



# Momentum

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

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**LETTER FROM THE CHAIRMAN**

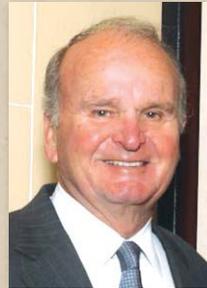
**SINCE EMBARKING ON THE JOURNEY AS CHAIRMAN** of the Quality Education for All Fund advisory board nearly three years ago, the question I am most often faced with is this: **Is it working?**

This is the fundamental question that community members, donors, district stakeholders and others want answered in regards to the impact that the QEA Fund has had in 36 schools in the Duval Transformation Office. The answer to this inquiry is beginning to unfold, as you will see in the following pages, and during the last school year the undeniable impact of the QEA initiative was seen in many schools across the district. Increases in proficiency in reading and math demonstrate how putting a great teacher in front of students on a consistent basis can begin to improve their knowledge of core content. Gallup data, which continues to show improvement from year-to-year, reflects the way that students are feeling about their school communities and their hopes and dreams for the future. Increased access to technology and to a state of the art data portal system is preparing Duval children for the evolving world around them. And teacher and principal retention and performance tells us that the mechanisms put in place to incentivize high achievement and create a strong instructional culture in schools are having their desired effect. And yet, despite these great gains, we recognize that there is still much work to be done along the road ahead.

The QEA Fund was designed to create positive impact on student achievement through strengthening human capital in Duval County Public Schools. It was also intended to act as a catalyst for systemic change in how the district approaches its human capital strategy. As a philanthropist, I understand the ways in which philanthropic dollars can be utilized in creative ways to find programs that work in ways that many government funded agencies like school districts cannot. The QEA Fund has piloted approaches over the past two years that now provide evidence to support their growth and expansion in all of our schools. I have great confidence in Superintendent Vitti and the school board leadership and their vision for transforming our school district.

The path to reforming our public schools is a long one and not without its challenges. The QEA Fund donors and I are committed to playing our role in helping Dr. Vitti and the school board navigate that journey in service to our students who deserve the very best teachers, principals and schools we have to offer. I look forward to sharing with you more details of our progress over the coming years and hope that we continue to make this effort truly one of community and collaboration.

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



## Transformation schools: targeting investment **where it's needed most**

### *Focus on building a pipeline of great teachers and leaders*

The Duval transformation region, **where most Quality Education for All resources are being invested**, consists of Raines, Ribault and Jackson feeder pattern schools. These investments include:



- » Teacher residency program for science and math majors
- » Leadership development to build the principal pipeline
- » Performance pay incentives for highly effective educators and principals
- » Modernizing and updating human resource policies
- » Dedicated district staff focusing solely on the transformation schools
- » New data systems to strengthen infrastructure district-wide
- » Reading interventionists focused in QEA to increase student proficiency
- » Leadership training for assistant principals across the district

**36 SCHOOLS | 1,165 TEACHERS | 16,800 STUDENTS | 87% 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



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 Advisory Board**

- Makes decisions about Quality Education for All Fund investments
- Composed of major donors, President of The Community Foundation, Duval County Public Schools Superintendent, and School Board Chairman



**Jacksonville Public Education Fund**

- Contracts with The Community Foundation to serve as technical manager overseeing the day-to-day grantmaking
- Primary liaison with grantees and external evaluators

**GRANTEES**

- Duval County Public Schools**
  - Teacher Performance incentives
  - Jacksonville Teacher Residency (Partnership with University of North Florida)
  - New Leaders for New Schools
  - OneView Data Portal
- New Leaders**
  - Leadership development program for assistant principals district-wide
- University of North Florida**
  - Jacksonville Teacher Residency (Partnership with Duval County Public Schools)
- Teach For America**
  - Support for the Jacksonville Teach for America site and its corps members and alumni
- Jacksonville School Leadership Fellows**
  - (through Summer Principals Academy at Columbia University)

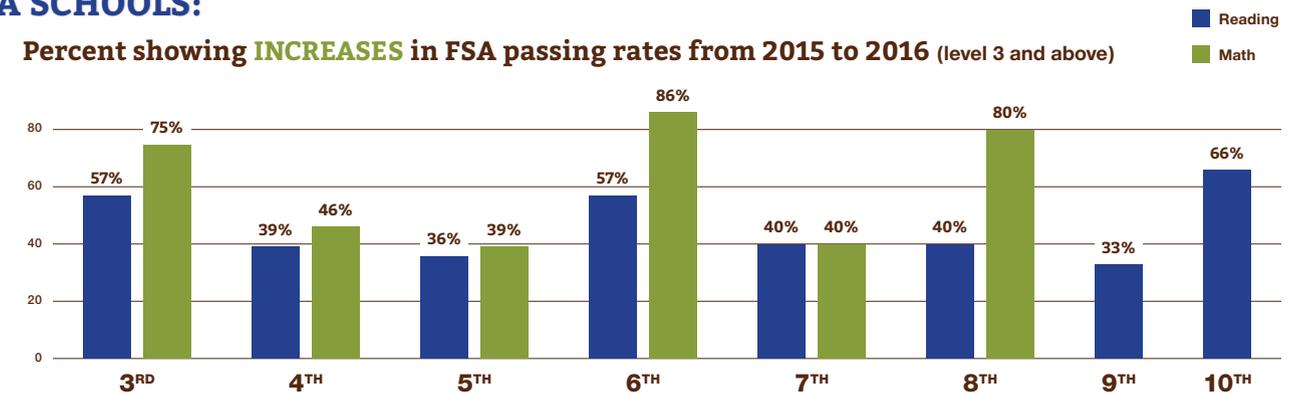


## Academic progress: adapting to changing standards, showing promise

OVER THE PAST TWO YEARS, QEA SCHOOLS, ALONG WITH EVERY SCHOOL IN THE DISTRICT AND ACROSS THE STATE, have had to adapt to the changing accountability structures in Florida. In the first year of implementation, a new assessment was introduced which aligned with the new Florida State standards. This year, the formula for calculating school grades has also changed, making it difficult to compare year-over-year progress in schools. However, in 2015 out of 36 QEA schools, 39 percent had a grade of "C" or better. In 2016, almost half of the QEA schools had a grade of "C" or better. While ever changing measures of student success are a fact of life in our state, the changes that are being seen in the 36 QEA school should be recognized and celebrated.

### QEA SCHOOLS:

Percent showing **INCREASES** in FSA passing rates from 2015 to 2016 (level 3 and above)



VISION

### QUALITY EDUCATION FOR ALL FUND VISION STATEMENT

THE QUALITY EDUCATION FOR ALL FUND IS PRIVATE PHILANTHROPY catalyzing change in public education. Established by local philanthropists, business and community leaders, the Quality Education for All Fund partners with Duval County Public Schools to improve the quality of public education for students that need it most. Through our collective efforts, we hope to make Jacksonville an economically and socially vibrant society in which all public school students have an equal shot at college, career and success.

Because the number one factor in student achievement is the teacher in the classroom, the Quality Education for All Fund invests in programs and activities designed to attract and retain high-quality teachers and leaders for Duval County Public Schools. Quality Education for All works in alignment with the district, providing resources that will complement, not supplant, public investments. These investments are focused on **36 of the district's historically high-needs schools**, with a goal of expanding the improvements over time to help students district-wide.

Quality Education for All plans to raise and spend \$50 million in private dollars over five years, and encourage a comparable investment of public dollars by Duval County Public Schools.

**\$50 MILLION**  
IN PRIVATE DOLLARS  
OVER **FIVE YEARS**

## Jacksonville Teacher Residency: building relationships and stocking schools with excellent STEM teachers

THE JACKSONVILLE TEACHER RESIDENCY PROGRAM INTRODUCED ITS SECOND COHORT OF RESIDENTS to the QEA schools in summer of 2015. Eleven individuals with backgrounds ranging from engineering to biology joined the program with the hopes of becoming highly effective urban teachers. The JTR program has been gaining recognition across the country for its innovative model of combining a theory of education focusing on the the master's degree program with the practice of teaching in classrooms throughout the Duval Transformation Region.

The 2015-2016 school year was the first year that the JTR program received federal dollars from the Corporation for National Community Service in the form of AmeriCorps funding. That year, the program also received a three-year grant from the Gates Foundation's newly formed National Center for Teacher Residencies.



### Faces of Change:

## JAMIEKA WILKINSON, TEACHER

Jamieka Wilkinson grew up in Jacksonville's urban core and attended Duval County Public Schools. School came easy to her, but she felt shut out by her teachers at her predominantly white school and by 11th grade, she began to act out — until one day a special teacher inspired her to be the academic star she was.



*Based on your skin color and where you live and where you come from and how you dress — people think that's who you are. Really, you're so much more.*



Wilkinson joined the Jacksonville Teacher Residency because she wanted to change the things she didn't like while she was in school. At first hesitant because of the demanding nature of the program, she quickly saw the hard work of taking classes and resident teaching as worth it.

*"I moved that student one way," she said. "It's worth it. Taking that challenge, it's worth it. You may not see it right then; you may not see it until two years from now. You may not reach your first class. But you keep going and stay on them... you have to trust the process."*

Wilkinson's mentor was Robert Baldwin, a math teacher at Northwestern Middle School — a teacher she describes as a

*"rare diamond."*

She saw students start in his classroom at Level 1 and leave not only with more skills but the confidence to keep improving. Meanwhile, she was affected by the difference between her experience and that of other first-year teachers.

*"Other first year teachers were drained out. They were not prepared. They were frustrated,"* Wilkinson said.

Thanks to JTR, she feels like she has an edge and the confidence she needs to succeed, believing it is an opportunity every future educator should pursue.



### Faces of Change:

## ROBERT BALDWIN, TEACHER & MENTOR

Robert Baldwin, a math teacher and JTR mentor at Northwestern middle school, believes the program is transformational.

Having two sets of eyes in the classroom allows the class size to be smaller, he said, because each teacher can work closely with a smaller group of students. That empowers the students and allows teachers to reflect with each other about the best way to handle a situation.

*"My way might not always be the right way,"* Baldwin said.

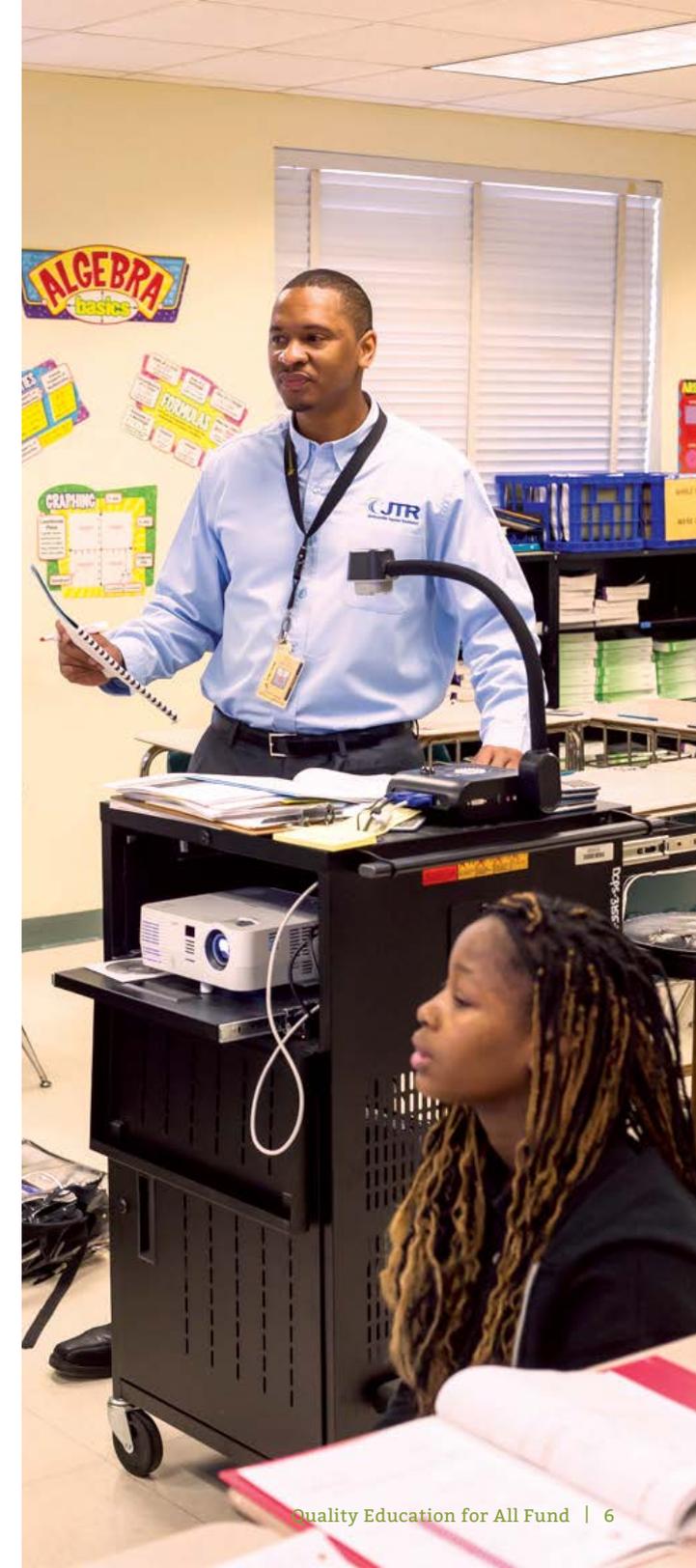
Baldwin said mentoring Jamieeka Wilkinson made him become a stronger educator. And he sees her going on to an excellent career in the classroom. *"It's very rare that [a person] can come in and have the wits and knowledge and command a classroom the way that she can,"* he said. *"She's a natural educator."*



*As a teacher, my mindset is this: I sell a service to the kids and their achievement is my return on investment.*



The Jacksonville Teacher Residency allows new teachers to get a solid foundation in terms of discipline, structure, and curriculum, he said, so that our community can put *"the best first year teachers available in front of our kids for the future."*



## Three years after Jacksonville School Leadership Fellowship starts, schools are reaping rewards



### Faces of Change:

## ERICA BARTLEY, PRINCIPAL

When Erica Bartley began the Summer Principals Academy (SPA) at Columbia University in the summer of 2013, she had a goal in mind: to become a principal in Duval County Public Schools within the next five years. Through the support of the Quality Education for All Fund and its partnership with the SPA program, Erica has been able to achieve that goal in just three years.

The Jacksonville School Leadership Fellowship — through Columbia’s SPA program — was the first investment made by the Quality Education for All Fund three years ago and it is intended to build a stronger pipeline of emerging school leaders. It is an intensive principal development master’s program offered by Columbia University’s Teachers College that is designed specifically for teachers who are interested in pursuing a career in school leadership.

To date, 13 Fellows from Duval County Public Schools have been supported by the Quality Education for All Fund.

Participants complete coursework in New York during the summer and are assigned as an administrative intern working alongside a high-performing school principal during the school year. Bartley completed her administrative internship at Matthew Gilbert Middle School, and completed the SPA program and her master’s in Education Leadership in the summer of 2014. She was then assigned as an assistant principal at Garden City Elementary, where her leadership capabilities were nurtured — and she excelled and flourished.

Last year, an opportunity arose for Bartley to serve as the assistant principal at Rutledge Pearson Elementary School, a school on the north side of the city that

has developed a strong reputation for its student performance and leadership. The previous principal, Debbie Crotty, left her position as principal to become an Executive Director with the school district. While Crotty left big shoes for Mrs. Bartley to fill, she has more than exceeded expectations and her hard work has paid off.

**In the 2016-2017 school year, Erica Bartley will be the first Jacksonville School Leadership Fellowship graduate to become a principal in Duval County.** She has a vision for her school and for her students that the SPA program helped her begin to craft during her first summer in 2013.

“*The program was critical to my development as a leader. The training, the hands-on experience and the network of colleagues that we were offered was invaluable. I feel so fortunate to have been a part of this program.*”

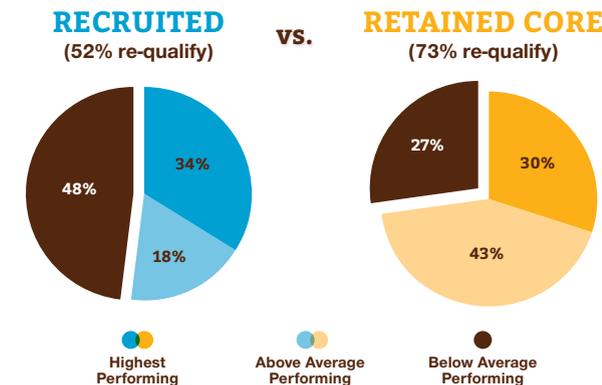
## Incentives continue to keep high-quality teachers in QEA classrooms



**ONE OF THE LARGEST INVESTMENTS** of the Quality Education for All Fund is in incentives to retain high-performing teachers. High-performing teachers (defined as being 20 percent above the district average value-added measurement) retained at QEA schools receive a \$20,000 bonus and recruited teachers from other schools receive a \$17,000 bonus. In 2015-2016, which was year two of the program, that continued, along with sliding-scale bonuses for retained teachers based on the district average.

In year one, about two-thirds of incentives and total dollars went to retention bonuses. In year two, virtually all incentives went to retention bonuses. About half (52%) of recruited teachers in year one re-qualified for a bonus in the second year, while nearly three-quarters (73 percent) of retained teachers re-qualified for some bonus. The majority of dollars in both year one and year two went to incentives for core subject teachers.

### TEACHERS



### REPEAT INCENTIVE EARNERS (# of teachers)

2014-2015:	84
Both Years 2014-2016:	117
2015-2016:	289



Faces of Change:

## ALI KNOLL, TEACHER & PERFORMANCE INCENTIVE RECIPIENT

### Career-changer finds a calling

Ali Knoll didn't find her way into the classroom right after college. But from the moment she stepped inside The Young Women's Leadership Academy at Eugene Butler Middle School, she knew she was home.

Knoll, an excellent teacher who is receiving a performance incentive made possible by the Quality Education for All Fund, started teaching English language arts and reading after leaving a career in marketing. And when she first signed on to become a teacher at a turnaround school, she was asked not only for her two-year commitment to Teach for America but also a three-year commitment to the school in order to be eligible for the incentive.

*"Right off the bat I had to make the decision, was I going to commit for the*

*"It's impossible to do this work alone. When there are so many stakeholders that are invested in a movement, it's impossible not to create transformational change. At Butler, I know we have so many people who are rooting for us, so many people invested in our progress and are providing support for a community that needs it so badly."*

*third year?" she said. "By October it was no question. I wasn't going anywhere."*

After graduating from Flagler College, Knoll started working at a school photography company, visiting schools throughout the three-county region. The disparities among the schools were impossible for her to ignore. Suddenly, the decision to become a teacher became clear.

*"Where I work, our families are struggling. Our school is in a food desert. There are so many barriers, so many bricks in my students' backpacks," she said. "That's why our school needs investors and people who will fight for our kids. Kids will show up and they will do their absolute best when they're supported and cared for."*

When she started at Butler, the school was in its first year of transformation into two single-gender leadership academies.

Knoll described it as one big learning community — *"we were all trying to help each other out."*

Today the incentives are helping keep high-quality teachers in QEA schools, but Knoll said that is just a first step toward keeping great teachers in the classroom.

*"Letting their voices be heard, provide them with opportunities for PD that really allow them to become more well rounded, to experience other opportunities, be leaders within our classroom, within our school, within our community," she said are all important to keeping great teachers in the classroom.*

She described the overall impact of the Quality Education for All Fund as one whose impact is both felt immediately but also won't become fully known until the years to come.



## High-performing principal brings new life to school

Faces of Change:

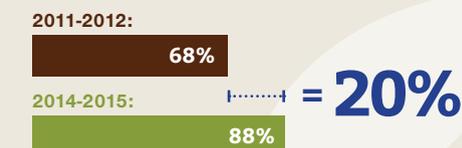
## VINCENT HALL, PRINCIPAL

Principals are the driving force behind so much of the progress we see at the school level in the district. They act as chief executive officers of their buildings managing everything from the budget and finances to student schedules, parent engagement and teacher evaluations. The quality of a principal is evident in every aspect of the operations of his or her school community. However, finding the right leader for each unique school in the district is a task that requires much thoughtful planning, and building a pipeline of quality principals has been a priority of the district's and of the QEA Fund for the past three years. One way that great leaders are supported and encouraged to remain in their roles is through the principal incentives offered by

the QEA Fund. **These incentives of up to \$20,000 are awarded to principals who have shown a record of moving Title I schools from failing school grades to C, B and A schools.**

Achieving this feat is even more challenging at the high school level. At William Raines, a historic high school on the north side of the city, Vincent Hall has been serving as the principal for the past three years. He was recruited to the high school with help from the QEA principal incentive. Mr. Hall is himself a graduate of Raines high school, and brings his alumni pride to the building every single day. Since Mr. Hall has been at Raines, the graduation rate at the school has seen an increase from 68 percent in 2011-2012 to

### Graduation rate INCREASE at Raines under Hall



88 percent in 2014-2015. Vincent Hall has instilled a level of pride and legacy within the halls of the Raines school that can be felt from the moment a visitor steps into the building. His teachers and students feel that pride as well and it is reflected in their continued academic progress.

## Technology investments reap district-wide benefits

### AS THE WORLD AROUND US BECOMES MORE RELIANT ON TECHNOLOGY

and increasingly more data-driven, access to vital information about students is critical for parents, teachers, principals, school leaders and others in the public education ecosystem.

Thanks to an investment from the Quality Education for All Fund of \$5 million in 2014 and over \$1 million contributed by Duval county public schools, that access will now be available at the click of a button with the development of a new data portal system. The portal, called OneView, was developed by Microsoft and is designed to be a “single pane of glass” in helping parents, teachers, principals, district administrators and community partners to have access to information they need to help students be successful.



Through the system, students will have single-sign-on access to the various education software products used by the district, as well as to Microsoft Office 365. Parents will be able to see assignments, grades, attendance and other data about their children, and complete a variety of district forms electronically. The system is fully accessible through mobile phones, tablets and standard computers. Community partners, such as mentoring agencies, will be able to have real-time access to data on students they serve, allowing them to better assess their impact and improve their programming.

OneView is truly revolutionary in terms of school district platforms across the country. It is the most state-of-the-art portal system in existence serving a public school district. The portal will be continuously upgraded and re-evaluated by users to make sure that it continues to be relevant for their work.

## Outpacing district schools on school climate

FOR THE LAST THREE YEARS, Quality Education for All Fund schools have been scoring higher than other district schools on key indicators of school climate — from the Gallup Survey of students to parent and caregiver feedback.



	QEA	NON-QEA
<b>GALLUP STUDENT SURVEY</b>		
Hope	4.33	4.20
Engagement	3.82	3.71
Career/Financial Literacy	3.38	3.25
Entrepreneurial Aspiration	3.04	2.62
<b>GALLUP EMPLOYEE SURVEY</b>		
Satisfaction	3.86	3.95
<b>DISTRICT PARENT/CAREGIVER CLIMATE SURVEY</b>		
“My child’s teachers hold high expectations for my child.”	4.22	4.13
“My child receives the academic support needed to meet his/her individual needs.”	4.12	3.98
“My child receives high-quality instruction from his or her teacher(s).”	4.13	4.02

## Teach For America corps members recognized for achievements

FOR THE PAST THREE YEARS, the Quality Education for All Fund has supported Teach for America in Jacksonville by providing funding for overall program operations. In the 2015-2016 school year, 52 percent of current Teach for America corps members and 39 percent of school-based alumni were placed in Duval Transformation Office schools. On average, about 40 percent of Teach for America corps members stay teaching in Duval county after their two-year commitments have expired. In the past five years, 34 corps members and alumni have been named “Teacher of the Year” at their schools. One of our current Teachers of the Year, Darryl White, has even made it to the district Teacher of the Year semi-finals.





Faces of Change:

# DARRYL WHITE, TEACHER

As an undergraduate at Syracuse University, Darryl L. White II already knew that Teach for America was a goal. His success running track afforded him the opportunity to earn a master's degree in education, but it also gave him a deep appreciation for the school where he would ultimately become Athletic Director — Matthew Gilbert Middle School, former home of Olympic sprinter and NFL player Bob Hayes.

White, who is not only an English Language arts and college-prep class teacher and the school's Athletic Director but is also pursuing a doctoral degree at University of North Florida, credits plunging into the school's strong culture of athletics as a gateway to stronger academics.

*"It has allowed me to not only immerse myself in the Gilbert culture but in the community as well. I really became part of the community — 'out east' as they call it,"* he said. *"When you can connect with [students on the field], you can see their intelligence there and connect it in the classroom. We go to them and*

*"We're much more than a group of men that can manage a classroom behaviorally. We're doing great teaching; we can really add something. I felt like, hey, this is my chance to be that guy."*

*say, 'How are we going to bring this into the classroom? How can we get you engaged in the classroom?'"*

So it was no surprise to those around him that in his third year of teaching, White was named a top five finalist for 2016 Duval County Teacher of the Year. White said he felt a special sense of duty that stemmed from the honor.

*"I felt like I was representing something much larger than myself,"* he said. *"Matthew Gilbert is, in terms of state scores, a low performing school. We don't get credit for the work we're doing; students are working really hard too, and they don't always get recognized for that."*

He also feels strongly about representing black males in the classroom, a group that nation-wide constitutes just 2 percent of teachers.

**BLACK MALE TEACHERS = 2% NATIONWIDE**



White believes that Jacksonville offers great experience for those who work in education, and he has no plans to leave the field any time soon. In fact, he aspires to one day become a superintendent, a dream he has shared with a supportive Superintendent, Nikolai Vitti.

He is excited about the investments of the Quality Education for All Fund because of its promise to spread equity and ensure that schools in lower-income communities have the highest-quality teachers. And, he said, knowing there is special support makes educators feel valued.

*"As a teacher, a lot of times you feel like you're on an island,"* he said. *"To know that there are some people who are like hey, we support you and we're doing what we can, that is amazing. I know I speak on behalf of teachers who don't always a chance to say thank you, it means a lot to know that so many people are supporting us."*



## Leveraging private dollars for greater investment

**SINCE ITS INCEPTION**, the Quality Education for All Fund has catalyzed more than \$54 million in additional grants from state, federal and private sources that are targeted toward helping students in Duval County, especially those in the 36 focus schools.

This is in addition to existing public investment from the district, which has refocused internal resources and priorities to improve education in the 36 schools, including an investment of \$7 million in additional district personnel.

WHAT WE LEVERAGED	FUNDER	AWARD
TNTP Continuation (for teacher Insight survey)	Rainwater Fdn.	\$125,000
Race to the Top – TNTP (leadership training)	FL DOE	\$618,921
Instructional Leadership Grant	FL DOE	\$335,000
AWARE 4 Duval (improve access to mental/behavioral health services)	US DOE/HHS	\$200,000
QZAB II (federal bonds to upgrade technology)	US DOE/FL DOE	\$50,000,000
Turnaround Leaders Grant	US DOE	\$1,500,000
STRIVE (improve behavioral support in classrooms)	FL DOE	\$740,000
Instructional Leadership & Faculty Development Grant (2014)	FL DOE	\$335,000
Instructional Leadership & Faculty Development Grant (2015)	FL DOE	\$317,000
JTR – National Center for Teacher Residencies	Gates Foundation	\$91,114
JTR – Americorps Grant	Corp. Nat'l Service	\$172,326
Leadership Grant	FL DOE	\$330,000
<b>+ \$7.2 million in additional personnel from DCPS</b>	<b>TOTAL</b>	<b>\$54,764,361</b>

## New boundary, program changes

**DURING THE 2015-2016 SCHOOL YEAR, DUVAL COUNTY PUBLIC SCHOOLS UNDERTOOK A SIGNIFICANT EFFORT** to revamp programs and create new opportunities for a dozen schools across the district, primarily in urban core neighborhoods. From adding new specialized and magnet programs to a new approach to early childhood education, these changes are now place in several Quality Education for All Fund-supported schools in the 2016-2017 school year.



**WEST JACKSONVILLE ELEMENTARY SCHOOL** is now the Bridge to Success Academy at West Jacksonville. The academy, which was previously located at the James Weldon Johnson-ACT Center, serves students in grades four through eight that are overage for their grade, with specialized programming to help them accelerate to eventually get back on track to graduate on time.



**ANDREW JACKSON HIGH SCHOOL** is being phased in as a dedicated magnet school featuring programs in cybersecurity, video gaming, and sports medicine, marketing and broadcasting. The dedicated magnet started with this year's ninth grade cohort and will phase in one year at a time.



Both **R.V. DANIELS ELEMENTARY** and **R.L. BROWN ELEMENTARY** have been converted into dedicated magnets for gifted and talented students. All students who previously attended the schools, regardless of their gifted status, are being welcomed to continue attending.



**S.P. LIVINGSTON ELEMENTARY** and **JOHN LOVE ELEMENTARY** have both been converted into early learning centers, educating students from pre-kindergarten to second grade. This builds off of successes seen in other PK-2 schools in the district.



**LONG BRANCH ELEMENTARY** and **SUSIE TOLBERT ELEMENTARY** will both now serve third through fifth grades, with students in younger grades relocated to one of the early learning centers.



## Sustaining the progress made in QEA schools



**THE QUALITY EDUCATION FOR ALL FUND WAS ESTABLISHED WITH THE GOAL OF RAISING** \$50 million philanthropic dollars over 5 years to invest in human capital strategies in Duval County public schools. To date, the Fund has been in effect for 3 years, with two of those being full implementation years. However, the goal of \$50 million has not yet been reached. As the Fund leadership continues to fundraise for the remaining amount to reach that goal, conversations have already begun regarding the sustainability of the

initiative. Each investment is being carefully and thoroughly evaluated to determine what the best plan for sustainability will be after the QEA Fund ends. The superintendent has been an integral part of these continuing discussions, and is hopeful that the school district will be able to invest its own dollars in a more sustainable way to support those efforts that we know are working in the QEA schools, and potentially expand those efforts to other high needs schools within the district.

The QEA Fund was designed to be a catalyst for systemic, long-term change at the district level in the area of human capital. As is often the role of philanthropy, the dollars from QEA have been utilized to "pilot" programs in schools and determine which of them are actually impacting our students in a positive way. The hope of the Fund and of the district is that these proven, effective programs will become embedded in the way that the public school system works.

### LETTER FROM SUPERINTENDENT NIKOLAI P. VITTI

**SINCE COMING TO THE DISTRICT ALMOST FOUR YEARS AGO TO SERVE AS SUPERINTENDENT**, my vision has always been one of transformation. Throughout my tenure, I have used this vision to guide my decisions and the initiatives that we have implemented. What I knew coming into the district four years ago still holds true today; some of the brightest, most passionate, and capable teachers and leaders in the country work in our urban public schools every day.

My role as the leader of the district has been to continue to build upon the strengths of the human capital that already exists, and to develop and nurture areas in which we can grow. The Quality Education for All Fund has been a strong partner throughout this transformation. The financial and professional support from the contributors to this fund has been truly remarkable. Through this collective effort, our district's most challenged schools have been able to build upon their greatest assets while tackling those areas still in need of improvement.

The results of our efforts are clear signs of progress. The district graduation rate has increased from 67% in 2012 to 76% in 2015 and we have made great improvements in the number of students graduating from high school ready for college. Within the 36 designated QEA schools, 75% received a school grade of "C" or higher in 2015. As the leader of our district, I am proud of the accomplishments we have made and am also energized to continue the work that must be done.

On behalf of the administrators, teachers, students and staff of this district, I want to give my thanks to the donors of the Quality Education for All Fund for your continued commitment to our city's children and their future. This partnership has been truly transformational, and the results will positively impact the lives of children for years to come. I look forward to continuing the work alongside of each of you in pursuit of the vision for an equitable, high-quality school district for all of our students.

— *Nikolai P. Vitti, Superintendent, Duval County Public Schools*

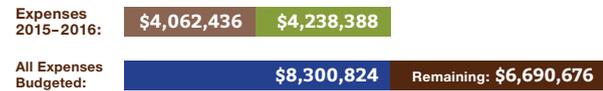




# FY 2016 Financials

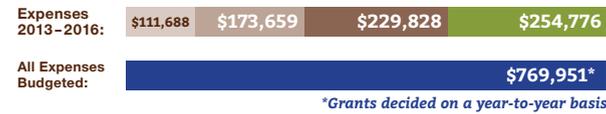
## Transformation School Performance Incentives

- » Attract and retain highly effective teachers and principals
- » Pay up to \$20,000 per year in retention bonuses to teachers within, and up to \$17,000 to those who transfer to the schools
- » Grantee: Duval County Public Schools



## Jacksonville School Leadership Fellowship

- » Duval County Public Schools' Fellows to receive principal or assistant principal training for Transformation Schools and earn a Master's Degree in Educational Leadership
- » Grantee: Individual Fellows



## Jacksonville Teacher Residency Program

- » Florida's first urban teacher residency program
- » Puts high-achieving college graduates with science and math majors in Transformation Schools for four years
- » Grantee: University of North Florida Foundation and Urban Teacher Residency United



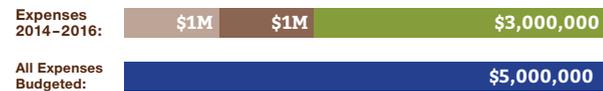
## Teach For America

- » Supports the Jacksonville Teach for America site and its corps members and alumni
- » Significant presence in Transformation Schools, particularly in math, English language arts and science subject areas
- » Grantee: Teach For America



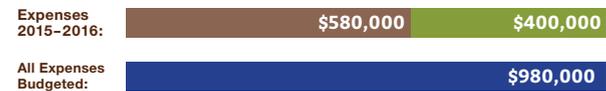
## Data System and Technology Enhancement

- » Developed a new data system so teachers, district leaders and community programs can make data-driven decisions
- » Match funds expanded the federal Qualified Zone Academy Board grant to put \$50 million into classroom technology
- » Grantee: Duval County Public Schools



## New Leaders

- » New investment approved in December 2014
- » Specializes in leadership development for teachers and aspiring principals
- » Adjusts to the unique needs of the district
- » Grantee: Duval County Public Schools



### \$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

### \$1,000,000-\$4,999,999

Dubow Family | Preston H. Haskell | The Petway Family Foundation, Inc.  
 Gilchrist B. Berg | Florida Blue | David and Ann Hicks | Jack and Mary Jane Uible

### \$500,000-\$1,000,000

Edward L. (Ted) Baker | John Baker  
 FIS Foundations, Inc./FNF Capital, Inc./Black Knight Financial Services  
 Robert and Margaret Hill | Robert and Monica Jacoby | Jay and Deanie Stein

### \$100,000-\$499,999

The Newton CLT III-1997 | Bobby and Polly Stein | Hap and Brooke Stein | Joannie Wellhouse Newton  
 James H. Winston | Zimmerman Family Foundation

### \$25,000-\$99,000

Bank of America | Everbank | Fletcher Management/Jerome Fletcher | Cris and Jerry Hayes

### \$5,000-\$24,999

Dr. Sol and Leslie Brotman | Alex and Caroline Graham Charitable Fund | Drs. Michael and Sue Nussbaum | Billy J. Walker | Jim and Ellen Wiss

### \$4,999 and below

Dr. Mark Clarke | Dr. and Mrs. Stephen Cochran | Dr. Steve Cuffe and Babette Kissam | Dr. Ron and Susan Elinoff | Dr. Robert Harmon | Dr. Luke and Marissa Henderson  
 Dr. Hank Hill | Helen Lane | The Lord's Foundation | Drs. Christopher and Gaelyn Scuderi | Dr. Guy Selander | Dr. and Mrs. Barry P. Setzer  
 Southeastern Council of Foundations | Tanya Wall and Staci Suggs | Mary and Frank Watson Advised Fund





## Invest, advocate, volunteer... **GET INVOLVED**

To learn more about investing in the Quality Education for All Fund, contact **Nina Waters**,  
President of The Community Foundation for Northeast Florida: [nwaters@jaxcf.org](mailto:nwaters@jaxcf.org) or **904.356.4483**

For more information about the Quality Education for All Fund programmatic investments, contact **Imani Hope**,  
Program Director at Jacksonville Public Education Fund: [imani@jaxpef.org](mailto:imani@jaxpef.org) or **904.394.0953**

GET INVOLVED



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

[QEAFund.org](http://QEAFund.org) | **904.356.4483**

Quality Education for All Fund  
40 East Adams Street, Suite 110 | Jacksonville, FL 32202

