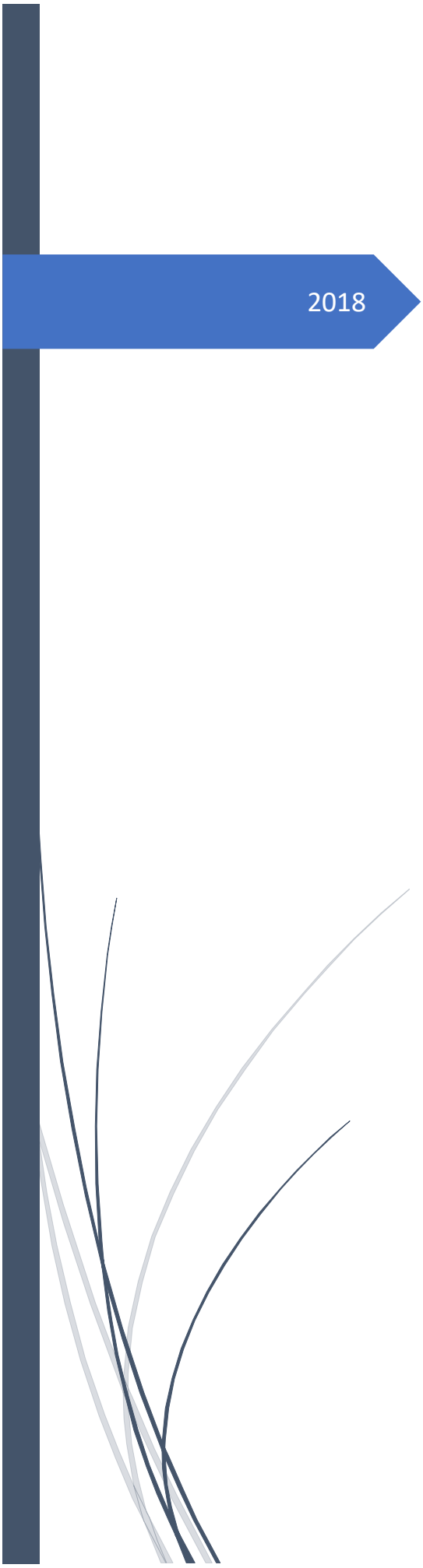
2018

Review of the Instructional Program of the Jackson Public Schools



COUNCIL OF THE GREAT CITY SCHOOLS

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Acknowledgments

The Council of the Great City Schools (Council) thanks the many individuals who contributed to this review of the instructional programs in the Jackson Public Schools. Their efforts were critical to our ability to present the district with the best possible proposals for improving academic services in the school system.

First, we thank Freddrick Murray, the school district's interim superintendent. It is not easy to ask one's colleagues for the kind of reviews conducted by the Council. It takes courage and openness and a real desire for change and improvement. He has these in abundance.

Second, we thank the Jackson school board, which approved and supported this review. We hope this report meets your expectations and will help improve the school system.

Third, we thank Jackson staff members who contributed to this effort, particularly William Merritt, who organized and facilitated the interviews and provided the detailed data and documents requested by the team. The time and effort required to organize a review such as this are extraordinary, and the staff's work was much appreciated.

Fourth, the Council thanks the many individuals who met with us, including central office administrators, principals, teachers, and parents. They work passionately to support children and ensure the school district serves students in the best possible manner. District staff we met were dedicated to their students and had a strong desire to improve achievement.

Fifth, we also thank members of the community and various community organizations we met with. It was obvious to the Council team that the community had the best interests of the school district and its students in mind. We are sorry that we couldn't meet with everyone in the community who we know had something to say.

We want the community to know that we conducted this project at no cost to the school district or to the taxpayers of the city.

Finally, I thank Council staff members Ricki Price-Baugh, Ray Hart, Robin Hall, Denise Walston, and Amanda Corcoran for their excellent work during this review. They did an outstanding job, as always, and their efforts were critical to the success of this project. Thank you.

Michael Casserly
Executive Director
Council of the Great City Schools

I. Introduction

Review of the Instructional Program of the Jackson Public Schools by the Council of the Great City Schools

The nation's urban public schools are home to some of the most innovative and effective reform initiatives in the nation. They have initiated, piloted, or experimented with everything from college and career-readiness standards to magnet schools, from dual enrollment to charter schools, and from early-college programs to pay-for-performance initiatives.

Still, many urban school districts continue to struggle with how to spur student achievement and regain public confidence. And it is no secret that student outcomes are lower than they should be, even though many urban school systems have made substantial gains in student achievement over the last 10 to 15 years.

The ingredients for urban school system reform and improvement are the subject of enormous public debate, partisan bickering, and philosophical squabbling. At the same time, there is strong and consistent research that outlines how some urban school systems improve and what differentiates urban school districts that have made improvements from those that have not.

In short, the answers are often found in the school system's governing system and leadership, how clearly and consistently the district makes student achievement the focus of its efforts, how cohesive and rigorous its instructional program is, what strategies the school system pursues to boost the capacity of its school and district staff, how well it supports its lowest-performing schools and students, and how well it uses its data to inform progress and decide where to intervene.

Like other urban school systems, Jackson is struggling to make progress on behalf of its students and community. The district has produced some real gains over the years, only to see these gains washed away with the turnover in leadership. But the new school board is working hard to improve the way it governs the system.

Both the school board and the interim superintendent understand that the district is at a crossroads and that a brighter future for the schools and the city may only be found along a rocky path forward. That road will not be paved with headline-grabbing structural changes; instead, it will be lined with the academic work that leads to higher quality instruction and better results.

The district's new leaders also realize that the school system has been at this juncture before, and that the public, while committed to its public schools, want to see results in exchange for its good will and patience. This report documents where the district is now academically, and it spells out a blueprint for how better results might be realized.

II. Origins and Purpose of the Project

A. Origin and Goals of the Project

The Board of Education and Interim Superintendent of the Jackson Public Schools asked the Council of the Great City Schools (CGCS) to provide a high-level review of the school district's instructional program.[1] Specifically, the Council was asked to:

- Assess the district's instructional program for its ability to improve academic outcomes for students.
- Develop recommendations that would help the Jackson Public Schools improve student outcomes.

In response to this request, the Council assembled a Strategic Support Team (the team) of organizational staff who are expert in urban school instructional operations, organizational design, and student achievement. The team was composed of the following individuals (whose brief biographical sketches appear in Appendix E):

Michael Casserly
Executive Director
Council of the Great City Schools

Ricki Price-Baugh
Director of Academic Achievement
Council of the Great City Schools

Robin Hall
Director of Literacy
Council of the Great City Schools

Denise Walston
Director of Mathematics
Council of the Great City Schools

Ray Hart
Director of Research
Council of the Great City Schools

[1] The Council has conducted some 300 instructional, organizational, management, and operational reviews in over 50 big-city school districts over the last 20 years. The reports generated by these reviews are often critical, but they also have been the foundation for improving the performance of many urban school systems nationally. In other cases, the reports are complimentary and form the basis for identifying "best practices" for other urban school systems to replicate. (Attachment F lists the reviews that the Council has conducted.)

Amanda Corcoran
Special Projects Manager
Council of the Great City Schools

The team conducted fieldwork for the project during a four-day site visit to Jackson on December 3 through December 6, 2017.[2]

On the first evening of the site visit, the team met with Interim Superintendent Freddrick Murray and senior staff member William Merritt to better understand their expectations and objectives for the review and to make last-minute adjustments to the agenda. The team used the next two full days of their site visit to conduct interviews with key staff members and examine documents and data. Complete lists of the approximately 73 persons interviewed either individually or in groups and the materials reviewed are presented in Appendices C and D.[3]

On the evening of the second day, the team held a preliminary briefing for Dr. Murray and Dr. Merritt. The final day of the visit was devoted to synthesizing and refining the team's findings and recommendations.

The Council sent the draft of this document to district leadership for their review to ensure that the report was accurate. The final draft report was also reviewed by Council staff. This report contains the recommendations designed by the team to help the district's leadership identify opportunities for strengthening the instructional effectiveness of the Jackson Public Schools.

The Council has considerable experience in conducting organizational, academic, and operational reviews of big city school systems. The appendix lists some 300 technical assistance teams that the Council has provided to over 50 major city school systems over the last 20 years.

The approach of providing technical assistance, peer reviews, and support to urban school districts to improve student achievement and operational effectiveness is unique to the Council of the Great City Schools and its members, and the process has proven to be effective over the years for several reasons.

First, the approach allows the superintendent and staff to work directly with talented, experienced practitioners who have established track records of performance and improvement. No one can claim that these individuals do not know what working in a large school system like Jackson means.

Second, the recommendations developed by these teams have validity because the individuals who developed them have faced many of the same problems now encountered by the school system

[2] All findings and recommendations are current as of the site-visit date of the respective team unless otherwise noted.
[3] The Council's reports are based on interviews with district staff and others, a review of documents, observations of operations, and professional judgment. The teams conducting the interviews must rely on the willingness of those interviewed to be truthful and forthcoming but cannot always judge the accuracy of statements made by interviewees.

requesting a Council review. Team members are aware of the challenges faced by urban schools, and their strategies have been tested under the most rigorous conditions.

Third, working with a Council team is faster and less expensive than retaining a large management consulting firm. It does not take team members long to determine what is going on in a district. This rapid learning curve permits reviews that are faster and less expensive than could be secured from experts who are not so well versed on how urban school systems work.

Fourth, the reports generated from this process are often more hard-hitting and pointed than what school systems often get when hiring a consulting business that may pull its punches because of the desire for repeat business. For the Council, this work is not a business; it is a mission to help improve public education in the country's major urban school systems.

Finally, the teams comprise a pool of expertise that a school system such as Jackson can call upon to implement recommendations or develop alternative plans and strategies. The Council would be pleased to put this team and others at the disposal of the interim superintendent as he works to carry out recommendations and pursue other reforms.

B. Contents of This Report

This report presents a summary of the Council's findings and proposals. All recommendations are grounded in research by the Council and others on why some urban school systems make substantial academic progress and others do not, and on extensive experience reviewing scores of instructional programs in big-city school systems nationwide.

This report is made up of several chapters. This, the first brief chapter (I), is an introduction to the project. The second chapter (II) describes the origins and purposes of the project, lays out the process employed, and introduces the individuals who participated. The third chapter (III) presents a brief overview of the Jackson Public Schools. The fourth chapter (IV) examines the formal organizational structure and goals of Jackson Public Schools, while the fifth chapter (V) compares the district's staffing levels relative to other districts in the state and nation. The sixth chapter (VI) presents basic spending level data. Chapter seven (VII) lays out the team's broad findings on the district's curriculum and instructional programming. Chapter eight (VIII) summarizes the team's analyses of student achievement trends and other student outcomes in Jackson. Chapter nine (IX) presents a series of recommendations for improvement. And the final chapter (X) presents a synopsis of the team's overall observations, synthesizes results, and discusses next steps.

The appendices of the report include the following:

- Attachment A. Key Performance Indicators comparing Jackson Public Schools with other major urban school systems on pre-school enrollment, absenteeism rates, ninth-grade course failure rates, suspension rates, AP course participation, and graduation rates.

- Attachment B. A detailed breakdown of "other student support services" personnel in the district.

- Attachment C. A list of documents and materials reviewed by the Strategic Support Team.
- Attachment D. A list of individuals the Strategic Support Team interviewed—either individually or in groups—during the site visit.
- Attachment E. Biographical sketches of members of the Strategic Support Team who participated in this project.
- Attachment F. A brief description and history of the Council of the Great City Schools and list of Strategic Support Teams the Council has fielded over the last 20 years.

III. About the Jackson Public Schools

The Jackson Public Schools (JPS) is governed by a seven-member board of education that is appointed by the mayor. The board meets twice a month and is responsible for hiring and evaluating the superintendent of schools, setting policy, delegating responsibility for the administration of the school system, approving the budget, and monitoring and assessing results.

The school system itself is the second largest in Mississippi, enrolling some 26,000 students from pre-K to grade 12. The district is the predominant public-school system in Jackson, a city with approximately 172,000 residents covering about 104 square miles. JPS enrolls some 80 percent of all school-aged children in the city.

The district operates seven high schools, 12 middle schools, 37 elementary schools, and two special schools—58 campuses in all—with seven feeder patterns. Some 97 percent of students in JPS are African American, about 1.5 percent are white, and about 1.5 percent are Hispanic. In addition, about 92 percent of the district's enrollment is poor enough to qualify for a federal free or reduced-price lunch subsidy.

These demographics are substantially different from the public school enrollment statewide where about 48.5 percent of students are African American, about 44 percent are white, about 3.8 percent are Hispanic, and some 3.7 percent come from other groups or are multi-racial.

The demographics of the school system are also somewhat different from that of the city at large. About 80 percent of Jackson's general population is African American, about 18 percent of residents are white, and 1.4 percent are Hispanic. Likewise, the city's population differs substantially from the state, where about 58 percent of the population is white, 37 percent is African American, and about 2.6 percent is Hispanic.

Some 98 percent of Jackson's population was born in the United States, but about 2.4 percent of the population of the Jackson metropolitan area are immigrants—and most of these are working age (between the ages of 25 and 64). Working age adults represent 74 percent of the immigrant population and 52 percent of the U.S.-born population.

Immigrant workers in the Jackson metropolitan area work mainly in the construction, hospitality, and agriculture/forestry fields. Most immigrant residents speak Spanish, French, or one of several African languages.

The city itself is rich culturally and historically with its new Mississippi Civil Rights Museum and the Museum of Mississippi History. It is also home to the Eudora Welty House, the Medgar Evers Home Museum, and many other museums and landmarks. The city has vivid and diverse neighborhoods, people who are proud of their community, and other assets that many other cities would love to have.

For its part, Jackson Public Schools employ some 4,450 individuals and have a total general fund budget of about $280 million. About 46 percent of the district's budget comes from the state,

about 33.5 percent comes from locally generated sources, and about 20.5 percent comes from the federal government.

The district has an array of academic and non-instructional programming. Its academic programs include initiatives for the intellectually and academically gifted, including Open Doors, which is available to intellectually gifted students in grades 2–6, and APAC (Academic and Performing Arts Complex) for students in grades 4–12. Besides its academic component, the APAC program includes an intense visual and performing arts school. Students may audition as early as third grade to enter the program in the fourth grade.

In addition, JPS offers an International Baccalaureate Programme for students in grades K-through five through the Primary Years Programme, for students in grades six through 10 through the Middle Years Programme, and for students in grades 11 and 12 through the Diploma Programme.

Over the years, both Jackson as a city and its school system have faced substantial challenges. The city's population has declined 8.6 percent since 2000 and some 16.6 percent since 1980. While the city's population has declined, the population of the surrounding metropolitan area has increased, as did the overall poverty level within the city itself. And as the city's poverty levels increased, its public schools struggled with academic achievement, graduation rates, and discipline.

Recently, the school system was threatened by the state with the possibility of a takeover because of poor performance and non-compliance with various state mandates. The governor decided, however, not to pursue a takeover, instead appointing a commission to work alongside the newly appointed school board to improve the school system. The state is also requiring the district to submit a series of corrective action plans to address issues of non-compliance.

Amidst these challenges the new school board is working to both gain its bearings and launch its search for a new superintendent. The board has issued an RFP to solicit bids from superintendent search firms and has chosen a national organization to recruit candidates from across the country.

The school board still has a lot of work to do to stabilize the district's governance structure. But all the changes have created a real opportunity for improvement, and the administration continues to work to create momentum on behalf of the district to address the pressure it is under to improve. The district is clearly at a cross-roads and must now decide on a more productive path forward if it is to institute positive results on behalf of Jackson's public school children.

This report was requested by the interim superintendent and school board to help the system determine the right direction with its reforms and improvements. The Council of the Great City Schools hopes that it is helpful.

IV. Goals and Organizational Structure

This chapter examines the goals and organizational structure of the Jackson Public Schools. The chapter also looks at various department organizational structures. In addition, it makes observations about how the district is organized.

A. Goals

- The JPS mission statement reads—

  "Jackson Public Schools, an innovative, urban district committed to excellence, will provide every student a quality education in partnership with parents and community."

- Its vision statement reads—

  "Our vision is to become a top-ranked learning community that graduates productive, caring citizens who are prepared to succeed in a global society."

- The district has a series of well-stated goals and *objectives* that were tagged to its three-year strategic plan (2016-2019) and are placed prominently throughout the district and its schools, including near the school board dais. They are—

  a. Increase academic performance and achievement.

     - 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

  b. Increase average daily attendance for students, teachers and staff.

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

  c. Attract and retain high quality teachers, administrators, and staff.

     - Increase teacher and administrator retention
     - Increase the number of highly qualified staff

- The three goals are accompanied by a series of *strategies*, but they are not consistently aligned to the goals, are often vague, or are not always formulated in a way that would produce movement toward the goals. The strategies for each goal include—

  a. Increase academic performance and achievement.

- ❖ Enable and deploy district's Rapid Response Team to provide tactical support to low performing schools
- ❖ Activate and monitor an early warning system to identify and intervene on academic challenges
- ❖ Sustain the growth of freshman and career exploration academies in all high schools
- ❖ Provide targeted professional development opportunities using current, proven "best practices" in all content areas
- ❖ Expand parental and community engagement through an active partnership with Alignment Jackson

b. Increase average daily attendance for students, teachers and staff

- ❖ Sustain the growth of Positive Behavior Intervention and Support (PBIS) 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 the district's Emergency Management Plan
- ❖ Continue to enhance work environments by using evidence-based tips and methods on occupational safety and healthiness

c. Attract and retain high quality teachers, administrators, and staff

- ❖ Establish and maintain a productive leadership academy for current and prospective administrators
- ❖ Strategically execute multimedia 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

- The Council team saw no evidence from their minutes that the previous school board routinely monitored progress on these goals or objectives.

- The stated goals did not appear to drive either the work or the organizational structure of the school system.

- The Council team could not find any evaluations of the effectiveness of the strategies listed under each goal.

- The Council team saw no evidence that the stated goals drove budget decisions on a routine basis.

- Senior officials in the school district told the Council that the goals and objectives posted throughout the district were not the real goals. Instead they had been replaced by other goals, but in interviews few staff appeared to know what the new goals were. At the same time, the district has a well-crafted balanced score-card that states another three goals—

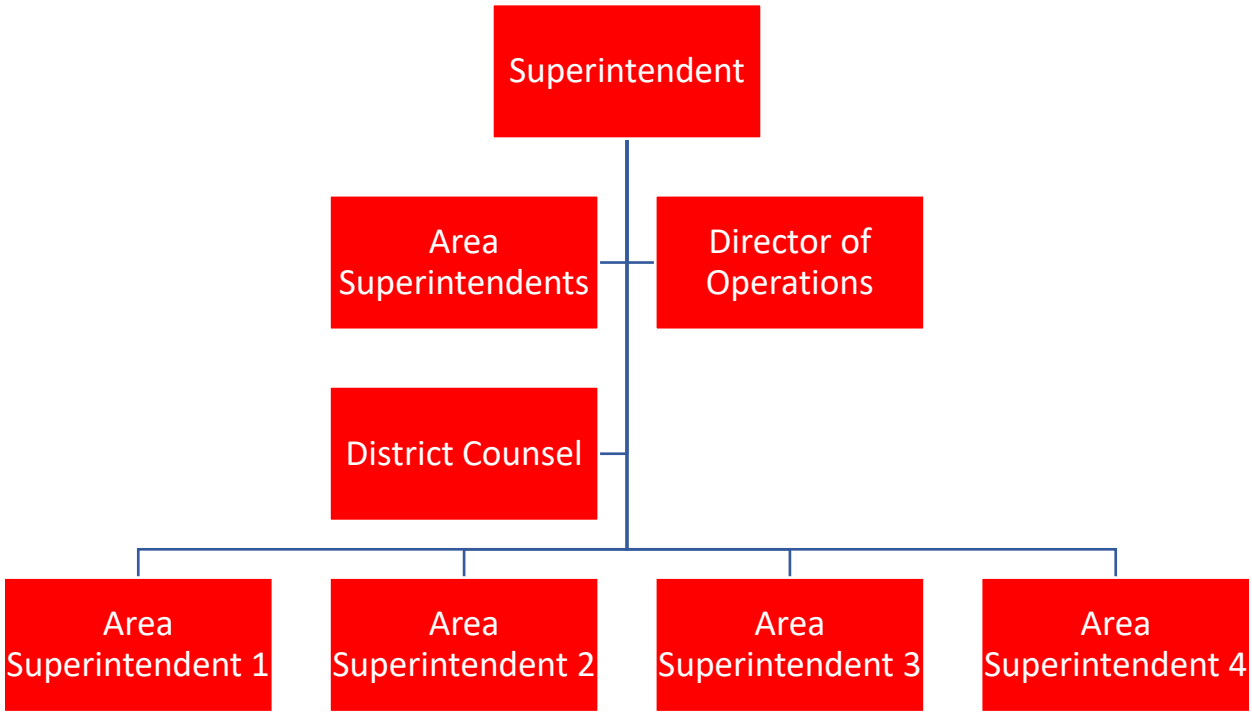
  a. Increase academic performance and achievement (like the posted goal)
  b. Provide safe school climate
  c. Maintain fiscal integrity & accountability of resources.

- Each of the goals on the balanced scorecard are accompanied by a series of 46 quantifiable measures or lagging indicators.

B. District Organizational Structures

- The Council team was given multiple organizational charts of the central office administration (one draft dated 7-20-17, one undated, and one showing only the board of education, superintendent, community, deputy superintendent (vacant), area superintendents, and district counsel). None of the organizational charts were aligned to any systemic instructional priorities or the district's stated goals. (See exhibits below). The team was also told that none of the structures were correct.

Exhibit 1. Organizational Structure of the Jackson Public Schools (undated)[4]



[4] The team was told that this organizational structure was developed with the guidance of the Mississippi School Board Association and the previous Board of Trustees. Their rationale was that that this structure would allow the district to be more effective academically and operationally. The Council team disagreed with that assessment.

Exhibit 2. Organizational Structure of the Jackson Public Schools (dated DRAFT 7-20-17)

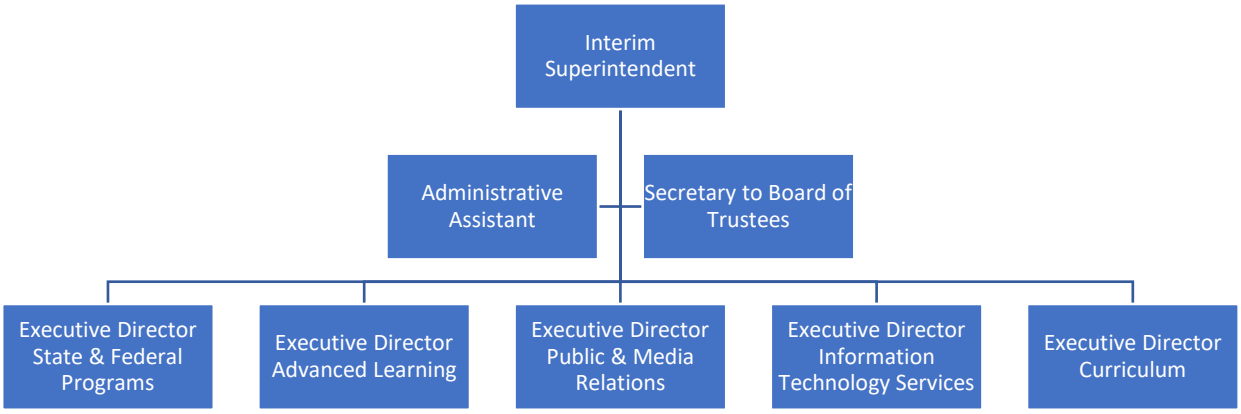
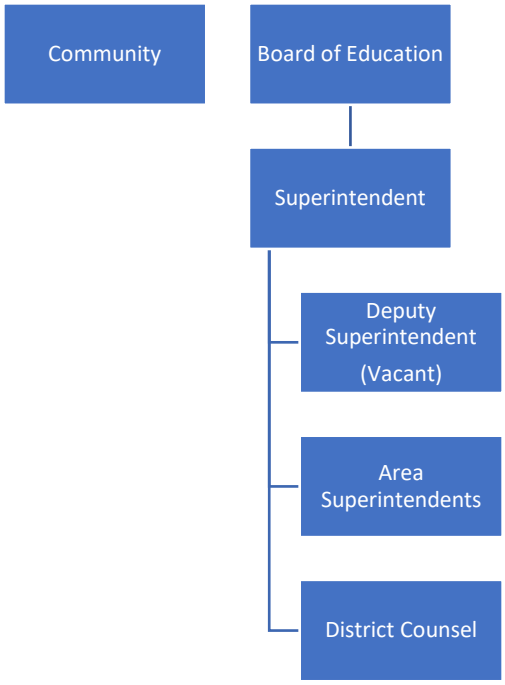


Exhibit 3. Organizational Structure of the Jackson Public Schools (showing limited reports)



- The first two staffing structures (exhibits 1 and 2) are likely to contribute to poor coordination, fracturing of communications, weak collaboration, and uneven support of schools. The final structure (exhibit 3) could work with some modifications, but it is also poorly conceived.

- The Council team was also given a set of more detailed organizational charts for individual departments—all dated 7-20-17. Some were tied to the broader organizational structure—also dated 7-20-17—but others were not.[5]

[5] The Council team was given organizational charts for a chief academic officer, a federal programs director (reporting to the superintendent), an executive director for advanced learning programs (reporting to the

- As it currently operates, the organizational structure is driven more by individual personalities and relationships than by the district's vision, direction, and priorities.

- In general, the organizational structure of the Jackson Public Schools does not reflect best practice in organizational design for any large-scale operation, public or private. Like functions are not grouped together; spans of control are uneven and too large in some cases; and reporting lines do not clearly articulate authority and decision-making protocols.

- There was little evidence from interviews of cross-functional teaming to spur staff collaboration or to benefit from multiple perspectives on how to solve complex district problems.

- The span of control for the interim superintendent is too wide, depending on which organizational structure is correct.

- The district uses a feeder pattern system within four areas. Each area, except for one, consists of two feeder patterns. Area directors operate largely as independent school systems, but with uneven numbers of schools (ranging from 8 to 17). There is no norming of practice across regions or area directors, contributing to uneven and irregular implementation of the instructional and assessment program.

- The Council team has never seen a central office organizational structure in a major city school system that was built around its regions rather than its functions. As currently organized, the district has little possibility of success in meeting its systemwide goals.

- The district appears to have little capacity for strategic planning or thinking. It does strategically roll out initiatives, hire staff and teachers, guide multiple vendors, or manage public or political expectations about what can be accomplished.

- The district's leadership and staff, in general, seems more focused on narrow operational and compliance issues rather than on its broader policy needs. (This may be partially due to the state's compliance audit, but the system in general seems to move from one activity or initiative without a clear plan for what it is doing.)

C. Academic Organizational Structures

- The district's major instructional functions are dispersed across the organizational structure. For instance, the curriculum director reports to an area director, the pre-K

superintendent), athletics (under a deputy superintendent), a district counsel, a chief financial officer, an executive director for human resources, an executive director for research, evaluation, and assessment, an executive director of public & media relations (reporting to the superintendent), an executive director of professional development, an internal auditor, an executive director of campus enforcement, a food services department (under a deputy superintendent), an information technology services director, property accounting (under a deputy superintendent), transportation (under a deputy superintendent), and facilities & operations (under a deputy superintendent).

director reports to federal programs, and professional development was not shown on the organizational chart at all.

- The curriculum department is isolated from the rest of the leadership structure of the district and its organization.

- The organizational charts dated 7-20-17 have an executive director for curriculum, an executive director of state and federal programs, and an executive director of advanced learning all separately reporting to the interim superintendent. During interviews, however, the team was told that the executive director for curriculum reports to an area director. Either structure is unusual in most large city school systems. One typically finds these three positions reporting to a chief academic officer, who reports to the superintendent.

- The chief academic officer, who is not shown as reporting to the superintendent on the charts dated 7-20-17, has six staff and/or units directly reporting to them: a director of exceptional education (special education); an MTSS (multi-tiered systems of support) director; the school PBIS chairs; 504 coordinators and school interventionists; a Tools for Life implementation coach; and the program services coordinators, specialists, and related services coordinators.

- The federal programs director, who reports to the interim superintendent on the 7-20-17 charts, has seven direct line reports: an administrative assistant, a 21st century program head, a home liaison, a pre-K specialist, a parenting coordinator, a "watchdogs" head, and a director of early childhood. The executive director also has an office manager.

- The director of advanced learning programs, who reports to the interim superintendent on the 7-20-17 charts, has three line-reports: gifted education teachers; a district lead counselor; and a psychometrist. The executive director also has two staff reports: an administrative secretary and a receptionist (for the building).

- The director of athletics, who typically would report to a student services director under the chief academic officer, instead reports to the deputy superintendent on the 7-20-17 charts, and has two assistant directors, an administrative secretary, and a secretary.

- In sum, the organizational arrangement of the instructional functions of the school district are highly unusual, badly dispersed, and likely contributing to the lack of coordination among instructional staff at the district level and dampening the ability of the system to improve student outcomes.

D. Operational Organizational Structures

- The chief financial officer, who is not shown on the 7-20-17 organizational charts as reporting to the interim superintendent, has four direct reports: an executive director of finance, a budget coordinator, the executive director of human resources, and a purchasing coordinator. Under the executive director of finance is an accounting coordinator and an

accounts payable coordinator. A budget analyst reports to both the director of finance and the budget coordinator, and the payroll coordinator is not shown as reporting to anyone on the organizational chart.

- The executive director of human resources, who reports to the chief financial officer on the 7-20-17 organizational charts, has several certified personnel specialists reporting to her. These include verification specialists, administrative staffing, unemployment, and MSIS/accreditation specialist. The organizational chart for this unit also shows that a receptionist reports to the executive director of human resources, but that a director of human resources reports to the receptionist.[6] Under this director of human resources are certified personnel specialists for FMLA and Kelly Services.

- The executive director of public and media relations, who reports to the superintendent under the 7-20-17 charts, has four direct reports: graphic arts, instructional television, partners in education, and public & media relations. Under the graphic arts section is a director, two graphic arts specialists, a mail clerk, and six offset equipment operators. Under the instructional television unit is a coordinator, an ITV script writer and producer, and ITV producer technician, and a secretary. In the partners in education unit is a director and secretary. And under public & media relations is a communications specialist, a web manager, an administrative secretary, and a front desk receptionist.

- The executive director of information technology services, who reports to the superintendent under the 7-20-17 charts, has five direct line reports and three staff reports. Line reports include a help desk administrator, a database administrator, a network engineer, a systems administrator, and an instructional technology coordinator. Staff reports include an administrative secretary, a network facilities specialist, and a distance learning analyst. Under the help desk administrator are a senior systems analyst, 10 network analysts, and three tech support technicians. Under the instructional technology director are four IT facilitators and a lead teacher resource center librarian.

- Under the deputy superintendent on the 7-20-17 organizational charts are a food services department, property accounting, transportation, and facilities & operations.

- In general, none of the departments are organized by function.

[6] The team was told that this reporting line was a typographical error in the organizational chart. The receptionist in Human Resources, in fact, does report to the ED of HR. And the ED of HR reports to the Chief Financial Officer (CFO)

V. Staffing Levels

This chapter analyzes overall staffing levels (FTEs) of the Jackson Public Schools in 2014-15 (the most recent federal data from the National Center for Educational Statistics available), comparing it with the median for the Great City Schools nationwide and with the state of Mississippi. In general, the results indicate that the Jackson Public Schools were somewhat more generously staffed than the median of other urban school districts across the country and that the district had fewer teachers than would be expected for a district with its enrollment. For example—

- Jackson had approximately 6.73 students per staff member compared to the Great City Schools median of 7.94 students per staff member. (See exhibit 4.) In other words, Jackson had more total staff for its enrollment than the median Great City School district.

- Jackson had a smaller proportion of total staff members who were teachers than the *median* Great City School district, 41.16 percent vs. 50.0 percent, respectively. (See exhibit 5.) The *mean* across Great City School districts was 51.58 percent.

- Jackson had somewhat more students per teacher than the median Great City School district, 16.34 vs. 15.93, respectively. (See exhibit 6.) In other words, Jackson had fewer teachers for its enrollment than did the median Great City School district.

- Jackson had fewer students per administrator compared to the median Great City School district, 57.17 vs. 71.77, respectively. (See exhibit 7.) In other words, Jackson had more total administrators for a district with its enrollment than the median Great City School district.

- Jackson had fewer students per school-based administrator than the median Great City School district, 89.48 vs. 116.35, respectively (See exhibit 8.) In other words, Jackson had more school-based administrators for a district of its enrollment than the median Great City School district.

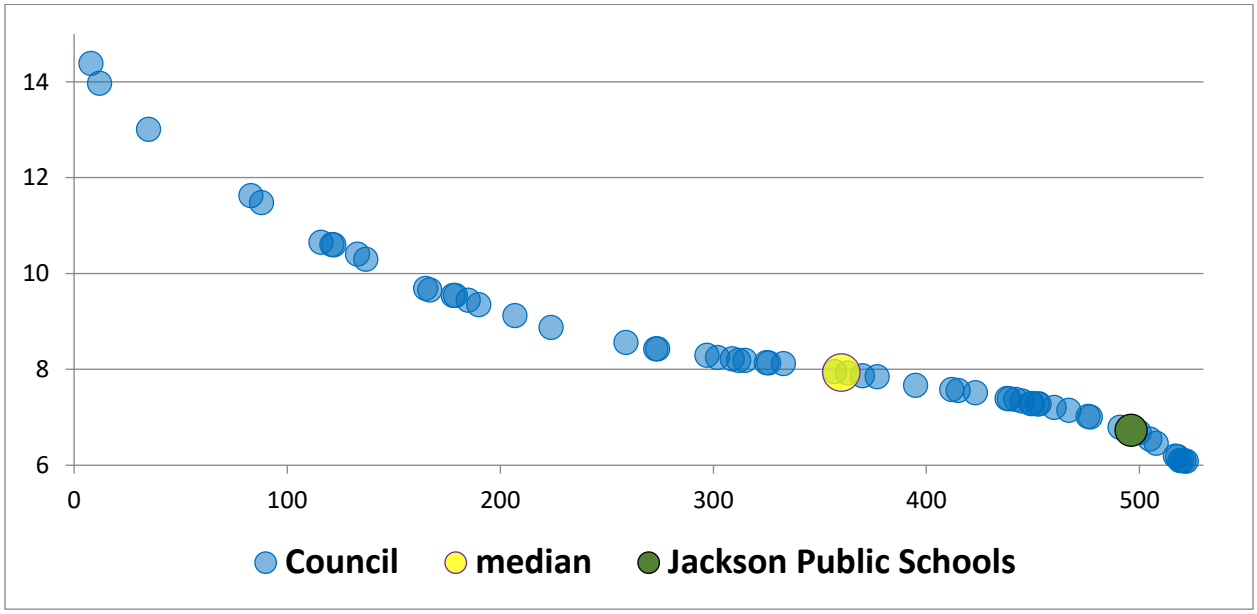
- Jackson had fewer students per district-level administrator than the median Great City School district, 158.28 vs. 216.71, respectively. (See exhibit 9.) In other words, Jackson had more district-level administrators for a district of its enrollment than the median Great City School district.

- Jackson had a higher percentage of student support and other support services staff members (26.76) than the average Great City School district (16.95). (See exhibit 10.)

- Overall, Mississippi school districts tended to have a smaller percent of their total staff members who were teachers and a larger percent of their total staff who were district and school-based administrators than did Great City School districts nationwide. (See exhibit 10.)

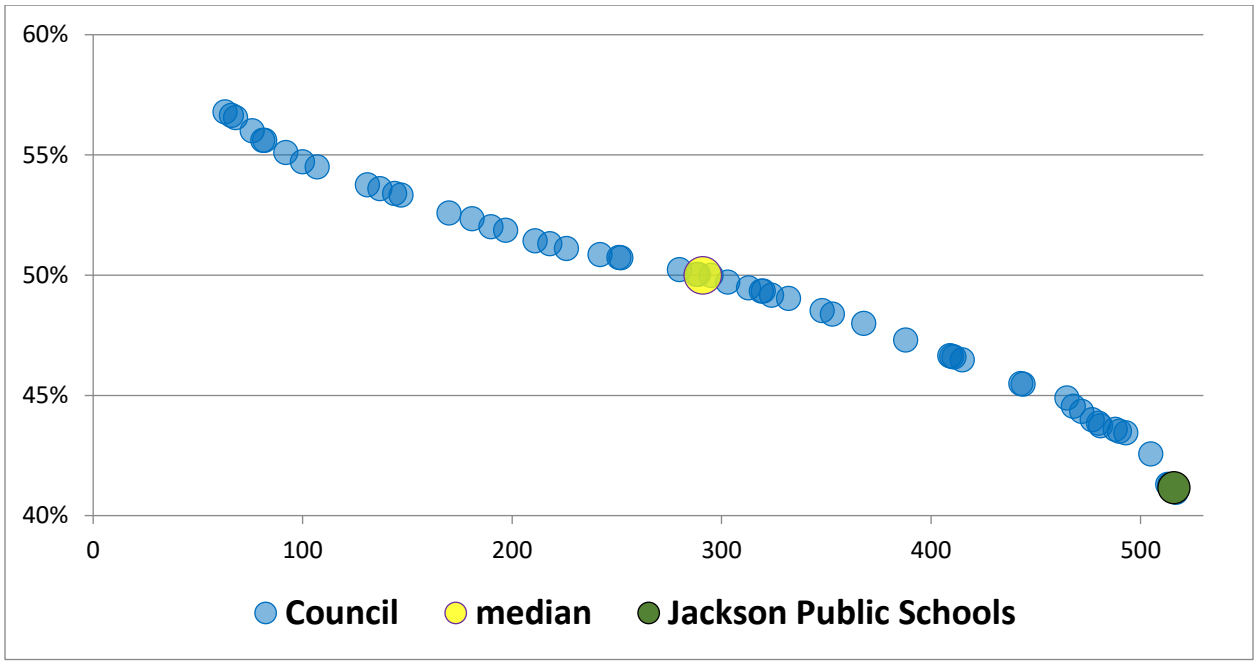
- In general, staffing patterns in Jackson were much more like those in other Mississippi school districts than like other Great City School districts nationwide.

Exhibit 4. Students per Staff Member in the Jackson Public Schools



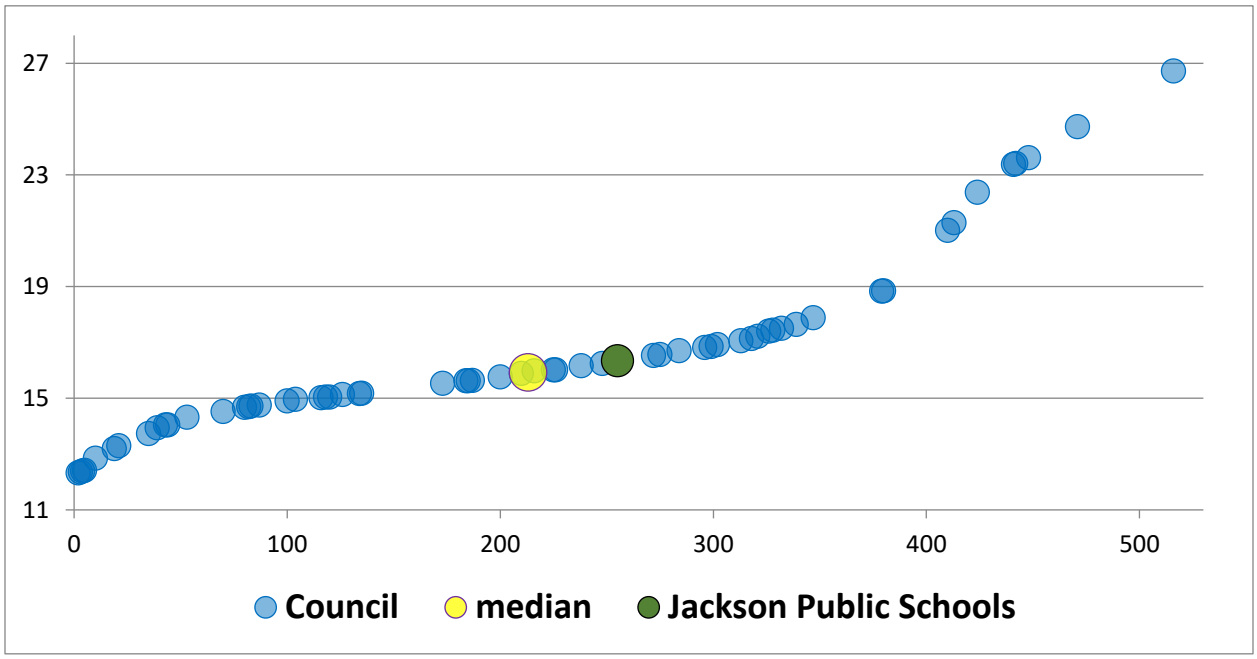
Y-axis=number of students-to-total staff; X-axis=ranking in relation to all school districts in the nation with enrollments of over 15,000. Note that each blue dot represents a Great City School district. Jackson had 6.73 students per staff member; the median for the Great City Schools was 7.94 students per total staff member.

Exhibit 5. Teachers as a Percent of Total Staff in the Jackson Public Schools



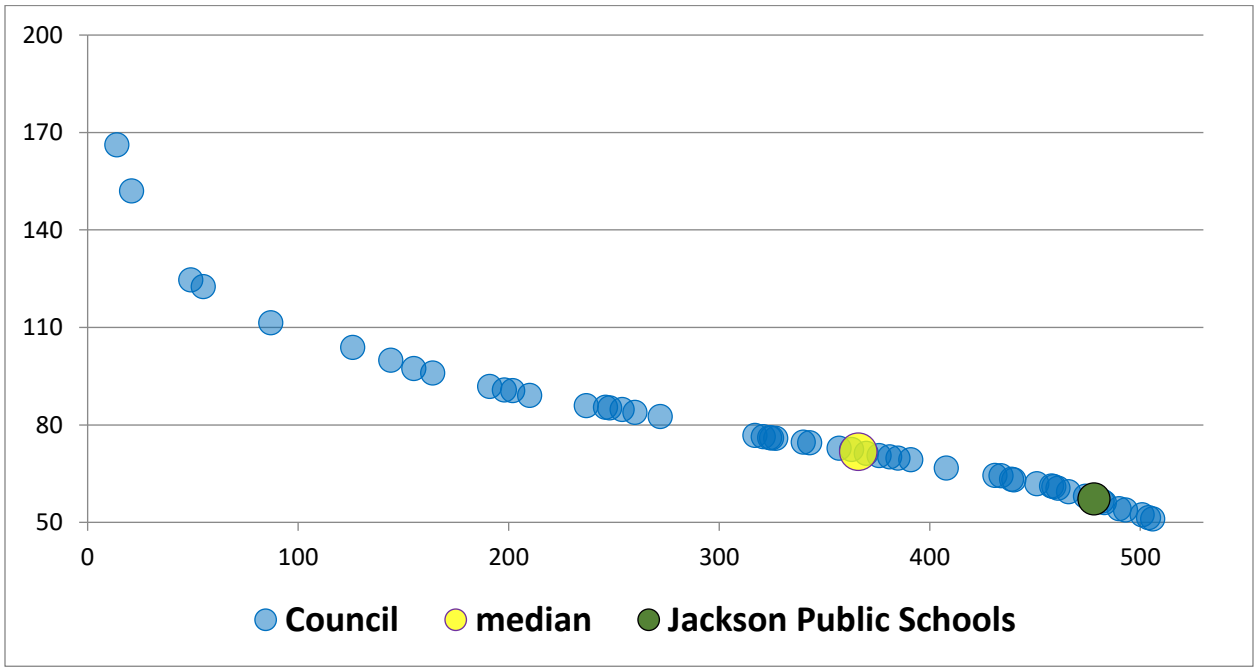
Y-axis=percent of total staff who were teachers; X-axis=ranking in relation to all school districts in the nation with enrollments of over 15,000. Note that each blue dot represents a Great City School district. Jackson's percentage of all staff who were teachers was 41.16 percent; the median for the Great City School districts was 50.0 percent

Exhibit 6. Students per Teacher in the Jackson Public Schools



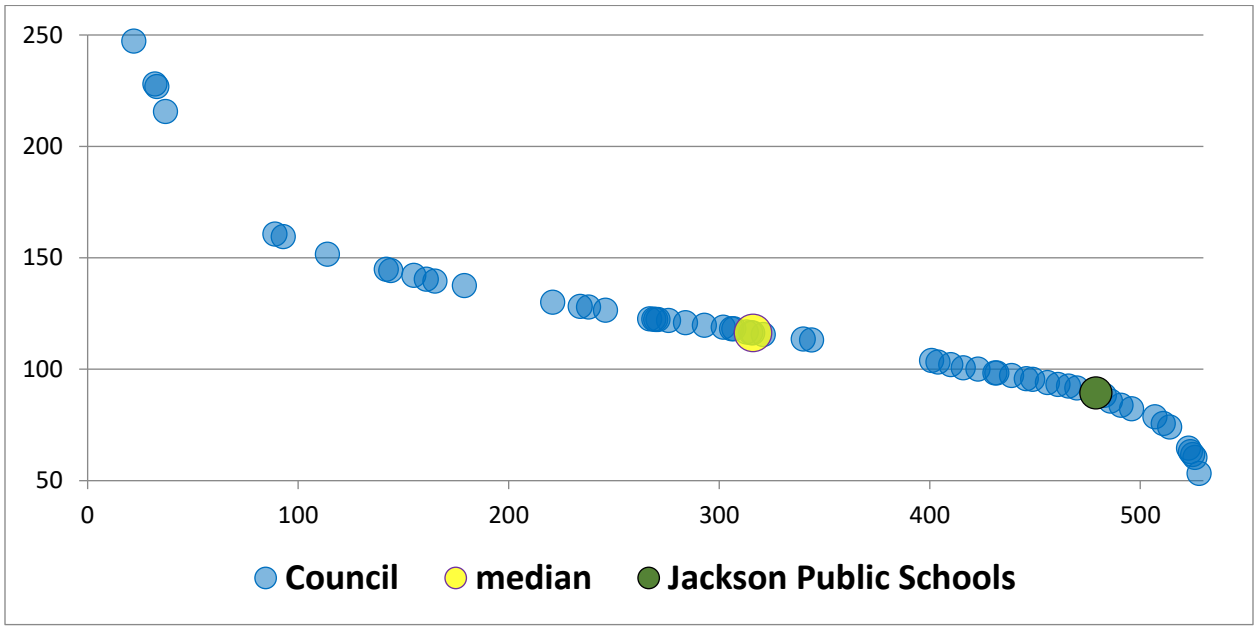
Y-axis=number of students-to-teachers; X-axis=ranking in relation to all school districts in the nation with enrollments of over 15,000. Note that each blue dot represents a Great City School district. Jackson had 16.34 students per teacher; the median for the Great City Schools was 15.93 students per teacher.

Exhibit 7. Students per Total Administrator in the Jackson Public Schools



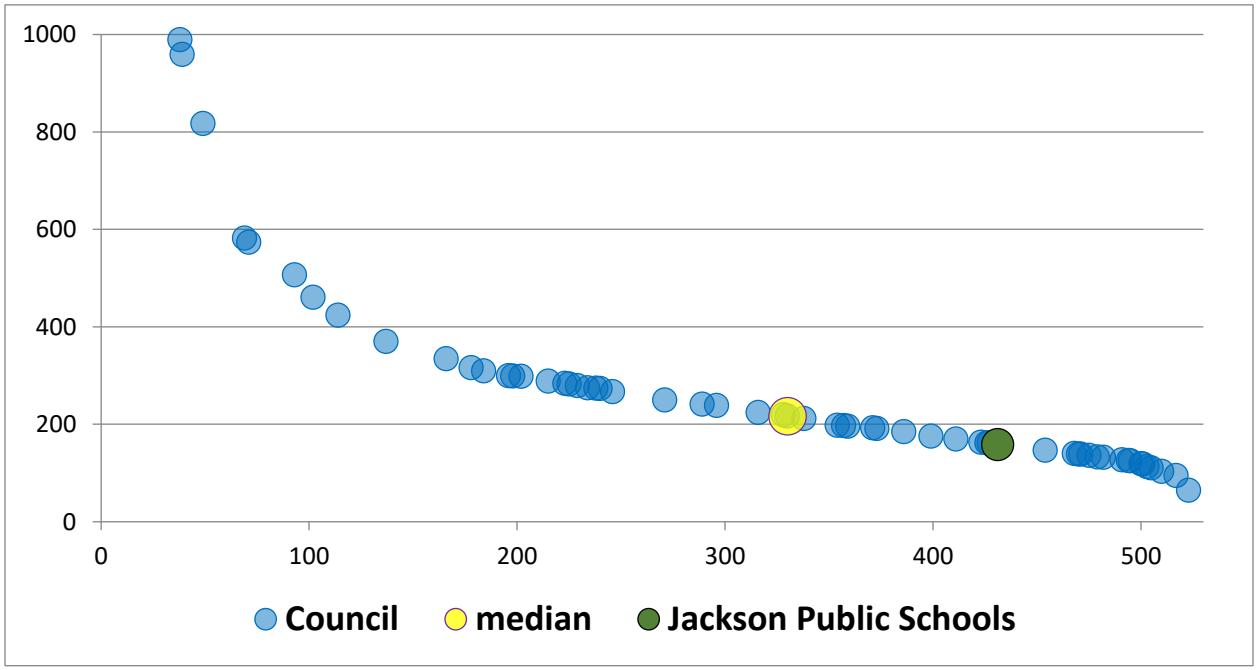
Y-axis=number of students per administrator; X-axis=ranking in relation to all school districts in the nation with enrollments of over 15,000. Note that each blue dot represents a Great City School district. Jackson had 57.17 students per administrator; the median for the Great City Schools was 71.77 students per administrator.

Exhibit 8. Students per School-based Administrator in the Jackson Public Schools



Y-axis=number of students per school-based administrator; X-axis=ranking in relation to all school districts in the nation with enrollments of over 15,000. Note that each blue dot represents a Great City School district. Jackson had 89.48 students per school-based administrator; the median for the Great City Schools was 116.35 students per school-based administrator.

Exhibit 9. Students per District-level Administrator in the Jackson Public Schools



Y-axis=number of students per district-level administrator; X-axis=ranking in relation to all school districts in the nation with enrollments of over 15,000. Note that each blue dot represents a Great City School district. Jackson had 158.28 students per district-level administrator; the median for the Great City Schools was 216.71 students per district-level administrator.

Exhibit 10. Percent of Total Staff by Major Position in Jackson, Compared to Mississippi and other Great City School Districts

Position	Mississippi mean using NCES data	Great City Schools Mean using NCES data	Jackson using NCES data	Updated Jackson using JPS data for 2017
Teachers	47.72%	51.58%	41.16%	41.85%
Paraprofessionals	11.36%	10.99%	10.26%	10.66%
Instructional Supervisors	1.03%	1.74%	1.34%	1.34%
Guidance Counselors	1.58%	1.75%	1.97%	2.09%
Librarians-Media Specialists	1.21%	0.77%	1.27%	1.36%
Librarians-Media Support	0.19%	0.24%	0.00%	0.00%
LEA Administrators	2.17%	1.04%	0.58%	1.29%
LEA Administrative Support	3.14%	2.90%	3.67%	3.91%
School Administrators	2.92%	3.22%	2.98%	2.91%
School Administrative Support	3.21%	4.25%	4.54%	4.69%
Student Support Services	4.83%	4.57%	5.46%	4.57%
All Other Support Services	20.63%	16.95%	26.76%	25.35%
Total Staff	100.00%	100.00%	100.00%	100.00%

- The Council team also conducted a more detailed analysis of the All Other Support Services category using JPS data. Whether one uses NCES data or district data, the results suggest that the Jackson Public Schools were staffed at similar levels in the All Other Support Services area to other public school systems in Mississippi. At the same time, JPS and the state had more staff members in this category than other major urban school systems across the country. Still, the differences with other urban school systems may be due to outsourcing patterns in other cities for transportation, food services, and security systems—so the data should be interpreted cautiously. In general, this category of staffing includes bus drivers, custodians, building maintenance staff, cafeteria staff, and others. A breakdown of staffing numbers in this category can be found in Attachment B.

VI. Budget and Spending

This chapter analyzes overall spending levels of the Jackson Public Schools in 2014-15 (the most recent federal data from the National Center for Educational Statistics available), comparing it with the median for the Great City Schools nationwide and selected other major cities in the southern region (Atlanta, Birmingham, Charlotte, Kansas City,[7] Little Rock, Norfolk, Oklahoma City, Richmond, and Memphis-Shelby County). In general, the results indicate that the Jackson Public Schools were substantially less well funded than other major urban school systems around the country, driven in part by the lower cost of living in the state. For example—

- The average per pupil expenditure of the Jackson Public Schools in 2014-15 (again, the most recent federal data available) was $8,847, compared to $12,835 among the Great City School districts nationwide. Jackson also had the lowest total expenditures per pupil of all comparison districts. Some 76.3 percent of Jackson's total spending was devoted to personnel, compared to 69.1 percent across the Great City Schools. (Exhibits 11, 16, 21, and 22)

- The average instructional expenditure per student in Jackson that year was $4,495, compared to $6,262 among the Great City Schools nationwide, although JPS devoted a larger percent of total expenditures to instruction, 50.8 vs. 48.8. Jackson also had the lowest instructional expenditures per pupil of all comparison districts. About 46.1 percent of all expenditures in Jackson were devoted to instructional personnel, compared to 44.7 percent among all Great City School districts. (Exhibits 12, 17, 21, and 22)

- The average general administration expenditure per student in Jackson that year was $208, compared to $128 among the Great City Schools nationwide. Jackson also had general administrative expenditures per pupil that were just below the median of the comparison districts. Some 1.8 percent of Jackson's total spending was devoted to general administrative personnel, compared to 0.6 percent in other Great City School districts. (Exhibits 13, 18, 21, and 22)

- The average school administration expenditure per student in Jackson was $3,623, compared to $5,806 among the other Great City Schools nationwide. Jackson also had the lowest school administrative expenditures per pupil of all the comparison districts. Some 5.9 percent of Jackson's total expenditures were devoted to school administrative personnel, compared to 4.8 percent among the Great City Schools. (Exhibits 14, 19, 21, and 22)

- The average expenditure in Jackson for operations, business services, and other costs was $3,623, compared to $5,806 among the other Great City Schools nationwide. Jackson also had the second lowest expenditures per pupil for operations, business services, and other expenses of all comparison districts. About 22.5 percent of the district's total expenditures were devoted to operations, business services, and other personnel, compared to 19.0 percent in other Great City School districts. (Exhibits 15, 20, 21, and 22)

[7] Kansas City, Missouri

Exhibit 11. Total Expenditures per Student

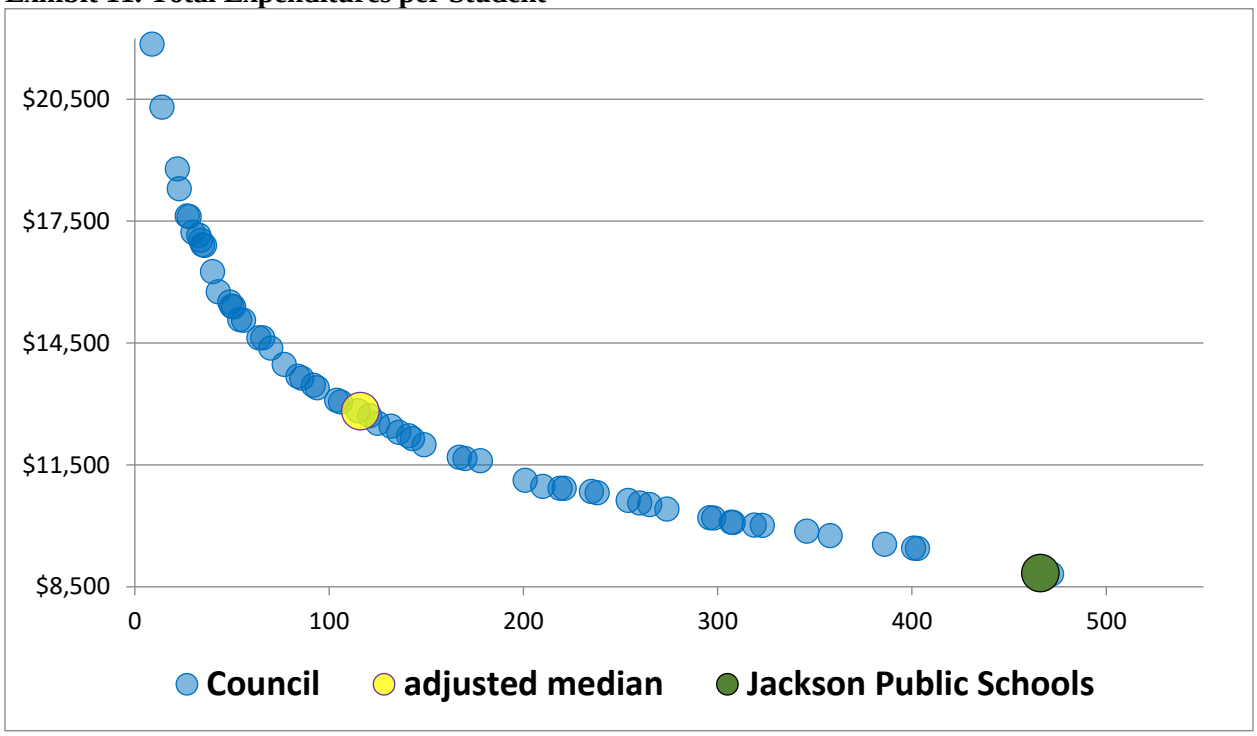


Exhibit 12. Instructional Expenditures per Student

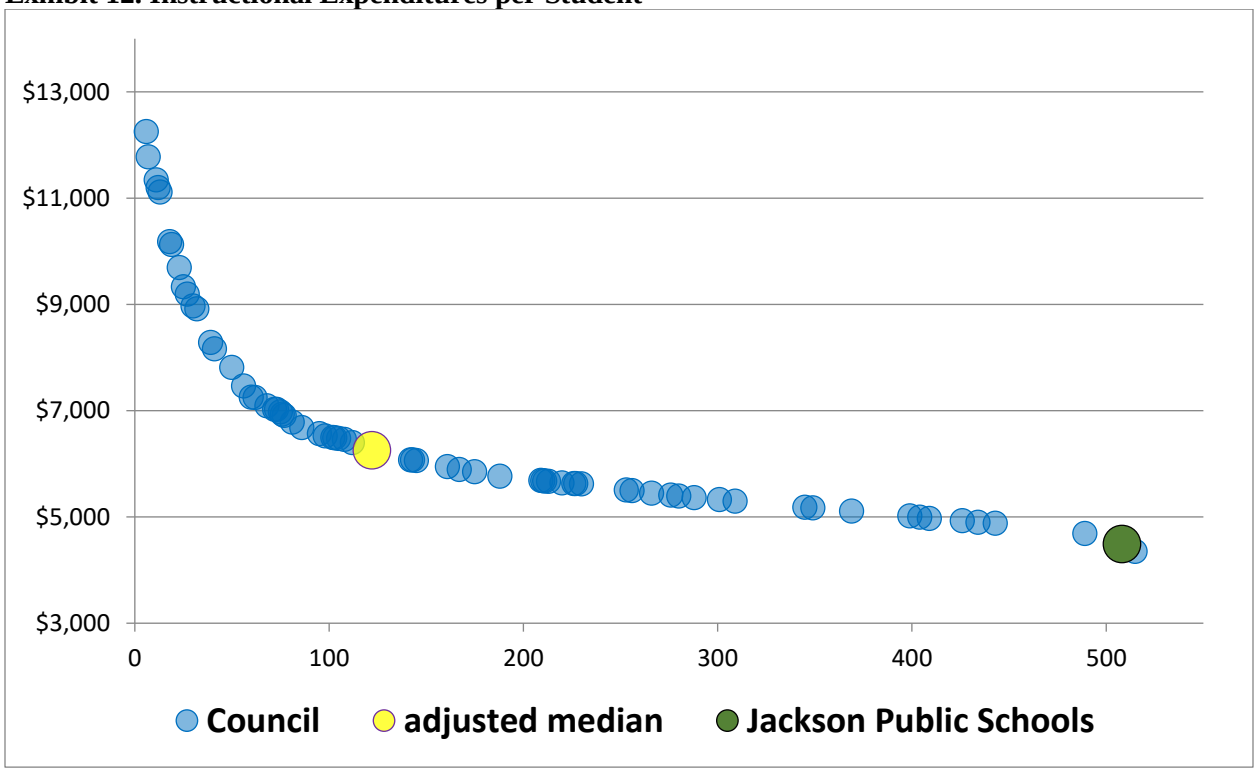


Exhibit 13. General Administration Expenditures per Student

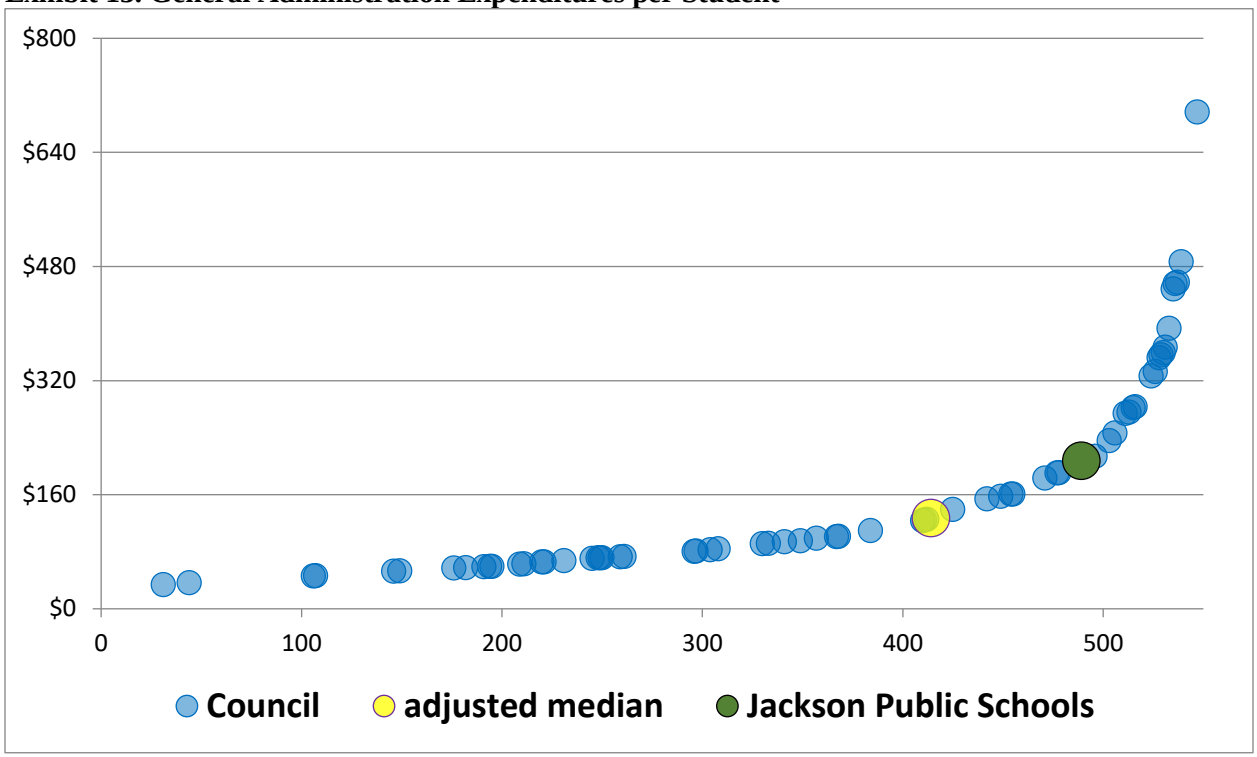


Exhibit 14. School Administration Expenditures per Student

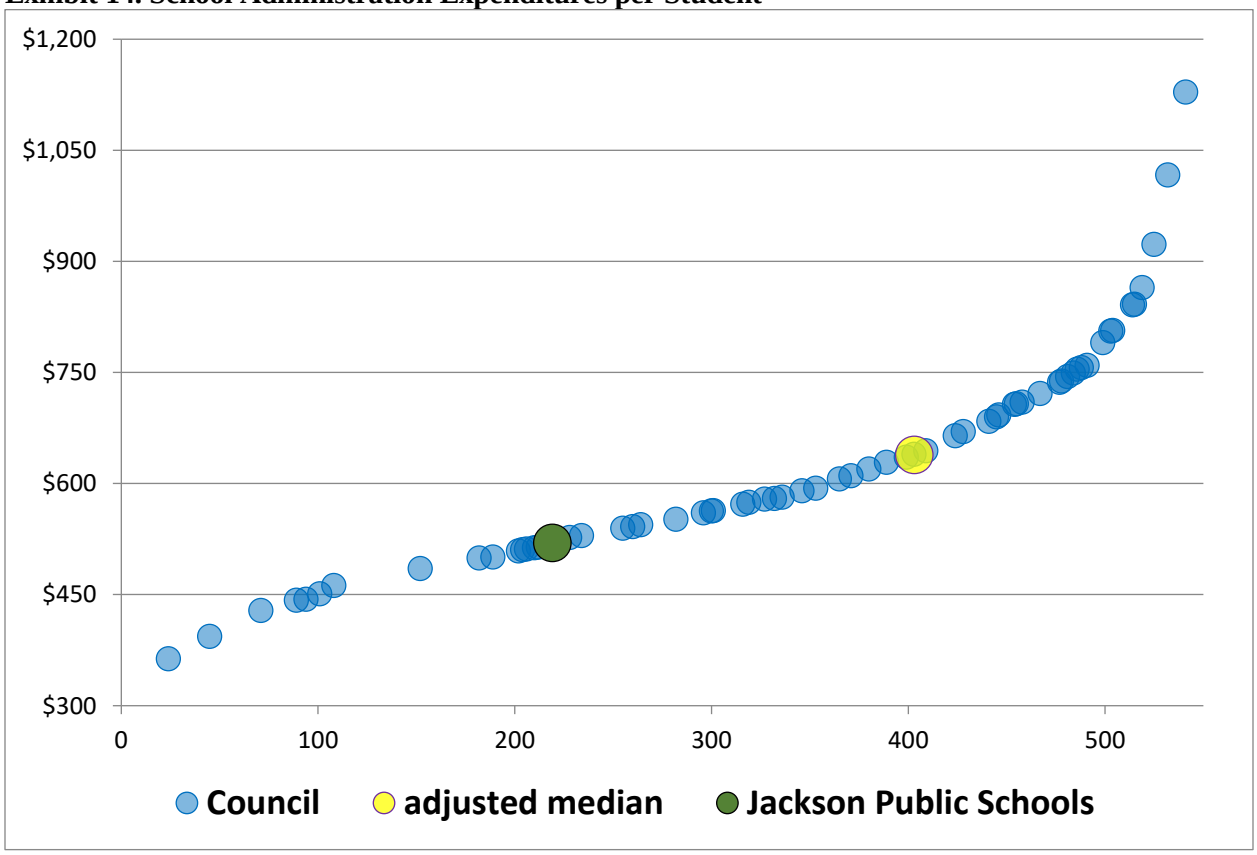


Exhibit 15. Operations, Business Services, and Other Expenditures per Student

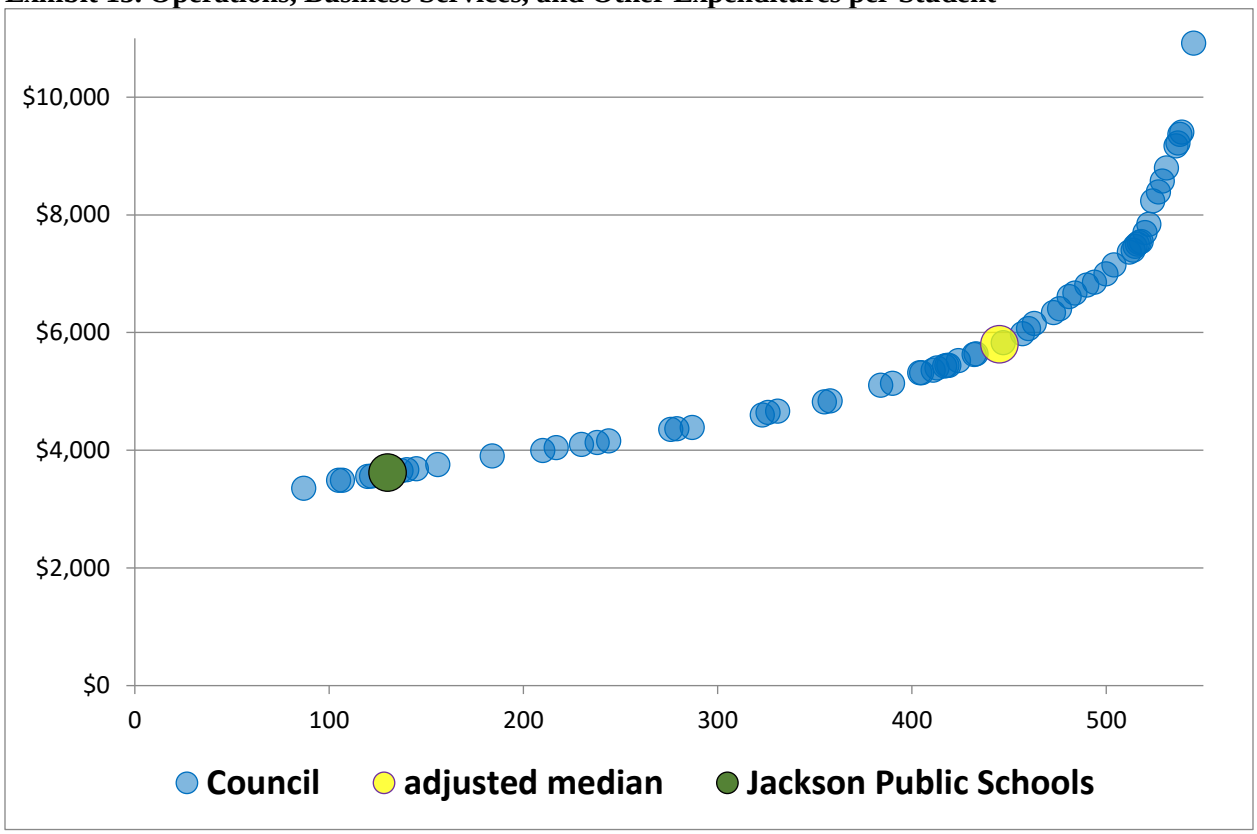


Exhibit 16. Total Expenditures per Student Compared to Selected Cities

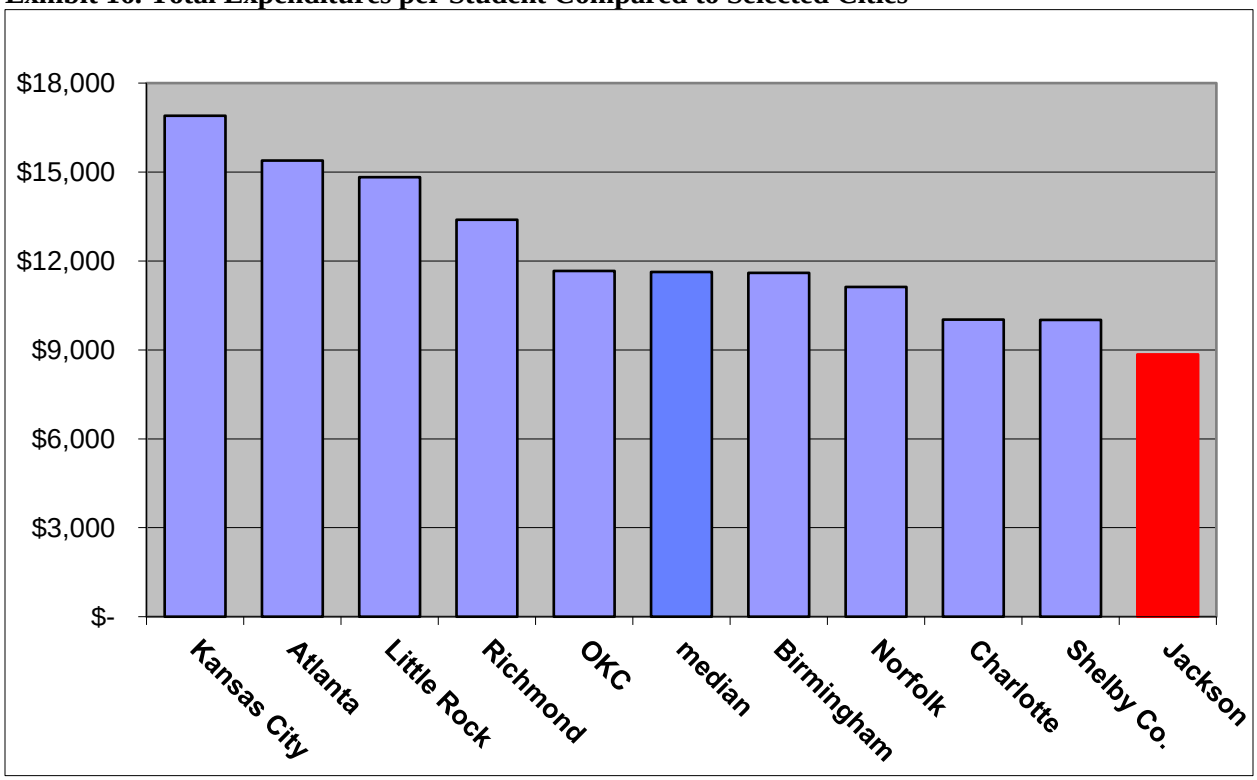


Exhibit 17. Instructional Expenditures per Student Compared to Selected Cities

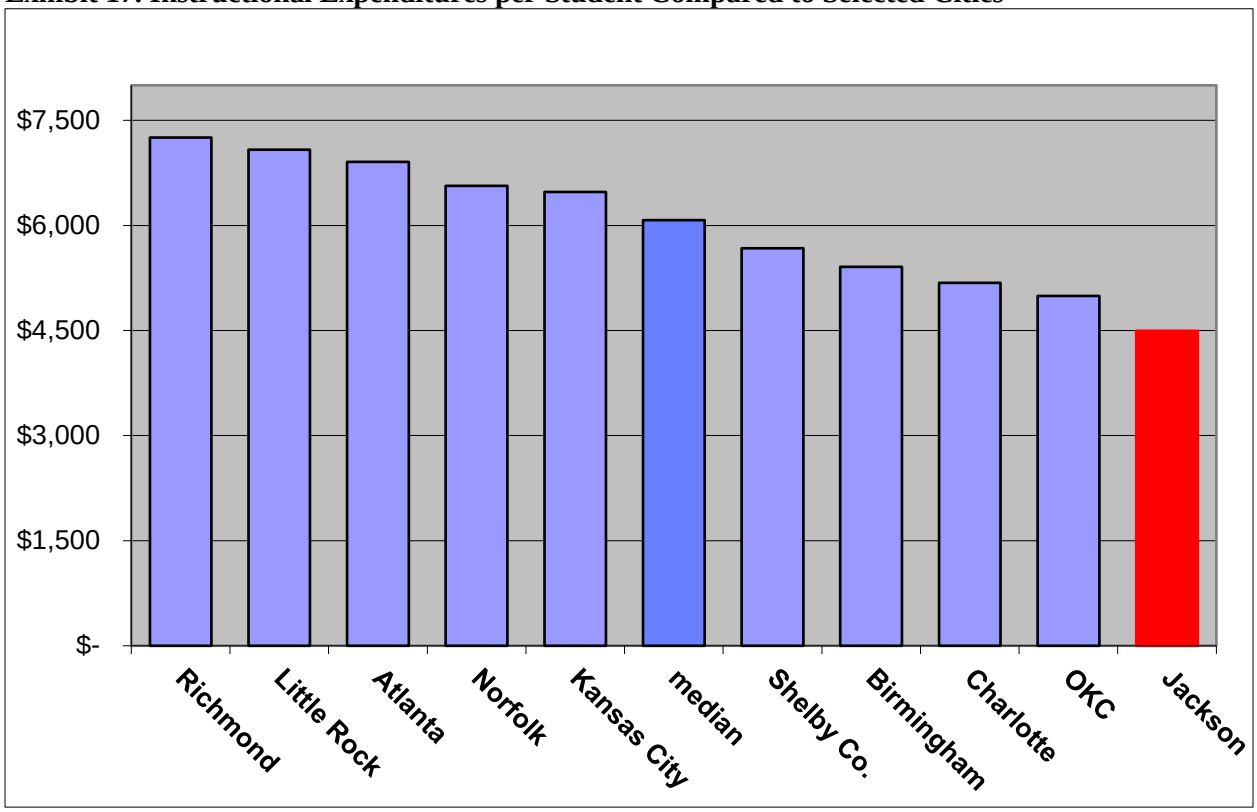


Exhibit 18. General Administration Expenditures per Student Compared to Selected Cities

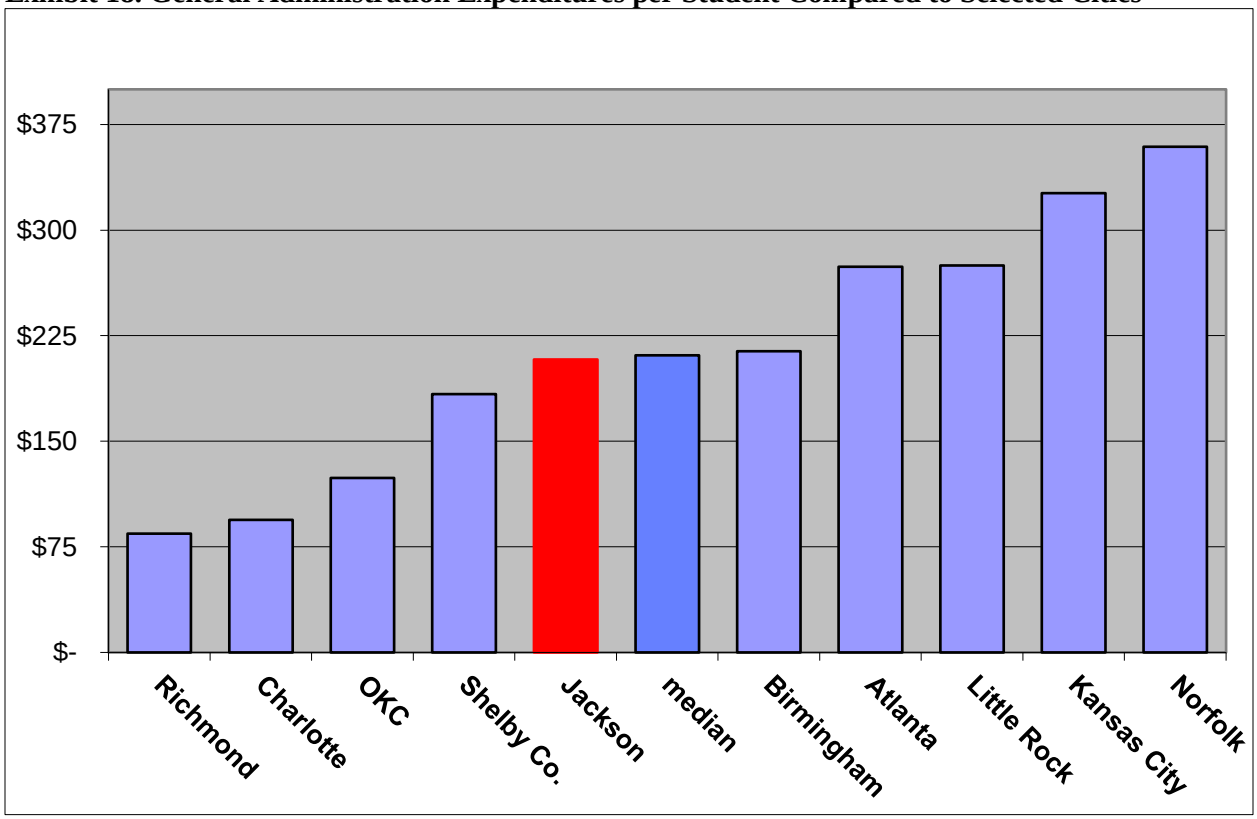


Exhibit 19. School Administration Expenditures per Student Compared to Selected Cities

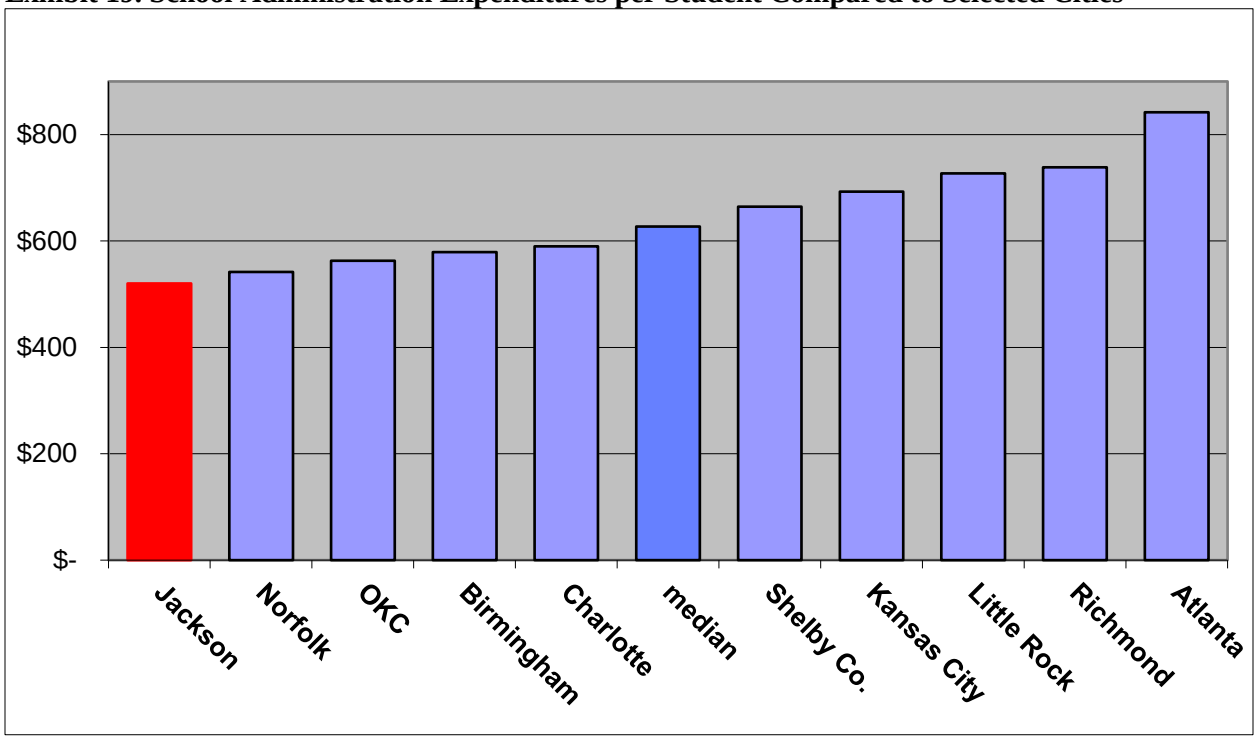


Exhibit 20. Operations, Business Services, and Other Expenditures per Student Compared to Selected Cities

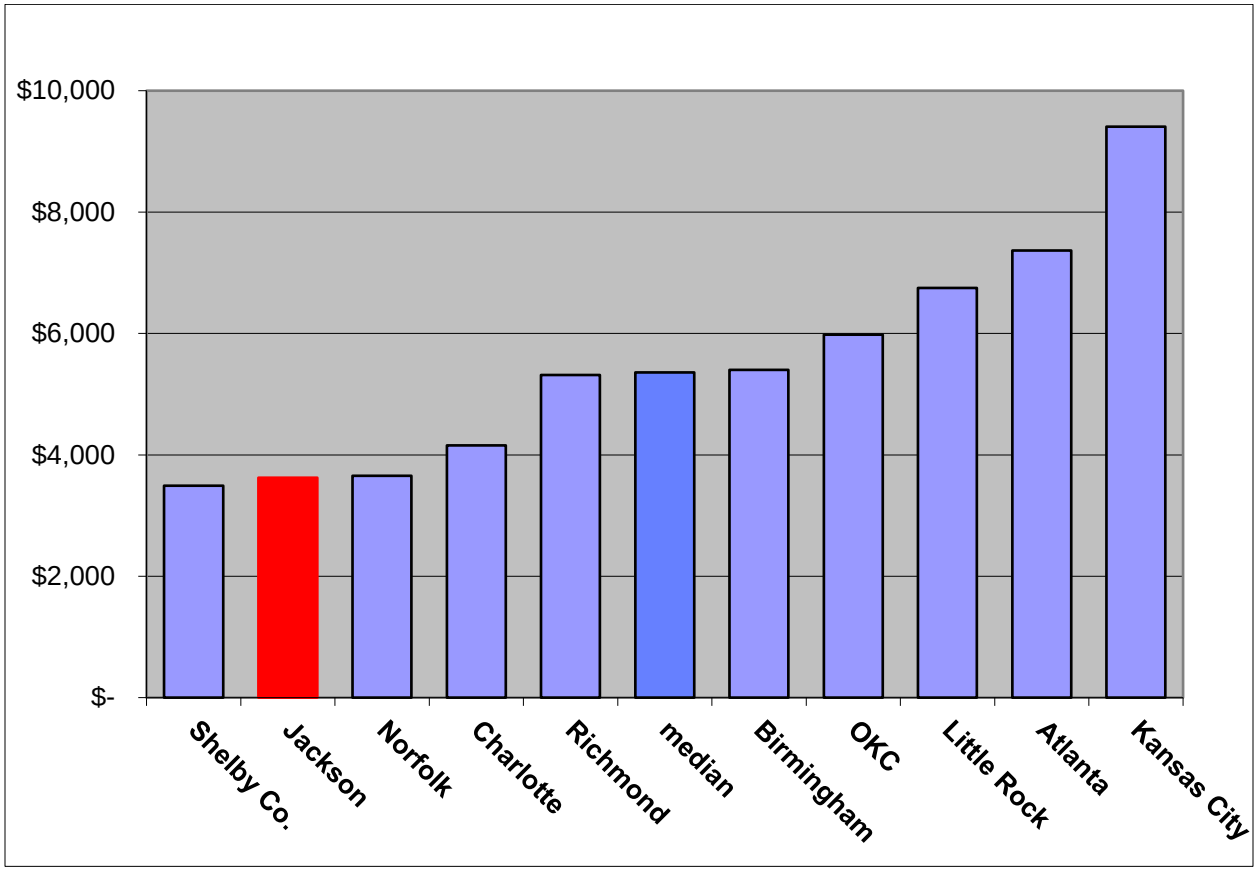


Exhibit 21. Median Expenditures by Category

Median Expenditures	Selected LEAs	Great City Schools	Jackson Public Schools
Total expenditures per pupil	$11,629	$12,835	$8,847
Percent of total	100.0%	100.0%	100.0%
Instructional expenditures per pupil	$5,757	$6,262	$4,495
Percent of total	49.5%	48.8%	50.8%
District administration expenditures per pupil	$200	$128	$208
Percent of total	1.7%	1.0%	2.4%
School administration expenditures per pupil	$594	$639	$520
Percent of total	5.1%	5.0%	5.9%
Operations, business services, and other expenditures per pupil	$5,077	$5,806	$3,623
Percent of total	43.7%	45.2%	41.0%

Exhibit 22. Median Personnel Expenditures as a Share of Total Expenditures by Category

Median Personnel Expenditures	Selected LEAs	Great City Schools	Jackson Public Schools
Total expenditures per pupil	$11,629	$12,835	$8,847
Percent of total	100.0%	100.0%	100.0%
Total personnel expenditures per pupil	$8,246	$8,871	$6,753
Percent of total expenditures	70.9%	69.1%	76.3%
Instructional personnel costs per pupil	$5,348	$5,742	$4,081
Percent of total expenditures	46.0%	44.7%	46.1%
District administration costs per pupil	$100	$77	$163
Percent of total	0.9%	0.6%	1.8%

School administration costs per pupil	$613	$614	$518
Percent of total	5.3%	4.8%	5.9%
Operations, business services, and other personnel expenditures per pupil	$2,186	$2,439	$1,992
Percent of total	18.8%	19.0%	22.5%

VII. Curriculum and Instruction

This chapter examines the instructional program of the Jackson Public Schools. Findings are presented in the following categories: commendations, organization, curriculum and instruction, professional development, and data and evaluations.

A. **Commendations**

- The leadership of the school system has a real opportunity to change and improve the district and its services to students. The governor and mayor have given the district additional time to improve, coming together despite political differences to provide a viable option that avoids a takeover. Both leaders seem ready to work together on improving public schools in the state's capital city. In addition, the district's leadership seems to know that it has been handed an opportunity and appears determined to take advantage of it.

- The new school board appointed by the mayor is a strength for the district. School board members interviewed by the team demonstrated a clear and uniform sense of urgency, dedication to the district, attention to detail, and a focus on student achievement.[8]

- Members of the Better Together Commission interviewed by the team voiced their commitment to working with the new school board. The commission is charged with engaging the community, among other things, and incorporating their feedback into the process of reform and improvement.[9]

- The district's interim superintendent appears determined to use his time in the position to get the school system back on track.

- The school board, commission, and staff leadership seem to be taking a holistic view of reform and improvement rather than simply envisioning a series of limited, technical changes.

- The school district has considerable staff talent, is generously staffed, and has many committed community members. This pool of talent will provide the district with a foundation for building its own long-term capacity for improvement.

- After several years without a curriculum department or professional development unit, the district's administrative leadership team has reinstituted these functions. One of the results is a renewed focus on instruction, and principals and teachers alike report that administrators are more visible in their classrooms this school year. (Still, it was clear that the district is paying the price for the decision some years ago to eliminate the department.)

[8] The Council of the Great City Schools is providing technical assistance and professional development to the board of education at no cost.

[9] The commission has recently retained the Insight Education Group and the District Management Council to conduct a study of the district after the Council's review.

- The Council team was told that the system serves some 490 pre-K students in 29 sites. Overall, the district compares favorably to other major city school systems in terms of the size of its pre-K program relative to its kindergarten enrollment.

- The district has brought back its teacher mentoring program this year.

- To support teachers, the district is working to expand its PBIS (Positive Behavior Interventions and Supports) strategy systemwide.

- Individual school principals and teachers interviewed by the team reported having common planning time, which—if expanded—could become a vehicle for more systemic job-embedded professional development—possibly through a professional learning communities (PLC) strategy—moving forward.

- AP calculus/math is available in every high school in the district, although participation rates were not high and AP test passing rates were unusually low.

- The district has a staff member dedicated to working with partner organizations, coordinating their efforts, and identifying areas of need for these organizations to address.

- The district's emerging balanced score card system shows considerable promise if it is used well.

- The district has a Rapid Response Team to provide technical assistance to schools who need it, although the Council team did not see much evidence that the teams had produced systemic results.

B. **Curriculum and Instruction**

- Some years ago, the school district's leadership decided to dismantle the school system's curriculum department in favor of outsourcing key instructional functions, like the development of curriculum materials, guidance, and some local testing activities.

- The district appears to lack a coherent strategy for improving student achievement districtwide or for moving F schools out of that status and up the grading scale. Staff members that the team interviewed could not describe what the district's strategy was for improving academic performance systemwide.[10]

- The district has done preliminary work on its own curriculum, but it is incomplete and does not yet contain all the instructional elements needed to be effective.[11] In addition, the district does not appear to have the support and guidance it might need to develop its own curriculum. For example--

[10] The district has a document called, "Jackson Public Schools: Theory of Action for Change, 2014," but the Council team saw little evidence that it substantially drove the reform or improvement of the instructional program.
[11] The Council has provided one session of professional development on curriculum design, but it will not be enough for the district to move forward with a quality curriculum of its own.

  - The district's instructional unit plan includes content, big ideas, essential questions, links to instructional strategies, performance tasks, and unit resources. However, the instructional unit plan lacks clarity about how to introduce unit concepts and how to sequence lessons within the unit to build student understanding of the concepts and skills. There is also no information about how one unit builds on previous units or how they connect to upcoming ones.

  - In English Language Arts, text selections were listed along with handouts, as well as academic and content-specific vocabulary, but there were no explanations or guidance on how to incorporate these resources into daily lessons designed to teach the content.

  - Neither English Language Arts nor mathematics unit plans clarified for teachers the district's expectations of how students learn best. There were no illustrations of effective strategies for teaching concepts and skills. Indeed, the assignments within the units often missed the cognitive levels required to meet grade-level standards. For example, in a third-grade English Language Arts performance task, students were asked to complete a character map of a low-level reading assignment that does not require them to cite evidence from the text to support their responses. In addition, students respond to a writing prompt without requisite instruction on the writing process.

- The district has adopted the *Wonder*s commercial literacy program, which does provide quality questions and tasks, but does not fully meet the criteria for alignment with the literacy standards, according to EdReports. The district would need to provide additional guidance to teachers on where misalignments occur and what to do about them, but the team saw no evidence that this type of guidance was being offered.

- The district does not know how adequate or wide-spread implementation of the *Wonders* program has been from school to school.

- The 90-minute literacy block was not implemented consistently throughout the district. The Council team did not see an adequate program monitoring system in place.

- The mathematics block ranged from 60 to 90 minutes, but the allotted time was not consistently implemented throughout the district.

- For several years, the district had been using materials provided through a local vendor. Several concerns were raised by the team about how this arrangement was structured—

  - It was not clear why the district was paying money to unpack standards when the state was doing this with some standards at no cost. In fact, the approach that the state used for unpacking the standards was adequate for guiding the district in doing this work themselves, a process that would have also helped JPS develop additional instructional capacity that it now does not have.

  - The district was paying for a recurring subscription that didn't provide adequate guidance to the district or its teachers on how to implement the vendor material. The materials provided a sequence for instruction, but it did not contain adequate guidance

on how to integrate the standards; how to build connections to past or future learning; how to address learning gaps, unfinished learning, or common misconceptions among students who were already behind academically; what to emphasize; how to prioritize; or exemplars. For instance—

- There was insufficient attention paid to teaching K-5 foundational literacy skills;
- There were no strategies for developing the concept of fractions on a number line as called for in the standards; instead fractions were only presented as part of a whole;
- The local unpacking process de-emphasized reading and math fluency (which is a bridge to comprehension) and conceptual understanding, a gap that likely leads to future learning problems as content becomes more complex in later grades;
- The documents provided insufficient guidance on how to boost the rigor of instruction to attain the necessary depth of understanding articulated in the standards;
- Guidance on how and when to use district materials were found in a separate document for which the district paid another fee. In other words, the district was paying twice for access to its own materials and did not have ownership of the materials to allow the district to modify them on its own;
- Assessments did not appear to be fully aligned with the pacing guides; and
- The license agreement with the vendor did not appear to contain any accountability clauses for results.

- The district does not appear to have any data on how widely vendor materials—or any specific other materials—were being used from school to school across the district. In other words, the system had little way to determine what was working academically and what wasn't.

- The district has overemphasized its interventions with its lowest 25 percent of students, thereby failing to address the needs of all students who score below proficient. This strategy appears to be done to garner extra accountability points (because growth can be demonstrated in two overlapping categories), but the district was missing an important segment of students—those between the lowest 25 percent and proficiency—and was piling up students in the basic and pass categories without getting schools out of F status.

- 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.

- The district also uses a pull-out strategy in its gifted and talented programming in a way that may be undermining the value of the program and creating gaps in students' access to the core curriculum. In addition—

  - The gifted and talented program *per se* ends after grade 6, and

  - Identification for gifted and talented eligibility appears overly reliant on IQ testing.

- The district has Advanced Placement courses in all high schools (a good thing), but few students score a 3 or above to pass the AP exams. In fact, if one discounts Murrah, then over 97 percent of all AP test takers in the district scored a "1" on the AP exam, the lowest possible score. This suggests that AP course content is not actually being provided in these classes or that students have not been adequately prepared in previous years to handle the complexity and rigor of AP coursework.

- Learning walks used to monitor classroom practice appear to be focused more on student engagement, classroom climate, and procedures than on the content and rigor of instruction. This has contributed to the district's inability to monitor and improve the quality of instruction.

- In addition, results of the walk-throughs do not appear to be used beyond the school to inform broader patterns of systemic needs or to improve districtwide strategies. In other words, the Council team saw no evidence that walk-through data were aggregated across schools, feeder patterns, and regions to inform broader systemwide improvements in curriculum, interventions, or professional development.

- There does not appear to be any districtwide exemplars to guide instructional administrators and teachers about the level of rigor and student work expected in specific grade levels and content areas.

- The work of instructional interventionists in the district was not well connected with that of curriculum specialists in order to ensure quality Tier I instruction or aligned and effective Tier II and Tier III interventions.

- A sampling of school improvement plans indicated that they lacked any cogent or strategic planning to improve performance. Plans are signed off on by the director of Title I.

- Finally, the Mississippi Department of Education conducted classroom visits from September 6, 2016 through July 31, 2017. Visits included 38 elementary schools, 13 middle schools, and seven high schools—a total of 671 classrooms in all. In general, the state found that Tier I instruction was inadequate; classroom management was weak; student engagement in higher-order thinking was inadequate; classroom instruction did not align to grade-level standards and lesson plans were often weak or behind where students were supposed to be; differentiation was nonexistent; interventions were not evident; teacher

mastery of subject-area material was uncertain in some instances; and the lack of certified personnel was evident. The state also cited the district for failing to provide the requisite teaching time (Standard 13) and to meet requisite graduation mandates (Standard 14). Given the thoroughness of the state's work in their classroom visits and the Council's findings throughout this chapter, the Council team had no reason to doubt the state's conclusions in these areas or to duplicate their classroom visits with another round.

C. **Professional Development**

- The school district has few mechanisms in place to improve the capacity of its people to boost student achievement. Examples include—
    - The professional development system is essentially a menu of course offerings that are not aligned to district priorities or needs and that accrue cost liabilities to the district as staff move up the salary scale with no clear benefits to the district or its students.
    - Professional development is not differentiated by expertise or experience, and it appears not to meet the needs of either new or veteran teachers.
    - The quality of professional development varies from region to region in the school district. In addition, the nature and content of professional development varies depending on the regional director.
    - The required number of professional development hours are different for teachers with master's degrees and those without, even though research indicates that there is no significant difference in the expertise of teachers with and without these degrees.
    - Job-alike professional development is not mandatory and has not been evaluated for how well it is implemented or how effective it is.
    - The shift in the role of lead teacher from grade spans to subject-area supervisors was not accompanied with any training or support for the new role. It was also not clear how the new roles were explained to district instructional staff.
    - The use of professional learning communities (PLCs) appears uneven from school to school and area to area.
    - The new teacher induction program is more focused on instructional processes and procedures than on content, and it is often ill-timed to meet the needs of new teachers. In particular—
        - Only 90 minutes of the professional development have been devoted to lesson planning, and that occurred in September—after the school year starts;
        - There is no mention in the new teacher induction program of orienting new teachers to the curriculum or how to use it;
        - There is no visible plan for how teachers will develop or share an understanding of district expectations for student learning in various grades or subjects;

    - Professional development on classroom management is not offered in the new teacher induction program until October, after new teachers may have lost control of their classrooms; and
    - There was no professional development for new teachers on the use of instructional interventions or differentiation.

  - The system is currently marked by a lack of strategic thinking or emphasis on change management. District administrators need additional training on how to plan, sequence, and coordinate new initiatives.

- The district reported that it has unusually high rates of teacher and staff turnover in the school system. The district's balanced score card indicates that the teacher retention rate in 2015-16 was only 75 percent and was 83 percent in 2016-17. District staff and the Council team speculated that these low retention rates are likely due to—

  - The general lack of support for teachers, which is typically the reason why teachers leave.

  - No functional HR operation. The main purpose of this office – identifying and hiring qualified teachers—has been delegated to principals, a situation that does not exist in most other major urban school systems.[12]

  - The lack of pipeline programs to recruit, develop, and support new teachers or principals internally in the system.

  - The lack of a systemwide onboarding process for principals and area superintendents.

- The Council team was told that the school system is operating with some 217 long-term substitute teachers.

- The school system has no mechanism in place for identifying effective or ineffective teachers, or targeting the most effective for retention.

D. **Data and Evaluations**

- State and district assessment functions are run by two different offices. (The research department oversees district assessments, while the student support services director oversees state testing).

- 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.

[12] The human resources department was poorly staffed, poorly organized, and largely transactional in its operations. The 7-20-17 organizational charts showed the office reporting to the chief financial officer with an executive director and certified personnel specialists as direct reports.

- As presented, the data provided by the district is not in a form that teachers could use to improve classroom practice.

- The team was told that the KOAT assessment was not fully aligned to the pacing of the curriculum. Based on what was described to the team, the assessment confused adding more difficult items from material that had already been taught with items from material that had not yet been covered. Moreover, items on covered material only included a limited number of standards—not all standards were taught during that period.

- In examining a listing of what was assessed on the KOAT, an initial review indicated that key standards at each grade level were not assessed.

- The team saw little evidence that the district was evaluating its instructional programs or its professional development for effectiveness or using effectiveness data to make budgeting decisions.

- The district's balanced score card is a work in progress, but it shows considerable promise. A listing of indicators for each goal is shown in the table below. However, it does not appear that these metrics are driving the district's academic programs or improvement or that individual metrics include "by when" or "how much" components.

District Goals and Key Performance Indicators

Goal 1. Increase Academic Performance and Achievement		
1.1	Increase reading proficiency & growth	• Increase the % of students proficient on the MDE language arts subject area test (grades 3-8)
		• Increase the % of students proficient on the MDE English II subject area test
		• Increase the % of students passing the 3rd grade reading summative test.
		• Increase the district average scale score of kindergarten students achieving MKAS kindergarten readiness cut score 530.
		• Increase the % of students at benchmark (50%) on STAR reading assessments (grades 1-10) (mid-year)
1.2	Increase math proficiency & growth	• Increase the % of students proficient on the MDE math subject area test (grades 3-8).
		• Increase the % of students proficient on the MDE Algebra I subject area test
		• Increase the % of students at benchmark (50%) on STAR math assessments (grades 1-10) (mid-year)
		• Increase the % of students achieving student growth percentile (SGP) 50% on Star math (grades 1-10) (mid-year)
1.3	Increase science proficiency	• Increase the % of students proficient on the MDE science subject area test (5th grade)
		• Increase the % of students proficient on the MDE science subject area test (8th grade)

		• Increase the % of students proficient on the MDE biology subject area test
1.4	Increase history proficiency	• Increase the % of students proficient on the MDE United States History subject area test
1.5	Increase acceleration course participation	• International Baccalaureate (high school)—Increase the # of students graduating with an International Baccalaureate Program Diploma
		• Dual credit/dual enrollment (high school)—Increase the # of students participating in dual credit/dual enrollment
		• Industry certification (high school)—Increase the # of students participating in Industry Certification Programs
1.6	Increase Graduation Rate	• Increase the graduation rate
		• Decrease the dropout rate
1.7	Increase promotion rate	• Increase the promotion rate, elementary
		• Increase the promotion rate, middle
		• Increase the promotion rate, high
1.8	Increase college career readiness	• Increase ACT scores (avg. comp—juniors)
1.9	Improve state accountability rating of each school	• Increase growth/accountability rating of each elementary school
		• Increase growth/accountability rating of each middle school
		• Increase the growth/accountability rating of each high school
		• Maintain a teacher retention rate of 90% or higher
		• Maintain 90% of teaching positions filled by August
		• Increase the on-time arrival and departure of buses that transport students to education facilities
1.10	Increase average daily attendance	• Increase average daily attendance of students (elementary schools)
		• Increase average daily attendance of students (middle schools)
		• Increase average daily attendance of students (high schools)
		• Increase average daily attendance of certified teachers.
Goal 2. Provide safe school climate		
2.1	Provide a safe school climate	• Increase the % of staff who report positive school climate (safety & respect mean score)
		• Increase the % of parents who feel their student's school is safe (Title I comprehensive needs assessment—school climate & culture)
		• Increase the % of students who feel their school is safe (Title I comprehensive needs assessment—school climate & culture)
		• Decrease student discipline referrals to the office

		• Decrease reported student major misconduct incidents (controlled substance, weapons, serious bodily harm, etc.)
		• Decrease reported bullying instances
		• Decrease rate of accidents at school facilities
Goal 3. Maintain fiscal integrity & accountability of resources		
3.1	Maintain sound fiscal integrity while managing costs	• Maintain a district fund balance of 7%
		• Increase revenue sources including grants, donations, and partnerships
		• Increase student participation in the breakfast and lunch program while controlling system cost
		• Reduce energy and utility cost for resource conservation and fiscal management
		• Decrease the mean number of non-compliance findings during fiscal audits
3.2	Maintain accountability of resources	• Decrease the number of fixed asset items not accounted for during audits

E. **Accountability**

- The district lacks a strong mechanism for holding personnel responsible for improving student academic outcomes.

- The district's evaluation procedure for evaluating central office administrative staff includes the following performance areas: leadership, job performance, professional growth, initiative, loyalty and adaptability, interpersonal relationships, management, and school reform. Each domain includes several elements—none of which involves measures of districtwide student outcomes or their improvement.

- The personnel evaluation instrument that the district uses is the Mississippi Educator and Administrator Professional Growth System, which is the instrument endorsed by the Mississippi Department of Education as the framework for teacher and administrator evaluations. Principal evaluations are on a four-point scale: unsatisfactory (1), emerging (2), effective (3), and distinguished (4). Principals are evaluated on five domains and 19 total elements, which include the following—

    - Domain I. Shared Vision, School Culture, and Family Engagement
        1. Implements a shared vision
        2. Maintains a supportive, secure, and respectful learning environment
        3. Engages in courageous conversations about diversity
        4. Welcomes families and community members into the school

    - Domain II. Teaching and Learning
        5. Supports the development and implementation of Mississippi standards-based lesson and unit plans

6. Implements effective instructional strategies to meet student learning needs
7. Tracks student-level data to drive continuous improvement
8. Uses disaggregated data to inform academic intervention

- Domain III. Staff Development
  9. Provides actionable feedback
  10. Coaches and implements learning structures
  11. Provides leadership opportunities
  12. Develops a highly effective leadership team
  13. Develops and implements a strategic plan
  14. Monitors progress toward goals

- Domain IV. Strategic Planning and Systems
  15. Effectively manages professional time
  16. Aligns and manages the school's resources

- Domain V. Personal Leadership and Growth
  17. Demonstrates self-awareness, reflection, and on-going learning
  18. Demonstrates resiliency in the face of challenge
  19. Communicates with stake-holders

- Each of the domains and elements includes examples of evidence that could be used to demonstrate where principals are on the four-point evaluation scale, but none of the examples include actual student outcomes. For instance, under element #6, sample evidence includes "rigorous course content is available to every student", "activities engage students in cognitively challenging work", and "staff have a broad repertoire of pedagogical approaches." Under element #7, sample evidence includes "student performance data are readily available," "elementary students who are not yet proficient are identified and supported to ensure progress," and "secondary student performance is closely monitored." None of the examples include actual student outcomes. Theoretically, principals could be evaluated as a three or four without demonstrating progress on student performance. Moreover, there is no indication that the district has calibrated its expectations against these categories or provided the kinds of professional development that would develop a shared understanding of how to interpret them.

- The district also uses a "System of Accountability for Instructional Supervision Protocol." The tool is meant to ensure that teachers in all courses and content areas utilize current curriculum documents to provide quality instruction. The administrative procedures monitor whether administrators "provide professional development to teachers twice a year," "provide teachers with current subject area curriculum," "audit curriculum documents," "create a calendar of teacher observations and evaluations," "conduct teacher observations and evaluations," "provide appropriate training," and "provide coaching and support." Again, none of the sample evidence includes progress on student outcomes.

- Teacher evaluation systems also do not include concrete measures of student outcomes or progress.

VIII. Academic Achievement and Other Student Outcomes

A. Academic Achievement and Other Student Outcomes

This chapter presents an analysis of student academic performance in the Jackson Public Schools. In addition, this chapter compares the Jackson Public Schools with other major urban school systems on a series of academic key performance indicators. Exhibits 23 through 42 compare the reading and math performance of Mississippi, the nation, and Large City Schools nationally on the National Assessment of Educational Progress (NAEP). Exhibits 43 through 59 compare the performance of Jackson to the state in 2016 and 2017. Exhibits 60 through 71 analyze the STAR reading and math benchmark assessment results for the district across three years.

National Assessment of Educational Progress

- Mississippi scored below national averages in fourth grade NAEP reading in 2015, the most recent national scores that are available, and about the same as the Large City Schools nationally that year. (Exhibit 23)

- Mississippi scored below national averages in eighth grade NAEP reading in 2015, the most recent national scores that are available, and below the Large City Schools nationally that year. (Exhibit 24)

- Mississippi scored below national averages in fourth grade NAEP math in 2015, the most recent national scores that are available, and about the same as the Large City Schools nationally that year. (Exhibit 25)

- Mississippi scored below national averages in eighth grade NAEP math in 2015, the most recent national scores that are available, and below the Large City Schools nationally that year. (Exhibit 26)

- Between 2009 and 2015, Mississippi showed improvements on NAEP reading and math, except in eighth grade reading. (Exhibits 23-26)

- Between 2009 and 2015, Mississippi showed gains that were similar to or larger than the Large City Schools on NAEP reading and math, except in eighth grade reading. (Exhibits 23-26)

In addition to looking NAEP scores for Mississippi, large cities, and the national public sample, the Council used a statistical equating analysis to place state assessment scale scores of students in Jackson schools on the same scale as the National Assessment of Educational Progress. The results allowed the Council to compare the performance of JPS students to students in other jurisdictions outside of Mississippi. In fact, the analysis allows one to examine how JPS does academically in reading and math compared to large cities generally and any other major city school districts participating in the Trial Urban District Assessment of NAEP. In addition, it allows us to look at the performance of JPS's free or reduced-price lunch-eligible students, African

American students, and poor African American students against other jurisdictions, including other cities, the state, and the nation.

Reading

- Exhibit 27 compares the estimated JPS performance on NAEP fourth grade reading to other cities, the state of Mississippi, large cities generally, and the national public sample. Exhibit 27 shows that JPS fourth graders scored higher on NAEP reading than students in seven TUDA districts but below the remaining 13 TUDA districts. JPS also scored below large cities in general, the state of Mississippi, and the national public sample.

- However, when looking solely at African American students, Exhibit 28 shows that Jackson fourth grade African American students outscored 14 other major cities but was below five others. In addition, African American fourth graders in Jackson outscored African American fourth graders in Mississippi in reading; outscored African Americans in large cities generally, and outscored African American's in the national public sample.

- The district's performance among students participating in the national school lunch program was also notable. (Exhibit 29) Jackson's fourth grade students who were eligible for a free or reduced-price lunch outscored other free or reduced-price lunch eligible students in 14 other cities, large cities generally, Mississippi, and the nation at large. JPS's free or reduced-price lunch eligible fourth graders scored behind similar students in seven other cities.

- The pattern was more pronounced if one looks at the reading performance of African American students who were also eligible for a free or reduced-price lunch. In this case, Jackson's poor African American fourth graders outscored in reading all but three jurisdictions, including similar students in large cities generally, the national public sample, and the state. (Exhibit 30)

- In eighth grade reading, the data tell a story like that in fourth grade. Exhibit 31 shows that Jackson's eighth graders scored in reading higher than six other major cities but lower than 14 others. JPS eighth graders also scored in reading on NAEP below the state, large cities generally, and the national public sample. (Exhibit 30)

- When looking solely at African American eighth graders, however, Exhibit 32 shows that Jackson's African American students scored higher than African American eighth graders in 15 other cities and higher than African American eighth graders in Mississippi, large cities generally, and the nation.

- Exhibit 33 looks solely at eighth graders who are eligible for a free or reduced-price lunch. In this case, Jackson's free or reduced-price lunch students scored higher than free or reduced-price lunch eighth graders in 14 other cities and higher than similar students statewide. On the other hand, these students in Jackson scored lower than similar students in seven other cities, large cities in general and the national sample.

- Finally, Exhibit 34 shows that African American eighth graders in Jackson who were also eligible for a free or reduced-price lunch scored higher in reading on NAEP than similar students in 15 other cities and below only four. These Jackson students also scored above similar students statewide, the national sample, and large cities generally.

Math

- Exhibit 35 compares the estimated JPS performance on NAEP fourth grade math to other cities, the state of Mississippi, large cities generally, and the national public sample. Exhibit 35 shows that JPS fourth graders scored higher on NAEP math than students in six TUDA districts but below the remaining 15 TUDA cities. JPS also scored below large cities in general, the state of Mississippi, and the national public sample.

- However, when looking solely at African American students, Exhibit 36 shows that Jackson fourth grade African American students outscored 12 other major cities but was below eight others. In addition, African American fourth graders in Jackson outscored African American fourth graders in Mississippi in math; outscored African Americans in large cities generally, and outscored African Americans in the national public sample.

- The district's math performance among students participating in the national school lunch program was also notable. (Exhibit 37) Jackson's fourth grade students who were eligible for a free or reduced-price lunch outscored other free or reduced-price lunch eligible students in 10 other cities, but they were below 11 other cities, large cities generally, Mississippi, and the nation at large.

- The pattern was similar if one looks at the math performance of African American fourth graders who are also eligible for a free or reduced-price lunch. In this case, Jackson's poor African American fourth graders outscored in math all but eight other cities. These JPS students also outscored similar students in large cities generally, the national public sample, and the state. (Exhibit 38)

- In eighth grade math, the data tell a story like that in fourth grade. Exhibit 39 shows that Jackson's eighth graders scored in math higher than only three other major cities but lower than 18 others. JPS eighth graders also scored in math on NAEP below the state, large cities generally, and the national public sample. (Exhibit 38)

- When looking solely at African American eighth graders, however, Exhibit 40 shows that Jackson's African American students scored higher than African American eighth graders in eight other cities but lower than African Americans eighth graders in Mississippi, large cities generally, and the nation.

- Exhibit 41 looks solely at eighth graders who are eligible for a free or reduced-price lunch. In this case, Jackson's free or reduced-price lunch students scored higher than free or reduced-price lunch eighth graders in six other cities but lower than similar students in 15 other cities, statewide, large cities in general, and the national sample.

- Finally, Exhibit 42 shows that African American eighth graders in Jackson who were also eligible for a free or reduced-price lunch scored higher in math on NAEP than similar students in 12 other cities and below seven. These Jackson students also scored above similar students statewide, the national sample, and large cities generally.

Mississippi Assessment Program (MAP)

English Language Arts (ELA)

- The Council team consistently heard from teachers, principals, and staff during interviews that improving the performance of the lowest quartile of students was a priority of the district's improvement efforts. Exhibits 43 and 44 illustrate that this emphasis has resulted in a smaller gap in ELA between the state and the district for students in the lowest performance level (Minimal or Level 1) at all tested grades except one – the seventh-grade gap increased 4.1 percentage points.

- Exhibits 45 and 46 show the change between 2016 and 2017 in student ELA performance at Level 2 (Basic) on the MAP Assessment. The gap between JPS and the state increased at all grades except grade five and seven, which were down 1.1 and 1.6 percentage points, respectively. One explanation for the increase in the gap at Level 2 involves the district's ability to lower the gap at Level 1. The district might note that its focus on the lowest quartile has resulted in a larger number of students in Level 2. The percentage of students in Levels 1 and 2 districtwide ranged from 38.3 percent at grade five to 52.5 percent in English II, with other grade levels at or close to half of all tested students. Consequently, a focus on the lowest quartile may be resulting in a ballooning of the Level 2 population, because those at the upper end of the Basic level are not receiving the attention they need to move to Pass (Level 3) or Proficient (Level 4).

- Exhibits 47 and 48 support the previous hypothesis in that there was little change (one percentage point or less) in the gap between the state and district at Level 3 (Pass) in all grades except grade six where Jackson closed the gap by 3.7 percentage points. Across all grade levels, the percentage of students at Level 3 in Jackson remained steady, suggesting that very few students were moving into or out of this category.

- Finally, exhibits 49 and 50 show that the gap between JPS and the state in the percentage of students at or above Proficient (Levels 4 and 5) grew between 2016 to 2017 in every grade except grade five, where the gap decreased 3.3 percentage points. Increasing the number of students who were at or above Proficient levels contributed to a greater extent to district and school accountability ratings. Despite the increasing gap, the district did improve its overall percentage of students at or above Proficient by about 8.6 percentage points in ELA—driven by a slight improvement in grade three (1.3 percentage points)—and an improvement in grades five and six, 6.4 and 9.1 percentage points, respectively.

Mathematics

- Exhibits 51 and 52 show that the emphasis on the lowest quartile of students has not affected the gap between the state and district in mathematics among students in the lowest performance level (Minimal or Level 1). Gaps at most grade levels remained essentially

unchanged and grew in grades four, eight, and Algebra I. The overall percentage of students at Level 1 decreased in grades three, six, and seven, but they increased in grades four and eight and in Algebra I.

- Exhibits 53 and 54 show that the gap between the state and district at Level 2 increased in each grade level except grade five. The gap in Algebra I increased over 10 percentage points. The overall percentage of students in Level 2 decreased slightly or remained the same in most grade levels. There was an increase in Level 2 students at grade seven, but this was somewhat expected given the corresponding grade-seven decrease in students at Level 1. At the same time, the percentage of Jackson students at Level 2 on the Algebra I exam increased seven (7) percentage points. This, coupled with a 6.5 percentage point increase in the number of Level 1 students on the Algebra I exam, indicates students in the 2017 student cohort struggled more than their peers in 2016, while students statewide improved over these two years.

- Conversely, the percentage of students at Levels 3, 4, and 5 (Exhibits 55 – 58) declined in Algebra 1 between 2016 and 2017. The percentage of students at Levels 4 and 5 declined 3.2 percentage points as the state percentage climbed 5.3 points. The percentage of students at Level 3 declined 10.4 percentage points and the state percentage declined 3.3 points. As a result, the Algebra I gap between the district and the state widened by 15.6 percentage points across these three Levels. At other grades for these three performance levels, the gap between the district and the state remained relatively consistent. The only exception was the gap in the percentage of students at or above Proficient (Levels 4 and 5) in the middle grades (sixth, seventh, and eighth grades), which increased between the two assessment years.

- Finally, it is sometimes misleading to compare state and district performance because the demographic characteristics of the two groups is often different. Consequently, the Council compared (Exhibit 59) the performance of Economically Disadvantaged students in Jackson and similar students in the state of Mississippi on results of the MAP assessments in 2016 and 2017. As expected, the gaps between the district and the state in the percentages of students proficient or above were smaller, –6.8 and 7.4 percentage points in ELA and 11.6 and 14.0 percentage points in math. Nevertheless, the district's performance consistently trailed the state and the gap grew in both subjects between 2016 and 2017.

Star Benchmark Assessment (Star)

Reading

- The Council team analyzed the district's Star performance from the fall, winter and spring across three years (2014-15, 2015-16, and 2016-17) to assess changes in student performance during and across school years. See Exhibits 60 through 65 for reading results in grades three through eight. First, the exhibits illustrate that over the three-year period, the students at each grade level entered the fall of the school year at a higher level than the previous cohort. For example, students entering third grade in the 2016-17 school year had a mean Star reading scaled score 217.23 points higher than the 2014-15 cohort of third grade students. This trend was consistent across grades three through eight, however the

data show that students in grades six through eight had more comparable spring performance scores across years, which suggests that each cohort of students ended the school year at about the same performance level.

- The Council team statistically estimated the expected Star reading score (Star Proficiency Target) that predicts a proficient or better scale score on the spring MAP assessment at each grade level and Star assessment period – fall, winter, and spring. In grade 3, students scoring 464.28 or better on the fall Star reading assessment would be expected to score proficient on the spring MAP assessment – given appropriate instruction and continued growth during the academic year. Analyzing the gap between the mean performance of students across grade levels reveals two important academic outcomes for students in Jackson Public Schools. First, the mean improvement of students in Jackson during the school year was consistent with the expected growth for students predicted to score proficient or better on the spring MAP assessment – evidenced by the parallel trajectory in mean Star performance and fall, winter and spring change in the Star Proficiency Target. Second, the analysis of the gap between the Star Proficiency Target and the mean student performance widens as students move across grade levels. At the end of third grade, the gap is 174.08 scaled score points, and the gap at the end of the eighth grade is 335.20 points.

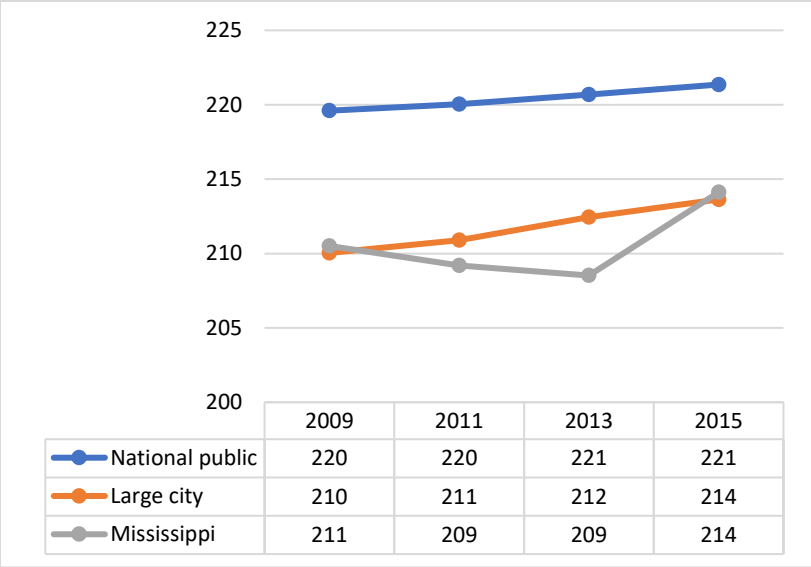
Math

- Exhibits 66 through 71 show that the Star math results for the district followed a pattern similar to reading. As students progress from third grade to eighth grade, the gap between actual mean performance and target performance grows. The spring gaps at third, fourth, and fifth grades were 109.17, 117.55, and 120.08 scaled score points, respectively. These gaps increased in grades six, seven, and eight to 158.52, 122.69, and 227.58 scaled score points, respectively.

- Of note, however, are the gap and target scaled scores for the seventh-grade assessment. The target Star score is higher in grade seven than in grade eight, and the gap between Star 16-17 mean scaled scores and the proficiency target scores were wider in grade seven. These results suggest that the seventh-grade proficiency cut score is more difficult to attain compared to other grade levels. A review of the district and state proficiency rates on grade seven math compared to the other grade levels corroborates this assumption. Nonetheless, the district gaps, combined with lower rates of progress, in grades six, seven, and eight suggest that additional attention to instruction at the middle grades is warranted.

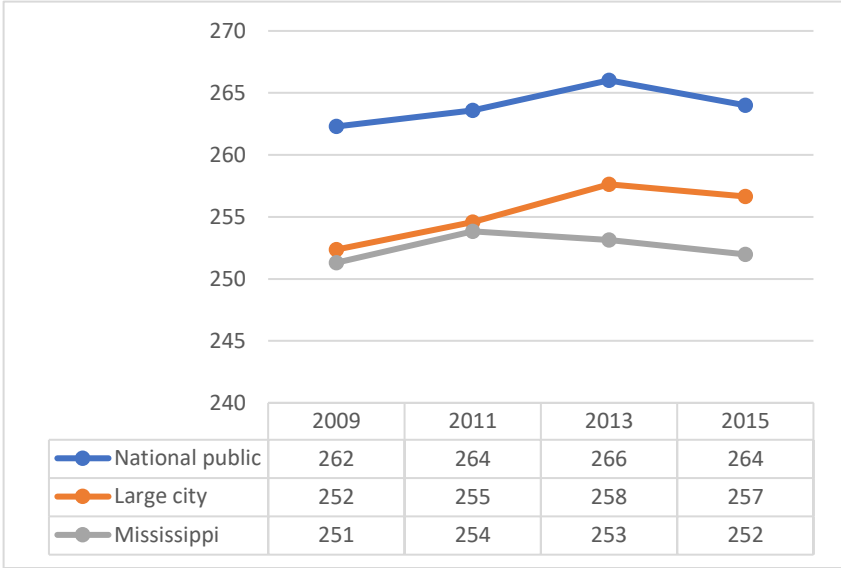
- Finally, the reader should NOT interpret the relative size of the achievement gaps in reading and math as suggesting that reading performance is a greater concern than math in Jackson. The size of the gap is a function of the scaling process for both the MAP and the Star assessments. Each of the scales are independently derived across subject and grade levels. The NAEP results, in fact, suggest that math may be the greater need.

Exhibit 23. Mississippi, Large City, and National Public Scale Scores Trends on the Grade 4 NAEP Reading Assessment, 2009-2015



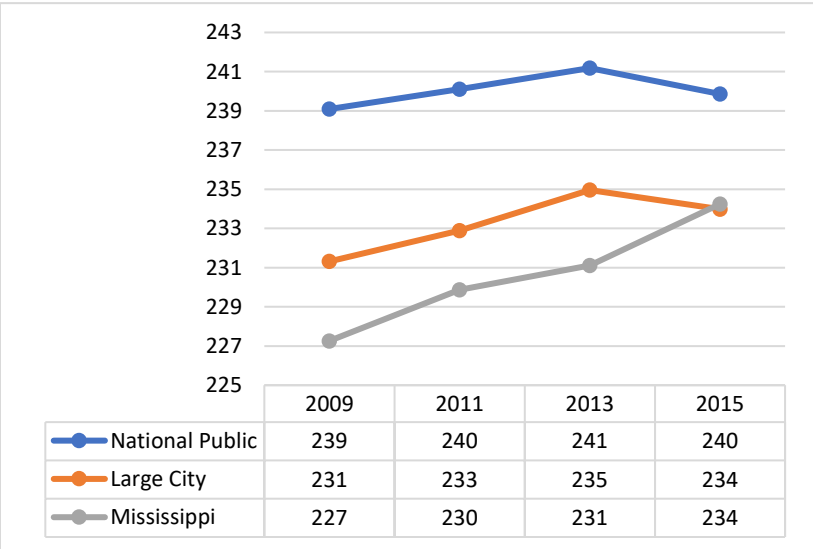
	2009	2011	2013	2015
National public	220	220	221	221
Large city	210	211	212	214
Mississippi	211	209	209	214

Exhibit 24. Mississippi, Large City, and National Public Scale Scores Trends on the Grade 8 NAEP Reading Assessment, 2009-2015



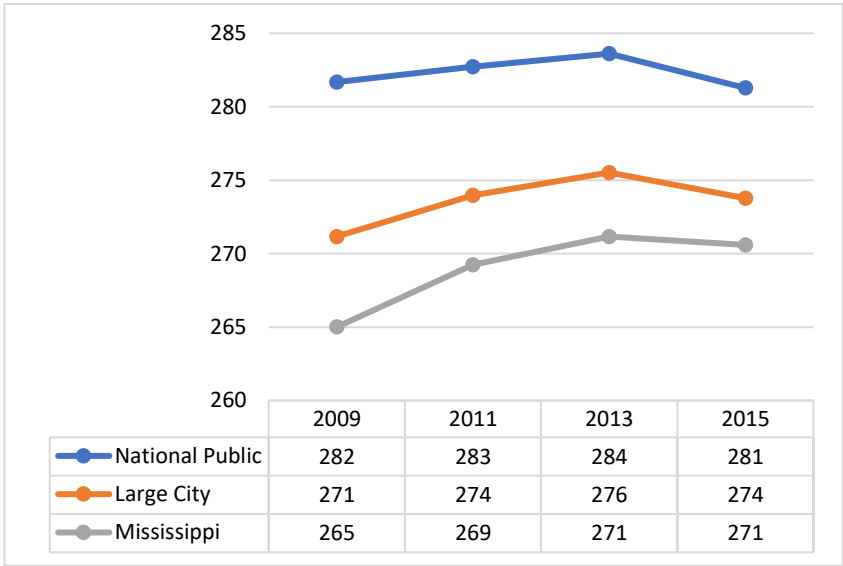
	2009	2011	2013	2015
National public	262	264	266	264
Large city	252	255	258	257
Mississippi	251	254	253	252

Exhibit 25. Mississippi, Large City, and National Public Scale Scores Trends on the Grade 4 NAEP Math Assessment, 2009-2015



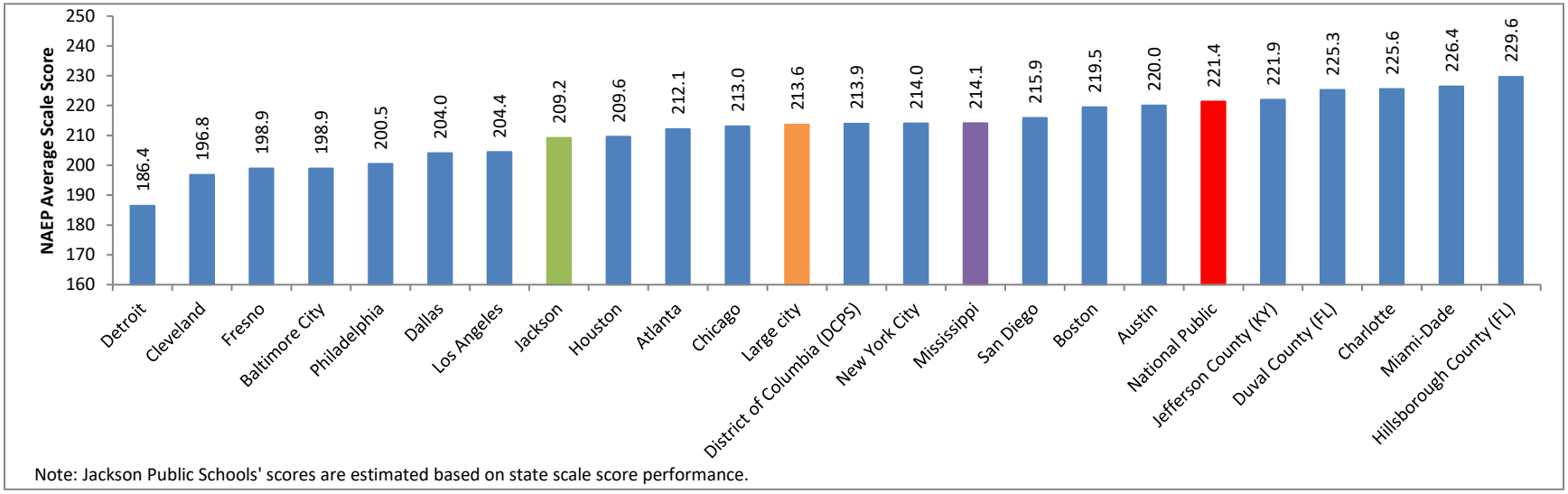
	2009	2011	2013	2015
National Public	239	240	241	240
Large City	231	233	235	234
Mississippi	227	230	231	234

Exhibit 26. Mississippi, Large City, and National Public Scale Scores Trends on the Grade 8 NAEP Math Assessment, 2009-2015



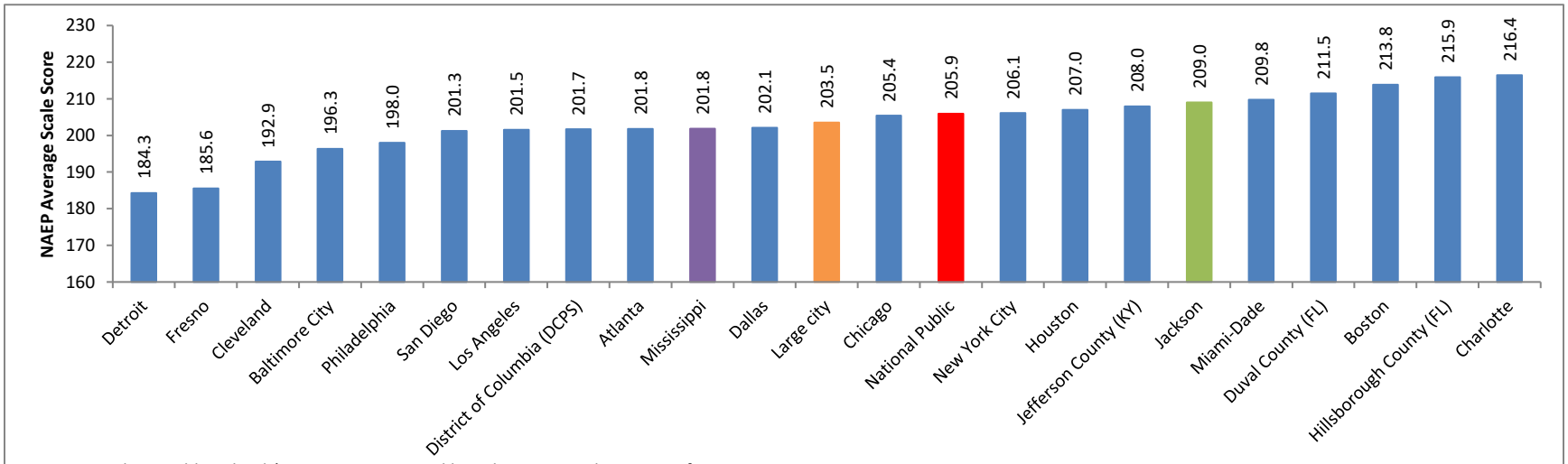
	2009	2011	2013	2015
National Public	282	283	284	281
Large City	271	274	276	274
Mississippi	265	269	271	271

Exhibit 27. Mississippi, Large City, National Public, TUDA, and Estimated Jackson Scale Scores for All Students on the Grade 4 NAEP Reading Assessment, 2015



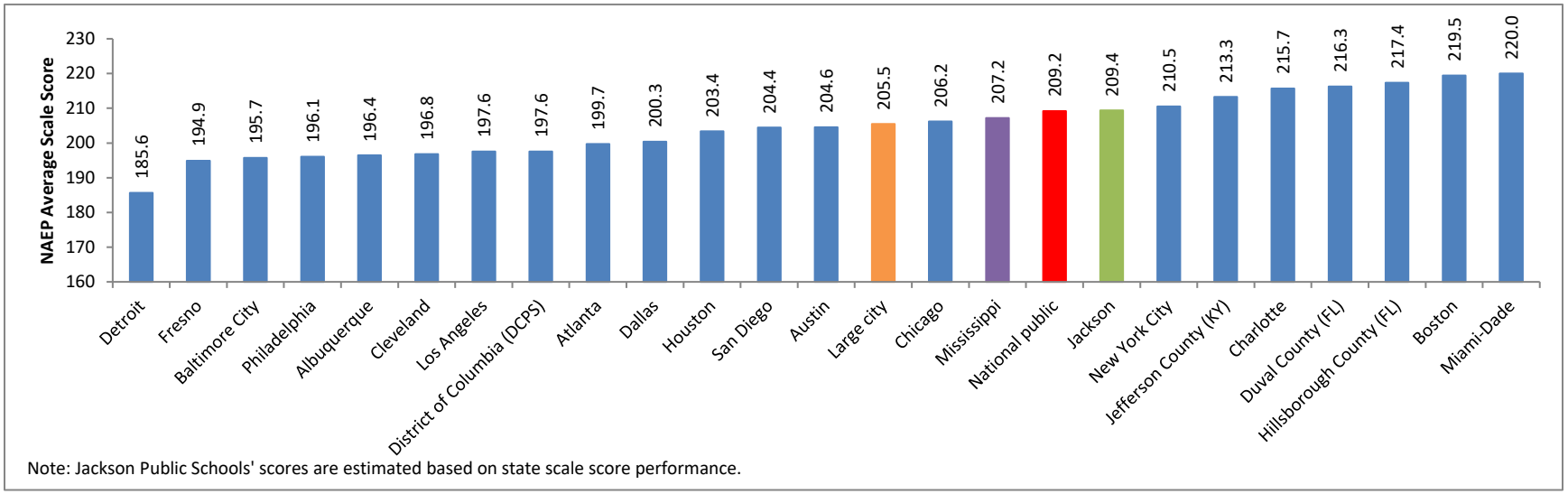
Note: Jackson Public Schools' scores are estimated based on state scale score performance.

Exhibit 28. Mississippi, Large City, National Public, TUDA, and Estimated Jackson Scale Scores for Black Students on the Grade 4 NAEP Reading Assessment, 2015



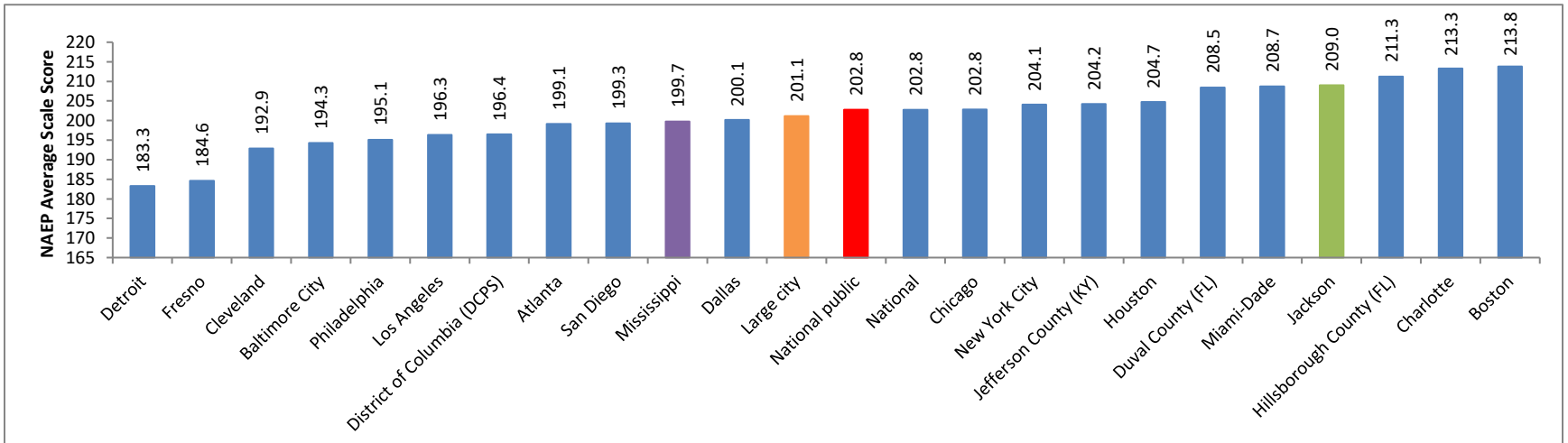
Note: Jackson Public Schools' scores are estimated based on state scale score performance.

Exhibit 29. Mississippi, Large City, National Public, TUDA, and Estimated Jackson Scale Scores for Free or Reduced-Price Lunch Students on the Grade 4 NAEP Reading Assessment, 2015



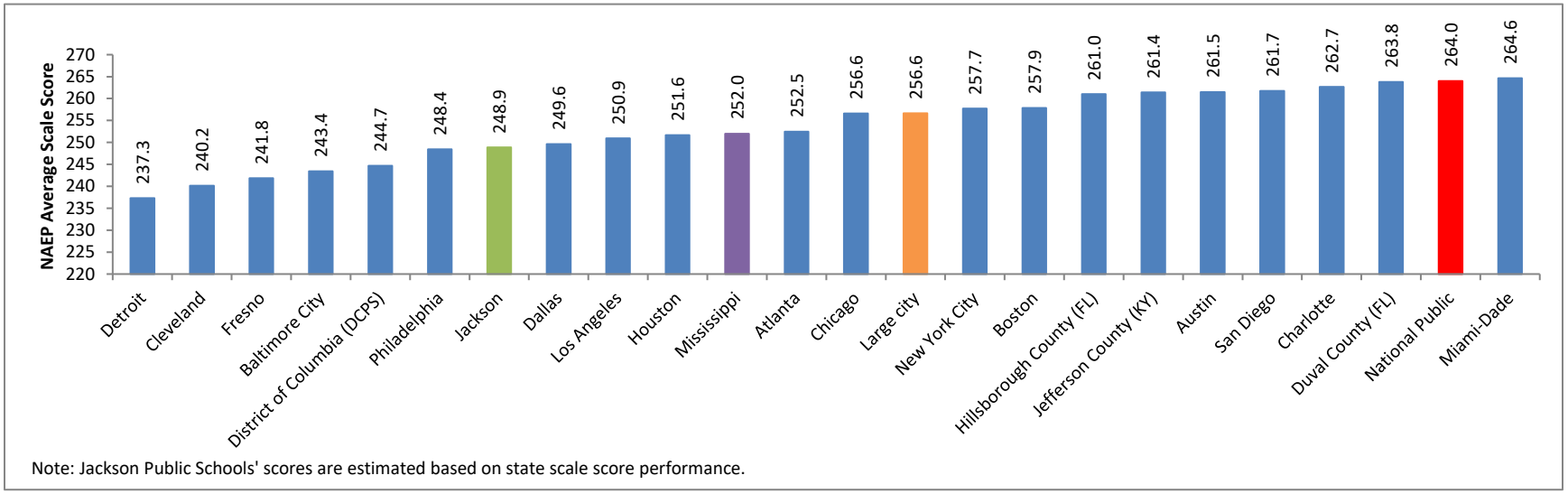
Note: Jackson Public Schools' scores are estimated based on state scale score performance.

Exhibit 30. Mississippi, Large City, National Public, TUDA, and Estimated Jackson Scale Scores for Black Free or Reduced-Price Lunch Students on the Grade 4 NAEP Reading Assessment, 2015



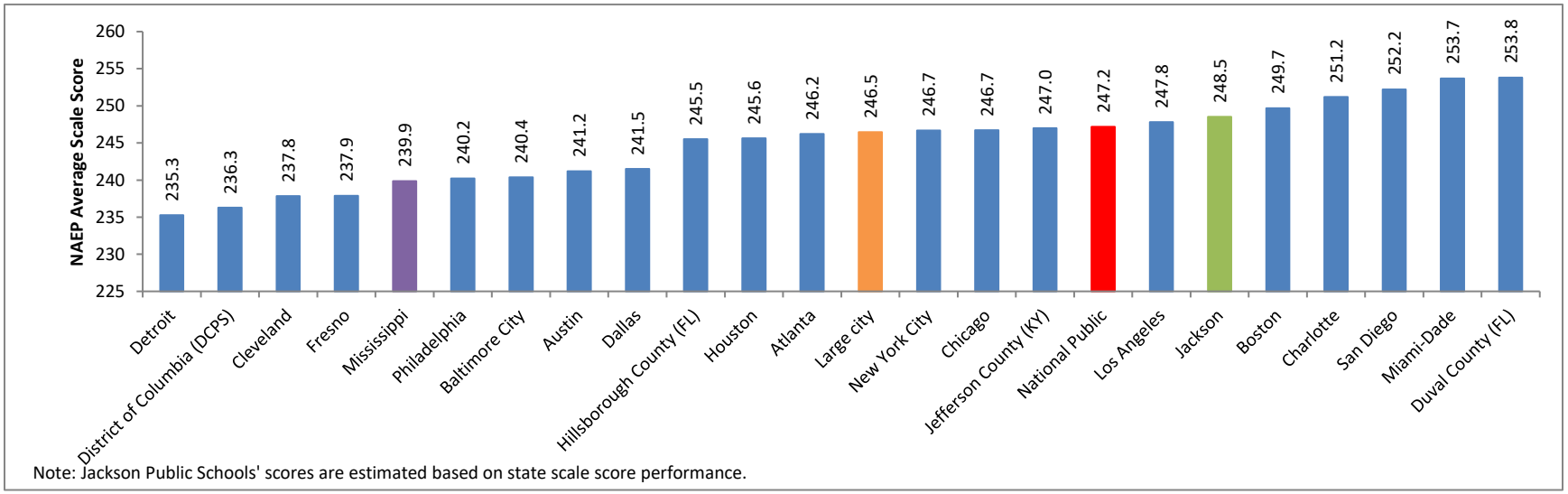
Note: Jackson Public Schools' scores are estimated based on state scale score performance.

Exhibit 31. Mississippi, Large City, National Public, TUDA, and Estimated Jackson Scale Scores for All Students on the Grade 8 NAEP Reading Assessment, 2015



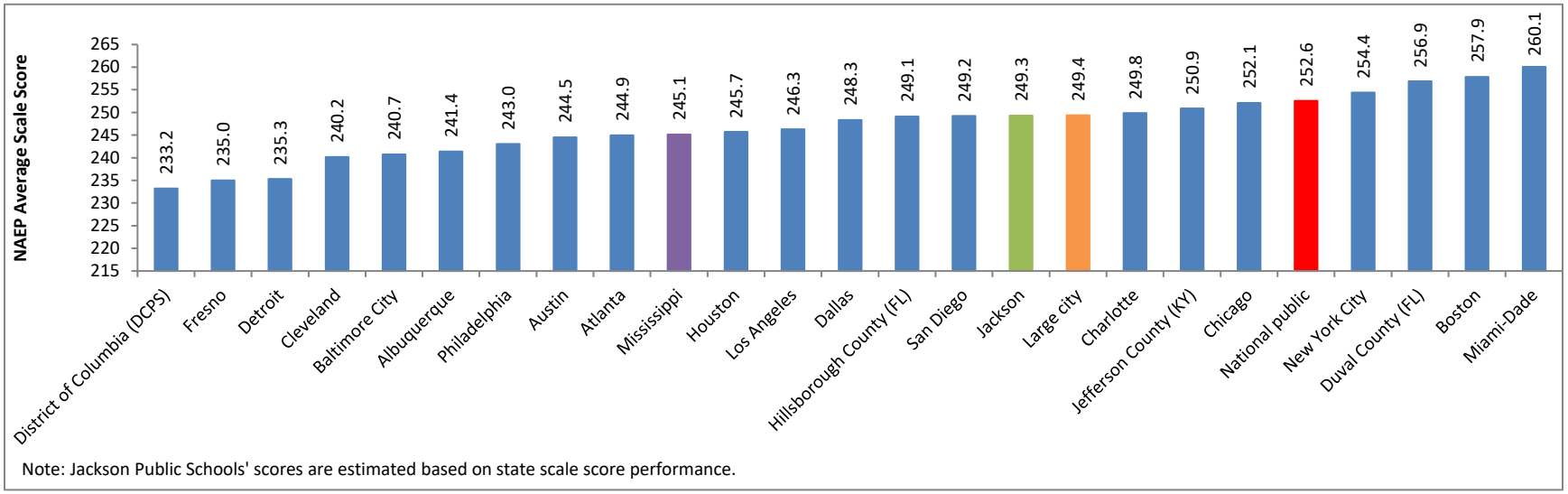
Note: Jackson Public Schools' scores are estimated based on state scale score performance.

Exhibit 32. Mississippi, Large City, National Public, TUDA, and Estimated Jackson Scale Scores for Black Students on the Grade 8 NAEP Reading Assessment, 2015



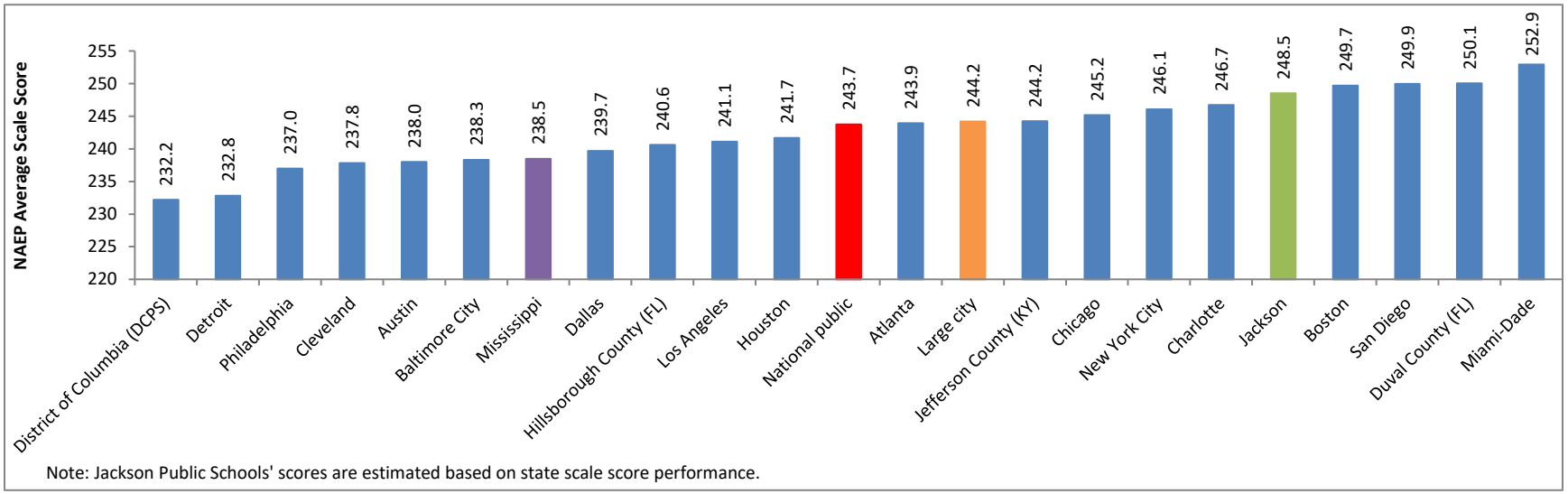
Note: Jackson Public Schools' scores are estimated based on state scale score performance.

Exhibit 33. Mississippi, Large City, National Public, TUDA, and Estimated Jackson Scale Scores for Free or Reduced-Price Lunch Students on the Grade 8 NAEP Reading Assessment, 2015



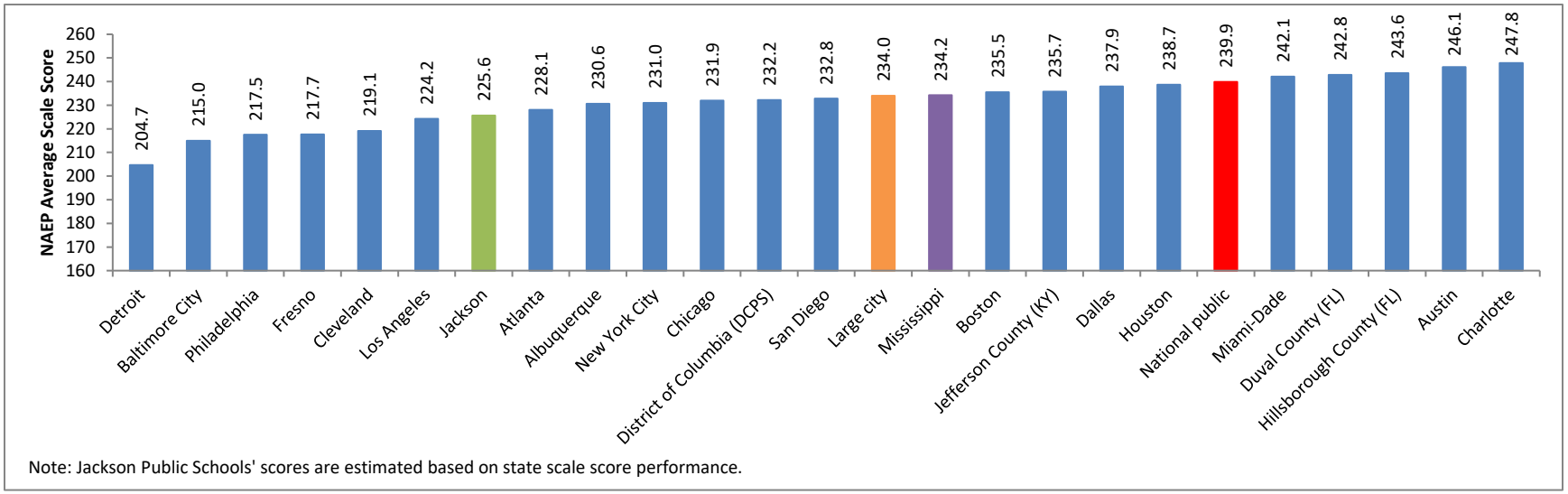
Note: Jackson Public Schools' scores are estimated based on state scale score performance.

Exhibit 34. Mississippi, Large City, National Public, TUDA, and Estimated Jackson Scale Scores for Black Free or Reduced-Price Lunch Students on the Grade 8 NAEP Reading Assessment, 2015



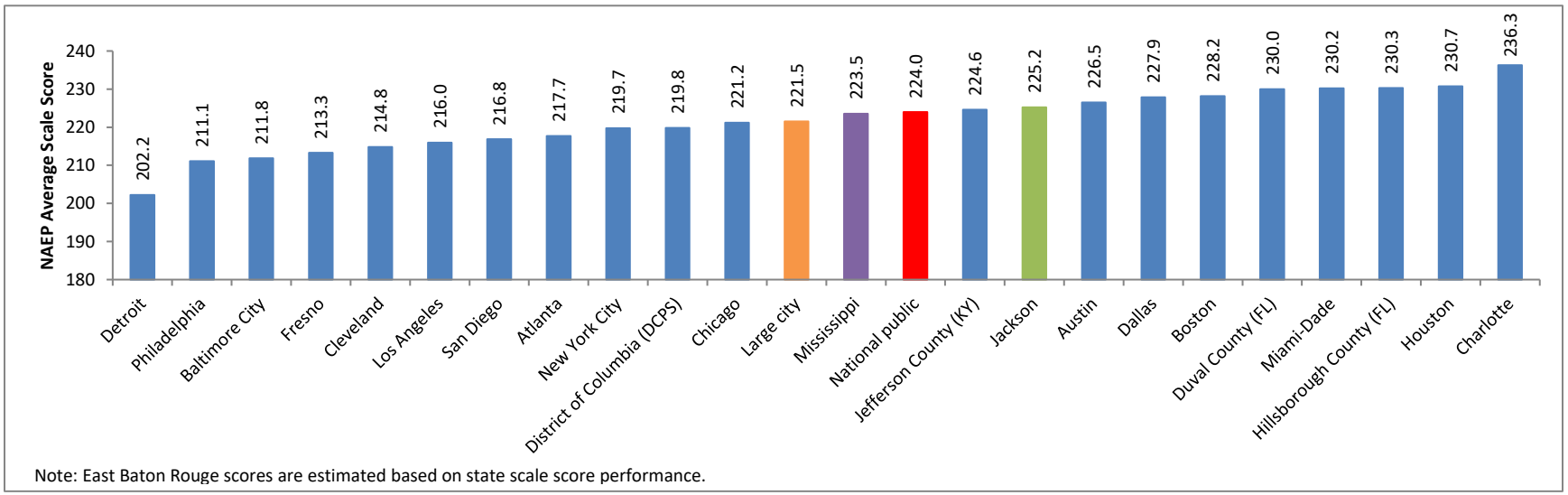
Note: Jackson Public Schools' scores are estimated based on state scale score performance.

Exhibit 35. Mississippi, Large City, National Public, TUDA, and Estimated Jackson Scale Scores for All Students on the Grade 4 NAEP Math Assessment, 2015



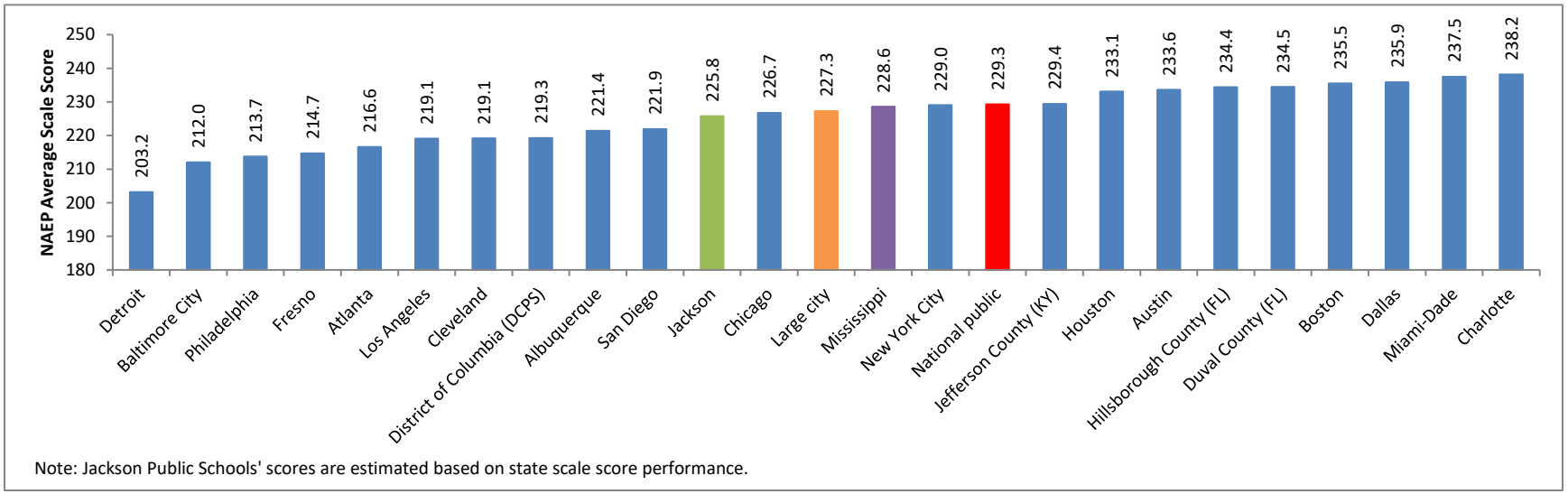
Note: Jackson Public Schools' scores are estimated based on state scale score performance.

Exhibit 36. Mississippi, Large City, National Public, TUDA, and Estimated Jackson Scale Scores for Black Students on the Grade 4 NAEP Math Assessment, 2015



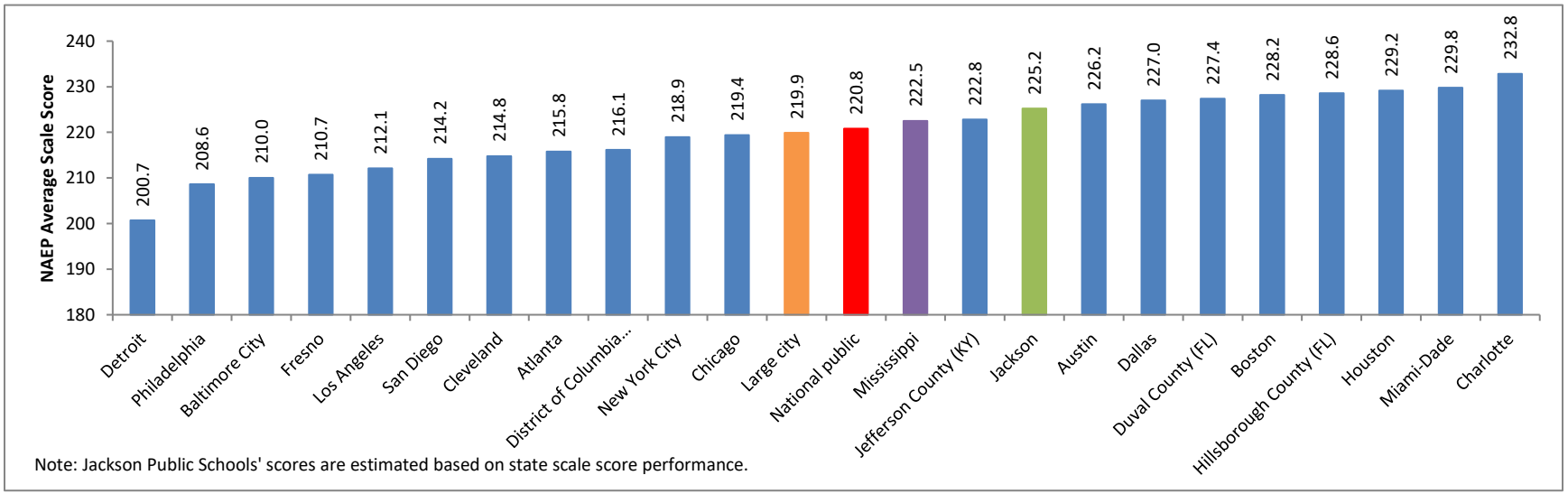
Note: East Baton Rouge scores are estimated based on state scale score performance.

Exhibit 37. Mississippi, Large City, National Public, TUDA, and Estimated Jackson Scale Scores for Free or Reduced-Price Lunch Students on the Grade 4 NAEP Math Assessment, 2015



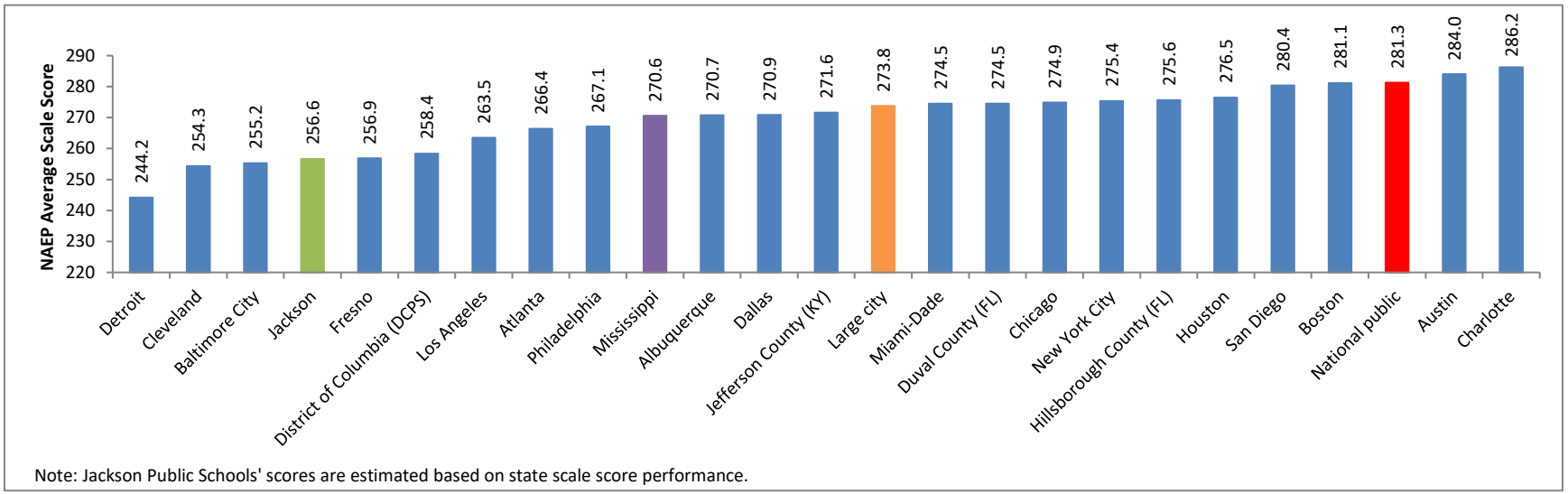
Note: Jackson Public Schools' scores are estimated based on state scale score performance.

Exhibit 38. Mississippi, Large City, National Public, TUDA, and Estimated Jackson Scale Scores for Black Free or Reduced-Price Lunch Students on the Grade 4 NAEP Math Assessment, 2015



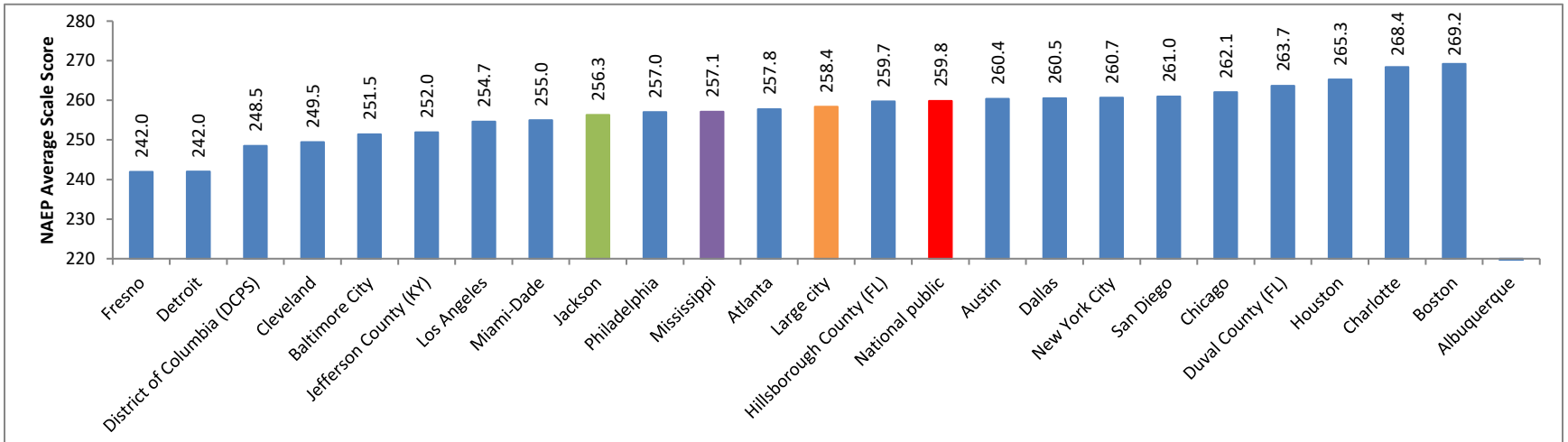
Note: Jackson Public Schools' scores are estimated based on state scale score performance.

Exhibit 39. Mississippi, Large City, National Public, TUDA, and Estimated Jackson Scale Scores for All Students on the Grade 8 NAEP Math Assessment, 2015



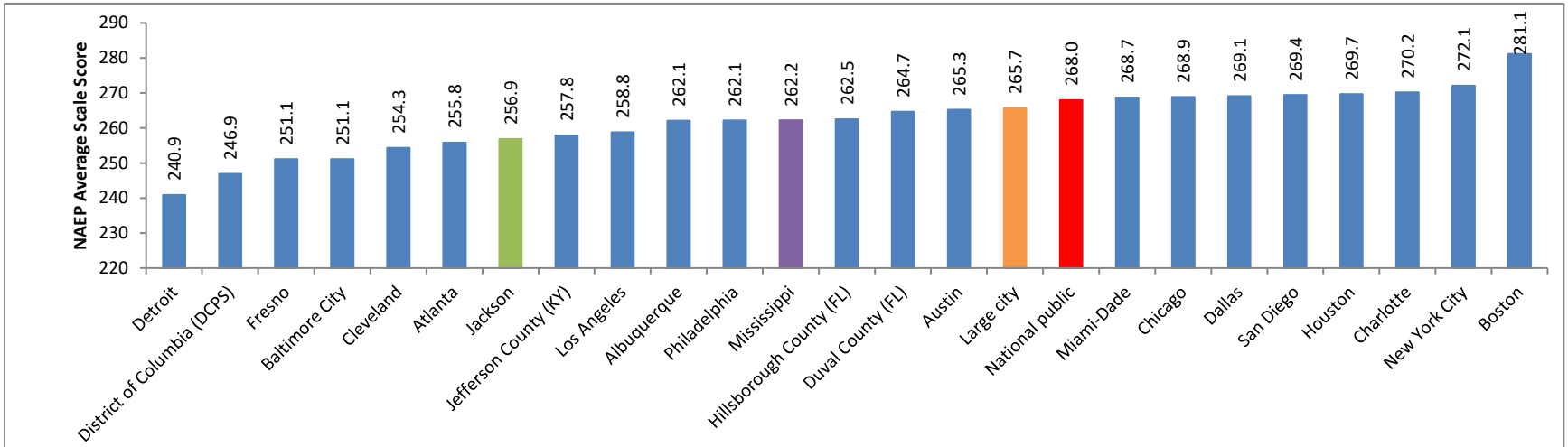
Note: Jackson Public Schools' scores are estimated based on state scale score performance.

Exhibit 40. Mississippi, Large City, National Public, TUDA, and Estimated Jackson Scale Scores for Black Students on the Grade 8 NAEP Math Assessment, 2015



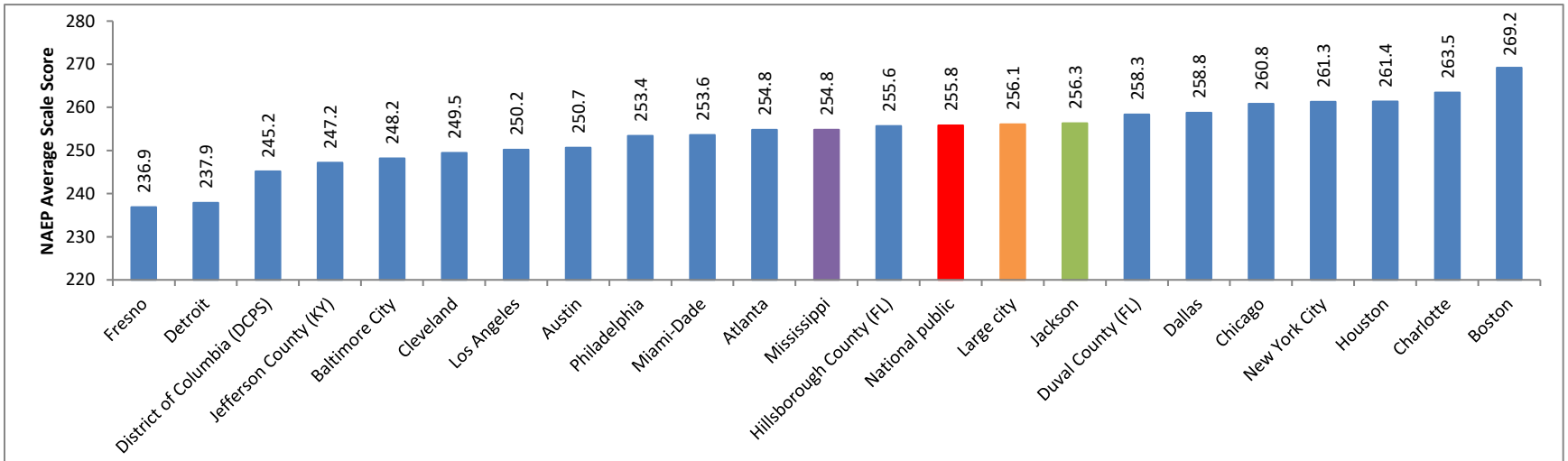
Note: Jackson Public Schools' scores are estimated based on state scale score performance.

Exhibit 41. Mississippi, Large City, National Public, TUDA, and Estimated Jackson Scale Scores for Free or Reduced-Price Lunch Students on the Grade 8 NAEP Math Assessment, 2015



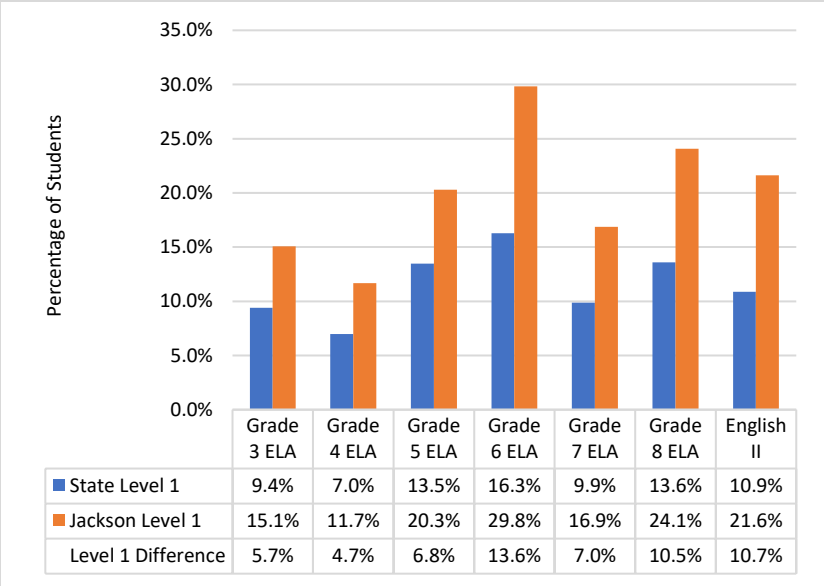
Note: Jackson Public Schools' scores are estimated based on state scale score performance.

Exhibit 42. Mississippi, Large City, National Public, TUDA, and Estimated Jackson Scale Scores for Black Free or Reduced-Price Lunch Students on the Grade 8 NAEP Math Assessment, 2015



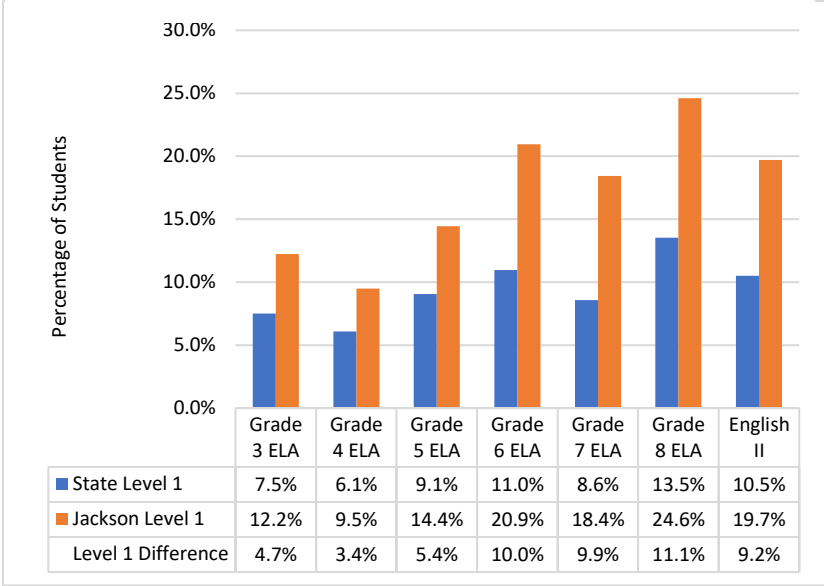
Note: Jackson Public Schools' scores are estimated based on state scale score performance.

Exhibit 43. Percentage of Level 1 Students on the ELA MAP Assessment, 2016



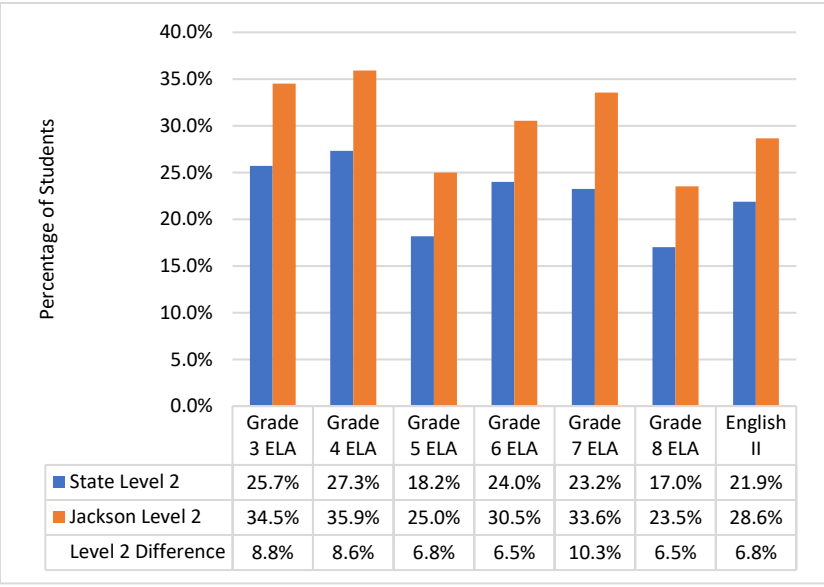
	Grade 3 ELA	Grade 4 ELA	Grade 5 ELA	Grade 6 ELA	Grade 7 ELA	Grade 8 ELA	English II
State Level 1	9.4%	7.0%	13.5%	16.3%	9.9%	13.6%	10.9%
Jackson Level 1	15.1%	11.7%	20.3%	29.8%	16.9%	24.1%	21.6%
Level 1 Difference	5.7%	4.7%	6.8%	13.6%	7.0%	10.5%	10.7%

Exhibit 44. Percentage of Level 1 Students on the ELA MAP Assessment, 2017



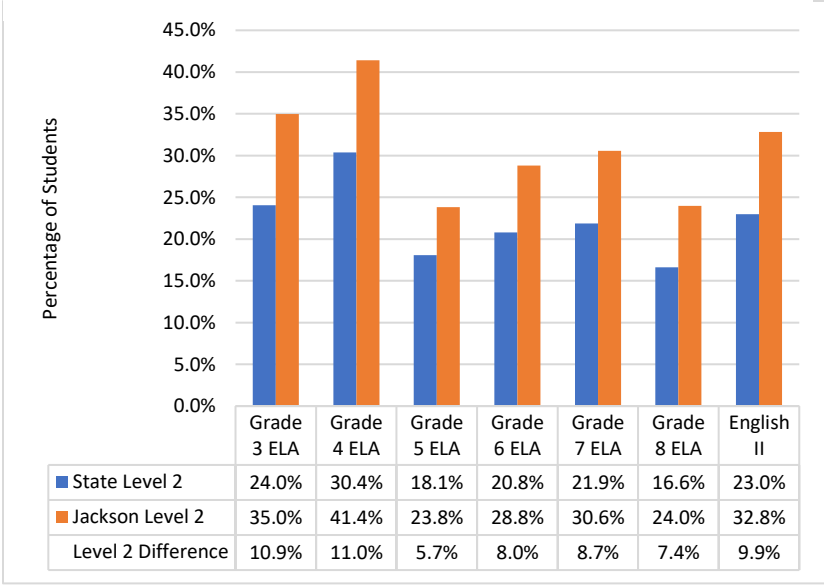
	Grade 3 ELA	Grade 4 ELA	Grade 5 ELA	Grade 6 ELA	Grade 7 ELA	Grade 8 ELA	English II
State Level 1	7.5%	6.1%	9.1%	11.0%	8.6%	13.5%	10.5%
Jackson Level 1	12.2%	9.5%	14.4%	20.9%	18.4%	24.6%	19.7%
Level 1 Difference	4.7%	3.4%	5.4%	10.0%	9.9%	11.1%	9.2%

Exhibit 45. Percentage of Level 2 Students on the ELA MAP Assessment, 2016



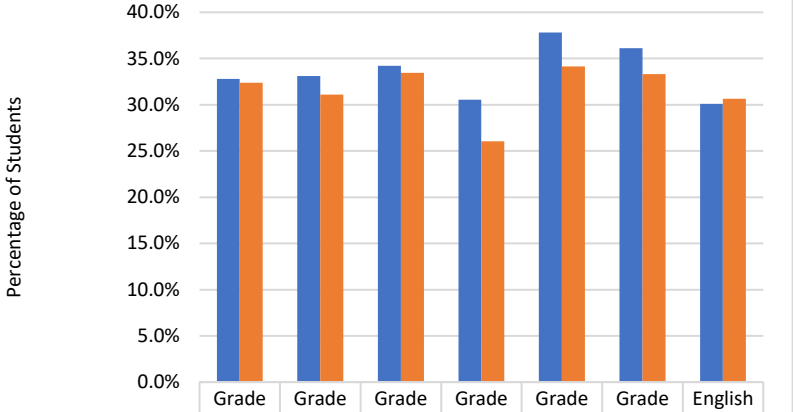
	Grade 3 ELA	Grade 4 ELA	Grade 5 ELA	Grade 6 ELA	Grade 7 ELA	Grade 8 ELA	English II
State Level 2	25.7%	27.3%	18.2%	24.0%	23.2%	17.0%	21.9%
Jackson Level 2	34.5%	35.9%	25.0%	30.5%	33.6%	23.5%	28.6%
Level 2 Difference	8.8%	8.6%	6.8%	6.5%	10.3%	6.5%	6.8%

Exhibit 46. Percentage of Level 2 Students on the ELA MAP Assessment, 2017



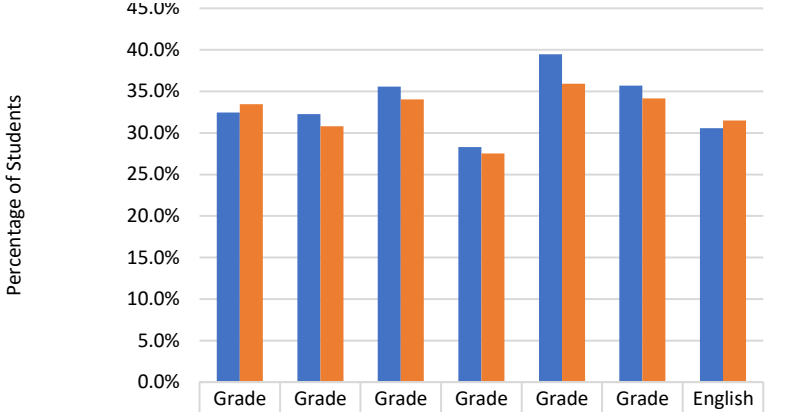
	Grade 3 ELA	Grade 4 ELA	Grade 5 ELA	Grade 6 ELA	Grade 7 ELA	Grade 8 ELA	English II
State Level 2	24.0%	30.4%	18.1%	20.8%	21.9%	16.6%	23.0%
Jackson Level 2	35.0%	41.4%	23.8%	28.8%	30.6%	24.0%	32.8%
Level 2 Difference	10.9%	11.0%	5.7%	8.0%	8.7%	7.4%	9.9%

Exhibit 47. Percentage of Level 3 Students on the ELA MAP Assessment, 2016



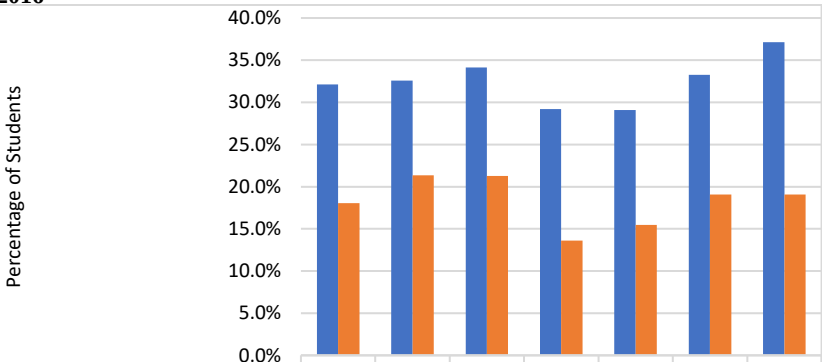
	Grade 3 ELA	Grade 4 ELA	Grade 5 ELA	Grade 6 ELA	Grade 7 ELA	Grade 8 ELA	English II
State Level 3	32.8%	33.1%	34.2%	30.5%	37.8%	36.1%	30.1%
Jackson Level 3	32.4%	31.1%	33.5%	26.0%	34.1%	33.3%	30.7%
Level 3 Difference	-0.4%	-2.0%	-0.8%	-4.5%	-3.7%	-2.8%	0.6%

Exhibit 48. Percentage of Level 3 Students on the ELA MAP Assessment, 2017



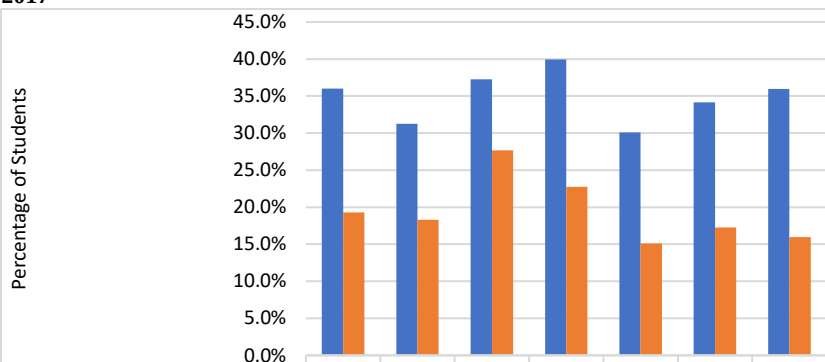
	Grade 3 ELA	Grade 4 ELA	Grade 5 ELA	Grade 6 ELA	Grade 7 ELA	Grade 8 ELA	English II
State Level 3	32.4%	32.3%	35.6%	28.3%	39.5%	35.7%	30.6%
Jackson Level 3	33.5%	30.8%	34.0%	27.5%	35.9%	34.1%	31.5%
Level 3 Difference	1.0%	-1.4%	-1.5%	-0.8%	-3.6%	-1.5%	0.9%

Exhibit 49. Percentage of Level 4 and 5 Students on the ELA MAP Assessment, 2016



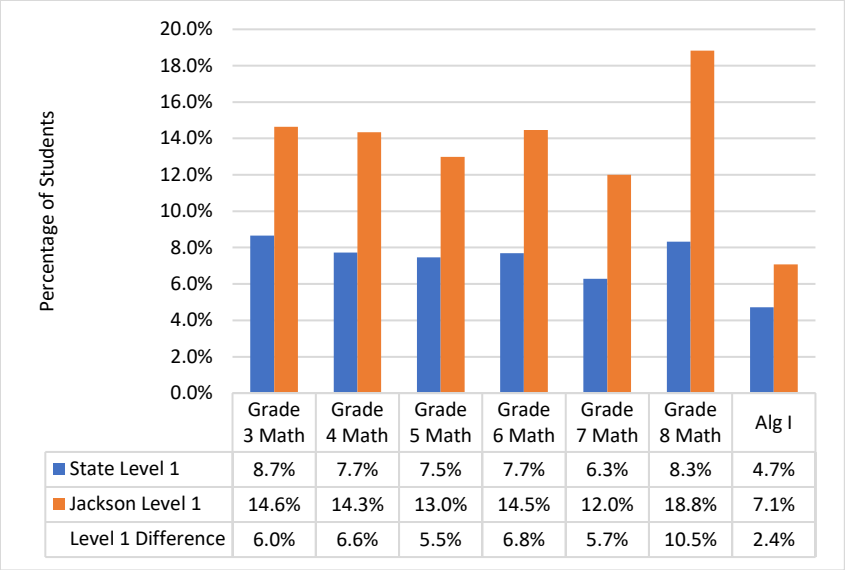
	Grade 3 ELA	Grade 4 ELA	Grade 5 ELA	Grade 6 ELA	Grade 7 ELA	Grade 8 ELA	English II
State At or Above Proficient	32.1%	32.6%	34.1%	29.2%	29.1%	33.3%	37.1%
Jackson At or Above Proficient	18.0%	21.3%	21.3%	13.6%	15.4%	19.1%	19.1%
At or Above Proficient Difference	-14.1%	-11.3%	-12.9%	-15.6%	-13.6%	-14.2%	-18.1%

Exhibit 50. Percentage of Level 4 and 5 Students on the ELA MAP Assessment, 2017



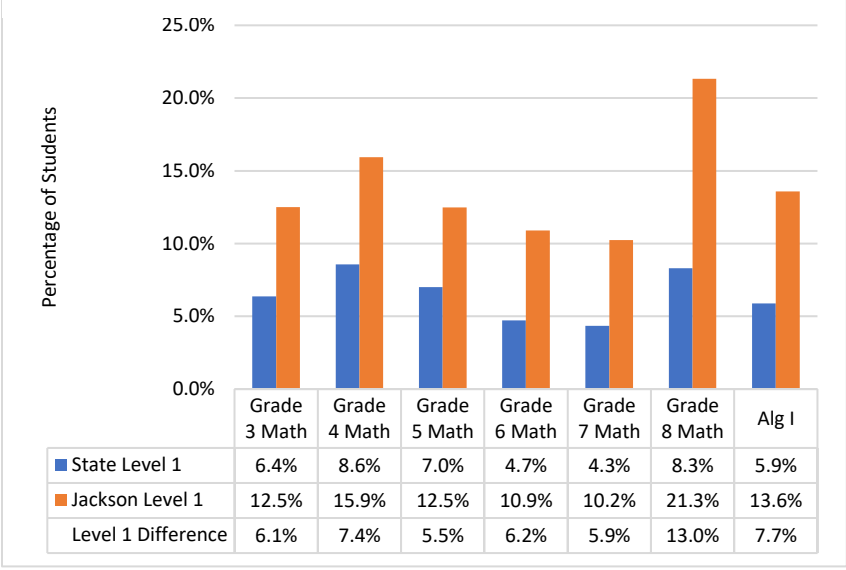
	Grade 3 ELA	Grade 4 ELA	Grade 5 ELA	Grade 6 ELA	Grade 7 ELA	Grade 8 ELA	English II
State At or Above Proficient	36.0%	31.3%	37.3%	40.0%	30.1%	34.2%	36.0%
Jackson At or Above Proficient	19.3%	18.3%	27.7%	22.7%	15.1%	17.3%	16.0%
At or Above Proficient Difference	-16.7%	-13.0%	-9.6%	-17.2%	-15.0%	-16.9%	-20.0%

Exhibit 51. Percentage of Level 1 Students on the Math MAP Assessment, 2016



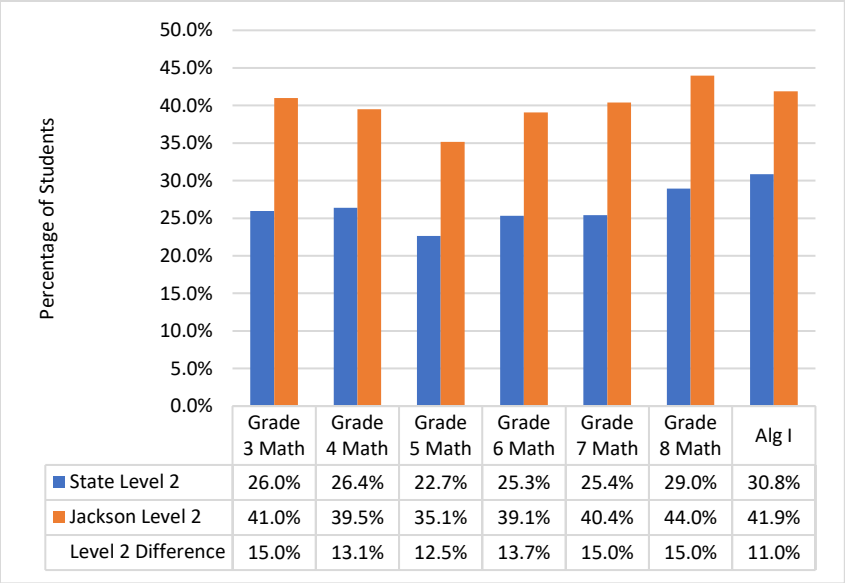
	Grade 3 Math	Grade 4 Math	Grade 5 Math	Grade 6 Math	Grade 7 Math	Grade 8 Math	Alg I
State Level 1	8.7%	7.7%	7.5%	7.7%	6.3%	8.3%	4.7%
Jackson Level 1	14.6%	14.3%	13.0%	14.5%	12.0%	18.8%	7.1%
Level 1 Difference	6.0%	6.6%	5.5%	6.8%	5.7%	10.5%	2.4%

Exhibit 52. Percentage of Level 1 Students on the Math MAP Assessment, 2017



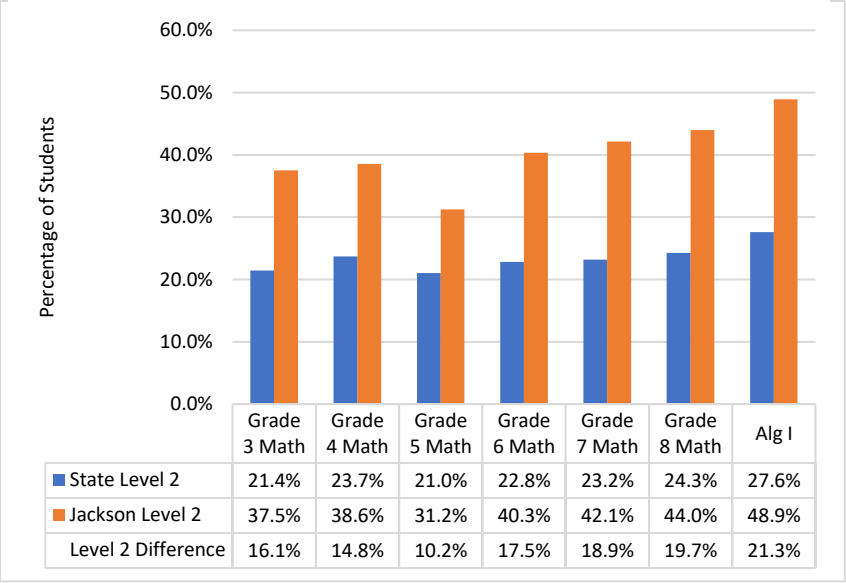
	Grade 3 Math	Grade 4 Math	Grade 5 Math	Grade 6 Math	Grade 7 Math	Grade 8 Math	Alg I
State Level 1	6.4%	8.6%	7.0%	4.7%	4.3%	8.3%	5.9%
Jackson Level 1	12.5%	15.9%	12.5%	10.9%	10.2%	21.3%	13.6%
Level 1 Difference	6.1%	7.4%	5.5%	6.2%	5.9%	13.0%	7.7%

Exhibit 53. Percentage of Level 2 Students on the Math MAP Assessment, 2016



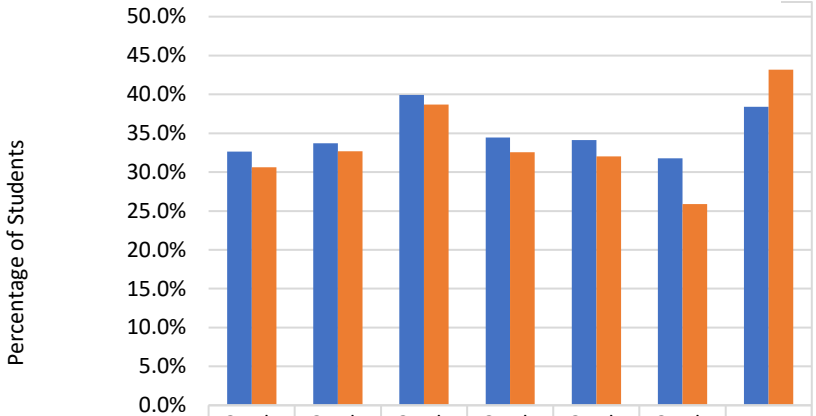
	Grade 3 Math	Grade 4 Math	Grade 5 Math	Grade 6 Math	Grade 7 Math	Grade 8 Math	Alg I
State Level 2	26.0%	26.4%	22.7%	25.3%	25.4%	29.0%	30.8%
Jackson Level 2	41.0%	39.5%	35.1%	39.1%	40.4%	44.0%	41.9%
Level 2 Difference	15.0%	13.1%	12.5%	13.7%	15.0%	15.0%	11.0%

Exhibit 54. Percentage of Level 2 Students on the Math MAP Assessment, 2017



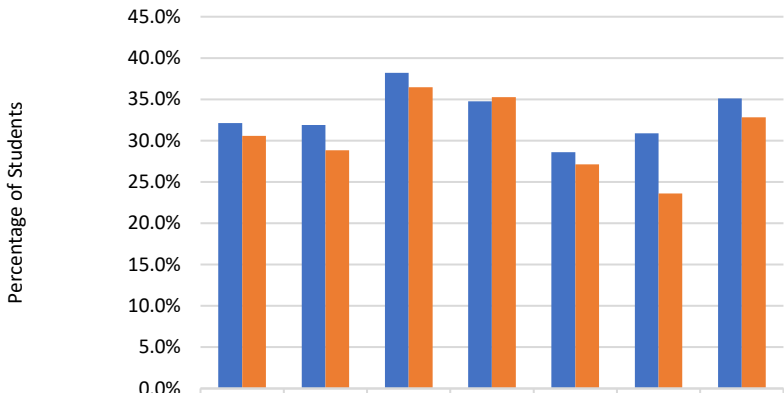
	Grade 3 Math	Grade 4 Math	Grade 5 Math	Grade 6 Math	Grade 7 Math	Grade 8 Math	Alg I
State Level 2	21.4%	23.7%	21.0%	22.8%	23.2%	24.3%	27.6%
Jackson Level 2	37.5%	38.6%	31.2%	40.3%	42.1%	44.0%	48.9%
Level 2 Difference	16.1%	14.8%	10.2%	17.5%	18.9%	19.7%	21.3%

Exhibit 55. Percentage of Level 3 Students on the Math MAP Assessment, 2016



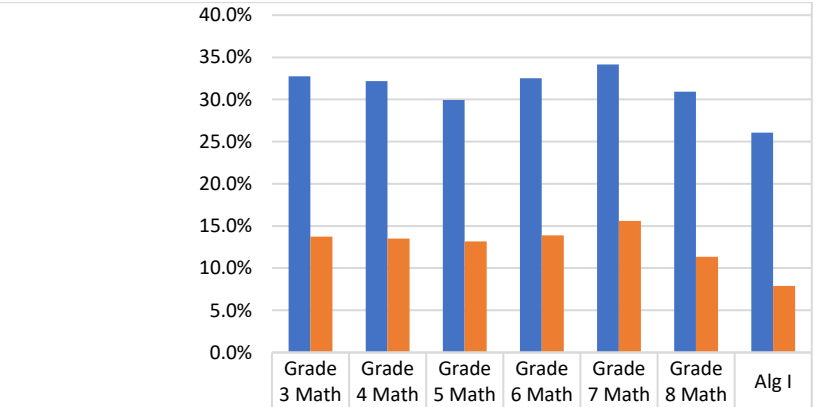
	Grade 3 Math	Grade 4 Math	Grade 5 Math	Grade 6 Math	Grade 7 Math	Grade 8 Math	Alg I
State Level 3	32.6%	33.7%	39.9%	34.5%	34.1%	31.8%	38.4%
Jackson Level 3	30.6%	32.7%	38.7%	32.6%	32.0%	25.9%	43.2%
Level 3 Difference	-2.0%	-1.0%	-1.2%	-1.9%	-2.1%	-5.9%	4.8%

Exhibit 56. Percentage of Level 3 Students on the Math MAP Assessment, 2017



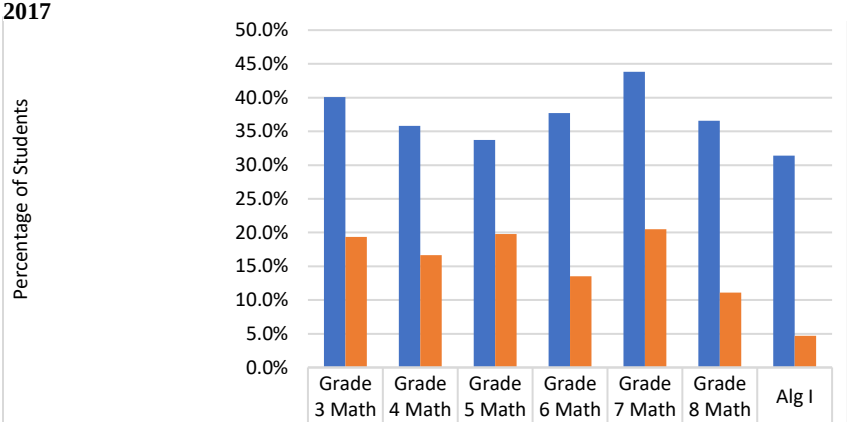
	Grade 3 Math	Grade 4 Math	Grade 5 Math	Grade 6 Math	Grade 7 Math	Grade 8 Math	Alg I
State Level 3	32.1%	31.9%	38.2%	34.7%	28.6%	30.9%	35.1%
Jackson Level 3	30.6%	28.8%	36.5%	35.3%	27.1%	23.6%	32.8%
Level 3 Difference	-1.5%	-3.0%	-1.8%	0.5%	-1.5%	-7.3%	-2.3%

Exhibit 57. Percentage of Level 4 and 5 Students on the Math MAP Assessment, 2016



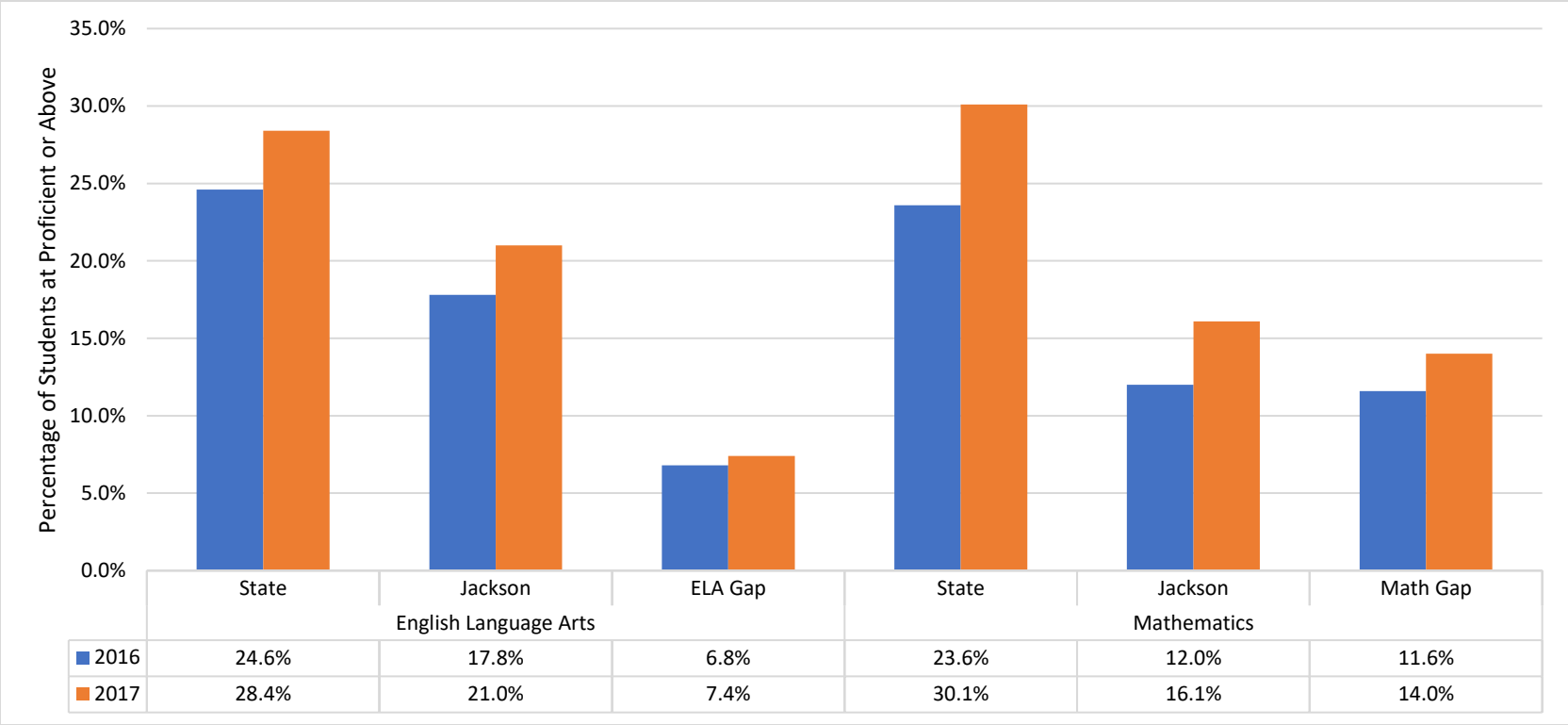
	Grade 3 Math	Grade 4 Math	Grade 5 Math	Grade 6 Math	Grade 7 Math	Grade 8 Math	Alg I
State At or Above Proficient	32.7%	32.2%	30.0%	32.5%	34.2%	30.9%	26.1%
Jackson At or Above Proficient	13.7%	13.5%	13.2%	13.9%	15.6%	11.4%	7.9%
At or Above Proficient Difference	-19.0%	-18.7%	-16.8%	-18.6%	-18.6%	-19.6%	-18.2%

Exhibit 58. Percentage of Level 4 and 5 Students on the Math MAP Assessment, 2017



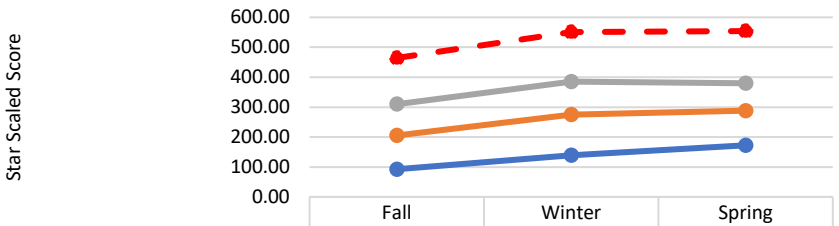
	Grade 3 Math	Grade 4 Math	Grade 5 Math	Grade 6 Math	Grade 7 Math	Grade 8 Math	Alg I
State At or Above Proficient	40.1%	35.8%	33.7%	37.7%	43.8%	36.6%	31.4%
Jackson At or Above Proficient	19.4%	16.7%	19.8%	13.5%	20.5%	11.1%	4.7%
At or Above Proficient Difference	-20.7%	-19.2%	-13.9%	-24.2%	-23.3%	-25.5%	-26.7%

Exhibit 59. Percentage of State and District Economically Disadvantaged Students Scoring Proficient or Above on the English Language Arts and Math MAP Assessment, 2016 and 2017



	English Language Arts			Mathematics		
	State	Jackson	ELA Gap	State	Jackson	Math Gap
2016	24.6%	17.8%	6.8%	23.6%	12.0%	11.6%
2017	28.4%	21.0%	7.4%	30.1%	16.1%	14.0%

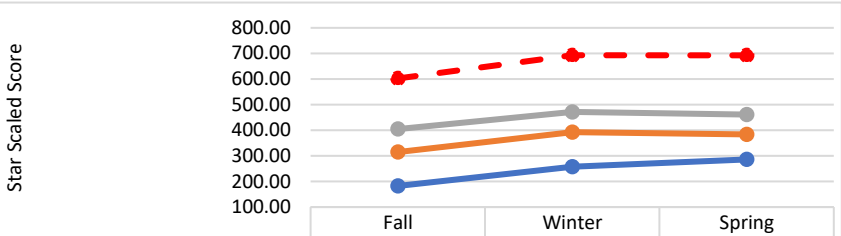
Exhibit 60. Mean and Target Scaled Scores on the Star Reading Assessment for Grade 3, 2014-15 to 2016-17



	Fall	Winter	Spring
14-15	92.54	139.33	172.45
15-16	205.27	275.38	288.16
16-17	309.77	385.20	379.96
Star Proficiency Target	464.28	551.21	554.04
Achievement Gap, 16-17	-154.51	-166.00	-174.08

Note: The Star Proficiency Target is the estimated Star Scaled Score needed to achieve proficiency on the Mississippi Academic Assessment of Program.

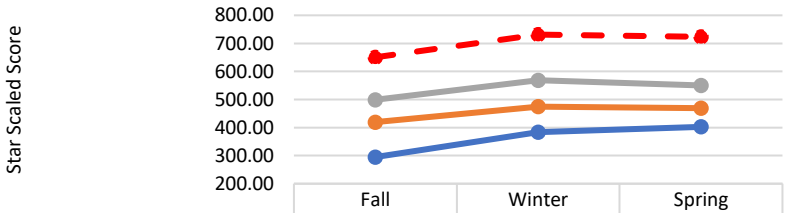
Exhibit 61. Mean and Target Scaled Scores on the Star Reading Assessment for Grade 4, 2014-15 to 2016-17



	Fall	Winter	Spring
14-15	182.40	258.19	286.00
15-16	314.83	392.63	383.43
16-17	404.60	471.69	461.88
Star Proficiency Target	602.43	693.01	692.15
Achievement Gap, 16-17	-197.83	-221.33	-230.27

Note: The Star Proficiency Target is the estimated Star Scaled Score needed to achieve proficiency on the Mississippi Academic Assessment of Program.

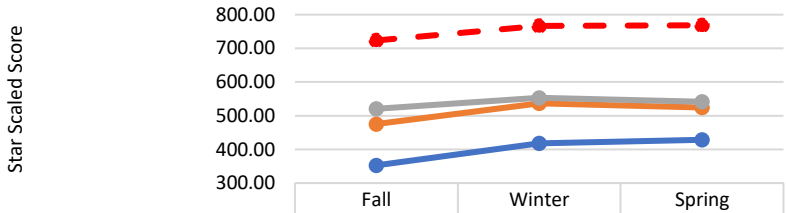
Exhibit 62. Mean and Target Scaled Scores on the Star Reading Assessment for Grade 5, 2014-15 to 2016-17



	Fall	Winter	Spring
14-15	294.91	383.96	402.52
15-16	419.54	474.47	469.54
16-17	499.14	568.72	550.51
Star Proficiency Target	650.56	731.32	723.41
Achievement Gap, 16-17	-151.42	-162.60	-172.90

Note: The Star Proficiency Target is the estimated Star Scaled Score needed to achieve proficiency on the Mississippi Academic Assessment of Program.

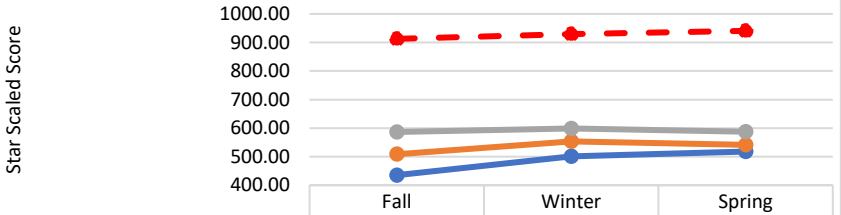
Exhibit 63. Mean and Target Scaled Scores on the Star Reading Assessment for Grade 6, 2014-15 to 2016-17



	Fall	Winter	Spring
14-15	352.54	417.52	428.34
15-16	475.27	536.63	524.04
16-17	520.46	553.14	541.19
Star Proficiency Target	723.45	766.31	768.47
Achievement Gap, 16-17	-202.99	-213.17	-227.28

Note: The Star Proficiency Target is the estimated Star Scaled Score needed to achieve proficiency on the Mississippi Academic Assessment of Program.

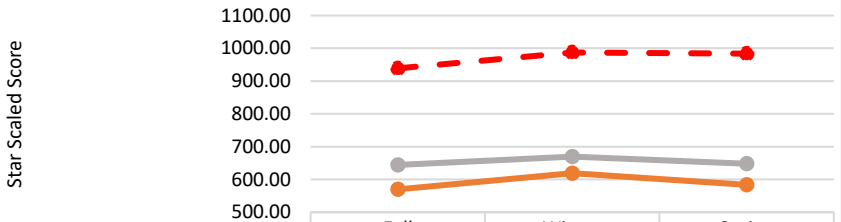
Exhibit 64. Mean and Target Scaled Scores on the Star Reading Assessment for Grade 7, 2014-15 to 2016-17



	Fall	Winter	Spring
14-15	435.32	501.06	518.02
15-16	508.56	553.45	541.84
16-17	586.52	598.88	587.08
Star Proficiency Target	912.80	929.76	940.69
Achievement Gap, 16-17	-326.29	-330.88	-353.61

Note: The Star Proficiency Target is the estimated Star Scaled Score needed to achieve proficiency on the Mississippi Academic Assessment of Program.

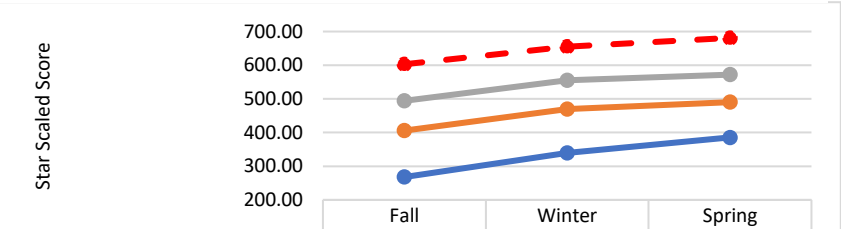
Exhibit 65. Mean and Target Scaled Scores on the Star Reading Assessment for Grade 8, 2014-15 to 2016-17



	Fall	Winter	Spring
15-16	569.78	619.16	583.62
16-17	644.37	669.69	648.32
Star Proficiency Target	938.93	987.23	983.53
Achievement Gap, 16-17	-294.56	-317.54	-335.20

Note: The Star Proficiency Target is the estimated Star Scaled Score needed to achieve proficiency on the Mississippi Academic Assessment of Program.

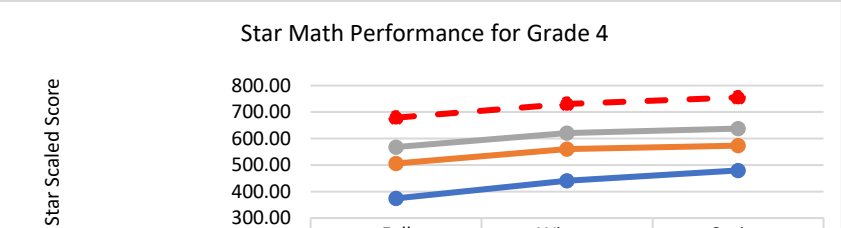
Exhibit 66. Mean and Target Scaled Scores on the Star Math Assessment for Grade 3, 2014-15 to 2016-17



	Fall	Winter	Spring
14-15	267.80	339.34	385.60
15-16	405.79	469.72	490.20
16-17	494.23	555.66	571.93
Star Proficiency Target	602.81	654.97	681.10
Achievement Gap, 16-17	-108.58	-99.31	-109.17

Note: The Star Proficiency Target is the estimated Star Scaled Score needed to achieve proficiency on the Mississippi Academic Assessment of Program.

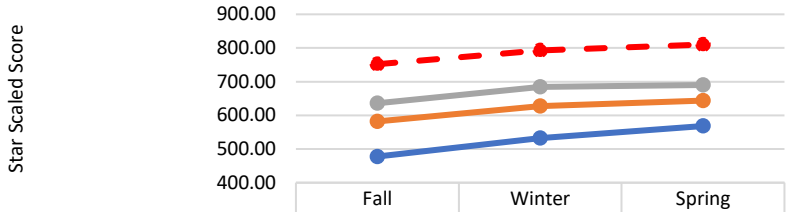
Exhibit 67. Mean and Target Scaled Scores on the Star Math Assessment for Grade 4, 2014-15 to 2016-17



	Fall	Winter	Spring
14-15	374.22	440.79	479.69
15-16	505.97	560.06	573.21
16-17	568.04	620.89	637.69
Star Proficiency Target	678.92	730.26	755.25
Achievement Gap, 16-17	-110.88	-109.37	-117.55

Note: The Star Proficiency Target is the estimated Star Scaled Score needed to achieve proficiency on the Mississippi Academic Assessment of Program.

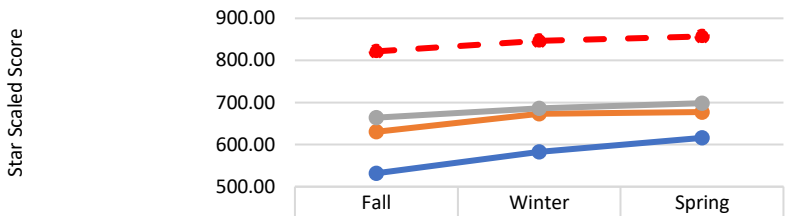
Exhibit 68. Mean and Target Scaled Scores on the Star Math Assessment for Grade 5, 2014-15 to 2016-17



	Fall	Winter	Spring
14-15	477.73	532.29	568.28
15-16	581.96	627.59	643.80
16-17	635.91	684.49	690.13
Star Proficiency Target	751.94	793.06	810.20
Achievement Gap, 16-17	-116.03	-108.57	-120.08

Note: The Star Proficiency Target is the estimated Star Scaled Score needed to achieve proficiency on the Mississippi Academic Assessment of Program.

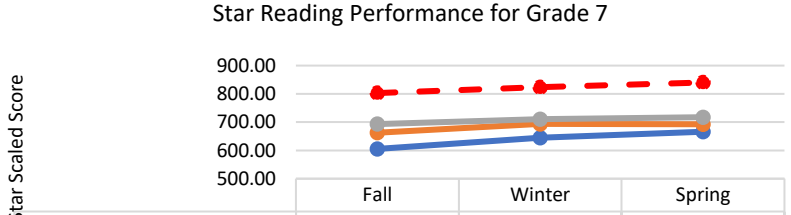
Exhibit 69. Mean and Target Scaled Scores on the Star Math Assessment for Grade 6, 2014-15 to 2016-17



	Fall	Winter	Spring
14-15	531.93	582.72	615.96
15-16	630.43	673.27	677.34
16-17	664.05	686.38	698.40
Star Proficiency Target	821.48	846.76	856.92
Achievement Gap, 16-17	-157.42	-160.38	-158.52

Note: The Star Proficiency Target is the estimated Star Scaled Score needed to achieve proficiency on the Mississippi Academic Assessment of Program.

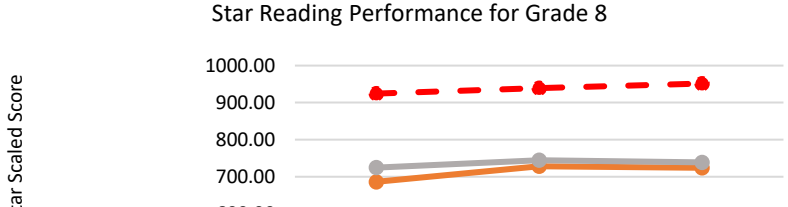
Exhibit 70. Mean and Target Scaled Scores on the Star Math Assessment for Grade 7, 2014-15 to 2016-17



	Fall	Winter	Spring
14-15	605.29	644.96	666.07
15-16	662.56	693.83	692.47
16-17	693.09	710.04	717.44
Star Proficiency Target	802.85	823.96	840.13
Achievement Gap, 16-17	-109.76	-113.93	-122.69

Note: The Star Proficiency Target is the estimated Star Scaled Score needed to achieve proficiency on the Mississippi Academic Assessment of Program.

Exhibit 71. Mean and Target Scaled Scores on the Star Math Assessment for Grade 8, 2014-15 to 2016-17



	Fall	Winter	Spring
15-16	686.21	728.12	723.90
16-17	724.54	744.39	738.96
Star Proficiency Target	924.43	938.97	951.48
Achievement Gap, 16-17	-238.22	-210.85	-227.58

Note: The Star Proficiency Target is the estimated Star Scaled Score needed to achieve proficiency on the Mississippi Academic Assessment of Program.

B. **General Key Performance Indicators**

Pre-K Participation

- Jackson had a pre-K enrollment in 2015-16 that was about 30 percent the size of its kindergarten class. (See Exhibit A.1.) This is a general indicator of the size of the district's early childhood program. The median across the Great City Schools in the same year was 34 percent, with a high of 90 percent and a low of 7 percent.

Student Attendance and Absenteeism

- Approximately 28 percent of third graders in Jackson were absent from school for between five and nine days during the 2015-16 school year. (See Exhibit A-7.) In addition, some 16 percent of third graders were absent between 10 and 19 days that school year, and five percent of third graders were absent for 20 days or more. This means that some 49 percent of third graders were absent from school for five days or more that school year. Rates ranged from 34 percent to 83 percent across the other Great City School districts.

- In sixth grade, about 29 percent of sixth graders in the district were absent from school for between five and nine days during the 2015-16 school year. (See Exhibit A-8.) In addition, some 22 percent of sixth graders were absent between 10-19 days that school year, and eight percent were absent for 20 days or more. This means that some 59 percent of sixth graders were absent from school for five days or more that school year. This rate placed Jackson among the urban school districts with the highest absentee rates, which ranged from 30 percent to 73 percent.

- The pattern accelerated among ninth graders, where 26 percent of ninth graders were absent between five and nine days during the 2015-16 school year. In addition, some 23 percent of ninth graders were absent between 10 and 19 days, and 20 percent were absent for 20 days or more. This means that 69 percent of ninth graders were absent from school for five days or more that school year. The range among other urban school districts was between 24 percent and 94 percent. (See Exhibit A-10.)

Suspensions

- Six percent of Jackson's students were suspended out-of-school for between one and five days during the 2015-16 school year, two percent were suspended between six and 10 days, one percent were suspended between 11 and 19 days, and a negligible percent were suspended for 20 days or more. (See Exhibit A-11.) This meant that some nine percent of students were suspended out-of-school for some length of time that year. The high across all the reporting cities was about 20 percent.

- The suspension rate was the equivalent of having every 100 students miss approximately 59 instructional days over the course of the school year—or the equivalent of 0.6 instructional days missed due to suspension for every student in the school system. (See Exhibit A-12.)

Course-Taking

- About 58 percent of district ninth graders in 2015-16 failed one or more core courses. This rate was the second highest of all major urban school systems, where the percentage of ninth graders failing those core courses ranged from a low of four percent to a high of 59 percent. (See Exhibit A-2.)

- Some 22 percent of ninth graders in Jackson in 2015-17 had a B grade-point average or better in all ninth-grade courses. The median across all the Great City Schools was 37 percent. Percentages ranged from a high of 63 percent to a low of 13 percent. (See Exhibit A-3.)

- Some 39 percent of Jackson's ninth graders in 2015-16 had successfully completed an Algebra I course (or Integrated Math 1 course) by the end of their ninth-grade year. This rate was the lowest among all reporting Council districts, where percentages ranged from a low of 39 percent to a high of 95 percent. (Exhibit A-4)

- Only about seven percent of Jackson's students in grades nine to 12 took at least one Advanced Placement (AP) course in 2015-16. Among other major city school systems, the percentages ranged from three percent to 56 percent. The median was 21 percent. Jackson had the fifth lowest AP course participation rate among all reporting Great City School districts. (See Exhibit A-5.)

- In addition, only 11 percent of those participating in AP courses scored three or higher on the AP exams. This was tied for the fourth lowest rate among all reporting Great City School districts, where AP test passing rates ranged from four percent to 72 percent.

- In only one of seven high schools in the district, did any student score three or above on any AP exam in 2017. If one removes Murrah from the calculations, then some 97.2 percent of all AP test takers in JPS scored one, the lowest possible score. (See exhibit 72.)

Exhibit 72. AP Scores Across All Subjects by School, 2017

AP Scores Across All Subjects, 2017					
	Total Test Takers	**AP Score of 1**	**AP Score of 3 or Higher**	**Percent 1s**	**Percent 3+**
Forest Hill High School	95	90	0	95%	0%
Jim Hill Senior High School	71	69	0	97%	0%
Lanier High School	15	15	0	100%	0%
William B Murrah High School	276	77	69	28%	25%
Provine High School	348	342	0	98%	0%
Robert M Callaway High School	16	14	0	88%	0%
Oscar H Wingfield High School	19	18	0	95%	0%
Jackson Total	**840**	**625**	**69**	**74%**	**8%**
Jackson Without Murrah High School	**564**	**548**	**0**	**97%**	**0%**

- About 130 students in Jackson—mostly attending Jim Hill High School—participate in the district's IB program.

College and Career Readiness

- The state reports that juniors in Jackson had an average ACT score of 15.5. The statewide average was under 19 as well.

- Some 81 percent of students taking ACT in Jackson scored between one and 18, a level too low to gain entrance to any competitive college or university. The national average of students scoring in this range was 39 percent.

Graduation Rates

- Some 69 percent of Jackson students graduated in 2015-16 after having been in grades nine through twelve for four years. (See Exhibit A-6). This rate was tied for the fourth lowest among other reporting major urban school systems, whose graduation rates ranged from 60 percent to 91 percent.

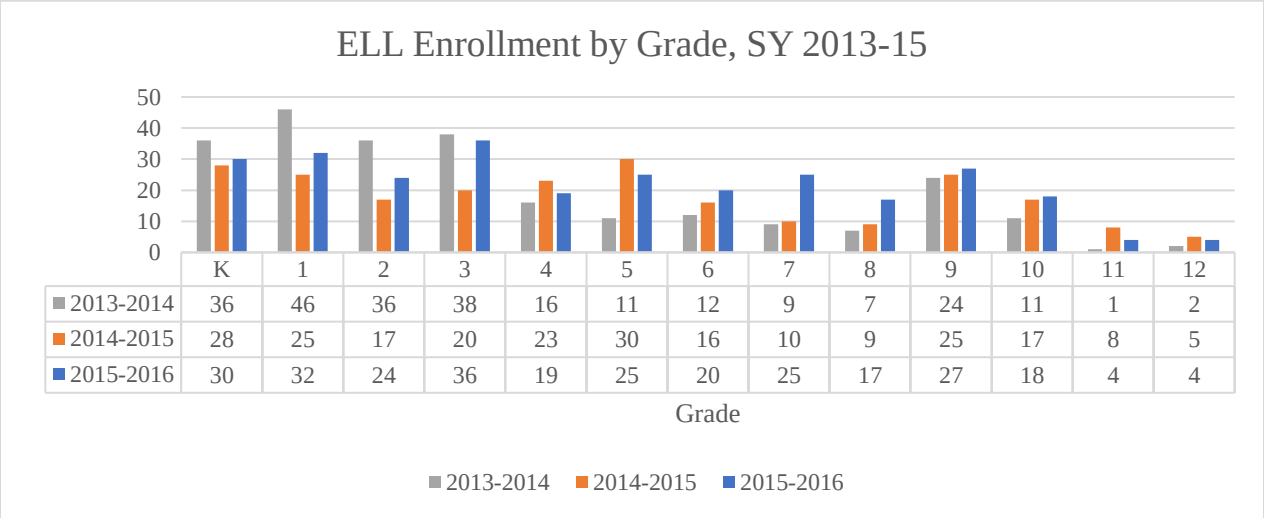
C. **Special Populations**

(a) English Language Learners

- The total number of ELLs in the Jackson Public Schools is small, but enrollment has steadily increased over the past four years:
    - 2016-17: 332 ELLs enrolled
    - 2015-16: 281 ELLs enrolled
    - 2014-15: 233 ELLs enrolled
    - 2013-14: 240 ELLs enrolled

- The distribution of ELL enrollment across the grade levels from SY 2013-14 to 2015-16 shows that a large share of ELLs (ranging from 78 percent in SY 2013-14 to 65 percent in SY 2015-16) enroll in the elementary grades. The three-year data set also shows that, albeit few in numbers, ELL enrollment in grades seven and eight has more than doubled. (Exhibit 73.)

Exhibit 73. English Language Learners Enrollment



	K	1	2	3	4	5	6	7	8	9	10	11	12
2013-2014	36	46	36	38	16	11	12	9	7	24	11	1	2
2014-2015	28	25	17	20	23	30	16	10	9	25	17	8	5
2015-2016	30	32	24	36	19	25	20	25	17	27	18	4	4

Source: 2017 ELL Demographics, Staffing, and Professional Development Survey

- *Top Five Languages.* Three years of data from SY 2013-14 to SY 2015-16 show that Spanish was spoken by virtually all ELLs in Jackson. The number has increased by 50 percent, from 195 Spanish-speaking ELLs in SY 2013-14 to 293 in SY 2015-16. While fewer in number, Arabic- and Chinese-speaking ELLs remained in the top 5 language groups for all three years; there were 10, 18, and 6 Arabic speakers, respectively. Chinese speakers were three, six, and five for each of the respective years in the three-year period. During these years, Jackson Public Schools also enrolled students who spoke Burmese, Haitian-Creole, Tigrinya, or Wolof, but in any given year and for any of these languages, there were fewer than eight students.

- *Long-term ELLs.* Self-reported figures indicate that Jackson Public Schools has a relatively small number of ELLs classified as long-term ELLs (in an ELL program for more than six years):

    - In 2014-15, 15 (6.4 percent) of the total 233 ELLs were considered Long-term ELLs
    - In 2015-15, 17 (6.0 percent) of the total 281 ELLs were considered Long-term ELLs

- *ELLs in Special Education (w/IEP).* Self-reported figures indicate that Jackson Public Schools has a relatively small number of ELLs who receive special education services as required in an Individualized Educational Program (IEP). While the number is still less than 10 each year, the number of ELLs with IEPs has more than doubled over three years: three in SY 2013-14, five in SY 2014-15, and seven in SY 2015-16.

- In 2015-16, non-ELLs with an IEP represented 1.6 percent of the total non-ELL enrollment, while ELLs with IEPs were 2.5 percent of total ELL enrollment. The resulting disproportionality ratio of 1.58 signals a need to further examine the process for referral and identification of ELLs for special education services to ensure that they are not overrepresented by inaccurate identification. (A risk ratio of 2.0 or higher is often considered disproportionate.)

- *Early Education.* No ELL figures were reported for pre-K enrollment in 2015-16. This may mean that ELLs do not participate in pre-K or, if they do, the programs do not screen for English proficiency.

- *Advanced Placement.* ELLs were not enrolled in advanced placement or early college preparation courses. In contrast, around 7.2 percent of students in grades nine through twelve took one advanced placement course or more. About 10.7 percent of students in grades nine through twelve took a college credit-earning course through the district's early college program.

- *Algebra I/Integrated Math I Completion* The district's completion rate for all students for these courses by the end of grade nine is approximately 39.0 percent.

- *Graduation Rate.* The district's four-year graduation rate for ELLs is 9.2 percent. The ELL rate is 60.2 percentage-points lower than the district's overall four-year graduation rate.

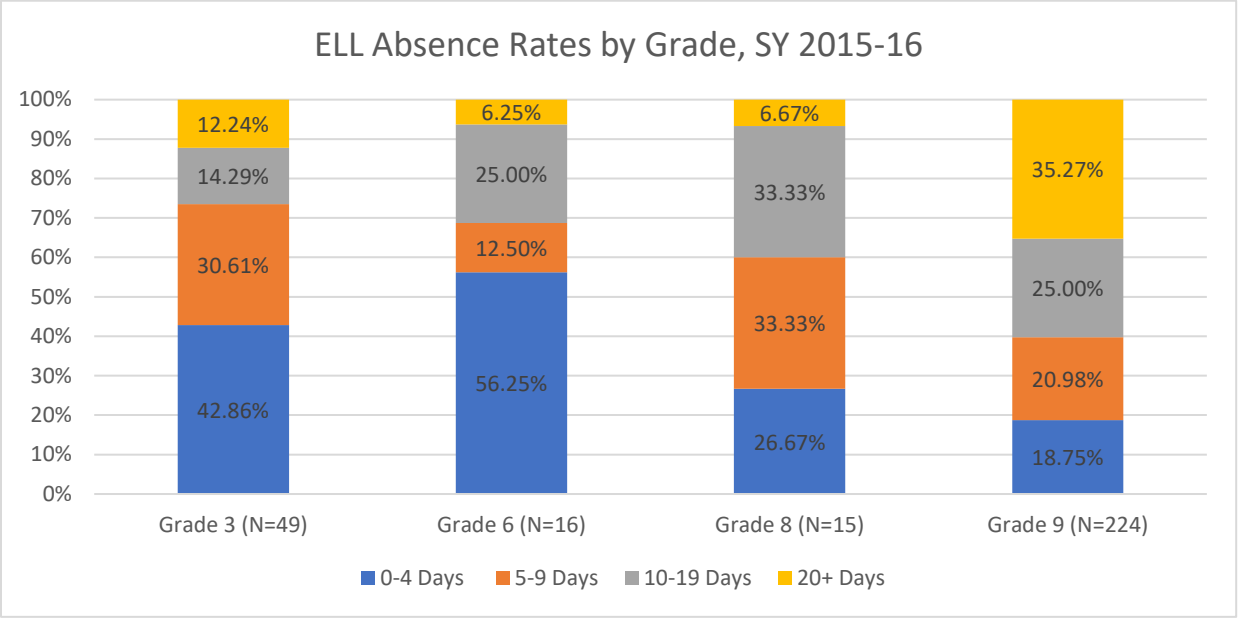
- *Suspensions and Expulsions.* The data show that in SY 2015-16, 33 instructional days were missed by 5 ELLs due to out-of-school suspensions. Of the five suspended ELLs, two were suspended for one to five days, two were suspended for 6-10 days, and one was suspended for 11-19 days. The most recent data reported by the Civil Rights Data Collection show that in SY 2013-14, Hispanics represented 7.1 percent of all expulsions—close to seven times their share of overall district enrollment (1.4 percent). Most ELLs are Spanish-speaking, but the data does not indicate whether the expelled Hispanic students were also ELL.

- *Absences.* Self-reported figures indicate that Jackson Public Schools has challenges with absenteeism. A large percentage of ELLs in key grade levels are missing a significant number (10 or more) of school days. The percent of ELLs who miss 10 or more days of schools goes up at the higher-grade levels when catching up with school work is more difficult. By grade nine, well over half of ELLs are chronically absent. (Exhibit 74.) Specifically, in SY 2015-16—

  - A total of 26.5 percent of Grade 3 ELLs were chronically absent
  - A total of 31.3 percent of Grade 6 ELLs were chronically absent
  - A total of 40.0 percent of Grade 8 ELLs were chronically absent
  - A total of 60.3 percent of Grade 9 ELLs were chronically absent

  The trend in chronic absenteeism among ELLs may be an indicator of school environment or ELLs feeling un welcome or unsupported in schools.

Exhibit 74. English Language Learners Attendance, SY 2015-16



Source: 2015-16 Key Performance Indicators Survey

- *ESL Teachers.* District-reported data for SY 2016-17 indicate that Jackson has a very low number of teachers who meet the district requirement to teach at elementary, middle and/or high school. The ESL teacher: student ratio hovers around 1:60 for all three school levels—elementary, middle and high school. If no other teachers are trained to teach ELLs, one ESL teacher for 55 elementary ELLs would be inadequate to provide services to ELLs. The ratio is also inadequate at the middle and high school, where there is only one ESL teacher per school level. Given the departmentalized nature of teaching in the middle and high school grades, it is unclear how one teacher could serve 60 ELLs across content areas, grade levels and schools.

- Out of 796 elementary teachers, only three were ESL teachers who met district requirements. In 2015-16 there were 166 ELLs, and thus an estimated 1:55 ESL teacher: ELL ratio.

- Out of 319 middle school teachers only one was an ESL teacher who met the district requirements. A total of 62 ELLs were enrolled in middle school in SY 2015-16, for an estimated 1:62 teacher: student ratio.

- Out of 384 high school teachers one was an ESL teacher who met district requirements. A total of 53 ELLs were enrolled in high school in SY 2015-16, for an estimated 1:53 teacher: student ratio.

- *Progress Toward English Proficiency*. The self-reported data in response to the Council's ELL Survey includes three years of data, which must be analyzed in two groups because the data collection straddles two different English Language Proficiency Assessments (ELPA). Scores for SY 2013-14 and SY 2014-15 are based on WIDA's ACCESS and the

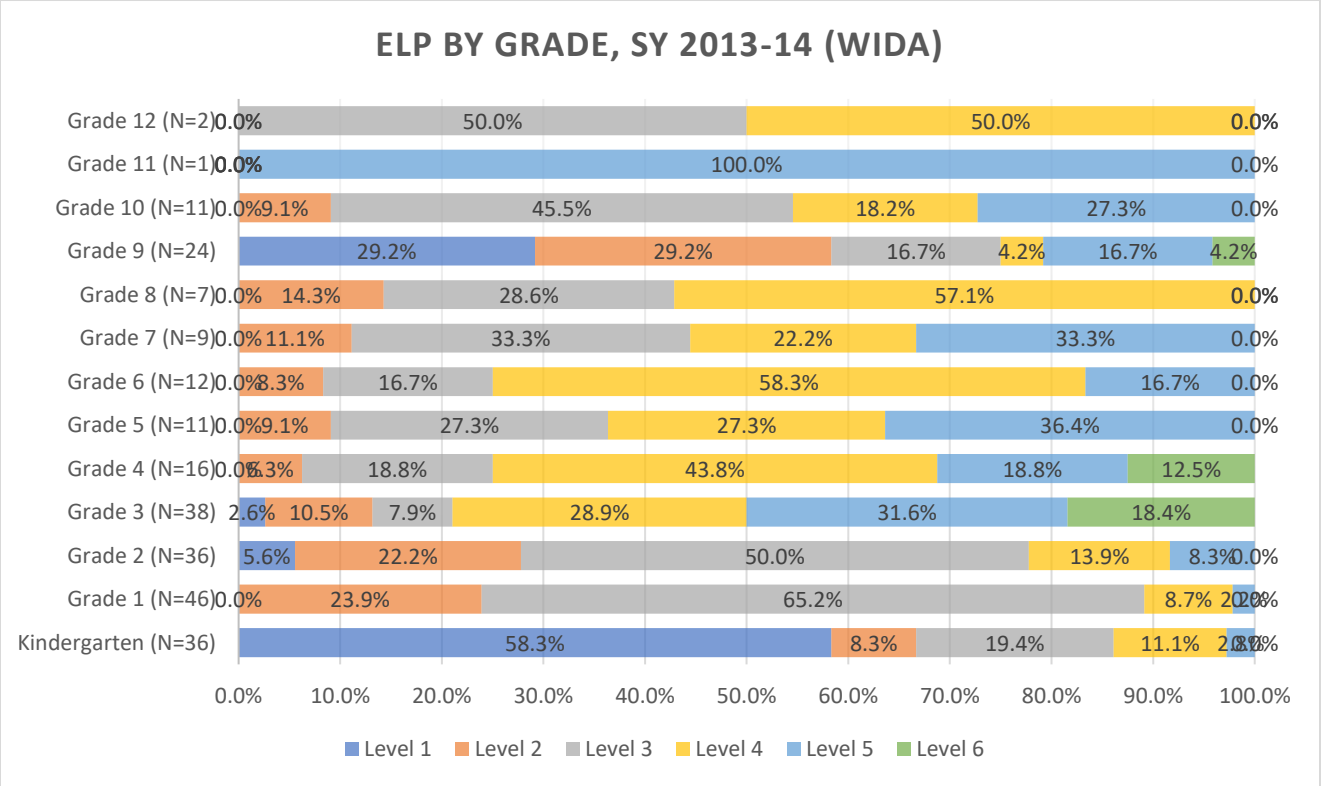
SY 2015-16 scores are based on the new assessment, LAS-Links. Additional limitations to conducting quantitative analysis, include:

- The n-size for each grade (especially four through eight, and 10-12) is very small
- The data are snapshot data—not longitudinal. Therefore, it is difficult to examine factors that might explain the variance across proficiency levels. Specifically, we cannot examine actual student growth in proficiency, whether students left altogether, and any new influx of student enrolled in each grade.

- In SY 2013-14 and SY 2014-15, Mississippi used ACCESS as the ELPA. (Exhibits 75-76.) It has six proficiency levels with Level 5 being the threshold for exiting. Some observations for SY 2013-14 and SY 2014-15 include:

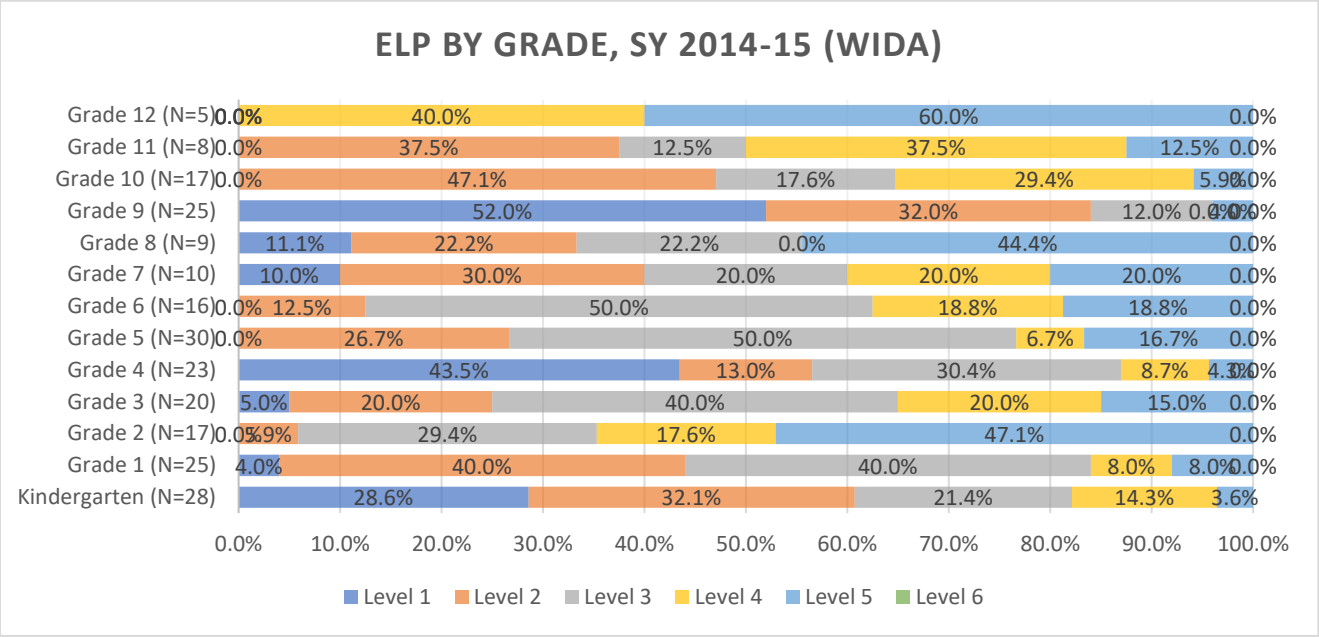
  - Kindergarten ELLs—a large number are at Levels 1 and 2: 66 percent in SY 2013-14 and 61 percent in SY 2014-15
  - Grade 1 ELLs—many ELLs are at Levels 2 and 3: 89 percent in SY 2013-14 and 80 percent in SY 2014-15
  - Grade 4 ELLs in SY 2014-15 show a large percentage of ELLs at Level 1 (44 percent) in comparison to 5 percent in grade three
  - Grade 9 ELLs—29 percent of ELLs were at Level 1 in SY 2013-14 while 52 percent were at this Level in SY 2014-15

Exhibit 75. English Language Proficiency Assessment Scores on WIDA, 2013-14



Source: 2017 ELL Demographics, Staffing, and Professional Development Survey

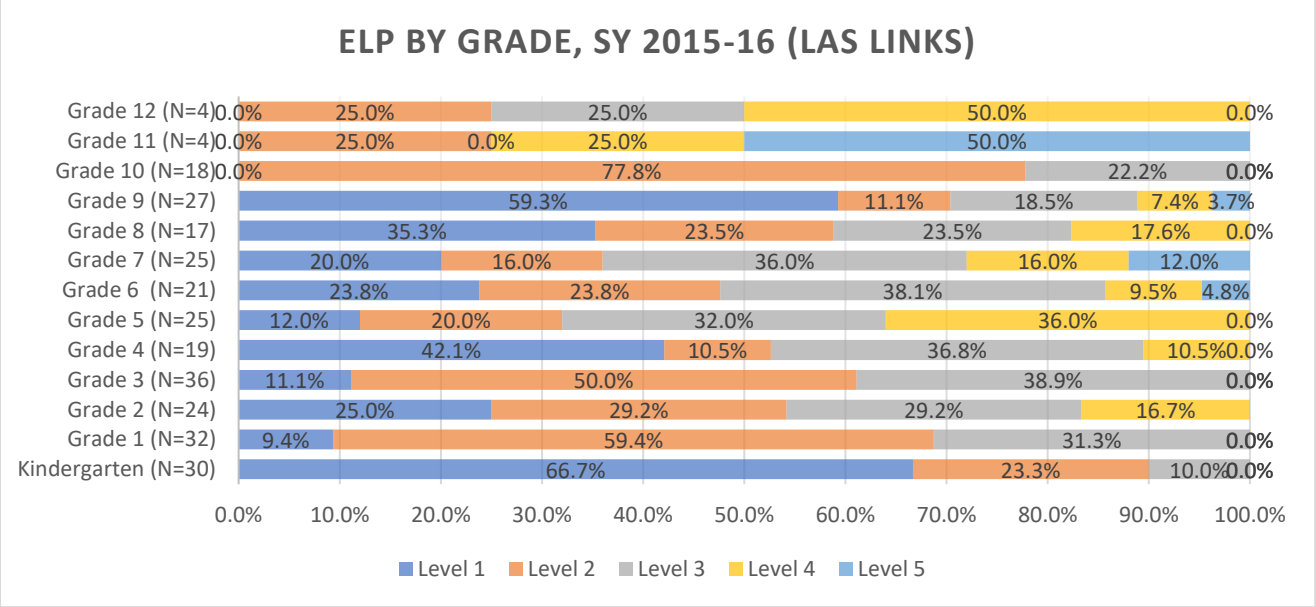
Exhibit 76. English Language Proficiency Assessment Scores on WIDA, 2014-15



Source: 2017 ELL Demographics, Staffing, and Professional Development Survey

- Starting in SY 2015-16, Jackson Public Schools began using LAS-Links to assess English Language Proficiency. LAS-Links has five proficiency levels with Level 4 being the threshold for exiting. At grade levels K, four and nine, the data show high percentages of ELLs at Level 1 (67 percent, 42 percent, and 59 percent, respectively). (Exhibit 77.) At grades 10 and 11, large changes are observed. In grade 10, out of 18 ELLs, 78 percent are at Level 2. At grade 11, only four ELLs are recorded and 25 percent of them are at Level 2. Considering the low graduation rate, these figures suggest that ELLs have dropped out.

Exhibit 77. English Language Proficiency Scores on LAS Links, 2015-16



Source: 2017 ELL Demographics, Staffing, and Professional Development Survey

(b) Students with Disabilities

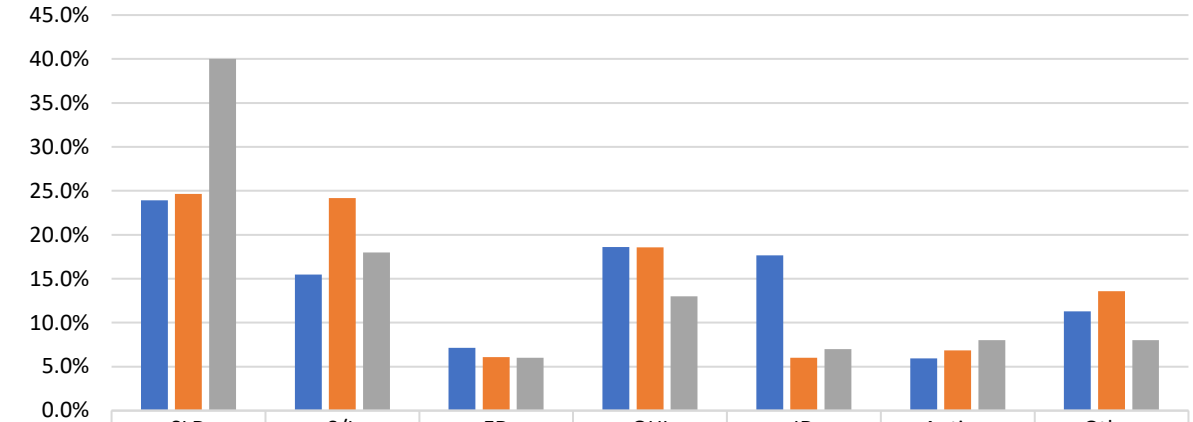
a. Disability Rates

- JPS enrolls 2,490[13] students with IEPs who are three through 21 years of age. This number includes students in separate schools (inside and outside the district). The number comprises 9.27[1] percent of the 26,852[14] students enrolled in the district. Among school-aged students (K-12), the district enrolls some 2,280 students, which make up 8.83 percent of the district's 25,811 students. This percentage is significantly below the 13.1 percent average across 71 urban school districts on which the Council of the Great City Schools has data.[15] Percentages in other districts ranged from eight percent to 22 percent, suggesting that JPS was at the low end of districts in terms of students identified as having a disability. The JPS figure was also below the 12.9 percent national figure, which has decreased since 2004-05, when it was 13.8 percent.[16]

- Compared to state and national averages, district students with IEPs were identified as having particular disabilities at proportions that were different in several areas from those at state and national levels.[17] (See Exhibit 78.) The greatest disparity was in specific learning disabilities, where JPS's 23.9 percent was almost half the nation's 40 percent rate (the district was comparable to the state for this group of students), and intellectual disabilities, where JPS's 17.7 percent was higher than the state's six percent and the nation's seven percent. For students with speech or language impairments, JPS's 15.5 percent was lower than the state's 24.2 percent but comparable to the nation's 18 percent. Both JPS and the state (18.6 percent) were above the nation's 13 percent of students with other health impairments. In all other categories, JPS rates were within two percentage points of the state and the nation.

[13] Data provided by the Exceptional Services Department, Jackson Public Schools. (January 2018).
[14] Enrollment data provided by the Jackson Public Schools Research, Evaluation, and Assessment Department. (January 2018).
[15] Most data were provided by school districts that responded to a survey conducted by the Urban Special Education Leadership Collaborative; the Council team or members of the team obtained the remaining data during district reviews.
[16] U.S. Department of Education, National Center for Education Statistics. (2015). *Digest of Education Statistics, 2013* (NCES 2015-011), Chapter 2. The rates are based on 2011-12 data based on students 3 through 21 years of age. http://nces.ed.gov/fastfacts/display.asp?id=64.
[17] National and state data are based on the U.S. Department of Education's 2014 IDEA Part B Child Count and Educational Environment database, retrieved from 2014-15 USDE IDEA Section 618 State Level Data Files, retrieved at http://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html#bccee. Unless otherwise stated, all JPS data were provided by the district to the Council's team.

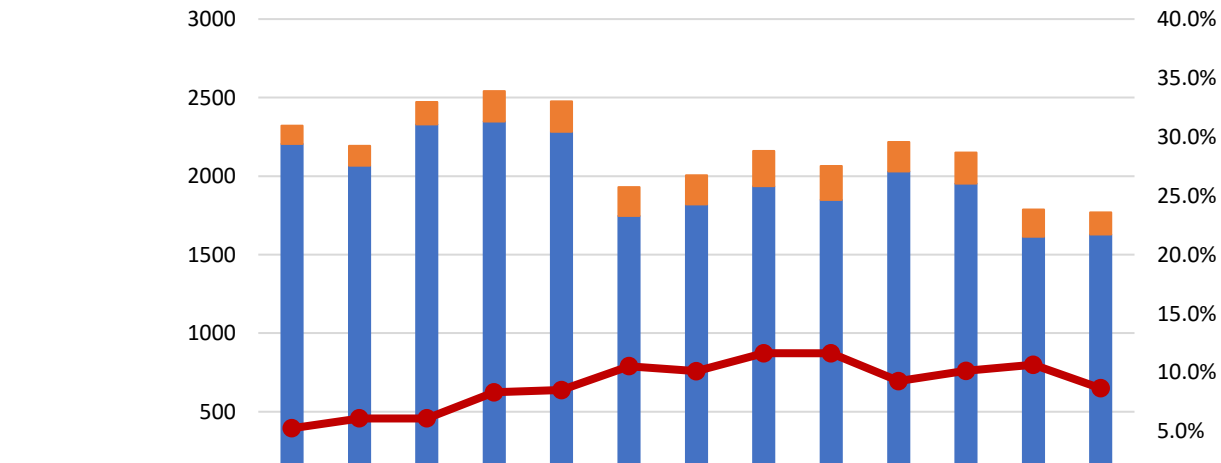
Exhibit 78. Percentage of Students by Disability Category, Compared to State and Nation



	SLD	S/L	ED	OHI	ID	Autism	Other
Jackson	23.9%	15.5%	7.2%	18.6%	17.7%	6.0%	11.3%
State	24.7%	24.2%	6.1%	18.6%	6.0%	6.9%	13.6%
Nation	40.0%	18.0%	6.0%	13.0%	7.0%	8.0%	8.0%

- The district's average of students with IEPs was 8.8 percent, but the figure varied by grade. (Exhibit 79.) Following a low of 5.3 percent in kindergarten, the percentage increased to 8.3 percent (third grade), 10.5 percent (fifth grade), and a high 11.6 percent (seventh and eighth grade). In ninth grade, the percentage dropped to 9.3 percent, was steady between grades ten and eleven at 10.1 and 10.7 percent. In the twelfth grade, the percentage dropped to 8.7 percent even though many students with IEPs continued to receive postsecondary transition services and activities past the age of 18 years, a pattern that is often seen in other major urban school systems.

Exhibit 79. Jackson Students with IEPs by Grade



	K	1	2	3	4	5	6	7	8	9	10	11	12
Number of SwD	116	126	142	195	194	184	184	225	215	188	198	172	141
Total Enrollment	2205	2067	2330	2347	2282	1747	1821	1936	1849	2030	1953	1615	1629
Percentage of SwD	5.3%	6.1%	6.1%	8.3%	8.5%	10.5%	10.1%	11.6%	11.6%	9.3%	10.1%	10.7%	8.7%

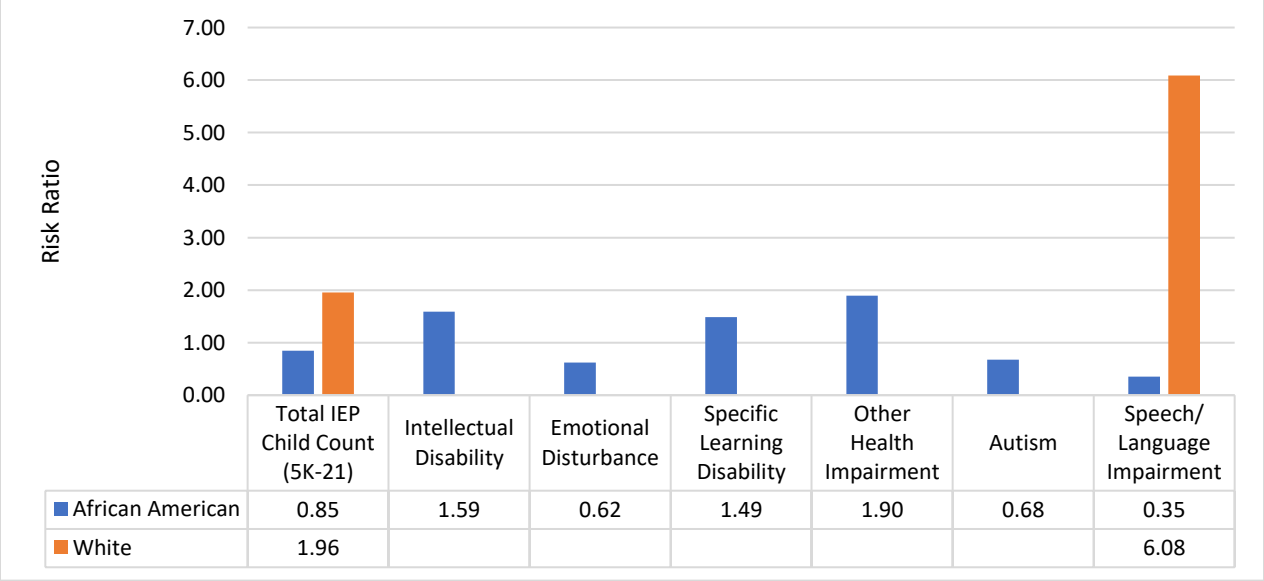
- Children with IEPs in JPS early childhood programs had disabilities most frequently in three major categories. The largest category (52.6 percent) involved developmental delay. The next largest category was speech/language impairment (27.6 percent), which was followed by autism (13.5 percent). The remaining 6.4 percent of children were identified as having another disability.

b. Risk of Over-identification

- There were 2,390 African American students in special education out of the total African American enrollment of 24,936 students (total district enrollment of 26,852).

- State performance plans often use a weighted risk ratio to measure disproportionality by race. School districts having a racial/ethnic student group with a weighted risk ratio of at least 3.0 for two or more consecutive years are required to conduct a self-review of their compliance with policies, procedures, and practices. The state's weighted risk ratio analysis is based on a minimum of 40 students with disabilities in any specific racial category.[18] Exhibit 80 shows students by the most prevalent race/ethnic subgroups, most common disability areas, and their relevant risk ratios. These data show that white students were 6.8 times more likely than students in other racial/ethnic groups to be identified as having a speech/language impairment in the district. In general, it appeared that white students were more likely to be identified as needing an IEP than African American students in the district. No disproportionality existed in other student groups and disability categories (identified as a ratio of 2.0 or higher).

Exhibit 80. Race/Ethnicity Risk Ratios by Most Common Disability Categories



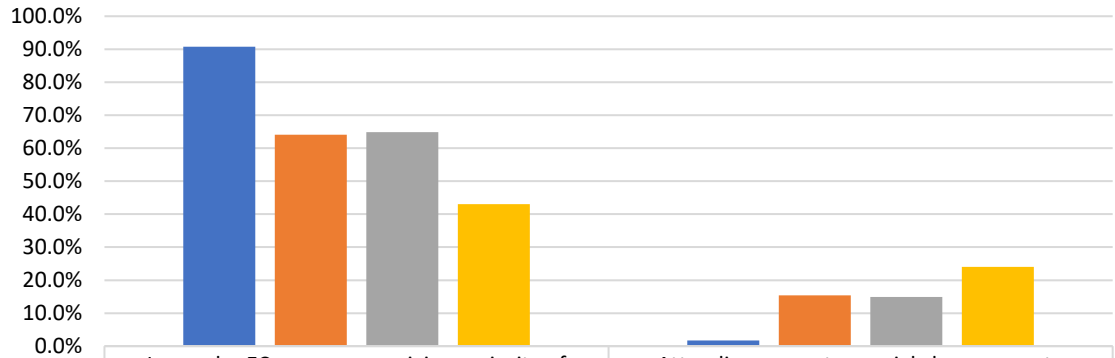
	Total IEP Child Count (5K-21)	Intellectual Disability	Emotional Disturbance	Specific Learning Disability	Other Health Impairment	Autism	Speech/ Language Impairment
African American	0.85	1.59	0.62	1.49	1.90	0.68	0.35
White	1.96						6.08

[18] In 2010-11, the U.S. Government Accountability Office (GAO) reported that states do not use standard calculations or definitions to define disproportionality and there were large differences between state measures. The U.S. Department of Education has issued a draft regulation that requires states to use a reasonable risk ratio measurement with a minimum cell size of 10.

c. Educational Settings

- A higher percentage (90.8 percent) of district children with IEPs aged three to five years received most of their services in early childhood programs compared to the state (64 percent), the state's target (64.9 percent), and the nation (43 percent). (Exhibit 81.) At the same time, the district educated a lower percentage (1.7 percent) of young children in separate classes, separate schools, or residential facilities compared to the state (15.4 percent), the state target (14.9 percent), or the nation (24 percent).[19]

Exhibit 81. Percentage of Young Children with IEPs (Ages 3 to 5) by Educational Environment



	In regular EC program receiving majority of services in that program	Attending separate special class, separate school, or residential facility
Jackson	90.8%	1.7%
State	64.0%	15.4%
State Target*	64.9%	14.9%
Nation	43.0%	24.0%

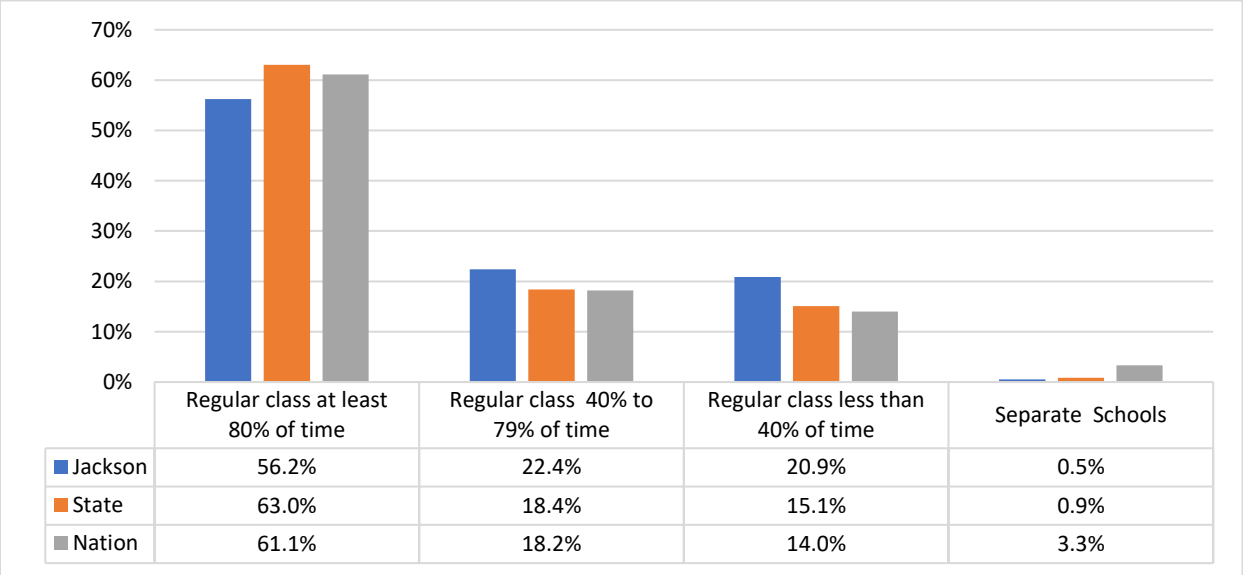
*Note: The target for students receiving the majority of services in the regular EC program is >= 64.9%, and the target for students attending a seperate class, school or residential facility is <=14.9%.

- Conversely, the district's pattern of educating young children in general education settings at rates higher than the state and nation was not continued among school aged students.[20] JPS's rate (56.2 percent) for educating students inclusively (80 percent or more of the time in general education classes) was lower than the state's rate (63 percent) and the nation's rate (61.1 percent). Furthermore, a higher percentage of district students were educated in regular classes 40 percent to 79 percent of the time (22.4 percent) compared to the state and nation (18.4 percent and 18.2 percent, respectively). The district's rate (20.9 percent) for educating students in separate classes most of the day (less than 40 percent in general education) was higher than the state and national rates (15.1 percent and 14.0 percent, respectively). Finally, the district had a lower rate of educating students in separate schools (0.5 percent) compared to the state (0.9 percent) and the nation (3.3 percent). (Exhibit 82.)

[19] All district and state data for educational settings is based on the Mississippi Department of Education Special Education Public Reporting Indicators FFY2015. Retrieved from http://www.mde.k12.ms.us/OSE/SPP_APR. National data are based on USDE's 36th Annual Report to Congress (Fall 2012 data).

[20] National data was retrieved from http://www2.ed.gov/fund/data/report/idea/partbspap/2013/tn-acc-stateprofile-11-12.pdf.

Exhibit 82. Percentage of Students by Educational Environment



	Regular class at least 80% of time	Regular class 40% to 79% of time	Regular class less than 40% of time	Separate Schools
Jackson	56.2%	22.4%	20.9%	0.5%
State	63.0%	18.4%	15.1%	0.9%
Nation	61.1%	18.2%	14.0%	3.3%

- Under the *Every Students Succeeds Act* (ESSA), it is expected that only one percent of all students in grades who are taking statewide assessments will need to take an alternate assessment. It was estimated that this alternative assessment was appropriate for some 481 of Jackson's students with a significant cognitive disability. Based on data provided by JPS, 12 students were educated in separate classes most of the school day, and another 12 were educated in separate schools in and outside the district.

  District students educated in more restrictive settings was consistent from kindergarten to twelfth grade. For example, students educated in self-contained placements (less than 40 percent in regular classes) ranged from 13 percent in eighth grade to 27 percent in third grade. A high percent (73 percent) of first grade students with IEPs were in regular classes at least 80 percent of the time. This figure dropped significantly to only about half of all students with IEPs and fluctuated thereafter (between 64 and 45 percent). While only three percent of first graders were educated in separate classes or in separate schools, this figure increased to between 10 and 16 percent in the middle grades and high school.

- Exhibit 83 shows the percentages of students in the district, state, and nation in the most common disability categories by setting.[21] The percentage of JPS students in inclusive settings (in regular classes at least 80 percent of the time) or in separate classes most of the time or in separate schools was comparable to the state and nation, except among students with Other Health Impairments. The exhibit shows the three disability categories (specific learning disability, other health impairment, and speech/language impairment) that have highest proportions of JPS students educated inclusively. OHI had high percentages of students educated in separate classes most of the time.

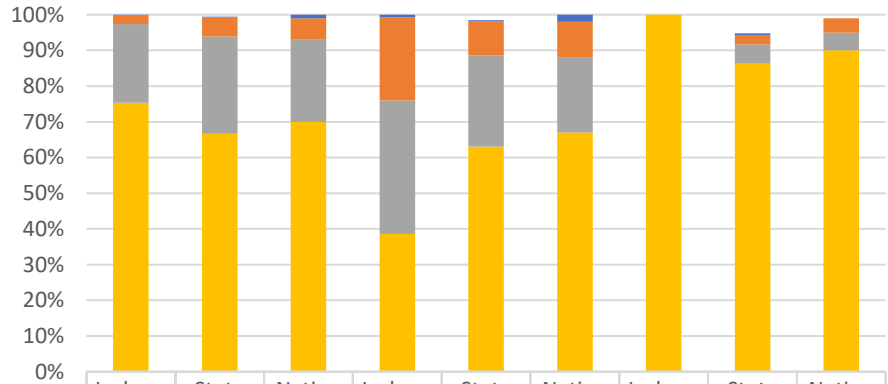
  - *SLD.* In SLD, the district's 75 percent rate for educating students inclusively was higher than the state and the nation, 66.6 percent and 70 percent respectively. JPS's two

[21] Retrieved national data from http://www2.ed.gov/programs/osepidea/618-data/static-tables/index.html.

percent figure of students educated in self-contained classes (less than 40 percent of time in regular classes) was 3.4 percentage points lower than the state's rate and four points lower than the nation's.

- *OHI.* In OHI, the district's 39 percent rate for educating students inclusively was 24 percentage points smaller than the state's rate and 28 points smaller than the nation's. JPS's 23 percent figure of students educated in self-contained classes was 13 percentage points higher than the state's and the nation's.
- *S/L.* In S/L, a greater percentage of JPS students were educated inclusively. The district's 100 percent figure was 14 percentage points higher than the state's and 10 points higher than the nation's.

Exhibit 83. Educational Environment for Students with SLD, OHI, and S/L



	Specific Learning Disability			Other Health Impairment			Speech/Language Impairment		
	Jackson	State	Nation	Jackson	State	Nation	Jackson	State	Nation
Separate School	0%	0.2%	1%	1%	0%	2%	0%	0%	0%
Regular class less than 40% of time	2%	5.4%	6%	23%	10%	10%	0%	3%	4%
Regular class 40% to 79% of time	22%	27.3%	23%	37%	26%	21%	0%	5%	5%
Regular class at least 80% of time	75%	66.6%	70%	39%	63%	67%	100%	86%	90%

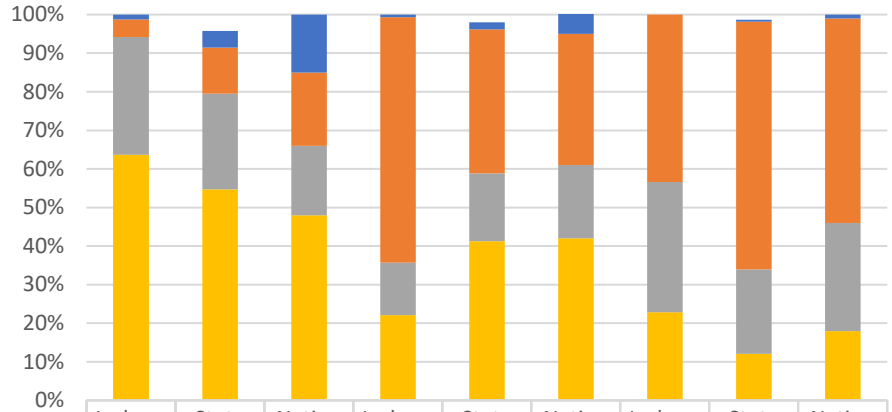
- Exhibit 84 shows three disability categories (emotional disturbance, autism, and intellectual disability) and their rates of students spending most of their time in separate classes or separate schools.

  - *ED.* In ED, the district's 64 percent figure of students educated inclusively was nine percentage points higher than the state's rate and 16 points higher than the nation's. JPS's one percent figure of students educated in separate schools was 3 percentage points lower than the state's and 14 points lower than the nation's.

  - *Autism.* In autism, the district's 22 percent figure of students educated inclusively was 19 percentage points smaller than the state's rate and 20 points smaller than the nation's. JPS's 64 percent figure of students educated in self-contained classes was 27 percentage points higher than the state's and 30 points larger than the nation's.

- *ID.* In intellectual disability, the district's 23 percent figure of students educated inclusively was 11 percentage points above the state's rate and five points higher than the nation's.

Exhibit 84. Educational Environments for Students with ED, Autism, and ID



	Emotional Disturbance			Autism			Intellectual Disability		
	Jackson	State	Nation	Jackson	State	Nation	Jackson	State	Nation
Separate School	1%	4%	15%	1%	2%	6%	0%	0%	1%
Regular class less than 40% of time	5%	12%	19%	64%	37%	34%	43%	64%	53%
Regular class 40% to 79% of time	31%	25%	18%	14%	18%	19%	34%	22%	28%
Regular class at least 80% of time	64%	55%	48%	22%	41%	42%	23%	12%	18%

- A risk ratio methodology discussed earlier shows the likelihood that students from each racial/ethnic group would be educated in a designated educational environment compared to students in all other racial/ethnic groups. A risk ratio of "1" reflects no risk. Higher numbers reflect a greater risk or likelihood of placement in a specified setting. These data show that white students were more than three times (3.14) as likely to be educated in a separate school compared to their peers. Other risk ratio ranged from 1.82 to 0.19. These risks were below a level that would generally be considered as disproportionate, e.g., a risk of "2" or "3." (Sample sizes for white students often fell below 40 students, so a graph was not created.)

d. Teaching and Learning in PSE

- The district generally supports the use of the Danielson Framework in teaching students with disabilities—mostly a good thing.

- There is a general lack of confidence among the district's special educators that general educators are differentiating instruction for students with disabilities in a manner that is meaningful and culturally responsive. They are also not confident in the quality of professional development for general educators on teaching students with disabilities.

- PSE program specialists have historically been focused on program compliance rather than the quality of instruction.

- The insufficient use of MTSS—academic and behavioral—and a weak Tier I instructional system result in the broad perception that special education is the only "place" to receive student support.

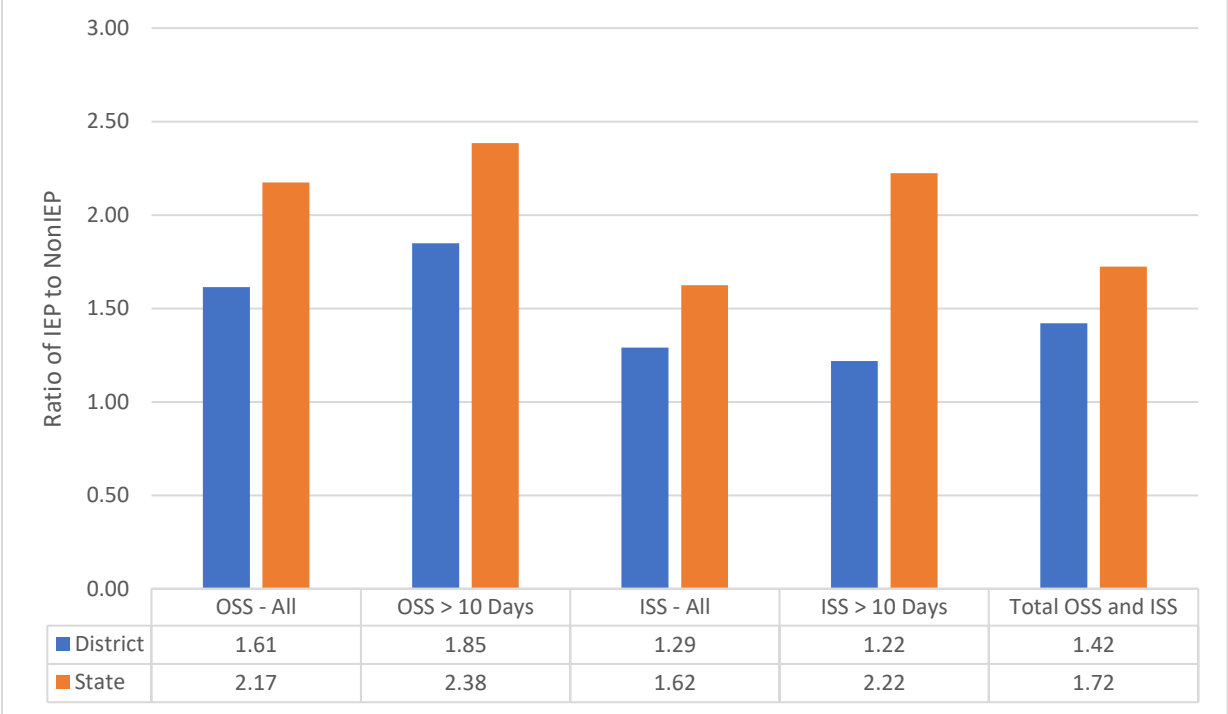
- The district has several strong community partners, who are very engaged and passionate about supporting students with disabilities—a good thing.

e. Suspensions and Discipline of Students with Disabilities

- In 2015-16, a relatively small number of students received an out-of-school suspension (OSS) overall, and even fewer had an OSS of ten days or more. As shown in Exhibit 85, the risk ratio of Out of School Suspensions for students with disabilities compared to their non-IEP peers were all below two.[22] Moreover, the district risk ratios in each of the suspension categories was lower than the state ratios.

- African American students with IEPs are 2.65 times more likely than other students to receive an OSS of ten days or more.[14] Risk ratios for other racial/ethnic groups were not reported due to the small number of students from other groups suspended for 10 days or more. The rate for African American students with IEPs was well below the state rate overall. (See Exhibit 86.)

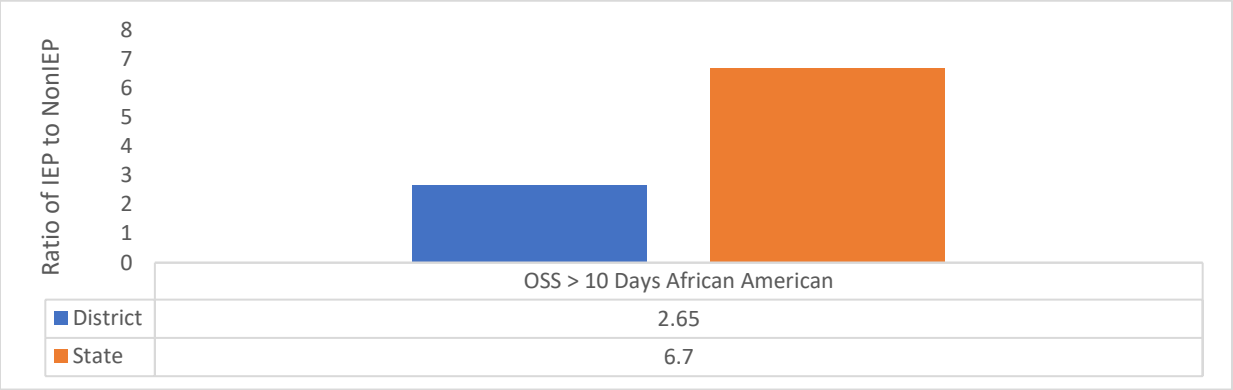
Exhibit 85. Out-of-School Suspension Risk Ratios for Students with IEPs



	OSS - All	OSS > 10 Days	ISS - All	ISS > 10 Days	Total OSS and ISS
District	1.61	1.85	1.29	1.22	1.42
State	2.17	2.38	1.62	2.22	1.72

[22] Mississippi Department of Elementary and Secondary Education Special Education District Profile. Retrieved from https://mcds.dese.mo.gov/guidedinquiry/Special%20Education/Special%20Education%20Profile%20Report%20-%20Public.aspx?rp:SchoolYear=2016&rp:DistrictCode=048078

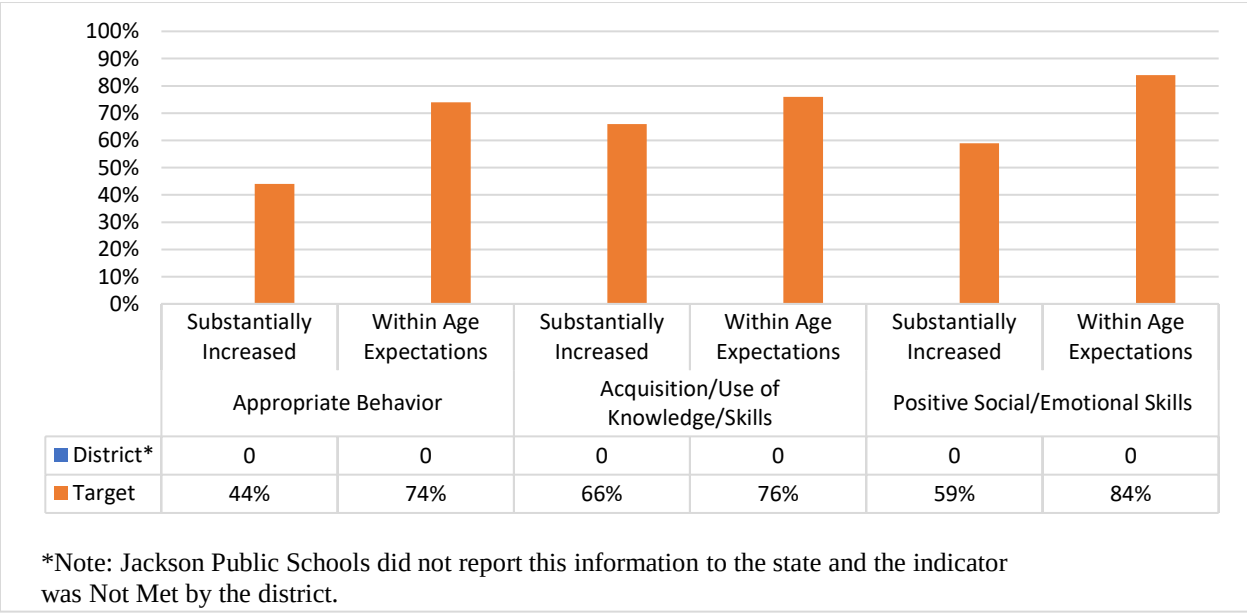
Exhibit 86. Out-of-School Suspension Risk Ratios for Students with IEPs by Race/Ethnicity



f. Achievement of Students with Disabilities

- One of the indicators in Mississippi's State Performance Plan (SPP) involves the achievement of young children with IEPs in three areas: appropriate behavior, acquisition and use of knowledge and skills, and positive social/emotional skills. In each of these three areas, calculations are made on the percentage of children in the following two ways: (1) children who entered an early childhood (EC) program below developmental expectations for their age but who had substantially increased developmentally by age six when they exited the program, and (2) children functioning within expectations by age six or had attained those expectations by the time they exited the EC program. The data shows that JPS's young children with IEPs did not meet state targets in any of the achievement outcome areas assessed by SPP because data was not reported to the state.[23] (Exhibit 87)

Exhibit 87. Achievement Outcomes for Jackson/State Students with IEPs Ages Three to Five, 2014-15



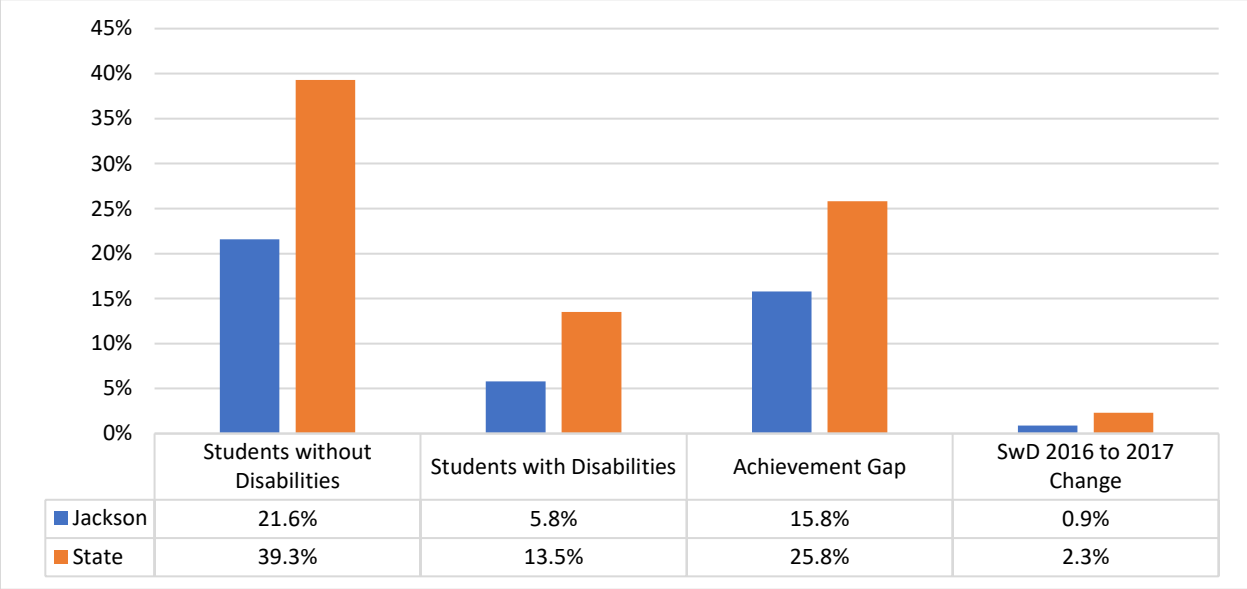
*Note: Jackson Public Schools did not report this information to the state and the indicator was Not Met by the district.

[23] Mississippi Department of Education Public Reporting Indicators FFY2015. Retrieved from http://www.mde.k12.ms.us/OSE/SPP_APR.

- Overall, a lower percentage of students with disabilities scored proficient or above on statewide English Language Arts assessments in Jackson compared to the state. Exhibit 88 shows that 5.8 percent of all students with disabilities in grades three to eight scored at least proficient in 2017. When compared with 2016, the rates increased by 0.9 percentage points overall. The English Language Arts proficiency rates for JPS students with disabilities were lower than the state (13.5 percent in 2017). The change from 2016 to 2017 in the state percent proficient or above changed at a higher rate (2.3 percent) than the district.

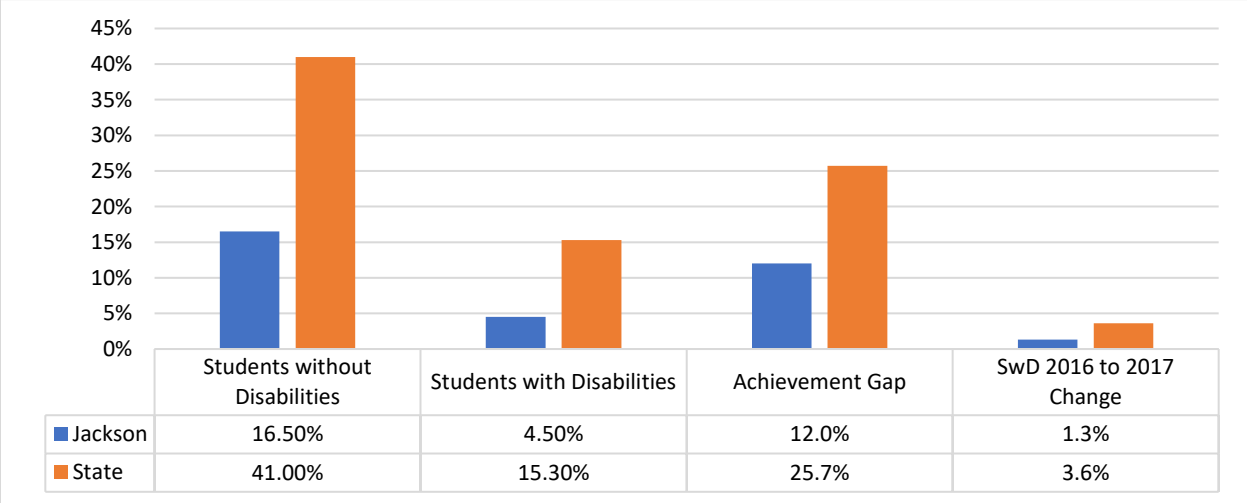
- Exhibit 89 shows that 4.5 percent of all students with disabilities scored at least proficient compared to 15.3 percent for the state. When compared to 2016, the rates increased by 1.3 percentage points compared to a 3.6 percent change for the state.

Exhibit 88. English Language Arts Proficient/Above Rates for Students with IEPs and Changes between 2016 and 2017



	Students without Disabilities	Students with Disabilities	Achievement Gap	SwD 2016 to 2017 Change
Jackson	21.6%	5.8%	15.8%	0.9%
State	39.3%	13.5%	25.8%	2.3%

Exhibit 89. Math Proficient/Above Rates for Students with IEPs and Changes between 2016 and 2017

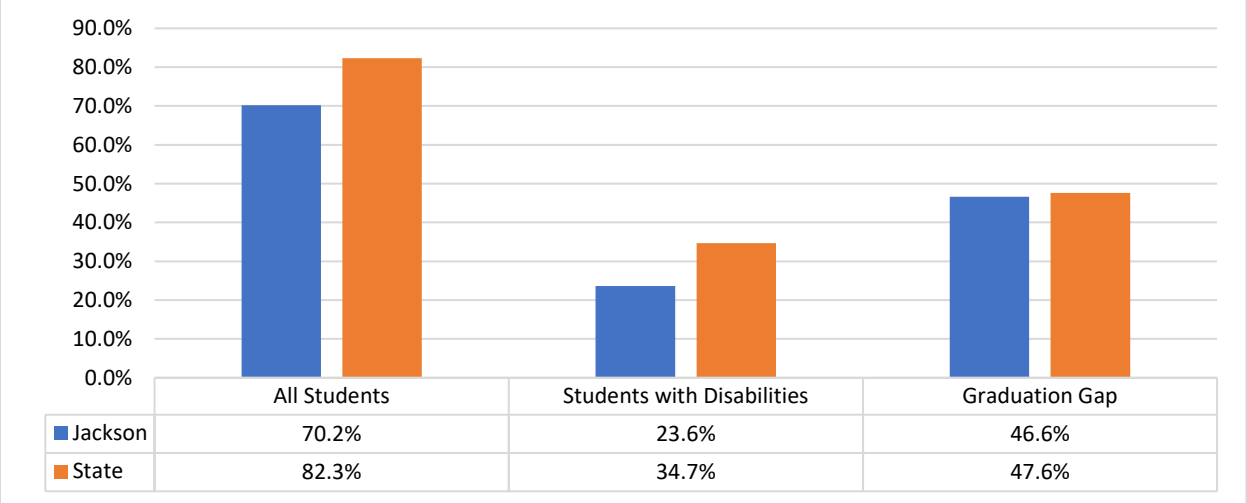


	Students without Disabilities	Students with Disabilities	Achievement Gap	SwD 2016 to 2017 Change
Jackson	16.50%	4.50%	12.0%	1.3%
State	41.00%	15.30%	25.7%	3.6%

g. Graduation and Dropouts of Students with Disabilities

- JPS's *four-year* graduation rate is 23.6 percent among students with IEPs, and about 69 or 70 percent for all students. Both groups of students have rates that are lower than the state's percentages for students with IEPs (34.7 percent) and all students (82.3 percent). JPS's gap in graduation rates between all students and students with disabilities is comparable to the gap for the state.[24] (Exhibit 90)

Exhibit 90. Percentage of Jackson/State Students with IEPs who Graduated



	All Students	Students with Disabilities	Graduation Gap
Jackson	70.2%	23.6%	46.6%
State	82.3%	34.7%	47.6%

[24] Mississippi Department of Education District Graduation and Dropout Rates for the 2017 Accountability System. (January, 2017). Retrieved from http://reports.mde.k12.ms.us/pdf/a/2017/2017%20Accoutability%20System%20District%20Graduation%20and%20Dropout%20Rates.pdf

IX. Recommendations

A. **Short-term Recommendations.** These proposals are meant to begin during the second semester of the 2017-18 school year, although we would not expect that they would be completed by the end of the school year. The timing of some recommendations will depend on whether and how quickly the school board choses a new superintendent.

1. **Clarify district instructional vision and goals**. Have the new school board and superintendent revisit the district's academic goals, reaffirm or clarify them, and communicate them throughout the organization and the community. As was indicated in the findings, the district appears to have two sets of goals. Have the school board start making a clear public case for the district's need to improve.

2. **Seek out professional development for the new school board on their roles and responsibilities**. The new school board should undergo professional development to orient them and to help them structure their work around academic improvement in the district. The Council of the Great City Schools could provide this service, as could other groups and organizations.

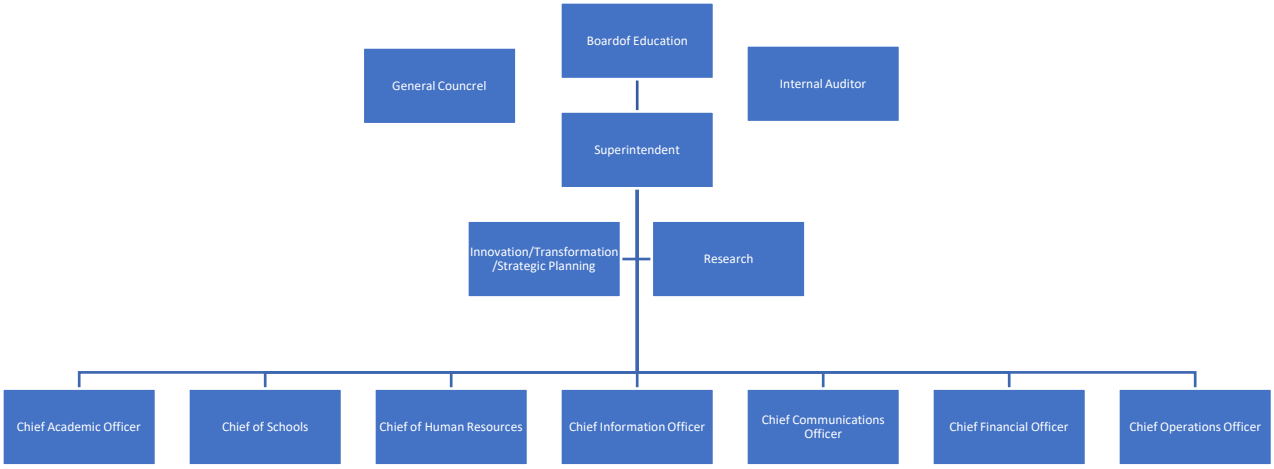
3. **Launch the search process for a new superintendent.** This process could involve vetting candidates from across the country, but it could also include consideration of retaining the current interim superintendent. The search process will be complicated by the fact that the Better Together Commission has retained additional outside consultants who may have other recommendations after a new superintendent is brought on board. The board and the commission will have to carefully consider what the effects of this might be on the willingness of high-quality candidates to accept the position.

4. **Begin developing a new district strategic plan to lay out how all reforms will be sequenced and locked together, and use the process to enhance the capacity of district leadership to design and execute short- and long-term improvement planning.** Also use the planning process as an opportunity to stabilize the district as it searches for a new superintendent or decides to name the interim as permanent. Finally, include in the planning process a strategy for redeploying some staff and resources from the central office to classrooms—when personnel are qualified and experienced in filling those roles.

5. **Restructure the central office**. To address serious disconnects and misalignments in the administrative organizational structure of the district, we recommend the structure shown in Exhibit 91. The board of education would have an internal auditor and a general counsel--both with dotted reporting lines to the superintendent. The superintendent's office would have seven line reports and two staff reports: one would be responsible for Innovation, Transformation, and Strategic Planning; and the second would be a chief of staff who would (1) oversee Research and Accountability, (2) coordinate the work of the seven departments that are responsible for the day-to-day operations of the district, (3) be the reference point for Enterprise Governance and Project Management of major district priorities, (4) serve as a liaison to the board of education, shepherd the board's agenda, and address individual board member issues, and (5) be a buffer for the superintendent. The

Council team also proposes to broaden the portfolio of the research unit to include analysis and accountability.

Exhibit 91. Proposed Organizational Structure for the Jackson Public Schools[25]



An alternative to this structure would be to combine the academic division and the schools' division under the chief academic officer. The proposed structure would be flexible enough to combine the innovation, transformation, and strategic planning staff functions and a redefined research function. The Council would retain a chief of staff position under each alternative.

A second option would be to implement an organizational structure like that above for a year or two while staff gets acclimated to the changes, and then move to a line structure where only the chief academic officer, a deputy for operations and finance, and possibly a communications director report to the superintendent.

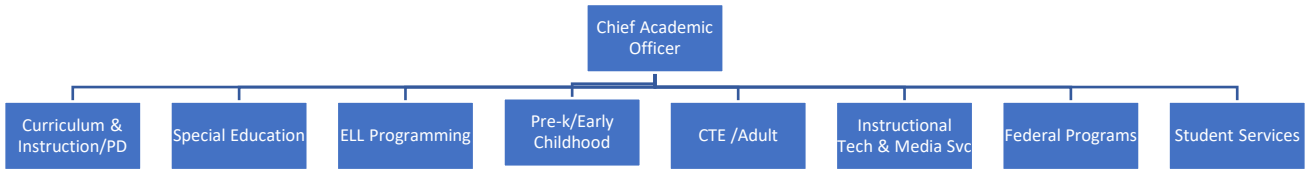
6. **Hire a chief academic officer** rather than a curriculum director to oversee all instructional functions. (See exhibit 92). Organize the unit around functions rather than around regions. Typically, a CAO has one of the largest spans of control in a school district. Under the chief academic officer place the following directors--

   a. Curriculum and Instruction
   b. Pre-K/early childhood
   c. Special Education
   d. ELL Programming
   e. Student Services
   f. Career and Technical Education/Adult education
   g. Federal Programs
   h. Instructional Technology

[25] An alternative would be to fill the deputy superintendent's position to oversee the superintendent's direct reports, but the interim superintendent might be better served by directly overseeing these functions during the reform period.

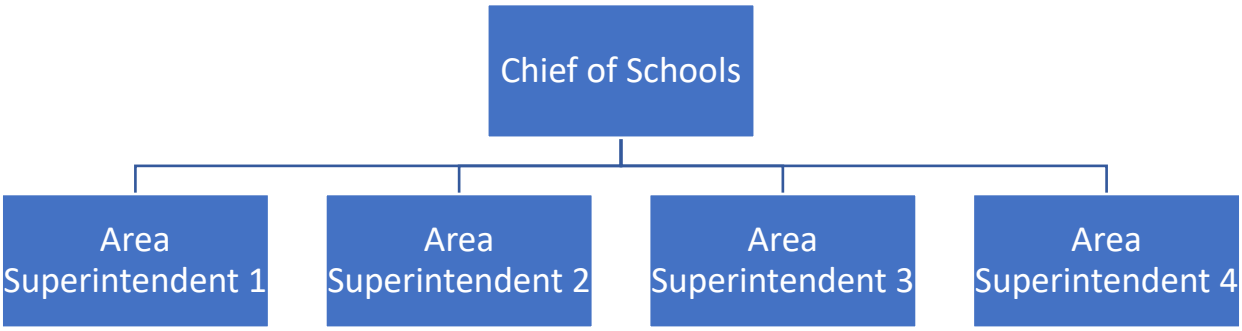
Place gifted and talented and content leads under curriculum and instruction, as well as professional development activities.

Exhibit 92. Proposed Organizational Structure for Chief Academic Officer



7. **Consider hiring or redeploying a chief of schools** who would report directly to the superintendent. Under the chief of schools would be placed area superintendents or principal supervisors and principals. Area superintendents would continue to direct, coach, and evaluate principals, but would provide more coordinated service across regions rather than having them act as independently as they currently do. See exhibit 93.

Exhibit 93. Proposed Organizational Structure for the Office of Chief of Schools

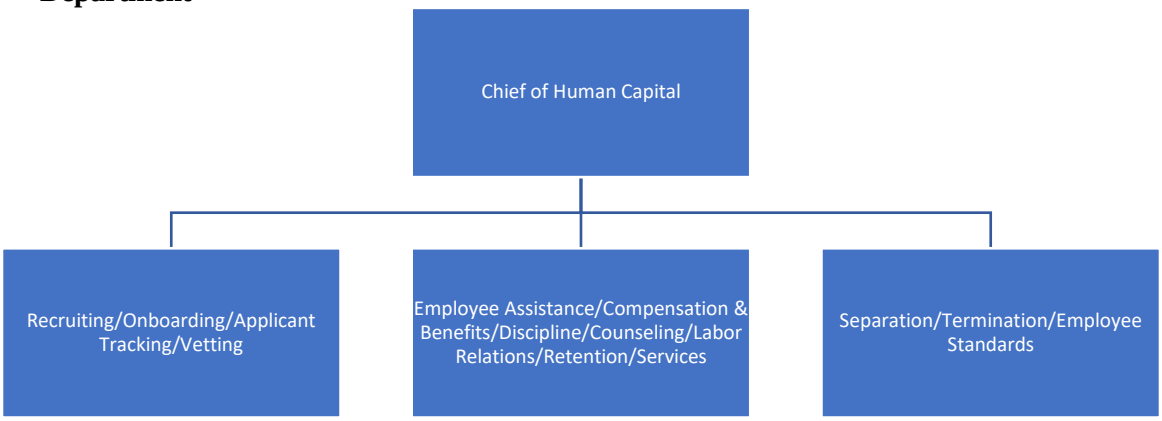


8. **Combine the district and state assessment functions, which are now divided across two offices, under the Research and Assessment Department.** Charge the unified research office with providing schools with interpretations and analysis of assessment data in a way that can inform instruction and professional development. Have the unit report directly to the superintendent. In addition, have the new department develop a calendar of regularly scheduled program evaluations. All evaluations should be built into program development and rollout, including all contracted services. Third, ensure that the department is analyzing data for school use and providing that analysis to schools. Finally, use Title I funds to retain an evaluator to assess the efficacy of intervention programs in schools receiving federal funds.

9. **Re-envision and revamp the role of the Human Resources Department.** The Human Resources Department should be transformed from an office dedicated primarily to filing paperwork and other transactional activities to one focused on and equipped to lead the

strategic work of comprehensive talent management. The department would be responsible for On-Boarding (including recruiting, vetting, and placement of new employees), Employee Services (including labor relations, employee assistance and counseling, and compensation), and Separation Service (including retirement and other separation processing). The newly revamped department should be the lead entity for recruiting and retaining high-quality teachers and other staff. The head of this office should be a direct report to the superintendent. See exhibit 94.

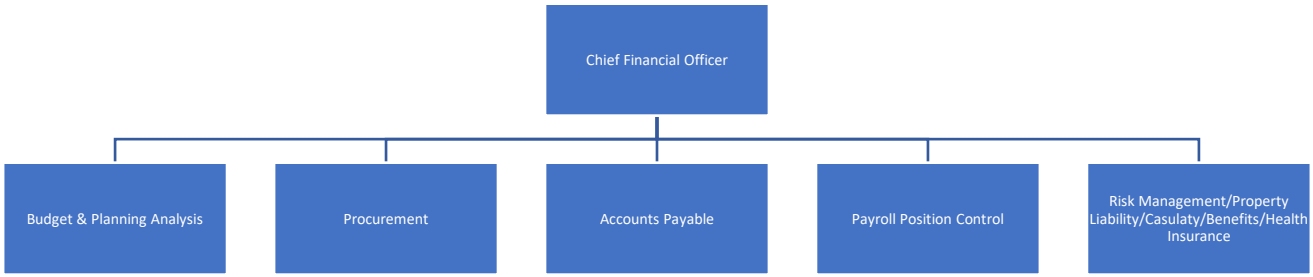
Exhibit 94. Proposed Organizational Structure of a Revamped Human Resources Department



10. **Structure the remaining operational departments** as follows—

    a. Exhibit 95 proposes a minor restructuring of the Financial Office to include a Budget Office (including analytics and planning), disbursements (including Accounts Payable and Payroll), Procurement including P-Card administration, and the inclusion of property liability, casualty, benefits, health insurance as well as Risk Management responsibilities as a direct report to the chief financial officer.

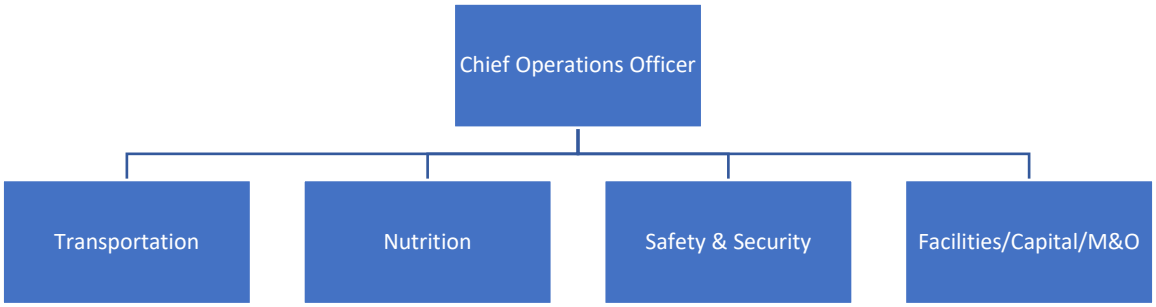
Exhibit 95. Proposed Organizational Structure of the Chief Financial Officer



    b. Exhibit 96 is a suggested organizational structure for a Chief Operating Office that would include a Facilities Department (with a Capital Division including planning, project development, engineering and construction services and a Maintenance and

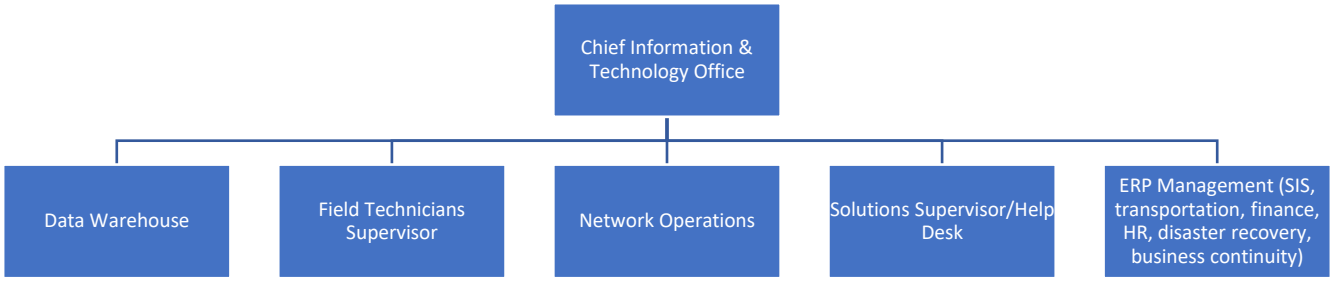
Plant Operations Division, including building engineers, custodians, skilled trades). The unit would also include directors of transportation, nutrition, and safety and security.

Exhibit 96. Proposed Organizational Structure of a Chief Operating Officer



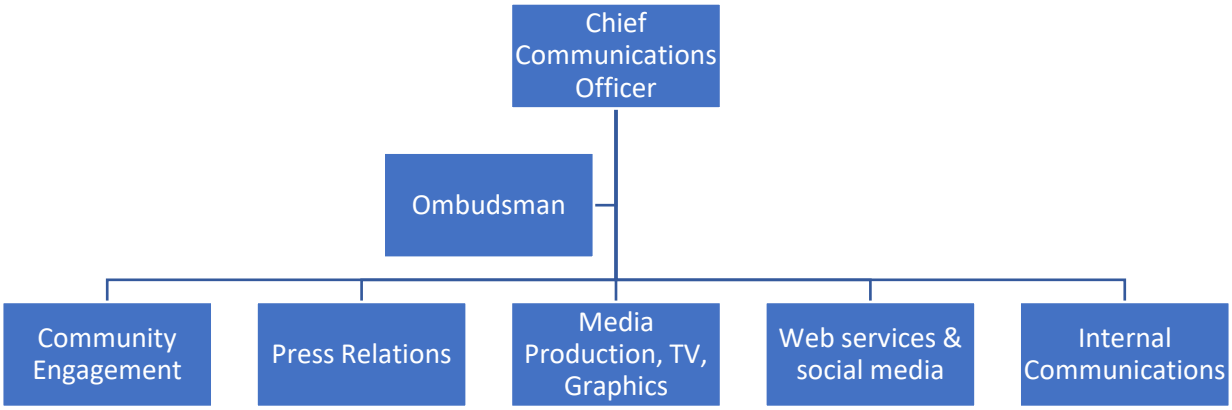
c. Exhibit 97 below suggests an IT department structure, headed by a chief of information and technology. The department might include a Data Warehouse, Field Technicians, Network Operations, Solutions and Help Desk, and Enterprise Resources Planning (including systems that support the district's Student Information, Transportation, Financial, Human Resources operations), and the development of Disaster Recovery and Business Continuity Plans that would minimize and eliminate the risk of a catastrophic data loss and protect the integrity and availability of critical systems.

Exhibit 97. Proposed Organizational Structure of the Chief Information Officer



d. Exhibit 98 below is a proposed major restructuring of the Communications Department, which would move from its "agency framework" to one that is functions and priority-based. It would also have an ombudsman, who—in a staff position—would handle and monitor public complaints and concerns, and functional divisions responsible for community engagement, and the development and implementation of an integrated internal and external communications and outreach strategy.

Exhibit 98. Proposed Organizational Structure of the Chief Communications Officer



11. **Review all instructional and operational contracts to ensure accountability clauses for results are included in each.** Any outside organizations and vendors working with the district or individual schools should be held accountable not only for the delivery of products and services, but for meeting student growth targets. The district should review current contracts to ensure such accountability, and it should create a calendar laying out the schedule of ongoing evaluation of all funded and contractual programs moving forward.

12. **Begin the process of developing in-house a new curriculum and professional development system.** This curriculum should include a clear vision of what ELA/math instruction should look like, a pacing guide/scope of sequence, exemplars of what student work should look like throughout the year, and resources/techniques to address Tier I instruction as well as misperceptions and gaps in student learning. Professional development on the new curriculum should be aligned with upcoming lessons in the pacing guides. We recommend establishing a cross-functional team, including instructional coaches, content specialists, special education staff, bilingual staff, gifted and talented program staff, expert teachers, and others to do this work. This process should be part of the longer-term effort to build stronger staff and district capacity. The Council of the Great City Schools would be pleased to review the work of the district as a new curriculum is being developed.

13. **Redefine the roles of instructional interventionists and curriculum specialists to form one pool of instructional coaches.** These coaches would have the dual role of coaching (70 percent) and compliance with folder requirements (30 percent). Have the instructional coaches report to the director of curriculum under the new chief academic officer. Identify four lead staff members from this pool (one for elementary ELA, one for elementary math, one for secondary ELA, and one for secondary math) to oversee the team of subject area coaches in each area. Provide training to all coaches for their new roles in both Tier I instruction and Tier II and III interventions. Also charge them with working on the development of a new, coherent college- and career-readiness-aligned curriculum (see recommendation above). Finally, these individuals should be the point staff in working

with teachers on the formation and direction of site-based PLCs and on job-imbedded professional development at all schools to support instruction.

14. **Begin repurposing job-alike professional development sessions.** These professional development opportunities should be grade-level and content specific. Job-alike professional development should include:

    a. just-in-time professional development that addresses concepts that will be taught in upcoming units/quarters. This would include how to address misconceptions aligned with the concept(s) that students may bring to the unit of study.
    b. a framework for how the lesson should progress from beginning to end
    c. follow-up support at some low performing schools
    d. samples of differing levels of student work on the unit that will be shared and discussed at the next session

    In addition, charge the curriculum department, in collaboration with principals, with identifying exemplary teachers to assist in the delivery of job-alike professional development sessions.

15. **Create an after-school tutoring program to support struggling schools in the short term.** We recommend establishing an after-school tutoring program starting in January in F-rated elementary and middle schools. This program should tap more effective teachers who have proven track records to help provide real-time support for students who are struggling. Consider using Kahn Academy, Starfall, and Student Achievement Partner's online mini-course on foundational literacy skills in grades K-2 as resources.[26] (They are free.) Also, keep in mind that tutors don't have to be traditional full-time teachers. Evaluate the results of this program using a pre/post-test (such as STAR), so even if results aren't captured in the April state testing, progress can be demonstrated. This evaluation will also help the district gauge the impact of the tutoring effort, and the utility of implementing it in the future.

16. **Establish cross-functional teams charged with leading the work around the most pressing district priorities.** Teams that bring together staff from different departments and levels—including district, area, and school staff—will help the district build greater cross-functional collaboration and elevate the quality of planning and execution of district objectives. We recommend establishing three such cross-functional teams, each focused on one of the following areas:

    a. Low performing schools-- surveying the needs and compiling the strategies and resources likely to improve performance at these sites
    b. Curriculum design and implementation across schools
    c. The design and establishment of a teacher and principal pipeline

B. **Longer-term Recommendations.** These recommendations are meant for implementation after this current school year is complete. Several recommendations from the previous section will also continue after this school year.

[26] The SAP on-line course begins on January 9, 2018, and runs for seven weeks, one hour per week.

17. **Begin implementing a new core curriculum after staff has developed the first few grades and boost the quality of the district's Tier I instructional program**. Provide thorough and ongoing professional development on implementation of the curriculum. Finish the work of developing a systemwide curriculum that clearly articulates what is to be taught and at what level of understanding. As part of this process, clearly articulate what the district holds "tight" and what flexibility schools have in tailoring instruction to meet the academic needs of students.

18. **While developing the curriculum for Tier I instruction, define and communicate a districtwide MTSS system in both academics and behavior**.[27]

19. **Conduct an inventory of all reading, math, and science texts being used throughout the district and make sure that they are clearly aligned to the state's academic standards.** The district's curriculum should be seen as different from the commercial programs and texts that the district uses. (The Council and some other groups can help the district determine the degree of alignment.) This alignment should also apply to professional development, summative and formative assessments, grade-level instructional units, and interventions.

20. **Identify gaps in content and rigor in the reading and math programs** that schools are using and supplement them to ensure that students have the necessary academic opportunities to access high-quality instruction and meet grade-level expectations.

21. **Develop and implement a non-evaluative, districtwide classroom walk-through procedure that focuses on the depth of instruction and use of the curriculum**. The district might think about using Student Achievement Partners' instructional practice guides. Build a process where the results of walk-throughs and samples of exemplary student work are not only shared with teachers and staff but inform the central office about how well programming is being implemented and where technical assistance and professional development need to be shored up.

22. **Begin the process of building a teacher/principal and principal supervisor pipeline program**. To address the district's teacher shortage and high turnover rates, charge leadership with designing and building a pipeline program to identify and develop future teachers and school leaders. Examples of urban district pipelines that may provide a model for the design of such a pipeline program include those in Charlotte-Mecklenburg, Des Moines, and the District of Columbia.

23. **Address teacher retention through improved teacher support and professional development.** The district should develop a districtwide strategy for boosting teacher retention. This work should start by addressing the needs of new teachers and equipping them to succeed. For example, professional development for new teachers should be mandatory, and needs to begin before the start of their initial school year, with refresher courses and sessions that grow in depth provided throughout the year.

[27] See Council of the Great City Schools. *Common Core State Standards and Diverse Students: Using Multi-tiered Systems of Support*. Washington, D.C.: October 2012.

24. **Continue the work of overhauling the district's professional development offerings.** Build professional development around district academic priorities, curtail menu-driven options, mandate some districtwide professional development that involves implementation of the curriculum (but pay for teacher time), and expand the use of professional learning communities to provide ongoing support to teachers. In overhauling the district's professional development, design the new system to be differentiated according to teacher expertise, previous training, experience, and need. Evaluate it for fidelity of implementation and effects on student outcomes.

25. **Identify pockets of excellence throughout the district and use the lessons to expand best practices throughout the district.** In addition to having exemplary teachers help deliver job-alike professional development, district leadership should work to identify promising programs or practices being implemented in high-achieving schools, and it should build on this work by having staff at these school sites collaborate with their peers. This will help spread effective instructional practice not only across schools, but across the four area offices.

26. **Reinstate a professional teacher recruiter**. Another step the district should take to prioritize talent development is to hire or redeploy a teacher recruiter. The team heard that this role once existed, but it was not deemed effective. We recommend re-instating this role, but ensuring that this recruiter is experienced, can communicate with principals and department heads about their needs, and is equipped to effectively reach out to candidates throughout Mississippi and beyond. This staff member should also be held accountable for the numbers of individuals recruited, their qualifications, and how long they stay in the district.

27. **Charge the new chief of schools, if the district decides to go in that direction, with normalizing instructional practices across areas** rather than having each area operating as independently as they do now. Also curtail as much of the non-instructional responsibilities of the principal supervisors as possible to allow them to emphasize instructional leadership. The school districts of Broward County (FL) and Des Moines (IA) provide excellent examples of how this might be done.

28. **Ensure that the 90-minute literacy instructional block and the 60-minute math block are more uniformly implemented from school to school.**

29. **Provide teachers and administrators with guidance on what to look for in student work,** how the complexity of student work should increase during the school year, and how to assess and improve instruction based on that work.

30. **Improve long-term support for struggling schools.** For F schools, consider lengthening the school day.

31. **Expand how the district thinks about boosting the achievement of low-performing students** so they are not putting so much emphasis on students in performance level 1 and stacking up students in performance level 2. Begin creating push-in models and tutorials for low-performing students rather than relying so heavily on pull-out instructional models.

32. **Determine why students with an OHI disability were being placed in less inclusive classroom settings** than other students and develop a strategy for correcting the situation.

33. **Conduct a review of the reasons why students with disabilities have such low graduation rates** and take steps to reverse the trend. Consider a broader use of co-teaching models in classrooms with students with disabilities. Provide broader training for special education and general education teachers on the effective use of co-teaching.

34. **Develop a professional learning community among the schools with the highest numbers of English language learners** to boost technical assistance and professional development for the teachers who work with these students.

35. **Create a common menu of intervention programs** based on effectiveness research from which schools can choose. Provide guidelines and training on which interventions are most effective in which circumstances and professional development on their use.

36. **Overhaul the school improvement planning process to ensure that each school plan actually has a strategy for improvement**. Create a sign-off process that is built around more than compliance with federal law.

37. **Conduct a thorough review of the training, staffing, and professional development that is offered to Advanced Placement teachers**. Based on results, overhaul the program to ensure that more students are scoring higher on AP tests.

38. **Consider building student outcome variables to some extent into the personnel evaluation and accountability processes of the superintendent, senior staff, and principals**.

39. Once the district's academic goals are set, **build out the emerging balanced score-card system to assess annual progress on the goals**. These key performance indicators should be the data around which the school board builds its ongoing monitoring role.

40. **Consider eliminating the Kirkland assessment.** This announcement could come this year and be executed next year. The district has other measures it could use to gather much the same kind of information.

X. Synopsis and Discussion

The Jackson Public Schools asked the Council of the Great City Schools to conduct a high-level review of the school system as part of the district's efforts to reform and improve. The impetus for the request was the threat of a state takeover of the school system, following a series of state audits that found the district out of compliance on numerous requirements.

The Council focused its examination on the instructional program of the school system, but the team also considered the organizational structure of the school district, analyzed overall staffing levels and broad spending patterns, and assessed student achievement.

The examination of student performance trends included both state data and formative assessment results. In addition, the Council was able to translate state test score data into NAEP scale scores to compare Jackson with other major city school systems participating in the Trial Urban District Assessment of NAEP. This conversion also allowed the Council to examine the performance of Jackson students in reading and math after holding constant the district's racial and poverty levels.

Furthermore, the Council was able to compare the Jackson Public Schools on a series of key performance indicators on which the organization has collected data across its membership. This allows the organization to provide the school district with comparisons with other major cities, the state, and the nation that other groups are not be able to provide.

To be sure, JPS faces considerable challenges, but it also has important assets that it can use to improve. Central among these assets is a new school board, appointed by the mayor, which is unified in their determination to move the system forward. The board and many in the district's leadership recognize that they have a unique opportunity to overhaul the school system and get it on the right track.

In addition, the district is generously staffed with many talented people, although it does have fewer teachers than one would expect of a district with Jackson's enrollment. And the city school district has a considerable number of partners who work with the system on many initiatives.

At the same time, the district is putting new emphasis on its instructional mission. After several years of not having a central office curriculum unit, the interim superintendent has reinstituted an instructional office at its headquarters. The school system also has Advanced Placement courses in every high school, which many urban school systems nationally cannot claim, although the courses in Jackson are not producing the results that anyone wants. In addition, the district is expanding its PBIS system to get a better handle on student discipline issues.

The reading and math achievement of poor, African American students in Jackson compares favorably with similar students in other major urban school systems. This may be faint praise, however, since the nation's urban school systems have not always provided these students

with the opportunities they need; on the other hand, the results suggest that the district has instructional assets that it can leverage to obtain better results.

Still, the school district is not currently set up to succeed in the way many want, as evidenced by several issues. First, the district has not made it clear yet where it is going, and it has multiple sets of goals that its leaders need to reconcile. As we have seen in numerous other major city school districts, this clarity of vision and purpose is critical to aligning efforts, building buy-in, and moving a school system forward. So far, the district has not made that direction clear.

Second, the school system is very poorly organized and ill-equipped to attain any goals. As a matter of fact, the Council has never seen one of its member urban school districts as poorly structured as Jackson. While school districts can function adequately under various structures, in this case the district's organizational structure actively discourages collaboration. Reporting lines have been defined around who can get along with each other rather than clear lines of authority or purpose.

In addition, we did not see organizational charts for any department that were structured around the basic functions. Most importantly, the organization was not structured to meet or aligned behind any clear set of academic priorities.

Third, the school system's instructional program is not as well defined as it needs to be to adequately inform teachers about what they need to be teaching and at what level of rigor and depth. In addition, the district's academic priorities, such as they are, are unevenly implemented across the district in part because of how it is organized.

Fourth, the district has very weak systems for retaining good staff, recruiting new staff of high quality, or improving the capacity of the people it does have. Professional development throughout the system is poorly defined, not built around systemwide academic priorities, and is not timely in its delivery. In short, the district has little way to improve the capacity of its own people to produce better results.

Fifth, the school district produces pretty good data, but it is poorly used to inform the instructional practices of teachers and coaches. The district is moving towards a balanced scorecard system that shows a great deal of promise, but it also needs more fine-grained data to inform classroom instruction.

Finally, the school district lacks any meaningful form of accountability. It evaluates its people to be sure, but none of the evaluations are tied even to a small degree to measures of student progress.

The combination of these liabilities easily explains why the system has not made any more progress than it has. Our work with large urban school districts across the country underscores the fact that each of these factors—clear vision and goals; strategic organizational structure; coherence in a district's curriculum and instructional programming; effective staff recruitment, retention, training, and support; the use of data to inform and improve instructional practice; and effective accountability systems—must be in place for a school system to make convincing improvement in

student outcomes. In fact, the Council has never seen an urban school system improve when these factors are not in sync and working properly.

With this in mind, the Council of the Great City Schools has prepared recommendations that could help Jackson tackle their issues in the short and long-term. It will take some time to get everything into place, but we believe that Jackson has the assets and commitment to provide its students with a world-class education. The Council is ready and eager to help the school system as it undertakes this effort to reform and improve.

Attachment A. Key Performance Indicators

Exhibit A.1. Pre-K Enrollment as a Percent of Kindergarten Enrollment, 2015-16

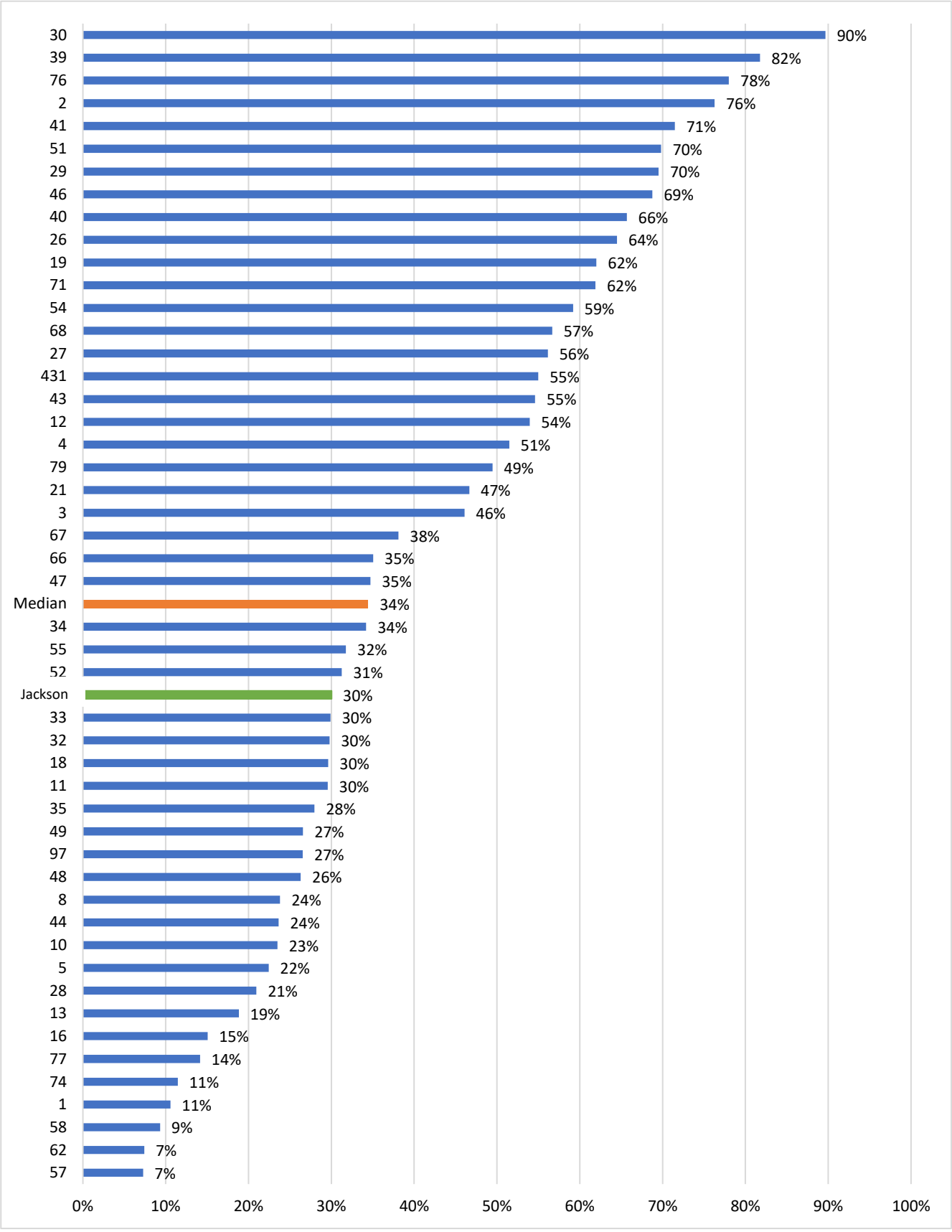


Exhibit A.2. Percentage of Ninth Grade Students Who Failed One or More Core Courses, 2015-16

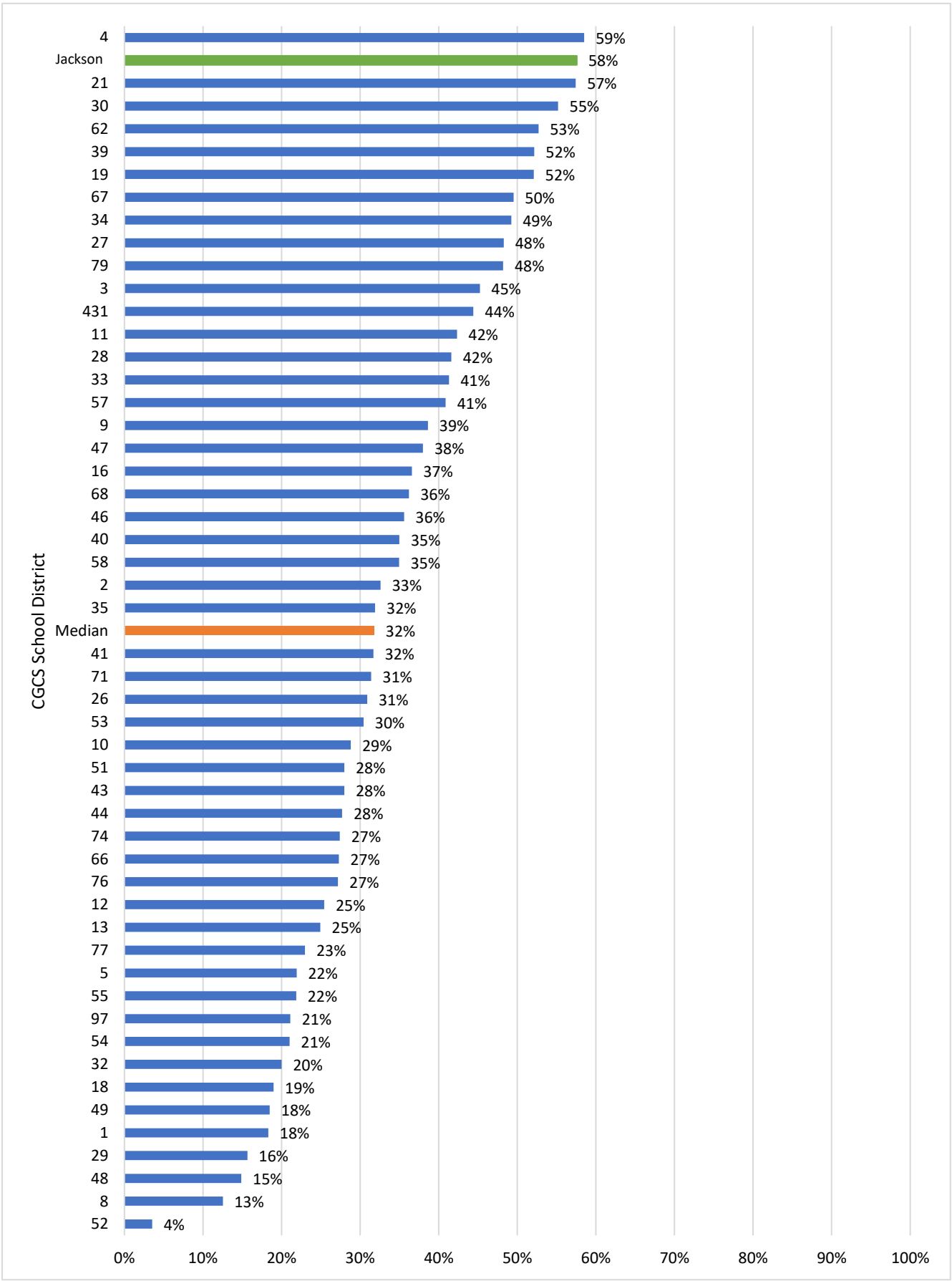


Exhibit A.3. Percentage of Ninth Grade Students with B Average GPA or Better in All Grade Nine Courses, 2015-16

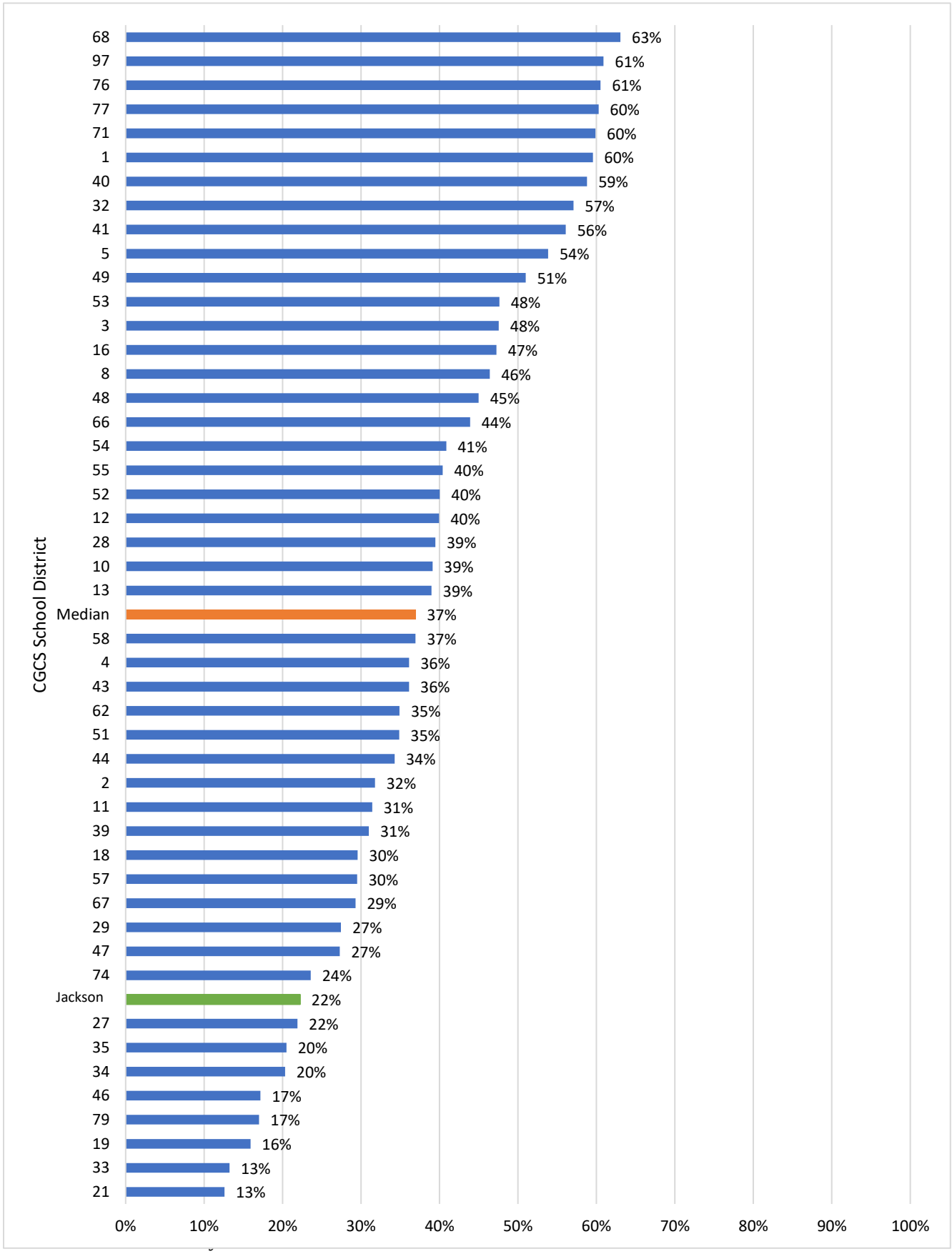


Exhibit A.4. Percentage of Students who Completed Algebra I/Integrated Math by the End of Ninth Grade, 2015-16

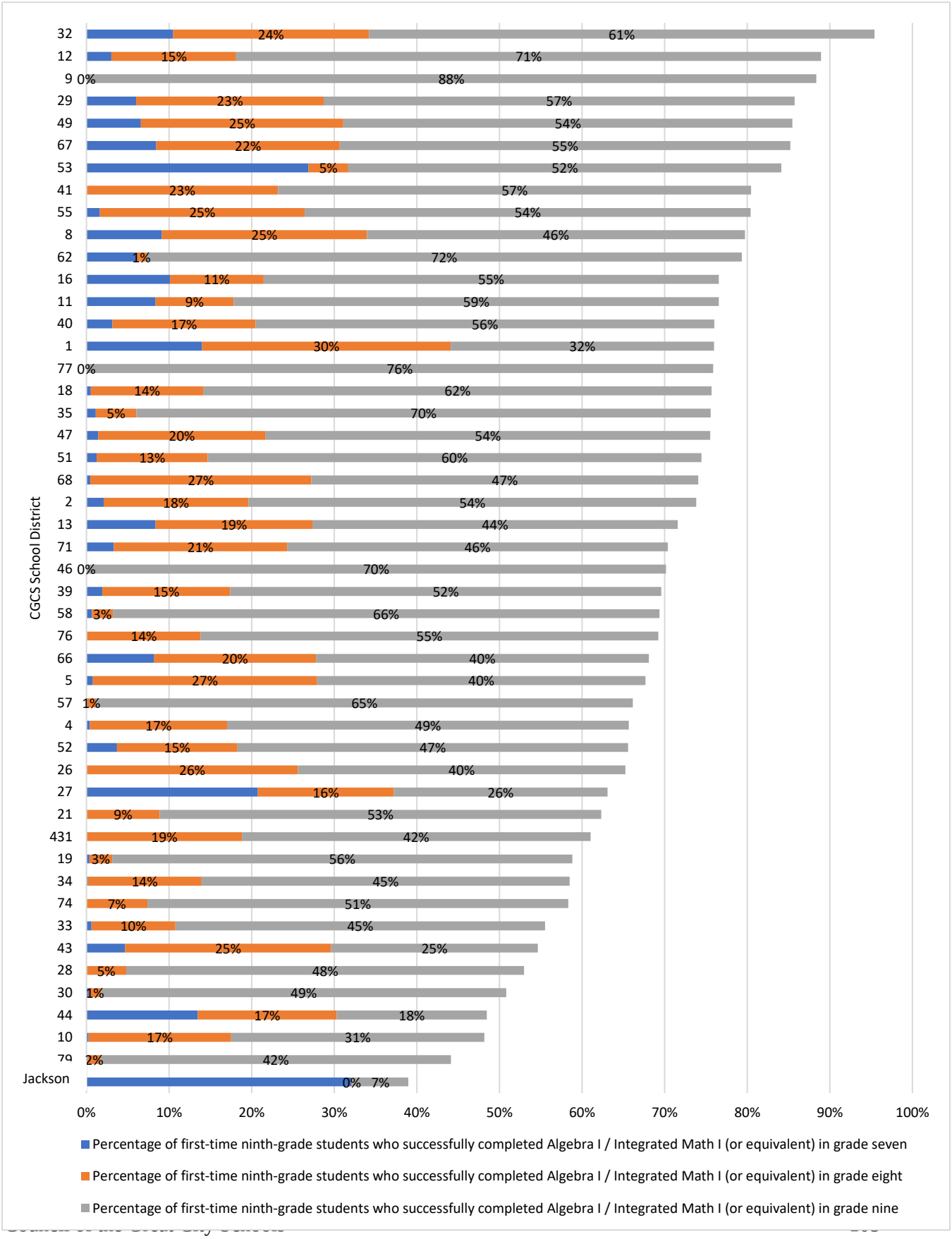


Exhibit A.5. Percentage of Secondary Students Who Took One or More AP Courses, 2015-16

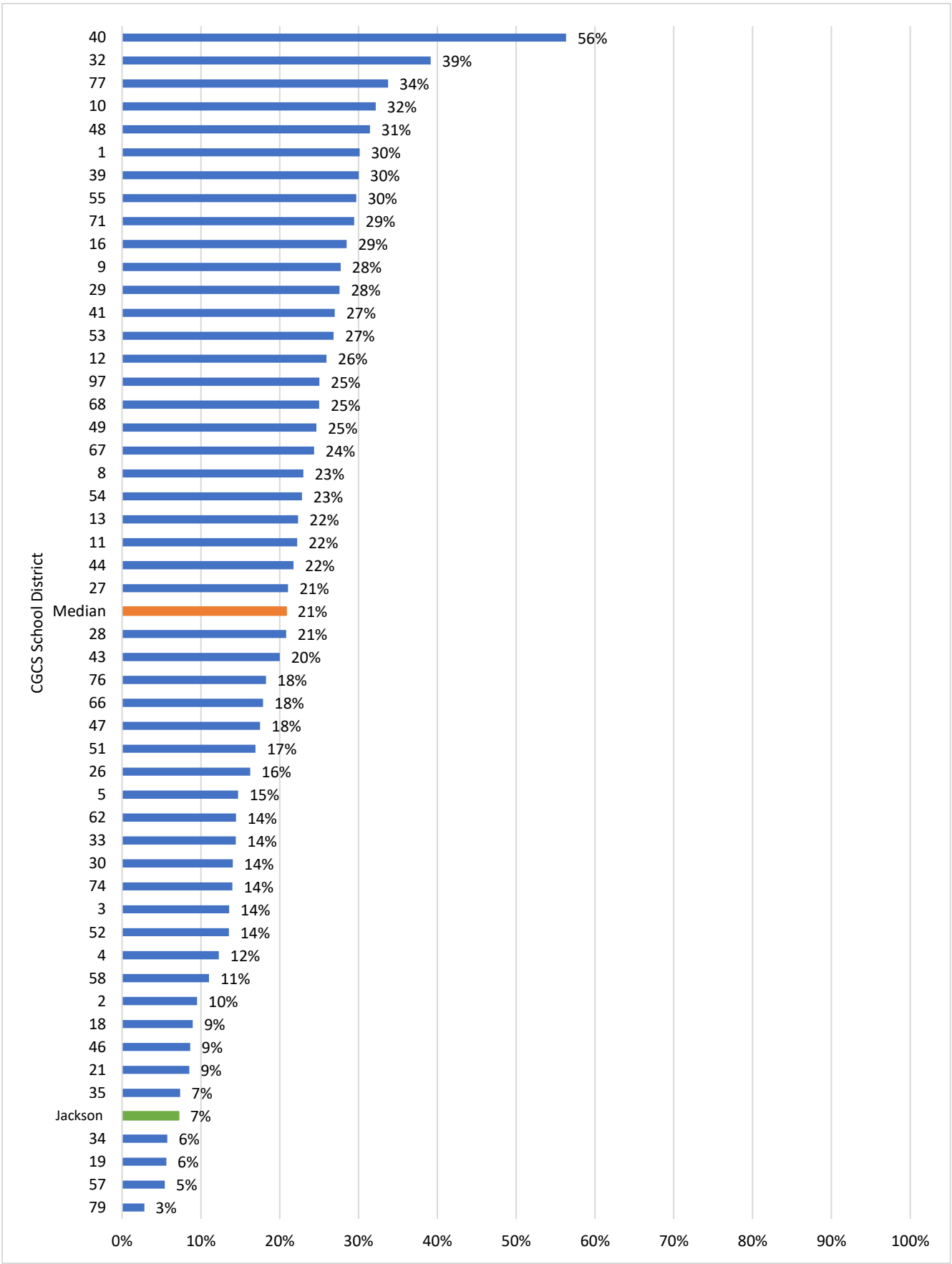


Exhibit A.6. Four Year Cohort Graduation Rate Using Methodology Required for State Reporting, 2015-16

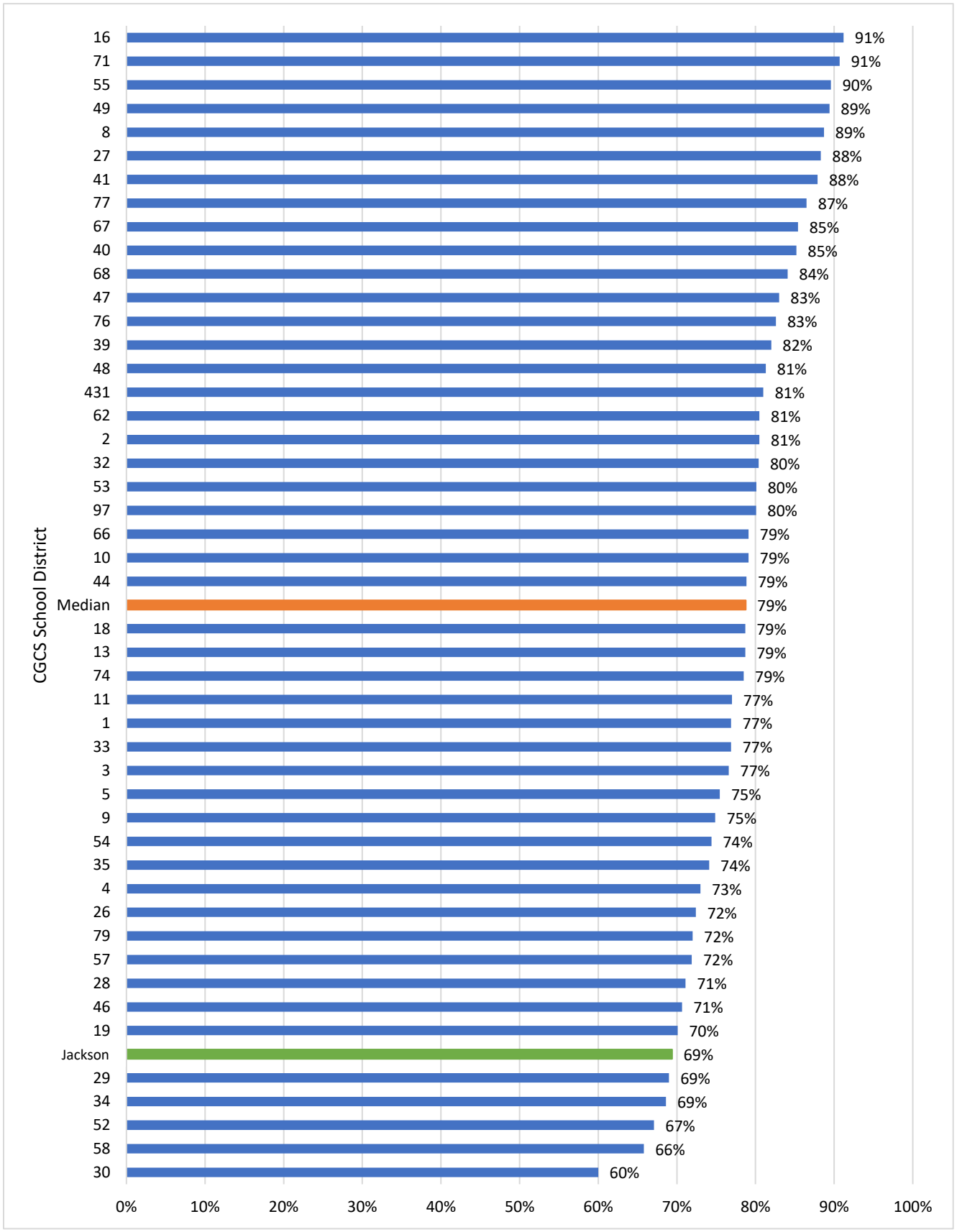


Exhibit A.7. Percentage of all Third Graders who Missed School, by Total Number of Days Missed over the School year, 2015-16

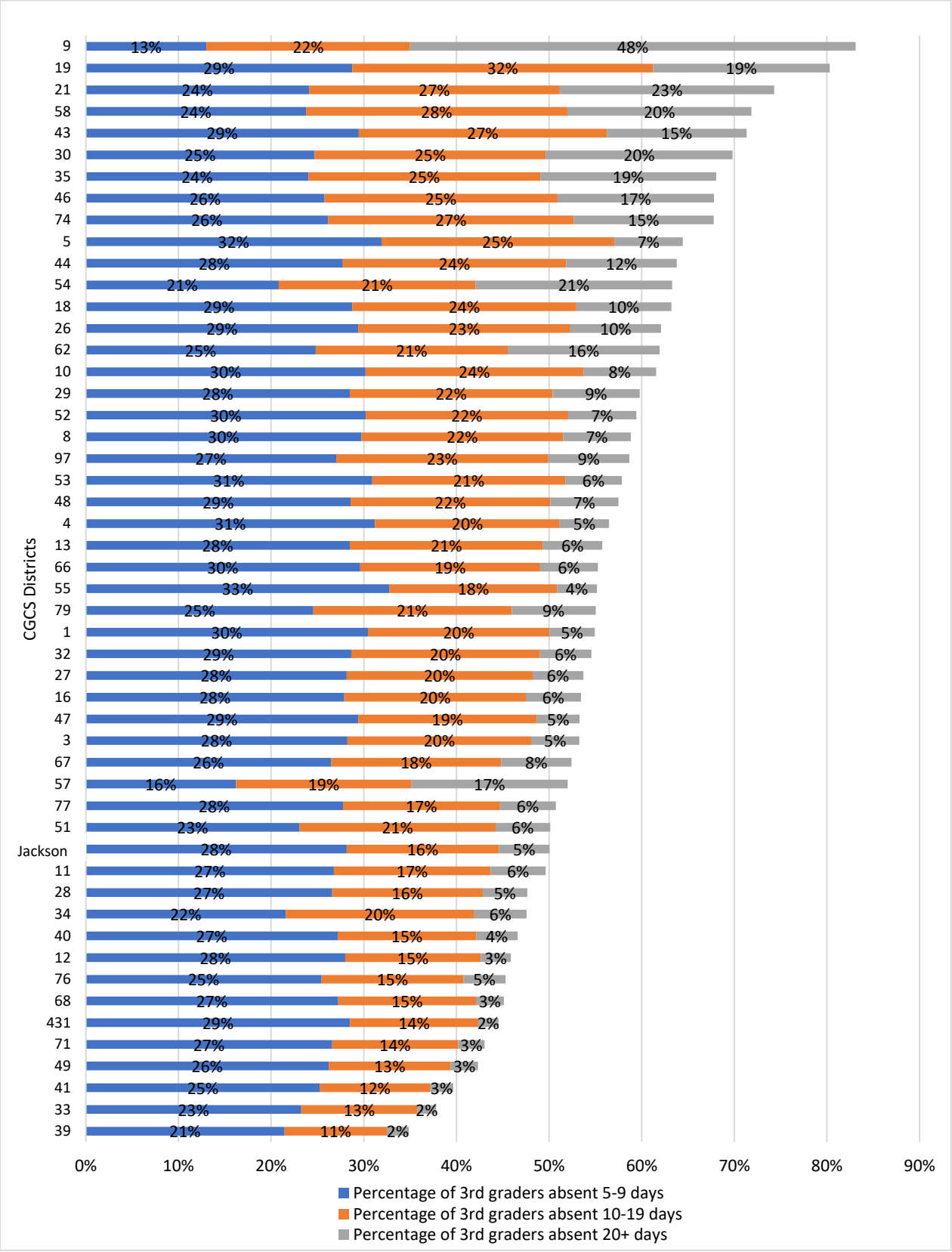


Exhibit A.8. Percentage of all Sixth Graders who Missed School, by Total Number of Days Missed over the School year, 2015-16

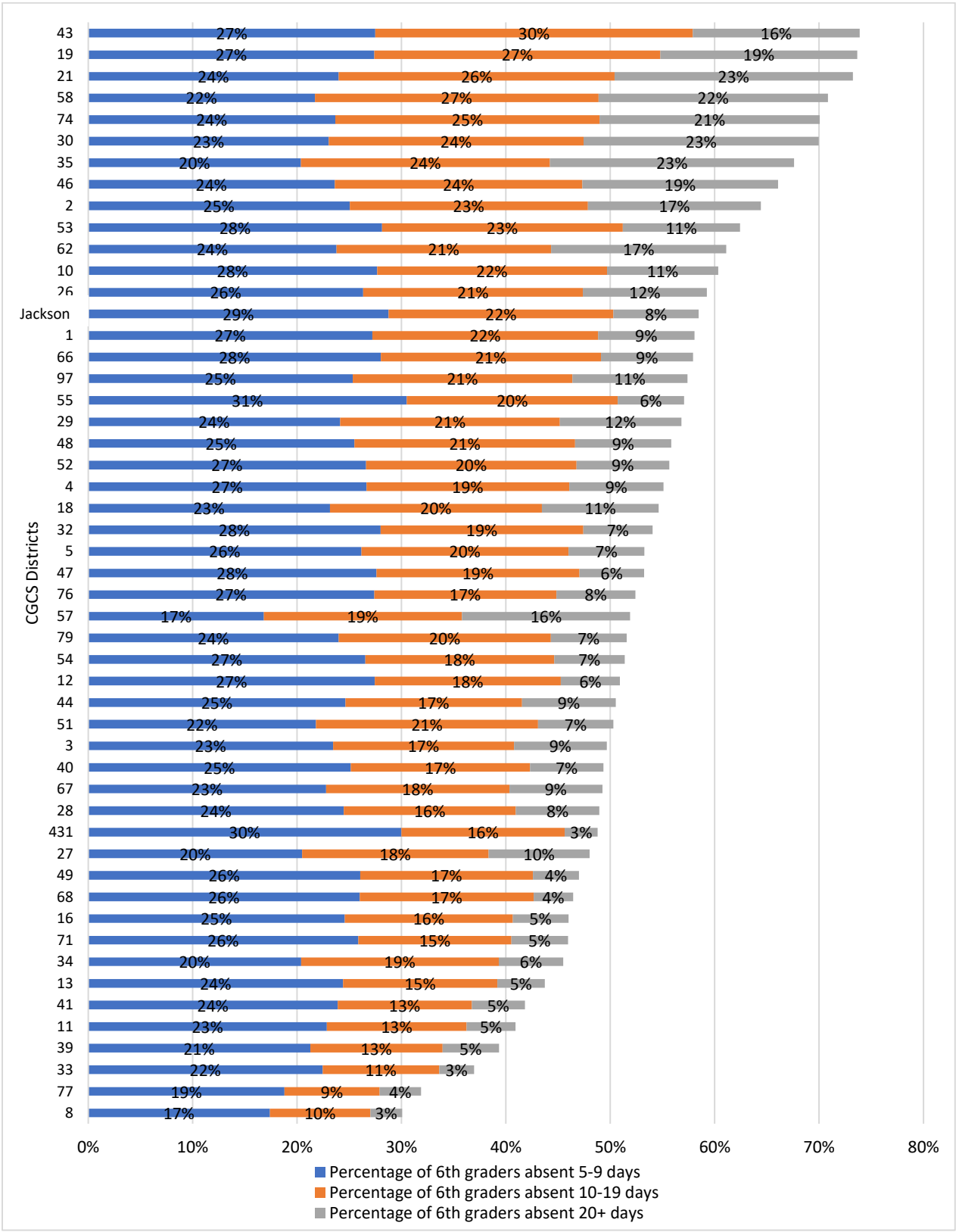


Exhibit A.9. Percentage of all Eighth Graders who Missed School, by Total Number of Days Missed over the School year, 2015-16

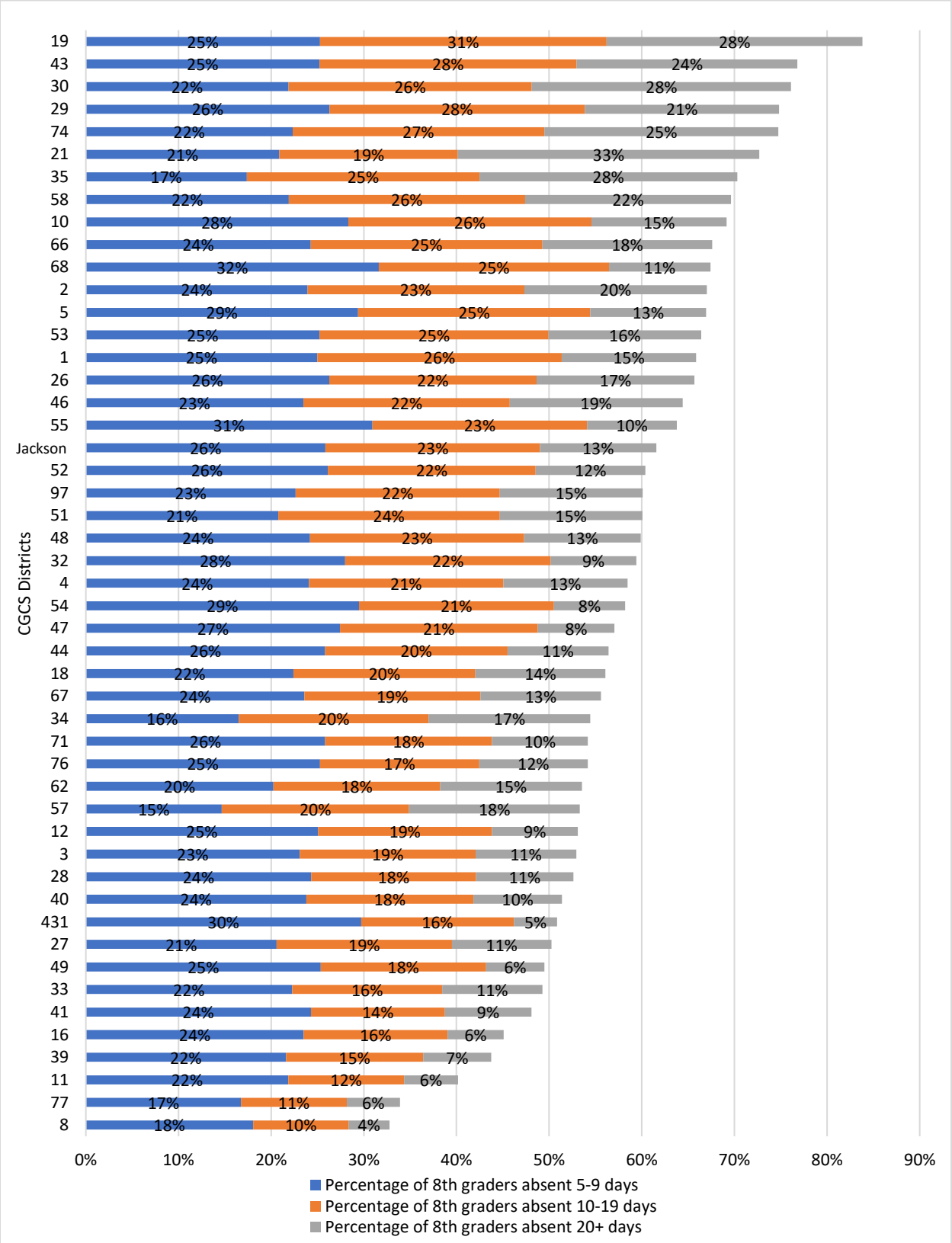


Exhibit A.10. Percentage of all Ninth Graders who Missed School, by Total Number of Days Missed over the School year, 2015-16

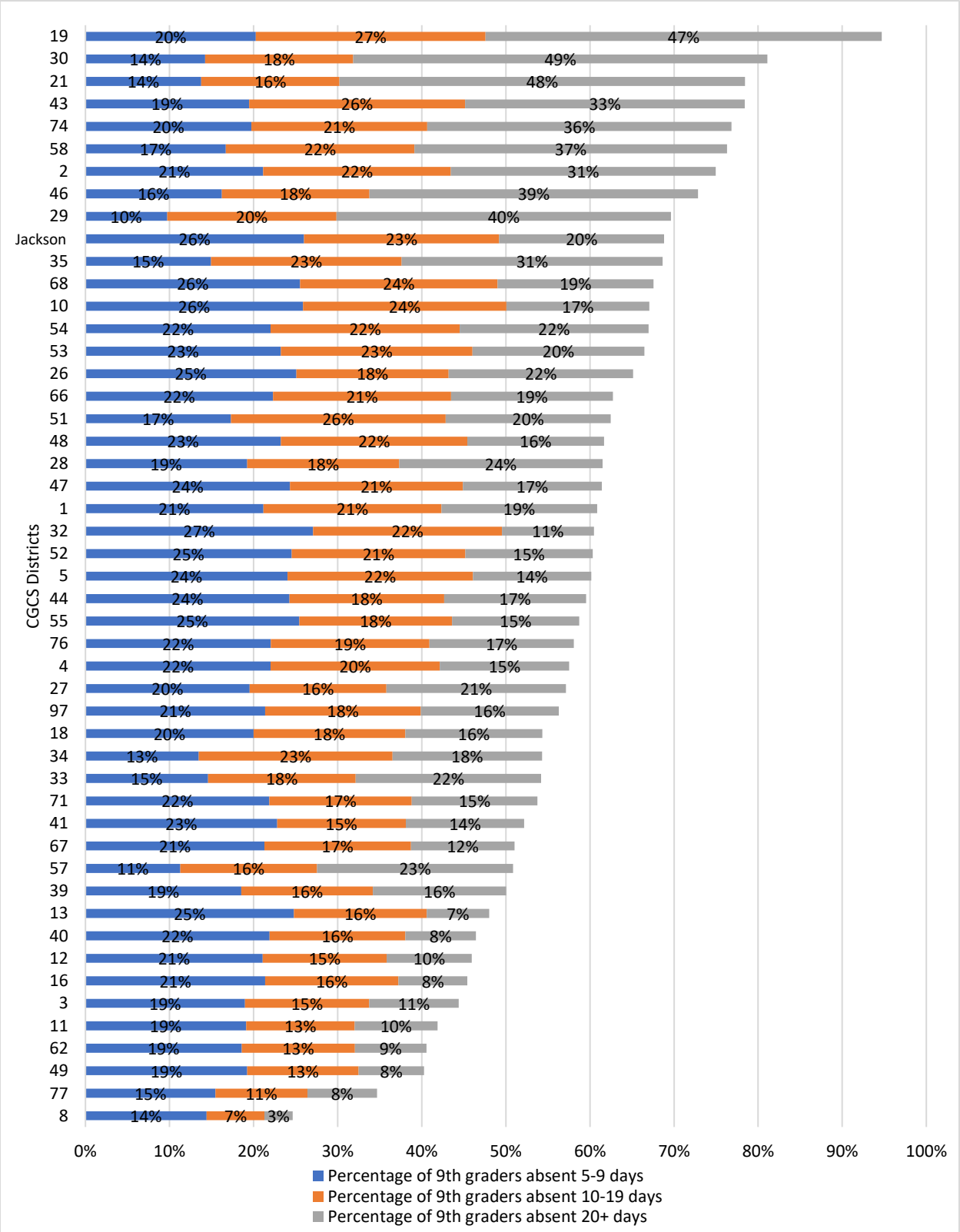


Exhibit A.11. Percentage of Students with Out-of-School Suspensions by Total Number of Days Suspended for the Year, 2015-16

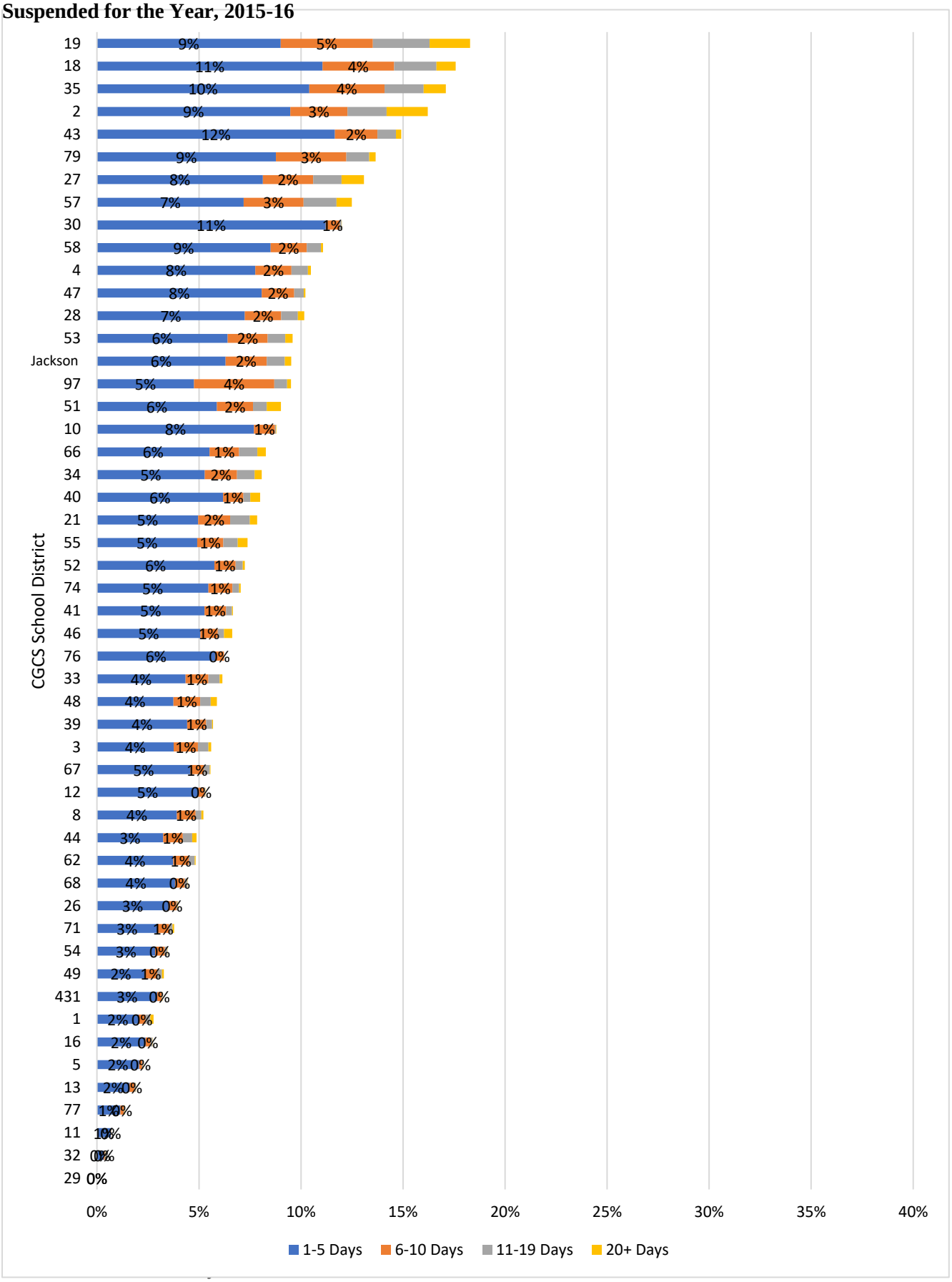
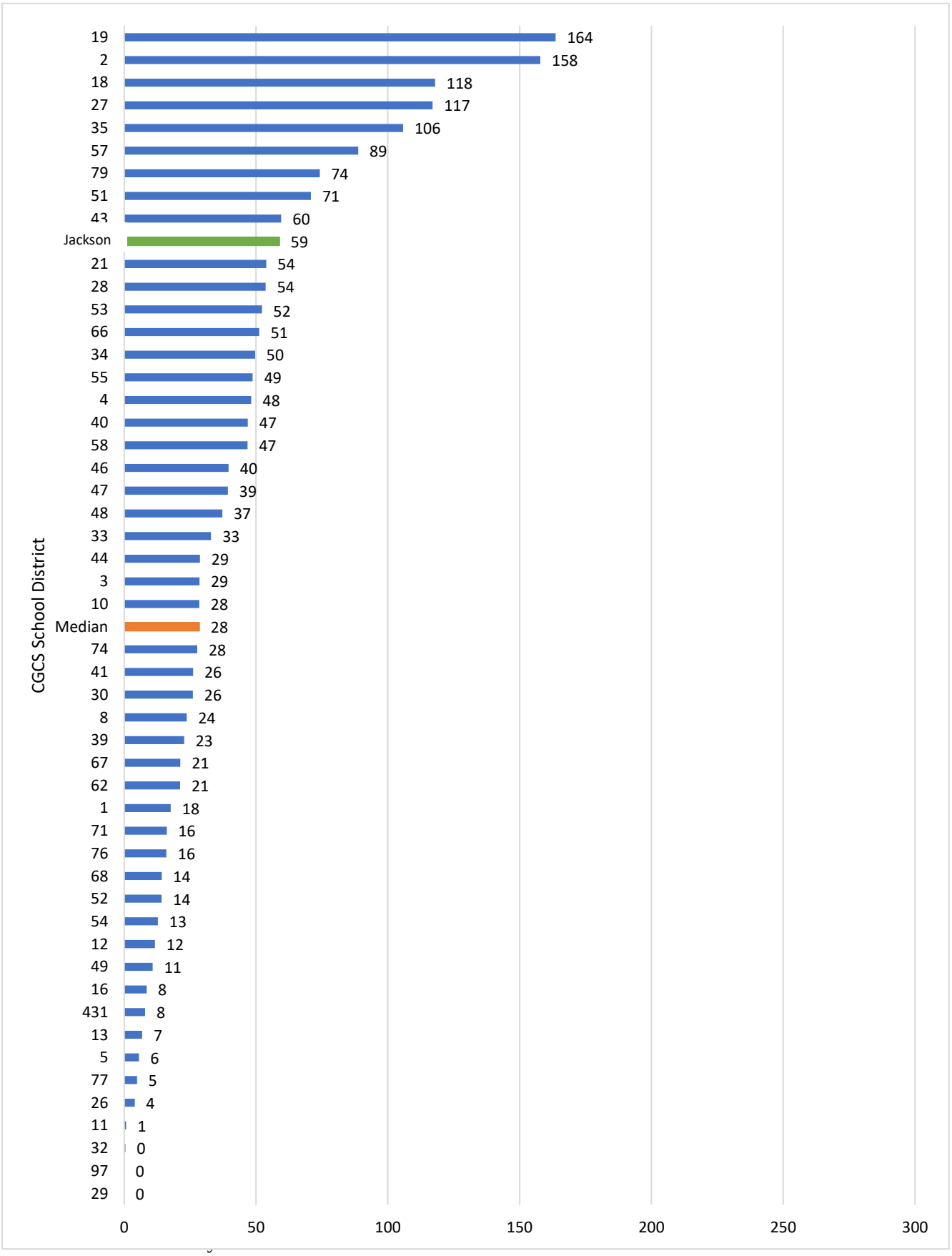


Exhibit A.12. Number of Instructional Days Missed Due to Out-of-School Suspensions per 100 Students, 2015-16



Attachment B. All Other Support Services Staffing Levels

Position	District Staff - All Other Support Services	School Staff - All Other Support Services
ASSISTANT, FOOD SERVICE	5.00	94.00
ASSISTANT, SAFETY A	7.00	0.00
ASSISTANT, SAFETY B	5.00	0.00
ATTENDANT, BUS	29.00	0.00
ATTENDANT, BUS EXCEPTIONAL ED.	19.00	0.00
ATTENDANT, SERVICE STATION	4.00	0.00
BUS DRIVER, DOUBLE RUN	1.00	0.00
BUS DRIVER, QUAD RUN	181.00	0.00
BUS DRIVER, TRIPLE RUN	32.00	0.00
BUS DRIVER/MECHANIC	2.00	0.00
BUS DRIVER/TRAINER	3.00	0.00
CARPENTER II	6.00	0.00
CARPENTER III	12.00	0.00
CASHIER	1.00	39.00
COMMANDER, SWORN	1.00	0.00
COOK	3.00	87.00
COOK, LEAD	2.00	46.00
CREW FOREMAN, SITE CARE	1.00	0.00
CUSTODIAN, ADMINISTRATIVE BLDG.	2.00	2.00
CUSTODIAN, HEAD ADMINISTRATIVE BLDG.	3.00	0.00
CUSTODIAN, HEAD ELC	1.00	0.00
CUSTODIAN, HEAD SCHOOL BLDG.	4.00	57.00
CUSTODIAN, LEAD ADMINISTRATIVE BLDG.	2.00	0.00
CUSTODIAN, LEAD SCHOOL BLDG.	0.00	20.00
CUSTODIAN, SCHOOL BLDG. XTNDD DAYS	8.00	131.00
DELIVERYMAN, WAREHOUSE	7.00	0.00
DISPATCHER	3.00	0.00
DISPATCHER, TRANS. (SCHOOL YR)	1.00	0.00
DISPATCHER/MONITOR, SECURITY A	6.00	0.00
DISPATCHER/MONITOR, SECURITY C	3.00	0.00
ELECTRICIAN, JOURNEYMAN	3.00	0.00
ELECTRICIAN, MASTER	5.00	0.00
FOREMAN, CUSTODIAL	4.00	0.00
HEATING/COOLING JOURNEYMAN	4.00	0.00
HEATING/COOLING, MASTER	8.00	0.00

LEAD WAREHOUSE WORKER, FOOD SERVICE	1.00	0.00
LOCKSMITH	2.00	0.00
MANAGER I, FOOD SERVICE	2.00	18.00
MANAGER II, FOOD SERVICE	1.00	27.00
MANAGER III, FOOD SERVICE	0.00	7.00
MECHANIC	4.00	0.00
MECHANIC, MASTER	2.00	0.00
MECHANIC, MASTER TRANSPORTATION	3.00	0.00
MECHANIC, SITE CARE	1.00	0.00
MECHANIC, TRANSPORTATION	6.00	0.00
OPERATOR I, EQUIPMENT	11.00	0.00
OPERATOR I, OFFSET EQUIPMENT	5.00	0.00
OPERATOR II, OFFSET EQUIPMENT	1.00	0.00
PAINTER II	2.00	0.00
PAINTER III	6.00	0.00
PLUMBER, JOURNEYMAN	3.00	0.00
PLUMBER, MASTER	3.00	0.00
SAFETY OFFICER	3.00	58.00
SAFETY OFFICER, CAMPUS ENFORCEMENT	2.00	0.00
SAFETY OFFICER, EXTNDD DAYS	7.00	0.00
SAFETY OFFICER, PATROL B	2.00	0.00
SAFETY OFFICER, PATROL C	2.00	0.00
SAFETY OFFICER, YR RND	8.00	0.00
SATELLITE DRIVER, FOOD SERVICE	0.00	1.00
SERGEANT, SECURITY PATROL A	6.00	0.00
SERGEANT, SECURITY PATROL B	1.00	0.00
SERGEANT, SECURITY PATROL C	1.00	0.00
SERVICEMAN, VEHICLE	1.00	0.00
SPECIALIST I, COMPUTER	1.00	0.00
SPECIALIST I, ELECTRONICS	1.00	0.00
SPECIALIST I, INSTRUCTIONAL TECHNOLOGY	2.00	0.00
SPECIALIST II, ELECTRONICS	1.00	0.00
TECHNICIAN I, PREVENTIVE MAINTENANCE	1.00	0.00
TECHNICIAN II, ITV PRODUCTION	1.00	0.00
TECHNICIAN III, GLASS	1.00	0.00
TECHNICIAN, COMPUTER LAB TITLE I	0.00	11.00
TECHNICIAN, ELECTRONICS SECURITY	2.00	0.00
TECHNICIAN, FINGERPRINT	1.00	0.00

TECHNICIAN, PREVENTIVE MAINTENANCE	2.00	0.00
TECHNICIAN, TECHNOLOGY PREP.	0.00	4.00
TECHNICIAN, TECHNOLOGY SUPPORT	2.00	0.00
ZONE COMMANDER, SECURITY B	1.00	0.00
Total	**480.00**	**602.00**

Attachment C. List of Materials Reviewed

- Advanced Placement Course Enrollment by Schools
- Advanced Placement Subject Score Roster (2017)
- Students Enrolled in AP Courses
- Organizational Structure (Superintendent)
- Organizational Structure: Business Office
- Organizational Structure: Human Resources
- Organizational Structure: Research, Evaluation, and Assessment
- Organizational Structure: Assistant Superintendents
- Organizational Structure: District Counsel
- Organizational Structure: Public and Media Operations
- Organizational Structure: Student Academic and Behavioral Support
- Organizational Structure: Campus Security
- Organizational Structure: Food Service Department
- Organizational Structure: Information Technology Services
- Organizational Structure: Advanced Learning
- Organizational Structure: Athletics
- Organizational Structure: Federal Programs
- Organizational Structure: Property Accounting
- Organizational Structure: Facilities and Operations
- Jackson Public Schools Strategic Plan
- District Professional Development Plan 2017-2018
- 3rd Grade Math – MAP (2016-2017)
- 4th Grade Math – MAP (2016-2017)
- Algebra I -MAP (2016-2017)
- 5th Grade Math – MAP (2016 -2017)
- 6th Grade Math – MAP (2016-2017)
- 7th Grade Math – MAP (2016-2017)
- 8th Grade Math– MAP (2016 – 2017)
- 3rd Grade ELA – MAP (2016-2017)
- 4th Grade ELA – MAP (2016-2017)
- English II - MAP (2016-2017)
- 5th Grade ELA – MAP (2016 -2017)
- 6th Grade ELA – MAP (2016-2017)
- 7th Grade ELA – MAP (2016-2017)
- 8th Grade ELA– MAP (2016 – 2017)
- District Magnet Plan Information
- Number and Percentages of Students Participating in the District Gifted/Talented Program

- Number and Percentages of Students Participating in the Exceptional Education Services Program
- Description of the Process to Evaluate Principal and Principal Supervisors
- Building Level/Principal Evaluation Form
- Mississippi Educator & Administrator Professional Growth System (Administrator Growth Rubric)
- Description of the Process Used to Evaluate Central Office Leaders
- Administrative/Special Assignment Evaluation Report
- School Accountability Status (Three Year Trend)
- Board Agenda and Minutes
- List of the Board of Trustees, Superintendent and Attorneys
- District's Curriculum Guides Mathematics (3^{rd}, 7^{th}, Algebra One, includes holistic pacing guide) developed by Kirkland Group
- District's Curriculum Guides (3^{rd} grade developed by the district)
  - Third Grade Mathematics Instructional Overview 2017
  - Grade Three Mathematics Sample Unit
  - Lesson Plan Template for ELA and Mathematics
  - Third Grade Instructional Strategies for ELA
- District's Curriculum Guides-ELA (3^{rd},7^{th}, High School English 1) developed by Kirkland Group
- 3^{rd} and 7^{th} Grade Benchmark Test
- District Algebra One Assessment developed by Kirkland Group
- MS College and Career Readiness Standards (9^{th} Grade English Language Arts TKG C_3D) developed by Kirkland Group
- 50 Minute Math Instructional Routine (developed by Kirkland Group)
- 60 Minute Math Instructional Routine (developed by Kirkland Group)
- 90 Minute Math Instructional Routine (developed by Kirkland Group)
- MS College & Career Readiness Standards (7^{th} Grade Mathematics TKG C3D (3^{rd} & 4^{th} Nine Weeks)
- MS College and Career Readiness Standards (COMPACTED MATHEMATICS GRADE 7)
- Grade 8 Compacted Math with Algebra I Instructional Overview (2016-2017)
- ELA Weekly Instructional Routines – High School (90 Minute Block) developed by Kirkland Group
- Sample assessment questions and passages for English, Language Arts (technology enhanced)
- Area 1-KOAT Formative Assessments: Standards Report by Grade and Subject
- Area 2-KOAT Formative Assessments: Standards Report by Grade and Subject
- Area 3-KOAT Formative Assessments: Standards Report by Grade and Subject
- Area 4-KOAT Formative Assessments: Standards Report by Grade and Subject
- KOAT Results by Area, Percent Correct (2017-18 Formative Assessment Results, Number and Percent of Students Scoring by Ranges)

- KOAT Results by Area, Percent Correct revised (2017-18 Formative Assessment Results, Number and Percent of Students Scoring by Ranges)
- Regulations for Gifted Education Programs, 2013
- MTSS Rapid Response Team, Risk Analysis and Improvement Feedback (2/21/2017)
- Job Descriptions:
  - Executive Director Curriculum
  - Chief Academic Officer, Academic and Behavioral Support
  - Executive Director, Advanced Learning Programs of Study
  - Director Assessment and Data Management
- Kirkland Group 2016 Summary Report to district (for seven schools)
- Kirkland Group Textbook Alignment for Jackson PS
- Kirkland Group Work reports for Jackson PS
- Kirkland Group Case Studies
- Mississippi Department of Education Textbook Inventory
- How the District Supports Low Performing Schools
- Jackson Public School District Assessment Calendar (2017-2018)
- Jackson Research, Evaluation, and Assessment: Focus Group Report on the Kirkland Group (C3D)
- Assessment Workflow Protocol
- Title I Rapid Response Team Post Observation Feedback for Peeples Middle School
- Title I Rapid Response Team Focused Walk Feedback for Peeples Middle School
- Principal and Assistant Principal Evaluation Guidelines
- Administrative/Special Assignment Evaluation Report

Attachment D. List of Interviewees

- Meredith Aldridge, Attorney and President-elect, Junior League of Jackson
- Cynthia Armstrong, Executive Director, Professional Development
- Otha Belcher, Assistant Superintendent Area 1
- Tabitha Bingham, Executive Director (SPED)
- LaToya Blackshear, Principal
- Robert Blaine, CAO (Commissioner)
- Keyla Bradford, Principal
- Quita W. Breland, Principal
- Tarasa Brierly, Teacher
- Bobby Brown, Executive Director, Curriculum and Instruction
- Roderick Brown, Teacher
- Alvinette Buchanan, Principal
- Shawnte Butler, Subject Area Supervisor, Elementary ELA
- Dorsey Carson, Parent
- Carrie Chadic, Teacher
- Shirley Crisp, Intervention Specialist
- Stephanie Clark, Subject Area Supervisor, Middle and High School ELA
- Chan Cleveland, Kirkland Group
- Kevin L. Culver, Principal
- Vicki Davidson, Executive Director, Advanced Learning
- Tammy Dempsey, Director, Community Engagement and Service Learning
- Andrea Fleming, Teacher
- Shaletha W. Fisher, Subject Area Supervisor (Middle and High School ELA)
- Deondria D. Grady, Program Coordinator
- Trecina Green, Kirkland Group
- Jeanne Hairston, Board of Trustees
- Anna Hall, Parent
- Gary Hannah, Assistant Superintendent Area 3
- LaTori Herring, Parent
- Kevin Hobson, Parent
- Yoland Jackson, Intervention Specialist
- Sandra Jerald, Division Director
- David Johnson, Bank Plus (Vice-President)
- Eric Johnson, Intervention Specialist
- Letitia Johnson, Board of Trustees
- Shuntel Johnson, Teacher
- Shauna Johnson, Principal
- Andrea Jones, Board of Trustees

- Todd Kern, Parent
- Michelle King, Assistant Superintendent Area 4
- Carla Kirkland, Kirkland Group
- Doziel Lee, Teacher
- Delane Lesh, Teacher
- Saundra Lyons, Human Resources Director
- Robert Luckett, Board of Trustees
- Jacqueline McClendon, Jackson Association of Educators Union (President)
- Michael McDonald, Principal
- Shevonne L. McDuffy-Oats, Intervention Specialist
- LaShanna D. McInnis, Subject Area Supervisor, Middle and High School ELA
- Otis Miller, Subject Area Supervisor, Elementary Mathematics
- Ashley Molden, Intervention Specialist
- Vannessa Patterson, Subject Area Supervisor, High School Mathematics
- Hope Pearson, MTSS Program Coordinator
- Wanda Quon, Principal
- Pastor Kevin Reid, City Heart Church
- Pauline Rogers, Reaching and Educating for Community Hope Foundation (RECH), Executive Director
- Yumeka Rushing, Walter K Kellogg Foundation (Commissioner)
- Geneen J. Russell, Subject Area Supervisor, Middle School Mathematics
- Ed Sivak, Board of Trustees
- Jason Sargent, Research and Assessment
- Akemi Stout, Jackson Federation of Teachers (President)
- Lakeisha Sutton, Principal
- Jennifer Tanner, Teacher
- Kayla Taylor, Teacher
- Amanda Thomas, MTSS Director
- Laketia M. Thomas, Assistant Superintendent, Area 4
- Elizabeth Thompson, Subject Area Supervisor, Middle and High School Mathematics
- Tracee Thompson, Subject Area Supervisor, Middle and High School ELA
- Benjamin G. Torrey, II, Principal
- Sharon Turner, Subject Area Supervisor, Elementary ELA
- Lauren Veal, Teacher
- Angela Wilson, Subject Area Supervisor, Elementary Mathematics
- Dionne Woody, Principal

Attachment E. Strategic Support Team Bios

Michael Casserly

Michael Casserly has served as Executive Director of the Council of the Great City Schools since January 1992. He also served as the organization's director of legislation and research for 15 years before assuming his current position. As head of the urban school group, Dr. Casserly unified big city schools nationwide around a vision of reform and improvement, led the nation's largest urban school districts to volunteer for the National Assessment of Educational Progress (NAEP), guided the organization to be the first national education-membership group to call for the Common Core Standards, initiated an aggressive technical assistance program to improve urban education, directed the development of public education's first performance management system, and led the first national study of common practices among the nation's fastest improving urban school districts. He is currently spearheading efforts to boost academic performance in the nation's big city schools, strengthen management and operations, and improve the public's image of urban education. An article in *USA Today* some years ago called him a "Crusader for Urban Schools." He is a U.S. Army veteran and holds a Ph.D. from the University of Maryland and B.A. from Villanova University.

Amanda Corcoran

Amanda Corcoran joined the Council of the Great City Schools in October of 2006. In her role as special projects manager, she has handled the Council's Senior Urban Education Research Fellowship program and contributed to numerous Council research reports investigating urban student achievement trends, the use of student data to improve outcomes, policies and practices impacting English language learner achievement, the characteristics of urban school systems that have made progress on the National Assessment of Educational Progress (NAEP), strategies for hiring and retaining high quality teachers, and the shifting role of principal supervisors in supporting and advancing school-based instructional leadership. She also works closely with the Council's academics department to produce resources designed to assist district leaders and staff in implementing college- and career-readiness standards, and serves as staff liaison to the organization's executive committee and board of directors. Mrs. Corcoran earned a bachelor of arts from Tufts University and a master's degree in public policy from Georgetown University, where she worked as a graduate research assistant for the Center for Public and Nonprofit Leadership. Prior to joining the Council, she also worked in development for the International Baccalaureate Organization and in public relations as an account executive at Ruder Finn and RF Binder.

Robin Hall

Robin Hall is the Director of Language Arts and Literacy for the Council of the Great City Schools. She keeps members informed about research on systems and successful strategies for improving student achievement. Dr. Hall also provides support for development and dissemination of information and tools to implement the Common Core State Standards. She has served in various capacities for Atlanta Public Schools, including executive director of K-8 schools, principal, K-12 language arts coordinator, instructional liaison specialist, language arts department chairperson, and high school language arts teacher, totaling over 25 years of educational experience. Dr. Hall has also served on the Council of Great City Schools support

teams in the areas of curriculum, instruction, and professional development. In 2006, Dr. Hall was nominated to the National Assessment Governing Board by Secretary Margaret Spellings. Among the board's responsibilities are selecting the content of the NAEP test, selecting the subjects to be tested, identifying learning objectives for each grade tested, identifying appropriate achievement goals, and ensuring that all items selected for use in the assessment are free from racial, cultural, gender, and regional biases. She received her B.A. degree in English from Vassar College and her M.A. and D.A.H. degrees from Clark Atlanta University. Dr. Hall is married with two daughters, a granddaughter and two grandsons.

Ray Hart

Raymond Hart is currently the Director of Research for the Council of the Great City Schools. Dr. Hart has more than 20 years of experience in research and evaluation. His work has spanned policy areas such as postsecondary success and college readiness, school improvement, teacher effectiveness, early childhood education, and adult and workforce literacy. He recently led the Analytic Technical Support Task Force of the Regional Educational Laboratory–Mid Atlantic. He served as the executive director of research, planning and accountability for the Atlanta Public School District, and as an assistant professor of research, measurement, and statistics at Georgia State University. His career began in 1989 as a program director for African American, Hispanic, and Native American students in engineering and science. Dr. Hart holds a Ph.D. in evaluation and measurement from Kent State University, a M.Ed. with a focus on curriculum and instruction and educational research from Cleveland State University, and a bachelor's degree in industrial and systems engineering from the Georgia Institute of Technology.

Ricki Price-Baugh

Ricki Price-Baugh is the Director of Academic Achievement at the Council of Great City Schools where her responsibilities focus on the organization's efforts to boost the academic achievement of the nation's urban school children. She has been active on instructional strategic support teams and in supporting member districts as they implement Common Core State Standards and other college- and career-readiness standards. She has collaborated with member districts and the Council's Research, Special Education, and English Language Learner teams to establish academic key performance indicators. She has led the development of multiple tools for districts to assess their progress in implementing rigorous standards, selecting aligned materials, as well as providing them a curriculum framework that clarifies a core set of criteria for what a high-quality district curriculum entails. Prior to coming to the Council, she was the Assistant Superintendent for Curriculum and Instructional Development in the Houston Independent School District. She was responsible for strategic planning and the design, implementation, and evaluation of the district's prekindergarten-through-grade 12 curriculum, staff development of teachers and administrators, and an alternative certification program. Her major accomplishments included a districtwide effort to align curriculum, textbook, and assessment systems, and the development of a detailed curriculum and set of model lessons in the four core content areas. The curriculum and the support for its implementation were developed in collaboration with departments serving special education and English language and bilingual education students. These efforts led to a substantial increase in student achievement scores. Dr. Price-Baugh received a doctoral degree from Baylor University, a master's degree in Spanish literature from the University of Maryland, and a B.A. degree (*magna cum laude,* Phi Beta Kappa) from Tulane University.

Denise Walston

Denise M. Walston is the Director of Mathematics for the Council of the Great City Schools. Her work focuses on supporting member districts in their implementation of college-and career-readiness standards, assisting with the development of resources and tools to support implementation, and providing ongoing support for the improvement of student achievement. Ms. Walston retired from Norfolk Public Schools as the senior coordinator of K-12 mathematics. Her responsibilities included developing a K-12 mathematics curriculum; providing job-embedded professional development; and leveraging resources to provide quality professional development for teachers, teacher leaders, and administrators. During her tenure, Norfolk Public Schools embarked on an Algebra For ALL initiative which resulted in more than 50 percent of students completing algebra by the end of grade eight, while simultaneously improving student achievement and closing achievement gaps in mathematics. She is an active member of several statewide committees that assisted in the development of Virginia's statewide mathematics specialist program. She has served as an adjunct instructor for The University of Virginia and Old Dominion University. She has served in several leadership positions in mathematics education, including first vice-president of the National Council for Mathematics Supervision, past president of the Virginia Council for Mathematics Supervision, southeast regional director of the Benjamin Banneker Society, and a board member for the Virginia Mathematics and Science Coalition. Additionally, she is also past president of the Beta chapter of Delta Kappa Gamma, a professional honorary society of women educators. Ms. Walston received her B.A. degree in mathematics and history from The University of North Carolina at Greensboro and her M.Ed. in mathematics education from Old Dominion University. She has completed additional study at the Woodrow Wilson Institute at Princeton University and the College of William and Mary.

Attachment F. About the Council of the Great City Schools and History of Strategic Support Teams

About the Council of the Great City Schools

The **Council of the Great City Schools** is a coalition of 70 of the nation's largest urban public-school systems, including Jackson.[28] The organization's Board of Directors is composed of the superintendent, CEO, or chancellor of schools and one school board member from each member city. An executive committee of 24 individuals, equally divided in number between superintendents and school board members, provides regular oversight of the 501(c)(3) organization. The composition of the organization makes it the only independent national group representing the governing and administrative leadership of urban education and the only association whose sole purpose revolves around urban schooling.

The mission of the Council is to advocate for urban public education and to assist its members in to improve and reform. The Council provides services to its members in the areas of legislation, research, communications, curriculum and instruction, and management. The group also convenes two major conferences each year; conducts studies of urban school conditions and trends; and operates ongoing networks of senior school district managers with responsibilities for areas such as federal programs, operations, finance, personnel, communications, instruction, research, and technology. Finally, the organization informs the nation's policymakers, the media, and the public of the successes and challenges of schools in the nation's Great Cities. Urban school leaders from across the country use the organization as a source of information and an umbrella for their joint activities and concerns.

The Council was founded in 1956 and incorporated in 1961 and has its headquarters in Washington, DC. Since the organization's founding, geographic, ethnic, language, and cultural diversity has typified the Council's membership and staff.

[28] Albuquerque, Anchorage, Atlanta, Austin, Baltimore, Birmingham, Boston, Broward County (Ft. Lauderdale), Buffalo, Caddo Parish (Shreveport), Charleston County, Charlotte-Mecklenburg, Chicago, Buffalo, Clark County (Las Vegas), Cleveland, Columbus, Dallas, Dayton, Denver, Des Moines, Detroit, Duval County (Jacksonville), East Baton Rouge, Fort Worth, Fresno, Guilford County (Greensboro, N.C.), Hillsborough County (Tampa), Houston, Indianapolis, Jackson, Jefferson County (Louisville), Kansas City, Little Rock School District, Long Beach, Los Angeles, Memphis, Miami-Dade County, Milwaukee, Minneapolis, Nashville, Newark, New Orleans, New York City, Norfolk, Sacramento, Oklahoma City, Omaha, Orange County (Orlando), Palm Beach County, Philadelphia, Pittsburgh, Portland, Providence, Richmond, Rochester, Sacramento, Salt Lake City, San Diego, San Francisco, Santa Ana, Seattle, St. Louis, St. Paul, Toledo, Washington, D.C., and Wichita

History of Strategic Support Teams

The following is a history of the Strategic Support Teams provided by the Council of the Great City Schools to urban school districts over the last 20 years.

City	Area	Year
Albuquerque		
	Facilities and Roofing	2003
	Human Resources	2003
	Information Technology	2003
	Special Education	2005
	Legal Services	2005
	Safety and Security	2007
	Research	2013
	Human Resources	2016
Anchorage		
	Finance	2004
	Communications	2008
	Math Instruction	2010
	Food Services	2011
	Organizational Structure	2012
	Facilities Operations	2015
	Special Education	2015
	Human Resources	2016
Atlanta		
	Facilities	2009
	Transportation	2010
Austin		
	Special Education	2010
Baltimore		
	Information Technology	2011
Birmingham		
	Organizational Structure	2007
	Operations	2008
	Facilities	2010
	Human Resources	2014
	Financial Operations	2015
Boston		
	Special Education	2009
	Curriculum & Instruction	2014
	Food Service	2014
	Facilities	2016
Bridgeport		
	Transportation	2012
Broward County (FL)		

	Information Technology	2000
	Food Services	2009
	Transportation	2009
	Information Technology	2012
Buffalo		
	Superintendent Support	2000
	Organizational Structure	2000
	Curriculum and Instruction	2000
	Personnel	2000
	Facilities and Operations	2000
	Communications	2000
	Finance	2000
	Finance II	2003
	Bilingual Education	2009
	Special Education	2014
Caddo Parish (LA)		
	Facilities	2004
Charleston		
	Special Education	2005
	Transportation	2014
Charlotte-Mecklenburg		
	Human Resources	2007
	Organizational Structure	2012
	Transportation	2013
Cincinnati		
	Curriculum and Instruction	2004
	Curriculum and Instruction	2009
	Special Education	2013
Chicago		
	Warehouse Operations	2010
	Special Education I	2011
	Special Education II	2012
	Bilingual Education	2014
Christina (DE)		
	Curriculum and Instruction	2007
Cleveland		
	Student Assignments	1999, 2000
	Transportation	2000
	Safety and Security	2000
	Facilities Financing	2000
	Facilities Operations	2000
	Transportation	2004
	Curriculum and Instruction	2005
	Safety and Security	2007
	Safety and Security	2008

	Theme Schools	2009
	Special Education	2017
Columbus		
	Superintendent Support	2001
	Human Resources	2001
	Facilities Financing	2002
	Finance and Treasury	2003
	Budget	2003
	Curriculum and Instruction	2005
	Information Technology	2007
	Food Services	2007
	Transportation	2009
Dallas		
	Procurement	2007
	Staffing Levels	2009
	Staffing Levels	2016
Dayton		
	Superintendent Support	2001
	Curriculum and Instruction	2001
	Finance	2001
	Communications	2002
	Curriculum and Instruction	2005
	Budget	2005
	Curriculum and Instruction	2008
	Organizational Structure	2017
Denver		
	Superintendent Support	2001
	Personnel	2001
	Curriculum and Instruction	2005
	Bilingual Education	2006
	Curriculum and Instruction	2008
	Common Core Implementation	2014
Des Moines		
	Budget and Finance	2003
	Staffing Levels	2012
	Human Resources	2012
	Special Education	2015
	Bilingual Education	2015
Detroit		
	Curriculum and Instruction	2002
	Assessment	2002
	Communications	2002
	Curriculum and Assessment	2003
	Communications	2003
	Textbook Procurement	2004

	Food Services	2007
	Curriculum and Instruction	2008
	Facilities	2008
	Finance and Budget	2008
	Information Technology	2008
	Stimulus planning	2009
	Human Resources	2009
	Special Education	2018
Fresno		
	Curriculum and Instruction	2012
Guilford County		
	Bilingual Education	2002
	Information Technology	2003
	Special Education	2003
	Facilities	2004
	Human Resources	2007
	Transportation	2017
Hillsborough County		
	Transportation	2005
	Procurement	2005
	Special Education	2012
	Transportation	2015
Houston		
	Facilities Operations	2010
	Capitol Program	2010
	Information Technology	2011
	Procurement	2011
Indianapolis		
	Transportation	2007
	Information Technology	2010
	Finance and Budget	2013
Jackson (MS)		
	Bond Referendum	2006
	Communications	2009
	Curriculum and Instruction	2017
Jacksonville		
	Organization and Management	2002
	Operations	2002
	Human Resources	2002
	Finance	2002
	Information Technology	2002
	Finance	2006
	Facilities operations	2015
	Budget and finance	2015
Kansas City		

	Human Resources	2005
	Information Technology	2005
	Finance	2005
	Operations	2005
	Purchasing	2006
	Curriculum and Instruction	2006
	Program Implementation	2007
	Stimulus Planning	2009
	Human Resources	2016
	Transportation	2016
	Finance	2016
	Facilities	2016
	Curriculum and Instruction	2016
Little Rock		
	Curriculum and Instruction	2010
Los Angeles		
	Budget and Finance	2002
	Organizational Structure	2005
	Finance	2005
	Information Technology	2005
	Human Resources	2005
	Business Services	2005
Louisville		
	Management Information	2005
	Staffing Levels	2009
	Organizational Structure	2018
Memphis		
	Information Technology	2007
	Special Education	2015
	Food Services	2016
	Procurement	2016
Miami-Dade County		
	Construction Management	2003
	Food Services	2009
	Transportation	2009
	Maintenance & Operations	2009
	Capital Projects	2009
	Information Technology	2013
Milwaukee		
	Research and Testing	1999
	Safety and Security	2000
	School Board Support	1999
	Curriculum and Instruction	2006
	Alternative Education	2007
	Human Resources	2009

	Human Resources	2013
	Information Technology	2013
Minneapolis		
	Curriculum and Instruction	2004
	Finance	2004
	Federal Programs	2004
	Transportation	2016
	Organizational Structure	2016
Nashville		
	Food Service	2010
	Bilingual Education	2014
	Curriculum and Instruction	2016
Newark		
	Curriculum and Instruction	2007
	Food Service	2008
New Orleans		
	Personnel	2001
	Transportation	2002
	Information Technology	2003
	Hurricane Damage Assessment	2005
	Curriculum and Instruction	2006
New York City		
	Special Education	2008
Norfolk		
	Testing and Assessment	2003
	Curriculum and Instruction	2012
Omaha		
	Buildings and Grounds Operations	2015
	Transportation	2016
Orange County		
	Information Technology	2010
Palm Beach County		
	Transportation	2015
Philadelphia		
	Curriculum and Instruction	2003
	Federal Programs	2003
	Food Service	2003
	Facilities	2003
	Transportation	2003
	Human Resources	2004
	Budget	2008
	Human Resource	2009
	Special Education	2009
	Transportation	2014
Pittsburgh		

	Curriculum and Instruction	2005
	Technology	2006
	Finance	2006
	Special Education	2009
	Organizational Structure	2016
	Business Services and Finance	2016
	Curriculum and Instruction	2016
	Research	2016
Portland		
	Finance and Budget	2010
	Procurement	2010
	Operations	2010
Prince George's County		
	Transportation	2012
Providence		
	Business Operations	2001
	MIS and Technology	2001
	Personnel	2001
	Human Resources	2007
	Special Education	2011
	Bilingual Education	2011
Puerto Rico		
	Hurricane Damage Assessment	2017
Reno		
	Facilities Management	2013
	Food Services	2013
	Purchasing	2013
	School Police	2013
	Transportation	2013
	Information Technology	2013
Richmond		
	Transportation	2003
	Curriculum and Instruction	2003
	Federal Programs	2003
	Special Education	2003
	Human Resources	2014
Rochester		
	Finance and Technology	2003
	Transportation	2004
	Food Services	2004
	Special Education	2008
Sacramento		
	Special Education	2016
San Antonio		
	Facilities Operations	2017

	IT Operations	2017
	Transportation	2017
	Food Services	2017
San Diego		
	Finance	2006
	Food Service	2006
	Transportation	2007
	Procurement	2007
San Francisco		
	Technology	2001
St. Louis		
	Special Education	2003
	Curriculum and Instruction	2004
	Federal Programs	2004
	Textbook Procurement	2004
	Human Resources	2005
St. Paul		
	Special Education	2011
	Transportation	2011
	Organizational Structure	2017
Seattle		
	Human Resources	2008
	Budget and Finance	2008
	Information Technology	2008
	Bilingual Education	2008
	Transportation	2008
	Capital Projects	2008
	Maintenance and Operations	2008
	Procurement	2008
	Food Services	2008
	Capital Projects	2013
Toledo		
	Curriculum and Instruction	2005
Washington, D.C.		
	Finance and Procurement	1998
	Personnel	1998
	Communications	1998
	Transportation	1998
	Facilities Management	1998
	Special Education	1998
	Legal and General Counsel	1998
	MIS and Technology	1998
	Curriculum and Instruction	2003
	Budget and Finance	2005
	Transportation	2005

	Curriculum and Instruction	2007
	Common Core Implementation	2011
Wichita		
	Transportation	2009
	Information Technology	2017