



**Dandridge Final Settlement Agreement
2013- 2014 Annual Report**

Submitted by

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PURPOSE

The purpose of this Annual Report (“Report”) is to create a vehicle of transparency that acknowledges and identifies the continued efforts of the Jefferson Parish Public Schools System (the “District”), in accordance with the expectations of the Agreement and in areas of improvement during the 2013-2014 academic year in the following areas:

1. Programs to Improve Black Participation in Certain Programs
2. Facilities
3. Attendance Zones
4. Address Verification
5. Continuation of Current Practices & Policies
6. Gifted & Talented programs
7. Drop Out Prevention
8. Discipline
9. Recruitment
10. Appointment of administrative, faculty & non-instructional support staff
11. Maintaining Diversity
12. Building an Inclusive Environment
13. Comparative Summaries - Human Capital
14. Comparative Summaries – ASAs & Magnet Programs

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MOVING FORWARD FOR OUR STUDENTS

It is the District's belief that all students can learn, deserve a world-class, high-quality education that develops their unique talents and builds upon their individual strengths, and that their academic success should not be determined by their zip code or race or socio-economic background. Furthermore, the District has shown good faith in eliminating the vestiges of the prior dual school system by consistently and successfully implementing several components of the Consent Order [164] and further, creating school system policy based on the expectations set forth in the Consent Order [164].

1. PROGRAMS TO IMPROVE BLACK PARTICIPATION IN CERTAIN PRORAMS

Pursuant to the expectations of the Final Settlement Agreement, (the "Agreement") as enumerated on Pages 3-4, paragraphs 1(a)-(h), Julia Johns, Coordinator of Advanced Studies Academies and Magnet Schools/Magnet Programs, indicated that among the specific steps the District took to attract Black Students' to submit application to these programs during the 2013-2014 school year included the following:

Broader Dissemination/Expanding Outreach

- Every school in the District was sent hard copies of the ASA application for the 2014-2015 school year in early October of 2013 with instructions to make it available for parents/the public by keeping them on the counter in their offices for the duration of the application period. A copy of this document is located at the end of this Report, identified as **Attachment 1.**

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- New Brochures were created and made available to the general public visiting the administrative offices at 501 Manhattan Blvd., Harvey, LA. A copy of these brochures is located at the end of this Report identified as **Attachment 2**.
- A robocall and mass email announcements for the October 2013 application period went out to all district families.
- PSAs/interviews aired on urban and Hispanic radio stations for the October 2013 application period.
- An announcement and Q&A were conducted at the spring 2014 Dandridge Task Force meetings on both east and west banks in preparation for the July 2014 ASA application period for remaining open seats for the 2014-2015 school year.
- Applications, brochures, and a cover letter were sent out to over 150 churches, daycare centers, and other community partners just prior to the initial October 2013 application period. These documents are identified as **Attachment 3**.
- The District's Compliance Officer addressed ministers at the Westside Missionary Baptist Association during a Community Information session of the Association's General Assembly, held at Regular Baptist Church, Gretna, LA. This Community Outreach was coordinated by the Compliance Office in conjunction with the efforts of the Co-Chairpersons of the Dandridge Task Force.

Posting of Information

- Information regarding ASA and Magnet Applications and timelines was publicized on schools' websites and marquees.

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- Information regarding ASA and Magnet Applications and timelines were posted on the monitor in the reception area of Central Office, visible for all entering and checking in with the receptionist.

Opportunities for Parents/Showcase Programs

- Open House opportunities are regularly held by the ASA schools and are publicized by them on their websites and school marquees.
- Magnet and Academic Program Informational Meetings took place on February 19, 2014 at 501 Manhattan and on February 20, 2014 at Bonabel High School from 6:00 pm until 7:00 pm. Participants included presenters from all magnet programs, charter schools, AP initiative, and Cuillier Career Center. A robocall to JPPSS families was made and a press release was disseminated. In 2013 only one showcase was presented on the west bank. This was expanded in 2014 to meetings on both sides of the river.
- A new brochure for Magnet Programs was created and made available at the Informational Meetings. It was also placed in the reception area at 501 Manhattan. Subsequent to the Informational Meetings, brochures were made available at Task Force meetings, the above-referenced Westside Missionary Baptist Association's General Assembly along with an open invitation to allow Central Office representatives of the Compliance and ASA Admissions offices to showcase conduct additional informational meetings to various congregations.
- ASA Admissions Information Nights were held on October 23, 2013 at 501 Manhattan and on October 24, 2013 at Bonabel. The event was promoted on the website, with a flyer located in the reception area at 501 Manhattan and at schools. The admissions information PowerPoint presentation from these meetings was posted on the ASA

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admissions website. A copy of the PowerPoint presentation is attached and identified as

Attachment 4.

- A survey was distributed to visitors regarding both their experience at and opinion of the Informational Meetings. The results of that survey is located at the end of this report and identified as **Attachment 5.**

The District's Website & Channel 8 Used as Sources for Information Dissemination

- The District's website and television channel made public service announcements and provided an informational video for the ASAs and Magnet Programs.
- The ASA admissions web page is regularly updated and easily accessible from the district homepage.
- The Magnet Schools FAQ, Application and Transfer Request Form are prominently displayed on the website and are both easily accessible and user friendly. The application period for magnet schools was extended from June 3, 2014 to July 10, 2014. A copy of these documents are located at the end of the Report, and identified as **Attachment 6.**
- A Press Release regarding the District's Magnet School/Programs for 2013-2014 was prominently displayed on the website's front page as well as under both *Departments* and *Families* drop down menus. A copy of the press release is located at the end of this Report and identified as **Attachment 7.**
 - Though the dissemination of information occurred in February 2013, and not in January as prescribed in the Agreement, the time frame provided opportunities for parents to focus on other academic opportunities for their children other than ASA admissions.

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- This delayed time frame was discussed at the Task Force meetings and the community as well as the Task Force Chairpersons were aware of and agreed with both the time frame and the method of dissemination.
- The District’s website is used to introduce and invite parents and students to participate in various offerings at their respective schools.

Proposed Modifications to Policies or Procedures

- All proposed modifications to admissions policies and procedures for ASAs were submitted to attorneys, the Task Force Chairperson and were made public at School Board meetings prior to implementation.
- At the November 2013 School Board Meeting, approved revisions to the ASA Policies and Procedures. A copy of the approved, revised ASA Policies and Procedures can be found at the end of this report, identified as **Attachment 8.**

2. FACILITIES

David Taylor, Executive Director of Facilities & Maintenance, submitted the *Dandridge Facility Assessment dated November 1, 2008* (the “Facility Assessment”) which included the Board’s prioritization process for all facility projects, in addition to identifying high priority projects. Mr. Taylor indicated that all projects identified in the Facility Assessment have been completed with the exception of one cancelled project. He further described that project and the justification for cancellation as follows:

2009-19 Bunche Academy – Exterior Renovations
Facility closed and subsequently, leased to a charter school

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A copy of the Facility Assessment is attached at the end of this Report and identified as

Attachment 9.

3. ATTENDANCE ZONES

Darlene Manson, Planning Specialist, indicated that the Planning Department was requested to report the following racial statistics for all schools for the period of October 2011-2012 to May 2014:

- On the Eastbank, the percentage of black students decreased slightly 48.58% to 48.23% and the percentage of white students increased slightly from 51.42% to 51.77%.
- On the West bank, the percentage of black students increased from 71.98% to 72.79% and that of white students decreased from 28.02% to 27.21%.
- The target ranges used to determine desegregation status of schools varied slightly in this time period.

The number of Racially Identifiable schools decreased on both the East bank and West bank.

- On the Eastbank, the number of Racially Identifiable elementary schools went from 7 to 6.
- On the West bank, the Alternative school changed from Racially Identifiable to Desegregated.
- The status of all other schools remained the same during this time period.

Individual school demographics from October 2011 through May 2014, categorized by organizational level and bank of the Mississippi River can be found at the end of this report, identified as **Attachment 10.**

4. ADDRESS/RESIDENCY VERIFICATION

The Compliance Office continues to assist schools with the domicile verification process.

The 2013-2014 Procedures & Policies for Parents & Students Handbook enumerates various acceptable forms of proofs of residency that parents can provide to schools upon registration, or if needed, within fifteen (15) school days after initial registration. If the school is made aware that a student's residence is incorrect, and s/he is attending a school out of the attendance zone the Compliance Office assists the school and works with the parent(s) to resolve the residency issue as expediently as possible, yet in a student-centered manner. The policy and procedure implemented regarding address-verification is supported by Superintendent Memorandum #3 entitled *Re: Informing parents/guardians of withdrawing their children from school due to attendance zone issues*. The purpose of the memorandum is to bring consistency to the manner in which the District address our students and their parents/guardians when it is manifested during the school year that they no longer reside or have never lived in their current school's attendance zone. The memorandum and with residency reminders is identified at the end of this Report as **Attachment 11**.

5. CONTINUATION OF CURRENT PRACTICES & POLICIES

Task Force

- The Compliance Office continues to work with the Dandridge Desegregation Task Force with regard to providing requested information, planning and facilitating Dandridge Town Hall Meetings and addressing concerns of and through the Task Force.
- Town Hall Meetings were held on the following dates:
 - October 21, 2013 at L.W. Higgins High School (West Bank)
 - May 19, 2014 at G. T. Woods Elementary School (East Bank)

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- May 21, 2014 at L. W. Higgins High School (West Bank)
- Representatives from Communications, Human Capital and Advanced Studies Academies attended subsequent meetings to address concerns and answer questions.

Student Transfers

Various student transfers are issued in accordance with the established Policy and Compliance Office Standard Procedures. An information sheet explaining in detail the types of transfers available and the actual transfer forms, are accessible through the District's website. A copy of the *2013-2014 Transfer Forms Information Sheet* is identified at the end of this Report as **Attachment 12.**

The Compliance Office will continue to diligently exercise its monitoring responsibilities, as well as make Compliance recommendations to the Superintendent as it deems necessary.

6. GIFTED/TALENTED

Raychell Richard, Director of Gifted and Talented Education, indicated that the purpose of the Gifted and Talented ("G/T") Education Program is to provide educational services to students who have the potential for exceptional academic, artistic and/or performing arts achievement. The goal of the G/T program is to challenge, support and inspire gifted and talented students through differentiated and accelerated learning opportunities designed to meet their unique intellectual, social and emotional needs. Students who participate in the G/T education program have been identified through a state evaluation process. Screenings are conducted by certified gifted and talented education teachers to determine if a student is potentially academically gifted or talented in the areas of music, theater and visual arts.

Screenings are conducted at the request of parents or school personnel that have observed

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attributes or reviewed assessments that sets a student apart from many of their peers. G/T education teachers are required to document screening results and submit a report at the end of each quarter.

The G/T Education Program has experienced a steady increase in the number of students being identified talented music, theater or visual arts, while the number of students being identified as academically gifted has gradually declined over the past 3 years. This trend is reflected in the following data: 2012-2013 school year a total of 1907 talented students and 1409 gifted students, 2013-2014 school year a total of 2078 talented students and 1360 gifted students, as of the start of the 2014-2015 school year a total of 2097 talented students and 1259 gifted students are participating in the G/T education program. The frequency of screenings each quarter has helped to identify more minority students who are potentially gifted or talented, with at least 7 out of 10 students meeting the criteria for referrals to move forward to the state evaluation process.

The G/T education program services a diverse group of students. The following data summarizes the ethnicity of the students participating in the G/T education program as of the start of the 2014-2015 school year:

Ethnicity	Discipline	Gifted	Talented Music	Talented Theater	Talented Visual Art
	American Indian or Alaskan	10	4	6	20
Asian or Pacific Islander	193	13	11	141	
Black, not Hispanic	206	44	267	300	
Hispanic	136	28	77	247	
White, not Hispanic	707	58	318	560	

Due to the collective efforts of our G/T education teachers and Student Support Unit the G/T education program remains a viable program to our students and school district.

7. DROP OUT PREVENTION

Kris Labruzzo, Executive Director of College and Career Readiness, Jag 2013-2014

information as a part of the district's Drop Out Prevention Programs.

Jobs for America's Graduates (JAG) is a state-based national non-profit organization dedicated to preventing dropouts among young people who are most at-risk. In more than three decades of operation, JAG has delivered consistent, compelling results – helping nearly three-quarters of a million young people stay in school through graduation, pursue postsecondary education and secure quality entry-level jobs leading to career advancement opportunities.

JAG is committed to helping resolve our country's dropout and transition problems by expanding state organizations and local programs that help young people greatest at risk overcome barriers to graduation from high school and become college and career ready; equipping JAG Specialists (Teachers) with proven programs and unique services for middle school and high school to stay in school through graduation from high school, pursue a collegiate education and/or enter and advance in their chosen career field; and develop future leaders for families, employers, communities, states and the nation!

JAG believes that JAG students and graduates are capable of extraordinary accomplishments once they realize the future relevance of what they are learning and will exceed expectations when challenged and stimulated; JAG graduates can and will change the world; and JAG is needed more than ever!

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JAG-LA Goals:

Jobs for America's Graduates – Louisiana (JAG-LA) is a unique model program for dropout prevention/recovery to ensure student success. As an affiliate of the national JAG program, JAG-LA and the Louisiana Department of Education work to ensure the integrity of the model through the local program sites. JAG-LA sites provide students with: • Academic Training • Job Readiness Instruction • Student Services • Leadership Development • Post-Graduate Assistance • Mentorship

The JAG-LA Program is for students who have major obstacles in their lives that could disrupt school completion and/or hinder successful entry into the workforce or postsecondary educational programs. However, any student accepted into the program must: • want to be a participant • need the services provided • be able to benefit by earning a high school diploma or high school equivalency diploma upon passage of the HiSET® test • be able to benefit by being placed in a competitive job or by entering higher education Program

Requirements: Number of students enrolled - The minimum number of students enrolled by October 1, 2013, is listed below: • Multi-Year Model Program – 45-50 students. It is required that the majority of the total population served in the Multi-Year program be identified as overage. A total of the 10-15 freshmen should be included, as well as, 10-15 of the most at-risk seniors. Additionally, at least 15% of the total population served should be identified as students receiving special education services.

Student Contact Hours • Multi-Year Model Programs and Middle School Model

Programs: The number of contact hours per student per site should average 120 hours by the end of the year.

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Number of Competencies attained • Multi-Year Model Programs are required to obtain 37 competencies.

Graduation rate for In-School students • Graduation rate for the In-School Model Program should average a minimum of 90%.

Additional Requirements • Employee Marketing Plans • Plan of Work (Career Association Plan) • Best Practices • 15 hours of community service • Students should receive no less than 50 minutes a day of scheduled JAG-LA class and additional time should be allotted for remediation and guidance • Attendance at annual student conferences.

Required Field Trips and Guest Speakers: • A minimum of three (3) educational field trips (1 field trip must be to a post-secondary facility) per school year • A minimum of six (6) guest speakers per school year

Career Association

Students are automatically members of the JAG-LA Career Association, a student-led chapter designed to develop, practice and refine critical skills delivered in the classroom. The chapter members elect officers, serve on committees, develop and execute a plan of work, participate in skill-based competitions, and seek recognition for chapter projects and accomplishments. **Major Career Association Chapter activities include:** • Initiation and Installation Ceremony • Officers' Leadership Conference • Career Development Conference—a one-day skills-based competition

Follow-up Services

The JAG Model Follow-Up Phase begins at graduation (May or June) and concludes at the close of a 12 month period. Multi-Year JAG Specialists are responsible for providing follow-up services to both participants and employers for a period of 12 months. Monthly follow-up

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services are provided and documented in e-NDMS database each month. Employers should be contacted at least six times during the follow-up phase. Possible methods used to achieve the follow-up goals may include face-to-face or telephone contact with the student, family members, or employers. JAG requires no more than 5% unable to contact each month. It is critical that the JAG specialist establishes a strong alliance with the students to be successful in the follow-up phase of the program.

Follow-up for Non-Graduates still in high school is required by JAG-LA. Monthly follow-up is documented on former non-graduate JAG-LA students who have not graduated from high school and are no longer in the Multi-Year JAG-LA program. This must be documented in the e-NDMS database as a monthly contact.

Outcome Goals

The JAG Specialists for the Multi-Year Model program is held accountable for achieving the following positive outcomes:

Graduates-90% Graduates- 50% Civilian Job Placements-60% Civilian Job Placements-60%
Positive Outcomes-80% Positive Outcomes-80% Full-Time Placement-80% Full-Time
Placement-80% Full-Time Jobs-60% Full-Time Jobs-60%

JAG-LA Grant Requirements 2103-2014 JAG-LA Middle School Accelerated

Interventions from Middle to High School Program- JAG-LA AIM High!

GOALS:

The JAG-LA AIM High! Model Program's primary goals are to improve the positive perceptions of students with disabilities for themselves as persons and students, and to assist them in their successful transition into high school. Primary objectives of the JAG-LA AIM

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High! program is to improve a student's self - esteem, attendance, behavior and academic performance.

JAG-LA Middle School Model Program's primary goal is to help students stay in school and assist them in their transition into high school. The programs objectives are to increase student's academic performance, attendance, behavior, participation, and improve their skills in leading and being an effective member of a team. Students enrolled in JAG-LA middle school program can receive Carnegie Units. Competencies from the JAG National Multi-Year Model must be incorporated into the middle school curriculum in order for students to receive Carnegie Units. **PROGRAM REQUIREMENTS:**

Number of students enrolled: the minimum number of students enrolled by October 1, 2013, is listed below: • JAG-LA Middle School - 45-50 students • JAG-LA AIM High! - 30-35 students JAG-LA AIM High! It is required that 50% of the total population served in the JAG-LA AIM High! program are identified as students with disabilities. JAG-LA Middle School Model Programs it is required that at least 15% of the total population is identified as students receiving special education services.

Student Contact Hours: JAG-LA AIM High! Programs: The number of contact hours per student per site should average 120-150 contact hours by the end of the year. It is required that 20% of all contact hours be identified as academic remediation. Middle School Model Programs: The number of contact hours per student per site should average 120-150 contact hours by the end of the year. It is required that 15% of all contact hours be identified as academic remediation. Common planning time with students' Special Education teacher on academic remediation must be included.

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Number of Competencies attained • JAG-LA AIM High! Programs are required to obtain 20 competencies. • Middle school Programs are required to obtain 27 competencies.

Transition to High School Rate: Middle School Programs should average a 90% high school transition rate (promotion to 9th grade). Electronic National Data Management System (e-NDMS) is used to determine attainment of required benchmarks for the JAG-LA Programs.

Other program requirements include: 15 hours of community service; No more than 16 students will be scheduled for a JAG class at a time; Students should receive no less than 50 minutes a day of a scheduled JAG class and additional time should be allowed for remediation; Evidence of at least 4 parent contacts initiated by JAG-LA Specialist; Plan of Work; Best Practices; Attendance at annual student conferences; 3 educational field trips; and 6 guest speakers.

Curriculum Middle School Specialists deliver the JAG Curriculum components which

include: • 6th & 7th Grade • Communication • Organizational Skills • Study Skills •

Decision-Making • Character Development • Team Building • 8th Grade • Lifestyles •

Negotiations • Career-Based Learning • Leadership Development • High School Transition

Programs offering Carnegie Units for the JAG AIM High! or Middle School Program must

also incorporate 6 additional Multi-Year competencies, and the JAG Specialists must be

secondary certified or have a CTTIE certification. Desired qualifications include Special

Education certification and/or 2 + years working with students with disabilities. Programs

offering Carnegie Units will receive necessary curriculum and requirements for completion.

Experiential-Based Learning A variety of experiential-based learning techniques should be

used to energize classroom sessions, anchor key learning, discover best practices, and

demonstrate the power of activity-based and adventure-based learning Community-Based

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Learning Middle School Specialists design community-based learning activities to encourage involvement and attachment to the community to emphasize citizenship and responsibility.

Middle School students participate in the following activities: • Service Learning

Projects—students are responsible for selecting a project, organizing the details and

executing a successful project • Volunteerism • Fundraising • Job Shadowing Student

Development Association Middle School students are automatically members of the JAG-LA

Student Development Association, a student-led chapter designed to develop, practice and

refine critical skills delivered in the classroom. The chapter members elect officers, serve on

committees, develop and execute a plan of work, participate in skill- based competitions, and

seek recognition for chapter projects and accomplishments. **Major Career Association**

Chapter activities include: • Initiation and Installation Ceremony • Officers' Leadership

Conference Student Development Conference- (one-day skills-based competition) High

School Transition The JAG AIM High! and Middle School Model Programs are committed

to increasing the potential for success in high school by preparing middle school students a

successful transition into high school. Possible suggestions for meeting this requirement

include visits to their respective high school, sporting events, high school shadowing days,

and guest speakers from the high school such as counselors, teachers, students, etc. Follow-

up Services Middle School Specialists maintain contact with students who transition into the

9th grade for the entire school year. Specialists are held accountable for their students to be

connected and engaged in the high school. Possible methods used to achieve the follow-up

goals may include face-to-face or telephone contact with the student, parental or high school

source contact, attendance clerk contact and/or review of daily attendance report, and review

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of academic transcript and/or registrar contact. **Outcome Goals Middle School Specialists are held accountable for the following outcomes:** • 90 percent high school transition rate (promotion to 9th grade) • 60 percent decline in discipline referrals 50 percent improvement in attendance rate • 25 percent improvement in self-esteem index • 25 percent improvement in GPA.

2013 – 2014 JAG Student Enrollment

Middle Schools	# of Students Enrolled
Ford (Middle School Program)	55
Truman (AIM High Program)	27
Worley (AIM High Program)	24

High Schools	# of Students Enrolled in JAG I	# of Students Enrolled in JAG II	# of Students Enrolled in JAG III	# of Students Enrolled in JAG IV
Bonnabel	16	6	23	6
Ehret	24	17	20	15
Higgins	21	11	22	7
West Jefferson	47	59		

8. DISCIPLINE

Pauline Thomas, PBIS Implementation Specialist, indicated that the PBIS summary reports outline the total number of ODR, ISS and OSS for each school in JPPSS for the 2013-2014 school year based on total population count and broken down by ethnicity. The complete JPPSS discipline policy and code of conduct can be found in the Procedures and Policies for Students

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and Parents 2013-2014 Handbook. These documents are located at the end of this Report and identified as **Attachment 13.**

9. RECRUITMENT

Jefferson Parish Public School System continued its varied recruitment efforts throughout the 2013-2014 school year. There are many factors that impact where educators choose to work, and JPPSS worked hard to attract a large and diverse pool of talented educators to apply and work in its schools and central office. JPPSS works to strengthen how it builds its pool, how it hires the best possible employees, how it builds an inclusive environment for all employees, how it retains the best employees and how it helps employees seek employment advancement opportunities within the school system.

APPROACH TO RECRUITMENT

In an effort to recruit, select and grow a diverse talent pool of highly-qualified teachers to fill current vacancies within the district, the following initiatives are ongoing:

- Attend annual Teacher Interview Days in the spring and fall semesters at in/out of state Colleges and Universities. Conduct District sponsored annual Teach Interview Days.
- Advertise Teacher Interview Days on the school district's web site, on college and university websites, on the Louisiana Department of Education site, as well as through Jambalaya News, Haystack, Indeed, and WorkNola.
- Attract educators who possess advanced degrees and specialist certificates.
- Extend Job Offer/Mutual Consent to teachers attending interview days.

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- Actively recruit black teachers by attending conferences (National Alliance of Black School Educators / NABSE) and job fairs at Historically Black Colleges and Universities (HBCU) including but not limited to: Xavier University, Southern University at New Orleans, Southern University Baton Rouge, Dillard University, Grambling State University, Alcorn State University, Jackson State University, Alabama State University, and Tuskegee University to increase the number and percentage of black teachers employed by Jefferson Parish School System.
- JPPSS continued its Principal Pipeline Program in the 2013-2014 school year, a yearlong program designed to train and build a skilled, diverse cohort of school leadership or other administrative candidates for the school district. The program includes a summer internship at the Central Office, along with development opportunities focused on school leadership throughout the year. This program helps ensure JPPSS is providing a pathway for its most talented educators to become successful leaders in Jefferson Parish and securing high quality principals in every JPPSS school. The program also provides current JPPSS principals opportunities to expand their own leadership skills by mentoring aspiring school leaders.

RECRUITMENT EFFORTS

Recruitment efforts for the 2013-2014 school year included participation in twenty-five (25) Teacher Job Fairs/Interview Days. Of the 25 Teacher Job Fairs attended eight (8) were out of state, eight (8) were Minority recruitment of which (7) were at Historically Black Colleges or Universities (HBCU).

From these events we met with and received 779 online applications from candidates.

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- Human Capital recruitment efforts also included two Teacher Interview Days hosted by the district, one in the fall and one in the spring.
- Human Capital advertised vacancies via the district’s website, district News Letter, Department of Education’s website, Times Picayune, Linked In website, Indeed.com website, College and University online job boards, El Tiempo News Paper, Gambit News Paper, AppliTrack online application, and other local publications.

<u>Teacher Job Fair/Interview Day</u>	<u>Location</u>
Southern Mississippi	Hattiesburg, Mississippi
Alabama State University	Tuscaloosa, Alabama
McNeese	Lake Charles, LA
University of Louisiana Lafayette	Lafayette, LA
Louisianan State University	Baton Rouge, LA
Southern University (HBCU)	Baton Rouge, LA (Event Cancelled by University)
University of New Orleans	New Orleans, LA
Nicholls State University	Thibodaux, LA
Xavier University (HBCU)	New Orleans, LA
Holy Cross	New Orleans, LA
Teachers of English to Speakers of other Languages	Portland, Oregon
Southern University at New Orleans (HBCU)	New Orleans, LA

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<u>Teacher Job Fair/Interview Day</u>	<u>Location</u>
Southeastern State University	Hammond, LA
University of Texas	Austin, Texas
Louisiana Resource Center for Education	Baton Rouge, LA
Latpro	Houston, Texas
Jefferson Parish Teacher Interview Day (Fall)	Administration Building
Jefferson Parish Teacher Interview Day (Spring)	John Ehret High School
Jackson State University (HBCU)	Jackson, Mississippi
Alcorn State (HBCU)	Lorman, Mississippi
National Alliance of Black School Educators	Detroit, Michigan

(HBCU) Historically Black College or University

- Number of Candidates Recruited 779
- Total Number of Teachers Hired 420
- Total Number of African-American teachers hired 141 (33.6% of hires)

These Numbers Include:

- Teach For America 44
- TeachNOLA 22

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10. APPOINTMENT OF STAFF

During 2013-2014 we have continued our efforts to maintain racial diversity in the administrative staffs in the Central Office and in schools. A pool of qualified applicants for administrative positions is available for interview and the JPPSS website continues to post openings for vacancies as they arise, providing the opportunity for both internal and external applicants to interview for appointments. The district continued to strengthen its application portal and process with a partnership with Applitrack, which made applying for work in JPPSS more streamlined and gave hiring managers better access to information about candidates.

Through the introduction of two new systems, Declaration of Intent and the Early Decision process, JPPSS has been allowed more time to make more thoughtful hires, ensuring hiring managers have the opportunity to recruit and select the highest quality and most diverse employee population. The Declaration of Intent process gives employees with plans to leave the district a risk free way to do that early in the hiring season. Through the use of the Declaration of Intent, our Recruitment and Selection Team is better able to predict the number of vacancies for the upcoming school year and develop recruitment strategies to best meet those vacancy needs. As a result of the Early Decision process, Human Capital has been able to mutually consent with the highest quality candidates earlier than competing districts, guaranteeing Jefferson Parish is able to select from the most diverse set of applicants possible. The Early Decision process allows Human Capital to offer contracts to top applicants before positions are even available.

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FACULTY APPOINTMENTS

As a part of our ongoing teacher recruitment efforts, Human Capital utilized a comprehensive plan that incorporates multiple strategies. The district partnered with teacher training programs and agencies to recruit additional qualified teachers to serve our students.

For the 2013-2014 school year JPPSS filled multiple vacancies resulting from employment separations and retirements. Recruitment efforts were targeted within the Greater New Orleans Area through accessing the multiple Human Capital pipelines including, but not limited to:

- ☐ Experienced Certified Teachers from the other Parishes and from private and parochial schools
- ☐ Alternatively certified professionals from partner Colleges and Universities
- ☐ Recent College and University graduates
- Partner with Teach for America to fill positions in our highest-poverty, and in most cases, lowest-performing schools
- Partner with TNTP to fill positions in math/science certifications as well as bilingual teachers
- Collaborate with LRCE, i-teach, and Troops to Teachers
- Recruit top graduates from University and College job fairs held both in state and out of state
- Conduct open Teacher Interview Days with in/out-of state Colleges and Universities for the district
- Advertise in local and national publications

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- Post Vacancies on the Jefferson Parish Public School Website, Louisiana Department of Education Website, Indeed website, and WorkNola website
- Advertise in national publication (Teachers of Color) to support minority recruitment initiatives, including Jambalaya News

During the course of the year as positions become available Human Capital staffing administrators continued the practice of regularly reminding principals of the school system's commitment to maintain diversity of the staffs on school campuses and supporting them in getting that done. During interview days in June, new principals were again individually counseled regarding the need to be cognizant of diversity when considering applicants for mutual consent.

NON-PROFESSIONAL SUPPORT STAFF

Qualified applicants were screened by Human Capital and were placed in accordance with the needs of schools. Efforts were consistently made to maintain a diverse population at each school site.

11. MAINTAINING DIVERSITY

- JPPSS continues its commitment to preserving racial diversity in its teacher ranks as such ranking pertains to assigned schools. Qualified applicants were screened by Human Capital and were placed in accordance with the needs of schools. Efforts were consistently made to maintain a diverse population at each school site.
- JPPSS required all schools out of compliance to have all potential hires approved by Human Capital before confirming the hire to promote diversity in the hiring process
- JPPSS provided principal training on July 24, 2014, which included a session on diversity in the hiring process. As part of this session, a presentation was given by

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Gretchen Williams, Director of Compliance, about the history and importance of Dandridge and the steps JPPSS has taken to ensure every school is in compliance.

- As part of the summer principal training conference, Mary Garton, Chief Human Capital Officer, trained principals on strategies for strengthening the diversity on the school team. Mary Garton worked directly with all schools that are below the target range for compliance. All Westbank schools have a target minimum range for certified black employees of 20-40% and for certified white employees of 56-76%. All Eastbank schools have a target minimum range for certified black employees of 4-20% and for certified white employees of 78-94%. Mary Garton helped principals and Network Executive Directors (who manage principals) with recruiting and securing high quality, diverse employees for their schools to meet and exceed these targets. Mary Garton and the staffing team worked individually with schools in need of a more diverse employee population and had to personally approve each new hire at these schools, in an effort to eliminate having schools out of compliance.

12. BUILDING AN INCLUSIVE ENVIRONMENT

Jefferson Parish Public Schools greatly values the continued commitment of our school and central office employees to the district, to each individual school, and to all JPPSS students. Every current employee in the Jefferson Parish School System is deeply valued and the district has continued its work to build a strong and diverse community throughout the entire parish. As one of the largest and most diverse parishes in the state of Louisiana, our district focuses greatly on continuously improving efforts to build community among our large number of employees and students, as well as recognize those individuals doing exceptional

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work for our students. Our efforts to strengthen employee relations include, but are not limited to:

- JPPSS has put in place efforts to increase retention of all of our employees, particularly our most highly qualified and diverse employees.
- JPPSS works to retain the highest performing and strongest teachers in the district.
- As part of the efforts to increase retention and strengthen community, JPPSS is working to enhance communication to, and among, all employees. Key in this effort is the creation and dissemination of a JPPSS employee newsletter, providing employees with detailed information regarding news of improvements and changes occurring throughout the district. Efforts have also included revamping the JPPSS website, making it easier to navigate and ensuring it continues to contain the most up-to-date district information. JPPSS has also employed the use of social media outlets, including Twitter and Facebook, to expand our reach to all employees and students.
- As part of the effort to strengthen our foundation for an inclusive environment, Jefferson Parish Public School System works to maintain an academic and work environment in which all employees, volunteers, and students are treated with respect and dignity. In accordance with this philosophy, the Office of Human Capital conducts Sexual Harassment training for all central office and school employees. Through this training, employees understand the two different types of sexual harassment (Quid Pro Quo and Hostile Environment), understand the JPPSS Sexual Harassment Policy, and learn more about how to prevent and report sexual harassment.
- JPPSS has planned a Diversity Training for principals, school administrators, central office leadership, and Network Executive Directors. Conducted by a representative from

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the Intercultural Development Research Association in early November as a follow up to the training they received in the summer about hiring and building diverse teams. This program trains all JPPSS leaders, allowing these leaders to then act as trainers in developing the diversity skills of all JPPSS employees. Principals and school administrators are able to take the knowledge and skills they learn through this diversity training back to their individual schools and perform similar training with their own school employees throughout the school year. Central office leadership and Network Executive Directors are able to train their individual central office teams in best diversity practices.

13. COMPARATIVE SUMMARIES – HUMAN CAPITAL

- JPPSS demonstrated a positive shift in all school level senior leadership positions. In 2012-2013, 31% of school principals were black and 68% were white. In the 2013-2014 school year, this changed to 35% black and 64% white (with 1% accounting for Asian principals).
- In 2012-2013, 33% of assistant principals were black and 63% were white and in the 2013-2014 school year this changed to 34% black and 59% white (with 7% accounting for Hispanic and Asian assistant principals).
- In 2012-2013, 48% of deans were black and 52% were white. In the 2013-2014 school year, this changed to 56% black and 44% white.
- In 2012-2013, 33% of total certificated new hires were black and 63% were white. In 2013-2014, 34% of these new hires were black and only 60% were white.
- In 2012-2013, 46% of non-certified staff were black and 46% were white. In the 2013-2014 school year, this changed to 48% black and 44% white.

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- Of all 2013-2014 school administration new hires, 69% were black and 23% were white.

The comparative narratives above are reflected of the data compiled from 2011-2012 through 2013-2014 and is located at the end of this Report identified as **Attachment 14.**

14. COMPARATIVE SUMMARIES –ASA & MAGNET PROGRAMS

- The comparative narratives below are reflective of the data compiled in December 2011, December 2012 and December 2013 Preliminary reports, respectively. These data are located at the end of this Report, identified as **Attachment 15.**

Advanced Studies Academies

- **Airline ASA** experienced an increase in enrollment from 345 to 363, with an increase in the number of students in all reporting ethnicities, with the exception of black or African American student enrollment which decreased from 31 to 29 or from 9% to 8%.
- **Gretna ASA** experienced an increase in enrollment from 342 to 350, with a decrease in enrollment among:
 - Hispanic students from 26 to 23; and
 - White students from 174 to 171, however, the percentage remained the same at 49%

Gretna ASA also experienced an increase in enrollment among:

- American Indian students from 1 to 2, or .2% to .5%;
 - Asian students from 40 to 45 or 11% to 12%; and
 - Black students from 101 to 109 or 29% to 31%
- **Marrero ASA** experienced an increase in enrollment from 350 to 362, with a decrease in enrollment among:

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- American Indian students from 2 to 1;
- Black or African American students from 161 to 156, or 46% to 43%; and
- White students from 151 to 143, or 43% to 40%

Marrero ASA experienced an increase in enrollment among:

- Asian students from 15 to 28 or 4% to 8%; and
- Hispanic students from 19 to 31 or 5% to 8%;

➤ **Metairie ASA** experienced a decrease in student enrollment from 396 in 2012 to 391 in 2013, in addition to a decrease in enrollment of:

- Asian students from 78 to 76; and
- Native Hawaiian/Pacific Islander from 2 to 0

Metairie ASA experienced an increase in

- Black students from 12 to 17 or 3% to 4%;
- Hispanic students from 36 to 43; and
- White students enrollment remained at 254 but increased by percentage from 64% to 65%

➤ **Haynes ASA** experienced an increase in student enrollment from 695 in 2012 to 728 in 2013, with a static enrollment among Hispanic students at 87 or 12% to 12% and an increase in enrollment among:

- Asian students from 114 to 116;
- Black students from 50 to 58; and
- White students from 443 to 444.

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➤ **Ruppel ASA** experienced an increase in student enrollment from 316 in 2012 to 334 in 2013, with increases and decreases in enrollment among various student populations, namely:

- American Indian students remained static at 3;
- Hispanic students from 29 to 33 or 9% to 10%; and
- White students from 146 to 150 or static at 45%.
- Asian students from 30 to 38 or 9% to 11%;
- Black students remained static at 107; and
- Native Hawaiian from 1 to 0.

➤ **Thomas Jefferson ASA** experienced an increase in overall enrollment from 437 in 2012 to 454 in 2013, with an increase in enrollment among:

- American Indian students 2 to 3;
- Black students from 144 to 153 or 32% to 34%; and

Thomas Jefferson also experienced a decrease among:

- Asian students from 69 to 62;
- Hispanic students from 31 to 30, remaining at 7%;
- Native Hawaiian/Pacific Islander from 2 to 0 students; and
- White students from 189 to 185.

➤ **Taylor ASA** experienced an increase in overall enrollment from 267 in 2012 to 354 in 2013, with an increase in enrollment among all ethnicities except Native Hawaiian/Pacific Islander, which decreased from 2 to 0. More specifically:

- American Indians from 1 to 2;
- Asian students from 42 to 49;

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- Black students from 53 to 61; and
- Hispanic students from 29 to 46 or 11% to 13%;
- White students from 140 to 192, remaining at 54%.

Elementary Magnets

- **Boudreaux Spanish Immersion program** experienced an increase in overall student enrollment from 605 in 2012 to 632 in 2013, in addition to an increase in the number of students enrolled and participating in the Spanish immersion Program from 57 to 71.
- **Clancy School of Arts** student enrollment decreased 539 in 2012 to 538 in 2013.
- **Collins Montessori** student enrollment increased from 445 to 482.
- **Ellis French Immersion** program experienced an increase in overall student enrollment as well as program enrollment, from 549 in school enrollment and 117 in program enrollment in 2012, to 635 in school enrollment and 121 in program enrollment respectively.
- **Ellis Spanish Immersion** program experienced an increase in both overall student enrollment, as well as the number of students enrolled in the Spanish Immersion program which went from 85 in 2012 to 91 in 2013.
- **Lincoln School of Arts** student enrolment increased from 420 in 2012 to 459 in 2013.
- **Washington Montessori** integrated a modified Montessori program in grades PK-3rd during the 2012 school year however, the data submitted indicates full Montessori implementation in grades Pk-5th with a decreased enrollment from 304 in 2012 to 299 in school & program enrollment.

Middle School Magnet Programs

- **Marrero Middle IBO program** is integrated throughout all grade levels. The school enrollment as well as the program enrollment decreased from 864 in 2012 to 821 in 2013, respectively.
- **Riverdale Middle School IBO program** is integrated throughout all grade levels. The school experienced an increase in its overall enrollment from 732 in 2012 to 787 in 2013, respectively.

High School Magnet Program

- **Ehret High School IBO program** increased in the number of students enrolled in 2012 which was 410 when compared to the number enrolled in 2013 which is 506.
- **Riverdale High School** experienced a decrease in student enrollment from 874 to 870, but experienced an increase in **IBO program** enrollment from 159 to 168.

CONCLUSION

The District understands the commitment, levels of accountability and responsibilities associated with successfully serving all of our students without court supervision. Our commitment to academic excellence ensures that all of our students are receiving the world class education that they deserve in order for them to embrace continuous achievement in preparation for successful participation and productive citizenship in a diverse and ever changing society.

A hard copy of this 2013-2014 Annual Report may be viewed on the District's website at jpschools.org or in the Compliance Office at 501 Manhattan Blvd., Harvey, LA 70058

.This 2013-2014 Annual Report was compiled and completed by Gretchen Williams:

/s/ Gretchen A. Williams, 24 September 2014
Gretchen A. Williams, Compliance Officer

List of Attachments - Dandridge Final Settlement Agreement 2013-2014 Annual Report

1. Letter to Principals regarding October 2013 ASA application period
2. ASA & Magnet Schools/Magnet Programs Brochures
3. Community Outreach letter
4. ASA Information Night Power Point presentation
5. Magnet Schools/Magnet Programs Information Night Survey Results
6. Magnet Schools/Magnet Programs 2014-2015 FAQ, Application and Transfer Request Form
7. Press Release announcing Magnet and Academic Program Informational Meetings
8. November 2013 Board approved revisions to the ASA Policies and Procedures
9. Facility Assessment
10. Individual school demographics from October 2011 through May 2014, categorized by organizational level and bank of the Mississippi River
11. Superintendent Memorandum #3 and Residency Reminders provided to school principals
12. 2014-2015 Transfer Forms Information Sheet
13. Discipline Data
14. Comparative Data – Human Capital
15. Comparative Data – ASAs & Magnet Schools/Magnet Programs