

From Aspiration to **ACHIEVEMENT**

Five years of strengthening teaching and leadership in Duval
County Public Schools through the **Quality Education for All Fund**

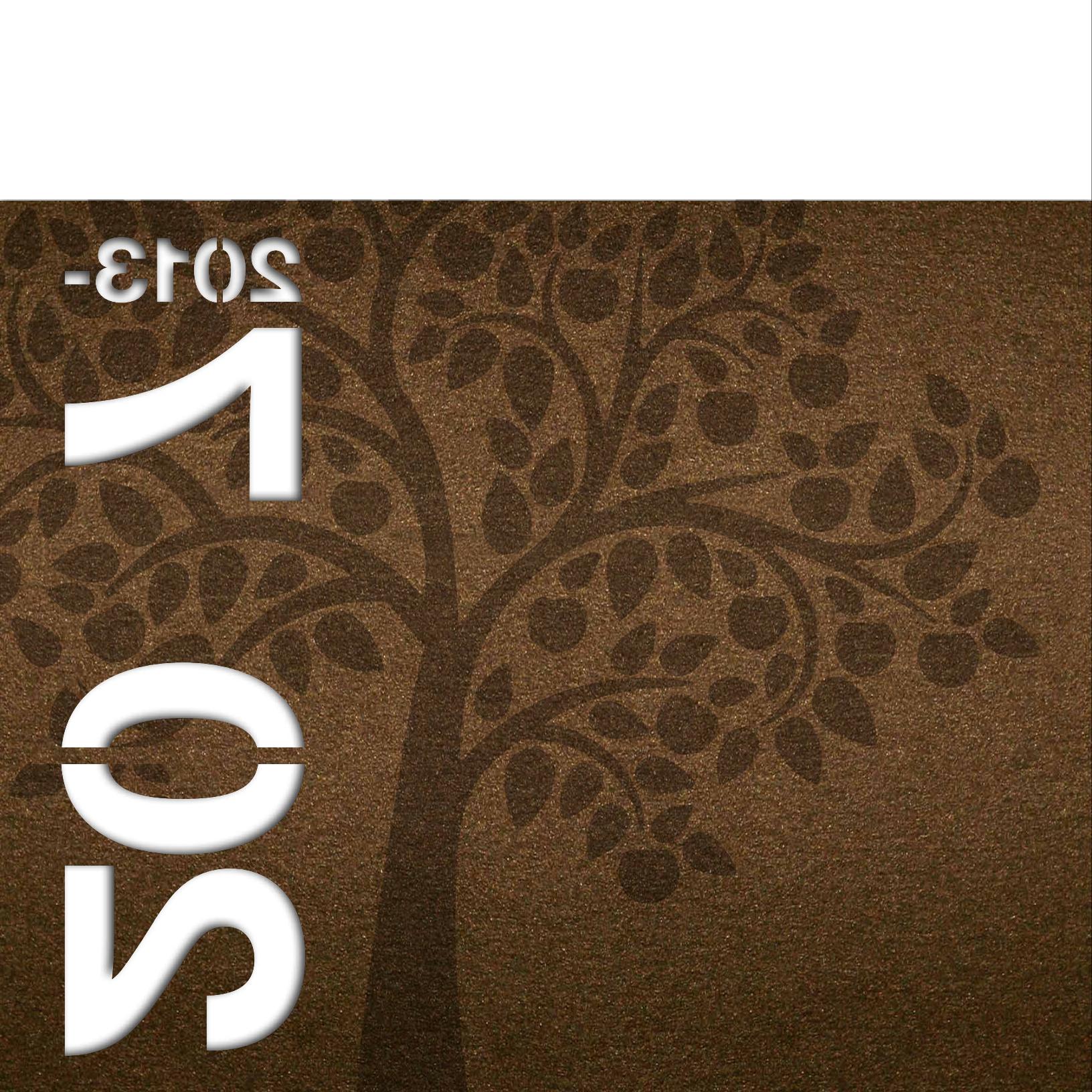


Private Capital Helping Public Schools Prepare All Students for College & Career

QEAFund.org | 904.356.4483

2013-







THE
HUMAN
CAPITAL
CATALYST
TO SUSTAINABLE CHANGE



Targeting investments *where they're needed most*

The Quality Education for All Fund focused its efforts on building and sustaining a pipeline of great teachers and leaders on 36 historically low-performing schools.

The Duval Transformation Office, **where most of the Quality Education for All resources were invested**, consists of Raines, Ribault and Jackson high schools and the middle and elementary schools that feed into these schools, QEA invested in programs such as:

- » An urban teacher residency program to develop science and math teachers
- » Leadership development efforts to build a stronger pipeline of future principals
- » Performance incentives for highly effective teachers and principals
- » Modernizing and updating human resources and staffing policies
- » Dedicated district regional staffing focused solely on the transformation schools
- » A new data system to make student- and teacher-level data easier to access
- » Reading interventionists to support increasing student literacy in these schools



36 QEA SCHOOLS | 1,165 TEACHERS | 17,776 STUDENTS | 98% QUALIFY FOR FREE OR REDUCED-PRICE LUNCH

HIGH SCHOOLS

Andrew Jackson
William M. Raines
Jean Ribault

MIDDLE SCHOOLS

The Young Men's Leadership Academy and Young Women's Leadership Academy at Eugene J. Butler
Northwestern
Jean Ribault
Matthew Gilbert
Highlands

ELEMENTARY SCHOOLS

John Love	S.P. Livingston	Carter Woodson	Garden City
R.L. Brown	West Jax	Pickett	Rutledge Pearson
Long Branch	G.W. Carver	Susie Tolbert	Biscayne
Andrew Robinson	Reynolds Lane	S.A. Hull	Henry Kite
Brentwood	St. Clair Evans	Biltmore	Dinsmore
North Shore	Rufus Payne	M.L. King	Sallye B. Mathis
John E. Ford K-8	Annie Morgan	Lake Forest	Jefferson



Letter from the Chairman

IT IS HARD TO BELIEVE THAT ALMOST FIVE YEARS HAVE PASSED

since we embarked on the journey known as the Quality Education for All Fund. As the Chairman of the Advisory Board for the QEA Fund, I have been inspired by a passionate and committed board and by the resilience of our fellow donors, district leaders and community partners in our collective quest to transform the lives and futures of our most vulnerable students. The change that the QEA Fund investments have catalyzed within our schools has been significant as well as sustainable, and as you read through the pages of this report, you will see the many ways in which lives have been impacted thanks to the generous contributions and steadfast dedication of so many.

The QEA Fund set out to achieve ambitious goals from the very beginning. Driven by the mission to fundamentally transform the way in which our school district approached the recruitment, retention and development of its people, the Fund aligned with the superintendent to create a strategy that would be both impactful and long lasting. Over the years of implementation of the QEA investments, we have seen that mission come to fruition. Since 2013, the school grades in the Duval Transformation Office schools have vastly improved and in the 2016-2017 school year, not one of the 36 schools received an "F" grade for the first time in over a decade. Reading and math proficiency, one of the Fund's primary metrics for student achievement, dramatically increased in the years since QEA Fund dollars were deployed. The effectiveness of teachers receiving performance incentives has been higher than those without and school culture within the DTO schools has consistently been on par with or higher than the district as a whole. But perhaps the most promising outcome of the QEA Fund has been the ways in which investments have begun to achieve sustainability through funding from public and/or private dollars. As we know, the Fund was never intended to last in perpetuity, but was instead crafted to be the initial driver of a movement that would eventually sustain itself and become embedded in the very fabric of the district's work.

I believe that we have planted the seeds that will continue to bear fruit for years to come and that, collectively, we have made great strides towards truly achieving quality education for all.

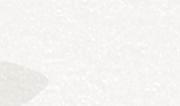
J. Wayne Weaver,
Chairman, Quality
Education for All Fund
Advisory Board

“ ”

In taking a retrospective look at the QEA Fund, I believe that the Advisory Board allowed ourselves to be nimble in a formative way that ensured we were always moving forward in a positive direction. Thanks to the work of The Community Foundation for Northeast Florida and the Jacksonville Public Education Fund, I am eternally grateful and confident that the foundation that has been laid through the QEA Fund investments should continue to be built upon in the years to come. It will remain incumbent on the leadership of the school board and district to build on these initiatives to continue to drive the transformation of our most struggling public schools. As we close this chapter of the QEA Fund, we do so with sincere gratitude to our donors for entrusting us with the responsibility of leading this bold effort.

THE CATALYST

TO SUSTAINABLE CHANGE



THE COMMUNITY
FOUNDATION
FOR NORTHEAST FLORIDA

The Quality Education for All Fund is an initiative of
THE COMMUNITY FOUNDATION FOR NORTHEAST FLORIDA,
providing financial and programmatic oversight,
while recruiting and stewarding donors.



QUALITY
EDUCATION
for ALL

THE QUALITY EDUCATION
FOR ALL ADVISORY BOARD

makes decisions about investments and
is composed of major donors, President
of The Community Foundation, Duval
County Public Schools Superintendent,
and the School Board Chairman.



JACKSONVILLE
PUBLIC
EDUCATION
FUND

THE JACKSONVILLE PUBLIC
EDUCATION FUND

contracts with The Community
Foundation to serve as technical
manager overseeing the day-to-day
grantmaking, and is the primary liaison
with grantees and external evaluators.

QUALITY EDUCATION for ALL

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		Dinsmore
		S.A. Hull
		Biltmore
		North Shore
		Rufus Payne
		M.L. King
		Sallye B. Mathis
		Lake Forest
		Jefferson

From Aspiration to Achievement | 1

as·pi·ra·tion

/asper'āSH(ə)n/

N. a hope or ambition of achieving something; a desire, hope, dream or wish.

THE STORY OF THE QUALITY EDUCATION FOR ALL FUND BEGAN LONG

BEFORE 2013, when leading philanthropists in Jacksonville made the bold decision to take an aspirational step towards improving public education in their community. While the Fund represents the largest dollar investment in public education from private individuals in the history of the city, it is the result of over a decade of efforts that culminated with the granting of almost \$40 million to improve public school teaching and leadership.

A start to public education reform in Jacksonville

In 2005, incited by test results showing less than half of Duval County Public School students proficient in reading and math, and an achievement gap that reflected widespread inequality in Duval County Public Schools, the Community Foundation for Northeast Florida decided to focus a significant portion of the foundation's work and resources on public education—for the next 10 years.

Through the aptly named Quality Education For All initiative, the Community Foundation committed to invest \$2 million over 10 years to improve public school graduation rates and reduce the achievement gap between black and white students. Funds were committed to a variety of causes, including new dropout prevention strategies and the creation of the Jacksonville Public Education Fund, a new, high-capacity local education fund in Duval County. The effort also catalyzed a number of local philanthropists to commit to education reform in their own giving strategies, resulting in the creation of organizations like Teach For America, and new high-performing charter schools including Tiger Academy and KIPP Jacksonville.

In the spring of 2011, as the Foundation began the second half of its decade-long commitment, two major donors, David Stein and Gary Chartrand, wanted to do more. The graduation rate had begun to improve significantly, yet the achievement gap and systemic inequity persisted. Together, the donors worked with the Community Foundation to engage the Bridgespan Group, a national nonprofit consulting firm, to help develop a strategy for a "megafund" that could continue to

focus the philanthropic community on improving public schools.

NEARLY **\$40 MILLION INVESTED**
To Improve Public School **Teaching and Leadership**

“Education does not lend itself to a short-term view. We were focused on stimulating others to be involved in the work, not doing it all ourselves. That stimulation had to be long lasting to be systemic and not symptomatic.”

Bill Scheu, chair of the The Community Foundation for Northeast Florida in 2005

Building on a deep understanding and opportunity

The Bridgespan Group dug in deep into the education reform work that had begun to take root in Jacksonville, and convened a series of advisory committees and focus groups to ask for community insight into where significant investment was still needed. Those conversations included traditional leaders, such as then-Superintendent Ed Pratt-Dannals, as well as took in feedback from JPEF's recently completed ONE by ONE campaign, which collected input from nearly 2,000 members of the Jacksonville community. Bridgespan also examined emerging initiatives in Charlotte, N.C., and reform efforts in major cities across the country.

The feedback was remarkably consistent. Nearly everyone agreed with research showing that improving teaching and leadership was vital to improving student achievement, and acknowledged it was the area where the least work had been done in Jacksonville, with the notable exception of the launch of Teach For America in 2008.

Launching a historic effort

Shortly thereafter, the QEA Fund concept began to take shape, an unprecedented public private partnership that would seek to invest up to \$50 million to improve public education through three interrelated goals:

1

To recruit more high-performing teachers to the classrooms that need them the most

2

To retain the strongest teachers and leaders are in Jacksonville's lowest-income schools

3

To build the district's ability to effectively manage and think about talent system-wide

About the same time, Superintendent Pratt-Dannals announced his retirement, and, with significant community input and support, the Duval County School Board selected a highly reform-minded superintendent in Dr. Nikolai Vitti in 2013, presenting an opportunity to not only see classroom and school-level human capital improvements, but sustainable system level reforms at the district level.

The goals developed by QEA aligned with the overarching strategic priorities set forth by Superintendent Vitti and the Duval County School Board, and were further refined to complement those priorities.

The results of this effort's numerous investments, and stories of the people and schools impacted, are detailed on the following pages. Individually, they each represent a significant improvement in one part of the human capital system that supports public education; collectively, they have laid seeds that will impact Jacksonville for decades to come.

INVESTMENTS





QUALITY
EDUCATION
for ALL



INVESTMENT ONE:

JACKSONVILLE SCHOOL LEADERSHIP FELLOWSHIP

2013

THE FIRST INVESTMENT OUT OF THE NEWLY-FORMED QEA FUND

didn't deal with recruiting teachers, but rather retaining and developing those teachers who wanted to expand their impact across an entire school. The Jacksonville School Leadership Fellowship, modeled after a similar program in Indianapolis, Indiana, began in 2013, and was designed to create a pipeline of well-trained school leaders by providing hands-on mentorship and intensive coursework, leading to a graduate degree in school leadership from one of the most noted universities in the country.

Candidates were selected through a rigorous application by Duval County Public Schools' leadership, and began their fellowship by attending Columbia's Summer Principals Academy, one of the nation's top urban principal training programs. After a summer of classes, fellows returned to Jacksonville and served as an administrative resident under the guidance of a hand-picked and highly successful urban school principal. The following summer, they returned to Columbia's New York City campus to complete their degree, after which they agreed to serve as assistant principals in a Duval Transformation Office school.

To date, 15 people have been awarded fellowships, and nearly all who finished the program are serving as assistant principals.

Erica Christina Little Bartley, a fellow from 2013, was named principal of Rutledge Pearson Elementary School in 2017, the fellowship's first school leader.

“

The most rewarding part of being an assistant principal is the priceless moments you witness when students that struggle in math become proficient. The moment when a teacher with the highest proficiency and growth data in a building fights to earn their certification one year just to return the next to reign as Teacher of the Year. That's the true definition of relentless. Chelsea Matthews

”

CHELSEA MATTHEWS, ASSISTANT PRINCIPAL

Chelsea Matthews is exactly the kind of school leader that young women would look up to. Smart, determined, sharp and full of energy, Matthews exudes energy and positivity that is infectious. While a teacher at Northwestern Middle School in 2010, she was one of the youngest but most successful teachers in her school. Her students consistently outperformed their peers on standardized tests and loved her energy and excitement. But she knew she could be having a greater impact. It was this motivation that led her to apply for, and ultimately be accepted into the Jacksonville School Leadership Fellowship in 2015.

When Matthews entered the 2014-15 school year as a recipient of the fellowship,

she joined a growing number of high-performing teachers seeking to bring their instructional knowledge to an entire school building. Along with three other exceptional teachers, she began taking courses at Columbia University in New York City while simultaneously working under the guidance and mentorship of an excellent principal, Evan Daniels, at Andrew Jackson High School. Shadowing her school leader by day while completing the rigorous coursework requirements of Columbia in the evenings along with two consecutive summers tested her determination and focus.

“Being a full time student at Columbia University was not an easy task,” Matthews reflected. *“Every lesson, lecture*

and course assignment is designed to condition you to think like a principal. Leaders naturally find a balance to meet one's goal. Balance means sacrifice and we all sacrifice time for the things we identify as a priority, and quality education for all in Duval County is my personal priority.”

Now in her third year as an assistant principal and second year at the Young Women's Leadership Academy, Matthews has had the opportunity to use the lessons she learned from Daniels, as well as implement a few of her own. She looks forward to one day being principal of her own school and helping teachers bring students to their full academic potential.

2018

SNAPSHOT

\$898,259 | TOTAL INVESTMENT Jacksonville School Leadership Fellowship

\$111,688	\$173,659	\$229,828	\$254,776	\$128,308
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15 | Number of Fellows

7 | Number of Assistant Principals

1 | Number of Principals

2013-2018: Fellows receive scholarships to attend the Summer Principals Academy at Columbia University and earn their Master's Degree in Educational Leadership. Grantees: Individual Fellows and Columbia University

INVESTMENT TWO:

JACKSONVILLE TEACHER RESIDENCY

2013


EARLY IN THE HISTORY OF THE QEA FUND,

the Jacksonville Public Education Fund released research highlighting that Duval County lost 50 percent of its teachers in the first five years of their careers, a problem particularly acute with hard-to-find math and science teachers. Yet, there were efforts across the country, called urban teacher residencies, seeing significantly stronger five-year retention rates of up to 85 percent.

With JPEF and Duval County Public Schools leadership, the QEA Fund began to explore the creation of a program that would come to be known as the Jacksonville Teacher Residency, targeted at college graduates with math and science degrees who were open to considering teaching as a career. Through a partnership with the University of North Florida, JTR residents spend a year taking graduate-level education classes while working as a "resident" under a skilled math or science teacher mentor, similar to how a medical resident works under an attending physician. Residents earn a living stipend during their residency year and take out a student loan to pay for their graduate education.

After they successfully complete the program, JTR residents become teachers of record in one of Duval County's lowest-income schools for at least three years. After those three years, the QEA Fund pays off their student loan from the program. Not only has JTR trained three full cohorts of residents (with a fourth cohort in the

2017-2018 school year underway), the program has also begun to change the way that urban teacher preparation is approached in Northeast Florida. JTR introduced the cohort model concept to the College of Education and Human Services as an effective way to teach aspiring educators how to teach in high needs, low-income areas. In 2017, a new cohort-model undergraduate residency program began, modeled after JTR, that focuses on aspiring urban educators in elementary education.

In addition to creating a pipeline of well-prepared science and math teachers and informing new strategies at the UNF College of Education, the JTR program has continued to attract additional sources of funding. Since 2014, JTR has secured more than \$1.89 million in funds from a variety of philanthropic sources, including the Corporation for National and Community Service, the Bill & Melinda Gates Foundation, National Center for Teacher Residencies, National Science Foundation and Noyce Foundation.

While the program has continued to demonstrate its effectiveness in developing and retaining high-quality math and science teachers, the Duval County School Board declined to renew funding to support the graduate-level program in future years. Despite this, JTR staff have continued to pursue outside philanthropic funding, and hope to be able to continue operating the residency for years to come.

SNAPSHOT
\$2,403,887 | TOTAL INVESTMENT
 Jacksonville Teacher Residency

\$251,121	\$545,754	\$663,551	\$792,981
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35 | Residents Since 2013

30 | Residents Still Teaching or In Training

85.7% | Residents Retained Since Beginning As Teachers

5 | National Conference Presentations

2013-2018: New teacher training program for participants with undergraduate science and math degrees. Investment funds graduate tuition at the University of North Florida and one year of residency for aspiring teachers. Grantees: Individual Residents, University of North Florida and National Center for Teacher Residencies

GEORGE TUEBER, JTR GRADUATE



"As I advanced toward my goals of being a surgeon, I started to become aware that I was seeking a profession for the wrong reasons. I wanted prestige, money, and status, but the profession itself didn't appeal to me," he said.

“

My heart felt at home doing work that positively impacted children, and the Jacksonville Teacher Residency gave me the direction and support I needed to make the change. George Tueber

”

Five years ago, George Tueber was on his way to becoming a surgeon. The South Florida native had excelled in the sciences ever since he was a young child, and his trajectory was set for the highly esteemed medical specialty. With two master's degrees and a bachelor's degree in biology, there was little that could stop Teuber from making his lifelong dream a reality, except what he would call "divine intervention."

residency programs like JTR to the intense preparation residents receive in advance of them ever stepping into a classroom, as well as the coaching and support they receive during their first years in the classroom.

The JTR directors are teachers in their own right. They are advocates for our best interests. They are counselors through the first most difficult years of teaching. They are friends in time of need.”

Although his three-year commitment to teaching in QEA school will be completed at the end of the 2017-18 school year, George has no intentions of leaving the field, or urban schools.

“Teaching is my life. I don't know where my path with take me, but I know when I get there I will be teaching,” he said.

“I am committed because I believe that teaching has made my life worth more than I had ever expected. I live for my children and the wonder I inspire in them in the classroom.”

2018

SHAWN GOMEZ, JTR MENTOR

Shawn Gomez is one of the dynamic JTR mentors who has served as a mentor for residents in each of the four JTR cohorts. Shawn has been a teacher in Duval County Public Schools for 21 years, Teacher of the Year twice at two different schools and was interested in becoming a mentor for JTR because of the opportunity to help shape and mold a new generation of teachers. She also remembers how crucial her mentor was to her success as a teacher. **“My mentor, Mrs. Deborah Powell, was more than a mentor, she was a mom and a friend,”** Gomez said. **“It was not the content that I struggled with, it was the nuances of teaching. Mrs. Powell helped me to develop as a teacher through her mentorship.”**

She has continued to mentor each year because she knows how often new teachers leave the profession within their first few years in the classroom. **“It's my way of helping to retain teachers because we have seen this cycle of people entering education and exiting so quickly,”** Gomez said. **“I know how difficult it was for me, and my mentor stuck by me. I am glad to do this for others.”**





INVESTMENT THREE:

TNTP

2013

IN THE ORIGINAL BRIDGESAN GROUP RESEARCH THAT LED TO THE CREATION OF THE QEA FUND, improving the strategic and functional capabilities of the central office to support school and district leaders was noted, though the development of a new data system was the only specific investment identified in the report.

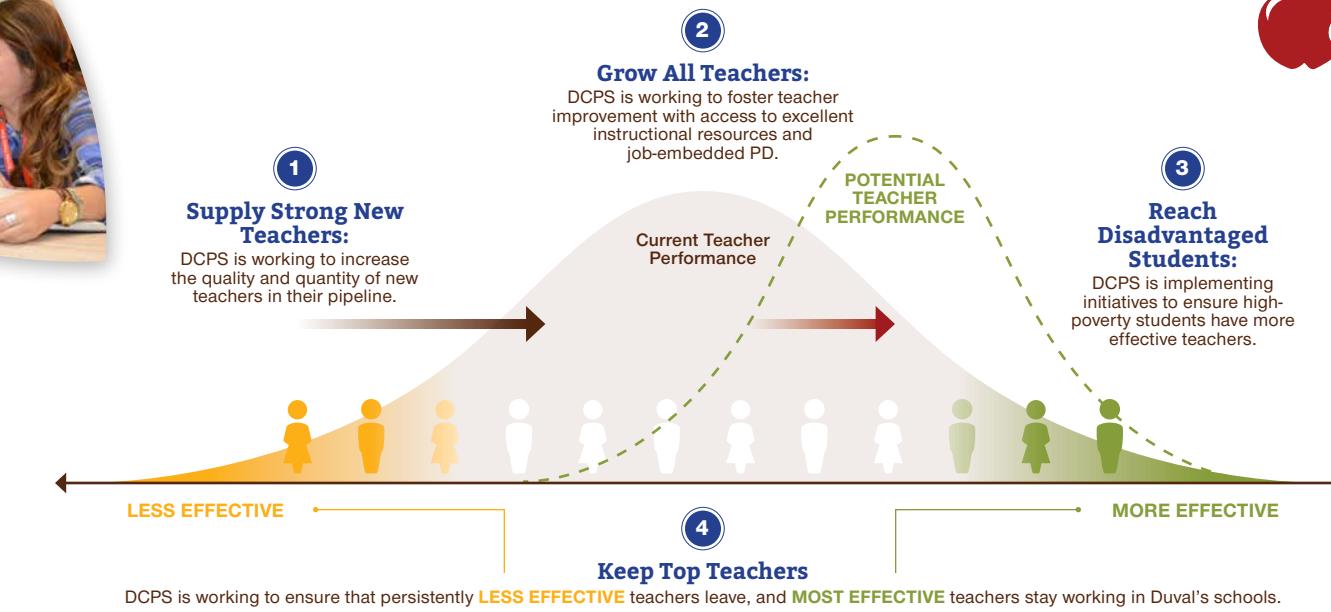
Though the new data system, OneView, would eventually be supported by the QEA Fund (see page 14), the Advisory Board first invested in an audit of the district's human resource policies, comparing them against emerging best practices in other parts of the country. TNTP (formerly The New Teacher Project) was selected to conduct the audit.

TNTP found that schools serving the most high-need schools were disproportionately disadvantaged by ineffective recruitment and staffing. TNTP also found that instruction in classrooms districtwide had not yet fully embraced nor implemented the important instructional shifts necessary to teach to the rigor of the recently-adopted Florida Standards.

Going deeper to improve instruction

With these initial findings, the QEA Fund's investment, combined with the direction of then-Superintendent Nikolai Vitti, enabled TNTP to conduct a deeper look at instruction—their first instructional diagnostic conducted in Florida—which included numerous classroom observations, reviews of student work, focus groups and interviews with teachers and leaders within schools and Duval district leadership.

The diagnostic was eye-opening, as it showed numerous areas for improvement in professional development, materials and curriculum and how to align internal systems to better support implementation of the Standards and to reach the level of rigor and improvement in student learning outcomes that the whole community sought.



An example for others to follow across Florida

The QEA Fund's investment in the diagnostic process and ongoing technical support from TNTP in Duval also caught the eye of the Bill & Melinda Gates Foundation, who then funded five additional districts across the state to undergo a similar diagnostic process. Within two years, a dozen school districts had undertaken diagnostics to assess how well the Florida Standards are being taught in their schools, and how they can better work to develop and support their teachers and leaders with more effective professional development, access to high-quality curriculum and materials aligned to the Standards, and a clear vision for what excellent instruction is, and how to monitor the attainment of this strategic vision with the effective use of data. Implementation networks amongst these leading districts have also been formed; creating the opportunity for districts to have access to technical expertise as they pursue their instructional goals and also provide districts the opportunity to learn from each other. The relatively young work of these networks is already showing incredible promise in its impacts on student achievement. Pasco County alone saw a reduction in the number of its most struggling schools, subject to state intervention and monitoring, go from 22 down to three in one academic year.

While the QEA Fund is currently winding down, JPEF is now working, through a targeted statewide project, on how to share learnings from this work with funders and districts across the state. The QEA Fund's success is a notable example of how local funders, focusing on local issues, can innovate and begin work that, with intentionality and collaboration with other funders, can spread across the state to positively impact even greater numbers of our most vulnerable students and give them the power of a high-quality education.

SNAPSHOT

**\$653,361 | TOTAL INVESTMENT
TNTP**

\$653,361

 **MORE THAN \$587,000 |** Leveraged to Support Improved Instruction in Duval County

2013-2014: Audit of the district's human resource policies and instructional practice rigor and alignment with new Florida Standards. Grantees: TNTP

\$12 Million | Leveraged in Supports Statewide



WHEN TEACH FOR AMERICA CAME TO JACKSONVILLE

ALMOST A DECADE AGO the graduation rate in Duval County was well below the state and national average and the achievement gap between black and white students was increasing. Fast forward nine years, and the stats look significantly different. Duval County now has the second highest graduation rate of the big seven districts in the state and is outpacing the nation in improvement, and the achievement gap is narrowing. These results are due to the combined efforts of the school district and partners like Teach for America, which since 2008 has recruited more than 1,200 corps members from the nation's top universities and placed them as classroom teachers in Duval County's most underserved schools.

As one of the largest investments of the Quality Education for All Fund, Teach for America has received \$6.25 million since 2014. In that time, TFA Jacksonville has intentionally placed the majority of its corps members in QEA schools, with a particular emphasis on tested subject areas. The QEA Fund Advisory Board and former superintendent Nikolai Vitti saw having a critical mass of TFA corps members and alumni in specific schools playing a role not only in improving academic performance of students but also the overall morale, energy and culture within the school building. Forty-one Teach for America corps members and alumni have been named Teachers of the Year in their respective schools, and several alumni were eligible for the teacher performance incentives through the Quality Education for All Fund (see page 12).

SNAPSHOT

\$6,250,000

TOTAL INVESTMENT
Teach for America

\$1,750,000

\$1,750,000

\$1,500,000

\$1,250,000



1,200

Corps Members
Since 2008

187

Alumni in
Jacksonville

50 | Alumni Serving as Principals,
Coaches & Administrators

95 | Alumni
Teaching

2013-2017: Supporting Teach For America Jacksonville site, clustering TFA corps members in Duval Transformation Office schools. Also supported alumni retention and development programs. Grantee: Teach For America

95%

Alumni Working
in the Education Field

78%

Alumni Teaching in
Duval County Public Schools

Kate Beatty along
with students from
Matthew Gilbert
Middle School

TEACH FOR AMERICA'S *Attract Jax*

In 2014, Teach for America Jacksonville launched Attract Jax, a program aimed at recruiting high-quality talent in Jacksonville. Attract Jax is a high-touch, personalized opportunity for TFA alumni from across the country to come to Jacksonville for 3-4 days to get to know the local employment landscape in their desired field. Through this program, participants have the opportunity to meet with hiring managers and community members with the goal of assisting them in securing employment in this community. To date, 34 TFA alumni have participated in Attract Jax and just over half of those who participated accepted employment in Jacksonville. The majority of individuals were placed as educators, school leaders or leaders in education focused nonprofit organizations.

ReGina Newkirk, TFA '13, Oklahoma City, Development Director, Jacksonville Public Education Fund: *"When I researched cities that were engaging in creative practices to move education forward, Jacksonville kept appearing in articles and studies. Jacksonville wasn't even on my radar, but that changed immediately when I came here through the Attract Jax program. Not only did I see a superintendent and school district that were discussing the real challenges facing schools, but I also saw a business and nonprofit community committed to working together to truly improve education for all students."* Jacksonville is exquisitely poised to be a national model for transformation in education, and I want to be a part of making that happen."

2017

Jacksonville is the city that is going to close the achievement gap first, and it's ultimately why I moved here.

Allison Cook, TFA '11, Alabama, Talent Associate, KIPP Jacksonville

Allison Cook (pictured): *"The collaboration between the superintendent, the nonprofit community, Teach for America, traditional public schools, charter schools, and the community made me want to be a part of this movement in Jacksonville. Seeing the communication and support between all of the stakeholders made me want to move across the country to a place where I knew no one to see if this collaboration could lead to actual change."*

“



TEACH FOR AMERICA'S *Halverson Fellowship*

Hoping to tap into the vast Teach for America alumni network both in Jacksonville and across the country, Teach For America Jacksonville launched the Halverson Alumni Fellowship in 2015. Named after TFA Jacksonville's longtime board chairman, Steve Halverson, fellows make a one to two year commitment to grow in their leadership skills and support both the TFA movement and a variety

of efforts to improve public schools in Duval County. In the first year of the fellowship, alumni receive a stipend to support their professional learning, and have an opportunity to work part-time with TFA Jacksonville as it works to support its corps members in the classroom. During the second year, fellows use their experiences to develop a community centered project.

“

The Halverson Fellowship has provided me with a platform on which I can advocate for students and their families. This year I am completing a project focused on restorative justice, researching strategies that empower students to resolve conflict and repair relationships in effort to improve school culture and reduce bullying and punitive discipline. Kate Beatty, TFA '10, Jacksonville, Assistant Principal, Matthew Gilbert Middle School



INVESTMENT FIVE: PERFORMANCE INCENTIVES

2014

THE MOST AMBITIOUS AND LARGEST INVESTMENT OF THE QUALITY EDUCATION FOR ALL FUND was to develop a system of performance incentives to recruit and retain excellent teachers and principals in the 36 Duval Transformation Office schools. As in many urban areas across the country, these historically low-income and low-performing schools had difficulty recruiting the high-quality talent they needed to deliver excellent education to all students.

Through the incentive program, high-performing teachers and principals could earn up to \$20,000 per year in additional compensation for up to three years, so long as the performance of their students remained strong. It was the largest teaching incentive ever offered in Duval County Public Schools and since 2014, more than 400 teachers and 20 principals received bonuses. In addition to having high value-added model (VAM) scores, incentivized teachers had an average of nearly a decade of teaching experience.

Key learnings

- While the American Institute for Research's formal evaluation of the QEA Fund's performance incentives program will not be final until early 2018, initial results have been positive and some key learnings have emerged from the investment:
- 1 Financial incentives can bring strong teachers to high-needs schools, but keeping great teachers who are already in those schools is easier and more effective.** The incentives were designed to increase the number of teachers with high value-added model (VAM) scores in DTO schools, and to keep them there for at least three years. Even with such large financial incentives, significantly more teachers who were already teaching in DTO schools than those who were teaching elsewhere participated in the program, and retained teachers were much significantly more likely to re-qualify for incentives than those who were new to DTO schools. Furthermore, teachers who had been teaching in those schools prior to the incentives said they were much more likely to stay after the incentive payments ended than those who moved to DTO schools.
 - 2 Non-financial supports need to accompany financial incentives, particularly for teachers coming from other schools.** Early in the incentives program, participating teachers, particularly those coming from non-DTO schools, said they needed additional supports to be successful, particularly training relating to the cultural and social context of their new students and schools. Professional development improvements were made by DCPS, but the importance of strong supports and training—in curriculum, behavior management and wraparound services—remained clear throughout the program if teachers were to be successful.
 - 3 Supporting high-quality teachers can have positive effects on student- and school-level achievement.** Similar to other large-scale incentive efforts across the country, the incentives program showed consistently positive, but not statistically significant, impacts on student achievement. Results were particularly strong in the first year of implementation, with DTO schools improving more in math, reading and science achievement than other schools in Duval County. Results from individual schools, however, varied significantly, pointing to the impact of the unique leadership, staff and community context surrounding a school on its success.

An uncertain future

In the spring of 2017, despite the incentive program showing strong results, the Duval County School Board demurred on the continuation of the incentive program as it had been structured during QEA. It did, however, devote \$2 million for recruitment/retention incentives for the 2017-18 school year. While the structure of that incentive program has not yet been created and approved, DCPS officials expect to use the learnings from QEA in developing any new program.



KATHERINE ADERHOLT, MATH COACH

Just off Commonwealth Avenue on Jacksonville's Westside sits Reynolds Lane Elementary, a school whose face was changed by the QEA Fund's performance incentive program. Two of those faces are those of Marianne Simon, the school's principal, and Katherine Aderholt, a math coach she recruited to the school.

Since Simon has been leading the once struggling school, the school grade has improved from an F to a C and student proficiency in both math and English language arts has increased. Simon says the incentives played a large role in helping her recruit talented teachers to the school. About 40% of the teaching staff at Reynolds Lane received some level of incentive during the course of the QEA Fund initiative.

"I had the two [teachers from my previous school] come with me to recruitment events to help entice teachers who would not normally choose that side of town," Simon said. *"We got two really great, successful teachers with that strategy and they have remained at Reynolds Lane."*

Aderholt, a ten-year teaching veteran, works with small groups of students who need additional support as a math coach. She sees students in grades K-5 every

day and her ability to move them forward in mathematics qualified her for a QEA performance incentive in the 2014-2015 school year.

Prior to being recruited to Reynolds Lane elementary school, Aderholt was a teacher at Woodland Acres and Waterleaf elementary schools, in higher-income areas of Jacksonville. *"After two years at Waterleaf, I had a desire to return to an urban school and continue the type of work required in a high needs school,"* she said. *"This is also when the QEA initiative started and I was offered the recruitment incentive. When I spoke with Ms. Simon about this opportunity, she offered to take me with her to Reynolds Lane as her math coach."*

While the performance incentive and stellar leadership of Simon brought her to Reynolds Lane, Aderholt made the decision to stay in the low-income school after the incentive program ended. Her reasons for staying go far beyond dollars and strong leadership. Reynolds Lane has become home. Although she is no longer receiving performance incentives, Aderholt is committed to her coaching position and determined to see the school reach its full potential.

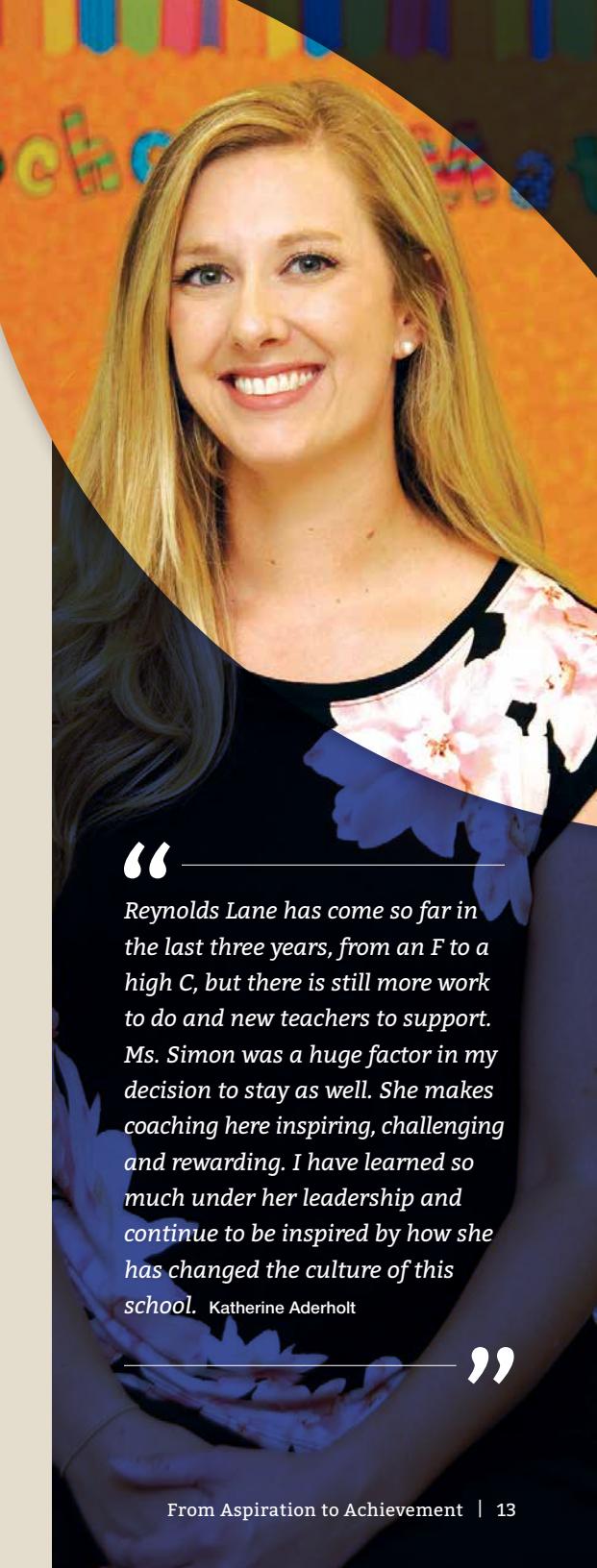
2017

SNAPSHOT

\$12,370,688 | TOTAL INVESTMENT to Performance Incentives

\$4,062,036	\$4,238,388	\$4,069,864
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2014-2017: Funded annual performance bonuses of up to \$20,000 per year for highly-effective teachers currently teaching in or recruited to teach in Duval Transformation Office schools. Grantee: Duval County Public Schools





INVESTMENT SIX: **ONEVIEW**

2014



AS ANYONE IN BUSINESS KNOWS,

making good decisions requires having good data on which to base those decisions. In education generally, and in Duval County prior to the work of the QEA Fund, Duval County Public Schools' data infrastructure was largely undeveloped, leaving teachers, principals and other district administrators relying on outdated, separated, and heavily paper-based systems, not to mention making it difficult to share key information with parents, community partners and students themselves. At the recommendation of former Superintendent Nikolai Vitti, the QEA Fund invested \$5 million between 2014 and 2017, which with an additional \$1.6 million in district funds, led to the creation of a system to address many of these issues.

As a technology investment, the system that was developed, called OneView, impacted the district as a whole, reaching beyond the original 36 Duval Transformation Office schools. Vitti and the Duval County School Board was also able to leverage the investment as the philanthropic match to garner \$50 million to support student technology upgrades across the district through a federal no-interest bond program called QZAB.

Through the new portal, developed by district technology leaders and a team from Microsoft, data from different legacy systems was

organized, in "one view," and made accessible to key stakeholders under a single user ID and interface. Since its launch, more than 9,300 teacher and class sites and nearly 50,000 parent accounts have been created. Ed White Military Academy of Leadership principal, Jason Bloom, has played a key role in encouraging the usage and implementation of paperless classrooms, leading Ed White to have the highest utilization rate of online SharePoint and Office 365 systems anywhere in the country. Teachers can share assignments and course materials, giving students access to instructional resources and the ability to collaborate on group projects 24 hours a day, 7 days a week, and parents real-time access to important information like course grades and student attendance.

Since the QEA Fund's investment, Duval County Public Schools has spent more than \$1 million in ongoing improvements and enhancements, as well as, during the 2017-18 school year, giving key community-based organizations access to real-time data for the students they serve.

2017

\$5,000,000 | TOTAL INVESTMENT to OneView

\$1 Million \$1 Million \$3 Million

 **50,000** Parent Accounts
 **8,275** Teacher & Staff Accounts
\$50 Million | Leveraged in a No-Interest Bond

2014-2017: Developed new data portal system and common performance dashboards for teachers, administrators and community partners. Also created real-time access to assignments and course grades for students and parents. Grantee: Duval County Public Schools

INVESTMENT SEVEN: **NEW LEADERS**

2015

GREAT TEACHING DOES NOT AUTOMATICALLY TRANSLATE INTO GREAT LEADERSHIP, yet teachers are often thrust into leadership roles without specialized training. Through the QEA Fund's nearly \$1 million investment in New Leaders, Duval County Public Schools built a training program for assistant principals to prepare them for school leadership roles.

Over the course of the two year-long program cohorts, nearly 50 participants grew measurably in key leadership practices, such as using data to strengthen instruction, managing difficult conversations,

2017

\$980,000 | TOTAL INVESTMENT to New Leaders

\$580,000 \$400,000

 **49** Assistant Principal Participants

2015-2017: Provided high-quality training for assistant principals to prepare them for Level 2 principal certification. Grantee: New Leaders

2015

INVESTMENT EIGHT: **READING INTERVENTIONISTS**

2016

IN 2015, RESPONDING TO DISTRICT CONCERNs ABOUT LOW READING PROFICIENCY in the Duval Transformation Office schools, the QEA Fund agreed to invest nearly \$2 million in hiring 34 reading interventionists in grades K-2 and 6-8, while the district funded interventionists in grades 3-5. These interventionists were fully certified reading instructors, and worked in small groups with below grade-level students on

the specific reading skills and strategies they needed to improve. The academic improvements by students served by reading interventionists was notable, particularly for those students in grades K-2, where two-thirds of these low-performing students made a more than a year's worth of progress in reading. In some schools, such as Biscayne and Carter G. Woodson Elementary, the success was even more profound, with nearly 90 percent

of students seen by an interventionist making significant growth in reading.

Based on the early success of this investment in 2015-16, Duval County Public Schools stepped up and expanded the funding for reading interventionists the following year; this is another example of how the infusion of private QEA dollars was instrumental in piloting an experiment that led the public entity to embrace and be willing to invest in a proven strategy.

SNAPSHOT

\$1,903,533 | TOTAL INVESTMENT to Reading Interventionists

\$1,903,533

 **K-2 Students Meeting Growth Target:** 66% **With Interventionist:** 66%

2015-2016: Funded the creation of reading interventionist roles in grades K-2 and 6-8 in Duval Transformation Office schools to grow literacy and reading proficiency. Grantee: Duval County Public Schools

57% | Duval Transformation Office (DTO) Schools Overall
62% | Duval County Public Schools (DCPS) Overall



WHEN DAVID STEIN AND GARY CHARTRAND ENVISIONED THE “BIG BET” THAT WOULD LATER BECOME THE QUALITY EDUCATION FOR ALL FUND, they knew one thing from their experience as successful businessmen and education philanthropists: people matter. Regardless of the difficulty, a great teacher, supported by a great leader, could make great changes for the student in his or her classroom.

There were a lot of questions and no guarantees as the QEA Fund got off the ground. Five years later, one thing is clear: investing in improving teaching and strengthening school leadership can improve outcomes for students. Though significant changes in standards and testing emerged during the course of the fund, in just two years, from 2015 to the end of the Fund in 2017, the number of low-performing D and F schools in the Duval Transformation Office fell from 21 to 8, and no schools had an F grade for the first time in a decade.

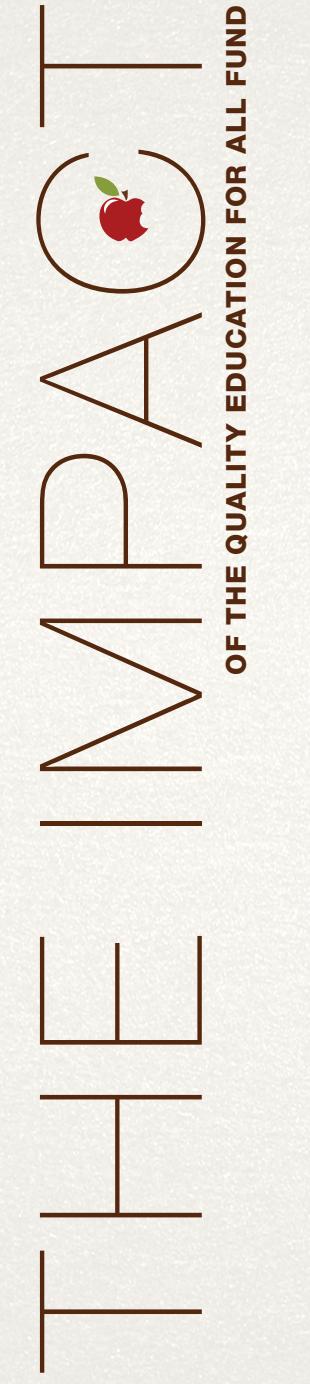
The donors who came together to create the QEA Fund have learned a lot along the way about the role that philanthropy can and must continue to play to catalyze community attention and resources on important issues in education:

- 1 Partnership is difficult, and requires continual trust-building and communication.** While the QEA Fund focused on a version of each of the original five investments highlighted in the original Bridgespan report, the plan was revisited and adjusted to respond to evolving conditions. Without regular conversations between district leaders, donors, and Fund staff, the QEA Fund’s investments would not have been able to support and leverage the numerous other things Duval County Public Schools was doing to improve schools in the Duval Transformation Region.
- 2 Major change takes time.** While we have already seen positive impacts for students throughout the course of Fund, such as increases in school grades, academic proficiency and graduation rates, many of the QEA Fund investments, such as those in training and development for future teachers and leaders, won’t come to fruition for many years.
- 3 The work is not done.** No matter the improvements made by Duval Transformation Office Schools through the QEA Fund’s investments, low-income schools like these 36 will continue to need help in recruiting, training and developing great teachers and leaders.

From the outset, The Community Foundation for Northeast Florida understood that a high capacity, independent organization would be needed to focus on local public education after the five-year QEA Fund was completed. By creating the Jacksonville Public Education Fund (JPEF) in 2009 and building its capacity to oversee the QEA Fund investments, The Community Foundation set in motion a long-term, sustainable organization that could take the lessons learned from the QEA Fund work into the future.

Working alongside the QEA Advisory Board, The Community Foundation and the Duval County School District, JPEF gained the programmatic and philanthropic expertise to be a respected, independent advocate for public education in Duval County. To that end, JPEF has revamped its strategic focus to center on human capital efforts in public schools and plans to use the valuable insight it gained during the QEA Fund work to continue its pursuit of the best and most effective ways to grow and support excellent teachers and principals. The QEA Fund donors also wanted to ensure that there would be some ongoing financial support for public education reform, even after the Fund’s five year timespan elapsed. They created a dedicated education endowment at The Community Foundation, which will allow continued annual investment in public education reform, further extending the work that has been at the forefront of The Community Foundation since 2004.

In this way, the invaluable work of the QEA Fund will continue, with the sustainable and necessary effort towards the day when every student in Jacksonville, particularly low-income students and students of color, have access to excellent teaching in every one of Jacksonville’s schools.



Letter from the Former Superintendent

WHEN I LOOK BACK ON NEARLY FIVE YEARS OF TOUGH REFORM IN JACKSONVILLE

, there are countless achievements that I am proud of. When I started in 2013, the district ranked at or near the bottom in almost every measure when compared to the other large seven public school districts in the state of Florida. We had several low-performing schools with few district-wide and comprehensive human capital systems to sustain and improve their performance. I came into my role with extensive experience transforming schools at the district level in Miami-Dade County, and at the state and system level at the Florida Department of Education.



In Duval County, I found a challenge that was unique in its own way, and an opportunity for change that I knew, if tapped into, could change the lives of hundreds of students in the community. That opportunity came in many forms but none as strong and impactful as that between the district and the donors of the Quality Education for All Fund.

Nikolai P. Vitti, Ed.D., Former Superintendent, Duval County Public Schools, 2013-2017

Over the four years of its implementation, the QEA Fund tackled human capital barriers that plague urban districts across the country, and funded initiatives and programs that would overcome those barriers in a sustainable way. Performance incentives were able to keep stronger teachers and leaders in QEA schools and recruit those with a passion for urban education into those schools as well. The Jacksonville Teacher Residency program launched and created a new pipeline for science and math teachers trained to teach in urban settings, and influenced the way in which the University of North Florida College of Education approaches training those teachers. The next generation of school leaders was trained and mentored through the Jacksonville School Leadership Fellowship, and Teach for America continued to place corps members in struggling schools. The return on these investments has been tremendous; QEA schools have been without an “F” grade for the past two years, and nearly all accountability areas have improved.

Over the past four years, teachers, principals, administrators and most importantly, students, have worked tirelessly to see these goals accomplished. It was an honor and a privilege for me to lead this district during such a time of positive improvement. Regardless of the politics that surround urban school reform, the data speaks for itself. Many of the lessons I learned through my experience in Duval County will serve to inform my decision-making in my new role as Superintendent of Detroit Public Schools Community District.

I will forever be grateful to the donors of the Quality Education for All Fund for being strategic, thoughtful, and driven partners. You not only changed the lives of children, but you also made me a stronger leader and person. I will always be grateful for your investments but I am more grateful for the personal time, heart, soul, and passion you invested in our schools, community, and in me.



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knew one thing from their experience as successful businessmen and education philanthropists: people matter. Regardless of the difficulty, a great teacher, supported by a great leader, could make great changes for the kids in his or her classroom.

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IMPACT OF THE QUALITY EDUCATION FOR ALL FUND



Leveraging private dollars FOR GREATER INVESTMENT

OVER FIVE YEARS, the QEA Fund raised and invested nearly \$38 million in Duval County Public Schools. That amount, while an enormous sum for private philanthropy in Jacksonville, on an annual basis represents only 0.4 percent of Duval County Public School's annual \$1.7 billion budget.

To supplement its investments, the QEA Fund was always intended to catalyze additional grantmaking from state, federal and private sources, particularly to support improvements in the 36 Duval Transformation Office schools. In this respect, the Fund was a great success, being a part of garnering nearly \$57 million in additional grant support, as well as nearly \$10 million in staffing and refocused internal investment in Duval County Public Schools.

WHAT WE LEVERAGED	FUNDER	AWARD
AWARE 4 Duval (improve access to mental/behavioral health services)	US DOE/HHS	\$200,000
Instructional Leadership & Faculty Development Grant (2014)	FL DOE	\$335,000
Instructional Leadership & Faculty Development Grant (2015)	FL DOE	\$317,000
Instructional Leadership Grant	FL DOE	\$335,000
JTR – AmeriCorps Grant	Corp. Nat'l Service	\$516,978
JTR – National Center for Teacher Residencies	Gates Foundation	\$90,675
JTR – National Science Foundation Grant	Noyce Foundation	\$1,280,000
Leadership Grant	FL DOE	\$330,000
QZAB II (federal bonds to upgrade technology)	US DOE/FL DOE	\$50,000,000
Race to the Top – TNTP (leadership training)	FL DOE	\$618,921
STRIVE (improve behavioral support in classrooms)	FL DOE	\$740,000
TNTP Continuation (for teacher Insight survey)	Rainwater Fdn.	\$125,000
TNTP/Florida Pilot Implementation Network	Gates Foundation	\$587,647
Turnaround Leaders Grant	US DOE	\$1,500,000
TOTAL		\$56,976,221

About

Sentence Starters



THANK YOU

TO ALL THE DONORS WHO MADE THE QEA FUND POSSIBLE

\$5,000,000 and above

Gary and Nancy Chartrand

Dan and Cindy Edelman

PGA Tour, Inc. on behalf of THE PLAYERS Championship

David and Linda Stein

J. Wayne and Delores Barr Weaver



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Drs. Christopher and Gaelyn Scuderi | Dr. Guy Selander | Dr. and Mrs. Barry P. Setzer | Southeastern Council of Foundations

Drs. Tanya Wall and Staci Suggs | Mary and Frank Watson Advised Fund





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*If you want your child to get the best education possible,
it is actually more important to get him assigned to a great
teacher than to a great school.* Bill Gates

"



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