the high percentage of new teachers in the district, and a lack of Central Office capacity to both develop a curriculum and support implementation, we strongly recommend purchasing off-the-shelf curriculum. This will reduce variability in access to high quality content, within and across grades, and preserve time for professional development required to ensure consistent, rigorous implementation.
- Develop a structure to support teachers in effective implementation of the new curriculum.
 - Develop a staged approach to implementing the curriculum to ensure adequate time and resources for training and ongoing support for teacher and administrators.
 - Build a model of intensive and skillfully staged professional development regarding curriculum implementation regardless of the district's approach to curriculum (e.g. continuing to use district-developed materials, replacing district developed materials with off-the-shelf curriculum or a hybrid approach).
 - Build a model of intensive one-on-one instructional coaching.
- In the future, engage teachers in the design of effective curriculum. The skill of instructional design is of great value to teachers, as it allows individual educators to address specific student needs and differentiate instruction in their classrooms.

Recommendation 2.1.4 Re-evaluate tiered intervention program to ensure it is leveraged as a method for supporting students truly in need of intervention services and not as a replacement for ineffective instruction

- Adopt and communicate a clear district theory of action regarding the importance of improving core instruction versus significantly relying on tiered interventions. Invest heavily in clarifying what good core instruction looks like and training teachers on how to achieve it.
- Upon adoption of a new curriculum, examine the current intervention programs to ensure alignment.
- Adopt intervention strategy and programs as appropriate.
- Provide training and guidance for schools on the appropriate use of Tier 2 and Tier 3 interventions and on implementation the district's selected program(s).



Focus Area 2.2: Assessment

Research

Another consideration regarding core instruction is the extent to which valid and reliable assessments are being used to determine proficiency of standards being taught within the curriculum. Curricular assessments can include classroom based formative and summative assessments as well as standardized benchmark assessments. Classroom based, formative assessments provide day-to-day information for the teacher and facilitate decision making regarding immediate, in the moment, or daily changes that need to be made to instruction. They help teachers assess individual student performance as well as examine the effectiveness of their instruction.

Standardized benchmark assessments, when aligned to curriculum, facilitate aggregated data analysis and the identification of trends that demonstrate areas of strength and areas of improvement both in retention of big ideas in the curriculum and potentially the quality of the curriculum design itself. In addition to serving as a feedback tool for both teachers and students, benchmark assessment data can also be utilized by school leaders and the district to assess the effectiveness of instruction in the district.

Benchmark assessment operates best when it is seen as one component of a balanced assessment system explicitly designed to provide the ongoing data needed to serve district, school, and classroom improvement needs. The Assessment and Accountability Comprehensive Center suggests that benchmark assessments can serve four

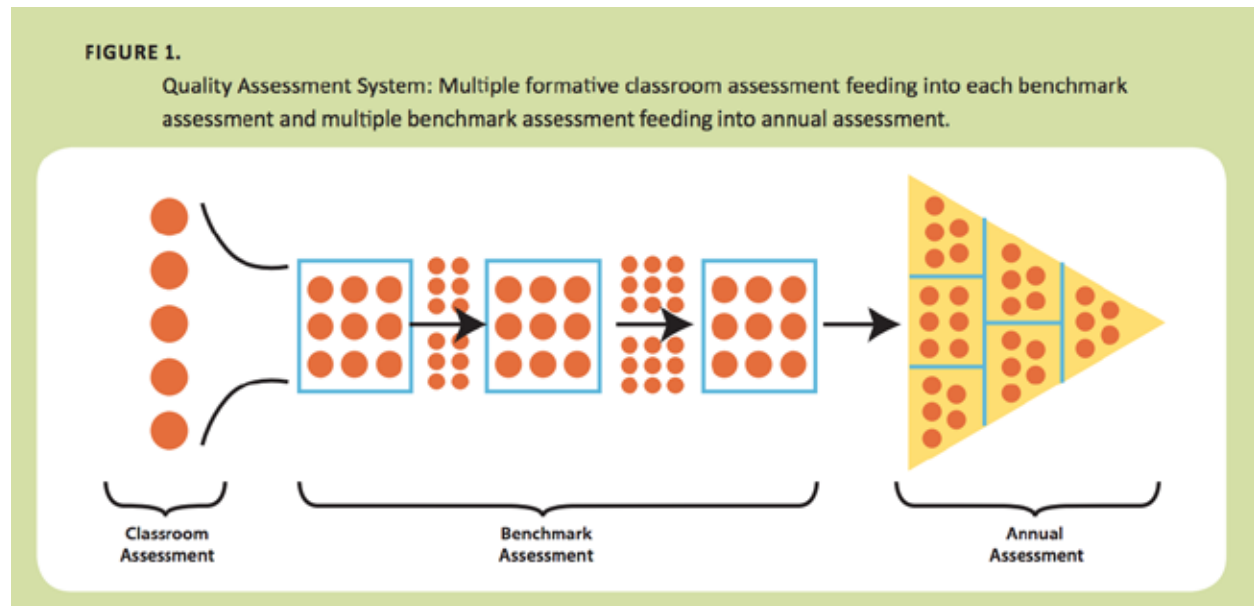
interrelated but distinct purposes: (a) communicate expectations for learning, (b) plan curriculum and instruction, (c) monitor and evaluate instructional and/or program effectiveness, and (d) predict future performance.

Benchmark assessments play a critical role linking classroom-based assessment and annual state assessments. While classroom assessments inform immediate instructional goals and decision-making, and annual state assessments provide feedback on student progress relative to annual learning standards, benchmark assessments “occupy a middle position strategically located and administered outside daily classroom use but inside the school and/or district curriculum” (Herman, Osmundson, & Dietel, 2010). Because benchmark assessment data can be aggregated at the classroom, grade, school, and district levels, it provides valuable information to educators at all levels of the system.

Teachers should be able to use student achievement results from benchmark assessments to identify trends in learning, validate curriculum and instruction practices that work, and revise those that do not produce intended learning results. School and district leaders should be able to assess instructional effectiveness and support critical decisions regarding teacher support, curriculum effectiveness, and student interventions. Ideally, “this interim indication of how well students are learning can fuel action, where needed, and accelerate progress toward annual goals” (Herman, Osmundson, & Dietel, 2010). It provides



data throughout the year to allow for more frequent assessment of progress and continuous examination of student learning throughout the district.



(Herman, Osmundson, & Dietel, 2010)

Although there are multiple, valuable uses for benchmark assessment systems, it is important that districts are clear on the system's intended use, and these uses should inform its design. When staff are unclear of its intended use, are not provided the assessment data in a timely manner or in a format that is usable, or feel as if they're assessing "because they have to," the benchmark assessment system runs the risk of merely becoming another time-consuming compliance exercise for school-level educators rather than a valuable tool to support student learning. According to a white paper by the prominent educational assessment company Measured Progress, there can be unintended consequences which include:

- "Increasing stress level for professionals
- Little positive impact on classroom instruction

- Disengaged students" (Hofman, Goodwin, & Kahl, 2015)

In districts struggling to increase the achievement of the students they serve, the work of aligning assessment systems is critical. Without data, responsive decision-making is unattainable. However, when systems are coherent, comprehensive, and continuous, data can be effectively leveraged to propel student learning and support teachers in increasing instructional effectiveness.

Researchers emphasize the importance of using multiple types and sources of data to get a complete picture of student achievement. For example, researchers at RAND suggest collecting and analyzing interim assessments, student work, behavioral indicators (e.g., absences, suspensions) and process measures (e.g., quality of instruction) in addition to state tests (Marsh, Pane, & Hamilton, 2006).



However, school leadership teams often struggle to make data-driven decisions “for three primary reasons: timely availability of data, accessibility to data, and teacher understanding of how to use the data for classroom instruction or differentiated instruction” (Schifter, Natarajan, Ketelhut, & Kirchgessner, 2014). To overcome these obstacles and build district and school capacity to effectively use data, experts recommend the following:

- “Develop and maintain a district-wide data system.
- Make data part of the ongoing cycle of instructional improvement.
- Establish a clear vision for school-wide data use.
- Provide supports that foster a data driven culture within the school” (NAESP, n.d.).
- “Provid[e] focused training on analyzing data and identifying and enacting solutions.
- Allocat[e] adequate time for educators to study and think about the data available to them, to collaborate in interpreting data, and to collectively develop next steps and actions” (Marsh et al., 2006).

Analysis of Current Structure

The district currently uses a benchmark assessment system provided by an outside vendor. Interim assessments are provided in ELA and math in grades 3 through 11 and high school science.

Several challenges in the district’s assessment practices were identified and confirmed in stakeholder focus groups. The following themes emerged:

- Misalignment between standards taught and assessed
- Sheer volume of assessments required with little time to shift instruction before the next cycle of assessment
 - Pervasive use of assessments as a compliance exercise
- Data is not usable for teachers
 - Difficulty getting disaggregated data from the data office in a timely manner for use in school data meetings
- No systematic process for continuous improvement

Data from school reviews, focus groups and classroom observations, as well as findings in the CGCS report (CGCS, 2017-a), noted a distinct need for alignment between taught and assessed standards due to the district pacing and assessment guides not aligning. When asked about the effectiveness of the assessment system, almost all teachers interviewed said the benchmark assessments are misaligned with taught standards.

Concerns were also raised regarding the number and frequency of assessments given. School based personnel repeatedly stated that the district requires too many assessments, as the administration of these assessment impacts instructional time. Teachers feel like they’re “always testing kids,” which leaves very little time for analyzing student data and making instructional adjustments. In fact, one focus group of elementary teachers identified the number of assessments that have to be administered to students each week as the most frustrating aspect of working at the school.



Representative concerns expressed in focus groups include:

- “The focus is on making sure that teachers can predict questions on state exams and teach to them” and “We’re training kids on how to take a test, not to learn.”
- Negative impact excessive testing has on core instruction: “I wish we could decrease the amount of testing that we do. Testing really affects our schedule, and we don’t have enough time to re-teach” and “We are told that ‘if kids can’t multiply, give them a calculator’, instead of filling the gaps.”

- Multiple mentions of district assessments MAAP, STAR (progress monitoring tool), and district benchmarks, without any evidence suggesting that there is a consistent, district-wide approach to continuous improvement.

It is important to note that based on feedback in the 2017-2018 school year regarding the excessive number of assessments, the district has reduced the number of assessments that will be administered to students for the 2018-2019 school year.

In addition to the lack of alignment and assessment frequency, the lack of usable data is a key concern. School-level personnel expressed frustration with the fact that the data is not provided to schools in a way that was easily utilized. As noted in the CGCS report, “The research department fails to provide analyses of student data to principals and schools—the unit essentially hands over scores/data to schools and teachers without interpretation or guidance on how to use the data” (CGCS, 2017-a). Our study further corroborated this finding, with focus group teachers expressing that there is “too much data that we don’t have enough time to mine through it.”

Recommendations

Recommendation 2.2.1 Create a district vision for assessment, including a definition of its role in improving instruction and achievement

- Review and revise the district’s approach to formative and summative assessment practices and streamline assessments to minimize interruptions to daily instruction.

Recommendation 2.2.2 Analyze the current benchmark assessment system to determine its fit within the district’s pacing guide and overall vision for assessment

- If the assessment system is not aligned, work with the vendor to provide a sequence of assessments that is more appropriately aligned to the district’s pacing of standards.
- If necessary, identify a new benchmark assessment system that is better aligned with the district’s curriculum and intended uses.

Recommendation 2.2.3 Develop a unified District Assessment Calendar that provides an explanation of assessments and their purpose

- Develop and publish a calendar that allows adequate time between assessments for analysis of data results and instructional adjustments.



- Provide professional development on the timing and purpose of each assessment so that school-level staff understand the rationale for regular common assessments as part and parcel of effective instruction and not something that is disconnected from instruction.

Recommendation 2.2.4 Develop and implement a consistent system to collect, analyze, report, and present student data to schools

- Implement a data dashboard that tracks and displays progress toward district- and school-level goals, producing user-friendly and relevant reports for all district, state, and community stakeholders as requested.
- Provide schools with student- and teacher- level data that is immediately actionable and provide technical support to schools in understanding the use of those data to shift instruction.

Recommendation 2.2.5 Establish and monitor processes and procedures to ensure high standards for data integrity, maintain and report data in accordance with state and federal laws, inform the district's data strategy, and guide the use of data for continuous improvement

- Ensure accountability for this by including this specific recommendation in job descriptions and performance reviews for appropriate staff.



Focus Area 2.3: Equity in Course Offerings

Research

Providing a high-quality education to all students requires that a district offer them equitable access to a variety of courses. There is compelling evidence that student exposure to and participation in arts, music, foreign language, and physical education courses have a significant impact on student success in school and beyond. Countless research studies show that an arts education is positively associated not only with student academic achievement in core subjects but also with social emotional outcomes and civic engagement (Smith, 2009). An education in the arts can be particularly beneficial for low-income students, with research suggesting that participation in arts programming can

help to narrow the opportunity and achievement gaps between high- and low-income learners (DoSomething.org, n.d.; Smith, 2009). Studying a foreign language is also linked to positive outcomes for students, increasing their skills in problem-solving, creative inquiry, and critical thinking (DoSomething.org, n.d.).

However, in times of tight budgets and increased attention on math and reading proficiency, arts and elective programs are generally the first to be cut. Districts should seek creative solutions to ensure that all students have access to elective courses as they play an important role in students' development and outcomes.



At the high school level, districts should strive to offer a variety of high-level/advanced-placement courses to students and to distribute those course offerings equitably across schools. As noted by the College Board (2015), students who do not have access to advanced placement (AP) courses miss out on a variety of benefits enjoyed by AP examinees, including a greater likelihood of both enrolling in a four-year institution and persisting in and graduating on-time from college (compared with peers of comparable academic ability who do not take AP exams).

Analysis of Current Structure & Recommendations by School Level

As the study team gathered data and researched JPS' current practices across

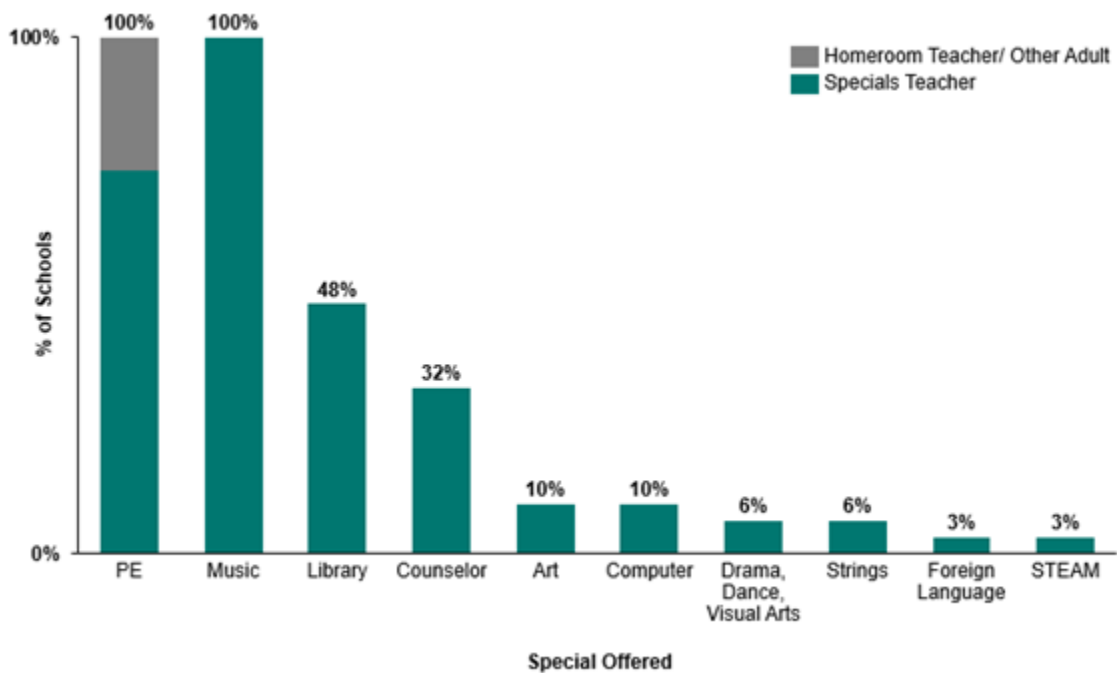
schools, it became evident that there are gaps in opportunities for students at all grade levels. The following section will discuss findings related to inequities in unified arts (art, music, and physical education) in elementary schools, elective and independent study opportunities in middle schools, and access to advanced courses in high schools.

Elementary School

Students attending magnet and other specialized elementary schools receive wider access to art, music, and physical education than their peers. All students have access to PE (taught by either a designated teacher or their homeroom teacher) and music. However, as can be seen below, a very

small percentage of students at the elementary level have access to offerings such as dance, computer, or foreign language.

**Percentage of Elementary Schools Offering Specials
(Reported by Elementary Principals in July 2018 Survey)**





Recommendations

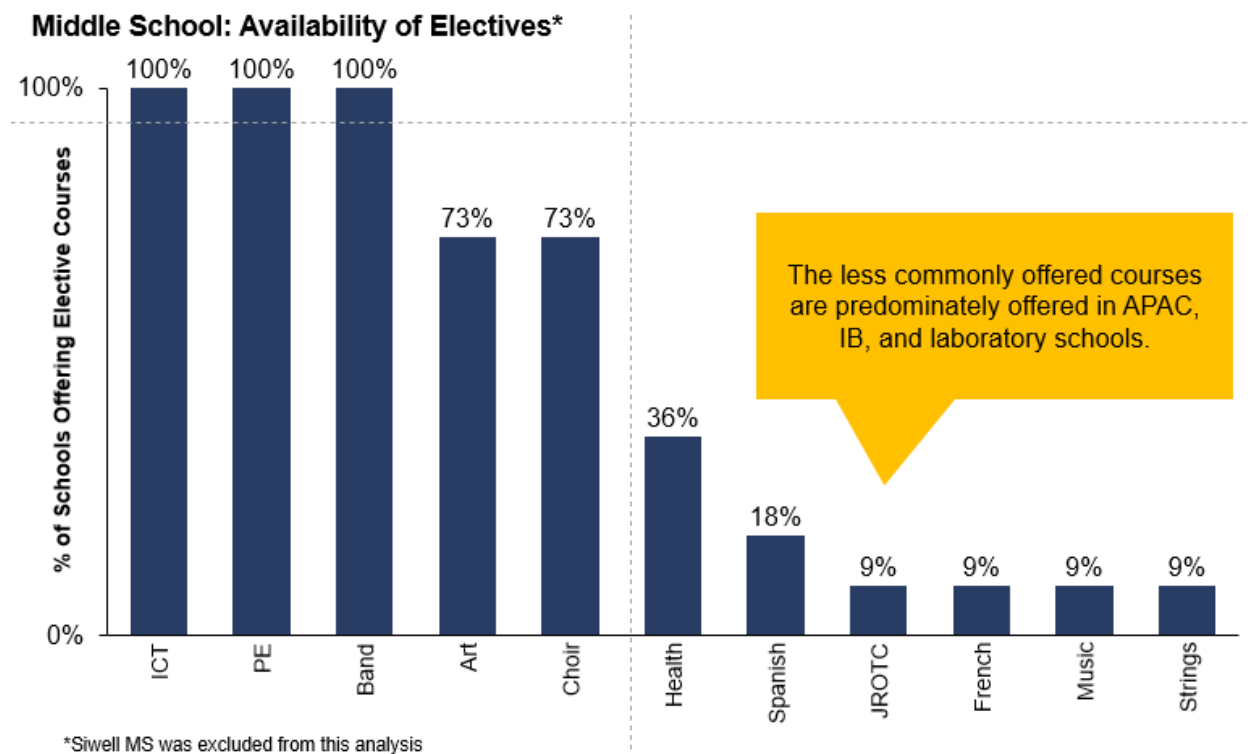
Recommendation 2.3.1 (Elementary School) Develop a plan to standardize specials/ unified arts offerings across elementary schools

- Create district alignment in expectations (non-negotiables) and best practices for master scheduling.
- Review academic and specials course offerings and scheduling practices across schools to ensure equity of opportunities for students.
- Consider sharing specials teachers between schools to provide access to a wider variety of specials.

Middle School

There is wide variability in elective offerings at the middle school level in JPS, and students at specialized schools tend to have access to more unique electives than their peers.

The graph below shows the percentage of schools offering each type of elective course.



In JPS middle schools:

- 100% of schools offer ICT, PE, and Band.
- JROTC, French, Music, and Strings are mostly available only at specialized schools.

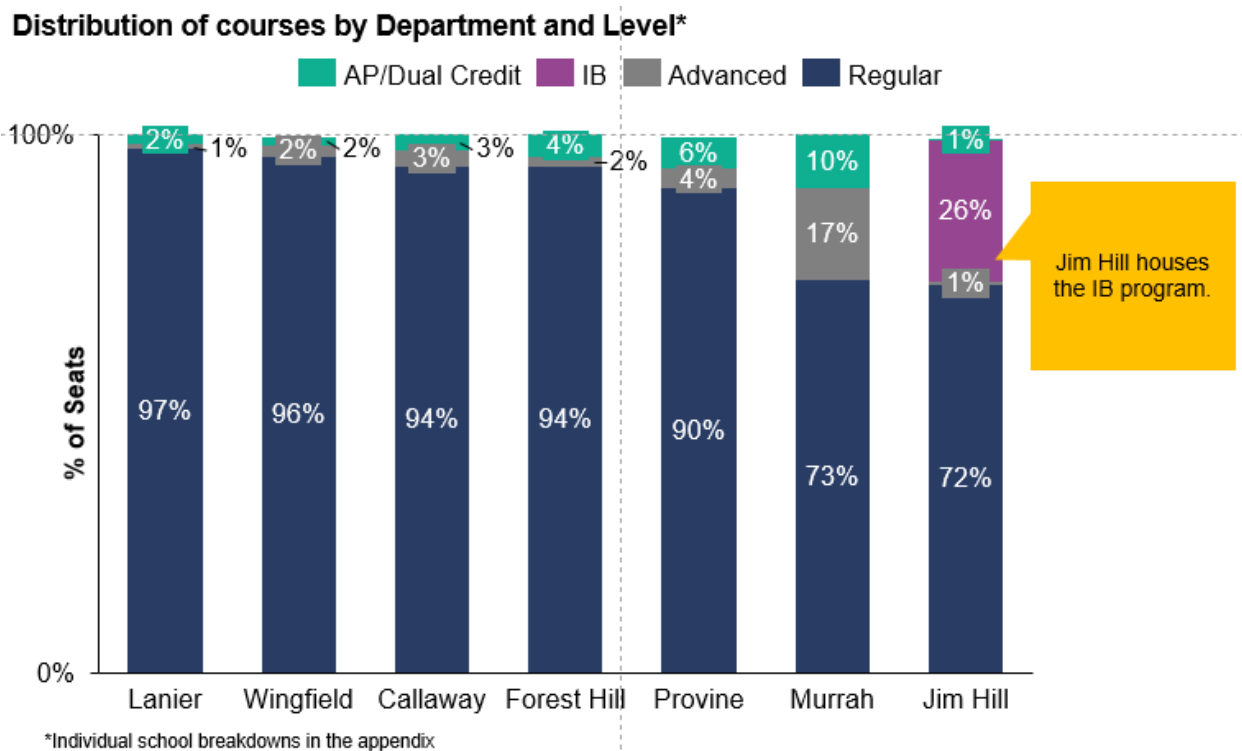


Recommendation 2.3.2 (Middle School) Develop a plan to standardize electives and course offerings across the district

- Consider standardizing the middle school arts and electives courses available to all students.
- Provide intervention or new strategic offerings.
 - Replace a reduced section of an existing course with an intervention section or a new elective aligned with the school's strategic direction.
- Investigate using shared or part time staff to increase the breadth of electives offerings at all schools.
 - For example, schools could share a foreign language teacher across multiple schools.
 - In some schools, part-time positions can provide needed work/life flexibility for teachers.

High School

There is wide variability in high school course offerings in JPS and school offer limited access to advanced, rigorous courses. The below graph shows the breakdown of percentage of seats by level of courses offered at each school.



In JPS high schools:

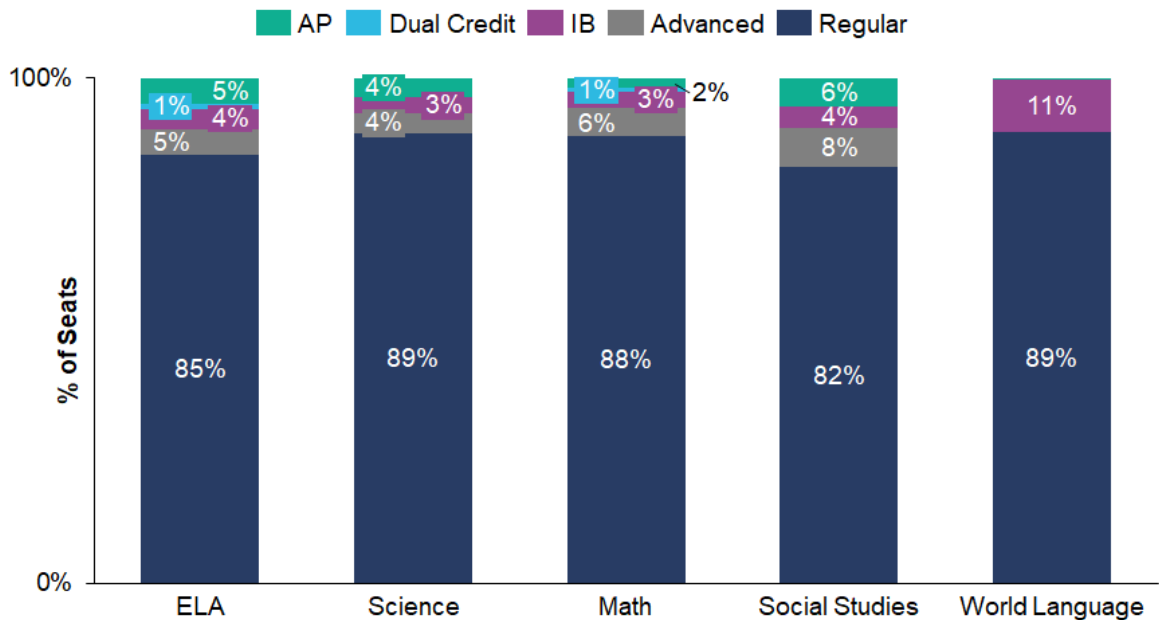
- Murrah High School has the highest number of student seats in AP courses while Lanier High School and Jim Hill have the fewest.



- Jim Hill houses the IB program at their school, offering students rigorous options.

District-wide, the social studies department offers the largest percentage of seats in courses with greater rigor. The graph below shows the breakdown of percentage of seats by level of courses by core department.

Distribution of courses by Department and Level*



*Individual school breakdowns in the appendix

In JPS high schools:

- There are few AP or Advanced World Language courses offered across the district.
- There are no Dual Credit Social Studies or World Language courses offered across the district.

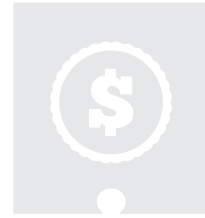
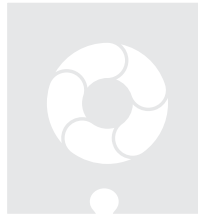
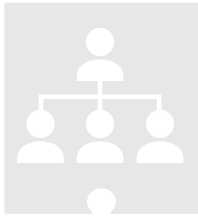
Please see [Appendix H](#) to see the distribution of courses by school.

Recommendation 2.3.3 (High School) Develop a plan to increase the rigor of course offerings

- Examine entry criteria into Advanced, AP, IB, and Dual Credit courses to see if it is a) consistent district-wide and b) too restrictive.
- Identify enrollment goals by school and department for rigorous courses and encourage student enrollment and participation.
- Repurpose partial FTEs in each department to increase course offerings
 - For example, if a school can save .2 FTE of a science teacher, the school could use that extra teacher time to offer Advanced Physics (as long as it has adequate enrollment).



- Combine AP and advanced courses into one section.
 - For example, many schools combine Advanced and AP French into one course with the instructor differentiating.
- Increase partnerships with local colleges and universities.
 - This will allow students to attend college courses off campus or the district to bring college instructors to teach courses on campus, which can be valuable experiences for students.
- Build an online course catalogue.
 - Online courses allow schools to offer “low-interest” courses to students who would not otherwise have access.
 - For example, if only one student wanted to take AP Latin, they would be able to access it online.



DOMAIN 3: EXCEPTIONAL EDUCATION & STRUGGLING STUDENTS

Overview

The third domain considers JPS' programming for exceptional education and struggling students. Struggling students, including students placed in exceptional education (having IEPs), are significantly impacted by a Central Office that is disorganized in its approach to teaching and learning and by inconsistent delivery of high-quality core instruction at the school level. The intervention service-delivery plan, meaning how the district conceptualizes providing support to struggling students, is inconsistent across schools in JPS. Instruction for struggling students is over-reliant on interventions rather than core instruction and often has struggling students receiving academic supports from non-certified staff that frequently lack the appropriate content expertise. Many staff members shared that they are invested in supporting their students and are committed to their well-being; have built strong relationships with their students; and have a desire to improve their skill set to better support their students. Specifically, staff members expressed a desire to learn more about supporting students struggling academically and providing better social-emotional and behavioral supports to students in their classroom. The recommendations in this domain include next steps for JPS to modify: their intervention models and intervention instruction; the IEP process; the social-emotional and behavioral support systems available to students; and the roles of related service providers in schools.



Focus Area 3.1: Intervention Models

Research

Students who have difficulty achieving grade-level standards often need more time for instruction in order to catch up and keep up with their peers. These students not only need to master previous content but also may require current content to be explained a few more times or in different ways than

their non-struggling peers. As DMGroup has observed in its experience working with other districts, students who have difficulty with reading should receive at least 30 minutes a day of additional reading instruction at the elementary level. At the secondary level, where the content is more complex and the scope of prior

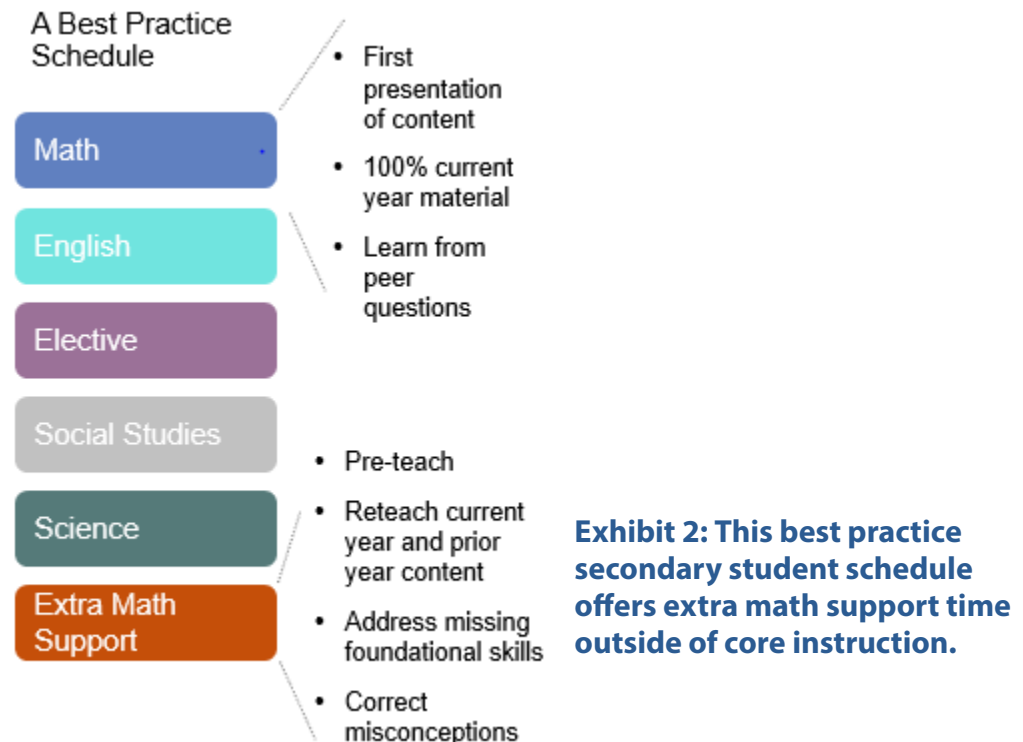


learning even larger, the extra instructional time required for struggling students to catch up and master grade-level content is typically an extra period per day. This model is often referred to as the “double dose” support model. At both the elementary and

secondary levels, this additional time can be used to pre-teach materials, re-teach the day’s lesson, address missing foundational skills, and correct misunderstandings (The National Center on Time and Learning, 2015).

	K	1	2	3	4	5
8:00		Writing	Intervention		Science	
8:30	Reading			Reading	Social Studies	Reading
9:00			Reading			
9:30	Writing	Reading		Intervention	Math	Writing
10:00			Writing	Writing		
10:30	Recess				Intervention	Science
11:00	Lunch	Math	Recess	Science	Specials	Social Studies
11:30	Intervention		Lunch	Social Studies	Recess	Specials
12:00		Recess		Specials	Lunch	Recess
12:30	Math	Lunch	Math	Recess		Lunch
1:00		Science		Lunch	Reading	Intervention
1:30	Science	Social Studies	Specials			
2:00	Social Studies	Specials	Science	Math		
2:30	Specials	Intervention	Social Studies		Writing	Math

Exhibit 1: This is an example of an elementary building schedule that shows that no-cost intervention is possible with strategic scheduling



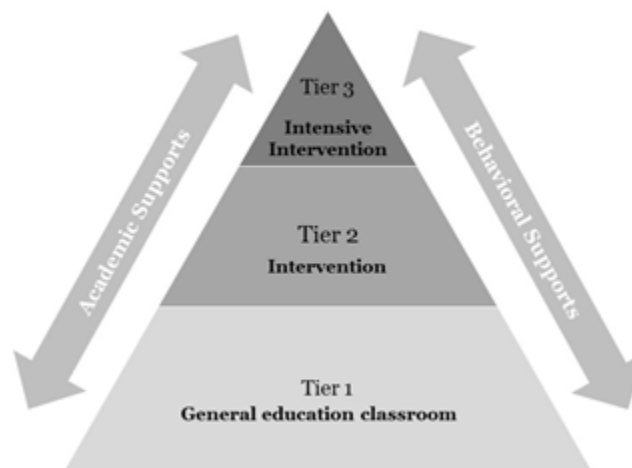


An overwhelming majority of students who have not mastered reading by the end of third grade will continue to struggle with reading throughout high school. These students tend to have increased rates of behavioral problems in later grades and are less likely to graduate high school or enroll in college. Specifically, a study by the Annie E. Casey Foundation found that of students who were not reading on grade level by 3rd grade, four times as many failed to graduate high school on time compared with peers who did read proficiently by 3rd grade. For students who were both living in poverty and reading below grade-level in 3rd grade, 13 times as many of these students failed to graduate on time compared with their proficient, wealthier peers (Annie E Casey Foundation, 2010).

Not all students will master this critical skill as quickly as their peers. As DMGroup has observed in its experience working with other districts, this is true for most students (both with and without IEPs) who struggle. In an effective intervention framework, at least 30 minutes per day of additional reading

instruction is typically required for struggling elementary readers to catch up. Careful planning and scheduling can help ensure that reading intervention support is over and above the time dedicated to the instruction provided in the core literacy block and not in place of it (Levenson & Cleveland, 2016).

Many districts, including JPS, employ a multi-tiered system of supports, such as Response to Intervention (RTI) to identify and support students who struggle with additional time in targeted interventions. However, the structures and processes vary slightly across districts, as do the exact supports provided to students within that framework. Districts that have experienced greater success with RTI initiatives strive to have a consistent, district-wide approach to RTI with all schools sharing the same understanding of what the framework means and how students should be supported within that framework. Having a consistent district-wide framework will guarantee that all students receive the support they need regardless of which school they attend.



Source: DMGroup



In a multi-tiered system, supports are typically organized into 3 tiers of increasingly intensive supports, which are often thought of as a pyramid. The foundation of the pyramid is comprised of strong general education supports which serve all students. From there, students are placed in tiers based on their degrees of need, and each tier corresponds to an increasingly intense and individualized level of intervention.

Analysis of Current Structure

As evidenced through data collection, interventions for struggling readers vary greatly from school to school in JPS. While some schools provide struggling students with access to extra time for intervention support (RTI), other schools do not. While there is not a singular framework dictated by best practice, having a framework clearly defined and broadly communicated is the first step to ensuring a successful implementation of RTI across all schools. Representative staff comments about RTI implementation in JPS are as follows:

-
- “Every child gets additional time here in reading. It is built into the master schedule.”
 - “We have remediation and enrichment going on in the study skills period, which is the 1st period of the day.”

- “We don’t have an intervention period built into our schedule.”
- “Students are often pulled from the literacy block in order to receive intervention support.”

A best practice literacy program ensures that students who struggle in reading have access to *additional* time in targeted, data-driven interventions (Farbman, 2015). While there may be some school-level differences in the specific implementation of RTI, it is beneficial to establish district-level guidelines and “non-negotiables” to ensure all students receive support matched to their need regardless of which school in the district they attend.

Data from schedule sharing revealed that, on average, school interventionists in JPS are spending less than 50% of their time with students and that individual interventionists’ schedules vary widely. It is possible to develop a best-practice reading program incorporating a variety of different staff roles; however, it is important to ensure all roles are coordinated with clear guidelines around responsibilities and alignment on the service delivery model to ensure all students have access to additional time interventions as needed.

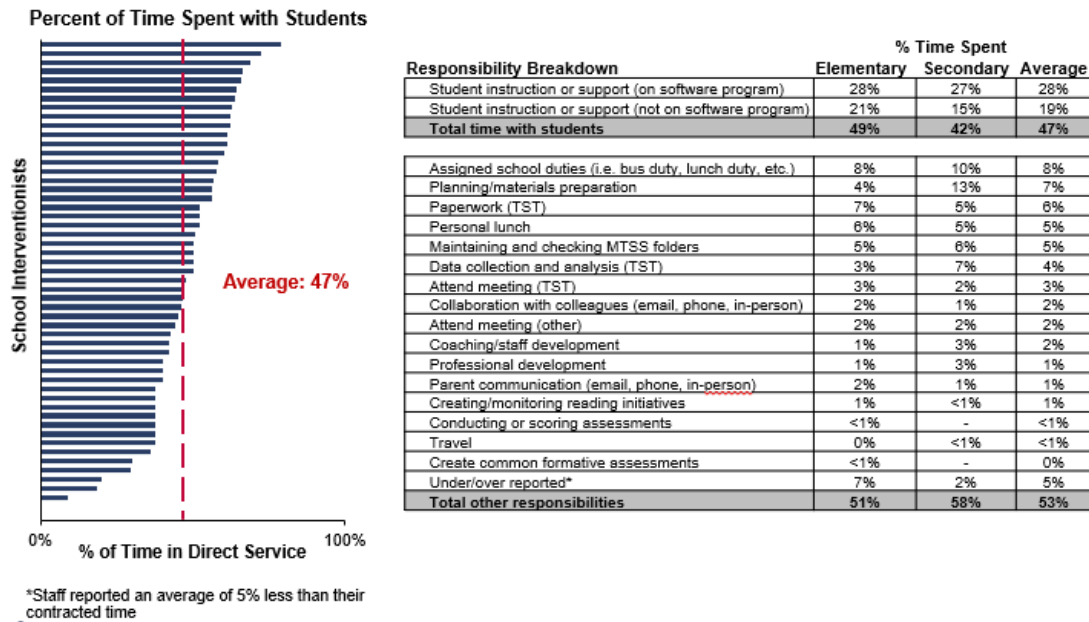


Exhibit 3: According to QSRs School interventionists on average spend a little less than half of their time directly supporting students across all levels.

Recommendations

It is recommended that JPS develop a consistent, district-wide approach to intervention that provides all struggling students with targeted, extra-time support.

Recommendation 3.1.1 Develop a menu of effective intervention models

- Develop and provide a consistent selection of extra-time models, aligned with the district's Response to Intervention (RTI) Framework, for schools to adopt.

Recommendation 3.1.2 Develop consistent intervention schedules

- Set consistent guidelines district-wide to determine what class time (e.g., reading, math, etc.) students cannot miss when they receive intervention.

Recommendation 3.1.3 Provide all struggling students with consistent intervention

- Integrate all struggling students, including students with mild-to-moderate disabilities, into the extra-time model to maximize the benefit of these efforts for as many students as possible.

Recommendation 3.1.4 Maximize interventionists' time with students

- Integrate interventionists within the extra-time model so that their time with students is maximized.
- Review interventionists' additional responsibilities (i.e. assigned school duties) and streamline their work to further maximize the time that they can spend with students.



Focus Area 3.2: Effectiveness of Intervention Instruction

Research

Effective teachers of reading can come from different backgrounds and positions, including classroom teachers, certified reading teachers, or special educators. Unfortunately certification is not a singular, reliable indicator of who is or is not an effective teacher of reading. Training, coursework and past results are often far better indicators (Rice, 2003). For example, some classroom teachers may have little formal training in teaching reading, but regularly achieve more than a year's growth each year with students who started the year behind grade level. Conversely, some special educators may have received their degrees and certification without taking more than one course in how to teach reading. Some special education teachers are strong advocates for the needs of students with disabilities, and have much expertise in pedagogical practices, but have limited background in the teaching of reading. Districts that have made the most significant gains among struggling readers have done so by providing struggling students both with and without IEPs extra time with teachers skilled in the teaching of reading (Block, Oakar, & Hurt, 2002).

Just as the content expertise of the general education classroom teacher is critical to high-quality instruction in the regular classroom, it is essential that students who receive extra time and extra help receive support from intervention staff who possess deep content knowledge of the subjects they are teaching and have had extensive

training in those areas. For students who struggle to read, research indicates that the subject-specific training of the instructor has significant bearing on a student's likelihood of achieving grade-level mastery (Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009).

The content expertise of the instructor is vital for the success of all students who struggle at both the elementary and secondary levels. Content-strong experts have the ability to identify missing foundational skills, correct misconceptions, and break down complex ideas in a way that is more accessible for struggling learners. As standards have risen and the complexity of content being taught has increased, staff having a deep understanding and mastery of what they teach has become more important than ever (Levenson & Cleveland, 2016). Given the greater complexity of the subject matter at the secondary level, it can be difficult for staff without subject matter expertise to explain key concepts, to reteach material using two or three different approaches, or to interpret underlying misconceptions from students based on their incorrect answers.

Paraprofessionals—who do not undergo the same training as teachers, as their roles were originally created to provide administrative and/or behavioral support rather than instructional support—now have a growing role in supporting students' academic needs. A DMGroup review of 1,500 detailed schedules of paraprofessionals from 20 districts revealed that elementary paraprofessionals working in general



education or resource classrooms (the most common setting for paraprofessionals) spend fully 40% of their day providing academic support or instruction. In some districts, 70% or more of the paraprofessional's day is dedicated to teaching reading to struggling students. In countless interviews, paraprofessionals and special education teachers refer to the paraprofessional in this role as a reading tutor or teacher. This seemingly logical, caring effort actually runs counter to many of the best practices. As we've discussed, these students need to be receiving instruction from content strong teachers, and they need to be receiving extra instructional time instead of having additional support during core instruction. What's more, the presence of an aide can actually decrease the amount of instruction a student receives from the classroom teacher; it is not uncommon for a classroom teacher to feel that a student with an aide already has 100% of an adult's time, and therefore to focus attention on those students without aides. As a result, students with the greatest needs receive the least attention from a teacher certified in the subject. Finally, an aide hovering beside a student creates a social barrier, stifling peer interaction and thereby defeating one of the primary benefits of inclusion (Giangreco, 2005; Giangreco, Hurley, & Suter, 2009; Giangreco, Smith, & Pinckney, 2006).

Analysis of Current Structure

In Jackson Public Schools, focus groups showed there are multiple non-certified roles that support students by providing intervention services. Three such paraprofessional roles are teacher assistants,

classified school interventionists, and school interventionist assistants. Their primary responsibilities are listed below, which are in general connected to academic support.

Teacher Assistants

Teacher assistants work primarily with students with disabilities (staff shared that practices vary a bit by school), supporting certified special education teachers.

As stated in focus groups, "Our teacher assistants work with students a lot, but they need PD as well in order to that effectively." And, "Sometimes I have too much to handle and I just give my students to a teacher assistant to handle."

Despite having limited training and certifications, teacher assistants spend on average 85% of their time supporting students on academic content.

Classified School Interventionists

Another type of paraprofessional, classified school interventionists in JPS spend 100% of their time supporting students academically despite having no clear standards for certification or training. They spend on average 93% of their time supporting students in English Language Arts and 7% of their time supporting students in mathematics.

School Intervention Assistants

Similarly, school interventionist assistants spend 100% of their time supporting students on academic subjects despite having no clear standard for certification or training. They spend on average 96% of their time supporting students in English Language Arts and 4% of their time supporting students in mathematics.



Teacher Assistants

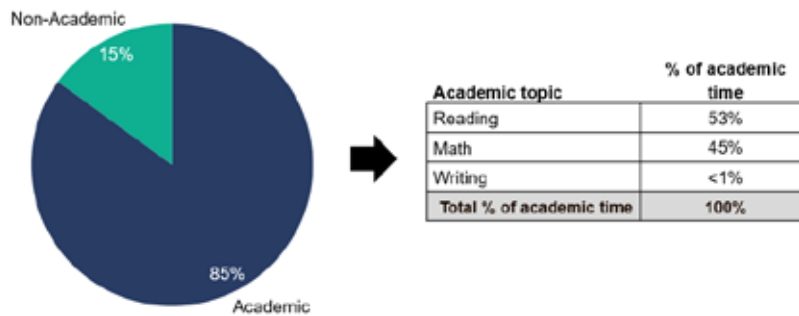


Exhibit 4: Teaching assistants spend the majority of their time with students on key academic topics like reading and math.



Recommendations

It is important to note that the following recommendations pertain to academic services for both struggling general education students and students with IEPs who have mild-to-moderate disabilities. Students with severe and specialized needs, behavioral challenges, or who have autism and other needs will most certainly benefit greatly from the direct support of special education paraprofessionals, and these recommendations do not apply to those students' supports.

Recommendation 3.2.1 Reassess roles and responsibilities of staff members to ensure that struggling students receive instruction from content experts

- Ensure that all struggling students receive instruction from staff who have content expertise, providing knowledge and training where needed.
- Place teaching assistants in their areas of instructional and non-instructional expertise.
- Identify the strengths of current staff members, leverage those strengths when specializing staff roles, and provide training in special areas of identified needs.



Focus Area 3.3: Individualized Education Plan (IEP) Process

Research

Our work with districts nationwide has shown us that, in addition to increasing the amount of time that special educators spend supporting students, it is also useful to reduce time spent on meetings and paperwork.

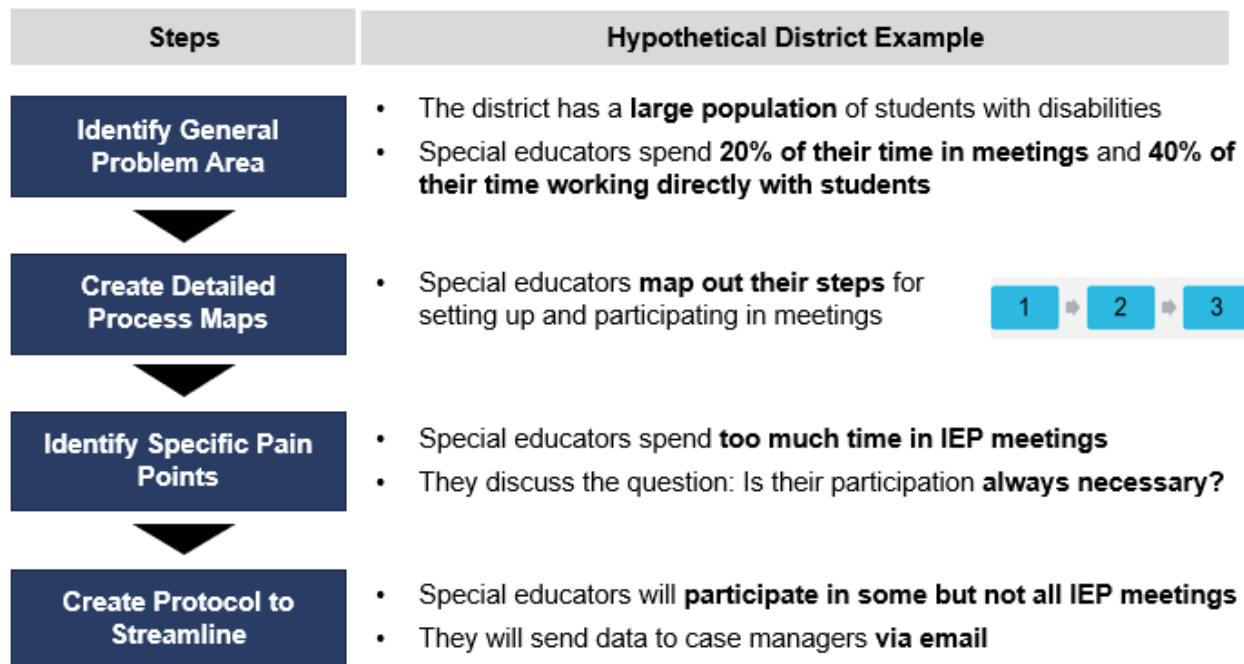
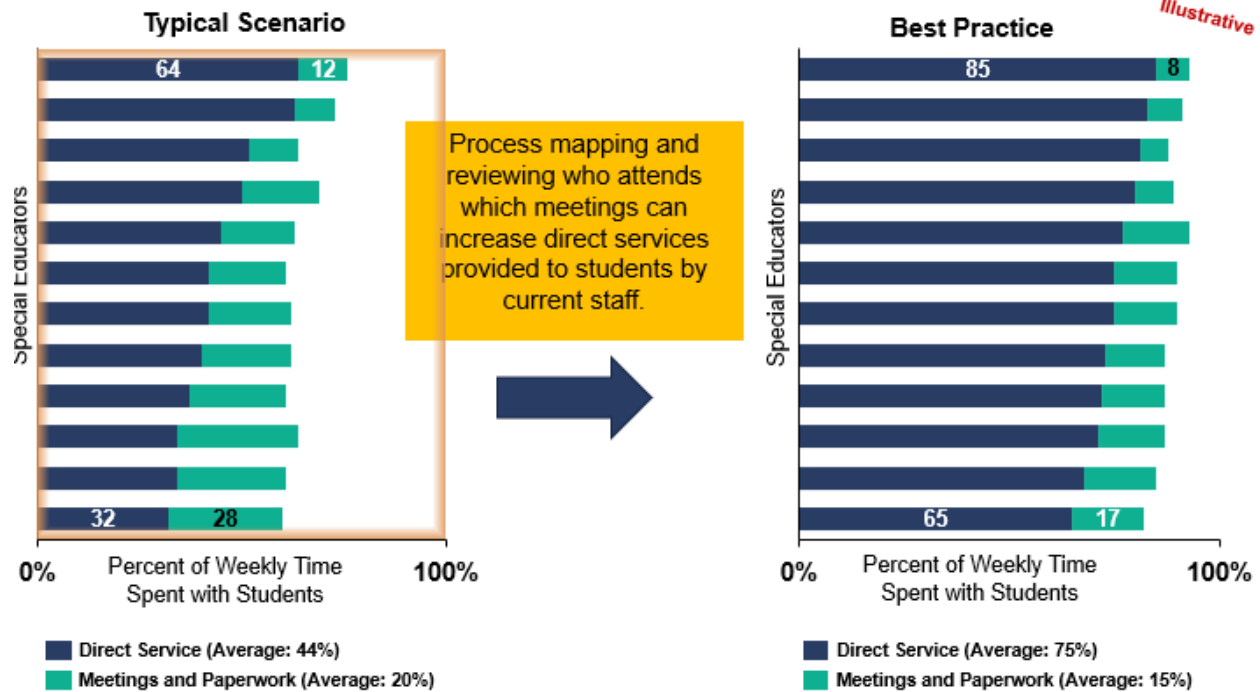


Exhibit 5: In order to streamline the meetings and paperwork of special educators, mapping out core processes can lead to new efficiencies.

Analysis of Current Structure

Though JPS currently has a IEP system in place, called (System for Education Management), JPS staff members shared

that exceptional education teachers are still overwhelmed with their responsibilities and struggle to adequately service their large caseloads. Specific quotes from staff include:



- “It’s chaotic. The paperwork is killing us.”
- “We’re busy on the weekends with paperwork. Seeing the kids on top of the paperwork is a huge struggle.”
- “I’m so overloaded at work I just put the kids on a computer.”
- “I’m not able to meet the minutes of all the students on my IEPs because I’m stretched so thin.”
- “I often have to do IEP paperwork after school is over.”
- “Our Exceptional Education Teachers have heavy caseloads. They are just using programs and not able to add the additional instructional piece.”

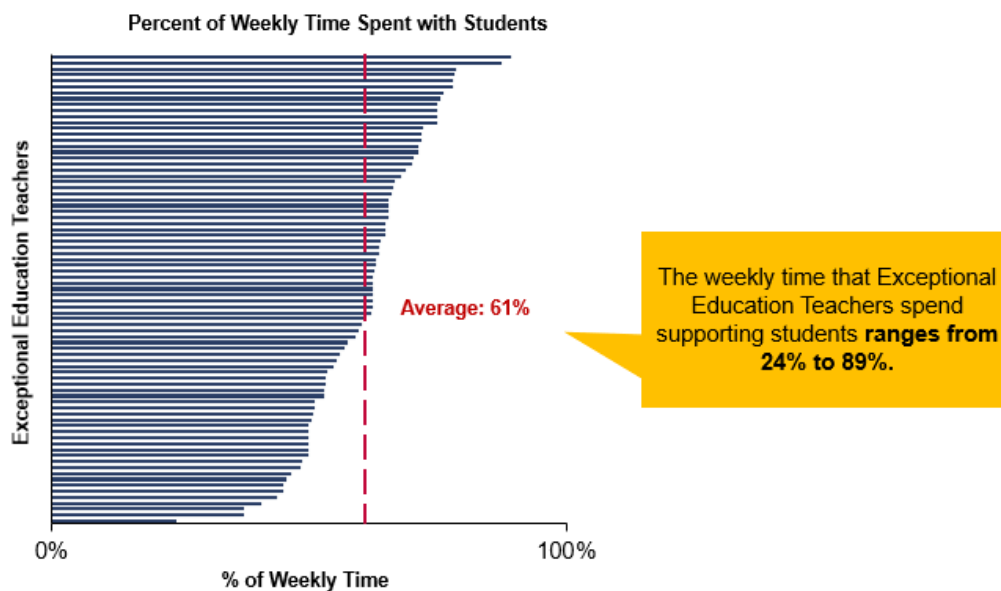
Staff also shared that there are no consistent guidelines in place that outline how paperwork should be completed. Staff noted:

- “Everyone has a different way of writing IEPs. There are different rules depending on where you go in the district. There is no consistency.”
- “We are trained one way on paperwork, and then told to do something completely differently.”
- “There are no consistent guidelines in place for doing paperwork.”



Exceptional education teachers on average spend approximately 60% of their time directly supporting students (Exhibit 6). When they are not supporting students, exceptional education teachers carry out a wide range of other tasks and responsibilities (Exhibit 7). Case managers spend on average about a third of their time on IEP-related responsibilities (Exhibit 8).

Exceptional Education Teachers* - All Levels



*Staff reported 10% less than their contracted work time.

Exhibit 6: Exceptional education teachers on average spend ~60% of their time directly supporting students.



Exceptional Education Teachers* - All Levels

Responsibility Breakdown	% of Time Spent
Student instruction or support	61%
Total time with students	61%
Paperwork/IEP writing	6%
IEP testing/assessment	2%
Attend meeting (IEP)	1%
Total IEP-related responsibilities	9%
Assigned school duties (i.e. bus duty, lunch duty, etc.)	6%
Planning/materials preparation	6%
Personal lunch	3%
Collaboration with colleagues (email, phone, in-person)	2%
Student observation	1%
Attend meeting (other than IEP)	1%
Travel	1%
Parent communication (email, phone, in-person)	<1%
Professional development	<1%
Under/over reported*	10%
Total other responsibilities	30%

Exceptional Educators spend on **average 30% of their time on other responsibilities**, which may not be the best use of their time.

Exhibit 7: When they are not supporting students, exceptional education teachers carry out a wide range of other tasks and responsibilities.

Case Managers – All Levels

Responsibility Breakdown	% Time Spent
Total time with students	0%
Paperwork/IEP writing	21%
Attend meeting (IEP)	7%
Student observation	1%
IEP testing/assessment	0%
Total IEP-related responsibilities	29%
Collaboration with colleagues (email, phone, in-person)	27%
Planning/materials preparation	21%
Attend meeting (other than IEP)	11%
Personal lunch	10%
Travel	4%
Pre-planning/data meetings	3%
Professional development	3%
MET meeting	2%
Principal consultations	2%
Parent communication (email, phone, in-person)	1%
Paraprofessional management/supervision	0%
Under/over reported*	-14%
Total other responsibilities	71%

Case managers spend on **average 71% of their time** on other responsibilities.

The district might consider how Case managers can best leverage their expertise in order to further streamline the IEP process for special educators and disseminate consistent guidelines.

Exhibit 8: Case managers spend on average about a third of their time on IEP-related responsibilities.



Recommendations

Recommendation 3.3.1 Examine and streamline the responsibilities of exceptional education teachers

- Conduct interviews and focus groups with staff in order to:
 - Better understand their biggest pain points during their time spent apart from students.
 - Map certain responsibilities and identify potential efficiencies (efficiencies may occur if steps are either reduced or removed).
 - Unearth questions that need to be escalated and resolved in order to implement efficiencies (oftentimes these questions are compliance-related).
- Develop and finalize new guidelines for streamlined processes.
- Communicate these new guidelines to case managers and teachers.
- Support case managers and teachers throughout the implementation process.



Focus Area 3.4: Social-emotional and behavioral supports

Research

Meeting the social-emotional and behavioral needs of students requires a group effort. There are many roles that are essential in doing so, but creating a system that ensures students are adequately supported requires coordinating these roles in a cohesive way ([Exhibit 8](#)).

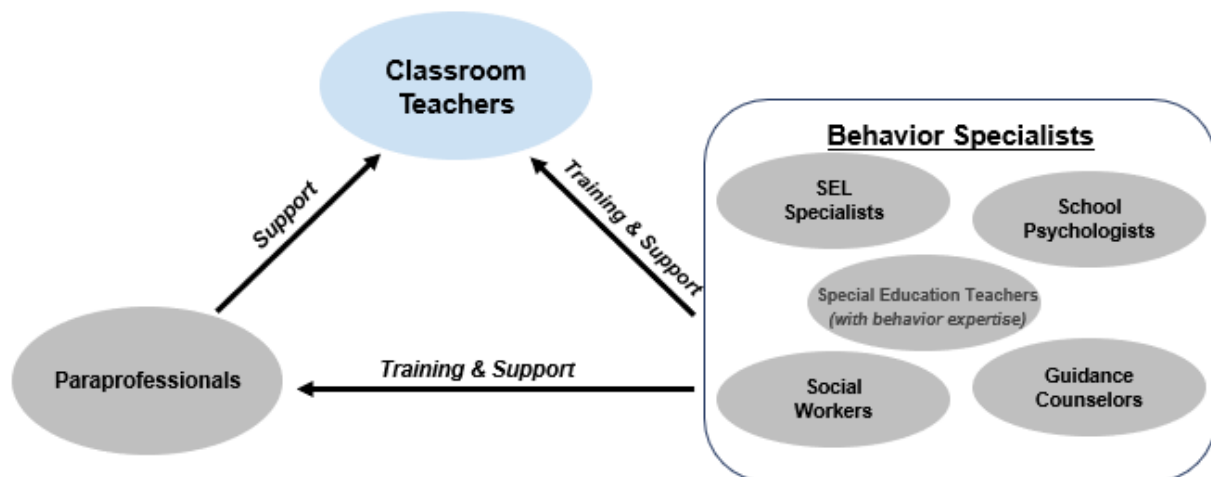


Exhibit 9: Multiple staff roles should collaborate to proactively address social, emotional, and behavioral needs in different classroom settings.

Source: DMGroup



Research has shown that RTI models (mentioned previously in Focus Area 3.1), which incorporate both academic and social, emotional and behavioral supports, produce larger gains in student outcomes than more traditional academic models (DeNisco, 2016 and Durlak, 2011).

A high-quality system for behavior support starts with effective whole school and class-wide expectations, routines, positive encouragement, and thoughtful student-centered discipline practices. The general education teacher plays a central role in executing behavioral supports in the core classroom by establishing behavioral norms, teaching correct behaviors through practice, monitoring student progress, and correcting and reinforcing behavioral expectations. It is important to first present students with clear and specific examples of appropriate behavior in order to build a shared understanding of behavioral expectations. Students should also be provided with opportunities to practice the appropriate behavior with positive reinforcement, or redirections if needed (District Management Journal, 2017).

In addition to these universal practices, some students with IEPs who have behavioral challenges will need additional supports. Detailed data can help identify the triggers of problematic behavior and skilled experts can advise both students and teachers how to avoid the triggers, see the telltale warning signs, and develop coping mechanisms. These are critical steps that focus on preventing behavioral challenges before they happen and creating skills that build student independence that will be especially helpful after graduation.

In our work with districts, we have seen that supporting children with behavioral needs is most effective through a unified team effort. Trained paraprofessionals working under the direction of skilled behavior specialists, teachers being coached and counseled by experts in behavior management, and integrated social and emotional counseling can collectively make a world of difference for children, teachers, and the school as a whole.

There should also be a tight connection between behavior supports and social-emotional supports. Given the significant social and emotional needs of students, social and emotional staff (psychologists, social workers, counselors, guidance staff, outside partners, and others) have many demands on their time. Many districts are understaffed in this area. Some districts can expand the reach of these valued staff by closely managing and streamlining the time they spend in meeting and doing paperwork.

In creating a team approach it is essential to assign clear roles and responsibilities, based not just on role or title but on individual strengths, training, and aptitude. For example, some school psychologists have deep expertise in behavior management as do some social workers and others, but not all do. Their training more than their title should matter most. By clearly defining responsibilities for IEP testing and evaluation, student counseling, teacher coaching, group work and supporting individuals with behavior challenges, the district can help these staff use their limited time for maximum impact.



Analysis of Current Structure

JPS has a strong foundation for providing social, emotional, and behavioral supports within its existing RTI system. It has key social-emotional learning roles in place, with knowledgeable and committed staff members. Marion Counseling provides services to students with counseling needs. Additionally, social-emotional learning curricula and programs like Tools for Life and Calm Down Corners, and Positive Behavioral Interventions and Supports (PBIS) are being utilized across many schools and classrooms.

Despite having these foundational supports, it is unclear how key roles fit together to create a coherent and proactive system. School psychologists and psychometrists, guidance counselors, and positive behavior specialists often lack coordination between their roles and responsibilities. As a result, some duties overlap that may not have to, and their time may not be put to best use. Role clarity and coordination is an aspect of how the district could improve the social, emotional, and behavioral components of its existing RTI system.

Staff shared that all students need more social-emotional supports and that teachers could

benefit from training in SEL. Some specific quotations from staff members include:



- “Our general education teachers have a big deficit. They take student misbehaviors personally, and don’t know how to de-escalate tense situations.”
- “We are not trained on how to handle social-emotional needs in the classroom. I want to know how to identify student needs before a need gets serious.”
- “We are missing our most at-risk students because we don’t know how to identify and handle those types of emotions.”
- “We need more resources for students with severe needs. Many students with autism fall through the cracks.”
- “Building staff only come to us (specialists) when kids are acting out. The quiet kids with internal problems like depression or anxiety are left out.”



Schedule sharing with these social, emotional, and behavioral staff members uncovered other relevant details regarding their service delivery across the school district.



School Counselors – Elementary and Middle School

Responsibility Breakdown	% of Time Spent		
	Elementary	Middle	Average
Counseling/crisis intervention	42%	23%	39%
Total time with students	42%	23%	39%
Student observation	5%	3%	5%
Paperwork (IEP related)	<1%	-	<1%
Medicaid billing/service documentation	<1%	-	<1%
Test scoring/interpretation	<1%	-	<1%
Attend meeting (IEP)	0%	1%	<1%
Total IEP-related responsibilities	5%	4%	6%
Assigned school duties (i.e. bus duty, lunch duty, etc.)	11%	10%	10%
Planning/materials preparation	9%	4%	8%
Paperwork (non-IEP related)	6%	12%	7%
Personal lunch	6%	5%	5%
Collaboration with colleagues (email, phone, in-person)	4%	9%	5%
Agency coordination of supports and services	4%	8%	4%
Parent communication (email, phone, in-person)	3%	11%	4%
Attend meeting (other than IEP)	4%	5%	4%
Assessment/testing	1%	-	1%
Travel	-	<1%	0%
Under/over reported*	6%	9%	7%
Total other responsibilities	53%	73%	55%

Exhibit 10: Counselors at the elementary and middle school levels spend on average 39% of their time directly supporting students.

Elementary counselors on average spent almost twice as much time with students compared to middle school counselors, and counselors spent on average 10% of their time on assigned school duties, which may not be the best use of their time. Only two high school counselors responded to this time study and were therefore excluded from the analysis.

Psychologists – All Levels

Responsibility Breakdown	% Time Spent
Total time with students	0%
Test scoring/interpretation	34%
Assessment/testing	22%
IEP writing	9%
Student observation	3%
Attend meeting (IEP)	1%
Total IEP-related responsibilities	68%
Paperwork	7%
Attend meeting (other than IEP)	7%
Planning/materials preparation	5%
Parent communication (email, phone, in-person)	3%
Collaboration with colleagues (email, phone, in-person)	2%
Personal lunch	2%
Travel	1%
Schedule eligibility meetings	1%
Agency coordination of supports and services	0%
Under/over reported*	2%
Total other responsibilities	32%

Exhibit 11: Psychologists spent on average 68% of their time on IEP-related responsibilities and 0% of their time on working with students.



In particular, psychologists spent 56% of their time testing and scoring and interpreting results of tests. Given the level of student need, it might be worth examining whether the IEP process can be further streamlined so that psychologists can spend more time directly supporting students and teachers.

Psychometrists – All Levels

Responsibility Breakdown	% Time Spent
Total time with students	0%
Assessment/testing	38%
Test scoring/interpretation	18%
Schedule eligibility meetings	2%
Student observation	2%
Total IEP-related responsibilities	60%
Attend meeting (other than IEP)	13%
Paperwork	5%
Collaboration with colleagues (email, phone, in-person)	4%
Planning/materials preparation	4%
Parent communication (email, phone, in-person)	3%
Schedule meetings	3%
Personal lunch	3%
Travel	3%
Under/over reported*	2%
Total other responsibilities	40%

Exhibit 12: Psychometrists spend 60% of their time on IEP-related responsibilities and 0% of their time directly serving students.

Similar to psychologists, psychometrists spend 56% of their time testing and scoring and interpreting tests. Given the level of student need, it might be worth examining what role psychometrists can play in taking on IEP-related duties so that psychologists can further leverage their expertise in supporting students and teachers.

Positive Behavior Specialists – All Levels

Responsibility Breakdown	% Time Spent
Social skills class	22%
Counseling/crisis intervention	4%
Total time with students	25%
Paperwork/IEP writing	17%
Attend meeting (IEP)	9%
Student observation	4%
Assessment/scoring/interpretation	1%
Assessment/testing	1%
Medicaid/service documentation	<1%
Total IEP-related responsibilities	32%
Progress monitoring/data review (i.e., suspension, discipline, grades)	9%
Planning/materials preparation	6%
Collaboration with colleagues (email, phone, in-person)	6%
Attend meeting (other than IEP)	5%
Personal lunch	4%
Create FBAs	3%
Create BIPs	3%
Assigned school duties (i.e. bus duty, lunch duty, etc.)	2%
Agency coordination of supports and services	2%
Travel	1%
Parent communication (email, phone, in-person)	1%
Under/over reported*	3%
Total other responsibilities	43%

Exhibit 13: Positive behavior specialists spend on average a quarter of their time directly supporting students.



Positive behavior specialists spend on average 32% of their time on IEP-related responsibilities.

Given the level of student need, it might be worth examining whether the IEP process can be further streamlined so that positive behavior specialists can spend more time directly supporting students and teachers.

To expand its level of social, emotional and behavioral supports, Jackson Public Schools could consider a few key steps.

Recommendations

Recommendation 3.4.1 Research and implement a district-wide consistent framework to address Social-Emotional Learning (SEL)

Recommendation 3.4.2 Develop all staff members' capacity to understand and address students' social-emotional needs

- Provide the necessary training, resources, and supports to all teachers to build capacity to deliver social-emotional and behavioral supports to all students.
- Seek new or expand outside partnerships, e.g. with local counseling agencies or universities, to augment district resources.

Recommendation 3.4.3 Clarify staff roles and responsibilities to determine how they can best support a comprehensive social-emotional learning strategy

Recommendation 3.4.4 Identify strengths and expertise within current staff in order to better leverage them within the context of the district's tiered system of supports

Recommendation 3.4.5 Streamline meetings, paperwork, and the overall IEP process across roles to increase the amount of time available to support students and provide strategies to classroom teachers



Focus Area 3.5: Related service providers

Research

In order to effectively utilize the time and expertise of related service providers and maximize supports for students, it is important to schedule based on student need. Related service providers include speech and language pathologists, occupational therapists, and physical therapists.

Related service providers spend time working directly with students, while also participating in evaluations, report writing, and data analysis. Proactive scheduling can help ensure that speech and language pathologists and other related service providers are able to maximize their time with students, keep their workload to a manageable level, and meet all students' needs.



Research as well as our experience working with districts has shown that speech and language pathologists can be effective while working with groups of up to 3 students, depending on their area of need, and in groups of 2 students if the disabilities are more severe (American Speech-Language-Hearing Association, 1999).

Reviewing and clarifying eligibility and exit criteria for related services would ensure that only students who need services are assigned to caseloads, and process mapping analysis can help redirect time spent on indirect activities such as meetings and paperwork to student therapy.

Analysis of Current Structure

Staff shared that it is challenging for them to schedule their services and group students appropriately. Staff mentioned:

- “We try to group kids as well as we can, but it’s difficult.”
- “Scheduling our services is a challenge. At the elementary level, we try to create groups and not pull out of the reading block, but we are stretched thin.”
- “At the high school, creating predictable schedules and servicing our students is even harder. There is the A/B day schedule to take into account and we try not to pull students out of state-tested subjects.”
- “Our meetings are hard to schedule. We often get notified about meetings at the last minute, which makes our schedules unpredictable.”

Speech and Language Therapists – All Levels

Responsibility Breakdown	% Time Spent
Therapy with students	42%
Total time with students	42%
Paperwork/IEP writing	14%
IEP testing/assessment	13%
Attend meeting (IEP)	4%
Medicaid billing/service documentation	<1%
Total IEP-related responsibilities	31%
Planning/materials preparation	6%
Collaboration with colleagues (email, phone, in-person)	5%
Personal lunch	5%
Travel	3%
Screenings	2%
Attend meeting (other than IEP)	2%
Student observation	1%
Parent communication (email, phone, in-person)	1%
Mass hearing screens	0%
First grade speech and language screenings	0%
Professional development	0%
Under/over reported*	2%
Total other responsibilities	27%

Speech and language therapists spend on average about **1/3 of their time on IEP-related responsibilities.**

Exhibit 14: Speech and language therapists spend on average less than half of their time directly supporting students.



Research (American Speech-Language-Hearing Association, 1999) as well as our experience working with districts has shown that speech and language pathologists can be effective while working with groups of up to 3 students, depending on their area of need, and in groups of 2 students if the disabilities are more severe. However, the speech and language therapists in Jackson spend the majority of their time in group sizes serving only one or two students per session ([Exhibit 15](#)).

While a 1:1 ratio may seem positive, using recommended group size is a powerful lever for increasing time spent with students and the number of students that can be seen. Therefore, the district might consider whether extensive time spent in small groups or 1:1 settings is necessary and aligned to student needs. If it is not, and if it's occurring due to other barriers (like scheduling), then the district might explore how to increase group sizes to the appropriate level, and therefore increase supports for students.

Speech and Language Therapists – All Levels

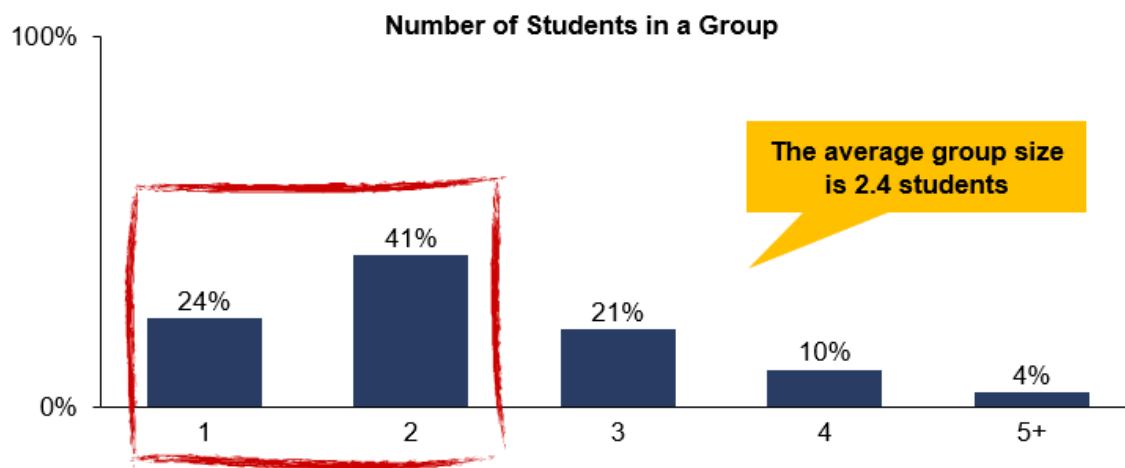


Exhibit 15: Average group size for speech and language therapists in Jackson



Physical and Occupational Therapists – All Levels

Responsibility Breakdown	Physical Therapists	Occupational Therapist	Average
Therapy with students	29%	31%	31%
Total time with students	29%	31%	31%
Paperwork/IEP writing	19%	11%	14%
IEP testing/assessment	3%	8%	6%
Attend meeting (IEP)	5%	5%	5%
Student observation	2%	2%	2%
Medicaid billing/service documentation	3%	3%	3%
Total IEP-related responsibilities	32%	30%	30%
Planning/materials preparation	9%	9%	9%
Travel	9%	7%	8%
Collaboration with colleagues (email, phone, in-person)	6%	6%	6%
Personal lunch	6%	2%	4%
Attend meeting (other than IEP)	3%	1%	2%
Multi-disciplinary evaluation team meetings	4%	<1%	2%
Screenings	1%	2%	1%
Professional development	1%	2%	1%
Parent communication (email, phone, in-person)	<1%	1%	1%
Under/over reported*	<1%	9%	6%
Total other responsibilities	39%	39%	40%

Physical and Occupational Therapists spend on average about 1/3 of their time on IEP-related responsibilities.

Note: The data from Occupation and Physical Therapists have been combined to reflect similarities in service delivery.

Exhibit 16: Physical and occupational therapists spend on average about a third of their time directly supporting students.

Physical and Occupational Therapists – All Levels

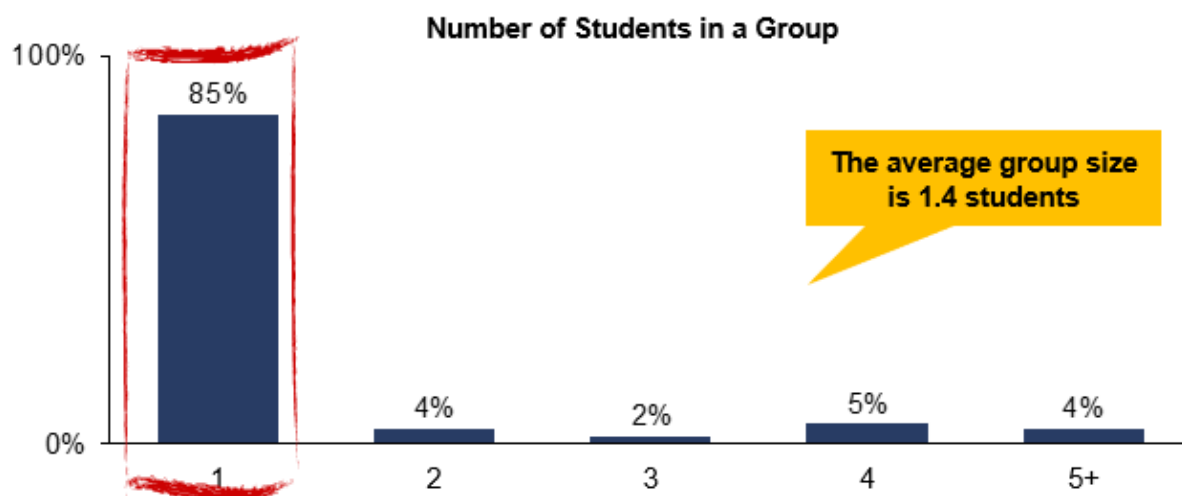


Exhibit 17: Physical and occupational therapists spend almost all of their time supporting students in a 1:1 setting.

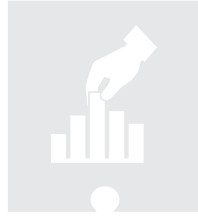
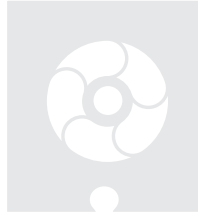
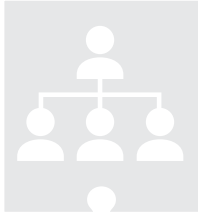


Recommendations

Recommendation 3.5.1 Develop and implement clear role guidelines for related service providers (speech and language pathologists, occupational therapists and physical therapists)

- Develop role guidelines for time spent with students, considering both direct and consultative service responsibilities.
- Develop guidelines for group size for related services and consultative services, based on the intensity, grade level, and type of student need.
- Implement these guidelines with thoughtful scheduling of related services providers.
- Develop potential IEP process efficiencies which may allow staff to spend more time with students.





DOMAIN 4: TALENT MANAGEMENT

Overview

Given the significant impact of teachers' and school leaders' effectiveness on student outcomes, getting the right people in the right positions should be a top priority for school districts. When talent is managed well, there are high-yield actions that can help a district to transform entrenched bureaucratic systems into more nimble and effective processes that support the ultimate goal of having an effective teacher in every classroom and an effective leader in every school.

Domain 4 considers talent management structures, processes, and practices across the district and school levels in JPS. JPS struggles with leadership capacity at all levels of the organization. At the district level, the study team assessed the current principal supervisor model in which four area superintendents oversee grades K-12 for between 9 and 16 schools. Conversations across stakeholder groups indicated that most consider the current model in need of revision. Specifically, school and Central Office staff noted the large and disparate numbers of schools that area superintendents oversee; the additional responsibilities that area superintendents have beyond principal development; and inconsistent practices in principal development across networks as major concerns.

Regarding professional development opportunities for school leaders and teachers, the study team found that the district needs structure and alignment on expectations

and processes to systematically improve educators' capacity. This is evidenced by poor student achievement and high rates of leader and teacher attrition. There is an inconsistent approach to instructional coaching for teachers across the district (some schools do not have instructional coaches at all), and coaches' efforts are often scattered due to a lack of clear direction and expectations from school leadership teams.

Finally, with regard to the district's performance evaluation systems, school staff cited a lack of a rigorous and consistently implemented evaluation plan. Some Central Office leaders indicated that they are not evaluated at all and that the district does not currently link performance evaluation with student achievement data or other quantifiable measures. Teachers and leaders widely expressed interest in receiving more substantive, consistent feedback on their practice.



The recommendations in this domain include steps for JPS to make revisions to its principal supervisor model; increase the capacity of its educators; develop a robust plan for recruitment and retention; and codify expectations for performance at all levels through an accountability system based on the instruction framework.

Research on best practices in talent management suggests that districts, particularly those with high proportions of low-income and minority students, should focus their efforts on the implementation of strategies in three areas: recruitment, hiring, and placement and retention (Equitable Access Support Network [EASN], 2017). Furthermore, a working paper by the Center on Reinventing Public Education suggests the following steps for districts to “transform talent management from a bureaucratic staffing system into a core leadership function:

1. Assign talent strategy to a senior reform executive
2. Distinguish strategy from routine transactions
3. Redesign policies and practices to support flexibility and performance
4. Change the culture to focus on performance” (Campbell & DeArmond, 2010).

This section will outline specific analysis and recommendations in the following focus areas: Principal Supervisor Role; Leadership Development (School Level); Teacher/Instructional Coach Development; Recruitment and Retention; and Evaluation Systems. While each deserves its own section and specific recommendations, it is

important to note that each is also a nested aspect of an effective talent management strategy. JPS is currently attempting to address the focus areas through the lens of Human Resources (HR) as opposed to taking an organized and comprehensive approach to talent management.

The JPS Human Resources (HR) Office faces multiple challenges, all of which contribute to gaps in recruiting, retaining, and effectively evaluating staff at all levels of the organization. The HR office functions as an administrative and compliance center rather than a strategic lever to drive a district-wide talent management strategy. Representative comments are as follows:



- “We process paperwork. That’s all we do in HR. We’re just paper pushers.”
- “HR needs support in how to manage applications. They can’t keep up with hiring needs.”
- “Some of the paperwork could be cut out. Time needs to be focused on how to proactively address the teacher shortage.”
- “We are facing a teacher shortage at our high school. We went to a job fair trying to find people and almost nobody showed up.”
- “Many principals are getting comfortable with long-term subs. It’s hard to change some practices at the school level.”
- “We don’t use data.”
- “We don’t track a lot of data other than the exit survey.”



- “I would like to see us have a person in the department to handle data analysis. We used to have someone years ago.”
- One staff member shared that the district “suffers from lack of accountability” and rather than fire people, they move them “downtown”, many times paying a high salary and giving the person little responsibility.



The main function of the Office of Talent Management should be to ensure that each school is led by an effective leader and that each leader has the support to develop and retain highly qualified teachers—from recruitment to induction and ultimately through their career path development. The reimagined Office of Talent Management would be a full-service department, assisting schools and Central Office with recruitment and assignment of staff; providing effective and efficient onboarding; making decisions regarding compensation and benefits; leading professional development, including differentiation and career development; and managing performance.

The following sections provide research, analysis, and recommendations that will help JPS to pivot to a district talent management strategy. A talent management strategy will:

- Resolve the current challenges related to the district’s recruitment, retention and performance management practices;
- Develop leaders at the school and district level to better meet students’ needs;
- Develop teachers’ and instructional coaches’ capacity to better meet students’ needs
- Manage staff members’ performance using feedback and data;
- Position the district to address larger concerns raised in this report regarding siloed functions at Central Office and from central office to schools; and
- Provide all staff members with a commitment to pathways that continue their development and/or provide advancement opportunities during their tenure in JPS.

Focus Area 4.1: Principal Supervisor Development

Research

A 2010 study of high performing school districts by the Center for the Study of Teaching and Policy at the University of Washington found that school leaders of successful schools are keenly aware that “districts generally do not see district-wide improvements in teaching and learning without substantial engagement by their central offices in helping all schools build their capacity for improvement” (Honig et al., 2010 as cited in Hanover Research, 2012).

As noted previously, a common thread in cases of highly successful central office transformation is a shift in focus toward supporting and improving instruction. This includes an increased focus on instructional leadership and the dedication of some central office roles solely to principal support, coaching, and supervision. A 2013 report from the American Enterprise Institute asserts that “the experience of pioneering districts suggests that transformation should involve creating intensive partnerships between





principals and executive-level central office staff, developing and aligning performance oriented central office services to support district-wide instructional improvement, and establishing superintendent and other central office leadership that will help staff continuously build their capacity for better performance” (Honig, 2013). A recent study (Goldring et al., 2018) of the Wallace Foundation’s four-year, \$24 million Principal Supervisor Initiative (PSI) in six urban school districts further substantiates these findings. PSI districts took the following steps to reshape the roles of and better support principal supervisors:

1. “Revised the job description of principal supervisors to focus heavily on developing instructional leadership and supporting principals
2. Reduced the number of principals each supervisor oversaw and created networks of principals to facilitate collaboration and small-group learning communities
3. Developed systematic training programs to develop supervisors’ skills and their capacity to support principals
4. Implemented apprenticeship programs to prepare promising candidates to become principal supervisors
5. Strengthened central office structures to support and sustain changes in the principal supervisor’s role” (Goldring et al., 2018).

In just three years, the six urban districts involved in the initiative saw significant positive changes. Through the above steps, principal supervisors were able to focus

primarily on developing principals. Principals in participating districts reported feeling better supported and did not feel that principal supervisors’ dual roles of evaluator and coach were conflicting or problematic. Furthermore, the district central offices in the project became “more responsive to schools’ needs” as a result of the change in supervisors’ roles (Goldring et al., 2018 as cited by Spiro, 2018). Perhaps most notably, the initiative led to principal supervisors becoming a “continuous presence in the school—a member of the community, not a visitor” (Goldring et al., 2018 as cited by Spiro, 2018). This further underscores the importance of central offices shifting their focus—and even their physical presence—to the teaching and learning taking place in their schools in order to realize district-wide transformation.

The Wallace Foundation’s Principal Supervisor Initiative and the results it brought about in six urban districts required and resulted in significant changes to central office structure and processes. Researchers noted that, as a result of the intervention, “central office departments began to coordinate more with one another, creating a cultural shift and leading to structural reorganization to support the new principal supervisor role” (Goldring et al., 2018).

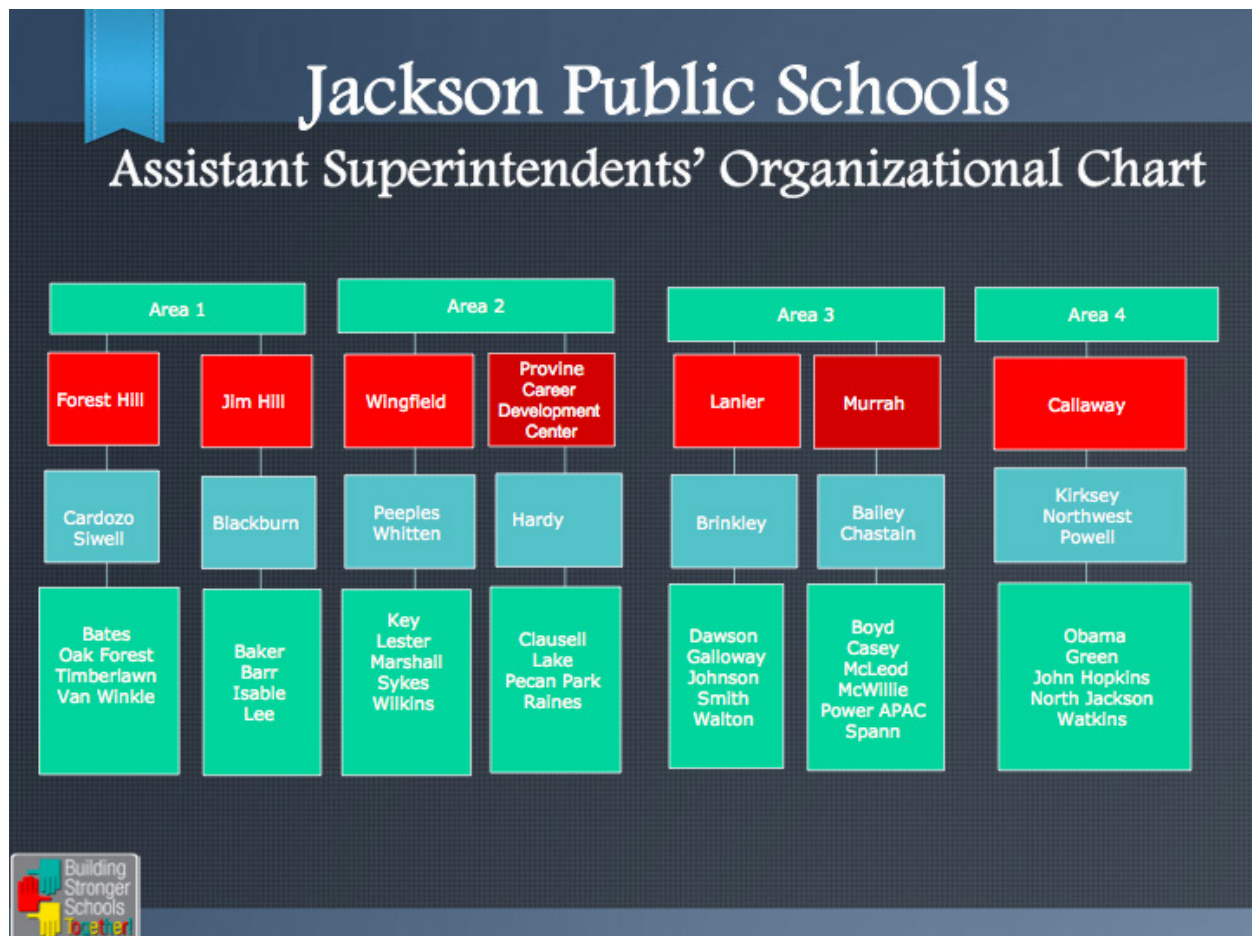
Analysis of Current Structure

JPS has a model of principal supervision staffed by leaders called “area or assistant superintendents.” A specific commendation regarding the current principal supervisor model in JPS is that the district is attempting to provide continuity for students and ameliorate past management challenges by having supervisors oversee grades



kindergarten through 12 rather than overseeing all schools in the city by certain defined grade spans (elementary, middle grades, high schools). In focus groups, Central Office leaders stated that “the dots are better connected between the schools when compared to the old leveled approach” [in which principal supervisors were overseeing defined grade spans] and that resource decisions are now easier: “We can better focus our supports on the neediest areas.”

There are also areas for improvement in the principal supervisor role in JPS based on what we know about research-based best practice about equity for all students in a district of this size. In a system as large as JPS, in which there are 56 schools and school leaders, it makes sense to distribute the supervision and support of principals. This is the genesis of the principal supervisor model. Currently there are four principal supervisors. Each supervisor has a different number of principals he/she is supervising (see Table below) and some principal supervisors oversee schools that are all in the ‘D’ and ‘F’ range on the Mississippi Statewide Accountability System ([see Appendix A](#)).



The success of a principal supervisor model is contingent upon the following:

- Clear expectations of principals against which principal supervisors develop, support, and evaluate principals



- A common system for collecting and reporting data regarding principal strengths and areas for improvement
- Regular meetings of principal supervisors to evaluate data, identify trends, and leverage common areas of expertise for supporting principals based on trends
- Professional development for principals aligned to areas of greatest need
- A caseload that enables principal supervisors to provide regular, individualized support for principals, e.g. a caseload of 12 principals (Goldring et al., 2018)

The current iteration of the principal supervisor model in JPS is widely considered in need of revising, as noted from data gleaned through focus groups articulated below. The district has been through a recent shift that organizes the four networks in geographic areas requiring each principal supervisor to oversee all schools K-12 in their assigned area. Each principal supervisor is responsible for between nine and 16 schools. School and Central Office staff consistently cited challenges associated with the current practice, including the large and disparate numbers of schools principal supervisors oversee, additional responsibilities they have beyond principal development and the inconsistent practices in principal development across the networks. In order for JPS to ensure that students begin to achieve at higher levels, it will be essential for the district structure to prioritize the learning needs of instructional leaders and their supervisors.

Representative comments from Central Office and school staff members support

the need for realigning the role of the area superintendent to be more focused on development of leadership capacity and that the realignment take the principal supervisor's leadership development needs into consideration as well:



- "Training is needed for the principal supervisor. This job is challenging for them."
- "There is no uniformity in practice" and a "lack of consistency among networks."
- "We need to use data to determine the effectiveness of [this] model."
- "The role of the principal supervisor could benefit from sustained and ongoing development."
- "Many principal supervisors are working with failing schools, which is tough..."
- "Our area superintendent is very supportive and gets us what we need to be successful."
- "We have had a more difficult experience with our area superintendent. We tried to change the schedule to provide extra-time supports for students, but this was blocked."



Central Office leaders shared that student supports vary widely from one area to another.



Supports look different at each level by area. We need alignment across elementary, middle, and high.





Other factors in JPS point to the need to develop a principal supervisor model that is consistent across the district and one that leverages a consistent approach to improving instructional core and shifting achievement. JPS students experience a high rate of transience, further necessitating equal access to consistent, effective supports, and opportunities across areas.

Staff stated, “The principal supervisor model provides no consistency. It’s like four separate districts and we need consistency because of student mobility” (see table below). There was also a suggestion that principal supervisors interpreted information from the superintendent in different ways, resulting in information not being shared accurately or consistently from the superintendent to schools.

Area	Total Cumulative Transferred	Transient/Mobility Rate
1	667	9.9%
2	891	12.1%
3	630	7.3%
4	386	8.5%
Total	2,574	9.5%

Student Transience Rates by Area (SY 2017-2018)

Recommendations

The research and data above suggest that the district reimagine the role of the principal supervisor and redesign Central Office’s service delivery model to align with improving teaching and learning. In districts similar to JPS, school-level transformation calls for central office transformation and specifically rethinking the principal supervisor role to support capacity development. Given this research, we recommend that JPS develop a principal supervisor structure whose sole focus is developing, coaching, and building the overall capacity of the principals in JPS, placing a high priority on addressing the learning needs of the principal supervisor. As outlined by the Council of Great City Schools report, “Rethinking Leadership: The Changing Role of Principal Supervisors” (CGCS, 2013), JPS will need to consider several shifts in this new iteration of the principal leadership model and the staff members responsible for leading it.

Recommendation 4.1.1 Delineate and clearly communicate the role and required competencies of principal supervisors and narrow principal supervisor responsibilities and spans of control

- Provide a definition of roles and scope of responsibilities for all Central Office employees, and, urgently, principal supervisors.



- Eliminate the many additional responsibilities principal supervisors currently have, allowing them to focus specifically on developing, coaching, and evaluating principals.

Recommendation 4.1.2 Use national standards, such as the Council of Chief State School Officers' Model Principal Supervisor Professional Standards, to develop a framework that identifies key competencies for the role of principal supervisor and specific action steps to improve the efficacy of the role in JPS

- Strategically select and deploy principal supervisors, matching skills and expertise to the needs of schools.
- Provide principal supervisors with the professional development, training, coaching, and feedback they need to assume new instructional leadership roles.
- Assess principal supervisors' skills and expertise to determine if there is a match with the reconceptualized role of principal developer.
- Hold principal supervisors accountable for the progress of their schools, and ensure alignment in the processes and measures used to assess teacher, principal, and principal supervisor performance.
- Base a portion of the principal supervisors' evaluations on specific metrics on principal effectiveness and student achievement.
- Establish information-sharing policies or procedures to ensure clear lines of communication and collaboration between principal supervisors and Central Office staff.



Focus Area 4.2: Leadership Development (School Level)

Research

Research shows that the **second greatest school related impact on student achievement growth is principal effectiveness** (Seahorse-Louis, Leithwood, Wahlstrom, & Anderson, 2010). Research also shows that the largest impact on teacher retention is administrative support and school culture, both of which are impacted directly by the principal (Ingersoll, 2001). The crucial role of the leader in a school's success, research suggests, is less about the principal as a single variable impacting student learning than it is about the conditions he or she creates for learning and his or her ability to mobilize "latent capacities" in the school (Seahorse-Louis et al., 2010; Wallace Foundation, 2013).

Principals in schools with high leadership capacity tend to share a common set of characteristics and habits of mind. These include:

- "a clarity of self and values;
- strong beliefs in democracy;
- strategic thinking about the evolution of school improvement;
- a deliberate and vulnerable persona;
- knowledge of the work of teaching and learning; and
- an ability for developing capacity in others and in the organization" (Lambert, 2006).

In order to develop and hone the characteristics, habits of mind, and skills for



success in school leadership, it is important for both new and veteran principals to receive differentiated training and coaching. In a Wallace Foundation publication on leadership training for principals, Mitgang and Gill (2012) state, “Getting pre-service principal training right is essential. But equally important is the training and support school leaders receive after they’re hired.” Job-embedded support and one-on-one coaching are two of the most impactful ways to improve professionals’ practice. Researchers suggest that the development time for experienced principals center around “reflection, growth, and renewal” with content that is “individualized, with a tight link between principal evaluation and development opportunities. Finally, efforts should be made to provide development that is job-embedded” (Hitt, Tucker, & Young, 2012).

In short, students’ successes are developed in high-performing schools led by high-performing building leaders who have ongoing opportunities to develop and improve their instructional leadership capacity.

Analysis of Current Structure

As was evidenced in data collection and elsewhere in this report, there is uneven leadership capacity in JPS. While there are certainly some bright spots, JPS struggles with leadership capacity at all levels of the organization, including schools.

The district lacks the structures to systematically improve building leaders’ capacity as is evidenced by pervasively and historically poor student achievement and high rates of teacher and leader attrition. Principal supervisors shared that during the 2017-2018 school year, several building

leaders were novice administrators. Similarly, a large percentage of the district’s teachers are in their first three years of teaching. These factors alone point to the need to have an organized and comprehensive approach to leadership development.

Representative comments from focus groups provide evidence of a culture of compliance in schools:

- Principals described their primary roles as “setting culture and climate,” “making sure we are ‘on-task’ with district initiatives,” and “rating teachers on their strengths and weaknesses.”
- One principal stated, “Everything we do is geared toward the test—we don’t do CCSS any more; we do CCR and what’s that new thing, the ESSS?”
- An assistant principal stated, “Remediation is priority.”
- A student shared, “Since [the principal] started giving us more tests and more tests, we never do hands-on [learning] anymore.”

In some cases, as evidenced in focus group conversations, there are leaders who have implemented effective practices:

- In one example, a principal recognized that school staff members didn’t have ample time for collaboration and redid the building’s master schedule to provide staff with 90 minutes of collaborative planning time twice a week, an hour twice a week, and 30 minutes one day a week. The principal also provided consistent opportunities for vertical teaming.
- Many schools also reported “family atmospheres” in their buildings and high levels of respect among staff and students.





Recommendations

Recommendation 4.2.1 Define and codify expectations regarding the beliefs and practices of highly effective leaders (see Recommendation 2.1.2 as well)

Recommendation 4.2.2 Research and implement an instructional leadership and principal support framework to establish common language and understanding of the vision for leadership in JPS

- Ensure that principal supervisors are calibrated on the elements of the framework so there is equity in implementation.

Recommendation 4.2.3 Align resources and create conditions to meet the needs of principals and develop their leadership capacity

- Develop a calendar of regularly scheduled sessions for principal leadership development.
- Ensure that sessions contain a framework grounded in research and school-level problems of practice.

Recommendation 4.2.4 Implement a principal supervisor model that attends to principals' development

- Provide principals with high-quality, differentiated professional development, job-embedded observation, coaching, and feedback support.
- Develop principals' understanding and implementation of effective instructional leadership teams.
- Develop and stage principal leadership academies to ensure a coherent understanding and actualization of core leadership competencies.

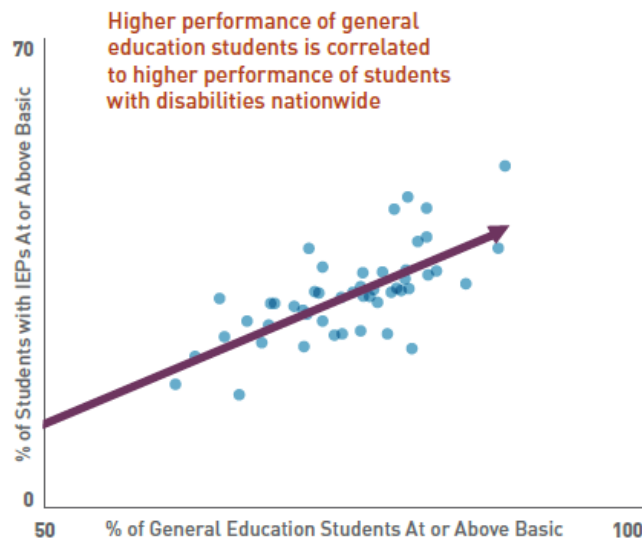


Focus Area 4.3: Teacher/ Instructional Coach Development

Research

Recent research repeatedly corroborates the link between teacher quality and outcomes for students (Kraft, Blazar, & Hogan, 2016). According to the Center for Public Education, teacher quality has a greater impact on student achievement than most other factors often associated with academic outcomes, including a student's race, socioeconomic status, and prior academic record (Schmidt, Young, Cassidy, Haiwen, & Laguarda, 2017).

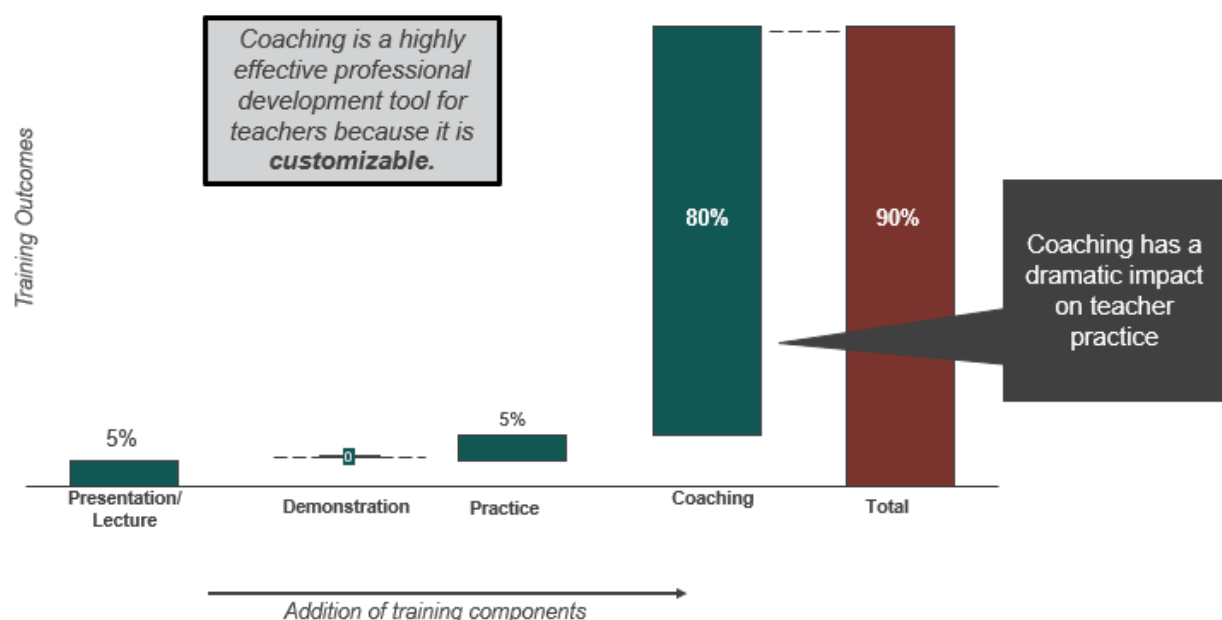
Elementary general education teachers must be provided with the training, resources, and supports to deliver high-quality core literacy instruction to all students. Effective general education instruction is key: higher performance among general education students correlates to higher performance among students with disabilities, as shown by outcomes on the National Assessment of Educational Progress (NAEP, 2015) next page.



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP) Reading Assessment, 2015.

NAEP Grade 4 Reading Performance by State

Coaching is a high-leverage way to support teachers in becoming more effective instructors and meeting the needs of their students. The effectiveness of instructional coaching stems largely from its ability to be highly customized, which can create faster and deeper insights for teachers about what can work in their classroom (see graphic below). Research has demonstrated that while coaching is not required for teachers to learn a new skill, it dramatically increases the likelihood that teachers will actually *use* the newly gained skill in the classroom. (Joyce & Showers, 2002).





Furthermore, there is significant evidence that high-quality observations and meaningful feedback are among the most effective ways to promote the growth of teachers and school leaders (Darling-Hammond et al., 2009; Jacob, Vidyarthi, & Carroll, 2012). A recent meta-analysis from researchers at Harvard and Brown University found that one-on-one coaching is the most impactful type of professional development to move student achievement (Kraft et al., 2016). This type of feedback is most beneficial when it is provided frequently—a minimum of three hours per month is needed to support growth (Schmidt et al., 2017).

Analysis of Current Structure

Historically and pervasively low student achievement suggests the need for JPS to develop and implement a plan for instructional coaching to develop teachers' capacity to improve instruction. The MDE currently provides literacy coaches for JPS elementary schools identified as having low English Language Arts scores and has a structured coaching model to help teachers shift instruction and achievement. Some JPS schools use the building's interventionists, theme coaches (IB), principals, and others as quasi-instructional coaches. The district has also worked with multiple outside coaching consultants (including Bailey, Green, and Kirkland) to provide contracted coaching services to teachers and administrators. Despite all of the examples noted, there is no evidence of a common understanding or approach to coaching being provided to teachers across the district. The following comment is representative of staff members' observations: "We need a coaching model that is 'normalized and consistent.'"

While survey data suggests teachers perceive that principals provide teachers with instructional leadership opportunities, current opportunities in the form of coaching are inconsistent and could be expanded and standardized to meet teachers' development and students' needs. Despite the absence of a consistent model of school-based coaching, staff perceived that the informal coaching support they have received has been helpful in improving their instructional practice. They further stated that the district needs to increase coaching supports and that they wished they could have access to more intensive and longer-term coaching.

Staff also expressed that the ongoing focus on compliance and state test scores is often a distraction from improving teacher skill sets. Illustrative comments from staff include:



- "We're training kids on how to take a test, not to learn."
- "We are told 'if kids can't multiply, give them a calculator,' instead of filling in the gaps."
- "I wish we could decrease the amount of testing that we do. Testing really affects our schedule, and we don't have enough time to re-teach."
- "We need to develop detailed lesson plans to the minute and post them in the hallways in advance. This hinders our ability to flexibly change our instruction during class as student needs arise."





Recommendations

It is recommended that the district develop a consistent coaching model at all schools in order to build the capabilities of its teachers. Specifically, the district needs to define what a successful, district-wide coaching model looks like. In developing and implementing this redefined model, the district should:

Recommendation 4.3.1 Convene a stakeholder group (teachers, teacher leaders, principals, etc.) to examine best practices in coaching and examine pockets of success within current coaching efforts to create the instructional coaching expectations for JPS

- Gather data on high-performing teachers and the instructional practices that enable them to be successful in supporting all the needs within their classrooms.
- Examine pockets of success within current coaching practices.

Recommendation 4.3.2 Create a plan that standardizes the recruiting, hiring, training, and staffing of coaches in each building

- Develop a differentiated staffing model for schools, based on school size, number of teachers and student achievement.
- Hire and train coaches in accordance with newly established role guidelines.
- Develop common district expectations regarding the size of coaches' caseloads as well as the amount of time they should be spending with teachers on a weekly basis.

Recommendation 4.3.3 Establish a Teacher Leader/Instructional Coach Leadership Academy

- Develop a framework and evaluation for instructional coaches.



Focus Area 4.4: Recruitment and Retention

Research

"The first step to ensure a high quality teacher is in every classroom is recruitment" (Dozier & Bertotti, 2000). Research is clear: the single largest school-based determinant of student achievement is the effectiveness of the teacher (Sanders & Rivers, 1996). But finding the right teaching candidates can be a real challenge.

There are a number of realities for teaching candidates today, including:

- Great educators have more choice than ever on where they can work.
- There is more information out there about districts/schools—and their competitors—than ever before.
- Candidates are using more ways than ever to find districts and schools: Google, Facebook, LinkedIn, Instagram, and word of mouth.

According to researchers Gross and DeArmond, the "most effective districts/



schools realize that recruitment and selection is a year-round job that requires creativity and entrepreneurship to make sure that the best candidates are hired” (Gross & DeArmond, 2011 as cited in Mattson, Taylor, Eisenhart, & Evan, 2016).

Successful districts go about the hiring process in a similar way. They:

- Tell stories—and the most successful districts take charge of their stories and tell them in a wide variety of ways
- Engage a wide variety of their stakeholders, including district leaders across focus areas, principals, and teachers, in the recruitment of teachers
- Pursue the candidates they want in an individual and proactive way
- Hire early
- Recruit with retention in mind and have a strategy in place to ensure retention

A district’s hiring of high quality teachers is only as effective as its ability to retain those teachers. According to the Center for American Progress, “to retain highly sought employees, effective organizations foster positive workplace cultures, compensate their employees at competitive levels, and create opportunities for professional growth to ensure that candidates thrive and mature within the organization” (Snyder, 2011 and Casner-Lotto, 2009 as cited by Konoske-Graf, Partelow, & Benner in Center for American Progress, 2016). Particularly in the case of school organizations, the Center for American Progress recommends that districts provide specialized support, mentoring, and a gradual release of responsibility to new teachers as well as establish “professional

learning systems that support [all] teachers’ continuous growth.”

TNTP’s publication, *The Irreplaceables*, provides four broad teacher retention strategies that echo these recommendations. These include:

1. Feedback and development
2. Recognition
3. Responsibility and advancement
4. Access to additional resources

TNTP’s analysis suggests that even “top teachers crave critical feedback that helps them get even better” (Jacob, Vidyarthi, & Carroll, 2012). Specifically, one quarter of District of Columbia Public Schools’ teachers studied who left their schools cited “a lack of opportunities to develop as one of their top reasons” for leaving.

Analysis of Current Structure

JPS experiences significant difficulty recruiting teachers and leaders and has high rates of teacher and leader attrition, resulting in numerous long term teacher vacancies. The district does not currently have a talent recruitment and retention plan developed to address these concerns. Staff at all levels need more differentiated and focused professional learning. Furthermore, the district does not utilize a strategic staffing approach to ensure that schools serving the children with the greatest need have the best possible principals, teachers and staff.

Staff members shared that many general education teachers are still early in their skill development, and that recruiting and retaining skilled teachers is challenging. Samples of staff comments include:



“

- “Teachers are making some progress, but many still struggle to differentiate for all their students.”
- “Over half [sic*] our teachers are novice teachers. We need to equip them with the strategies to support struggling students.”
- “Teachers are quick to put any child who is struggling or has a disability on the computer.”
- “Sometimes I’m not sure how to best reach all the students in my classroom.”
- We have made learning centers [independent work stations with rigorous tasks] a non-negotiable. Teachers are starting to do them now, but many

don’t make the learning centers rigorous enough. They are still learning how to do them effectively.”

- “It is incredibly difficult to find high quality teachers.”
- “We have a shortage of certified staff in all buildings.”

”

Data collected at the end of the 2017-18 school year revealed that 25% (374 count) of JPS teachers (excluding school counselors and librarians) left the district at the conclusion of the year. As evidenced by district exit survey data, the primary reasons teachers provided for leaving were retiring, relocating, and the expiration of their teaching license.



Recommendations

A well-prepared, high-quality staff is essential to addressing the myriad complex issues and challenges faced by JPS. High-performing instructional and non-instructional staff members will be essential to actualizing the recommendations outlined in this report and in creating a new vision for JPS. A change in course will be necessary to ensure that every student has a highly effective teacher and that all schools are led by highly effective principals who have the skills and mindset necessary to achieve equity and excellence.

Recommendation 4.4.1 Develop a plan to expand the teacher and leader applicant pool and improve quality of hires through strategic recruiting, including use of social media

- Review current teacher and leader hiring sources and build strong relationships with neighboring colleges, universities, and alternate-route-to-certification programs to enhance current talent pool.
- Research existing sources of state and national talent such as the Mississippi Teacher Corps and Principal Corps Programs at the University of Mississippi, and Teach for America (TFA).

Recommendation 4.4.2 Develop a formal teacher mentoring program for beginning teachers

- Provide teachers in their first three years of service with formal mentors and job-embedded instructional coaching.



Recommendation 4.4.3 Develop a talent retention plan

- Identify current practices that facilitate retention of high-performing teachers and principals.
- Research best practices of talent retention and develop an implementation plan for SY 2019-2020 that mediates the gaps between the district's current status and best practice.
- Research existing career pathways and best practice nationally. Develop a plan to build career pathways for high-quality teachers as an aspect of a talent retention plan.
- Research compensation practices that promote attracting and retaining effective teachers and principals, considering differentiated compensation based on performance.
- Include opportunities to move from high-quality teacher/teacher leader to aspiring, novice, veteran principal, and principal supervisor.
- Research and implement formal, informal, and asynchronous opportunities for teachers to experience collaboration with other teachers.



Focus Area 4.5: Performance Evaluation Systems

Research

Research acknowledges the importance of rigorous, accurate, and fair teacher evaluation systems in producing information that is essential for critical human capital policies and functions such as assignment, professional development, compensation, retention, and dismissal (Weisberg, Sexton, Mulhern, & Keeling, 2009).

Teacher evaluation systems should be closely tied to professional development. In fact, job-embedded professional development should be based on needs identified through teacher evaluations (NCTQ, 2017). According to Hallinger, Heck, & Murphy (2014), evaluation results should not only be used to make employment decisions, but also to provide meaningful feedback for reflection and professional development planning. If used for development, teacher evaluation is a tool that can strengthen the quality of teaching in a school.

To create true accountability, high quality evaluation systems cannot just be for teachers. According to the National Council on Teacher Quality, all states should have systems in place to “meaningfully assess principal performance.” Principal evaluations should include objective student growth measures and be linked to the effectiveness of their teachers (NCTQ, 2017). These accountability measures should include central office personnel, as well. A central office that has been re-oriented and re-aligned toward a focus on improving teaching and learning should be evaluated on how well it supports that improvement. As the American Enterprise Institute asserts in its study of successful central office transformation, “executive leaders in transforming systems are skilled at change management. They work with staff to build out a collective vision of a high-performing central office to guide efforts over the long term, identify specific work streams in every



central office unit with clear benchmarks for success, and foster executive-level sponsorship of and accountability for the work” (Honig, 2013).

Analysis of Current Structure

Performance management is a considerable concern in JPS. Several focus group members cited the lack of a rigorous and consistently implemented evaluation plan. Some Central Office leaders indicated they were not evaluated by anyone and that the district does not currently link performance evaluation with student achievement data or other quantifiable measures. In focus groups, teachers and leaders expressed interest in receiving more substantive, consistent feedback on their performance. Representative comments are as follows:

- One respondent belonging to the Research, Enrollment, and Accountability

department indicated, “We have to hold people accountable to do their jobs. If you can’t hold everyone accountable, you can’t hold anyone accountable.”

- One school based leader stated that the district’s formal evaluation plan “doesn’t work for me.” This leader created a more rigorous and detailed evaluation document for use in the building.
- The annual evaluation system is not linked to student achievement. One staff member stated that there was not a consistent evaluation document expected and that the district used “a rubric that is more about compliance.”
- JPS principals express need to develop a systematic and consistent approach to classroom observations (linking PD to area of concern in classroom) and feedback on lesson planning (curriculum document and lesson template)



Recommendations

Recommendation 4.5.1 Develop an accountability system for teachers, principals and Central Office leaders based on the instructional framework

- Ensure that the accountability system uses multiple measures.
- Develop a performance-based accountability system that uses metrics related to student achievement (classroom/school/department goals and accompanying scorecards).
- Develop a support dimension that focuses on building capacity and access to opportunities for all staff members to continue to develop.

Recommendation 4.5.2 Develop a system of relevant, job-embedded professional learning

- Research systems of relevant, job-embedded professional learning.
- Develop a system to provide timely, relevant, job-embedded feedback and a coherent system of continuous and differentiated professional development for teachers, principals, and Central Office leaders to help improve capacity at all levels of the organization.



- Develop professional learning opportunities for leaders to ensure consistency in observations across schools.
- Provide professional learning opportunities for teachers, ensuring these opportunities are directly aligned with real-time data from teacher evaluations.
- Research, purchase, and implement an online platform for performance management.



Focus Area 4.6: Data Systems

Research

A prerequisite step to effectively utilizing data to assess effectiveness is creating the systems and processes to collect valid and reliable data. While student achievement data is the cornerstone of data collection and analysis, it does not allow district and school level leaders to see a complete picture of the effectiveness of the system or individuals within the system. The primary areas school districts must address include the following:

- Student achievement data
- Teacher level effectiveness data
- Principal level effectiveness data
- Principal supervisor and district level leadership effectiveness data
- Student growth data

Student achievement data

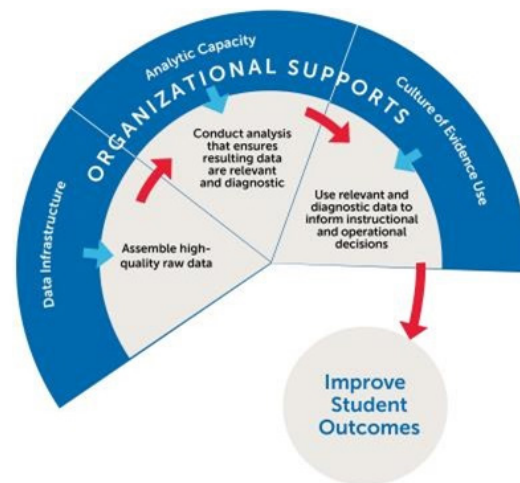
Using data to help drive instructional practice is largely regarded as “indispensable for increasing student achievement” (Fenton & Murphy, 2018). Schools and the Central Office can use data to inform instruction and identify professional development needs. As shown in the graphic below, effective data-driven decision making is a three-step process (Hallgren, 2016):

1. Assemble high-quality raw data.
2. Conduct analysis that ensures results are relevant and diagnostic.

3. Use relevant and diagnostic data to inform instructional and operational decisions.

For this process to work, as shown in the graphic below, an organization must have the following traits in place:

1. “Data infrastructure
2. Analytic capacity
3. A culture of evidence use” (Hallgren, 2016)



Source: Hallgreen, 2016

Teacher, principal, principal supervisor and district level leadership effectiveness data

For almost a decade, the US Department of Education has included the requirement for a robust Human Capital Management System (HCMS) in multiple discretionary grants (e.g. Teacher Incentive Fund, Teacher and School Leader grant, etc.). An effective human



capital management system aggregates data from multiple points and provides leaders with real-time actionable data. For example, the teacher level data in a robust HCMS may include observation/evaluation ratings, student achievement growth, student surveys, Student Learning Objectives (SLOs), and other local metrics.

Student growth data

In discussions about how to use student data in schools, it is important to note that using student growth data is not equivalent to using student achievement results alone. While absolute achievement data is critical, growth data can provide a more accurate and nuanced picture of student results. Growth, often measured with a “value-added” system, analyzes the prior testing results for each learner to project a target score for each student in each tested area in a particular period of time (such as one school year). There are multiple formulae currently used across the US to project and measure student growth. Among the most notable is the Tennessee Value-Added Assessment System (TVAAS), which utilizes longitudinal student data to link students and their outcomes to the schools they have attended and the teachers they have had as they move from grade to grade (Sanders & Horn, 1998). Researchers Sanders & Horn (1998) argue that because individual teachers’ impact on students in tested subjects is “both additive and cumulative with little evidence that subsequent

effective teachers can offset the effects of ineffective ones,” effective evaluation systems are ones that include teacher influence on student growth as a factor.

Analysis of Current Structure

As noted in the Core Instruction domain and in the research cited above, assessment must be an integral and integrated part of students’ instructional experience. Currently, the district needs a robust Human Capital Management System as well as a system for calculating student growth. The use of valid and reliable assessments is critical to helping teachers and leaders understand students’ grasp of content and allows practitioners to make adjustments to core instruction to remediate or advance student understanding. Equally important are the district systems and processes that support leaders and teachers in using data effectively to improve instruction and ultimately improve student achievement.

The current culture in JPS is one of excessive testing and limited instruction. It will be essential for the district to change this culture to one that deeply acknowledges the importance of using all available data (including assessment) in a manner that supports teaching and learning and provides evidence of effectiveness for all educators in the system. It is our hope that the district can move toward a consistent model of data use and continuous improvement.

Recommendations

Based on the information cited above, we recommend that the district reconceptualize the Department of Data and Accountability to better address the needs of students and educators district-wide.





Recommendation 4.6.1 Establish a cross-functional stakeholder group to study various methodologies for calculating student growth and select an outside vendor to support implementation

- Convene a cross-functional stakeholder group to explore the differences in methodologies used to calculate growth.
- Explore the methodologies of organizations who are capable of providing these calculations (e.g. Colorado State University, Education Analytics at University of Wisconsin, and SAS Institute).

Recommendation 4.6.2 Identify a robust Human Capital Management System (HCMS) for the district

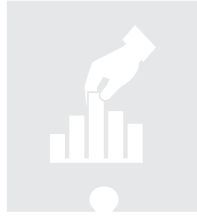
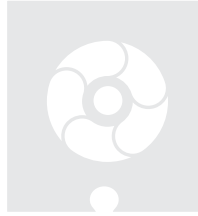
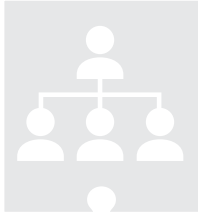
- Review functions needed from an HCMS.
- Purchase an HCMS to aggregate data across schools and disaggregate data for specific educators.
- Use data to make informed decisions on hiring, support, and non-renewal of employee contracts.

Recommendation 4.6.3 Link the systems used/selected for student and educator data

- Explore new platforms' ability to link data to avoid siloing.

Recommendation 4.6.4 Ensure the use of data within the district aligns with best practices

- Align and distribute the ownership, access, and use of data to the greatest extent possible given the new organizational structure.
- Provide all departments with real-time access to all pertinent data in order to make the most informed decisions.



DOMAIN 5: FINANCES

Overview

The final domain relates to the district's financial status. Similar to other areas of the district's operations, JPS has struggled financially for many years. To fully assess the district's financial situation, the study team conducted a historical analysis of district revenues and expenditures and assessed alignment relative to enrollment and other contextual trends. Additionally, through this assessment, the study team reviewed the overall budget development process, including a mapping of the district's budget timeline, an examination of available financial data at the time of budgeting, and an assessment of how decisions are made. The team further explored communication tools and strategies as a way of understanding the specific challenges of the district related to effectively managing the district's finances.

Over years of declining enrollment across the system, the district has not been able to adjust spending to match actual enrollment numbers. In fact, spending has remained roughly constant despite declining enrollment. Furthermore, the federal funds available to the district are not yet being fully utilized. These and other factors have combined to create a situation in which millions of dollars that could be directed to seeing real improvements in student achievement are either being lost or simply distributed across the system ineffectually.

Despite its fiscal challenges, the district does appear to have opportunities to improve its financial health and better align its budget and spending patterns to the resources that can support instruction and enhance services to students. However, some of the below opportunities may require that

tough decisions and trade-offs be made to attain desired goals, and this context should be kept in mind when considering any potential next steps. The purpose of this fiscal assessment is to provide data and perspectives that can better enable district leadership to make the difficult decisions that will be necessary as it seeks to strike the appropriate balance between fiscal responsibility while maximizing supports and services to students. Three areas specifically covered here are staffing guidelines, the use of federal funds, and spending on contracts.

Focus Area 5.1: Staffing Implications

Research

An important consideration for any district with declining enrollment to explore is costs related to class size. This is a hotly





debated issue in many districts, as even small increases in class size can result in significant debate and contention. However, the research on class size reduction is mixed. When states have tried mandating small class sizes as a strategy, the result has been very expensive with no positive impact on student achievement (Krueger & Whitmore, 2001; Schwartz, Zabel, & Leardo, 2017).

Districts face a challenging decision over class size. The substantial reductions shown to be effective in research are almost always financially out of reach, since few districts can afford to add 50% more teachers. Politically, it is very difficult to increase class size, but often the resources can be better spent on improving targeted services or coaching supports for teachers; both investments can provide larger gains at a fraction of the cost.

Changes in class size as a strategy to reduce costs can be difficult and must take into account negotiated guidelines regarding class size targets and balancing the preferences of the community. In addition to class size, teacher utilization can greatly impact the efficiency of schedules. Districts rarely manage class size and teacher utilization proactively, leading them to unintentionally invest in resources for practices that may or may not be effective, rather than making deliberate choices about class size and teacher load.

When districts make small, targeted changes to average class sizes, it can provide significant resources to strategic priorities and programs that help students. It is important for districts to assess where it will be most impactful to direct resources, as even a difference of about two students

on average can equate to many additional resources for teachers and students.

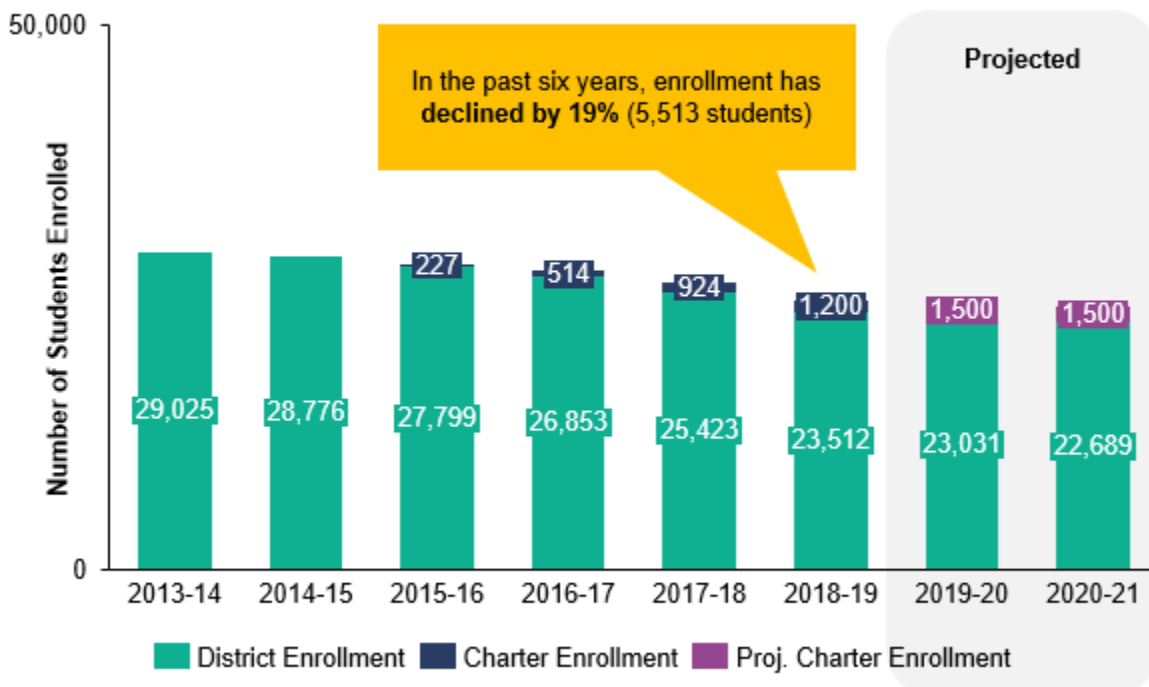
Analysis of Current Structure & Recommendations by School Level

Issues related to class size are problematic in JPS. As mentioned above, when a steady decline in enrollment occurs as it has in JPS, revenues decline, which in turn causes an increase in per-pupil spending. As is the case with many districts, JPS faces budgetary obstacles. While revenue has declined, appropriate and equivalent cuts to costs have not been made. As class sizes decrease and per pupil spending rises, it becomes difficult to balance the budget. Fixed costs remain the same (for example, even under-enrolled schools still have to pay the heating and cooling bills), and cuts to variable costs (for example, teacher salaries, even if they don't have enough students to teach) can be unpopular and difficult to implement. This is not an uncommon problem in districts with declining enrollment. However, sustained declines at JPS have produced significant losses that could be redirected to students, even if through a staggered approach.

DMGroup conducted a general education staffing review to help inform the district how much staff they need based on current enrollment. Using forecasting data, districts can better predict and staff for declining enrollment scenarios, which in turn can help districts to more thoughtfully manage their costs as revenues decline due to declining enrollment. The below graph shows JPS' enrollment over the past 6 years and the projected enrollment for the next two years.



Jackson Public Schools Enrollment*



*Source: Jackson Public Schools

The district should make class size and staffing more efficient for serving the current numbers of students in its buildings, and consider using forecasting data to staff for declining student enrollment. Class sizes should and do vary by grade and school level and so JPS should apply unique guidelines to each as outlined below:

- Currently the average class size across JPS elementary schools is 20.8 students per teacher.
 - If the district raised its average class sizes, and still kept class sizes well below the state maximums (Grade K: max of 22; Grade 1-4: max. of 27, Grade 5: max. of 30), it could reallocate up to 57 FTE across all elementary schools and dedicate those resources (or equivalent staff funds) towards other priorities.
- At the middle school level, the current average core class size is 18.5 and the average non-core class size is 17.0. This is influenced by the district's decision to utilize the team model.
 - However, if the district were to move away from the team model and instead utilize a junior high model it would have greater flexibility to staff to enrollment levels. This means that the district could raise its average class sizes in grades 6-8 but still keep class sizes well below the state maximum of 33 students per class, allowing JPS the possibility of reallocating up to 106.7 FTE across all middle schools towards other district priorities.
- Across the high schools, the average core class size is 21.0 and the average non-core class size is 18.6.
 - Similarly, if the district raised its average class sizes at its high schools,



but still kept class sizes well below the state maximum (max. of 33), it could reallocate up to 99.6 FTE and dedicate funds towards other priorities.

Please see [Appendix I](#) to see all general education staff savings by school, as these district-wide savings were aggregated among individual schools.

Elementary School Staffing

This analysis shows that the district is not currently staffing elementary schools to current enrollment levels. If the district raised its average class sizes, and still kept class sizes well below the state maximums, the district could reallocate up to 57 FTE and dedicate funds towards other priorities. Any shifts in class sizes will involve trade-offs to instructional priorities for students, and JPS should weigh the costs and benefits to each trade-off.

In fact, many of the schools analyzed were already moving toward the state maximum for their class size. District efforts to maximize elementary staffing have included analyzing enrollment patterns and repair costs to decide to close four schools (Brown Elementary, George Elementary, Woodville Heights Elementary, and French Elementary Schools) and consolidate two others (Barr Elementary and Poindexter Elementary) between the SY 17-18 and SY 18-19 school years.

If the district were to raise class size averages, Jackson Public Schools would be able to potentially reallocate up to 57 FTE or 8.6% of elementary core teachers to other instructional purposes as shown in the table below. This would free up more than \$3 million for strategies directed to student achievement.

Potential Staff to Repurpose: Elementary School

	Current				Scenario A - Staff to Current Average			Scenario B - Staff to More Aggressive Target		
	Avg Class Size	Max Class Size	Current FTE	No. Students	Avg Class Size	Max Class Size	FTE to Re-allocate	Avg Class Size	Max Class Size	FTE to Re-allocate
K	20.0	27	102	2044	20.6	26.4	3	21.1	27	5
1	21.1	32	99	2091	21.6	26.5	5	21.6	26.5	5
2	21.1	31	93	1960	22.0	26.5	13	22.0	26.5	13
3	20.3	32	108	2187	22.3	27	4	22.8	27	6
4	21.6	30	102	2203	22.7	27	5	22.7	27	5
5	20.5	30	93	1911	23.6	30	21	24.2	30	23
Total	20.8	32	597	12396	22.1	30	51	22.4	30	57



Potential Funds to Reallocate: Elementary School

Smaller class sizes represent a relatively large investment. The following chart demonstrates that a significant amount of dollars spent on FTEs are devoted to this investment, and it is worth considering whether this is the best use of funds for raising student outcomes, or whether funds could be better used on other instructional priorities.

	Scenario A Target: 20 Students Per Class			Scenario B Target: 25 Students Per Class		
	FTE to Repurpose	Percentage of Total FTE	Approximate Resources	FTE to Repurpose	Percentage of Total FTE	Approximate Resources
Elementary Schools	51	7.7% of ES Homeroom teachers	\$2,805,000	57	3.6% of ES Homeroom teachers	\$3,135,000

Recommendations

Recommendation 5.1.1 (Elementary School) Right-size class size and staffing (Elementary School) Right-size class size and staffing

- Consider slightly increasing class sizes so that they are larger than current practices but still well below state maximums.
- Assign staff based on forecasted student enrollment trends.
- Review how staff are allocated to schools.
- Consider reconfiguring grade spans in elementary schools, such as shifting from K-5/K-8 school configurations to K-1, 2-3, and 4-5 school configurations
- Consider using multi-age classrooms.

Recommendation 5.1.2 Given expected declining enrollments among students at the elementary grade level, consult with a third-party organization experienced in school consolidations/closings to identify strategies to align enrollment to staffing more quickly and aggressively

- Ensure full understanding of the ramifications that accompany school closings prior to pursuing this as an option.

Middle School Staffing

Jackson Public Schools currently staffs its middle schools using a teaming model in which a cohort of students are taught core courses by a team of teachers. The middle school team may be the appropriate approach from a teaching and learning perspective. However, this model also requires a significant investment of resources and does not maximally utilize staff. Because resources are heavily leveraged in this model, reallocating resources and staffing according to current enrollment trends facing the district could potentially mitigate the costs. The below analysis shows that if the district raised its average class sizes, and still kept class sizes well below the state maximums, it could reallocate up to 106.7 FTE and dedicate funds towards other district priorities. Any shifts in funds will necessitate trade-offs, and the district should decide whether these funds are best spent on a team model, or whether they should be leveraged elsewhere.



Utilization of the team model at the middle school has seen mixed results in research, with no strong evidence suggesting that the team model is a substantial factor in relation to student outcomes. As with any large investment, the district should examine whether the team model is delivering the desired outcomes given the cost of the investment. The analysis below outlines the costs and staffing implications of the team model and the district should analyze outcomes, climate, attendance, and other factors to assess whether the investment has produced the desired results. It is important to note that any change in staffing or the schedule model is a challenging and complex process that requires careful planning, coordination, and sufficient time for implementation.

Implication of Team Model in Raising Class Sizes

Designing schedules using the team model restricts the ability of districts and schools to staff to a desired class size target, often leading to situations in which class sizes are far above or below desired targets. Below, we examined the implications of raising core class sizes at Chastain Middle School under both the team model and junior high school model scenarios.

In school year 2017-18, Chastain Middle School enrolled 618 students in grades 6 through 8. Each grade was composed of two teams as seen in the table below.

Chastain Middle School Enrollment

	6th grade	7th grade	8th grade	Total
Teams	2	2	2	6
Students	183	210	225	618

In a junior high school model, where all teachers instruct all students, Chastain Middle School would only need 5 FTE of math teachers to serve all of its students in class sizes of approximately 20. If Chastain were to continue to use the middle school team model, the school would need to invest one extra FTE math teacher to maintain class sizes of 20 as seen in the table below.

Junior High Model vs Team Model, Target Class Size of 20 (For Math Department)

					Scenario A: Class Size Target of 20 students						
Current State (Team Model)					Junior High Model			Team Model			
Grade	No. Teams	Sections	Avg. Class Size	FTE Needed	Sections Needed	Avg. Class Size	FTE Needed	No. Teams	Sections	Avg. Class Size	FTE Needed
6th	2	12	15.25	2	9	20.3	1.5	2	12	15.25	2
7th	2	12	17.5	2	10	21	1.7	2	12	17.5	2
8th	2	12	18.75	2	11	20.5	1.8	2	12	18.75	2
Total	6	36	17.2	6	30	20.6	5	6	36	17.2	6

In order to reduce the number of FTE needed, schools can increase class sizes. However, because the traditional team model requires that one core teacher is assigned to a specific cohort of students, it functionally means that schools can only realize savings within the team model by



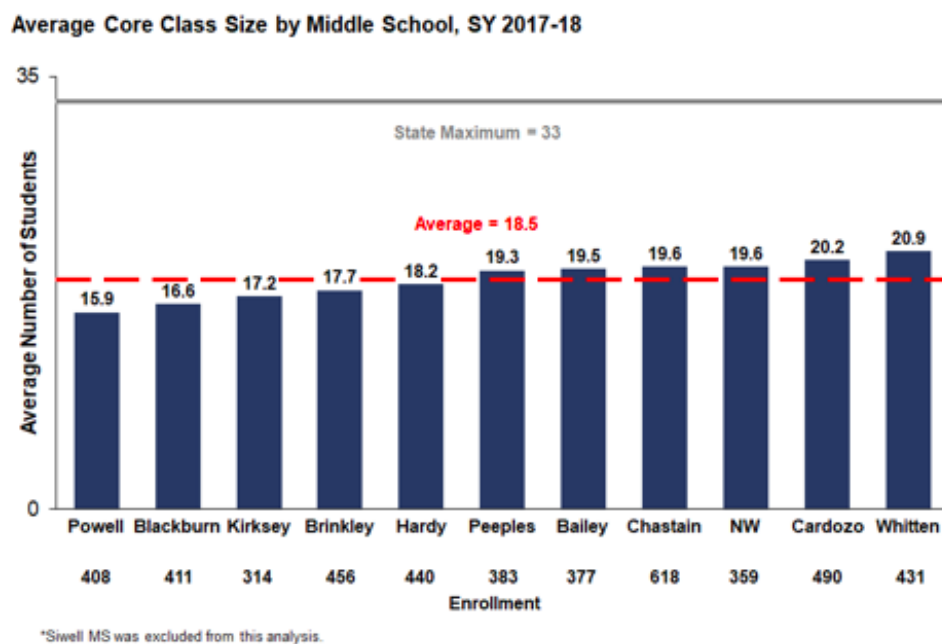
eliminating teams. In the case of Chastain Middle, the school would have to eliminate six sections of a core subject at a grade level in order to be able to reallocate 1 FTE of a math teacher.

The team model scenario limits the ability of schools to flexibly staff all of the roles that are assigned to a team. In many schools, this includes math, ELA, science, and social studies teachers. Therefore, to reallocate staff, schools using the traditional team model would have to make much more dramatic changes (raising class sizes to eliminate teams or a large number of teaching positions) than their peers using junior high models.

Because the team model restricts the ability of schools and districts to staff more precisely, the analysis below assumes that schools deviate from the team model and shift to a junior high model.

Core Class Size

Currently core class sizes vary across JPS' middle schools, with an average class size of 18.5 students. The below graph shows the average class size of core courses at each middle school across the district compared to the state maximum.

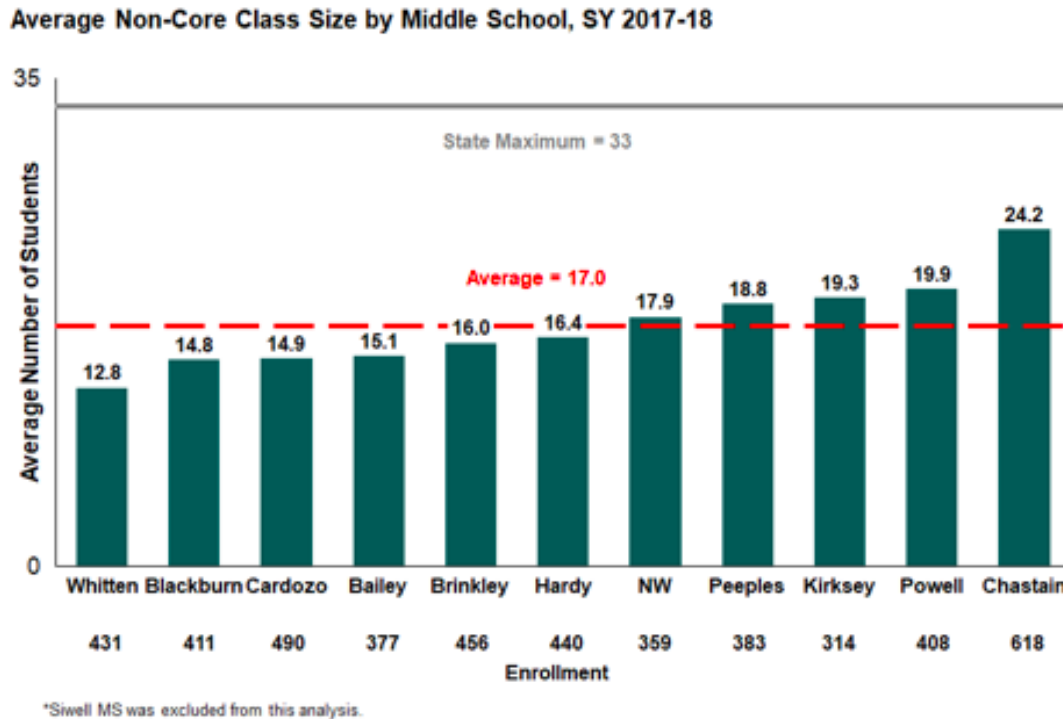


- The middle school average core average class size in JPS is 14.5 students fewer than the state maximum of 33.
- Powell Middle School has the lowest average class size at 15.9 students and Whitten Middle School has the largest average class size at 20.9 students. Both schools enroll similar numbers of students.



Non-Core Class Size

Similar to core class sizes, non-core class sizes vary across the district and are well below the state maximum. The below graph shows the average class size of non-core courses at each middle school across the district compared to the state maximum.



- The middle school non-core average class size in JPS is 16 students fewer than the state maximum of 33.
- Whitten Middle School has the lowest average class size at 12.8 students and Chastain Middle School has the largest average class size at 24.2 students.
 - While Whitten Middle School has the lowest average non-core class size, it is seen above that it has the largest core class size which suggests that the school may be investing teacher time in smaller non-core courses.

If the district were to more closely manage class size and staff more closely to current practice, it could reallocate FTE towards other priorities. By staffing to the current average class size of 20, the district could repurpose up to 47.0 FTE. The table below shows the breakdown of potential FTE to repurpose within each core and non-core department if the district were to staff to an average class size of 20 students.



Middle School: Impact of Scenario A

Department	Current		Scenario A: <i>Staff to current practice of avg. class size = 20</i>		
	Current Avg. Class Size	Current Staffed FTE	Projected Avg. Class Size	Projected FTE	FTE Available for Repurposing
Core	18.6	235.2	21.1	209.8	25.4
ELA	19.7	65.5	21.3	56.8	8.7
Independent Study*	15.3	17.2	21.0	25.1	-7.9
Math	19.5	60.0	21.3	52.4	7.6
Science	17.4	48.0	21.0	38.4	9.6
Social Studies	19.0	46.5	21.0	39.1	7.4
Non-Core	17.3	104.8	21.8	83.2	21.6
Art	18.1	7.5	22.4	6.1	1.4
Elective	18.4	6.0	20.9	4.8	1.2
Health/ PE	19.1	29.0	21.5	25.0	4.0
ICT	18.3	33.0	21.6	26.1	6.9
Music	15.7	20.0	22.6	13.3	6.7
Study Skills	7.8	1.0	23.5	0.3	0.7
World Language	15.1	4.0	24.0	3.3	0.7
Total	18.0	340.0	21.3	293.0	47.0

*Many independent study courses are taught by teachers in other core and non-core departments. To have a class size of 20 students, for example, would require 7.9 FTE of independent study teachers, other teachers, or some combination of the two.

- Within middle school core departments, 25.4 FTE could be repurposed when staffing to an average of 20 students.
 - The Science Department could repurpose up to 9.6 FTE.
- Within middle school non-core departments, 21.6 FTE could be repurposed when staffing to an average of 20 students.
 - The ICT Department could repurpose up to 6.9 FTE.

It is important to note that these savings are aggregated across schools and do include partial FTE savings.

If the district were to increase average class sizes to 25 (and yet still be well below the state maximum), it could reallocate up to 106.7 FTE to other priorities. The table below shows the breakdown of potential FTE to repurpose within each core and non-core department if the district staffed to an average class size of 25 students.



Middle School: Impact of Scenario B

Department	Current		Scenario B: Staff to more aggressive avg. class size = 25		
	Current Avg. Class Size	Current Staffed FTE	Projected Avg. Class Size	Projected FTE	FTE Available for Repurposing
Core	18.6	235.2	26.9	164.4	70.8
ELA	19.7	65.5	26.8	56.8	20.5
Independent Study*	15.3	17.2	26.9	25.1	-2.9
Math	19.5	60.0	26.8	52.4	18.3
Science	17.4	48.0	27.4	38.4	18.7
Social Studies	19.0	46.5	27.2	39.1	16.0
Non-Core	17.3	104.8	26.3	68.9	35.9
Art	18.1	7.5	27.7	6.1	2.6
Elective	18.4	6.0	28.2	4.8	2.1
Health/ PE	19.1	29.0	25.6	25.0	8.5
ICT	18.3	33.0	27.1	26.1	12.2
Music	15.7	20.0	26.0	13.3	8.5
Study Skills	7.8	1.0	23.5	0.3	0.7
World Language	15.1	4.0	24.0	3.3	1.3
Total	18.0	340.0	26.7	233.3	106.7

*Many independent study courses are taught by teachers in other core and non-core departments. To have a class size of 20 students, for example, would require 7.9 FTE of independent study teachers, other teachers, or some combination of the two.

- Within the middle school core department, 70.8 FTE could be repurposed when staffing to an average of 25 students.
 - The ELA Department could repurpose up to 20.5 FTE.
- Within the middle school non-core department, 21.6 FTE could be repurposed when staffing to an average of 25 students.
 - The ICT Department could repurpose up to 12.2 FTE.

By adjusting average class size targets, there are opportunities for reallocation that would still keep average class sizes well below the state maximum of 33 students.



Potential Funds to Reallocate: Middle School

Smaller class sizes represent a relatively large investment. The following chart demonstrates that a significant amount of dollars spent on FTEs are devoted to this investment, and as noted above, it is worth considering whether this is the best use of funds for raising student outcomes, or whether funds could be better used on other instructional priorities.

Secondary	Scenario A Target: 20 Students per Class			Scenario B Target: 25 Students per Class		
	FTE to Repurpose	Percentage of Total FTE	Approximate Resources	FTE to Repurpose	Percentage of Total FTE	Approximate Resources
Middle Schools: Core	25.4	11% of Core MS Staff	\$1,397,000	70.8	30% of Core MS Staff	\$3,894,000
Middle Schools: Non-Core	21.6	21% of Non-core MS Staff	\$1,188,000	35.9	34% of Non-core MS Staff	\$1,974,500

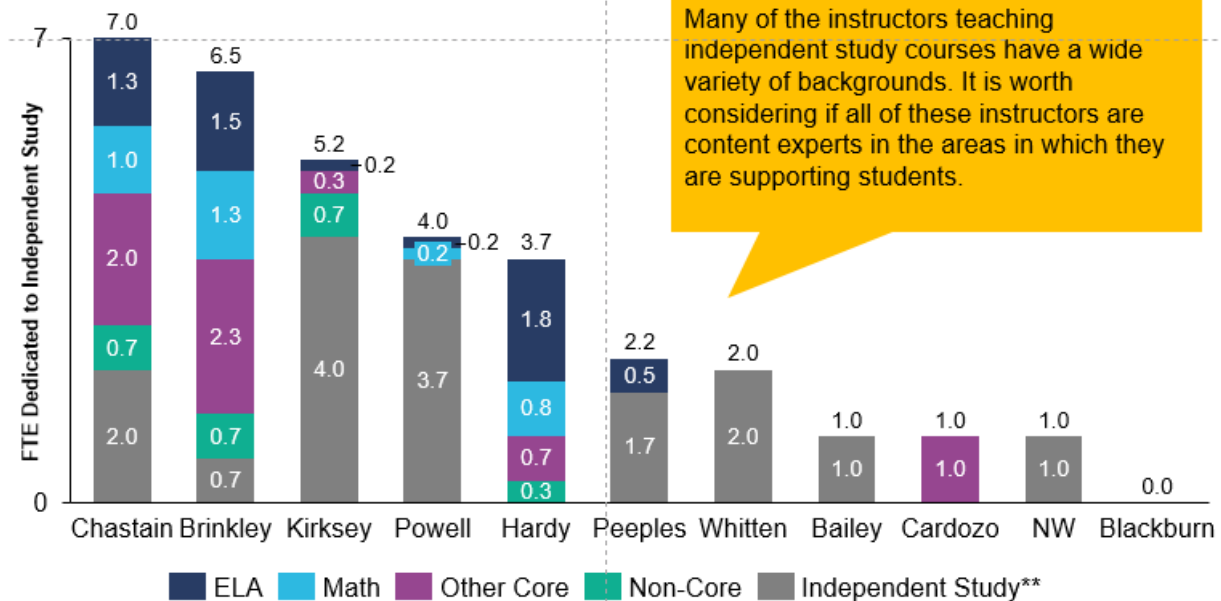
Again, any change in staffing or schedule model is a challenging and complex process that requires careful planning, coordination, and sufficient time for implementation. As with any large investment, JPS should use this opportunity to examine whether the team model is delivering the desired outcomes given the cost of the investment and if the model allows the district to better align staff levels to declining enrollment within grades 6-8.

A final consideration for middle school staffing relates to independent study and study skills courses. At middle schools in JPS, some schools dedicate a significant amount of teacher and student time to independent study and study skills courses while one school does not dedicate any time to independent study. Additionally, many schools, including Chastain and Brinkley middle schools, dedicate significant amount of core teacher time to independent study courses

The graph below shows how many FTEs are dedicated to independent study at each school.



Middle School: Independent Study*



*Siwell MS was excluded from this analysis.

**Includes Independent Study, Study Skills, and Learning Strategies

Many staff shared that independent study and study skills courses, meant to provide extra help opportunities to students, often function akin to study hall. Given the importance of matching content experts to the specific needs of struggling students, it is worth considering if this is the most effective model to meet student needs. It is therefore important to examine if this investment of 33.6 FTE is the best possible use of both student time and limited teacher resources.



Recommendations

Recommendation 5.1.3 (Middle School) Decide whether the team model is still the most viable model for the district as well as how to allocate staff considering class sizes best for student achievement and use of resources

- Commit to training teachers, providing appropriate structures, and ensuring time is well used to ensure an effective middle school teaming model, OR shift away from the teaming model and devote resources elsewhere.
- Establish district-wide class size targets and use state maximums for core and non-core classes.
- Review variance in both core and non-core class sizes within and between each school.
- Develop guidelines for the content and scheduling of independent study and study skills courses.
 - Consider how to pair the most struggling learners with the greatest content experts.
 - Consider how to increase on-track students' access to interesting and enriching electives.
- Review how staff are allocated to schools.

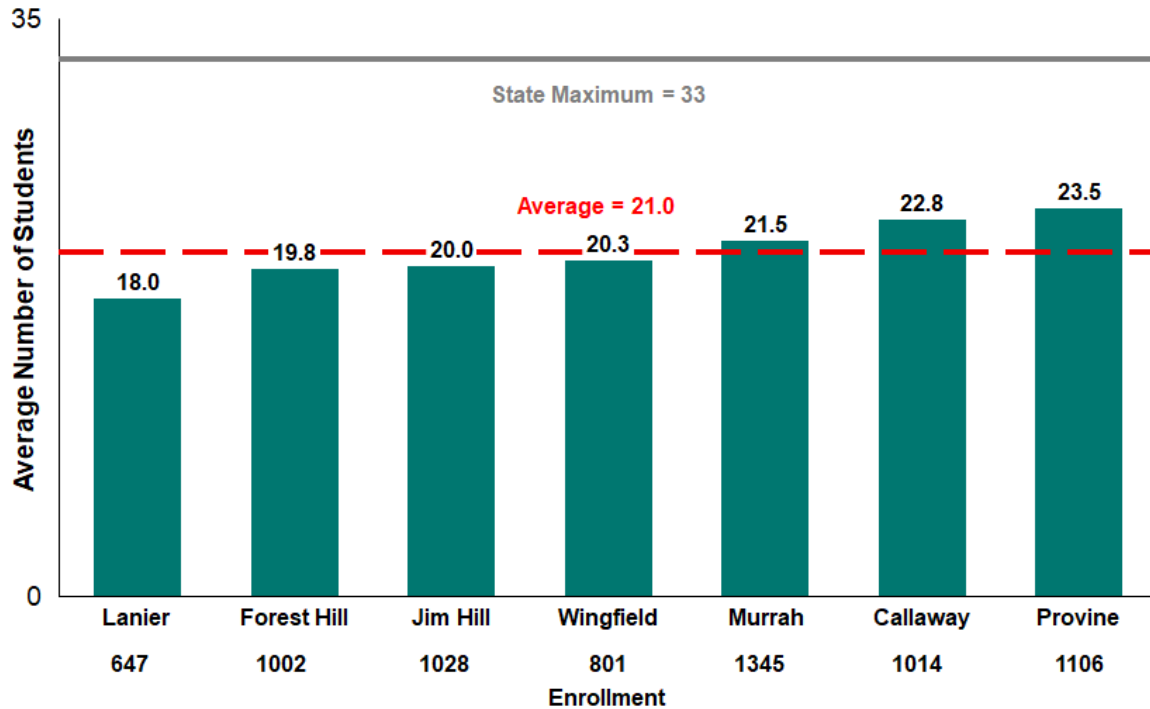
High School Staffing

This analysis shows that the district is not currently staffing to enrollment. If the district raised its average class sizes, and still kept class sizes well below the state maximums, the district could reallocate up to 99.6 FTE and dedicate funds towards other priorities. As mentioned above for potential changes to class sizes for earlier grades, it is important for the district to recognize that smaller high school class sizes represent a sizable investment when done intentionally to advance achievement, and that any shifts in investment may involve necessary trade-offs so that the district can adequately fund its instructional priorities for students.

Similar to middle school average core class size, high school average class size varies, with an average class size of 21 students. The below graph shows the average class size of core courses at each high school across the district compared to the state maximum.



Average Core Class Size by High School, SY 2017-18

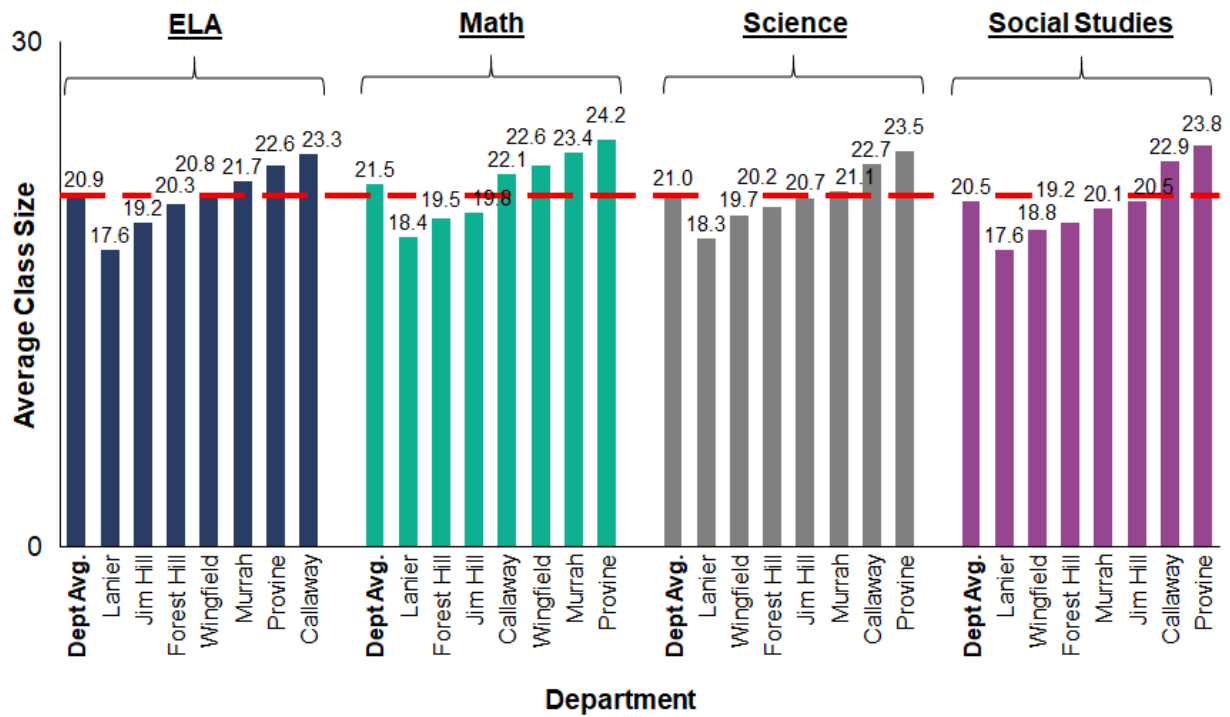


- The high school core average class size in JPS is 14.0 students fewer than the state maximum of 33.
- Lanier High School has the lowest core average class size at 18.0 students and Provine High School has the largest core average class size at 23.5 students.

In addition to looking at overall average class sizes by school, we looked at average core class sizes by department. The analysis showed that class sizes vary greatly both within and across schools. The graph below shows the average core class size by department at each high school.



Average Core Class Size by Department

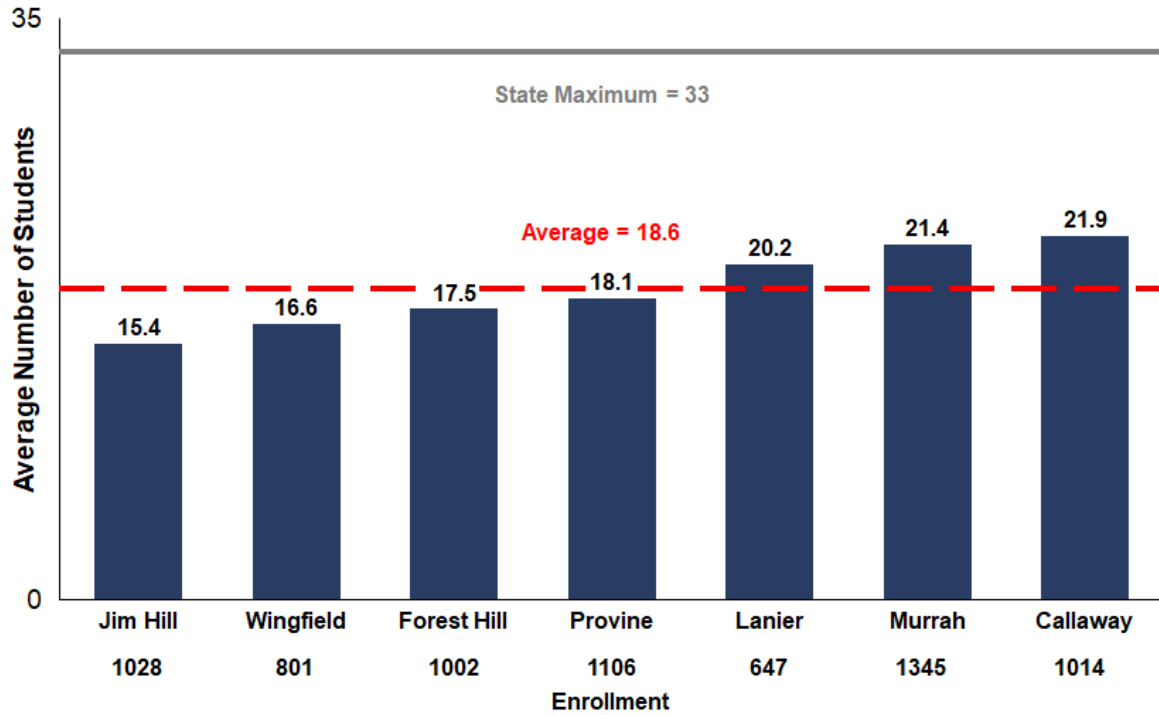


- Average class sizes across high school core departments range from 20.5 students in social studies to 21.5 students in math.

Similar to high school core courses, non-core class sizes vary across the high schools, with an average class size of 18.6 students. The below graph shows the average class size of core courses at each high school across the district compared to the state maximum.



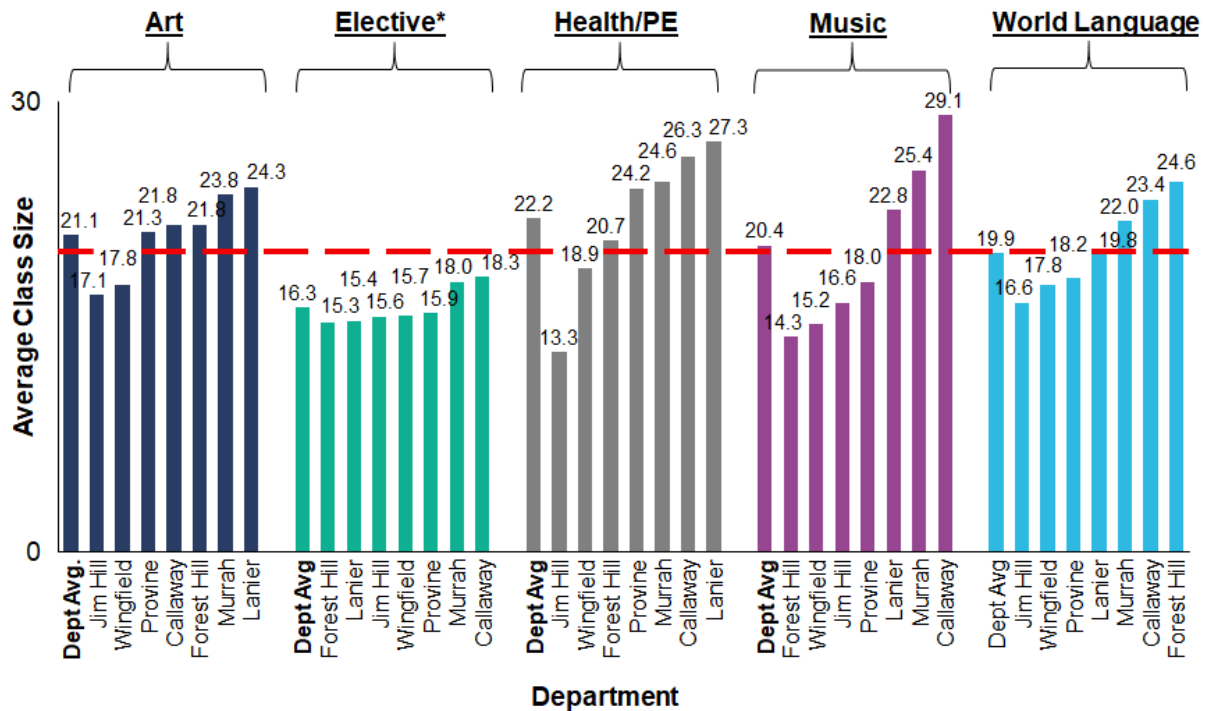
Average Non-Core Class Size by High School, SY 2017-18



Looking at average non-core class sizes by department shows that class size varies across all schools, most notably in Health/PE and Music. The graph below shows the average non-core class size by department at each high school.



Average Non-Core Class Size by Department



*Elective includes ACT/SAT Prep, Advanced Seminar, Business, Dietary Science, JROTC, STEM, Family Development, and other courses.

- Average class sizes across high school non-core departments range from 16.3 students in elective courses to 22.2 students in health/PE courses.

Please see [Appendix J](#) to see all single section, low enrollment courses in the high school.

If the district were to more closely manage class size and staff more closely to current practice, it could reallocate FTE towards other priorities. By staffing to the current average class size of 20, the district could repurpose 31.8 FTE. The table below shows the breakdown of potential FTE to repurpose within each core and non-core department if the district staffed to an average class size of 20 students.



High School: Impact of Scenario A

	Current		Scenario A: <i>Staff to current practice of avg. class size = 20</i>		
Department	Current Avg. Class Size	Current Staffed FTE	Projected Avg. Class Size	Projected FTE	FTE Available for Repurposing
Core	20.8	263	21.1	258.2	4.8
ELA	20.8	72.0	21.1	71.0	1.0
Science	20.9	66.4	21.1	64.6	1.8
Math*	21.4	58.8	21.1	59.4	-0.6
Social Studies	20.4	65.8	21.2	63.2	2.6
Non-Core	18.7	167	23.7	140.0	27
Art*	21.1	12.0	20.9	12.2	-0.2
Health/ PE*	22.2	29.0	21.0	30.6	-1.6
Elective	16.3	88.7	21.8	64.0	24.7
Music	20.2	17.0	22.7	15.0	2.0
Remediation	4.7	0.5	14.0	0.2	0.3
World Language	20.3	20.0	22.3	18.2	1.8
Total	20.0	430.1	21.8	398.4	31.8

*Because math, Health/PE and Art have average class sizes of 21.1, 21.1 and 22.2 respectively, moving to a target class size of 20 would require more FTE.

- Within the high school core department, 4.8 FTE could be repurposed when staffing to an average of 20 students.
 - The Social Studies Department could repurpose up to 2.6 FTE.
- Within middle school non-core courses, 27 FTE could be repurposed when staffing to an average of 20 students.
 - Elective courses could repurpose up to 24.7 FTE.

If the district were to increase average class sizes more aggressively, it could be able to reallocate up to 99.6 FTE to other priorities. The table below shows the breakdown of potential FTE to repurpose within each core and non-core department if the district staffed to an average class size of 25 students.

**High School: Impact of Scenario B**

	Current		Scenario B: <i>Staff to more aggressive avg. class size = 25</i>		
Department	Current Avg. Class Size	Current Staffed FTE	Projected Avg. Class Size	Projected FTE	FTE Available for Repurposing
Core	20.8	263	25.9	210.7	52.3
ELA	20.8	72.0	26.0	57.7	14.3
Science	20.9	66.4	25.5	53.5	12.9
Math	21.4	58.8	26.1	48	10.8
Social Studies	20.4	65.8	26.0	51.5	14.3
Non-Core	18.7	167	27.6	119.7	47.3
Art	21.1	12.0	24.9	10.3	1.7
Health/ PE	22.2	29.0	26.0	24.4	4.6
Elective	16.3	88.7	25.0	56.1	32.6
Music	20.2	17.0	26.2	12.9	4.1
Remediation	4.7	0.5	14.0	0.2	0.3
World Language	20.3	20.0	25.5	16.0	4.0
Total	20.0	430.1	26.2	330.5	99.6

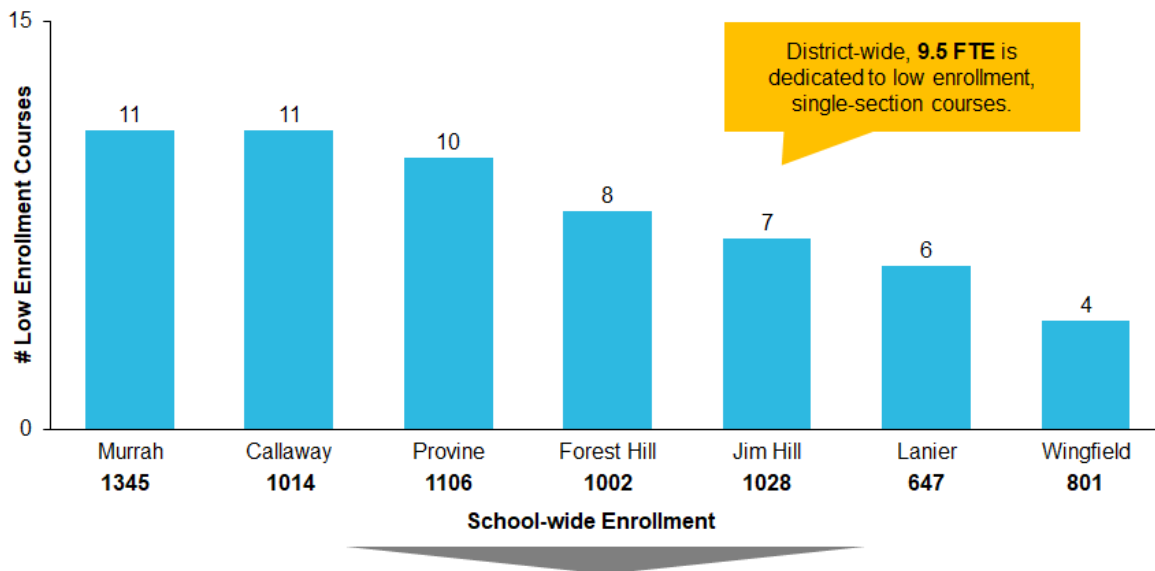
- Within high school core courses, 52.3 FTE could be repurposed when staffing to an average of 25 students.
 - ELA and social studies departments could repurpose up to 14.3 FTE.
- Within the high school non-core department, 47.3 FTE could be repurposed when staffing to an average of 25 students.
 - Elective courses could repurpose up to 32.6 FTE.

Low-Enrollment Courses

Another key component to managing class size is to manage low-enrollment courses. Currently, courses with 15 or fewer students are being offered across all seven high schools. The graph below shows the number of low-enrollment courses at each high school.



Low-Enrollment, Single-Section Courses*



The district might explore how to thoughtfully reduce the amount of FTE dedicated to low enrollment, single-section courses, while maintaining student access to these courses.

*See appendix for full list of low enrollment courses.

- Wingfield offers the fewest low-enrollment courses with 4 and Murrah offers the most low-enrollment courses with 11.
- Though Callaway and Jim Hill enroll similar numbers of students, Jim Hill offers 57% fewer low enrollment courses.

Potential Funds to Reallocate: High School

Smaller class sizes represent a relatively large investment. The following chart demonstrates that a significant amount of dollars spent on FTEs are devoted to this investment, and it is worth considering whether this is the best use of funds for raising student outcomes, or whether funds could be better used on other instructional priorities.

	Scenario A			Scenario B		
	Target: 20 Students Per Class			Target: 25 Students Per Class		
	FTE to Repurpose	Percentage of Total FTE	Approximate Resources	FTE to Repurpose	Percentage of Total FTE	Approximate Resources
High Schools Core	4.8	2% of Core HS Staff	\$264,000	52.3	20% of Core HS Staff	\$2,876,500
High Schools Non-Core	27.0	16% of Non-Core HS Staff	\$1,485,000	47.3	28% of Non-Core HS Staff	\$2,601,500



Recommendations

Recommendation 5.1.4 (High School) Raise class sizes beyond current practice (and not necessarily to the state maximums) and pursue methods to limit low enrollment courses

- Establish district-wide class size targets and maximums for core and non-core classes.
- Review variance in both core and non-core class size within each school.
- Establish guidelines to manage low enrollment courses.
 - Merge similar courses. This approach is often used for World Language courses, where it is often possible to offer multiple levels of a course (e.g., French III and French IV) as a single class.
 - Offer low-enrollment courses on a rotating basis. Some schools will offer some courses once a year in a given semester to maximize the number of students taking the course at one time.
 - Set minimum enrollment thresholds. Some schools will establish a minimum threshold of enrollment for a course as a prerequisite for offering that course.
- Review how staff are allocated to schools.



Focus Area 5.2: Federal Funds

Research

Administering federal entitlement grants at local levels requires expert knowledge and meticulously detailed record-keeping and reporting. Each major program is managed through separate offices at the U.S. Department of Education. The grant-specific requirements vary for each grant based on law, regulation, and guidance. Thus, knowledge of one program is not easily transferable to another. Districts typically appoint a program manager to oversee the grants and this person often does not report to the Chief Financial Officer. Grants budgets are also maintained separately from the operating budget and are often not included in school board public budget deliberations. States can also add requirements for grant programs based on their own laws and regulations, thus further

complicating the process (Levenson, Baehr, Smith, & Sullivan, 2014)

However, if federal grants are thoughtfully allocated to support strategic priorities, district leaders can turn federal grant budgets into a powerful tool for student achievement. Since federal funds tend not be in the public eye, this opportunity represents a way to shift significant funds with only modest political pushback from the public (Levenson et al., 2014).

Analysis of Current Structure

The JPS Central Office provided federal grant data from 2013-2014 to 2017-2018 for this review. Data included total funds appropriated and expenditures by title fund. Federal fund observations involved an analysis of appropriation and spending for Title I, Title II, and Title III funds.



Federal funds account for 18% of district spending. Given the large district allocation described below, it is critical to plan and manage federal funds more intentionally.

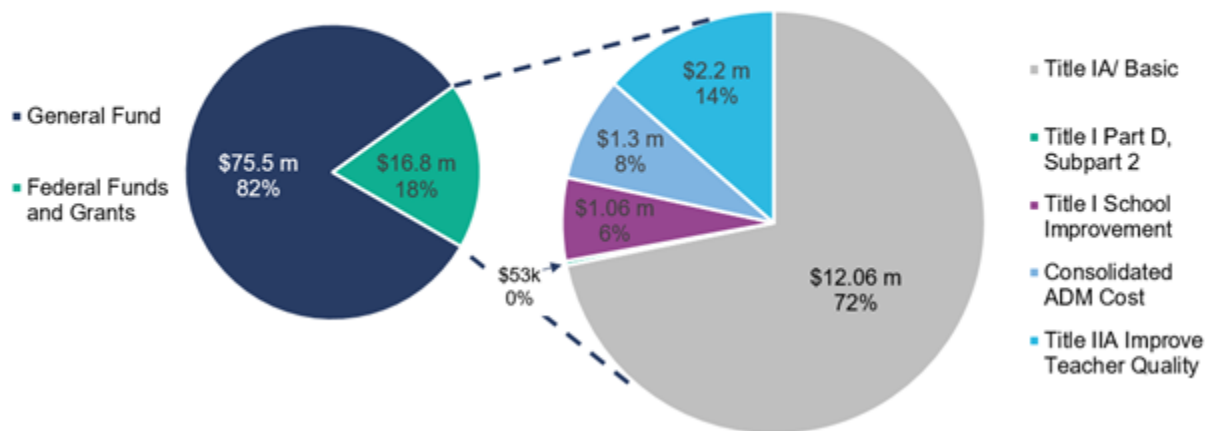
Federal Funds Spending

FUND	17-18 AMOUNT	% OF TOTAL
General Fund	\$75,598,361	82%
Federal Funds and Grants	\$16,848,031	18%
Title IA, Basic	\$12,062,254	13%
Title I, Part D, Subpart 2	\$53,895	0%
Title I, School Improvement	\$1,062,526	1%
Title IIA, Improve Teacher Quality	\$2,285,976	2%
Title III, English Learners	\$44,713	0%
Consolidated ADM Cost	\$1,338,667	1%
Total	\$92,446,392	100%

Federal Funds Expenditures

**Total Expenditures for SY 17-18,
\$92.4 million**

**Federal Expenditures for SY 17-18,
\$16.8 million**



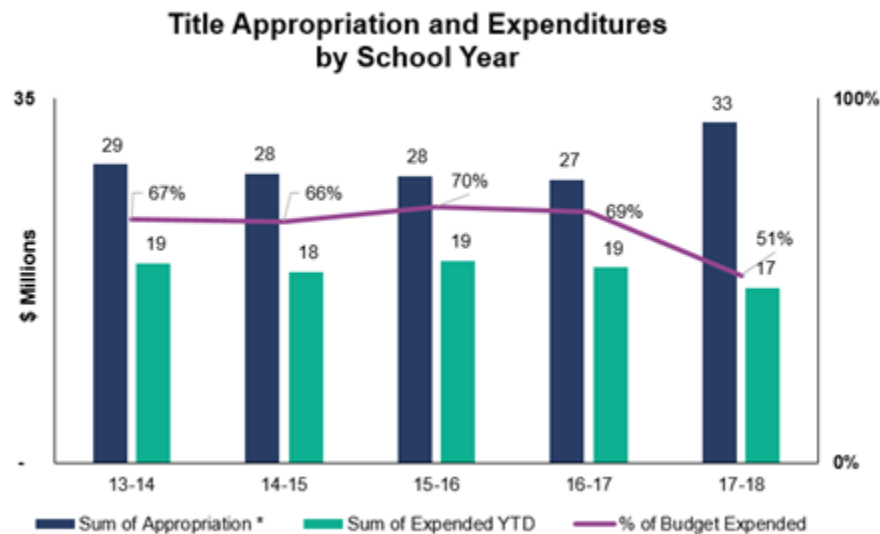
Data provided shows that JPS consistently spends far less federal funding than is appropriated. Over the past 5 years, 51-70% of appropriated title funds have been spent.

Part of the gap between appropriated and expended amounts is in part due to carryover of funds from previous years to future years. Though federal guidelines provide a 28-month window to expend the funds, JPS has been cited by the state for having excessive carryover



year-over-year. The district cited recruiting and hiring budgeted staff as challenges. For example, the district may allocate \$3 million for teachers but is only be able to expend \$1 million due to insufficient recruitment. High leadership turnover and a lack of clarity within Central Office and between Central Office and principals over available federal dollars have contributed to the underspending as well.

Appropriated versus Expended Title Funds



Due to turnover of senior leadership at the Central Office level and school principals, underspending has continually been a challenge. In SY 2016-17, there was a dip in spending due to a vacancy in the director of federal programs position. The vacancy left a deficiency in coordination and oversight over federal funds. School principals lacked guidance on how much funding was available, what they could spend it on, and how often. With the recruitment of a new director in SY 2017-18 and greater efforts to meet and communicate with school principals regularly, JPS expects this gap to decrease in the future.

Please refer to [Appendix K](#) to see additional federal funds data, including an analysis of each fund.

Recommendations

Recommendation 5.2.1 Employ various strategies to ensure that the district is maximizing the use of its appropriated federal funds

- Prioritize consistency in leadership to aid in developing a consistent federal funds strategy.
- Create a cohesive, district-wide plan to help every school maximize its funds.
- Investigate the lack of full appropriations spending.
- Develop a plan to limit year-to-year carryover and administrative expenses.
- Develop a system to track individual school spending to assist district leaders in understanding spending trends and providing timely assistance to school leaders.



Recommendation 5.2.2 Implement a system and processes to strengthen accountability and oversight functions

- Implement financial reporting processes that provide regular updates to the superintendent and the Board to ensure federal funds are effectively and fully expended as well as aligned with the district's key strategic initiatives.



Focus Area 5.3: Contracts

Research

School districts spend substantial funds on curriculum and textbooks, transportation, utilities, technology, construction, maintenance, food service, subcontracted staff, materials, and supplies for students, teachers, and others. In a typical district with 50,000 students, purchased expenses account for 20% of the budget (Levenson et al., 2014). While changes to purchasing methods will not directly raise student achievement, the savings won from reducing costs and increasing the value of every purchase made can be redirected to advance the district's strategic priorities. Additionally, the political capital required to improve the approach to purchasing is modest.

Analysis of Current Structure

Districts use contractors as a way to supplement or add competencies and services to their offerings. Given the large investments to purchase these services, it is critical to periodically review the state of contract spending and ensure alignment with the district's strategic priorities.

Much like the trade-offs and decisions with class sizes and staffing levels, district leadership should assess JPS' largest

contracts to determine alignment with district needs and spending levels. The below information is intended to provide JPS leadership with these perspectives to better enable any decisions pertaining to contracts moving forward.

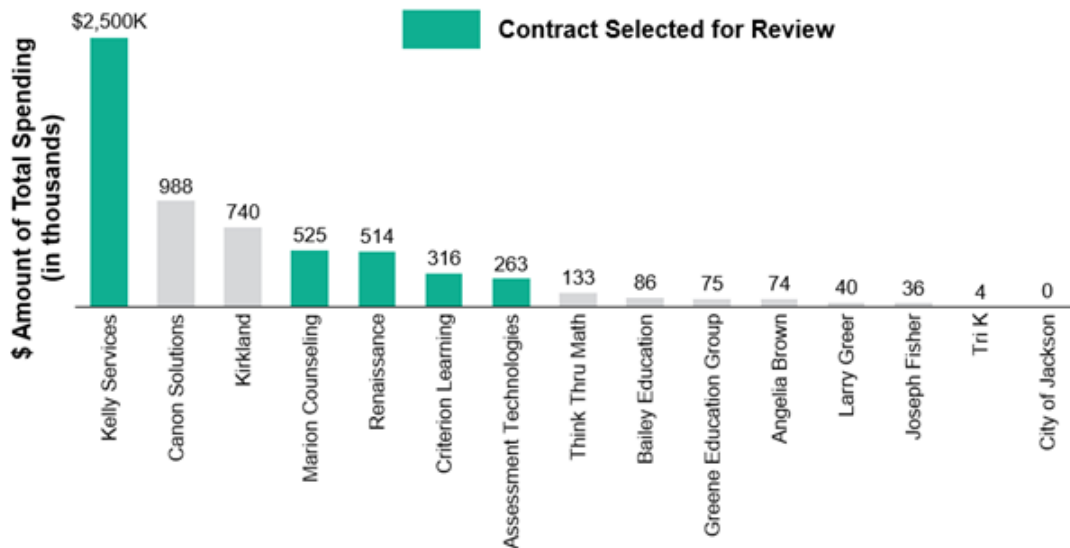
Contracts were selected for review based on both their total value and the strategic importance to the district. As a part of this process, data was gathered on the total value, pricing structure, purpose and related department for each contract. In order to narrow the focus and select a few contracts for analysis out of the top 15, a few factors were considered:

- Contract value: Does this contract represent a significant portion of district spending?
- Strategic importance: Does this contract align to a potentially important instructional priority?

As a result of this selection process, five contracts were selected as focus areas for this analysis. These five contracts represent over \$4.1 million of the \$6.3 million spent on contracts during the 2016-2017 school year, 66% of total spending for the district's top 15 contracts.



Top 15 Contracts: Annual Spending



Notes:

- Canon Solutions is a contract for copy services and copy machines.
- Kirkland is a contract for teacher coaching, and is paid primarily through federal funds.
- The City of Jackson has yet to bill the district for \$105k in security services.
- Utilities and transportation were excluded from this analysis.

For the contracts under review, it was important to look at their cost-effectiveness (if relevant), and their benefits for students and staff.

Kelly Services Contract Profile

The district currently pays Kelly Services \$90.35 per full-day substitute for a total contract value of about \$2.5 million. This contract represents 54% of total top 20 vendor spending.

Purpose	<ul style="list-style-type: none">Supplies short-term substitutes (<10 days) to the district
Annual Contract Value (SY 2016-2017)	<ul style="list-style-type: none">\$2.5 million
Cost per Substitute	<ul style="list-style-type: none">Full-time: \$90.35 per dayPart-time: \$48.65 per day
Number of Absences Filled	<ul style="list-style-type: none">Total: 31,918173 per day
Contract Start Date	<ul style="list-style-type: none">2016

Kelly Services increased the percentage of substitute vacancies filled from 59% to 88%, while giving the district greater insight into absenteeism trends. Overall, Kelly Services is more effective at recruiting substitute teachers to fill absences and does it on a lower per teacher cost basis.



Filling Absences Cost Comparison: In-House vs Kelly Services

	In-House	Kelly Services
Overview	<ul style="list-style-type: none"> • Cost of 2 employees salary & benefits: \$100,000 • Substitute pay: \$85 per day • Fill rate: 59% • Paper system to track absences 	<ul style="list-style-type: none"> • Cost: 90.35 per sub per day (\$5.35 per sub per day of overhead) • Fill rate: 88% • Analytics to track trouble spots and forecast needs
Sample Scenario: Ability to fill 20,000 full-day absences	<ul style="list-style-type: none"> • Spots filled: 11,800 • Total cost: \$1,103,000 • Cost per filled spot: \$8.47 	<ul style="list-style-type: none"> • Spots filled: 17,500 • Total cost: \$1,581,125 • Cost per filled spot: \$5.35

Marion Counseling Contract Profile

JPS spends approximately \$525,500 annually on two contracts with Marion Counseling to provide a day treatment program and supports to secondary students.

	Day Treatment	Secondary Mental Health Services
Purpose	Treatment program for 30 students with severe needs (in lieu of out-placement supports)	Social, emotional, and behavioral services for secondary students at all district middle and high schools
Contract Value (Annual)	<ul style="list-style-type: none"> • \$447,973 (This total contract value is \$525,373 including the EAP)* 	<ul style="list-style-type: none"> • N/A (Billed through each student's health insurance providers)
Students served	<ul style="list-style-type: none"> • 30 students 	<ul style="list-style-type: none"> • 2500 students • Average caseload: 66 students
Contract Start Date	<ul style="list-style-type: none"> • 2016 	<ul style="list-style-type: none"> • 2012

Note: Marion Counseling also provides an employee assistance program (EAP), which offers employees with counseling and mental health support in the form of 3 visits with Marion Counseling. This component of the contract was not evaluated for this report.

The day treatment program allows the district to serve student needs while keeping them in-district.



Day Treatment Program Cost Comparison: Marion Counseling vs Out-of-District Placement

	Marion Counseling	Out-of-District Placement
Cost Per Student	<ul style="list-style-type: none">• \$14,932.43 for first 30 students• \$13,680 for each additional student	<ul style="list-style-type: none">• \$46,154.95 (average per student tuition of 5 students currently placed out-of-district)*
Total Cost for 30 Students	<ul style="list-style-type: none">• \$447,973	<ul style="list-style-type: none">• \$1,384,648

The Marion Counseling Day Treatment Program offers several benefits for students with severe needs:

- Students stay in-district.
- Students are able to be closer to their communities.
- The program results in a savings of approximately \$46,000 per student, approximately \$1.4 million total.

The salaries that Marion counselors receive are mostly lower than the salaries paid to district staff providing social-emotional supports. The salaries that Marion staff receive are either lower than current rates or at the lower end of the spectrum when compared to district pay scales.

Secondary Mental Health Services Cost Comparison: Marion Counseling vs. In-District Salaries

Marion Counseling	In-House Social-Emotional Services	
Average Salaries (2017-2018)	Current Pay Scale 1-25 years of experience (2017-2018)	"Green Sheet" Pay Scale 1-20 years of experience (2011-2012 – no longer in use)
<ul style="list-style-type: none">• \$35,000 (Case Manager)• \$45,000 (Counselor)	<ul style="list-style-type: none">• \$35,861 - \$73,200 (Guidance Counselors)• \$37,200 - \$60,000 (Nurses & Social Workers)• \$47,200 - \$70,000 (Behavioral Specialists)• \$52,230 - \$75,000 (School Psychologists)	<ul style="list-style-type: none">• \$43,415 - \$83,415 (Nurse)• \$47,519 - 77,519 (Functional Behavioral Specialists)• \$62,872 - \$102,872 (School Psychologists) <p><i>About 10% of staff still receive this pay scale, which was introduced to increase competitive pay for select roles.</i></p>

Renaissance provides universal screeners three times a year to identify struggling students in grades K-10.

- JPS should continue to consider how to maximize the tools provided by Renaissance. It's worth exploring how well teachers use the screening data.



- In focus groups, staff expressed concerns that students are tested frequently and that many teachers need the skills to make rigorous data-based instructional decisions.

Renaissance Contract Profile

Purpose	<ul style="list-style-type: none"> • Universal screener conducted three times a year. • Progress monitor Tier 2&3 students
Contract Value (Annual)	<ul style="list-style-type: none"> • \$167,687
Schools Served	<ul style="list-style-type: none"> • 54 schools • Cost per school: \$3,105.31
Contract Start Date	<ul style="list-style-type: none"> • Approx. 2008 • 3 year contract

The district spent \$341,400 on SY17-18 on teacher and professional development for administrators and teachers from Criterion Learning.

Criterion Learning Contract Profile

Purpose	<ol style="list-style-type: none"> 1. Executive Development Program for 20 principals (2 days a month, 24 days) 2. Foundations of Effective Learning for 4 cohorts of 25 teachers and administrator participants 3. Instructional Coaching Institute for 25 members (3 days) 4. Direct coaching for teachers and school leaders (48 days)
Contract Value (Annual)	<ul style="list-style-type: none"> • \$341,400 in SY17-18 • \$909,800 over 3 years
Number of Participants	<ul style="list-style-type: none"> • 25 administrators • 100 teachers
Cost per Participant	<ul style="list-style-type: none"> • \$2,731.20
Contract Start Date	<ul style="list-style-type: none"> • 2016

In order to determine which investments are actually leading to positive outcomes for students, it is important to measure academic returns.



Assessment Technologies Contract Profile

Assessment Technologies provides two benchmarks per year for students. JPS should consider procuring new assessments after the Curriculum Department has developed new curriculum.

Purpose	<ul style="list-style-type: none">Twice yearly benchmark (winter & spring) for students in grades 3-12
Contract Value (Annual)	<ul style="list-style-type: none">\$262,998
Schools Served	<ul style="list-style-type: none">54 schoolsCost per school: \$4,870.33
Contract Start Date	<ul style="list-style-type: none">20163 year contract

While our study examined specific contracts, the contracts and vendors are examples of the larger challenge that the district needs structures to evaluate contract viability in the district. Hence, the recommendations speak to the need to improve general practices related to contracts in JPS.



Recommendations

Recommendation 5.3.1 Develop a method to determine the impact and effectiveness of all district contracts

- Establish metrics to measure the effectiveness of contracts, and whether services are benefiting students, teachers, and leaders.
- Develop a system to differentiate support through contracted services to schools in the greatest need.
- Determine how well curriculum and instruction contracts align to district curriculum.

Please reference [Appendix L](#) for more data and analysis on JPS' general financial history.

Please reference [Appendix M](#) for a table listing all of the report's recommendations.



LOOKING FORWARD

While this report and those of other organizations have outlined the numerous, seemingly intractable challenges facing the district, there is also cause for hope and optimism. This report provides an aspirational bar for Superintendent Greene and his staff, the school board, mayor and city council, faith-based and community leaders, community-based organizations, business leaders, higher education partners, social and human service agencies, and philanthropic organizations. Maintaining the collective will and organizational commitment to move the guidelines outlined in this report forward will require significant collaboration, grit and focus over a sustained period of time. This will not be a quick fix, but a process that, if sustained, can create a vastly different reality for the students and school community in JPS.

Throughout the study team's data collection process, we heard the voices of Jackson stakeholders frustrated by a persistent and pervasive history of poor performance in the schools and also sadness at the absence of a coherent plan to rectify conditions that students face daily. JPS and the community will need to commit to working together across boundaries that frequently create fragmentation and competition to create a unified approach to reaching the outcomes the people of Jackson want for children, families and the overall Jackson community. A unified vision and action to realize that goal will provide the necessary framework to set the district on a trajectory of improvement that can positively and significantly impact the lives of thousands of students to come. In turn, the action JPS takes now has the potential to reshape the city of Jackson as the students who attend its schools receive the quality of education that is their right.

We recommend that the superintendent and his staff study the recommendations here and develop a strategic, multi-year approach to build the district's capacity and discipline to focus on improving student achievement. We believe Jackson has a tremendous opportunity under the leadership of Dr. Greene to bring a renewed enthusiasm, focus, and determination to sustaining the work ahead.

A Note on Communications: Creating Buy-In and Support from Stakeholders

Our goal with this report is to provide JPS and the larger Jackson community with a deep understanding of the district's current status and to develop a plan for building the capacity of



the district to support each and every student. Recognizing that many initiatives of this scope fail due to ineffective communication, we believe that meaningful communication with internal and external stakeholders is necessary to the success of this project.

Communication Campaign

In order to build awareness, support, and engagement for this plan and its recommendations, we also recommend the district conduct a multi-channel communication campaign for key stakeholders, including JPS employees, students, parents and family members, community members, and elected officials.

We recommend a coordinated campaign through a variety of channels in order to encourage stakeholders to engage with the plan, including:

- A microsite with a series of plan-related documents, including executive summary and one-pagers, as well as videos explaining the components of the plan and key updates as the plan progresses
- JPS' established communication channels, such as principal meetings, community forums, district website, e-newsletters, and social media
- Local media, including stories and interviews in local print, television, and radio outlets
- Local bloggers and key social media influencers
- Opportunities to speak to stakeholders in organizations that serve the local community such as non-profit organizations and institutions of faith
- Online moderated forum through Facebook whereby stakeholders can engage in dialogues and submit questions
- Brochures and one-pagers that can be available in community meetings, libraries, institutions of faith, non-profits, grocery stores, and retail establishments

As the campaign progresses, JPS should regularly assess its effectiveness and adjust to ensure it is meeting the goal of creating awareness, support, and engagement.



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Appendix A: MDE School Report Card Ratings, SY15-16, SY16-17, SY17-18

SCHOOL	LEVEL	15-16 RATING	16-17 RATING	17-18 RATING
Baker	Elementary	A	A	A
Barr	Elementary	D	B	B
Bates	Elementary	D	D	D
Boyd	Elementary	F	D	D
Brown	Elementary	B	F	F
Casey	Elementary	C	B	A
Clausell	Elementary	C	C	B
Davis (2018: B. Obama)	Elementary	A	A	A
Dawson	Elementary	C	F	B
French	Elementary	B	F	C
Galloway	Elementary	F	F	D
George	Elementary	D	D	C
Green	Elementary	D	F	D
Isable	Elementary	B	B	F
John Hopkins	Elementary	D	F	D
Johnson	Elementary	D	F	F
Key	Elementary	B	B	A
Lake	Elementary	F	B	A
Lee	Elementary	C	B	D
Lester	Elementary	C	F	B
Marshall	Elementary	D	F	D
McLeod	Elementary	D	D	F
McWillie	Elementary	C	B	B



SCHOOL	LEVEL	15-16 RATING	16-17 RATING	17-18 RATING
North Jackson	Elementary	D	F	D
Oak Forest	Elementary	D	F	F
Pecan Park	Elementary	D	C	B
Power	Elementary	A	A	A
Raines	Elementary	D	F	A
Smith	Elementary	D	D	F
Spann	Elementary	F	B	A
Sykes	Elementary	D	D	F
Timberlawn	Elementary	F	F	D
Van Winkle	Elementary	F	F	D
Walton	Elementary	D	F	C
Watkins	Elementary	D	D	F
Wilkins	Elementary	D	F	F
Woodville	Elementary	C	F	D
Bailey	Middle	A	A	A
Blackburn	Middle	F	F	F
Brinkley	Middle	F	F	F
Cardozo	Middle	F	F	F
Chastain	Middle	F	F	F
Hardy	Middle	F	F	F
Kirksey	Middle	D	F	D
Northwest Jackson	Middle	B	B	C
Peeples	Middle	F	F	F
Powell	Middle	F	F	F



SCHOOL	LEVEL	15-16 RATING	16-17 RATING	17-18 RATING
Siwell	Middle	F	F	F
Whitten	Middle	F	F	F
Callaway	High	F	D	F
Forest Hill	High	F	F	F
Jim Hill	High	D	D	F
Lanier	High	F	D	F
Murrah	High	D	C	D
Provine	High	D	C	D
Wingfield	High	F	F	F

Source: (MDE, 2018-b)



Appendix B: Study Team Biographies

Christina Ashford, Insight Education Group

Christina Ashford is a grant manager at Insight Education Group. Prior to Insight, Ms. Ashford served as Director of Grant Administration at the District of Columbia Public Schools (DCPS) where she managed both federal and private grants. In that role, she was responsible for the annual budget forecast activities for grant funds, ensuring funding alignment through collaboration from offices across the agency; reviews of resource allocation methodology, including cost analysis; and ROI determinates and calculations. Ms. Ashford has a degree in finance from Georgetown University in Washington, D.C.

Tyrone Blocker, Insight Education Group

Dr. Tyrone Blocker is a specialist with Insight Education Group. In this role, he supports program development, professional learning, and the delivery of technical services in educational research to clients. Since 2015, Dr. Blocker has served state, regional, and local education agencies as a consultant in strategic initiatives requiring his expertise in educational data analysis, program evaluation, grant proposal writing, and coaching for continuous school improvement. He has served the Washington State Office of Superintendent of Public Instruction and school districts in the Puget Sound Educational Service Districts (WA). Dr. Blocker has nineteen years' experience as an education practitioner in roles that have included teacher, principal, and district level administrator in the areas of both educator quality and professional learning. He has a doctorate in curriculum and instruction with an emphasis in urban education from Texas A&M University and a master's degree in administration and supervision from the University of Houston in Texas.

Jason Culbertson, Insight Education Group

Jason Culbertson is President of Insight Education Group. His experiences as a former teacher, leader for state and non-profit organizations, and thought partner for districts, states, the US Department of Education, and education organizations around the world provide him with unique expertise in solving the challenges of underperforming schools. Over the past decade, Jason has also trained and coached thousands of leaders and educators and is a regular presenter nationally and internationally on school improvement, coaching, and educator effectiveness. Additionally, Jason has managed over \$500 million of grants and contracts from the US Department of Education and various state agencies. Jason has extensive expertise building and implementing educator effectiveness systems, ensuring observer calibration with inter-reliability training and certification, building school improvement initiatives, and generating organizational change for teachers, principals, and superintendents. He holds bachelor's and master's degrees from the University of South Carolina and an education specialist degree in education leadership from Converse College.

Anissa Rodriguez Dickerman, Insight Education Group

Dr. Dickerman is the Senior Vice President of Strategic Partnerships with Insight Education Group. She is primarily responsible for driving innovation and establishing new partnerships to accelerate organizational growth. Prior to joining Insight, Anissa served as Director of Learning Technology at a national non-profit organization focused on educator effectiveness.



In that role, she was responsible for supporting the implementation of educator effectiveness systems including partnership support; external school reviews; grant writing and coordination; instructional design and authoring; management of training and resource portals; development of online professional development modules; and development of a core training curriculum for national implementation. Prior to this, Anissa was a project coordinator at the University of Texas System Institute for Public School Initiatives working specifically with low-performing schools around the state of Texas providing training, coaching, instructional supports, grant coordination, school reviews, and policy guidance.

Kathleen England, Insight Education Group

Kathleen England is a senior associate with Insight Education Group. In this role, she partners with clients to provide targeted support on educator effectiveness and strategic planning initiatives. Prior to joining Insight, Ms. England most recently served as Chief of Academics, Teaching and Learning and Student Supports for the Hartford Public Schools in Hartford, Connecticut. In that role, she oversaw the Offices of Curriculum, Instruction and Media Literacy; College and Career Readiness; Culture and Climate; Data and Accountability; English Learners Services; Professional Learning; and Special Education. Her major areas of focus were leading the development and implementation of consistent, high-quality curricula in all content areas. Additionally, she led the development of coherent vision and practices among the seven offices she oversaw. A passionate advocate for educational equity, Ms. England has had several opportunities to impact change in education. As the Deputy Superintendent in Windham, Connecticut, she helped initiate the portfolio strategy of reform, working to improve student achievement and eliminate achievement gaps. She also has school turnaround experience, having significantly improved achievement and closed achievement gaps as the principal of an elementary school in Manchester, Connecticut. Ms. England holds bachelor's, master's, and administration degrees from the University of Connecticut.

Rebecca Fuerst, Insight Education Group

Rebecca Fuerst is a senior analyst with Insight Education Group. She is primarily responsible for supporting members of the service delivery team to conduct research and data analysis, produce client-facing documents, resources and tools, as well as serve as point of contact for the overall administrative and operational support across a portfolio of contracts. Ms. Fuerst has a background in psychology and education and has extensive experience conducting research, analyzing data, developing content, and crafting reports. As a graduate student she consulted for the Massachusetts Department of Elementary and Secondary Education to investigate the relationship between charter teacher attrition and student achievement through both quantitative and qualitative methods and make policy recommendations to the state. Ms. Fuerst has also worked for the Center for Collaborative Education in Boston, where she analyzed student achievement data, researched the policy landscape, and developed written and visual content that helped convince funders to support the development of a Personalized Learning Network of schools in high-need Massachusetts districts. She has a bachelor's degree in psychology from the University of Michigan and a master's degree in education policy & management from Harvard University.

**Amy Kunkle, Insight Education Group**

Dr. Kunkle is an analyst with Insight Education Group. She is primarily responsible for supporting members of the Service Delivery team to conduct research and data analysis, produce client-facing documents, resources and tools, and serve as the point of contact for the overall administrative and operational support across a portfolio of contracts. Prior to joining Insight, Amy worked with the South Carolina Department of Education as a regional master teacher. In that role, she was responsible for supporting schools and districts in implementing school improvement models; collaborating with and coaching district and school-level leadership regarding all aspects of implementation and evaluation of professional growth for teachers; assisting district leadership teams in designing comprehensive human capital management systems; and developing and presenting curriculum training for district and school-level instructional leadership teams. Prior to this role, she worked as an instructional coach, mentor, and teacher in Tennessee.

Michael Moody, Insight Education Group

Dr. Michael Moody is a co-founder of Insight Education Group and Insight ADVANCE. He has comprehensive experience as a classroom teacher, instructional coach, school leader, district administrator, and consultant which has provided him with the foundation necessary to understand first-hand the needs of students and educators. With successes spanning from the implementation of nationwide professional development programs to serving as Chief Academic Advisor in DC Public Schools, Dr. Moody has supported numerous school, district, and state leaders in the development and implementation of initiatives to increase educator growth. A guiding principle in all of Dr. Moody's work is to create effective instructional programs capable of providing each and every student with equal access to a quality education. He now works with education organizations on the design and implementation of educator support models that actually work. Dr. Moody earned a bachelor's degree from Marquette University, a master's degree in education with an emphasis in teaching and curriculum from the Harvard Graduate School of Education, and a doctorate in urban school leadership from the University of Southern California.

Carolyn Schoen, District Management Group

Carolyn Schoen is an associate with District Management Group. She has domestic and international experience in research, analysis, and English as a Second Language teaching in government, non-profit, and think tank contexts. Ms. Schoen works with other members of DMGroup to conduct projects on various topics including staffing and course offerings, special education, and elementary and secondary scheduling. Some of Ms. Schoen's project experiences include conducting special education opportunity reviews with districts to help increase student achievement for struggling students and supporting districts to improve the management of general education and special education staffing and scheduling. She has also analyzed the achievement data of a 700,000-student district to help identify patterns of achievement gaps. Before joining DMGroup, Ms. Schoen worked for the Department of Defense. As a Fulbright Scholar, Ms. Schoen also taught English and created intercultural programming for middle school-aged students. She holds a bachelor's degree in international affairs from George Washington University.



Marissa Silapaswan, District Management Group

Marissa Silapaswan is a director with District Management Group. She has worked as both a teacher and consultant to drive change for students at both a classroom and systemic level. Ms. Silapaswan works with other members of DMGroup to conduct a variety of projects on various topics including staffing and course offerings, special education, and elementary and secondary scheduling. Some of her project experiences include conducting special education opportunity reviews to help increase student achievement for struggling students and supporting school districts in building cost-effective, systemic supports for improving and expanding social-emotional and behavioral supports for students. She has also supported school districts in building elementary schedules that optimize district-wide literacy instruction and interventions for elementary students. Before joining DMGroup, Ms. Silapaswan worked for organizations in Boston and Haiti to support the development of local social enterprises and entrepreneurs. She also taught Secondary Social Studies in Baltimore City Public Schools for two years as a Teach for America corps member. Ms. Silapaswan holds a bachelor's degree in Foreign Service from Georgetown University, a master's in education from Johns Hopkins University, and a master's in public administration from Columbia University.

Lisa Shapiro, Insight Education Group

Lisa Shapiro is the Chief of Staff at Insight Education Group. She plays a critical role in ensuring high-caliber service delivery through the oversight of team operations, contract management, and human capital. Before joining Insight, Lisa was the Director of Foundation Relations at the University of Southern California Rossier School of Education. Prior to that, she held multiple roles at a national education non-profit organization. Lisa has dedicated her career to ensuring that a quality education is a right and not a privilege for all children. She has a bachelor's degree in history from the University of California, Berkeley, and a master's degree in public administration from the University of Southern California Price School of Public Policy.

Sala Sims, Insight Education Group

Sala Sims is a specialist for Insight Education Group. She leads professional development for educators and provides coaching to school leaders. Prior to this role, she served as lead faculty for school transformation, working with a Lead Partner Organization through Chicago Public Schools' School Improvement Grant (SIG). Key components of her leadership through the SIG included providing coaching and training aligned to SIG goals, ensuring that the school team demonstrated improvement in areas including school leadership, teacher leadership, instructional reform, professional development design and delivery, parent engagement, and school culture and climate. Ms. Sims has wide-ranging experience with high fidelity program delivery, project management, school and network level leadership, managing partnerships, providing professional development (both locally and nationally), as well as leading, managing and building the capacity of adults to improve their practice within schools. Ms. Sims has a master's degree in education from DePaul University and a certificate of advanced studies in administration and supervision from National Louis University. She is currently a PhD education leadership candidate, ABD at Concordia University Chicago.

**Jason Stricker, Insight Education Group**

Jason Stricker is a co-founder and the Chief Executive Officer of Insight Education Group and is a co-founder of Insight ADVANCE. He has extensive experience in education as a teacher, coach, chief academic officer, and consultant. Mr. Stricker brings to his work a deep understanding of educator effectiveness and organizational change and its impact on stakeholders at all levels. He has served as the chief architect of instructional frameworks and aligned calibration training used by US districts including DC Public Schools, Baltimore City Schools, Syracuse City School District, and Chicago Public Schools. He also served as Chief Academic Officer for Alliance College-Ready Public Schools in Los Angeles. Mr. Stricker has successfully managed implementation for hundreds of clients in dozens of states and several countries across the globe to ensure appropriate allocation of staff and resources result in timely and effective delivery of services. He is the co-author of *Strategic Design for Student Achievement* (2009, Teachers College) and *Coaching for Change* (2008, Insight Education Group). He holds a bachelor's degree in political science from the University of California, Davis, and a master's degree in education from Belmont University.

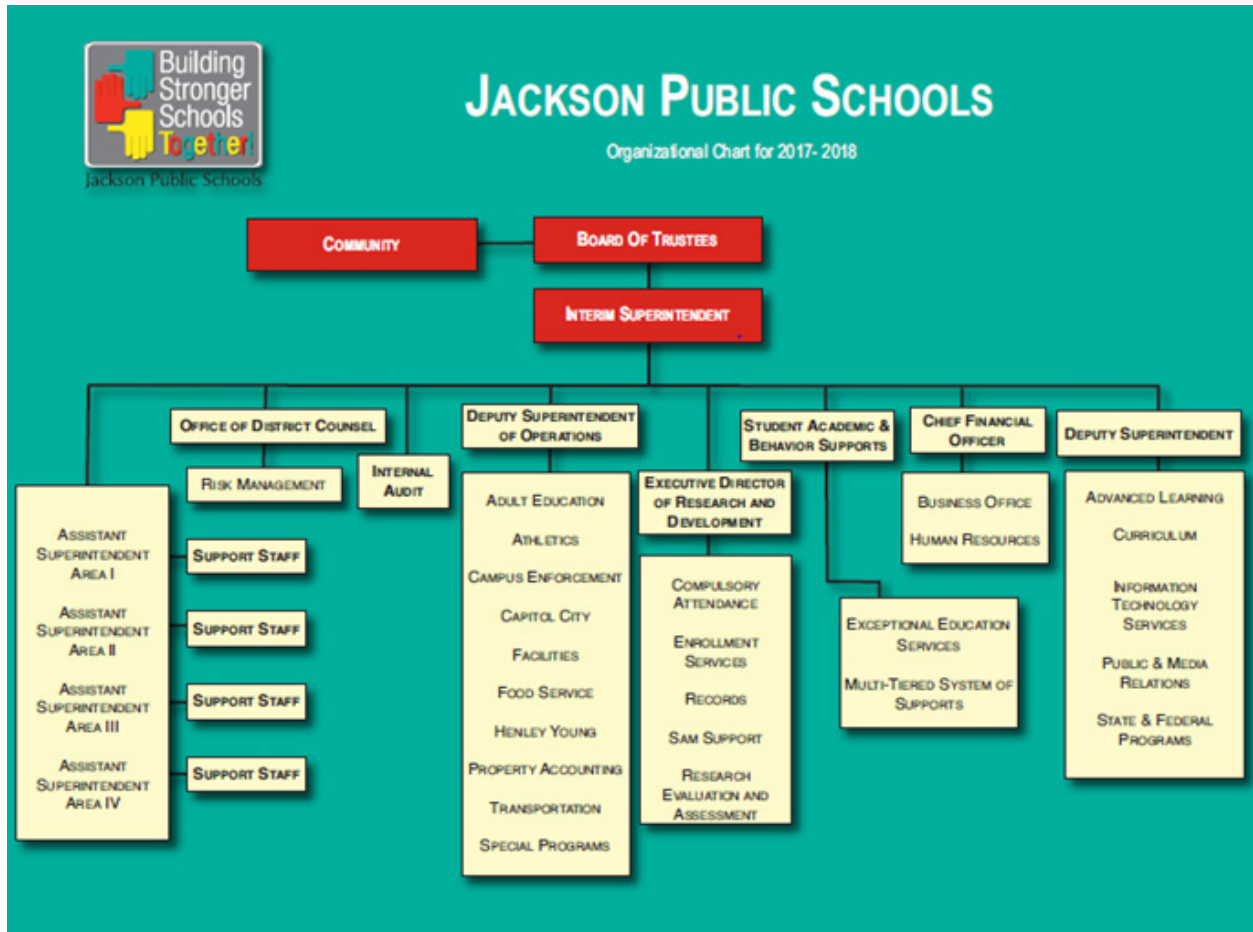
Mark Wiernusz, District Management Group

Mark Wiernusz is Managing Director and partner at District Management Group. He leads consulting projects across several practice areas, including strategic planning, human capital, and special education and works closely with superintendents and their district leadership teams to implement best practices and help solve pressing challenges. Mr. Wiernusz has overseen the successful completion of over 100 projects supporting partner districts nationwide, his projects including developing and implementing a pay for performance compensation system for a large school district and working with a 50,000 student district to implement a rigorous process for identifying school success. He has also assisted a large urban school district on human capital strategy to ensure all schools are staffed with highly effective teachers, and he has performed a financial implication study to assess the impact of teacher enrollment and participation in state pension programs. Mr. Wiernusz also has extensive project experience assisting with improving the effectiveness, cost-effectiveness, and equity of special education and other interventions. Before joining DMGroup, he was Senior Engagement Manager for L.E.K. Consulting, a global strategic management consulting firm, and managed engagements across a wide variety of industries and practice areas, including strategic planning, organizational design, and change management. Mr. Wiernusz holds a bachelor's from the United States Military Academy at West Point and a master's in business administration from the Wharton School of Business.



Appendix C: District Artifacts Reviewed by the Study Team

Appendix C-1: District Organizational Chart





Appendix C-2: District Strategic Planning Document

JACKSON PUBLIC SCHOOLS THREE YEAR STRATEGIC PLAN 2016 - 2019



W.I.G. 1

INCREASE ACADEMIC PERFORMANCE AND ACHIEVEMENT

• Objectives

- Increase student proficiency in the areas of Reading, Math, and Science
- Increase Graduation Rate and ACT proficiency
- Increase State Accountability Ratings for District and Schools
- Increase parental and community involvement at all levels within the school system

• Strategies

- Sustain the growth of Freshman and Career Exploration Academies in all high schools
- Expand parental and community engagement through an active partnership with Alignment Jackson
- Provide targeted professional development opportunities using current, proven “Best Practices” in all content areas
- Enable and deploy district’s Rapid Response Team to provide tactical support to low performing schools

W.I.G. 2

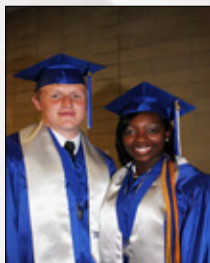
INCREASE AVERAGE DAILY ATTENDANCE FOR STUDENTS, TEACHERS AND STAFF

• Objectives

- Increase daily attendance for students and staff
- Increase health and safety levels at all district schools and facilities

• Strategies

- Sustain the growth of Positive Behavior Intervention and Support (PBIS) program in all schools
- Utilize the district’s Office of Compulsory Attendance to identify, monitor, and address early signs of truancy and dropouts
- Continue promoting high staff attendance using the district’s employee attendance tracking system
- Closely monitor the implementation of district’s Emergency Management Plan
- Continue to enhance work environments by using evidenced-based tips and methods on occupational safety and healthiness



W.I.G. 3

ATTRACT AND RETAIN HIGH QUALITY TEACHERS, ADMINISTRATORS, AND STAFF

• Objectives

- Increase Teacher and Administrator Retention
- Increase the number of Highly Qualified Staff

• Strategies

- Establish and maintain a productive leadership academy for current and prospective administrators
- Strategically execute multi-media platforms to recruit capable and skilled teachers, administrators, and support staff
- Create a well-balanced employee mentorship program in support of career advancement at all levels
- Compose and implement a comprehensive employee recognition program





Appendix D: Alignment to Mississippi Department of Education Report

Mississippi Department of Education Accreditation Standards	Jackson Public School District Compliance*	Aligned Insight Education Group Domain
Standard 1: Governance	Noncompliant	Not applicable
Standard 2: Licensed Staff	Noncompliant	Not applicable
Standard 3: Personnel Appraisal	Compliant	
Standard 4: Financial Accountability	<p>The District is compliant with Process Standards 4, 4.2, 4.3, 4.4, 4.5, 4.6 and 4.7.</p> <p>The District is noncompliant with Process Standard 4.1.</p>	Not applicable
Standard 5: Budget and Expenditures	Compliant	
Standard 6: Enrollment Requirements	<p>The District is compliant with Process Standard 6.3.</p> <p>The District is noncompliant with Process Standard 6.1 and 6.2.</p>	Not applicable
Standard 7: Transfer Policies	Compliant	
Standard 8: Student Records	Noncompliant	Not applicable
Standard 9: Strategic Planning Process	Compliant	
Standard 10: Compulsory School Attendance	Noncompliant	Not applicable
Standard 11: Dropout Prevention Plan and Program of Services	Noncompliant	Not applicable
Standard 12: Community Involvement: P-16 Councils	Compliant	



Mississippi Department of Education Accreditation Standards	Jackson Public School District Compliance*	Aligned Insight Education Group Domain
Standard 13: Calendar Days and Instructional Requirements	<p>The District is compliant with Process Standards 13.3 and 13.5.</p> <p>The District is noncompliant with Process Standards 13, 13.1, 13.2, and 13.4.</p>	Not applicable
Standard 14: Graduation Requirements	<p>The District is noncompliant with Process Standards 14, 14.1, 14.1.4, 14.2, 14.4, and 14.5.</p> <p>The MDE did not audit Process Standard 14.3.</p>	Not applicable
Standard 15: Professional Development Plan/Program	Noncompliant	Domain 4: Talent Management
Standard 16: Statewide Assessment System	Noncompliant	Not applicable
Standard 17.1: Early Childhood Programs (Kindergarten)	Noncompliant	Not applicable
Standard 17.2: Pre-Kindergarten Programs	Noncompliant	Not applicable
Standard 17.3: Career-Technical Education Program	Noncompliant	Not applicable
Standard 17.4: Special Education Program	Noncompliant	Domain 3: Exceptional Education and Struggling Students
Standard 17.5: Child Nutrition/School Wellness	<p>The District is compliant with Process Standard 17.5.1.</p> <p>The District is noncompliant with Process Standard 17.5.</p>	Not applicable
Standard 17.6: Elementary and Secondary Education Act	Noncompliant	Not applicable



Mississippi Department of Education Accreditation Standards	Jackson Public School District Compliance*	Aligned Insight Education Group Domain
Standard 17.7: Driver Education	Not applicable	Not applicable
Standard 17.8: Gifted Education Program	Noncompliant	Not applicable
Standard 18: Library/Media Center and Services	Noncompliant	Not applicable
Standard 19: Textbook Requirements	Noncompliant	Not applicable
Standard 20: Instructional Management System	Noncompliant	Domain 2: Core Instruction
Standard 21: Promotion, Retention, and Uniform Grading Policy	Noncompliant	Not applicable
Standard 22: Alternative Education Program	Noncompliant	Not applicable
Standard 23: GED Option	Not applicable	Not applicable
Standard 24: Unencumbered Planning Time	Compliant	
Standard 25: Limit on Course Preparations	Compliant	
Standard 26: Basic Secondary Curriculum Requirements	Noncompliant	Domain 2: Core Instruction
Standard 27: Implementation of the Basic Elementary Curriculum in Grades K-8	<p>The District is compliant with Process Standard 27.3.</p> <p>The District is noncompliant with Process Standards 27, 27.1, and 27.2.</p>	Domain 2: Core Instruction



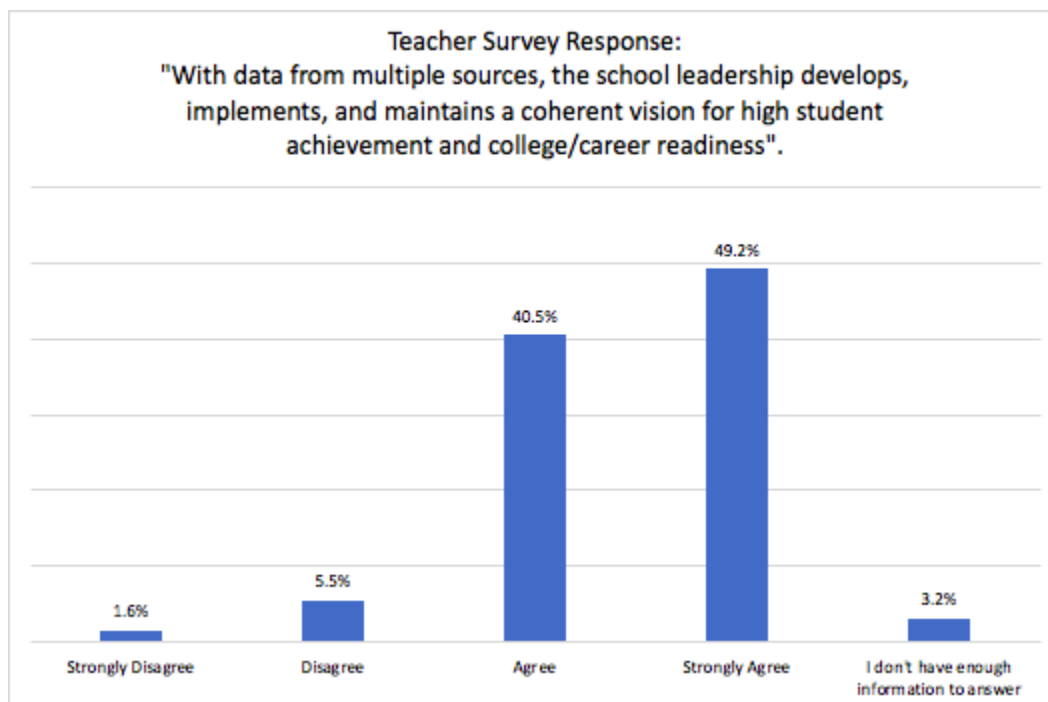
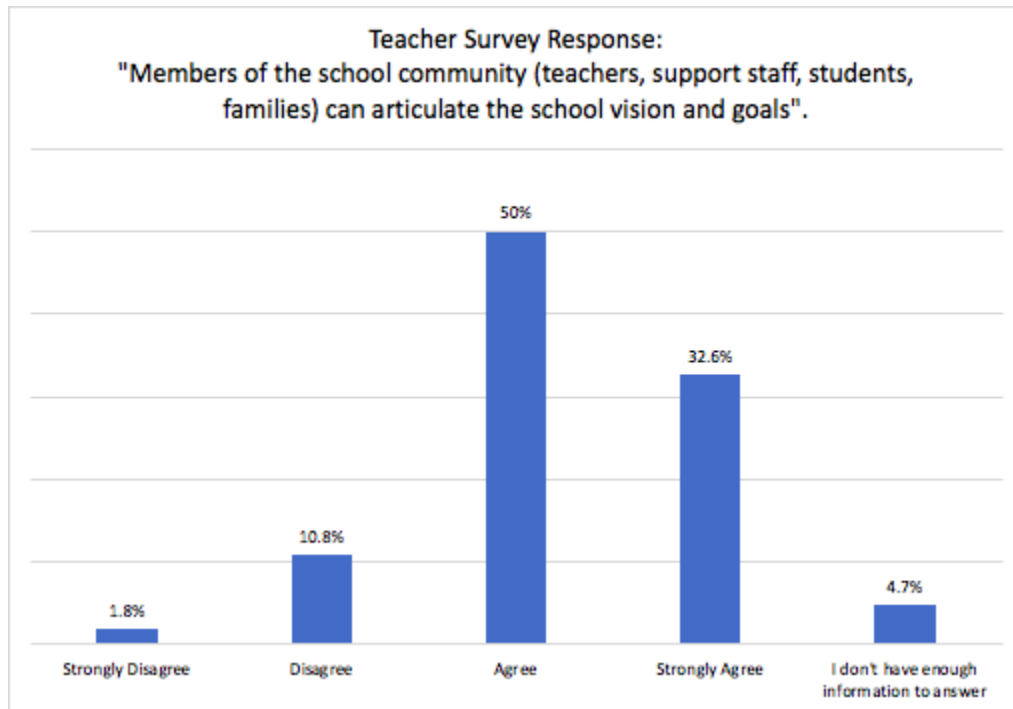
Mississippi Department of Education Accreditation Standards	Jackson Public School District Compliance*	Aligned Insight Education Group Domain
Standard 28: Student Teacher Ratios	<p>The District is compliant with Process Standards 28.2, 28.3, 28.4, and 28.5.</p> <p>The District is noncompliant with Process Standards 28 and 28.1.</p>	Domain 5: Finances
Standard 29: Pupil Transportation Program	<p>The District is compliant with Process Standards 29.2 and 29.4.</p> <p>The District is noncompliant with Process Standards 29, 29.1, and 29.3.</p>	Not applicable
Standard 30: School District Facilities	Noncompliant	Not applicable
Standard 31: School Safety Plan and Implementation	Noncompliant	Not applicable
Standard 32: Youth Detention Center	Noncompliant	Not applicable

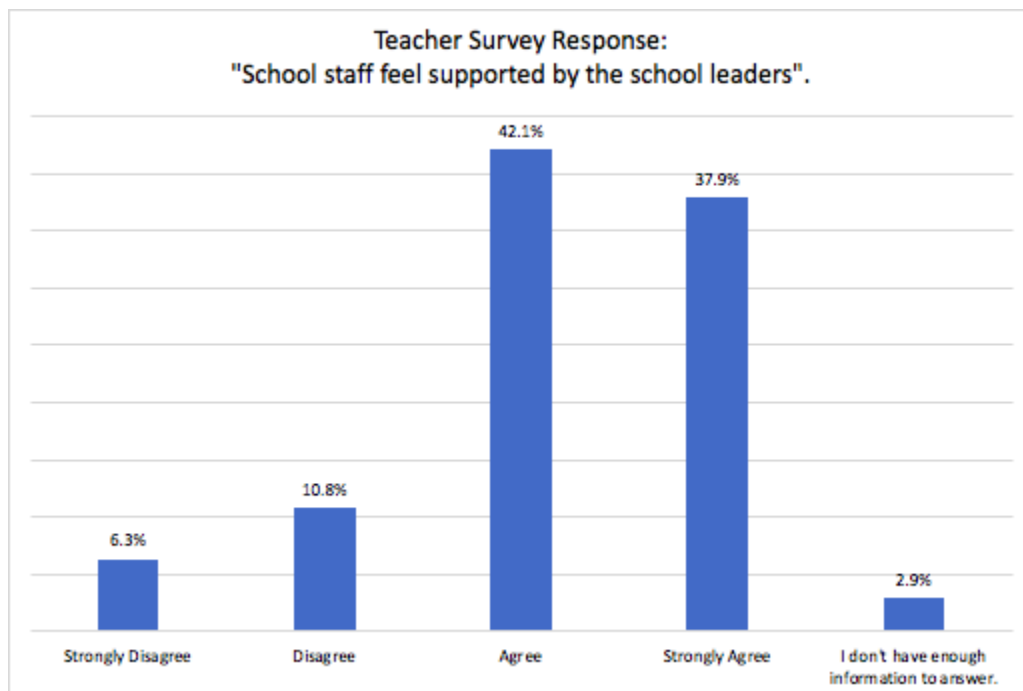
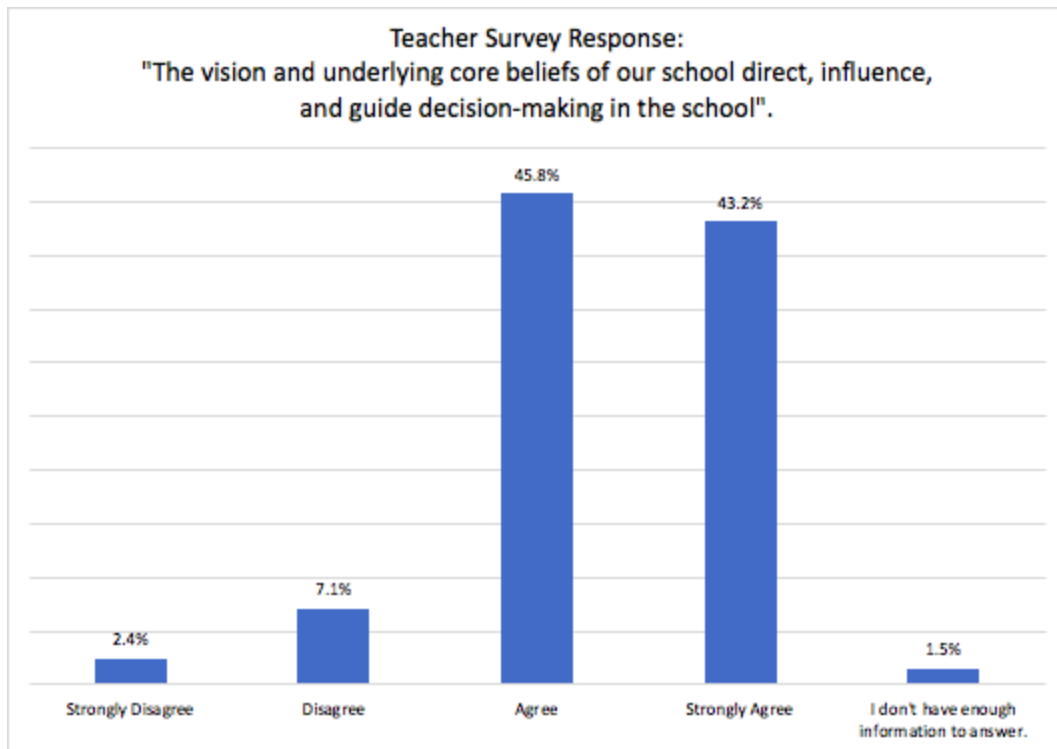
*Based on the On-site Investigative Audit Report conducted in the Jackson Public School District September 6, 2016 through July 31, 2017.

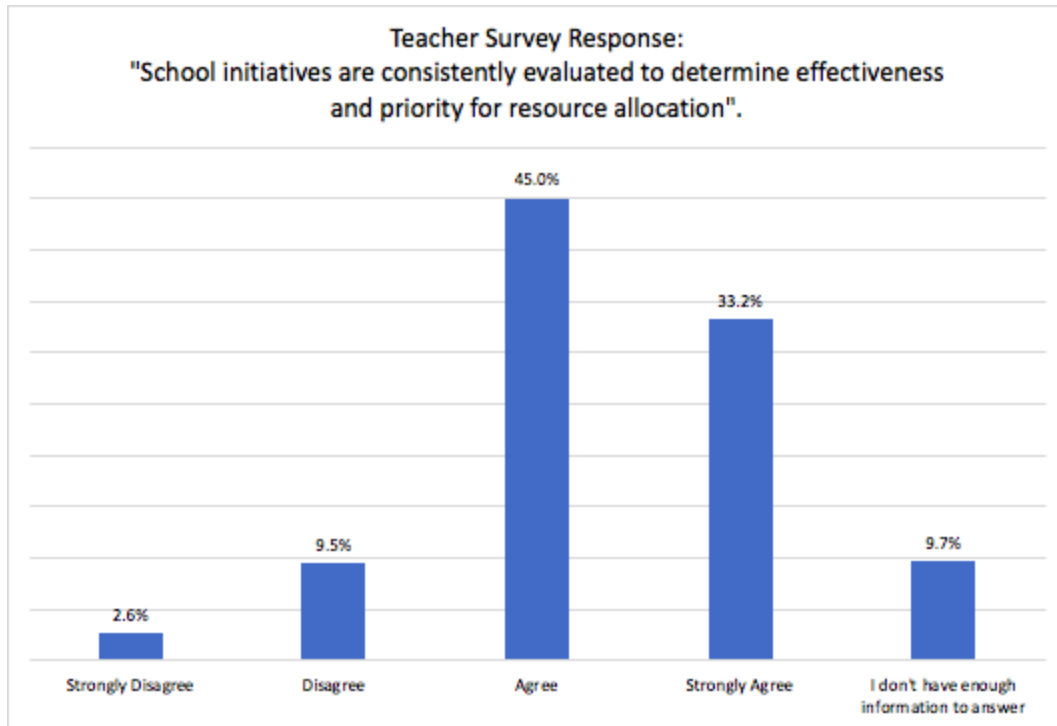


Appendix E: Graphs Illustrating Teacher Survey Data

The graphs that follow illustrate teachers' responses to anonymous online surveys administered by the study team. The data represent responses from 380 teachers across a sample of 18 schools in JPS (21 schools were included in the sample, but three schools did not complete any surveys).









Appendix F: Strategic Operating Plan Exemplars

Appendix F-1: Denver Plan 2020 (Denver Public Schools)



Denver Plan 2020

Every Child Succeeds





Introduction

Every child takes that first step into the first day of school with butterflies . . . and talent, potential and dreams. It's the day that the door to the world opens to them through their education. That's **Every** Child, regardless of where our children live, how much money their parents make, their ability level or the color of their skin. Every child deserves a high-quality school, and we all play vital roles: families being involved in their child's education; educators having high expectations and providing excellent instruction and strong supports; and everyone being actively engaged and invested in the future of our children and our city.

Opening the door to a world of opportunity for our kids is not enough. It's our shared vision in Denver Public Schools that *Every Child Succeeds*. Regardless of which school they choose to attend, we need to make sure they are cared for, challenged, inspired, supported and ready for success in college, career and life. From that first tentative step into preschool to that last confident step off the commencement stage on graduation day, we are here to settle the butterflies and unleash the potential.

The Denver Plan 2020 will guide the district's decision-making, including where to focus and how to best allocate people, time and money. The Plan charts our path to Every Child Succeeds.

What We've Achieved

Educators, families and community members have already begun the journey toward the vision of *Every Child Succeeds*. Denver Public Schools (DPS) first created the Denver Plan in 2006 and updated the plan in 2010. The results are promising. In the last six years, DPS dramatically expanded preschool and kindergarten opportunities, posted record enrollment increases, drove the highest rate of student progress of any major district in the state, increased the graduation rate by 23 percentage points and cut its dropout rate in half.

While our vision is clear and our progress certain, there is a long road ahead. We are grateful for the commitment and hard work of our educators, which has led DPS to become the fastest growing urban district in the country. At the same time, our large achievement gaps are not closing, and not every child is succeeding.

To build upon the momentum of the last several years, DPS will focus on the changes that have proven successful and introduce new strategies to continue to drive innovation and progress. In the first half of 2014, we spoke with nearly 3,000 stakeholders—students, parents and families, teachers, school leaders, community partners and other school district employees—who have offered us vital feedback. Based on this input, we have established a few critical goals and key strategic priorities. DPS is raising the bar to ensure that our children have every possible advantage on the road to becoming well-prepared, successful, civically engaged adults.



What We Believe

Our Shared Core Values and our Core Beliefs serve as the foundation for all of our work at DPS and are the essence of our culture.

Our Shared Core Values bring us together and drive how we interact with each other in pursuit of our vision of *Every Child Succeeds*. Created in August 2012 by more than 1,000 people from across the district, these values shape our shared culture and guide our decisions about how to meet our goals.

DPS Shared Core Values

Students First:

We put our kids' needs at the forefront of everything we do.

Integrity:

We tell the truth, and we keep our promises.

Equity:

We celebrate our diversity and will provide the necessary resources and supports to eliminate barriers to success and foster a more equitable future for all our kids.

Collaboration:

Together as a team, we think, we work and we create in order to reach our goals.

Accountability:

We take responsibility for our individual and collective commitments, we grow from success, and we learn from failure.

Fun:

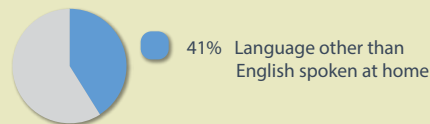
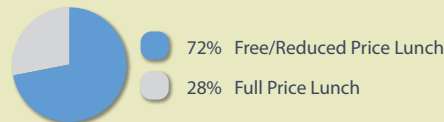
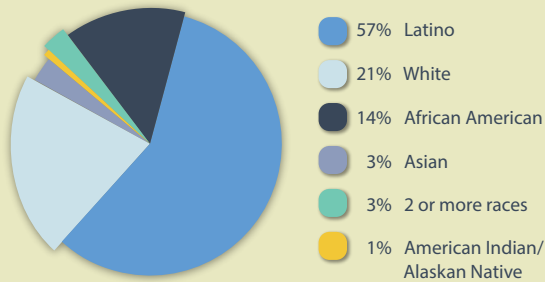
We celebrate the joy in our work and foster in our students a joy and passion for learning to last their whole lives.



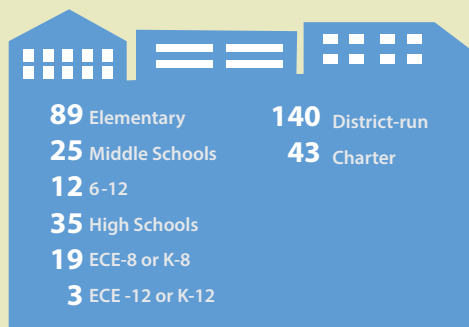


4

Student Demographics



Total number of schools: 183



Our Core Beliefs

Our Core Beliefs build upon the Shared Core Values and drive how we prioritize our efforts and resources and determine how we measure our success. We affirm that:

- **Every child has talent and potential.**
It is up to us to challenge and support each child with a rigorous, well-rounded and culturally relevant education.
- **Our diversity is a community treasure, and equity is the core of our mission.**
We commit to building a culture that embraces the unique identity and potential of every child.
- **We can and will eliminate the opportunity gap that leads to achievement gaps.**
We must remove school-based barriers to success, focus on accountability and invest resources early to target, support and challenge the students with the most need.
- **We must dramatically accelerate the progress we've made by investing more in what is working and embracing innovation.**
By providing a 21st century education, we will empower our students to graduate from high school prepared to thrive in college, career and life.
- **Every family deserves choice and access to high quality schools in their neighborhood.**
We commit to providing excellent schools throughout the district.
- **Our kids need all of us—educators, families, community partners and staff—and together, we are Team DPS.**
We must empower our families and be united in embracing transparency, proactive communication and strategies for improvement.



Where We Are Going

Opening the discussion to the entire Denver community has allowed us to collectively identify one overarching goal to achieve by 2020, along with four supporting goals. With these five goals we will increase focus on the areas critical for our students' success. If we can achieve these goals, other positive outcomes will follow.

Goal 1 Great Schools in Every Neighborhood

Students and families thrive when they have high-quality education choices. DPS will dramatically increase the quality of schools available in every neighborhood to ensure that every student in every community throughout the district has access to great schools.

By 2020, 80% of DPS students will attend a high-performing school, measured by region using the district's school performance framework.

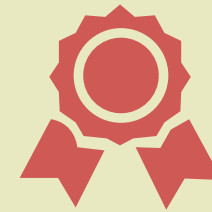
Goal 2 A Foundation for Success in School

A focus on preparedness in early childhood education builds an essential foundation that sets the course for a student's entire academic experience. Students who read and write at grade level in 3rd grade are likely to be at grade level or above in reading, writing and mathematics in 10th grade. Therefore, DPS will focus on preparedness from preschool through third grade, with strong instructional supports for students whose native language is not English.

By 2020, 80% of DPS third-graders will be at or above grade level in reading and writing, lectura and escritura.*

*Baseline likely to change with transition to Common Core and may require a target reconsideration in 2015-16.

5



Students Attending a High Performing School

NOW		2020
61%		80%



3rd Grade Reading & Writing Proficiency

NOW		2020
60%		80%



6



Graduation Rate

NOW → 2020
68% → **90%**



Students Graduating College & Career Ready

NOW → 2020
1100 → **2200**



African American & Latino Graduation Rate

NOW → 2020
64% → **89%**



African American & Latino 3rd Grade Reading & Writing Proficiency

NOW → 2020
50% → **75%**

Goal 3 Ready for College & Career

By inspiring, challenging and empowering all students—including those with special learning needs and those already achieving at high levels—to forge their own future, we will instill the next generation of young professionals with confidence, competence and a healthy work ethic. DPS will dramatically increase the number of successful college- and career-prepared graduates.

By 2020, the four-year graduation rate for students who start with DPS in ninth grade will increase to 90%.

By 2020, we will double the number of students who graduate college and career-ready, as measured by the increasing rigor of the state standard.

Goal 4 Support for the Whole Child

DPS is committed to creating a setting that fosters the growth of the whole child. Our school environments will encourage students to pursue their passions and interests, support their physical health and strengthen the social/emotional skills they need to succeed, including managing emotions, establishing and maintaining positive relationships and making responsible decisions.

By 2015, a task force, including DPS staff, community partners and city agencies providing services to DPS students, will recommend to the Board of Education a plan to measure this goal and track progress.

Goal 5 Close the Opportunity Gap

All of our students deserve access to educational opportunities that allow them to achieve at the highest levels. This means raising the bar for all students while acknowledging that there is a persistent gap between the performance of our white students and our African American and Latino students. We believe it is critical to shine a light on the issue of race and the achievement gap that persists for our students of color, even when poverty is not a factor. For these reasons, we feel it critical to put in place a goal that focuses on the opportunity gap.

**By 2020, the graduation rate for African American and Latino students will increase by 25 percentage points.
Reading and writing proficiency for third-grade African American and Latino students will increase by 25 percentage points.***

*Baseline likely to change with transition to Common Core and may require a target reconsideration in 2015-16.



How We Will Get There

Vision is only realized through action. Our strategic priorities provide guidance on where DPS will focus its resources and establish the roadmap necessary to achieve our goals. The five strategic priority areas are:

Leadership:

- Attract, develop and retain strong, values-based leaders across DPS.
- Advance distributed leadership structures in schools through developing and empowering teacher leaders.
- Develop strong pipelines for leadership, including internal cultivation, school leader preparation programs and focused mentorship.
- Ensure school leaders are prepared, supported and held accountable for the success of their students and for meeting the unique needs of their school communities.

Teaching:

- Significantly increase the quality and rigor of classroom instruction through a deep implementation of grade-level content standards and best practice instructional strategies targeting the needs of English language learners.
- Improve support systems—including feedback and coaching loops, curriculum and professional development—and refine progress monitoring tools and assessments.
- Enhance our efforts to recruit, develop and retain effective teachers for every DPS school with incentives and supports for teaching in our highest needs schools.
- Implement intentional strategies to focus on culturally responsive education in every classroom.

Flexibility:

- Empower schools through flexible, school-based decision-making, including the use of resources.
- Expand high-quality school choices in all communities through differentiated supports for existing schools, new school strategies, turnaround efforts and strong accountability systems.
- Provide schools with opportunities to innovate and create environments that best meet the academic and social/emotional needs of their students, including expansion of personalized learning environments.

Invest Early:

- Prioritize resources in the early grades (preschool-3rd grade) to set up our youngest students for later success.
- Partner with community organizations to expand high-quality supports and services for families with young children to build the foundation for academic success.

Culture:

- Live, celebrate and hold ourselves accountable to our Shared Core Values.
- Build positive, empowering cultures at all of our schools that embrace families and communities.
- Promote a culture of service to schools across DPS support functions and DPS partners.





Call To Action

Every child deserves to be in an atmosphere of high expectations. To accomplish the goals articulated in this plan, we must build upon all that we have learned and gained in recent years and we must elevate our focus on people—starting with our teachers and school leaders and extending to students, families and community partners. Everyone is valued, and everyone must play a crucial role.

- ➡ At DPS, we will hold ourselves accountable to the goals and the strategies in this plan.
- ➡ Teachers, school leaders and staff, we ask you to hold our students to higher expectations and to model those standards in your own behavior.
- ➡ Parents and families, we ask you to raise the bar at home and give your children the support they need to succeed at school.
- ➡ Community partners, we ask you to consider committing more of your time and talent.

Together, we can make the vision real—*Every Child Succeeds*.



The Denver Plan has been shaped by the insights of many — special thanks to:

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Arturo Jimenez
Mike Johnson
Barbara O'Brien
Rosemary Rodriguez
Anne Rowe
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Appendix F-2: Clarke County School District Strategic Plan



2018-2020 STRATEGIC PLAN

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Priority #5: Professional Capacity

Priority #6: Educational Equity

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CCSD By the Numbers





Ensuring the academic growth and achievement of every student

Strategy is the set of actions an organization chooses to pursue to achieve its objectives (Childress, 2004).

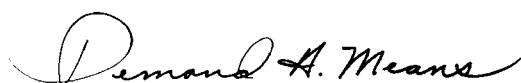
Childress went on to say that the deliberate actions are puzzle pieces that fit together to create a clear picture of how the people, activities and resources of an organization can work effectively to accomplish a collective purpose. It is with the purpose of identifying the few high-leverage ways to improve instruction, student learning and social-emotional growth that the enclosed two-year strategic plan has been crafted for the Clarke County School District.

The development of a strategic plan and organizational change is not an event, but rather a continuous improvement process that creates greater coherence for the organization (Hall & Hord, 2001). The construction of a strategic plan is inextricably connected to research that supports exemplary district leadership. The process of collaborative goal setting, establishing goals for achievement and instruction, creating board alignment with and support of district goals, monitoring achievement and instructional goals and ensuring the allocation of resources to support goals for achievement and instruction has been proven to increase student academic achievement (Marzano & Waters, 2009).

The Clarke County School District 2018-2020 strategic plan is an audacious declaration that we are determined to increase student achievement through rigorous standards-based instruction, consistent progress on interconnected school growth plans, consistent focus on the social-emotional development of our students and constant attention toward equity practices for all students — especially historically underrepresented and marginalized student groups. The plan places educational equity at the center of our organizational culture. The journey to eventually accomplishing this plan will require professional discipline and focus, constant monitoring and a conviction from our community that the number one goal for our students and district is increased student achievement.

This strategic plan is radical in that it demands deep and intentional professional focus and changes in current practice, ways of thinking and being. It is a dynamic, evolving document that deserves our constant monitoring and support. It is a collection of interdependent actions at the classroom, school and district level that have been implemented to promote student growth and achievement. Ensuring the academic growth and achievement of every student, in every school, simply means all. The 2018-2020 strategic plan boldly enacts strategies to ensure this occurs for every child.

Sincerely,



**Dr. Demond A. Means, Ed.D.
Superintendent**

Educational Equity

In the Clarke County School District, we define equity as meaning that every child gets what he or she needs in our schools — every child, regardless of where she or he comes from, what she or he looks like, who her parents are, what her or his temperament is, or what she or he shows up knowing or not knowing.

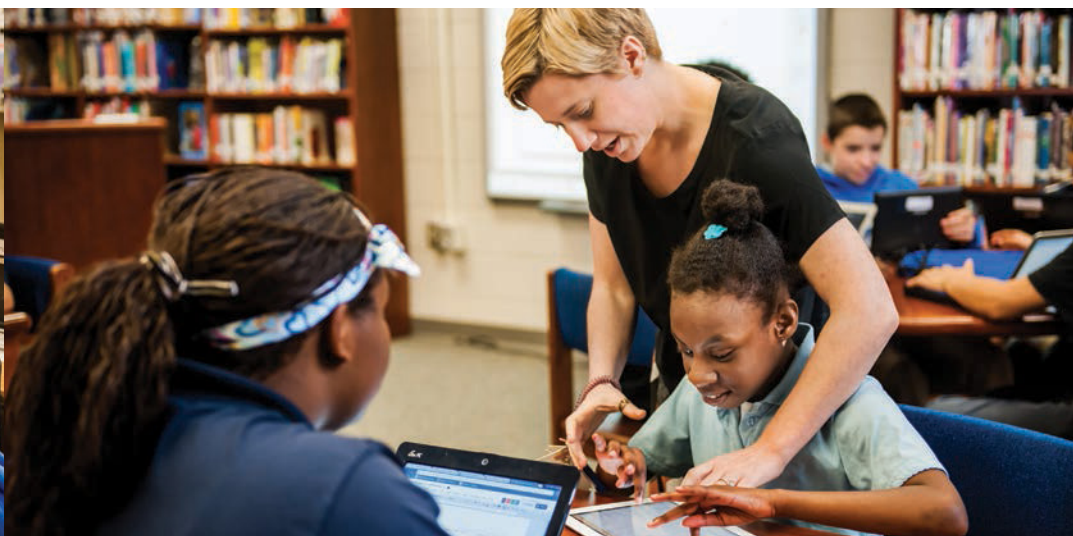
*Every child gets what she or he needs every day in order to have all the skills and tools that she or he needs to pursue whatever she or he wants after leaving our schools, and to lead a fulfilling life. Equity is about **outcomes** and **experiences** — for every child, every day* (Aguilar, 2013). The concepts of equity and excellence are far from at odds (Blankstein & Noguera, 2015). A school district can attend to closing all achievement gaps among its academically neediest students while also expanding learning opportunities for students who have demonstrated mastery. This work is difficult, yet achievable.

We have some of the best students, teachers, programs and schools in the state.

We also have more underachieving schools than is acceptable, and significant disparities in student performance identifiable by race, ethnicity, disability, gender and English language status.

The disproportionately is glaring and a constant reminder of the historically unjust educational system that was constructed in this nation, state and county. This strategic plan boldly declares that we are prepared to disrupt and dismantle this unjust educational system to achieve equity for all our students. We believe that there is a symbiotic relationship between equity and systems change (Mosher-Williams, 2018). Equity work is not about blaming, shaming or judging anyone. It is about whole-system disruption on behalf of the system's most marginalized students.

Educational equity is both a long-term goal and a mechanism for system change. Systemic change is complex and requires strategic leadership. Our equity work is meant to transform and address some of the most uncomfortable educational and societal issues of the past and present generation. It is not a diversity workshop or a passing fad of educational practice. It is a way of being — a mindset that the staff and community are to adopt and implement for the sake of all our students. This task is forward thinking and grounded in the great tradition of civil rights work.





We can and must do better in serving all students. Educational equity is no longer a concept to discuss. We must implement strategies and action now. It is the intent of this strategic plan to place educational equity at the center of our organizational culture. We are committed to eliminating the opportunity and perception gaps in our district.

Intentional equity and systems change work requires us to conduct a thorough introspective review of how our schools are constructed to produce better outcomes and experiences. It is through this strategic plan that we plan to assess:

- Whether current instructional practices perpetuate inequity or advance equity.
- Whether access to all educational programming is representational and equitable.
- Whether instructional practices perpetuate low expectations and inequity or equitable, culturally relevant and rigorous learning/opportunities for all learners.
- Whether the organizational culture explicitly works to dismantle the dominant privilege in the system and ensures the focus of the district is on every child, in every classroom and in every school.

Equity work is connected to improvement science. Achieving quality outcomes reliably at scale is a socially just aim, around which we can all unite (Bryk, Gomez, Grunow & LeMahieu, 2017). The education field knows enough to achieve this goal. However, we have few school systems courageous enough to implement strategies, facilitate conversations and dismantle a historically unfair school system to execute equity. In the Clarke County School District, we run toward this goal with enthusiasm, fully understanding that this will be difficult, uncomfortable and transformational work. The famous abolitionist Frederick Douglas stated it well when he proclaimed: **“Where justice is denied, where poverty is enforced, where ignorance prevails and where any one class is made to feel that society is an organized conspiracy to oppress, rob and degrade them, neither persons nor property will be safe”** (Howard & Milner, 2017).





OUR VISION

Building a culture of high expectations and equity in which all students grow academically and socially to improve our community and our world.



OUR MISSION

The Clarke County School District is an ambitious community of learners in a diverse and culturally rich county. We are committed to equity and excellence through the implementation of rigorous standards in a safe and supportive environment — on every campus, in every classroom and for every child.

OUR DRIVING FORCES



OUR CORE BELIEFS

Public education is central to our democracy. To fulfill the promise of public education, the Clarke County School District has a fundamental set of beliefs that serves as a lens through which every decision is made and every action is taken.

These beliefs are the backbone of our organization. CCSD believes that:

Equity, access and progress towards excellence are basic rights that must be afforded to every individual in our system.

Mission-driven, diverse and creative staff make the critical difference in student achievement, and they must be successfully recruited and retained.

Students, families, staff and the broader community benefit mutually from active engagement with one another.

Safe, nurturing and well-maintained schools/campuses are required for optimal learning.

Strategic Planning Committee

Dr. Xernona Thomas and Dr. Demond A. Means

Co-Chairs of the Strategic Planning Committee

Dr. Anissa Johnson - Principal, Fowler Drive Elementary School

Tad MacMillan - Principal, Clarke Middle School

Lawrence Harris - CEO, Athens Community Career Academy

Liz Demarco - Parent, Clarke Central High School

Roderick Platt - Parent, Oglethorpe Avenue Elementary School

Allison Niedzwiecki - Teacher, Chase Street Elementary School

Ian Altman - Teacher, Clarke Central High School

Dr. Chandra Power - Teacher, Coile Middle School

Bashie Ebron - Teacher/Instructional Coach, J.J. Harris Elementary Charter School

Dr. Sherri Freeman - Associate Superintendent, Human Resources

Dr. Monica Gant - Associate Superintendent, Instructional Services

Dr. Dawn Meyers - Associate Superintendent, Policy & School Support Services

Dr. Shannon Wilder - UGA/Chamber of Commerce

CJ Amason - Community Member/Foundation for Excellence in Public Education

Dr. Stacey Neuharth-Pritchett - Community Member/UGA/PDSD

Fred Smith - Community Member/Gaines Elementary School LSGT

Rev. Abraham Mosley - Minister/Community Member

Dr. Melissa Perez Rhym - Teacher, Cedar Shoals High School

Glenda Huff - CCSD High School Curriculum Coordinator

John Gilbreath - CCSD Executive Director of District Services

James Barlament - CCSD Executive Director of Assessment & Accountability

Fabian Jones - CCSD Director of Transportation

Michael Harris - CCSD Executive Director of Teaching and Learning (High School)

Larry Hammel - CCSD Chief Financial Officer

Theory of Action

IF the district deliberately works toward eliminating the marginalization of historically underrepresented groups through an organizational emphasis of increasing student achievement for all students through rigorous standards-based instruction, consistent progress on school growth plans, consistent focus on the social-emotional development of our students, constant attention toward equity practices and accomplishment of the strategic plan, **THEN** we will increase student achievement and sustain educational attainment in CCSD.

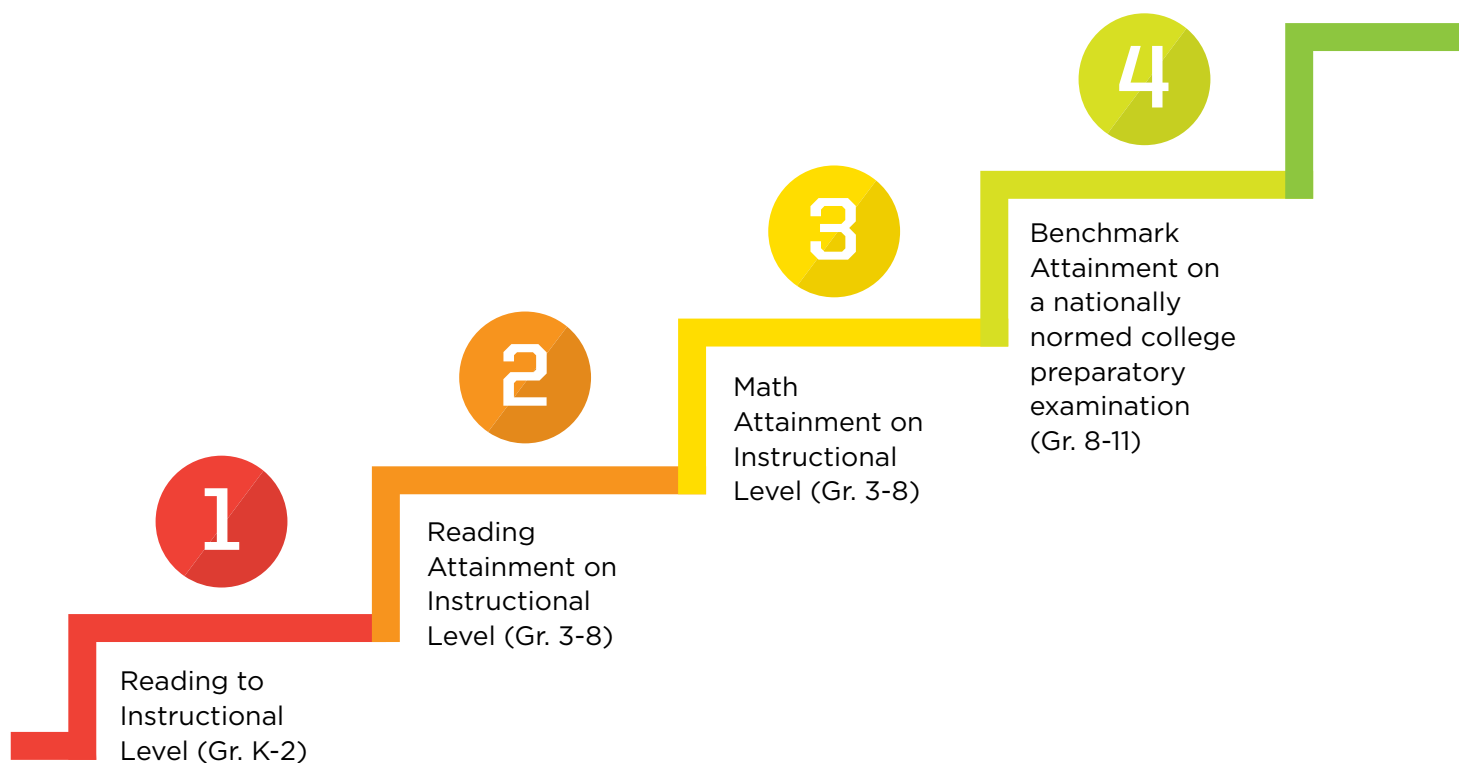


Indicators of College & Career Success

Indicator:

Noun -

A group of statistical values that taken together give an indication of the health of a student's academic growth.





5

Benchmark attainment on SEL core competencies measuring: Self-Awareness, Self-Management, Responsible Decision-Making, Relationship Skills, and Social Awareness

6

Advanced Algebra completion by the end of grade 10

7

Success in advanced coursework:

- AP Exam = 3+
- Dual Credit \geq B
- Completion of a Career Pathway

8

Attainment of a score of 1040 on the SAT or 20 on the ACT



Strategic Priorities



Priority #1 – Academic Growth

Goal Statement:

By the end of the 2020 school year, CCSD will increase proficiency results in literacy and numeracy by 12 percentage points from the district's baseline performance in 2017-2018.

Indicators of Success:

- A. Growth on the CCSD Indicators of College and Career Success by 12 percentage points over a two-year period. (See Indicators 1, 2 and 3).
- B. Growth on the Georgia Milestones assessments by 12 percentage points over a two-year period.
- C. Growth on NWEA MAP assessments by 12 percentage points over the baseline established in the Fall 2018 over a two-year period.



Tell me and I forget.

Teach me and I remember.

Involve me and I learn.

BENJAMIN FRANKLIN







Priority #2 – Social Emotional Growth

Goal Statement:

By 2020, CCSD will develop a positive school, district and community culture that supports the social-emotional growth of all students.

Indicators of Success:

- A. Growth on Indicator #5 of the CCSD College and Career Success via the Georgia Student Health Survey.
- B. Growth on the College Board/AVID/CCSD Metacognition five-year study.
- C. Growth in student attendance rates in relation to student connections with their school environment.
- D. Reduction of incivility disciplinary rates across the district.

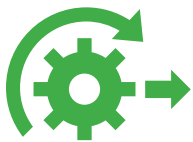


**Let us remember: one book, one pen, one child
and one teacher can change the world.**

MALALA YOUSAFZAI







Priority #3 – Organizational Effectiveness

Goal Statement:

By 2020, the Clarke County School District will maximize its organizational effectiveness through the implementation of systems thinking strategies and improvement science structures to ensure educational equity and organizational excellence.

Indicators of Success:

A. Every department will develop and implement core processes aligned to systems thinking and regularly monitor efficacy of the core processes by June 2019.

B. Create an organizational dashboard and document growth on organizational key performance indicators for the district by November 2018.



“

**Learning is not attained
by chance; it must be
sought for with ardour
and diligence.**

ABIGAIL ADAMS

”





Priority #4 – Fiscal Health

Goal Statement:

By 2020, the district will balance our budget annually, align resources to strategic priorities and areas of greatest need, and maintain innovative, contemporary and vibrant learning environments throughout CCSD.

Indicators of Success:

- A. Maintain a fund balance of 15% or more annually.
- B. Achieve a balanced budget annually.
- C. Meet or exceed key performance indicators established in Business Services and District Services.
- D. Complete an analysis of efficient facility and space usage of all schools and buildings.



**Education...is painful, continual and difficult work
to be done in kindness, by watching, by warning,
by praise, but above all – by example.**

JOHN RUSKIN







Priority #5 – Professional Capacity

Goal Statement 1 (Professional Learning):

By 2020, CCSD professional learning will build greater professional capacity in an effort of increasing student academic performance by 12% in literacy, numeracy, and social-emotional development by aligning to the professional learning themes of Data Literacy, Curriculum Revision and Alignment, Culturally Responsive Teaching and Equity, College and Career Readiness, and the Social Emotional Development of Students.

Indicators of Success:

- A. Increase opportunities for professional reflection and self-awareness related to educators' roles in applying strategies gained through professional learning.
- B. Increase teacher-led professional learning opportunities that align to the district themes.
- C. Increase the staff application and delivery of instructional strategies and content knowledge gained through professional learning.
- D. Ensure that construction of the district calendar provides 38% of all professional learning to be coordinated by the district aligned to the district professional learning themes, 31% to be coordinated at the building level and aligned to the district professional learning themes and 31% allocated to teachers for professional reflection.



Goal Statement 2 (Collegiality):

By 2020, CCSD will improve professional collaboration, mission-driven inquiry, school culture and organization, teacher leadership, collective efficacy, and professional engagement to increase student academic performance by 12% in literacy, numeracy, and social-emotional development.

Indicators of Success:

- A. Ensure opportunities for professional collaboration for the purpose of increasing student academic performance in literacy, numeracy, and social-emotional learning.
- B. Promote professional inquiry that is mission-driven focused on equity and excellence, which will result in the planning and delivery of rigorous instructional standards for all children.
- C. Establish school cultures of high expectations and equity where all students grow academically and socially in safe and supportive environments.
- D. Increase teacher leadership by improving how teachers work with, support and challenge their colleagues to serve all students to ensure mission-driven, large-scale transformation.

Goal Statement 3 (Recruit, Hire & Retain):

By 2020, CCSD will recruit, support, and retain highly effective, mission-driven, diverse and creative faculty and staff to make a critical difference by increasing student achievement in literacy, numeracy, and social-emotional development by 12%.

Indicators of Success:

- A. Successfully recruit mission-driven and diverse faculty and staff to increase student achievement in literacy, numeracy, and social-emotional development.
- B. Implement formal induction, ongoing support and leadership development programs for the continuum of professional careers (transition throughout careers).
- C. Retain mission-driven and diverse faculty and staff by reducing resignations and other departures by 5% annually.



Priority #6 – Educational Equity

Goal Statement 1 (Access to Educational Programming):

By 2020, there will be a 6% *decrease* in disproportionality between students of color and white students in educational programming.

Indicators of Success:

- A. Minimize the use of pullout programming to serve special education and struggling academic students through the effective use of Tier 1 & Tier 2 instructional strategies.
- B. Ensure equitable access to Gifted and Talented and Advanced Placement programming for underrepresented students by 6% annually.

Goal Statement 2 (School Discipline):

By 2020, disciplinary infractions with overrepresented student populations will *decrease by 6% each year*.

Indicators of Success:

- A. Reduce out-of-school suspension rate by 6% for students of color annually.
- B. Reduce out-of-school suspension rate by 6% for Special Education students annually.
- C. An increase of documented communication between classroom teachers and student families by 6% of the established baseline from the 2018-2019 SY.

Goal Statement 3 (Access to Educational Programming):

By 2020, district disproportionality in student performance will decrease between student groups by accelerating underrepresented student performance above the district strategic goal by an *additional 6%*.

Indicators of Success:

A. Accelerated growth on Strategic Priority #1 on the CCSD Indicators of College and Career Success by 6%.

B. Accelerated growth on Strategic Priority #1 on the Georgia Milestones examinations by 6%.



CCSD

By the Numbers

With 21 schools and more than 13,000 students, the Clarke County School District offers students both diversity and a culture of academic excellence. Based in beautiful Athens, Georgia, CCSD serves Clarke County, which includes the communities of Athens and Winterville, and part of Bogart.



Facilities

21 schools

14 Elementary

4 Middle

3 High

Special Programs:

- Athens Community Career Academy
- Office of Early Learning



Faculty & Staff

Total Number of Employees:
2,289

Total Number of Teachers:
1,148

Teachers with Advanced Degrees:
837

Average Years of Experience:
11



Students

Total Enrolled: **13,848**

Elementary: **7,467**

Middle: **3,008**

High: **3,373**

Enrolled in Gifted Education: **1,941**

African-American: **49%**

Hispanic: **25%**

White: **20%**

Multi-racial: **4%**

Asian: **2%**

Budget

\$150,147,367

(Includes other outlay)

Where money comes from:

Ad Valorem Tax - **\$77,918,084**

Other R/E Taxes - **\$1,100,000**

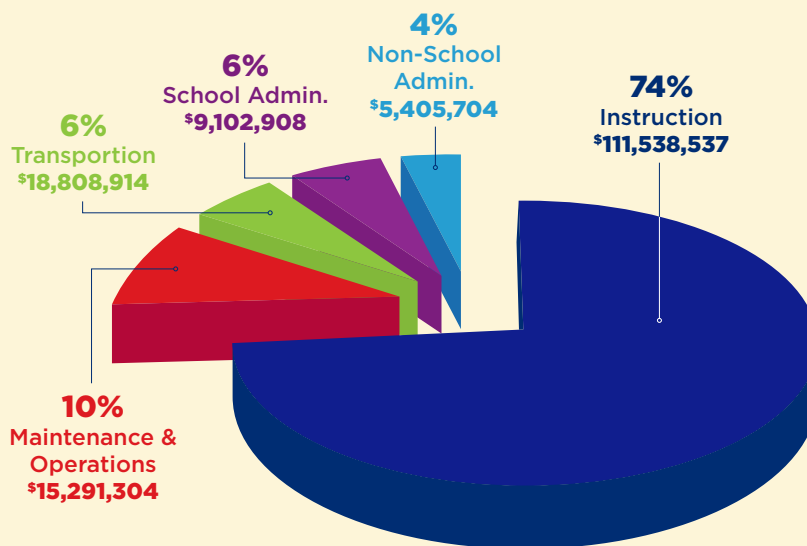
Title Ad Valorem Tax - **\$750,000**

State Funds - **\$69,184,283**

Federal Funds - **\$215,000**

Local Funds - **\$980,000**

How money is used:





“

Every child deserves a champion: an adult who will never give up on them, who understands the power of connection and insists they become the best they can possibly be.

RITA PIERSON

”





BETTER EX





EVERY DAY





Clarke County School District

Better Every Day

STAY CONNECTED

CCSD APP | www.clarke.k12.ga.us



It is the policy of the Clarke County School District not to discriminate on the basis of age, sex, race, color, religion, national origin, marital status, disability or any other legally protected status in its educational programs, activities or employment practices. Para información en español, llame (706) 546-7721, ext. 18312

P.O. Box 1708 | Athens, GA 30603-1708

440-1 Dearing Extension | Athens, GA 30606

706-546-7721



Appendix G: Curriculum Unit Snapshot, Mathematics Grade 3



Jackson Public Schools At-a-Glance, Pacing Guide, Unit Plans, and Standard Roadmaps 3rd Grade Mathematics



Term 1		
Date(s)	Unit(s)	Standard(s)
August 8 – 28, 2018	Unit 1: Understanding Place Value Addition and Subtraction Within 1000 ⁴	<p>3.NBT.1: Use place value understanding to round whole numbers to the nearest 10 or 100.</p> <p>3.NBT.2: Fluently add and subtract (including subtracting across zeros) within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Include problems with whole dollar amounts.</p> <p>3.OA.8: Solve two-step (two operational steps) word problems using the four operations (<i>only addition and subtraction in this unit</i>). Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding³. Include problems with whole dollar amounts.</p> <p>3.OA.9: Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. <i>For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.</i></p>
August 29 – September 5, 2018	Unit 2: Computation and Application of Problem Solving With Time	<p>3.MD.1: Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.</p>
September 6 – 26, 2018	Unit 3: Operations With Whole Numbers	<p>3.OA.1: Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. <i>For example, describe a context in which a total number of objects can be expressed as 5×7.</i></p> <p>3.OA.4: Determine the unknown whole number in a multiplication or division equation relating three whole numbers, with factors 0-10. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = ? \div 3$, $6 \times 6 = ?$.</i></p>

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Jackson Public Schools At-a-Glance, Pacing Guide, Unit Plans, and Standard Roadmaps 3rd Grade Mathematics



Term 1		
Date(s)	Unit(s)	Standard(s)
September 6 – 26, 2018	Unit 3: Operations With Whole Numbers (continues)	<p>3.OA.5: Apply properties of operations as strategies to multiply and divide.² Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)</p> <p>3.OA.7: Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. Know from memory all products of two one-digit numbers; and fully understand the concept when a remainder does not exist under division.</p> <p>3.MD.5: Recognize area as an attribute of plane figures and understand concepts of area measurement.</p> <p>a. A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.</p> <p>b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.</p>
September 27 – October 3, 2018	Unit 4: Building Fluency With Multiplication Patterns ⁴	<p>3.OA.9: Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.</p> <p>3.NBT.3: Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80, 5×60) using strategies based on place value and properties of operations.</p>

Note: Revisit 3.NBT.2 and 3.OA.7 during the year through routines, independent practice, discussions, and other activities in order for the students to gain fluency.

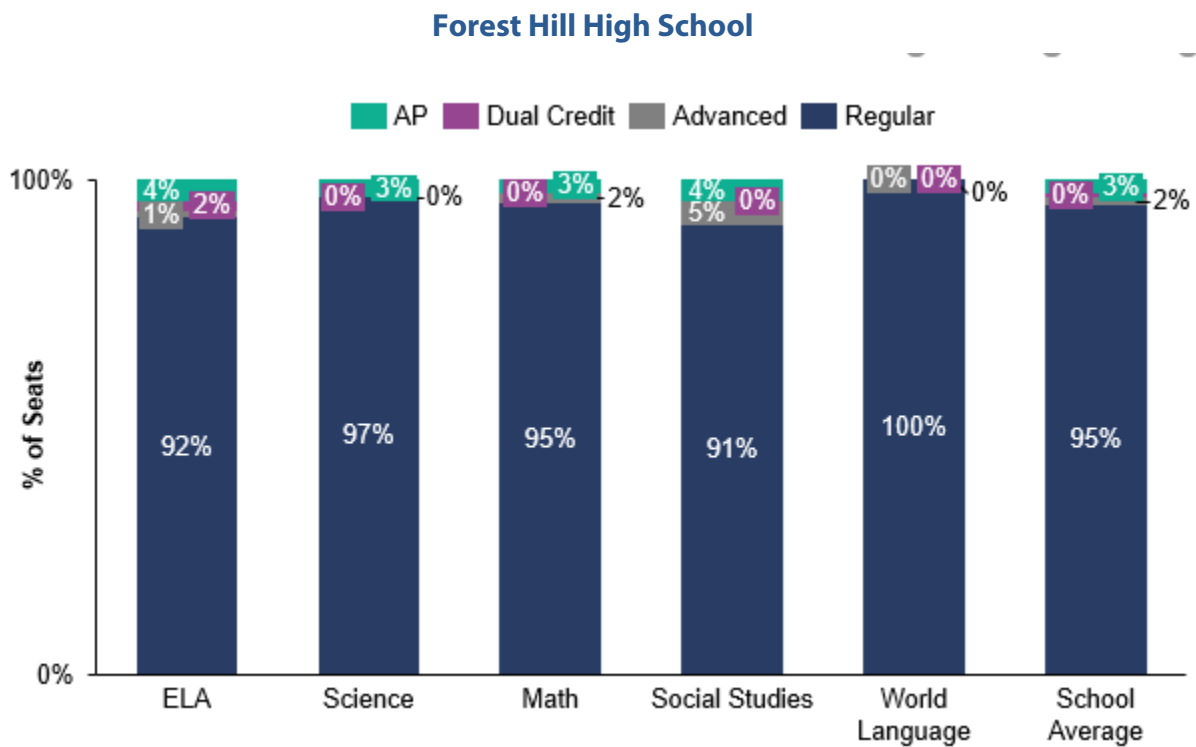
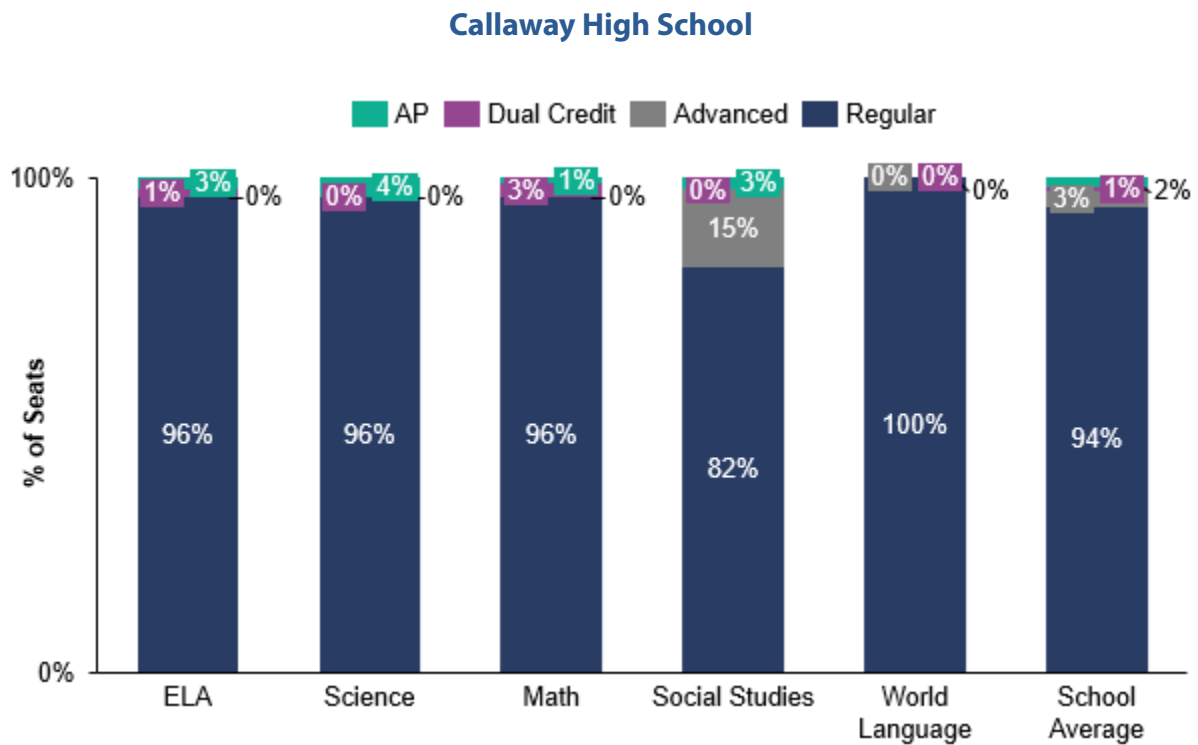
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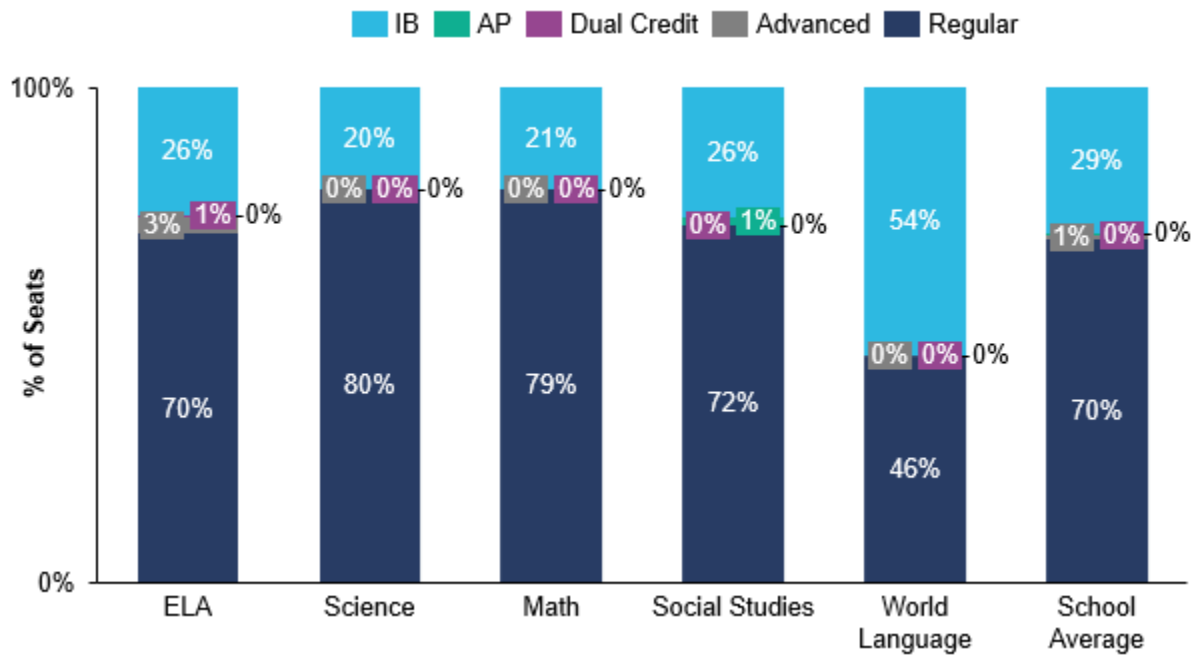
Appendix H: Course Rigor (High School)

Distribution of Courses by Department and Level

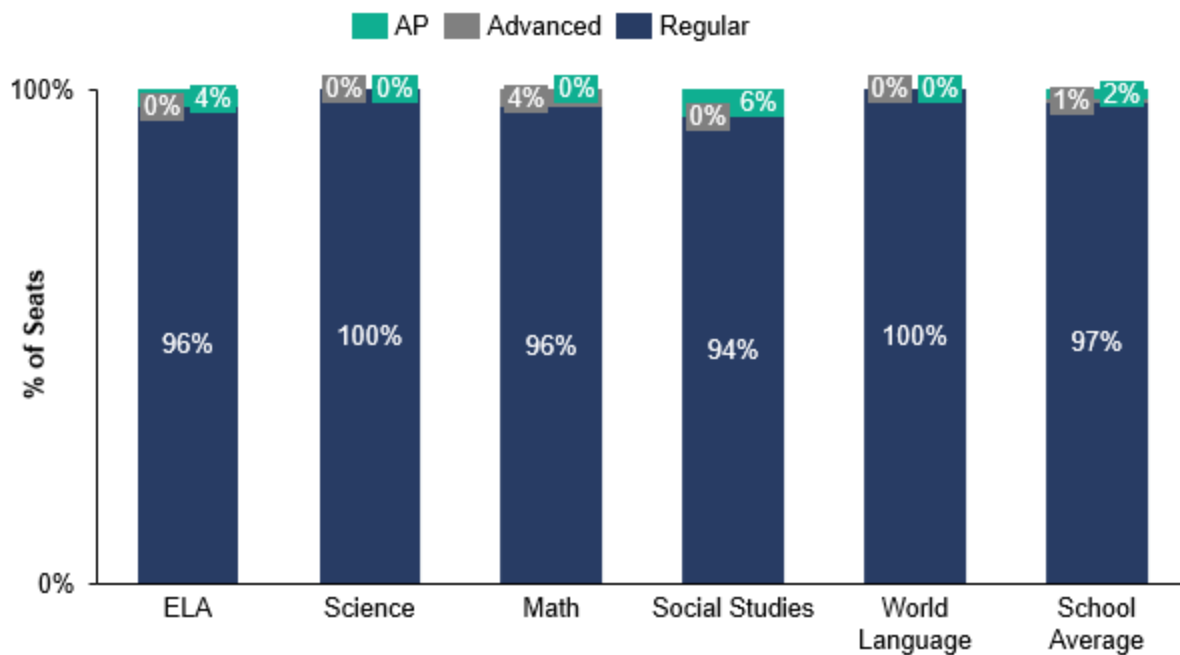




Jim Hill High School

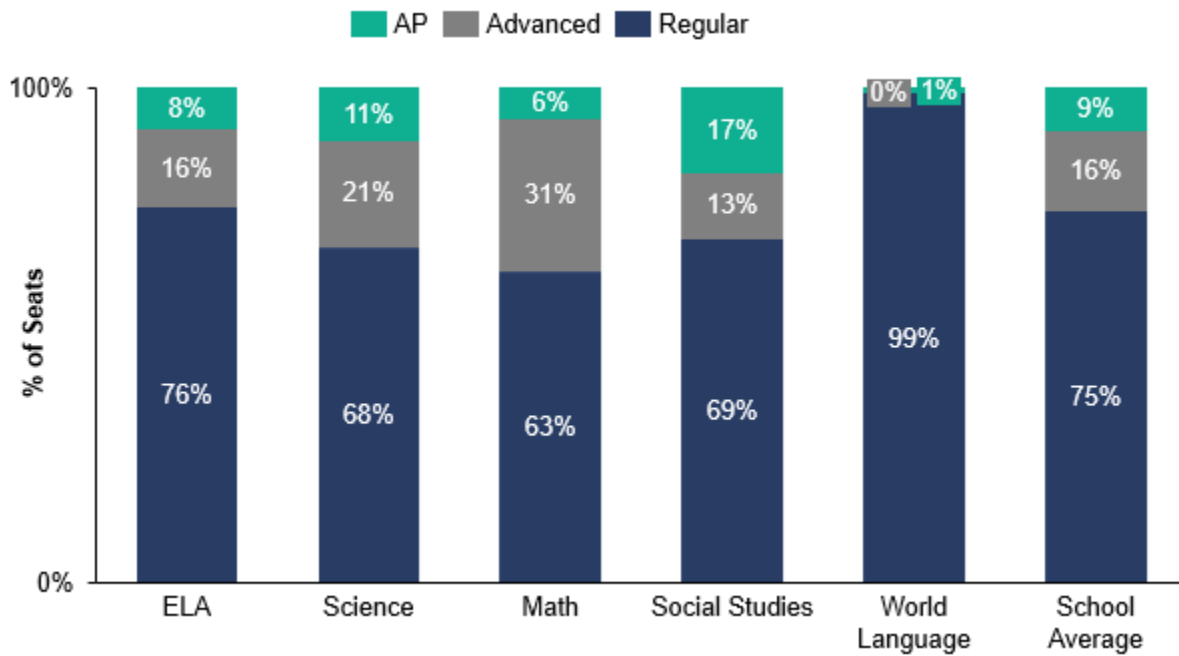


Lanier High School

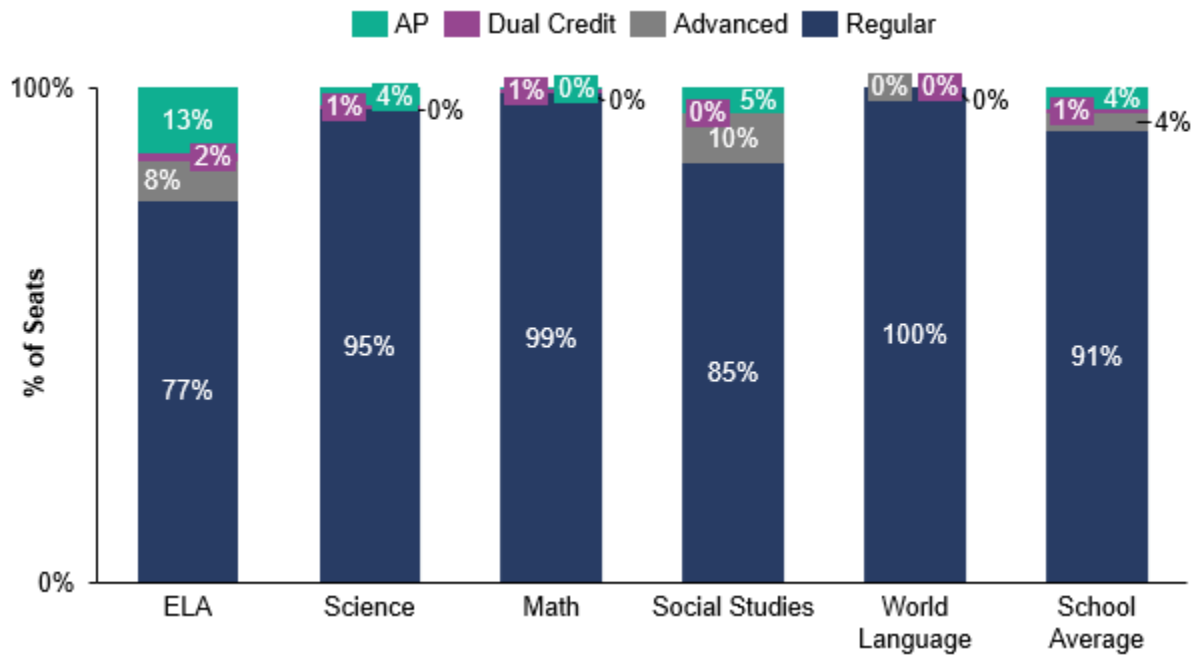




Murrah High School

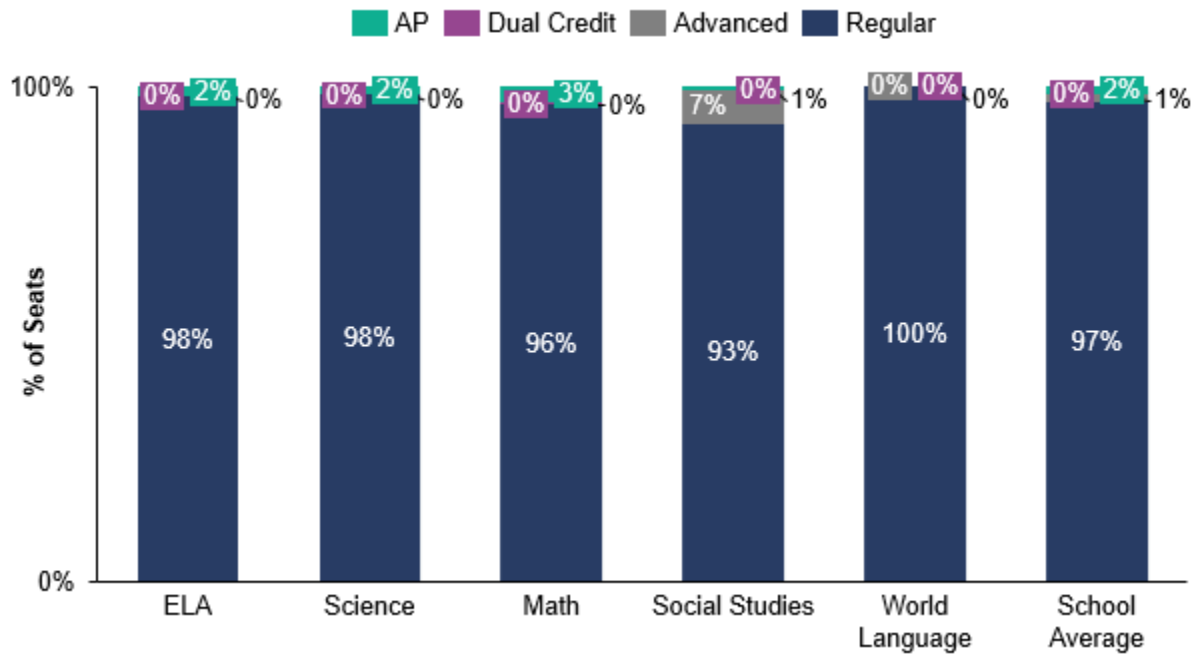


Provine High School





Wingfield High School





Appendix I: General Education Staff Savings by School

Class Size Targets Kindergarten

	Current			Scenario A			Scenario B		
	Enrolled	Sections	Current Avg.	Sections Needed	Avg.	Savings	Sections Needed	Avg.	Savings
Baker Elementary School	55	3	18.3	3	18.3	0	3	18.3	0
Barr Elementary School	28	2	14.0	2	14.0	0	2	14.0	0
Bates Elementary School	50	3	16.7	3	16.7	0	3	16.7	0
Boyd Elementary School	0	0	-	0	-	0	0	-	0
Brown Elementary School	22	2	11.0	1	22.0	1	1	22.0	1
Casey Elementary School	52	2	26.0	2	26.0	0	2	26.0	0
Clausell Elementary School	49	3	16.3	3	16.3	0	3	16.3	0
Davis Magnet School	45	2	22.5	2	22.5	0	2	22.5	0
Dawson Elementary School	61	3	20.3	3	20.3	0	3	20.3	0
French Elementary School	37	2	18.5	2	18.5	0	2	18.5	0
Galloway Elementary School	61	3	20.3	3	20.3	0	3	20.3	0
George Elementary School	16	1	16.0	1	16.0	0	1	16.0	0
Green Elementary School	55	3	18.3	3	18.3	0	3	18.3	0
Isable Elementary School	56	3	18.7	3	18.7	0	3	18.7	0
John Hopkins Elementary School	59	3	19.7	3	19.7	0	3	19.7	0
Johnson Elementary School	81	3	27.0	4	20.3	-1	3	27.0	0
Key Elementary School	51	3	17.0	3	17.0	0	3	17.0	0
Lake Elementary School	48	2	24.0	2	24.0	0	2	24.0	0
Lee Elementary School	52	2	26.0	2	26.0	0	2	26.0	0
Lester Elementary School	58	3	19.3	3	19.3	0	3	19.3	0
Marshall Elementary School	71	3	23.7	3	23.7	0	3	23.7	0
McLeod Elementary School	79	3	26.3	3	26.3	0	3	26.3	0
McWillie Elementary School	168	11	15.3	8	21.0	3	8	21.0	3
North Jackson Elementary School	100	4	25.0	4	25.0	0	4	25.0	0
Oak Forest Elementary School	54	3	18.0	3	18.0	0	3	18.0	0
Pecan Park Elementary School	70	3	23.3	3	23.3	0	3	23.3	0
Power Apac School	0	0	-	0	-	0	0	-	0
Raines Elementary School	48	2	24.0	2	24.0	0	2	24.0	0
Smith Elementary School	58	3	19.3	3	19.3	0	3	19.3	0
Spann Elementary School	81	3	27.0	4	20.3	-1	3	27.0	0
Sykes Elementary School	56	3	18.7	3	18.7	0	3	18.7	0
Timberlawn Elementary School	51	2	25.5	2	25.5	0	2	25.5	0
Van Winkle Elementary School	55	3	18.3	3	18.3	0	3	18.3	0
Walton Elementary School	69	3	23.0	3	23.0	0	3	23.0	0
Watkins Elementary School	47	2	23.5	2	23.5	0	2	23.5	0
Wilkins Elementary School	59	3	19.7	3	19.7	0	3	19.7	0
Woodville Heights Elementary School	42	3	14.0	2	21.0	1	2	21.0	1



First

	Current			Scenario A			Scenario B		
	Enrolled	Sections	Current Avg.	Sections Needed	Avg.	Savings	Sections Needed	Avg.	Savings
Baker Elementary School	56	3	18.7	3	18.7	0	3	18.7	0
Barr Elementary School	33	2	16.5	2	16.5	0	2	16.5	0
Bates Elementary School	48	2	24.0	2	24.0	0	2	24.0	0
Boyd Elementary School	110	4	27.5	5	22.0	-1	5	22.0	-1
Brown Elementary School	32	2	16.0	2	16.0	0	2	16.0	0
Casey Elementary School	67	3	22.3	3	22.3	0	3	22.3	0
Clausell Elementary School	40	3	13.3	2	20.0	1	2	20.0	1
Davis Magnet School	40	2	20.0	2	20.0	0	2	20.0	0
Dawson Elementary School	53	2	26.5	2	26.5	0	2	26.5	0
French Elementary School	28	2	14.0	2	14.0	0	2	14.0	0
Galloway Elementary School	63	3	21.0	3	21.0	0	3	21.0	0
George Elementary School	23	1	23.0	1	23.0	0	1	23.0	0
Green Elementary School	59	3	19.7	3	19.7	0	3	19.7	0
Isable Elementary School	62	3	20.7	3	20.7	0	3	20.7	0
John Hopkins Elementary School	73	3	24.3	3	24.3	0	3	24.3	0
Johnson Elementary School	68	3	22.7	3	22.7	0	3	22.7	0
Key Elementary School	48	3	16.0	2	24.0	1	2	24.0	1
Lake Elementary School	42	2	21.0	2	21.0	0	2	21.0	0
Lee Elementary School	44	2	22.0	2	22.0	0	2	22.0	0
Lester Elementary School	60	3	20.0	3	20.0	0	3	20.0	0
Marshall Elementary School	58	3	19.3	3	19.3	0	3	19.3	0
McLeod Elementary School	95	3	31.7	4	23.8	-1	4	23.8	-1
McWillie Elementary School	40	5	8.0	2	20.0	3	2	20.0	3
North Jackson Elementary School	76	4	19.0	3	25.3	1	3	25.3	1
Oak Forest Elementary School	69	3	23.0	3	23.0	0	3	23.0	0
Pecan Park Elementary School	74	3	24.7	3	24.7	0	3	24.7	0
Power Apac School	0	0	-	0	-	0	0	-	0
Raines Elementary School	45	2	22.5	2	22.5	0	2	22.5	0
Smith Elementary School	64	3	21.3	3	21.3	0	3	21.3	0
Spann Elementary School	73	3	24.3	3	24.3	0	3	24.3	0
Sykes Elementary School	59	3	19.7	3	19.7	0	3	19.7	0
Timberlawn Elementary School	75	3	25.0	3	25.0	0	3	25.0	0
Van Winkle Elementary School	50	2	25.0	2	25.0	0	2	25.0	0
Walton Elementary School	62	3	20.7	3	20.7	0	3	20.7	0
Watkins Elementary School	58	2	29.0	3	19.3	-1	3	19.3	-1
Wilkins Elementary School	85	3	28.3	4	21.3	-1	4	21.3	-1
Woodville Heights Elementary School	59	3	19.7	3	19.7	0	3	19.7	0



Second

	Current			Scenario A			Scenario B		
	Enrolled	Sections	Current Avg.	Sections Needed	Avg.	Savings	Sections Needed	Avg.	Savings
Baker Elementary School	41	2	20.5	2	20.5	0	2	20.5	0
Barr Elementary School	33	2	16.5	2	16.5	0	2	16.5	0
Bates Elementary School	36	2	18.0	2	18.0	0	2	18.0	0
Boyd Elementary School	93	4	23.3	4	23.3	0	4	23.3	0
Brown Elementary School	35	2	17.5	2	17.5	0	2	17.5	0
Casey Elementary School	69	3	23.0	3	23.0	0	3	23.0	0
Clausell Elementary School	51	3	17.0	2	25.5	1	2	25.5	1
Davis Magnet School	45	2	22.5	2	22.5	0	2	22.5	0
Dawson Elementary School	52	2	26.0	2	26.0	0	2	26.0	0
French Elementary School	22	1	22.0	1	22.0	0	1	22.0	0
Galloway Elementary School	62	2	31.0	3	20.7	-1	3	20.7	-1
George Elementary School	16	1	16.0	1	16.0	0	1	16.0	0
Green Elementary School	61	3	20.3	3	20.3	0	3	20.3	0
Isable Elementary School	64	3	21.3	3	21.3	0	3	21.3	0
John Hopkins Elementary School	67	3	22.3	3	22.3	0	3	22.3	0
Johnson Elementary School	72	3	24.0	3	24.0	0	3	24.0	0
Key Elementary School	36	2	18.0	2	18.0	0	2	18.0	0
Lake Elementary School	43	2	21.5	2	21.5	0	2	21.5	0
Lee Elementary School	49	2	24.5	2	24.5	0	2	24.5	0
Lester Elementary School	67	3	22.3	3	22.3	0	3	22.3	0
Marshall Elementary School	66	3	22.0	3	22.0	0	3	22.0	0
McLeod Elementary School	79	3	26.3	3	26.3	0	3	26.3	0
McWillie Elementary School	38	6	6.3	2	19.0	4	2	19.0	4
North Jackson Elementary School	71	3	23.7	3	23.7	0	3	23.7	0
Oak Forest Elementary School	60	3	20.0	3	20.0	0	3	20.0	0
Pecan Park Elementary School	77	3	25.7	3	25.7	0	3	25.7	0
Power Apac School	0	0	-	0	-	0	0	-	0
Raines Elementary School	44	3	14.7	2	22.0	1	2	22.0	1
Smith Elementary School	53	2	26.5	2	26.5	0	2	26.5	0
Spann Elementary School	64	3	21.3	3	21.3	0	3	21.3	0
Sykes Elementary School	70	3	23.3	3	23.3	0	3	23.3	0
Timberlawn Elementary School	72	3	24.0	3	24.0	0	3	24.0	0
Van Winkle Elementary School	43	2	21.5	2	21.5	0	2	21.5	0
Walton Elementary School	49	2	24.5	2	24.5	0	2	24.5	0
Watkins Elementary School	56	2	28.0	3	18.7	-1	3	18.7	-1
Wilkins Elementary School	55	2	27.5	3	18.3	-1	3	18.3	-1
Woodville Heights Elementary School	49	3	16.3	2	24.5	1	2	24.5	1



Third

	Current			Scenario A			Scenario B		
	Enrolled	Sections	Current Avg	Sections Needed	Avg.	Savings	Sections Needed	Avg.	Savings
Baker Elementary School	49	2	24.5	2	24.5	0	2	24.5	0
Barr Elementary School	29	2	14.5	2	14.5	0	2	14.5	0
Bates Elementary School	55	3	18.3	3	18.3	0	3	18.3	0
Boyd Elementary School	104	6	17.3	5	20.8	1	4	26.0	2
Brown Elementary School	30	2	15.0	2	15.0	0	2	15.0	0
Casey Elementary School	69	3	23.0	3	23.0	0	3	23.0	0
Clausell Elementary School	44	3	14.7	2	22.0	1	2	22.0	1
Davis Magnet School	45	2	22.5	2	22.5	0	2	22.5	0
Dawson Elementary School	71	3	23.7	3	23.7	0	3	23.7	0
French Elementary School	36	2	18.0	2	18.0	0	2	18.0	0
Galloway Elementary School	66	3	22.0	3	22.0	0	3	22.0	0
George Elementary School	18	1	18.0	1	18.0	0	1	18.0	0
Green Elementary School	80	3	26.7	3	26.7	0	3	26.7	0
Isable Elementary School	52	3	17.3	2	26.0	1	2	26.0	1
John Hopkins Elementary School	77	4	19.3	3	25.7	1	3	25.7	1
Johnson Elementary School	80	4	20.0	3	26.7	1	3	26.7	1
Key Elementary School	51	3	17.0	2	25.5	1	2	25.5	1
Lake Elementary School	54	2	27.0	2	27.0	0	2	27.0	0
Lee Elementary School	49	2	24.5	2	24.5	0	2	24.5	0
Lester Elementary School	50	3	16.7	2	25.0	1	2	25.0	1
Marshall Elementary School	69	3	23.0	3	23.0	0	3	23.0	0
McLeod Elementary School	103	4	25.8	5	20.6	-1	4	25.8	0
McWillie Elementary School	36	5	7.2	2	18.0	3	2	18.0	3
North Jackson Elementary School	88	4	22.0	4	22.0	0	4	22.0	0
Oak Forest Elementary School	62	3	20.7	3	20.7	0	3	20.7	0
Pecan Park Elementary School	65	3	21.7	3	21.7	0	3	21.7	0
Power Apac School	0	0	-	0	-	0	0	-	0
Raines Elementary School	53	3	17.7	2	26.5	1	2	26.5	1
Smith Elementary School	64	3	21.3	3	21.3	0	3	21.3	0
Spann Elementary School	74	3	24.7	3	24.7	0	3	24.7	0
Sykes Elementary School	63	3	21.0	3	21.0	0	3	21.0	0
Timberlawn Elementary School	87	4	21.8	4	21.8	0	4	21.8	0
Van Winkle Elementary School	69	3	23.0	3	23.0	0	3	23.0	0
Walton Elementary School	64	3	21.3	3	21.3	0	3	21.3	0
Watkins Elementary School	38	2	19.0	2	19.0	0	2	19.0	0
Wilkins Elementary School	79	4	19.8	3	26.3	1	3	26.3	1
Woodville Heights Elementary School	64	2	32.0	3	21.3	-1	3	21.3	-1



Fourth

	Current			Scenario A			Scenario B		
	Enrolled	Sections	Current Avg.	Sections Needed	Avg.	Savings	Sections Needed	Avg.	Savings
Baker Elementary School	32	2	16.0	2	16.0	0	2	16.0	0
Barr Elementary School	31	2	15.5	2	15.5	0	2	15.5	0
Bates Elementary School	59	3	19.7	3	19.7	0	3	19.7	0
Boyd Elementary School	116	5	23.2	5	23.2	0	5	23.2	0
Brown Elementary School	30	1	30.0	2	15.0	-1	2	15.0	-1
Casey Elementary School	65	3	21.7	3	21.7	0	3	21.7	0
Clausell Elementary School	67	3	22.3	3	22.3	0	3	22.3	0
Davis Magnet School	38	2	19.0	2	19.0	0	2	19.0	0
Dawson Elementary School	64	3	21.3	3	21.3	0	3	21.3	0
French Elementary School	40	2	20.0	2	20.0	0	2	20.0	0
Galloway Elementary School	51	2	25.5	2	25.5	0	2	25.5	0
George Elementary School	21	1	21.0	1	21.0	0	1	21.0	0
Green Elementary School	64	3	21.3	3	21.3	0	3	21.3	0
Isable Elementary School	50	2	25.0	2	25.0	0	2	25.0	0
John Hopkins Elementary School	79	3	26.3	3	26.3	0	3	26.3	0
Johnson Elementary School	79	3	26.3	3	26.3	0	3	26.3	0
Key Elementary School	50	2	25.0	2	25.0	0	2	25.0	0
Lake Elementary School	43	2	21.5	2	21.5	0	2	21.5	0
Lee Elementary School	39	2	19.5	2	19.5	0	2	19.5	0
Lester Elementary School	71	3	23.7	3	23.7	0	3	23.7	0
Marshall Elementary School	71	3	23.7	3	23.7	0	3	23.7	0
McLeod Elementary School	95	4	23.8	4	23.8	0	4	23.8	0
McWillie Elementary School	23	2	11.5	1	23.0	1	1	23.0	1
North Jackson Elementary School	79	4	19.8	3	26.3	1	3	26.3	1
Oak Forest Elementary School	78	3	26.0	3	26.0	0	3	26.0	0
Pecan Park Elementary School	66	4	16.5	3	22.0	1	3	22.0	1
Power Apac School	46	3	15.3	2	23.0	1	2	23.0	1
Raines Elementary School	40	2	20.0	2	20.0	0	2	20.0	0
Smith Elementary School	53	3	17.7	2	26.5	1	2	26.5	1
Spann Elementary School	81	4	20.3	3	27.0	1	3	27.0	1
Sykes Elementary School	71	3	23.7	3	23.7	0	3	23.7	0
Timberlawn Elementary School	95	4	23.8	4	23.8	0	4	23.8	0
Van Winkle Elementary School	77	3	25.7	3	25.7	0	3	25.7	0
Walton Elementary School	56	3	18.7	3	18.7	0	3	18.7	0
Watkins Elementary School	51	2	25.5	2	25.5	0	2	25.5	0
Wilkins Elementary School	83	4	20.8	4	20.8	0	4	20.8	0
Woodville Heights Elementary School	49	2	24.5	2	24.5	0	2	24.5	0



Fifth

	Current			Scenario A			Scenario B		
	Enrolled	Sections	Current Avg	Sections Needed	Avg.	Savings	Sections Needed	Avg	Savings
Baker Elementary School	30	2	15.0	1	30.0	1	1	30.0	1
Barr Elementary School	33	2	16.5	2	16.5	0	2	16.5	0
Bates Elementary School	55	2	27.5	2	27.5	0	2	27.5	0
Boyd Elementary School	83	6	13.8	4	20.8	2	3	27.7	3
Brown Elementary School	23	1	23.0	1	23.0	0	1	23.0	0
Casey Elementary School	60	3	20.0	2	30.0	1	2	30.0	1
Clausell Elementary School	30	2	15.0	1	30.0	1	1	30.0	1
Davis Magnet School	44	2	22.0	2	22.0	0	2	22.0	0
Dawson Elementary School	41	2	20.5	2	20.5	0	2	20.5	0
French Elementary School	20	1	20.0	1	20.0	0	1	20.0	0
Galloway Elementary School	51	2	25.5	2	25.5	0	2	25.5	0
George Elementary School	17	1	17.0	1	17.0	0	1	17.0	0
Green Elementary School	48	2	24.0	2	24.0	0	2	24.0	0
Isable Elementary School	49	3	16.3	2	24.5	1	2	24.5	1
John Hopkins Elementary School	67	3	22.3	3	22.3	0	3	22.3	0
Johnson Elementary School	62	3	20.7	3	20.7	0	3	20.7	0
Key Elementary School	54	2	27.0	2	27.0	0	2	27.0	0
Lake Elementary School	26	1	26.0	1	26.0	0	1	26.0	0
Lee Elementary School	39	2	19.5	2	19.5	0	2	19.5	0
Lester Elementary School	52	2	26.0	2	26.0	0	2	26.0	0
Marshall Elementary School	61	3	20.3	3	20.3	0	3	20.3	0
McLeod Elementary School	81	3	27.0	3	27.0	0	3	27.0	0
McWillie Elementary School	13	2	6.5	1	13.0	1	1	13.0	1
North Jackson Elementary School	97	4	24.3	4	24.3	0	4	24.3	0
Oak Forest Elementary School	56	3	18.7	2	28.0	1	2	28.0	1
Pecan Park Elementary School	71	3	23.7	3	23.7	0	3	23.7	0
Power Apac School	88	4	22.0	4	22.0	0	3	29.3	1
Raines Elementary School	45	3	15.0	2	22.5	1	2	22.5	1
Smith Elementary School	60	2	30.0	2	30.0	0	2	30.0	0
Spann Elementary School	74	3	24.7	3	24.7	0	3	24.7	0
Sykes Elementary School	59	3	19.7	2	29.5	1	2	29.5	1
Timberlawn Elementary School	62	3	20.7	3	20.7	0	3	20.7	0
Van Winkle Elementary School	54	3	18.0	2	27.0	1	2	27.0	1
Walton Elementary School	44	3	14.7	2	22.0	1	2	22.0	1
Watkins Elementary School	39	2	19.5	2	19.5	0	2	19.5	0
Wilkins Elementary School	64	3	21.3	3	21.3	0	3	21.3	0
Woodville Heights Elementary Scho	59	2	29.5	2	29.5	0	2	29.5	0



Callaway High School Class Size Targets

Scenario 1: Class Size Target of 20

Department	Current Average Class Size	Current Staffed FTE	Projected Average Class Size	Total FTE for Repurposing Based on Current HR Staffing
Core	22.8	34.0	21.1	-2.4
ELA	23.3	9.0	21.7	-0.7
Science	22.7	9.2	20.8	-0.5
Math	22.1	7.8	20.8	-0.5
Social Studies	22.9	8.0	21.1	-0.7
Non-Core	21.9	21.0	21.3	-0.2
Art	21.8	1.0	21.8	0.0
Health/ PE	26.3	4.3	20.7	-1.2
Elective	18.3	11.7	21.0	1.7
Music	29.1	2.0	23.3	-0.5
World Language	23.4	2.0	21.6	-0.2
Total	22.4	55.0	21.2	-2.6

Scenario 2: Class Size Target of 25

Department	Current Average Class Size	Current Staffed FTE	Projected Average Class Size	Total FTE for Repurposing Based on Current HR Staffing
Core	22.8	34.0	26.1	4.8
ELA	23.3	9.0	26.7	1.2
Science	22.7	9.2	25.1	1.2
Math	22.1	7.8	26.0	1.2
Social Studies	22.9	8.0	26.8	1.2
Non-Core	21.9	21.0	24.8	2.8
Art	21.8	1.0	21.8	0.0
Health/ PE	26.3	4.3	26.3	0.0
Elective	18.3	11.7	23.7	2.8
Music	29.1	2.0	26.8	-0.2
World Language	23.4	2.0	25.5	0.2
Total	22.4	55.0	25.6	7.6

Forest Hill High School Class Size Targets

Scenario 1: Class Size Target of 20

Department	Current Average Class Size	Current Staffed FTE	Projected Average Class Size	Total FTE for Repurposing Based on Current HR Staffing
Core	19.8	40.7	20.9	2.6
ELA	20.3	12.0	20.6	0.2
Math	19.5	9.0	20.7	0.8
Science	20.2	9.7	20.9	0.3
Social Studies	19.2	10.0	21.4	1.3
Non-Core	17.5	26.7	36.3	5.8
Art	21.8	3.0	21.8	0.0
Elective	15.3	14.4	22.2	4.7
Health/ PE	20.7	4.3	20.7	0.3
Music	14.3	3.0	21.4	1.0
World Language	24.6	2.0	22.7	-0.2
Total	18.9	67.4	24.6	8.4

Scenario 2: Class Size Target of 25

Department	Current Average Class Size	Current Staffed FTE	Projected Average Class Size	Total FTE for Repurposing Based on Current HR Staffing
Core	19.8	40.7	25.2	9.2
ELA	20.3	12.0	25.6	2.5
Math	19.5	9.0	25.4	2.3
Science	20.2	9.7	24.4	1.7
Social Studies	19.2	10.0	25.3	2.7
Non-Core	17.5	26.7	41.3	9
Art	21.8	3.0	26.1	0.5
Elective	15.3	14.4	24.8	5.8
Health/ PE	20.7	4.3	26.2	1.2
Music	14.3	3.0	25.7	1.3
World Language	24.6	2.0	26.8	0.2
Total	18.9	67.4	29.3	18.2



Jim Hill High School Class Size Targets

Scenario 1: Class Size Target of 20

Department	Current Average Class Size	Current Staffed FTE	Projected Average Class Size	Total FTE for Repurposing Based on Current HR Staffing
Core	20.0	42.8	21.3	2.9
ELA	19.2	12.0	21.0	1.2
Math	19.8	10.3	21.1	0.7
Science	20.7	10.0	21.4	0.3
Social Studies	20.5	10.5	21.6	0.7
Non-Core	15.4	30.5	21.6	9.2
Art	17.1	2.0	17.1	0.0
Elective	15.6	17.2	22.5	5.7
Health/ PE	13.3	4.2	22.2	1.7
Music	16.6	2.0	19.9	0.3
Remediation	4.7	0.5	14.0	0.3
World Language	16.6	4.7	22.2	1.2
Total	18.2	73.3	21.4	12.1

Scenario 2: Class Size Target of 25

Department	Current Average Class Size	Current Staffed FTE	Projected Average Class Size	Total FTE for Repurposing Based on Current HR Staffing
Core	20.0	42.8	25.6	9.6
ELA	19.2	12.0	24.8	2.8
Math	19.8	10.3	25.5	2.3
Science	20.7	10.0	26.4	2.2
Social Studies	20.5	10.5	26.0	2.3
Non-Core	15.4	30.5	24.4	11.5
Art	17.1	2.0	18.6	0.2
Elective	15.6	17.2	26.3	7.2
Health/ PE	13.3	4.2	25.6	2.0
Music	16.6	2.0	22.1	0.5
Remediation	4.7	0.5	14.0	0.3
World Language	16.6	4.7	23.3	1.3
Total	18.2	73.3	25.2	21.1

Lanier High School Class Size Targets

Scenario 1: Class Size Target of 20

Department	Current Average Class Size	Current Staffed FTE	Projected Average Class Size	Total FTE for Repurposing Based on Current HR Staffing
Core	18.0	27.0	21.4	4.2
Math	18.4	6.0	21.4	0.8
Science	18.3	7.0	20.8	0.8
Social Studies	17.6	7.0	21.7	1.3
ELA	17.6	7.0	21.8	1.3
Non-Core	20.2	18.0	22.0	2.1
Art	24.3	1.0	20.9	-0.2
Health/ PE	27.3	4.0	21.1	-1.2
Elective	15.4	9.2	21.6	3.0
Music	22.8	2.0	24.8	0.2
World Language	19.8	1.8	24.2	0.3
Total	18.8	45.0	21.7	6.3

Scenario 2: Class Size Target of 25

Department	Current Average Class Size	Current Staffed FTE	Projected Average Class Size	Total FTE for Repurposing Based on Current HR Staffing
Core	18.0	27.0	27.0	9.0
Math	18.4	6.0	27.6	2.0
Science	18.3	7.0	26.6	2.2
Social Studies	17.6	7.0	26.4	2.3
ELA	17.6	7.0	27.4	2.5
Non-Core	20.2	18.0	26.1	4.5
Art	24.3	1.0	29.2	0.2
Health/ PE	27.3	4.0	26.2	-0.2
Elective	15.4	9.2	24.7	3.7
Music	22.8	2.0	27.3	0.3
World Language	19.8	1.8	27.3	0.5
Total	18.8	45.0	26.6	13.5



Murrah High School Class Size Targets

Scenario 1: Class Size Target of 20

Department	Current Average Class Size	Current Staffed FTE	Projected Average Class Size	Total FTE for Repurposing Based on Current HR Staffing
Core	21.5	45.5	21.2	-0.3
ELA	21.7	14.0	21.0	-0.3
Math	23.4	8.5	21.7	-0.7
Science	21.1	11.7	21.1	0.2
Social Studies	20.1	11.3	21.0	0.5
Non-Core	21.4	27.5	21.3	0.7
Art	23.8	2.0	22.0	-0.2
Elective	18.0	12.2	22.1	2.5
Health/ PE	24.6	5.0	20.5	-1.0
Music	25.4	4.0	21.5	-0.3
World Language	22.0	4.3	20.4	-0.3
Total	21.5	73.0	21.2	0.3

Scenario 2: Class Size Target of 25

Department	Current Average Class Size	Current Staffed FTE	Projected Average Class Size	Total FTE for Repurposing Based on Current HR Staffing
Core	21.5	45.5	25.9	7.9
ELA	21.7	14.0	25.8	2.3
Math	23.4	8.5	26.5	1.0
Science	21.1	11.7	24.7	1.8
Social Studies	20.1	11.3	26.8	2.8
Non-Core	21.4	27.5	25.4	5
Art	23.8	2.0	26.0	0.2
Elective	18.0	12.2	25.5	3.8
Health/ PE	24.6	5.0	25.4	0.2
Music	25.4	4.0	26.6	0.5
World Language	22.0	4.3	23.8	0.3
Total	21.5	73.0	25.7	12.9

Provine High School Class Size Targets

Scenario 1: Class Size Target of 20

Department	Current Average Class Size	Current Staffed FTE	Projected Average Class Size	Total FTE for Repurposing Based on Current HR Staffing
Core	23.5	40.8	20.9	-3.4
ELA	22.6	10.0	20.8	-0.7
Math	24.2	10.0	20.7	-1.5
Science	23.5	10.8	21.0	0.0
Social Studies	23.8	10.0	21.0	-1.2
Non-Core	18.1	23.8	21.6	4.5
Art	21.3	2.0	21.3	0.0
Elective	15.9	13.0	21.4	3.8
Health/ PE	24.2	3.2	20.9	-0.5
Music	18.0	2.0	24.0	0.5
World Language	18.2	3.7	22.2	0.7
Total	21.5	64.7	21.1	1.1

Scenario 2: Class Size Target of 25

Department	Current Average Class Size	Current Staffed FTE	Projected Average Class Size	Total FTE for Repurposing Based on Current HR Staffing
Core	23.5	40.8	25.7	5.1
ELA	22.6	10.0	26.6	1.7
Math	24.2	10.0	25.4	0.7
Science	23.5	10.8	25.8	2.0
Social Studies	23.8	10.0	25.1	0.7
Non-Core	18.1	23.8	24.9	7.0
Art	21.3	2.0	25.5	0.3
Elective	15.9	13.0	24.2	4.8
Health/ PE	24.2	3.2	25.6	0.2
Music	18.0	2.0	27.0	0.7
World Language	18.2	3.7	25.0	1.0
Total	21.5	64.7	25.5	12.1



Wingfield High School Class Size Targets

Scenario 1: Class Size Target of 20

Department	Current Average Class Size	Current Staffed FTE	Projected Average Class Size	Total FTE for Repurposing Based on Current HR Staffing
Core	20.3	32.2	20.9	1.2
ELA	20.8	8.0	20.8	0.0
Math	22.6	7.2	21.1	-0.2
Science	19.7	8.0	21.5	0.7
Social Studies	18.8	9.0	20.3	0.7
Non-Core	16.6	19.5	21.6	4.9
Art	17.8	1.0	21.4	0.2
Elective	15.7	11.0	21.6	3.3
Health/ PE	18.9	4.0	20.6	0.3
Music	15.2	2.0	23.9	0.8
World Language	17.8	1.5	22.9	0.3
Total	19.0	51.7	21.1	6.1

Scenario 2: Class Size Target of 25

Department	Current Average Class Size	Current Staffed FTE	Projected Average Class Size	Total FTE for Repurposing Based on Current HR Staffing
Core	20.3	32.2	25.6	6.7
ELA	20.8	8.0	25.0	1.3
Math	22.6	7.2	26.5	1.3
Science	19.7	8.0	25.5	1.8
Social Studies	18.8	9.0	25.4	2.3
Non-Core	16.6	19.5	26.4	7.5
Art	17.8	1.0	26.8	0.3
Elective	15.7	11.0	25.9	4.5
Health/ PE	18.9	4.0	26.7	1.2
Music	15.2	2.0	27.8	1.0
World Language	17.8	1.5	26.7	0.5
Total	19.0	51.7	25.8	14.2

Bailey Middle School Class Size Targets

Scenario 1: Class Size Target of 20

Department	Current Average Class Size	Current Staffed FTE	Projected Average Class Size	Total FTE for Repurposing Based on Current HR Staffing
Core	19.5	16.0	21.0	1.0
Math	20.9	3.0	20.9	0.0
Science	15.8	4.0	21.0	1.0
Social Studies	20.9	3.0	20.9	0.0
ELA	21.0	6.0	21.0	0.0
Non-Core	15.1	8.0	22.7	2.7
Health/ PE	21.0	1.0	21.0	0.0
ICT	17.4	3.0	22.4	0.7
Art	16.5	1.0	24.8	0.3
Music	11.8	2.0	23.5	1.0
Study Skills	7.8	1.0	23.5	0.7
Total	17.9	24.0	21.5	3.7

Scenario 2: Class Size Target of 25

Department	Current Average Class Size	Current Staffed FTE	Projected Average Class Size	Total FTE for Repurposing Based on Current HR Staffing
Core	19.5	16.0	28.8	5.2
Math	20.9	3.0	29.0	0.8
Science	15.8	4.0	29.1	1.8
Social Studies	20.9	3.0	29.0	0.8
ELA	21.0	6.0	28.0	1.7
Non-Core	15.1	8.0	27.9	3.8
Health/ PE	21.0	1.0	25.2	0.2
ICT	17.4	3.0	28.5	1.2
Art	16.5	1.0	33.0	0.5
Music	11.8	2.0	28.2	1.2
Study Skills	7.8	1.0	23.5	0.7
Total	17.9	24.0	28.5	8.9



Blackburn Middle School Class Size Targets

Scenario 1: Class Size Target of 20

Department	Current Average Class Size	Current Staffed FTE	Projected Average Class Size	Total FTE for Repurposing Based on Current HR Staffing
Core	16.6	25.0	20.9	5.1
Math	16.5	7.0	21.7	1.7
Science	16.8	5.0	20.1	0.8
ELA	16.1	8.0	20.9	1.8
Social Studies	17.0	5.0	20.4	0.8
Non-Core	14.8	9.0	22.2	2.9
Health/ PE	13.1	2.0	22.4	0.8
Elective	20.0	1.0	20.0	0.0
Music	11.3	2.0	22.5	1.0
ICT	16.6	3.0	22.9	0.8
Art	15.0	1.0	22.5	0.3
Total	16.1	34.0	21.2	8.0

Scenario 2: Class Size Target of 25

Department	Current Average Class Size	Current Staffed FTE	Projected Average Class Size	Total FTE for Repurposing Based on Current HR Staffing
Core	16.6	25.0	26.4	9.3
Math	16.5	7.0	26.7	2.7
Science	16.8	5.0	26.5	1.8
ELA	16.1	8.0	25.8	3.0
Social Studies	17.0	5.0	26.9	1.8
Non-Core	14.8	9.0	25.8	3.8
Health/ PE	13.1	2.0	26.2	1.0
Elective	20.0	1.0	30.0	0.3
Music	11.3	2.0	22.5	1.0
ICT	16.6	3.0	27.1	1.2
Art	15.0	1.0	22.5	0.3
Total	16.1	34.0	26.3	13.1

Brinkley Middle School Class Size Targets

Scenario 1: Class Size Target of 20

Department	Current Average Class Size	Current Staffed FTE	Projected Average Class Size	Total FTE for Repurposing Based on Current HR Staffing
Core	17.7	24.5	21.4	3.8
ELA	17.9	7.0	22.5	2.5
Math	18.3	6.0	21.4	2.0
Science	19.9	5.0	21.8	1.5
Social Studies	17.2	5.5	21.3	2.0
Independent Study	16.2	1.0	20.3	-4.2
Non-Core	16.0	10.8	20.7	2.6
Health/ PE	16.5	4.0	20.8	0.8
Art	22.7	0.5	22.7	0.0
Music	15.0	2.0	20.0	0.5
ICT	16.3	4.0	21.4	1.3
Total	17.2	35.3	21.2	6.4

Scenario 2: Class Size Target of 25

Department	Current Average Class Size	Current Staffed FTE	Projected Average Class Size	Total FTE for Repurposing Based on Current HR Staffing
Core	17.7	24.5	26.0	7.6
ELA	17.9	7.0	26.4	3.2
Math	18.3	6.0	25.7	2.7
Science	19.9	5.0	26.9	2.2
Social Studies	17.2	5.5	26.4	2.7
Independent Study	16.2	1.0	25.2	-3.2
Non-Core	16.0	10.8	26.1	4.3
Health/ PE	16.5	4.0	26.3	1.5
Art	22.7	0.5	22.7	0.0
Music	15.0	2.0	25.7	0.8
ICT	16.3	4.0	28.6	2.0
Total	17.2	35.3	26.1	11.9



Cardozo Middle School Class Size Targets

Scenario 1: Class Size Target of 20

Department	Current Average Class Size	Current Staffed FTE	Projected Average Class Size	Total FTE for Repurposing Based on Current HR Staffing
Core	20.2	24.0	20.9	0.9
ELA	27.1	6.0	20.8	-1.8
Math	21.2	7.0	21.2	0.0
Science	16.5	5.0	20.6	1.0
Social Studies	16.3	5.0	21.2	1.2
Independent Study	10.0	1.0	20.0	0.5
Non-Core	14.9	10.0	21.9	3.1
Art	16.5	1.0	24.8	0.3
ICT	14.8	4.0	20.9	1.2
Music	13.8	2.0	23.7	0.8
Health/ PE	15.3	3.0	21.2	0.8
Total	18.7	34.0	21.1	4.0

Scenario 2: Class Size Target of 25

Department	Current Average Class Size	Current Staffed FTE	Projected Average Class Size	Total FTE for Repurposing Based on Current HR Staffing
Core	20.2	24.0	26.2	5.5
ELA	27.1	6.0	25.7	-0.3
Math	21.2	7.0	26.2	1.3
Science	16.5	5.0	26.1	1.8
Social Studies	16.3	5.0	27.1	2.0
Independent Study	10.0	1.0	30.0	0.7
Non-Core	14.9	10.0	26.4	4.4
Art	16.5	1.0	33.0	0.5
ICT	14.8	4.0	25.4	1.7
Music	13.8	2.0	27.7	1.0
Health/ PE	15.3	3.0	25.0	1.2
Total	18.7	34.0	26.2	9.9

Chastain Middle School Class Size Targets

Scenario 1: Class Size Target of 20

Department	Current Average Class Size	Current Staffed FTE	Projected Average Class Size	Total FTE for Repurposing Based on Current HR Staffing
Core	19.6	29.0	20.9	1.2
ELA	19.2	9.0	21.5	2.2
Math	20.1	6.0	21.5	1.3
Science	20.5	6.0	20.5	1.0
Social Studies	20.6	6.0	20.6	1.0
Independent Study	18.4	2.0	20.3	-4.3
Non-Core	24.2	10.0	21.3	-0.5
Health/ PE	26.3	4.0	21.0	-1.0
ICT	21.8	4.0	20.8	0.5
Music	23.8	2.0	23.8	0.0
Total	20.6	39.0	21.0	0.7

Scenario 2: Class Size Target of 25

Department	Current Average Class Size	Current Staffed FTE	Projected Average Class Size	Total FTE for Repurposing Based on Current HR Staffing
Core	19.6	29.0	26.0	6.7
ELA	19.2	9.0	25.9	3.3
Math	20.1	6.0	26.2	2.2
Science	20.5	6.0	26.7	2.2
Social Studies	20.6	6.0	25.8	2.0
Independent Study	18.4	2.0	25.7	-3.0
Non-Core	24.2	10.0	26.1	1.4
Health/ PE	26.3	4.0	26.3	0.0
ICT	21.8	4.0	25.6	1.2
Music	23.8	2.0	26.8	0.2
Total	20.6	39.0	26.0	8.1



Hardy Middle School Class Size Targets

Scenario 1: Class Size Target of 20

Department	Current Average Class Size	Current Staffed FTE	Projected Average Class Size	Total FTE for Repurposing Based on Current HR Staffing
Core	18.2	23.0	21.2	0.8
ELA	19.3	7.0	21.7	1.8
Math	18.8	6.0	21.2	0.8
Science	18.0	5.0	20.6	0.3
Social Studies	18.3	5.0	21.1	0.7
Independent Study	16.4	0.0	21.2	-2.8
Non-Core	16.4	10.0	21.2	2.7
Health/ PE	18.1	3.0	20.3	0.3
Art	18.3	1.0	22.0	0.2
Music	14.4	2.0	21.6	0.7
ICT	14.7	4.0	21.6	1.5
Total	17.5	33.0	21.2	3.5

Scenario 2: Class Size Target of 25

Department	Current Average Class Size	Current Staffed FTE	Projected Average Class Size	Total FTE for Repurposing Based on Current HR Staffing
Core	18.2	23.0	26.7	5.7
ELA	19.3	7.0	27.4	3.0
Math	18.8	6.0	26.7	2.0
Science	18.0	5.0	27.1	1.5
Social Studies	18.3	5.0	26.4	1.5
Independent Study	16.4	0.0	25.7	-2.3
Non-Core	16.4	10.0	26.6	4.1
Health/ PE	18.1	3.0	25.0	0.8
Art	18.3	1.0	27.5	0.3
Music	14.4	2.0	28.8	1.0
ICT	14.7	4.0	27.0	2.0
Total	17.5	33.0	26.7	9.8

Kirksey Middle School Class Size Targets

Scenario 1: Class Size Target of 20

Department	Current Average Class Size	Current Staffed FTE	Projected Average Class Size	Total FTE for Repurposing Based on Current HR Staffing
Core	17.2	18.0	21.2	3.0
ELA	16.9	4.0	21.6	1.0
Math	17.0	4.0	21.8	1.0
Science	18.5	3.0	20.9	0.5
Social Studies	18.5	3.0	20.9	0.5
Independent Study	16.1	4.0	20.8	0.0
Non-Core	19.3	6.0	22.0	1.4
Art	18.0	1.0	21.6	0.2
Music	19.5	1.0	23.4	0.2
ICT	21.4	2.0	21.4	0.2
Health/ PE	17.4	2.0	22.4	0.8
Total	17.6	24.0	21.4	4.4

Scenario 2: Class Size Target of 25

Department	Current Average Class Size	Current Staffed FTE	Projected Average Class Size	Total FTE for Repurposing Based on Current HR Staffing
Core	17.2	18.0	27.2	6.4
ELA	16.9	4.0	27.7	1.7
Math	17.0	4.0	26.1	1.5
Science	18.5	3.0	28.5	1.2
Social Studies	18.5	3.0	28.5	1.2
Independent Study	16.1	4.0	26.2	0.8
Non-Core	19.3	6.0	25.7	2.0
Art	18.0	1.0	27.0	0.3
Music	19.5	1.0	23.4	0.2
ICT	21.4	2.0	29.4	0.7
Health/ PE	17.4	2.0	22.4	0.8
Total	17.6	24.0	26.8	8.4



Northwest Middle School Class Size Targets

Scenario 1: Class Size Target of 20

Department	Current Average Class Size	Current Staffed FTE	Projected Average Class Size	Total FTE for Repurposing Based on Current HR Staffing
Core	19.6	13.0	21.0	0.8
ELA	19.9	3.0	21.1	0.2
Math	19.7	3.0	20.9	0.2
Science	19.9	3.0	21.1	0.2
Social Studies	19.9	3.0	21.1	0.2
Independent Study	17.2	1.0	20.6	0.2
Non-Core	17.9	13.0	22.9	0.5
Art	24.2	1.0	20.7	-0.2
Health/ PE	26.2	2.0	20.9	-0.5
ICT	21.7	3.0	21.7	0.0
Music	11.7	2.0	23.3	1.0
World Language	20.0	3.0	27.7	0.2
Total	18.8	26.0	21.9	1.5

Scenario 2: Class Size Target of 25

Department	Current Average Class Size	Current Staffed FTE	Projected Average Class Size	Total FTE for Repurposing Based on Current HR Staffing
Core	19.6	13.0	27.4	3.7
ELA	19.9	3.0	27.5	0.8
Math	19.7	3.0	27.3	0.8
Science	19.9	3.0	27.5	0.8
Social Studies	19.9	3.0	27.5	0.8
Independent Study	17.2	1.0	25.8	0.3
Non-Core	17.9	13.0	26.9	2.7
Art	24.2	1.0	29.0	0.2
Health/ PE	26.2	2.0	26.2	0.0
ICT	21.7	3.0	26.0	0.5
Music	11.7	2.0	28.0	1.2
World Language	20.0	3.0	27.7	0.8
Total	18.8	26.0	27.1	6.4

Peeples Middle School Class Size Targets

Scenario 1: Class Size Target of 20

Department	Current Average Class Size	Current Staffed FTE	Projected Average Class Size	Total FTE for Repurposing Based on Current HR Staffing
Core	19.3	20.7	21.2	1.9
ELA	20.7	5.5	20.7	0.0
Math	20.7	6.0	21.3	0.2
Science	16.0	4.0	21.4	1.0
Social Studies	21.4	3.0	21.4	0.0
Independent Study	15.2	2.2	21.9	0.7
Non-Core	18.8	7.0	22.0	1.0
Health/ PE	19.7	2.0	23.6	0.3
Music	14.0	2.0	21.0	0.7
ICT	21.5	3.0	21.5	0.0
Total	19.2	27.7	21.4	2.9

Scenario 2: Class Size Target of 25

Department	Current Average Class Size	Current Staffed FTE	Projected Average Class Size	Total FTE for Repurposing Based on Current HR Staffing
Core	19.3	20.7	27.5	6.2
ELA	20.7	5.5	28.5	1.5
Math	20.7	6.0	27.6	1.5
Science	16.0	4.0	27.5	1.7
Social Studies	21.4	3.0	27.5	0.7
Independent Study	15.2	2.2	24.6	0.8
Non-Core	18.8	7.0	24.7	1.7
Health/ PE	19.7	2.0	26.2	0.5
Music	14.0	2.0	21.0	0.7
ICT	21.5	3.0	25.8	0.5
Total	19.2	27.7	26.8	7.9



Powell Middle School Class Size Targets

Scenario 1: Class Size Target of 20

Department	Current Average Class Size	Current Staffed FTE	Projected Average Class Size	Total FTE for Repurposing Based on Current HR Staffing
Core	15.9	25.0	21.3	6.7
ELA	16.8	5.0	21.2	1.2
Math	15.8	6.0	21.2	1.7
Science	15.8	5.0	21.5	1.3
Social Studies	15.3	5.0	20.9	1.3
Independent Study	15.6	4.0	22.0	1.2
Non-Core	19.9	8.0	21.7	0.7
Elective	16.7	5.0	21.7	1.2
Health/ PE	25.5	2.0	21.9	-0.3
Music	25.0	1.0	21.4	-0.2
Total	16.8	33.0	21.4	7.4

Scenario 2: Class Size Target of 25

Department	Current Average Class Size	Current Staffed FTE	Projected Average Class Size	Total FTE for Repurposing Based on Current HR Staffing
Core	15.9	25.0	27.0	10.5
ELA	16.8	5.0	25.7	1.8
Math	15.8	6.0	27.6	2.7
Science	15.8	5.0	27.8	2.2
Social Studies	15.3	5.0	25.5	2.0
Independent Study	15.6	4.0	28.8	1.8
Non-Core	19.9	8.0	26.6	2.0
Elective	16.7	5.0	26.3	1.8
Health/ PE	25.5	2.0	27.8	0.2
Music	25.0	1.0	25.0	0.0
Total	16.8	33.0	26.8	12.5

Whitten Middle School Class Size Targets

Scenario 1: Class Size Target of 20

Department	Current Average Class Size	Current Staffed FTE	Projected Average Class Size	Total FTE for Repurposing Based on Current HR Staffing
Core	20.9	17.0	20.9	0.8
ELA	21.5	5.0	20.8	-0.2
Math	22.7	6.0	20.9	-0.5
Science	14.1	3.0	21.1	1.0
Social Studies	23.4	3.0	21.1	-0.3
Independent Study	12.7	2.0	21.7	0.8
Non-Core	12.8	13.0	21.7	4.5
Art	13.5	1.0	20.3	0.3
Health/ PE	10.6	4.0	21.2	2.0
ICT	16.8	3.0	21.6	0.7
Music	12.2	2.0	24.3	1.0
World Language	10.2	1.0	20.3	0.5
Total	17.4	30.0	21.2	5.3

Scenario 2: Class Size Target of 25

Department	Current Average Class Size	Current Staffed FTE	Projected Average Class Size	Total FTE for Repurposing Based on Current HR Staffing
Core	20.9	17.0	26.4	4.7
ELA	21.5	5.0	25.8	0.8
Math	22.7	6.0	25.5	0.7
Science	14.1	3.0	28.1	1.5
Social Studies	23.4	3.0	28.1	0.5
Independent Study	12.7	2.0	30.4	1.2
Non-Core	12.8	13.0	26.9	5.7
Art	13.5	1.0	27.0	0.5
Health/ PE	10.6	4.0	25.4	2.3
ICT	16.8	3.0	27.5	1.2
Music	12.2	2.0	29.2	1.2
World Language	10.2	1.0	20.3	0.5
Total	17.4	30.0	26.6	10.4



Appendix J: Low Enrollment Courses (High School – Single Section Courses)

Callaway High School

School	Course name	Total # of Sections	Total Enrollment	FTE per Course
Callaway	Advanced Sem II/Prin of Nutrition	1	11	0.17
Callaway	Advanced Seminar II	1	7	0.17
Callaway	Advanced Seminar	1	13	0.17
Callaway	AP Calculus AB	1	13	0.17
Callaway	AP Chemistry	1	14	0.17
Callaway	AP Physics I	1	13	0.17
Callaway	Dietary Science II	1	6	0.17
Callaway	Engineering Mechanics II	1	13	0.17
Callaway	Forensics Science II	1	14	0.17
Callaway	Project Management II	1	3	0.17
Callaway	Processing Evidence Lab	1	8	0.17
Callaway	Total	11	115	1.83

Forest Hill High School

School	Course name	Total # of Sections	Total Enrollment	FTE per Course
Forest Hill	AP Art Studio	1	13	0.17
Forest Hill	APAC Algebra II	1	14	0.17
Forest Hill	APAC Analytical Geometry	1	9	0.17
Forest Hill	APAC World History	1	11	0.17
Forest Hill	Drama Criticism and Performance	1	11	0.17
Forest Hill	Independent Study Hall	1	1	0.17
Forest Hill	Science Field Experience	1	13	0.17
Forest Hill	World Geography Intro	1	8	0.17
Forest Hill	Total	8	80	1.33



Jim Hill High School

School	Course name	Total # of Sections	Total Enrollment	FTE per Course
Jim Hill	DC English Comp II	1	9	0.17
Jim Hill	IB DP Art III	1	12	0.17
Jim Hill	IB DP Art IV	1	8	0.17
Jim Hill	IB DP World Religions	1	12	0.17
Jim Hill	IB MYP Art II	1	3	0.17
Jim Hill	Music Theory Harmony / Lit	1	5	0.17
Jim Hill	Nutrition and Wellness	1	13	0.17
Jim Hill	Total	7	62	1.17

Lanier High School

School	Course name	Total # of Sections	Total Enrollment	FTE per Course
Lanier	Compensatory	1	3	0.17
Lanier	Crime Scene Analysis I	1	14	0.17
Lanier	English IV	1	14	0.17
Lanier	Forensic Science I	1	10	0.17
Lanier	Global Marketing-Academic	1	8	0.17
Lanier	Zoology	1	12	0.17
Lanier	Total	6	61	1

**Murrah High School**

School	Course name	Total # of Sections	Total Enrollment	FTE per Course
Murrah	AP Chemistry	1	13	0.17
Murrah	AP Latin	1	7	0.17
Murrah	APAC BioMed Research	1	14	0.17
Murrah	Credit Recovery	1	11	0.17
Murrah	English Comp II	1	13	0.17
Murrah	English Composition	1	4	0.17
Murrah	Independent Study Hall	1	14	0.17
Murrah	Latin I	1	14	0.17
Murrah	Music Theory/ Harmony	1	14	0.17
Murrah	Print Journalism	1	11	0.17
Murrah	Spanish IV	1	7	0.17
Murrah	Total	11	122	1.83

Provine High School

School	Course name	Total # of Sections	Total Enrollment	FTE per Course
Provine	AP Calculus	1	6	0.17
Provine	Calculus	1	13	0.17
Provine	DC - Comp I	1	11	0.17
Provine	DC - Comp II	1	12	0.17
Provine	DC College Alg	1	10	0.17
Provine	DC College Trigonometry	1	3	0.17
Provine	DC- Principles of Biology I & II	1	12	0.17
Provine	DC Voice and Diction	1	10	0.17
Provine	Money Management	1	9	0.17
Provine	Personal Finance	1	9	0.17
Provine	Total	10	95	1.67



Wingfield High School

School	Course name	Total # of Sections	Total Enrollment	FTE per Course
Wingfield	AP US Gov.	1	6	0.17
Wingfield	DC-College Algebra	1	4	0.17
Wingfield	MS Studies/World Geo	1	14	0.17
Wingfield	Spanish II DL	1	4	0.17
Wingfield	Total	4	28	0.67

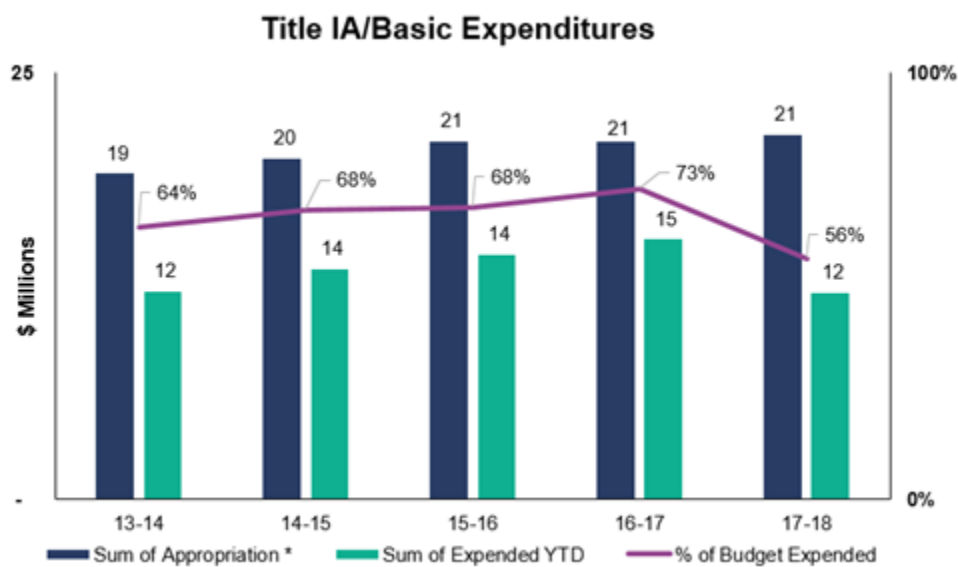


Appendix K: Additional Federal Funds Data

Additional Data on Each Fund

Title I, Part A accounts for 72% of total federal expenditures. (Title I- Part A funds provides assistance to schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.) Given that it accounts for the majority of federal funds, it is expected that it follows a similar trend of underspending. Over the past 5 years, only 56% to 73% of appropriated Title I-Part A funds have been spent.

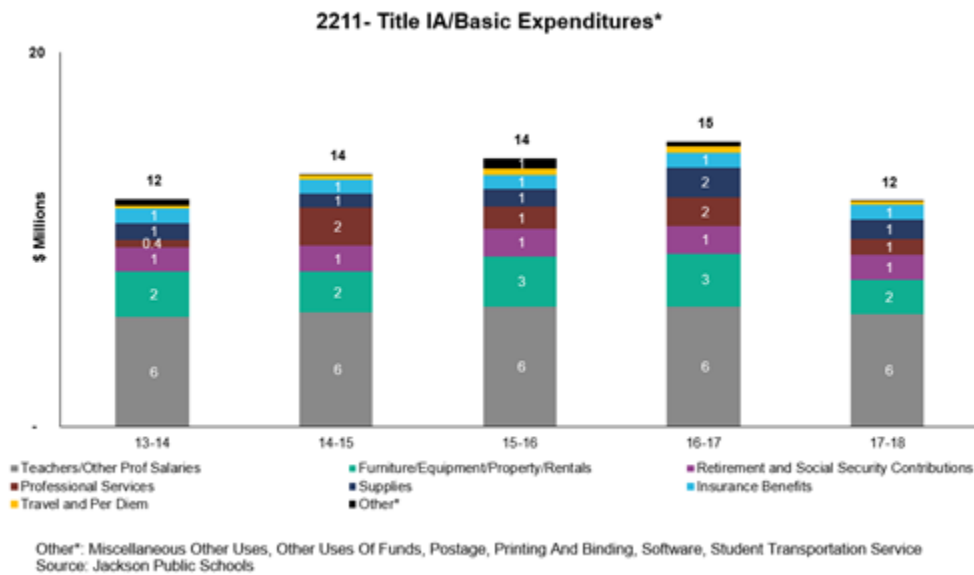
Title I- Part A Spending Trends



The largest spending category for Title I – Part A was salaries for teachers and professionals, approximately \$6 million a year.

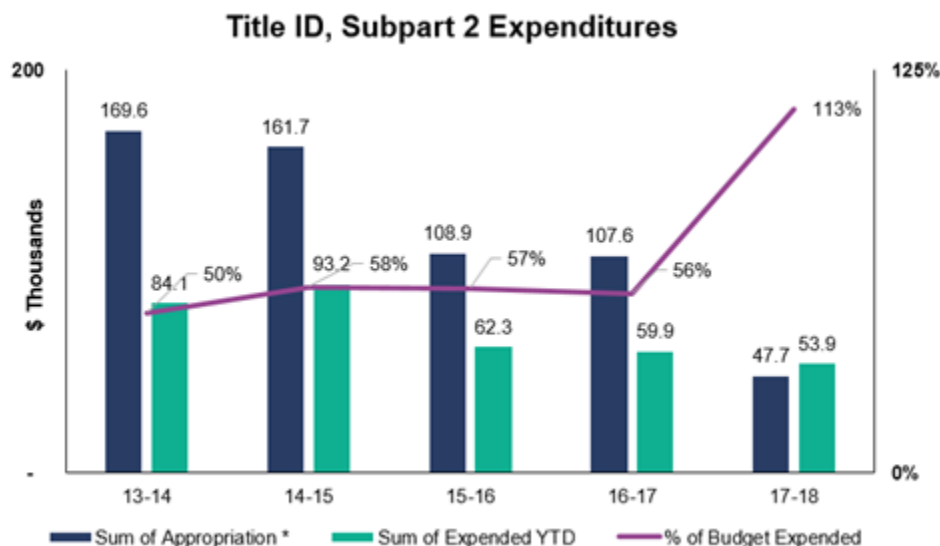


Title I, Part A Spending Breakdown



Title I, Part D spending remained at half the appropriated amount until appropriations were reduced by 56% in SY 2017-18. (Title I- Part D funds support prevention and intervention programs for children and youth who are neglected, delinquent, or at-risk). The reduction in appropriations were in large part due to state funding cuts, which declined commensurate with the drop in the targeted student population in the district. Though SY 2017-18 demonstrates that JPS overspent by 13%, some of these expenditures will be eligible for SY 2018-2019 funds and will be rebooked for the following year.

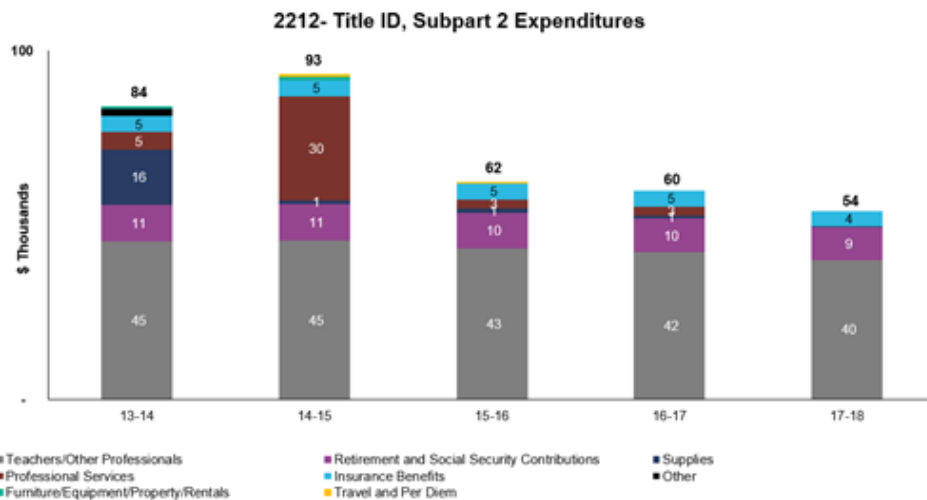
Title I, Part D Spending Trends



The largest spending category for Title I- Part D was for teacher and professional salaries (approximately \$40k- \$45k per person per year).

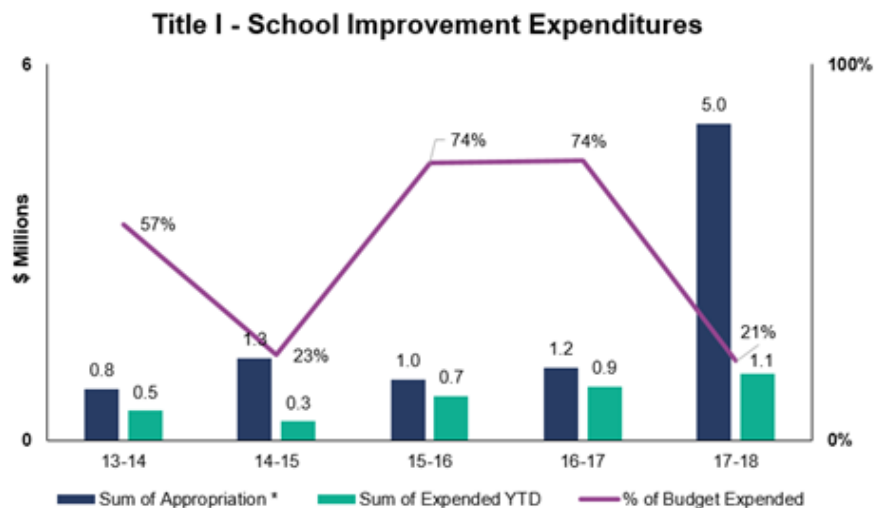


Title I, Part D Expenditure Breakdown



Title I School Improvement spending has steadily increased over recent years. Appropriation amounts largely remained at \$1 million but spiked at \$5 million in SY 2017-18. JPS received some additional 1003 (a) and 1003 (g) funds that year to hire more tutors, upgrade technology, launch and expand after-school programs, purchase a classroom observation feedback tool, and procure consultancy services. While the appropriation amount increased significantly in SY 2017-18, spending largely remained the same. Thus, it may be worthwhile for JPS to further investigate the large gap in appropriation and expenditure amounts and explore ways to maximize those funds.

Title I, School Improvement Spending Trends



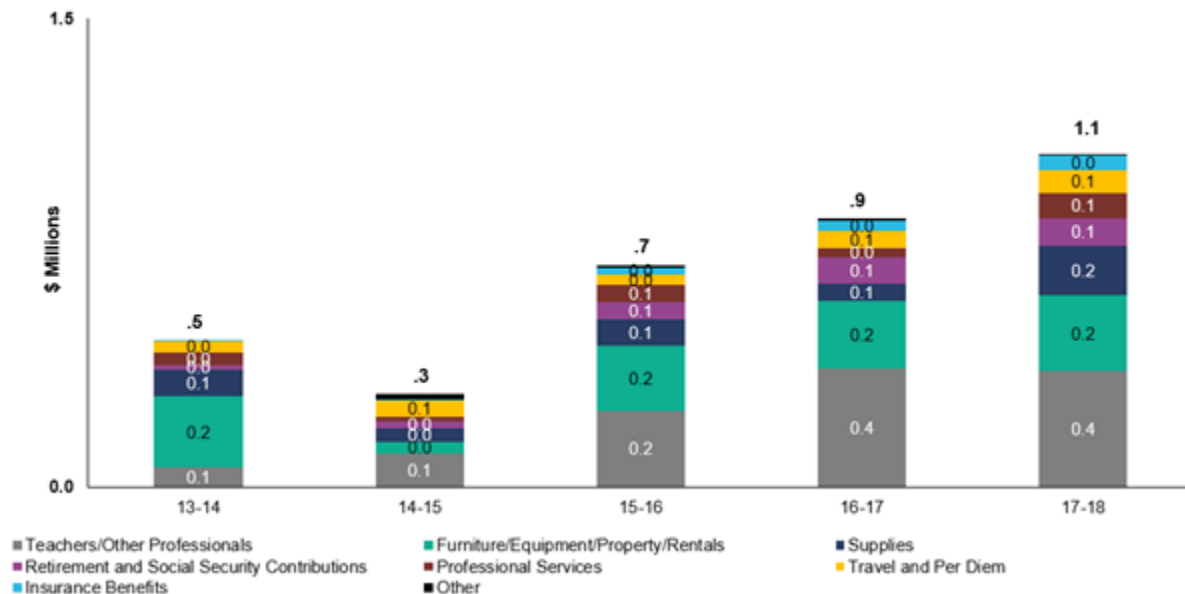
The largest spending category for Title I School Improvement Funds is teacher salaries followed by furniture, equipment, and property rentals.

Title I School Improvement grants are provided to the lowest performing schools (bottom 5%) in order to substantially raise the achievement of students. This grant requires whole school reform to foster student-centered learning opportunities that improve graduation rates, improve student engagement, and provide more rigorous and relevant instruction.



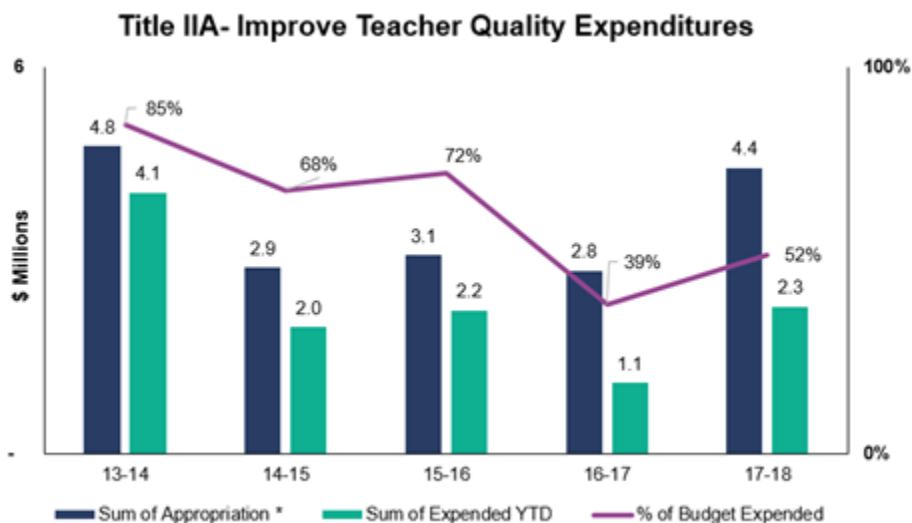
Title I School Improvement Spending Breakdown

2213 - Title I School Improvement Grant Expenditures



The percentage of budgeted Title II A funds expended has declined to 52% in SY 2017-18. Due to turnover of senior leadership at the Central office level and school principals, underspending has continually been a challenge. In SY 2016-17, there was a dip in spending due to a vacancy in the director of federal programs position. The vacancy left a deficiency in coordination and oversight over federal funds. School principals lacked guidance on how much funding was available, what they could spend it on, and how often. Consequently, Title II A funds were not maximized and the gap grew between SY 2013-14 to SY 2016-17. With the recruitment of a new director in SY 2017-18 and greater efforts to meet and communicate with school principals regularly, JPS expects this gap to decrease in the future.

Title II A, Spending Trends

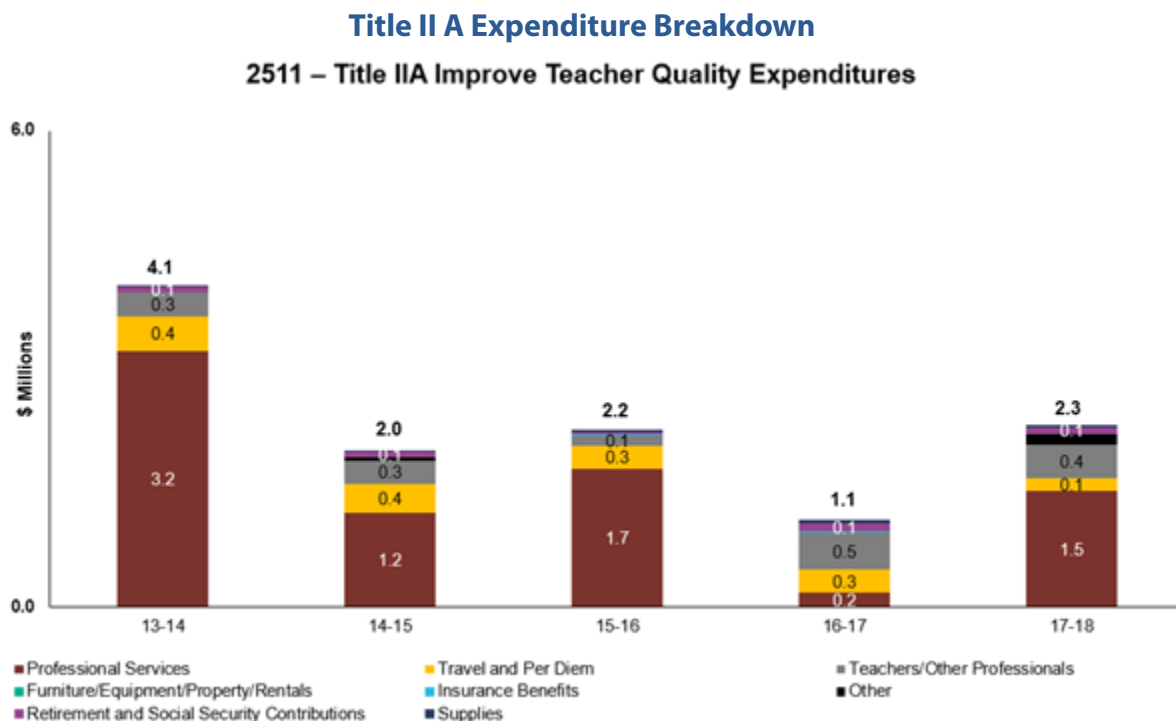




The percentage of budgeted Title II A funds expended has declined to 52% in SY 2017-18. Due to turnover of senior leadership at the Central office level and school principals, underspending has continually been a challenge. In SY 2016-17, there was a dip in spending due to a vacancy in the director of federal programs position. The vacancy left a deficiency in coordination and oversight over federal funds. School principals lacked guidance on how much funding was available, what they could spend it on, and how often. Consequently, Title II A funds were not maximized and the gap grew between SY 2013-14 to SY 2016-17. With the recruitment of a new director in SY 2017-18 and greater efforts to meet and communicate with school principals regularly, JPS expects this gap to decrease in the future.

Title II A funds support programs to improve teacher and principal quality. Activities include but are not limited to:

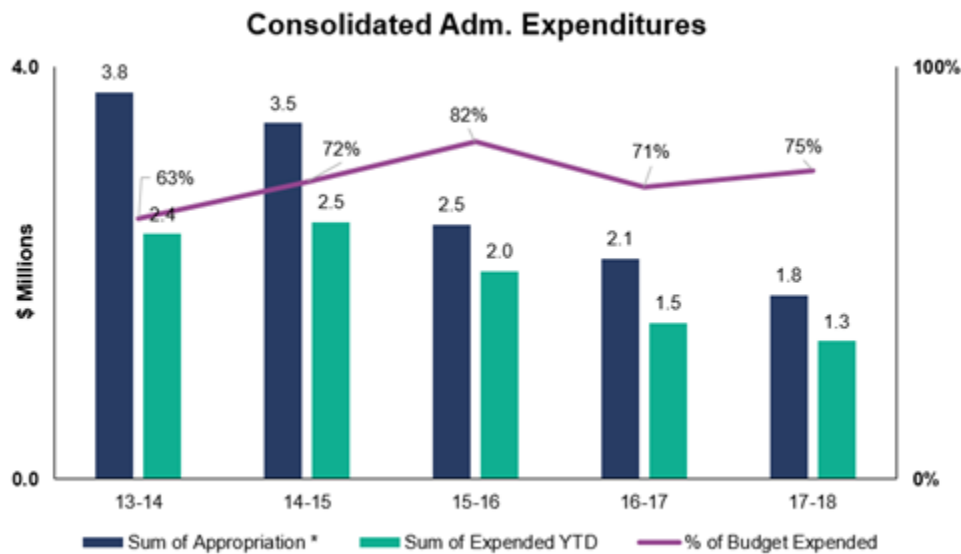
- Recruiting and retaining highly qualified teachers and principals;
- Increasing the number of highly qualified teachers in the classroom; and
- Providing professional development for teachers and principals.



The largest spending categories for Title II funds were professional services, travel/per diem, and teacher/professional salaries. Professional services include expenditures on in-classroom training for teachers, leadership institutes for school principals, and consulting services.



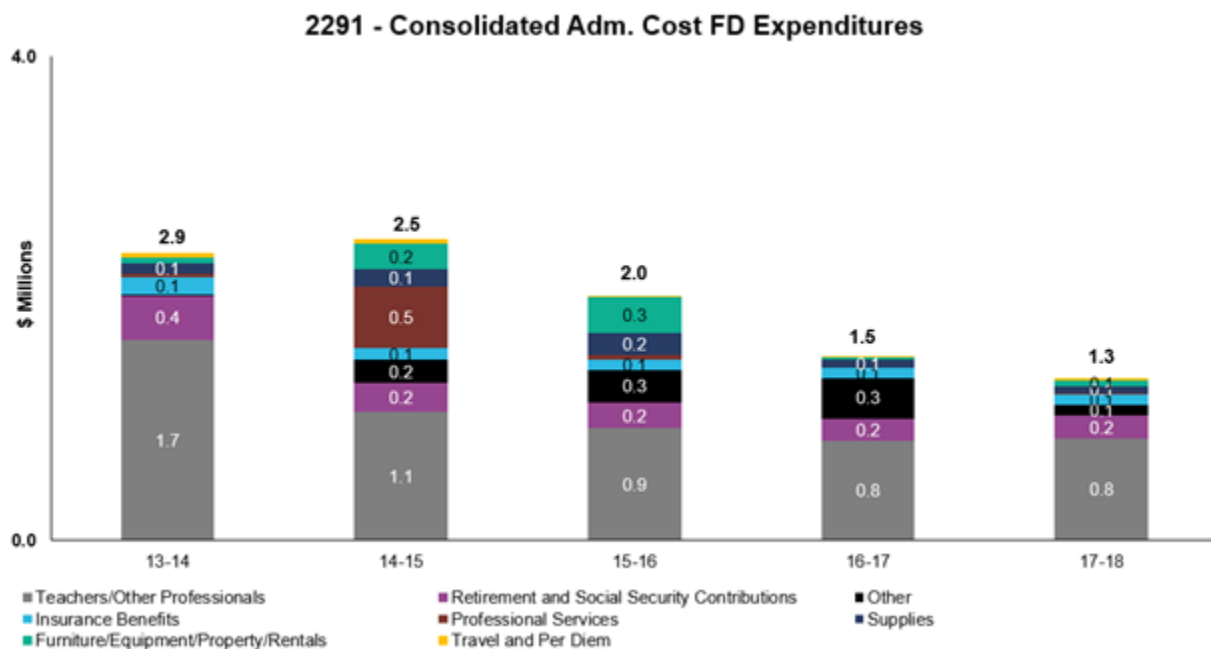
Consolidated Administrative Spending Trends



Consolidated administrative appropriation amounts and expenditures steadily decreased over the past 5 years. A concerted effort was made to decrease administrative staff at the Central Office level and redirect funds back to schools. Consequently, the percentage of budget expended has increased in the last couple of years, from 71% in SY 2016-17 to 2017-18.

Salaries account for the majority of consolidated administrative costs. The decline in salary expenditures reflect the efforts to cut staff costs.

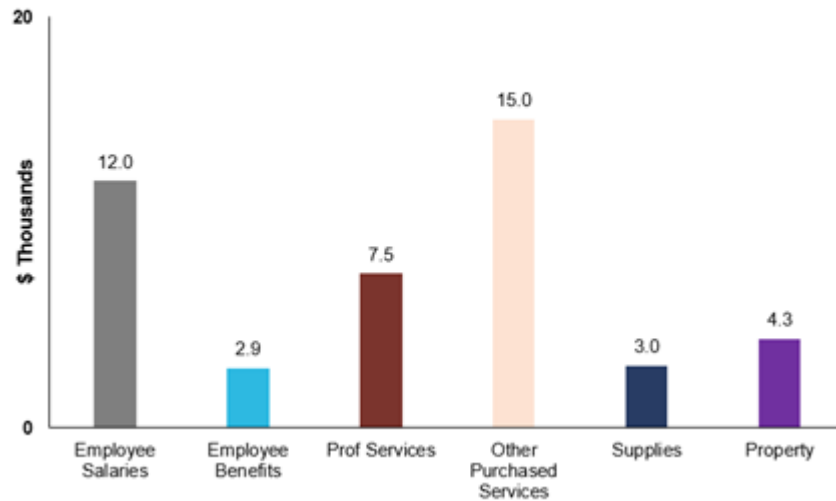
Consolidated Adm. Expenditure Breakdown





Title III Funds

**Title III English Language Learners Expenditures,
SY 2017-2018**



The largest spending category for Title III funds were other purchased services, employee salaries, and professional services. Employee salaries include hourly staff working directly with students experiencing homelessness. Title III funds provide supplemental services that improve English language proficiency and academic achievement of English Language Learners.



Appendix L: General Financial History

Additional Data on Historical Budget Data

Financial findings were developed through a collaborative process that involved collecting both qualitative and quantitative data. Interviews were conducted with Central Office leaders and principals to understand historical and current financial trends and practices. Correspondingly, a 5-year review and analysis of general financial history, federal funds appropriation and expenditures, and spending on contracts were also performed.

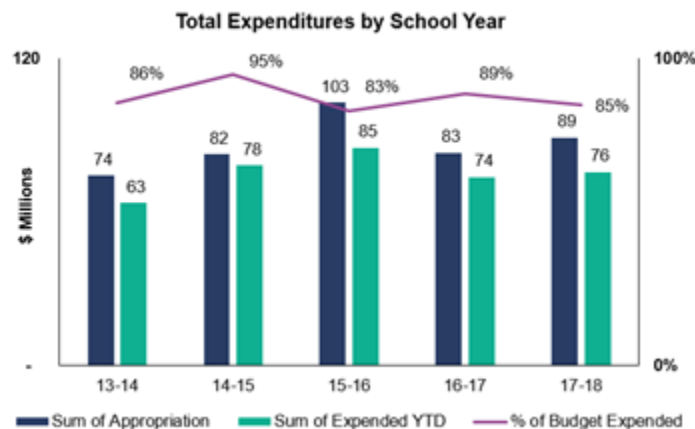
Historical budget data from 2013-2014 to 2017-2018 was provided by the Central Office. Data included total funds appropriated and expenditures by fund category, and student enrollment data.

FUND CATEGORY	FUND
Debt	School Bond Series, Mill Series, Refunding Notes, MAEP Debt Service Fund, Go Bonds Series, QSCB Northwest Middle School, QSCB Series, Construction Fund, School Bond Annexed Areas, and Limited Tax Notes
District Maintenance Supported Funds	Special Education Fund, Alternative Schools Fund, Athletics 93 and 94, and Vocational Education Basic Fund
Exceptional Education Funds	EHA- Part B 2000FY Grant, EHA- Preschool 2000FY Grant
Food Services	Lunchroom Fund

Over the past five years, total expenditures for JPS remained below total appropriation for each school year. However, approximately 95% of the budget was expended in 2014-2015, critically close to exceeding its appropriation threshold. In response, the district made efforts to progressively increase its reserves to meet state and federal fund minimums. Federal and state require a 7% reserve of district maintenance supported funds and a 7% reserve of the general fund, which currently amounts to roughly \$25.5 million annually (including inventory such as furniture, fixtures, supplies). Additionally, monthly district spending of about \$12.5 million has been rising, with an upwards trend of \$13 to \$14 million. The district requires \$15-16 million monthly to comfortably cover cash flow needs, which have not been met.



Total Appropriation and Total Expenditures by School Year



Meanwhile, student enrollment has been steadily declining. From 2013 to 2018, student enrollment declined by 19% (5,513 students). This trend is expected to continue as families move their students to neighboring districts with higher school rankings and or transfer to private schools and charter schools.

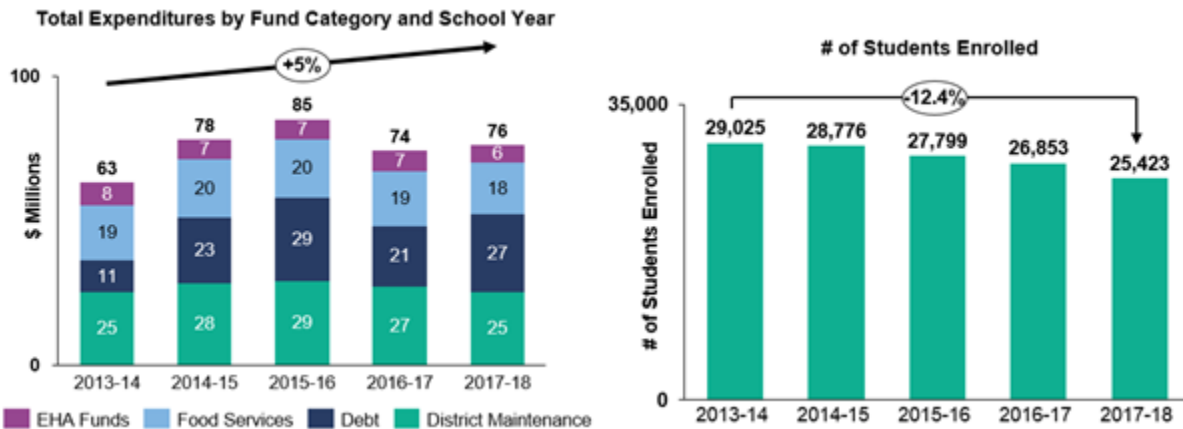
One challenge important to highlight is related to district payments to charter schools for student enrollment. Public schools receive funding based on average daily attendance of students in October and November. In order for a student to count, attendance must be at 63%. If a student enrolls at a charter school in August and moves back to the public schools mid-year, the district are still required to pay funds to the charter school (approximately \$2,000-\$2,700 per student.) The district does not receive additional funds to serve the returning student for that school year.

SCHOOL YEAR	NUMBER OF CHARTER STUDENTS	DISTRICT SPENDING ON CHARTERS
2015-16	227	\$559,000
2016-17	514	\$1,390,000
2017-18	924	\$2,570,000
2021	1500 (prediction)	--

Though some efforts have been made to decrease operational and non-instructional staffing costs, expenditures have not been reduced commensurate to the decline in revenue. In 2013, JPS reduced the budget by \$5 million, primarily by cutting non-teacher positions and operational expenses. Additionally, the “green sheet” exceptional education salary scale[1] was phased out as higher-paid, experienced teachers retired. Between, 2017-18 and 2018-19, the district also closed 4 elementary schools due to prohibitive repair and maintenance costs.

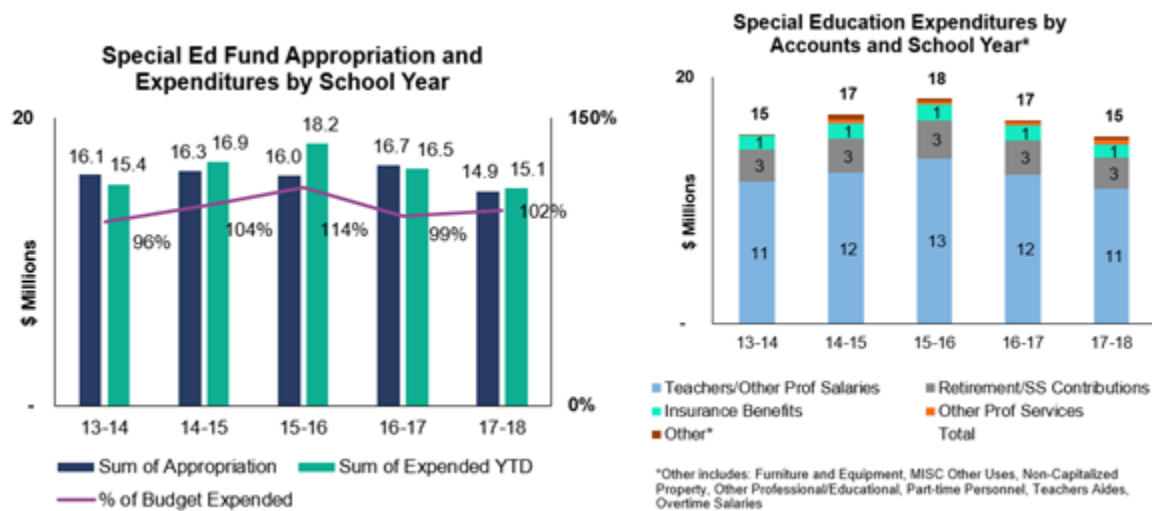


Expenditures vs Enrollment



In contrast to overall spending, special education expenditure more consistently exceeds budgeted amounts. From SY 2013-14 to 2017-18, the biggest drivers of special education costs were teacher salaries and insurance benefits (i.e. salaries, health, life, and workmen's compensation, and retirement/social security contributions).

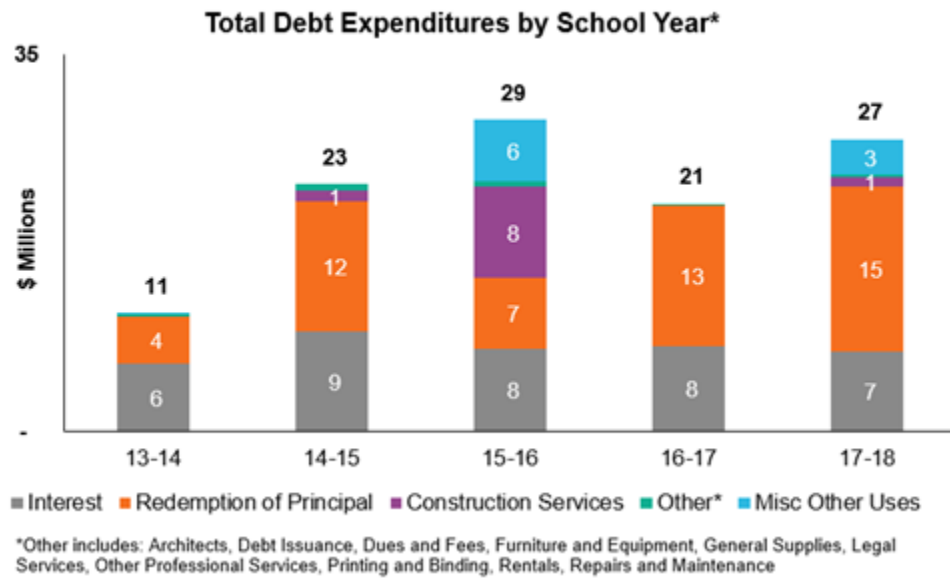
Special Education Trends: Appropriation and Expenditures by School Year



Out of the total \$76 million in general expenditures in SY 2017-18, debt service expenditures totaled \$26 million, of which 27% was interest payments. In December 2015, the district took advantage of low interest rates to refund existing debts and issue new debts totaling \$118 million. In 2021, debt is predicted to decrease by \$3 million, and current debt will be paid off by 2028. Miscellaneous other uses have been used to support other funds that require more funding.



Debt Service Trends





As next steps, the district might consider developing strategies to decrease spending while maintaining services to students:

- Use teacher attrition to align expenditures with declining enrollment.
- Investigate areas in which expenditures may be further reduced as enrollment declines.
- Examine reasons for debt increases and increases in special education spending.
- Increase the amount of time that special education staff work directly with students.



Appendix M: Complete List of Recommendations

RECOMMENDATIONS	
	1. ORGANIZATIONAL STRUCTURE
	1.1. Vision, Mission, and Goals
	1.1.1 Develop new district vision, theory of action, and goals
	1.1.2 Communicate vision, theory of action, and goals
	1.1.3 Align school and department goals
	1.2 Central Office
	1.2.1 Align the district's organizational structure to district goals
	1.2.2 Create a new organizational chart
	1.2.3 Examine staffing levels and individual competencies within Central Office teams to ensure alignment to the district's structure and functions
	1.2.4 Establish structures for a high-functioning leadership team
	2. CORE INSTRUCTION
	2.1 Curriculum & Instruction
	2.1.1 Establish Central Office structures to support curriculum and instruction
	2.1.2 Develop an instructional framework
	2.1.3 Develop plan for ensuring a comprehensive curriculum for all subject areas and grade levels
	2.1.4 Re-evaluate tiered intervention program to ensure it is leveraged as a method for supporting students truly in need of intervention services and not as a replacement for ineffective instruction
	2.2 Assessment
	2.2.1 Create a district vision for assessment, including a definition of its role in improving instruction and achievement
	2.2.2 Analyze the current benchmark assessment system to determine its fit within the district's pacing guide and overall vision for assessment
	2.2.3 Develop a unified District Assessment Calendar that provides an explanation of assessments and their purpose
	2.2.4 Develop and implement a consistent system to collect, analyze, report, and present student data to schools
	2.2.5 Establish and monitor processes and procedures to ensure high standards for data integrity, maintain and report data in accordance with state and federal laws, inform the district's data strategy, and guide the use of data for continuous improvement



RECOMMENDATIONS	
2.3 Equity and School Offerings	
2.3.1 (Elementary School)	Develop a plan to standardize specials/unified arts offerings across elementary schools
2.3.2 (Middle School)	Develop a plan to standardize electives and course offerings across the district
2.3.3 (High School)	Develop a plan to increase the rigor of course offerings
3. EXCEPTIONAL EDUCATION & STRUGGLING STUDENTS	
3.1 Intervention Structures	
3.1.1	Develop a menu of effective intervention models
3.1.2	Develop consistent intervention schedules
3.1.3	Provide all struggling students with consistent intervention
3.1.4	Maximize interventionists' time with students
3.2 Effectiveness of Intervention Instruction	
3.2.1	Reassess roles and responsibilities of staff members to ensure that struggling students receive instruction from content experts
3.3 Individualized Education Program (IEP) Process	
3.3.1	Examine and streamline the responsibilities of exceptional education teachers
3.4 Social-emotional and Behavioral Supports	
3.4.1	Research and implement a district-wide consistent framework to address Social-Emotional Learning (SEL)
3.4.2	Develop all staff members' capacity to understand and address students' social-emotional needs
3.4.3	Clarify staff roles and responsibilities to determine how they can best support a comprehensive social-emotional learning strategy
3.4.4	Identify strengths and expertise within current staff in order to better leverage them within the context of the district's tiered system of supports
3.4.5	Streamline meetings, paperwork, and the overall IEP process across roles to increase the amount of time available to support students and provide strategies to classroom teachers
3.5 Related Service Providers	
3.5.1	Develop and implement clear role guidelines for related service providers (speech and language pathologists, occupational therapists and physical therapists)





RECOMMENDATIONS	
4. TALENT MANAGEMENT	
4.1 Principal Supervisor Development	
4.1.1	Delineate and clearly communicate the role and required competencies of principal supervisors and narrow principal supervisor responsibilities and spans of control
4.1.2	Use national standards, such as the Council of Chief State School Officers' Model Principal Supervisor Professional Standards, to develop a framework that identifies key competencies for the role of principal supervisor and specific action steps to improve the efficacy of the role in JPS
4.2 Leadership Development – School Level	
4.2.1	Define and codify expectations regarding the beliefs and practices of highly effective leaders
4.2.2	Research and implement an instructional leadership and principal support framework to establish common language and understanding of the vision for leadership in JPS
4.2.3	Align resources and create conditions to meet the needs of principals and develop their leadership capacity
4.2.4	Implement a principal supervisor model that attends to principals' development
4.3 Teacher/Instructional Coach Development	
4.3.1	Convene a stakeholder group (teachers, teacher leaders, principals, etc.) to examine best practices in coaching and examine pockets of success within current coaching efforts to create the instructional coaching expectations for JPS
4.3.2	Create a plan that standardizes the recruiting, hiring, training, and staffing of coaches in each building
4.3.3	Establish a Teacher Leader/Instructional Coach Leadership Academy
4.4 Recruitment and Retention	
4.4.1	Develop a plan to expand the teacher and leader applicant pool and improve quality of hires through strategic recruiting, including use of social media
4.4.2	Develop a formal teacher mentoring program for beginning teachers
4.4.3	Develop a talent retention plan
4.5 Performance Evaluation Systems	
4.5.1	Develop an accountability system for teachers, principals and Central Office leaders based on the instructional framework
4.5.2	Develop a system of relevant, job-embedded professional learning



RECOMMENDATIONS	
4.6 Data Systems	
4.6.1	Establish a cross-functional stakeholder group to study various methodologies for calculating student growth and select an outside vendor to support implementation
4.6.2	Identify a robust Human Capital Management System (HCMS) for the district
4.6.3	Link the systems used/selected for student and educator data
4.6.4	Ensure the use of data within the district aligns with best practices
5. FINANCES	
5.1 Staffing Implications	
5.1.1	(Elementary School) Right-size class size and staffing
5.1.2	Given expected declining enrollment among students at the elementary grade level, consult with a third-party organization experienced in school consolidations/closings to identify strategies to align enrollment to staffing more quickly and aggressively
5.1.3	(Middle School) Decide whether the team model is still the most viable model for the district as well as how to allocate staff considering class sizes best for student achievement and use of resources
5.1.4	(High School) Raise class sizes beyond current practice (and not necessarily to the state maximums) and pursue methods to limit low enrollment courses
5.2 Federal Funds	
5.2.1	Employ various strategies to ensure that the district is maximizing the use of its appropriated federal funds
5.2.2	Implement a system and processes to strengthen accountability and oversight functions
5.3 Contracts	
5.3.1	Develop a method to determine the impact and effectiveness of all district contracts





Appendix N: Reference List

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