

August 31, 2017

Dr. Freddrick Murray, Interim Superintendent  
Jackson Public School District (2520)  
662 S. President Street  
Jackson, MS 39225

**VIA HAND DELIVERY**

Ms. Camille Stutts Simms, Vice President/Acting President  
Board of Trustees  
Jackson Public School District (2520)  
662 S. President Street  
Jackson, MS 39225

Dear Dr. Murray and Ms. Simms:

Enclosed is the *On-Site Investigative Audit Report* the Mississippi Department of Education (MDE) conducted in the Jackson Public School District (JPSD) September 6, 2016, through July 31, 2017. The investigative audit included an evaluation of accreditation standards and accountability requirements of the State Board of Education. All findings described in the enclosed report are based on the analysis of data collected during the on-site evaluation, including (a) interviews conducted with JPSD staff, (b) observations and completed evaluation forms, (c) analysis of official documentation on file in the JPSD, and (d) analysis of official reports submitted to the MDE.

Based on the audit findings, the JPSD is in violation of 24 out of 32 Process Standards that include the following: 1, 1.1, 1.2, 1.3, 2, 2.2, 2.3, 2.4, 4.1, 6, 6.1, 6.2, 8, 10, 10.1, 11, 13, 13.1, 13.2, 13.4, 14, 14.1, 14.1.4, 14.2, 14.4, 14.5, 15, 16, 17, 17.1, 17.2, 17.3, 17.4, 17.5, 17.6, 17.8, 18, 18.1, 18.2, 19, 19.1, 19.2, 20, 20.1, 20.2, 21, 21.1, 21.2, 22, 26, 27, 27.1, 27.2, 28, 28.1, 29, 29.1, 29.3, 30, 31 and 32. In addition to the violations noted above, the JPSD is noncompliant with Accreditation Policy 2.1. Based on a detailed analysis of the 2016-2017 Personnel/Accreditation Data Report submitted to the MDE and official documentation on file in the JPSD, the District failed to report complete and accurate data to the MDE.

The MDE Office of Accreditation will present evidence to the Commission on School Accreditation, which will determine whether an extreme emergency exists in the JPSD that jeopardizes the safety, security, or educational interests of the children enrolled in the schools in the District. In accordance with Miss. Code Ann. § 37-17-6(12)(b), the Commission will determine if such an emergency situation is related to serious violation(s) of accreditation standards, or state or federal law. The Commission meeting will begin at 10:00 a.m. on September 13, 2017, in the Fourth Floor Board Room of the Central High School Building in Jackson, Mississippi.

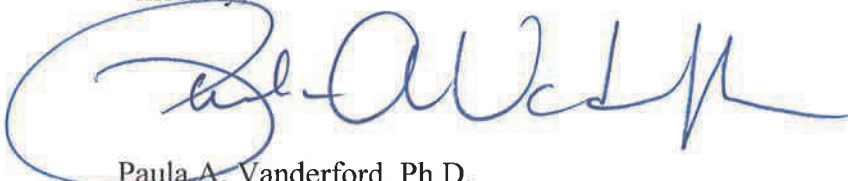
Dr. Murray and Ms. Simms  
August 31, 2017  
Page Two (2)

District representatives, which shall include, but are not limited to, the Interim Superintendent and the Board Chair, will be allowed to address the Commission prior to the Commission's determination. While the District may be represented by counsel, only district employees and/or board members may address the Commission during the 40 minutes allowed for the District to present evidence pertinent to this matter. This time may not be delegated to anyone else. Following the presentations from the Office of Accreditation and the District, the attorney for the District (if applicable) and the attorney for the MDE will be allowed 10 minutes each to provide closing statements.

If the Commission makes any recommendation(s) at this meeting, the recommendation(s) will be presented to the State Board of Education at the regularly scheduled meeting on September 14, 2017, at 10:00 a.m. in the Fourth Floor Board Room of the Central High School Building, in Jackson, Mississippi. The State Board of Education will follow the same format as the Commission in allowing the District and the MDE to address the Board prior to the Board's determination.

Your cooperation and the assistance of all school district employees are greatly appreciated. If you have any questions related to the enclosed report or accreditation requirements, please contact me at (601) 359-3764.

Sincerely,

A handwritten signature in blue ink, appearing to read "Paula A. Vanderford", with a large, stylized initial "P" and "A".

Paula A. Vanderford, Ph.D.  
Chief Accountability Officer

Enclosure

c: Carey M. Wright, Ed.D.  
Special Assistant Attorney General



**On-Site Investigative Audit Report**

**Jackson Public School District (2520)**

**September 6, 2016 – July 31, 2017**

---



## TABLE OF CONTENTS

---

### JACKSON PUBLIC SCHOOL DISTRICT ON-SITE INVESTIGATIVE AUDIT REPORT

**History of Performance**

**Compliance Summary**

**Accreditation Policy 2.1: Data Reporting**

**Accreditation Standards**

**Standard 1: Governance**

**Standard 2: Licensed Staff**

**Standard 3: Personnel Appraisal**

**Standard 4: Financial Accountability**

**Standard 5: Budget and Expenditures**

**Standard 6: Enrollment Requirements**

**Standard 7: Transfer Policies**

**Standard 8: Student Records**

**Standard 9: Strategic Planning Process**

**Standard 10: Compulsory School Attendance**

**Standard 11: Dropout Prevention Plan and Program of Services**

**Standard 12: Community Involvement: P-16 Councils**

**Standard 13: Calendar Days and Instructional Requirements**

**Standard 14: Graduation Requirements**

**Standard 15: Professional Development Plan/Program**

**Standard 16: Statewide Assessment System**



**Standard 17.1: Early Childhood Programs (Kindergarten)**

**Standard 17.2: Pre-Kindergarten Programs**

**Standard 17.3: Career-Technical Education Program**

**Standard 17.4: Special Education Program**

**Standard 17.5: Child Nutrition/School Wellness**

**Standard 17.6: *Elementary and Secondary Education Act***

**Standard 17.7: Driver Education**

**Standard 17.8: Gifted Education Program**

**Standard 18: Library/Media Center and Services**

**Standard 19: Textbook Requirements**

**Standard 20: Instructional Management System**

**Standard 21: Promotion, Retention, and Uniform Grading Policy**

**Standard 22: Alternative Education Program**

**Standard 23: GED Option**

**Standard 24: Unencumbered Planning Time**

**Standard 25: Limit on Course Preparations**

**Standard 26: Basic Secondary Curriculum Requirements**

**Standard 27: Implementation of the Basic Elementary Curriculum in Grades K-8**

**Standard 28: Student Teacher Ratios**

**Standard 29: Pupil Transportation Program**

**Standard 30: School District Facilities**

**Standard 31: School Safety Plan and Implementation**

**Standard 32: Youth Detention Center**

#### **Attachments**

**Attachment A: Office of the State Auditor's Report for the Jackson Public School District**

**Attachment B: Individual Student Report**

**Attachment C: FY16 Title II Letter from the Office of Federal Programs**

**Attachment D: Bus Fleet Inspection Report**

**Attachment E: School Facility Report**

**Attachment F: School Safety Report**

**Attachment G: Media Reports**

**NOTE: Red font throughout the report reflects findings from the April, 2016 legislative audit.**

Mississippi Statewide Accountability System  
History of Performance  
Jackson Public School District (2520)

Accountability Component	Performance Classification					Graduation Rate					Proficiency						Growth All						Growth Low 25%					
Year	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016		2012	2013	2014	2015	2016		2012	2013	2014	2015	2016		2012	2013	2014	2015	2016
District	D	D	D	D	F	62.9	64.1	65.1	66.9	67.7	ELA	Not Met	Not Met	46.4	30.7	19.5	ELA	Not Met	Not Met	56.3	54.2	45.4	ELA	N/R	N/R	49.5	68.1	57.1
											MTH	Not Met	Not Met	53.1	18.7	15.4	MTH			62.9	37.1	51.4	MTH	N/R	N/R	50.3	53.2	69.6
State	N/R	N/R	C	C	C	73.7	75.5	74.5	78.4	80.8	ELA	N/R	N/R	56	38.3	29.9	ELA	N/R	N/R	N/R	58.3	56.9	ELA	N/R	N/R	N/R	65.5	63.7
											MTH	N/R	N/R	61.7	31.7	30.5	MTH			N/R	46.8	60.6	MTH	N/R	N/R	N/R	54.8	66.4

**Notes:**

- Different assessments were given in 2014-2016. MCT2 in 2014, PARCC in 2015, and MAAP in 2016.
- In assigning grades, both growth and proficiency are considered.
- 2012 and 2013 used a different accountability model that reported whether or not performance objectives were met.
- ELA and MTH were combined in growth measurements in 2012 and 2013.

**Definitions:**

Growth All - Weighted percentage of all students meeting growth

Growth Low 25% - Weighted percentage of students in the Lowest 25% subgroup meeting growth

ELA - English/Language Arts assessments

MTH - Mathematics assessments

N/R - Not Reported

Mississippi Statewide Accountability System  
History of Performance  
Jackson Public School District (2520)

Elementary Schools

Accountability Component	Performance Classification					Proficiency						Growth All						Growth Low 25					
Year	2012	2013	2014*	2015*	2016		2012	2013	2014	2015	2016		2012	2013	2014	2015	2016		2012	2013	2014	2015	2016
<b>Baker Elementary School</b>	B	B	B(w), C(w/o)	B(w), D(w/o)	A	ELA	Met	Met	50.0	28.9	33.1	ELA	Met	Met	64.7	55.6	82.2	ELA	N/R	N/R	88.6	81.6	107.7
						MTH	Met	Met	54.5	16.9	13.7	MTH			61.4	24.3	78.6	MTH	N/R	N/R	60.3	46.7	102.2
<b>Barr Elementary School</b>	B	B	B(w), C(w/o)	B(w), D(w/o)	D	ELA	Not Met	Not Met	56.1	13.0	11.1	ELA	Met	Met	72.1	32.1	65.0	ELA	N/R	N/R	72.0	70.0	66.0
						MTH	Not Met	Not Met	54.4	14.8	3.7	MTH			58.3	40.6	38.1	MTH	N/R	N/R	40.0	62.0	38.1
<b>Bates Elementary School</b>	C	B	B(w), D(w/o)	B(w), D(w/o)	D	ELA	Met	Met	63.4	24.6	29.1	ELA	Not Met	Met	55.5	40.0	60.5	ELA	N/R	N/R	52.8	67.1	67.5
						MTH	Met	Not Met	53.0	9.9	8.8	MTH			48.2	16.5	37.4	MTH	N/R	N/R	49.7	44.8	53.5
<b>Boyd Elementary School</b>	C	C	C(w), F(w/o)	C	F	ELA	Met	Met	26.8	30.7	11.1	ELA	Met	Met	38.9	77.0	30.0	ELA	N/R	N/R	54.7	95.4	39.6
						MTH	Not Met	Met	21.0	9.1	4.6	MTH			24.5	32.3	34.9	MTH	N/R	N/R	14.3	74.8	51.8
<b>Brown Elementary School</b>	D	D	D	D	B	ELA	Not Met	Met	51.2	26.5	30.3	ELA	Met	Met	47.7	38.8	67.4	ELA	N/R	N/R	56.7	58.6	65.7
						MTH	Met	Not Met	52.3	15.7	36.8	MTH			57.9	19.2	74.9	MTH	N/R	N/R	63.3	40.0	80.0

**Notes:**

\*If the school benefited from a waiver when assigning the grade, it is noted as the grade (w) with or (w/o) without waiver. The waiver only applied in 2014 and 2015.

- Different assessments were given in 2014-2016. MCT2 in 2014, PARCC in 2015, and MAAP in 2016.
- In assigning grades, both growth and proficiency are considered.
- 2012 and 2013 used a different accountability model that reported whether or not performance objectives were met.
- ELA and MTH were combined in growth measurements in 2012 and 2013.

**Definitions:**

Growth All - Weighted percentage of all students meeting growth

Growth Low 25% - Weighted percentage of students in the Lowest 25% subgroup meeting growth

ELA - English/Language Arts assessments

MTH - Mathematics assessments

N/R - Not Reported

Mississippi Statewide Accountability System  
History of Performance  
Jackson Public School District (2520)

Elementary Schools

Accountability Component	Performance Classification					Proficiency						Growth All						Growth Low 25					
Year	2012	2013	2014*	2015*	2016		2012	2013	2014	2015	2016		2012	2013	2014	2015	2016		2012	2013	2014	2015	2016
Casey Elementary School	A	A	A	A(w), D(w/o)	C	ELA	Met	Met	87.3	73.0	52.8	ELA	Met	Met	78.5	59.6	62.3	ELA	N/R	N/R	88.6	48.8	53.0
						MTH	Met	Met	86.6	53.3	46.0	MTH			82.4	42.9	52.4	MTH	N/R	N/R	73.3	24.8	33.3
Clausell Elementary School	D	F	F	D	C	ELA	Not Met	Not Met	34.3	23.0	13.3	ELA	Met	Not Met	49.4	55.4	54.7	ELA	N/R	N/R	51.4	84.5	76.9
						MTH	Not Met	Not Met	40.8	17.7	18.9	MTH			46.6	33.9	61.4	MTH	N/R	N/R	46.1	60.0	73.0
Davis Magnet School	A	A	A	A	A	ELA	Met	Not Met	95.6	86.5	77.6	ELA	Met	Met	95.7	65.3	74.1	ELA	N/R	N/R	95.2	88.0	59.1
						MTH	Met	Met	98.5	74.5	68.7	MTH			100.0	66.2	76.1	MTH	N/R	N/R	100.0	57.6	37.3
Dawson Elementary School	N/R	F	C	C	C	ELA	Not Met	Met	40.6	20.2	18.4	ELA	N/R	Not Met	65.3	59.3	66.0	ELA	N/R	N/R	60.9	67.4	76.4
						MTH	Not Met	Met	41.3	12.0	10.1	MTH			65.6	48.3	61.9	MTH	N/R	N/R	63.8	80.7	95.6
French Elementary School	C	F	F	D	B	ELA	Not Met	Not Met	13.9	15.5	14.1	ELA	Met	Not Met	26.2	63.2	64.5	ELA	N/R	N/R	57.9	87.0	70.0
						MTH	Not Met	Not Met	28.7	15.5	15.4	MTH			40.6	38.1	72.0	MTH	N/R	N/R	60.0	55.5	91.3

**Notes:**

\*If the school benefited from a waiver when assigning the grade, it is noted as the grade (w) with or (w/o) without waiver. The waiver only applied in 2014 and 2015.

- Different assessments were given in 2014-2016. MCT2 in 2014, PARCC in 2015, and MAAP in 2016.
- In assigning grades, both growth and proficiency are considered.
- 2012 and 2013 used a different accountability model that reported whether or not performance objectives were met.
- ELA and MTH were combined in growth measurements in 2012 and 2013.

**Definitions:**

Growth All - Weighted percentage of all students meeting growth

Growth Low 25% - Weighted percentage of students in the Lowest 25% subgroup meeting growth

ELA - English/Language Arts assessments

MTH - Mathematics assessments

N/R - Not Reported

Mississippi Statewide Accountability System  
History of Performance  
Jackson Public School District (2520)

Elementary Schools

Accountability Component	Performance Classification					Proficiency						Growth All						Growth Low 25					
Year	2012	2013	2014*	2015*	2016		2012	2013	2014	2015	2016		2012	2013	2014	2015	2016		2012	2013	2014	2015	2016
Galloway Elementary School	D	D	D(w), F(w/o)	D	F	ELA	Met	Met	33.3	25.4	13.4	ELA	Not Met	Not Met	49.1	56.0	38.4	ELA	N/R	N/R	41.7	85.5	61.7
						MTH	Met	Not Met	35.7	11.3	7.0	MTH			46.5	29.6	38.7	MTH	N/R	N/R	32.8	58.3	42.5
George Elementary School	A	A	A	A(w), F(w/o)	D	ELA	Met	Not Met	80.6	26.8	27.8	ELA	Met	Met	71.6	15.9	41.1	ELA	N/R	N/R	79.6	33.3	52.0
						MTH	Met	Not Met	77.6	23.9	18.5	MTH			74.1	13.6	45.9	MTH	N/R	N/R	67.7	23.1	70.0
Green Elementary School	F	D	D	D	D	ELA	Not Met	Not Met	32.4	16.5	15.8	ELA	Not Met	Met	52.6	50.9	49.2	ELA	N/R	N/R	45.3	85.5	62.7
						MTH	Not Met	Not Met	35.6	9.6	15.2	MTH			58.7	43.2	54.6	MTH	N/R	N/R	56.5	87.9	75.6
Isable Elementary School	C	F	D	D	B	ELA	Met	Not Met	37.0	24.4	20.1	ELA	Met	Not Met	45.8	44.6	73.8	ELA	N/R	N/R	40.8	61.2	97.9
						MTH	Not Met	Not Met	43.2	14.9	8.8	MTH			59.8	30.7	58.6	MTH	N/R	N/R	68.1	49.0	85.9
John Hopkins Elementary School	C	D	D	D	D	ELA	Not Met	Not Met	35.9	17.0	15.0	ELA	Met	Not Met	49.0	55.8	54.2	ELA	N/R	N/R	64.2	74.4	66.3
						MTH	Not Met	Not Met	39.3	8.2	6.5	MTH			57.5	24.4	48.8	MTH	N/R	N/R	47.0	52.9	72.1

**Notes:**

\*If the school benefited from a waiver when assigning the grade, it is noted as the grade (w) with or (w/o) without waiver. The waiver only applied in 2014 and 2015.

- Different assessments were given in 2014-2016. MCT2 in 2014, PARCC in 2015, and MAAP in 2016.
- In assigning grades, both growth and proficiency are considered.
- 2012 and 2013 used a different accountability model that reported whether or not performance objectives were met.
- ELA and MTH were combined in growth measurements in 2012 and 2013.

**Definitions:**

Growth All - Weighted percentage of all students meeting growth

Growth Low 25% - Weighted percentage of students in the Lowest 25% subgroup meeting growth

ELA - English/Language Arts assessments

MTH - Mathematics assessments

N/R - Not Reported

Mississippi Statewide Accountability System  
History of Performance  
Jackson Public School District (2520)

Elementary Schools

Accountability Component	Performance Classification					Proficiency						Growth All						Growth Low 25					
Year	2012	2013	2014*	2015*	2016		2012	2013	2014	2015	2016		2012	2013	2014	2015	2016		2012	2013	2014	2015	2016
Johnson Elementary School	F	C	C(w), D(w/o)	C(w), F(w/o)	D	ELA	Not Met	Met	44.6	11.0	12.4	ELA	Not Met	Met	50.7	27.1	50.6	ELA	N/R	N/R	40.9	58.7	62.8
						MTH	Not Met	Not Met	55.4	9.8	7.3	MTH			61.6	18.4	57.0	MTH	N/R	N/R	60.7	41.3	83.6
Key Elementary School	F	D	B	B(w), D(w/o)	B	ELA	Not Met	Not Met	60.4	24.7	29.1	ELA	Not Met	Met	70.2	47.3	61.7	ELA	N/R	N/R	65.8	73.8	82.5
						MTH	Not Met	Not Met	60.4	17.5	23.4	MTH			74.9	25.1	62.4	MTH	N/R	N/R	66.9	65.7	90.4
Lake Elementary School	C	C	C(w), D(w/o)	C	F	ELA	Met	Not Met	40.5	30.8	24.3	ELA	Met	Met	57.9	54.9	45.5	ELA	N/R	N/R	48.6	77.4	52.2
						MTH	Met	Not Met	54.3	22.9	14.8	MTH			79.3	53.5	48.1	MTH	N/R	N/R	55.8	83.2	67.8
Lee Elementary School	C	D	C	C	C	ELA	Met	Met	42.1	26.0	11.0	ELA	Met	Met	54.8	55.9	55.6	ELA	N/R	N/R	81.3	71.8	71.0
						MTH	Met	Met	52.4	14.3	8.1	MTH			70.1	37.6	50.3	MTH	N/R	N/R	60.0	53.7	62.9
Lester Elementary School	D	D	D	D	C	ELA	Not Met	Met	43.4	13.3	10.5	ELA	Met	Not Met	53.6	30.6	66.7	ELA	N/R	N/R	56.3	74.4	90.4
						MTH	Met	Not Met	44.8	15.6	11.0	MTH			44.8	36.4	57.9	MTH	N/R	N/R	47.6	65.8	80.9

**Notes:**

\*If the school benefited from a waiver when assigning the grade, it is noted as the grade (w) with or (w/o) without waiver. The waiver only applied in 2014 and 2015.

- Different assessments were given in 2014-2016. MCT2 in 2014, PARCC in 2015, and MAAP in 2016.
- In assigning grades, both growth and proficiency are considered.
- 2012 and 2013 used a different accountability model that reported whether or not performance objectives were met.
- ELA and MTH were combined in growth measurements in 2012 and 2013.

**Definitions:**

Growth All - Weighted percentage of all students meeting growth

Growth Low 25% - Weighted percentage of students in the Lowest 25% subgroup meeting growth

ELA - English/Language Arts assessments

MTH - Mathematics assessments

N/R - Not Reported

Mississippi Statewide Accountability System  
History of Performance  
Jackson Public School District (2520)

Elementary Schools

Accountability Component	Performance Classification					Proficiency						Growth All						Growth Low 25					
Year	2012	2013	2014*	2015*	2016		2012	2013	2014	2015	2016		2012	2013	2014	2015	2016		2012	2013	2014	2015	2016
Marshall Elementary School	C	F	C	C(w), F(w/o)	D	ELA	Met	Not Met	50.3	14.4	15.5	ELA	Met	Not Met	63.9	32.2	53.9	ELA	N/R	N/R	65.5	54.6	70.3
						MTH	Met	Not Met	51.8	10.4	5.9	MTH			60.5	14.0	46.4	MTH	N/R	N/R	55.8	32.1	58.7
McLeod Elementary School	B	D	B	B(w), D(w/o)	D	ELA	Not Met	Not Met	54.1	22.8	17.1	ELA	Met	Not Met	71.0	34.5	47.9	ELA	N/R	N/R	64.2	60.5	57.3
						MTH	Not Met	Not Met	66.4	16.4	10.2	MTH			90.8	28.8	37.2	MTH	N/R	N/R	91.8	48.7	73.7
Mcwillie Elementary School	A	A	A	A	C	ELA	Met	Met	80.0	77.1	53.2	ELA	Met	Met	71.7	94.6	60.0	ELA	N/R	N/R	64.3	76.4	52.0
						MTH	Not Met	Not Met	87.1	70.0	40.3	MTH			83.7	65.3	54.7	MTH	N/R	N/R	64.3	40.0	58.3
North Jackson Elementary School	C	C	C(w), D(w/o)	C(w), D(w/o)	D	ELA	Met	Met	46.7	25.1	19.8	ELA	Met	Met	53.5	38.3	56.3	ELA	N/R	N/R	55.5	72.3	62.4
						MTH	Met	Not Met	47.9	25.3	9.2	MTH			58.7	38.5	49.8	MTH	N/R	N/R	40.5	64.4	62.1
Oak Forest Elementary School	F	F	C	C(w), D(w/o)	D	ELA	Not Met	Not Met	46.4	29.0	19.2	ELA	Not Met	Not Met	54.2	50.9	58.1	ELA	N/R	N/R	52.1	73.7	71.1
						MTH	Not Met	Not Met	65.1	19.5	18.7	MTH			85.0	29.2	42.0	MTH	N/R	N/R	78.5	44.6	62.2

**Notes:**

\*If the school benefited from a waiver when assigning the grade, it is noted as the grade (w) with or (w/o) without waiver. The waiver only applied in 2014 and 2015.

- Different assessments were given in 2014-2016. MCT2 in 2014, PARCC in 2015, and MAAP in 2016.
- In assigning grades, both growth and proficiency are considered.
- 2012 and 2013 used a different accountability model that reported whether or not performance objectives were met.
- ELA and MTH were combined in growth measurements in 2012 and 2013.

**Definitions:**

Growth All - Weighted percentage of all students meeting growth

Growth Low 25% - Weighted percentage of students in the Lowest 25% subgroup meeting growth

ELA - English/Language Arts assessments

MTH - Mathematics assessments

N/R - Not Reported



Mississippi Statewide Accountability System  
History of Performance  
Jackson Public School District (2520)

Elementary Schools

Accountability Component	Performance Classification					Proficiency						Growth All						Growth Low 25					
Year	2012	2013	2014*	2015*	2016		2012	2013	2014	2015	2016		2012	2013	2014	2015	2016		2012	2013	2014	2015	2016
Pecan Park Elementary School	C	C	C	C(w), D(w/o)	D	ELA	Met	Not Met	51.9	26.6	18.5	ELA	Met	Met	60.9	31.9	67.3	ELA	N/R	N/R	57.7	55.5	81.2
						MTH	Not Met	Not Met	55.8	16.4	8.8	MTH			72.6	23.4	45.9	MTH	N/R	N/R	58.6	41.4	50.8
Poindexter Elementary School	C	C	C(w), D(w/o)	C(w), D(w/o)	F	ELA	Met	Met	62.7	16.9	13.8	ELA	Met	Met	69.9	38.0	43.8	ELA	N/R	N/R	40.0	64.3	70.0
						MTH	Met	Met	62.7	29.2	8.6	MTH			62.0	50.9	13.5	MTH	N/R	N/R	18.8	70.8	20.0
Raines Elementary School	C	F	F	D	D	ELA	Met	Not Met	21.2	8.3	10.6	ELA	Met	Not Met	23.5	54.0	55.5	ELA	N/R	N/R	22.2	87.7	82.3
						MTH	Met	Not Met	30.8	8.1	4.0	MTH			42.2	21.5	54.9	MTH	N/R	N/R	49.1	50.8	73.6
Smith Elementary School	C	D	C	C(w), D(w/o)	D	ELA	Not Met	Not Met	58.7	25.3	17.4	ELA	Met	Not Met	62.3	31.4	57.7	ELA	N/R	N/R	71.4	40.7	81.5
						MTH	Not Met	Not Met	53.3	24.0	9.9	MTH			68.4	34.1	45.2	MTH	N/R	N/R	53.0	44.0	62.9
Spann Elementary School	C	C	C(w), D(w/o)	C	F	ELA	Met	Met	49.5	38.3	20.6	ELA	Met	Met	55.0	60.6	35.3	ELA	N/R	N/R	49.9	97.9	31.4
						MTH	Met	Met	62.0	26.5	16.6	MTH			64.0	28.7	36.2	MTH	N/R	N/R	48.4	59.3	50.0

**Notes:**

\*If the school benefited from a waiver when assigning the grade, it is noted as the grade (w) with or (w/o) without waiver. The waiver only applied in 2014 and 2015.

- Different assessments were given in 2014-2016. MCT2 in 2014, PARCC in 2015, and MAAP in 2016.
- In assigning grades, both growth and proficiency are considered.
- 2012 and 2013 used a different accountability model that reported whether or not performance objectives were met.
- ELA and MTH were combined in growth measurements in 2012 and 2013.

**Definitions:**

Growth All - Weighted percentage of all students meeting growth

Growth Low 25% - Weighted percentage of students in the Lowest 25% subgroup meeting growth

ELA - English/Language Arts assessments

MTH - Mathematics assessments

N/R - Not Reported

Mississippi Statewide Accountability System  
History of Performance  
Jackson Public School District (2520)

Elementary Schools

Accountability Component	Performance Classification					Proficiency						Growth All						Growth Low 25					
Year	2012	2013	2014*	2015*	2016		2012	2013	2014	2015	2016		2012	2013	2014	2015	2016		2012	2013	2014	2015	2016
Sykes Elementary School	C	C	C(w), D(w/o)	C(w), F(w/o)	D	ELA	Not Met	Met	43.7	14.4	13.1	ELA	Met	Met	48.5	33.0	61.7	ELA	N/R	N/R	55.8	53.9	77.6
						MTH	Not Met	Met	55.8	13.4	7.4	MTH			61.0	23.1	57.9	MTH	N/R	N/R	33.9	47.0	65.4
Timberlawn Elementary School	D	D	C	C(w), D(w/o)	F	ELA	Not Met	Not Met	56.7	24.8	13.6	ELA	Not Met	Not Met	57.3	38.8	34.5	ELA	N/R	N/R	43.9	66.4	63.5
						MTH	Not Met	Not Met	56.7	10.5	3.3	MTH			66.5	19.2	26.9	MTH	N/R	N/R	57.5	39.0	51.5
Van Winkle Elementary School	C	C	C(w), D(w/o)	C(w), F(w/o)	F	ELA	Met	Met	53.0	22.4	15.3	ELA	Met	Met	65.4	43.3	45.7	ELA	N/R	N/R	59.4	62.4	61.7
						MTH	Not Met	Not Met	51.4	14.1	8.1	MTH			53.7	20.8	38.2	MTH	N/R	N/R	47.2	25.9	55.8
Walton Elementary School	C	C	B	B(w), D(w/o)	D	ELA	Met	Not Met	67.2	37.8	19.2	ELA	Not Met	Not Met	65.5	40.0	44.3	ELA	N/R	N/R	58.3	57.8	61.9
						MTH	Met	Not Met	76.8	34.2	24.0	MTH			77.4	36.3	53.5	MTH	N/R	N/R	63.2	29.8	63.8
Watkins Elementary School	D	C	C(w), F(w/o)	C(w), D(w/o)	D	ELA	Not Met	Not Met	35.7	23.8	12.9	ELA	Not Met	Met	47.9	47.1	41.9	ELA	N/R	N/R	58.6	79.2	64.2
						MTH	Not Met	Not Met	30.8	12.7	7.5	MTH			39.2	44.4	60.2	MTH	N/R	N/R	37.0	73.6	89.2

**Notes:**

\*If the school benefited from a waiver when assigning the grade, it is noted as the grade (w) with or (w/o) without waiver. The waiver only applied in 2014 and 2015.

- Different assessments were given in 2014-2016. MCT2 in 2014, PARCC in 2015, and MAAP in 2016.
- In assigning grades, both growth and proficiency are considered.
- 2012 and 2013 used a different accountability model that reported whether or not performance objectives were met.
- ELA and MTH were combined in growth measurements in 2012 and 2013.

**Definitions:**

Growth All - Weighted percentage of all students meeting growth

Growth Low 25% - Weighted percentage of students in the Lowest 25% subgroup meeting growth

ELA - English/Language Arts assessments

MTH - Mathematics assessments

N/R - Not Reported

Mississippi Statewide Accountability System  
History of Performance  
Jackson Public School District (2520)

Elementary Schools

Accountability Component	Performance Classification					Proficiency						Growth All						Growth Low 25					
Year	2012	2013	2014*	2015*	2016		2012	2013	2014	2015	2016		2012	2013	2014	2015	2016		2012	2013	2014	2015	2016
Wilkins Elementary School	D	D	D	D	D	ELA	Met	Not Met	38.8	23.8	11.4	ELA	Met	Met	62.4	44.4	51.2	ELA	N/R	N/R	61.3	62.4	79.0
						MTH	Met	Not Met	45.6	16.2	5.0	MTH			67.2	37.1	35.3	MTH	N/R	N/R	55.0	58.4	69.2
Woodville Heights Elementary School	D	F	F	D	C	ELA	Not Met	Not Met	32.3	29.0	24.9	ELA	Met	Not Met	51.1	72.5	50.5	ELA	N/R	N/R	57.5	88.9	76.0
						MTH	Not Met	Not Met	31.7	10.9	16.8	MTH			53.1	33.1	62.7	MTH	N/R	N/R	60.5	60.5	75.6

**Notes:**

\*If the school benefited from a waiver when assigning the grade, it is noted as the grade (w) with or (w/o) without waiver. The waiver only applied in 2014 and 2015.

- Different assessments were given in 2014-2016. MCT2 in 2014, PARCC in 2015, and MAAP in 2016.
- In assigning grades, both growth and proficiency are considered.
- 2012 and 2013 used a different accountability model that reported whether or not performance objectives were met.
- ELA and MTH were combined in growth measurements in 2012 and 2013.

**Definitions:**

Growth All - Weighted percentage of all students meeting growth

Growth Low 25% - Weighted percentage of students in the Lowest 25% subgroup meeting growth

ELA - English/Language Arts assessments

MTH - Mathematics assessments

N/R - Not Reported

Mississippi Statewide Accountability System  
History of Performance  
Jackson Public School District (2520)

Middle Schools

Accountability Component	Performance Classification					Proficiency						Growth All						Growth Low 25%					
Year	2012	2013	2014	2015*	2016		2012	2013	2014	2015	2016		2012	2013	2014	2015	2016		2012	2013	2014	2015	2016
Bailey Middle APAC School	F	B	A	A(w), B(w/o)	A	ELA	Not Met	Met	92.1	80.7	69	ELA	Not Met	Not Met	78.4	74.1	77.2	ELA	N/R	N/R	83.2	71.3	60.9
						MTH	Not Met	Met	96.4	62.8	53.7	MTH			85.9	58.9	62.3	MTH	N/R	N/R	95.3	34.8	58
Blackburn Middle School	D	F	F	F	F	ELA	Met	Not Met	31.0	9.2	6.8	ELA	Not Met	Not Met	38.5	26.4	44.7	ELA	N/R	N/R	30.5	43.5	44.6
						MTH	Not Met	Not Met	33.4	5	9.4	MTH			42.4	30	59.1	MTH	N/R	N/R	37.9	57.1	78.9
Brinkley Middle School	F	F	F	F	F	ELA	Not Met	Not Met	32.6	12.1	3.2	ELA	Not Met	Not Met	49.9	27.5	28	ELA	N/R	N/R	60.8	44.3	40
						MTH	Not Met	Not Met	39.9	4	3.8	MTH			51.9	18.1	32.6	MTH	N/R	N/R	42.5	41.9	55.5
Cardozo Middle School	C	D	D	D	F	ELA	Not Met	Not Met	40.3	19.2	6.4	ELA	Met	Not Met	51.0	40.3	31.7	ELA	N/R	N/R	43.9	55.4	46.3
						MTH	Met	Not Met	48.8	10.3	5	MTH			59.1	26.7	31.6	MTH	N/R	N/R	44	44.5	61.5
Chastain Middle School	D	F	C	C(w), D(w/o)	F	ELA	Not Met	Not Met	47.6	34.9	12.4	ELA	Not Met	Not Met	61.0	65.9	33	ELA	N/R	N/R	60	76.1	43.1
						MTH	Not Met	Not Met	53.4	11.5	10.2	MTH			67.3	37	46.9	MTH	N/R	N/R	65.3	64.8	61.2

**Notes:**

\*If the school benefited from a waiver when assigning the grade, it is noted as the grade (w) with or (w/o) without waiver. The waiver only applied in 2014 and 2015.

- Different assessments were given in 2014-2016. MCT2 in 2014, PARCC in 2015, and MAAP in 2016.
- In assigning grades, both growth and proficiency are considered.
- 2012 and 2013 used a different accountability model that reported whether or not performance objectives were met.
- ELA and MTH were combined in growth measurements in 2012 and 2013.

**Definitions:**

Growth All - Weighted percentage of all students meeting growth

Growth Low 25% - Weighted percentage of students in the Lowest 25% subgroup meeting growth

ELA - English/Language Arts assessments

MTH - Mathematics assessments

N/R - Not Reported

Mississippi Statewide Accountability System  
History of Performance  
Jackson Public School District (2520)

Middle Schools

Accountability Component	Performance Classification					Proficiency						Growth All						Growth Low 25%					
Year	2012	2013	2014	2015*	2016		2012	2013	2014	2015	2016		2012	2013	2014	2015	2016		2012	2013	2014	2015	2016
Hardy Middle School	F	F	D	D	F	ELA	Met	Not Met	41.3	21.4	7.2	ELA	Not Met	Not Met	59.3	50.4	28.9	ELA	N/R	N/R	56.7	72.3	43.3
						MTH	Not Met	Not Met	44.9	8.7	10.2	MTH			56.8	41.2	50.5	MTH	N/R	N/R	52.2	64.3	63.2
Kirksey Middle School	D	D	D	C	D	ELA	Not Met	Not Met	45.3	29.8	12.9	ELA	Met	Not Met	59.4	65.7	29.3	ELA	N/R	N/R	58.4	86	44.8
						MTH	Not Met	Not Met	45.1	15	23	MTH			53.5	43.1	67.2	MTH	N/R	N/R	44.8	62.4	64.2
Northwest Middle School	D	A	A	A	B	ELA	Not Met	Met	95.9	91.3	52.1	ELA	Not Met	Met	87.2	87.5	55.1	ELA	N/R	N/R	93.1	89.7	35.1
						MTH	Not Met	Met	89.1	57.4	43.8	MTH			78.2	52.7	57.2	MTH	N/R	N/R	86.3	32.7	62
Peeples Middle School	D	F	F	D	F	ELA	Not Met	Not Met	32.5	20.7	7.4	ELA	Not Met	Not Met	46.2	50	30.4	ELA	N/R	N/R	51.1	63.9	42.4
						MTH	Not Met	Not Met	46.6	9.6	8.3	MTH			57.2	38.1	48.9	MTH	N/R	N/R	42.8	60	65.9
Powell Middle School	D	D	D	D(w), F(w/o)	F	ELA	Not Met	Not Met	38.4	10.7	10.3	ELA	Not Met	Met	51.5	20.9	46.1	ELA	N/R	N/R	52.2	28.9	48.1
						MTH	Met	Not Met	49.8	3	9.8	MTH			59.7	15.2	52.2	MTH	N/R	N/R	54	37.1	61.9

**Notes:**

\*If the school benefited from a waiver when assigning the grade, it is noted as the grade (w) with or (w/o) without waiver. The waiver only applied in 2014 and 2015.

- Different assessments were given in 2014-2016. MCT2 in 2014, PARCC in 2015, and MAAP in 2016.
- In assigning grades, both growth and proficiency are considered.
- 2012 and 2013 used a different accountability model that reported whether or not performance objectives were met.
- ELA and MTH were combined in growth measurements in 2012 and 2013.

**Definitions:**

Growth All - Weighted percentage of all students meeting growth

Growth Low 25% - Weighted percentage of students in the Lowest 25% subgroup meeting growth

ELA - English/Language Arts assessments

MTH - Mathematics assessments

N/R - Not Reported

Mississippi Statewide Accountability System  
History of Performance  
Jackson Public School District (2520)

Middle Schools

Accountability Component	Performance Classification					Proficiency						Growth All						Growth Low 25%					
Year	2012	2013	2014	2015*	2016		2012	2013	2014	2015	2016		2012	2013	2014	2015	2016		2012	2013	2014	2015	2016
Power APAC School	A	A	A	A(w), B(w/o)	A	ELA	Met	Met	98.6	78.8	73.6	ELA	Met	Met	80.5	58.1	75	ELA	N/R	N/R	99.4	74.9	50.8
						MTH	Met	Met	96.6	61.3	60.3	MTH			90.7	52.4	74.2	MTH	N/R	N/R	96.8	34.7	50
Rowan Middle School	C	F	D	D	F	ELA	Met	Not Met	41.0	27.4	5.2	ELA	Met	Not Met	53.9	60	21.5	ELA	N/R	N/R	50.4	78.3	32.3
						MTH	Not Met	Not Met	48.3	7.5	9.6	MTH			59.1	37.7	49.4	MTH	N/R	N/R	48.6	60.8	78.7
Siwell Middle School	D	F	D	D	F	ELA	Met	Not Met	41.8	28.7	9	ELA	Not Met	Not Met	53.2	55.6	27.9	ELA	N/R	N/R	47.5	70.7	36
						MTH	Not Met	Not Met	53.1	10.4	9	MTH			60.9	30.3	57.8	MTH	N/R	N/R	47.5	56	73.2
Whitten Middle School	F	F	F	D	F	ELA	Not Met	Not Met	32.3	27.5	8.3	ELA	Not Met	Not Met	47.6	60.9	25.1	ELA	N/R	N/R	50.3	79.5	33.6
						MTH	Met	Not Met	44.4	10.5	12.2	MTH			56.9	33.5	43.2	MTH	N/R	N/R	51.5	55.4	49.9

**Notes:**

\*If the school benefited from a waiver when assigning the grade, it is noted as the grade (w) with or (w/o) without waiver. The waiver only applied in 2014 and 2015.

- Different assessments were given in 2014-2016. MCT2 in 2014, PARCC in 2015, and MAAP in 2016.
- In assigning grades, both growth and proficiency are considered.
- 2012 and 2013 used a different accountability model that reported whether or not performance objectives were met.
- ELA and MTH were combined in growth measurements in 2012 and 2013.

**Definitions:**

Growth All - Weighted percentage of all students meeting growth

Growth Low 25% - Weighted percentage of students in the Lowest 25% subgroup meeting growth

ELA - English/Language Arts assessments

MTH - Mathematics assessments

N/R - Not Reported

Mississippi Statewide Accountability System  
History of Performance  
Jackson Public School District (2520)

High Schools

Accountability Component	Performance Classification					Graduation Rate					Proficiency						Growth All						Growth Low 25%					
Year	2012	2013	2014*	2015*	2016	2012	2013	2014	2015	2016		2012	2013	2014	2015	2016		2012	2013	2014	2015	2016		2012	2013	2014	2015	2016
Callaway High School	F	F	D	D	F	69.4	63.7	67.2	70	66.9	ELA	Not Met	Not Met	27.4	34.4	13.8	ELA	Not Met	Not Met	38.7	66.8	34.7	ELA	N/R	N/R	27.8	71.4	63.3
											MTH	Not Met	Not Met	63.7	19	19.8	MTH			78.1	50.2	49.8	MTH					
Forest Hill High School	C	C	C(w), D(w/o)	C(w), D(w/o)	F	58.1	59.1	59.7	57.9	60.2	ELA	Not Met	Not Met	40.2	29	23.4	ELA	Met	Met	52.2	67.7	41.7	ELA	N/R	N/R	29.9	68.9	52.8
											MTH	Not Met	Not Met	66.7	20.4	22.6	MTH			76.4	60.3	57	MTH					
Jim Hill High School	D	D	C	C	D	62.1	73.9	73.8	77.1	72.6	ELA	Not Met	Not Met	52.6	48.9	30.4	ELA	Not Met	Not Met	65.9	79.8	44.5	ELA	N/R	N/R	37	70.8	59.7
											MTH	Met	Not Met	71.2	28.9	22	MTH			73.1	57.9	41.8	MTH					
Lanier High School	F	D	D	D	F	64	63.7	63.9	60.3	59.9	ELA	Not Met	Not Met	38.4	28.7	12.7	ELA	Not Met	Not Met	51.3	68.6	31.5	ELA	N/R	N/R	33.2	75.5	59.4
											MTH	Met	Not Met	66.8	17.8	15.9	MTH			75.4	45.2	46.5	MTH					
Murrah High School	C	C	C	C	D	81.9	80.8	82.2	84.8	83.6	ELA	Not Met	Not Met	55.5	63.5	41.8	ELA	Not Met	Not Met	65.9	90.4	42.4	ELA	N/R	N/R	30.1	82.4	44
											MTH	Met	Met	75.4	35	41.4	MTH			82.8	50.6	54.7	MTH					
Provine High School	D	D	C	C	D	57.8	59.5	65.6	70.8	74.1	ELA	Met	Not Met	37.7	34.9	22.8	ELA	Not Met	Not Met	53.9	75	49.5	ELA	N/R	N/R	50.9	79	69
											MTH	Met	Met	68	26.5	24.2	MTH			80.5	67.6	54.3	MTH					
Wingfield High School	F	D	D(w), F(w/o)	D	F	46.5	51.9	48.3	51.5	56.5	ELA	Met	Not Met	26.2	25.9	13.8	ELA	Not Met	Not Met	36.5	68.3	38.5	ELA	N/R	N/R	31.3	87	51.2
											MTH	Not Met	Met	47.5	11.4	21.1	MTH			56.2	42	54.7	MTH					

**Notes:**

\*If the school benefited from a waiver when assigning the grade, it is noted as the grade (w) with or (w/o) without waiver. The waiver only applied in 2014 and 2015.

- Different assessments were given in 2014-2016. MCT2 in 2014, PARCC in 2015, and MAAP in 2016.
- In assigning grades, both growth and proficiency are considered.
- 2012 and 2013 used a different accountability model that reported whether or not performance objectives were met.
- ELA and MTH were combined in growth measurements in 2012 and 2013.

**Definitions:**

Growth All - Weighted percentage of all students meeting growth

Growth Low 25% - Weighted percentage of students in the Lowest 25% subgroup meeting growth

ELA - English/Language Arts assessments

MTH - Mathematics assessments

N/R - Not Reported

Mississippi Academic Assessment Program (MAAP) Results  
School Years 2016 and 2017  
Jackson Public School District (2520)  
District and State Level

	ELA Prof 2016	ELA Prof 2017	Math Prof 2016	Math Prof 2017	Science Prof 2016	Science Prof 2017	US History Prof 2016	US History Prof 2017
Jackson Public School District	19.5	20.9	15.4	17.0	35.3	37.3	30.4	31.3
State of Mississippi	32.6	34.9	31.1	36.8	53.9	56.4	49.4	51.2

	ELA Growth 2016	ELA Growth 2017	Math Growth 2016	Math Growth 2017	ELA Low 25% Growth 2016	ELA Low 25% Growth 2017	Math Low 25% Growth 2016	Math Low 25% Growth 2017
Jackson Public School District	45.4	47.5	51.4	44.2	57.1	57.2	69.6	54.4
State of Mississippi	56.9	54.9	60.6	56.6	63.7	61.6	66.4	58.0



Mississippi Academic Assessment Program (MAAP) Results  
School Years 2016 and 2017  
Jackson Public School District (2520)  
Elementary Schools

School Name	ELA Prof 2016	ELA Prof 2017	ELA Growth 2016	ELA Growth 2017	ELA Low 25% Growth 2016	ELA Low 25% Growth 2017	Math Prof 2016	Math Prof 2017	Math Growth 2016	Math Growth 2017	Math Low 25% Growth 2016	Math Low 25% Growth 2017	Science Prof 2016	Science Prof 2017
Baker Elementary School	33.1	23.0	82.2	44.0	107.7	57.7	13.7	21.3	78.6	44.5	102.2	70.8	95.3	70.0
Barr Elementary School	11.1	15.1	65.0	60.6	66.0	68.8	3.7	16.4	38.1	58.4	38.1	69.4	56.3	78.6
Bates Elementary School	29.1	27.3	60.5	55.8	67.5	63.0	8.8	13.7	37.4	42.8	53.5	49.0	44.3	46.3
Boyd Elementary School	11.1	16.5	30.0	50.6	39.6	60.3	4.6	9.5	34.9	54.4	51.8	56.3	16.9	46.4
Brown Elementary School	30.3	25.0	67.4	40.7	65.7	41.0	36.8	16.7	74.9	23.7	80.0	15.0	60.9	40.7
Casey Elementary School	52.8	49.6	62.3	54.5	53.0	42.3	46.0	53.4	52.4	58.7	33.3	55.0	65.9	76.4
Clausell Elementary School	13.3	11.9	54.7	41.7	76.9	57.3	18.9	25.9	61.4	46.4	73.0	43.8	65.9	52.4
Davis Magnet Elementary School	77.6	79.1	74.1	83.3	59.1	63.6	68.7	76.8	76.1	83.4	37.3	66.1	97.5	100.0
Dawson Elementary School	18.4	16.1	66.0	43.5	76.4	65.4	10.1	8.9	61.9	29.8	95.6	30.0	55.8	42.1
French Elementary School	14.1	7.6	64.5	40.8	70.0	60.9	15.4	11.1	72.0	31.2	91.3	35.0	63.6	36.8
Galloway Elementary School	13.4	15.2	38.4	48.1	61.7	59.0	7.0	5.3	38.7	34.7	42.5	58.9	26.3	36.2
George Elementary School	27.8	26.3	41.1	54.1	52.0	45.0	18.5	22.4	45.9	50.2	70.0	62.7	55.6	61.1
Green Elementary School	15.8	14.7	49.2	35.7	62.7	40.0	15.2	10.8	54.6	44.5	75.6	50.5	21.2	38.1
Isable Elementary School	20.1	19.8	73.8	43.2	97.9	59.0	8.8	15.6	58.6	42.5	85.9	52.3	54.2	59.6
John Hopkins Elementary School	15.0	18.5	54.2	47.3	66.3	47.8	6.5	11.6	48.8	36.9	72.1	44.4	45.7	45.3
Johnson Elementary School	12.4	14.5	50.6	47.0	62.8	62.1	7.3	10.4	57.0	45.1	83.6	58.8	23.2	54.3
Key Elementary School	29.1	31.9	61.7	47.5	82.5	46.7	23.4	21.7	62.4	38.2	90.4	48.9	44.4	77.1
Lake Elementary School	24.3	19.0	45.5	39.0	52.2	44.4	14.8	24.1	48.1	45.5	67.8	51.4	60.0	67.6
Lee Elementary School	11.0	17.2	55.6	51.0	71.0	62.2	8.1	19.4	50.3	53.0	62.9	63.5	81.1	63.9
Lester Elementary School	10.5	18.1	66.7	44.2	90.4	59.0	11.0	12.7	57.9	35.9	80.9	37.6	27.5	47.5
Marshall Elementary School	15.5	16.3	53.9	44.6	70.3	58.8	5.9	10.8	46.4	38.7	58.7	50.4	26.1	39.6
McLeod Elementary School	17.1	25.6	47.9	53.5	57.3	60.9	10.2	17.9	37.2	50.8	73.7	58.4	38.2	46.4
McWillie Elementary School	53.2	50.0	60.0	58.1	52.0	41.2	40.3	45.7	54.7	60.9	58.3	45.6		85.7
North Jackson Elementary School	19.8	25.7	56.3	51.9	62.4	52.1	9.2	20.1	49.8	42.0	62.1	43.0	43.0	51.4
Oak Forest Elementary School	19.2	19.0	58.1	37.6	71.1	44.9	18.7	17.5	42.0	40.0	62.2	52.8	31.0	40.8
Pecan Park Elementary School	18.5	21.2	67.3	41.4	81.2	52.6	8.8	18.0	45.9	49.8	50.8	72.3	47.9	69.8
Poindexter Elementary School	13.8	14.1	43.8	49.4	70.0	42.7	8.6	11.5	13.5	45.6	20.0	38.8	30.0	36.8
Power APAC Elementary School	73.6	79.1	75.0	82.2	50.8	69.3	60.3	66.1	74.2	63.7	50.0	50.0	90.0	89.1

Mississippi Academic Assessment Program (MAAP) Results  
School Years 2016 and 2017  
Jackson Public School District (2520)  
Elementary Schools

School Name	ELA Prof 2016	ELA Prof 2017	ELA Growth 2016	ELA Growth 2017	ELA Low 25% Growth 2016	ELA Low 25% Growth 2017	Math Prof 2016	Math Prof 2017	Math Growth 2016	Math Growth 2017	Math Low 25% Growth 2016	Math Low 25% Growth 2017	Science Prof 2016	Science Prof 2017
Raines Elementary School	10.6	13.5	55.5	50.8	82.3	61.8	4.0	7.3	54.9	43.8	73.6	50.8	29.3	35.4
Smith Elementary School	17.4	18.9	57.7	52.4	81.5	66.0	9.9	12.3	45.2	38.6	62.9	46.5	40.9	47.3
Spann Elementary School	20.6	25.6	35.3	57.8	31.4	71.5	16.6	28.7	36.2	54.3	50.0	60.7	41.4	53.1
Sykes Elementary School	13.1	13.2	61.7	48.5	77.6	64.4	7.4	14.8	57.9	43.0	65.4	46.3	28.6	41.5
Timberlawn Elementary School	13.6	17.2	34.5	43.7	63.5	36.7	3.3	10.5	26.9	58.8	51.5	72.3	32.7	34.8
Van Winkle Elementary School	15.3	14.2	45.7	43.6	61.7	58.8	8.1	10.9	38.2	46.3	55.8	59.2	37.9	46.3
Walton Elementary School	19.2	21.1	44.3	49.2	61.9	51.3	24.0	18.9	53.5	38.8	63.8	49.4	25.0	48.2
Watkins Elementary School	12.9	13.4	41.9	40.5	64.2	57.8	7.5	8.4	60.2	52.2	89.2	65.9	36.1	54.2
Wilkins Elementary School	11.4	14.5	51.2	42.8	79.0	40.0	5.0	7.7	35.3	45.5	69.2	56.9	41.8	38.9
Woodville Heights Elementary School	24.9	20.5	50.5	38.5	76.0	32.6	16.8	15.0	62.7	33.3	75.6	46.8	45.1	37.5

Mississippi Academic Assessment Program (MAAP) Results  
School Years 2016 and 2017  
Jackson Public School District (2520)  
Middle Schools

School Name	ELA Prof 2016	ELA Prof 2017	ELA Growth 2016	ELA Growth 2017	ELA Low 25% Growth 2016	ELA Low 25% Growth 2017	Math Prof 2016	Math Prof 2017	Math Growth 2016	Math Growth 2017	Math Low 25% Growth 2016	Math Low 25% Growth 2017	Science Prof 2016	Science Prof 2017
Bailey APAC Middle School	69.0	68.1	77.2	68.6	60.9	53.4	53.7	74.5	62.3	83.2	58.0	61.5	90.2	94.8
Blackburn Middle School	6.8	5.2	44.7	39.1	44.6	44.6	9.4	8.2	59.1	24.4	78.9	40.6	21.1	18.2
Brinkley Middle School	3.2	4.9	28.0	38.0	40.0	45.1	3.8	9.8	32.6	46.7	55.5	69.8	16.0	13.1
Cardozo Middle School	6.4	7.3	31.7	46.7	46.3	56.4	5.0	7.6	31.6	35.1	61.5	51.1	13.1	28.3
Chastain Middle School	12.4	11.4	33.0	46.6	43.1	46.4	10.2	11.9	46.9	40.4	61.2	55.7	32.1	25.0
Hardy Middle School	7.2	5.5	28.9	40.6	43.3	41.5	10.2	7.8	50.5	26.5	63.2	42.9	20.4	30.8
Kirksey Middle School	12.9	9.9	29.3	47.6	44.8	50.8	23.0	19.0	67.2	33.4	64.2	32.5	53.3	28.2
Northwest Middle School	52.1	56.9	55.1	67.1	35.1	64.1	43.8	53.0	57.2	62.1	62.0	40.0	85.9	65.9
Peeples Middle School	7.4	7.3	30.4	47.6	42.4	53.8	8.3	14.8	48.9	43.6	65.9	53.6	17.0	19.7
Powell Middle School	10.3	5.8	46.1	39.3	48.1	45.2	9.8	6.9	52.2	30.2	61.9	48.4	38.7	37.3
Rowan Middle School	5.2	3.4	21.5	40.6	32.3	58.0	9.6	8.9	49.4	28.7	78.7	35.5	22.4	13.5
Siwell Middle School	9.0	10.0	27.9	42.8	36.0	42.5	9.0	12.8	57.8	33.9	73.2	43.9	29.5	28.2
Whitten Middle School	8.3	8.2	25.1	39.0	33.6	46.9	12.2	9.7	43.2	27.6	49.9	42.1	16.9	34.5

Mississippi Academic Assessment Program (MAAP) Results  
School Years 2016 and 2017  
Jackson Public School District (2520)  
High Schools

School Name	ELA Prof 2016	ELA Prof 2017	ELA Growth 2016	ELA Growth 2017	ELA Low 25% Growth 2016	ELA Low 25% Growth 2017	Math Prof 2016	Math Prof 2017	Math Growth 2016	Math Growth 2017	Math Low 25% Growth 2016	Math Low 25% Growth 2017	Science Prof 2016	Science Prof 2017	US History Prof 2016	US History Prof 2017
Callaway High School	13.8	16.6	34.7	61.7	63.3	90.6	19.8	9.8	49.8	66.6	64.5	108.3	16.0	14.1	36.7	30.0
Forest Hill High School	23.4	17.5	41.7	41.3	52.8	82.1	22.6	10.7	57.0	54.6	73.2	88.3	10.8	14.1	17.9	21.0
Jim Hill High School	30.4	40.2	44.5	45.7	59.7	87.5	22.0	12.9	41.8	37.3	85.7	57.6	26.2	31.7	35.6	39.9
Lanier High School	12.7	12.4	31.5	53.7	59.4	94.1	15.9	16.7	46.5	71.0	83.2	102.0	13.0	11.0	18.1	24.5
Murrah High School	41.8	48.7	42.4	40.6	44.0	44.6	41.4	26.5	54.7	38.3	66.0	38.5	44.5	53.4	37.7	41.2
Provine High School	22.8	16.3	49.5	48.4	69.0	81.0	24.2	16.0	54.3	72.1	77.8	106.9	42.7	29.5	38.8	35.7
Wingfield High School	13.8	12.9	38.5	42.5	51.2	78.9	21.1	15.5	54.7	65.9	78.9	63.4	17.8	27.5	12.4	17.0

**SUMMARY OF COMPLIANCE WITH  
ACCOUNTABILITY REQUIREMENTS AND ACCREDITATION STANDARDS  
JACKSON PUBLIC SCHOOL DISTRICT**

**SEPTEMBER 6, 2016 – JULY 31, 2017**

<b>POLICY/ STANDARD</b>	<b>AREA EVALUATED</b>	<b>SUMMARY OF FINDINGS</b>
Policy 2.1	Data Reporting	<ul style="list-style-type: none"> <li>Based on a review of the 2016-2017 MSIS Personnel/Accreditation Data Report and supporting documentation on file in the District, the Interim Superintendent and school principals failed to ensure that all data reported to the Mississippi Department of Education (MDE) is true and accurate.</li> </ul>
Standards 1 and 1.1	Governance: Superintendent Administrative Duties	<ul style="list-style-type: none"> <li>The Interim Superintendent failed to provide effective educational leadership in key areas including management of district personnel, effective implementation of policies, and the development of Board and community relations.</li> </ul>
Standards 1 and 1.2	Governance: School Board Policies	<ul style="list-style-type: none"> <li>The Interim Superintendent and Board failed to implement board policies that comply with state and federal law and State Board of Education (SBE) Policies.</li> <li>Board policies do not serve as the basis of operation for the District.</li> <li>Irregularities and inconsistencies exist in Board policy and other District publications.</li> </ul>
Standards 1 and 1.3	Governance: Local School Board	<ul style="list-style-type: none"> <li>The Board failed to effectively perform its duties in its role of oversight of management for the District as prescribed by law.</li> <li>The Board failed to operate the District in accordance with current Board policies.</li> <li>The Board failed to ensure that it provided proper governance and leadership in the District.</li> </ul>
Standard 2.0	Licensed Staff	<ul style="list-style-type: none"> <li>In addition to the 190 vacancies reported by the District for School Year 2016-2017, 299 (or 15%) of the 1,972 certified teachers employed in the District for School Year 2016-2017 did not hold a valid Mississippi Teacher's license or lacked proper endorsements for the subject they taught.</li> </ul>
Standard 2.1	Full-time Principals	<ul style="list-style-type: none"> <li><b>The District is compliant with Process Standard 2.1.</b></li> </ul>
Standard 2.2	More Than 5% Professional Staff Working Out-of-Field	<ul style="list-style-type: none"> <li>Two hundred ninety-nine (299) Full Time Equivalents (FTEs) of the 1,972 certified teachers employed in the District during School Year 2016-2017 worked outside of the area(s) of endorsement.</li> </ul>
Standard 2.3	Licensed Librarians	<ul style="list-style-type: none"> <li>Librarians serve in multiple capacities, which prevent librarians from fulfilling their role as either a half-time or full-time librarian.</li> </ul>
Standard 2.4	Student Support Services	<ul style="list-style-type: none"> <li>Ten (10) elementary schools, one (1) middle schools, and one (1) high school failed to meet minimum requirements for providing support services to students.</li> </ul>

POLICY/ STANDARD	AREA EVALUATED	SUMMARY OF FINDINGS
Standard 2.5	School Business Officer	<ul style="list-style-type: none"> <li>The District is compliant with Process Standard 2.5.</li> </ul>
Standards 3, 3.1, 3.2, 3.3, and 3.4	Personnel Appraisal System	<ul style="list-style-type: none"> <li>The District is compliant with Process Standards 3, 3.1, 3.2, 3.3, and 3.4.</li> </ul>
Standard 4	Annual Financial Audit	<ul style="list-style-type: none"> <li>Based on the most recent report from the Office of the State Auditor, the District is compliant with Process Standard 4.</li> </ul>
Standard 4.1	Fixed Asset System of Accountability	<ul style="list-style-type: none"> <li>Based on the most recent report from the Office of the State Auditor, the District is noncompliant with Process Standard 4.1.</li> <li>The District has not fully integrated their capital asset software from a manual process.</li> </ul>
Standard 4.2	Zero Fund Balance	<ul style="list-style-type: none"> <li>Based on the most recent report from the Office of the State Auditor, the District is compliant with Process Standard 4.2.</li> </ul>
Standard 4.3	Procurement Cards	<ul style="list-style-type: none"> <li>Based on the most recent report from the Office of the State Auditor, the District is compliant with Process Standard 4.3.</li> </ul>
Standard 4.4	Unqualified Opinion	<ul style="list-style-type: none"> <li>Based on the most recent report from the Office of the State Auditor, the District is compliant with Process Standard 4.4.</li> </ul>
Standard 4.5	Financial Reports	<ul style="list-style-type: none"> <li>Based on the most recent report from the Office of the State Auditor, the District is compliant with Process Standard 4.5.</li> </ul>
Standard 4.6	Reporting Financial Data	<ul style="list-style-type: none"> <li>Based on the most recent report from the Office of the State Auditor, the District is compliant with Process Standard 4.6.</li> </ul>
Standard 4.7	7% Fund Balance	<ul style="list-style-type: none"> <li>Based on the most recent report from the Office of the State Auditor, the District is compliant with Process Standard 4.7.</li> </ul>
Standards 5 and 5.1	Annual Budget	<ul style="list-style-type: none"> <li>Based on the most recent report from the Office of the State Auditor, the District is compliant with Process Standard 5.1.</li> </ul>
Standards 5 and 5.2	Public School Health Insurance Plan	<ul style="list-style-type: none"> <li>Based on the most recent report from the Office of the State Auditor, the District is compliant with Process Standard 5.2.</li> </ul>
Standards 6 and 6.1	Residency Verification	<ul style="list-style-type: none"> <li>Twenty-three (23) elementary schools, eight (8) middle schools, and four (4) high schools failed to provide the required residency documentation.</li> </ul>
Standards 6 and 6.2	Immunization Requirements	<ul style="list-style-type: none"> <li>Thirteen (13) elementary schools, four (4) middle schools, and six (6) high schools failed to provide the required immunization documentation.</li> </ul>
Standards 6 and 6.3	Age of Entry Requirements	<ul style="list-style-type: none"> <li>The District is compliant with Process Standard 6.3.</li> </ul>
Standard 7	Transfer Policies and Procedures	<ul style="list-style-type: none"> <li>The District is compliant with Process Standard 7.</li> </ul>

POLICY/ STANDARD	AREA EVALUATED	SUMMARY OF FINDINGS
Standard 8	Student Records	<ul style="list-style-type: none"> <li>Twenty-six (26) elementary schools, eight (8) middle schools, and seven (7) high schools failed to maintain records in accordance with the <i>Mississippi Cumulative Folders and Permanent Records Manual of Directions</i>.</li> </ul>
Standard 9	Implementation of a Continuous Strategic Planning Process	<ul style="list-style-type: none"> <li>The District is compliant with Process Standard 9.</li> </ul>
Standard 10	Compulsory School Attendance	<ul style="list-style-type: none"> <li>Twenty-eight (28) elementary schools, 11 middle schools, and seven (7) high schools failed to comply with procedures for monitoring and reporting student absences as specified in the Mississippi Compulsory School Attendance Law.</li> </ul>
Standard 10.1	Accuracy, Validity, and Timely Reporting of Student Data	<ul style="list-style-type: none"> <li>Based on the most recent report from the Office of the State Auditor, the District is noncompliant with Process Standard 10.1.</li> </ul>
Standard 11	Dropout Prevention Plan and Program of Services	<ul style="list-style-type: none"> <li>The District adopted a district-wide dropout prevention plan that is posted on the District's website; however, the District failed to implement the adopted plan at the school level.</li> <li>All 13 middle schools failed to implement programs designed to encourage student attendance.</li> <li>At four (4) high schools, school administrators and staff failed to implement policies and procedures to encourage better student attendance.</li> </ul>
Standards 12, 12.1, and 12.2	Community Involvement, Parental Communication, and Business Partnerships	<ul style="list-style-type: none"> <li>The District is compliant with Process Standards 12, 12.1, and 12.2.</li> </ul>
Standard 13	180 Teaching Days	<ul style="list-style-type: none"> <li>The District failed to provide 180 teaching days for seniors in each of the seven (7) high schools.</li> </ul>
Standard 13.1	Instructional Time	<ul style="list-style-type: none"> <li>Ten (10) elementary schools failed to provide 330 minutes of instruction per day in a full-time Pre-Kindergarten program.</li> </ul>
Standard 13.2	Instructional Time for Carnegie Unit Credit	<ul style="list-style-type: none"> <li>The District failed to provide seniors in each of the seven (7) high schools with the minimum hours of instruction to earn Carnegie unit credit.</li> </ul>
Standard 13.3	60% Days	<ul style="list-style-type: none"> <li>The District is compliant with Process Standard 13.3.</li> </ul>
Standard 13.4	Required Attendance for Seniors and Preparation for Graduation Ceremonies	<ul style="list-style-type: none"> <li>The District held graduation ceremonies prior to the last day of school in each of the seven (7) high schools.</li> </ul>

POLICY/ STANDARD	AREA EVALUATED	SUMMARY OF FINDINGS
Standard 13.5	Summer School and Extended Year Programs	<ul style="list-style-type: none"> <li>The District is compliant with Process Standard 13.5.</li> </ul>
Standard 14	Graduation Requirements	<ul style="list-style-type: none"> <li>All seven (7) high schools failed to ensure all students met the graduation requirements established by the District's Board and the State Board of Education.</li> </ul>
Standard 14.1	Minimum Carnegie Unit Requirements	<ul style="list-style-type: none"> <li>Eighty-six (86) graduates in seven (7) high schools failed to meet the minimum number of Carnegie units to graduate.</li> </ul>
Standard 14.1.4	Individualized Career and Academic Plan (iCAP)	<ul style="list-style-type: none"> <li>Two (2) middle schools failed to ensure all Grade 8 students had an Individualized Career and Academic Plan (iCAP) prior to exiting Grade 8.</li> </ul>
Standard 14.2	High School Exit Exams	<ul style="list-style-type: none"> <li>The District allowed 63 students from all seven (7) high schools to graduate despite having failed to achieve a passing score on each of the required exit examinations.</li> </ul>
Standard 14.3	Special Diploma or Certificate	<ul style="list-style-type: none"> <li>The MDE did not audit Process Standard 14.3.</li> </ul>
Standard 14.4	Mississippi Occupational Diploma	<ul style="list-style-type: none"> <li>The District failed to ensure that each student with a disability receiving a Mississippi Occupational Diploma successfully completed the minimum requirements established by the State Board of Education.</li> </ul>
Standard 14.5	Participation in Graduation Ceremonies	<ul style="list-style-type: none"> <li>Of the 1,404 graduating seniors for School Year 2016-2017, 149 students failed to meet graduation requirements. The District allowed the students to participate in graduation exercises despite expressed prohibition of such participation.</li> </ul>
Standard 15	Professional Development Plan/Program	<ul style="list-style-type: none"> <li>Three (3) elementary schools, and one (1) high school failed to implement a professional program aligned with the <i>Learning Forward Standards for Professional Learning</i>.</li> </ul>
Standard 16	Statewide Assessment System	<ul style="list-style-type: none"> <li>The District failed to comply with test security procedures required by the Mississippi Statewide Assessment System, as outlined in Appendix F of the <i>Mississippi Public School Accountability Standards</i>.</li> <li>The District Test Security Plan failed to include individualized School Test Security Plans.</li> <li>The three (3) schools monitored during the Spring 2017 Testing Window failed to comply with test security procedures outlined in Appendix F: Baker Elementary School, Callaway High School, and Forest Hill High School.</li> <li>Provine High School reported missing secure testing materials.</li> <li>Data forensic results indicate that six (6) of seven (7) high schools had students who received invalidated test scores.</li> </ul>



POLICY/ STANDARD	AREA EVALUATED	SUMMARY OF FINDINGS
Standards 17 and 17.1	Early Childhood Programs (Kindergarten)	<ul style="list-style-type: none"> <li>The District failed to comply with the <i>Mississippi Kindergarten Guidelines</i> in all 29 elementary schools monitored.</li> </ul>
Standards 17 and 17.2	Pre-Kindergarten Programs	<ul style="list-style-type: none"> <li>The District failed to comply with the <i>Mississippi Early Learning Guidelines</i> in all 22 elementary schools containing pre-kindergarten classrooms.</li> </ul>
Standards 17 and 17.3	Career-Technical Education Program	<ul style="list-style-type: none"> <li>Twelve (12) middle schools, four (4) high schools, and the Career and Development Center failed to meet the minimum requirements for the Career-Technical Programs.</li> </ul>
Standards 17 and 17.4	Special Education Program	<ul style="list-style-type: none"> <li>The District failed to ensure compliance with the <i>Individuals with Disabilities Education Act (IDEA)</i>.</li> </ul>
Standards 17 and 17.5	Child Nutrition	<ul style="list-style-type: none"> <li>Eight (8) elementary schools, three (3) middle schools, and four (4) high schools failed to meet minimum requirements for the Child Nutrition program.</li> </ul>
Standards 17 and 17.5.1	School Wellness Policy	<ul style="list-style-type: none"> <li>The District is compliant with Process Standard 17.5.1.</li> </ul>
Standards 17 and 17.6	<i>Elementary and Secondary Education Act</i>	<ul style="list-style-type: none"> <li>The District failed to ensure compliance with the <i>Elementary and Secondary Education Act (ESEA)</i></li> </ul>
Standards 17 and 17.7	Driver Education	<ul style="list-style-type: none"> <li>Not applicable. The District did not have a Driver's Education Program during School Year 2016-2017.</li> </ul>
Standards 17 and 17.8	Gifted Education Program	<ul style="list-style-type: none"> <li>Nineteen (19) elementary schools, and five (5) middle schools failed to meet minimum requirements outlined in the <i>Regulations for Gifted Education Programs in Mississippi</i> and the <i>Gifted Education Program Standards</i>.</li> </ul>
Standards 18, 18.1, and 18.2	Library/Media Center and Services	<ul style="list-style-type: none"> <li>In the 38 elementary schools, 13 middle schools, and seven (7) high schools, all school libraries had findings of noncompliance.</li> <li>The overall collection of each library did not represent a well-balanced, broad range of current learning media, including up-to-date instructional technology, periodicals, teacher resources, and equipment.</li> <li>No school had a completely automated collection, which hinders students and teachers in locating resources in the school library. The incomplete records do not reflect the school library collection's value.</li> </ul>
Standards 19, 19.1, and 19.2	Textbook Requirements	<ul style="list-style-type: none"> <li>The District failed to provide all students access to current textbooks.</li> <li>The District failed to maintain a current and accurate textbook inventory.</li> </ul>

POLICY/ STANDARD	AREA EVALUATED	SUMMARY OF FINDINGS
Standards 20, 20.1, and 20.2	Instructional Management System	<ul style="list-style-type: none"> <li>The District failed to implement an Instructional Management System that contained the minimum competencies and objectives required in the current curriculum frameworks approved by the State Board of Education.</li> <li>The District failed to implement a tiered instructional model that includes academic interventions, behavioral interventions, and the requirements of the <i>Literacy Based Promotion Act</i>.</li> </ul>
Standards 21, 21.1, and 21.2	Promotion, Retention, and Uniform Grading Policy	<ul style="list-style-type: none"> <li>Inconsistencies exist in board policies IGAB, IGD, JBJ, and District publications regarding the promotion, progression, and retention of students.</li> <li>Based on the findings in the review of student records, the MDE expressed concerns regarding the implementation of the District's grading policy and assignment of grades. (<i>See also</i> Process Standards 8 and 14).</li> <li>Process Standard 21.2 could not be evaluated based on the findings for Process Standards 21 and 21.1.</li> </ul>
Standard 22	Alternative Education Program	<ul style="list-style-type: none"> <li>The District's alternative education program failed to provide appropriate educational opportunities for the categories of students served. The program failed to ensure appropriate services for students with disabilities.</li> <li>The alternative education program failed to meet minimum requirements outlined in the <i>Guidelines for Alternative/GED School Programs</i>.</li> </ul>
Standard 23	GED Option	<ul style="list-style-type: none"> <li>Not applicable. The District does not operate a GED Option program.</li> </ul>
Standards 24, 24.1, and 24.2	Unencumbered Planning Time	<ul style="list-style-type: none"> <li>The District is compliant with Process Standards 24, 24.1, and 24.2.</li> </ul>
Standard 25	Limit on Course Preparations	<ul style="list-style-type: none"> <li>The District is compliant with Process Standard 25.</li> </ul>
Standard 26	Basic Secondary Curriculum Requirements	<ul style="list-style-type: none"> <li>Three (3) high schools failed to meet the minimum curriculum requirements for secondary schools.</li> <li>Three (3) high schools failed to offer at least one advanced placement (AP) course in each of the four (4) core areas.</li> </ul>
Standards 27, 27.1, 27.2, and 27.3	Implementation of the Basic Elementary Curriculum in Grades K-8	<ul style="list-style-type: none"> <li>Eight (8) elementary schools failed to meet minimum curriculum requirements for elementary curriculum.</li> </ul>

POLICY/ STANDARD	AREA EVALUATED	SUMMARY OF FINDINGS
Standards 28, 28.1, 28.2, 28.3, 28.4, and 28.5	Student Teacher Ratios	<ul style="list-style-type: none"> <li>Four (4) elementary schools had student-teacher ratios that exceeded 22:1 in Kindergarten classes without an assistant teacher, or 27:1 in Kindergarten classes with a full-time assistant teacher. (<i>See also</i> Process Standard 17.1.)</li> </ul>
Standards 29 and 29.1	Transportation Program and Quarterly Inspection of Buses	<ul style="list-style-type: none"> <li>After multiple (over 10) inspections between April 22, 2016, and June 26, 2017, 177 of the 229 buses on inventory have passed inspection.</li> <li>Twenty-five (25) buses need an initial inspection; nine (9) buses need a re-inspection; and 18 buses are being salvaged.</li> </ul>
Standard 29.2	Valid Bus Driver's Certificate and Commercial Driver's License	<ul style="list-style-type: none"> <li>The District is compliant with Process Standard 29.2.</li> </ul>
Standard 29.3	Bus Arrival/Departure Schedules	<ul style="list-style-type: none"> <li>The District failed to ensure the arrival of all buses at their designated school sites prior to the start of the instructional day.</li> </ul>
Standard 29.4	Emergency Evacuation Drills	<ul style="list-style-type: none"> <li>The District is compliant with Process Standard 29.4.</li> </ul>
Standard 30	School District Facilities	<ul style="list-style-type: none"> <li>The District failed to provide clean and sanitary facilities in a safe and secure environment in 31 elementary schools, seven (7) middle schools and six (6) high schools.</li> <li>Throughout the duration of the audit, the MDE provided the District with individual facility reports, but since December 2016, only three (3) schools have corrected the documented deficiencies.</li> </ul>
Standard 31	School Safety Plan and Implementation	<ul style="list-style-type: none"> <li>Twenty-two (22) elementary schools, seven (7) middle schools, and six (6) high schools failed to meet the minimum school safety requirements as outlined in the <i>School Safety Manual</i> and the <i>School Occupational Safety and Crisis Response Plan</i>.</li> </ul>
Standards 32, 32.1, and 32.2	Youth Detention Center	<ul style="list-style-type: none"> <li>The District's Juvenile Detention Center Education Program failed to meet minimum requirements as outlined in the <i>Guidebook for Education Juveniles in Detention Centers</i>.</li> </ul>

**NOTE:** Green font in this compliance summary indicates the District is compliant with the Process Standard.

**NOTE:** Red font throughout the report reflects findings from the April, 2016 legislative audit.

**ACCREDITATION POLICY 2.1:** The Commission on School Accreditation determines the annual accreditation status of all public school districts in the fall of each school year based on verified accreditation data from the previous school year. An annual district accreditation status is assigned based on compliance with Process Standards. Information concerning district compliance with Process Standards is reported to the Commission on an annual basis. The District superintendent and school principals are responsible for ensuring that all data reported to the Mississippi Department of Education are true and accurate as verified by supporting documentation on file in the school district. Reporting false information is a violation of the accreditation requirements set forth by the State Board of Education and may result in the downgrading of the District's accreditation status.

**REGULATIONS:** 7 Miss. Admin. Code Pt. 3, Ch. 2, R.2.1

### SUMMARY of FINDINGS

- Based on a review of the 2016-2017 MSIS Personnel/Accreditation Data Report, Contracts for Certified Employees, Master Schedules, and List of Staff, the Interim Superintendent and school principals failed to ensure that all data reported to the Mississippi Department of Education are true and accurate as verified by supporting documentation on file in the school district in accordance with Accreditation Policy 2.1 of the *Mississippi Public School Accountability Standards, 2016*.

The District **is NONCOMPLIANT** with Accreditation Policy 2.1.

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>A comparison of the 2016-2017 Mississippi Student Information System (MSIS)* Personnel/Accreditation Data Report with employee contracts and salary schedules revealed numerous errors, omissions, and inconsistencies among MSIS reports, salary schedules, and contracts. The MDE consistently found the following deficiencies:</p> <ul style="list-style-type: none"> <li>Salaries reported in employee contracts differ with the salaries reported in the MSIS Personnel/Accreditation Data Report for 2016-2017.</li> <li>Salaries reported for employees in the MSIS Personnel/Accreditation Data Report and in employee contracts could not be matched to the</li> </ul>	<p>In order to comply with Accreditation Policy 2.1 of the <i>Mississippi Public School Accountability Standards, 2016</i>, the District shall ensure all administrative staff members and any other staff assigned to report MSIS data are properly trained on the MSIS data reporting requirements, procedures, and timelines to ensure that only the highest quality data is submitted.</p> <ul style="list-style-type: none"> <li>Administrators and other appropriate personnel shall become familiar with the MSIS Personnel Reference Manual that can be downloaded and printed from the Management Information System (MIS) web page at <a href="http://www.mde.k12.ms.us/docs/msis/msisrefman.pdf">http://www.mde.k12.ms.us/docs/msis/msisrefman.pdf</a></li> </ul>	<p>December 10, 2017</p>

\* MSIS is the official source of student and personnel data for Mississippi public schools.  
Policy 2.1

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>district pay scales.</p> <ul style="list-style-type: none"> <li>The number of days employed in the contracts of some employees does not match the number of days employed reported in the 2016-2017 MSIS Personnel/Accreditation Data Report.</li> <li>Supplemental contracts were not provided for every individual receiving an additional salary for other duties. Therefore, the MDE is unable to verify whether the District reported all employee supplements in MSIS for these individuals.</li> </ul> <p><b><u>District Office</u></b></p> <p>The District reported 959 employees on the MSIS Detailed Personnel Report for central office staff.</p> <ul style="list-style-type: none"> <li>The District provided copies of contracts for 125 employees.</li> <li>The District provided contracts for 12 employees not reported in MSIS.</li> <li>The District failed to provide a contract for 89 employees reported in MSIS.</li> <li>The District provided two (2) contracts for ten (10) employees and three (3) contracts for (1) employee reported in MSIS.</li> <li>Forty-three (43) employees have salaries on contracts that do not match salaries reported in MSIS.</li> <li>Seventy-eight (78) employees have years of experience on contract that do not match years of experience reported in MSIS.</li> <li>Twenty-two (22) employees have number of days employed on contract that does not match number of days employed reported in MSIS.</li> </ul>	<p><a href="#">?sfvrsn=2</a></p> <ul style="list-style-type: none"> <li>The individual(s) responsible for personnel records and MSIS data shall perform their tasks with diligence and thoroughness to demonstrate the importance of keeping accurate, complete, and up-to-date records.</li> <li>Documentation supporting compliance with employment policies and procedures shall be current and on file in the District.</li> <li>Approved job descriptions shall be developed and on file for all positions, including all additional duties assigned to employees. Each employee shall have an approved job description that accurately describes his/her job duties and qualifications.</li> <li>The District shall review job descriptions, work assignments and duties, as well as contracts and salaries, to ensure that all employees have been accurately reported on the MSIS Personnel/Accreditation Data Report, and that employee contracts substantiate the same data.</li> <li>All data shall be reported accurately and in compliance with MSIS reporting procedures. All personnel data shall be consistent. Personnel information approved by the school board shall be consistent with information reported in contracts and in the MSIS report. When reporting active personnel to MSIS, the District shall ensure the following: <ul style="list-style-type: none"> <li>All assigned district duties, job titles, and salaries shall be reported to the MDE via the</li> </ul> </li> </ul>	

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b><u>Baker Elementary School</u></b>  The school reported 45 employees on the MSIS Detailed Personnel Report: twenty-one (21) employees are certified; twenty-four (24) employees are non-certified.</p> <ul style="list-style-type: none"> <li>• The District provided copies of contracts for 20 employees, which included one (1) administrator.</li> <li>• The District failed to provide contracts for four (4) employees reported in MSIS.</li> <li>• The District provided two (2) contracts for two (2) employees reported in MSIS.</li> <li>• Two (2) employees have salaries on contracts that do not match salaries reported in MSIS.</li> <li>• Nine (9) employees have years of experience on contract that do not match years of experience reported in MSIS.</li> <li>• One (1) employee has number of days employed on contract that does not match number of days employed reported in MSIS.</li> <li>• One (1) employee is listed on the Master Schedule but is not reported in MSIS.</li> <li>• One (1) employee is listed on the Master Schedule but not on the List of Staff.</li> <li>• One (1) employee on the List of Staff is not on the Master Schedule.</li> </ul> <p><b><u>Barr Elementary School</u></b>  The school reported 26 employees on the MSIS Detailed Personnel Report: twelve (12) employees are certified; fourteen (14) employees are non-certified.</p> <ul style="list-style-type: none"> <li>• The District provided copies of contracts for 17 employees, which included one (1) administrator.</li> <li>• The District provided a contract for one (1) employee not reported in MSIS. <ul style="list-style-type: none"> <li>○ This employee is not listed on the Master</li> </ul> </li> </ul>	<p>MSIS Personnel/Accreditation Data Report.</p> <ul style="list-style-type: none"> <li>○ Additional supplements and stipends shall be reported for each district employee in accordance with MSIS guidelines.</li> <li>○ Employees who begin work after the official school-starting day shall be reported with less than 100% district time.</li> <li>○ For the number of days employed, indicate the number of days the employee is under contract.</li> <li>○ Special Program Codes are used to indicate that all or part of the employee's salary is paid from federal or special state funds.</li> <li>○ When an employee works in more than one (1) position, the salary for each position is reported separately.</li> <li>○ When an employee's salary is paid from more than one (1) funding source, the employee's salary and time shall be prorated.</li> <li>○ Any period block that is after normal school hours shall be indicated with "AS."</li> <li>○ The work assignments of employees shall be accurately reflected in the MSIS Personnel/Accreditation Data Report and shall correspond with each school's daily schedule.</li> <li>○ The period numbers shall correspond to number of periods in the school day and shall show the class/course/assignment for each employee, including their planning period. (Exceptions include Pre-Kindergarten and Kindergarten and some special education teachers.) Generally, in a seven-period day, six (6) of the class periods should correspond to six (6) courses and one (1) period shall indicate planning in the schedules of full-time teachers.</li> </ul>	



FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>Schedule or the List of Staff.</p> <ul style="list-style-type: none"> <li>• The District provided two (2) contracts for two (2) employees reported in MSIS.</li> <li>• Two (2) employees have salaries on contracts that do match salaries reported in MSIS.</li> <li>• Seven (7) employees have years of experience on contract that do not match years of experience reported in MSIS.</li> <li>• Two (2) employees have number of days employed on contract that does not match number of days employed reported in MSIS.</li> <li>• One (1) employee reported in MSIS does not appear on the Master Schedule.</li> <li>• Two (2) employees reported in MSIS do not appear on the List of Staff.</li> <li>• Three (3) employees are listed on the Master Schedule but are not reported in MSIS.</li> <li>• Three (3) employees are listed on the Master Schedule but not on the List of Staff.</li> <li>• One (1) employee on the List of Staff is not reported in MSIS.</li> <li>• Three (3) employees on the List of Staff are not on the Master Schedule.</li> </ul> <p><b><u>Bates Elementary School</u></b></p> <p>The school reported 63 employees on the MSIS Detailed Personnel Report: twenty-five (25) employees are certified; thirty-eight (38) employees are non-certified.</p> <ul style="list-style-type: none"> <li>• The District provided copies of contracts for 24 employees, which included one (1) administrator.</li> <li>• The District provided a contract for one (1) employee not reported in MSIS. <ul style="list-style-type: none"> <li>○ This employee is listed on the Master</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ The required amount of instructional time for all teachers shall be reflected in class schedules. Adequate non-instructional time that allows for movement within the school day, including class changes and lunch, shall be built into these schedules. School schedules shall be uniform among all teachers within the same school.</li> </ul> <p>The District shall ensure that personnel reports in MSIS are consistent with personnel included on the Master Schedule and List of Staff provided by each school.</p> <p>The staff responsible for reporting MSIS data shall attend the <i>Mississippi Education and Technology Innovation Symposium (METIS)</i> held in July of each year.</p> <p>The MDE will assign staff to monitor the MSIS Personnel/Accreditation data reporting process for school year 2017-2018 and verify that all required information is accurately reported following established procedures.</p> <p>This citation of noncompliance will remain on record until the 2017-2018 MSIS Personnel Accreditation Data Report is submitted with all required data supported by documentation on file with the District, and the Office of Accreditation has verified compliance with such data.</p> <p>The District should contact Dr. Jo Ann Malone, Executive Director, Office of Accreditation at <a href="mailto:JMalone@mdek12.org">JMalone@mdek12.org</a> or 601.359.3764 for technical assistance or when the District is prepared for a follow-up visit to verify compliance with Accreditation Policy 2.1.</p>	

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>Schedule and the List of Staff.</p> <ul style="list-style-type: none"> <li>• The District failed to provide a contract for one (1) employee reported in MSIS.</li> <li>• Two (2) employees have salaries on contracts that do not match salaries reported in MSIS.</li> <li>• Seven (7) employees have years of experience on contract that do not match years of experience reported in MSIS.</li> <li>• One (1) employee has number of days employed on contract that does not match number of days employed reported in MSIS.</li> <li>• Two (2) employees reported in MSIS do not appear on the Master Schedule.</li> <li>• Two (2) employees reported in MSIS do not appear on the List of Staff.</li> <li>• Three (3) employees are listed on the Master Schedule but are not reported in MSIS.</li> <li>• Two (2) employees are listed on the Master Schedule but not on the List of Staff.</li> <li>• One (1) employee on the List of Staff is not reported in MSIS.</li> <li>• One (1) employee on the List of Staff is not on the Master Schedule.</li> </ul> <p><b><u>Boyd Elementary School</u></b></p> <p>The school reported 59 employees on the MSIS Detailed Personnel Report: thirty-five (35) employees are certified; twenty-four (24) employees are non-certified.</p> <ul style="list-style-type: none"> <li>• The District provided copies of contracts for 38 employees, which included two (2) administrators.</li> <li>• The District provided two (2) contracts for six (6) employees reported in MSIS.</li> <li>• Fifteen (15) employees have salaries on contracts</li> </ul>		



FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>that do not match salaries reported in MSIS.</p> <ul style="list-style-type: none"> <li>• Sixteen (16) employees have years of experience on contract that do not match years of experience reported in MSIS.</li> <li>• Seven (7) employees have number of days employed on contract that does not match number of days employed reported in MSIS.</li> <li>• Four (4) employees reported in MSIS do not appear on the Master Schedule.</li> <li>• Three (3) employees reported in MSIS do not appear on the List of Staff.</li> <li>• Two (2) employees are listed on the Master Schedule but are not reported in MSIS.</li> <li>• Two (2) employees are listed on the Master Schedule but not on the List of Staff.</li> <li>• Three (3) employees on the List of Staff are not reported in MSIS.</li> <li>• Three (3) employees on the List of Staff are not on the Master Schedule.</li> </ul> <p><b><u>Brown Elementary School</u></b></p> <p>The school reported 35 employees on the MSIS Detailed Personnel Report: fifteen (15) employees are certified; twenty (20) employees are non-certified.</p> <ul style="list-style-type: none"> <li>• The District provided copies of contracts for 19 employees, which included one (1) administrator.</li> <li>• The District provided contracts for three (3) employees not reported in MSIS. <ul style="list-style-type: none"> <li>○ Two (2) of three (3) employees are listed on the Master Schedule.</li> <li>○ All three (3) employees are listed on the List of Staff.</li> </ul> </li> <li>• The District provided two (2) contracts for two (2) employees reported in MSIS.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• Four (4) employees have salaries on contracts that do not match salaries reported in MSIS.</li> <li>• Five (5) employees have years of experience on contract that do not match years of experience reported in MSIS.</li> <li>• Two (2) employees have number of days employed on contract that does not match number of days employed reported in MSIS.</li> <li>• Two (2) employees reported in MSIS do not appear on the Master Schedule.</li> <li>• Three (3) employees reported in MSIS do not appear on the List of Staff.</li> <li>• Seven (7) employees are listed on the Master Schedule but are not reported in MSIS.</li> <li>• Five (5) employees are listed on the Master Schedule but not on the List of Staff.</li> <li>• Four (4) employees on the List of Staff are not reported in MSIS.</li> <li>• One (1) employee on the List of Staff is not on the Master Schedule.</li> </ul> <p><b><u>Casey Elementary School</u></b></p> <p>The school reported 53 employees on the MSIS Detailed Personnel Report: twenty-eight (28) employees are certified; twenty-five (25) employees are non-certified.</p> <ul style="list-style-type: none"> <li>• The District provided copies of contracts for 28 employees, which included one (1) administrator.</li> <li>• The District provided two (2) contracts for one (1) employee reported in MSIS.</li> <li>• Four (4) employees have salaries on contracts that do not match salaries reported in MSIS.</li> <li>• Five (5) employees have years of experience on contract that do not match years of experience</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>reported in MSIS.</p> <ul style="list-style-type: none"> <li>• One (1) employee reported in MSIS does not appear on the Master Schedule.</li> <li>• One (1) employee reported in MSIS does not appear on the List of Staff.</li> <li>• Two (2) employees are listed on the Master Schedule but are not reported in MSIS.</li> <li>• Two (2) employees are listed on the Master Schedule but not on the List of Staff.</li> </ul> <p><b><u>Clausell Elementary School</u></b></p> <p>The school reported 53 employees on the MSIS Detailed Personnel Report: twenty-nine (29) employees are certified; twenty-four (24) employees are non-certified.</p> <ul style="list-style-type: none"> <li>• The District provided copies of contracts for 32 employees, which included two (2) administrators.</li> <li>• The District provided contracts for two (2) employees not reported in MSIS. <ul style="list-style-type: none"> <li>○ Neither of the employees is listed on the Master Schedule.</li> <li>○ Both of the employees are listed on the List of Staff.</li> </ul> </li> <li>• The District did not provide a contract for one (1) employee reported in MSIS.</li> <li>• The District provided two (2) contracts for three (3) employees reported in MSIS.</li> <li>• Ten (10) employees have salaries on contracts that do not match salaries reported in MSIS.</li> <li>• Twelve (12) employees have years of experience on contract that do not match years of experience reported in MSIS.</li> <li>• One (1) employee has number of days employed on contract that does not match number of days employed reported in MSIS.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• Three (3) employees reported in MSIS do not appear on the Master Schedule.</li> <li>• Two (2) employees reported in MSIS do not appear on the List of Staff.</li> <li>• Three (3) employees are listed on the Master Schedule but are not reported in MSIS.</li> <li>• Three (3) employees are listed on the Master Schedule but not on the List of Staff.</li> <li>• One (1) employee on the List of Staff is not on the Master Schedule.</li> </ul> <p><b><u>Davis Magnet Elementary School</u></b></p> <p>The school reported 33 employees on the MSIS Detailed Personnel Report: nineteen (19) employees are certified; fourteen (14) employees are non-certified.</p> <ul style="list-style-type: none"> <li>• The District provided copies of contracts for 21 employees, which included one (1) administrator.</li> <li>• The District provided contracts for two (2) employees not reported in MSIS. <ul style="list-style-type: none"> <li>○ Neither of the employees is listed on the Master Schedule or the List of Staff.</li> </ul> </li> <li>• The District provided two (2) contracts for two (2) employees reported in MSIS.</li> <li>• Four (4) employees have salaries on contracts that do not match salaries reported in MSIS.</li> <li>• Three (3) employees have years of experience on contract that do not match years of experience reported in MSIS.</li> <li>• Two (2) employees reported in MSIS do not appear on the Master Schedule.</li> <li>• One (1) employee reported in MSIS does not appear on the List of Staff.</li> <li>• Eight (8) employees are listed on the Master</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>Schedule but are not reported in MSIS.</p> <ul style="list-style-type: none"> <li>• Three (3) employees are listed on the Master Schedule but not on the List of Staff.</li> <li>• Four (4) employees on the List of Staff are not reported in MSIS.</li> <li>• One (1) employee on the List of Staff is not on the Master Schedule.</li> </ul> <p><b><u>Dawson Elementary School</u></b></p> <p>The school reported 49 employees on the MSIS Detailed Personnel Report: twenty-one (21) employees are certified; twenty-eight (28) employees are non-certified.</p> <ul style="list-style-type: none"> <li>• The District provided copies of contracts for 24 employees, which included one (1) administrator.</li> <li>• The District provided two (2) contracts for three (3) employees reported in MSIS.</li> <li>• Thirteen (13) employees have salaries on contracts that do not match salaries reported in MSIS.</li> <li>• Fifteen (15) employees have years of experience on contract that do not match years of experience reported in MSIS.</li> <li>• Two (2) employees have number of days employed on contract that does not match number of days employed reported in MSIS.</li> <li>• One (1) employee reported in MSIS does not appear on the List of Staff.</li> <li>• Three (3) employees are listed on the Master Schedule but are not reported in MSIS.</li> <li>• Three (3) employees are listed on the Master Schedule but not on the List of Staff.</li> </ul> <p><b><u>French Elementary School</u></b></p> <p>The school reported 39 employees on the MSIS Detailed Personnel Report: eighteen (18) employees are certified;</p>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>twenty-one (21) employees are non-certified.</p> <ul style="list-style-type: none"> <li>• The District provided copies of contracts for 21 employees, which included one (1) administrator.</li> <li>• The District provided a contract for one (1) employee not reported in MSIS. <ul style="list-style-type: none"> <li>○ This employee is listed on the Master Schedule, but is not listed on the List of Staff.</li> </ul> </li> <li>• The District provided two (2) contracts for one (1) employee reported in MSIS.</li> <li>• Four (4) employees have years of experience on contract that do not match years of experience reported in MSIS.</li> <li>• One (1) employee reported in MSIS does not appear on the List of Staff.</li> <li>• Three (3) employees are listed on the Master Schedule but are not reported in MSIS.</li> <li>• Four (4) employees are listed on the Master Schedule but not on the List of Staff.</li> <li>• One (1) employee on the List of Staff is not reported in MSIS.</li> <li>• One (1) employee on the List of Staff is not on the Master Schedule.</li> </ul> <p><b><u>Galloway Elementary School</u></b></p> <p>The school reported 49 employees on the MSIS Detailed Personnel Report: eighteen (18) employees are certified; thirty-one (31) employees are non-certified.</p> <ul style="list-style-type: none"> <li>• The District provided copies of contracts for 24 employees, which included one (1) administrator.</li> <li>• The District provided contracts for two (2) employees not reported in MSIS. <ul style="list-style-type: none"> <li>○ Both employees are listed on the Master Schedule and the List of Staff.</li> </ul> </li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• The District provided two (2) contracts for three (3) employees reported in MSIS.</li> <li>• Five (5) employees have salaries on contracts that do not match salaries reported in MSIS.</li> <li>• Nine (9) employees have years of experience on contract that do not match years of experience reported in MSIS.</li> <li>• Three (3) employees have number of days employed on contract that does not match number of days employed reported in MSIS.</li> <li>• Three (3) employees reported in MSIS do not appear on the Master Schedule.</li> <li>• Six (6) employees reported in MSIS do not appear on the List of Staff.</li> <li>• Two (2) employees are listed on the Master Schedule but are not reported in MSIS.</li> <li>• Five (5) employees are listed on the Master Schedule but not on the List of Staff.</li> <li>• One (1) employee on the List of Staff is not reported in MSIS.</li> <li>• One (1) employee on the List of Staff is not on the Master Schedule.</li> </ul> <p><b><u>George Elementary School</u></b></p> <p>The school reported 28 employees on the MSIS Detailed Personnel Report: fourteen (14) employees are certified; fourteen (14) employees are non-certified.</p> <ul style="list-style-type: none"> <li>• The District provided copies of contracts for 14 employees, which included one (1) administrator.</li> <li>• The District provided two (2) contracts for one (1) employee reported in MSIS.</li> <li>• Five (5) employees have salaries on contracts that do not match salaries reported in MSIS.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• Seven (7) employees have years of experience on contract that do not match years of experience reported in MSIS.</li> <li>• One (1) employee has number of days employed on contract that does not match number of days employed reported in MSIS.</li> <li>• Four (4) employees are listed on the Master Schedule but are not reported in MSIS.</li> <li>• Three (3) employees are listed on the Master Schedule but not on the List of Staff.</li> <li>• One (1) employee on the List of Staff is not on the Master Schedule.</li> </ul> <p><b><u>Green Elementary School</u></b>  The school reported 54 employees on the MSIS Detailed Personnel Report: twenty-five (25) employees are certified; twenty-nine (29) employees are non-certified.</p> <ul style="list-style-type: none"> <li>• The District provided copies of contracts for 26 employees, which included one (1) administrator.</li> <li>• The District provided two (2) contracts for one (1) employee reported in MSIS.</li> <li>• Three (3) employees have salaries on contracts that do not match salaries reported in MSIS.</li> <li>• Eleven (11) employees have years of experience on contract that do not match years of experience reported in MSIS.</li> <li>• Two (2) employees have number of days employed on contract that does not match number of days employed reported in MSIS.</li> <li>• Three (3) employees reported in MSIS do not appear on the Master Schedule.</li> <li>• Three (3) employees reported in MSIS do not appear on the List of Staff.</li> </ul>		



FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• Three (3) employees are listed on the Master Schedule but are not reported in MSIS.</li> <li>• Two (2) employees are listed on the Master Schedule but not on the List of Staff.</li> <li>• One (1) employee on the List of Staff is not reported in MSIS.</li> <li>• One (1) employee on the List of Staff is not on the Master Schedule.</li> </ul> <p><b><u>Isable Elementary School</u></b></p> <p>The school reported 45 employees on the MSIS Detailed Personnel Report: twenty-five (25) employees are certified; twenty (20) employees are non-certified.</p> <ul style="list-style-type: none"> <li>• The District provided copies of contracts for 27 employees, which included one (1) administrator.</li> <li>• The District provided a contract for one (1) employee not reported in MSIS. <ul style="list-style-type: none"> <li>○ This employee is not listed on the Master Schedule or the List of Staff.</li> </ul> </li> <li>• The District failed to provide a contract for one (1) employee reported in MSIS.</li> <li>• The District provided two (2) contracts for two (2) employees reported in MSIS.</li> <li>• Five (5) employees have salaries on contracts that do not match salaries reported in MSIS.</li> <li>• Ten (10) employees have years of experience on contract that do not match years of experience reported in MSIS.</li> <li>• One (1) employee has number of days employed on contract that does not match number of days employed reported in MSIS.</li> <li>• One (1) employee reported in MSIS does not appear on the List of Staff.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• Four (4) employees are listed on the Master Schedule but are not reported in MSIS.</li> <li>• Three (3) employees are listed on the Master Schedule but not on the List of Staff.</li> <li>• Two (2) employees on the List of Staff are not reported in MSIS.</li> <li>• One (1) employee on the List of Staff is not on the Master Schedule.</li> </ul> <p><b><u>John Hopkins Elementary School</u></b></p> <p>The school reported 58 employees on the MSIS Detailed Personnel Report: twenty-eight (28) employees are certified; thirty (30) employees are non-certified.</p> <ul style="list-style-type: none"> <li>• The District provided copies of contracts for 28 employees, which included two (2) administrators.</li> <li>• The District provided two (2) contracts for three (3) employees reported in MSIS.</li> <li>• Four (4) employees have salaries on contracts that do not match salaries reported in MSIS.</li> <li>• Ten (10) employees have years of experience on contract that do not match years of experience reported in MSIS.</li> <li>• Three (3) employees have number of days employed on contract that does not match number of days employed reported in MSIS.</li> <li>• Two (2) employees reported in MSIS do not appear on the Master Schedule.</li> <li>• Three (3) employees reported in MSIS do not appear on the List of Staff.</li> <li>• Three (3) employees are listed on the Master Schedule but are not reported in MSIS.</li> <li>• Five (5) employees are listed on the Master Schedule but not on the List of Staff.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• One (1) employee on the List of Staff is not reported in MSIS.</li> <li>• Two (2) employees on the List of Staff are not on the Master Schedule.</li> </ul> <p><b><u>Johnson Elementary School</u></b></p> <p>The school reported 70 employees on the MSIS Detailed Personnel Report: thirty-three (33) employees are certified; thirty-seven (37) employees are non-certified.</p> <ul style="list-style-type: none"> <li>• The District provided copies of contracts for 35 employees, which included two (2) administrators.</li> <li>• The District provided contracts for three (3) employees not reported in MSIS. <ul style="list-style-type: none"> <li>○ None of the employees are listed on the Master Schedule or the List of Staff.</li> </ul> </li> <li>• The District failed to provide a contract for one (1) employee reported in MSIS.</li> <li>• Eleven (11) employees have salaries on contracts that do not match salaries reported in MSIS.</li> <li>• Ten (10) employees have years of experience on contract that do not match years of experience reported in MSIS.</li> <li>• One (1) employee reported in MSIS does not appear on the List of Staff.</li> <li>• Four (4) employees are listed on the Master Schedule but are not reported in MSIS.</li> <li>• Four (4) employees are listed on the Master Schedule but not on the List of Staff.</li> <li>• One (1) employee on the List of Staff is not reported in MSIS.</li> <li>• One (1) employee on the List of Staff is not on the Master Schedule.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b><u>Key Elementary School</u></b>  The school reported 47 employees on the MSIS Detailed Personnel Report: twenty-three (23) employees are certified; twenty-four (24) employees are non-certified.</p> <ul style="list-style-type: none"> <li>• The District provided copies of contracts for 24 employees, which included one (1) administrator.</li> <li>• Fourteen (14) employees have salaries on contracts that do not match salaries reported in MSIS.</li> <li>• Twelve (12) employees have years of experience on contract that do not match years of experience reported in MSIS.</li> <li>• One (1) employee has number of days employed on contract that does not match number of days employed reported in MSIS.</li> <li>• Three (3) employees are listed on the Master Schedule but are not reported in MSIS.</li> <li>• Three (3) employees are listed on the Master Schedule but not on the List of Staff.</li> <li>• One (1) employee on the List of Staff is not reported in MSIS.</li> </ul> <p><b><u>Lake Elementary School</u></b>  The school reported 52 employees on the MSIS Detailed Personnel Report: twenty-six (26) employees are certified; twenty-six (26) employees are non-certified.</p> <ul style="list-style-type: none"> <li>• The District provided copies of contracts for 21 employees, which included one (1) administrator.</li> <li>• The District failed to provide contracts for four (4) employees reported in MSIS.</li> <li>• The District provided two (2) contracts for one (1) employee reported in MSIS.</li> <li>• Eleven (11) employees have salaries on contracts that do not match salaries reported in MSIS.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• Six (6) employees have years of experience on contract that do not match years of experience reported in MSIS.</li> <li>• Two (2) employees have number of days employed on contract that does not match number of days employed reported in MSIS.</li> <li>• One (1) employee reported in MSIS does not appear on the Master Schedule.</li> <li>• Three (3) employees reported in MSIS do not appear on the List of Staff.</li> <li>• Three (3) employees are listed on the Master Schedule but are not reported in MSIS.</li> <li>• Two (2) employees are listed on the Master Schedule but not on the List of Staff.</li> <li>• One (1) employee on the List of Staff is not reported in MSIS.</li> <li>• Two (2) employees on the List of Staff are not on the Master Schedule.</li> </ul> <p><b><u>Lee Elementary School</u></b></p> <p>The school reported 40 employees on the MSIS Detailed Personnel Report: nineteen (19) employees are certified; twenty-one (21) employees are non-certified.</p> <ul style="list-style-type: none"> <li>• The District provided copies of contracts for 24 employees, which included one (1) administrator.</li> <li>• The District provided contracts for three (3) employees not reported in MSIS. <ul style="list-style-type: none"> <li>○ None of the employees are listed on the Master Schedule or the List of Staff.</li> </ul> </li> <li>• The District failed to provide a contract for one (1) employee reported in MSIS.</li> <li>• The District provided two (2) contracts for one (1) employee reported in MSIS.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• Twelve (12) employees have salaries on contracts that do not match salaries reported in MSIS.</li> <li>• Seven (7) employees have years of experience on contract that do not match years of experience reported in MSIS.</li> <li>• Three (3) employees have number of days employed on contract that does not match number of days employed reported in MSIS.</li> <li>• One (1) employee reported in MSIS does not appear on the Master Schedule.</li> <li>• Two (2) employees reported in MSIS do not appear on the List of Staff.</li> <li>• Two (2) employees are listed on the Master Schedule but are not reported in MSIS.</li> <li>• One (1) employee is listed on the Master Schedule but not on the List of Staff.</li> <li>• Two (2) employees on the List of Staff are not reported in MSIS.</li> <li>• One (1) employee on the List of Staff is not on the Master Schedule.</li> </ul> <p><b><u>Lester Elementary School</u></b></p> <p>The school reported 45 employees on the MSIS Detailed Personnel Report: twenty-four (24) employees are certified; twenty-one (21) employees are non-certified.</p> <ul style="list-style-type: none"> <li>• The District provided copies of contracts for 24 employees, which included one (1) administrator.</li> <li>• The District provided a contract for one (1) employee not reported in MSIS. <ul style="list-style-type: none"> <li>○ This employee is listed on the Master Schedule and the List of Staff.</li> </ul> </li> <li>• The District failed to provide contracts for three (3) employees reported in MSIS.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• The District provided two (2) contracts for two (2) employees reported in MSIS.</li> <li>• Eleven (11) employees have salaries on contracts that do not match salaries reported in MSIS.</li> <li>• Eleven (11) employees have years of experience on contract that do not match years of experience reported in MSIS.</li> <li>• Six (6) employees have number of days employed on contract that does not match number of days employed reported in MSIS.</li> <li>• Three (3) employees reported in MSIS do not appear on the Master Schedule.</li> <li>• Two (2) employees reported in MSIS do not appear on the List of Staff.</li> <li>• Three (3) employees are listed on the Master Schedule but are not reported in MSIS.</li> <li>• Two (2) employees are listed on the Master Schedule but not on the List of Staff.</li> <li>• Two (2) employees on the List of Staff are not reported in MSIS.</li> </ul> <p><b><u>Marshall Elementary School</u></b></p> <p>The school reported 51 employees on the MSIS Detailed Personnel Report: twenty-three (23) employees are certified; twenty-eight (28) employees are non-certified.</p> <ul style="list-style-type: none"> <li>• The District provided copies of contracts for 24 employees, which included one (1) administrator.</li> <li>• The District provided two (2) contracts for one (1) employee reported in MSIS.</li> <li>• Three (3) employees have salaries on contracts that do not match salaries reported in MSIS.</li> <li>• Thirteen (13) employees have years of experience on contract that do not match years of experience</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>reported in MSIS.</p> <ul style="list-style-type: none"> <li>Two (2) employees reported in MSIS do not appear on the List of Staff.</li> <li>Two (2) employees are listed on the Master Schedule but are not reported in MSIS.</li> <li>Five (5) employees are listed on the Master Schedule but not on the List of Staff.</li> <li>Two (2) employees on the List of Staff are not reported in MSIS.</li> </ul> <p><b><u>McLeod Elementary School</u></b></p> <p>The school reported 65 employees on the MSIS Detailed Personnel Report: thirty (30) employees are certified; thirty-five (35) employees are non-certified.</p> <ul style="list-style-type: none"> <li>The District provided copies of contracts for 30 employees, which included two (2) administrators.</li> <li>The District provided a contract for one (1) employee not reported in MSIS. <ul style="list-style-type: none"> <li>This employee is not listed on the Master Schedule or the List of Staff.</li> </ul> </li> <li>The District provided two (2) contracts for two (2) employees reported in MSIS.</li> <li>Twelve (12) employees have salaries on contracts that do not match salaries reported in MSIS.</li> <li>Thirteen (13) employees have years of experience on contract that do not match years of experience reported in MSIS.</li> <li>Two (2) employees are listed on the Master Schedule but are not reported in MSIS.</li> <li>Two (2) employees are listed on the Master Schedule but not on the List of Staff.</li> <li>One (1) employee on the List of Staff is not reported in MSIS.</li> </ul>		



FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>One (1) employee on the List of Staff is not on the Master Schedule.</li> </ul> <p><b><u>McWillie Elementary School</u></b></p> <p>The school reported 61 employees were on the MSIS Detailed Personnel Report: twenty-nine (29) employees are certified; thirty-two (32) employees are non-certified.</p> <ul style="list-style-type: none"> <li>The District provided copies of contracts for 32 employees, which included one (1) administrator.</li> <li>The District provided contracts for one (1) employee not reported in MSIS. <ul style="list-style-type: none"> <li>This employee is not listed on the Master Schedule or the List of Staff.</li> </ul> </li> <li>The District failed to provide contracts for two (2) employees reported in MSIS.</li> <li>The District provided two (2) contracts for one (1) employee reported in MSIS.</li> <li>Fourteen (14) employees have salaries on contracts that do not match salaries reported in MSIS.</li> <li>Eight (8) employees have years of experience on contract that do not match years of experience reported in MSIS.</li> <li>One (1) employee has number of days employed on contract that does not match number of days employed reported in MSIS.</li> <li>Two (2) employees reported in MSIS do not appear on the Master Schedule.</li> <li>One (1) employee reported in MSIS does not appear on the List of Staff.</li> <li>Two (2) employees are listed on the Master Schedule but are not reported in MSIS.</li> <li>Two (2) employees are listed on the Master Schedule but not on the List of Staff.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>One (1) employee on the List of Staff is not reported in MSIS.</li> <li>One (1) employee on the List of Staff is not on the Master Schedule.</li> </ul> <p><b><u>North Jackson Elementary School</u></b></p> <p>The school reported 68 employees on the MSIS Detailed Personnel Report: thirty-four (34) employees are certified; thirty-three (33) employees are non-certified. The District reported one (1) employee in MSIS, but failed to identify whether the employee is certified or non-certified.</p> <ul style="list-style-type: none"> <li>The District provided copies of contracts for 36 employees, which included two (2) administrators.</li> <li>The District provided contracts for two (2) employees not reported in MSIS. <ul style="list-style-type: none"> <li>Neither of the employees is listed on the Master Schedule or the List of Staff.</li> </ul> </li> <li>The District failed to provide a contract for one (1) employee reported in MSIS.</li> <li>The District provided two (2) contracts for four (4) employees reported in MSIS.</li> <li>Four (4) employees have salaries on contracts that do not match salaries reported in MSIS.</li> <li>Fourteen (14) employees have years of experience on contract that do not match years of experience reported in MSIS.</li> <li>Five (5) employees have number of days employed on contract that does not match number of days employed reported in MSIS.</li> <li>One (1) employee reported in MSIS does not appear on the Master Schedule.</li> <li>Two (2) employees reported in MSIS do not appear on the List of Staff.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• One (1) employee is listed on the Master Schedule but is not reported in MSIS.</li> <li>• One (1) employee is listed on the Master Schedule but not on the List of Staff.</li> </ul> <p><b><u>Oak Forest Elementary School</u></b></p> <p>The school reported 54 employees on the MSIS Detailed Personnel Report: twenty-five (25) employees are certified; twenty-nine (29) employees are non-certified.</p> <ul style="list-style-type: none"> <li>• The District provided copies of contracts for 27 employees, which included one (1) administrator.</li> <li>• The District provided a contract for one (1) employee not reported in MSIS. <ul style="list-style-type: none"> <li>○ This employee is listed on the Master Schedule, but is not listed on the List of Staff.</li> </ul> </li> <li>• The District failed to provide a contract for one (1) employee reported in MSIS.</li> <li>• The District provided two (2) contracts for two (2) employees reported in MSIS.</li> <li>• Two (2) employees have salaries on contracts that do not match salaries reported in MSIS.</li> <li>• Ten (10) employees have years of experience on contract that do not match years of experience reported in MSIS.</li> <li>• Five (5) employees have number of days employed on contract that does not match number of days employed reported in MSIS.</li> <li>• Four (4) employees reported in MSIS do not appear on the Master Schedule.</li> <li>• Four (4) employees are listed on the Master Schedule but are not reported in MSIS.</li> <li>• Two (2) employees are listed on the Master</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>Schedule but not on the List of Staff.</p> <ul style="list-style-type: none"> <li>Two (2) employees on the List of Staff are not on the Master Schedule.</li> </ul> <p><b><u>Pecan Park Elementary School</u></b></p> <p>The school reported 61 employees on the MSIS Detailed Personnel Report: thirty (30) employees are certified; thirty-one (31) employees are non-certified.</p> <ul style="list-style-type: none"> <li>The District provided copies of contracts for 31 employees, which included two (2) administrators.</li> <li>The District provided a contract for one (1) employee not reported in MSIS. <ul style="list-style-type: none"> <li>This employee is not listed on the Master Schedule or the List of Staff.</li> </ul> </li> <li>The District failed to provide a contract for one (1) employee reported in MSIS.</li> <li>The District provided two (2) contracts for three (3) employees reported in MSIS.</li> <li>Four (4) employees have salaries on contracts that do not match salaries reported in MSIS.</li> <li>Nine (9) employees have years of experience on contract that do not match years of experience reported in MSIS.</li> <li>Four (4) employees have number of days employed on contract that does not match number of days employed reported in MSIS.</li> <li>Two (2) employees reported in MSIS do not appear on the List of Staff.</li> <li>One (1) employee is listed on the Master Schedule but not on the List of Staff.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b><u>Poindexter Elementary School</u></b>  The school reported 30 employees on the MSIS Detailed Personnel Report: fourteen (14) employees are certified; sixteen (16) employees are non-certified.</p> <ul style="list-style-type: none"> <li>• The District provided copies of contracts for 14 employees, which included two (2) administrators.</li> <li>• Four (4) employees have salaries on contracts that do not match salaries reported in MSIS.</li> <li>• Three (3) employees have years of experience on contract that do not match years of experience reported in MSIS.</li> <li>• One (1) employee has number of days employed on contract that does not match number of days employed reported in MSIS.</li> <li>• One (1) employee reported in MSIS does not appear on the List of Staff.</li> <li>• One (1) employee is listed on the Master Schedule but is not reported in MSIS.</li> <li>• One (1) employee is listed on the Master Schedule but not on the List of Staff.</li> <li>• One (1) employee on the List of Staff is not reported in MSIS.</li> </ul> <p><b><u>Power APAC Elementary School</u></b>  The school reported 34 employees on the MSIS Detailed Personnel Report: twenty-six (26) employees are certified; eight (8) employees are non-certified.</p> <ul style="list-style-type: none"> <li>• The District provided copies of contracts for 28 employees, which included one (1) administrator.</li> <li>• The District provided a contract for one (1) employee not reported in MSIS. <ul style="list-style-type: none"> <li>○ This employee is not listed on the Master Schedule or the List of Staff.</li> </ul> </li> <li>• The District provided two (2) contracts for five (5)</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>employees reported in MSIS.</p> <ul style="list-style-type: none"> <li>• Nine (9) employees have salaries on contracts that do not match salaries reported in MSIS.</li> <li>• Ten (10) employees have years of experience on contract that do not match years of experience reported in MSIS.</li> <li>• Two (2) employees have number of days employed on contract that does not match number of days employed reported in MSIS.</li> <li>• One (1) employee reported in MSIS does not appear on the List of Staff.</li> <li>• Two (2) employees are listed on the Master Schedule but are not reported in MSIS.</li> <li>• One (1) employee is listed on the Master Schedule but not on the List of Staff.</li> <li>• One (1) employee on the List of Staff is not reported in MSIS.</li> <li>• One (1) employee on the List of Staff is not on the Master Schedule.</li> </ul> <p><b><u>Raines Elementary School</u></b></p> <p>The school reported 47 employees on the MSIS Detailed Personnel Report: twenty-two (22) employees are certified; twenty-five (25) employees are non-certified.</p> <ul style="list-style-type: none"> <li>• The District provided copies of contracts for 24 employees, which included two (2) administrators.</li> <li>• The District provided a contract for one (1) employee not reported in MSIS. <ul style="list-style-type: none"> <li>○ This employee is not listed on the Master Schedule or the List of Staff.</li> </ul> </li> <li>• The District failed to provide a contract for one (1) employee reported in MSIS.</li> <li>• The District provided two (2) contracts for two (2)</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>employees reported in MSIS.</p> <ul style="list-style-type: none"> <li>• Ten (10) employees have salaries on contracts that do not match salaries reported in MSIS.</li> <li>• Fifteen (15) employees have years of experience on contract that do not match years of experience reported in MSIS.</li> <li>• Two (2) employees reported in MSIS do not appear on the Master Schedule.</li> <li>• One (1) employee reported in MSIS does not appear on the List of Staff.</li> <li>• Four (4) employees are listed on the Master Schedule but are not reported in MSIS.</li> <li>• Three (3) employees are listed on the Master Schedule but not on the List of Staff.</li> <li>• One (1) employee on the List of Staff is not reported in MSIS.</li> </ul> <p><b><u>Smith Elementary School</u></b></p> <p>The school reported 48 employees on the MSIS Detailed Personnel Report: twenty-six (26) employees are certified; twenty-two (22) employees are non-certified.</p> <ul style="list-style-type: none"> <li>• The District provided copies of contracts for 25 employees, which included two (2) administrators.</li> <li>• The District failed to provide a contract for one (1) employee reported in MSIS.</li> <li>• The District provided two (2) contracts for one (1) employee reported in MSIS.</li> <li>• Four (4) employees have salaries on contracts that do not match salaries reported in MSIS.</li> <li>• Nine (9) employees have years of experience on contract that do not match years of experience reported in MSIS.</li> <li>• Two (2) employees have number of days employed</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>on contract that does not match number of days employed reported in MSIS.</p> <ul style="list-style-type: none"> <li>• One (1) employee reported in MSIS does not appear on the Master Schedule.</li> <li>• Two (2) employees reported in MSIS do not appear on the List of Staff.</li> <li>• Two (2) employees are listed on the Master Schedule but are not reported in MSIS.</li> <li>• Two (2) employees are listed on the Master Schedule but not on the List of Staff.</li> <li>• One (1) employee on the List of Staff is not reported in MSIS.</li> </ul> <p><b><u>Spann Elementary School</u></b></p> <p>The school reported 59 employees on the MSIS Detailed Personnel Report: thirty-four (34) employees are certified; twenty-five (25) employees are non-certified.</p> <ul style="list-style-type: none"> <li>• The District provided copies of contracts for 31 employees, which included two (2) administrators.</li> <li>• The District provided a contract for one (1) employee not reported in MSIS. <ul style="list-style-type: none"> <li>○ This employee is listed on the Master Schedule and the List of Staff.</li> </ul> </li> <li>• The District provided two (2) contracts for one (1) employee reported in MSIS.</li> <li>• Three (3) employees have salaries on contracts that do not match salaries reported in MSIS.</li> <li>• Twelve (12) employees have years of experience on contract that do not match years of experience reported in MSIS.</li> <li>• Twelve (12) employees have number of days employed on contract that does not match number of days employed reported in MSIS.</li> </ul>		



FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>Two (2) employees are listed on the Master Schedule but are not reported in MSIS.</li> </ul> <p><b><u>Sykes Elementary School</u></b></p> <p>The school reported 48 employees on the MSIS Detailed Personnel Report: twenty-six (26) employees are certified; twenty-two (22) employees are non-certified.</p> <ul style="list-style-type: none"> <li>The District provided copies of contracts for 27 employees, which included two (2) administrators.</li> <li>The District provided contracts for four (4) employees not reported in MSIS. <ul style="list-style-type: none"> <li>None of the four (4) employees are listed on the Master Schedule or the List of Staff.</li> </ul> </li> <li>One (1) employee has a salary on contract that does not match the salary reported in MSIS.</li> <li>Six (6) employees have years of experience on contract that do not match years of experience reported in MSIS.</li> <li>Two (2) employees have number of days employed on contract that does not match number of days employed reported in MSIS.</li> <li>One (1) employee reported in MSIS does not appear on the List of Staff.</li> <li>Four (4) employees are listed on the Master Schedule but are not reported in MSIS.</li> <li>Three (3) employees are listed on the Master Schedule but not on the List of Staff.</li> <li>Two (2) employees on the List of Staff are not reported in MSIS.</li> <li>One (1) employee on the List of Staff are not on the Master Schedule.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b><u>Timberlawn Elementary School</u></b></p> <p>The school reported 63 employees on the MSIS Detailed Personnel Report: thirty-two (32) employees are certified; thirty (30) employees are non-certified. The District reported one (1) employee in MSIS, but failed to identify whether the employee is certified or non-certified.</p> <ul style="list-style-type: none"> <li>• The District provided copies of contracts for 40 employees, which included two (2) administrators.</li> <li>• The District provided two (2) contracts for two (2) employees and four (4) contracts for one (1) employee reported in MSIS.</li> <li>• Five (5) employees have salaries on contracts that do match salaries reported in MSIS.</li> <li>• Sixteen (16) employees have years of experience on contract that do not match years of experience reported in MSIS.</li> <li>• Five (5) employees have number of days employed on contract that does not match number of days employed reported in MSIS.</li> <li>• Five (5) employees reported in MSIS do not appear on the Master Schedule.</li> <li>• Four (4) employees reported in MSIS do not appear on the List of Staff.</li> <li>• Five (5) employees are listed on the Master Schedule but are not reported in MSIS.</li> <li>• Six (6) employees are listed on the Master Schedule but not on the List of Staff.</li> <li>• Two (2) employees on the List of Staff are not on the Master Schedule.</li> </ul> <p><b><u>Van Winkle Elementary School</u></b></p> <p>The school reported 62 employees on the MSIS Detailed Personnel Report: twenty-five (25) employees are certified; thirty-six (36) employees are non-certified. The District</p>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>reported one (1) employee in MSIS, but failed to identify whether the employee is certified or non-certified.</p> <ul style="list-style-type: none"> <li>• The District provided copies of contracts for 30 employees, which included one (1) administrator.</li> <li>• The District provided contracts for three (3) employees not reported in MSIS. <ul style="list-style-type: none"> <li>○ Two (2) of three (3) employees are listed on the Master Schedule and the List of Staff.</li> </ul> </li> <li>• The District failed to provide contracts for two (2) employees reported in MSIS.</li> <li>• The District provided two (2) contracts for three (3) employees reported in MSIS.</li> <li>• Three (3) employees have salaries on contracts that do not match salaries reported in MSIS.</li> <li>• Six (6) employees have years of experience on contract that do not match years of experience reported in MSIS.</li> <li>• One (1) employee has number of days employed on contract that does not match number of days employed reported in MSIS.</li> <li>• Three (3) employees reported in MSIS do not appear on the Master Schedule.</li> <li>• Four (4) employees reported in MSIS do not appear on the List of Staff.</li> <li>• Three (3) employees are listed on the Master Schedule but are not reported in MSIS.</li> <li>• Five (5) employees are listed on the Master Schedule but not on the List of Staff.</li> <li>• Two (2) employees on the List of Staff are not reported in MSIS.</li> <li>• One (1) employee on the List of Staff is not on the Master Schedule.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b><u>Walton Elementary School</u></b></p> <p>The school reported 61 employees on the MSIS Detailed Personnel Report: twenty-nine (29) employees are certified; thirty-two (32) employees are non-certified.</p> <ul style="list-style-type: none"> <li>• The District provided copies of contracts for 31 employees, which included two (2) administrators.</li> <li>• The District provided a contract for one (1) employee not reported in MSIS. <ul style="list-style-type: none"> <li>○ This employee is not listed on the Master Schedule or the List of Staff.</li> </ul> </li> <li>• The District failed to provide a contract for one (1) employee reported in MSIS.</li> <li>• The District provided two (2) contracts for three (3) employees reported in MSIS.</li> <li>• Seven (7) employees have salaries on contracts that do not match salaries reported in MSIS.</li> <li>• Seven (7) employees have years of experience on contract that do not match years of experience reported in MSIS.</li> <li>• Four (4) employees have number of days employed on contract that does not match number of days employed reported in MSIS.</li> <li>• One (1) employee reported in MSIS does not appear on the Master Schedule.</li> <li>• Two (2) employees reported in MSIS do not appear on the List of Staff.</li> <li>• Two (2) employees are listed on the Master Schedule but are not reported in MSIS.</li> <li>• One (1) employee is listed on the Master Schedule but not on the List of Staff.</li> <li>• Two (2) employees on the List of Staff are not reported in MSIS.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b><u>Watkins Elementary School</u></b></p> <p>The school reported 44 employees on the MSIS Detailed Personnel Report: twenty (20) employees are certified; twenty-four (24) employees are non-certified.</p> <ul style="list-style-type: none"> <li>• The District provided copies of contracts for 23 employees, which included one (1) administrator.</li> <li>• The District provided a contract for one (1) employee not reported in MSIS. <ul style="list-style-type: none"> <li>○ This employee is not listed on the Master Schedule or the List of Staff.</li> </ul> </li> <li>• The District provided two (2) contracts for three (3) employees reported in MSIS.</li> <li>• Seven (7) employees have salaries on contracts that do not match salaries reported in MSIS.</li> <li>• Fifteen (15) employees have years of experience on contract that do not match years of experience reported in MSIS.</li> <li>• Four (4) employees have number of days employed on contract that does not match number of days employed reported in MSIS.</li> <li>• Four (4) employees reported in MSIS do not appear on the Master Schedule.</li> <li>• Two (2) employees reported in MSIS do not appear on the List of Staff.</li> <li>• Three (3) employees are listed on the Master Schedule but are not reported in MSIS.</li> <li>• Two (2) employees are listed on the Master Schedule but not on the List of Staff.</li> <li>• One (1) employee on the List of Staff is not reported in MSIS.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b><u>Wilkins Elementary School</u></b></p> <p>The school reported 61 employees on the MSIS Detailed Personnel Report: twenty-six (26) employees are certified; thirty-five (35) employees are non-certified.</p> <ul style="list-style-type: none"> <li>• The District provided copies of contracts for 30 employees, which included two (2) administrators.</li> <li>• Twelve (12) employees have salaries on contracts that do match salaries reported in MSIS.</li> <li>• Fourteen (14) employees have years of experience on contract that do not match years of experience reported in MSIS.</li> <li>• Nine (9) employees have number of days employed on contract that does not match number of days employed reported in MSIS.</li> <li>• Five (5) employees reported in MSIS do not appear on the List of Staff.</li> <li>• Two (2) employees are listed on the Master Schedule but are not reported in MSIS.</li> <li>• Five (5) employees are listed on the Master Schedule but not on the List of Staff.</li> <li>• One (1) employee on the List of Staff is not reported in MSIS.</li> <li>• One (1) employee on the List of Staff is not on the Master Schedule.</li> </ul> <p><b><u>Woodville Heights Elementary School</u></b></p> <p>The school reported 55 employees on the MSIS Detailed Personnel Report: twenty-six (26) employees are certified; twenty-eight (28) employees are non-certified. The District reported one (1) employee in MSIS, but failed to identify whether the employee is certified or non-certified.</p> <ul style="list-style-type: none"> <li>• The District provided copies of contracts for 27 employees, which included two (2) administrators.</li> <li>• The District provided two (2) contracts for one (1)</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>employee reported in MSIS.</p> <ul style="list-style-type: none"> <li>• Fourteen (14) employees have salaries on contracts that do match salaries reported in MSIS.</li> <li>• Nine (9) employees have years of experience on contract that do not match years of experience reported in MSIS.</li> <li>• One (1) employee has number of days employed on contract that does not match number of days employed reported in MSIS.</li> <li>• Three (3) employees reported in MSIS do not appear on the Master Schedule.</li> <li>• Three (3) employees reported in MSIS do not appear on the List of Staff.</li> <li>• Two (2) employees are listed on the Master Schedule but are not reported in MSIS.</li> <li>• Two (2) employees are listed on the Master Schedule but not on the List of Staff.</li> <li>• One (1) employee on the List of Staff is not reported in MSIS.</li> <li>• One (1) employee on the List of Staff is not on the Master Schedule.</li> </ul> <p><b><u>Bailey APAC Middle School</u></b></p> <p>The school reported 55 employees on the MSIS Detailed Personnel Report: thirty-seven (37) employees are certified; eighteen (18) employees are non-certified.</p> <ul style="list-style-type: none"> <li>• The District provided copies of contracts for 36 employees, which included three (3) administrators.</li> <li>• The District failed to provide a contract for one (1) employee reported in MSIS.</li> <li>• The District provided two (2) contracts for two (2) employees reported in MSIS.</li> <li>• Eight (8) employees have salaries on contracts that</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>do not match salaries reported in MSIS.</p> <ul style="list-style-type: none"> <li>• Sixteen (16) employees have years of experience on contract that do not match years of experience reported in MSIS.</li> <li>• One (1) employee has number of days employed on contract that does not match number of days employed reported in MSIS.</li> <li>• One (1) employee reported in MSIS does not appear on the Master Schedule.</li> <li>• Two (2) employees reported in MSIS do not appear on the List of Staff.</li> <li>• Seven (7) employees are listed on the Master Schedule but are not reported in MSIS.</li> <li>• Eight (8) employees are listed on the Master Schedule but not on the List of Staff.</li> <li>• One (1) employee on the List of Staff is not reported in MSIS.</li> </ul> <p><b><u>Blackburn Middle School</u></b></p> <p>The school reported 77 employees on the MSIS Detailed Personnel Report: forty-five (45) employees are certified; thirty-two (32) employees are non-certified.</p> <ul style="list-style-type: none"> <li>• The District provided copies of contracts for 42 employees, which included three (3) administrators.</li> <li>• The District failed to provide contracts for four (4) employees reported in MSIS.</li> <li>• The District provided two (2) contracts for four (4) employees reported in MSIS.</li> <li>• Fourteen (14) employees have salaries on contracts that do not match salaries reported in MSIS.</li> <li>• Fifteen (15) employees have years of experience on contract that do not match years of experience reported in MSIS.</li> </ul>		



FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• Nine (9) employees have number of days employed on contract that does not match number of days employed reported in MSIS.</li> <li>• Five (5) employees reported in MSIS do not appear on the Master Schedule.</li> <li>• Six (6) employees reported in MSIS do not appear on the List of Staff.</li> <li>• Two (2) employees are listed on the Master Schedule but are not reported in MSIS.</li> <li>• Four (4) employees are listed on the Master Schedule but not on the List of Staff.</li> <li>• One (1) employee on the List of Staff is not reported in MSIS.</li> <li>• One (1) employee on the List of Staff is not on the Master Schedule.</li> </ul> <p><b><u>Brinkley Middle School</u></b></p> <p>The school reported 63 employees on the MSIS Detailed Personnel Report: thirty-eight (38) employees are certified; twenty-five (25) employees are non-certified.</p> <ul style="list-style-type: none"> <li>• The District provided copies of contracts for 33 employees, which included two (2) administrators.</li> <li>• The District provided a contract for one (1) employee not reported in MSIS. <ul style="list-style-type: none"> <li>○ This employee is listed on the Master Schedule and the List of Staff.</li> </ul> </li> <li>• The District failed to provide contracts for five (5) employees reported in MSIS.</li> <li>• The District provided two (2) contracts for three (3) employees and three (3) contracts for one (1) employee reported in MSIS.</li> <li>• Eleven (11) employees have salaries on contracts that do not match salaries reported in MSIS.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• Ten (10) employees have years of experience on contract that do not match years of experience reported in MSIS.</li> <li>• One (1) employee has number of days employed on contract that does not match number of days employed reported in MSIS.</li> <li>• One (1) employee reported in MSIS does not appear on the Master Schedule.</li> <li>• One (1) employee reported in MSIS does not appear on the List of Staff.</li> <li>• Eight (8) employees are listed on the Master Schedule but are not reported in MSIS.</li> <li>• Six (6) employees are listed on the Master Schedule but not on the List of Staff.</li> <li>• One (1) employee on the List of Staff is not reported in MSIS.</li> </ul> <p><b><u>Cardozo Middle School</u></b></p> <p>The school reported 66 employees reported on the MSIS Detailed Personnel Report: forty-seven (47) employees are certified; nineteen (19) employees are non-certified.</p> <ul style="list-style-type: none"> <li>• The District provided copies of contracts for 46 employees, which included three (3) administrators.</li> <li>• The District provided contracts for two (2) employees not reported in MSIS. <ul style="list-style-type: none"> <li>○ One (1) of the employees is listed on the Master Schedule,</li> <li>○ Neither of the employees is listed on the List of Staff.</li> </ul> </li> <li>• The District failed to provide contracts for two (2) employees reported in MSIS.</li> <li>• The District provided two (2) contracts for one (1) employee reported in MSIS.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• Eleven (11) employees have salaries on contracts that do not match salaries reported in MSIS.</li> <li>• Nineteen (19) employees have years of experience on contract that do not match years of experience reported in MSIS.</li> <li>• One (1) employee has number of days employed on contract that does not match number of days employed reported in MSIS.</li> <li>• Four (4) employees reported in MSIS do not appear on the Master Schedule.</li> <li>• Seven (7) employees reported in MSIS do not appear on the List of Staff.</li> <li>• Four (4) employees are listed on the Master Schedule but are not reported in MSIS.</li> <li>• Two (2) employees are listed on the Master Schedule but not on the List of Staff.</li> <li>• Seven (7) employees on the List of Staff are not reported in MSIS.</li> <li>• Two (2) employees on the List of Staff are not on the Master Schedule.</li> </ul> <p><b><u>Chastain Middle School</u></b></p> <p>The school reported 85 employees on the MSIS Detailed Personnel Report: fifty-four (54) employees are certified; thirty-one (31) employees are non-certified.</p> <ul style="list-style-type: none"> <li>• The District provided copies of contracts for 55 employees, which included three (3) administrators.</li> <li>• The District provided a contract for one (1) employee not reported in MSIS. <ul style="list-style-type: none"> <li>○ This employee is listed on the Master Schedule and the List of Staff.</li> </ul> </li> <li>• The District failed to provide contracts for two (2) employees reported in MSIS.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• The District provided two (2) contracts for eight (8) employees reported in MSIS.</li> <li>• Eighteen (18) employees have salaries on contracts that do not match salaries reported in MSIS.</li> <li>• Forty-three (43) employees have years of experience on contract that do not match years of experience reported in MSIS.</li> <li>• Seven (7) employees have number of days employed on contract that does not match number of days employed reported in MSIS.</li> <li>• Four (4) employees reported in MSIS do not appear on the Master Schedule.</li> <li>• Nine (9) employees reported in MSIS do not appear on the List of Staff.</li> <li>• Six (6) employees are listed on the Master Schedule but are not reported in MSIS.</li> <li>• Eleven (11) employees are listed on the Master Schedule but not on the List of Staff.</li> <li>• Six (6) employees on the List of Staff are not reported in MSIS.</li> <li>• Four (4) employee(s) on the List of Staff are not on the Master Schedule.</li> </ul> <p><b><u>Hardy Middle School</u></b>  The school reported 76 employees on the MSIS Detailed Personnel Report: forty-seven (47) employees are certified; twenty-nine (29) employees are non-certified.</p> <ul style="list-style-type: none"> <li>• The District provided copies of contracts for 51 employees, which included three (3) administrators.</li> <li>• The District provided contracts for three (3) employees not reported in MSIS. <ul style="list-style-type: none"> <li>○ None of the three (3) employees are listed on the Master Schedule or the List of Staff.</li> </ul> </li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• The District failed to provide a contract for one (1) employee reported in MSIS.</li> <li>• The District provided two (2) contracts for one (1) employee and three (3) contracts for one (1) employee reported in MSIS.</li> <li>• Thirteen (13) employees have salaries on contracts that do not match salaries reported in MSIS.</li> <li>• Twenty-seven (27) employees have years of experience on contract that do not match years of experience reported in MSIS.</li> <li>• Four (4) employees have number of days employed on contract that does not match number of days employed reported in MSIS.</li> <li>• Five (5) employees reported in MSIS do not appear on the Master Schedule.</li> <li>• Six (6) employees reported in MSIS do not appear on the List of Staff.</li> <li>• Seven (7) employees are listed on the Master Schedule but are not reported in MSIS.</li> <li>• Seven (7) employees are listed on the Master Schedule but not on the List of Staff.</li> <li>• Two (2) employees on the List of Staff are not reported in MSIS.</li> </ul> <p><b><u>Kirksey Middle School</u></b>  The school reported 56 employees on the MSIS Detailed Personnel Report: thirty-one (31) employees are certified; twenty-five (25) employees are non-certified.</p> <ul style="list-style-type: none"> <li>• The District provided copies of contracts for 32 employees, which included two (2) administrators.</li> <li>• The District provided contracts for two (2) employees not reported in MSIS.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>○ Neither of the employees is listed on the Master Schedule or the List of Staff.</li> <li>• The District provided two (2) contracts for two (2) employees reported in MSIS.</li> <li>• Twelve (12) employees have salaries on contracts that do not match salaries reported in MSIS.</li> <li>• Twelve (12) employees have years of experience on contract that do not match years of experience reported in MSIS.</li> <li>• One (1) employee reported in MSIS does not appear on the Master Schedule.</li> <li>• Three (3) employees reported in MSIS do not appear on the List of Staff.</li> <li>• Two (2) employees are listed on the Master Schedule but are not reported in MSIS.</li> <li>• Three (3) employees are listed on the Master Schedule but not on the List of Staff.</li> <li>• Five (5) employees on the List of Staff are not reported in MSIS.</li> <li>• Four (4) employees on the List of Staff are not on the Master Schedule.</li> </ul> <p><b><u>Northwest Jackson Middle School</u></b></p> <p>The school reported 67 employees on the MSIS Detailed Personnel Report: thirty-eight (38) employees are certified; twenty-eight (28) employees are non-certified. The District reported one (1) employee in MSIS, but failed to identify whether the employee is certified or non-certified.</p> <ul style="list-style-type: none"> <li>• The District provided copies of contracts for 40 employees, which included two (2) administrators.</li> <li>• The District provided contracts for four (4) employees not reported in MSIS. <ul style="list-style-type: none"> <li>○ None of the four (4) employees are listed on the Master Schedule.</li> </ul> </li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>○ One (1) of four (4) employees is listed on the List of Staff.</li> <li>• The District failed to provide contracts for three (3) employees reported in MSIS.</li> <li>• The District provided two (2) contracts for two (2) employees reported in MSIS.</li> <li>• Three (3) employees have salaries on contracts that do not match salaries reported in MSIS.</li> <li>• Twelve (12) employees have years of experience on contract that do not match years of experience reported in MSIS.</li> <li>• Two (2) employees have number of days employed on contract that does not match number of days employed reported in MSIS.</li> <li>• Three (3) employees reported in MSIS do not appear on the Master Schedule.</li> <li>• Three (3) employees reported in MSIS do not appear on the List of Staff.</li> <li>• Three (3) employees are listed on the Master Schedule but are not reported in MSIS.</li> <li>• Four (4) employees are listed on the Master Schedule but not on the List of Staff.</li> <li>• One (1) employee on the List of Staff is not reported in MSIS.</li> </ul> <p><b><u>Peeples Middle School</u></b></p> <p>The school reported 69 employees on the MSIS Detailed Personnel Report: forty-two (42) employees are certified; twenty-seven (27) employees are non-certified.</p> <ul style="list-style-type: none"> <li>• The District provided copies of contracts for 41 employees, which included three (3) administrators.</li> <li>• The District provided contracts for three (3) employees not reported in MSIS.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>○ None of the three (3) employees are listed on the Master Schedule.</li> <li>○ One (1) of three (3) employees is listed on the List of Staff.</li> <li>• The District failed to provide a contract for one (1) employee reported in MSIS.</li> <li>• The District provided two (2) contracts for three (3) employees reported in MSIS.</li> <li>• Ten (10) employees have salaries on contracts that do not match salaries reported in MSIS.</li> <li>• Seven (7) employees have years of experience on contract that do not match years of experience reported in MSIS.</li> <li>• Seven (7) employees have number of days employed on contract that does not match number of days employed reported in MSIS.</li> <li>• Nine (9) employees are listed on the Master Schedule but are not reported in MSIS.</li> <li>• Twelve (12) employees are listed on the Master Schedule but not on the List of Staff.</li> <li>• Two (2) employees on the List of Staff are not reported in MSIS.</li> <li>• Two (2) employees on the List of Staff are not on the Master Schedule.</li> </ul> <p><b><u>Powell Middle School</u></b></p> <p>The school reported 69 employees on the MSIS Detailed Personnel Report: forty-four (44) employees are certified; twenty-five (25) employees are non-certified.</p> <ul style="list-style-type: none"> <li>• The District provided copies of contracts for 42 employees, which included three (3) administrators.</li> <li>• The District failed to provide a contract for one (1) employee reported in MSIS.</li> </ul>		



FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• The District provided two (2) contracts for four (4) employees reported in MSIS.</li> <li>• Five (5) employees have salaries on contracts that do not match salaries reported in MSIS.</li> <li>• Nine (9) employees have years of experience on contract that do not match years of experience reported in MSIS.</li> <li>• Four (4) employees have number of days employed on contract that does not match number of days employed reported in MSIS.</li> <li>• One (1) employee reported in MSIS does not appear on the Master Schedule.</li> <li>• One (1) employee reported in MSIS does not appear on the List of Staff.</li> <li>• One (1) employee is listed on the Master Schedule but is not reported in MSIS.</li> <li>• One (1) employee on the List of Staff is not reported in MSIS.</li> </ul> <p><b><u>Rowan Middle School</u></b></p> <p>The school reported 39 employees on the MSIS Detailed Personnel Report: twenty (20) employees are certified; nineteen (19) employees are non-certified.</p> <ul style="list-style-type: none"> <li>• The District provided copies of contracts for 18 employees, which included one (1) administrator.</li> <li>• The District failed to provide contracts for two (2) employees reported in MSIS.</li> <li>• Sixteen (16) employees have salaries on contracts that do not match salaries reported in MSIS.</li> <li>• Nine (9) employees have years of experience on contract that do not match years of experience reported in MSIS.</li> <li>• Six (6) employees are listed on the Master Schedule</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>but are not reported in MSIS.</p> <ul style="list-style-type: none"> <li>• Six (6) employees are listed on the Master Schedule but not on the List of Staff.</li> <li>• One (1) employee on the List of Staff is not reported in MSIS.</li> <li>• One (1) employee on the List of Staff is not on the Master Schedule.</li> </ul> <p><b><u>Siwell Middle School</u></b>  The school reported 68 employees on the MSIS Detailed Personnel Report: forty-three (43) employees are certified; twenty-five (25) employees are non-certified.</p> <ul style="list-style-type: none"> <li>• The District provided copies of contracts for 43 employees, which included three (3) administrators.</li> <li>• Twenty (20) employees have salaries on contracts that do not match salaries reported in MSIS.</li> <li>• Eighteen (18) employees have years of experience on contract that do not match years of experience reported in MSIS.</li> <li>• One (1) employee reported in MSIS does not appear on the Master Schedule.</li> <li>• Two (2) employee reported in MSIS does not appear on the List of Staff.</li> <li>• Six (6) employees are listed on the Master Schedule but are not reported in MSIS.</li> <li>• Five (5) employees are listed on the Master Schedule but not on the List of Staff.</li> <li>• One (1) employee on the List of Staff is not reported in MSIS.</li> </ul> <p><b><u>Whitten Middle School</u></b>  The school reported 86 employees on the MSIS Detailed Personnel Report: fifty-one (51) employees are certified; thirty-five (35) employees are non-certified.</p>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• The District provided copies of contracts for 56 employees, which included two (2) administrators.</li> <li>• The District provided a contract for one (1) employee not reported in MSIS. <ul style="list-style-type: none"> <li>○ This employee is not listed on the Master Schedule or the List of Staff.</li> </ul> </li> <li>• The District failed to provide a contract for one (1) employee reported in MSIS.</li> <li>• The District provided two (2) contracts for four (4) employees reported in MSIS.</li> <li>• Twelve (12) employees have salaries on contracts that do not match salaries reported in MSIS.</li> <li>• Twenty-one (21) employees have years of experience on contract that do not match years of experience reported in MSIS.</li> <li>• Four (4) employees have number of days employed on contract that does not match number of days employed reported in MSIS.</li> <li>• Two (2) employees reported in MSIS do not appear on the Master Schedule.</li> <li>• One (1) employee reported in MSIS does not appear on the List of Staff.</li> <li>• Three (3) employees are listed on the Master Schedule but are not reported in MSIS.</li> <li>• Two (2) employees are listed on the Master Schedule but not on the List of Staff.</li> <li>• One (1) employee on the List of Staff is not reported in MSIS.</li> </ul> <p><b><u>Callaway High School</u></b>  The school reported 104 employees on the MSIS Detailed Personnel Report: seventy (70) employees are certified; thirty-four (34) employees are non-certified.</p>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• The District provided copies of contracts for 73 employees, which included four (4) administrators.</li> <li>• The District provided contracts for seven (7) employees not reported in MSIS. <ul style="list-style-type: none"> <li>○ Four (4) of seven (7) employees are listed on the Master Schedule.</li> <li>○ Two (2) of seven (7) employees are listed on the List of Staff.</li> </ul> </li> <li>• The District failed to provide contracts for three (3) employees reported in MSIS.</li> <li>• Eighteen (18) employees have salaries on contracts that do not match salaries reported in MSIS.</li> <li>• Twenty (20) employees have years of experience on contract that do not match years of experience reported in MSIS.</li> <li>• Five (5) employees have number of days employed on contract that does not match number of days employed reported in MSIS.</li> <li>• Four (4) employees reported in MSIS do not appear on the Master Schedule.</li> <li>• Four (4) employees reported in MSIS do not appear on the List of Staff.</li> <li>• Thirty-six (36) employees are listed on the Master Schedule but are not reported in MSIS.</li> <li>• Thirty-six (36) employees are listed on the Master Schedule but not on the List of Staff.</li> <li>• One (1) employee on the List of Staff is not reported in MSIS.</li> <li>• One (1) employee on the List of Staff is not on the Master Schedule.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b><u>Forest Hill High School</u></b></p> <p>The school reported 136 employees on the MSIS Detailed Personnel Report: eighty-four (84) employees are certified; fifty (50) employees are non-certified. The District reported two (2) employees in MSIS, but failed to identify whether the employees are certified or non-certified.</p> <ul style="list-style-type: none"> <li>• The District provided copies of contracts for 84 employees, which included four (4) administrators.</li> <li>• The District provided contracts for four (4) employees not reported in MSIS. <ul style="list-style-type: none"> <li>○ Three (3) of four (4) employees are listed on the Master Schedule.</li> <li>○ Three (3) of four (4) employees are listed on the List of Staff.</li> </ul> </li> <li>• The District failed to provide contracts for seven (7) employees reported in MSIS.</li> <li>• The District provided two (2) contracts for ten (10) employees reported in MSIS.</li> <li>• Twenty-seven (27) employees have salaries on contracts that do not match salaries reported in MSIS.</li> <li>• Forty-eight (48) employees have years of experience on contract that do not match years of experience reported in MSIS.</li> <li>• Fifteen (15) employees have number of days employed on contract that does not match number of days employed reported in MSIS.</li> <li>• Six (6) employees reported in MSIS do not appear on the Master Schedule.</li> <li>• Fifteen (15) employees reported in MSIS do not appear on the List of Staff.</li> <li>• Thirty-one (31) employees are listed on the Master Schedule but are not reported in MSIS.</li> <li>• Thirty-eight (38) employees are listed on the Master</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>Schedule but not on the List of Staff.</p> <ul style="list-style-type: none"> <li>Two (2) employees on the List of Staff are not reported in MSIS.</li> <li>Three (3) employees on the List of Staff are not on the Master Schedule.</li> </ul> <p><b><u>Jim Hill High School</u></b></p> <p>The school reported 133 employees on the MSIS Detailed Personnel Report: eighty-five (85) employees are certified; forty-eight (48) employees are non-certified.</p> <ul style="list-style-type: none"> <li>The District provided copies of contracts for 88 employees, which included four (4) administrators.</li> <li>The District provided contracts for five (5) employees not reported in MSIS. <ul style="list-style-type: none"> <li>One (1) of five (5) employees is listed on the Master Schedule.</li> <li>One (1) of five (5) employees is listed on the List of Staff.</li> </ul> </li> <li>The District provided two (2) contracts for seven (7) employees and four (4) contracts for one (1) employee reported in MSIS.</li> <li>Twenty-six (26) employees have salaries on contracts that do not match salaries reported in MSIS.</li> <li>Twenty-six (26) employees have years of experience on contract that do not match years of experience reported in MSIS.</li> <li>Seven (7) employees have number of days employed on contract that does not match number of days employed reported in MSIS.</li> <li>Two (2) employees reported in MSIS do not appear on the Master Schedule.</li> <li>Four (4) employees reported in MSIS do not appear on the List of Staff.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• Thirty-four (34) employees are listed on the Master Schedule but are not reported in MSIS.</li> <li>• Thirty-four (34) employees are listed on the Master Schedule but not on the List of Staff.</li> <li>• Two (2) employees on the List of Staff are not reported in MSIS.</li> <li>• Five (5) employees on the List of Staff are not on the Master Schedule.</li> </ul> <p><b><u>Lanier High School</u></b>  The school reported 105 employees on the MSIS Detailed Personnel Report: sixty-six (66) employees are certified; thirty-nine (39) employees are non-certified.</p> <ul style="list-style-type: none"> <li>• The District provided copies of contracts for 60 employees, which included four (4) administrators.</li> <li>• The District provided contracts for two (2) employees not reported in MSIS. <ul style="list-style-type: none"> <li>○ Neither of the employees is listed on the Master Schedule.</li> <li>○ One (1) of two (2) employees is listed on the List of Staff.</li> </ul> </li> <li>• The District failed to provide contracts for ten (10) employees reported in MSIS.</li> <li>• The District provided two (2) contracts for two (2) employees reported in MSIS.</li> <li>• Eight (8) employees have salaries on contracts that do not match salaries reported in MSIS.</li> <li>• Twenty-three (23) employees have years of experience on contract that do not match years of experience reported in MSIS.</li> <li>• Nine (9) employees have number of days employed on contract that does not match number of days employed reported in MSIS.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• Three (3) employees reported in MSIS do not appear on the Master Schedule.</li> <li>• Eight (8) employees reported in MSIS do not appear on the List of Staff.</li> <li>• Twenty-six (26) employees are listed on the Master Schedule but are not reported in MSIS.</li> <li>• Thirty-four (34) employees are listed on the Master Schedule but not on the List of Staff.</li> <li>• Two (2) employees on the List of Staff are not reported in MSIS.</li> <li>• Two (2) employees on the List of Staff are not on the Master Schedule.</li> </ul> <p><b><u>Murrah High School</u></b>  The school reported 144 employees on the MSIS Detailed Personnel Report: ninety-three (93) employees are certified; fifty-one (51) employees are non-certified.</p> <ul style="list-style-type: none"> <li>• The District provided copies of contracts for one 102 employees, which included four (4) administrators.</li> <li>• The District provided a contract for one (1) employee not reported in MSIS. <ul style="list-style-type: none"> <li>○ This employee is not listed on the Master Schedule, but is listed on the List of Staff.</li> </ul> </li> <li>• The District failed to provide contracts for three (3) employees reported in MSIS.</li> <li>• The District provided two (2) contracts for five (5) employees and three (3) contracts for one (1) employee reported in MSIS.</li> <li>• Twenty-three (23) employees have salaries on contracts that do not match salaries reported in MSIS.</li> </ul>		



FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• Thirty-two (32) employees have years of experience on contract that do not match years of experience reported in MSIS.</li> <li>• Three (3) employees have number of days employed on contract that does not match number of days employed reported in MSIS.</li> <li>• Four (4) employees reported in MSIS do not appear on the Master Schedule.</li> <li>• Four (4) employees reported in MSIS do not appear on the List of Staff.</li> <li>• Thirty-five (35) employees are listed on the Master Schedule but are not reported in MSIS.</li> <li>• Thirty-five (35) employees are listed on the Master Schedule but not on the List of Staff.</li> <li>• Four (4) employees on the List of Staff are not reported in MSIS.</li> <li>• Three (3) employees on the List of Staff are not on the Master Schedule.</li> </ul> <p><b><u>Provine High School</u></b></p> <p>The school reported 125 employees on the MSIS Detailed Personnel Report: eighty-two (82) employees are certified; forty-three (43) employees are non-certified.</p> <ul style="list-style-type: none"> <li>• The District provided copies of contracts for 92 employees, which included four (4) administrators.</li> <li>• The District provided contracts for four (4) employees not reported in MSIS. <ul style="list-style-type: none"> <li>○ None of the four (4) employees are listed on the Master Schedule or the List of Staff.</li> </ul> </li> <li>• The District failed to provided contracts for three (3) employees reported in MSIS.</li> <li>• The District provided two (2) contracts for six (6) employees reported in MSIS.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• Twenty-four (24) employees have salaries on contracts that do not match salaries reported in MSIS.</li> <li>• Forty-one (41) employees have years of experience on contract that do not match years of experience reported in MSIS.</li> <li>• Twelve (12) employees have number of days employed on contract that does not match number of days employed reported in MSIS.</li> <li>• Four (4) employees reported in MSIS do not appear on the Master Schedule.</li> <li>• Three (3) employees reported in MSIS do not appear on the List of Staff.</li> <li>• Forty (40) employees are listed on the Master Schedule but are not reported in MSIS.</li> <li>• Forty-one (41) employees are listed on the Master Schedule but not on the List of Staff.</li> <li>• One (1) employee on the List of Staff is not reported in MSIS.</li> <li>• One (1) employee on the List of Staff is not on the Master Schedule.</li> </ul> <p><b><u>Wingfield High School</u></b></p> <p>The school reported 103 employees on the MSIS Detailed Personnel Report: seventy-four (74) employees are certified; twenty-nine (29) employees are non-certified.</p> <ul style="list-style-type: none"> <li>• The District provided copies of contracts for 93 employees, which included five (5) administrators.</li> <li>• The District provided contracts for seven (7) employees not reported in MSIS. <ul style="list-style-type: none"> <li>○ Five (5) of seven (7) employees are listed on the Master Schedule.</li> <li>○ Two (2) of seven (7) employees are listed on the List of Staff.</li> </ul> </li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• The District failed to provide contracts for nine (9) employees reported in MSIS.</li> <li>• The District provided two (2) contracts for three (3) employees reported in MSIS.</li> <li>• Twenty-five (25) employees have salaries on contracts that do not match salaries reported in MSIS.</li> <li>• Twenty-two (22) employees have number of days employed on contract that does not match number of days employed in MSIS.</li> <li>• Seven (7) employees reported in MSIS do not appear on the Master Schedule.</li> <li>• Eight (8) employees reported in MSIS do not appear on the List of Staff.</li> <li>• Seven (7) employees are listed on the Master Schedule but are not reported in MSIS.</li> <li>• Nine (9) employees are listed on the Master Schedule but not on the List of Staff.</li> <li>• Eleven (11) employees on the List of Staff are not reported in MSIS.</li> <li>• Four (4) employees on the List of Staff are not on the Master Schedule.</li> </ul> <p><b><u>Capital City Alternative School</u></b>  The school reported 40 employees on the MSIS Detailed Personnel Report: twenty-six (26) employees are certified; fourteen (14) employees are non-certified.</p> <ul style="list-style-type: none"> <li>• The District provided copies of contracts for 26 employees, which included two (2) administrators.</li> <li>• The District provided contracts for two (2) employees not reported in MSIS.</li> <li>• The District provided two (2) contracts for one (1) employee reported in MSIS.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• One (1) employee has salary on contract that does not match salary reported in MSIS.</li> <li>• Eighteen (18) employees have years of experience on contract that do not match years of experience reported in MSIS.</li> <li>• One (1) employee has number of days employed on contract that does not match number of days employed in MSIS.</li> </ul> <p><b><u>Career Development Center</u></b>  The school reported 46 employees on the MSIS Detailed Personnel Report: thirty (30) employees are certified; sixteen (16) employees are non-certified.</p> <ul style="list-style-type: none"> <li>• The District provided copies of contracts for 30 employees, which included three (3) administrators.</li> <li>• The District provided a contract for one (1) employee not reported in MSIS.</li> <li>• The District provided two (2) contracts for one (1) employee reported in MSIS.</li> <li>• Seven (7) employees have salaries on contracts that do not match salaries reported in MSIS.</li> <li>• Thirteen (13) employees have years of experience on contract that do not match years of experience reported in MSIS.</li> <li>• Two (2) employees have number of days employed on contract that does not match number of days employed in MSIS.</li> </ul> <p><b><u>Henley-Young Juvenile Justice Detention Center</u></b>  The school reported five (5) employees on the MSIS Detailed Personnel Report: two (2) employees are certified; three (3) employees are non-certified.</p>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"><li>• The District provided copies of contracts for seven (7) employees, which included one (1) administrator.</li><li>• The District provided contracts for five (5) employees not reported in MSIS.</li><li>• One (1) employee has years of experience on contract that does not match years of experience reported in MSIS.</li></ul>		

**Standard 1: The local school board and the superintendent of schools shall exercise due diligence in performing the respective duties of each office in accordance with applicable law. The local school board's responsibilities shall pertain to matters of setting policy and shall not interfere in the day-to-day operations of the school district that include, but are not limited to, such duties as those relating to personnel and management decisions. Failure to comply shall result in the immediate downgrade of the District's accreditation status to Probation or Withdrawn as indicated in Accreditation Policy 2.5.**

**REGULATIONS:** Miss. Code Ann. §§ 25-41-1 et al., §§ 25-61-1 through 17, § 37-3-4(5), §§ 37-6-7, 9, 11, and 15, § 37-7-306(1-4), §§ 37-9-1 through 75, §§ 37-9-101 through 113, § 37-7-301(p)(w), § 37-6-3(3-4), §§ 37-9-7, 13, and 14, § 37-61-9, § 37-151-5(h), and the *Federal Civil Rights Act of 1964*

**1.1: The school board assigns all executive and administrative duties to the superintendent, who is properly licensed and chosen in the manner prescribed by law.**

**REGULATIONS:** Miss. Code Ann. § 37-6-3(3-4), §§ 37-9-7, 13, and 14, § 37-61-9, and § 37-151-5(h)

#### SUMMARY of FINDINGS

- Based on the *On-site Investigative Audit Report* conducted in the Jackson Public School District September 6, 2016 through July 31, 2017, the Interim Superintendent failed to provide effective educational leadership in key areas including management of district personnel, effective implementation of policies, and the development of Board and community relations.

**The District is NONCOMPLIANT with Process Standards 1 and 1.1.**

FINDINGS	CORRECTIVE ACTION	TIMELINE
Miss. Code Ann. § 37-9-14 outlines the management responsibilities of the school district superintendent as required by State law and approved local school board policies, which includes implementing plans, procedures, programs, and systems to achieve clearly defined, desired results. The Interim Superintendent failed to provide effective educational leadership in key areas including management of district personnel, effective implementation of policies, and the development of board and community relations.	In order to comply with Miss. Code Ann. § 37-9-14, the District shall ensure the Interim Superintendent implements plans, procedures, programs, and systems to achieve clearly defined, desired results. The Interim Superintendent shall employ appropriately licensed individuals to implement the programs.  The Interim Superintendent shall also: <ul style="list-style-type: none"> <li>Establish effective mechanisms for communication to and from staff;</li> </ul>	November 30, 2017

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>The MDE discovered many of the findings from the investigative audit conducted September 6, 2016, through July 31, 2017 (School Year 2016-2017), are consistent with the findings of the legislative audit conducted April 5, 2016 through April 22, 2016 (School Year 2015-2016).</p> <p>Examples include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>• The Interim Superintendent failed to ensure that all data reported to the MDE are true and accurate as verified by supporting documentation on file in the school district. (<i>See also</i> Accreditation Policy 2.1)</li> <li>• The Interim Superintendent failed to implement appropriate standards of governance. (<i>See also</i> Standards 1.2 and 1.3)</li> <li>• The Interim Superintendent failed to ensure that the school district operates according to school board policies and procedures that comply with State and Federal statutes and SBE policies and standards. The MDE continues to receive confidential reports of allegations from administrators and teachers that central office staff interfere with the building administration's ability to implement the District's discipline policies. (<i>See also</i> Standards 1.2 and 1.3)</li> <li>• The Interim Superintendent failed to ensure that all graduating seniors of School Year 2016-2017 met graduation requirements. (<i>See also</i> Standard 14)</li> <li>• The Interim Superintendent failed to ensure the integrity of the Mississippi Statewide Assessment System. (<i>See also</i> Standard 16 and Appendix F)</li> <li>• The Interim Superintendent failed to ensure compliance with the <i>Individuals with Disabilities Act</i>. (<i>See also</i> Standard 17.4)</li> </ul>	<ul style="list-style-type: none"> <li>• Oversee a program to manage and monitor discipline procedures for equity and effectiveness;</li> <li>• Organize the central office in a manner consistent with district priorities and resources;</li> <li>• Implement an Instructional Management Plan (IMP) that clearly defines the academic goals necessary for improving student achievement;</li> <li>• Employ experienced individuals capable of implementing the IMP throughout the District;</li> <li>• Promote a relationship among the Board, administrators, teachers, and the community that promotes trust, honest communication, and sincerity;</li> <li>• Develop and implement a system for reporting to the Board on policy issues, achievement growth/lack of growth, and other significant issues; and</li> <li>• Establish a mechanism to promote community and business commitment and involvement with the district and building a relationship of trust.</li> </ul> <p>Contact Dr. Jo Ann Malone, Executive Director, Office of Accreditation at <a href="mailto:JMalone@mdek12.org">JMalone@mdek12.org</a> or 601.359.3764 for technical assistance or when the District is prepared for a follow-up visit to verify compliance with Process Standards 1 and 1.1.</p>	

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• The Interim Superintendent failed to ensure compliance with <i>Elementary and Secondary Education Act</i>. (See also Standard 17.6)</li> <li>• As the educational leader of the District, the Interim Superintendent failed to implement an instructional management plan that clearly defines the academic goals necessary for improving student achievement. (See also Standard 20)</li> <li>• The Interim Superintendent failed to ensure that transportation services arrive and depart on time. (See also Standard 29)</li> <li>• The Interim Superintendent failed to ensure that school facilities are maintained according to standards required for clean, safe, and orderly schools. (See also Standards 30 and 31)</li> <li>• The Interim Superintendent failed to ensure that a positive, safe, and secure school climate exists for students where teachers and staff feel supported by the administration and are able to maintain order and control. (See also Standard 31)</li> </ul>		



**Standard 1: The local school board and the superintendent of schools shall exercise due diligence in performing the respective duties of each office in accordance with applicable law. The local school board’s responsibilities shall pertain to matters of setting policy and shall not interfere in the day-to-day operations of the school district that include, but are not limited to, such duties as those relating to personnel and management decisions. Failure to comply shall result in the immediate downgrade of the District’s accreditation status to Probation or Withdrawn as indicated in Accreditation Policy 2.5.**

**REGULATIONS:** Miss. Code Ann. §§ 25-41-1 et al., §§ 25-61-1 through 17, § 37-3-4(5), §§ 37-6-7, 9, 11, and 15, § 37-7-306(1-4), §§ 37-9-1 through 75, §§ 37-9-101 through 113, § 37-7-301(p)(w), § 37-6-3(3-4), §§ 37-9-7, 13, and 14, § 37-61-9, § 37-151-5(h), and the *Federal Civil Rights Act of 1964*

**1.2: School board policies that comply with state and federal statutes, rules, and regulations serve as the basis of operation for the District, and current copies (print or electronic) of school board policies are published and available for public review.**

**REGULATIONS:** Miss. Code Ann. § 25-41-7, §§ 25-61-1 through 17, §§ 37-9-1 through 75, §§ 37-9-101 through 113, § 37-7-301(p)(w), and the *Federal Civil Rights Act of 1964*

#### SUMMARY of FINDINGS

- The Interim Superintendent and Board failed to implement local board policies that comply with State and Federal statute and State Board of Education Policies.
- Local board policies do not serve as the basis of operation for the District.
- Irregularities and inconsistencies exist in local board policy and other District publications.

**The District is NONCOMPLIANT with Process Standards 1 and 1.2.**

FINDINGS	CORRECTIVE ACTION	TIMELINE
During the April 5 through April 22, 2016 legislative audit, the District’s board policies failed to serve as the basis of operation for the District. Furthermore, irregularities and inconsistencies existed in local board policies and other district documents such as the student handbook, etc.	<p>Pursuant to Miss. Code Ann. § 25-41-7, §§ 25-61-1 through 17, §§ 37-9-1 through 75, §§ 37-9-101 through 113, § 37-7-301(p)(w); and the <i>Federal Civil Rights Act of 1964</i>, local board policies that comply with State and Federal statutes and SBE policies shall serve as the basis of operation of the District.</p> <p>The District shall review and revise all district publications to ensure that all statements are clearly</p>	November 30, 2017

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>Although the District implemented some corrective actions outlined in the Corrective Action Plan approved by the State Board of Education on December 15, 2016, such as establishing a systemic process for reviewing and revising policy and revising the <i>Code of Conduct for Students</i>, irregularities and inconsistencies in local board policy and student handbook still exist.</p> <p>The 2016-2017 Student Handbook contained the District's <i>Code of Conduct for Students</i>; however, the MDE continues to receive confidential reports from administrators and teachers, of allegations that discipline policies, when applied, are applied inconsistently, and that central office administrators and board members interfere the administration's decisions regarding student discipline.</p> <p>The Interim Superintendent and Board failed to implement policies that clearly define and ensure that the necessary plans, procedures, programs, and systems are in place to serve all students. The Interim Superintendent and Board also failed to ensure that the school district operates according to school board policies and procedures that comply with state and federal statutes and SBE policies and standards.</p> <p>Examples include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>• Ensuring that all data reported to the MDE are true and accurate (<i>See also</i> Accreditation Policy 2.1),</li> <li>• Ensuring implementation of appropriate standards of governance (<i>See also</i> Standards 1.1 and 1.3),</li> </ul>	<p>written and consistent with approved school board policy.</p> <p>When revision(s) are made and approved by the school board, the District shall communicate the revision(s) to all staff, parents, and students.</p> <p>The District shall consistently implement all board policies, including the <i>Code of Conduct for Students</i>, throughout the District to ensure equity for all students.</p> <p>Contact Dr. Jo Ann Malone, Executive Director, Office of Accreditation at <a href="mailto:JMalone@mdek12.org">JMalone@mdek12.org</a>, or 601.359.3764 for technical assistance or when the District is prepared for a follow-up visit to verify compliance with Process Standards 1 and 1.2.</p>	

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• Ensuring all graduating seniors of School Year 2016-2017 met graduation requirements (<i>See also</i> Standard 14),</li> <li>• Ensuring the integrity of the Mississippi Statewide Assessment System (<i>See also</i> Standard 16 and Appendix F),</li> <li>• Ensuring compliance with the <i>Individuals with Disabilities Act</i> (<i>See also</i> Standard 17.4),</li> <li>• Ensuring compliance with the <i>Elementary and Secondary Education Act</i> (<i>See also</i> Standard 17.6),</li> <li>• Implementing an instructional management plan that clearly defines the academic goals necessary for improving student achievement (<i>See also</i> Standard 20),</li> <li>• Ensuring transportation services arrive and depart on time (<i>See also</i> Standard 29),</li> <li>• Ensuring school facilities are maintained according to standards required for clean, safe, and orderly schools (<i>See also</i> Standards 30 and 31), and</li> <li>• Ensuring a positive, safe, and secure school climate for students where teachers and staff feel supported by the administration and are able to maintain order and control (<i>See also</i> Standard 31).</li> </ul> <p>Despite the District's efforts to address the irregularities and inconsistencies between the school board policies and the student handbook, and within the student handbook, discrepancies still exist. Examples include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>• Graduation Requirements (IGB/JBQ) (<i>See also</i> Standard 14)</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• Promotion/Progression/Retention of Students (JBJ/IGD) (<i>See also</i> Standard 21)</li> <li>• Instructional Materials and Fees (IFB)</li> <li>• Textbooks (IFCA)</li> <li>• Food Service (ED and JDB)</li> <li>• Dress Code (JCSA)</li> <li>• Suspension and Expulsion (JCH)</li> </ul> <p>The District does not have a board policy that addresses the sale of computers in accordance with Miss. Code Ann. § 37-7-459.</p>		

**Standard 1: The local school board and the superintendent of schools shall exercise due diligence in performing the respective duties of each office in accordance with applicable law. The local school board’s responsibilities shall pertain to matters of setting policy and shall not interfere in the day-to-day operations of the school district that include, but are not limited to, such duties as those relating to personnel and management decisions. Failure to comply shall result in the immediate downgrade of the District’s accreditation status to Probation or Withdrawn as indicated in Accreditation Policy 2.5.**

**REGULATIONS:** Miss. Code Ann. §§ 25-41-1 et al., §§ 25-61-1 through 17, § 37-3-4(5), §§ 37-6-7, 9, 11, and 15, § 37-7-306(1-4), §§ 37-9-1 through 75, §§ 37-9-101 through 113, § 37-7-301(p)(w), § 37-6-3(3-4), §§ 37-9-7, 13, and 14, § 37-61-9, § 37-151-5(h), and the *Federal Civil Rights Act of 1964*

**1.3: School board members complete required basic and continuing education programs in order to effectively perform their duties in the manner prescribed by law.**

**REGULATIONS:** Miss. Code Ann. §§ 25-41-1 et al., §§ 25-61-1 through 17, § 37-3-4(5), §§ 37-6-7, 9, 11, and 15, and § 37-7-306(1-4)

SUMMARY of FINDINGS

- The Board failed to effectively perform its duties in its role of oversight of management for the District as prescribed by law.
- The Board failed to operate the District in accordance with current school board policies. Consequently, it failed to ensure that it provided proper governance and leadership to the District.

**The District is NONCOMPLIANT with Process Standards 1 and 1.3.**

FINDINGS	CORRECTIVE ACTION	TIMELINE
The Board failed to effectively perform its duties in accordance with applicable law.  The Board failed to limit its responsibilities to matters of setting policy and accessing results.  Based on confidential interviews and reports from District personnel, Board members are actively engaged in the day-to-day operations of the school district. The	In order to comply with Miss. Code Ann. §§ 25-41-1 et. al; §§ 25-61-1 through 17; § 37-3-4(5); §§ 37-6-7, 9, 11, and 15; and § 37-7-306(1-4), the school board shall govern in a manner that concentrates on policymaking to improve student achievement. Policies shall be developed, implemented, and practiced by all district personnel, including the school board and superintendent.	November 30, 2017

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>reports indicate that Board members circumvent the District's chain of command and interfere with the administration's ability to implement board policies.</p> <p>The Board failed to ensure the District administration implements approved school board policies and procedures that comply with State and Federal statutes and SBE policies and standards (<i>See also</i> Standard 1.2). Additional examples include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>• Ensuring all data reported to the MDE are true and accurate as verified by supporting documentation on file in the school district (<i>See also</i> Accreditation Policy 2.1),</li> <li>• Ensuring implementation of appropriate standards of governance (<i>See also</i> Standards 1, 1.1 and 1.2),</li> <li>• Ensuring all graduating seniors of School Year 2016-2017 met graduation requirements (<i>See also</i> Standard 14),</li> <li>• Ensuring the integrity of the Mississippi Statewide Assessment System (<i>See also</i> Standard 16 and Appendix F),</li> <li>• Ensuring compliance with the <i>Individuals with Disabilities Act</i> (<i>See also</i> Standard 17.4),</li> <li>• Ensuring compliance with <i>Elementary and Secondary Education Act</i> (<i>See also</i> Standard 17.6),</li> <li>• Ensuring implementation of an instructional management plan that clearly defines the academic goals necessary for improving student achievement (<i>See also</i> Standard 20),</li> <li>• Ensuring transportation services arrive and depart on time (<i>See also</i> Standard 29),</li> </ul>	<p>The school board shall set policy, delegate executive, supervisory and instructional authority to the District's employees, and appraise the results achieved in light of the goals of the school district.</p> <p>Board members are not responsible for the day-to-day operations of the school and shall not become involved in issues until they are presented to the Board. Issues or concerns shall be resolved following the District's chain of command and shall not be presented to the Board until all administrative avenues of resolution have been exhausted in accordance with board policy. The Board speaks to day-to-day situations through its policy statements.</p> <p>Contact Dr. Jo Ann Malone, Executive Director, Office of Accreditation at <a href="mailto:JMalone@mdek12.org">JMalone@mdek12.org</a> or 601.359.3764 for technical assistance or when the District is prepared for a follow-up visit to verify compliance with Process Standards 1 and 1.3.</p>	

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>Ensuring school facilities are maintained according to standards required for clean, safe, and orderly schools (<i>See also</i> Standards 30 and 31), and</li> <li>Ensuring a positive, safe, and secure school climate exists for students where teachers and staff feel supported by the administration and are able to maintain order and control (<i>See also</i> Standard 31).</li> </ul> <p>On May 30, 2017 and June 15, 2017, two (2) Board members resigned, and a third Board member's term expired on June 30, 2017. Then, on July 20, 2017, the Board President resigned after serving only one (1) month as President because he failed to reside within his appointed district. These four (4) vacancies on a seven (7) member board resulted in an insufficient number of members required for a quorum. The Board requires four (4) members be present to conduct the business of the District. Therefore, the Board could not hold its regularly scheduled meeting on July 20, 2017. As of July 31, 2017, the Mayor and City Council had not appointed additional members to the Board and the status of future Board meetings was unknown at the time the audit closed.</p>		

**Standard 2: All district professional positions requiring licensed staff are filled by staff that are properly licensed and endorsed as required by state law and federal requirements of the *Elementary and Secondary Education Act (ESEA)*.**

**REGULATIONS: Miss. Code Ann. § 37-9-7, 7 Miss. Admin. Code Pt. 3, Ch. 80, R. 80.1, R. 80.2, *ESEA*, and Federal Code**

#### **SUMMARY of FINDINGS**

- In addition to the 190 vacancies reported by the District for School Year 2016-2017, 299 (or 15%) of the 1,972 certified teachers employed in the District for School Year 2016-2017 did not hold a valid Mississippi Teacher's License or lacked proper endorsements for the subject they were teaching.

**The District is NONCOMPLIANT with Process Standard 2.**

<b>FINDINGS</b>	<b>CORRECTIVE ACTION</b>	<b>TIMELINE</b>
<p>Based on MSIS Personnel/Accreditation Data Report for School Year 2016-2017, the District reported 5,202 employees; 1,972 were certified teachers.</p> <p>Based on the 2016-2017 data reported in MSIS in January 2017, The Office of Teaching and Leading determined the following (in addition to the 190 reported vacancies):</p> <ul style="list-style-type: none"><li>• The District had 299.06 Full Time Equivalencies (FTEs) inappropriately licensed:<ul style="list-style-type: none"><li>○ 10.39 with an emergency license;</li><li>○ 16.99 with an expert citizen license;</li><li>○ 123.56 teaching out-of-field;</li><li>○ 71.12 teaching with no license; and</li><li>○ 77.00 teachers with a special, one (1) year non-renewable license.</li></ul></li></ul> <p>Based on the 2016-2017 MSIS report, the District employed 185 long-term substitutes.</p>	<p>In order to comply with Miss. Code Ann. § 37-9-7, which states, "It shall be unlawful for any superintendent, principal, or teacher to be employed or contracted with to teach or serve in any of the public schools of this state who does not hold a proper license as required by the State Board of Education," the District shall:</p> <ul style="list-style-type: none"><li>• Develop and implement approved local school board policy for the employment of certified teaching staff that complies with state law and SBE policy.</li><li>• Fill all district professional positions requiring licensed staff with staff that are properly licensed and endorsed as required by state law and federal requirements of the <i>Elementary and Secondary Education Act (ESEA)</i>.</li></ul>	<p>November 30, 2017</p>



FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>According to March 2017 data, the District reported 190 vacancies* in the following areas:</p> <ul style="list-style-type: none"> <li>○ English – 7</li> <li>○ Secondary Social Studies – 12</li> <li>○ Foreign Language – 8</li> <li>○ Physical Education – 2</li> <li>○ Secondary Mathematics – 8</li> <li>○ Pre-Kindergarten – 1</li> <li>○ Career/Technical – 7</li> <li>○ Health Education – 2</li> <li>○ Biology – 5</li> <li>○ Elementary Grades 4-6 – 21</li> <li>○ Art/Theatre – 2</li> <li>○ Counseling – 2</li> <li>○ Special Education – 22</li> <li>○ Elementary Grades K-3 – 77</li> <li>○ Library Science – 1</li> <li>○ Social Studies – 13</li> </ul> <p>Based on the findings for Accreditation Policy 2.1, and the District’s failure to report true and accurate data, the MDE could not determine the degree to which the District is noncompliant regarding the lack of properly certified or licensed professionals during School Year 2016-2017.</p>	<p>Contact Dr. Jo Ann Malone, Executive Director, Office of Accreditation at <a href="mailto:JMalone@mdek12.org">JMalone@mdek12.org</a> or 601.359.3764 for technical assistance or when the District is prepared for a follow-up visit to verify compliance with Process Standard 2.</p>	

\* Local media reported (WJTV, July 31, 2017) that the Interim Superintendent indicated the District has nearly 200 teacher vacancies for School Year 2017-2018. The media also reported that parents are worried about students “not being able to get a proper education”. The report said the Interim Superintendent indicated he will have to rely on substitutes and non-certified teachers. One father responded by stating “We know how kids will act with substitutes. They aren’t going to learn anything.” The report claims that students are also worried about how this teacher shortage will impact their future.

Source: <http://www.wapt.com/article/jps-short-about-200-teachers-when-classes-resume-aug-8/10392378>

**Standard 2.1:** The school district employs an appropriately licensed full-time principal at each school. The principal may not have any other job duties assigned in areas that require a specific work area code unless a waiver is granted by the Commission on School Accreditation. This standard does not apply to assistant principals.

**REGULATIONS:** Miss. Code Ann. §§ 37-9-7 and 15, and § 37-151-5(g)

SUMMARY of FINDINGS

- According to the data reported in MSIS, the District employed a licensed, full-time principal at each school during School Year 2016-2017.

The District is COMPLIANT with Process Standard 2.1.

FINDINGS	CORRECTIVE ACTION	TIMELINE
None	N/A	N/A

**Standard 2.2: With the exception of academic core subjects, the professional staff in each school is comprised of no more than 5% of Full Time Equivalent (FTE) units working outside the area or areas of endorsement. Assistant principals and administrative interns who are not properly endorsed may be included in the 5% FTE working outside their area of endorsement, provided that they do not act in the place of the principal. An appropriate license is required for superintendents, principals, librarians, and guidance counselors.**

**REGULATIONS: 7 Miss. Admin. Code Pt. 3, Ch. 2, R.2.1**

### SUMMARY of FINDINGS

- Two hundred ninety-nine (299) Full Time Equivalents (FTEs) of the 1,972 certified teachers employed in the District during School Year 2016-2017 worked outside of the area(s) of endorsement.

**The District is NONCOMPLIANT with Process Standard 2.2.**

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>Based on the MSIS Personnel/Accreditation Data Report for School Year 2016-2017, and data analysis conducted by the Office of Teaching and Leading in January, 2017, 299.06 Full Time Equivalencies (FTEs) of the 1,972 certified teachers employed by the District were not appropriately licensed and/or endorsed.</p> <ul style="list-style-type: none"> <li>Emergency Licenses = 10.39 FTE</li> <li>Expert Citizen License = 16.99 FTE</li> <li>Teaching Out of Field = 123.56 FTE</li> <li>Teaching with No License = 71.12 FTE</li> <li>Special, one (1) year, non-renewable license = 77.00 FTE</li> </ul>	<p>In order to comply with Process Standard 2.2, all District professional positions requiring licensed staff shall be filled by staff who are properly licensed and endorsed as required by policy, state law, and federal requirements of the <i>Elementary and Secondary Education Act</i> (revised as <i>ESSA</i>).</p> <p>The District shall report vacancies to the Mississippi Department of Education, Office of Teaching and Leading for assistance with recruiting teachers.</p> <p>Contact Dr. Jo Ann Malone, Executive Director, Office of Accreditation at <a href="mailto:jmalone@mdek12.org">jmalone@mdek12.org</a> or 601.359.3764 for technical assistance or when the District is prepared for a follow-up visit to verify compliance with Process Standard 2.2.</p>	<p>November 30, 2017</p>

**Standard 2.3: The school district employs in each school a licensed librarian or media specialist who devotes no more than one-fourth (1/4) of the workday to library/media administrative activities.**

**2.3.1: If the student enrollment is 499 or less, a half-time licensed librarian or media specialist is required.**

**2.3.2: If the student enrollment is 500 or more, a full-time licensed librarian or media specialist is required.**

**REGULATIONS: Miss. Code Ann. §§ 37-17-6(3)(a) through (e) and the *Mississippi School Library Media Guide***

### **SUMMARY of FINDINGS**

- The MDE monitored 38 elementary schools, 13 middle schools, and seven (7) high schools.
- Librarians served in multiple capacities, which prevented librarians from fulfilling the role as a half-time or full-time librarian.
- The District is compliant/had no findings at 34 of the elementary school(s): Baker Elementary School, Barr Elementary School, Bates Elementary School, Boyd Elementary School, Brown Elementary School, Casey Elementary School, Clausell Elementary School, Davis Magnet Elementary School, French Elementary School, Galloway Elementary School, George Elementary School, Green Elementary School, Isable Elementary School, John Hopkins Elementary School, Johnson Elementary School, Key Elementary School, Lake Elementary School, Lee Elementary School, Lester Elementary School, Marshall Elementary School, McLeod Elementary School, McWillie Elementary School, North Jackson Elementary School, Oak Forest Elementary School, Pecan Park Elementary School, Power APAC Elementary School, Raines Elementary School, Smith Elementary School, Spann Elementary School, Sykes Elementary School, Timberlawn Elementary School, Van Winkle Elementary School, Walton Elementary School, and Woodville Heights Elementary School.
- The District is compliant/had no findings in the 13 middle schools: Bailey APAC Middle School, Blackburn Middle School, Brinkley Middle School, Cardoza Middle School, Chastain Middle School, Hardy Middle School, Kirksey Middle School, Northwest Middle School, Peeples Middle School, Powell Middle School, Rowan Middle School, Siwell Middle School, and Whitten Middle School.
- The District is compliant/had no findings in seven (7) high schools: Callaway High School, Forest Hill High School, Jim Hill High School, Lanier High School, Murrah High School, Provine High School, and Wingfield High School.

**The District is NONCOMPLIANT with Process Standards 2.3, 2.3.1, and 2.3.2.**

<b>FINDINGS</b>	<b>CORRECTIVE ACTION</b>	<b>TIMELINE</b>
The District failed to develop and utilize a flexible library class schedule that promotes open access to library facilities and resources. According to the MDE library handbook, four (4) elementary schools are noncompliant:	<ul style="list-style-type: none"><li>• Review and ensure compliance with Section 3.7 Promoting Flexible, Open Access in the current <i>School Library Media Guide</i>.</li><li>• The administrator shall ensure that librarian's schedule allows time during the workday for library</li></ul>	October 31, 2017

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b><u>Dawson Elementary School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to provide a library class schedule that allows the librarian to complete necessary library/media administrative tasks.</li> </ul> <p><b><u>Poindexter Elementary School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to provide a library class schedule that allows the librarian to complete necessary library/media administrative tasks.</li> </ul> <p><b><u>Watkins Elementary School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to provide a school library that is arranged to provide equitable access to information and resources due to the librarian being relocated to an office.</li> </ul> <p><b><u>Wilkins Elementary School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to provide a library class schedule that allows the librarian to complete necessary library/media administrative tasks.</li> </ul>	<p>administrative activities such as managing the financial, staff, and physical resources for the school library.</p> <ul style="list-style-type: none"> <li>The school librarian shall have time to manage library responsibilities and collaborate with teachers.</li> <li>The District shall create a mobile library policy regarding how the librarian is to function when removed from the normal library location or schedule.</li> </ul> <p>Contact Elizabeth Simmons, Library Media Specialist, Office of Elementary Education and Reading, at <a href="mailto:ESimmons@mdek12.org">ESimmons@mdek12.org</a> or 601.359.2586 for technical assistance or when the District is prepared for a follow-up visit to verify compliance with Process Standard 2.3.</p>	

**Standard 2.4: Student support services (appraisal, academic, and/or personal advisement, and educational and/or career planning and referral) are provided in each school by qualified student support personnel. Student support personnel may only provide those services and activities in the area(s) that each individual is specifically qualified to provide and will use only job titles that reflect same.**

**REGULATIONS: Miss. Code Ann. § 37-9-7, 7 Miss. Admin. Code Pt. 3, Ch. 80, R. 80.1, R. 80.2, *ESEA* (revised as *ESSA*), and Federal Code**

### **SUMMARY of FINDINGS**

- The MDE monitored 58 schools: 38 elementary schools, 13 middle schools, and seven (7) high schools.
- The District is compliant/had no findings in 28 elementary schools: Bates Elementary School, Boyd Elementary School, Brown Elementary School, Casey Elementary School, Davis Magnet Elementary School, Dawson Elementary School, French Elementary School, Galloway Elementary School, George Elementary School, Green Elementary School, Isable Elementary School, Key Elementary School, Lee Elementary School, Lester Elementary School, McLeod Elementary School, McWillie Elementary School, Pecan Park Elementary School, Power APAC Elementary School, Raines Elementary School, Smith Elementary School, Spann Elementary School, Sykes Elementary School, Timberlawn Elementary School, Van Winkle Elementary School, Walton Elementary School, Watkins Elementary School, Wilkins Elementary School, and Woodville Heights Elementary School.
- The District is compliant/had no findings in 12 middle schools: Bailey APAC Middle School, Blackburn Middle School, Brinkley Middle School, Cardozo Middle School, Chastain Middle School, Hardy Middle School, Kirksey Middle School, Northwest Middle School, Powell Middle School, Rowan Middle School, Siwell Middle School, and Whitten Middle School.
- The District is compliant/had no findings in six (6) high schools: Callaway High School, Forest Hill High School, Jim Hill High School, Lanier High School, Provine High School and Wingfield High School.

**The District is NONCOMPLIANT with Process Standard 2.4.**

<b>FINDINGS</b>	<b>CORRECTIVE ACTION</b>	<b>TIMELINE</b>
<p>The following eight (8) schools failed to create an advisory council:</p> <ul style="list-style-type: none"> <li>• Baker Elementary School</li> <li>• John Hopkins Elementary</li> <li>• Marshall Elementary School</li> <li>• North Jackson Elementary School</li> <li>• Oak Forest Elementary School</li> <li>• Poindexter Elementary School</li> <li>• Peeples Middle School</li> </ul>	<p>Pursuant to Miss. Code Ann. § 37-9-7; 7 Miss. Admin. Code Pt. 3, Ch. 80, R. 80.1, R. 80.2, <i>ESEA</i> (revised as <i>ESSA</i>), and Federal Code, the schools listed shall accomplish the following procedures to ensure compliance. The noncompliant schools shall establish an advisory council at the school level and hold regularly scheduled meetings. The activities in the student services department shall be communicated effectively with guardians and community members in a timely manner (monthly for all stakeholders). Additionally, the school</p>	<p>November 30, 2017</p>

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• Murrah High School</li> </ul> <p><b><u>Baker Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to have an annual agreement for the 2016-2017 school year.</li> </ul> <p><b><u>Barr Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to have a counselor on staff.</li> </ul> <p><b><u>Clausell Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to hold advisory council meetings.</li> </ul> <p><b><u>Johnson Elementary School*</u></b></p> <p><b><u>Lake Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to have information for guardians or the community reflecting school counseling program or school counselor's activities.</li> </ul> <p><b><u>Oak Forest Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The school has no annual agreement for the current school year.</li> <li>• There are no calendars reflecting school counseling program or school counselor's activities.</li> <li>• The school counselor is providing services outside of licensed area (math tutoring in the classroom).</li> </ul>	<p>counselor shall create and maintain a professional schedule reflecting the counselor's services both scheduled for and provided to students. School counselors shall meet annually with the principal to discuss the school counseling program goals and how the school counselor will deliver services to students. This plan shall be documented in the Annual Agreement. Every school counselor shall have a current, signed annual agreement reflecting the school counseling program goals and use of time.</p> <p>Pursuant to Miss. Code Ann. § 37-9-7, Barr Elementary School shall fill the student support services position.</p> <p>Contact Dr. Dana Bullard, Bureau Director, Office of Secondary Education, at <a href="mailto:DBullard@mdek12.org">DBullard@mdek12.org</a> or 601.359.3933 for technical assistance or when the District is prepared for a follow-up visit to verify compliance with Process Standard 2.4.</p>	

\* The school counselor was off-site during both attempts to conduct the interview portion of the audit. Therefore, the MDE could not verify compliance of this standard.  
Standard 2

**Standard 2.5: The school district employs a school business officer/administrator whose qualifications meet the criteria established by the Mississippi Department of Education and whose primary job responsibilities are conducting, supervising, and/or directing the financial affairs and operations of the school district.**

**REGULATIONS: 7 Miss. Admin. Code Pt. 3, Ch. 71, R. 71.1, R. 71.2**

SUMMARY of FINDINGS

- The District employs a school business officer/administrator.

The District is COMPLIANT with Process Standard 2.5.

FINDINGS	CORRECTIVE ACTION	TIMELINE
None	N/A	N/A



**Standard 3:** The school district implements an annual, formal personnel appraisal system for licensed staff that includes assessment of employee on-the-job performance.

- 3.1:** Superintendent Evaluation using the assessment benchmarks established by the Mississippi School Boards Association (MSBA) and consistent with assessment components defined in Miss. Code Ann. § 37-7-301.
- 3.2:** Mississippi Principal Evaluation System (MPES).
- 3.3:** Mississippi Teacher Evaluation System.
- 3.4:** Other district staff evaluations as determined by local school board policy.

**REGULATIONS:** Miss. Code Ann. §§ 37-3-46(b) and 37-7-301

**SUMMARY of FINDINGS**

- Following the April 2016 legislative audit, the District revised Board Policy GBH on August 4, 2016. The District implemented the annual, formal personnel appraisal system for licensed staff as required for School Year 2016-2017.

The District is COMPLIANT with Process Standards 3, 3.1, 3.2, 3.3, and 3.4.

FINDINGS	CORRECTIVE ACTION	TIMELINE
None	N/A	N/A

**Standard 4:** The local school board obtains an annual financial audit of the school district, as conducted under the guidelines of the Office of the State Auditor, no later than nine months after the end of the district’s fiscal year.

- 4.1:** The most recent annual financial audit report of the school district, as conducted under the guidelines of the Office of the State Auditor, indicates a fixed asset system of accountability that provides verification of fixed assets and fixed assets records.
- 4.2:** The most recent annual financial audit report of the school district, as conducted under the guidelines of the Office of the State Auditor, indicates no less than a zero fund balance (as defined by generally accepted accounting principles) for all funds of the school district.
- 4.3:** The most recent annual financial audit report of the school district, as conducted under the guidelines of the Office of the State Auditor, verifies the process for distributing Educational Enhancement Fund procurement cards to all eligible teachers.
- 4.4:** The most recent annual financial audit report of the school district, as conducted under the guidelines of the Office of the State Auditor, indicates an unqualified opinion (as defined by generally accepted auditing standards) on the financial statements of the school district.
- 4.5:** The most recent annual financial audit report of the school district, as conducted under the guidelines of the Office of the State Auditor, verifies the local school board has received, reviewed and discussed, as reflected in official minutes of the regularly scheduled monthly meeting, the financial reports required by state law and/or the State Board of Education.
- 4.6:** The most recent annual financial audit report of the school district, as conducted under the guidelines of the Office of the State Auditor, verifies the accuracy and timely compilation and reporting of all financial data, including the year-end data provided through the Financial Exchange Transfer System (FETS), required for submission to the MS Department of Education by the fifteenth day of October, each year, in accordance with state law and/or the State Board of Education.
- 4.7:** The most recent annual financial data of the school district, as submitted to the MS Department of Education, verifies a 7% fund balance of the district maintenance fund.

**REGULATIONS:** Miss. Code Ann. § 7-7-211(e), § 37-9-18(1-2), § 37-17-6(18), § 37-37-7(2)(e), § 37-37-13, §37-61-8, § 37-61-19, § 37-61-21(2), § 37-61-29, § 37-61-33(3)(iii), 7 Miss. Admin. Code Pt. 3, Ch. 10, R. 10.1, 7 Miss. Admin. Code Pt. 3, Ch. 32, R. 32.1, 7 Miss. Admin. Code Pt. 3, Ch. 71, R. 71.3, and 2 C.F.R. § 200

#### **SUMMARY of FINDINGS**

- Based on the most recent report from the Office of the State Auditor, the District has not fully integrated its capital asset software from a manual process.

Based on the most recent report from the Office of the State Auditor, the District is COMPLIANT with Process Standards 4, 4.2, 4.3, 4.4, 4.5, 4.6 and 4.7.

Based on the most recent report from the Office of the State Auditor, the District is NONCOMPLIANT with Process Standard 4.1.

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>The most recent report from the Office of the State Auditor found:</p> <ul style="list-style-type: none"><li>• The capital asset schedule used to calculate depreciation is manual and inadequate.</li><li>• The District has not fully integrated its capital asset software from a manual process.</li><li>• The District incorrectly classified non-depreciable and depreciable capital assets purchased, which caused depreciation expense to be understated. This condition was caused by an incomplete preparation of the large manual spreadsheet application that is utilized to create the depreciation schedule for capital assets.</li><li>• The cause of the condition appears to be the result of accounting system controls being overridden by management's use of a manual process to account for and record its capital asset. The effect of the condition results in a control deficiency of the district financial reporting as it relates to capital assets.</li></ul>	<p>In order for the District to be compliant with Miss. Code Ann. § 37-17-6(18), the District shall fully implement and utilize capital asset software that is capable of classifying and depreciating capital assets properly in order to ensure the accurate status of the District's assets and depreciation expense.</p> <p>Contact Brad Feaster, Bureau Director, Office of Internal Audit, at <a href="mailto:BFeaster@mdek12.org">BFeaster@mdek12.org</a> or 601.359.2994 for technical assistance or when the District is prepared for a follow-up visit to verify compliance with Process Standard 4.1.</p>	<p>March 31, 2018</p>

**Standard 5:** The most recent annual financial audit report of the school district, as conducted under the guidelines of the Office of the State Auditor, verifies the following:

- 5.1:** The local school board submits the annual budget to the levying authority and the prescribed budgetary information to the MS Department of Education by the fifteenth day of August, each year, in accordance with state law and/or the State Board of Education.
- 5.2:** The local school board budgets and expends funds under the Public School Health Insurance Plan as required by state law and State Board policy. Failure to remit premiums, interest penalties, and/or late charges in a timely manner may result in withholding a school district’s adequate education program funds.

**REGULATIONS:** Miss. Code Ann. §§ 37-61-9(1-3), 37-151-95, and 7 Miss. Admin. Code Pt. 3, Ch. 48, R. 48.4

SUMMARY of FINDINGS

- According to the most recent annual financial report, the local school board submitted the annual budget by August 15 and expended funds under the Public School Health Insurance Plan as required by state law.

The District is COMPLIANT with Process Standards 5, 5.1, and 5.2.

FINDINGS	CORRECTIVE ACTION	TIMELINE
None	N/A	N/A

**Standard 6: The school district complies with state law and State Board of Education policy on enrollment requirements**

**6.1: Residency requirements**

**REGULATIONS: Miss. Code Ann. § 37-15-29 and 7 Miss. Admin. Code Pt. 3, Ch. 68, R. 68.1**

**SUMMARY of FINDINGS**

- The MDE monitored 58 schools: 38 elementary schools, 13 middle schools, and seven (7) high schools.
- The District is compliant/had no findings at 15 elementary schools: Boyd Elementary School, Davis Magnet Elementary School, French Elementary School, Galloway Elementary School, Green Elementary School, Isable Elementary School, John Hopkins Elementary School, Lester Elementary School, North Jackson Elementary School, Poindexter Elementary School, Smith Elementary School, Spann Elementary School, Sykes Elementary School, Timberlawn Elementary School, and Wilkins Elementary School.
- The District is compliant/had no findings at five (5) middle schools: Blackburn Middle School, Chastain Middle School, Hardy Middle School, Rowan Middle School, and Siwell Middle School.
- **The District is compliant/had no findings at three (3) high schools: Lanier High School, Murrah High School, and Provine High School.**

**Note: Red denotes schools monitored during the legislative audit conducted April 5-22, 2016.**

**The District is NONCOMPLIANT with Process Standard 6.1.**

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>The District amended Board Policy JBE, (Residency Requirements) on August 4, 2016; however, the District failed to implement the amended policy.</p> <p>The MDE reviewed student records for School Year 2016-2017 (i.e. cumulative folders and permanent records) in 58 schools in the Jackson Public School District, and 35 of those schools failed to provide the required residency documentation.</p> <p><b><u>Baker Elementary School</u></b></p> <ul style="list-style-type: none"><li>• The MDE reviewed 42 of 284 records</li><li>• Two (2) of the 42 records reviewed lacked valid proofs of residency</li></ul>	<p>In order to comply with Miss. Code Ann. § 37-15-29 and 7 Miss. Admin. Code Pt. 3, Ch. 68, R. 68.1, the District shall implement a process to verify residency requirements.</p> <p>Current documentation shall be provided by the parent, verified by a district official, signed, dated, and attached to the residency verification form.</p> <p>The District shall implement approved local board policy for residency verification that complies with state law and State Board of Education Policy.</p> <ul style="list-style-type: none"><li>• An orderly and accurate process for securing proofs of residency shall be instituted. The District shall</li></ul>	<p>November 30, 2017</p>

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b><u>Barr Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 24 of 160 records</li> <li>• Three (3) of the 24 records reviewed lacked valid proofs of residency</li> </ul> <p><b><u>Bates Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 48 of 320 records</li> <li>• Five (5) of the 48 records reviewed lacked valid proofs of residency</li> </ul> <p><b><u>Brown Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 50 of 199 records</li> <li>• Six (6) of the 50 records reviewed lacked valid proofs of residency</li> </ul> <p><b><u>Casey Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 59 of 395 records</li> <li>• Two (2) of the 59 records reviewed lacked valid proofs of residency</li> </ul> <p><b><u>Clausell Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 52 of 353 records</li> <li>• Five (5) of the 52 records reviewed lacked valid proofs of residency</li> </ul> <p><b><u>Dawson Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 56 of 375 records</li> <li>• Three (3) of the 56 records reviewed lacked valid proofs of residency</li> </ul>	<p>designate and train staff at each school to implement approved school board policy for residency verification when students initially enroll in the District.</p> <ul style="list-style-type: none"> <li>• Following appropriate staff training, the District shall review documentation on file for each student currently enrolled to ensure that two (2) appropriate proofs of residency are on file and verified by the signature of the designated school district official.</li> <li>• All enrollment forms, including those used to verify residency shall be completely filled out, and a District official's signature on these forms is required to validate the information. These forms shall be maintained at the school where the student is enrolled.</li> <li>• After residency has been obtained each year, the documents from previous years shall be removed from the student records and will no longer be acceptable.</li> </ul> <p>Contact Dr. Jo Ann Malone, Executive Director, Office of Accreditation at <a href="mailto:jmalone@mdek12.org">jmalone@mdek12.org</a> or 601.359.3764 for technical assistance or when the District is prepared for a follow-up visit to verify compliance with Process Standard 6.1.</p>	

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b><u>George Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 38 of 150 records</li> <li>• One (1) of the 38 records reviewed lacked valid proofs of residency</li> </ul> <p><b><u>Johnson Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 48 of 284 records</li> <li>• Four (4) of the 48 records reviewed lacked valid proofs of residency</li> </ul> <p><b><u>Key Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 51 of 340 records</li> <li>• Two (2) of the 51 records reviewed lacked valid proofs of residency</li> </ul> <p><b><u>Lake Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 36 of 240 records</li> <li>• Three (3) of the 36 records reviewed lacked valid proofs of residency</li> </ul> <p><b><u>Lee Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 46 of 305 records</li> <li>• One (1) of the 46 records reviewed lacked valid proofs of residency</li> </ul> <p><b><u>Marshall Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 61 of 409 records</li> <li>• Three (3) of the 61 records reviewed lacked valid proofs of residency</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b><u>McLeod Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 78 of 523 records</li> <li>• Five (5) of the 78 records reviewed lacked valid proofs of residency</li> </ul> <p><b><u>McWillie Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 52 of 350 records</li> <li>• One (1) of the 52 records reviewed lacked valid proofs of residency</li> </ul> <p><b><u>Oak Forest Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 62 of 410 records</li> <li>• Two (2) of the 62 records reviewed lacked valid proofs of residency</li> </ul> <p><b><u>Pecan Park Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 74 of 492 records</li> <li>• Five (5) of the 74 records reviewed lacked valid proofs of residency</li> </ul> <p><b><u>Power APAC Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 25 of 167 records</li> <li>• One (1) of the 25 records reviewed lacked valid proofs of residency</li> </ul> <p><b><u>Raines Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 48 of 320 records</li> <li>• Three (3) of the 48 records reviewed lacked valid proofs of residency</li> </ul>		



FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b><u>Van Winkle Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 48 of 419 records</li> <li>• Two (2) of the 48 records reviewed lacked valid proofs of residency</li> </ul> <p><b><u>Walton Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 67 of 452 records</li> <li>• Four (4) of the 67 records reviewed lacked valid proofs of residency</li> </ul> <p><b><u>Watkins Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 52 of 350 records</li> <li>• One (1) of the 52 records reviewed lacked valid proofs of residency</li> </ul> <p><b><u>Woodville Heights Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 54 of 363 records</li> <li>• Six (6) of the 54 records reviewed lacked valid proofs of residency</li> </ul> <p><b><u>Bailey APAC Middle School</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 63 of 421 records</li> <li>• Three (3) of the 63 records reviewed lacked valid proofs of residency</li> </ul> <p><b><u>Brinkley Middle School</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 64 of 425 records</li> <li>• Three (3) of the 64 records reviewed lacked valid proofs of residency</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b><u>Cardozo Middle School</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 77 of 517 records</li> <li>• Five (5) of the 77 records reviewed lacked valid proofs of residency</li> </ul> <p><b><u>Northwest Middle School</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 62 of 414 records</li> <li>• Six (6) of the 62 records reviewed lacked valid proofs of residency</li> </ul> <p><b><u>Kirksey Middle School</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 53 of 352 records</li> <li>• Six (6) of the 53 records reviewed lacked valid proofs of residency</li> </ul> <p><b><u>Peeples Middle School</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 67 of 445 records</li> <li>• Twenty-four (24) of the 67 records reviewed lacked valid proofs of residency</li> </ul> <p><b><u>Powell Middle School</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 65 of 439 records</li> <li>• Four (4) of the 65 records reviewed lacked valid proofs of residency</li> </ul> <p><b><u>Whitten Middle School</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 79 of 529 records</li> <li>• Twelve (12) of the 79 records reviewed lacked valid proofs of residency</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b><u>Callaway High School*</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 160 of 1,111 records</li> <li>• All of the 160 records reviewed lacked valid proofs of residency</li> </ul> <p><b><u>Forest Hill High School*</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 114 of 1,115 records</li> <li>• All of the 114 records reviewed lacked valid proofs of residency</li> </ul> <p><b><u>Jim Hill High School*</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 140 of 1,240 records</li> <li>• All of the 140 records reviewed lacked valid proofs of residency</li> </ul> <p><b><u>Wingfield High School*</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 94 of 821 records</li> <li>• All of the 94 records reviewed lacked valid proofs of residency</li> </ul> <p>*Findings in red in this section are from the April 2016 audit report. These four (4) high schools were not prepared for a follow-up visit to verify compliance with Process Standard 6.1: Residency requirements.</p>		

**Standard 6: The school district complies with state law and State Board of Education policy on enrollment requirements.**

**6.2: Immunization requirements**

**REGULATIONS: Miss. Code Ann. § 37-7-301(i), § 37-15-1, and § 41-23-37**

**SUMMARY of FINDINGS**

- The MDE monitored 58 schools: 38 elementary schools, 13 middle schools, and seven (7) high schools.
- The District is compliant/had no findings at 25 of the elementary schools: Barr Elementary School, Bates Elementary School, Boyd Elementary School, Clausell Elementary School, Davis Magnet Elementary School, French Elementary School, George Elementary School, Green Elementary School, Isable Elementary School, John Hopkins Elementary School, Key Elementary School, Lake Elementary School, Lester Elementary School, McWillie Elementary School, Oak Forest Elementary School, Power APAC Elementary School, Raines Elementary School, Smith Elementary School, Spann Elementary School, Sykes Elementary School, Timberlawn Elementary School, Van Winkle Elementary School, Walton Elementary School, Wilkins Elementary School, and Woodville Heights Elementary School.
- The District is compliant/had no findings at nine (9) middle schools: Bailey APAC Middle School, Blackburn Middle School, Chastain Middle School, Hardy Middle School, Northwest Middle School, Powell Middle School, Rowan Middle School, Siwell Middle School, and Whitten Middle School.
- **The District is compliant/had no findings at one (1) high school: Provine High School.**

**Note: Red denotes schools monitored during the legislative audit conducted April 5-22, 2016.**

**The District is NONCOMPLIANT with Process Standard 6.2.**

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>The MDE reviewed student records for School Year 2016-2017 (i.e. cumulative folders and permanent records) in 58 schools in the Jackson Public School District. Of the 58 schools monitored, 23 schools failed to provide the required immunization documentation.</p> <p><b><u>Baker Elementary School</u></b></p> <ul style="list-style-type: none"><li>• The MDE reviewed 42 of 284 records.</li><li>• One (1) of the 42 records reviewed failed to include the required immunization documentation.</li><li>• Based on the report from the Office of Elementary</li></ul>	<p>In order to comply with Miss. Code Ann. § 37-7-301(i), § 37-15-1, and § 41-23-37, the District shall implement a process to verify immunization requirements.</p> <p>The District shall implement approved local board policy for verification of immunization requirements that complies with state law and State Board of Education Policy.</p> <p>All records shall be reviewed to ensure that every student has current and proper immunization</p>	<p>November 30, 2017</p>

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>Education and Reading, the school failed to produce immunization forms (Form 121) for all Kindergarten students. (<i>See also</i> Standard 17.1)</p> <p><b><u>Brown Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 50 of 199 records.</li> <li>• Nine (9) of the 50 records reviewed failed to include the required immunization documentation.</li> </ul> <p><b><u>Casey Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 39 of 395 records.</li> <li>• One (1) of the 39 records reviewed failed to include the required immunization documentation.</li> </ul> <p><b><u>Dawson Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 60 of 375 records.</li> <li>• Three (3) of the 60 records reviewed failed to include the required immunization documentation.</li> </ul> <p><b><u>Galloway Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 45 of 300 records.</li> <li>• One (1) of the 45 records reviewed failed to include the required immunization documentation.</li> <li>• Based on the report from the Office of Elementary Education and Reading, the school failed to produce immunization forms (Form 121) for all Kindergarten students. (<i>See also</i> Standard 17.1)</li> <li>• Based on the report from the Office of Elementary Education and Reading, the school failed to produce immunization forms (Form 121) for all Pre-Kindergarten students. (<i>See also</i> Standard 17.2)</li> </ul>	<p>documented on the form designated by the Mississippi State Board of Health.</p> <p>Establish a procedure to ensure students who are enrolled with a temporary immunization form complete all immunization requirements within the timelines indicated on the temporary form.</p> <p>Contact Dr. Jo Ann Malone, Executive Director, Office of Accreditation at <a href="mailto:jmalone@mdek12.org">jmalone@mdek12.org</a> or 601.359.3764 for technical assistance or when the District is prepared for a follow-up visit to verify compliance with Process Standard 6.2.</p>	

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b><u>Johnson Elementary School</u></b></p> <ul style="list-style-type: none"> <li>Based on the report from the Office of Elementary Education and Reading, the school failed to produce immunization forms (Form 121) for all Kindergarten students. (<i>See also</i> Standard 17.1)</li> </ul> <p><b><u>Lee Elementary School</u></b></p> <ul style="list-style-type: none"> <li>Based on the report from the Office of Elementary Education and Reading, the school failed to produce immunization forms (Form 121) for all Pre-Kindergarten students. (<i>See also</i> Standard 17.2)</li> </ul> <p><b><u>Marshall Elementary School</u></b></p> <ul style="list-style-type: none"> <li>The MDE reviewed 61 of 409 records.</li> <li>Five (5) of the 61 records reviewed failed to include the required immunization documentation.</li> </ul> <p><b><u>McLeod Elementary School</u></b></p> <ul style="list-style-type: none"> <li>The MDE reviewed 78 of 523 records.</li> <li>One (1) of the 78 records reviewed failed to include the required immunization documentation.</li> <li>Based on the report from the Office of Elementary Education and Reading, the school failed to produce immunization forms (Form 121) for all Kindergarten students. (<i>See also</i> Standard 17.1)</li> </ul> <p><b><u>North Jackson Elementary School</u></b></p> <ul style="list-style-type: none"> <li>Based on the report from the Office of Elementary Education and Reading, the school failed to produce immunization forms (Form 121) for all Pre-Kindergarten students. (<i>See also</i> Standard 17.2)</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b><u>Pecan Park Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 74 of 492 records.</li> <li>• Nine (9) of the 74 records reviewed failed to include the required immunization documentation.</li> </ul> <p><b><u>Poindexter Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 17 out of 112 records.</li> <li>• Two (2) of the 17 records reviewed failed to include the required immunization documentation.</li> </ul> <p><b><u>Watkins Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• Based on the report from the Office of Elementary Education and Reading, the school failed to produce immunization forms (Form 121) for all Kindergarten students. (<i>See also</i> Standard 17.1)</li> </ul> <p><b><u>Brinkley Middle School</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 64 of 425 records.</li> <li>• Three (3) of the 64 records reviewed failed to include the required immunization documentation.</li> </ul> <p><b><u>Cardozo Middle School</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 77 of 520 records.</li> <li>• Five (5) of the 77 records reviewed failed to include the required immunization documentation.</li> </ul> <p><b><u>Kirksey Middle School</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 53 of 520 records.</li> <li>• Seven (7) of the 53 records reviewed failed to include the required immunization documentation.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b><u>Peeples Middle School</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 67 of 445 records.</li> <li>• Two (2) of the 67 records reviewed failed to include the required immunization documentation.</li> </ul> <p><b><u>Callaway High School*</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 160 of 1,111 records.</li> <li>• Forty-one (41) of the 160 records reviewed failed to include the required immunization documentation.</li> </ul> <p><b><u>Forest Hill High School*</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 114 of 1,115 records.</li> <li>• Twenty-three (23) of the 114 records reviewed failed to include the required immunization documentation.</li> </ul> <p><b><u>Jim Hill High School*</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 140 of 1,240 records.</li> <li>• Thirty-nine (39) of the 140 records reviewed failed to include the required immunization documentation.</li> </ul> <p><b><u>Lanier High School*</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 120 of 714 records.</li> <li>• Eleven (11) of the 120 records reviewed failed to include the required immunization documentation.</li> </ul> <p><b><u>Murray High School*</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 152 of 1,394 records.</li> <li>• Nineteen (19) of the 152 records reviewed failed to include the required immunization documentation.</li> </ul>		



FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b><u>Wingfield High School*</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 94 of 821 records.</li> <li>• Twenty-five (25) of the 94 records reviewed failed to include the required immunization documentation.</li> </ul> <p>*Findings in red in this section are from the April 2016 audit report. These six (6) high schools were not prepared for a follow-up visit to verify compliance with Process Standard 6.2: Immunization Requirements.</p>		

**Standard 6:** The school district complies with state law and State Board of Education policy on enrollment requirements.

**6.3:** Age of entry requirements

**REGULATIONS:** Miss. Code Ann. § 37-15-9

**SUMMARY of FINDINGS**

- The MDE monitored 38 elementary schools for compliance with Process Standard 6.3: Age of entry requirements.
- All 38 elementary schools monitored are compliant with Process Standard 6.3: Age of entry requirements.

The District is COMPLIANT with Process Standard 6.3.

FINDINGS	CORRECTIVE ACTION	TIMELINE
None	N/A	N/A

**Standard 7: Any transfer student from a school or program (correspondence, tutorial, or home study) not accredited regionally or by a state board of education [or its designee(s)] is given either a standardized achievement test(s) or teacher-made special subject test(s) to determine the appropriate classification of the student within thirty (30) days after filing for transfer. Notice of the administering of such test(s) shall be given to the applicant not less than five (5) days prior to the date of the administration of such test.**

**REGULATIONS: Miss. Code Ann. § 37-15-33 and 7 Miss. Admin. Code Pt. 3, Ch. 36, R. 36.1, R. 36.2, R. 36.3, R. 36.4**

SUMMARY of FINDINGS

- During the legislative audit conducted in April 2016, the MDE found discrepancies in the District’s published policies regarding transfer students; however, the District revised Board Policy JBH, in accordance with the Corrective Action Plan approved by the State Board of Education on December 15, 2016.

**The District is COMPLIANT with Process Standard 7.**

FINDINGS	CORRECTIVE ACTION	TIMELINE
None	N/A	N/A

**Standard 8: Permanent records and cumulative folders for individual students contain all required data and are collected, maintained, and disseminated in compliance with state law, the Family Educational Rights and Privacy Act of 1974, and the Confidentiality Section of the *Individuals with Disabilities Act, 1997 Amendments*.**

**REGULATIONS:** Miss. Code Ann. §§ 37-15-1 through 3, § 37-15-6, § 37-15-10, Appendix E of the *Mississippi Public Schools Accountability Standards, 2016*, and the *Mississippi Cumulative Folders and Permanent Records Manual of Directions*

#### SUMMARY of FINDINGS

- The MDE monitored 58 schools: 38 Elementary Schools, 13 Middle Schools, and seven (7) High Schools.
- The District is compliant/had no findings at 12 of the elementary schools: Boyd Elementary School, Davis Magnet Elementary School, Green Elementary School, Isable Elementary School, John Hopkins Elementary School, Lee Elementary School, Lester Elementary School, Smith Elementary School, Spann Elementary School, Sykes Elementary School, Timberlawn Elementary School, and Wilkins Elementary School.
- The District is compliant/had no findings at five (5) middle schools: Blackburn Middle School, Chastain Middle School, Hardy Middle School, Rowan Middle School, and Siwell Middle School.

**Note: Red denotes schools monitored during the legislative audit conducted April 5-22, 2016.**

**The District is NONCOMPLIANT with Process Standard 8.**

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>The District amended Board Policy JCF, (Student Records) on December 20, 2016, in accordance with the District's Corrective Action Plan approved by the State Board of Education on December 15, 2016. However, the District failed to implement the policy.</p> <p>The MDE reviewed students records for School Year 2016-2017 (i.e. cumulative folders and permanent records) in 58 schools in the Jackson Public School District. Forty-one (41) of those schools failed to provide the required documentation to verify compliance with the <i>Mississippi Cumulative Folders and Permanent Records Manual of Directions</i>.</p>	<p>In order to comply with Miss. Code Ann. §§ 37-15-1 through 3, § 37-15-6, § 37-15-10, Appendix E of the <i>Mississippi Public Schools Accountability Standards, 2016</i>; and the <i>Mississippi Cumulative Folders and Permanent Records Manual of Directions</i>, the District shall implement a process to ensure each school implements the approved local school board policy.</p> <p>The District shall implement local board policies that comply with accreditation standards, state law, SBE policy and federal requirements regarding the collection, maintenance, and dissemination of cumulative folders and permanent records.</p> <ul style="list-style-type: none"> <li>• The permanent record, as the transcript for</li> </ul>	<p>November 30, 2017</p>

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b><u>Baker Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 42 of 284 records.</li> <li>• One (1) of the 42 records reviewed lacked the required course grade information.</li> <li>• Four (4) of the 42 records reviewed lacked standardized test data.</li> <li>• Six (6) of the 42 records reviewed lacked verification of the student's date-of-birth.</li> </ul> <p><b><u>Barr Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 52 of 160 records.</li> <li>• One (1) of the 52 records reviewed failed to record the student's name as it appeared on the birth certificate.</li> <li>• Two (2) of the 52 records reviewed failed to include the mother's name as recorded on the student's birth certificate.</li> <li>• One (1) of the 52 records reviewed lacked required enrollment and/or withdrawal information.</li> </ul> <p><b><u>Bates Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 48 of 320 records.</li> <li>• Four (4) of the 48 records reviewed lacked verification of the student's date-of-birth.</li> <li>• Two (2) of the 48 records reviewed lacked required enrollment and/or withdrawal information.</li> </ul> <p><b><u>Brown Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 50 of 199 records.</li> <li>• One (1) of the 50 records reviewed lacked verification of the student's date-of-birth.</li> </ul>	<p>students enrolling in post-secondary education, shall be accurate when recording grades and transferring information.</p> <ul style="list-style-type: none"> <li>• All student records shall be reviewed and when necessary, corrected according to the <i>Manual of Directions</i> for maintaining cumulative folders and permanent records.</li> <li>• Staff shall accurately track graduation requirements for all students in Grades 7-12 and ensure cumulative folders and permanent records for all students include complete documentation regarding all courses in which Carnegie units have been earned.</li> <li>• In addition, records shall document all assessments taken by the students, including ACT scores and subject area test scores, using the labels provided to the District. These labels shall be affixed in the appropriate places on the student records.</li> <li>• Each counselor, administrator, teacher and/or employee who maintains or is responsible for student records shall be trained by the District on how to ensure accurate student records. The MDE Office of Accreditation's website has two (2) short videos, <i>Online Tutorials for Cumulative Folders and Permanent Records Part A and B</i>, as well as the online <i>Mississippi Cumulative Folder and Permanent Records Manual</i>. The MDE website link is: <a href="http://www.mde.k12.ms.us/accreditation">http://www.mde.k12.ms.us/accreditation</a>.</li> </ul>	

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>One (1) of the 50 records reviewed had different course grades recorded on the cumulative folder and permanent record.</li> </ul> <p><b><u>Casey Elementary School</u></b></p> <ul style="list-style-type: none"> <li>The MDE reviewed 59 of 395 records.</li> <li>One (1) of the 59 records reviewed did not have the student's name recorded on the top of the permanent record.</li> <li>One (1) of the 59 records reviewed lacked required enrollment and/or withdrawal information.</li> <li>Two (2) of the 59 records reviewed lacked standardized test data.</li> <li>One (1) of the 59 permanent records reviewed did not have student's date-of-birth, birth record information, ethnicity, and parent(s) name(s) recorded on the top of the permanent record.</li> <li>One (1) of the 59 records reviewed had the incorrect date-of-birth recorded on the permanent record.</li> <li>One (1) of the 59 records reviewed did not contain the student's attendance data.</li> <li>Six (6) of the 59 records reviewed failed to include the mother's name as recorded on the student's birth certificate.</li> <li>Three (3) of the 59 records reviewed failed to include the father's name as recorded on the student's birth certificate.</li> <li>One (1) of the 59 records reviewed failed to include the student's name as it appeared on the birth certificate.</li> </ul>	<ul style="list-style-type: none"> <li>The central office administration shall conduct a periodic review of records at all schools to ensure records are maintained in accordance with the <i>Mississippi Cumulative Folder and Permanent Records Manual of Directions</i>.</li> </ul> <p>Contact Dr. Jo Ann Malone, Executive Director, Office of Accreditation at <a href="mailto:JMalone@mdek12.org">JMalone@mdek12.org</a> or 601.359.3764 for technical assistance or when the District is prepared for a follow-up visit to verify compliance with Process Standard 8.</p>	

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>Two (2) of the 59 records reviewed failed to record the students' date-of-birth as it appeared on the student's birth certificate.</li> </ul> <p><b><u>Clausell Elementary School</u></b></p> <ul style="list-style-type: none"> <li>The MDE reviewed 52 of 353 records.</li> <li>Three (3) of the 52 records reviewed lacked verification of the student's date-of-birth.</li> <li>One (1) of the 52 records reviewed did not have the student's name recorded on the top of the permanent record.</li> <li>One (1) of the 52 records reviewed failed to include the father's name as recorded on the student's birth certificate.</li> </ul> <p><b><u>Dawson Elementary School</u></b></p> <ul style="list-style-type: none"> <li>The MDE reviewed 60 of 375 records.</li> <li>Four (4) of the 60 records reviewed lacked verification of the student's date-of-birth.</li> <li>One (1) of the 60 records reviewed did not have the student's name recorded on the top of the permanent record.</li> <li>One (1) of the 60 records reviewed lacked required enrollment and/or withdrawal information.</li> </ul> <p><b><u>French Elementary School</u></b></p> <ul style="list-style-type: none"> <li>The MDE reviewed 31 of 209 records.</li> <li>One (1) of the 31 the records reviewed did not contain a permanent record.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b><u>Galloway Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 45 of 300 records.</li> <li>• One (1) of the 45 records reviewed lacked verification of the student's date-of-birth.</li> <li>• One (1) of the 45 records reviewed failed to include the parent(s) name(s) as recorded on the student's birth certificate.</li> <li>• Three (3) of the 45 records reviewed did not contain a permanent record.</li> </ul> <p><b><u>George Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 38 of 150 records.</li> <li>• Two (2) of the 38 records reviewed did not contain the student's attendance data.</li> <li>• One (1) of the 38 records reviewed lacked required enrollment and/or withdrawal information.</li> <li>• Two (2) of the 38 records reviewed contained paper copies of the permanent record.</li> </ul> <p><b><u>Johnson Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 73 of 487 records.</li> <li>• Two (2) of the 73 records reviewed lacked required enrollment and/or withdrawal information.</li> <li>• Four (4) of the 73 records reviewed lacked the required course grade information.</li> </ul> <p><b><u>Key Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 51 of 340 records.</li> <li>• Two (2) of the 51 records reviewed lacked verification of the student's date-of-birth.</li> </ul>		



FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• One (1) of the 51 records reviewed lacked required enrollment and/or withdrawal information.</li> <li>• One (1) of the 51 records reviewed did not contain a permanent record.</li> </ul> <p><b><u>Lake Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 36 of 240 records.</li> <li>• Twelve (12) of the 36 records reviewed lacked the required course grade information.</li> </ul> <p><b><u>Marshall Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 61 of 409 records.</li> <li>• Six (6) of the 61 records reviewed lacked the required course grade information.</li> <li>• One (1) of the 61 records reviewed failed to include the father's name as recorded on the student's birth certificate.</li> <li>• One (1) of the 61 records reviewed failed to include the mother's name as recorded on the student's birth certificate.</li> <li>• Four (4) of the 61 records reviewed lacked verification of the student's date-of-birth.</li> </ul> <p><b><u>McLeod Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 78 of 523 records.</li> <li>• Four (4) of the 78 records reviewed lacked verification of the student's date-of-birth.</li> <li>• One (1) of the 78 records reviewed did not contain the student's attendance data.</li> <li>• Two (2) of the 78 records reviewed contained paper copies of the permanent record.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>One (1) of the 78 records reviewed did not include student's birth certificate.</li> </ul> <p><b><u>McWillie Elementary School</u></b></p> <ul style="list-style-type: none"> <li>The MDE reviewed 52 of 350 records.</li> <li>One (1) of the 52 records reviewed lacked required enrollment and/or withdrawal information.</li> <li>One (1) of the 52 records reviewed did not contain a permanent record.</li> </ul> <p><b><u>North Jackson Elementary School</u></b></p> <ul style="list-style-type: none"> <li>The MDE reviewed 87 of 581 records.</li> <li>Eight (8) of the 87 records reviewed did not contain a permanent record.</li> <li>One (1) of the 87 records reviewed lacked verification of the student's date-of-birth.</li> </ul> <p><b><u>Oak Forest Elementary School</u></b></p> <ul style="list-style-type: none"> <li>The MDE reviewed 62 of 410 records.</li> <li>One (1) of the 62 records reviewed lacked required enrollment and/or withdrawal information.</li> </ul> <p><b><u>Pecan Park Elementary School</u></b></p> <ul style="list-style-type: none"> <li>The MDE reviewed 74 of 492 records.</li> <li>Five (5) of the 74 records reviewed lacked verification of the student's date-of-birth.</li> <li>Two (2) of the 74 records reviewed failed to include the father's name as recorded on the student's birth certificate.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• Five (5) of the 74 records reviewed lacked required enrollment and/or withdrawal information.</li> <li>• Four (4) of the 74 records reviewed did not contain the student's attendance data.</li> <li>• Ten (10) of the 74 records reviewed lacked the required course grade information.</li> <li>• Five (5) of the 74 records reviewed did not contain a permanent record.</li> </ul> <p><b><u>Poindexter Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 17 of the 112 records.</li> <li>• Two (2) of the 17 records reviewed lacked verification of the student's date-of-birth.</li> </ul> <p><b><u>Power APAC Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 25 of 167 records.</li> <li>• One (1) of the 25 records reviewed lacked verification of the student's date-of-birth.</li> <li>• Three (3) of the 25 records reviewed lacked required enrollment and/or withdrawal information.</li> <li>• Three (3) of the 25 records reviewed lacked the required course grade information.</li> <li>• Two (2) of the 25 records reviewed did not contain a permanent record.</li> </ul> <p><b><u>Raines Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 48 of 320 records.</li> <li>• One (1) of the 48 records reviewed lacked verification of the student's date-of-birth.</li> <li>• One (1) of the 48 records reviewed did not contain a permanent record.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>One (1) of the 48 records reviewed failed to include the father's name as recorded on the student's birth certificate.</li> </ul> <p><b><u>Van Winkle Elementary School</u></b></p> <ul style="list-style-type: none"> <li>The MDE reviewed 62 of 419 records.</li> <li>Four (4) of the 62 records reviewed did not contain a permanent record.</li> <li>Four (4) of the 62 records reviewed failed to include the parent(s) name(s) as recorded on the student's birth certificate.</li> </ul> <p><b><u>Walton Elementary School</u></b></p> <ul style="list-style-type: none"> <li>The MDE reviewed 67 of 452 records.</li> <li>Ten (10) of the 67 records reviewed lacked the required course grade information.</li> <li>One (1) of the 67 records reviewed lacked required enrollment and/or withdrawal information.</li> <li>One (1) of the 67 records reviewed did not contain a permanent record.</li> </ul> <p><b><u>Watkins Elementary School</u></b></p> <ul style="list-style-type: none"> <li>The MDE reviewed 52 of 350 records.</li> <li>One (1) of the 52 records reviewed did not contain a permanent record.</li> </ul> <p><b><u>Woodville Heights Elementary School</u></b></p> <ul style="list-style-type: none"> <li>The MDE reviewed 54 of 363 records.</li> <li>One (1) of the 54 records reviewed did not contain a permanent record.</li> <li>One (1) of the 54 records reviewed lacked verification of the student's date-of-birth.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b><u>Bailey APAC Middle School</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 63 of 421 records.</li> <li>• Thirty-three (33) of the 63 records reviewed lacked the required course grade information.</li> </ul> <p><b><u>Brinkley Middle School</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 64 of 425 records.</li> <li>• Six (6) of the 64 records reviewed lacked verification of the student's date-of-birth.</li> <li>• One (1) of the 64 records reviewed did not contain the student's MSIS ID number.</li> <li>• Two (2) of 64 records reviewed did not contain the student's attendance data.</li> <li>• Five (5) of the 64 records reviewed lacked required enrollment and/or withdrawal data.</li> <li>• Twelve (12) of the 64 records reviewed lacked standardized test data.</li> <li>• Three (3) of 64 records reviewed lacked the required course grade information.</li> </ul> <p><b><u>Cardozo Middle School</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 78 of 520 records.</li> <li>• Five (5) of the 78 records reviewed lacked verification of the student's date-of-birth.</li> </ul> <p><b><u>Kirksey Middle School</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 53 of 352 records.</li> <li>• Six (6) of the 53 records reviewed did not contain the student's attendance data..</li> <li>• Seven (7) of the 53 records reviewed lacked required enrollment and/or withdrawal information.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• Four (4) of the 53 records reviewed lacked the required course grade information.</li> <li>• Eighteen (18) of the 53 records reviewed did not contain a permanent record.</li> </ul> <p><b><u>Northwest Middle School</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 62 of 414 records.</li> <li>• Five (5) of the 62 records reviewed lacked verification of the student's date-of-birth.</li> <li>• Eight (8) of 62 records reviewed lacked required enrollment and/or withdrawal information.</li> <li>• Thirty-two (32) of 62 records reviewed lacked standardized test data.</li> <li>• Four (4) of 62 records reviewed did not contain a permanent record.</li> </ul> <p><b><u>Peeples Middle School</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 67 of 445 records.</li> <li>• One (1) of the 67 records reviewed lacked verification of the student's date-of-birth.</li> <li>• Twenty-four (24) of the 67 records reviewed did not contain a permanent record.</li> <li>• Sixteen (16) of 67 records reviewed lacked the required course grade information.</li> </ul> <p><b><u>Powell Middle School</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 65 of 439 records.</li> <li>• Eleven (11) of the 65 records reviewed lacked the required course grade information.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b><u>Whitten Middle School</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 79 of 529 records.</li> <li>• Two (2) of the 79 records reviewed lacked verification of the student's date-of-birth.</li> <li>• Twenty (20) of the 79 records reviewed lacked parent(s) name(s) as recorded on the student's birth certificate.</li> <li>• One (1) of the 79 records reviewed did not contain the student's birth certificate file number.</li> <li>• One (1) of the 79 records reviewed failed to record the student's date-of-birth as it appeared on the student's birth certificate.</li> <li>• One (1) of the 79 records reviewed failed to record the student's name as it appears on the birth certificate.</li> <li>• Forty-two (42) of the 79 records reviewed did not contain the student's attendance data.</li> <li>• Eleven (11) of the 79 records reviewed lacked required enrollment and/or withdrawal information.</li> <li>• Fifteen (15) of the 79 records reviewed lacked the required course grade information.</li> <li>• Three (3) of the 79 records reviewed contained the use of liquid paper/white-out.</li> </ul> <p><b><u>Callaway High School*</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 160 of 1,111 records.</li> <li>• One hundred ten (110) of the 160 records reviewed lacked required enrollment and/or withdrawal information.</li> <li>• Forty-eight (48) of the 160 records reviewed lacked the required course grade information.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• Sixty-four (64) of the 160 records reviewed lacked standardized test data.</li> <li>• Nine (9) of the 160 records reviewed lacked verification of the student's date-of-birth.</li> <li>• Thirty-eight (38) of the 160 records reviewed contained inconsistent information on the cumulative folder and permanent record.</li> </ul> <p><b><u>Forest Hill High School*</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 114 of 1,115 records.</li> <li>• Sixty (60) of the 114 records reviewed lacked required enrollment and/or withdrawal information.</li> <li>• Three (3) of the 114 records reviewed did not include the student's birth certificate.</li> <li>• Three (3) of the 114 records reviewed lacked verification of the student's date-of-birth.</li> <li>• Four (4) of the 114 records reviewed failed to include the father's name as recorded on the student's birth certificate.</li> <li>• Eighteen (18) of the 114 records reviewed lacked standardized test data.</li> <li>• Nineteen (19) of the 114 records reviewed contained inconsistent information on the cumulative folder and permanent record.</li> </ul> <p><b><u>Jim Hill High School*</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 140 of 1,240 records.</li> <li>• Six (6) of the 140 records reviewed failed to include the parent(s) name(s) as recorded on the student's birth certificate.</li> <li>• Seventy (70) of the 140 records reviewed lacked required enrollment and/or withdrawal</li> </ul>		



FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>information.</p> <ul style="list-style-type: none"> <li>• Twenty-three (23) of the 140 records reviewed lacked standardized test data.</li> <li>• Eight (8) of the 140 records reviewed did not contain a permanent record.</li> <li>• Three (3) of the 140 records reviewed did not include the student's birth certificate.</li> <li>• Twelve (12) of the 140 records reviewed contained inconsistent information on the cumulative folder and permanent record.</li> </ul> <p><b><u>Lanier High School*</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 120 of 714 records.</li> <li>• Seven (7) of the 120 records reviewed lacked required enrollment and/or withdrawal information.</li> <li>• Twenty-four (24) of the 120 records reviewed contained inconsistent information on the cumulative folder and permanent record.</li> </ul> <p><b><u>Murrah High School*</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 152 of 1,394 records.</li> <li>• Fifteen (15) of the 152 records reviewed did not contain the student's attendance data.</li> <li>• Eight (8) of the 152 records reviewed lacked required enrollment and/or withdrawal information.</li> <li>• Thirteen (13) of the 152 records reviewed lacked the required course grade information.</li> <li>• Thirty-two (32) of the 152 records reviewed contained inconsistent information on the cumulative folder and permanent record.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• All 152 records reviewed lacked standardized test data.</li> </ul> <p><b><u>Provine High School*</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 112 of 1,117 records.</li> <li>• Twenty-one (21) of the 112 records reviewed did not contain the student's attendance data.</li> <li>• Twenty-four (24) of the 112 records reviewed lacked the required course grade information.</li> <li>• Forty-eight (48) of the 112 records reviewed contained inconsistent information on the cumulative folder and permanent record.</li> <li>• All 112 records reviewed lacked standardized test data.</li> </ul> <p><b><u>Wingfield High School*</u></b></p> <ul style="list-style-type: none"> <li>• The MDE reviewed 94 of 821 records.</li> <li>• Sixty-seven (67) of the 94 records reviewed lacked enrollment and/or withdrawal information.</li> <li>• Twenty-three (23) of the 94 records reviewed did not contain a permanent record.</li> <li>• Twenty-three (23) of the 94 records reviewed lacked standardized test data.</li> <li>• Five (5) of the 94 records reviewed contained inconsistent information on the cumulative folder and permanent record.</li> </ul> <p>*Findings in red in this section are from the April 2016 audit report. None of the seven (7) high schools were prepared for a follow-up visit to verify compliance with Process Standard 8: Permanent Records and Cumulative Folders.</p>		

**Standard 9:** The school district engages in planning to review the educational status of each school in the district and to address specific actions relative to accreditation and performance separately.

**REGULATIONS:** Miss. Code Ann. § 37-3- 49(2)(e)

SUMMARY of FINDINGS

- The District has a strategic plan approved by the local school board.

The District is COMPLIANT with Process Standard 9.

FINDINGS	CORRECTIVE ACTION	TIMELINE
None	N/A	N/A

**Standard 10: The school district implements procedures for monitoring and reporting student absences as specified in the Mississippi Compulsory Attendance Law.**

**REGULATIONS: Miss. Code Ann. § 37-13-91, § 37-37-7(2)(b), (c), and (d), § 37-37-13, and 7 Miss. Admin. Code Pt. 3, Ch. 30, R. 30.1, R. 30.2**

#### **SUMMARY of FINDINGS**

- The MDE monitored 38 schools, which included 32 elementary schools, and six (6) middle schools.\*
- The District is compliant/had no findings at the following ten (10) elementary schools: **Casey Elementary School**, Galloway Elementary School, George Elementary School, John Hopkins Elementary School, Key Elementary School, Power APAC Elementary School, Raines Elementary School, Spann Elementary School, Sykes Elementary School, and Walton Elementary School.
- The District is compliant/had no findings at the following two (2) middle schools: Bailey APAC Middle School and Kirksey Middle School
- **During the April 2016 Legislative Audit, the MDE monitored 22 schools, which included seven (7) elementary schools, eight (8) middle Schools, and seven (7) high schools.**
- **The District failed to report attendance in accordance with Miss. Code Ann. § 37-13-91.**
- **The April 2016 findings included the following: failure to report unlawful absences within the required timelines, failure to ensure that correct contact information is properly placed on the student attendance referrals, lack of approved policies and procedures related to unexcused absences and tardies, and failure to report suspensions to the MDE. In addition, the MDE viewed documentation in student records of students being absent for as many as 90 days and still passing courses and earning Carnegie unit credit(s). (See also Standards 21, 21.1, and 21.2.)**
- **The District has not contacted the MDE to verify compliance with Process Standard 10 since the approval of the Corrective Action Plan by the State Board of Education in December 2016.**

**Note: Red denotes schools monitored during the legislative audit conducted April 5-22, 2016.**

**The District is NONCOMPLIANT with Process Standard 10.**

<b>FINDINGS</b>	<b>CORRECTIVE ACTION</b>	<b>TIMELINE</b>
Twenty-eight (28) elementary schools, 11 middle schools, and seven (7) high schools failed to consistently report each compulsory-school-age child who has accumulated five (5) unlawful absences during the school year of the public school in which the child is enrolled. The school district superintendent or his designee shall report, within two (2) school days or within five (5)	In order to comply with Miss. Code Ann. §37-13-91(6), the District shall report any student that has five (5) or more unexcused absences to the School Attendance Officer (SAO), employed by the Mississippi Department of Education, which serves the school.	September 30, 2017

\* The MDE monitored Lester Elementary School and Chastain Middle School during **both** the Legislative Audit and the Investigative Audit  
Standard 10

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>calendar days, whichever is less, the absences to the school attendance officer.</p> <ul style="list-style-type: none"> <li>• Baker Elementary School</li> <li>• Barr Elementary School</li> <li>• Bates Elementary School</li> <li>• Boyd Elementary School</li> <li>• Brown Elementary School</li> <li>• Clausell Elementary School</li> <li>• <b>Davis Magnet Elementary School</b></li> <li>• Dawson Elementary School</li> <li>• <b>French Elementary School</b></li> <li>• Green Elementary School</li> <li>• <b>Isable Elementary School</b></li> <li>• Johnson Elementary School</li> <li>• Lake Elementary School</li> <li>• Lee Elementary School</li> <li>• Lester Elementary School</li> <li>• Marshall Elementary School</li> <li>• McLeod Elementary School</li> <li>• McWillie Elementary School</li> <li>• North Jackson Elementary School</li> <li>• Oak Forest Elementary School</li> <li>• Pecan Park Elementary School</li> <li>• Poindexter Elementary School</li> <li>• <b>Smith Elementary School</b></li> <li>• <b>Timberlawn Elementary School</b></li> <li>• Van Winkle Elementary School</li> <li>• Watkins Elementary School</li> <li>• Wilkins Elementary School</li> <li>• Woodville Heights Elementary School</li> <li>• <b>Blackburn Middle School</b></li> <li>• <b>Brinkley Middle School</b></li> </ul>	<p>The District shall ensure that correct contact information is properly placed on the student attendance referrals (i.e., phone number and/or address) that will be utilized by the SAO to contact the parents or guardian.</p> <p>The school shall report suspensions or student expulsions, as they occur, to the Mississippi Department of Education's School Attendance Officer assigned to the school.</p> <p>Contact Toni Kersh, Bureau Director, Compulsory School Attendance Enforcement, Alternative Education and High School Equivalency Program, at <a href="mailto:TKersh@mdek12.org">TKersh@mdek12.org</a> or 601.359.3178 for technical assistance or when the District is prepared for a follow-up visit to verify compliance with Process Standard 10.</p>	

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• Cardozo Middle School</li> <li>• Chastain Middle School</li> <li>• Hardy Middle School</li> <li>• Northwest Middle School</li> <li>• Peeples Middle School</li> <li>• Powell Middle School</li> <li>• Rowan Middle School</li> <li>• Siwell Middle School</li> <li>• Whitten Middle School</li> <li>• Callaway High School</li> <li>• Forest Hill High School</li> <li>• Jim Hill High School</li> <li>• Lanier High School</li> <li>• Murrah High School</li> <li>• Provine High School</li> <li>• Wingfield High School</li> </ul> <p>Seven (7) elementary schools, seven (7) middle schools, and six (6) high schools failed to consistently report student suspensions or student expulsions to the school attendance officer when they occurred.</p> <ul style="list-style-type: none"> <li>• Barr Elementary School</li> <li>• Lake Elementary School</li> <li>• Marshall Elementary School</li> <li>• McLeod Elementary School</li> <li>• Oak Forest Elementary School</li> <li>• Watkins Elementary School</li> <li>• Woodville Heights Elementary School</li> <li>• Blackburn Middle School</li> <li>• Brinkley Middle School</li> <li>• Hardy Middle School</li> <li>• Northwest Middle School</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• Rowan Middle School</li> <li>• Siwell Middle School</li> <li>• Whitten Middle School</li> <li>• Callaway High School</li> <li>• Forest Hill High School</li> <li>• Jim Hill High School</li> <li>• Lanier High School</li> <li>• Murrah High School</li> <li>• Provine High School</li> </ul>		

**Standard 10: The school district implements procedures for monitoring and reporting student absences as specified in the Mississippi Compulsory Attendance Law.**

**10.1: The most recent annual audit report of the school district, as conducted under the guidelines of the State Auditor’s Office, verifies the accuracy, validity, and timely reporting of all student data submitted to the MDE, including, but not limited to, the electronic transmission of student enrollment, attendance, transportation, absenteeism, graduation, dropouts, and any other student data and administrative functions as deemed necessary.**

**REGULATIONS: Miss. Code Ann. § 37-13-91, § 37-37-7(2)(b), (c), and (d), § 37-37-13, and 7 Miss. Admin. Code Pt. 3, Ch. 30, R. 30.1, R. 30.2**

SUMMARY of FINDINGS

- Based on the most recent report (April 2016) from the Office of the State Auditor, the District is noncompliant with Process Standard 10.1.

**The District is NONCOMPLIANT with Process Standard 10.1.**

FINDINGS	CORRECTIVE ACTION	TIMELINE
See enclosed <b>Attachment A</b> (Office of the State Auditor Report for the Jackson Public School District).	See <b>Attachment A</b> .  Contact Dr. Jo Ann Malone, Executive Director, Office of Accreditation at <a href="mailto:JMalone@mdek12.org">JMalone@mdek12.org</a> or 601.359.3764 for technical assistance or when the District is prepared for a follow-up visit to verify compliance with Process Standard 10.1.	See <b>Attachment A</b> .



**STANDARD 11: The school district develops a plan and implements programs designed to keep students in school and to lower student dropout rates in accordance with Miss. Code Ann. § 37-13-80.**

**REGULATIONS: Miss. Code Ann. § 37-13-80 and 7 Miss. Admin. Code Pt. 3, Ch. 30, R. 30.5**

**SUMMARY of FINDINGS**

- The MDE monitored 13 middle schools and seven (7) high schools.
- The District is compliant/had no findings in three (3) high schools: Jim Hill High School, Murrah High School, and Provine High School.

**The District is NONCOMPLIANT with Process Standard 11.**

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>The District adopted a district-wide dropout prevention plan that is posted on the District’s website; however, the District failed to implement the adopted plan at the school level.</p> <p>The MDE monitored all 13 middle schools, interviewing teachers and staff. All middle schools failed to implement programs designed to encourage student attendance with fidelity and to monitor students closely focused on objectives that are measurable or transition students from alternative settings.</p> <p>The MDE monitored all seven (7) high schools. At four (4) of the high schools, the school administrators and staff failed to implement policies and procedures to encourage better attendance for students with fidelity and failed to monitor students using an early warning system to check attendance, behavior, and course grades to identify students at-risk for dropping out. Additionally, administrators and teachers, when interviewed, failed to recall and/or articulate the schools’ dropout prevention policy.</p>	<p>Pursuant to Miss. Code Ann. §37-13-80, the District shall implement programs and policies at all schools within the District to support the District-wide Dropout Prevention Plan. Implementation includes:</p> <ul style="list-style-type: none"><li>• enacting dropout prevention initiatives that focus on the needs of the local educational agencies,</li><li>• establishing policies and procedures that meet the needs of the District,</li><li>• focusing on measurable student-centered goals and objectives,</li><li>• reducing retention rates in K-Grade 2, targeting groups that need additional assistance to meet graduation requirements, initiating recovery programs for students age 17 through 21 who have dropped out, and</li><li>• addressing how students transition into schools from juvenile detention centers and alternative educational settings.</li></ul> <p>Contact Dr. Dana Bullard, Bureau Director, Office of Secondary Education at <a href="mailto:DBullard@mdek12.org">DBullard@mdek12.org</a> 601.359.3933 for technical assistance or when the</p>	<p>November 30, 2017</p>

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>The following four (4) high schools are noncompliant:</p> <ul style="list-style-type: none"><li>• Callaway High School</li><li>• Forest Hill High School</li><li>• Lanier High School</li><li>• Wingfield High School</li></ul>	<p>District is prepared for a follow-up visit to verify compliance with Process Standard 11.</p>	

**Standard 12: There is an organized system to encourage community involvement, parental communication, and business partnerships in school district decision-making. (Districts Meeting the Highest Levels of Performance are exempted.)**

- 12.1: A school district that has been designated as Failing (F) as defined by the State Board of Education shall establish a community-based pre-kindergarten through higher education (P-16) council.**
- 12.2: A district and/or a school designated as a D or F shall establish a community-based pre-kindergarten through higher education (P-16) council.**

**REGULATIONS: Miss. Code Ann. § 37-7-337 and § 37-18-5(4)**

**SUMMARY of FINDINGS**

- The Office of School Improvement met with the P-16 Community Engagement Council’s president and secretary, along with the Jackson Public School District’s P-16 liaison.
- The MDE reviewed nine (9) P-16 agendas.
- The District provided a list of elected P-16 Council members.
- The District provided a sign-in sheet with signatures to document attendance at the P-16 Community Engagement Council Public Meeting.

**The District is COMPLIANT with Process Standard 12.**

FINDINGS	CORRECTIVE ACTION	TIMELINE
None	N/A	N/A

**Standard 13: The academic year provides a minimum of 180 teaching days in which both teachers and pupils are in regular attendance for scheduled classroom instruction. Any request for an exception to this standard must be submitted in writing to the Commission on School Accreditation for review and action. If the Governor has declared a disaster emergency or the President of the United States has declared an emergency or major disaster to exist in this state, the local school board may request approval from the State Board of Education to operate the schools in its district for less than one hundred eighty (180) days.**

- 13.1: The teaching day must provide at least 330 minutes of instruction per day.**
- 13.2: The school district must ensure that during the academic school year a minimum of 140 hours of instruction is provided for each Carnegie unit of credit offered and 70 hours for each one-half ( $\frac{1}{2}$ ) unit offered, except for remedial instructional programs, dual enrollment/dual credit, correspondence courses, MS Virtual Public School courses, and innovative programs authorized by the State Board of Education.**
- 13.3: No more than two (2) of the 180 days may be 60% days. Both teachers and pupils must be in attendance for not less than 60% of the normal school day.**
- 13.4: The school district schedules preparation for graduation ceremonies in such manner that graduating seniors are absent from classes for no more than three (3) days prior to the end of the school year. (Districts Meeting the Highest Levels of Performance are exempted.)**
- 13.5: The summer school/extended year program [not Extended School Year (ESY) provided through special education programs] meets all applicable requirements of the regular school program.**
  - 13.5.1: Students from other schools enrolled in summer programs provide written approval from the principal of their home schools.**
  - 13.5.2: Students enrolled in an extended year program complete all remaining course/subject requirements/objectives before credit for the course/subject is issued.**
  - 13.5.3: Students enrolled in a summer program are limited to earning one (1) Carnegie unit of credit during a traditional summer school session, which does not apply to extended year programs and approved virtual courses. (Districts Meeting the Highest Levels of Performance may be exempted under Miss. Code Ann. § 37-17-11.)**

**REGULATIONS: Miss. Code Ann. §§ 37-151- 7(3)(d), 37-3-49, 37-13-61 through 69, § 37-17-11, § 37-151-5(j), and § 37-151-7(3)(c)**

#### **SUMMARY of FINDINGS**

- The MDE monitored 38 elementary schools, 13 middle schools and seven (7) high schools.
- The District is noncompliant with Process Standard 13.1. Ten (10) elementary schools failed to provide 330 minutes of instruction per day in a full-time Pre-Kindergarten program. (*See also* Standard 17.2.)
- The District is noncompliant with Process Standards 13, 13.2 and 13.4 for seniors in all seven (7) high schools.

The District is **COMPLIANT** with Process Standards 13.3 and 13.5.

The District is **NONCOMPLIANT** with Process Standards 13, 13.1, 13.2, and 13.4.

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>The District's calendar for School Year 2016-2017 failed to provide 180 school days for seniors as required by Process Standard 13.</p> <p>The District failed to provide seniors with the minimum hours of instruction to earn Carnegie unit credit as required by Process Standard 13.2.</p> <p>The District held graduation ceremonies for all seven (7) high schools prior to the last day of school; therefore, the District is noncompliant with Process Standard 13.4.</p> <p>The District's school calendar published on the District's website and in the 2016-2017 Student Handbook provided graduation dates of May 23, 2017, and May 24, 2017, for graduating seniors; however, the programs distributed at the commencement ceremonies and at each of the seven (7) high schools, during the audit confirm graduation ceremonies were held on May 22, 2017, and May 23, 2017.</p> <p>The following 10 elementary schools failed to provide 330 minutes of instruction per day in a full-time Pre-Kindergarten program (<i>See also</i> Standard 17.2):</p> <ul style="list-style-type: none"> <li>• Baker Elementary School</li> <li>• Barr Elementary School</li> <li>• Dawson Elementary School</li> <li>• John Hopkins Elementary School</li> <li>• Johnson Elementary School</li> <li>• McWillie Elementary School</li> <li>• Marshall Elementary School</li> </ul>	<p>In order to comply with Miss. Code Ann. §§ 37-13-63 and 37-151-5(j), the District calendar shall provide 180 teaching days for all students.</p> <p>The District shall ensure 330 minutes of instruction are provided each day.</p> <p>The District shall ensure that all students are provided a minimum of 140 hours of instruction for one (1) Carnegie unit credit and 70 hours of instruction for one-half (½) Carnegie unit credit.</p> <p>The District shall revise the 2017-2018 school calendar to ensure that graduation is not held prior to the last day of instruction for students and that no more than three (3) days are used in preparation for graduation ceremonies.</p> <p>The District shall ensure that all publications contain accurate information and do not have conflicting dates.</p> <p>Contact Dr. Jo Ann Malone, Executive Director, Office of Accreditation at <a href="mailto:JMalone@mdek12.org">JMalone@mdek12.org</a> or 601.359.3764 for technical assistance or when the District is prepared for a follow-up visit to verify compliance with Process Standards 13, 13.1, 13.2, and 13.4.</p>	<p>November 30, 2017</p>

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• North Jackson Elementary School</li> <li>• Raines Elementary School</li> <li>• Watkins Elementary School</li> </ul>		

**Standard 14:** The school district requires each student, in order to receive a high school diploma, to have met the requirements established by its local board of education and by the State Board of Education.

**14.1:** Each student receiving a standard high school diploma has earned the minimum number of Carnegie units as specified in Appendices A-1 through G. (See Appendix A) Students receiving a standard diploma may select from four (4) graduation pathways as specified by the local school district's graduation requirements.

**14.1.1:** Entering ninth graders in 2005-2006 and thereafter (seniors of school year 2008-2009 and later) are required to have a minimum of 21 Carnegie units as specified in Appendix A-1.

**14.1.2:** Entering ninth graders in 2008-2009 and thereafter (seniors of school year 2011-2012 and later) are required to have a minimum of 24 Carnegie units as specified in Appendix A-2, unless in accordance with school board policy, their parent/guardian requests to opt the student out of Appendix A-2 requirements. This student would be required to complete the graduation requirements specified in A-1.

**14.1.3:** Entering eleventh graders in 2010-2011 and thereafter (seniors of school year 2011-2012 and later) who chose the Career Pathway Option are required to earn the minimum graduation requirements specified in Appendix A-3.

**14.1.4:** Beginning in school year 2011-2012, all eighth grade students are required to have an Individualized Career and Academic Plan (iCAP) prior to exiting the eighth grade.

**14.1.5:** Innovative Programs

**14.1.6:** Early Exit Diplomas

**14.2:** Each student receiving a standard diploma has achieved a passing score on each of the required high school exit examinations.

**14.3:** Each student who has completed the secondary curriculum for special education may be issued a special diploma or certificate of completion, which states: "This student has successfully completed an Individualized Education Program."

**14.4:** Each student with disabilities receiving a Mississippi Occupational Diploma has successfully completed all minimum requirements established by the State Board of Education. (See Appendix G.)

**14.5:** The student who fails to meet the graduation requirements is not permitted to participate in the graduation exercises.

**Note:** Students enrolled in grades 7-12 may be awarded a Carnegie unit credit provided the course content is a Carnegie unit bearing course in the current edition of the Approved Courses for the Secondary Schools of Mississippi Manual.

**REGULATIONS:** Miss. Code Ann. § 37-16-7, § 37-16-11(1), § 37-16-11(2), and § 37-16-17, 7 Miss. Admin. Code Pt. 3, Ch. 28, R. 28.2, R. 28.3, 7 Miss. Admin. Code Pt.3, Ch.34, R. 34.1, 7 Miss. Admin. Code Pt. 3, Ch. 36, R. 36.1, R. 36.2, R. 36.3, R. 36.4, and Appendices A-1, A-2, A-3, A-4, A-5 and G of the *Mississippi Public School Accountability Standards, 2016*

## SUMMARY of FINDINGS

- The MDE evaluated all seven (7) high schools and found all to be noncompliant with Process Standards 14, 14.1, 14.2 and 14.5.
- Of the 1,404 graduating seniors for School Year 2016-2017, 149 failed to meet graduation requirements as outlined in Process Standard 14, yet the District allowed those students to participate in graduation exercises despite expressed prohibition of such participation as outlined in Process Standard 14.5.
- Eighty-six (86) graduates failed to meet the minimum number of Carnegie units as required by Process Standard 14.1.
- The District is compliant/had no findings related to Process Standard 14.1.4 in 11 middle schools: Bailey APAC Middle School, Blackburn Middle School, Brinkley Middle School, Cardozo Middle School, Chastain Middle School, Hardy Middle School, Kirksey Middle School, Northwest Middle School, Rowan Middle School, Siwell Middle School, and Whitten Middle School.
- Sixty-three (63) graduates failed to achieve a passing score on each of the required exit examinations as required by Process Standard 14.2.

**The District is NONCOMPLIANT with Process Standards 14, 14.1, 14.1.4, 14.2 and 14.5.**

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>Despite the District's attempts to implement the Corrective Action Plan approved by the State Board of Education on December 15, 2016, at each of the seven (7) high schools, the schools failed to ensure that all graduating seniors School Year 2016-2017 met the minimum requirements for graduation.</p> <p>The MDE reviewed records for graduating seniors School Year 2016-2017 at the seven (7) high schools in the Jackson Public School District. Each of the seven (7) high schools lacked documentation to verify all graduating seniors earned the minimum number of Carnegie units and/or met all four (4) end-of-course exit exam requirements. Examples of noncompliance include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>• The District allowed students who did not earn the minimum number of Carnegie units required for graduation, to graduate.</li> </ul>	<p>In order to comply with Miss. Code Ann. § 37-16-7, § 37-16-11(1), § 37-16-11(2), and § 37-16-7; 7 Miss. Admin. Code Pt. 3, Ch. 28, R. 28.2, R. 28.3 and 7 Miss. Admin. Code Pt. 3, Ch. 36, R. 36.1, R. 36.2, R. 36.3, R. 36.4; Appendices A-1, A-2, A-3, A-4, and A-5 of the <i>Mississippi Public School Accountability Standards, 2016</i>, the District shall ensure that each student receiving a high school diploma has met the requirements established by its local board of education and by the State Board of Education.</p> <p>The District shall review and revise local board policies and student handbooks to ensure the accuracy and consistency of information provided to staff, parents, and student regarding graduation requirements.</p> <p>District staff shall conduct training regarding graduation requirements and ensure that persons responsible</p>	<p>September 2017 through May 2018</p>



FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>The District allowed students who did not pass all four (4) end-of-course exit exams or meet one of the alternate options outlined in Appendix A-5 of the <i>Mississippi Public School Accountability Standards, 2016</i>, in lieu of passing the exam(s), to graduate and participate in graduation exercises.</li> <li>Schools substituted courses not listed in the <i>Approved Courses for Secondary Schools of Mississippi</i> in lieu of the required courses for graduation.</li> <li>One (1) school (Jim Hill High School) failed to substitute the appropriate courses in the International Baccalaureate (IB) program.</li> </ul> <p>The MDE found the following deficiencies at each of the seven (7) high schools (<i>See also</i> Table 1: Summary of Graduates by High School related to Process Standards 14, 14.1, and 14.2):</p> <p><b><u>Callaway High School</u></b></p> <p>The MDE reviewed records for 224 graduating seniors, School Year 2016-2017:</p> <ul style="list-style-type: none"> <li>Twelve (12) of the 224 graduates lacked required Carnegie units to meet graduation requirements</li> <li>Twenty (20) of the 224 graduates lacked required passing scores on each of the required high school exit exams</li> <li>Thirty-two (32) of the 224 graduates failed to meet graduation requirements, but the District permitted them to participate in graduation exercises</li> </ul>	<p>implement local and State Board of Education policy and state statute.</p> <p>The District shall develop an individualized schedule for each student during his/her freshman, sophomore, junior, and senior years to ensure all graduation requirements are met. This four (4) year plan shall be developed with the student and his/her parents during the student's Grade 8 year and shall be reviewed and revised annually, if applicable.</p> <p>The District shall require all high schools to review the records of all seniors for the School Year 2017-2018 to ensure the students are enrolled in the appropriate classes and are provided all testing/retesting opportunities.</p> <p>Seniors who lack sufficient credits to graduate should not be approved for early release, but should be scheduled to ensure access to classes required for graduation.</p> <p>Pursuant to Miss. Code Ann. § 37-16-7 and Appendix A-3, all students shall complete an iCAP in MS Choices prior to exiting Grade 8 to ensure compliance with Standard 14.1.4.</p> <p>Contact Dr. Jo Ann Malone, Executive Director, Office of Accreditation at <a href="mailto:JMalone@mdek12.org">JMalone@mdek12.org</a> or 601.359.3764 for technical assistance. The Office of Accreditation will conduct a follow-up visit in May 2018 to verify that all graduating seniors met the minimum graduation requirements as required by Process Standard 14.</p>	

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b><u>Forest Hill High School</u></b>  The MDE reviewed records for 145 graduating seniors, School Year 2016-2017:</p> <ul style="list-style-type: none"> <li>• Five (5) of the 145 graduates lacked required Carnegie units to meet graduation requirements</li> <li>• Two (2) of the 145 graduates lacked required passing scores on each of the required high school exit exams</li> <li>• Seven (7) of the 145 graduates failed to meet graduation requirements, but the District permitted them to participate in graduation exercises</li> </ul> <p><b><u>Jim Hill High School</u></b>  The MDE reviewed records for 224 graduating seniors, School Year 2016-2017:</p> <ul style="list-style-type: none"> <li>• Forty-nine (49) of the 224 graduates lacked required Carnegie units to meet graduation requirements</li> <li>• Four (4) of the 224 graduates lacked required passing scores on each of the required high school exit exams</li> <li>• Fifty-three (53) of the 224 graduates failed to meet graduation requirements, but the District permitted them to participate in graduation exercises</li> </ul> <p><b><u>Lanier High School</u></b>  The MDE reviewed records for 122 graduating seniors, School Year 2016-2017:</p> <ul style="list-style-type: none"> <li>• Two (2) of the 122 graduates lacked required Carnegie units to meet graduation requirements</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• Fifteen (15) of the 122 graduates lacked required passing scores on each of the required high school exit exams</li> <li>• Seventeen (17) of the 122 graduates failed to meet graduation requirements, but the District permitted them to participate in graduation exercises</li> </ul> <p><b><u>Murrah High School</u></b> The MDE reviewed records for 332 graduating seniors, School Year 2016-2017:</p> <ul style="list-style-type: none"> <li>• Seven (7) of the 332 graduates lacked required Carnegie units to meet graduation requirements</li> <li>• Twenty (20) of the 332 graduates lacked required passing scores on each of the required high school exit exams</li> <li>• Twenty-seven (27) of the 332 graduates failed to meet graduation requirements, but the District permitted them to participate in graduation exercises</li> </ul> <p><b><u>Provine High School</u></b> The MDE reviewed records for 180 graduating seniors, School Year 2016-2017:</p> <ul style="list-style-type: none"> <li>• Seven (7) of the 180 graduates lacked required Carnegie units to meet graduation requirements</li> <li>• One (1) of the 180 graduates lacked required passing scores on each of the required high school exit exams</li> <li>• Eight (8) of the 180 graduates failed to meet graduation requirements, but the District permitted them to participate in graduation exercises</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b><u>Wingfield High School</u></b>  The MDE reviewed records for 177 graduating seniors, School Year 2016-2017:</p> <ul style="list-style-type: none"> <li>• Four (4) of the 177 graduates lacked required Carnegie units to meet graduation requirements</li> <li>• One (1) of the 177 graduates lacked required passing scores on each of the required high school exit exams</li> <li>• Five (5) of the 177 graduates failed to meet graduation requirements, but the District permitted them to participate in graduation exercises.</li> </ul> <p>Note: For additional concerns noted by the MDE during the review of student records. (<i>See also</i> Process Standards 21, 21.1, and 21.2.)</p> <p>Two (2) of the 13 middle schools failed to ensure all students had an Individualized Career and Academic Plan (iCAP) prior to exiting Grade 8, as required by Process Standard 14.1.4:</p> <p><b><u>Peeples Middle School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to complete 36 of the 161 Grade 8 iCAPs in the 2015-2016 school year.</li> </ul> <p><b><u>Powell Middle School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to complete 113 of the 164 Grade 8 iCAPs in the 2015-2016 school year.</li> </ul>		

**Table 1. Summary of 2016-2017 Graduates by High School**

	<b>Callaway</b>	<b>Forest Hill</b>	<b>Jim Hill</b>	<b>Lanier</b>	<b>Murrah</b>	<b>Provine</b>	<b>Wingfield</b>	<b>District Total</b>
<b>Number of Graduates</b>	224	145	224	122	332	180	177	1404
<b>Number of Graduates with Insufficient Carnegie Units (Process Standard 14.1)</b>	12	5	49	2	7	7	4	86
<b>Number of Graduates Lacking Assessment Requirements (Process Standard 14.2)</b>	20	2	4	15	20	1	1	63
<b>Total Number of Graduates Not Meeting Graduation Requirements</b>	32	7	53	17	27	8	5	<b>149</b>

**Standard 14: The school district requires each student, in order to receive a high school diploma, to have met the requirements established by its local board of education and by the State Board of Education.**

**14.3: Each student who has completed the secondary curriculum for special education may be issued a special diploma or certificate of completion, which states: "This student has successfully completed an Individualized Education Program."**

**14.4: Each student with disabilities receiving a Mississippi Occupational Diploma has successfully completed all minimum requirements established by the State Board of Education. Miss. Code Ann. § 37-16-11(2) (See *Mississippi Public School Accountability Standards, 2016*, Appendix G and State Board of Education approved guidelines for the Mississippi Occupational Diploma.)**

**REGULATIONS: Miss. Code Ann. § 37-16-11, 34 C.F.R. §§ 300.320(b), 300.324(c), and 7 Miss. Admin. Code Pt. 3, Ch. 74, R. 74.19.**

#### **SUMMARY of FINDINGS**

- The MDE monitored seven (7) high schools.
- The District is compliant/had no findings at one (1) high school: Murrah High School.
- The MDE did not audit Process Standard 14.3.

**The District is NONCOMPLIANT with Process Standard 14.4.**

<b>FINDINGS</b>	<b>CORRECTIVE ACTION</b>	<b>TIMELINE</b>
The MDE reviewed records for students exiting with the Mississippi Occupational Diploma (MOD) in each of the seven (7) high schools. This review included 20 of 28 student records submitted by the District for students who exited in the 2015-2016 school year, and 24 of 24 student records of students who exited at the end of the 2016-2017 school year. The review found: <ul style="list-style-type: none"><li>• MOD Portfolios did not reflect that State Board of Education approved guidelines and required objectives for the MOD were taught or mastered. There was no indication of oversight by either District teachers or the Director of Special Education.</li></ul>	Review and revise policies and procedures to ensure implementation of the <i>Mississippi Public School Accountability Standards 2016 Appendix G</i> and <i>State Board of Education Approved Guidelines for the Mississippi Occupational Diploma</i> for students who are working toward completion of the MOD. Policies and procedures shall reflect all required components of <i>Mississippi Public School Accountability Standards 2016 Appendix G</i> and <i>State Board of Education Approved Guidelines for the Mississippi Occupational Diploma</i> . The review shall be documented and revisions submitted to the MDE OSE for approval.  Provide training to staff who are responsible for implementing the MOD Guidelines for students with	October 31, 2017

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>The District awarded MODs to students with disabilities who had completed few, if any, of the necessary prerequisites from the State Board of Education approved guidelines for the MOD.</li> </ul> <p><b><u>Callaway High School</u></b></p> <ul style="list-style-type: none"> <li>Two (2) of two (2) student records indicated the school awarded students a MOD in the 2015-2016 school year without evidence to support achievement of the MOD requirements. (Student(s) 22 and 23)</li> <li>Two (2) of two (2) student records on a MOD track during the 2016-2017 school year contained insufficient data and/or indicated objectives not met in the students' files to support achievement of MOD requirements. (Student(s) 24 and 25)</li> </ul> <p><b><u>Forest Hill High School</u></b></p> <ul style="list-style-type: none"> <li>Three (3) of three (3) student records indicated the school awarded students a MOD in the 2015-2016 school year without evidence to support achievement of the MOD requirements. (Student(s) 27, 28, and 29)</li> <li>Six (6) of six (6) student records on a MOD track during the 2016-2017 school year contained insufficient data and/or indicated objectives not met in the students' files to support achievement of MOD requirements. (Student(s) 13, 24, 25, 26, 30, and 31)</li> </ul> <p><b><u>Jim Hill High School</u></b></p> <ul style="list-style-type: none"> <li>Five (5) of five (5) student records indicated the school awarded students a MOD in the 2015-2016 school year without evidence to support</li> </ul>	<p>disabilities. The District shall document and submit evidence of the training (e.g. sign-in sheets, PowerPoint presentations, or agendas) to the MDE Office of Special Education (OSE) for approval.</p> <p>Contact Gretchen Cagle, State Director of Special Education, Office of Special Education, at <a href="mailto:GCagle@mdek12.org">GCagle@mdek12.org</a> or 601.359.3498 for technical assistance, or when the District is prepared for a follow-up visit to verify compliance with Process Standards 14.3 and 14.4.</p>	

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>achievement of the MOD requirements. (Student(s) 19, 20, 21, 22, and 23)</p> <ul style="list-style-type: none"> <li>Four (4) of four (4) student records on a MOD track during the 2016-2017 school year contained insufficient data and/or indicated objectives not met in the students' files to support achievement of MOD requirements. (Student(s) 24, 25, 26, and 27)</li> </ul> <p><b><u>Lanier High School</u></b></p> <ul style="list-style-type: none"> <li>One (1) of three (3) student records indicated the school awarded the student a MOD in the 2015-2016 school year without evidence to support achievement of the MOD requirements. (Student(s) 21)</li> <li>One (1) of three (3) student records on a MOD track during the 2016-2017 school year contained insufficient data and/or indicated objectives not met in the students' files to support achievement of MOD requirements. (Student(s) 11)</li> </ul> <p><b><u>Provine High School</u></b></p> <ul style="list-style-type: none"> <li>Six (6) of six (6) student records on a MOD track during the 2016-2017 school year contained insufficient data and/or indicated objectives not met in the students' files to support achievement of MOD requirements. (Student(s) 21, 22, 23, 24, 25, and 20)</li> </ul> <p><b><u>Wingfield High School</u></b></p> <ul style="list-style-type: none"> <li>Two (2) of two (2) student records on a MOD track during the 2016-2017 school year contained insufficient data and/or indicated objectives not met in the students' files to support achievement of the MOD requirements. (Student(s) 20 and 21)</li> </ul>		



**Standard 15: The school district implements a professional development program aligned with the *Learning Forward Standards for Professional Learning*. (Districts Meeting the Highest Levels of Performance are exempted.)**

**REGULATIONS: Miss. Code Ann. § 37-17-8 7 and Miss. Admin. Code Pt. 3, Ch. 44, R. 44.1**

#### **SUMMARY of FINDINGS**

- The MDE monitored 38 elementary schools, 13 middle schools, and seven (7) high schools.
- The District is compliant/had no findings in 35 elementary schools: Baker Elementary School, Barr Elementary School, Bates Elementary School, Boyd Elementary School, Brown Elementary School, Casey Elementary School, Clausell Elementary School, Dawson Elementary School, Davis Magnet Elementary School, French Elementary School, Galloway Elementary School, George Elementary School, Green Elementary School, John Hopkins Elementary School, Johnson Elementary School, Key Elementary School, Lake Elementary School, Lee Elementary School, Lester Elementary School, Marshall Elementary School, McLeod Elementary School, McWillie Elementary School, North Jackson Elementary School, Oak Forest Elementary School, Pecan Park Elementary School, Power APAC Elementary School, Raines Elementary School, Smith Elementary School, Spann Elementary School, Sykes Elementary School, Timberlawn Elementary School, Walton Elementary School, Watkins Elementary School, Wilkens Elementary School, and Woodville Heights Elementary School.
- The District is compliant/had no findings in all 13 middle schools: Bailey APAC Middle School, Blackburn Middle School, Brinkley Middle School, Cardozo Middle School, Chastain Middle School, Hardy Middle School, Kirksey Middle School, Northwest Middle School, Peeples Middle School, Powell Middle School, Rowan Middle School, Siwell Middle School, and Whitten Middle School.
- The District is compliant/had no findings in six (6) of the high schools: Callaway High School, Forest Hill High School, Jim Hill High School, Murrah High School, Provine High School, and Wingfield High School.

**The District is NONCOMPLIANT with Process Standard 15.**

<b>FINDINGS</b>	<b>CORRECTIVE ACTION</b>	<b>TIMELINE</b>
<b><u>Isable Elementary School:</u></b> <ul style="list-style-type: none"> <li>• The school failed to provide the 2016-2017 Professional Development Calendar;</li> <li>• The school failed to provide a schedule of regularly scheduled professional development meetings;</li> <li>• The school failed to provide agendas of regularly scheduled professional development meetings;</li> <li>• The school failed to provide sign-in sheets for regularly scheduled professional development meetings;</li> </ul>	<p>Pursuant to Miss. Code Ann. § 37-17-8 and 7 Miss. Admin. Code Pt. 3, Ch. 44, R. 44.1, the school district implements a professional development program aligned with the <i>Learning Forward Standards of Professional Learning</i>.</p> <p>Administration shall provide the following documentation for the 2017-2018 school year to verify professional development program implementation:</p> <ul style="list-style-type: none"> <li>• District Professional Development Plan</li> <li>• Professional Development Calendar</li> </ul>	November 30, 2017

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• The school failed to provide a list of teacher committee assignments to various leadership teams;</li> <li>• The school failed to provide a school schedule that reflects leadership team meeting times;</li> <li>• The school failed to provide sign-in sheets that include administration signatures in professional development meetings;</li> <li>• The school failed to provide a copy of the evaluation of the 2015-2016 Professional Development Plan; and</li> <li>• The school failed to provide data that supports the goals for the 2016-2017 Professional Development Plan.</li> </ul> <p><b><u>Poindexter Elementary School:</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to provide a list of teacher committee assignments to various leadership teams;</li> <li>• The school failed to provide a school schedule that reflects leadership team meeting times; and</li> <li>• The school failed to provide sign-in sheets that include administration signatures in professional development meetings.</li> </ul> <p><b><u>Van Winkle Elementary School:</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to provide a list of teacher committee assignments to various leadership teams;</li> <li>• The school failed to provide a school schedule that reflects leadership team meeting times;</li> <li>• The school failed to provide sign-in sheets that include administration signatures in professional development meetings;</li> <li>• The school failed to provide a copy of the evaluation of the 2015-2016 Professional Development Plan; and</li> </ul>	<ul style="list-style-type: none"> <li>• Schedule of regularly scheduled professional development meetings</li> <li>• Agendas of regularly scheduled professional development meetings</li> <li>• Sign-in sheets for regular scheduled professional development meetings</li> <li>• List of teacher committee assignments to various leadership teams</li> <li>• School schedule that reflects leadership meeting times</li> <li>• Sign-in sheets that include administration signatures in professional development meetings</li> <li>• Copy of the evaluation of the 2016-2017 Professional Development Plan</li> <li>• Data that supports the goals for the 2017-2018 Professional Development Plan</li> </ul> <p>Contact Wendy Clemons, Director of Professional Development, at <a href="mailto:WClemons@mdek12.org">WClemons@mdek12.org</a> or 601.359.2869 for technical assistance or when the District is prepared for a follow-up visit to verify compliance with Process Standard 15.</p>	

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• The school failed to provide data that supports the goals for the 2016-2017 Professional Development Plan.</li> </ul> <p><b><u>Lanier High School:</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to provide the District Professional Development Plan;</li> <li>• The school failed to provide a schedule of regularly scheduled professional development meetings;</li> <li>• The school failed to provide agendas of regularly scheduled professional development meetings;</li> <li>• The school failed to provide sign-in sheets for regularly scheduled professional development meetings;</li> <li>• The school failed to provide a list of teacher committee assignments to various leadership teams;</li> <li>• The school failed to provide a school schedule that reflects leadership team meeting times;</li> <li>• The school failed to provide sign-in sheets that include administration signatures in professional development meetings;</li> <li>• The school failed to provide a copy of the evaluation of the 2015-2016 Professional Development Plan; and</li> <li>• The school failed to provide data that supports the goals for the 2016-2017 Professional Development Plan.</li> </ul>		

**Standard 16: The school district adheres to all requirements of the Mississippi Statewide Assessment System.**

**REGULATIONS:** Miss. Code Ann. §§ 37-16-1 through 4, § 37-16-9, 7 Miss. Admin. Code Pt. 3 Ch. 36, R. 36.1, 7 Miss. Admin. Code Pt. 3 Ch. 74, R. 74.2, 7 Miss. Admin. Code Pt. 3 Ch. 78, R. 78.1, R. 78.7, and Appendix F of the *Mississippi Public School Accountability Standards, 2016*

### **SUMMARY of FINDINGS**

- The District failed to comply with test security procedures required for the Mississippi Statewide Assessment System as outlined in Appendix F of the *Mississippi Public School Accountability Standards, 2016*.
- The District Test Security Plan failed to include individualized School Test Security Plans.
- The three (3) schools monitored during the Spring 2017 Testing Window failed to comply with test security procedures outlined in Appendix F: Baker Elementary School, Callaway High School, and Forest Hill High School.
- Provine High School reported missing secure testing materials.
- The data forensic results indicate that six (6) of the seven (7) high schools had students who received an invalidated test score.

**The District is NONCOMPLIANT with Process Standard 16 and Appendix F of the *Mississippi Public School Accountability Standards, 2016*.**

<b>FINDINGS</b>	<b>CORRECTIVE ACTION</b>	<b>TIMELINE</b>
<p>The District failed to comply with the following test security requirements outlined in Appendix F of the <i>Mississippi Public School Accountability Standards, 2016</i>, during the Spring 2017 Testing Window:</p> <ul style="list-style-type: none"><li>• Section IV(2)(a-c): District and School Test Security Plans</li><li>• Section IV(3): Secure Test Material</li><li>• Section IV(4): Missing Test Materials</li><li>• Section IV(6): Two People Present At All Times</li><li>• Section IV(7): Access To Questions/Answers</li><li>• Section IV(8): Reproducing/Disclosing Test Materials</li><li>• Section IV(9): Coaching, Altering, Interfering With Responses</li><li>• Section IV(11): Appropriate allowable accommodations are provided for all students</li></ul>	<p>To comply with Miss. Code Ann. §§ 37-16-1 through 4, § 37-16-9, 7 Miss. Admin. Code Pt. 3 Ch. 36, R. 36.1, 7 Miss. Admin. Code Pt. 3 Ch. 74, R. 74.2, 7 Miss. Admin. Code Pt. 3 Ch. 78, R. 78.1, R. 78.7, and Appendix F of the <i>Mississippi Public School Accountability Standards, 2016</i>, the District shall develop and implement a District Test Security Plan that contains all required components and correct all noted deficiencies outlined in this report.</p> <p>In accordance with Appendix F, the District Test Security Plan shall be signed by the Superintendent, District Test Coordinator, and the Chairman of the School Board.</p> <p>The Superintendent and the District Test Coordinator shall ensure that the School Test Coordinator in all elementary, middle, and high schools develops and implements a comprehensive and personalized test security plan during</p>	<p>October 15, 2017</p>

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• Section IV(13): Tests not administered according to the standard procedures</li> <li>• Section IV(19): Electronic Devices</li> </ul> <p><b>ON-SITE FINDINGS:</b></p> <p><b><u>Jackson Public School District</u></b>  The District Test Security Plan did not contain all required components. Specifically, the District Test Security Plan lacked individual School Test Security Plans.</p> <p><b><u>Baker Elementary School</u></b>  During the Spring 2017 Testing Window, the MDE conducted a site visit to Baker Elementary School. The MDE found:</p> <ul style="list-style-type: none"> <li>• The school failed to provide a School Test Security Plan.</li> <li>• The Principal purposefully tried to prevent the MDE from viewing all testing rooms.</li> <li>• Secure testing tickets were left unattended in an unlocked computer lab.</li> <li>• An employee walked downstairs to the Principal's office unaccompanied by another individual with an ELA writing test booklet.</li> <li>• Secure testing materials were left unattended in the distribution room; and at times, were left with only one (1) individual.</li> <li>• The Test Administrator had an electronic device (iPad) inside the testing environment. The iPad repeatedly sounded during testing.</li> <li>• The school failed to provide some students with the appropriate amount of time during statewide testing. In most cases, the school failed to provide</li> </ul>	<p>statewide testing for the 2017-2018 school year. The School Test Security Plan shall be included in the District Test Security Plan and be signed by the Principal, School Test Coordinator, and the District Test Coordinator.</p> <p>The District Test Security Plan shall identify all individuals who have access to the secure storage area(s) at the District and school sites.</p> <p>The District shall ensure that the School Test Coordinators at Baker Elementary School, Calloway High School, Forest Hill High School, and Provine High School develop and implement a comprehensive and personalized test security plan and corrective action plan that specifically addresses each of the Appendix F violations outlined in this report.</p> <p>The District shall ensure that the District Test Coordinator conducts a personalized and comprehensive School Test Coordinator training for all schools involved in statewide testing.</p> <p>The District shall ensure that test security procedures required by the Mississippi Statewide Assessment System are followed by each participating individual assigned to assist with statewide testing.</p> <p>Contact Walt Drane, Executive Director of Student Assessment and District and School Performance, at <a href="mailto:WDrane@mdek12.org">WDrane@mdek12.org</a> or 601.359.3052 for technical assistance or when the District is prepared for a follow-up visit to verify compliance with Process Standard 16 and Appendix F.</p>	

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>the student(s) enough time to take the assessment. In some cases, the school provided students with too much time.</p> <p>During the Spring 2017 Testing Window, the MDE visited two (2) of the seven (7) high schools within the District, Calloway High School and Forest Hill High School.</p> <p><b><u>Calloway High School</u></b> The MDE found:</p> <ul style="list-style-type: none"> <li>• During active testing, two (2) testing rooms had no Test Administrator or Proctor during statewide testing. No other adult was present.</li> <li>• For at least 24 minutes during the testing session, only one (1) adult was present in the same two (2) testing rooms referenced above.</li> <li>• For approximately two (2) minutes, no adult was present in the library where testing was occurring.</li> <li>• The school allowed students to talk to each other during statewide testing.</li> <li>• The school failed to provide some students with the appropriate amount of time during statewide testing. Some students received additional time to test beyond the allotted timeframe provided within the Test Administrator Manual.</li> <li>• The Hall Monitor had an electronic device (cellphone) inside the testing environment. The phone sounded during testing.</li> </ul> <p><b><u>Forest Hill High School</u></b> The MDE found:</p> <ul style="list-style-type: none"> <li>• A Proctor provided answers to a student during statewide testing.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• A student had a cellphone and was observed talking on the cellphone during statewide testing.</li> <li>• The school failed to provide students with the appropriate amount of time to take the test.</li> <li>• A Test Administrator and Proctor were talking amongst themselves during statewide testing.</li> <li>• The School Test Coordinator, Assistant School Test Coordinator, Multiple Test Administrators, and Proctors all had electronic devices during statewide testing.</li> <li>• Secure testing materials were left unattended in the distribution room, and at times, were left with only one (1) individual.</li> <li>• Students did not receive the appropriate accommodations during statewide testing.</li> </ul> <p><b>SELF-REPORTED FINDINGS:</b></p> <p><b><u>Provine High School</u></b> Following the Spring 2017 Testing Window, the District self-reported to the MDE via e-mail that there was a missing ELA Writing Booklet.</p> <p><b>DATA FORENSIC FINDINGS:</b></p> <p>The data forensic results for Jackson Public School District indicate that six (6) out of seven (7) high schools had students who received an invalidated test score in the areas of Algebra I, Biology I, English II, and/or U.S. History for extreme similarity and/or wrong-to-right answer changes that exceed the extreme threshold.</p> <p>The following is a summary report for each of the seven (7) high schools in the four (4) subject area courses that</p>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>were flagged for test instances for statistics that exceeded the extreme threshold in Spring 2017.</p> <p><b><u>Callaway High School</u></b>  Algebra I: <ul style="list-style-type: none"> <li>Four (4) of 419 students tested were invalidated for extreme similarity</li> </ul> Biology I: <ul style="list-style-type: none"> <li>Two (2) of 336 students tested were invalidated for extreme similarity</li> </ul> English II: <ul style="list-style-type: none"> <li>Two (2) of 496 students tested were invalidated for extreme similarity</li> </ul> U.S. History: <ul style="list-style-type: none"> <li>Two (2) of 226 student tested were invalidated for wrong to right answer changes</li> </ul> <p><b><u>Forest Hill High School</u></b>  U.S. History: <ul style="list-style-type: none"> <li>Eight (8) of 252 students tested were invalidated for extreme similarity</li> </ul> <p><b><u>Jim Hill High School</u></b>  Algebra I: <ul style="list-style-type: none"> <li>Two (2) of 502 students tested were invalidated for extreme similarity</li> </ul> U.S. History: <ul style="list-style-type: none"> <li>Two (2) of 251 students tested were invalidated for extreme similarity</li> </ul> <p><b><u>Provine High School</u></b>  Biology I: <ul style="list-style-type: none"> <li>Two (2) of 313 students tested were invalidated for extreme similarity</li> </ul> </p></p></p></p>		



FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b><u>Lanier High School</u></b>  Biology I:</p> <ul style="list-style-type: none"> <li>Two (2) of 287 students tested were invalidated for extreme similarity</li> </ul> <p>U.S. History:</p> <ul style="list-style-type: none"> <li>Two (2) of 162 students tested were invalidated for extreme similarity</li> </ul> <p><b><u>Murrah High School</u></b>  Algebra I:</p> <ul style="list-style-type: none"> <li>Eight (8) of 375 students tested were invalidated for extreme similarity</li> </ul> <p>Biology I:</p> <ul style="list-style-type: none"> <li>Two (2) of 379 students tested were invalidated for extreme similarity</li> <li>One (1) of 379 students tested was invalidated for wrong to right answer changes</li> </ul> <p>U.S. History:</p> <ul style="list-style-type: none"> <li>Four (4) of 276 students tested were invalidated for extreme similarity</li> </ul>		

**Standard 17: The school district is in compliance with state and/or federal requirements for the following programs:**

**17.1: Early Childhood Programs (kindergarten and teacher assistant) [Districts Meeting the Highest Levels of Performance are exempted from provisions of subsection (4) of Miss. Code Ann. § 37-21-7.]**

**REGULATIONS: Miss. Code Ann. § 37-21-1, et seq., § 37-21-7, 7 Miss. Admin. Code Pt. 3, Ch. 42, R 42.1, Ch. 62, R 62.6, and the *Mississippi Kindergarten Guidelines***

#### **SUMMARY of FINDINGS**

- The MDE monitored 29 elementary schools containing kindergarten classrooms. The MDE monitored Standard 17.1 in all 29 of the elementary schools and 100% of the classrooms.
- The MDE monitored 15% of the student's files for each classroom.
- The District is noncompliant/had findings in all the elementary schools containing kindergarten classes.

**The District is NONCOMPLIANT with Process Standard 17.1.**

<b>FINDINGS</b>	<b>CORRECTIVE ACTION</b>	<b>TIMELINE</b>
<p><b><u>Baker Elementary School</u></b></p> <ul style="list-style-type: none"><li>• The school failed to produce immunization forms (Form 121) for all kindergarten records.</li><li>• The school failed to place safety covers in all unused sockets.</li><li>• The school failed to document assistant teacher education qualification requirement.</li><li>• The school failed to document professional development provided to assistant teachers, teachers, and administrators.</li><li>• The school failed to integrate in their lesson plans: art and dramatic play; or provide fiction and non-fiction books, manipulatives, writing materials and creative art materials accessible to children; and a minimum of three (3) learning centers accessible for simultaneous use by children for 120 minutes per day of learning center play.</li></ul>	<ul style="list-style-type: none"><li>• In order to comply with Miss. Code Ann. § 37-13-67, the District/school shall review all files to ensure that all required immunization forms (Form 121) are present.</li><li>• In order to comply with the <i>Mississippi Kindergarten Guidelines (2015), Section II, A1a, page 10</i>, the District/school shall place safety covers on all sockets that aren't in use.</li><li>• In order to comply with the <i>Mississippi Kindergarten Guidelines (2015), Section IV, A1, page 17</i>, the District/school shall redesign lesson plan template to integrate all kindergarten subjects that align to a thematic unit; as required by the <i>Mississippi Kindergarten Guidelines (2015), Section IV, A3c, page 18</i>, revise the daily</li></ul>	<p>Unless otherwise noted in this section of the report, the deadline for the District to complete the corrective actions is November 30, 2017.</p>

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• The school failed to conduct hearing and vision screenings on all kindergarten children within the first 30 days of enrollment.</li> <li>• The school failed to plan evaluations of children's progress using MDE standards for social/emotional development.</li> <li>• The school failed to provide parents the 2016-2017 parent handbook.</li> <li>• The school failed to schedule two (2) parent-teacher conferences.</li> </ul> <p><b><u>Barr Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to place safety covers in all unused sockets.</li> <li>• The school failed to document assistant teacher education qualification requirement.</li> <li>• The school failed to document professional development provided to assistant teachers, teachers, and administrators.</li> <li>• The school failed to integrate in their lesson plans: thematic units across kindergarten subjects; music, art, social studies, and dramatic play; and a minimum of three (3) learning centers accessible for simultaneous use by children for 120 minutes per day of learning center play.</li> <li>• The school failed to plan evaluations of children's progress using MDE standards for social/emotional development.</li> <li>• The school failed to provide parents the 2016-2017 parent handbook.</li> <li>• The school failed to schedule two (2) parent-teacher conferences.</li> </ul>	<p>kindergarten schedule to include three (3) learning centers for use by children for at least 120 minutes of simultaneous use.</p> <ul style="list-style-type: none"> <li>• In order to comply with the <i>Mississippi Kindergarten Guidelines (2015), Section IV A3c, page 18</i>, the District/school shall conduct hearing and vision screenings on the remaining kindergarten children who haven't yet been screened. For the 2017-2018 school year, conduct hearing and vision screening on all kindergarten children within the first 30 days of school.</li> <li>• In order to comply with the <i>Mississippi Kindergarten Guidelines (2015), Section V, A1, page 19</i>, the District/school shall revise the 2017-2018 parent handbook to include kindergarten philosophy, goals, and specific kindergarten information accessible to parents.</li> <li>• In order to comply with the <i>Mississippi Kindergarten Guidelines (2015), Section V, A2, page 20</i>, the District/school shall the schedule for two (2) parent-teacher conferences shall be distributed to parents at the beginning of the year.</li> <li>• In order to comply with the <i>Mississippi Kindergarten Guidelines (2015), Section II, A1b, page 10</i>, the District/school shall in the event of an emergency, adults shall be able to get to students, regardless of the student restroom location (classroom or hallway).</li> </ul>	

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b><u>Bates Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to place safety covers in all unused sockets.</li> <li>• The school failed to provide teachers with a method of entry into restroom for safety of children.</li> <li>• The school failed to provide a boundary between the designated outside play area, the driveway and parking lot.</li> <li>• The school failed to align the school day to be equal across all grades (Kindergarten had a different length of day than Grade 1).</li> <li>• The school failed to document professional development provided to assistant teachers, teachers, and administrators.</li> <li>• The school failed to integrate in their lesson plans: small group, whole group, individual instruction, and learning centers; thematic units across kindergarten subjects; science, art, social studies, and dramatic play; and a minimum of three (3) learning centers accessible for simultaneous use by children for 120 minutes per day of learning center play.</li> <li>• The school failed to conduct hearing and vision screenings on all kindergarten children within the first 30 days of enrollment.</li> <li>• The school failed to plan evaluations of children's progress using MDE standards for social/emotional development.</li> <li>• The school failed to provide parents the 2016-2017 parent handbook.</li> <li>• The school failed to schedule two (2) parent-teacher conferences.</li> </ul>	<ul style="list-style-type: none"> <li>• In order to comply with the <i>Mississippi Kindergarten Guidelines (2015), Section III, A2, page 15</i>, the District/school shall align school day to be equal across all grades.</li> <li>• In order to comply with the <i>Mississippi Kindergarten Guidelines (2015), Section III, C1b, page 17</i>, the District/school shall obtain copies of assistant teacher education to ensure that all personnel meet requirements for working in kindergarten classrooms.</li> <li>• In order to comply with the <i>Mississippi Kindergarten Guidelines (2015), Section III, C2, page 17</i>, the District/school shall provide regular training related to principles and methods of early childhood education and reading instruction for all teachers, assistant teachers, and administrators.</li> <li>• In order to comply with the <i>Mississippi Kindergarten Guidelines (2015), Section IV C3, page 19</i>, the District/school shall revise the assessment process to include observations and evaluation of children's social-emotional needs based on published MDE standards.</li> <li>• In order to comply with the <i>Mississippi Kindergarten K Guidelines (2015), Section II, B1, page 15</i>, the District/school shall ensure that children do not share outdoor play space with children in grades above Grade 3.</li> </ul>	<p>December 31, 2017</p>

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b><u>Brown Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to place safety covers in all unused sockets.</li> <li>• The school failed to integrate in their lesson plans: learning centers; thematic units across kindergarten subjects; music, art, and dramatic play; and a minimum of three (3) learning centers accessible for simultaneous use by children for 120 minutes per day of learning center play.</li> <li>• The school failed to plan evaluations of children's progress using MDE standards for social/emotional development.</li> <li>• The school failed to provide parents the 2016-2017 parent handbook.</li> <li>• The school failed to schedule two (2) parent-teacher conferences.</li> </ul> <p><b><u>Clausell Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to place safety covers in all unused sockets.</li> <li>• The school failed to repair/remove broken equipment thus creating an unsafe environment for children.</li> <li>• The school failed to integrate in their lesson plans: thematic units across kindergarten subjects; and a minimum of three (3) learning centers accessible for simultaneous use by children for 120 minutes per day of learning center play.</li> <li>• The school failed to conduct hearing and vision screenings on all kindergarten children within the first 30 days of enrollment.</li> <li>• The school failed to provide parents the 2016-2017 parent handbook.</li> </ul>	<ul style="list-style-type: none"> <li>• In order to comply with the <i>Mississippi Kindergarten Guidelines (2015), Section II, B2, page 15</i>, the District/school shall repair/remove broken play equipment from play area.</li> <li>• In order to comply with the <i>Mississippi Kindergarten Guidelines (2015), Section II, A1b, page 10</i>, the District/school shall relocate classroom to ensure that all children have access to a bathroom that is within 125 feet of the classroom.</li> <li>• In order to comply with the <i>Mississippi Kindergarten Guidelines (2015), Section III, A1, page 15</i>, the District/school shall identify an additional classroom for use in kindergarten so that children can be reallocated with enrollment not in excess of a ratio of 1:22 or 2:27.</li> <li>• In order to comply with the <i>Mississippi Kindergarten Guidelines (2015), Section II, B1, page 15</i>, the District/school shall identify and utilize play area access that does not require stairs to ensure equal access.</li> <li>• In order to comply with the <i>Mississippi Kindergarten Guidelines (2015), Section II, B2, page 15</i>, the District/school shall install a boundary between the play area and the driveway. Boundary shall prevent a child from accessing parking lot/driveway as well as prevent an automobile from entering play space.</li> </ul>	<p>May 31, 2018</p>

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b><u>Dawson Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to place safety covers in all unused sockets.</li> <li>• The school failed to integrate in their lesson plans: thematic units across kindergarten subjects; art, and dramatic play; and a minimum of three (3) learning centers accessible for simultaneous use by children for 120 minutes per day of learning center play.</li> <li>• The school failed to conduct hearing and vision screenings on all kindergarten children within the first 30 days of enrollment.</li> <li>• The school failed to plan evaluations of children's progress using MDE standards for social/emotional development.</li> <li>• The school failed to provide parents the 2016-2017 parent handbook.</li> <li>• The school failed to schedule two (2) parent-teacher conferences.</li> </ul> <p><b><u>Galloway Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to produce immunization forms (Form 121) for all kindergarten records.</li> <li>• The school failed to locate a bathroom within 125 feet of the classroom.</li> <li>• The school failed to place safety covers in all unused sockets.</li> <li>• The school failed to provide teachers with a method of entry into restroom for safety of children.</li> <li>• The school failed to provide a boundary between the designated outside play area, the driveway and parking lot.</li> <li>• The school failed to meet the teacher-pupil ratio of 1:22 maximum.</li> </ul>	<p>Contact Dr. Jill Dent, Director of Early Childhood, Office of Elementary Education and Reading, at <a href="mailto:JDent@mdek12.org">JDent@mdek12.org</a> or 601.359.2586 for technical assistance or when the District is prepared for a follow-up visit to verify compliance with Process Standard 17.1.</p>	

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• The school failed to document professional development provided to assistant teachers, teachers, and administrators.</li> <li>• The school failed to integrate in their lesson plans: small group, whole group, individual instruction, and learning centers; thematic units across kindergarten subjects; language arts, music, art, social studies, and dramatic play; or provide fiction and non-fiction books, manipulatives, writing materials and creative art materials accessible to children; utilize the state-adopted kindergarten standards to guide instruction; and a minimum of three (3) learning centers accessible for simultaneous use by children for 120 minutes per day of learning center play.</li> <li>• The school failed to plan evaluations of children's progress using MDE standards for social/emotional development.</li> <li>• The school failed to conduct hearing and vision screenings on all kindergarten children within the first 30 days of enrollment.</li> <li>• The school failed to provide parents the 2016-2017 parent handbook.</li> <li>• The school failed to schedule two (2) parent-teacher conferences.</li> </ul> <p><b><u>George Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to place safety covers in all unused sockets.</li> <li>• The school failed to integrate in their lesson plans: small group, whole group, individual instruction, and learning centers; thematic units across kindergarten subjects; art and dramatic play; and a minimum of three (3) learning centers accessible for</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>simultaneous use by children for 120 minutes per day of learning center play.</p> <ul style="list-style-type: none"> <li>• The school failed to conduct hearing and vision screenings on all kindergarten children within the first 30 days of enrollment.</li> <li>• The school failed to plan evaluations of children's progress using MDE standards for social/emotional development.</li> <li>• The school failed to provide parents the 2016-2017 parent handbook.</li> <li>• The school failed to schedule two (2) parent-teacher conferences.</li> </ul> <p><b><u>Green Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to place safety covers in all unused sockets.</li> <li>• The school failed to provide a boundary between the designated outside play area, the driveway and parking lot.</li> <li>• The school failed to document professional development provided to assistant teachers, teachers, and administrators.</li> <li>• The school failed to integrate in their lesson plans: thematic units across kindergarten subjects; art, social studies, science, and dramatic play; and a minimum of three (3) learning centers accessible for simultaneous use by children for 120 minutes per day of learning center play.</li> <li>• The school failed to conduct hearing and vision screenings on all kindergarten children within the first 30 days of enrollment.</li> <li>• The school failed to plan evaluations of children's progress using MDE standards for social/emotional development.</li> </ul>		



FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• The school failed to provide parents the 2016-2017 parent handbook.</li> <li>• The school failed to schedule two (2) parent-teacher conferences.</li> </ul> <p><b><u>John Hopkins Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to place safety covers in all unused sockets.</li> <li>• The school failed to provide a boundary between the designated outside play area, the driveway and parking lot.</li> <li>• The school failed to repair/remove broken equipment thus creating an unsafe environment for children.</li> <li>• The school failed to meet teacher education qualification requirement for one (1) kindergarten teacher.</li> <li>• The school failed to integrate in their lesson plans: thematic units across kindergarten subjects; art, social studies, and dramatic play; or provide fiction and non-fiction books, manipulatives, writing materials and creative art materials accessible to children; and a minimum of three (3) learning centers accessible for simultaneous use by children for 120 minutes per day of learning center play.</li> <li>• The school failed to conduct hearing and vision screenings on all kindergarten children within the first 30 days of enrollment.</li> <li>• The school failed to provide parents the 2016-2017 parent handbook.</li> <li>• The school failed to schedule two (2) parent-teacher conferences.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b><u>Johnson Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to produce immunization forms (Form 121) for all kindergarten records.</li> <li>• The school failed to place safety covers in all unused sockets.</li> <li>• The school failed to provide a boundary between the designated outside play area, the driveway and parking lot.</li> <li>• The school failed to document hours of professional development provided to assistant teachers, teachers, and administrators.</li> <li>• The school failed to integrate in their lesson plans: thematic units across kindergarten subjects; all subject areas and a minimum of three (3) learning centers accessible for simultaneous use by children for 120 minutes per day of learning center play.</li> <li>• The school failed to plan evaluations of children's progress using MDE standards for social/emotional development.</li> <li>• The school failed to provide parents the 2016-2017 parent handbook.</li> <li>• The school failed to schedule two (2) parent-teacher conferences.</li> </ul> <p><b><u>Key Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to place safety covers in all unused sockets.</li> <li>• The school failed to document teacher and assistant teacher education qualification requirement.</li> <li>• The school failed to document hours of professional development provided to assistant teachers, teachers, and administrators.</li> <li>• The school failed to integrate in their lesson plans: small group, whole group, individual instruction,</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>and learning centers; thematic units across kindergarten subjects; art and dramatic play; and a minimum of three (3) learning centers accessible for simultaneous use by children for 120 minutes per day of learning center play.</p> <ul style="list-style-type: none"> <li>• The school failed to conduct hearing and vision screenings on all kindergarten children within the first 30 days of enrollment.</li> <li>• The school failed to plan evaluations of children's progress using MDE standards for social/emotional development.</li> <li>• The school failed to provide parents the 2016-2017 parent handbook.</li> <li>• The school failed to schedule two (2) parent-teacher conferences.</li> </ul> <p><b><u>Lake Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to place safety covers in all unused sockets.</li> <li>• The school failed to provide a boundary between the designated outside play area, the driveway and parking lot.</li> <li>• The school failed to document professional development provided to assistant teachers, teachers, and administrators.</li> <li>• The school failed to integrate in their lesson plans: small group, whole group, individual instruction, and learning centers; thematic units across kindergarten subjects; art and dramatic play; and a minimum of three (3) learning centers accessible for simultaneous use by children for 120 minutes per day of learning center play.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• The school failed to conduct hearing and vision screenings on all kindergarten children within the first 30 days of enrollment.</li> <li>• The school failed to plan evaluations of children's progress using MDE standards for social/emotional development.</li> <li>• The school failed to provide parents the 2016-2017 parent handbook.</li> <li>• The school failed to schedule two (2) parent-teacher conferences.</li> </ul> <p><b><u>Lee Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to place safety covers in all unused sockets.</li> <li>• The school failed to provide teachers with a method of entry into restroom for safety of children.</li> <li>• The school failed to meet the teacher-pupil ratio of 1:22 maximum. Kindergarten classroom roster showed student enrollment of 28.</li> <li>• The school failed to document professional development provided to assistant teachers, teachers, and administrators.</li> <li>• The school failed to integrate in their lesson plans: small group, whole group, individual instruction, and learning centers; thematic units across kindergarten subjects; art and dramatic play; and a minimum of three (3) learning centers accessible for simultaneous use by children for 120 minutes per day of learning center play.</li> <li>• The school failed to conduct hearing and vision screenings on all kindergarten children within the first 30 days of enrollment.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• The school failed to plan evaluations of children’s progress using MDE standards for social/emotional development.</li> <li>• The school failed to provide parents the 2016-2017 parent handbook.</li> <li>• The school failed to schedule two (2) parent-teacher conferences.</li> </ul> <p><b><u>McLeod Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to produce immunization forms (Form 121) for all kindergarten records.</li> <li>• The school failed to place safety covers in all unused sockets.</li> <li>• The school failed to provide a boundary between the designated outside play area, the driveway and parking lot.</li> <li>• The school failed to document professional development provided to assistant teachers, teachers, and administrators.</li> <li>• The school failed to integrate in their lesson plans: thematic units across kindergarten subjects; all kindergarten subject areas; or provide fiction and non-fiction books, manipulatives, writing materials and creative art materials accessible to children; and a minimum of three (3) learning centers accessible for simultaneous use by children for 120 minutes per day of learning center play.</li> <li>• The school failed to conduct hearing and vision screenings on all kindergarten children within the first 30 days of enrollment.</li> <li>• The school failed to plan evaluations of children’s progress using MDE standards for social/emotional development.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• The school failed to provide parents the 2016-2017 parent handbooks.</li> <li>• The school failed to schedule two (2) parent-teacher conferences.</li> </ul> <p><b><u>McWillie Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to place safety covers in all unused sockets.</li> <li>• The school failed to provide teachers with a method of entry into restroom for safety of children.</li> <li>• The school failed to document professional development provided to assistant teachers, teachers, and administrators.</li> <li>• The school failed to integrate in their lesson plans: small group, whole group, individual instruction, and learning centers; thematic units across kindergarten subjects; dramatic play; or provide fiction and non-fiction books, manipulatives, writing materials and creative art materials accessible to children; and utilize the state-adopted kindergarten standards to guide instruction.</li> <li>• The school failed to plan evaluations of children's progress using MDE standards for social/emotional development.</li> <li>• The school failed to provide parents the 2016-2017 parent handbook.</li> <li>• The school failed to schedule two (2) parent-teacher conferences.</li> </ul> <p><b><u>Marshall Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to place safety covers in all unused sockets.</li> <li>• The school failed to provide teachers with a method of entry into restroom for safety of children.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• The school failed to repair/remove broken equipment thus creating an unsafe environment for children.</li> <li>• The school failed to document assistant teacher education qualification requirement.</li> <li>• The school failed to document professional development provided to assistant teachers, teachers, and administrators.</li> <li>• The school failed to integrate in their lesson plans: thematic units across kindergarten subjects; music, art, social studies, and dramatic play; and a minimum of three (3) learning centers accessible for simultaneous use by children for 120 minutes per day of learning center play.</li> <li>• The school failed to conduct hearing and vision screenings on all kindergarten children within the first 30 days of enrollment.</li> <li>• The school failed to plan evaluations of children's progress using MDE standards for social/emotional development.</li> <li>• The school failed to provide parents the 2016-2017 parent handbook.</li> <li>• The school failed to schedule two (2) parent-teacher conferences.</li> </ul> <p><b><u>North Jackson Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to place safety covers in all unused sockets.</li> <li>• The school failed to provide a boundary between the designated outside play area, the driveway and parking lot.</li> <li>• The school failed to document assistant teacher education qualification requirement.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• The school failed to document professional development provided to assistant teachers, teachers, and administrators.</li> <li>• The school failed to integrate in their lesson plans: thematic units across kindergarten subjects; art and dramatic play; and a minimum of three (3) learning centers accessible for simultaneous use by children for 120 minutes per day of learning center play.</li> <li>• The school failed to conduct hearing and vision screenings on all kindergarten children within the first 30 days of enrollment.</li> <li>• The school failed to plan evaluations of children's progress using MDE standards for social/emotional development.</li> <li>• The school failed to provide parents the 2016-2017 parent handbook.</li> <li>• The school failed to schedule two (2) parent-teacher conferences.</li> </ul> <p><b><u>Oak Forest Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to meet the teacher-pupil ratio of 1:22 maximum. All kindergarten classroom rosters showed student enrollment of 29.</li> <li>• The school failed to allow for students to participate in a minimum of 30 minutes of daily physical activity.</li> <li>• The school failed to document teacher education qualification requirement.</li> <li>• The school failed to integrate in their lesson plans: small group, whole group, individual instruction, and learning centers; thematic units across kindergarten subjects; art and dramatic play; utilize the state-adopted kindergarten standards to guide instruction; and a minimum of three (3) learning</li> </ul>		



FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>centers accessible for simultaneous use by children for 120 minutes per day of learning center play.</p> <ul style="list-style-type: none"> <li>• The school failed to plan evaluations of children's progress using MDE standards for social/emotional development.</li> <li>• The school failed to provide parents the 2016-2017 parent handbook.</li> </ul> <p><b><u>Pecan Park Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to place safety covers in all unused sockets.</li> <li>• The school failed to provide a boundary between the designated outside play area, the driveway and parking lot.</li> <li>• The school failed to identify and utilize play area access that does not require stairs. Students in wheelchairs were denied access to play area.</li> <li>• The school failed to repair/remove broken equipment thus creating an unsafe environment for children.</li> <li>• The school failed to meet the teacher-pupil ratio of 1:22 maximum. All kindergarten classroom rosters showed student enrollment of 28.</li> <li>• The school failed to document professional development provided to assistant teachers, teachers, and administrators.</li> <li>• The school failed to integrate in their lesson plans: thematic units across kindergarten subjects which includes: music, art, social studies, physical activity and dramatic play; or provide fiction and non-fiction books, manipulatives, writing materials and creative art materials; and a minimum of three (3) learning centers accessible for simultaneous use by</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>children for 120 minutes per day of learning center play.</p> <ul style="list-style-type: none"> <li>• The school failed to conduct hearing and vision screenings on all kindergarten children within the first 30 days of enrollment.</li> <li>• The school failed to plan evaluations of children's progress using MDE standards for social/emotional development.</li> <li>• The school failed to provide parents the 2016-2017 parent handbook.</li> <li>• The school failed to schedule two (2) parent-teacher conferences.</li> </ul> <p><b><u>Poindexter Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to place safety covers in all unused sockets.</li> <li>• The school failed to locate the boy's bathroom within 125 feet of the classroom.</li> <li>• The school failed to repair/remove broken equipment thus creating an unsafe environment for children.</li> <li>• The school failed to design an outdoor area so that kindergarten and children over Grade 3 do not have to share play space at the same time.</li> <li>• The school failed to document teacher education qualification requirement.</li> <li>• The school failed to document assistant teacher education qualification requirement.</li> <li>• The school failed to integrate in their lesson plans: thematic units across kindergarten subjects; social studies and dramatic play; and a minimum of three (3) learning centers accessible for simultaneous use by children for 120 minutes per day of learning center play.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• The school failed to conduct hearing and vision screenings on all kindergarten children within the first 30 days of enrollment.</li> <li>• The school failed to plan evaluations of children's progress using MDE standards for social/emotional development.</li> <li>• The school failed to provide parents the 2016-2017 parent handbook.</li> </ul> <p><b><u>Raines Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to place safety covers in all unused sockets.</li> <li>• The school failed to integrate in their lesson plans: thematic units across kindergarten subjects; are, science, and dramatic play; or provide fiction and non-fiction books, manipulatives, writing materials and creative art materials accessible to children; and a minimum of three (3) learning centers accessible for simultaneous use by children for 120 minutes per day of learning center play.</li> <li>• The school failed to provide parents the 2016-2017 parent handbook.</li> </ul> <p><b><u>Spann Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to place safety covers in all unused sockets.</li> <li>• The school failed to provide a boundary between the designated outside play area, the driveway and parking lot.</li> <li>• The school failed to document professional development provided to assistant teachers, teachers, and administrators.</li> <li>• The school failed to integrate in their lesson plans:</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>small group, whole group, individual instruction, and learning centers; thematic units across kindergarten subjects, which includes, music, art, social studies, and dramatic play; and a minimum of three (3) learning centers accessible for simultaneous use by children for 120 minutes per day of learning center play.</p> <ul style="list-style-type: none"> <li>• The school failed to plan evaluations of children's progress using MDE standards for social/emotional development.</li> <li>• The school failed to provide parents the 2016-2017 parent handbook.</li> </ul> <p><b><u>Sykes Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to place safety covers in all unused sockets.</li> <li>• The school failed to document assistant teacher education qualification requirement.</li> <li>• The school failed to integrate in their lesson plans: small group, whole group, individual instruction, and learning centers; thematic units across kindergarten subjects, which includes, music, art, social studies, and dramatic play; and a minimum of three (3) learning centers accessible for simultaneous use by children for 120 minutes per day of learning center play.</li> <li>• The school failed to conduct hearing and vision screenings on all kindergarten children within the first 30 days of enrollment.</li> <li>• The school failed to plan evaluations of children's progress using MDE standards for social/emotional development.</li> <li>• The school failed to provide parents the 2016-2017 parent handbook.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• The school failed to schedule two (2) parent-teacher conferences.</li> </ul> <p><b><u>Van Winkle Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to place safety covers in all unused sockets.</li> <li>• The school failed to allow for students to participate in a minimum of 30 minutes of daily physical activity.</li> <li>• The school failed to document professional development provided to assistant teachers, teachers, and administrators.</li> <li>• The school failed to integrate in their lesson plans: thematic units across kindergarten subjects; and a minimum of three (3) learning centers accessible for simultaneous use by children for 120 minutes per day of learning center play.</li> <li>• The school failed to provide parents the 2016-2017 parent handbook.</li> <li>• The school failed to schedule two (2) parent-teacher conferences.</li> </ul> <p><b><u>Walton Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to place safety covers in all unused sockets.</li> <li>• The school failed to document professional development provided to assistant teachers, teachers, and administrators.</li> <li>• The school failed to integrate in their lesson plans: small group, whole group, individual instruction, and learning centers; thematic units across kindergarten subjects, which includes, music, art, social studies, and dramatic play; and a minimum of three (3) learning centers accessible for</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>simultaneous use by children for 120 minutes per day of learning center play.</p> <ul style="list-style-type: none"> <li>• The school failed to conduct hearing and vision screenings on all kindergarten children within the first 30 days of enrollment.</li> <li>• The school failed to plan evaluations of children's progress using MDE standards for social/emotional development.</li> <li>• The school failed to provide parents the 2016-2017 parent handbook.</li> <li>• The school failed to schedule two (2) parent-teacher conferences.</li> </ul> <p><b><u>Watkins Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to produce immunization forms (Form 121) for all kindergarten records.</li> <li>• The school failed to place safety covers in all unused sockets.</li> <li>• The school failed to provide a boundary between the designated outside play area, the driveway and parking lot.</li> <li>• The school failed to document professional development provided to assistant teachers, teachers, and administrators.</li> <li>• The school failed to integrate in their lesson plans: small group, whole group, individual instruction, and learning centers; thematic units across kindergarten subjects, which include, language arts, music, art, social studies, and dramatic play; manipulatives, writing materials and creative art materials accessible to children; and a minimum of three (3) learning centers accessible for simultaneous use by children for 120 minutes per day of learning center play.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• The school failed to conduct hearing and vision screenings on all kindergarten children within the first 30 days of enrollment.</li> <li>• The school failed to plan evaluations of children's progress using MDE standards for social/emotional development.</li> <li>• The school failed to provide parents the 2016-2017 parent handbook.</li> <li>• The school failed to schedule two (2) parent-teacher conferences.</li> </ul> <p><b><u>Wilkins Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to place safety covers in all unused sockets.</li> <li>• The school failed to provide a boundary between the designated outside play area, the driveway and parking lot.</li> <li>• The school failed to repair/remove broken equipment thus creating an unsafe environment for children.</li> <li>• The school failed to allow for students to participate in a minimum of 30 minutes of daily physical activity.</li> <li>• The school failed to document assistant teacher education qualification requirement.</li> <li>• The school failed to integrate in their lesson plans: small group, whole group, individual instruction, and learning centers; thematic units across kindergarten subjects; and a minimum of three (3) learning centers accessible for simultaneous use by children for 120 minutes per day of learning center play.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• The school failed to conduct hearing and vision screenings on all kindergarten children within the first 30 days of enrollment.</li> <li>• The school failed to plan evaluations of children's progress using MDE standards for social/emotional development.</li> <li>• The school failed to provide parents the 2016-2017 parent handbook.</li> <li>• The school failed to schedule two (2) parent-teacher conferences.</li> </ul> <p><b><u>Woodville Heights Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to place safety covers in all unused sockets.</li> <li>• The school failed to document assistant teacher education qualification requirement.</li> <li>• The school failed to integrate in their lesson plans: thematic units across kindergarten subjects; art, and dramatic play; and a minimum of three (3) learning centers accessible for simultaneous use by children for 120 minutes per day of learning center play.</li> <li>• The school failed to conduct hearing and vision screenings on all kindergarten children within the first 30 days of enrollment.</li> <li>• The school failed to plan evaluations of children's progress using MDE standards for social/emotional development.</li> <li>• The school failed to provide parents the 2016-2017 parent handbook.</li> <li>• The school failed to schedule two (2) parent-teacher conferences.</li> </ul>		



**Standard 17: The school District is in compliance with state and/or federal requirements for the following programs:**

**17.2: Early Childhood Programs (pre-kindergarten and teacher assistant) [Districts Meeting the Highest Levels of Performance are exempted from provisions of subsection (4) of Miss. Code Ann. § 37-21-7.]**

**REGULATIONS: Miss. Code Ann. § 37-7-301(ss) and (zz), 7 Miss. Admin. Code Pt. 3, Ch. 28, R. 28.4, and the *Mississippi Early Learning Guidelines***

#### **SUMMARY of FINDINGS**

- The MDE monitored 22 elementary schools with pre-kindergarten classrooms. The MDE monitored Standard 17.2 in 100% of the elementary schools with pre-kindergarten and 100% of pre-kindergarten classrooms.
- The MDE monitored 15% of the students' files for each classroom.
- The District is noncompliant/had findings in all 22 elementary schools containing pre-kindergarten classrooms.

**The District is NONCOMPLIANT with Process Standard 17.2.**

<b>FINDINGS</b>	<b>CORRECTIVE ACTION</b>	<b>TIMELINE</b>
<b><u>Baker Elementary School</u></b> <ul style="list-style-type: none"><li>• The school failed to provide 330 minutes of instructional time in a full-day program.</li><li>• The school failed to schedule three (3) parent-teacher conferences.</li><li>• The school failed to schedule 120 minutes per day of learning center play for children.</li><li>• The school failed to provide parents the 2016-2017 parent handbook.</li><li>• The school failed to document 15 hours of professional development provided to assistant teachers, teachers, and administrators.</li></ul>	<p>In order to comply with <i>Miss. Code Ann. § 37-13-6</i>, the District/school shall extend the length of the school day to ensure 330 minutes of instructional time.</p> <p>In order to comply with the <i>Mississippi Early Learning Guidelines for Classrooms Serving Four-Year-Olds</i> (hereafter referred to as <i>MS Pre-K Guidelines</i>), <i>Section V, A2, page 13</i>, the District/school shall schedule three (3) parent-teacher conferences and distribute schedule to parents at the beginning of the year.</p>	Unless otherwise noted in this section of the report, the deadline for the District to complete the corrective actions is November 30, 2017.
<b><u>Barr Elementary School</u></b> <ul style="list-style-type: none"><li>• The school failed to place safety covers in all unused sockets.</li></ul>	<p>In order to comply with the <i>MS Pre-K Guidelines, Section IV, A3c, page 11</i>, the school/District shall revise the daily pre-kindergarten schedule to include</p>	

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>The school failed to provide 330 minutes of instructional time in a full-day program.</li> <li>The school failed to allow for students to participate in a minimum of 40 minutes of daily physical activity.</li> <li>The school failed to document assistant teacher education qualification requirement.</li> </ul> <p><b><u>Brown Elementary School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to document pre-k teacher and teacher assistant education qualification requirement.</li> <li>The school failed to document 15 hours of professional development provided to assistant teachers, teachers, and administrators.</li> <li>The school failed to provide parents the 2016-2017 parent handbook.</li> </ul> <p><b><u>Clausell Elementary School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to place safety covers in all unused sockets.</li> <li>The school failed to document 15 hours of professional development provided to assistant teachers, teachers, and administrators.</li> <li>The school failed to provide parents the 2016-2017 parent handbook.</li> </ul> <p><b><u>Dawson Elementary School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to schedule 330 instructional minutes for a full day pre-kindergarten program.</li> <li>The school failed to provide documentation of pre-k teacher education qualification requirement.</li> <li>The school failed to provide parents the 2016-2017 parent handbook.</li> </ul>	<p>120 minutes of simultaneous use of learning center activities.</p> <p>In order to comply with <i>MS Pre-K Guidelines, Section V, A1, page 13</i>, the District/school shall revise the 2017-2018 parent handbook to include pre-kindergarten philosophy, goals, and specific pre-kindergarten information accessible to parents.</p> <p>In order to comply with the <i>MS Pre-K Guidelines, Section II, A1a, page 2</i>, the District/school shall place safety covers on all sockets that are not in use.</p> <p>In order to comply with by <i>MS Pre-K Guidelines, Section III, A3, page 8</i>, the District/school shall adjust the daily schedule to allow for a minimum of 40 minutes of physical activity per day. Time does not have to be continuous.</p> <p>In order to comply with <i>MS Pre-K Guidelines, Section III, B1a.b, page 8-9</i>, the District/school shall obtain copies of teacher and teacher assistant education to ensure that all personnel meet requirements for working in pre-kindergarten classrooms.</p> <p>In order to comply with the <i>Miss. Code Ann. § 37-15-9</i>, the District/school shall review all children's files to ensure that all required immunization forms (Form 121) are present.</p> <p>In order to comply with the <i>MS Pre-K Guidelines, Section IV, A2a, page 10</i>, the District/school shall have a minimum of five (5) learning centers</p>	

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>The school failed to schedule three (3) parent-teacher conferences.</li> </ul> <p><b><u>Galloway Elementary School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to produce immunization forms (Form 121) for all pre-kindergarten records.</li> <li>The school failed to provide a boundary between the designated outside play area, the driveway, and parking lot.</li> <li>The school failed to document 15 hours of professional development provided to assistant teachers, teachers, and administrators.</li> <li>The school failed to provide parents the 2016-2017 parent handbook.</li> <li>The school failed to schedule three (3) parent-teacher conferences.</li> </ul> <p><b><u>George Elementary School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to place safety covers in all unused sockets.</li> <li>The school failed to provide accessibility to books and writing materials to children during learning centers.</li> <li>The school failed to provide parents the 2016-2017 parent handbook.</li> <li>The school failed to schedule three (3) parent-teacher conferences.</li> </ul> <p><b><u>Green Elementary School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to place safety covers in all unused sockets.</li> <li>The school failed to provide a boundary between the designated outside play area, the driveway, and parking lot.</li> </ul>	<p>containing books, manipulatives, and creative art materials organized, arranged, and labeled so they are accessible to children.</p> <p>In order to comply with <i>MS Pre-K Guidelines, Section II, B2, page 7</i> the District/school shall install a boundary between the play area and the driveway. Boundary shall prevent a child from accessing parking lot/driveway as well as prevent an automobile from entering play space.</p> <p>In order to comply with the <i>MS Pre-K Guidelines, Section II, B2, page 7</i>, the District/school shall repair/remove broken play equipment from play area.</p> <p>In order to comply with the <i>MS Pre-K Guidelines, Section III, 3A1, page 7</i>, the school/District shall ensure the teacher-child ratio shall be 1:10 maximum during the entire day. If an assistant teacher is assigned in the pre-kindergarten classroom for the entire day, the teacher-child ratio shall not exceed 2:20.</p> <p>In order to comply with the <i>MS Pre-K Guidelines, Section IV, A2a, page 10</i>, the District/school shall utilize the state-adopted pre-kindergarten standards to guide instruction and redesign the lesson plan template to integrate all pre-kindergarten subjects that align to a thematic unit, which should include dramatic play.</p> <p>In order to comply with the <i>MS Pre-K Guidelines, Section II, A1b, page 2</i>, the District/school shall</p>	<p>May 31, 2018</p>

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>The school failed to provide accessibility to fiction and non-fiction books, manipulatives and writing materials in the classroom.</li> <li>The school failed to document 15 hours of professional development provided to assistant teachers, teachers, and administrators.</li> <li>The school failed to provide parents the 2016-2017 parent handbook.</li> <li>The school failed to schedule three (3) parent-teacher conferences.</li> </ul> <p><b><u>John Hopkins Elementary School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to place safety covers in all unused sockets.</li> <li>The school failed to provide a boundary between the designated outside play area, the driveway, and parking lot.</li> <li>The school failed to repair/remove broken equipment thus creating an unsafe environment for children.</li> <li>The school failed to provide 330 minutes of instructional time in a full-day program.</li> <li>The school failed to provide accessibility to fiction and non-fiction books in learning centers.</li> <li>The school failed schedule 120 minutes per day of learning center play for children.</li> <li>The school failed to provide parents the 2016-2017 parent handbook.</li> <li>The school failed to schedule three (3) parent-teacher conferences.</li> </ul> <p><b><u>Johnson Elementary School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to place safety covers in all unused sockets.</li> </ul>	<p>provide each teacher with a method of entry into restroom for safety of children.</p> <p>In order to comply with the <i>MS Pre-K Guidelines, Section IV, A1, page10</i>, the District/school shall redesign lesson plans to include large and small group activities, learning center activities, and individual instructional activities.</p> <p>In order to comply with <i>MS Pre-K Guidelines, Section II, B1, page 15</i>, the District/school shall identify and utilize play area access that does not require stairs to ensure equal access.</p> <p>In order to comply with the <i>MS Pre-K Guidelines, Section II, A1b, page 2</i>, the District/school shall relocate classroom(s) to ensure that all children have access to a bathroom that is within 125 feet of the classroom.</p> <p>In order to comply with the <i>MS Pre-K Guidelines, Section III, C2, page 1</i>, the school/District shall develop a calendar of professional development specific to early childhood topics that includes dates and times that allow for full participation by teachers, assistant teachers, and administrators to achieve at least 15 hours per year.</p> <p>Contact Dr. Jill Dent, Director of Early Childhood, Office of Elementary Education and Reading, at <a href="mailto:JDent@mdek12.org">JDent@mdek12.org</a> or 601.359.2586 for technical assistance or when the District is prepared for a follow-up visit to verify compliance with Process Standard 17.2.</p>	<p>December 31, 2017</p> <p>December 31, 2017</p>

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• The school failed to provide a boundary between the designated outside play area, the driveway, and parking lot.</li> <li>• The school exceeded the teacher-pupil ratio of 1:10 maximum; more than 10 children were present with no assistant.</li> <li>• The school failed to schedule 330 instructional minutes for a full day pre-kindergarten program.</li> <li>• The school failed to schedule 120 minutes per day of learning center play for children.</li> <li>• The school failed to provide parents the 2016-2017 parent handbooks.</li> <li>• The school failed to schedule three (3) parent-teacher conferences.</li> </ul> <p><b><u>Key Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to allow for students to participate in a minimum of 40 minutes of daily physical activity.</li> <li>• The school failed to meet pre-k teacher education qualification requirement.</li> <li>• The school failed to document 15 hours of professional development provided to assistant teachers, teachers, and administrators.</li> <li>• The school failed to provide parents the 2016-2017 parent handbook.</li> <li>• The school failed to schedule three (3) parent-teacher conferences.</li> </ul> <p><b><u>Lake Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to place safety covers in all unused sockets.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• The school failed to provide a boundary between the designated outside play area, the driveway, and parking lot.</li> <li>• The school failed to document 15 hours of professional development provided to assistant teachers, teachers, and administrators.</li> <li>• The school failed to provide parents the 2016-2017 parent handbook.</li> <li>• The school failed to schedule three (3) parent-teacher conferences.</li> </ul> <p><b><u>Lee Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to produce immunization forms (Form 121) for all pre-kindergarten records.</li> <li>• The school failed to place safety covers in all unused sockets.</li> <li>• The school failed to provide a boundary between the designated outside play area, the driveway, and parking lot.</li> <li>• The school failed to document 15 hours of professional development provided to assistant teachers, teachers, and administrators.</li> <li>• The school failed to utilize the state-adopted pre-kindergarten standards to guide instruction.</li> <li>• The school failed to provide accessibility to fiction and non-fiction books, manipulatives and writing materials in the classrooms.</li> <li>• The school failed to provide parents the 2016-2017 parent handbook.</li> <li>• The school failed to schedule three (3) parent-teacher conferences.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b><u>McWillie Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to place safety covers in all unused sockets.</li> <li>• The school failed to provide teachers with a method of entry into a locked restroom (safety issue).</li> <li>• The school failed to schedule 330 instructional minutes for a full day pre-kindergarten program.</li> <li>• The school failed to document 15 hours of professional development provided to assistant teachers, teachers, and administrators.</li> <li>• The school failed to integrate small group, whole group, individual, and learning centers instruction into the lesson plans.</li> <li>• The school failed to document a thematic unit across pre-kindergarten subjects; lesson plans that integrate dramatic play; the state-adopted pre-kindergarten standards to guide instruction; and accessibility to books and writing materials for use during learning centers.</li> <li>• The school failed to plan evaluations of children's progress using MDE standards for social/emotional development.</li> <li>• The school failed to provide parents the 2016-2017 parent handbook.</li> <li>• The school failed to schedule three (3) parent-teacher conferences.</li> </ul> <p><b><u>Marshall Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to provide teachers with a method of entry into a locked restroom (safety issue).</li> <li>• The school failed to repair/remove broken equipment thus creating an unsafe environment for children.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• The school failed to provide 330 minutes of instructional time in a full-day program.</li> <li>• The school failed to document pre-k assistant teacher education qualification requirement.</li> <li>• The school failed to document 15 hours of professional development provided to assistant teachers, teachers, and administrators.</li> <li>• The school failed to provide parents the 2016-2017 parent handbook.</li> <li>• The school failed to schedule three (3) parent-teacher conferences.</li> </ul> <p><b><u>North Jackson Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to produce immunization forms (Form 121) for all pre-kindergarten records.</li> <li>• The school failed to provide a boundary between the designated outside play area, the driveway, and parking lot.</li> <li>• The school failed to provide 330 minutes of instructional time in a full-day program.</li> <li>• The school failed to document pre-k teacher and assistant teacher education qualification requirement.</li> <li>• The school failed to document 15 hours of professional development provided to assistant teachers, teachers, and administrators.</li> <li>• The school failed to provide accessibility to fiction and non-fiction books and writing materials accessible in the pre-kindergarten classrooms.</li> <li>• The school failed to provide parents the 2016-2017 parent handbook.</li> </ul>		



FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b><u>Pecan Park Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to place safety covers in all unused sockets.</li> <li>• The school failed to provide a boundary between the designated outside play area, the driveway, and parking lot.</li> <li>• The school failed identify and provide handicap accessibility to the play area. Access to play area requires the use of stairs.</li> <li>• The school failed to repair/remove broken equipment and was unsafe for use by children.</li> <li>• The school failed to allow for students to participate in a minimum of 40 minutes of daily physical activity.</li> <li>• The school failed to document pre-k teacher and teacher assistant education qualification requirement.</li> <li>• The school failed to document 15 hours of professional development provided to assistant teachers, teachers, and administrators.</li> <li>• The school failed to integrate small group teaching.</li> <li>• The school failed to provide accessibility to fiction and non-fiction books, manipulatives and writing materials in the classrooms.</li> <li>• The school failed to schedule 120 minutes per day of learning center play for children.</li> <li>• The school failed to provide parents the 2016-2017 parent handbook.</li> <li>• The school failed to schedule three (3) parent-teacher conferences.</li> </ul> <p><b><u>Poindexter Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to place safety covers in all unused sockets.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• The school failed to locate the boy's bathroom within 125 feet of the classroom.</li> <li>• The school failed to allow for students to participate in a minimum of 40 minutes of daily physical activity.</li> <li>• The school failed to document pre-k teacher and teacher assistant education qualification requirement.</li> <li>• The school failed to schedule 120 minutes per day of learning center play for children.</li> <li>• The school failed to provide parents the 2016-2017 parent handbook.</li> <li>• The school failed to schedule three (3) parent-teacher conferences.</li> </ul> <p><b><u>Raines Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to place safety covers in all unused sockets.</li> <li>• The school failed to provide 330 minutes of instructional time in a full-day program.</li> <li>• The school failed to include fiction and non-fiction books and writing materials in learning centers.</li> </ul> <p><b><u>Walton Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to place safety covers in all unused sockets.</li> <li>• The school failed to locate a bathroom within 125 feet of the classroom.</li> <li>• The school failed to document pre-k teacher and teacher assistant education qualification requirement.</li> <li>• The school failed to document 15 hours of professional development provided to assistant teachers, teachers, and administrators.</li> <li>• The school failed to schedule 120 minutes per day of learning center play for children.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• The school failed to provide parents the 2016-2017 parent handbook.</li> <li>• The school failed to schedule three (3) parent-teacher conferences.</li> </ul> <p><b><u>Watkins Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to place safety covers in all unused sockets.</li> <li>• The school failed to provide a boundary between the designated outside play area, the driveway, and parking lot.</li> <li>• The school failed to provide 330 minutes of instructional time in a full-day program.</li> <li>• The school failed to document pre-k assistant teacher education qualification requirement.</li> <li>• The school failed to document 15 hours of professional development provided to assistant teachers, teachers, and administrators.</li> <li>• The school failed to provide five (5) learning centers for simultaneous use by children, limited accessibility of materials and no books or creative art materials available.</li> <li>• The school failed to provide parents the 2016-2017 parent handbook.</li> <li>• The school failed to schedule three (3) parent-teacher conferences.</li> </ul> <p><b><u>Wilkins Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to place safety covers in all unused sockets.</li> <li>• The school failed to provide a boundary between the designated outside play area, the driveway, and parking lot.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• The school failed to repair/remove broken equipment thus creating an unsafe environment for children.</li> <li>• The school failed to document pre-k assistant teacher education qualification requirement.</li> <li>• The school failed to schedule 120 minutes per day of learning center play for children.</li> <li>• The school failed to document 15 hours of professional development provided to assistant teachers, teachers, and administrators.</li> <li>• The school failed to provide parents the 2016-2017 parent handbook.</li> <li>• The school failed to schedule three (3) parent-teacher conferences.</li> </ul>		

**Standard 17: The school district is in compliance with state and/or federal requirements for the following programs:**

**17.3: Career-Technical Education**

**REGULATIONS: Miss. Code Ann § 37-31-1, et seq., 7 Miss. Admin. Code Pt. 3, Ch. 83, Ch. 84, Ch. 85, Ch. 86, Ch. 87, Ch. 88, Ch. 89, Ch. 90, Ch. 91, Ch. 92, Ch. 93, Ch. 94, Ch. 95, Ch. 96, and Federal Code**

**SUMMARY of FINDINGS**

- The MDE monitored 13 middle schools, seven (7) high schools, and one (1) Career Development Center.
- The District is compliant/had no findings in one (1) middle school: Siwell Middle School.
- The District is compliant/had no findings in three (3) high schools: Forest Hill High School, Jim Hill High School, and Lanier High School.

**The District is NONCOMPLIANT with Process Standard 17.3.**

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b><u>Bailey APAC Middle School</u></b></p> <ul style="list-style-type: none"><li>• The school failed to maintain an accurate inventory of equipment. The recorder assigned to the career guidance counselor was located in the Assistant Principal's Office. The television set and desk station assigned to Information and Communication Technology (ICT) were located in the band hall.</li><li>• The school failed to provide an active student organization, Technology Student Association (TSA), for students in ICT I and ICT II.</li></ul> <p><b><u>Blackburn Middle School</u></b></p> <ul style="list-style-type: none"><li>• The school failed to provide an active student organization, TSA, for students in ICT II.</li></ul> <p><b><u>Brinkley Middle School</u></b></p> <ul style="list-style-type: none"><li>• Teachers failed to utilize and implement student competency worksheets.</li></ul>	<p>Pursuant to Miss. Code Ann. §37-31-205(k), the local educational agency shall follow procedures for maintaining a correct, current, and complete inventory control system for all capitalized equipment, and for any disposition of equipment to include transfer, salvage, and abandonment to be compliant.</p> <p>Pursuant to 20 U.S.C. §2323, all students enrolled in career programs operated by secondary institutions shall have the opportunity to become members and participate in student organizational activities related to their instructional programs.</p> <p>Pursuant to 20 U.S.C. §2323, the District shall adhere to program standards and outcome indicators of performance for each major program category as established by the State Board of Education to become compliant.</p> <p>Pursuant to Miss Code Ann. 37-31-205 (1)(e), the District shall require that all local career and technical personnel are</p>	<p>November 30, 2017</p>

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b><u>Cardozo Middle School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to provide an active student organization, TSA, for students in ICT I.</li> <li>• Teachers failed to utilize and implement student competency worksheets.</li> </ul> <p><b><u>Chastain Middle School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to ensure the ICT I teacher was licensed to teach in the subject area.</li> </ul> <p><b><u>Hardy Middle School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to provide an active student organization, TSA, for students in ICT I.</li> </ul> <p><b><u>Kirksey Middle School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to provide an active student organization, TSA, for students in ICT I and ICT II.</li> <li>• The school failed to provide professional development for teachers and administrators for a clear understanding of program standards and teaching standards.</li> <li>• Teachers failed to utilize and implement student competency worksheets.</li> <li>• The school failed to ensure the ICT I teacher was licensed to teach in the subject area.</li> </ul> <p><b><u>Northwest Jackson Middle School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to provide professional development for teachers and administrators for a clear understanding of program standards and teaching standards.</li> <li>• The school failed to provide an active student organization, TSA, for students in ICT I.</li> </ul>	<p>licensed in accordance with established Mississippi Department of Education (MDE) requirements.</p> <p>Pursuant to 20 U.S.C. §2323, formerly public policy Sec122c (1)(A)-(G), Career and Technical personnel shall be encouraged to improve their occupational and teaching competencies.</p> <p>Pursuant to Miss. Code Ann. 37-13-9, the MDE provides curriculum frameworks to set forth expectations of students by specifying course titles and content. As subject areas are revised and approved by the State Board of Education, the modifications will be disseminated to the appropriate individuals in the educational community.</p> <p>Contact Mike Mulvihill, Director of Career and Technical Education, Office of Secondary Education, at <a href="mailto:MMulvihill@mdek12.org">MMulvihill@mdek12.org</a> or 601.359.3461 for technical assistance or when the District is prepared for a follow-up visit to verify compliance with Process Standard 17.3.</p>	

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b><u>Peeples Middle School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to provide an active student organization, TSA, for students in ICT II.</li> <li>• The school failed to provide teachers the current curriculum.</li> <li>• Teachers failed to utilize and implement student competency worksheets.</li> </ul> <p><b><u>Powell Middle School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to maintain an accurate inventory of equipment. The RCA television set assigned to ICT I was located in storage room 109 and the Zenith television set assigned to ICT II was located in the art room.</li> </ul> <p><b><u>Rowan Middle School</u></b></p> <ul style="list-style-type: none"> <li>• Teachers failed to utilize and implement student competency worksheets.</li> <li>• The school failed to ensure the ICT I teacher was licensed to teach in the subject area.</li> </ul> <p><b><u>Whitten Middle School</u></b></p> <ul style="list-style-type: none"> <li>• Teachers failed to utilize and implement student competency worksheets.</li> <li>• The school failed to provide an active student organization, TSA, for students in ICT II.</li> </ul> <p><b><u>Callaway High School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to maintain an accurate inventory of equipment. The desk module assigned to Family and Consumer Science was not located. The school also failed to locate a microscope and three (3) desktop computers assigned to Health Science.</li> <li>• The school failed to provide an active student organization, Family Career and Community Leaders</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>of America (FCCLA), for students in Family and Consumer Science.</p> <ul style="list-style-type: none"> <li>Teachers failed to utilize and implement student competency worksheets.</li> </ul> <p><b><u>Murrah High School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to maintain an accurate inventory of equipment. The work modules assigned to the Keystone program were located in the academic sports medicine room.</li> <li>Teachers failed to utilize and implement student competency worksheets.</li> <li>The school failed to provide any active student organizations for students in CTE classes.</li> </ul> <p><b><u>Provine High School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to provide an active student organization, FCCLA, for students in Family and Consumer Science.</li> </ul> <p><b><u>Wingfield High School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to provide an active student organization, Future Business Leaders of America (FBLA) or Delta Epsilon Chi Association (DECA), for students in Keystone.</li> <li>Teachers failed to utilize and implement student competency worksheets.</li> </ul> <p><b><u>Career Development Center</u></b></p> <ul style="list-style-type: none"> <li>The school failed to provide active student organizations for students in Cosmetology (Skills USA), Culinary Arts (FCCLA or FBLA), and Mechanical Engineering (TSA).</li> </ul>		



FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• The school failed to provide teachers the current curriculum for Simulation and Animation and Broadcast Journalism.</li> <li>• Teachers failed to utilize and implement student competency worksheets.</li> </ul>		

**Standard 17: The school district is compliant with state and/or federal requirements for the following programs:**

**17.4: Special Education *Individuals with Disabilities Education Act* (IDEA) (20 U.S.C §§ 1400, *et. seq.*)**

**REGULATIONS: Child Find – Initial Evaluation (CFI): 34 C.F.R. §§ 300.111, 300.301, 300.304 – 300.311; 7 Miss. Admin. Code Pt. 3, Ch. 74, R. 74.19, §§ 300.111, 300.301, 300.304 – 300.311**

**SUMMARY of FINDINGS\***

- Prior to the on-site visit, the District submitted a district-wide referral list for children ages three (3) to 20 who were referred to the Multidisciplinary Evaluation Team (MET) following a request for an initial evaluation pursuant to 34 C.F.R. § 300.301; 7 Miss. Admin. Code Pt. 3, Ch. 74, R. 74.19.
- The Mississippi Department of Education (MDE) Office of Special Education (OSE) selected student records from the District’s referral list. The findings of noncompliance are representative of the District’s Child Find process.
- The MDE OSE assigned school/student codes for each student record reviewed based on the school where the child received services at the time of the on-site visit.

**The District is NONCOMPLIANT with Process Standard 17.4.**

FINDINGS	CORRECTIVE ACTION	TIMELINE
The MDE reviewed 487 student records, which included 28 student records in the area of Child Find-Initial (CFI). Special education records, District documents including Teacher Support Team (TST) documentation, interviews with District personnel, and classroom observations indicated:		Unless otherwise noted in this section of the report, the deadline for the District to complete the corrective actions is October 31, 2017.

\*On August 2, 2017, the MDE OSE pulled reports across the State to examine and review enrollment numbers based on the December 1, 2016 Child Count. In the JPSD’s report for three (3) to five (5) year olds, the MDE OSE found only 156 students were reported as ruled eligible for services. Eighty-four (84) of the 156 students were already five (5) years old. It is logical that a high percentage of these students are already enrolled in kindergarten and receiving school-age services. In comparison, districts with similar enrollment size were serving between 411 and 527 three (3) to five (5) year olds. The MDE OSE concludes either (a) students are not being appropriately entered into MSIS and therefore not populating on the report, and therefore noncompliant with Accreditation Policy 2.1 and Standards 17 and 17.4, or, (b) JPSD is under-identifying students ages three (3) to five (5) years old, which could indicate Child Find Policies and Procedures are noncompliant with 34 C.F.R. § 300.111, and 7 Miss. Admin. Code Pt. 3, Ch. 74, R. 74.19, § 300.111.

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b>CFI-2</b>  <b>34 C.F.R. §§ 300.111, 300.301 – 300.307; 7 Miss. Admin. Code Pt. 3, Ch. 41, R. 41.1; 7 Miss. Admin. Code Pt. 3, Ch. 74, R. 74.19, §§ 300.111, 300.301 – 300.307</b></p> <ul style="list-style-type: none"> <li>Three (3) of 28 student records indicated the District required students to participate in the Response to Intervention (RtI) process and did not refer the student(s) for evaluation even though data was available to suspect the student(s) had a disability. (Students 50-3, 53-6, and 88-5)</li> </ul> <p><b>CFI-3</b>  <b>34 C.F.R. § 300.301(b); 7 Miss. Admin. Code Pt. 3, Ch. 74, R. 74.19, § 300.301(b)</b></p> <ul style="list-style-type: none"> <li>One (1) of 28 student records indicated the District does not have a procedure for receiving and documenting verbal and written requests for comprehensive evaluations. (Student 50-3)</li> </ul> <p><b>CFI-4</b>  <b>34 C.F.R. §§ 300.301(b), 300.306(a)(1), 300.308, 300.309(a); 7 Miss. Admin. Code Pt. 3, Ch. 74, R. 74.19, §§ 300.301(b)(1), 300.306(a)(1), 300.308, 300.309(a)</b></p> <ul style="list-style-type: none"> <li>Four (4) of 28 student records indicated the District failed to ensure appropriate members of the MET were present at the meeting to consider evaluation data to make an eligibility ruling. (Students 50-3, 50-2, 53-6, and 88-5)</li> </ul>	<ul style="list-style-type: none"> <li>Review and as necessary revise written Child Find policies and procedures for conducting initial evaluations to ensure the policies and procedures reflect all required components of the IDEA, the IDEA’s implementing regulations, 7 Miss. Admin. Code Pt. 3, Ch. 74, R. 74.19, and pp. 291-335 <i>Special Education Eligibility Determination Guidelines</i>. The review and revisions shall be documented and submitted to the MDE OSE for approval.</li> <li>Provide training in Child Find identification for all appropriate personnel including, but not limited to, psychometrists, speech-language therapists, and psychologists/psychometrists, Teacher Support Team (TST) chairpersons, and MET members.</li> <li>Provide training on Child Find policies and procedures to administrators, teachers and other appropriate school personnel to ensure: <ol style="list-style-type: none"> <li>Students who are suspected of having a disability are not denied an evaluation nor experience a delay in receiving an evaluation due to a requirement to participate in an RtI process;</li> <li>The District has a process that allows for receiving and documenting verbal and written requests for comprehensive evaluations;</li> <li>Appropriate members of the MET are present for eligibility determination meetings;</li> <li>Prior Written Notice regarding the MET’s decision is provided to parents within seven (7) days of the MET meeting;</li> </ol> </li> </ul>	

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b>CFI-5</b>  <b>34 C.F.R. § 300.301(b); 7 Miss. Admin. Code Pt. 3, Ch. 74, R. 74.19, § 300.301(b)(1)</b></p> <ul style="list-style-type: none"> <li>Six (6) of 28 student records indicated the District failed to provide the parent Prior Written Notice (PWN) of the MET's decision (PWN for Initial Evaluation or PWN for Refusal to Evaluate) within seven (7) days of the MET meeting.  (Students 45-9, 50-2, 50-3, 50-5, 53-6, and 88-5)</li> </ul> <p><b>CFI-6</b>  <b>34 C.F.R. § 300.306(a)(2); 7 Miss. Admin. Code Pt. 3, Ch. 74, R. 74.19, § 300.306(a)(2)</b></p> <ul style="list-style-type: none"> <li>Seven (7) of 28 student records did not document a waiver of or meet the requirement to provide the parent(s) and copy of the evaluation report at least seven (7) calendar days prior to the eligibility meeting.  (Students 20-5, 45-9, 50-2, 50-3, 50-5, 53-6, and 88-5)</li> </ul> <p><b>CFI-7</b>  <b>34 C.F.R. § 300.301(c)-(e); 7 Miss. Admin. Code Pt. 3, Ch. 74, R. 74.19, § 300.301(c)-(e)</b></p> <ul style="list-style-type: none"> <li>Three (3) of 28 student records indicated the District failed to conduct an evaluation within 60 days of receiving parental consent and there was no evidence of an exception pursuant to 34 C.F.R. § 300.301(d)-(e); Miss. Admin. Code 7-3:74.19, State Board Policy Chapter 74, Rule 74.19, § 300.301(d)-(e).  (Students 50-2, 50-3, and 50-5)</li> </ul>	<ul style="list-style-type: none"> <li>5) Parents are provided a copy of the evaluation report at least seven (7) calendar days prior to the eligibility determination meeting; and,</li> <li>6) The District conducts initial evaluations within 60 calendar days of receipt of written parental consent to evaluate.</li> </ul> <ul style="list-style-type: none"> <li>The District shall document and submit evidence of the training (e.g. sign-in sheets, PowerPoint presentations, or agendas) to the MDE OSE for approval.</li> </ul>	

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>The MDE identified six (6) students whose MET:</p> <ul style="list-style-type: none"> <li>Failed to ensure the assessment of all deficit areas;</li> <li>Failed to access information from a variety of sources; or,</li> <li>Failed to ensure the student(s) met the minimum eligibility criteria for determining an appropriate IDEA eligibility in accordance with the IDEA, the IDEA's implementing regulations, 7 Miss Admin. Code Pt. 3, Ch. 74, R. 74.19, and pp. 291-335, <i>Special Education Eligibility Determination Guidelines</i>.</li> </ul> <p>Specific details related to this finding are individualized. To protect confidentiality, additional details of this finding are outlined in detail in Attachment A.</p>	<ul style="list-style-type: none"> <li>Corrective actions related to this finding are individualized. To protect confidentiality, the corrective actions are outlined in detail in Attachment A.</li> </ul> <p>Contact Gretchen Cagle, State Director of Special Education, Office of Special Education, at <a href="mailto:GCagle@mdek12.org">GCagle@mdek12.org</a> or 601.359.3498 for technical assistance or when the District is prepared for a follow-up visit to verify compliance with Process Standard 17.4.</p>	<p>See Attachment A.</p>

**Standard 17: The school district is compliant with state and/or federal requirements for the following programs:**

**17.4: Special Education *Individuals with Disabilities Education Act* (IDEA) (20 U.S.C §§ 1400, *et. seq.*)**

**REGULATIONS: Child Find – Reevaluation (CFR): 34 C.F.R. §§ 300.111, 300.303 – 300.311; 7 Miss. Admin. Code Pt. 3, Ch. 74, R. 74.19, §§ 300.111, 300.303 – 300.311**

#### **SUMMARY of FINDINGS**

- Prior to the on-site visit, the District submitted a district-wide referral list of students who received a three-year reevaluation or for whom the District should have completed a three (3) year reevaluation.
- The MDE OSE selected student records from the District’s referral list. The findings of noncompliance are representative of the District’s Child Find process to determine a child’s continuing need for special education and related services.
- The MDE OSE assigned school/student codes for each student record reviewed based on the school where the child was receiving services at the time of the on-site visit.

**The District is NONCOMPLIANT with Process Standard 17.4.**

<b>FINDINGS</b>	<b>CORRECTIVE ACTION</b>	<b>TIMELINE</b>
<p>The MDE reviewed 487 student records, which included 70 student records in the area of Child Find-Reevaluation (CFR). A review of special education records, District documents, interviews with District personnel, and classroom observations indicated:</p> <p><b>CFR-1</b> <b>34 C.F.R. § 300.303(b)(2); 7 Miss. Admin. Code Pt. 3, Ch. 74, R. 74.19, § 300.303(b)(2)</b></p> <ul style="list-style-type: none"><li>• Five (5) of 70 records indicated the District failed to conduct a reevaluation within the required three (3) year timeline. (Students 10-2, 38-9, 47-3, 76-5, and 85-9)</li></ul>	<ul style="list-style-type: none"><li>• Review and revise Child Find policies and procedures for conducting reevaluations to ensure the policies and procedures reflect all required components of the IDEA, the IDEA’s implementing regulations, 7 Miss. Admin. Code Pt. 3, Ch. 74, R. 74.19, and pp. 291-335, <i>Special Education Eligibility Determination Guidelines</i>. The review and revisions shall be documented and submitted to the MDE OSE for approval.</li></ul>	<p>Unless otherwise noted in this section of the report, the deadline for the District to complete the corrective actions is October 31, 2017.</p>

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b>CFR-4</b>  <b>34 C.F.R. §§ 300.305(a), 300.306(a)(1); 7 Miss. Admin. Code Pt. 3, Ch. 74, R. 74.19, §§ 300.305(a), 300.306(a)(1)</b></p> <ul style="list-style-type: none"> <li>Three (3) of 70 student records indicated the District failed to invite parents to be a part of the IEP Committee to review existing evaluation data on the student(s) to discuss and review reevaluation data. (Students 10-9, 27-3, and 43-4)</li> </ul>	<ul style="list-style-type: none"> <li>Provide training on Child Find - Reevaluation policies and procedures to administrators, teachers and other appropriate school personnel to ensure: <ul style="list-style-type: none"> <li>Reevaluations are conducted within the required three (3) year timeline;</li> <li>Parents and others with knowledge of the student are invited to participate in IEP Committee meetings to discuss and review reevaluation data; and,</li> </ul> </li> <li>Provide training on Child Find – Reevaluation for Evaluation and Determination of Eligibility policies and procedures to psychometrists and other District assessment personnel to ensure compliant implementation in accordance with the IDEA, the IDEA’s implementing regulations, 7 Miss. Admin. Code Pt.3, Ch. 74, R. 74.19, and <i>Special Education Eligibility Determination Guidelines</i>. The District shall document and submit evidence of the training (e.g. sign-in sheets, PowerPoint presentations, or agendas) to the MDE OSE for approval.</li> <li>Submit to the MDE OSE a written procedure utilized for tracking timelines to ensure a timely reevaluation is conducted within the required three (3) year timeline in accordance with 34 C.F.R. § 300.304-300.311, and 7 Miss. Admin. Code Pt. 3, Ch. 74, R. 74.19, § 300.304-300.311.</li> </ul>	<p>October 2, 2017</p>

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>The MDE identified eight (8) students whose IEP Committees:</p> <ul style="list-style-type: none"> <li>Failed to ensure a timely reevaluation within three (3) years of the last evaluation;</li> <li>Failed to ensure a comprehensive assessment addressing all deficient areas for each individual child;</li> <li>Failed to access information from a variety of sources; or</li> <li>Failed to ensure the students(s) met the minimum eligibility criteria for determining an appropriate IDEA eligibility in accordance with the IDEA, the IDEA's implementing regulations, 7 Miss Admin Code Pt. 3, Ch. 74, R. 74:19, and pp. 291-335, Special Education Eligibility Determination Guidelines.</li> </ul> <p>Specific details related to this finding are individualized. To protect confidentiality, additional details of this findings are outlined in detail in Attachment A.</p>	<ul style="list-style-type: none"> <li>Corrective actions related to this finding are individualized. To protect confidentiality, the corrective actions are outlined in detail in Attachment A.</li> </ul> <p>Contact Gretchen Cagle, State Director of Special Education, Office of Special Education, at <a href="mailto:GCagle@mdek12.org">GCagle@mdek12.org</a> or 601.359.3498 for technical assistance or when the District is prepared for a follow-up visit to verify compliance with Process Standard 17.4.</p>	<p>See Attachment A.</p>



**Standard 17: The school district is compliant with state and/or federal requirements for the following programs:**

**17.4: Special Education *Individuals with Disabilities Education Act* (IDEA) (20 U.S.C §§ 1400, *et. seq.*)**

**REGULATIONS: Individualized Education Programs (IEP), Delivery of Services (DS), Free Appropriate Public Education (FAPE), Least Restrictive Environment (LRE): 34 C.F.R. §§ 300.17, 300.22 – 300.23, 300.34, 300.39, 300.42, 300.43, 300.101 – 300.110, 300.112 – 300.118, 300.320 –300.324; 7 Miss. Admin. Code Pt. 3, Ch. 74, R. 74.19, §§ 300.17, 300.22 – 300.23, 300.34, 300.39, 300.43, 300.101 – 300.110, 300.112 – 300.118, 300.320 – 300.324**

**SUMMARY of FINDINGS**

- Prior to the on-site visit, a report, filtered by teacher, was pulled from MSIS for each school.
- The MDE OSE selected student records from the report for each school.
- The MDE OSE assigned school/student codes for each student record reviewed based on the school where the child was receiving services at the time of the on-site visit.
- The MDE monitored all 59 schools that had students with an IEP: thirty-eight (38) elementary schools, thirteen (13) middle schools, seven (7) high schools, and the Capital City Alternative School.
- The District is compliant/had no findings at four (4) elementary schools: George Elementary School, Raines Elementary School, Smith Elementary School, and Wilkins Elementary School.

**The District is NONCOMPLIANT with Process Standard 17.4.**

FINDINGS	CORRECTIVE ACTION	TIMELINE
In October 2015, the MDE reviewed 457 student records, which included 393 student records in the areas of IEP, DS, FAPE, and LRE. Additionally, from March 23, 2017 through April 12, 2017, the MDE conducted classroom observations in 38 elementary schools, 13 middle schools, and seven (7) high schools, observing 50% of all special education classrooms in each school. A review of special education records, District documents, interviews with District personnel, and classroom observations indicated:		Unless otherwise noted in this section of the report, the deadline for the District to complete the corrective actions is October 31, 2017.

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b>DS-1</b>  <b>34 C.F.R. § 300.321(a); 7 Miss. Admin. Code Pt. 3, Ch. 74, R. 74.19, § 300.321(a)</b></p> <ul style="list-style-type: none"> <li>Forty-one (41) of 393 student records indicated the District failed to include all required Committee members at the IEP meeting.  (Students 10-1, 11-4, 18-4, 23-3, 23-8, 23-9, 31-2, 31-4, 31-8, 31-16, 31-17, 31-18, 31-19, 31-21, 38-1, 39-4, 39-13, 42-4, 47-1, 48-5, 48-12, 48-13, 48-14, 58-2, 60-1, 60-9, 60-10, 60-11, 60-12, 61-4, 62-11, 65-4, 66-1, 68-5, 76-1, 76-3, 76-5, 82-3, 85-14, 88-1, and 89-11)</li> </ul> <p><b>DS-2</b>  <b>34 C.F.R. §§ 300.320(a)(1), 300.324(a)(1); 7 Miss. Admin. Code Pt. 3, Ch. 74, R. 74.19, §§ 300.320(a)(1), 300.324(a)(1)</b></p> <ul style="list-style-type: none"> <li>Eighty-three (83) of 393 student IEPs failed to ensure student(s) Present Levels of Academic Achievement and Functional Performance (PLAAFP) provided a detailed and targeted summary of current daily academic and functional performance, including baseline data provided for developing measurable annual goals.  (Students 10-6, 10-7, 10-8, 11-4, 16-1, 18-1, 18-2, 18-3, 18-6, 18-9, 18-11, 20-4, 20-5, 24-7, 31-1, 31-2, 31-4, 31-5, 31-6, 31-8, 31-10, 31-12, 31-13, 31-16, 31-17, 31-18, 31-19, 31-21, 32-2, 33-1, 33-2, 36-2, 39-1, 39-3, 39-4, 39-7, 39-10, 39-4, 39-7, 39-10, 41-4, 42-5, 43-1, 43-2, 45-1, 47-1, 47-2, 48-7, 48-8, 48-11, 48-12, 51-3, 55-3, 55-4, 60-1, 60-4, 60-8, 60-9, 60-10, 60-12, 61-1, 61-2, 61-4, 62-11, 65-5, 65-8, 68-2, 68-5, 68-6, 68-8, 76-5, 76-6, 79-3, 80-1, 80-2, 81-2, 81-3, 82-3, 85-8, 86-2, 86-3, 89-10, and 89-15)</li> </ul>	<ul style="list-style-type: none"> <li>Review and revise written policies and procedures for the development and implementation of IEPs for students with disabilities to ensure the policies and procedures reflect all required components of the IDEA, the IDEA’s implementing regulations, and 7 Miss. Admin. Code Pt. 3, Ch. 74, R. 74.19. The review and revisions shall be documented and submitted to the MDE OSE for approval.</li> <li>Develop and submit to the MDE OSE a written plan documenting how the District will conduct self-monitored IEP reviews to evaluate IEP development, evaluate implementation, and ensure the provision of a FAPE to each child with a disability.</li> <li>Provide training to administrators, special education teachers, regular education teachers, speech-language therapists, related service providers, and other appropriate personnel regarding required IEP components and development of an IEP that meets the unique needs of the students in accordance with 34 C.F.R. §§ 300.320 – 300.324; and 7 Miss. Admin. Code Pt. 3, Ch. 74, R. 74.19, §§ 300.320-300.324. This documented training shall address the requirements to review, revise, and develop an IEP annually, to ensure an IEP is in effect at the beginning of each school year, to ensure required Committee members are present at IEP meetings, to implement the IEPs by providing the special education and related services documented in each student’s IEP, to write IEPs that address the</li> </ul>	<p>October 2, 2017</p>

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b>DS-3</b>  <b>34 C.F.R. § 300.320(a)(1)(i); 7 Miss. Admin. Code Pt. 3, Ch. 74, R. 74.19, § 300.320(a)(1)(i)</b></p> <ul style="list-style-type: none"> <li>Forty-one (41) of 393 student IEPs failed to include statements of how the student’s disability affects the student’s involvement and progress in the general education curriculum.  (Students 10-7, 11-7, 16-1, 18-2, 18-4, 18-11, 18-20, 20-4, 31-1, 31-2, 31-3, 31-5, 31-8, 39-1, 39-4, 39-10, 41-2, 41-4, 42-2, 43-1, 43-2, 48-8, 48-11, 48-12, 48-14, 56-2, 56-3, 60-8, 60-9, 60-12, 61-1, 61-2, 61-4, 65-5, 68-5, 68-6, 68-8, 76-5, 82-3, 89-10, and 89-15)</li> </ul> <p><b>DS-4</b>  <b>34 C.F.R. § 300.324(a)(1); 7 Miss. Admin. Code Pt. 3, Ch. 74, R. 74.19, § 300.324(a)(1)</b></p> <ul style="list-style-type: none"> <li>One hundred twenty-four (124) of 393 student IEPs failed to include at least one or more of the following components: student strengths, the concerns of the parents, results of most recent evaluations, academic needs of the students, or developmental and functional needs.  (Students 10-1, 10-2, 10-6, 10-7, 10-8, 11-2, 11-4, 18-1, 18-4, 18-5, 18-9, 18-10, 18-11, 18-20, 18-21, 20-4, 20-5, 24-1, 24-2, 24-3, 24-7, 27-2, 31-2, 31-3, 31-5, 31-6, 31-7, 31-8, 31-10, 31-13, 31-16, 31-17, 31-18, 31-19, 31-21, 32-2, 33-3, 36-2, 38-1, 38-3, 38-8, 39-1, 39-3, 39-4, 39-5, 39-7, 39-10, 39-13, 39-17, 40-2, 40-7, 41-2, 41-4, 42-5, 43-1, 43-2, 43-3, 43-4, 43-5, 48-2, 48-7, 48-10, 48-11, 48-12, 48-13, 48-14, 48-15, 48-16, 50-3, 50-6, 56-9, 50-4, 51-3, 53-4, 53-6, 55-2, 55-4, 55-8, 56-2, 56-3, 57-2, 58-2, 60-1, 60-4, 60-8, 60-9, 60-10, 60-12, 61-1, 61-3, 61-4, 62-9, 62-11, 62-13, 65-4, 65-6, 68-1, 68-2, 68-4, 68-5, 68-6, 68-7, 68-</li> </ul>	<p>academic, developmental, and functional needs of students, and to include all required components that will meet the unique needs to students, to write IEP goals that are measurable, to identify accommodations and modifications specific to a student, and to provide educational benefit for all students with disabilities enrolled in and served by the District. The District shall document and submit evidence of the training (e.g. sign-in sheets, PowerPoint presentations, or agendas) to the MDE OSE for approval.</p> <ul style="list-style-type: none"> <li>Reconvene the IEP Committees for students identified in the findings to revise the IEPs to include all required components that will meet the unique needs of the students in accordance with 34 C.F.R. §§ 300.320 – 300.324; and 7 Miss. Admin. Code Pt. 3, Ch. 74, R. 74.19, §§ 300.320-300.324.</li> <li>Review and as necessary revise written policies and procedures to ensure all appropriate personnel including administrators, special education teachers, regular education teachers, speech-language therapists, and related service providers, provide the provision of a FAPE to students with disabilities in accordance with the IDEA, the IDEA’s implementing regulations, and 7 Miss. Admin. Code Pt. 3, Ch. 74, R. 74.19. The review and revisions shall be documented and submitted to the MDE OSE for approval.</li> <li>Provide training to all appropriate personnel including administrators, special education teachers, regular education teachers, speech-</li> </ul>	<p>October 2, 2017</p>

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>8, 76-1, 76-2, 76-5, 76-6, 78-3, 79-3, 79-4, 80-2, 81-1, 81-3, 81-4, 82-3, 82-5, 85-8, 85-13, 86-7, 88-3, 89-10, 89-11, 89-13, and 89-15)</p> <p><b>DS-5</b>  <b>34 C.F.R. §§ 300.320(a)(2), 300.324(b)(1); 7 Miss. Admin. Code Pt. 3, Ch. 74, R. 74.19, §§ 300.320(a)(2), 300.324(b)(1)</b></p> <ul style="list-style-type: none"> <li>Eighty-eight (88) of 393 student IEPs failed to address the academic areas of need of the student(s). (Students 10-7, 11-2, 11-4, 18-1, 18-2, 18-4, 18-5, 18-6, 18-7, 18-10, 18-11, 18-16, 18-18, 20-4, 20-5, 23-17, 27-2, 31-1, 31-2, 31-3, 31-4, 31-5, 31-6, 31-8, 31-10, 31-13, 31-16, 31-18, 31-19, 31-21, 32-1, 32-2, 36-2, 39-1, 39-5, 39-7, 39-10, 39-13, 39-14, 41-4, 43-1, 43-2, 43-4, 48-1, 48-3, 48-5, 48-8, 48-12, 48-13, 48-14, 48-15, 51-3, 52-2, 53-6, 55-3, 55-4, 55-6, 55-7, 56-1, 56-3, 56-4, 57-2, 60-3, 60-4, 60-8, 60-9, 60-10, 60-12, 61-1, 61-2, 62-14, 65-4, 65-5, 65-8, 68-2, 68-4, 68-5, 68-7, 68-8, 76-5, 78-2, 81-5, 85-12, 88-1, 88-3, 85-9, 89-15, and 92-1)</li> </ul> <p><b>DS-6</b>  <b>34 C.F.R. §§ 300.320(a)(2), 300.324(b); 7 Miss. Admin. Code Pt. 3, Ch. 74, R. 74.19, §§ 300.320(a)(2), 300.324(b)</b></p> <ul style="list-style-type: none"> <li>Eighty-nine (89) of 393 student IEPs failed to address the student(s) functional areas of need. (Students 10-6, 10-7, 10-8, 11-4, 18-1, 18-6, 18-9, 18-10, 18-12, 18-17, 18-19, 20-4, 20-5, 23-14, 24-1, 24-7, 31-2, 31-3, 31-4, 31-5, 31-6, 31-7, 31-8, 31-10, 31-13, 31-14, 31-15, 31-16, 31-18, 31-21, 32-1, 32-2, 33-2, 33-3, 36-3, 38-1, 38-3, 38-5, 38-8, 39-1, 39-3, 39-4, 39-10, 39-13, 39-14, 39-17, 40-7, 41-3, 42-5, 43-3, 43-5, 48-10, 48-12, 48-13, 48-14, 48-15, 53-2, 53-4,</li> </ul>	<p>language therapists, and related service providers ensure the provision of a FAPE to each child with a disability in accordance with the child's IEP. The training shall ensure building-level principals, instructional staff, general education teachers, and special education teachers understand:</p> <ol style="list-style-type: none"> <li>1) The provision of a FAPE requires special education services and related services provided in accordance with each student's IEP, assistive technology devices and services included in a student's IEP are provided, and students with disabilities are afforded the opportunity to participate with their nondisabled peers in all aspects of the general education environment, including nonacademic and extracurricular activities;</li> <li>2) The remedy available to individual children when the District fails to ensure the implementation of a student's IEP and the provision of a FAPE; and,</li> <li>3) Why compensatory services are provided to children with disabilities, the process for determining a student's need for compensatory services, and the District's process for documenting the decision-making process used by an IEP Committee when determining compensatory services.</li> </ol> <ul style="list-style-type: none"> <li>The District shall document and submit evidence of the training (e.g. sign-in sheets, PowerPoint presentations, or agendas) to the MDE OSE for approval.</li> </ul>	

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>55-2, 55-4, 56-3, 56-4, 60-10, 60-12, 61-1, 61-3, 61-4, 62-1, 65-2, 65-4, 65-6, 68-1, 68-2, 68-4, 68-6, 68-7, 68-8, 76-1, 76-2, 76-5, 76-6, 81-5, 82-3, 85-4, 85-8, 85-12, 85-13, 86-7, and 86-13)</p> <p><b>DS-7</b>  <b>34 C.F.R. §§ 300.320(a)(2), 300.324(b)(1); 7 Miss. Admin. Code Pt. 3, Ch. 74, R. 74.19, §§ 300.320(a)(2), 300.324(b)(1)</b></p> <ul style="list-style-type: none"> <li>Forty-eight (48) of 393 student IEPs failed to state annual goals in measurable terms.  (Students 10-7, 10-9, 11-4, 18-1, 18-2, 18-5, 18-6, 18-7, 18-8, 18-11, 18-16, 18-17, 18-21, 24-2, 31-1, 31-2, 31-8, 31-10, 31-13, 31-18, 31-19, 36-3, 39-5, 39-10, 39-12, 39-17, 40-1, 43-5, 48-1, 48-5, 48-12, 48-15, 48-16, 55-3, 55-4, 56-1, 60-12, 61-3, 65-5, 65-8, 68-2, 68-4, 68-8, 79-4, 80-1, 81-2, 89-9, and 89-15)</li> </ul> <p><b>DS-8</b>  <b>34 C.F.R. §§ 300.320(a)(3), 300.324(b)(1); 7 Miss. Admin. Code Pt. 3, Ch. 74, R. 74.19, §§ 300.320(a)(3), 300.324(b)(1)</b></p> <ul style="list-style-type: none"> <li>One hundred thirteen (113) of 393 student IEPs failed to include descriptions of how student progress toward meeting the annual goals will be measured.  (Students 10-1, 10-4, 10-5, 10-6, 10-7, 11-1, 11-3, 11-4, 4-3, 14-4, 18-1, 18-2, 18-4, 18-7, 18-8, 18-9, 18-11, 18-12, 18-14, 18-17, 18-20, 18-21, 20-1, 20-4, 20-5, 24-3, 24-4, 31-1, 31-2, 31-3, 31-4, 31-5, 31-6, 31-7, 31-8, 31-9, 31-10, 31-11, 31-14, 31-15, 31-16, 31-17, 31-18, 31-19, 33-1, 38-7, 38-8, 39-1, 39-2, 39-3, 39-5, 39-6, 39-7, 39-10, 39-13, 43-5, 45-1, 47-3, 48-1, 48-5, 48-11, 48-12, 48-15, 48-16, 51-2, 55-4, 56-1, 56-2, 56-3, 56-4, 60-1, 60-3, 60-8, 60-10, 60-12, 61-1,</li> </ul>	<ul style="list-style-type: none"> <li>Develop or review and as necessary revise procedures to review all students' IEPs to ensure that the areas of noncompliance found in this report are not present in current IEPs which were not reviewed during this Audit. The creation, review, revisions, and tracking system shall be documented and submitted to the MDE OSE for approval.</li> </ul>	

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>61-3, 61-4, 65-2, 65-8, 66-1, 68-4, 68-7, 68-8, 76-1, 76-2, 76-5, 78-1, 78-3, 79-4, 80-1, 80-2, 82-2, 83-2, 83-3, 85-8, 85-14, 88-1, 88-3, 88-4, 88-6, 89-1, 89-3, 89-4, 89-5, 89-7, 89-8, 89-9, 89-10, 89-13, 89-14, 89-15, and 89-16)</p> <p><b>DS-9</b>  <b>34 C.F.R. §§ 300.324(a)(2), 300.324(b)(2); 7 Miss. Admin. Code Pt. 3, Ch. 74, R. 74.19, §§ 300.324(a)(2), 300.324(b)(2)</b></p> <ul style="list-style-type: none"> <li>Sixty-four (64) of 393 student IEPs failed to consider special factors.  (Students 10-6, 10-8, 11-4, 18-1, 18-2, 18-3, 18-9, 18-19, 20-4, 23-6, 24-4, 31-1, 31-2, 31-3, 31-5, 31-6, 31-8, 31-10, 31-13, 31-14, 31-15, 31-18, 31-21, 32-2, 33-1, 33-2, 33-3, 38-7, 38-8, 39-5, 39-10, 40-2, 40-7, 42-1, 42-4, 43-5, 45-14, 48-10, 48-11, 48-12, 48-14, 51-2, 56-1, 56-2, 56-3, 57-2, 60-1, 60-8, 60-10, 60-12, 61-3, 62-6, 65-6, 68-8, 76-1, 85-9, 85-10, 85-13, 86-13, 86-15, 88-1, 89-5, 89-9, and 89-15)</li> </ul> <p><b>DS-10</b>  <b>34 C.F.R. §§ 300.39(b)(3), 300.320(a)(4); 7 Miss. Admin. Code Pt. 3, Ch. 74, R. 74.19, §§ 300.39(b)(3), 300.320(a)(4)</b></p> <ul style="list-style-type: none"> <li>Forty-five (45) of 393 student IEPs failed to specifically identify the provision of specially-designed instruction, describe the nature of the instruction that aligns with the needs of the child, or support the achievement on annual goals.  (Students 18-1, 18-4, 18-5, 18-6, 18-7, 18-11, 31-2, 31-5, 31-6, 31-10, 31-13, 31-16, 31-17, 31-18, 33-1, 33-2, 38-8, 39-1, 39-5, 39-6, 39-10, 39-12, 39-13, 41-1, 43-1, 43-5, 48-1, 48-3, 48-10, 48-11, 48-12, 48-14,</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>55-3, 55-6, 56-2, 58-5, 60-12, 61-1, 61-3, 68-5, 68-6, 78-2, 79-1, 86-13, and 89-13)</p> <p><b>DS-11</b>  <b>34 C.F.R. § 300.320(a)(7); 7 Miss. Admin. Code Pt. 3, Ch. 74, R. 74.19, § 300.320(a)(7)</b></p> <ul style="list-style-type: none"> <li>Twenty-eight (28) of 393 student IEPs failed to list the location for specially-designed instruction.  (Students 10-10, 11-4, 18-1, 18-9, 18-11, 18-18, 20-5, 31-3, 31-5, 31-8, 31-9, 31-14, 31-15, 39-7, 39-10, 43-5, 48-11, 48-13, 48-14, 48-15, 56-2, 57-2, 60-8, 60-12, 68-5, 68-6, 89-13, and 89-16)</li> </ul> <p><b>DS-12</b>  <b>34 C.F.R. § 300.320(a)(7); 7 Miss. Admin. Code Pt. 3, Ch. 74, R. 74.19, § 300.320(a)(7)</b></p> <ul style="list-style-type: none"> <li>One hundred thirty-nine (139) of 393 student IEPs failed to list the frequency or the duration of services.  (Students 10-1, 10-2, 10-3, 10-6, 10-8, 10-9, 10-10, 11-4, 14-4, 18-3, 18-6, 18-8, 18-9, 18-10, 18-11, 18-12, 18-14, 18-18, 18-20, 23-1, 23-3, 23-6, 23-8, 23-9, 23-17, 24-4, 31-2, 31-5, 31-6, 31-7, 31-8, 31-10, 31-11, 31-14, 31-15, 31-18, 31-19, 31-20, 36-3, 38-1, 38-5, 38-8, 39-1, 39-3, 39-6, 39-7, 39-10, 39-12, 39-13, 45-1, 48-1, 48-2, 48-3, 48-4, 48-5, 48-6, 48-7, 48-8, 48-9, 48-10, 48-11, 48-14, 48-16, 48-17, 52-2, 55-2, 55-3, 55-6, 55-7, 55-8, 56-1, 56-2, 57-1, 60-1, 60-2, 60-3, 60-5, 60-8, 60-9, 60-11, 60-12, 61-2, 61-3, 61-4, 62-3, 62-4, 62-5, 62-7, 62-8, 62-10, 62-12, 62-14, 65-1, 65-2, 65-3, 65-4, 65-5, 68-2, 68-3, 68-4, 68-5, 68-6, 76-1, 76-2, 74-2, 79-1, 79-4, 81-1, 85-4, 85-6, 85-7, 85-9, 85-10, 86-2, 86-3, 86-4, 86-5, 86-7, 86-10, 86-11, 86-12, 86-14, 88-1, 88-2, 89-2, 89-3, 89-4,</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>89-5, 89-6, 89-8, 89-9, 89-10, 89-12, 89-13, 89-14, 89-15, 89-16, 92-1, and 92-5)</p> <p><b>DS-13</b>  <b>34 C.F.R. § 300.42, 300.320(a)(4); 7 Miss. Admin. Code Pt. 3, Ch. 74, R. 74.19, § 300.320(a)(4)</b></p> <ul style="list-style-type: none"> <li>Seventy-six (76) of 393 student IEPs failed to identify the supplementary aids and services, such as accommodations and modifications, needed to enable the child to be involved in and make progress in the general education curriculum.  (Students 4-1, 10-10, 11-1, 14-4, 16-2, 18-1, 18-5, 18-6, 18-7, 18-11, 20-2, 23-1, 23-3, 31-2, 31-4, 31-5, 31-8, 31-9, 31-10, 31-11, 31-18, 33-3, 36-1, 36-2, 36-3, 38-5, 38-6, 38-8, 39-2, 39-6, 39-10, 39-12, 39-14, 39-15, 40-3, 48-1, 48-2, 48-6, 48-7, 48-8, 48-10, 48-11, 48-12, 48-14, 48-15, 55-4, 56-2, 60-3, 60-8, 60-11, 60-12, 61-1, 61-2, 61-3, 65-2, 65-3, 68-3, 68-4, 68-5, 68-18, 78-1, 78-3, 79-1, 81-1, 81-2, 82-4, 84-2, 85-5, 85-10, 86-7, 89-2, 89-3, 89-6, 89-9, 89-12, and 89-15)</li> </ul> <p><b>DS-14</b>  <b>34 C.F.R. § 300.320(a)(4); 7 Miss. Admin. Code Pt. 3, Ch. 74, R. 74.19, § 300.320(a)(4)</b></p> <ul style="list-style-type: none"> <li>Seventy-four (74) of 393 student IEPs failed to identify modifications to enable the child to be involved in and make progress in the general education curriculum.  (Students 8-1, 11-1, 18-1, 18-5, 18-6, 20-2, 20-4, 20-5, 23-6, 31-2, 31-3, 31-4, 31-5, 31-7, 31-8, 31-10, 31-11, 31-13, 31-15, 31-20, 33-1, 36-1, 36-2, 36-3, 38-5, 38-8, 39-1, 39-7, 39-10, 10-3, 41-1, 43-1, 45-6, 47-3, 48-1, 48-2, 48-5, 48-8, 48-11, 48-12, 48-14, 48-15, 48-16, 53-1, 56-2, 56-3, 56-4, 57-2, 58-6, 60-8, 60-</li> </ul>		



FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>10, 60-11, 60-12, 61-3, 62-13, 68-5, 68-8, 76-1, 76-4, 78-3, 79-4, 81-1, 81-2, 83-1, 84-1, 84-2, 84-3, 85-5, 86-7, 86-15, 89-8, 89-9, 89-14, and 89-15)</p> <p><b>DS-15</b>  <b>34 C.F.R. §§ 300.34, 300.320(a)(4), 300.324(b)(2); 7 Miss. Admin. Code Pt. 3, Ch. 74, R. 74.19, §§ 300.34, 300.320(a)(4), 300.324(b)(2)</b></p> <ul style="list-style-type: none"> <li>Forty-two (42) of 393 student IEPs failed to identify related services that address the needs of the students and support annual goals.  (Students 4-1, 18-2, 20-2, 31-1, 31-2, 31-3, 31-4, 31-5, 31-8, 31-10, 33-3, 38-8, 39-1, 39-2, 39-4, 39-8, 39-10, 39-15, 43-5, 47-3, 48-8, 48-10, 48-12, 48-14, 48-15, 51-3, 55-2, 56-3, 58-2, 60-8, 60-12, 61-3, 61-4, 62-5, 65-2, 68-5, 76-1, 78-2, 82-3, 84-3, 86-13, and 86-15)</li> </ul> <p><b>DS-16</b>  <b>34 C.F.R. § 300.320(a)(7); 7 Miss. Admin. Code Pt. 3, Ch. 74, R. 74.19, § 300.320(a)(7)</b></p> <ul style="list-style-type: none"> <li>Forty (40) of 393 student IEPs failed to identify the duration or frequency of related services that address the needs of the students and support annual goals.  (Students 10-2, 10-8, 11-4, 14-5, 18-8, 18-9, 18-11, 20-2, 20-4, 31-2, 31-5, 31-7, 31-8, 31-9, 31-10, 31-15, 31-19, 39-1, 39-8, 43-4, 43-5, 45-1, 48-2, 48-5, 48-8, 48-12, 48-13, 48-14, 48-15, 56-2, 60-8, 60-12, 61-3, 62-5, 68-5, 81-1, 84-3, 88-4, 89-6, and 89-8)</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b>DS-17</b>  <b>34 C.F.R. § 300.324(a)(3)(ii); 7 Miss. Admin. Code Pt. 3, Ch. 74, R. 74.19, § 300.324(a)(3)(ii)</b></p> <ul style="list-style-type: none"> <li>Eighty-five (85) of 393 student IEPs failed to include supports for personnel.  (Students 10-6, 11-2, 11-3, 11-4, 14-6, 16-2, 18-1, 18-5, 18-6, 18-7, 18-8, 20-1, 20-2, 20-4, 20-5, 23-13, 24-2, 31-1, 31-2, 31-4, 31-5, 31-8, 31-9, 31-10, 31-11, 31-13, 31-15, 36-3, 38-2, 38-5, 38-8, 39-1, 39-2, 39-6, 39-8, 39-12, 39-13, 39-14, 39-15, 40-2, 43-1, 48-3, 48-5, 48-12, 48-14, 48-15, 55-4, 57-1, 57-2, 60-3, 60-5, 60-10, 60-11, 60-12, 60-13, 61-1, 61-3, 61-4, 62-7, 65-6, 65-7, 65-8, 68-3, 68-4, 68-5, 68-8, 68-9, 76-5, 79-1, 79-2, 79-4, 0-1, 80-2, 81-1, 81-3, 84-3, 85-2, 85-3, 86-6, 86-7, 89-6, 89-8, 89-12, 89-13, and 92-1)</li> </ul> <p><b>DS-18</b>  <b>34 C.F.R. § 300.320(a)(6); 7 Miss. Admin. Code Pt. 3, Ch. 74, R. 74.19, § 300.320(a)(6)</b></p> <ul style="list-style-type: none"> <li>Seventeen (17) of 393 student records indicated IEP Committees failed to document the assessment decision determination regarding each student's participation in State-wide and District-wide assessments. Decisions made by the IEP Committees regarding the students' classification as having a Significant Cognitive Disability (SCD) were not appropriately considered or made, which impacted the assessment decision for each student.  (Students 14-6, 31-9, 31-20, 27-3, 39-1, 39-13, 41-2, 41-3, 42-3, 56-1, 60-12, 61-1, 68-3, 68-8, 84-2, 86-12, and 86-7)</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b>DS-19</b>  <b>34 C.F.R. § 300.320(a)(6)(i); 7 Miss. Admin. Code Pt. 3, Ch. 74, R. 74.19, § 300.320(a)(6)(i)</b></p> <ul style="list-style-type: none"> <li>Sixty (60) of 393 student records indicated the District failed to provide a statement of individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the student on State-wide and District-wide assessment programs.  (Students 10-9, 10-10, 18-1, 18-7, 18-18, 18-20, 18-21, 20-2, 31-1, 31-5, 31-6, 31-9, 31-10, 31-12, 31-13, 31-15, 31-18, 39-1, 39-2, 39-6, 39-7, 39-10, 39-12, 39-13, 39-14, 39-15, 42-3, 48-1, 48-3, 48-4, 48-8, 48-10, 48-12, 48-15, 48-16, 51-3, 56-2, 56-3, 60-1, 60-2, 60-9, 60-12, 65-5, 68-6, 68-8, 76-1, 80-2, 81-1, 81-4, 84-2, 84-3, 85-7, 85-13, 86-12, 88-4, 89-5, 89-11, 89-12, 89-14, and 92-4)</li> </ul> <p><b>DS-20-1</b>  <b>34 C.F.R. §§ 300.320(b), 300.324(c); 7 Miss. Admin. Code Pt. 3, Ch. 74, R. 74.19, §§ 300.320(b), 300.324(c)</b></p> <ul style="list-style-type: none"> <li>Fifty (50) of 156 student IEP transition services plans failed to include appropriate post-secondary goals in the areas of training, education, employment, and independent living skills.  (Students 18-1, 18-6, 18-7, 18-8, 18-11, 18-12, 23-6, 31-1, 31-2, 31-4, 31-5, 31-6, 31-8, 31-10, 31-11, 31-12, 31-13, 31-18, 38-5, 39-1, 48-3, 48-10, 48-14, 48-15, 55-4, 55-6, 55-7, 60-2, 60-8, 60-9, 60-10, 60-12, 65-4, 65-5, 65-8, 68-2, 68-4, 68-5, 68-7, 68-8, 68-9, 85-3, 85-6, 86-12, 89-9, 89-11, 89-13, 89-15, 92-1, and 92-4)</li> </ul>	<ul style="list-style-type: none"> <li>Provide training to appropriate personnel regarding the required components of transition plans in accordance with IDEA, the IDEA's implementing regulations, and 7 Miss. Admin. Code Pt. 3, Ch. 74, R. 74.19. The District shall document and submit evidence of the training (e.g. sign-in sheets, PowerPoint presentations, or agendas) to the MDE OSE for approval.</li> <li>Reconvene the IEP Committees for all cited students with disabilities ages 14 and older identified in the findings to develop appropriate transition plans with the required components in accordance with IDEA, the IDEA's implementing</li> </ul>	<p>October 2, 2017</p>

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b>DS-20-2</b>  <b>34 C.F.R. §§ 300.320(b), 300.324(c); 7 Miss. Admin. Code Pt. 3, Ch. 74, R. 74.19, §§ 300.320(b), 300.324(c)</b></p> <ul style="list-style-type: none"> <li>Thirty-nine (39) of 156 student records indicated the District failed to update post-secondary goals annually.  (Students 14-4, 18-1, 18-5, 18-8, 18-11, 31-1, 31-2, 31-4, 31-5, 31-6, 31-8, 31-10, 31-13, 31-18, 39-1, 39-10, 39-13, 48-3, 48-8, 48-10, 48-14, 48-15, 55-4, 55-7, 60-7, 60-8, 60-9, 60-10, 60-12, 65-4, 65-8, 68-5, 68-7, 68-8, 68-9, 76-5, 85-3, 85-6, and 89-11)</li> </ul> <p><b>DS-20-3</b>  <b>34 C.F.R. §§ 300.320(b)(1), 300.324(c); 7 Miss. Admin. Code Pt. 3, Ch. 74, R. 74.19, §§ 300.320(b)(1), 300.324(c)</b></p> <ul style="list-style-type: none"> <li>Thirty-five (35) of 156 student records indicated the District failed to develop transition goals based on age-appropriate assessments.  (Students 18-3, 18-10, 18-11, 31-2, 31-3, 31-4, 31-5, 31-10, 31-11, 31-13, 31-18, 39-10, 48-3, 48-14, 55-4, 55-7, 60-4, 60-8, 60-9, 60-10, 60-11, 60-12, 65-4, 65-8, 68-4, 68-5, 68-7, 68-8, 85-3, 86-12, 89-3, 89-5, 89-9, 89-11, and 89-15)</li> </ul> <p><b>DS-20-4</b>  <b>34 C.F.R. §§ 300.43, 300.320(b), 300.324(c); 7 Miss. Admin. Code Pt. 3, Ch. 74, R. 74.19, §§ 300.43, 300.320(b), 300.324(c)</b></p> <ul style="list-style-type: none"> <li>Sixty (60) of 156 student IEPs failed to include transition services in one or more of the following areas: instruction, related services, community experiences, development of employment and other post-school adult living objectives, or acquisition of daily living skills and functional vocational</li> </ul>	<p>regulations, and 7 Miss. Admin. Code Pt. 3, Ch. 74, R. 74.19.</p> <ul style="list-style-type: none"> <li>Develop or review and as necessary revise procedures to review transition plans for all students ages 14 and older to ensure the areas of noncompliance found in this report are not present in current IEPs which were note reviewed during the Audit. The creation, review, revisions, and tracking system shall be documented and submitted to the MDE OSE for approval.</li> </ul>	

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>evaluation that reasonably enable the students to meet their post-secondary goals. (Students 10-4, 18-6, 18-8, 18-9, 18-11, 23-6, 31-1, 31-2, 31-4, 31-5, 31-7, 31-8, 31-10, 31-11, 31-12, 31-13, 31-17, 31-18, 31-19, 39-1, 39-8, 39-13, 38-5, 38-9, 48-3, 48-4, 48-8, 48-12, 48-13, 48-14, 48-15, 55-4, 55-6, 55-7, 60-1, 60-2, 60-7, 60-8, 60-10, 60-12, 60-13, 65-4, 65-5, 65-8, 68-1, 68-4, 68-5, 68-6, 68-7, 68-8, 68-9, 85-3, 85-6, 86-12, 89-10, 89-8, 89-9, 89-11, 89-12, and 89-15)</p> <p><b>DS-20-5</b>  <b>34 C.F.R. §§ 300.320(b), 300.324(c); 7 Miss. Admin. Code Pt. 3, Ch. 74, R. 74.19, §§ 300.320(b), 300.324(c)</b></p> <ul style="list-style-type: none"> <li>Forty-one (41) of 156 student IEPs failed to include courses of study that reasonably enable the student(s) to meet post-secondary goals. (Students 18-1, 18-4, 18-7, 18-11, 23-6, 31-2, 31-4, 31-5, 31-6, 31-8, 31-10, 31-11, 31-12, 31-13, 31-18, 38-2, 48-3, 48-8, 48-12, 48-15, 55-4, 55-6, 55-7, 60-8, 60-12, 60-13, 65-4, 65-8, 68-3, 68-4, 68-5, 68-7, 68-8, 68-10, 85-3, 85-6, 86-5, 86-12, 89-9, 89-11, and 89-12)</li> </ul> <p><b>DS-20-6</b>  <b>34 C.F.R. §§ 300.320(b), 300.324(c); 7 Miss. Admin. Code Pt. 3, Ch. 74, R. 74.19, §§ 300.320(b), 300.324(c)</b></p> <ul style="list-style-type: none"> <li>Forty-six (46) of 156 transition services plans on student IEPs failed to include appropriate measurable post-secondary goals updated annually and related to the student(s) identified transition needs. (Students 18-4, 18-6, 18-7, 18-8, 18-9, 18-10, 18-11, 23-6, 31-1, 31-2, 31-4, 31-5, 31-8, 31-10, 31-11, 31-12, 31-13, 31-18, 31-19, 38-5, 39-1, 39-13, 48-3, 48-</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>6, 48-9, 48-12, 48-14, 55-4, 55-7, 60-8, 60-9, 60-12, 65-4, 65-8, 68-1, 68-3, 68-4, 68-5, 68-7, 68-8, 85-3, 85-6, 86-4, 89-9, 89-11, and 89-12)</p> <p><b>DS-20-7</b>  <b>34 C.F.R. §§ 300.321(b)(1)-(2); 7 Miss. Admin. Code Pt. 3, Ch. 74, R. 74.19, §§ 300.321(b)(1)-(2)</b></p> <ul style="list-style-type: none"> <li>Forty-eight (48) of 156 student records indicated students were not invited to IEP meetings to participate in the development of their transition plans or there was no indication the student's preferences and interests were considered.  (Students 18-2, 18-4, 18-9, 18-10, 18-11, 23-6, 31-1, 31-2, 31-3, 31-4, 31-5, 31-8, 31-10, 31-13, 31-18, 31-20, 39-1, 48-12, 48-15, 55-4, 55-6, 55-7, 60-1, 60-2, 60-5, 60-7, 60-9, 60-10, 60-11, 60-12, 60-13, 65-1, 65-2, 65-4, 65-8, 68-4, 68-5, 68-6, 68-8, 76-3, 76-4, 85-3, 85-6, 86-5, 86-12, 89-6, 89-9, and 89-14)</li> </ul> <p><b>DS-22</b>  <b>34 C.F.R. §§ 300.115 – 300.116; 7 Miss. Admin. Code Pt. 3, Ch. 74, R. 74.19, §§ 300.115 – 300.116</b></p> <ul style="list-style-type: none"> <li>Thirty-seven (37) of 393 student records indicated IEP Committees failed to document its consideration of placement options for students with disabilities.  (Students 10-5, 14-1, 14-6, 18-3, 18-5, 18-9, 20-2, 31-1, 31-2, 31-5, 31-8, 31-17, 31-18, 41-3, 43-5, 50-3, 50-5, 60-1, 60-12, 61-3, 62-2, 65-3, 66-1, 68-5, 68-6, 68-7, 68-8, 68-9, 76-2, 79-2, 79-4, 79-5, 81-3, 88-1, 88-2, 88-3, and 88-4)</li> </ul>	<ul style="list-style-type: none"> <li>Review and revise policies and procedures for determining LRE and making educational placements for students with disabilities in accordance with the LRE placement requirements in the IDEA, the IDEA's implementing regulations, and 7 Miss. Admin. Code Pt. 3, Ch. 74, R. 74.19. The review and revisions shall be documented and submitted to the MDE OSE for approval.</li> <li>Provide training to all appropriate personnel including administrators, special education teachers, regular education teachers, speech-language therapists, and related service providers</li> </ul>	

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b>DS-23</b>  <b>34 C.F.R. § 300.320(a)(5); 7 Miss. Admin. Code Pt. 3, Ch. 74, R. 74.19, § 300.320(a)(5)</b></p> <ul style="list-style-type: none"> <li>Fifty-six (56) of 393 student IEPs failed to include an explanation of the extent to which the student(s) participate with non-disabled peers.  (Students 10-1, 10-5, 11-2, 11-4, 16-2, 18-1, 18-2, 18-3, 18-4, 18-5, 18-9, 18-12, 20-3, 24-1, 31-1, 31-5, 31-8, 31-12, 31-15, 31-17, 31-18, 38-8, 39-1, 39-6, 39-7, 39-13, 42-5, 43-4, 48-1, 48-8, 48-12, 48-14, 53-2, 56-1, 56-2, 56-3, 60-1, 60-2, 60-8, 60-10, 60-12, 62-2, 62-4, 68-5, 68-7, 68-8, 68-18, 79-2, 79-4, 80-2, 85-9, 86-7, 88-1, 88-4, 88-6, and 89-9)</li> </ul> <p><b>FAPE-1</b>  <b>34 C.F.R. §§ 300.17, 300.101, 300.106(b); 7 Miss. Admin. Code Pt. 3, Ch. 74, R. 74.19, §§ 300.17, 300.101, 300.106(b); and Mississippi Department of Education Office of Special Education Extended School Year (ESY) Handbook (September 2003), pp. 9-18</b></p> <ul style="list-style-type: none"> <li>One hundred eighty-seven (187) of 393 student records indicated ESY documentation failed to include one (1) or more of the following: the student(s) eligibility determination, the criterion used for the student(s) ESY eligibility determination, or documented data to support the ESY eligibility decision.  (Students 6-1, 7-1, 8-1, 10-2, 10-3, 10-4, 10-5, 10-6, 10-7, 10-8, 10-9, 11-2, 14-6, 18-1, 18-2, 18-3, 18-4, 18-6, 18-8, 18-9, 18-12, 20-1, 20-2, 20-3, 23-3, 23-4, 23-6, 23-8, 23-9, 23-10, 23-11, 23-12, 23-13, 24-2, 27-1, 27-2, 27-3, 31-5, 31-6, 31-7, 31-8, 31-9, 31-10, 31-12, 31-13, 31-15, 31-17, 31-18, 31-19, 31-20, 33-2, 33-3, 36-1, 36-2, 36-4, 38-1, 38-3, 38-5, 38-6, 38-</li> </ul>	<p>regarding LRE requirements pursuant to the IDEA, the IDEA's implementing regulations, and 7 Miss. Admin. Code Pt. 3, Ch. 74, R. 74.19. The District shall document and submit evidence of the training (e.g. sign-in sheets, PowerPoint presentations, or agendas) to the MDE OSE for approval.</p> <ul style="list-style-type: none"> <li>Review and revise ESY policies and procedures to ensure all required components of the IDEA, the IDEA's implementing regulations, 7 Miss. Admin. Code Pt. 3, Ch. 74, R. 74.19, and the State Board of Education approved standards <i>Mississippi Department of Education Office of Special Education Extended School Year Handbook</i> (September 2003) are included and the data used to determine eligibility for ESY services is available to support the decision.</li> <li>Provide training to all appropriate personnel including administrators, special education teachers, regular education teachers, speech-language therapists, and related service providers to ensure IEPs document the ESY eligibility determination and the criterion used to make the ESY eligibility determination is completed in accordance with the IDEA, the IDEA's</li> </ul>	

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>8, 38-9, 39-1, 39-2, 39-5, 39-10, 39-13, 39-14, 39-15, 40-3, 41-1, 42-1, 41-4, 41-5, 43-2, 43-3, 43-4, 45-1, 47-1, 47-2, 48-1, 48-2, 48-3, 48-4, 48-5, 48-6, 48-7, 48-8, 48-9, 48-10, 48-11, 48-12, 48-13, 48-14, 51-3, 53-5, 55-1, 55-2, 55-3, 55-6, 55-7, 56-1, 56-2, 56-3, 56-4, 57-1, 57-2, 58-1, 58-3, 58-4, 58-5, 58-6, 60-1, 60-2, 60-3, 60-4, 60-7, 60-8, 60-10, 60-11, 60-12, 61-1, 61-2, 61-3, 62-1, 62-2, 62-3, 62-4, 62-5, 62-6, 62-7, 62-8, 62-9, 62-11, 65-3, 65-4, 65-8, 68-3, 68-4, 68-5, 68-6, 68-7, 68-8, 68-9, 74-2, 76-1, 76-3, 76-4, 78-1, 78-2, 80-1, 80-2, 80-3, 81-1, 81-2, 81-3, 81-4, 82-1, 82-2, 84-2, 84-3, 85-1, 85-3, 86-3, 86-4, 86-5, 86-6, 86-7, 86-8, 86-9, 86-10, 86-11, 86-12, 86-13, 86-14, 88-1, 89-2, 89-3, 89-6, 89-7, 89-8, 89-11, 89-12, 89-13, 89-14, 89-15, 92-4, and 92-5)</p> <p>The MDE identified 12 students for whom the District failed to ensure the provision of a FAPE. Specifically, the District:</p> <ul style="list-style-type: none"> <li>Failed to review and revise the student(s) IEP;</li> <li>Failed to implement the IEP; or</li> <li>Failed to provide special education and related services.</li> </ul> <p>Specific details related to this finding are individualized. To protect confidentiality, additional details of this finding are outlined in detail in Attachment A.</p>	<p>implementing regulations, 7 Miss. Admin. Code Pt. 3, Ch. 74, R. 74.19, and the State Board of Education approved standards included in the <i>Mississippi Department of Education Office of Special Education Extended School Year Handbook</i> (September 2003), pp. 9-18. The District shall document and submit evidence of the training (e.g. sign-in sheets, PowerPoint presentations, or agendas) to the MDE OSE for approval.</p> <p>Corrective action related to this finding is individualized. To protect confidentiality, the corrective action has been outlined in detail in Attachment A.</p> <p>Contact Gretchen Cagle, State Director of Special Education, Office of Special Education, at <a href="mailto:GCagle@mdek12.org">GCagle@mdek12.org</a> or 601.359.3498 for technical assistance or when the District is prepared for a follow-up visit to verify compliance with Process Standard 17.4.</p>	<p>See Attachment A.</p>



**Standard 17: The school district is compliant with state and/or federal requirements for the following programs:**

**17.4: Special Education Individuals with Disabilities Education Act (IDEA) (20 U.S.C §§ 1400, *et. seq.*)**

**REGULATIONS: Discipline (DIS): 34 C.F.R. §§ 300.530 - 300.536; 7 Miss. Admin. Code Pt. 3, Ch. 74, R. 74.19, §§ 300.530- 300.536**

#### **SUMMARY of FINDINGS**

- Prior to the on-site visit, the District submitted a district-wide list of students who had been removed from the school setting for more than ten (10) school days during the 2016-2017 school year.
- The MDE OSE selected student records from the district-wide list.
- The MDE OSE assigned school/student codes for each student record reviewed based on the school where the child received services at the time of the on-site visit.

**The District is NONCOMPLIANT with Process Standard 17.4.**

<b>FINDINGS</b>	<b>CORRECTIVE ACTION</b>	<b>TIMELINE</b>
<p>The MDE reviewed 393 student records, which included eight (8) student records that had 10 or more days of suspension or expulsion. Special education records, interviews with District personnel, and classroom observations indicated:</p> <p><b>DIS-1</b> <b>34 C.F.R. §§ 300.530(e)(1); 7 Miss. Admin. Code Pt. 3, Ch. 74, R. 74.19, §§ 300.530(e)(1)</b></p> <ul style="list-style-type: none"><li>• One (1) of eight (8) student records indicated the District failed to conduct a Manifestation Determination Review (MDR) within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct. (Students 61-1)</li></ul>	<ul style="list-style-type: none"><li>• Review and revise written policies and procedures regarding Discipline for students with disabilities in accordance with the IDEA, the IDEA's implementing regulations, and 7 Miss. Admin. Code Pt. 3, Ch. 74, R. 74.19. The review and revisions shall be documented and submitted to the MDE OSE for approval.</li><li>• Provide training to all appropriate personnel including administrators, special education teachers, regular education teachers, speech-</li></ul>	<p>Unless otherwise noted in this section of the report, the deadline for the District to complete the corrective actions is October 31, 2017.</p>

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b>DIS-4</b>  <b>34 C.F.R. §§ 300.17, 300.101, 300.530(d)(1), 300.530(f)(1); 7 Miss. Admin. Code Pt. 3, Ch. 74, R. 74.19, §§ 300.17, 300.101, 300.530(d)(1)(ii)(a), 300.530(f)(1)</b></p> <ul style="list-style-type: none"> <li>Three (3) of eight (8) student records indicated the District failed to conduct a Functional Behavioral Assessment (FBA) after the student(s) removal from his or her current placement for 10 school days due to a violation of a code of student conduct. (Students 61-1, 62-2, and 92-4)</li> </ul> <p><b>DIS-6</b>  <b>34 C.F.R. §§ 300.17, 300.101, 300.530(d)(1), 300.530(f)(1); 7 Miss. Admin. Code Pt. 3, Ch. 74, R. 74.19, §§ 300.17, 300.101, 300.530(d)(1)(ii)(b), 300.530(f)(1)</b></p> <ul style="list-style-type: none"> <li>Three (3) of eight (8) student records indicated the District failed to develop a Behavior Intervention Plan (BIP) following the student(s) removal from his or her current placement for 10 school days due to a violation of a code of student conduct. (Students 61-1, 62-2, and 92-4)</li> </ul>	<p>language therapists, and related service providers on the appropriate procedures and circumstances for conducting an MDR, conducting an FBA, and developing a BIP in accordance with the IDEA, the IDEA's implementing regulations, and 7 Miss. Admin. Code Pt. 3, Ch. 74, R. 74.19. The District shall document and submit evidence of the training (e.g. sign-in sheets, PowerPoint presentations, or agendas) to the MDE OSE for approval.</p> <p>Contact Gretchen Cagle, State Director of Special Education, Office of Special Education, at <a href="mailto:GCagle@mdek12.org">GCagle@mdek12.org</a> or 601.359.3498 for technical assistance or when the District is prepared for a follow-up visit to verify compliance with Process Standard 17.4.</p>	

**Standard 17: The school district is compliant with state and/or federal requirements for the following programs:**

**17.4: Special Education *Individuals with Disabilities Education Act* (IDEA) (20 U.S.C §§ 1400, *et. seq.*); Miss. Code Ann. §§ 37-23-1 through 37-23-9; State Board Policy Chapter 74, Rule 74.19**

**REGULATIONS: Education Department General Administrative Regulations (EDGAR): 2 C.F.R. §§ 200.302, 200.308(c)(i)-(ii), 200.313(d)(1), 200.318(b), 200.326, 200.400(a)-(d), 200.403 – 200.405, 200.430(i)(1)(i)-(vii); 34 C.F.R. §§ 300.37, 300.132(b), 300.138; 300.202, 300.321-300.324; 7 Miss. Admin. Code Pt. 3, Ch. 74, R. 74.19, §§ 300.37, 300.132, 300.138, 300.202, 300.321-300.324; and *Mississippi Public School Asset Management Manual* (<http://www.osa.state.ms.us/documents/property/PublicSchMan08.pdf>)**

#### SUMMARY of FINDINGS

- The MDE OSE conducted a district-level review of the District’s fiscal policies and procedures and the District’s implementation of IDEA fiscal requirements.
- The District failed to provide payroll account distribution information requested for FY2014-2015 and FY2013-2014.

**The District is NONCOMPLIANT with Process Standard 17.4.**

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b>2 C.F.R. § 200.302(b), 200.309, 200.404 – 200.405, 200.430(i)(1)(i)-(vii)</b></p> <ul style="list-style-type: none"> <li>• The District failed to adhere to the standards for documentation of personnel expenses by charging salaries and wages not based on records that accurately reflect the work performed. <ul style="list-style-type: none"> <li>a. The District failed to provide time and effort documentation for FY 2014-2015 for the MDE OSE’s review despite multiple requests;</li> <li>b. The District failed to accurately document semi-annual certification forms for the periods July 2015 to December 2015 and January 2016 to June 2016. Documentation failed to include enough data to support work performed or total activity charged to the program as allowable and allocable. While employees were paid for the entire period, the MDE OSE could not assure</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The District shall identify and provide to MDE all employees working solely on a single Federal award or cost objective for review of time and effort documentation.</li> <li>• The District shall submit procedures to ensure that: <ol style="list-style-type: none"> <li>1. Charges for salaries and wages are supported by periodic certifications that include data elements (i.e. beginning and ending dates in mm/dd/yyyy format);</li> <li>2. Charges for salaries and wages support 100% of the employees’ effort for which work is performed during the period covered by the certification;</li> <li>3. Certifications are prepared at least semi-annually;</li> </ol> </li> </ul>	<p>Unless otherwise noted in this section of the report, the deadline for the District to complete the corrective actions is October 31, 2017.</p>

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>work was performed for the entire period charged to the program;</p> <p>c. The District failed to accurately document semi-annual certification forms for the periods July 2013 to December 2013 and January 2014 to June 2014. Documentation failed to include enough data to support work performed or total activity charged to the program as allowable and allocable because the records were too general in month/year format and did not provide the exact date. While employees were paid for the entire period, the MDE OSE could not assure work was performed for the entire period charged to the program; and,</p> <p>d. Semi-annual certifications were certified prior to the work being completed.</p> <p><b>2 C.F.R. §§ 200.302(a)(b)(2)-(4), 200.308(c)(1)(i)-(ii), 200.400(a)-(d)</b></p> <ul style="list-style-type: none"> <li>• The District failed to provide the MDE OSE documentation that identifies, in its accounts, Federal awards expended for FY2015-2016 split-funded personnel payroll account distributions for 21 employees.</li> <li>• The District failed to provide payroll account distribution information for FY2014-2015 and FY2013-2014.</li> </ul>	<ol style="list-style-type: none"> <li>Certifications are signed by the employee or supervisory official having first-hand knowledge of the work performed by the employee after the work is completed; and</li> <li>Documentation is collected and maintained in a manner that allows easy access for auditors.</li> </ol> <ul style="list-style-type: none"> <li>• The District shall submit corrected semi-annual certification forms for SY2016-2017 to the MDE OSE for approval.</li> <li>• The District shall develop procedures that strengthen internal controls over budgeting function to ensure Federal awards are spent in accordance with the approved budget on file with the MDE OSE and provide a copy of the procedures to MDE OSE. The Special Education Director shall consult with the Business Manager to review the budget monthly to mitigate any budget discrepancies that may arise. The procedures shall be submitted to the MDE OSE for approval.</li> <li>• The District shall provide the MDE with a Payroll Account Distribution for the 21 employees not provided for in SY2015-2016.</li> </ul>	<p>November 30, 2017</p>

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b>2 C.F.R. § 200.313(d)(1); <i>Mississippi Public School Asset Management Manual</i>, pp. 4-5</b></p> <ul style="list-style-type: none"> <li>The District failed to properly account for equipment purchased with IDEA Part B and Preschool funds. <ul style="list-style-type: none"> <li>The District failed to document accurately and completely its fixed asset listing for equipment listed in the FY2015-2016, FY2014-2015, and FY2013-2014 Project Applications;</li> <li>The District failed to tag equipment as IDEA equipment; and,</li> <li>According to the fixed asset listing and compared with serial numbers on Purchase Order #493225, the District failed to account for three (3) (Lenovo Think Pads) of 40 items.</li> </ul> </li> </ul> <p><b>34 C.F.R. §§ 300.37; 300.132 – 300.138, 300.321-300.324; 7 Miss. Admin. Code Pt. 3, Ch. 74, R. 74.19</b></p> <ul style="list-style-type: none"> <li>The District failed to properly document Service Plans. <ul style="list-style-type: none"> <li>Five (5) of 27 SY2015-2016 Service Plans failed to list the Committee members in attendance, indicating the District failed to consult with private school representatives and representatives of parents of parentally-placed private school children with disabilities during the design and development of special education and related services for the child;</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The District shall provide the MDE with a Payroll Account Distribution for each employee in the FY2016-2017 IDEA Part B and Preschool Application approved by MDE OSE.</li> <li>The District shall reconcile equipment listed in the Project Application, provide the MDE OSE an updated fixed asset listing, mark all equipment purchased with IDEA funds with an IDEA tag, and move equipment to the proper location as indicated by the fixed asset listing. MDE will verify compliance in a follow up visit.</li> <li>The District shall provide documentation of location for the three (3) missing Lenovo Think Pads. If the equipment cannot be found, evidence of the steps the district took as a result must be provided to the MDE.</li> <li>The District shall submit copies of revised Service Plans that clearly indicate: <ul style="list-style-type: none"> <li>Committee members attending the meeting;</li> <li>Meeting was held prior to beginning services;</li> <li>Removal of all references to IEP; and</li> <li>Date the meeting was held.</li> </ul> </li> </ul>	

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>b. Seven (7) of 27 SY2015-2016 Service Plans failed to document the date the meeting was held;</p> <p>c. Two (2) of 27 SY2015-2016 Service Plans failed to list the correct year of the beginning and ending dates of services;</p> <p>d. Twenty-seven (27) of 27 Service Plans for SY2015-2016 failed to use Individual Service Plan (ISP) and referenced IEPs throughout the document instead; and,</p> <p>e. One (1) of 27 Service Plans for SY2015-2016 failed to hold the meeting prior to the beginning dates of service.</p> <p><b>2 C.F.R. §§ 200.403 – 200.405; 34 C.F.R. § 300.202</b></p> <ul style="list-style-type: none"> <li>The District failed to ensure expenditures were allowable, allocable, or reasonable and necessary charges to the FY2015-2016 IDEA Part B and Preschool award. The District made two (2) unallowable purchases: <ul style="list-style-type: none"> <li>Purchase Order #497366 in the amount of \$885.00 (Jackson Business Systems for 3 High back chairs at \$295.00 each); and,</li> <li>Purchase Order #490152 in the amount of \$295.98 (Office Depot for 2 Igloo 4.6 cubic foot bar fridge at \$147.99 each).</li> </ul> </li> </ul> <p><b>2 C.F.R. §§ 200.302(b)(5), 200.308, 200.400; 34 C.F.R. § 300.202</b></p> <ul style="list-style-type: none"> <li>The District failed to use the correct accounting object code in its accounting system to identify equipment purchased with IDEA Part B and Preschool funds. Purchase orders listed on the District's expenditure budget report were coded with the incorrect object</li> </ul>	<ul style="list-style-type: none"> <li>The District shall reimburse the IDEA Part B and Preschool program in the amount of \$1,180.98 from State and local funds. Make check payable to: Treasury Fund 3201 Mail check to: Mississippi Department of Education, Office of Special Education, Attention: Michael Gibbons, P.O. Box 771, Jackson, Mississippi 39205-0771. The MDE will return funds to the program for the District to re-obligate for appropriate uses by September 29, 2017.</li> <li>The District shall implement procedures pertaining to equipment to ensure all equipment purchased with IDEA funds are labeled. Submit copies of the procedures to the MDE OSE for approval.</li> <li>The District shall develop or review and as necessary revise procedures to ensure the use of</li> </ul>	<p>September 8, 2017</p>

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>code. These items should have been coded with object code 740 and captured under the IDEA Part B and Preschool program as equipment:</p> <p>FY2015-2016:</p> <ul style="list-style-type: none"> <li>a. Purchase Order #496940 in the amount of \$461.27 (SMARTNAV 4);</li> </ul> <p>FY2013-2014:</p> <ul style="list-style-type: none"> <li>a. Purchase Order #467763 in the amount of \$1,180.00 (4 four drawer vertical file cabinet with lock);</li> <li>b. Purchase Order #467773 in the amount of \$4,999.50 (11 four drawer lateral file cabinet with lock); and</li> <li>c. Purchase Order #467733 in the amount of \$1,143.40 (mobile chair adjustable headrests).</li> </ul>	<p>object code 740 instead of 600 for all non-capitalized equipment purchased and submit to the MDE OSE for approval.</p> <p>Contact Gretchen Cagle, State Director of Special Education, Office of Special Education, at <a href="mailto:GCagle@mdek12.org">GCagle@mdek12.org</a> or 601.359.3498 for technical assistance or when the District is prepared for a follow-up visit to verify compliance with Process Standard 17.4.</p>	

**Standard 17: The school district is in compliance with state and/or federal requirements for the following programs:**

**17.5: Child Nutrition**

**17.5.1: School Wellness Policy**

**REGULATIONS: Miss. Code Ann. § 37-11-7, 7 Miss. Admin. Code Pt. 3, Ch. 17, R. 17.1, R. 17.2, R. 17.4, R. 17.7, R. 17.9, and Federal Code**

**SUMMARY of FINDINGS**

- The MDE monitored 38 elementary schools, 13 middle schools, seven (7) high schools, and two (2) other schools.
- The District is compliant/had no findings in 30 schools: Baker Elementary School, Barr Elementary School, Bates Elementary School, Casey Elementary School, Clausell Elementary School, Davis Magnet Elementary School, Dawson Elementary School, French Elementary School, Galloway Elementary School, George Elementary School, Isable Elementary School, John Hopkins Elementary School, Johnson Elementary School, Lake Elementary School, Lee Elementary School, Lester Elementary School, Marshall Elementary School, McLeod Elementary School, North Jackson Elementary School, Oak Forest Elementary School, Pecan Park Elementary School, Poindexter Elementary School, Raines Elementary School, Smith Elementary School, Spann Elementary School, Sykes Elementary School, Timberlawn Elementary School, Van Winkle Elementary School, Walton Elementary School, and Woodville Heights Elementary.
- The District is compliant/had no findings in ten (10) middle schools: Blackburn Middle School, Brinkley Middle School, Cardozo Middle School, Hardy Middle School, Northwest Jackson Middle School, Peeples Middle School, Powell Middle School, Rowan Middle School, Siwell Middle School, and Whitten Middle School.
- The District is compliant/had no findings in three (3) high schools: Jim Hill High School, Lanier High School, and Wingfield High School.
- The District is compliant/had no findings in the two (2) other schools: Capital City Alternative School, and Morrison Academic Complex.
- The District is compliant/had no findings for Process Standard 17.5.1.

**The District is COMPLIANT with Process Standard 17.5.1.**

**The District is NONCOMPLIANT with Process Standard 17.5.**

FINDINGS	CORRECTIVE ACTION	TIMELINE
The District lacks consistent implementation of the Offer Versus Serve (OVS) provisions of the National School Lunch Program (NSLP) and School Breakfast Program (SBP):	Pursuant to 7 C.F.R. § 210.10 (e) (NSLP Offer Versus Serve), 7 C.F.R. § 220.8 (e) (SBP Offer Versus Serve), and the United States Department of Agriculture, Food and Nutrition Service, SP 41-2015 ( <i>Updated Offer versus Serve Guidance for the National School Lunch Program</i> )	November 30, 2017



FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b><u>Key Elementary School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to provide students with the opportunity to choose their food items. The MDE witnessed school staff instructing students which items to take.</li> </ul> <p><b><u>Power APAC Elementary School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to provide students with the opportunity to choose their food items. The MDE witnessed school staff instructing students which items to take.</li> </ul> <p><b><u>Chastain Middle School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to provide students with the opportunity to choose their food items. The MDE witnessed school staff instructing students which items to take.</li> </ul> <p><b><u>Forest Hill High School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to provide the required OVS signage for breakfast. One (1) of the two (2) serving lines did not have the required signage.</li> </ul> <p><b><u>Murrah High School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to provide the required OVS signage near the beginning of the serving line.</li> </ul> <p><b><u>Provine High School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to provide the required OVS signage near the beginning of the serving line.</li> </ul> <p>The District lacks adequate facilities management to ensure the safe storage, preparation and service of food:</p>	<p><i>and School Breakfast Program Effective Beginning School Year 2015-2016</i>), schools implementing OVS provision shall allow students to decline some of the food offered. OVS is required for high school lunch, and is optional for lunch at all other schools, and breakfast at all schools. Once a school elects to implement OVS, the school shall adhere to the policy guidance. The District shall ensure that all schools are correctly implementing the provision. Acceptable corrective action shall include providing additional OVS training to child nutrition staff and posting the required signage at schools noted to be deficient in this area.</p> <p>Pursuant to 7 C.F.R. § 210.13(a) (health standards), 7 C.F.R. § 210.13(b) (food safety inspections) and 7 C.F.R. § 210.13(d) (storage), school food authorities shall ensure that food storage, preparation and service is in accordance with the sanitation and health standards established under state and local laws and regulations. Schools are required to obtain two (2) health inspections per school year and to post the most recent inspection conspicuously.</p> <p>The District shall increase oversight of the food safety protocols at each school with demonstrated deficiencies.</p> <p>Pursuant to 7 C.F.R. § 210.10(a)(3) (production and menu records), 7 C.F.R. § 210.10(c) (meal pattern for school lunches), 7 C.F.R. § 220.8 (meal requirements for breakfast), and the United States Department of Agriculture, Food and Nutrition Service, SP 10-2012 (v.8) (<i>Questions &amp; Answers on the Final Rule, “Nutrition Standards in the National School Lunch and School Breakfast Programs”</i>), schools participating in the</p>	

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b><u>Brown Elementary School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to ensure that proper milk temperatures were maintained. The MDE observed milk being left outside the cooler for an extended time.</li> </ul> <p><b><u>Green Elementary School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to ensure that proper milk temperatures were maintained. The MDE observed milk being left outside the cooler for an extended time.</li> <li>The school failed to post the current health inspection.</li> <li>The school failed to store food properly. The MDE observed produce stored on the floor. Leftover food was not labeled after it was taken out of the original packaging.</li> </ul> <p><b><u>McWillie Elementary School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to ensure proper temperature for food storage. The MDE observed no thermometers in the cooler or freezer.</li> </ul> <p><b><u>Watkins Elementary School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to ensure proper temperature for food storage. The MDE observed no thermometers in the cooler or freezer.</li> <li>The school failed to eliminate or remediate hazards in the kitchen. The MDE observed excessive water on the floor.</li> </ul> <p><b><u>Bailey APAC Middle School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to provide an operable hand-sink for the cafeteria staff.</li> </ul>	<p>National School Lunch Program and School Breakfast Program shall meet meal requirements (or “meal pattern”) and shall document how the requirements are met for review by the state agency.</p> <p>The District shall ensure that child nutrition staff prepare meals that meet the meal pattern and maintain appropriate documentation of food production. Acceptable corrective action shall include providing meal pattern and/or production records training to the child nutrition staff of each school with demonstrated deficiencies.</p> <p>Pursuant to 7 C.F.R. § 210.10(a)(1)(i) (NSLP), 7 C.F.R. § 220.8(a)(1) (SBP), and the United States Department of Agriculture, Food and Nutrition Service, SP 28-2011 – Revised (<i>Child Nutrition Reauthorization 2010: Water Availability During National School Lunch Program Meal Service</i>), schools participating in the National School Lunch Program shall make potable water available to children at no charge in the place where lunch meals are served during the meal service. The District shall ensure that potable water is available during the meal service at each school.</p> <p>Contact Scott Clements, State Director, Office of Child Nutrition, at <a href="mailto:SClements@mdek12.org">SClements@mdek12.org</a> or 601.576.4990 for technical assistance or when the District is prepared for a follow-up visit to verify compliance with Process Standard 17.5.</p>	

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>The District lacks consistency in maintaining production records and implementing the meal pattern requirements:</p> <p><b><u>Boyd Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to properly maintain the production book. Food items were not properly credited and portions prepared/served did not reconcile.</li> </ul> <p><b><u>McWillie Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to meet the meal pattern for lunch. The fruit/vegetable requirement was not met.</li> </ul> <p><b><u>Watkins Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to properly maintain the production book. Food items were not properly credited.</li> </ul> <p><b><u>Chastain Middle School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to meet the meal pattern for lunch. The fruit/vegetable requirement was not met.</li> </ul> <p><b><u>Kirksey Middle School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to offer the required components of a reimbursable meal on each serving line.</li> </ul> <p><b><u>Callaway High School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to have production records available for review by MDE staff.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>The District lacks consistent implementation of the potable water requirement:</p> <p><b><u>Wilkins Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to ensure that potable water was available for students during the meal service.</li> </ul>		

**Standard 17: The school district is compliant with state and/or federal requirements for the following programs:**

**17.6: Elementary and Secondary Education Act: Titles I, II, III, IV, V, VI, X, and any other federally funded programs and grants.**

**REGULATIONS: The *Elementary and Secondary Education Act of 1965 (ESEA)* as amended by the *Every Student Succeeds Act of 2015 (ESSA)*: §§ 1003A(d), 1112(e), 1114(b), 1116(b)-(h), 3116(c), 4205(a)(3), 4205(a)(10) [20 U.S.C. §§ 6301, *et seq.*]; Education Department General Administrative Regulations (EDGAR): 2 C.F.R. §§ 200.302(b), 200.308 – 200.309, 200.313(d), 200.317 – 200.326, 200.402 – 200.405; Miss. Code Ann. §§ 27-103-159, 31-7-1, *et. seq.* (*Purchase Law Summary* (June 2016) ([http://www.osa.ms.gov/downloads/Purchase\\_Law\\_Update.pdf](http://www.osa.ms.gov/downloads/Purchase_Law_Update.pdf))); *Mississippi Public School Asset Management Manual* (<http://www.osa.state.ms.us/documents/property/PublicSchMan08.pdf>)**

#### **SUMMARY of FINDINGS**

- The MDE monitored 58 schools: 38 elementary schools, 13 middle schools, and seven (7) high schools.
- The District is compliant/had no findings in three (3) elementary schools: Casey Elementary School, McWillie Elementary School, and Woodville Heights Elementary School.
- The District is compliant/had no findings in two (2) middle schools: Northwest Middle School and Power APAC Elementary School.
- During the week of September 12-16, 2016, the Mississippi Department of Education (MDE) Office of Federal Programs monitored the Jackson Public School District's *ESEA* Programs as authorized by the *No Child Left Behind (NCLB) Act of 2001*. The findings were based on the district's non-compliance with *NCLB*; however, all corrective action must adhere to the *Every Student Succeeds Act (ESSA) of 2015*. Any original findings or citations no longer applicable under *ESSA* have been removed.

**The District is NONCOMPLIANT with Process Standard 17.6.**

<b>FINDINGS</b>	<b>CORRECTIVE ACTION</b>	<b>TIMELINE</b>
Findings are based on the analysis of data collected during the on-site evaluation, including (a) interviews conducted with District staff, (b) observations of instructional programs and staff, (c) analysis of official documentation on file in the district, (d) analysis of official reports submitted to the Mississippi Department of Education (MDE), Office of Federal Programs (OFP), and (e) completed evaluation forms.  <b>Compliance Indicator A1: The Local Educational Agency (LEA) will provide evidence that budgets and</b>	The District shall adhere to the requirements of 2 C.F.R. §§ 200.302(b), 200.308 – 200.309, 200.404 – 200.405 to align its accounting system with all current approved MDE budgets for all federal programs to ensure that they meet all required components: <ul style="list-style-type: none"><li>a. Allocable</li><li>b. Reasonable and necessary</li><li>c. Meeting program intent and purposes</li><li>d. Aligned with the approved application and amendments on file at MDE</li></ul>	November 30, 2017

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b>expenditures for all federal programs are allocable; reasonable and necessary; meet program intent and purposes; aligned with the approved application and amendments on file at MDE; and obligated and liquidated in accordance with the approved plan within the approved grant period.</b>  <b>2 C.F.R. §§ 200.302(b), 200.308 – 200.309, 200.404 – 200.405</b></p> <p>The District failed to provide evidence of meeting the program intent and purposes.</p> <p>According to the <i>FY15 Statement of Expenditure</i> report, the District failed to align Title I, Part A expenditures with the approved application and amendments on file at MDE.</p> <p>According to the <i>FY15 Statement of Expenditure</i> District-level report, expenditures exceeded the MDE approved budget for function 2110 by \$4,446.83.</p> <p>After exceeding FY15 funds, the District failed to complete an amendment in FY15 prior to expending additional funds.*</p>	<p>e. Obligated and liquidated in accordance with the approved plan within the approved grant period</p> <p>The District shall require the Federal Programs Coordinator and Business Manager the development of written procedures that will monitor budgets and expenditures to mitigate discrepancies. The written monitoring procedures shall be submitted to the MDE Office of Federal Programs (OFP) for approval.</p> <p>The District shall provide the MDE OFP with budget reports filtered by site that demonstrate the actual expenditures are aligned with the MDE approved budget amounts for each federal grant award.</p>	

\* According to the *FY15 Statement of Expenditure reports*, the Title I, Part A school-level expenditures exceeded the overall school allocation, but the District provided corrected journal entries that the MDE accepted for fifteen (15) schools: Barr Elementary School (Expenditures exceeded the school's allocation by \$15,433.02); French Elementary School (Expenditures exceeded the school's allocation by \$1,635.05); John Hopkins Elementary School (Expenditures exceeded the school's allocation by \$4,595.98); Johnson Elementary School (Expenditures exceeded the school's allocation by \$788.87); Key Elementary School (Expenditures exceeded the school's allocation by \$18,937.45); Pecan Park Elementary School (Expenditures exceeded the school's allocation by \$1,023.85); Poindexter Elementary School (Expenditures exceeded the school's allocation by \$373.52); Spann Elementary School (Expenditures exceeded the school's allocation by \$3,792.00); Timberlawn Elementary School (Expenditures exceeded the school's allocation by \$2,486.76); Walton Elementary School (Expenditures exceeded the school's allocation by \$7,005.35); Watkins Elementary School (Expenditures exceeded the school's allocation by \$4,332.67); Rowan Middle School (Expenditures exceeded the school's allocation by \$2,166.19); Forest Hill High

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>Nineteen (19) of 38 elementary schools failed to provide evidence that Title I, Part A school-level expenditures aligned with MDE approved school budgets:</p> <p><b><u>Boyd Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• Expenditures exceeded function 2120 by \$2,345.90.</li> <li>• Expenditures exceeded function 2213 by \$1,049.67.</li> </ul> <p><b><u>Dawson Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• Expenditures exceeded function 1120 by \$8,093.34.</li> <li>• Expenditures exceeded function 2225 by \$769.99.</li> </ul> <p><b><u>French Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• Expenditures exceeded function 1120 by \$2,019.61.</li> </ul> <p><b><u>Galloway Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• Expenditures exceeded function 1120 by \$15,092.30.</li> </ul> <p><b><u>Green Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• Expenditures exceeded function 1120 by \$6,935.35.</li> </ul> <p><b><u>John Hopkins Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• Expenditures exceeded function 1120 by \$5,728.90.</li> </ul>		

School (Expenditures exceeded the school's allocation by \$7,033.38); Lanier High School (Expenditures exceeded the school's allocation by \$38,388.56); Provine High School (Expenditures exceeded the school's allocation by \$7,222.94).

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b><u>Johnson Elementary School</u></b></p> <ul style="list-style-type: none"> <li>Expenditures exceeded function 1120 by \$791.68.</li> </ul> <p><b><u>Key Elementary School</u></b></p> <ul style="list-style-type: none"> <li>Expenditures exceeded function 1930 by \$1,920.45.</li> </ul> <p><b><u>Lake Elementary School</u></b></p> <ul style="list-style-type: none"> <li>Expenditures exceeded function 2120 by \$166.69.</li> </ul> <p><b><u>Lee Elementary School</u></b></p> <ul style="list-style-type: none"> <li>Expenditures exceeded function 1120 by \$2,500.51.</li> <li>Expenditures exceeded function 1120 by \$687.59.</li> </ul> <p><b><u>Marshall Elementary School</u></b></p> <ul style="list-style-type: none"> <li>Expenditures exceeded function 2120 by \$1,187.28.</li> <li>Expenditures exceeded function 2213 by \$1,658.88.</li> <li>Expenditures exceeded function 2225 by \$157.19.</li> </ul> <p><b><u>McLeod Elementary School</u></b></p> <ul style="list-style-type: none"> <li>Expenditures exceeded function 1120 by \$396.10.</li> <li>Expenditures exceeded function 1260 by \$887.60.</li> </ul> <p><b><u>North Jackson Elementary School</u></b></p> <ul style="list-style-type: none"> <li>Expenditures exceeded function 1120 by \$8,555.55.</li> </ul>		



FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b><u>Pecan Park Elementary School</u></b></p> <ul style="list-style-type: none"> <li>Expenditures exceeded function 1120 by \$3,770.37.</li> </ul> <p><b><u>Smith Elementary School</u></b></p> <ul style="list-style-type: none"> <li>Expenditures exceeded function 2225 by \$208.28.</li> </ul> <p><b><u>Spann Elementary School</u></b></p> <ul style="list-style-type: none"> <li>Expenditures exceeded function 1120 by \$3,803.14.</li> </ul> <p><b><u>Timberlawn Elementary School</u></b></p> <ul style="list-style-type: none"> <li>Expenditures exceeded function 1260 by \$6,231.04.</li> </ul> <p><b><u>Walton Elementary School</u></b></p> <ul style="list-style-type: none"> <li>Expenditures exceeded function 1120 by \$7,452.51.</li> </ul> <p><b><u>Watkins Elementary School</u></b></p> <ul style="list-style-type: none"> <li>Expenditures exceeded function 1120 by \$5,661.14.</li> </ul> <p>Nine (9) of 13 middle schools failed to provide evidence that Title I, Part A school-level expenditures aligned with MDE approved school budgets:</p> <p><b><u>Bailey APAC Middle School</u></b></p> <ul style="list-style-type: none"> <li>Expenditures exceeded function 1130 by \$98.87.</li> </ul> <p><b><u>Blackburn Middle School</u></b></p> <ul style="list-style-type: none"> <li>Expenditures exceeded function 2225 by \$25,035.06.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b><u>Cardozo Middle School</u></b></p> <ul style="list-style-type: none"> <li>Expenditures exceeded function 2110 by \$240.86.</li> </ul> <p><b><u>Hardy Middle School</u></b></p> <ul style="list-style-type: none"> <li>Expenditures exceeded function 2213 by \$218.47.</li> <li>Expenditures exceeded function 2225 by \$152.28.</li> </ul> <p><b><u>Kirksey Middle School</u></b></p> <ul style="list-style-type: none"> <li>Expenditures exceeded function 1130 by \$361.84.</li> </ul> <p><b><u>Peeples Middle School</u></b></p> <ul style="list-style-type: none"> <li>Expenditures exceeded function 2213 by \$2,217.20.</li> </ul> <p><b><u>Rowan Middle School</u></b></p> <ul style="list-style-type: none"> <li>Expenditures exceeded function 1130 by \$2,450.67.</li> </ul> <p><b><u>Siwell Middle School</u></b></p> <ul style="list-style-type: none"> <li>Expenditures exceeded function 2213 by \$904.86.</li> <li>Expenditures exceeded function 2225 by \$1,558.52.</li> </ul> <p><b><u>Whitten Middle School</u></b></p> <ul style="list-style-type: none"> <li>Expenditures exceeded function 2225 by \$2,006.53.</li> </ul> <p>Seven (7) of seven (7) high schools failed to provide evidence of compliance that Title I, Part A school-level expenditures aligned with MDE approved school budgets:</p>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b><u>Callaway High School</u></b></p> <ul style="list-style-type: none"> <li>Expenditures exceeded function 1140 by \$1,098.99.</li> <li>Expenditures exceeded function 2213 by \$2,665.31.</li> </ul> <p><b><u>Forest Hill High School</u></b></p> <ul style="list-style-type: none"> <li>Expenditures exceeded function 1140 by \$1,500.00.</li> <li>Expenditures exceeded function 2210 by \$13,091.15.</li> </ul> <p><b><u>Jim Hill High School</u></b></p> <ul style="list-style-type: none"> <li>Expenditures exceeded function 1140 by \$3,599.11.</li> </ul> <p><b><u>Lanier High School</u></b></p> <ul style="list-style-type: none"> <li>Expenditures exceeded function 1140 by \$20,909.31.</li> <li>Expenditures exceeded function 2110 by \$21,801.44.</li> </ul> <p><b><u>Murrah High School</u></b></p> <ul style="list-style-type: none"> <li>Expenditures exceeded function 1140 by \$22,495.38.</li> </ul> <p><b><u>Provine High School</u></b></p> <ul style="list-style-type: none"> <li>Expenditures exceeded function 1140 by \$9,509.76.</li> </ul> <p><b><u>Wingfield High School</u></b></p> <ul style="list-style-type: none"> <li>Expenditures exceeded function 1140 by \$9,509.76.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>According to the FY15 <i>Statement of Expenditure</i> report, the District failed to align Title I, Part A expenditures with the approved application and amendments on file at MDE.</p> <p>After exceeding FY15 funds, the District failed to complete an amendment prior to expending additional funds.**</p> <p>According to the FY16 <i>Statement of Expenditure</i> report, the District failed to align Title I, Part A expenditures with the approved application and amendments on file at MDE.</p> <p>After exceeding FY16 funds, the District failed to complete an amendment in FY15 prior to expending additional funds.</p> <p>Six (6) of 38 elementary schools failed to provide evidence that Title I, Part A school-level expenditures were aligned with MDE approved school budgets:</p> <p><b><u>French Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• Expenditures exceeded function 1120 by \$4,939.04.</li> <li>• Expenditures exceeded school allocation by \$1,653.39.</li> </ul>		

\*\* According to the FY15 *Statement of Expenditure* reports, the Title I, Part A school-level expenditures exceeded function line budgets within the school allocation. The District provided corrected journal entries that the MDE accepted for thirteen (13) schools: French Elementary School, John Hopkins Elementary School, Johnson Elementary School, Key Elementary School, Pecan Park Elementary School, Spann Elementary School (2 journal entries), Timberlawn Elementary School, Walton Elementary School, Watkins Elementary School, Rowan Middle School, Forest Hill High School, Lanier High School (2 journal entries), and Provine High School.

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b><u>Galloway Elementary School</u></b></p> <ul style="list-style-type: none"> <li>Expenditures exceeded function 1120 by \$14,885.70.</li> </ul> <p><b><u>Lee Elementary School</u></b></p> <ul style="list-style-type: none"> <li>Expenditures exceeded function 1120 by \$1,461.70.</li> </ul> <p><b><u>North Jackson Elementary School</u></b></p> <ul style="list-style-type: none"> <li>Expenditures exceeded function 2120 by \$3,333.89.</li> </ul> <p><b><u>Poindexter Elementary School</u></b></p> <ul style="list-style-type: none"> <li>Expenditures exceeded function 2120 by \$158.91.</li> </ul> <p><b><u>Spann Elementary School</u></b></p> <ul style="list-style-type: none"> <li>Expenditures exceeded function 1120 by \$6,641.74.</li> <li>Expenditures exceeded school allocation by \$835.93.</li> </ul> <p>One (1) of 13 middle schools failed to provide evidence that Title I, Part A school-level expenditures were aligned with MDE approved school budgets:</p> <p><b><u>Whitten Middle School</u></b></p> <ul style="list-style-type: none"> <li>Expenditures (700-property) exceeded function 2225 by \$21,304.86.</li> </ul> <p>The District failed to align Title I School Improvement 1003(a) expenditures with the approved MDE budget in the LEA's FY15 <i>Statement of Expenditure</i> reports.</p>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>After exceeding FY16 funds, the District failed to complete an amendment in FY16 prior to expending additional funds. The LEA was required to complete an amendment and failed to do so.</p> <p>One (1) of seven (7) high schools failed to provide evidence that Title I, Part A school-level expenditures aligned with MDE approved school budgets:</p> <p><b><u>Provine High School</u></b> Expenditures for salaries and benefits exceeded the approved budgeted amount by \$34,570 in function 2210. This amount exceeds 10% of the entire grant and is a change in the scope of the project.</p> <p><b>Compliance Indicator A4: The LEA will provide policies for equipment purchases and inventory. 2 C.F.R. § 200.313(d); Mississippi Public School Asset Management Manual, pp. 2-3</b></p> <p>The District’s fixed asset policy (amended in 1993) failed to address the notification of law enforcement or notarized affidavits when items were lost or stolen as required by the <i>Mississippi Public School Asset Management Manual</i>, pp. 2-3.</p> <p><b>Compliance Indicator A9: The LEA will provide evidence that contracts and agreements are made in accordance with applicable federal, state, and local regulations as well as audit guidelines.</b></p>	<p>The District shall review and revise its written fixed asset policy to ensure the policy is in accordance with 2 C.F.R. § 200.313(d) and the <i>Mississippi Public School Asset Management Manual</i> and includes:</p> <ul style="list-style-type: none"> <li>(a) control of all equipment purchased with federal funds;</li> <li>(b) local law enforcement is to be notified and a police report is to be filed when it is discovered equipment has been stolen; and,</li> <li>(c) a notarized affidavit be completed for lost equipment.</li> </ul> <p>The revised policy shall be submitted to the MDE OFP for approval prior to submission to the District’s board.</p> <p>The District shall develop written procedures for reviewing contracts to ensure all purchases are allowable, allocable, reasonable and necessary, meet the program intent and purposes, and are in compliance with state and</p>	<p>November 30, 2017</p> <p>November 30, 2017</p>

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b>2 C.F.R. §§ 200.317 – 200.326, 200.402 – 200.405; Miss. Code Ann. §§ 31-7-1, et. seq.</b></p> <p>The District failed to comply with Miss. Code Ann. §§ 31-7-1, et. seq. (<i>Purchase Law Summary</i> (June 2016) pp. 15-17) sealed-bid process by entering into a contract with TE21, Inc. (Southstar Financial LLC) for the amount of \$779,167.50 without utilizing a competitive process.</p> <p>The District failed to comply with Miss. Code Ann. § 31-7-13(m)(viii) certification requirements for the purchase of noncompetitive items only available from one (1) source by approving the contract with TE21, Inc. and accepted TE21 as “a sole distributor for these products in the states of Mississippi, North Carolina, and South Carolina” without a documented sole source letter.</p> <p><b>Compliance Indicator A42: The LEA ensures that each Title I school have the required components in the school’s Parent and Family Engagement Plan. ESSA § 1116(c)-(f) [20 U.S.C. § 6318(c)-(f)]</b></p> <p>Sixteen (16) of 38 elementary schools failed to provide a Parent and Family Engagement Plan:</p> <ul style="list-style-type: none"> <li>• Baker Elementary School</li> <li>• Bates Elementary School</li> <li>• Barr Elementary School</li> <li>• Brown Elementary School</li> <li>• Davis Magnet Elementary School</li> <li>• French Elementary School</li> <li>• George Elementary School</li> <li>• Green Elementary School</li> <li>• Isable Elementary School</li> <li>• Lee Elementary School</li> </ul>	<p>federal purchasing guidelines for service contracts. The District shall submit the procedures to MDE for approval.</p> <p><i>See Attachment C, Letter to JPS dated June 19, 2017: The District shall reimburse the Title II, Part A program in the amount of \$535,417.50 (the MDE questioned costs in the amount of \$535,417.50 as only the professional development days, at a cost of \$243,750, are allowable under Title II).</i></p> <p>The District shall submit evidence that the current-year Parent and Family Engagement Plan contains all required components in accordance with 20 U.S.C. § 6318(c)-(f):</p> <ul style="list-style-type: none"> <li>(a) Plan provides an assurance that the school will convene an annual meeting of all parents of participating children, at a convenient time, to inform parents of Title I participation, its requirements, and their right to be involved;</li> <li>(b) School offers a flexible number of meetings, such as meetings in the morning or evening;</li> <li>(c) School involves parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including planning, review, and improvement of the School Parent and Family Engagement Plan or the school has in place a process that includes an adequate representation of parents of participating children</li> </ul>	<p>N/A - Completed July 2017</p> <p>May 31, 2018</p>

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• Oak Forest Elementary School</li> <li>• Poindexter Elementary School</li> <li>• Timberlawn Elementary School</li> <li>• Van Winkle Elementary School</li> <li>• Walton Elementary School</li> <li>• Wilkins Elementary School</li> </ul> <p>Four (4) of 13 middle schools failed to provide a Parent and Family Engagement Plan:</p> <ul style="list-style-type: none"> <li>• Blackburn Middle School</li> <li>• Brinkley Middle School</li> <li>• Kirksey Middle School</li> <li>• Powell Middle School</li> </ul> <p>Four (4) of seven (7) high schools failed to provide a Parent and Family Engagement Plan:</p> <ul style="list-style-type: none"> <li>• Forest Hill High School</li> <li>• Jim Hill High School</li> <li>• Lanier High School</li> <li>• Wingfield High School</li> </ul>	<p>for involving parents in the joint planning and design of the school's programs;</p> <p>(d) School provides parents of participating children timely information about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessment used to measure student progress, and if requested by parents, opportunities for regular meetings to formulate suggestions and participate, as appropriate, in decisions relating to the education of their children and respond to any such suggestions as soon as practicably possible;</p> <p>(e) School submits comments/concerns to the LEA if the Schoolwide Program Plan is not satisfactory to parents;</p> <p>(f) School-parent compact is jointly developed with parents of participating students that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards;</p> <p>(g) School builds teachers' and parents' capacity for strong parent and family engagement in accordance with 20 U.S.C. § 6318(e);</p> <p>(h) School, to the extent practical, provides opportunities for the informed participation of parents and family members with limited English proficiency, with disabilities, and of migratory children. Including providing information and school reports in a format and, to the extent practicable, in a language such parents understand.</p>	



FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b>Compliance Indicator A43: The LEA ensures implementation of each Title I school's written Parent and Family Engagement Plan.</b>  <b>ESSA § 1116(c)-(f) [20 U.S.C. § 6318(c)-(f)]</b></p> <p>Nine (9) of 58 schools in the District failed to provide any evidence of implementation of a written Parent and Family Engagement Plan:</p> <ul style="list-style-type: none"> <li>• Brown Elementary School</li> <li>• Clausell Elementary School</li> <li>• Davis Magnet Elementary School</li> <li>• Marshall Elementary School</li> <li>• Van Winkle Elementary School</li> <li>• Wilkins Elementary School</li> <li>• Brinkley Middle School</li> <li>• Rowan Middle School</li> <li>• Wingfield High School</li> </ul> <p>Eleven (11) of 38 elementary schools failed to provide evidence of implementation of the required components of its Parent and Family Engagement Plan:</p> <ul style="list-style-type: none"> <li>• George Elementary School (c, e, f)</li> <li>• Green Elementary School (b – f)</li> <li>• Lake Elementary School (f, h)</li> <li>• North Jackson Elementary School (d, f, h)</li> <li>• Oak Forest Elementary School (a, c, e, f)</li> <li>• Pecan Park Elementary School (e – f)</li> </ul>	<p>The District shall review all schools' current-year Parent and Family Engagement Plan and submit evidence to the MDE OFP that all schools are in compliance with implementation of all required components in their current-year Parent and Family Engagement Plan.</p> <p>The District shall submit evidence that the current-year Parent and Family Engagement Plan was implemented and contains all required components in accordance with 20 U.S.C. § 6318(c)-(f):</p> <ol style="list-style-type: none"> <li>Plan provides an assurance that the school will convene an annual meeting of all parents of participating children, at a convenient time, to inform parents of Title I participation, its requirements, and their right to be involved;</li> <li>School offers a flexible number of meetings, such as meetings in the morning or evening;</li> <li>School involves parents in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including planning, review, and improvement of the school Parent and Family Engagement Plan or the school has in place a process that includes an adequate representation of parents of participating children for involving parents in the joint planning and design of the school's programs;</li> <li>School provides parents of participating children timely information about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessment used to measure student progress, and if requested by parents, opportunities for regular meetings to formulate suggestions and participate, as appropriate, in decisions relating to the education</li> </ol>	<p>November 30, 2018</p>

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• Raines Elementary School (h)</li> <li>• Smith Elementary School (f, h)</li> <li>• Timberlawn Elementary School (h)</li> <li>• Walton Elementary School (d, e, g, h)</li> <li>• Watkins Elementary School (b, e, f, h)</li> </ul> <p>Six (6) of 13 middle schools failed to provide evidence of implementation of the required components of its Parent and Family Engagement Plan:</p> <ul style="list-style-type: none"> <li>• Chastain Middle School (b, c, f)</li> <li>• Hardy Middle School (b, c, f, h)</li> <li>• Kirksey Middle School (d, e, f, g)</li> <li>• Peeples Middle School (c, e, f, h)</li> <li>• Siwell Middle School (d – g)</li> <li>• Whitten Middle School (b – d)</li> </ul> <p>Three (3) of seven (7) high schools failed to provide evidence of implementation of the required components of its Parent and Family Engagement Plan:</p> <ul style="list-style-type: none"> <li>• Forest Hill High School (c – h)</li> <li>• Lanier High School (c, f, g)</li> <li>• Provine High School (b – h)</li> </ul>	<p>of their children and respond to any such suggestions as soon as practicably possible;</p> <ul style="list-style-type: none"> <li>e. School submits comments/concerns to the LEA if the Schoolwide Program Plan is not satisfactory to parents;</li> <li>f. School-parent compact is jointly developed with parents of participating students that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards;</li> <li>g. School builds teachers' and parents' capacity for strong Parent and Family Engagement Plan in accordance with 20 U.S.C. § 6318(e);</li> <li>h. School, to the extent practical, provides opportunities for the informed participation of parents and family members with limited English proficiency, with disabilities, and of migratory children. including providing information and school reports in a format and, to the extent practicable, in a language such parents understand.</li> </ul> <p>The District shall review all schools current-year Parent and Family Engagement Plan and submit evidence to the MDE OFP that all schools are in compliance with implementation of all required components in their current-year Parent and Family Engagement Plan.</p>	

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b>Compliance Indicator A44: The LEA ensures that each Title I school developed and distributed to parents a school-parent compact which describes the partnership needed for children to achieve the state's high academic standards. The LEA also ensures that each Title I elementary school's school-parent compact was reviewed and discussed with parents at a parent-teacher conference.</b>  <b>ESSA § 1116(d) [20 U.S.C. § 6318(d)]</b></p> <p>Three (3) of 38 elementary schools failed to provide evidence of the development of a school-parent compact that was reviewed, discussed, and distributed to parents during a parent-teacher conference:</p> <ul style="list-style-type: none"> <li>• Lee Elementary School</li> <li>• Lester Elementary School</li> <li>• Timberlawn Elementary School</li> </ul> <p>Two (2) of 13 middle schools failed to provide evidence of the development of a school-parent compact that was reviewed, discussed, and distributed to parents:</p> <ul style="list-style-type: none"> <li>• Blackburn Middle School</li> <li>• Rowan Middle School</li> </ul> <p>Two (2) of seven (7) high schools failed to provide evidence of the development of a school-parent compact that was reviewed, discussed, and distributed to parents:</p> <ul style="list-style-type: none"> <li>• Jim Hill High School</li> <li>• Wingfield High School</li> </ul>	<p>The District shall submit evidence that the school-parent compact was developed with the involvement of parents and distributed to parents. The District shall submit evidence that each Title I elementary schools' school-parent compact was reviewed, discussed and distributed with parents at a parent-teacher conference. The District shall submit evidence that each middle and high school's school-parent compact was reviewed, discussed and distributed to parents.</p> <p>The District shall review each school's current school-parent compact and submit evidence to the MDE OFP that all schools developed the current-year Parent and Family Engagement Plan with the involvement of parents and distributed the current-year Parent and Family Engagement Plan to parents.</p>	<p>November 30, 2018</p>

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b>Compliance Indicator A45: The LEA ensures that Title I participating schools distributed to parents the required Parents Right-to-Know information. ESSA § 1112(e) [20 U.S.C. § 6312(e)]</b></p> <p>Eight (8) of 38 elementary schools failed to provide evidence of the distribution of the Parents Right-to-Know information:</p> <ul style="list-style-type: none"> <li>• Brown Elementary School</li> <li>• George Elementary School</li> <li>• Green Elementary School</li> <li>• Key Elementary School</li> <li>• North Jackson Elementary School</li> <li>• Sykes Elementary School</li> <li>• Walton Elementary School</li> <li>• Watkins Elementary School</li> </ul> <p>Three (3) of 13 middle schools failed to provide evidence of the distribution of the Parents Right-to-Know information:</p> <ul style="list-style-type: none"> <li>• Brinkley Middle School</li> <li>• Rowan Middle School</li> <li>• Siwell Middle School</li> </ul>	<p>The District shall submit evidence that the Parent Right-to-Know information was distributed to parents and included notice of the following information that will be provided on request:</p> <ol style="list-style-type: none"> <li>a. professional qualifications of the student's classroom teachers (and paraprofessionals if applicable);</li> <li>b. level of achievement and academic growth of the student in each statewide academic assessment;</li> <li>c. timely notification to parents of children taught for four (4) or more consecutive weeks by a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned;</li> <li>d. information on any policy regarding student participation in any assessment mandated which shall include a policy, procedure, or parental right to opt the child out of such assessment where applicable;</li> <li>e. information on each assessment required by the State or required districtwide;</li> <li>f. information for English Language Learners identified for participation for the District's program of instruction and additional notices as outlined in Language Instruction, 20 U.S.C. § 6312(e)(3); and,</li> <li>g. notices and information under the Parents Right-to-Know in an understandable and uniform format, and to the extent practicable, in a language that parents can understand.</li> </ol>	<p>November 30, 2018</p>

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b>Compliance Indicator A52: The LEA ensures implementation of each Title I schools' Schoolwide Program Plan.</b>  <b>ESSA § 1114(b) [20 U.S.C. § 6314(b)]; Miss. Code Ann. § 27-103-159</b></p> <p>Sixteen (16) of 58 schools in the District failed to provide the required documentation of implementation for all components of the Schoolwide Program Plan:</p> <ul style="list-style-type: none"> <li>• Brown Elementary School</li> <li>• Clausell Elementary School</li> <li>• French Elementary School</li> <li>• Green Elementary School</li> <li>• Johnson Elementary School</li> <li>• Lester Elementary School</li> <li>• North Jackson Elementary School</li> <li>• Smith Elementary School</li> <li>• Sykes Elementary School</li> <li>• Wilkins Elementary School</li> <li>• Kirksey Middle School</li> <li>• Rowan Middle School</li> <li>• Forest Hill High School</li> <li>• Lanier High School</li> <li>• Provine High School</li> <li>• Wingfield High School</li> </ul> <p>Eight (8) of 38 elementary schools failed to provide evidence of the implementation of components of the Schoolwide Program Plan as approved by the District:</p>	<p>The District shall submit evidence to the MDE OFP that all schools have distributed the required Parent Right-to-Know information.</p> <p>The District shall submit evidence of implementation of the components of the Schoolwide Program Plan in accordance with 20 U.S.C. § 6314.</p> <p>The District shall submit evidence to the MDE OFP that all schools have implemented the required components of the Schoolwide Program Plan.</p>	<p>November 30, 2018</p>

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• Bates Elementary School (a, e)</li> <li>• Davis Magnet Elementary School (b)</li> <li>• Marshall Elementary School (c, g)</li> <li>• Pecan Park Elementary School (d)</li> <li>• Timberlawn Elementary School (j)</li> <li>• Van Winkle Elementary School (a, c, d, e, h, i, j)</li> <li>• Walton Elementary School (e, g)</li> <li>• Watkins Elementary School (d, e, g)</li> </ul> <p>Six (6) of 13 middle schools failed to provide evidence of compliance of the implementation of components of the Schoolwide Program Plan as approved:</p> <ul style="list-style-type: none"> <li>• Blackburn Middle School (h, i, j)</li> <li>• Brinkley Middle School (j)</li> <li>• Hardy Middle School (b, c, d, e, f, g, h, j)</li> <li>• Peeples Middle School (g, h)</li> <li>• Powell Middle School (a, b, f, g, h, i, j)</li> <li>• Whitten Middle School (d)</li> </ul> <p><b>Compliance Indicator A53: The LEA will provide evidence that the Schoolwide Program Plan are developed with the involvement of parents, other members of the community to be served, and individuals who will carry the plan, including students (secondary), teachers, principals, and LEA-level administrators of programs combined in the plan.</b>  <b>ESSA § 1114(b)(2) [20 U.S.C. § 6314(b)(2)]</b></p> <p>Two (2) of 38 elementary schools failed to demonstrate that Schoolwide Program Plan was developed with the involvement of parents, other members of the community to be served, and individuals who were to carry out the</p>	<p>The District shall submit evidence that the current-year Schoolwide Program Plan was developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, and LEA-level administrators of programs combined in the plan.</p> <p>The District shall submit evidence to the MDE OFP that all schools developed the current-year Schoolwide Program Plan with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, and LEA-level administrators of programs combined in the plan.</p>	<p>November 30, 2018</p>

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>plan, including teachers, principals, and district level administrators:</p> <ul style="list-style-type: none"> <li>• Pecan Park Elementary School</li> <li>• Watkins Elementary School</li> </ul> <p>One (1) of 13 middle schools failed to demonstrate that Schoolwide Program Plan was developed with the involvement of parents, other members of the community to be served, and individuals who were to carry out the plan, including teachers, principals, and district level administrators:</p> <ul style="list-style-type: none"> <li>• Peeples Middle School</li> </ul> <p>One (1) of seven (7) high schools failed to demonstrate that Schoolwide Program Plan was developed with the involvement of parents, other members of the community to be served, and individuals who were to carry out the plan, including teachers, principals, and district level administrators:</p> <ul style="list-style-type: none"> <li>• Wingfield High School</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b>Compliance Indicator G4: The LEA will provide evidence of implementation of English language services by a classroom teacher who has received appropriate, evidence-based, researched, approved training for working with EL and/or immigrant children and youth.</b>  <b>ESSA § 3115(c)(2) [20 U.S.C. § 6825(c)(2)]; Miss. Code Ann. § 27-103-159</b></p> <p>The District failed to provide documentation of classroom teachers who have received appropriate, scientifically-based, researched, approved training for working with EL and/or immigrant children and youth provided English language services:</p> <ul style="list-style-type: none"> <li>• Spann Elementary School</li> <li>• Sykes Elementary School</li> <li>• Callaway High School</li> </ul>	<p>The District shall provide documentation of evidence-based and/or research-based professional development for teachers working with EL and/or immigrant children and youth.</p> <p>Contact Quentin Ransburg, Executive Director, Office of Federal Programs, at <a href="mailto:QRansburg@mdek12.org">QRansburg@mdek12.org</a> or 601.359.3499 for technical assistance or when the District is prepared for a follow-up visit to verify compliance with Process Standard 17.6.</p>	<p>November 30, 2017</p>



**Standard 17: The school district is in compliance with state and/or federal requirements for the following programs:**

**17.7: Driver Education**

**REGULATIONS: Miss. Code Ann. § 37-25-1, et seq., and 7 Miss. Admin. Code Pt. 3, Ch. 29 R. 29.1**

**SUMMARY of FINDINGS**

- The District did not have a Driver Education program during the time of the audit.
- The MDE provided technical assistance during the 2016-2017 school year to assist the District with the implementation of a Driver Education program for the 2017-2018 school year.

**This standard is NOT APPLICABLE.**

FINDINGS	CORRECTIVE ACTION	TIMELINE
N/A	N/A	N/A

**Standard 17: The school district is in compliance with state and/or federal requirements for the following programs:**

**17.8: Gifted Education**

**REGULATIONS:** Miss. Code Ann. §§ 37-23-171 through 181, 7 Miss. Admin. Code Pt. 3, Ch. 35, R. 35.1, and *Regulations for Gifted Education Programs in Mississippi and the Gifted Education Program Standards*

**SUMMARY of FINDINGS**

- The MDE monitored 38 elementary schools and 12 middle schools\*.
- The District is compliant/had no findings in 19 elementary schools: Bates Elementary School, Brown Elementary School, Galloway Elementary School, Isable Elementary School, Johnson Elementary School, Key Elementary School, Lake Elementary School, Lee Elementary School, Lester Elementary School, Marshall Elementary School, McWillie Elementary School, Oak Forest Elementary School, Pecan Park Elementary School, Raines Elementary School, Smith Elementary School, Sykes Elementary School, Timberlawn Elementary School, Walton Elementary School, and Woodville Heights Elementary School.
- The District is compliant/had no findings in seven (7) middle schools: Bailey APAC Middle School, Brinkley Middle School, Chastain Middle School, Hardy Middle School, Kirksey Middle School, Northwest Middle School, and Peeples Middle School.

**The District is NONCOMPLIANT with Process Standard 17.8.**

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>The District failed to make the results of the gifted program evaluation available through a written report.</p> <p>The District failed to include a hearing policy for parent appeals in the District's gifted education program.</p> <p>The District failed to include visual and performing arts in the District's Instructional Management Plan (IMP).</p> <p>The District failed to identify and provide gifted services to Grade 2 students in four (4) of the schools:</p>	<p>In order to comply with Miss. Code Ann. §§ 37-23-171 through 181, and 7 Miss. Admin. Code Pt. 3, Ch. 35, R. 35.1, the District shall make evaluation results available through a written report, including collecting feedback from all stakeholders regarding the gifted education program. The District shall publish the findings and submit a copy of the written report to the MDE.</p> <p>In order to comply with Miss. Code Ann. §§ 37-23-171 through 181, and 7 Miss. Admin. Code Pt. 3, Ch. 35, R. 35.1, the District shall establish a policy for parent appeals.</p>	<p>September 30, 2017</p>

\* Process Standard 17.8 is not applicable at one (1) middle school: Rowan Middle School. This school only services Grade 7 and Grade 8.

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• George Elementary School</li> <li>• Spann Elementary School</li> <li>• Van Winkle Elementary School</li> <li>• Wilkins Elementary School</li> </ul> <p>The District failed to use adequate funds to allow for gifted programming that meets the needs of the District's gifted students. Specifically, the District failed to provide a gifted teacher and/or adequate number of gifted teachers, and services based on the number of identified gifted students in (ten) 10 of the schools:</p> <ul style="list-style-type: none"> <li>• Barr Elementary School</li> <li>• Boyd Elementary School</li> <li>• Clausell Elementary School</li> <li>• Davis Magnet Elementary School</li> <li>• French Elementary School</li> <li>• John Hopkins Elementary School</li> <li>• McLeod Elementary School</li> <li>• Poindexter Elementary School</li> <li>• Watkins Elementary School</li> <li>• Cardozo Middle School</li> </ul> <p>The District failed to provide adequate classroom space for gifted education services in four (4) of the schools:</p> <ul style="list-style-type: none"> <li>• Baker Elementary School</li> <li>• Blackburn Middle School</li> <li>• Dawson Elementary School</li> <li>• Whitten Middle School</li> </ul>	<p>In order to comply with Miss. Code Ann. §§ 37-23-171 through 181, and 7 Miss. Admin. Code Pt. 3, Ch. 35, R. 35.1, the District shall adopt the <i>Outcomes for Gifted Education 2017</i> as District curriculum for the gifted education program.</p> <p>In order to comply with Miss. Code Ann. §§ 37-23-171 through 181, and 7 Miss. Admin. Code Pt. 3, Ch. 35, R. 35.1, the District shall provide gifted education programs to intellectually gifted students in Grades 2 through 6.</p> <p>In order to comply with Miss. Code Ann. §§ 37-23-171 through 181, and 7 Miss. Admin. Code Pt. 3, Ch. 35, R. 35.1, the District shall provide adequate funds shall be budgeted to allow for gifted programming that meets the needs of the District's gifted students.</p> <p>In order to comply with Miss. Code Ann. §§ 37-23-171 through 181, and 7 Miss. Admin. Code Pt. 3, Ch. 35, R. 35.1, the District shall provide gifted program teachers adequate resources to support and sustain the goals of the gifted program. These resources shall be equitable compared to other District programs, including adequate classroom space.</p> <p>In order to comply with Miss. Code Ann. §§ 37-23-171 through 181, and 7 Miss. Admin. Code Pt. 3, Ch. 35, R. 35.1, the school shall provide a qualitatively different educational experience in addition to and different from the regular program of instruction, including training for gifted education program teacher on appropriate lesson design, instruction, and assessment based on the <i>Outcomes for Gifted Education Programs 2017</i>.</p>	

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>The District failed to provide identified gifted students with qualitatively different learning experiences (i.e. reduced class size, specific opportunities for critical thinking, creativity, and collaboration) designed to meet the special needs of gifted students in three (3) of the schools:</p> <ul style="list-style-type: none"> <li>• Boyd Elementary School</li> <li>• French Elementary School</li> <li>• George Elementary School</li> </ul> <p>The District failed to provide identified gifted students with required minimum instructional time in seven (7) of the schools:</p> <ul style="list-style-type: none"> <li>• Casey Elementary School</li> <li>• Green Elementary School</li> <li>• North Jackson Elementary School</li> <li>• Power APAC Elementary School</li> <li>• Spann Elementary School</li> <li>• Powell Middle School</li> <li>• Siwell Middle School</li> </ul>	<p>In order to comply with Miss. Code Ann. §§ 37-23-171 through 181, and 7 Miss. Admin. Code Pt. 3, Ch. 35, R. 35.1, the District shall ensure that gifted programming shall be an integral part of the District's overall educational offerings, providing gifted students a minimum of 240 minutes per week of services in an approved gifted education program.</p> <p>Contact Jen Cornett, Gifted Education Specialist, Office of Elementary Education and Reading, at <a href="mailto:JCornett@mdek12.org">JCornett@mdek12.org</a> or 601.359.2586 for technical assistance or when the District is prepared for a follow-up visit to verify compliance with Process Standard 17.8.</p>	

**Standard 18: Each school has a library media center. Refer to the current edition of the *Mississippi School Library Media Guide*.**

**18.1: Each school has a library media center with an organized collection of materials and equipment that represents a broad range of current learning media, including instructional technology.**

**18.2: The library staff offers a systematic program of service to students and staff by providing access to the materials and equipment, by providing instruction in the use of the materials and equipment, and by working with teachers and other staff members to provide learning activities for the students.**

**REGULATIONS: Miss. Code Ann. §§ 37-17-6(3)(a) through (e) and *Mississippi School Library Media Guide***

#### **SUMMARY of FINDINGS**

- The MDE monitored 38 elementary schools, 13 middle schools, and seven (7) high schools.
- The overall collection of each library did not represent a well-balanced, broad range of current learning media, including up-to-date instructional technology, periodicals, teacher resources, and equipment.

**Note: Red denotes schools monitored during the legislative audit conducted April 15-22, 2016.**

**The District is NONCOMPLIANT with Process Standards 18, 18.1, and 18.2.**

<b>FINDINGS</b>	<b>CORRECTIVE ACTION</b>	<b>TIMELINE</b>
<p>According to cataloging records, 32 elementary schools, eight (8) middle schools, and two (2) high schools do not offer completely automated library collections, which hinders users in finding resources located in the school library. Incomplete records do not reflect the school library collection's value in the following schools:</p> <ul style="list-style-type: none"><li>• Baker Elementary School</li><li>• Barr Elementary School</li><li>• Bates Elementary School</li><li>• Boyd Elementary School</li><li>• Brown Elementary School</li><li>• <b>Casey Elementary School</b></li><li>• Clausell Elementary School</li><li>• Dawson Elementary School</li></ul>	<ul style="list-style-type: none"><li>• Review and ensure compliance with Section 4.7 Cataloging and Processing in the current <i>Mississippi School Library Guide</i>.</li><li>• The library collections shall be cataloged in the automated system, including fiction, non-fiction, easy, reference, professional collection, and non-print items, including CDs/DVDs and eBooks. Library records for all materials and items shall be current and valid in order to verify the number and/or age of various collections.</li><li>• The school librarian shall provide student and teacher training on how to use the automated system to search for library resources.</li></ul>	<p>December 31, 2017</p>



FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• Lanier High School</li> <li>• Wingfield High School</li> </ul> <p>According to cataloging records, 26 elementary schools and three (3) middle schools failed to classify library resources. Library resource titles are incorrectly cataloged due to unclassified call numbers which do not reflect the school library collection's value in the following schools:</p> <ul style="list-style-type: none"> <li>• Baker Elementary School</li> <li>• Barr Elementary School</li> <li>• Bates Elementary School</li> <li>• Boyd Elementary School</li> <li>• Brown Elementary School</li> <li>• Clausell Elementary School</li> <li>• Dawson Elementary School</li> <li>• George Elementary School</li> <li>• Green Elementary School</li> <li>• John Hopkins Elementary School</li> <li>• Johnson Elementary School</li> <li>• Key Elementary School</li> <li>• Lake Elementary School</li> <li>• Lee Elementary School</li> <li>• Marshall Elementary School</li> <li>• McLeod Elementary School</li> <li>• McWillie Elementary School</li> <li>• North Jackson Elementary School</li> <li>• Oak Forest Elementary School</li> <li>• Pecan Park Elementary School</li> <li>• Spann Elementary School</li> <li>• Sykes Elementary School</li> <li>• Van Winkle Elementary School</li> </ul>	<ul style="list-style-type: none"> <li>• The librarian shall use the Collection Evaluation and Collection Development Plan forms located on the MDE School Library website to develop a Collection Development Plan. <a href="http://www.mde.k12.ms.us/ESE/LM/section-4-library-collection">www.mde.k12.ms.us/ESE/LM/section-4-library-collection</a></li> <li>• Review and ensure compliance with Section 6.8 School Library Facilities Recommendations in the current <i>Mississippi School Library Media Guide</i>.</li> <li>• The school library shall provide an inviting environment for students and staff with appropriately shelved and labeled resources.</li> <li>• In accordance Miss. Code Ann. § 37-17-6, the school shall provide a library media center with an organized collection of materials and equipment that represents a broad range of current learning media, including instructional technology.</li> <li>• Review and ensure compliance with Section 4.7 Cataloging and Processing and Section 6.2 Budget in the current <i>Mississippi School Library Media Guide</i>.</li> <li>• The school library shall organize and barcode sets accordingly so that the books and/or kits do not skew the circulation or collection analysis reports. The Automated System and Book Processing Overview, found on the MDE School Library website, shall be used in correctly organizing and barcoding sets and/or kits <a href="http://www.mde.k12.ms.us/docs/elementary-education-and-reading-library/catalogingandprocessingpractices-(1).pdf?sfvrsn=2">www.mde.k12.ms.us/docs/elementary-education-and-reading-library/catalogingandprocessingpractices-(1).pdf?sfvrsn=2</a></li> </ul>	<p>October 31, 2017</p> <p>December 31, 2017</p>



FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>Walton Elementary School</li> <li>Wilkins Elementary School</li> <li>Woodville Heights Elementary School</li> <li>Blackburn Middle School</li> <li>Cardozo Middle School</li> <li>Kirksey Middle School</li> </ul> <p>According to cataloging records, 30 elementary schools, eight (8) middle schools, and two (2) high schools failed to provide quality general collections as described below.</p> <ul style="list-style-type: none"> <li>The general collection of materials provides more than 10 books per students, but the average copyright age of the collection does not meet the minimum age requirement of 10 years.</li> <li>The collection does not represent a well-balanced, broad range of current learning media, including up-to-date instructional technology, periodicals, teacher resources, and equipment.</li> </ul> <p><b><u>Baker Elementary School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to provide a quality general collection of materials due to the average copyright being 1992.</li> </ul> <p><b><u>Barr Elementary School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to provide a quality general collection of materials due to the average copyright being 1994.</li> </ul> <p><b><u>Bates Elementary School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to provide a quality general collection of materials due to the average copyright being 2005.</li> </ul>	<ul style="list-style-type: none"> <li>The District shall require the schools to purchase classroom sets of chapter books, reference materials and/or kits with instructional funds and not purchase items with designated library funds.</li> <li>To maintain circulation records and aid users in finding titles located in the reference collection, the school librarian shall barcode and place correct spine labels on the physical item and all record information in the automated system.</li> <li>To provide a balanced, diverse, updated reference collection, and one that meets the needs of the learning community and the school's curriculum, each librarian shall weed aged, inaccurate, irrelevant, worn beyond repair items. The school librarian shall use the Reference Collection Overview, located on the MDE School Library website, to weed and create reference collections that connect to the College-and-Career Readiness Standards. <a href="http://www.mde.k12.ms.us/docs/elementary-education-and-reading-library/21st-century-reference-collection.pdf?sfvrsn=2">www.mde.k12.ms.us/docs/elementary-education-and-reading-library/21st-century-reference-collection.pdf?sfvrsn=2</a></li> <li>Review and ensure compliance with Section 5.6 Cataloging and Processing Digital Resources in the current <i>Mississippi School Library Media Guide</i>.</li> <li>To maintain circulation records and aid users in finding titles located in the electronic collection, the school librarian shall barcode and place correct spine labels on the physical item and all record information in the automated system.</li> </ul>	<p>July 31, 2018</p>



FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b><u>Boyd Elementary School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to provide a quality general collection of materials due to the average copyright being 1984.</li> </ul> <p><b><u>Brown Elementary School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to provide a quality general collection of materials due to the average copyright being 1995.</li> </ul> <p><b><u>Casey Elementary School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to provide a quality general collection of materials due to the average copyright being 1984.</li> </ul> <p><b><u>Clausell Elementary School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to provide a quality general collection of materials due to the average copyright being 2001.</li> </ul> <p><b><u>Davis Magnet Elementary School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to provide a quality general collection of materials due to the average copyright being 1990.</li> </ul> <p><b><u>Dawson Elementary School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to provide a quality general collection of materials due to the average copyright being 1993.</li> </ul> <p><b><u>French Elementary School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to provide a quality general collection of materials due to the average copyright being 1993.</li> </ul>	<ul style="list-style-type: none"> <li>Each library shall provide up-to-date CDs/DVDs and/or other emerging formats to support the curriculum, providing students with technologies that assist them in learning and engagement. School librarian shall work with teachers on building the electronic resource collection which connects to the College-and-Career Readiness Standards. An audio/visual curriculum connection form can be found on the MDE school library website. <a href="http://www.mde.k12.ms.us/docs/elementary-education-and-reading-library/avcurriculumconnection-(1).pdf?sfvrsn=2">www.mde.k12.ms.us/docs/elementary-education-and-reading-library/avcurriculumconnection-(1).pdf?sfvrsn=2</a></li> <li>To maintain circulation records and aid users in finding titles located in the professional collection, the school librarian shall barcode and place correct spine labels on the physical item and all record information in the automated system.</li> <li>The library's professional collection shall support the required professional development resources in the <i>Mississippi Public School Accountability Standards</i>.</li> <li>The school librarian shall develop a proposed budget addressing the professional collection needs of the library center. The school librarian shall collaborate with administrators and teachers to keep current resource materials for professional growth and development to meet 21st century learning needs of the staff. A Monetary Consideration form is located on the MDE School Library website. <a href="http://www.mde.k12.ms.us/docs/elementary-education-and-reading-library/fillable-monetary-consideration.pdf?sfvrsn=2">www.mde.k12.ms.us/docs/elementary-education-and-reading-library/fillable-monetary-consideration.pdf?sfvrsn=2</a></li> </ul>	

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b><u>Galloway Elementary School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to provide a quality general collection of materials due to the average copyright being 1987.</li> </ul> <p><b><u>George Elementary School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to provide a quality general collection of materials due to the average copyright being 1998.</li> </ul> <p><b><u>Isable Elementary School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to provide a quality general collection of materials due to the average copyright being 1996.</li> </ul> <p><b><u>John Hopkins Elementary School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to provide a quality general collection of materials due to the average copyright being 1987.</li> </ul> <p><b><u>Key Elementary School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to provide a quality general collection of materials due to the average copyright being 1996.</li> </ul>	<ul style="list-style-type: none"> <li>Review and ensure compliance with Section 3.8 Encouraging Advocacy in the current <i>Mississippi School Library Media Guide</i>.</li> <li>The school librarian shall establish an advocacy committee for the school library program within the school and community. The advocacy committee shall include: library staff, principal/administrator, teachers, parents, and students (when age appropriate). Advocacy committee shall link students with learning opportunities, increase available resources, and secure community support.</li> <li>The school's Library Advocacy Committee shall develop a Public Relations Plan to communicate regularly with all stakeholders regarding library programs and resources through printed newsletters, library website, social media, displays, and public announcements. A basic Public Relations Plan template can be found on the MDE school library website. <a href="http://www.mde.k12.ms.us/docs/elementary-education-and-reading-library/fillable-school-library-public-relations-plan-(1).pdf?sfvrsn=2">www.mde.k12.ms.us/docs/elementary-education-and-reading-library/fillable-school-library-public-relations-plan-(1).pdf?sfvrsn=2</a></li> <li>The school librarian shall work with the district or school public relations contact to send library information to local news outlets and post to the district's website.</li> </ul>	<p>October 31, 2017</p>
<p><b><u>Lake Elementary School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to provide a quality general collection of materials due to the average copyright being 1989.</li> </ul> <p><b><u>Lee Elementary School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to provide a quality general collection of materials due to the average copyright being 1988.</li> </ul>	<ul style="list-style-type: none"> <li>Review and ensure compliance with Section 6.8 School Library Facility Recommendations in the current <i>Mississippi School Library Media Guide</i>.</li> <li>Books and materials shall be shelved appropriately so that they are physically accessible by age level. Library furniture shall be age appropriate in each school library. The school library shall be arranged for a variety of uses</li> </ul>	<p>May 31, 2018</p>

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b><u>Marshall Elementary School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to provide a quality general collection of materials due to the average copyright being 1994.</li> </ul> <p><b><u>McLeod Elementary School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to provide a quality general collection of materials due to the average copyright being 1997.</li> </ul> <p><b><u>McWillie Elementary School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to provide a quality general collection of materials due to the average copyright being 1999.</li> </ul> <p><b><u>Oak Forest Elementary School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to provide a quality general collection of materials due to the average copyright being 1996.</li> </ul> <p><b><u>Pecan Park Elementary School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to provide a quality general collection of materials due to the average copyright being 1991.</li> </ul> <p><b><u>Poindexter Elementary School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to provide a quality general collection of materials due to the average copyright being 1995.</li> </ul> <p><b><u>Power APAC Elementary School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to provide a quality general collection of materials due to the average copyright being 1997.</li> </ul>	<p>by large group, small groups, and individuals, as well as leisure reading.</p> <ul style="list-style-type: none"> <li>Additional storage spaces shall be provided near the library for working equipment to be stored out of sight.</li> <li>Storage, teacher resources areas, and office spaces shall be provided and kept organized, uncluttered, and resources shall be easily accessible for staff.</li> <li>The District shall provide network or server areas with adequate ventilation and space that does not interfere with the everyday use of the school library facility.</li> <li>The District shall provide consistent, sustained library funding to provide resources and materials to create a library environment that is conducive to building a collaborative relationships with teachers and increasing student achievement.</li> <li>School libraries that serve dual purposes, such as auditoriums or computer labs, shall provide mobile shelving to allow for maximum flexibility in usage of school library space.</li> <li>All books shall be shelved from left to right on the shelf. The shelves read from top to bottom.</li> <li>Review and ensure compliance with Section 6.2 Budget in the current <i>Mississippi School Library Media Guide</i>.</li> </ul>	<p>October 31, 2017</p>

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b><u>Spann Elementary School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to provide a quality general collection of materials due to the average copyright being 1994.</li> </ul> <p><b><u>Sykes Elementary School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to provide a quality general collection of materials due to the average copyright being 1988.</li> </ul> <p><b><u>Timberlawn Elementary School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to provide a quality general collection of materials due to the average copyright being 1985.</li> </ul> <p><b><u>Walton Elementary School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to provide a quality general collection of materials due to the average copyright being 1987.</li> </ul> <p><b><u>Watkins Elementary School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to provide a quality general collection of materials due to the average copyright being 1991.</li> </ul> <p><b><u>Woodville Heights Elementary School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to provide a quality general collection of materials due to the average copyright being 1991.</li> </ul> <p><b><u>Bailey APAC Middle School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to provide a quality general collection of materials due to the average copyright being 1998.</li> </ul>	<ul style="list-style-type: none"> <li>The school librarian shall submit an annual budget plan to the school administrator, utilizing input from all stakeholders.</li> <li>The school librarian shall prepare an annual budget report on expenditures by funding source and keep records for three years.</li> <li>The District shall require schools to purchase supplies used only in the library from 610 funds or any other designated library funds. This does not include projector bulbs, lamination film, butcher paper, toner, die cut shapes, copy paper, office supplies and any other instructional materials used by the entire school community. A budget template can be found on the MDE school library website. <a href="http://www.mde.k12.ms.us/docs/elementary-education-and-reading-library/fillable-budget-report-(3)F9A501E38E04.pdf?sfvrsn=2">www.mde.k12.ms.us/docs/elementary-education-and-reading-library/fillable-budget-report-(3)F9A501E38E04.pdf?sfvrsn=2</a></li> <li>Review and ensure compliance with Section 6.6 Assessment in the current <i>Mississippi School Library Media Guide</i>.</li> <li>The local school administrator shall evaluate the school librarian using the Mississippi Librarian Growth Rubric. <a href="http://www.mde.k12.ms.us/docs/teacher-center/librarian-growth-rubric-9-30-16_20160930140743_661203.pdf?sfvrsn=2">www.mde.k12.ms.us/docs/teacher-center/librarian-growth-rubric-9-30-16_20160930140743_661203.pdf?sfvrsn=2</a></li> <li>Review and ensure compliance with Section 3.11 MAGNOLIA Database in the current <i>Mississippi School Library Media Guide</i>.</li> </ul>	<p>October 31, 2017</p> <p>October 31, 2017</p>

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b><u>Blackburn Middle School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to provide a quality general collection of materials due to the average copyright being 1991.</li> </ul> <p><b><u>Brinkley Middle School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to provide a quality general collection of materials due to the average copyright being 1985.</li> </ul> <p><b><u>Cardozo Middle School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to provide a quality general collection of materials due to the average copyright being 2005.</li> </ul> <p><b><u>Kirksey Middle School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to provide a quality general collection of materials due to the average copyright being 2005.</li> </ul> <p><b><u>Peeples Middle School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to provide a quality general collection of materials due to the average copyright being 2004.</li> </ul> <p><b><u>Rowan Middle School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to provide a quality general collection of materials due to the average copyright being 1991.</li> </ul> <p><b><u>Whitten Middle School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to provide a quality general collection of materials due to the average copyright being 1988.</li> </ul>	<ul style="list-style-type: none"> <li>The school library webpage shall contain online access to materials available in the school library, a list of credible, age-appropriate websites that support the curriculum, a link to the MAGNOLIA database, as well as other databases. MAGNOLIA and other databases shall be visibly promoted in the library.</li> <li>The school librarian shall provide training to students and faculty members on the school library website contents and MAGNOLIA database.</li> <li>Review and ensure compliance with Section 6.9 Short-and Long-Term Goals in the current <i>Mississippi School Library Media Guide</i>.</li> <li>Goals for short-and long-term goals for library improvement shall be developed. Periodic program assessments, inventories, and input from all stakeholders shall be utilized in developing the improvement goals, Goals shall be updated and addressed each year by the librarian and administration.</li> </ul> <p>Contact Elizabeth Simmons, Library Media Specialist, Office of Elementary Education and Reading, at <a href="mailto:ESimmons@mdek12.org">ESimmons@mdek12.org</a> or 601.359.2586 for technical assistance or when the District is prepared for a follow-up visit to verify compliance with Process Standard 18.</p>	<p>October 31, 2017</p>

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b><u>Forest Hill High School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to provide a quality general collection of materials due to the average copyright being 1985.</li> </ul> <p><b><u>Jim Hill High School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to provide a quality general collection of materials due to the average copyright being 1977.</li> </ul> <p>According to cataloging records, six (6) elementary schools, one (1) middle school, and one (1) high school failed to meet the goal of 10 books per student. The general collection of materials does not provide ten (10) books per students that supports the school's instructional program. The general collection of materials is below standard and does not represent a well-balanced, broad range of current learning media, including up-to-date instructional technology, periodicals, teacher resources, and equipment in the following schools:</p> <ul style="list-style-type: none"> <li>Green Elementary School</li> <li>Johnson Elementary School</li> <li>North Jackson Elementary School</li> <li>Raines Elementary School</li> <li>Van Winkle Elementary School</li> <li>Wilkins Elementary School</li> <li>Powell Middle School</li> <li>Callaway High School</li> </ul> <p>According to facility observation, five (5) elementary school libraries do not contain appropriate library signage indicating the various sections of the library collection:</p> <ul style="list-style-type: none"> <li>Baker Elementary School</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• Bates Elementary School</li> <li>• Galloway Elementary School</li> <li>• Johnson Elementary School</li> <li>• Marshall Elementary School</li> </ul> <p>According to cataloging records, 19 elementary schools and five (5) middle schools do not account for multiple copies of a single title in the collection when present. Classroom materials, reference collections, and professional collections are not correctly accounted for in the library collection in the following schools:</p> <ul style="list-style-type: none"> <li>• Baker Elementary School</li> <li>• Barr Elementary School</li> <li>• Bates Elementary School</li> <li>• Boyd Elementary School</li> <li>• Clausell Elementary School</li> <li>• Dawson Elementary School</li> <li>• Galloway Elementary School</li> <li>• George Elementary School</li> <li>• Key Elementary School</li> <li>• Lake Elementary School</li> <li>• Marshall Elementary School</li> <li>• Oak Forest Elementary School</li> <li>• Pecan Park Elementary School</li> <li>• Poindexter Elementary School</li> <li>• Power APAC Elementary School</li> <li>• Sykes Elementary School</li> <li>• Van Winkle Elementary School</li> <li>• Wilkins Elementary School</li> <li>• Woodville Heights Elementary School</li> <li>• Bailey APAC Middle School</li> <li>• Blackburn Middle School</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• Cardozo Middle School</li> <li>• Peeples Middle School</li> <li>• Powell Middle School</li> </ul> <p>According to cataloging records, 21 elementary schools and two (2) middle schools have not cataloged the print reference collection in the automated system which hinders users in finding resources located in the school library. The incomplete records do not reflect the school library collection's value in the following schools:</p> <ul style="list-style-type: none"> <li>• Barr Elementary School</li> <li>• Bates Elementary School</li> <li>• Boyd Elementary School</li> <li>• Brown Elementary School</li> <li>• Clausell Elementary School</li> <li>• Dawson Elementary School</li> <li>• Galloway Elementary School</li> <li>• George Elementary School</li> <li>• John Hopkins Elementary School</li> <li>• Johnson Elementary School</li> <li>• Key Elementary School</li> <li>• Lake Elementary School</li> <li>• Lee Elementary School</li> <li>• Marshall Elementary School</li> <li>• Raines Elementary School</li> <li>• Poindexter Elementary School</li> <li>• Sykes Elementary School</li> <li>• Van Winkle Elementary School</li> <li>• Walton Elementary School</li> <li>• Wilkins Elementary School</li> <li>• Woodville Heights Elementary School</li> <li>• Blackburn Middle School</li> </ul>		



FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• Powell Middle School</li> </ul> <p>According to cataloging records, 23 elementary schools, five (5) middle schools, and four (4) high schools do not have quality reference collections that support the current instructional plan as described in Section 4.4 Collection Guidelines in the current <i>Mississippi School Library Media Guide</i> and the Reference Collection Overview located on the MDE School Library website:</p> <ul style="list-style-type: none"> <li>• Brown Elementary School</li> <li>• Casey Elementary School</li> <li>• Clausell Elementary School</li> <li>• Dawson Elementary School</li> <li>• Galloway Elementary School</li> <li>• George Elementary School</li> <li>• Green Elementary School</li> <li>• Isable Elementary School</li> <li>• John Hopkins Elementary School</li> <li>• Johnson Elementary School</li> <li>• Key Elementary School</li> <li>• Lake Elementary School</li> <li>• Lee Elementary School</li> <li>• Marshall Elementary School</li> <li>• McLeod Elementary School</li> <li>• North Jackson Elementary School</li> <li>• Raines Elementary School</li> <li>• Poindexter Elementary School</li> <li>• Timberlawn Elementary School</li> <li>• Walton Elementary School</li> <li>• Watkins Elementary School</li> <li>• Wilkins Elementary School</li> <li>• Woodville Heights Elementary School</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• Bailey APAC Middle School</li> <li>• Cardozo Middle School</li> <li>• Northwest Middle School</li> <li>• Peeples Middle School</li> <li>• Whitten Middle School</li> <li>• Callaway High School</li> <li>• Forest Hill High School</li> <li>• Jim Hill High School</li> <li>• Wingfield High School</li> </ul> <p>According to cataloging records, 25 elementary schools and three (3) middle schools have not cataloged the electronic collection in the automated system which hinders users in finding resources located in the school library. The incomplete records do not reflect the school library collection's value in the following schools:</p> <ul style="list-style-type: none"> <li>• Baker Elementary School</li> <li>• Barr Elementary School</li> <li>• Bates Elementary School</li> <li>• Clausell Elementary School</li> <li>• George Elementary School</li> <li>• Green Elementary School</li> <li>• John Hopkins Elementary School</li> <li>• Key Elementary School</li> <li>• Lake Elementary School</li> <li>• Lee Elementary School</li> <li>• Marshall Elementary School</li> <li>• McLeod Elementary School</li> <li>• North Jackson Elementary School</li> <li>• Oak Forest Elementary School</li> <li>• Pecan Park Elementary School</li> <li>• Power APC Elementary School</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• Raines Elementary School</li> <li>• Spann Elementary School</li> <li>• Sykes Elementary School</li> <li>• Poindexter Elementary School</li> <li>• Van Winkle Elementary School</li> <li>• Walton Elementary School</li> <li>• Watkins Elementary School</li> <li>• Wilkins Elementary School</li> <li>• Woodville Heights Elementary School</li> <li>• Bailey APAC Middle School</li> <li>• Blackburn Middle School</li> <li>• Powell Middle School</li> </ul> <p>According to cataloging records, 21 elementary schools and five (5) middle schools do not have quality electronic collections that support the current instructional plan:</p> <ul style="list-style-type: none"> <li>• Boyd Elementary School</li> <li>• Brown Elementary School</li> <li>• Clausell Elementary School</li> <li>• Dawson Elementary School</li> <li>• Green Elementary School</li> <li>• <b>Isable Elementary School</b></li> <li>• Key Elementary School</li> <li>• Lake Elementary School</li> <li>• Lee Elementary School</li> <li>• Marshall Elementary School</li> <li>• McLeod Elementary School</li> <li>• North Jackson Elementary School</li> <li>• Oak Forest Elementary School</li> <li>• Pecan Park Elementary School</li> <li>• Power APAC Elementary School</li> <li>• Raines Elementary School</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• Spann Elementary School</li> <li>• Poindexter Elementary School</li> <li>• Walton Elementary School</li> <li>• Wilkins Elementary School</li> <li>• Woodville Heights Elementary School</li> <li>• Brinkley Middle School</li> <li>• Hardy Middle School</li> <li>• Peeples Middle School</li> <li>• Powell Middle School</li> <li>• Whitten Middle School</li> </ul> <p>According to cataloging records, 27 elementary schools and three (3) middle schools have not cataloged the professional collection in the automated system which hinders users in finding resources located in the school library. The incomplete records do not reflect the school library collection's value in the following schools:</p> <ul style="list-style-type: none"> <li>• Baker Elementary School</li> <li>• Barr Elementary School</li> <li>• Bates Elementary School</li> <li>• Boyd Elementary School</li> <li>• Brown Elementary School</li> <li>• Clausell Elementary School</li> <li>• Dawson Elementary School</li> <li>• Galloway Elementary School</li> <li>• Green Elementary School</li> <li>• Johnson Elementary School</li> <li>• Key Elementary School</li> <li>• Lake Elementary School</li> <li>• Lee Elementary School</li> <li>• Marshall Elementary School</li> <li>• McLeod Elementary School</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• McWillie Elementary School</li> <li>• North Jackson Elementary School</li> <li>• Oak Forest Elementary School</li> <li>• Pecan Park Elementary School</li> <li>• Raines Elementary School</li> <li>• Spann Elementary School</li> <li>• Sykes Elementary School</li> <li>• Poindexter Elementary School</li> <li>• Van Winkle Elementary School</li> <li>• Walton Elementary School</li> <li>• Wilkins Elementary School</li> <li>• Woodville Heights Elementary School</li> <li>• Bailey APAC Middle School</li> <li>• Cardozo Middle School</li> <li>• Peeples Middle School</li> </ul> <p>According to cataloging records, 11 elementary schools, four (4) middle schools, and three (3) high school do not provide professional resources and/or provide the required professional periodicals that support the current professional development plan according to Process Standard 15 of the <i>Mississippi Public School Accountability Standards, 2016</i>:</p> <ul style="list-style-type: none"> <li>• Casey Elementary School</li> <li>• Galloway Elementary School</li> <li>• Green Elementary School</li> <li>• Isable Elementary School</li> <li>• John Hopkins Elementary School</li> <li>• Johnson Elementary School</li> <li>• Lester Elementary School</li> <li>• North Jackson Elementary School</li> <li>• Smith Elementary School</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• Timberlawn Elementary School</li> <li>• Watkins Elementary School</li> <li>• Chastain Middle School</li> <li>• Hardy Middle School</li> <li>• Rowan Middle School</li> <li>• Whitten Middle School</li> <li>• Callaway High School</li> <li>• Jim Hill High School</li> <li>• Lanier High School</li> </ul> <p>According to the school library handbook, nine (9) elementary schools, three (3) middle schools, and four (4) high schools have not developed and utilized a school library advocacy committee that is compromised of an administrator, librarian, subject or grade level teachers, community members, and students:</p> <ul style="list-style-type: none"> <li>• Casey Elementary School</li> <li>• Galloway Elementary School</li> <li>• Isable Elementary School</li> <li>• John Hopkins Elementary School</li> <li>• Lester Elementary School</li> <li>• Lake Elementary School</li> <li>• Power APAC Elementary School</li> <li>• Smith Elementary School</li> <li>• Timberlawn Elementary School</li> <li>• Bailey APAC Middle School</li> <li>• Kirksey Middle School</li> <li>• Whitten Middle School</li> <li>• Forest Hill High School</li> <li>• Lanier High School</li> <li>• Provine High School</li> <li>• Wingfield High School</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>According to the school library handbook, 32 elementary schools, nine (9) middle schools, and two (2) high schools have not developed a public relations plan to promote the school library. Instead, the following schools have utilized inconsistent methods of communicating and publicizing the library:</p> <ul style="list-style-type: none"> <li>• Baker Elementary School</li> <li>• Barr Elementary School</li> <li>• Bates Elementary School</li> <li>• Boyd Elementary School</li> <li>• Brown Elementary School</li> <li>• Clausell Elementary School</li> <li>• Dawson Elementary School</li> <li>• Galloway Elementary School</li> <li>• George Elementary School</li> <li>• Green Elementary School</li> <li>• John Hopkins Elementary School</li> <li>• Johnson Elementary School</li> <li>• Key Elementary School</li> <li>• Lake Elementary School</li> <li>• Lee Elementary School</li> <li>• <b>Lester Elementary School</b></li> <li>• Marshall Elementary School</li> <li>• McLeod Elementary School</li> <li>• McWillie Elementary School</li> <li>• North Jackson Elementary School</li> <li>• Oak Forest Elementary School</li> <li>• Pecan Park Elementary School</li> <li>• Power APAC Elementary School</li> <li>• Poindexter Elementary School</li> <li>• Raines Elementary School</li> <li>• <b>Smith Elementary School</b></li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• Spann Elementary School</li> <li>• Sykes Elementary School</li> <li>• Van Winkle Elementary School</li> <li>• Walton Elementary School</li> <li>• Wilkins Elementary School</li> <li>• Woodville Heights Elementary School</li> <li>• Bailey APAC Middle School</li> <li>• Blackburn Middle School</li> <li>• Cardozo Middle School</li> <li>• <b>Hardy Middle School</b></li> <li>• Kirksey Middle School</li> <li>• Peeples Middle School</li> <li>• Powell Middle School</li> <li>• <b>Siwell Middle School</b></li> <li>• <b>Whitten Middle School</b></li> <li>• <b>Callaway High School</b></li> <li>• <b>Wingfield High School</b></li> </ul> <p>According to facility observation, 26 elementary schools, six (6) middle schools, and three (3) high schools do not provide a library climate conducive to learning and student achievement in accordance with Section 6.8 School Library Facilities Recommendations:</p> <p><b><u>Baker Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to provide a space for leisure reading and shelving that allows accessibility to all age levels using the library.</li> </ul> <p><b><u>Barr Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to provide a space for leisure reading.</li> </ul>		



FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b><u>Bates Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to maintain organized, clutter free areas making it difficult for resources to be retrieved.</li> <li>• The school failed to provide fully integrated lighting and electrical accommodations due to the server room disturbing the library environment.</li> </ul> <p><b><u>Boyd Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to maintain organized, clutter free areas making it difficult for resources to be retrieved.</li> <li>• The school failed to provide shelves that allow accessibility to age levels using the library.</li> </ul> <p><b><u>Brown Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to maintain organized, clutter free areas making it difficult for resources to be retrieved.</li> </ul> <p><b><u>Casey Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to shelve resources according to the Dewey Decimal System. Books were shelved by their colored reading level stickers.</li> <li>• The school failed to provide a school library that is arranged to provide equitable access to information and resources due to sharing the space with the auditorium.</li> <li>• The school failed to maintain organized, clutter free areas making it difficult for resources to be retrieved and to provide areas for storytelling, leisure reading, storage, and book displays.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b><u>French Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to provide furniture that allows accessibility to all age levels using the library.</li> </ul> <p><b><u>Galloway Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to maintain organized, clutter free areas making it difficult for resources to be retrieved.</li> </ul> <p><b><u>George Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to provide fully integrated lighting and electrical accommodations due to the server room disturbing the library environment.</li> </ul> <p><b><u>Isable Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to maintain organized, clutter free areas making it difficult for resources to be retrieved.</li> </ul> <p><b><u>John Hopkins Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to maintain organized, clutter free areas making it difficult for resources to be retrieved.</li> <li>• The school failed to provide fully integrated lighting and electrical accommodations due to the server room disturbing the library environment.</li> <li>• The school failed to provide shelves that allow accessibility to age levels using the library.</li> </ul> <p><b><u>Johnson Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to maintain organized, clutter free areas making it difficult for resources to be retrieved.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b><u>Lester Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to provide a school library that is arranged to provide equitable access to information and resources due to use as a regular classroom.</li> <li>• The school failed to maintain organized, clutter free areas making it difficult for resources to be retrieved and to provide areas for storytelling, leisure reading, storage, and book displays.</li> <li>• The school failed to shelve resources according to the Dewey Decimal System of another recognized classification system was not evident. Books were shelved by their colored reading level stickers.</li> </ul> <p><b><u>Lake Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to provide a space for leisure reading and to maintain organized, clutter free areas making it difficult for resources to be retrieved.</li> </ul> <p><b><u>Lee Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to maintain organized, clutter free areas making it difficult for resources to be retrieved.</li> </ul> <p><b><u>Marshall Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to provide shelving that allows accessibility to all age levels using the library.</li> </ul> <p><b><u>McLeod Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to maintain organized, clutter free areas making it difficult for resources to be retrieved.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b><u>McWillie Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to maintain organized, clutter free areas making it difficult for resources to be retrieved.</li> </ul> <p><b><u>North Jackson Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to maintain organized, clutter free areas making it difficult for resources to be retrieved.</li> <li>• The school failed to provide fully integrated lighting and electrical accommodations due to the server room disturbing the library environment.</li> <li>• The school failed to provide shelves that allow accessibility to age levels using the library.</li> </ul> <p><b><u>Pecan Park Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to maintain organized, clutter free areas making it difficult for resources to be retrieved.</li> </ul> <p><b><u>Power APAC Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to maintain organized, clutter free areas making it difficult for resources to be retrieved and to provide a space for leisure reading.</li> </ul> <p><b><u>Spann Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• The school failed to provide a school library that is arranged to provide equitable access to information and resources due to sharing the space with the auditorium.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b><u>Timberlawn Elementary School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to maintain organized, clutter free areas making it difficult for resources to be retrieved.</li> </ul> <p><b><u>Walton Elementary School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to maintain organized, clutter free areas making it difficult for resources to be retrieved.</li> </ul> <p><b><u>Wilkins Elementary School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to provide a space for leisure reading and storytelling area.</li> </ul> <p><b><u>Woodville Heights Elementary School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to maintain organized, clutter free areas making it difficult for resources to be retrieved.</li> </ul> <p><b><u>Bailey APAC Middle School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to maintain organized, clutter free areas making it difficult for resources to be retrieved.</li> </ul> <p><b><u>Brinkley Middle School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to maintain the school library facilities due to a roof leak in the northwest area of the library.</li> </ul> <p><b><u>Cardozo Middle School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to maintain organized, clutter free areas making it difficult for resources to be retrieved.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b><u>Hardy Middle School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to maintain organized, clutter free areas making it difficult for resources to be retrieved.</li> </ul> <p><b><u>Kirksey Middle School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to maintain organized, clutter free areas making it difficult for resources to be retrieved.</li> </ul> <p><b><u>Peeples Middle School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to maintain organized, clutter free areas making it difficult for resources to be retrieved.</li> </ul> <p><b><u>Callaway High School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to maintain organized, clutter free areas making it difficult for resources to be retrieved and to provide areas for storage, adequate lighting, and secure materials.</li> </ul> <p><b><u>Lanier High School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to maintain organized, clutter free areas making it difficult for resources to be retrieved.</li> </ul> <p><b><u>Wingfield High School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to maintain the school library facilities due to the carpet in the library creating a safety hazard.</li> </ul> <p>According to budget reports, eight (8) elementary schools, three (3) middle schools, and seven (7) high schools are noncompliant with providing adequate</p>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>funding to purchase school library material and resources or submitting budget report or expenditure summaries to administration:</p> <ul style="list-style-type: none"> <li>• Bates Elementary School</li> <li>• Casey Elementary School</li> <li>• Davis Magnet Elementary School</li> <li>• French Elementary School</li> <li>• Isable Elementary School</li> <li>• Lester Elementary School</li> <li>• Smith Elementary School</li> <li>• Timberlawn Elementary School</li> <li>• Chastain Middle School</li> <li>• Hardy Middle School</li> <li>• Siwell Middle School</li> <li>• Callaway High School</li> <li>• Forest Hill High School</li> <li>• Jim Hill High School</li> <li>• Lanier High School</li> <li>• Murrah High School</li> <li>• Provine High School</li> <li>• Wingfield High School</li> </ul> <p>According to administrator interviews, two (2) elementary schools have not implemented the <i>Librarian Growth Rubric</i> as an evaluation tool for the school librarian.</p> <ul style="list-style-type: none"> <li>• Johnson Elementary School</li> <li>• Key Elementary School</li> </ul> <p>According to the school library's website, six (6) elementary schools, four (4) middle schools, and five (5)</p>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>high schools do not have age appropriate websites and MAGNOLIA database is not promoted within the library program:</p> <ul style="list-style-type: none"> <li>Casey Elementary School</li> <li>Davis Magnet Elementary School</li> <li>French Elementary School</li> <li>Lester Elementary School</li> <li>Smith Elementary School</li> <li>Timberlawn Elementary School</li> <li>Chastain Middle School</li> <li>Hardy Middle School</li> <li>Rowan Middle School</li> <li>Siwell Middle School</li> <li>Callaway High School</li> <li>Forest Hill High School</li> <li>Jim Hill High School</li> <li>Lanier High School</li> <li>Wingfield High School</li> </ul> <p>According to the school library policies and procedures handbook, three (3) elementary schools, five (5) middle schools, and five (5) high schools do not have long-term and short-term goals that are supported by program assessment including input from administrators, faculty, and students to assist in the process:</p> <ul style="list-style-type: none"> <li>Casey Elementary School</li> <li>Lester Elementary School</li> <li>Timberlawn Elementary School</li> <li>Brinkley Middle School</li> <li>Chastain Middle School</li> <li>Northwest Middle School</li> </ul>		



FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• Rowan Middle School</li> <li>• Whitten Middle School</li> <li>• Callaway High School</li> <li>• Forest Hill High School</li> <li>• Jim Hill High School</li> <li>• Lanier High School</li> <li>• Wingfield High School</li> </ul>		

**Standard 19: The school district is in compliance with state law and State Board of Education policies for state adopted textbooks.**

**19.1: Each school district provides students in each school with access to current or otherwise appropriate textbooks that are in good condition. (See glossary for definition of textbook.)**

**19.2: Each school district shall keep an active and surplus inventory for each school in the district to be completed by June 15 of each year. The district shall report the inventory in the Textbook Inventory Management System.**

**REGULATIONS. Miss. Code Ann. § 37-43-1, § 37-43-24, § 37-43-31(2), § 37-43-51, § 37-9-14(2)(b), § 37-7-301(ff), 7 Miss. Admin. Code Pt. 3, Ch. 79, R. 79.1, R. 79.2, and *Textbook Administration Handbook Rules and Regulations***

#### **SUMMARY of FINDINGS**

- The MDE monitored 58 schools: 38 elementary schools, 13 middle schools, and seven (7) high schools.
- The District is noncompliant in 12 schools.
- The District is compliant/had no findings at 37 of the elementary school(s): Baker Elementary School, Barr Elementary School, Bates Elementary School, Boyd Elementary School, Brown Elementary School, Casey Elementary School, Clausell Elementary School, Davis Magnet Elementary School, Dawson Elementary School, French Elementary School, Galloway Elementary School, George Elementary School, Green Elementary School, Isable Elementary School, John Hopkins Elementary School, Johnson Elementary School, Key Elementary School, Lake Elementary School, Lee Elementary School, Lester Elementary School, Marshall Elementary School, McLeod Elementary School, McWillie Elementary School, North Jackson Elementary School, Oak Forest Elementary School, Pecan Park Elementary School, Poindexter Elementary School, Power APAC Elementary School, Raines Elementary School, Smith Elementary School, Spann Elementary School, Sykes Elementary School, Timberlawn Elementary School, Walton Elementary School, Watkins Elementary School, Wilkins Elementary School, and Woodville Heights Elementary School.
- The District is compliant/had no findings in seven (7) middle schools: Bailey APAC Middle School, Brinkley Middle School, Cardozo Middle School, Kirksey Middle School, Northwest Middle School, Powell Middle School, and Rowan Middle School.
- The District is compliant/had no findings in two (2) high schools: Murrah High School and Provine High School.
- Inaccurate textbook inventories: Books listed on the active listing report for the school were not the books used in the classroom(s). School personnel reported to the MDE that they used the textbooks provided to them by the District, not the textbooks listed in the active listing report in Textbook Inventory Management System (TIMS).
- Dated textbooks: Listed textbooks were in some cases over 12 years old, a violation of textbook inventory policy, as outlined in the *Textbook Administration Handbook Rules and Regulations*.
- Textbook Shortages: The School District failed to provide enough textbooks to ensure all students had access to a textbook. The school personnel reported to the MDE that they had a “classroom set” of textbooks. In these instances, the textbook law requires that schools have enough textbooks to give each student a textbook to take home, should they request it. When schools did not have enough to do this, the teachers would create/distribute handouts/worksheets/workbooks for students to use for reference.

The District is **NONCOMPLIANT** with Process Standards 19, 19.1, and 19.2.

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b><u>Van Winkle Elementary School</u></b>  <b>Standard 19.2:</b></p> <ul style="list-style-type: none"> <li>The Grade 3 science book is 15 years old (Copyright 2002), with several discrepancies between the active listing and the information in the textbooks.</li> <li>Inventory in TIMS is incorrect. Copyright dates and International Standard Book Numbers (ISBN) are listed incorrectly.</li> </ul> <p><b><u>Blackburn Middle School</u></b>  <b>Standard 19.2:</b></p> <ul style="list-style-type: none"> <li>There are Grade 5 social studies textbooks on the active listing. There is no Grade 5 at the school.</li> </ul> <p><b><u>Chastain Middle School</u></b>  <b>Standard 19.1:</b></p> <ul style="list-style-type: none"> <li>The school lists 212 Grade 8 students in World Geography and Mississippi Studies. The School only had 60 World Geography and Mississippi Studies textbooks.</li> <li>The school stated the 60 textbooks were “Classroom sets”. Classroom sets shall be adequate in number to provide for students to take books home should they request.</li> <li>The school reported that it provides workbooks for students. As of November 30, 2016, workbooks had not arrived at the school. The World Geography course is a one-semester course. The semester ended December 17, 2016.</li> </ul>	<p>In accordance with Miss. Code Ann. §§ 37-43-1, 37-43-24, 37-43-31(2), 37-43-51, 37-9-14(2)(b), and 37-7-301(ff), and 7 Miss. Admin. Code Pt. 3, Ch. 79, R 79.1, and 79.2, the District shall provide students in each school with access to current or otherwise appropriate textbooks that are in good condition and shall keep an active and surplus inventory for each school in the District to be completed by June 15 of each year. The District shall report the inventory in the Textbook Inventory Management System (TIMS). To comply with the above laws and rules:</p> <ul style="list-style-type: none"> <li>The District/School shall transfer all textbooks with 2004 or older copyright date to disposal as required by the <i>Textbook Administration Handbook</i> policy.</li> <li>The District/School shall update the TIMS inventory to accurately reflect all books being used at the school.</li> <li>The District shall update the TIMS surplus listing to accurately reflect the unused textbooks in storage rooms.</li> <li>The District/School shall provide sufficient number of textbooks (either digital or physical) in a timely manner for all students as required by Process Standard 19.1.</li> <li>The District/School shall properly document the type of access each student has to instructional materials/textbooks as required by Process Standard 19.2.</li> </ul>	<p>December 31, 2017</p>

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b><u>Hardy Middle School</u></b>  <b>Standard 19.1:</b></p> <ul style="list-style-type: none"> <li>• The school lists 149 Grade 6 students; however, the school only has 26 Grade 6 grammar books listed in TIMS, not enough for a classroom set.</li> <li>• The school lists 150 Grade 7 students; however, the school only has 25 Grade 7 consumable math books listed in TIMS.</li> <li>• The school lists 154 Grade 8 students; however, the school only has 13 Grade 8 consumable math books listed in TIMS.</li> </ul> <p><b>Standard 19.2:</b></p> <ul style="list-style-type: none"> <li>• Mississippi Studies book is not on the active listing.</li> </ul> <p><b><u>Peeples Middle School</u></b>  <b>Standard 19.1:</b></p> <ul style="list-style-type: none"> <li>• The school lists 146 Grade 6 students; however, the school only has 25 English grammar books listed in TIMS.</li> <li>• The school lists 146 Grade 6 students; however, the school only has 39 Grade 6 science books listed in TIMS.</li> <li>• The school lists 138 Grade 7 students; however, the school only has 84 Grade 7 science books listed in TIMS.</li> </ul> <p><b>Standard 19.2:</b></p> <ul style="list-style-type: none"> <li>• Storage rooms contain unused textbooks due to changing the academic program of the school.</li> <li>• Algebra I book is not on the active listing.</li> <li>• Grade 7 social studies book is not on the active listing.</li> <li>• American History book has a different ISBN number than in TIMS.</li> </ul>	<ul style="list-style-type: none"> <li>• The District/School shall remove all textbooks that are 12 years or older from storage room as required by the <i>Textbook Administration Handbook Policy</i>.</li> <li>• The District shall place on the storage room shelves, all textbooks from boxes that are current. The District/School shall organize storage rooms so that they are safe and accessible as required by the <i>Textbook Administration Handbook Policy</i>.</li> <li>• The District/School shall provide adequate shelving for textbook storage facilities as required by the <i>Textbook Administration Handbook Policy</i>.</li> <li>• District shall develop a system for distributing study material/Macbooks to ensure adequate access to resources for all students.</li> <li>• The District shall provide a current chemistry textbook for all students and the district shall ensure the chemistry textbook has been added in TIMS.</li> </ul> <p>Contact Chauncey Spears, Director of Textbooks, Office of Elementary Education and Reading, at <a href="mailto:CRSpears@mdek12.org">CRSpears@mdek12.org</a> or 601.576.4950 for technical assistance or when the District is prepared for a follow-up visit to verify compliance with Process Standards 19, 19.1, and 19.2.</p>	

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• Active listing lists Grade 6 Geography and Citizenship book, but the school was not able to provide a physical copy of the textbook.</li> <li>• The school failed to provide a Grade 8 textbook for World Geography.</li> </ul> <p><b><u>Siwell Middle School</u></b>  <b>Standard 19.2:</b></p> <ul style="list-style-type: none"> <li>• The school had new textbooks for Mississippi Studies, Algebra 1, and Compacted Math courses but the school failed to list the books in the TIMS report.</li> </ul> <p><b><u>Whitten Middle School</u></b>  <b>Standard 19.2:</b></p> <ul style="list-style-type: none"> <li>• The school failed to present the writing and grammar books for Grade 6, Grade 7, and Grade 8, listed in TIMS.</li> <li>• The school failed to list in TIMS the math books used for Grade 6, Grade 7, and Grade 8.</li> <li>• The school failed to present the math books listed in TIMS.</li> <li>• The school failed to list in TIMS the Algebra I book being used at the school.</li> <li>• The school failed to present the Algebra I book listed in TIMS.</li> <li>• The school failed to list in TIMS the Grade 7 pre-Algebra book being used at the school.</li> <li>• The school failed to present the pre-Algebra book listed in TIMS.</li> <li>• The school failed to list in TIMS the Grade 6 science book being used at the school.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b><u>Callaway High School</u></b>  <b>Standard 19.2:</b></p> <ul style="list-style-type: none"> <li>• The school failed to document in TIMS the use of Literature textbooks for Literature I, II, III, and IV.</li> <li>• The school uses Algebra I and Geometry textbooks for the Algebra and Geometry courses that are not on the active listing report.</li> </ul> <p><b><u>Forest Hill High School</u></b>  <b>Standard 19.1:</b></p> <ul style="list-style-type: none"> <li>• The School lists 217 students enrolled in American Government; however, the TIMS report only lists 27 textbooks for the class.</li> </ul> <p><b>Standard 19.2:</b></p> <ul style="list-style-type: none"> <li>• The TIMS Report lists several titles with copyright dates older than 2004, making the books over 12 years old.</li> <li>• Titles being used are not listed on active listing in TIMS.</li> </ul> <p><b><u>Jim Hill High School</u></b>  <b>Standard 19.2:</b></p> <ul style="list-style-type: none"> <li>• The TIMS Report lists titles with copyright dates of 2004 and older.</li> <li>• The storage room is filled with old textbooks and boxes of textbooks that need to be shelved. School staff is not able to shelve textbooks from boxes due to older textbooks taking up needed space.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b><u>Lanier High School</u></b></p> <p><b>Standard 19:</b></p> <ul style="list-style-type: none"> <li>• The storage area is severely under shelved and disorganized. It also serves as the In-School Suspension (ISS) room. Stacked textbooks are a safety hazard.</li> </ul> <p><b>Standard 19.1:</b></p> <ul style="list-style-type: none"> <li>• There are textbooks for class sets, but the teachers stated that they struggle to make sure students have study resources to take home. Teachers reported that there are students that have access to MacBooks (digital access to instructional materials), but neither the principal, nor the teachers, could verify the exact number and identity of those students.</li> <li>• The school does not have enough textbooks for all students.</li> </ul> <p><b>Standard 19.2:</b></p> <ul style="list-style-type: none"> <li>• TIMS active listing lists textbooks that are not being used at the school.</li> <li>• The Environmental Science book has a copyright date of 2002, which is older than 12 years and is not on the active listing in TIMS.</li> <li>• The Geology book has a copyright date of 2001, which is older than 12 years and is not listed on the active listing in TIMS.</li> <li>• The AP U.S. History book is not on the active listing in TIMS.</li> <li>• The U.S. Government textbook is not on the active listing in TIMS.</li> <li>• The AP Biology book is listed on the active listing in TIMS, but the school could not present to MDE upon request.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b><u>Wingfield High School</u></b>  <b>Standard 19.1:</b></p> <ul style="list-style-type: none"> <li>The chemistry books are 12 years or older (copyright date of 2002).</li> </ul>		



**Standard 20: The school district meets the following instructional management requirements:**

**20.1: The school district implements an instructional management system that has been adopted by the school board and includes, at a minimum, the competencies and objectives required in the curriculum frameworks approved by the State Board of Education that are available to all teachers in each school. (Districts Meeting the Highest Levels of Performance are exempted.)**

**20.2: The instructional management system includes a tiered instructional model in accordance with 7 Miss. Admin. Code Pt. 3, Ch. 41, R. 41.1, including academic interventions, behavioral interventions, and *Literacy-Based Promotion Act* requirements.**

**REGULATIONS: Miss. Code Ann. §§ 37-3-49(2)(a-c), 37-3-49(5), and 7 Miss. Admin. Code Pt. 3, Ch. 41, R. 41.1**

#### **SUMMARY of FINDINGS**

- The MDE monitored 38 elementary schools, 13 middle schools, and seven (7) high schools.
- The District is compliant/had no findings in four (4) elementary schools: Davis Magnet Elementary School, Poindexter Elementary School, Power APAC Elementary School, and Spann Elementary School.
- The District is compliant/had no findings in five (5) middle schools: Bailey APAC Middle School, Cardozo Middle School, Kirksey Middle School, Northwest Middle School, and Peeples Middle School.
- The classroom level (Tier I) instruction in all noncompliant schools fails to provide sufficient opportunities for students to be identified for Tier II and Tier III instructional supports. Lack of identification and intervention at the school level causes students to fail to meet Mississippi College and Career Readiness Standards.

**The District is NONCOMPLIANT with Process Standards 20, 20.1 and 20.2.**

<b>FINDINGS</b>	<b>CORRECTIVE ACTION</b>	<b>TIMELINE</b>
<p>The District failed to produce board minutes indicating that the instructional management system (IMS) has been approved.</p> <p>A third-party education contractor created lesson plan templates, which the school district used in the middle and high schools. However, the lesson plans consistently failed to include the teacher names, dates, school name, and activities. Furthermore, the lesson plans failed to include the activities, assignments, and assessments</p>	<p>In order to comply with Miss. Code Ann. §§ 37-3-49(2)(a-c) and 37-3-49(5), the local school board shall approve an instructional management system that includes the competencies and objectives required in the curriculum frameworks approved by the State Board of Education and ensure that they are available to all teachers in each school.</p> <p>Additionally, Process Standard 20.1 requires that the District supply lesson plans within the instructional management system that are complete with assignments,</p>	<p>November 20, 2017</p>

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>under the curriculum frameworks and sub-strands. The lesson plans failed to include any tiered intervention.</p> <p><b><u>Baker Elementary School</u></b></p> <p>A review of lesson plans and instruction in the classrooms found the school is noncompliant with Process Standard 20.1.</p> <p>The MDE observed nine (9) of the 15 total classrooms.</p> <ul style="list-style-type: none"> <li>• Seven (7) teachers failed to actively engage students in learning. The MDE observed students beating on desk tops, heads down, playing with pencils, and folding papers. Teachers only called on students who raised hands.</li> <li>• Three (3) teachers failed to use classroom time effectively. The MDE observed long periods of idle wait/transition time.</li> <li>• In one (1) classroom, the teacher had no control of the students and no instruction took place. The students were giggling and playing, while the teacher gave directions. Some students argued while the teacher talked. During the observation, the teacher did not correct the students' misbehavior.</li> <li>• In four (4) classrooms, teachers failed to use questioning and discussion techniques to promote higher order thinking. The teachers lectured to the whole class; therefore, the teachers also failed to differentiate instruction appropriately for struggling students in those four (4) classrooms.</li> </ul> <p>This school is noncompliant with Process Standard 20.2 based on interviews and a review of the school's Multi-Tiered System of Supports documentation. The school</p>	<p>activities, and assessments that reflect the objectives and standards in the State Board of Education approved curriculum frameworks and personalized to the classroom in which they are being utilized. Pursuant to Miss. Code Ann. §§ 37-3-49(2)(a-c) and 37-3-49(5), the implementation of the instructional management system requires that the District monitor teachers to ensure that they are instructing at levels that meet the standards provided in the State curriculum frameworks. To ensure compliance with Process Standards 20 and 20.1, the District shall develop and implement with fidelity an instructional management system that meets the standards set for by the State Board of Education.</p> <p>Pursuant to 7 Miss. Admin. Code Pt. 3, Ch. 41, R. 41.1, the District shall implement a tiered instructional model, including academic and behavioral interventions in a Multi-Tiered System of Support based on the requirements of the <i>Literacy-Based Promotion Act</i>. To ensure compliance with Process Standard 20.2, the District shall identify all students who need interventions and place them in a structured academic and/or behavioral intervention program.</p> <p>Contact Robin Lemonis, Bureau Director, Elementary Education and Reading at <a href="mailto:RLemonis@mdek12.org">RLemonis@mdek12.org</a> and Dr. Dana Bullard, Bureau Director, Office of Secondary Education at <a href="mailto:DBullard@mdek12.org">DBullard@mdek12.org</a> for technical assistance or when the District is prepared for a follow-up visit to verify compliance with Process Standards 20, 20.1 and 20.2.</p>	

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>failed to provide the total number of Tier II and Tier III documentation folders; therefore, the MDE could not determine the actual number of students in Tier II or Tier III. The school presented seven (7) folders for review:</p> <ul style="list-style-type: none"> <li>• The school failed to identify students as Tier II or Tier III in seven (7) of seven (7) folders.</li> <li>• The school failed to provide complete student profile documentation in seven (7) of seven (7) folders.</li> <li>• The school failed to document student intervention participation in seven (7) of seven (7) folders.</li> <li>• The school failed to maintain Individual Reading Plan parent notification letters in seven (7) of seven (7) folders.</li> <li>• The school failed to maintain consistent progress monitoring data regarding student growth, or lack of growth, for the prescribed intervention in four (4) of seven (7) folders.</li> </ul> <p><b><u>Barr Elementary School</u></b></p> <p>A review of lesson plans and instruction in the classrooms found the school is noncompliant with Process Standard 20.1.</p> <p>The MDE observed six (6) of the six (6) total classrooms.</p> <ul style="list-style-type: none"> <li>• In five (5) classrooms, teachers failed to use questioning and discussion techniques to promote higher order thinking. The teachers lectured to the whole class; therefore, the teachers also failed to differentiate instruction appropriately for struggling students in those five (5) classrooms.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>This school is noncompliant with Process Standard 20.2 based on interviews and a review of the school's Multi-Tiered System of Supports documentation. The MDE reviewed seven (7) of the 47 tiered intervention folders:</p> <ul style="list-style-type: none"> <li>• The school failed to maintain documentation for Tier I high-quality classroom instruction in one (1) of seven (7) folders.</li> <li>• The school failed to document student intervention participation in three (3) of seven (7) folders.</li> <li>• The school failed to maintain Individual Reading Plan parent notification letters in five (5) of seven (7) folders.</li> <li>• The school failed to maintain consistent progress monitoring data regarding student growth, or lack of growth, for the prescribed intervention beyond January 2017 in two (2) of seven (7) folders.</li> <li>• The school failed to document and prescribe interventions aligned to the targeted student deficits in seven (7) of seven (7) folders.</li> </ul> <p><b><u>Bates Elementary School</u></b></p> <p>A review of lesson plans and instruction in the classrooms found the school is noncompliant with Process Standard 20.1.</p> <p>The MDE observed 11 of the 16 total classrooms.</p> <ul style="list-style-type: none"> <li>• Four (4) teachers failed to actively engage students in learning. The teacher sat behind the desk while students talked amongst themselves or played.</li> <li>• One (1) teacher failed to use classroom time effectively. The MDE observed long periods of idle transition to lesson time.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• In one (1) classroom no instruction took place. Most students were talking or playing with other students.</li> <li>• In eight (8) classrooms, teachers failed to use questioning and discussion techniques to promote higher order thinking. The teachers lectured to the whole class; therefore, the teachers also failed to differentiate instruction appropriately for struggling students in those eight (8) classrooms.</li> <li>• In six (6) classrooms, teachers failed to demonstrate a deep knowledge of the content. Teachers shared inaccurate information with students pertaining to syllabication and place-value in math.</li> <li>• In two (2) classrooms, teachers failed to communicate clearly and effectively. In one (1) classroom, students completed work and the teacher provided no guidance other than “you know what you can do.”</li> <li>• One (1) teacher’s lesson plan failed to reflect the content/instruction observed.</li> </ul> <p>This school is noncompliant with Process Standard 20.2 based on interviews and a review of the school’s Multi-Tiered System of Supports documentation for the 50 students in Tier II and Tier III. The MDE reviewed eight (8) of the tiered intervention folders:</p> <ul style="list-style-type: none"> <li>• The school failed to document student intervention participation in three (3) of eight (8) folders.</li> <li>• The school failed to maintain Individual Reading Plan parent notification letters in seven (7) of eight (8) folders. The school failed to prescribe interventions aligned to student deficits.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>The school failed to maintain consistent progress monitoring data regarding student growth, or lack of growth, for the prescribed intervention beyond January 2017 in one (1) of eight (8) folders.</li> </ul> <p><b><u>Boyd Elementary School</u></b></p> <p>A review of lesson plans and instruction in the classrooms found the school is noncompliant with Process Standard 20.1.</p> <p>The MDE observed 12 of the 22 total classrooms.</p> <ul style="list-style-type: none"> <li>Six (6) teachers failed to actively engage students in learning. Students yelled out to each other and threw objects. The MDE observed a backpack thrown across the room.</li> <li>Ten (10) teachers failed to use classroom time effectively. Teachers spoke with other teachers in the hallway. Students read silently and with no support provided. Students graded each other's papers during instructional time.</li> <li>In one (1) classroom, the teacher lacked control of the students and no instruction took place. Students talked out of turn and interrupted instruction with students yelling out to each other across the room.</li> <li>In all 12 classrooms, teachers failed to use questioning and discussion techniques to promote higher order thinking. The teachers lectured to the whole class or gave all students identical packets of work to complete silently at their desks; therefore, the teachers also failed to differentiate instruction appropriately for struggling students in those 12 classrooms.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• In all 12 classrooms, teachers failed to demonstrate a deep knowledge of the content. Teachers failed to provide correct instruction during the lesson on place value and decimals.</li> <li>• In seven (7) classrooms, the teachers failed to provide a positive classroom environment, and students demonstrated a lack of respect for peers and teachers. The MDE observed one (1) teacher wearing a sweatshirt that read “Breaking News: I Don’t Care.” In another class, a student asked a question, and the teacher responded, “Leave me alone and be quiet.”</li> <li>• In six (6) classrooms, teachers failed to communicate clearly and effectively. The teachers gave the students instructions at the beginning of the lesson and would not answer students’ questions after that time.</li> <li>• In two (2) classrooms, the school failed to provide certified personnel to teach students. A consultant taught in one (1) classroom with no lesson plans. According to school personnel, this was an ongoing issue for at least a month. In another class, a teacher’s assistant provided instruction.</li> <li>• Four (4) teachers’ lesson plans failed to reflect the content/instruction observed.</li> <li>• One (1) teacher failed to provide lesson plans.</li> </ul> <p>This school is noncompliant with Process Standard 20.2 based on interviews and a review of the school’s Multi-Tiered System of Supports documentation for the 63 students in Tier II and Tier III. The MDE reviewed nine (9) of the tiered intervention folders:</p>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• The school failed to document student intervention participation in seven (7) of nine (9) folders.</li> <li>• The school failed to provide and maintain Individual Reading Plans in three (3) of nine (9) folders. The school failed to prescribe interventions aligned to student deficits.</li> <li>• The school failed to maintain consistent progress monitoring data regarding student growth, or lack of growth, for the prescribed intervention in six (6) of nine (9) folders.</li> </ul> <p><b><u>Brown Elementary School</u></b></p> <p>A review of lesson plans and instruction in the classrooms found the school is noncompliant with Process Standard 20.1.</p> <p>The MDE observed six (6) of the ten (10) total classrooms.</p> <ul style="list-style-type: none"> <li>• In all six (6) classrooms, teachers failed to differentiate instruction appropriately for struggling students. The teachers gave all students identical worksheets to complete at their desks with no additional teacher support.</li> <li>• In one (1) classroom, the teacher failed to provide a productive learning environment. A cell phone continuously rang during a spelling test.</li> <li>• Four (4) teachers' lesson plans failed to reflect the content/instruction observed.</li> </ul> <p>This school is noncompliant with Process Standard 20.2 based on interviews and a review of the school's Multi-Tiered System of Supports documentation for the 44</p>		



FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>students in Tier II and Tier III. The MDE reviewed nine (9) of the tiered intervention folders:</p> <ul style="list-style-type: none"> <li>• The school failed to document student intervention participation in two (2) of nine (9) folders.</li> <li>• The school failed to provide and maintain Individual Reading Plans in one (1) of nine (9) folders. The school failed to prescribe interventions aligned to student deficits.</li> <li>• The school failed to maintain consistent progress monitoring data regarding student growth, or lack of growth, for the prescribed intervention in five (5) of nine (9) folders.</li> </ul> <p><b><u>Casey Elementary School</u></b></p> <p>A review of lesson plans and instruction in the classrooms found the school is noncompliant with Process Standard 20.1.</p> <p>The MDE observed 10 of the 16 total classrooms.</p> <ul style="list-style-type: none"> <li>• In seven (7) classrooms, teachers failed to differentiate instruction appropriately for struggling students. The teachers lectured to the whole class or gave all students identical packets of work to complete silently at their desks.</li> <li>• All teachers' lesson plans failed to reflect the content/instruction observed.</li> </ul> <p>This school is noncompliant with Process Standard 20.2 based on interviews and a review of the school's Multi-Tiered System of Supports documentation for the 17 students in Tier II and Tier III. The MDE reviewed four (4) of the tiered intervention folders:</p>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• The school failed to document student intervention participation in one (1) of four (4) folders.</li> <li>• The school failed to provide and maintain Individual Reading Plans in two (2) of four (4) folders. The school failed to prescribe interventions aligned to student deficits.</li> </ul> <p><b><u>Clausell Elementary School</u></b>  A review of lesson plans and instruction in the classrooms found the school is noncompliant with Process Standard 20.1.</p> <p>The MDE observed 12 of the 18 total classrooms.</p> <ul style="list-style-type: none"> <li>• In five (5) classrooms, teachers failed to differentiate instruction appropriately for students. The teachers lectured to the whole class.</li> </ul> <p>This school is noncompliant with Process Standard 20.2 based on interviews and a review of the school's Multi-Tiered System of Supports documentation for 133 students in Tier II and Tier III. The MDE reviewed 20 of the tiered intervention folders:</p> <ul style="list-style-type: none"> <li>• The school failed to document student intervention participation in one (1) of 20 folders.</li> <li>• The school failed to provide and maintain Individual Reading Plans in six (6) of 20 folders.</li> <li>• The school failed to align interventions to student deficits in 13 of 20 folders.</li> </ul> <p><b><u>Dawson Elementary School</u></b>  A review of lesson plans and instruction in the classrooms found the school is noncompliant with Process Standard 20.1.</p>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>The MDE observed ten (10) of the 17 total classrooms.</p> <ul style="list-style-type: none"> <li>• In all ten 10 classrooms, teachers failed to differentiate instruction appropriately for students. The teachers lectured to the whole class or gave all students identical packets of work to complete silently at their desks.</li> </ul> <p>This school is noncompliant with Process Standard 20.2 based on interviews and a review of the school's Multi-Tiered System of Supports documentation for the 21 students in Tier II and Tier III. The MDE reviewed four (4) of the tiered intervention folders:</p> <ul style="list-style-type: none"> <li>• The school failed to align interventions to student deficits in four (4) of four (4) folders.</li> <li>• The school failed to provide Individual Reading Plan parent notification letters in one (1) of four (4) folders.</li> <li>• The school failed to maintain consistent progress monitoring data regarding student growth, or lack of growth, for the prescribed intervention in four (4) of four (4) folders.</li> </ul> <p><b><u>French Elementary School</u></b></p> <p>A review of lesson plans and instruction in the classrooms found the school is noncompliant with Process Standard 20.1.</p> <p>The MDE observed six (6) of the 11 total classrooms.</p> <ul style="list-style-type: none"> <li>• In five (5) classrooms, teachers failed to differentiate instruction appropriately for students and failed to utilize questioning and discussion techniques to promote higher order thinking. The teachers lectured to the whole class or delivered whole class test preparation.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• In five (5) classrooms, teachers failed to utilize instructional time effectively. For example, some teachers checked folders during reading instructional time.</li> <li>• Five (5) teachers' lesson plans failed to reflect the content/instruction observed.</li> </ul> <p>This school is noncompliant with Process Standard 20.2 based on interviews and a review of the school's Multi-Tiered System of Supports documentation for the 40 students in Tier II and Tier III. The MDE reviewed six (6) of the tiered intervention folders:</p> <ul style="list-style-type: none"> <li>• The school failed to maintain documentation for Tier I high-quality classroom instruction in five (5) of six (6) folders.</li> <li>• The school failed to maintain Individual Reading Plan parent notification letters in one (1) of six (6) folders.</li> <li>• The school failed to provide maintain Individual Reading Plans in three (3) of six (6) folders.</li> <li>• The school failed to document and prescribe interventions aligned to the targeted student deficit in one (1) of six (6) folders.</li> </ul> <p><b><u>Galloway Elementary School</u></b></p> <p>A review of lesson plans and instruction in the classrooms found the school is noncompliant with Process Standard 20.1.</p> <p>The MDE observed nine (9) of the 15 total classrooms.</p> <ul style="list-style-type: none"> <li>• In five (5) classrooms, the school failed to provide certified personnel to teach students. The school had five (5) teacher vacancies in classrooms audited. Inappropriately licensed personnel with</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>staffed some positions in all grade levels except for Grade 4. (<i>See also</i> Standard 2)</p> <ul style="list-style-type: none"> <li>• In all nine (9) classrooms, teachers failed to differentiate instruction appropriately for students and failed to utilize questioning and discussion techniques to promote higher order thinking. For example, students in a Kindergarten classroom copied notes from the board the entire time the MDE observed the class. The MDE observed limited teacher/student feedback during observations of other classrooms.</li> <li>• In one (1) classroom, the teacher failed to provide instruction to the students. A teacher's assistant provided instruction and answered student questions, but the teacher did not engage with students.</li> </ul> <p>This school is noncompliant with Process Standard 20.2 based on interviews and a review of the school's Multi-Tiered System of Supports documentation for the 98 students in Tier II and Tier III. The MDE reviewed 15 of the tiered intervention folders:</p> <ul style="list-style-type: none"> <li>• The school failed to maintain student profile documentation in four (4) of 15 folders.</li> <li>• The school failed to document student intervention participation beyond December 2016 in 15 of 15 folders.</li> <li>• The school failed to maintain parent notification letters in five (5) of 15 folders.</li> <li>• The school failed to provide Individual Reading Plans in eight (8) of 15 folders.</li> <li>• The school failed to maintain consistent progress monitoring data regarding student growth, or lack</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>of growth, for the prescribed intervention in 13 of 15 folders.</p> <ul style="list-style-type: none"> <li>The school failed to document and prescribe interventions aligned to the targeted student deficits in ten (10) of 15 folders.</li> </ul> <p><b><u>George Elementary School</u></b></p> <p>A review of lesson plans and instruction in the classrooms found the school is noncompliant with Process Standard 20.1.</p> <p>The MDE observed six (6) of the seven (7) total classrooms.</p> <ul style="list-style-type: none"> <li>In all six (6) classrooms, teachers failed to differentiate instruction appropriately for students and failed to utilize questioning and discussion techniques to promote higher order thinking. The teachers lectured to the whole class or gave the students identical worksheets to complete silently at their desks with no teacher support observed.</li> </ul> <p>This school is noncompliant with Process Standard 20.2 based on interviews and a review of the school's Multi-Tiered System of Supports documentation for the 18 students in Tier II and Tier III. The MDE reviewed seven (7) of the tiered intervention folders:</p> <ul style="list-style-type: none"> <li>The school failed to maintain student profile documentation in one (1) of seven (7) folders.</li> <li>The school failed to maintain documentation for Tier I high-quality classroom instruction in one (1) of seven (7) folders.</li> <li>The school failed to document student intervention participation in three (3) of seven (7) folders.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• The school failed to maintain Individual Reading Plan parent notification letters in three (3) of seven (7) folders.</li> <li>• The school failed to provide Individual Reading Plans in one (1) of seven (7) folders.</li> <li>• The school failed to maintain progress monitoring data regarding student growth, or lack of growth, for the prescribed intervention beyond November 2016 in one (1) of seven (7) folders.</li> </ul> <p><b><u>Green Elementary School</u></b></p> <p>A review of lesson plans and instruction in the classrooms found the school is noncompliant with Process Standard 20.1.</p> <p>The MDE observed ten (10) of the 18 total classrooms.</p> <ul style="list-style-type: none"> <li>• In eight (8) classrooms, teachers failed to differentiate instruction appropriately for students and failed to utilize questioning and discussion techniques to promote higher order thinking. The teachers lectured to the whole class or gave the students identical worksheets to complete silently at their desks with no teacher support observed.</li> <li>• In three (3) classrooms, teachers failed to manage student behavior resulting in disruption of instructional time. Students disobeyed teacher instructions at instructional centers and did not participate in learning activities while at other centers in the classroom. The only time the students participated in learning activities was when the teacher was nearby. As a result, the majority of the students did not actively engage in learning activities.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>This school is noncompliant with Process Standard 20.2 based on interviews and a review of the school's Multi-Tiered System of Supports documentation for the 25 students in Tier II and Tier III. The MDE reviewed four (4) of the tiered intervention folders:</p> <ul style="list-style-type: none"> <li>• The school failed to document student intervention participation in one (1) of four (4) folders.</li> <li>• The school failed to maintain progress monitoring data regarding student growth, or lack of growth, for the prescribed intervention in one (1) of four (4) folders.</li> </ul> <p><b><u>Isable Elementary School*</u></b></p> <p>A review of lesson plans and instruction in the classrooms found the school is noncompliant with Process Standard 20.1.</p> <p>The MDE observed 11 of the 17 total classrooms.</p> <ul style="list-style-type: none"> <li>• In 10 classrooms, teachers failed to differentiate instruction appropriately for students and failed to utilize questioning and discussion techniques to promote higher order thinking. The teachers lectured to the whole class or gave the students identical worksheets to complete.</li> <li>• Six (6) teachers failed to actively engage students in learning. For example, the teacher asked students to sit with their heads down until she called their names.</li> </ul>		

---

\* At the time of the audit, Isable Elementary School had an interim principal who had only been at the school for three (3) weeks and was leaving the school the next week. The interim principal failed to produce classroom observations; she could only provide learning walk reports completed by the teachers.



FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• Two (2) teachers failed to use classroom time effectively. For example, rotation through centers was unorganized creating long periods of idle/chaotic time.</li> <li>• Ten (10) teachers failed to demonstrate a deep knowledge of curriculum content. For example, during the lesson review and test prep, some teachers failed to provide explanations for correct or incorrect answers.</li> </ul> <p>This school is noncompliant with Process Standard 20.2 based on interviews and a review of the school's Multi-Tiered System of Supports documentation for the 117 students in Tier II and Tier III. The MDE reviewed 18 of the tiered intervention folders:</p> <ul style="list-style-type: none"> <li>• The school failed to provide complete student profile documentation in three (3) of 18 folders.</li> <li>• The school failed to provide current student profile documentation in five (5) of 18 folders.</li> <li>• The school failed to maintain documentation for Tier I high-quality classroom instruction in all of the 18 folders.</li> <li>• The school failed to document student intervention participation in 16 of 18 folders.</li> <li>• The school failed to maintain parent notification letters in seven (7) of 18 folders.</li> <li>• The school failed to provide Individual Reading Plans in five (5) of 18 folders.</li> <li>• The school failed to maintain consistent progress monitoring data regarding student growth, or lack of growth, for the prescribed intervention in nine (9) of 18 folders.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>The school failed to document and prescribe interventions aligned to the targeted student deficits in two (2) of 18 folders.</li> </ul> <p><b><u>John Hopkins Elementary School</u></b></p> <p>A review of lesson plans and instruction in the classrooms found the school is noncompliant with Process Standard 20.1.</p> <p>The MDE observed 12 of the 18 total classrooms.</p> <ul style="list-style-type: none"> <li>In all 12 classrooms, teachers failed to differentiate instruction appropriately for students. The teachers lectured to the whole class or gave the students identical worksheets to complete quietly at their desks.</li> </ul> <p>This school is noncompliant with Process Standard 20.2 based on interviews and a review of the school's Multi-Tiered System of Supports documentation for the 84 students in Tier II and Tier III. The MDE reviewed 15 of the tiered intervention folders:</p> <ul style="list-style-type: none"> <li>The school failed to provide complete student profile documentation in six (6) of 15 folders.</li> <li>The school failed to provide current student profile documentation in nine (9) of 15 folders.</li> <li>The school failed to maintain documentation for Tier I high-quality classroom instruction in two (2) of fifteen 15 folders.</li> <li>The school failed to document student intervention participation in five (5) of 15 folders.</li> <li>The school failed to maintain parent notification letters in seven (7) of 15 folders.</li> <li>The school failed to maintain consistent progress monitoring data regarding student growth, or lack</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>of growth, for the prescribed intervention in six (6) of 15 folders.</p> <ul style="list-style-type: none"> <li>The school failed to document and prescribe interventions aligned to the targeted student deficits in ten (10) of 15 folders.</li> </ul> <p><b><u>Johnson Elementary School</u></b></p> <p>A review of lesson plans and instruction in the classrooms found the school is noncompliant with Process Standard 20.1.</p> <p>The MDE observed 11 of the 19 total classrooms.</p> <ul style="list-style-type: none"> <li>In 10 classrooms, teachers failed to differentiate instruction appropriately for students. The teachers lectured to the whole class or gave the students identical worksheets to complete quietly at their desks.</li> <li>Five (5) teachers failed to actively engage students in learning. For example, students talked to each other and wandered around the room during instructional time. While some students read a story, the teacher failed to provide books to the other students.</li> <li>In five (5) classrooms, teachers failed to manage student behavior resulting in a disruption of instructional time. For example, one (1) teacher failed to correct students climbing over desks during an instructional activity.</li> <li>The activities and lessons in the classroom fail to reflect the lesson plans provided to the MDE.</li> </ul> <p>This school is noncompliant with Process Standard 20.2 based on interviews and a review of the school's Multi-Tiered System of Supports documentation for the 112</p>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>students in Tier II and Tier III. The MDE reviewed 17 of the tiered intervention folders:</p> <ul style="list-style-type: none"> <li>• The school failed to maintain documentation for Tier I high-quality classroom instruction in seven (7) of 17 folders.</li> <li>• The school failed to document and prescribe interventions aligned to the targeted student deficits in all of the 17 folders. No specific intervention documentation was provided. The documented interventions that the school provided contained the same information for every student regardless of grade or student deficit.</li> </ul> <p><b><u>Key Elementary School</u></b></p> <p>A review of lesson plans and instruction in the classrooms found the school is noncompliant with Process Standard 20.1.</p> <p>The MDE observed ten (10) of the 15 total classrooms.</p> <ul style="list-style-type: none"> <li>• In nine (9) classrooms, teachers failed to differentiate instruction appropriately for students. The teachers either lectured to the whole class or gave the students identical worksheets to complete quietly at their desks.</li> </ul> <p>This school is noncompliant with Process Standard 20.2 based on interviews and a review of the school's Multi-Tiered System of Supports documentation for the 90 students in Tier II and Tier III. The MDE reviewed 14 of the tiered intervention folders:</p> <ul style="list-style-type: none"> <li>• The school failed to provide current student profile documentation in seven (7) of 14 folders.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• The school failed to document student intervention participation in three (3) of 14 folders.</li> <li>• The school failed to maintain parent notification letters in seven (7) of 14 folders.</li> <li>• The school failed to provide accurate documentation of the intervention start date in one (1) of 14 folders. The student folder listed an intervention start date of October 2016; however, all evidence of interventions contained dates in January and February 2017.</li> <li>• The school failed to maintain consistent progress monitoring data regarding student growth, or lack of growth, for the prescribed intervention in eight (8) of 14 folders.</li> <li>• The school failed to document and prescribe interventions aligned to the targeted student deficits in six (6) of 14 folders.</li> </ul> <p><b><u>Lake Elementary School</u></b></p> <p>A review of lesson plans and instruction in the classrooms found the school is noncompliant with Process Standard 20.1.</p> <p>The MDE observed eight (8) of the 11 total classrooms.</p> <ul style="list-style-type: none"> <li>• In seven (7) classrooms, teachers failed to differentiate instruction appropriately for students. The teachers either lectured to the whole class or gave the students identical worksheets to complete quietly at their desks.</li> <li>• In six (6) classrooms, teachers failed to utilize questioning and discussion techniques to promote higher order thinking. In all classrooms, only</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>basic, binary questions were asked requiring a response of “yes” or “no” with no explanation.</p> <ul style="list-style-type: none"> <li>• In two (2) classrooms, teachers failed to manage student behavior resulting in a disruption of instructional time. For example, one (1) teacher failed to correct students who refused to participate in an instructional activity.</li> <li>• Four (4) teachers failed to demonstrate a deep knowledge of curriculum content. The teachers provided no explanation of concepts to students.</li> </ul> <p>This school is noncompliant with Process Standard 20.2 based on interviews and a review of the school’s Multi-Tiered System of Supports documentation for the 34 students in Tier II and Tier III. The MDE reviewed eight (8) of the tiered intervention folders:</p> <ul style="list-style-type: none"> <li>• The school failed to provide current student profile documentation in two (2) of eight (8) folders.</li> <li>• The school failed to maintain documentation for Tier I high-quality classroom instruction in two (2) of eight (8) folders.</li> <li>• The school failed to document student intervention participation in six (6) of eight (8) folders.</li> <li>• The school failed to provide complete Individual Reading Plans in three (3) of eight (8) folders.</li> <li>• The school failed to maintain parent notification letters in one (1) of eight (8) folders.</li> <li>• The school failed to maintain consistent progress monitoring data regarding student growth, or lack of growth, for the prescribed intervention in seven (7) of eight (8) folders.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>The school failed to document and prescribe interventions aligned to the targeted student deficits in two (2) of eight (8) folders.</li> </ul> <p><b><u>Lee Elementary School</u></b></p> <p>A review of lesson plans and instruction in the classrooms found the school is noncompliant with Process Standard 20.1.</p> <p>The MDE observed seven (7) of the 14 total classrooms.</p> <ul style="list-style-type: none"> <li>In seven (7) classrooms, teachers failed to differentiate instruction appropriately for students. The teachers either lectured to the whole class or gave the students identical worksheets to complete quietly at their desks. In some classrooms, the teachers provided no instruction at all. They handed out worksheets without explaining the assignment to students.</li> <li>In two (2) classrooms, the teachers failed to create a productive learning environment. For example, in one (1) class, the students talked loudly. A student said to the teacher, “I wish you would do something.” The teacher replied, “The principal is on his way.”</li> <li>In two (2) classrooms, teachers failed to use instructional time effectively. A teacher failed to provide instructions for the class while the MDE observed the classroom.</li> <li>In seven (7) classrooms, teachers failed to utilize questioning and discussion techniques to promote higher order thinking. In all classrooms, the teacher lectured to the entire class or asked only basic, “yes” or “no” questions.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• In two (2) classrooms, teachers failed to manage student behavior resulting in a disruption of instructional time. Examples from observations include: students talking back to the teacher, students talking loudly, and students throwing pencils.</li> <li>• Five (5) teachers failed to demonstrate a deep knowledge of curriculum content. A teacher informed the MDE that she would be teaching science, but then she went to her desk for three (3) to five (5) minutes with no instruction for the students. She then told the students that she was going to teach math and passed out worksheets for them to do quietly at their desks while she worked multiplication with a single student.</li> </ul> <p>This school is noncompliant with Process Standard 20.2 based on interviews and a review of the school's Multi-Tiered System of Supports documentation for the 60 students in Tier II and Tier III. The MDE reviewed nine (9) of the tiered intervention folders:</p> <ul style="list-style-type: none"> <li>• The school failed to maintain documentation for Tier I high-quality classroom instruction in seven (7) of nine (9) folders.</li> <li>• The school failed to document student intervention participation in one (1) of nine (9) folders.</li> <li>• The school failed to maintain parent notification letters in six (6) of nine (9) folders.</li> <li>• The school failed to provide Individual Reading Plans in six (6) of nine (9) folders.</li> </ul>		



FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b><u>Lester Elementary School</u></b></p> <p>A review of lesson plans and instruction in the classrooms found the school is noncompliant with Process Standard 20.1.</p> <p>The MDE observed 10 of the 16 total classrooms.</p> <ul style="list-style-type: none"> <li>• In one (1) classroom, the teacher failed to manage student behavior resulting in a disruption of instructional time. Students talked back to the teacher.</li> </ul> <p>This school is compliant with Process Standard 20.2 based on interviews and a review of the school's Multi-Tiered System of Supports documentation folders.</p> <p><b><u>Marshall Elementary School</u></b></p> <p>A review of lesson plans and instruction in the classrooms found the school is noncompliant with Process Standard 20.1.</p> <p>The MDE observed 12 of the 18 total classrooms.</p> <ul style="list-style-type: none"> <li>• In three (3) classrooms, teachers failed to manage student behavior resulting in a disruption of instructional time. Students talked back to the teacher, played games, threw paper at each other, and played with rulers.</li> <li>• Eleven (11) teachers failed to demonstrate a deep knowledge of curriculum content. Teachers did not check for student understanding and only gave students the answers from the teacher's textbook or worksheet with no explanation of why the student answered correctly or incorrectly.</li> <li>• In all 12 classrooms, teachers failed to differentiate instruction appropriately for</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>students. Most teachers gave identical worksheets to students or lectured the whole group. When a teacher assigned students to learning centers, the teacher failed to provide differentiated assignments in small group learning centers.</p> <p>This school is noncompliant with Process Standard 20.2 based on interviews and a review of the school's Multi-Tiered System of Supports documentation for the 150 students in Tier II and Tier III. The MDE reviewed 24 of the tiered intervention folders:</p> <ul style="list-style-type: none"> <li>• The school failed to maintain documentation for Tier I high-quality classroom instruction in 24 of 24 folders.</li> <li>• The school failed to document student intervention participation in three (3) of 24 folders.</li> <li>• The school failed to maintain parent notification letters in one (1) of 24 folders.</li> <li>• The school failed to provide Individual Reading Plans in nine (9) of 24 folders.</li> <li>• The school failed to maintain consistent progress monitoring data regarding student growth, or lack of growth, for the prescribed intervention in four (4) of 24 folders.</li> <li>• The school failed to provide current intervention documentation in four (4) of 24 folders.</li> </ul> <p><b><u>McLeod Elementary School</u></b></p> <p>A review of lesson plans and instruction in the classrooms found the school is noncompliant with Process Standard 20.1.</p>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>The MDE observed 11 of the 21 total classrooms.</p> <ul style="list-style-type: none"> <li>• In five (5) classrooms, teachers failed to utilize questioning and discussion techniques to promote higher order thinking. The teachers either lectured to the class or asked only basic, “yes” or “no” questions.</li> <li>• In six (6) classrooms, teachers failed to differentiate instruction appropriately for students. In several classrooms, the entire class copied notes from the board. In one (1) class, the teacher failed to provide any instruction.</li> </ul> <p>This school is noncompliant with Process Standard 20.2 based on interviews and a review of the school’s Multi-Tiered System of Supports documentation for the 79 students in Tier II and Tier III. The MDE reviewed 12 of the tiered intervention folders:</p> <ul style="list-style-type: none"> <li>• The school failed to provide current student profile documentation in three (3) of 12 folders.</li> <li>• The school failed to document student intervention participation in one (1) of 12 folders.</li> </ul> <p><b><u>McWillie Elementary School</u></b></p> <p>A review of lesson plans and instruction in the classrooms found the school is noncompliant with Process Standard 20.1.</p> <p>The MDE observed 10 of the 18 total classrooms.</p> <ul style="list-style-type: none"> <li>• In many classrooms, teachers failed to use instructional time effectively. During the afternoon of the audit, the students in Grades 3 through Grade 6 napped in some classrooms.</li> <li>• In four (4) classrooms, teachers failed to utilize questioning and discussion techniques to promote</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>higher order thinking. The teachers failed to provide direct instruction as students filled out worksheets or put together puzzles.</p> <p>This school is compliant with Process Standard 20.2 based on interviews and a review of the school's Multi-Tiered System of Supports documentation folders.</p> <p><b><u>North Jackson Elementary School</u></b></p> <p>A review of lesson plans and instruction in the classrooms found the school is noncompliant with Process Standard 20.1.</p> <p>The MDE observed 12 of the 15 total classrooms.</p> <ul style="list-style-type: none"> <li>• In ten (10) classrooms, teachers failed to differentiate instruction appropriately for students and failed to utilized questioning and discussion techniques to promote higher order thinking. The teachers lectured to the whole class or gave the students identical worksheets to complete.</li> </ul> <p>This school is noncompliant with Process Standard 20.2 based on interviews and a review of the school's Multi-Tiered System of Supports documentation for the 164 students in Tier II and Tier III. The school failed to provide quality Tier I instruction, evidenced by 55% of the student population in Tier II and/or Tier III. The MDE reviewed 29 of the tiered intervention folders:</p> <ul style="list-style-type: none"> <li>• The school failed to document student intervention participation in six (6) of 29 folders.</li> <li>• The school failed to document student intervention participation beyond February 2017 in three (3) of 29 folders.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• The school failed to document the target deficit areas on the Individual Reading Plans in eight (8) of 29 folders.</li> <li>• The school failed to document student interventions that addressed the target deficit in three (3) of 29 folders.</li> <li>• The school failed to maintain consistent progress monitoring data regarding student growth, or lack of growth, for the prescribed intervention in four (4) of 29 folders.</li> <li>• The school failed to document progress monitoring data beyond November 2016 in one (1) of 29 folders.</li> <li>• The school failed to document progress monitoring data beyond January 2017 in two (2) of 29 folders.</li> <li>• The school failed to align interventions to the targeted student deficits in all of the 29 folders.</li> </ul> <p><b><u>Oak Forest Elementary School</u></b></p> <p>A review of lesson plans and instruction in the classrooms found the school is noncompliant with Process Standard 20.1.</p> <p>The MDE observed 11 of the 18 total classrooms.</p> <ul style="list-style-type: none"> <li>• In five (5) classrooms, teachers failed to differentiate instruction appropriately for students. The teachers lectured to the whole class or gave the students identical worksheets to complete quietly at their desks.</li> <li>• Five (5) teachers failed to actively engage students in learning. For example, students talked out of turn and failed to pay attention to the</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>lesson. Students wandered around the classroom and the teacher ignored the students' behavior.</p> <ul style="list-style-type: none"> <li>• Three (3) teachers failed to provide current lesson plans.</li> </ul> <p>This school is noncompliant with Process Standard 20.2 based on interviews and a review of the school's Multi-Tiered System of Supports documentation for the 90 students in Tier II and Tier III. The MDE reviewed 14 of the tiered intervention folders:</p> <ul style="list-style-type: none"> <li>• The school failed to provide complete Individualized Reading Plans in three (3) of 14 folders.</li> <li>• The school failed to prescribe individual plans for the Individualized Reading Plan. In six (6) of 14 folders, students had identical Individual Reading Plans.</li> </ul> <p><b><u>Pecan Park Elementary School</u></b></p> <p>A review of lesson plans and instruction in the classrooms found the school is noncompliant with Process Standard 20.1.</p> <p>The MDE observed 12 of the 19 total classrooms.</p> <ul style="list-style-type: none"> <li>• In five (5) classrooms, teachers failed to differentiate instruction appropriately for students. The teachers lectured to the whole class or gave the students identical worksheets to complete quietly at their desks.</li> <li>• In six (6) classrooms, teachers failed to utilize questioning and discussion techniques to promote higher order thinking. The teachers monitored students with no feedback or chance for students to answer or ask questions.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• The teachers failed to include the State Board approved standards in their lesson plans.</li> <li>• The lessons in the classrooms did not reflect the content/instruction in the lesson plans.</li> </ul> <p>This school is noncompliant with Process Standard 20.2 based on interviews and a review of the school's Multi-Tiered System of Supports documentation for the 392 students in Tier II and Tier III. The school failed to provide quality Tier I instruction, as evidenced by 78% of the student population in Tier II and/or Tier III. The MDE reviewed 59 of the tiered intervention folders:</p> <ul style="list-style-type: none"> <li>• The school failed to maintain parent notification letters in 16 of 59 folders.</li> <li>• The school failed to document student intervention participation in 54 of 59 folders.</li> <li>• The school failed to provide complete student profile documentation in 20 of 59 folders.</li> <li>• The school failed to maintain documentation for Tier I high-quality classroom instruction in 56 of 59 folders.</li> <li>• The school failed to provide Individual Reading Plans in 56 of 59 folders.</li> <li>• The school failed to maintain consistent progress monitoring data regarding student growth, or lack of growth, for the prescribed intervention in 14 of 59 folders.</li> </ul> <p><b><u>Raines Elementary School</u></b></p> <p>A review of lesson plans and instruction in the classrooms found the school is noncompliant with Process Standard 20.1.</p>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>The MDE observed ten (10) of the 16 total classrooms.</p> <ul style="list-style-type: none"> <li>• In nine (9) classrooms, teachers failed to differentiate instruction appropriately for students. The teachers lectured to the whole class or gave the students identical worksheets to complete quietly at their desks.</li> <li>• In two (2) classrooms, teachers failed to use instructional time effectively. Students sat idle after completing assignment.</li> <li>• Three (3) teachers failed to actively engage students in learning. In one (1) room, the teacher turned the students' desks away from the smartboard, so that students could not see, in another class, students elbowed each other and wrote on one another during whole group instruction. Another teacher used the smart board as a dry erase board.</li> </ul> <p>This school is noncompliant with Process Standard 20.2 based on interviews and a review of the school's Multi-Tiered System of Supports documentation for the 136 students in Tier II and Tier III. MDE reviewed 20 of the tiered intervention folders:</p> <ul style="list-style-type: none"> <li>• The school failed to provide current student profile documentation in two (2) of 20 folders.</li> <li>• The school failed to maintain parent notification letters in one (1) of 20 folders.</li> </ul> <p><b><u>Smith Elementary School</u></b></p> <p>A review of lesson plans and instruction in the classrooms found the school is noncompliant with Process Standard 20.1.</p>		



FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>The MDE observed 10 of the 17 total classrooms.</p> <ul style="list-style-type: none"> <li>• In five (5) classrooms, teachers failed to differentiate instruction appropriately for students. The teachers either lectured to the whole class or gave the students identical worksheets to complete quietly at their desks. In some classrooms, the teachers provided no instruction at all. They handed out worksheets without explaining to students.</li> <li>• In two (2) of the classrooms, the teachers failed to create a productive learning environment. Students talked to each other, stood at their desks, and yelled out answers.</li> <li>• In six (6) classrooms, teachers failed to use instructional time effectively. Teachers allowed students to wander around the room.</li> <li>• In two (2) classrooms, teachers failed to manage student behavior resulting in a disruption of instructional time. Many students slept or talked loudly to other students.</li> <li>• Six (6) teachers failed to demonstrate a deep knowledge of curriculum content. The MDE observed incorrect student work, but the teacher did not circulate to see and instruct the students.</li> </ul> <p>This school is noncompliant with Process Standard 20.2 based on interviews and a review of the school's Multi-Tiered System of Supports documentation for the 60 students in Tier II and Tier III. The MDE reviewed nine (9) of the tiered intervention folders:</p> <ul style="list-style-type: none"> <li>• The school failed to document student intervention participation in six (6) of nine (9) folders.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• The school failed to align interventions to the targeted student deficits in two (2) of nine (9) folders.</li> <li>• The school failed to prescribe individual plans for the Individualized Reading Plan. Each student plan contained identical information in four (4) of nine (9) folders.</li> </ul> <p><b><u>Sykes Elementary School</u></b>  A review of lesson plans and instruction in the classrooms found the school is noncompliant with Process Standard 20.1.</p> <p>The MDE observed 10 of the 19 total classrooms.</p> <ul style="list-style-type: none"> <li>• In eight (8) classrooms, teachers failed to differentiate instruction appropriately for students. The teachers lectured to the whole class or gave the students identical worksheets to complete at their desks.</li> </ul> <p>This school is noncompliant with Process Standard 20.2 based on interviews and a review of the school's Multi-Tiered System of Supports documentation for the 87 students in Tier II and Tier III. The MDE reviewed 13 of the tiered intervention folders:</p> <ul style="list-style-type: none"> <li>• The school failed to provide complete student profile documentation in nine (9) of 13 folders.</li> <li>• The school failed to maintain a parent notification letter in five (5) of 13 folders.</li> </ul> <p><b><u>Timberlawn Elementary School</u></b>  A review of lesson plans and instruction in the classrooms found the school is noncompliant with Process Standard 20.1.</p>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>The MDE observed 12 of the 21 total classrooms.</p> <ul style="list-style-type: none"> <li>• In all 12 classrooms, teachers failed to differentiate instruction appropriately for students. The teachers either lectured to the whole class or gave the students identical worksheets to complete quietly at their desks. Teachers failed to provide differentiated assignments in small group learning centers.</li> <li>• In nine (9) of the classrooms, the teachers failed to create a productive learning environment. The lack of respect for the teacher and other students led to a hostile culture. The MDE observed a teacher yelling loudly at students, as well as students telling each other to shut-up.</li> <li>• In nine (9) classrooms, teachers failed to utilize questioning and discussion techniques to promote higher order thinking. In all classrooms, the teacher lectured to class without asking students questions, or called upon the same students each time to answer the questions for the class.</li> <li>• In eight (8) classrooms, teachers failed to manage student behavior resulting in disruption of instructional time. Examples from observations include: students talking back to the teacher, students shooting rubber bands, students playing instead of on task, students playing in desks, students heads on desks, and teachers ignoring bad behavior.</li> <li>• Nine (9) teachers failed to demonstrate a deep knowledge of curriculum content.</li> </ul> <p>This school is noncompliant with Process Standard 20.2 based on interviews and a review of the school's Multi-Tiered System of Supports documentation for the 386</p>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>students in Tier II and Tier III. The MDE reviewed 58 of the tiered intervention folders:</p> <ul style="list-style-type: none"> <li>• The school failed to provide complete student profile documentation in three (3) of 58 folders.</li> <li>• The school failed to maintain parent notification letters in 11 of 58 folders.</li> <li>• The school failed to document student intervention participation in four (4) of 58 folders.</li> <li>• The school failed to provide Individual Reading Plans in 23 of 58 folders.</li> <li>• The school failed to maintain consistent progress monitoring data regarding student growth, or lack of growth, for the prescribed intervention in two (2) of 58 folders.</li> <li>• The school failed to provide current intervention documentation (progress monitoring) in 18 of 58 folders.</li> </ul> <p><b><u>Van Winkle Elementary School</u></b></p> <p>A review of lesson plans and instruction in the classrooms found the school is noncompliant with Process Standard 20.1.</p> <p>The MDE observed 12 of the 19 total classrooms.</p> <ul style="list-style-type: none"> <li>• In ten (10) classrooms, teachers failed to differentiate instruction appropriately for students. The teachers lectured to the whole class or gave the students identical worksheets to complete at their desks. Students spent the entire instructional time copying the weekly story from the board.</li> <li>• In ten (10) classrooms, teachers failed to utilize questioning and discussion techniques to promote higher order thinking.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• Ten (10) teachers failed to demonstrate a deep knowledge of curriculum content. The MDE observed that consultants provided all lesson plans and power-points for teaching.</li> <li>• Three (3) teachers failed to provide lesson plans to the MDE.</li> </ul> <p>This school is noncompliant with Process Standard 20.2 based on interviews and a review of the school's Multi-Tiered System of Supports documentation for the 66 students in Tier II and Tier III. The MDE reviewed ten (10) of the tiered intervention folders:</p> <ul style="list-style-type: none"> <li>• The school failed to provide Individual Reading Plans in eight (8) of ten (10) folders.</li> <li>• The school failed to maintain consistent progress monitoring data regarding student growth, or lack of growth, for the prescribed intervention in three (3) of ten (10) folders.</li> <li>• The school failed to identify the deficit area and document the intervention provided for the student in nine (9) of ten (10) folders.</li> </ul> <p><b><u>Walton Elementary School</u></b></p> <p>A review of lesson plans and instruction in the classrooms found the school is noncompliant with Process Standard 20.1.</p> <p>The MDE observed 12 of the 17 total classrooms.</p> <ul style="list-style-type: none"> <li>• In 12 classrooms, teachers failed to differentiate instruction appropriately for students. The teachers lectured to the whole class or gave the students identical worksheets to complete at their desks. The MDE observed that students participated in intervention groups in one (1)</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>class; however, the whole group participated in intervention without instruction targeted to the needs of individual students.</p> <ul style="list-style-type: none"> <li>• In nine (9) classrooms, teachers failed to utilize questioning and discussion techniques to promote higher order thinking. Students watched a video when the lesson plans indicated reading time.</li> <li>• Eleven (11) teachers failed to demonstrate a deep knowledge of curriculum content. The MDE observed that the teacher assistant monitored the class from behind the teacher's desk.</li> <li>• Two (2) teachers had different sets of lesson plans posted outside the room and on their desks. Posted plans were significantly (five (5) weeks) outdated.</li> </ul> <p>This school is noncompliant with Process Standard 20.2 based on interviews and a review of the school's Multi-Tiered System of Supports documentation for the 121 students in Tier II and Tier III. The MDE reviewed 19 of the tiered intervention folders:</p> <ul style="list-style-type: none"> <li>• The school failed to maintain documentation for Tier I high-quality classroom instruction in two (2) of 19 folders.</li> <li>• The school failed to document student intervention participation in three (3) of 19 folders.</li> <li>• The school failed to maintain parent notification letters in five (5) of 19 folders.</li> <li>• The school failed to provide Individual Reading Plans in 10 of 19 folders.</li> <li>• The school failed to maintain consistent progress monitoring data regarding student growth, or lack</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>of growth, for the prescribed intervention in four (4) of 19 folders.</p> <ul style="list-style-type: none"> <li>• The school failed to identify the deficit area and document the intervention provided for the student in one (1) of 19 folders.</li> </ul> <p><b><u>Watkins Elementary School</u></b></p> <p>A review of lesson plans and instruction in the classrooms found the school is noncompliant with Process Standard 20.1.</p> <p>The MDE observed eight (8) of the 15 total classrooms.</p> <ul style="list-style-type: none"> <li>• In seven (7) classrooms, teachers failed to differentiate instruction appropriately for students. The teachers lectured to the whole class or gave the students identical worksheets to complete at their desks.</li> <li>• The teachers failed to provide coherent lesson plans to the MDE. The lesson plans provided did not follow a logical sequence for instruction and did not match the standards listed to be taught for Grade 2 and Grade 3.</li> </ul> <p>This school is noncompliant with Process Standard 20.2 based on interviews and a review of the school's Multi-Tiered System of Supports documentation for the 121 students in Tier II and Tier III. The MDE reviewed 18 of the tiered intervention folders:</p> <ul style="list-style-type: none"> <li>• The school failed to maintain documentation for Tier I high-quality classroom instruction in two (2) of 18 folders.</li> <li>• The school failed to document student intervention participation in six (6) of 18 folders.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• The school failed to maintain parent notification letters in two (2) of 18 folders.</li> <li>• The school failed to provide Individual Reading Plans in four (4) of 18 folders.</li> <li>• The school failed to provide current progress monitoring data in three (3) of 18 folders.</li> </ul> <p><b><u>Wilkins Elementary School</u></b></p> <p>A review of lesson plans and instruction in the classrooms found the school is noncompliant with Process Standard 20.1.</p> <p>The MDE observed 12 of the 22 total classrooms.</p> <ul style="list-style-type: none"> <li>• In all 12 classrooms, teachers failed to differentiate instruction appropriately for students. The teachers lectured to the whole class or gave the students identical worksheets to complete at their desks.</li> <li>• In nine (9) classrooms, teachers failed to utilize questioning and discussion techniques to promote higher order thinking. Teachers asked simple “yes” or “no” questions.</li> <li>• Instruction and classroom activities failed to reflect content of lesson plans. For example, students completed worksheets, but lesson plans said the students should be reading in the basal reader.</li> </ul> <p>This school is noncompliant with Process Standard 20.2 based on interviews and a review of the school’s Multi-Tiered System of Supports documentation for the 233 students in Tier II and Tier III. The school failed to provide quality Tier I instruction, as evidenced by 52%</p>		



FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>of the student population in Tier II and/or Tier III. The MDE reviewed 35 of the tiered intervention folders:</p> <ul style="list-style-type: none"> <li>• The school failed to provide complete student profile documentation in 14 of 35 folders.</li> <li>• The school failed to maintain parent notification letters in two (2) of 35 folders.</li> <li>• The school failed to document student intervention participation in 32 of 35 folders.</li> <li>• The school failed to maintain consistent progress monitoring data regarding student growth, or lack of growth, for the prescribed intervention in 14 of 35 folders.</li> <li>• The school failed to provide current progress monitoring data in 21 of 35 folders.</li> </ul> <p><b><u>Woodville Heights Elementary School</u></b></p> <p>A review of lesson plans and instruction in the classrooms found the school is noncompliant with Process Standard 20.1.</p> <p>The MDE observed 12 of the 18 total classrooms.</p> <ul style="list-style-type: none"> <li>• In all 12 classrooms, teachers failed to differentiate instruction appropriately for students. The teachers lectured to the whole class or gave the students identical worksheets to complete at their desks.</li> </ul> <p>This school is noncompliant with Process Standard 20.2 based on interviews and a review of the school's Multi-Tiered System of Supports documentation for the 182 students in Tier II and Tier III. The MDE reviewed 25 of the tiered intervention folders:</p> <ul style="list-style-type: none"> <li>• The school failed to provide complete student profile documentation in eight (8) of 25 folders.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• The school failed to maintain documentation for Tier I high-quality classroom instruction in 14 of 25 folders.</li> <li>• The school failed to document student intervention participation in eight (8) of 25 folders.</li> <li>• The school failed to maintain parent notification letters in nine (9) of 25 folders.</li> <li>• The school failed to provide Individual Reading Plans in 13 of 25 folders.</li> </ul> <p><b><u>Blackburn Middle School</u></b></p> <p>A review of lesson plans and instruction in the classrooms found the school is noncompliant with Process Standard 20.1.</p> <p>The MDE observed 17 of the 30 core classes.</p> <ul style="list-style-type: none"> <li>• Five (5) teachers failed to provide instruction at levels meeting the minimum standards provided in the State curriculum frameworks.</li> <li>• In one (1) classroom, non-certified personnel failed to provide instruction and ensure student safety due to the lack of control of student behavior. The MDE knocked at a door and heard loud disturbances inside. Due to the noise, the non-certified personnel could not hear the knock at the door. The MDE continued to knock loudly until one (1) of the students opened the door. The middle school students threw things, played on cellphones, and watched videos. The substitute teacher sat at her desk. The substitute teacher did not have any work for the students.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• An English teacher provided a history lesson plan, and when questioned by the MDE, stated that he did not use lesson plans.</li> </ul> <p>This school is noncompliant with Process Standard 20.2 based on interviews and a review of the school's Multi-Tiered System of Supports documentation.</p> <ul style="list-style-type: none"> <li>• The school failed to complete eight (8) of 17 student profile sheets.</li> <li>• The school failed to complete any of the 17 required 20-day MSIS meeting forms or Teacher Support Team referral forms.</li> </ul> <p><b><u>Brinkley Middle School</u></b></p> <p>A review of lesson plans and instruction in the classrooms found the school is noncompliant with Process Standard 20.1.</p> <p>The MDE observed 16 of 20 core classes.</p> <ul style="list-style-type: none"> <li>• In seven (7) classrooms, teachers failed to engage students in the lesson. Students slept or texted on cell phones.</li> <li>• Four (4) teachers attempted to deliver lessons, but failed to control student conduct. Student disturbances included talking, texting, yelling, walking around, and throwing objects.</li> <li>• Three (3) teachers did not attempt to instruct the class during the audit. The teachers failed to provide instruction, assignments, or assessment to students.</li> <li>• Eight (8) teachers failed to provide instruction at levels meeting the minimum standards provided in the State curriculum frameworks.</li> <li>• Five (5) teachers failed to provide lessons plans.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• Eight (8) lesson plans failed to match the name of the teacher in the class.</li> <li>• Eight (8) lesson plans were outdated.</li> <li>• Four (4) lesson plans failed to reflect the lesson delivery in the room, even though the date and teacher name were correct at the top.</li> </ul> <p>This school is noncompliant with Process Standard 20.2 based on interviews and a review of the school's Multi-Tiered System of Supports documentation folders:</p> <ul style="list-style-type: none"> <li>• Eleven (11) of 54 folders for students in Tier II /Tier III students were reviewed.</li> <li>• One (1) folder contained information from three (3) different students.</li> <li>• All folders failed to provide complete documentation as students failed to complete assignments.</li> <li>• The school failed to complete reading plans and math plans for all Tier II/Tier III folders reviewed.</li> <li>• While interviews with teachers and administrators described an intervention process with students, the school failed to provide any documentation of intervention.</li> </ul> <p><b><u>Chastain Middle School</u></b></p> <p>A review of lesson plans and instruction in the classrooms found the school is noncompliant with Process Standard 20.1.</p> <p>The MDE observed 25 of the 27 core classes:</p> <ul style="list-style-type: none"> <li>• Seven (7) teachers failed to provide instruction at levels meeting the minimum standards provided in the State curriculum frameworks.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• In two (2) classrooms, students misbehaved to a degree that no instruction took place in the class. For example, students left the classroom while the teacher called for them to stop, students used profanity, and students watched videos on cell phones.</li> <li>• Three (3) teachers did not attempt to instruct the class during the audit. The teachers failed to provide students with any instruction, assignments, or assessments.</li> <li>• In two (2) classrooms, no lesson plans were available.</li> <li>• In six (6) classrooms, the lesson plans did not match the name of the teacher in the class.</li> <li>• In eight (8) classrooms, the lesson plans were more than one (1) month behind the present date.</li> <li>• In five (5) classrooms, the lesson plans did not reflect the lesson unit being taught in the room.</li> </ul> <p>This school is noncompliant with Process Standard 20.2 based on interviews and a review of eight (8) Multi-Tiered System of Supports documentation folders, which found:</p> <ul style="list-style-type: none"> <li>• The school failed to use the data to guide documented intervention strategies.</li> <li>• The school failed to provide two (2) of eight (8) student profile sheets required in Multi-Tiered System of Supports documentation.</li> </ul> <p><b><u>Hardy Middle School</u></b></p> <p>A review of lesson plans and instruction in the classrooms found the school is noncompliant with Process Standard 20.1.</p>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>The MDE observed 17 of the 20 core classes.</p> <ul style="list-style-type: none"> <li>• Four (4) teachers failed to provide instruction at levels meeting the minimum standards provided in the State curriculum frameworks.</li> <li>• One (1) teacher failed to provide lesson plans.</li> <li>• Two (2) lesson plans failed to match the name of the teacher in the class.</li> <li>• One (1) lesson plan was outdated.</li> </ul> <p>This school is noncompliant with Process Standard 20.2 based on interviews and a review of four (4) Multi-Tiered System of Supports documentation folders, which found:</p> <ul style="list-style-type: none"> <li>• The school failed to include teacher observation forms in all four (4) folders.</li> <li>• The school failed to include parent notification letters in all four (4) folders.</li> <li>• The school failed to provide a 20-day meeting form in one (1) of the four (4) folders.</li> </ul> <p><b><u>Powell Middle School</u></b></p> <p>A review of lesson plans and instruction in the classrooms found the school is noncompliant with Process Standard 20.1.</p> <p>The MDE observed 11 of the 22 core classes.</p> <ul style="list-style-type: none"> <li>• Three (3) teachers failed to provide instruction at levels meeting the minimum standards provided in the State curriculum frameworks.</li> <li>• In five (5) classrooms, teachers failed to engage students in the lesson. Students slept or texted on cell phones.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>This school is noncompliant with Process Standard 20.2 based on interviews and a review of 15 Multi-Tiered System of Supports documentation folders.</p> <ul style="list-style-type: none"> <li>• One (1) of 15 folders failed to contain student profile sheets.</li> <li>• Five (5) of 15 failed to contain progress monitoring plans.</li> <li>• Eight (8) of 15 failed to contain a parent notification letter.</li> <li>• Five (5) of 15 had no evidence of intervention.</li> <li>• None of the 15 folders had 20-day MSIS meeting forms. When MDE visited on March 29, 2017, there had been no meetings since January 2017.</li> </ul> <p><b><u>Rowan Middle School</u></b></p> <p>A review of lesson plans and instruction in the classrooms found the school is noncompliant with Process Standard 20.1.</p> <p>The MDE observed eight (8) of 16 core classes.</p> <ul style="list-style-type: none"> <li>• Two (2) teachers failed to provide lesson plans.</li> </ul> <p>This school is compliant with Process Standard 20.1 based on interviews and a review of 3 Multi-Tiered System of Supports documentation folders.</p> <p><b><u>Siwell Middle School</u></b></p> <p>A review of lesson plans and instruction in the classrooms found the school is noncompliant with Process Standard 20.1.</p> <p>The MDE observed 14 of the 30 core classes.</p> <ul style="list-style-type: none"> <li>• Four (4) teachers failed to engage students in the lesson. Students slept or texted on cell phones.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• Fourteen (14) teachers failed to provide instruction at levels meeting the minimum standards provided in the State curriculum frameworks.</li> <li>• One (1) teacher failed to provide lesson plans.</li> </ul> <p>This school is compliant with Process Standard 20.2 based on interviews and a review of 11 Multi-Tiered System of Supports documentation folders.</p> <p><b><u>Whitten Middle School</u></b>  A review of lesson plans and instruction in the classrooms found the school is noncompliant with Process Standard 20.1.</p> <p>The MDE observed 25 of the 40 core classes.</p> <ul style="list-style-type: none"> <li>• Three (3) teachers failed to provide lesson plans.</li> <li>• One (1) lesson plan failed to match the name of teacher in the class.</li> <li>• Two (2) lesson plans were outdated.</li> </ul> <p>This school is compliant with Process Standard 20.2 based on interviews and a review of the Multi-Tiered System of Supports documentation.</p> <p><b><u>Callaway High School</u></b>  A review of lesson plans and instruction in the classrooms found the school is noncompliant with Process Standard 20.1.</p> <p>The MDE observed 19 of the 26 core academic classes.</p> <ul style="list-style-type: none"> <li>• In two (2) classrooms, the students did not engage in learning. Students slept, played, talked, or texted on cellphones.</li> </ul>		



FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• Three (3) teachers did not attempt to instruct the class during the audit. The teachers failed to provide students with any instruction, assignments, or assessment.</li> <li>• In four (4) of 19 classrooms, teachers failed to provide instruction at levels meeting the minimum standards provided in the State curriculum frameworks.</li> <li>• In one (1) classroom, the MDE entered a math classroom. The teacher had the lights turned off, and she sat at her desk. Students worked on a math worksheet in the dark room, texted on their cell phones, or talked with other students in the room. After a few minutes, the teacher turned on the lights. The students yelled at the teacher, who then turned the lights off again.</li> <li>• In three (3) classrooms, teachers did not manage classroom behavior. A student's phone ringing interrupted classroom instruction. She answered the phone and had an argument with the person who called. The teacher did not intervene or reprimand the student. He continued to work linear equations on the board.</li> <li>• In four (4) classrooms, teachers failed to provide lesson plans.</li> <li>• In seven (7) classrooms, the teacher's name on the lesson did not match the teacher in the room.</li> <li>• In six (6) rooms, the lesson plans were outdated.</li> <li>• In four (4) classrooms, the lesson plans matched the teacher and the date, but the lesson in the room did not match the lesson plan.</li> </ul> <p>This school is noncompliant with Process Standard 20.2 based on interviews and a review of four (4) of 13 Multi-</p>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>Tiered System of Supports documentation folders, which found:</p> <ul style="list-style-type: none"> <li>There were only four (4) students at Tier II and nine (9) students who are Tier III. This school has 1,073 students and only 13 students are involved in structured interventions, which is approximately 1% of the total student population. The school has failed to provide intervention to students in need.</li> </ul> <p><b><u>Forest Hill High School:</u></b></p> <p>A review of lesson plans and instruction in the classrooms found the school is noncompliant with Process Standard 20.1.</p> <p>The MDE observed 21 of the 38 core academic classes.</p> <ul style="list-style-type: none"> <li>Four (4) teachers did not instruct the students. The teachers failed to provide the students with any instruction, assignments, or assessment.</li> <li>The school failed to engage students in learning in five (5) of 21 classrooms as students used cellular devices on social media sites or slept.</li> <li>In one (1) classroom, the teacher watched entertainment videos at her desk while students surrounded her. No instruction took place.</li> <li>Six (6) teachers failed to provide instruction at levels meeting the minimum standards provided in the State curriculum frameworks.</li> <li>All observed classes failed to provide challenging lessons to the standards required by curriculum frameworks adopted by the State Board of Education.</li> <li>Eleven (11) of the 21 of the teachers' lesson plans did not have dates on them, included last year's</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>date or earlier, had multiple teachers' names, and/or did not reflect the lesson for the day.</p> <ul style="list-style-type: none"> <li>Seven (7) teachers did not provide lesson plans.</li> </ul> <p>This school is noncompliant with Process Standard 20.2 based on interviews and a review of seven (7) of 48 Multi-Tiered System of Supports documentation folders, which found:</p> <ul style="list-style-type: none"> <li>The school failed to provide student profile sheets in all seven (7) folders.</li> <li>The school failed to provide progress monitoring plans in five (5) of seven (7) folders.</li> <li>The school failed to provide parent notification letters in six (6) of seven (7) folders.</li> <li>The school failed to provide evidence of intervention in five (5) of seven (7) folders.</li> <li>The school failed to provide 20-day MSIS meeting forms in three (3) of seven (7) folders.</li> <li>The school failed to update the Multi-Tiered System of Supports documentation since 2014 or 2015.</li> <li>All seven (7) folders were incomplete, with limited evidence of academic or behavioral interventions.</li> <li>The school hired a new interventionist on March 27, 2017. The previous interventionist left the position at the end of January 2017. The new interventionist did not have access to Tier II information. Forty-eight (48) Tier III students at this school failed to receive services for an extended period of time.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b><u>Jim Hill High School</u></b></p> <p>A review of lesson plans and instruction in the classrooms found the school is noncompliant with Process Standard 20.1.</p> <p>The MDE observed 35 of the 59 core academic classes:</p> <ul style="list-style-type: none"> <li>• Sixteen (16) teachers failed to provide instruction at levels meeting the minimum standards provided in the State curriculum frameworks.</li> <li>• In two (2) classrooms, the teachers had no control of the students and no instruction took place. Students disregarded what the teacher said and continued to talk to each other and text on cellphones.</li> <li>• In nine (9) classrooms, the students did not engage in the lesson, including four (4) rooms with students who slept and/or talked on cellphones.</li> <li>• One (1) classroom had a non-certified instructor who had been a substitute teacher for two (2) weeks. She did not instruct the students and did not have a lesson plan or work for the students for the two (2) weeks that she had been present.</li> <li>• In an Algebra II classroom, the students were on Chapter 1 of the Algebra II textbook in April.</li> <li>• In two (2) classrooms, students arrived tardy and interrupted the class with no consequence. Their disruptive behavior interrupted the lesson and student instruction did not take place.</li> <li>• Eleven (11) of 35 teachers failed to provide lesson plans.</li> <li>• In 14 of 35 classrooms, the lesson plan did not match the name of the teacher.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• In 15 classrooms, the lesson plans were outdated. In one (1) of those classrooms, the lesson plan was dated January 9-20, 2017 (three (3) months prior to the visit).</li> <li>• In 13 classrooms, the lesson plans matched the teacher and the date, but the lesson delivery did not reflect the lesson plan.</li> </ul> <p>This school is noncompliant with Process Standard 20.2 based on interviews and a review of seven (7) of 33 Multi-Tiered System of Supports documentation folders, which found:</p> <ul style="list-style-type: none"> <li>• The school failed to provide Tier I high quality instruction documentation in all seven (7) folders.</li> <li>• The school failed to provide progress monitoring plans in five (5) of seven (7) folders.</li> <li>• The school failed to provide parent notification letters in four (4) of seven (7) folders.</li> <li>• The school failed to provide evidence of intervention in five (5) of seven (7) folders.</li> <li>• The school failed to provide 20-day MSIS meeting forms in four (4) of seven (7) folders</li> <li>• There are 1,137 students total; 15 are Tier II and 18 are Tier III intervention students, approximately 2% of the student population. Therefore, the school failed to provide structured interventions for students in need, as evidenced by student outcomes.</li> </ul> <p><b><u>Lanier High School</u></b></p> <p>A review of lesson plans and instruction in the classrooms found the school is noncompliant with Process Standard 20.1.</p>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>The MDE observed 21 of the 51 core academic classes.</p> <ul style="list-style-type: none"> <li>• In 12 classrooms, the students did not engage in the lesson. This includes five (5) classes in which several students slept.</li> <li>• Eight (8) teachers failed to provide instruction at levels meeting the minimum standards provided in the State curriculum frameworks.</li> <li>• In two (2) classrooms, no instruction took place. The students had free time.</li> <li>• In two (2) classrooms, the teacher had no control of the students and as a result, no instruction took place. Students had conversations with each other and the teachers did not interrupt.</li> <li>• Four (4) teachers could not produce lesson plans.</li> <li>• Three (3) of the lesson plans did not match the teacher's name and five (5) were outdated.</li> <li>• In three (3) classrooms, the lesson plans matched the teacher and the date, but the lesson delivery did not reflect the lesson plan</li> </ul> <p>This school is noncompliant with Process Standard 20.2 based on interviews and a review of five (5) Multi-Tiered System of Supports documentation folders, which found:</p> <ul style="list-style-type: none"> <li>• The school failed to provide progress monitoring plans in three (3) of five (5) folders.</li> <li>• The school failed to provide parent notification letters in any of the five (5) folders.</li> <li>• There are 717 students in this school, with 10 Tier II students and 20 Tier III students in the system, evidenced by approximately 4% of the total school population. Therefore, the school failed to provide the interventions for students in need, as evidenced by student outcomes.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b><u>Murrah High School</u></b></p> <p>A review of lesson plans and instruction in the classrooms found the school is noncompliant with Process Standard 20.1.</p> <p>The MDE observed 38 of the 72 core academic classes.</p> <ul style="list-style-type: none"> <li>• Fourteen (14) teachers failed to provide instruction at levels meeting the minimum standards provided in the State curriculum frameworks.</li> <li>• In seven (7) classrooms, students did not engage. This includes two (2) classrooms with several students who slept through the lessons.</li> <li>• In six (6) classrooms, the MDE observed students entering and leaving the classroom without consequence or tardy notes. This behavior interrupted the lessons, creating a poor learning environment.</li> <li>• In two (2) classrooms, no instruction took place.</li> <li>• One (1) classroom lacked a teacher (or adult); however, the students did the work and placed the worksheet on the teacher's desk.</li> <li>• Five (5) teachers failed to provide lesson plans.</li> <li>• Eleven (11) teachers submitted lesson plans that were outdated and had a different teacher's name at the top.</li> <li>• Five (5) lesson plans matched the teacher and date, but did not reflect the lesson delivery in the classroom.</li> </ul> <p>This school is noncompliant with Process Standard 20.2 based on interviews and a review of 25 of 141 Multi-Tiered System of Supports documentation folders, which found:</p>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• The school failed to provide student profile sheets in 20 of 25 folders.</li> <li>• The school failed to provide progress monitoring plans in two (2) of 25 folders.</li> <li>• The school failed to provide parent notification letters in 20 of 25 folders.</li> <li>• The school failed to provide evidence of intervention in 22 of 25 folders.</li> <li>• The school failed to provide 20-day MSIS meeting forms in 20 of 25 folders.</li> <li>• There are 132 Tier II students and nine (9) Tier III students in this high school with a total population of 1,422 students. Nine (9) of the students are in Tier II /Tier III intervention.</li> </ul> <p><b><u>Provine High School</u></b></p> <p>A review of lesson plans and instruction in the classrooms found the school is noncompliant with Process Standard 20.1.</p> <p>The MDE observed 34 of the 59 core academic classes.</p> <ul style="list-style-type: none"> <li>• Two (2) teachers failed to provide instruction at levels meeting the minimum standards provided in the State curriculum frameworks.</li> <li>• Three (3) of 34 teachers failed to provide lesson plans for the MDE.</li> <li>• Four (4) lesson plans were outdated or did not match the teacher's name.</li> <li>• The MDE visited three (3) English I classes at the school. All classes had the same lesson plan with the correct teacher's name for the classroom; however, none of the three (3) teachers taught the lesson in the plan. One (1) teacher administered a practice English II exam; one (1) teacher began a</li> </ul>		



FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>new positive behavior book with a non-certified person teaching; and in the final classroom, students completed a grammar worksheet.</p> <p>This school is noncompliant with Process Standard 20.2 based on interviews and a review of five (5) Multi-Tiered System of Supports documentation folders, which found:</p> <ul style="list-style-type: none"> <li>• There are eight (8) Tier II students and 11 Tier III students in a student population of 1,127 (approximately 1% of the total student population). Therefore, the school failed to provide the interventions for students in need, as evidenced by student outcomes.</li> </ul> <p><b><u>Wingfield High School:</u></b></p> <p>A review of lesson plans and instruction in the classrooms found the school is noncompliant with Process Standard 20.1.</p> <p>The MDE observed 32 of the 34 core academic classes.</p> <ul style="list-style-type: none"> <li>• Students did not engage in learning in five (5) of the classrooms.</li> <li>• Three (3) of the teacher's classroom included students who slept.</li> <li>• In two (2) classrooms, no instruction took place.</li> <li>• Ten (10) teachers failed to provide instruction at levels meeting the minimum standards provided in the State curriculum frameworks.</li> <li>• Teachers failed to provide lesson plans in four (4) classrooms.</li> <li>• Nine (9) of the teacher's lesson plans included last year's date or earlier, multiple teachers' names, and/or failed to reflect the lesson for the day.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>This school is noncompliant with Process Standard 20.2 based on interviews and a review of 21 Multi-Tiered System of Supports documentation, which found:</p> <ul style="list-style-type: none"> <li>• The school failed to provide student profile sheets in 21 of 21 folders.</li> <li>• The school failed to provide documentation of high quality instruction in all of the 21 folders.</li> <li>• The school failed to provide progress monitoring plans in 7 of 21 folders.</li> <li>• The school failed to provide parent notification letters in nine (9) of 21 folders.</li> <li>• The school failed to provide evidence of interventions in six (6) of 21 folders.</li> </ul>		

**Standard 21:** The district follows an established board policy that defines criteria for the academic promotion/progression/retention of students. Such criteria prohibit the retention of students for extracurricular purposes.

**21.1:** The school district implements a uniform grading policy.

**21.2:** A student who is enrolled in any grade higher than Grade 6 in a school district must be suspended from participation in any extracurricular or athletic activity sponsored or sanctioned by the school district after a semester in which the student's cumulative grade point average is below 2.0 on a 4.0 scale in accordance with the Mississippi High School Activities Association (MHSAA). This portion of the standard will be jointly monitored and enforced by the State Board of Education and the MHSAA.

**REGULATIONS:** Miss. Code Ann. §§ 37-11-64, 65, and 66, and 7 Miss. Admin. Code Pt. 3, Ch. 2, R. 2.3

#### SUMMARY of FINDINGS

- Inconsistencies exist in local board policies IGAB, IGD, and JBJ and district publications regarding the promotion, progression, and retention of students.
- Based on the findings in the review of student records, the MDE expressed concerns regarding the implementation of the District's grading policy and assignment of grades. (*See also* Standards 8 and 14).

**The District is NONCOMPLIANT with Process Standards 21, 21.1, and 21.2.**

FINDINGS	CORRECTIVE ACTION	TIMELINE
In the 2016-2017 Student Handbook, and again in the 2017-2018 Student Handbook, the following language is included: "In compliance with the ' <i>Literacy-Based Promotion Act</i> ,' social promotion is prohibited in the Jackson Public School District. A student may not be assigned a grade level based solely on the student's age or any other factors that constitute social promotion." However, in another place in the student handbooks it states, "If a student is 13 years of age by September 1, he or she will be administratively reassigned to the middle school. This administrative placement in the middle	<p>In order to comply with Miss. Code Ann. §§ 37-11-64, 65 and 66, and 7 Miss. Admin. Code Pt. 3, Ch. 2, R. 2.3, the District shall review and revise local board policies and student handbook to eliminate conflicting language.</p> <p>The District shall develop procedures to ensure that school administrators or other employees do not change, alter, or otherwise influence grades received by students from teachers as described in the District's policy IGAB.</p>	December 29, 2017

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>school is contingent on the student having a comprehensive assessment within the last school year and/or recommended interventions from the district teacher support team (TST).” The student handbooks also state, “A student, who will be 16 years of age by September 1, will be placed in high school and required to take compensatory courses. The sending principal must notify the receiving school principal of all such cases. Failure to complete seven Carnegie Units toward graduation by age 17 will result in placement in the Career Academic Placement Program.”</p> <p>While the language in the student handbook is consistent in local board policies JBJ and IGD, the statements regarding placement of students based on age in the middle and high school contradict the statement that social promotion is prohibited; therefore, the District is noncompliant with Process Standard 21.</p> <p>According to the District’s Corrective Action Plan, Board Policy IGAB which addresses the changing of student grades in accordance with Process Standard 21.1 was to be submitted to the local school board for approval on December 6, 2016. However, the District did not post the policy on the District’s website for review until July 20, 2017. This policy appears on the District’s website in the Board Policy Manual as a proposed policy. As of July 31, 2017, the Board minutes do not reflect approval of the proposed policy. The policy states, “No school board member, school superintendent, assistant superintendent, principal, guidance counselor other teachers, coaches, or other administrative staff members of the school or the central staff of a local school board shall attempt, directly or indirectly, to change, alter, or otherwise affect the</p>	<p>The District shall ensure that all students participating in extracurricular activities have a cumulative grade point average of a 2.0 on a 4.0 scale.</p> <p>Contact Dr. Jo Ann Malone, Executive Director, Office of Accreditation at <a href="mailto:JMalone@mdek12.org">JMalone@mdek12.org</a> or 601.359.3764 for technical assistance or when the District is prepared for a follow-up visit to verify compliance with Process Standards 21, 21.1, and 21.2.</p>	

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>grade received by a student from his teacher except as otherwise specifically allowed...”</p> <p>Throughout the 2016-2017 School Year, the Office of Accreditation continued to receive anonymous reports from teachers in the District, stating they were being pressured by administrators to change grades in order to pass students or award Carnegie unit credit. These teachers also claimed they were being threatened with letters of reprimand if they failed to comply. One (1) teacher claimed that the building administrator(s) told teachers that the school had a maximum number of students per team and grade that were allowed to fail and that teacher grades were being overwritten.</p> <p>The fidelity of implementation of grading policies is questionable; therefore, compliance with Process Standard 21.2 could not be verified.</p> <p><b>Additional Concerns:</b> During the review of student records at each of the seven (7) high schools, MDE noted additional areas of concerns. Therefore, the MDE questioned the integrity of implementation of Process Standards 21, 21.1, and 21.2. (<i>See also</i> Standards 8 and 14). Examples include, but are not limited to, the following:</p> <p><b><u>District-Wide (All High Schools)</u></b></p> <ul style="list-style-type: none"> <li>• Seniors who had not met all graduation requirements were on early release schedules.</li> <li>• Students with excessive numbers of absences and rigorous class schedule(s) were able to pass the course(s) and graduate.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>The District attempted to implement the Corrective Action Plan approved by the State Board of Education on December 15, 2016, by ensuring that the published graduation policies were consistent and correct. However, a one-page document found on the District's website does not reference the approved International Baccalaureate (IB) courses listed in the student handbook. Source:  <a href="https://www.jackson.k12.ms.us/cms/lib/MS01910533/Centricity/Domain/816/JPSD%20Graduation%20Options.pdf">https://www.jackson.k12.ms.us/cms/lib/MS01910533/Centricity/Domain/816/JPSD%20Graduation%20Options.pdf</a></li> </ul> <p><b><u>Callaway High School</u></b></p> <ul style="list-style-type: none"> <li>Students failed Economics during the first semester of their senior year. The school failed to schedule the students in the course the second semester. The school allowed the students to graduate, although they failed to meet the minimum graduation requirements outlined in Appendix A-2 of the <i>Mississippi Public School Accountability Standards, 2016</i>.</li> <li>Two (2) students received Credit Recovery during their senior year for courses they failed in Grade 10.</li> </ul> <p><b><u>Forest Hill High School</u></b></p> <ul style="list-style-type: none"> <li>One (1) student received credit for Creative Writing two (2) times (in Grade 9 and in Grade 11).</li> <li>One (1) student's Opt-out form was signed on May 4, 2017 (approximately 2 weeks before graduation).</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>One (1) student received Carnegie unit credits for English II, III, IV, Algebra II, Geometry, Physical Science, U. S. Government, Economics, and one (1) elective during their senior year. This student had a composite score of 12 on the ACT and was reported absent for 39 days of school.</li> </ul> <p><b><u>Jim Hill High School</u></b></p> <ul style="list-style-type: none"> <li>Students enrolled in (and received Carnegie unit credit for) course(s) that the MDE no longer approved (i.e., Trigonometry, Pre-Calculus, Computer Applications, and Keyboarding).</li> <li>Two (2) students enrolled in MYP (Middle Years Program) Spanish I in Grade 8 and again, in Grade 9 and received credit both years.</li> <li>International Baccalaureate (IB) students enrolled in Chemistry in Grade 9 and Biology in Grade 10 (out of sequence).</li> <li>Students failed Algebra I, advanced to Geometry, then repeated Algebra I.</li> <li>Two (2) students enrolled in Transition to Algebra after they had taken and passed Algebra I.</li> <li>One (1) student failed Chemistry in Grade 10, but was allowed Credit Recovery during their senior year and given a grade of 79 for Credit Recovery, which is a violation of State Board Policy Ch. 28, R. 28.5.</li> <li>Students took courses not listed in the <i>Approved Courses for Secondary Schools of Mississippi</i> (Forensics) and were awarded a Carnegie unit credit in science.</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b><u>Lanier High School</u></b></p> <ul style="list-style-type: none"> <li>• Three (3) students and parents signed Opt-out forms on May 16, 2017 (one week before graduation).</li> <li>• Students with an excessive (more than 30) number of absences and rigorous class schedule(s) were able to pass the course(s) and graduate. For example, these students were taking two (2) math courses, (2) English courses, and two (2) science courses.</li> </ul> <p><b><u>Murrah High School</u></b></p> <ul style="list-style-type: none"> <li>• Five (5) students and parents signed Opt-out forms on May 17 and 18, 2017 (one week before graduation).</li> <li>• The principal signed Opt-out forms on May 21, 2017 (Sunday before graduation).</li> <li>• Four (4) students failed Economics the first semester of their senior year. The school failed to schedule the students in the course the second semester. These students were allowed to graduate, although they failed to meet the minimum graduation requirements outlined in Appendix A-2 of the <i>Mississippi Public School Accountability Standards, 2016</i>.</li> </ul> <p><b><u>Wingfield High School</u></b></p> <ul style="list-style-type: none"> <li>• One (1) student had no grades printed on the label for English II or World History, but had a grade for both subjects penciled in with no initials by the counselor or supporting documentation inside the cumulative folder to verify the grade.</li> </ul>		



FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• One (1) student enrolled in both Compensatory Reading I and II twice, for a total of four (4) elective credits.</li> <li>• One (1) student enrolled in Introduction to Biology during Grade 10, failed it, but received a grade for Credit Recovery during their senior year.</li> <li>• The principal signed and dated the cumulative folder and permanent record of a student that did not meet the graduation requirements. The student was not permitted to participate in graduation exercises; however, this indicates the principal did not verify the student's eligibility to graduate prior to signing and dating the student records.</li> <li>• Two (2) students enrolled in the Word Processing course. This is no longer an approved course.</li> <li>• One (1) student enrolled in English I two (2) times, failed the course both times, but received a grade for Credit Recovery during their senior year.</li> <li>• One (1) student enrolled in English II after English III; failed Mississippi Studies during in Grade 9, but received a grade in Credit Recovery during their senior year; graduated with a certificate, but only lacked English II and U.S. History assessment requirements to graduate with a diploma. This student never took the ACT.</li> <li>• One (1) student enrolled in Advanced World Geography twice and received two (2) credits for the course.</li> <li>• One (1) student failed Mississippi Studies during Grade 9 and received a grade for Credit Recovery during their senior year. This student also</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>enrolled in Art II and III, but was never enrolled in Art I.</p> <ul style="list-style-type: none"> <li>One (1) student received credit for Choral Music I two (2) times, once in Grade 9 and once in Grade 10.</li> </ul>		

**Standard 22: The school district provides access to an alternative education program that meets the program guidelines outlined in Miss. Code Ann. § 37-13-92 and the guidelines established by the State Board of Education.**

**REGULATIONS:** Miss. Code Ann. § 37-13-92, 7 Miss. Admin. Code Pt. 3, Ch. 7, R. 7.1, and the *Guidelines for Alternative/GED School Programs*

#### SUMMARY of FINDINGS

- The MDE monitored one (1) alternative education program, Capital City Alternative School.
- The District has not contacted the MDE to verify compliance with Process Standard 22 since the approval of the Corrective Action Plan by the State Board of Education in December 2016.

**Note: Red denotes schools monitored during the legislative audit conducted April 5-22, 2016.**

**The District is NONCOMPLIANT with Process Standard 22.**

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>The Capital City Alternative School failed to provide appropriate educational opportunities for the categories of students served. The program failed to ensure appropriate services for students with disabilities.</p> <p>The MDE reviewed 40 student files. Nine (9) student files failed to comply with Process Standard 22. The MDE found:</p> <ul style="list-style-type: none"><li>• Two (2) out of 40 student files contained an expired Individual Education Plan (IEP).</li><li>• One (1) out of 40 student files did not contain documentation verifying the timely review of IEPs received from the student's home school upon the student's entry into the program.</li><li>• One (1) out of 40 student files failed to initiate and/or complete IEP revisions when required.</li><li>• One (1) out of 40 student files did not include report of progress or documentation to support related services as required by the IEP.</li></ul>	<p>In order to comply with Miss. Code Ann. § 37-13-92, 7 Miss. Admin. Code Pt. 3, Ch. 7, R. 7.1, and <i>Guidelines for Alternative/GED School Programs</i>, the Capital City Alternative School shall:</p> <ul style="list-style-type: none"><li>• Ensure that all IEPs are current prior to placement,</li><li>• Ensure that an IEP is developed and implemented for each child with a disability,</li><li>• Ensure that a current IEP is on file and complete for each child receiving special education services,</li><li>• Ensure that related services are provided to students in accordance with their IEP, and</li><li>• Ensure that a report of progress is provided to the students and parents.</li></ul> <p>Contact Toni Kersh, Bureau Director, Compulsory School Attendance Enforcement, Alternative Education and High School Equivalency Program, at</p>	<p>November 30, 2017</p>

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• One (1) out of 40 student files failed to include the required IEP.</li> <li>• Two (2) out of 40 student files had missing pages from the student's IEP.</li> <li>• One (1) out of 40 student files did not include report of progress based on the student's STAR Reading/Math assessment data on file.</li> </ul>	<p><a href="mailto:TKersh@mdek12.org">TKersh@mdek12.org</a> or 601.359.3178 for technical assistance or when the District is prepared for a follow-up visit to verify compliance with Process Standard 22.</p>	

**Standard 23:** The school district, in its discretion, may provide access to a GED Option program that meets the program guidelines outlined in Miss. Code Ann. § 37-13-92(4) and the guidelines established by the State Board of Education.

**REGULATIONS.** Miss. Code Ann. § 37-13-92(4), 7 Miss. Admin. Code Pt. 3, Ch. 7, R. 7.2, and the *Guidelines for Alternative/GED School Programs*

**SUMMARY of FINDINGS**

- The Jackson Public School District does not operate a GED Option program.

This standard **is NOT APPLICABLE.**

FINDINGS	CORRECTIVE ACTION	TIMELINE
N/A	N/A	N/A

**Standard 24:** Each classroom teacher, excluding vocational teachers whose class periods exceed 50 minutes, has an unencumbered period of time during the teaching day to be used for individual or departmental planning.

**24.1:** If the school utilizes a traditional six-period or seven-period day schedule, the instructional planning time provided for secondary teachers is a minimum of 225 minutes per week, exclusive of lunch period. If the school utilizes any form of a modular/block schedule, the instructional planning time provided is a minimum of either 225 minutes per week or an average of 225 minutes per week per instructional cycle, exclusive of lunch period.

**24.2:** Instructional planning time for the elementary school teacher is no less than 150 minutes per week, exclusive of lunch period.

**REGULATIONS:** 7 Miss. Admin. Code Pt. 3, Ch. 2, R.2.1

SUMMARY of FINDINGS

- Based on the 2016-2017 MSIS Personnel Data Report, all teachers have the appropriate amount of instructional planning time.

The District is COMPLIANT with Process Standards 24, 24.1, and 24.2.

FINDINGS	CORRECTIVE ACTION	TIMELINE
None	N/A	N/A

**Standard 25: Individual teachers (grades 9-12) are limited to three (3) course preparations per scheduling cycle or five (5) in the same subject/content area. Any request for an exception must be submitted in writing to the Commission on School Accreditation for review and action.**

**REGULATIONS: 7 Miss. Admin. Code Pt. 3, Ch. 2, R.2.1**

**SUMMARY of FINDINGS**

- Based on the 2016-2017 MSIS Personnel Data Report, individual teachers of Grades 9-12 are limited to three (3) course preparations per scheduling cycle or five (5) in the same subject/content area.

**The District is COMPLIANT with Process Standard 25.**

FINDINGS	CORRECTIVE ACTION	TIMELINE
None	N/A	N/A

**Standard 26:** The curriculum of each high school at a minimum consists of required and approved courses that generate at least 32½ Carnegie units annually. Any request for an exemption from teaching the courses listed in Appendix B must be submitted in writing to the Commission on School Accreditation for review and action.

**REGULATIONS:** Miss. Code Ann. § 37-1-3(2), 7 Miss. Admin. Code Pt. 3, Ch. 28, R. 28.2, R. 28.3, and Appendices B and C of the *Mississippi Public Schools Accountability Standards, 2016*

<b>SUMMARY of FINDINGS</b>
----------------------------

- The MDE monitored seven (7) high schools.
- The District is in compliance/had no findings in four (4) high schools: Callaway High School, Forest Hill High School, Jim Hill High School, and Murrah High School

The District is **NONCOMPLIANT** with Process Standard 26.

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>At least one (1) advanced placement course in each of the four (4) core areas is not offered at each of the three (3) noncompliant high schools. Based on the 2016-2017 MSIS report, the following schools do not offer the required advanced placement courses:</p> <p><b><u>Wingfield High School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to offer AP Science or a dual credit equivalent.</li> </ul> <p><b><u>Lanier High School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to offer AP math or a dual credit equivalent.</li> </ul> <p><b><u>Provine High School</u></b></p> <ul style="list-style-type: none"> <li>The school failed to offer AP English or a dual credit equivalent.</li> </ul>	<p>In order to comply with Miss. Code Ann. § 37-1-3(2), 7 Miss. Admin. Code Pt. 3, Ch. 28, R. 28.2, R. 28.3, and Appendices B and C of the <i>Mississippi Public Schools Accountability Standards, 2016</i>, all high schools must offer an advanced placement course in each of the four (4) core areas or submit a justification for exemption.</p> <p>Contact Dr. Dana Bullard, Bureau Director, Office of Secondary Education, at <a href="mailto:DBullard@mdek12.org">DBullard@mdek12.org</a> or 601.359.3933 for technical assistance or when the District is prepared for a follow-up visit to verify compliance with Process Standard 26.</p>	<p>November 30, 2017</p>



**Standard 27: The curriculum of each elementary or middle school (any configuration of grades K-8) at a minimum consists of reading/language arts, mathematics, science, social studies, the arts, health education, and physical education, which may be taught by a regular classroom teacher.**

**27.1: In any configuration of grades K-8, the curriculum must include 150 minutes of activity-based instruction per week and 45 minutes of instruction in health education per week.**

**27.2: Implementation of the activity-based instruction must meet or exceed the standards as approved by the State Board of Education.**

**27.3: A regular classroom teacher may provide instruction in the arts, health education, and physical education in a self-contained classroom setting.**

**REGULATIONS: Miss. Code Ann. § 37-1-3(2) and § 37-13-134**

#### **SUMMARY of FINDINGS**

- The MDE monitored 38 elementary schools and 13 middle schools.
- The District is compliant/had no findings in 30 elementary schools: Baker Elementary School, Barr Elementary School, Bates Elementary School, Boyd Elementary School, Brown Elementary School, Casey Elementary School, Davis Magnet Elementary School, Dawson Elementary School, French Elementary School, Galloway Elementary School, John Hopkins Elementary School, Johnson Elementary School, Key Elementary School, Lake Elementary School, Lee Elementary School, Lester Elementary School, Marshall Elementary School, McLeod Elementary School, McWillie Elementary School, North Jackson Elementary School, Oak Forest Elementary School, Poindexter Elementary School, Power APAC Elementary School, Raines Elementary School, Smith Elementary School, Spann Elementary School, Sykes Elementary School, Timberlawn Elementary School, Walton Elementary School, and Woodville Heights Elementary School.
- The District is compliant/had no findings at all 13 middle schools: Bailey APAC Middle School, Blackburn Middle School, Brinkley Middle School, Cardozo Middle School, Chastain Middle School, Hardy Middle School, Kirksey Middle School, Northwest Jackson Middle School, Peeples Middle School, Powell Middle School, Rowan Middle School, Siwell Middle School, and Whitten Middle School.

**The District is COMPLIANT with Process Standard 27.3.**

**The District is NONCOMPLIANT with Process Standards 27, 27.1, and 27.2.**

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b><u>Clausell Elementary School</u></b></p> <ul style="list-style-type: none"> <li>Based on classroom schedules and/or master schedules, the school failed to provide 45 minutes of health instruction per week for every classroom.</li> <li>Based on classroom schedules and/or master schedules, the school failed to provide 150 minutes of activity-based instruction per week for every classroom.</li> </ul> <p><b><u>George Elementary School</u></b></p> <ul style="list-style-type: none"> <li>Based on classroom schedules and/or master schedules, the school failed to provide 45 minutes of health instruction per week for every classroom.</li> </ul> <p><b><u>Green Elementary School</u></b></p> <ul style="list-style-type: none"> <li>Based on classroom schedules and/or master schedules, the school failed to provide 45 minutes of health instruction per week for every classroom.</li> <li>Based on classroom schedules and/or master schedules, the school failed to provide 150 minutes of activity-based instruction per week for every classroom.</li> </ul> <p><b><u>Isable Elementary School</u></b></p> <ul style="list-style-type: none"> <li>Based on classroom schedules and/or master schedules, the school failed to provide 150 minutes of activity-based instruction per week for every classroom.</li> </ul> <p><b><u>Pecan Park Elementary School</u></b></p> <ul style="list-style-type: none"> <li>Based on classroom schedules and/or master schedules, the school failed to provide 45 minutes of health instruction per week for every classroom.</li> </ul>	<p>In order to comply with Miss. Code Ann. § 37-13-134, Grades K-8 curriculum must include 45 minutes of health education per week. The District shall revise class schedules to include 45 minutes of health instruction each week.</p> <p>In order to comply with Miss. Code Ann. § 37-13-134, Grades K-8 curriculum must include 150 minutes of activity-based instruction per week. The District shall revise class schedules to include 150 minutes of activity-based instruction each week.</p> <p>Contact Dr. Tenette Smith, Bureau Director, Office of Elementary Education and Reading at <a href="mailto:Tenette.Smith@mdek12.org">Tenette.Smith@mdek12.org</a> 601.359.2586 for technical assistance or when the District is prepared for a follow-up visit to verify compliance with Process Standard 27.</p>	<p>October 31, 2017</p>

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p><b><u>Van Winkle Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• Based on classroom schedules and/or master schedules, the school failed to provide 45 minutes of health instruction per week for every classroom.</li> <li>• Based on classroom schedules and/or master schedules, the school failed to provide 150 minutes of activity-based instruction per week for every classroom.</li> <li>• Based on the report from the Office of Elementary Education and Reading, the school failed to allow Kindergarten students to participate in a minimum of 30 minutes of daily physical activity. (<i>See also</i> Standard 17.1)</li> </ul> <p><b><u>Watkins Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• Based on classroom schedules and/or master schedules, the school failed to provide 150 minutes of activity-based instruction per week for every classroom.</li> </ul> <p><b><u>Wilkins Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• Based on the report from the Office of Elementary Education and Reading, the school failed to allow Kindergarten students to participate in a minimum of 30 minutes of daily physical activity. (<i>See also</i> Standard 17.1)</li> </ul>		

**Standard 28: Student teacher ratios do not exceed the following:**

- 28.1: Student teacher ratios do not exceed 22 to 1 in kindergarten, except in instances in which a full-time assistant teacher is in the classroom. If a full-time assistant teacher is employed, 27 may be enrolled.**
- 28.2: Student teacher ratios do not exceed 27 to 1 in classrooms serving grades 1 through 4 unless approved by the State Board of Education. (Schools Meeting the Highest Levels of Performance are exempted.)**
- 28.3: Student teacher ratios do not exceed 30 to 1 in self-contained classes serving grades 5-8. A one-year waiver may be requested for classes that do not exceed more than two (2) students beyond the allowable student teacher ratio.**
- 28.4: Student teacher ratios do not exceed 33 to 1 in departmentalized academic core classes serving grades 5-12. A one-year waiver may be requested for classes that do not exceed more than two (2) students beyond the allowable student teacher ratio.**
- 28.5 The total number of students taught by an individual teacher in academic core subjects at any time during the school year shall not exceed 150. A teacher who provides instruction through intra-district or inter-district distance learning or supervises students taking virtual courses will be exempt from the 150-student limitation. A lab facilitator or principal designee will be responsible for the assignment of grades and related activities at the receiving school. (Schools Meeting the Highest Levels of Performance are exempted.)**

**REGULATIONS:** Miss. Code Ann. § 37-151-77, 7 Miss. Admin. Code Pt. 3, Ch. 19, R. 19.1, and the *Mississippi Kindergarten Guidelines*

**SUMMARY of FINDINGS**

- The District is noncompliant with Process Standards 28 and 28.1: Student teacher ratios in Kindergarten classrooms.
- The District is compliant with Process Standard 28.2 for student teacher ratios in Grades 1 through 4 due to the approval of the District's Class Size Overload Waiver by the State Board of Education (SBE) on April 20, 2017.
- Fourteen (14) sections (classrooms) in six (6) elementary schools submitted Class Size Overload Waiver Requests for Grades 1 through 4.

**The District is COMPLIANT with Process Standards 28.2, 28.3, 28.4, and 28.5.**

**The District is NONCOMPLIANT with Process Standards 28 and 28.1.**

FINDINGS	CORRECTIVE ACTION	TIMELINE
Four (4) elementary schools are noncompliant with Process Standards 28 and 28.1: <ul style="list-style-type: none"><li>• Galloway Elementary School</li><li>• Lee Elementary School</li></ul>	In order to comply with Miss. Code Ann. § 37-151-77 and Process Standard 28, the District shall reduce class size overload to within the mandated student teacher ratios by hiring the appropriate number of certified teachers.	November 30, 2017

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• Oak Forest Elementary School</li> <li>• Pecan Park Elementary School</li> </ul> <p>Student teacher ratios exceeded 22:1 in Kindergarten classes without an assistant teacher or 27:1 in Kindergarten classes with a full-time assistant teacher. (See also Standard 17.1).</p> <p>Although the District is compliant with Process Standard 28.2 due to the approval of the District's Class Size Overload Waiver by the SBE on April 20, 2017, the following six (6) elementary schools had student teacher ratios exceeding 27 to 1 in classrooms serving students Grades 1 through 4.</p> <p><b><u>McLeod Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• Grade 1 – One (1) section with overload</li> <li>• Grade 2 – Three (3) sections with overloads</li> </ul> <p><b><u>Spann Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• Grade 4 – Three (3) sections with overloads</li> </ul> <p><b><u>Sykes Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• Grade 3 – One (1) section with overload</li> </ul> <p><b><u>Timberlawn Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• Grade 3 – One (1) section with overload</li> </ul> <p><b><u>Walton Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• Grade 2 – Two (2) sections with overloads</li> </ul> <p><b><u>Watkins Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• Grade 1 – Two (2) sections with overloads</li> <li>• Grade 2 – One (1) section with overload</li> </ul>	<p>Contact Dr. Jo Ann Malone, Executive Director, Office of Accreditation at <a href="mailto:JMalone@mdek12.org">JMalone@mdek12.org</a> or 601.359.3764 for technical assistance or to verify compliance with Process Standards 28 and 28.1.</p>	

**Standard 29: The school district complies with the applicable policies of the State Board of Education and state and federal laws in the operation of its transportation program. The school district implements Nathan’s Law as a priority for promoting school bus safety.**

**29.1: All buses are inspected on a quarterly basis and are well-maintained and clean.**

**29.2: Each bus driver has a valid bus driver certificate and a commercial driver's license and operates the bus according to all specified safety procedures. The school district has on file a yearly motor vehicle report on each driver and evidence that each driver has received two (2) hours of in-service training per semester.**

**29.3: Bus schedules ensure arrival of all buses at their designated school sites prior to the start of the instructional day.**

**29.4: Emergency bus evacuation drills are conducted at least two (2) times each year.**

**REGULATIONS: Miss. Code Ann. § 37-41-53, § 63-1-33, § 63-1-73, § 63-3-615, and §97-3-7, and 7 Miss. Admin. Code Pt. 3, Ch. 81, R. 81.3, R. 81.4, R. 81.6, R. 81.7, R. 81.9**

#### **SUMMARY of FINDINGS**

- The Jackson Public School District has a current inventory of 229 buses.
- After multiple (over 10) inspections between April 22, 2016 and June 26, 2017, 177 of the 229 buses on inventory passed inspection.
- Twenty-five (25) buses need an initial inspection; nine (9) buses need a re-inspection; and 18 buses are being salvaged.

**The District is COMPLIANT with Process Standards 29.2 and 29.4.**

**The District is NONCOMPLIANT with Process Standards 29, 29.1, and 29.3.**

<b>FINDINGS</b>	<b>CORRECTIVE ACTION</b>	<b>TIMELINE</b>
<p>The District failed to inspect all buses on a quarterly basis and ensure all buses are well-maintained and clean in accordance with Process Standard 29.1. Refer to <b>Attachment D: Bus Fleet Inspection Report</b> for specific details related to noncompliance.</p> <p>The District failed to ensure arrival of all buses at their designated school sites prior to the start of the instructional day as required by Process Standard 29.3. The Office of Safe and Orderly Schools, Division of Pupil Transportation continues to receive complaints</p>	<p>In order to comply with Miss. Code Ann. § 37-41-53, § 63-1-33, § 63-1-73, § 63-3-615, § 97-3-7, and 7 Miss. Admin. Code Pt. 3, Ch. 81, R. 81.3, R. 81.4, R. 81.6, R. 81.7, R. 81.9, the District shall correct all noted deficiencies in <b>Attachment D</b> and ensure the arrival of all buses prior to the beginning of the instructional day.</p> <p>The District shall recruit and employ the number of bus drivers required to ensure the on-time arrival and departure of all buses at their designated school sites.</p>	<p>September 30, 2017</p>

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>from parents and District staff regarding the arrival and departure of buses in the District. In addition, while in the District, the MDE consistently observed late bus arrivals, including buses arriving as late as one (1) hour after the beginning of the instructional day.</p> <p>Complaints include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>• Students are arriving to school as late as 10:00 a.m.</li> <li>• Students are absent from school because parents have to leave for work prior to the bus arriving and they are unable to leave work to take their children to school.</li> <li>• Students are unable to eat breakfast at school.</li> <li>• Late buses create problems for the operation of the cafeteria because they are still having to serve breakfast to students arriving on late buses, when they should be preparing for lunch.</li> <li>• Reports made by administrators indicate departure (pick-up) times for students after school are as late as 5:00 p.m.</li> <li>• Buses tagged as “out-of-service” are being used on regular bus routes.</li> </ul>	<p>The District shall inspect all buses on a quarterly basis and report findings to the MDE.</p> <p>The District shall ensure that all buses are well-maintained and clean.</p> <p>Buses tagged as “out-of-service” shall not be used to transport students.</p> <p>The District is responsible for coordinating with the Office of Safe and Orderly Schools, Division of Pupil Transportation to correct the areas of noncompliance. Clearance of this accreditation deficiency will depend upon receipt in the Office of Accreditation of a notice from the Office of Safe and Orderly Schools, Division of Pupil Transportation stating that all noted deficiencies have been corrected and the District is in compliance with Process Standards 29, 29.1, and 29.3.</p> <p>Contact Donny Gray in the Office of Safe and Orderly Schools, Division of Pupil Transportation at <a href="mailto:DGray@mdek12.org">DGray@mdek12.org</a> or 601.359.1028 for technical assistance and/or when the District is prepared for a follow-up visit to verify compliance with Process Standards 29, 29.1, and 29.3.</p>	

**Standard 30: The school district provides clean/sanitary facilities in a safe and secure environment. All classrooms in each school will be air-conditioned.**

**REGULATIONS: Miss. Code Ann. § 37-7-301(c)(d)(j), §§ 37-11-5 and 49, and § 45-11-101**

#### **SUMMARY of FINDINGS**

- The MDE monitored 60 schools: 38 elementary schools, 13 middle schools, seven (7) high schools, and two (2) other schools.
- Seven (7) of 38 elementary schools have corrected all documented deficiencies: Bates Elementary School, Brown Elementary School, **French Elementary School**, **Lester Elementary School**, McWillie Elementary School, Pecan Park Elementary School, and **Timberlawn Elementary School**.
- Six (6) of 13 middle schools have corrected all documented deficiencies: **Blackburn Middle School**, Cardozo Middle School, **Chastain Middle School**, **Hardy Middle School**, Kirksey Middle School, and Peeples Middle School.
- One (1) of seven (7) high schools corrected all documented deficiencies: **Lanier High School**.

**Note: Red denotes schools monitored during the legislative audit conducted April 5-22, 2016.**

**The District is NONCOMPLIANT with Process Standard 30.**

<b>FINDINGS</b>	<b>CORRECTIVE ACTION</b>	<b>TIMELINE</b>
See enclosed <b>Attachment E</b> (Facility Safety Assessment) from the Office of Safe and Orderly Schools, Division of School Buildings.  <b>**Throughout the duration of the investigative audit, the MDE provided individual school facility reports to the District. Since December 2016, only three (3) schools have corrected documented deficiencies. **</b>	See <b>Attachment E</b> for specific Corrective Actions. The District is responsible for coordinating with the Office of Safe and Orderly Schools, Division of School Buildings to correct the areas of noncompliance. Clearance of this accreditation deficiency will depend upon receipt in the Office of Accreditation of a notice from the Office of Safe and Orderly Schools, Division of School Buildings stating that all noted deficiencies have been corrected and the District is compliant with Process Standard 30.  Contact Dennis Meador or Mark Hobson in the Office Safe and Orderly Schools, Division of School Buildings at, <a href="mailto:DMeador@mdek12.org">DMeador@mdek12.org</a> , <a href="mailto:MHobson@mdek12.org">MHobson@mdek12.org</a> or 601.359.1028, for technical assistance and/or when the District is prepared for a follow-up visit to verify compliance with Process Standard 30.	November 30, 2017.



**Standard 31: The district complies with State Board Policies and State and Federal laws to provide Safe Schools. Each school has a Comprehensive School Safety Plan on file that has been approved annually by the local school board.**

**REGULATIONS:** Miss. Code Ann. § 37-3-81, § 37-3-82, § 37-3-83, § 37-7-321, § 37-11-5, § 37-11-29, § 37-11-53, § 37-11-67, § 37-11-69, the *Mississippi School Safety Manual*, and the *MDE Occupational Safety and Crisis Response Planning Manual*

<b>SUMMARY of FINDINGS</b>
----------------------------

- The MDE monitored 58 schools in the District: 38 elementary schools, 13 middle schools, and seven (7) high schools.
- Sixteen (16) of 38 elementary schools have cleared with recommendations: Baker Elementary School, Bates Elementary School, Clausell Elementary School, French Elementary School, George Elementary School, John Hopkins Elementary School, Lester Elementary School, McLeod Elementary School, McWillie Elementary School, North Jackson Elementary School, Pecan Park Elementary School, Raines Elementary School, Smith Elementary School, Spann Elementary School, Sykes Elementary School , and Van Winkle Elementary School.
- Six (6) of 13 middle schools have cleared with recommendations: Bailey APAC Middle School, Cardozo Middle School, Chastain Middle School, Hardy Middle School, Kirksey Middle School, and Whitten Middle School.
- One (1) of seven (7) high schools cleared with recommendations: Provine High School.

**The District is NONCOMPLIANT with Process Standard 31.**

FINDINGS	CORRECTIVE ACTION	TIMELINE
See enclosed <b>Attachment F</b> (School Safety Audit) from the Office of Safe and Orderly Schools, Division of School Safety.	<p>See <b>Attachment F</b> for specific Corrective Actions. The District is responsible for coordinating with the Office of Safe and Orderly Schools, Division of School Safety to correct the areas of noncompliance. Clearance of this accreditation deficiency will depend upon receipt in the Office of Accreditation of a notice from the Office of Safe and Orderly Schools, Division of School Safety stating that all noted deficiencies have been corrected and the District is compliant with Process Standard 31.</p> <p>Recommendations for all schools are provided in <b>Attachment F</b>.</p> <p>Contact Chad Callender, Office of Safe and Orderly Schools, Division of School Safety at</p>	November 30, 2017

FINDINGS	CORRECTIVE ACTION	TIMELINE
	<a href="mailto:schoolsafety@mdek12.org">schoolsafety@mdek12.org</a> or 601-359-1028 for technical assistance and/or when the District is prepared for a follow-up visit to verify compliance with Process Standard 31.	

**Standard 32: The school district complies with state statute and State Board of Education policy for educating juveniles in youth detention centers.**

**32.1: Educational requirements**

**32.2: Financial reimbursement requirements**

**REGULATIONS: Miss. Code Ann. § 42-21-321, 7 Miss. Admin. Code Pt. 3, Ch. 30, R. 30.6, and *Guidebook for Educating Juveniles in Detention Centers***

**SUMMARY of FINDINGS**

- The MDE monitored one (1) Juvenile Detention Center (JDC) Education Program, the Henley-Young Juvenile Justice Center Education Program.

**The District is NONCOMPLIANT with Process Standard 32.**

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>The Henley-Young Juvenile Justice Center's Education Program, sponsored by the Jackson Public School District, failed to comply with Process Standard 32.</p> <p>The MDE reviewed six (6) of 57 applicable student files, which included youths detained ten (10) or more calendar days during the period under review (September 1-November 25, 2016).</p> <p>The Henley-Young Juvenile Justice Center Education Program failed to notify youth's home school district of the detainment within one (1) school business day.</p> <ul style="list-style-type: none"><li>• Six (6) student files did not document whether the JDC Education Program notified the youth's home school district of the youth's placement in the center within one (1) school business day of entry.</li></ul>	<p>In order to comply with Miss. Code Ann. § 42-21-321, 7 Miss. Admin. Code Pt. 3, Ch. 30, R. 30.6, and <i>Guidebook for Educating Juveniles in Detention Centers</i>, the JDC Education Program shall:</p> <ul style="list-style-type: none"><li>• Notify the youth's home school district of the youth's placement in the center within one (1) school business day of entry;</li><li>• Request academic records from the youth's home school district within one (1) school business day of entry;</li><li>• Develop and maintain academic records containing the youth's identifying information, including family information, contacts, academic assessments, and all available educational information;</li><li>• Develop and implement a comprehensive Individualized Academic Plan, outlining student-</li></ul>	<p>November 30, 2017</p>

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>The Henley-Young Juvenile Justice Center Education Program failed to request academic records from the detained youth's home school district within one (1) school business day.</p> <ul style="list-style-type: none"> <li>• Six (6) student files did not document whether the JDC Education Program requested academic records from the youth's home school district within one (1) school business day of entry.</li> </ul> <p>The Henley-Young Juvenile Justice Center Education Program failed to develop and maintain academic records for detained youth which contained all required documents.</p> <ul style="list-style-type: none"> <li>• Six (6) student files did not include one (1) or more of the required elements such as the youth's identifying information, including family information, contacts, academic assessments, or all available educational information to meet compliance.</li> </ul> <p>The Henley-Young Juvenile Justice Center Education Program failed to develop and implement Individualized Academic Plans (IAPs) for detained youths.</p> <ul style="list-style-type: none"> <li>• One (1) student file did not contain an IAP.</li> <li>• Six (6) student files did not document that the JDC Education Program provided academic services based on the detained youth's entry assessments and past educational history and did not address academic, literacy, life skills, and transition.</li> <li>• Five (5) student files did not document that the JDC Education Program provided individualized instruction and practice to address weaknesses identified through the academic diagnostic assessment.</li> </ul>	<p>centered services and supports to be provided by the program during the course of the detainment, no later than the tenth (10<sup>th</sup>) calendar day of detention. A team consisting of a certified teacher provided by the local sponsoring school district or a private provider agreed upon by the youth court judge and sponsoring school district, the appropriate official from the local home school district, and the youth court counselor or representative shall participate in IAP development. The detainee's parent or guardian shall be invited by the JDC Education Program to participate on the team, unless excused by the youth court judge;</p> <ul style="list-style-type: none"> <li>• Administer a diagnostic assessment of grade-level mastery;</li> <li>• Provide academic services to youths unable or unwilling to actively participate in educational programming due to youth refusal, disciplinary removal, or any other reason;</li> <li>• Provide transition and reentry planning for detained youths which shall include providing the youth and his or her parents or guardians with copies of the youth's detention center education records, assisting the youth with transitioning back into the home school district once released from detention, and forwarding completed assignments to the student's home school district to allow for appropriate credit; and</li> <li>• Conform to the regulations of the <i>IDEA</i> regarding IEPs. The Juvenile Detention Center Education programs shall ensure an IEP is in place for each youth with identified disabilities. Incoming IEPs shall be reviewed to ensure that they are current,</li> </ul>	

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>Six (6) student files did not contain comprehensive IAPs. IAPs were not developed and implemented by the tenth (10<sup>th</sup>) calendar day of detainment. Six (6) student files reviewed did not document that the JDC Education Program provided individualized services and supports to detained youths.</li> </ul> <p>The Henley-Young Juvenile Justice Center Education Program failed to administer a diagnostic assessment of grade-level mastery of reading and math skills to detained youths.</p> <ul style="list-style-type: none"> <li>Six (6) student files did not document the education program administered academic diagnostic assessments of grade-level mastery of reading and math skills of detained youths.</li> <li>Five (5) student files included academic diagnostic screening tools; however, the academic diagnostic assessments utilized were insufficient to assess grade-level mastery of reading and math skills of detained youth.</li> </ul> <p>The Henley-Young Juvenile Justice Center Education Program failed to provide educational services to youths unable or unwilling to actively participate in educational services. The JDC Education Program did not develop or implement procedures to ensure the provision of academic instruction to detained youths unable or willing to actively participate in educational programming.</p> <p>The Henley-Young Juvenile Justice Center Education Program failed to provide transition services to detained youths.</p>	<p>up-to-date, and can be implemented as written. When a youth is admitted with an existing IEP, the Juvenile Detention Center Education Program shall provide accommodations and modifications and/or related services as required by the IEP.</p> <p>Contact Toni Kersh, Bureau Director, Compulsory School Attendance Enforcement, Alternative Education and High School Equivalency Program, at <a href="mailto:TKersh@mdek12.org">TKersh@mdek12.org</a> or 601.359.3178 for technical assistance or when the District is prepared for a follow-up visit to verify compliance with Process Standard 32.</p>	

FINDINGS	CORRECTIVE ACTION	TIMELINE
<ul style="list-style-type: none"> <li>• Six (6) student files did not include a comprehensive transition component.</li> <li>• Two (2) student files did not document the JDC Education Program utilized a team approach for transition planning.</li> <li>• Two (2) student files did not document the JDC Education Program engaged parents/guardians and the youth in transition planning.</li> <li>• One (1) student file did not include academic reentry goals and/or career goals as part of transition planning.</li> <li>• Six (6) student files did not document that the JDC Education Program utilized transition planning to guide service delivery during detainment.</li> </ul> <p>The Henley-Young Juvenile Justice Center Education Program failed to meet the criteria for providing appropriate educational services to students with Individualized Education Programs (IEPs).</p> <ul style="list-style-type: none"> <li>• Four (4) student files did not document that the JDC Education Program reviewed incoming IEPs to ensure the IEPs were current, and could be implemented as written.</li> <li>• Two (2) student files did not document that an operable IEP was in place for students with identified disabilities.</li> <li>• Four (4) student files did not document that the JDC Education Program provided accommodations and modifications and/or related services as required by the IEP.</li> <li>• Two (2) student files did not document that the JDC Education Program provided counseling/behavior modification services as</li> </ul>		

FINDINGS	CORRECTIVE ACTION	TIMELINE
<p>required by the IEP. One (1) student file was not applicable.</p> <ul style="list-style-type: none"> <li>Three (3) student files did not document that the JDC Education Program provided transition services as required by the IEP.</li> </ul>		



**MISSISSIPPI OFFICE OF THE STATE AUDITOR**  
**STACEY E. PICKERING, AUDITOR**

**PERFORMANCE AUDIT DIVISION**  
**DISTRICT EXIT CONFERENCE**

*May 20, 2016*

---

**Jackson Public School District**

Beginning on Tuesday, April 12, 2016, the Office of the State Auditor's Performance Audit Division (PAD) performed a limited review of the accuracy and reliability of student and personnel data transmitted to the Mississippi Department of Education for the purpose of determining funding for local school districts. OSA reviewed the following:

**Student Enrollment**

1. I determined whether there is a written policy on enrollment requirements and procedures at each school. As a result, I found the following:

All schools do have a written policy on enrollment requirements and procedures.

2. I determined whether the number of students enrolled in school is being accurately reported. As a result, I found the following:

Whitten Middle School is reporting the number of students enrolled accurately.

3. I determined whether the school is following policy regarding student enrollment records. As a result, I found the following:

Brown Elementary, Davis Magnet Elementary, Dawson Elementary, Green Elementary, Lake Elementary, McWillie Elementary, Oak Forest Elementary, Poindexter Elementary, Power APAC, Smith Elementary, Walton Elementary, Woodville Heights Elementary, Kirksey Middle, Northwest Middle, and Rowan Middle Schools are following policy regarding student enrollment.

Baker Elementary School is not following policy regarding student enrollment. Of the records reviewed, 1 out of 10 had missing, incomplete, or invalid proof of residency.

Barr Elementary School is not following policy regarding student enrollment. Of the records reviewed, 2 out of 5 had missing, incomplete, or invalid proof of residency.

Bates Elementary School is not following policy regarding student enrollment. Of the records reviewed, 5 out of 12 had missing, incomplete, or invalid proof of residency.

Boyd Elementary School is not following policy regarding student enrollment. Of the records reviewed, 3 out of 17 had missing, incomplete, or invalid proof of residency.





Casey Elementary School is not following policy regarding student enrollment. Of the records reviewed, 3 out of 12 had missing, incomplete, or invalid proof of residency.

Clausell Elementary School is not following policy regarding student enrollment. Of the records reviewed, 5 out of 11 had missing, incomplete, or invalid proof of residency.

French Elementary School is not following policy regarding student enrollment. Of the records reviewed, 1 out of 6 had missing, incomplete, or invalid proof of residency.

Galloway Elementary School is not following policy regarding student enrollment. Of the records reviewed, 3 out of 9 had missing, incomplete, or invalid proof of residency.

George Elementary School is not following policy regarding student enrollment. Of the records reviewed, 2 out of 5 had missing, incomplete, or invalid proof of residency.

Isable Elementary School is not following policy regarding student enrollment. Of the records reviewed, 4 out of 12 had missing, incomplete, or invalid proof of residency.

John Hopkins Elementary School is not following policy regarding student enrollment. Of the records reviewed, 5 out of 13 had missing, incomplete, or invalid proof of residency.

Johnson Elementary is not following policy regarding student enrollment. Of the records reviewed, 2 out of 13 had missing, incomplete, or invalid proof of residency.

Key Elementary School is not following policy regarding student enrollment. Of the records reviewed, 4 out of 10 had missing, incomplete, or invalid proof of residency.

Lee Elementary School is not following policy regarding student enrollment. Of the records reviewed, 2 out of 10 had missing, incomplete, or invalid proof of residency.

Lester Elementary School is not following policy regarding student enrollment. Of the records reviewed, 5 out of 12 had missing, incomplete, or invalid proof of residency.

Marshall Elementary School is not following policy regarding student enrollment. Of the records reviewed, 6 out of 13 had missing, incomplete, or invalid proof of residency.

McLeod Elementary School is not following policy regarding student enrollment. Of the records reviewed, 2 out of 16 had missing, incomplete, or invalid proof of residency.

North Jackson Elementary School is not following policy regarding student enrollment. Of the records reviewed, 2 out of 17 had missing, incomplete, or invalid proof of residency.



Pecan Park Elementary School is not following policy regarding student enrollment. Of the records reviewed, 2 out of 13 had missing, incomplete, or invalid proof of residency.

Raines Elementary School is not following policy regarding student enrollment. Of the records reviewed, 1 out of 10 had missing, incomplete, or invalid proof of residency.

Spann Elementary School is not following policy regarding student enrollment. Of the records reviewed, 2 out of 16 had missing, incomplete, or invalid proof of residency.

Sykes Elementary School is not following policy regarding student enrollment. Of the records reviewed, 3 out of 11 had missing, incomplete, or invalid proof of residency.

Timberlawn Elementary School is not following policy regarding student enrollment. Of the records reviewed, 8 out of 15 had missing, incomplete, or invalid proof of residency.

Van Winkle Elementary School is not following policy regarding student enrollment. Of the records reviewed, 9 out of 14 had missing, incomplete, or invalid proof of residency.

Watkins Elementary School is not following policy regarding student enrollment. Of the records reviewed, 2 out of 10 had missing, incomplete, or invalid proof of residency.

Wilkins Elementary School is not following policy regarding student enrollment. Of the records reviewed, 8 out of 16 had missing, incomplete, or invalid proof of residency.

Bailey APAC Middle School is not following policy regarding student enrollment. Of the records reviewed, 2 out of 14 had missing, incomplete, or invalid proof of residency.

Blackburn Middle School is not following policy regarding student enrollment. Of the records reviewed, 2 out of 14 had missing, incomplete, or invalid proof of residency.

Brinkley Middle School is not following policy regarding student enrollment. Of the records reviewed, 1 out of 11 had missing, incomplete, or invalid proof of residency.

Cardozo Middle School is not following policy regarding student enrollment. Of the records reviewed, 1 out of 18 had missing, incomplete, or invalid proof of residency.

Chastain Middle School is not following policy regarding student enrollment. Of the records reviewed, 7 out of 21 had missing, incomplete, or invalid proof of residency.

Hardy Middle School is not following policy regarding student enrollment. Of the records reviewed, 3 out of 14 had missing, incomplete, or invalid proof of residency.

Peebles Middle School is not following policy regarding student enrollment. Of the records reviewed, 3 out of 13 had missing, incomplete, or invalid proof of residency.

Powell Middle School is not following policy regarding student enrollment. Of the records reviewed, 1 out of 15 had missing, incomplete, or invalid proof of residency.



Siwell Middle School is not following policy regarding student enrollment. Of the records reviewed, 3 out of 15 had missing, incomplete, or invalid proof of residency.

Whitten Middle School is not following policy regarding student enrollment. Of the records reviewed, 5 out of 16 had missing, incomplete, or invalid proof of residency.

Callaway High School is not following policy regarding student enrollment. Of the records reviewed, 7 out of 33 had missing, incomplete, or invalid proofs of residency. Additionally, I was unable to determine compliance for 15 of the 33 records requested because the records were not presented for review.

Jim Hill High School is not following policy regarding student enrollment. Of the records reviewed, 26 out of 38 had missing, incomplete, or invalid proof of residency. Additionally, I was unable to determine compliance for 5 of the 38 records requested because the records were not presented for review.

Lanier High School is not following policy regarding student enrollment. Of the records reviewed, 10 out of 24 had missing, incomplete, or invalid proofs of residency. Additionally, I was unable to determine compliance for 3 of the 24 records requested because the records were not presented for review.

Murrah High School is not following policy regarding student enrollment. Of the records reviewed, 38 out of 44 had missing, incomplete, or invalid proof of residency; Additionally, I was unable to determine compliance for 2 of the 44 records requested because the records were not presented for review.

Provine High School is not following policy regarding student enrollment. Of the records reviewed, 7 out of 33 had missing, incomplete, or invalid proof of residency.

Wingfield High School is not following policy regarding student enrollment. Of the records reviewed, 13 out of 24 had missing, incomplete, or invalid proof of residency. Additionally, I was unable to determine compliance for 1 of the 24 records requested because the record was not presented for review.

4. I determined whether the selected student's information is in the student package and is the same as the information kept in the student's record. As a result, I found the following:

At Barr Elementary, Casey Elementary, George Elementary, John Hopkins Elementary, Lake Elementary, Lee Elementary, Oak Forest Elementary, Poindexter Elementary, Power APAC, Sykes Elementary, and Bailey APAC Middle School, the selected student's information in the student package **is the same** as the information kept in the student's record.

At Baker Elementary School, the selected student's information in the student package **is not the same** as the information kept in the student's record. Of the records reviewed, 1 out of 10 student's information **did not match** information in the student package.



At Bates Elementary School, the selected student's information in the student package **is not the same** as the information kept in the student's record. Of the records reviewed, 4 out of 12 student's information **did not match** information in the student package.

At Boyd Elementary School, the selected student's information in the student package **is not the same** as the information kept in the student's record. Of the records reviewed, 2 out of 17 student's information **did not match** information in the student package.

At Brown Elementary, the selected student's information in the student package **is not the same** as the information kept in the student's record. Of the records reviewed, 1 out of 5 student's information **did not match** information in the student package.

At Clausell Elementary School, the selected student's information in the student package **is not the same** as the information kept in the student's record. Of the records reviewed, 3 out of 11 student's information **did not match** information in the student package.

At Davis Magnet Elementary School, the selected student's information in the student package **is not the same** as the information kept in the student's record. Of the records reviewed, 3 out of 8 student's information **did not match** information in the student package.

At Dawson Elementary, the selected student's information in the student package **is not the same** as the information kept in the student's record. Of the records reviewed, 8 out of 11 student's information **did not match** information in the student package.

At French Elementary School, the selected student's information in the student package **is not the same** as the information kept in the student's record. Of the records reviewed, 4 out of 6 student's information **did not match** information in the student package.

At Galloway Elementary School, the selected student's information in the student package **is not the same** as the information kept in the student's record. Of the records reviewed, 1 out of 9 student's information **did not match** information in the student package.

At Green Elementary School, the selected student's information in the student package **is not the same** as the information kept in the student's record. Of the records reviewed, 4 out of 11 student's information **did not match** information in the student package.

At Isable Elementary School, the selected student's information in the student package **is not the same** as the information kept in the student's record. Of the records reviewed, 7 out of 12 student's information **did not match** information in the student package.

At Johnson Elementary, the selected student's information in the student package **is not the same** as the information kept in the student's record. Of the records reviewed, 2 out of 13 student's information **did not match** information in the student package.

At Key Elementary School, the selected student's information in the student package **is not the same** as the information kept in the student's record. Of the records reviewed, 1 out of 10 student's information **did not match** information in the student package.



At Lester Elementary School, the selected student's information in the student package **is not the same** as the information kept in the student's record. Of the records reviewed, 6 out of 12 student's information **did not match** information in the student package.

At Marshall Elementary School, the selected student's information in the student package **is not the same** as the information kept in the student's record. Of the records reviewed, 4 out of 13 student's information **did not match** information in the student package.

At McLeod Elementary School, the selected student's information in the student package **is not the same** as the information kept in the student's record. Of the records reviewed, 6 out of 16 student's information **did not match** information in the student package.

At McWillie Elementary School, the selected student's information in the student package **is not the same** as the information kept in the student's record. Of the records reviewed, 1 out of 9 student's information **did not match** information in the student package.

At North Jackson Elementary School, the selected student's information in the student package **is not the same** as the information kept in the student's record. Of the records reviewed, 6 out of 17 student's information **did not match** information in the student package.

At Pecan Park Elementary School, the selected student's information in the student package **is not the same** as the information kept in the student's record. Of the records reviewed, 8 out of 13 student's information **did not match** information in the student package.

At Raines Elementary School, the selected student's information in the student package **is not the same** as the information kept in the student's record. Of the records reviewed, 4 out of 10 student's information **did not match** information in the student package.

At Smith Elementary School, the selected student's information in the student package **is not the same** as the information kept in the student's record. Of the records reviewed, 5 out of 11 student's information **did not match** information in the student package.

At Spann Elementary School, the selected student's information in the student package **is not the same** as the information kept in the student's record. Of the records reviewed, 3 out of 16 student's information **did not match** information in the student package.

At Timberlawn Elementary School, the selected student's information in the student package **is not the same** as the information kept in the student's record. Of the records reviewed, 9 out of 15 student's information **did not match** information in the student package.

At Van Winkle Elementary School, the selected student's information in the student package **is not the same** as the information kept in the student's record. Of the records reviewed, 3 out of 14 student's information **did not match** information in the student package.

At Walton Elementary, the selected student's information in the student package **is not the same** as the information kept in the student's record. Of the records reviewed, 4 out of 13 student's information **did not match** information in the student package.



At Watkins Elementary School, the selected student's information in the student package **is not the same** as the information kept in the student's record. Of the records reviewed, 1 out of 10 student's information **did not match** information in the student package.

At Wilkins Elementary School, the selected student's information in the student package **is not the same** as the information kept in the student's record. Of the records reviewed, 1 out of 16 student's information **did not match** information in the student package.

At Woodville Heights Elementary School, the selected student's information in the student package **is not the same** as the information kept in the student's record. Of the records reviewed, 4 out of 12 student's information **did not match** information in the student package.

At Blackburn Middle School, the selected student's information in the student package **is not the same** as the information kept in the student's record. Of the records reviewed, 5 out of 14 student's information **did not match** information in the student package.

At Brinkley Middle School, the selected student's information in the student package **is not the same** as the information kept in the student's record. Of the records reviewed, 5 out of 11 student's information **did not match** information in the student package.

At Cardozo Middle School, the selected student's information in the student package **is not the same** as the information kept in the student's record. Of the records reviewed, 1 out of 18 student's information **did not match** information in the student package.

At Chastain Middle School, the selected student's information in the student package **is not the same** as the information kept in the student's record. Of the records reviewed, 17 out of 21 student's information **did not match** information in the student package.

At Hardy Middle School, the selected student's information in the student package **is not the same** as the information kept in the student's record. Of the records reviewed, 6 out of 14 student's information **did not match** information in the student package.

At Kirksey Middle School, the selected student's information in the student package **is not the same** as the information kept in the student's record. Of the records reviewed, 1 out of 10 student's information **did not match** information in the student package.

At Northwest Middle School, the selected student's information in the student package **is not the same** as the information kept in the student's record. Of the records reviewed, 1 out of 12 student's information **did not match** information in the student package.

At Siwell Middle School, the selected student's information in the student package **is not the same** as the information kept in the student's record. Of the records reviewed, 9 out of 15 student's information **did not match** information in the student package.

At Peebles Middle School, the selected student's information in the student package **is not the same** as the information kept in the student's record. Of the records reviewed, 3 out of 13 student's information **did not match** information in the student package.





At Powell Middle School, the selected student's information in the student package **is not the same** as the information kept in the student's record. Of the records reviewed, 2 out of 15 student's information **did not match** information in the student package.

At Rowan Middle School, the selected student's information in the student package **is not the same** as the information kept in the student's record. Of the records reviewed, 3 out of 6 student's information **did not match** information in the student package.

At Whitten Middle School, the selected student's information in the student package **is not the same** as the information kept in the student's record. Of the records reviewed, 6 out of 16 student's information **did not match** information in the student package.

At Callaway High School, the selected student's information in the student package **is not the same** as the information kept in the student's record. Of the records reviewed, 13 out of 18 student's information **did not match** information in the student package. Additionally, I was unable to determine compliance for 15 of the 33 records requested because the records were not presented for review.

At Jim Hill High School, the selected student's information in the student package **is not the same** as the information kept in the student's record. Of the records reviewed, 19 out of 38 student's information **did not match** information in the student package. Additionally, I was unable to determine compliance for 5 of the 38 records requested because the records were not presented for review.

At Lanier High School, the selected student's information in the student package **is not the same** as the information kept in the student's record. Of the records reviewed, 7 out of 24 student's information **did not match** information in the student package. Additionally, I was unable to determine compliance for 3 of the 24 records requested because the records were not presented for review.

At Murrah High School, the selected student's information in the student package **is not the same** as the information kept in the student's record. Of the records reviewed, 27 out of 44 student's information **did not match** information in the student package.

At Provine High School, the selected student's information in the student package **is not the same** as the information kept in the student's record. Of the records reviewed, 8 out of 33 student's information **did not match** information in the student package.

At Wingfield High School, the selected student's information in the student package **is not the same** as the information kept in the student's record. Of the records reviewed, 10 out of 24 student's information **did not match** information in the student package.



**Student Attendance/Absenteeism**

1. I determined whether there is a written policy on monitoring and reporting student absences. As a result, I found the following:

All schools do have a written policy on monitoring and reporting student absences.

2. I determined whether the school is following policy regarding attendance and absenteeism. As a result, I found the following:

Bates Elementary, Boyd Elementary, Casey Elementary, French Elementary, Galloway Elementary, George Elementary, Key Elementary, Lake Elementary, Marshall Elementary, McWillie Elementary, Poindexter Elementary, Power APAC, Spann Elementary, Chastain Middle, Peeples Middle, Rowan Middle, and Wingfield High Schools did not have any excused absences.

Barr Elementary, Brown Elementary, Clausell Elementary, Davis Magnet Elementary, Dawson Elementary, Johnson Elementary, Lester Elementary, McLeod Elementary, Oak Forest Elementary, Raines Elementary, Smith Elementary, Van Winkle Elementary, Walton Elementary, Watkins Elementary, Cardozo Middle, Hardy Middle, Kirksey Middle, Northwest Middle, Siwell Middle, Whitten Middle, Jim Hill High, Murrah High, and Provine High Schools are following policy regarding attendance and absenteeism.

Baker Elementary School is not following policy regarding attendance and absenteeism. Of the excuses reviewed, 1 out of 1 excuse did not comply with district and/or school policies.

Green Elementary School is not following policy regarding attendance and absenteeism. Of the excuses reviewed, 1 out of 2 did not contain enough information to actually validate the excused absence and 2 out of 2 excuses did not comply with district and/or school policies.

Isable Elementary School is not following policy regarding attendance and absenteeism. Of the excuses reviewed, 1 out of 1 excuse did not comply with district and/or school policies.

John Hopkins Elementary School is not following policy regarding attendance and absenteeism. Of the excuses reviewed, 1 out of 1 excuse did not comply with district and/or school policies.

Lee Elementary School is not following policy regarding attendance and absenteeism. Of the excuses reviewed, 1 out of 1 did not have a valid excuse on file.

North Jackson Elementary School is not following policy regarding attendance and absenteeism. Of the excuses reviewed, 1 out of 2 excuses did not comply with district and/or school policies.

Pecan Park Elementary School is not following policy regarding attendance and absenteeism. Of the excuses reviewed, 1 out of 1 excuse did not comply with district and/or school policies.

Sykes Elementary School is not following policy regarding attendance and absenteeism. Of the excuses reviewed, 2 out of 2 excuses did not comply with district and/or school policies.





Timberlawn Elementary School is not following policy regarding attendance and absenteeism. Of the excuses reviewed, 6 out of 7 excuses did not comply with district and/or school policies.

Wilkins Elementary School is not following policy regarding attendance and absenteeism. Of the excuses reviewed, 1 out of 3 did not have a valid excuse on file.

Woodville Heights Elementary School is not following policy regarding attendance and absenteeism. Of the excuses reviewed, 1 out of 1 excuse did not comply with district and/or school policies.

Bailey APAC Middle School is not following policy regarding attendance and absenteeism. Of the excuses reviewed, 1 out of 1 did not contain enough information to actually validate the excused absence.

Blackburn Middle School is not following policy regarding attendance and absenteeism. Of the excuses reviewed, 1 out of 7 excuses did not comply with district and/or school policies.

Brinkley Middle School is not following policy regarding attendance and absenteeism. Of the excuses reviewed, 1 out of 7 excuses did not comply with district and/or school policies.

Powell Middle School is not following policy regarding attendance and absenteeism. Of the excuses reviewed, 1 out of 2 excuses did not comply with district and/or school policies and 1 out of 2 did not have a valid excuse on file.

Callaway High School is not following policy regarding attendance and absenteeism. Of the excuses reviewed, 1 out of 3 did not contain enough information to actually validate the excused absence and 1 out of 3 excuses did not comply with district and/or school policies.

Lanier High School is not following policy regarding attendance and absenteeism. Of the excuses reviewed, 2 out of 2 excuses did not comply with district and/or school policies.

### **Reporting of Suspensions**

1. I determined whether the school is following policy regarding the reporting of suspensions. As a result, I found the following:

Baker Elementary, Barr Elementary, Bates Elementary, Boyd Elementary, Brown Elementary, Casey Elementary, Clausell Elementary, Davis Magnet Elementary, Dawson Elementary, French Elementary, Galloway Elementary, George Elementary, Green Elementary, Isable Elementary, John Hopkins Elementary, Johnson Elementary, Key Elementary, Lake Elementary, Lester Elementary, McLeod Elementary, McWillie Elementary, North Jackson Elementary, Oak Forest Elementary, Poindexter Elementary, Power APAC, Raines Elementary, Smith Elementary, Spann Elementary, Sykes Elementary, Timberlawn Elementary, Van Winkle Elementary, Walton Elementary, Watkins Elementary, Wilkins Elementary, Woodville Heights Elementary, Bailey APAC Middle, Hardy Middle, Northwest Middle, Powell Middle, and Whitten Middle Schools did not have any suspensions.



Kirksey Middle, Siwell Middle, and Provine High Schools are following policy regarding the reporting of suspensions.

At Blackburn Middle and Rowan Middle Schools, I was unable to determine compliance.

Lee Elementary School is not following policy regarding the reporting of suspensions. Of the suspensions reviewed, 1 out of 2 were not reported to the school attendance officer as they occurred; and 1 out of 2 suspensions were not coded as an unexcused absence, as required by law.

Marshall Elementary School is not following policy regarding the reporting of suspensions. Of the suspensions reviewed, 1 out of 1 were not reported to the school attendance officer as they occurred; and 1 out of 1 suspensions were not coded as an unexcused absence, as required by law.

Pecan Park Elementary School is not following policy regarding the reporting of suspensions. Of the suspensions reviewed, 1 out of 1 was not reported to the school attendance officer as they occurred.

Brinkley Middle School is not following policy regarding the reporting of suspensions. Of the suspensions reviewed, 1 out of 1 was not reported to the school attendance officer as it occurred and 1 out of 1 suspension was not coded as an unexcused absence, as required by law.

Cardozo Middle School is not following policy regarding the reporting of suspensions. Of the suspensions reviewed, 3 out of 4 were not reported to the school attendance officer as they occurred; and 2 out of 4 suspensions were not coded as an unexcused absence, as required by law.

Chastain Middle School is not following policy regarding the reporting of suspensions. Of the suspensions reviewed, 1 out of 2 was not reported to the school attendance officer as they occurred.

Peebles Middle School is not following policy regarding the reporting of suspensions. Of the suspensions reviewed, 1 out of 1 was not reported to the school attendance officer as they occurred.

Callaway High School is not following policy regarding the reporting of suspensions. Of the suspensions reviewed, 4 out of 4 were not reported to the school attendance officer as they occurred and 1 out of 4 suspensions were not coded as an unexcused absence, as required by law.

Jim Hill High School is not following policy regarding the reporting of suspensions. Of the suspensions reviewed, 1 out of 1 suspensions were not coded as an unexcused absence, as required by law.

Lanier High School is not following policy regarding the reporting of suspensions. Of the suspensions reviewed, 2 out of 3 suspensions were not coded as an unexcused absence, as required by law.



Murrah High School is not following policy regarding the reporting of suspensions. Of the suspensions reviewed, 2 out of 2 were not reported to the school attendance officer as they occurred.

Wingfield High School is not following policy regarding the reporting of suspensions. Of the suspensions reviewed, 2 out of 2 were not reported to the school attendance officer as they occurred; and 1 out of 2 suspensions were not coded as an unexcused absence, as required by law.

### **School Attendance Reporting**

1. I determined whether the school is following policy regarding the reporting of unexcused absences. As a result, I found the following:

Baker Elementary, Brown Elementary, French Elementary, George Elementary, Key Elementary, Lee Elementary, Smith Elementary, and Walton Elementary Schools are following policy regarding the reporting of unexcused absences.

Watkins Elementary School did not have any occurrences of students obtaining 5 or more unexcused absences.

At Galloway Elementary, Isable Elementary, Poindexter Elementary, Blackburn Middle, Brinkley Middle, and Rowan Middle Schools, I was unable to determine compliance regarding the reporting of unexcused absences.

Barr Elementary School is not following policy regarding the reporting of unexcused absences. Of the 3 occurrences of students obtaining 5 or more unexcused absences, 2 of these occurrences were not reported to the school attendance officer after accumulating five (5) or more unexcused absences; and 1 of these occurrences were not reported in a timely manner, as specified by law, after accumulating five (5) or more unexcused absences.

Bates Elementary School is not following policy regarding the reporting of unexcused absences. Of the 1 occurrence of students obtaining 5 or more unexcused absences, 1 of these occurrences were not reported to the school attendance officer after accumulating five (5) or more unexcused absences.

Boyd Elementary School is not following policy regarding the reporting of unexcused absences. Of the 19 occurrences of students obtaining 5 or more unexcused absences, 5 of these occurrences were not reported to the school attendance officer after accumulating five (5) or more unexcused absences; and 1 of these occurrences were not reported in a timely manner, as specified by law, after accumulating five (5) or more unexcused absences.

Casey Elementary School is not following policy regarding the reporting of unexcused absences. Of the 2 occurrences of students obtaining 5 or more unexcused absences, 2 of these occurrences were not reported to the school attendance officer after accumulating five (5) or more unexcused absences.



Clausell Elementary School is not following policy regarding the reporting of unexcused absences. Of the 7 occurrences of students obtaining 5 or more unexcused absences, 2 of these occurrences were not reported to the school attendance officer after accumulating five (5) or more unexcused absences; and 1 of these occurrences were not reported in a timely manner, as specified by law, after accumulating five (5) or more unexcused absences.

Davis Magnet Elementary School is not following policy regarding the reporting of unexcused absences. Of the 1 occurrence of students obtaining 5 or more unexcused absences, 1 occurrence was not reported in a timely manner, as specified by law, after accumulating five (5) or more unexcused absences.

Dawson Elementary is not following policy regarding the reporting of unexcused absences. Of the 14 occurrences of students obtaining 5 or more unexcused absences, 9 of these occurrences were not reported to the school attendance officer after accumulating five (5) or more unexcused absences.

Green Elementary School is not following policy regarding the reporting of unexcused absences. Of the 13 occurrences of students obtaining 5 or more unexcused absences, 4 of these occurrences were not reported to the school attendance officer after accumulating five (5) or more unexcused absences and 4 of these occurrences were not reported in a timely manner, as specified by law, after accumulating five (5) or more unexcused absences.

John Hopkins Elementary School is not following policy regarding the reporting of unexcused absences. Of the 6 occurrences of students obtaining 5 or more unexcused absences, 3 of these occurrences were not reported to the school attendance officer after accumulating five (5) or more unexcused absences; and 2 of these occurrences were not reported in a timely manner, as specified by law, after accumulating five (5) or more unexcused absences.

Johnson Elementary is not following policy regarding the reporting of unexcused absences. Of the 8 occurrences of students obtaining 5 or more unexcused absences, 2 of these occurrences were not reported to the school attendance officer after accumulating five (5) or more unexcused absences.

Lake Elementary School is not following policy regarding the reporting of unexcused absences. Of the 5 occurrences of students obtaining 5 or more unexcused absences, 4 of these occurrences were not reported to the school attendance officer after accumulating five (5) or more unexcused absences.

Lester Elementary School is not following policy regarding the reporting of unexcused absences. Of the 1 occurrences of students obtaining 5 or more unexcused absences, 1 of these occurrences were not reported to the school attendance officer after accumulating five (5) or more unexcused absences.



Marshall Elementary School is not following policy regarding the reporting of unexcused absences. Of the 9 occurrences of students obtaining 5 or more unexcused absences, 5 of these occurrences were not reported to the school attendance officer after accumulating five (5) or more unexcused absences; and 3 of these occurrences were not reported in a timely manner, as specified by law, after accumulating five (5) or more unexcused absences.

McLeod Elementary School is not following policy regarding the reporting of unexcused absences. Of the 13 occurrences of students obtaining 5 or more unexcused absences, 4 of these occurrences were not reported to the school attendance officer after accumulating five (5) or more unexcused absences and 2 of these occurrences were not reported in a timely manner, as specified by law, after accumulating five (5) or more unexcused absences.

McWillie Elementary School is not following policy regarding the reporting of unexcused absences. Of the 8 occurrences of students obtaining 5 or more unexcused absences, 3 of these occurrences were not reported to the school attendance officer after accumulating five (5) or more unexcused absences and 1 of these occurrences were not reported in a timely manner, as specified by law, after accumulating five (5) or more unexcused absences.

North Jackson Elementary School is not following policy regarding the reporting of unexcused absences. Of the 15 occurrences of students obtaining 5 or more unexcused absences, 2 of these occurrences were not reported to the school attendance officer after accumulating five (5) or more unexcused absences.

Oak Forest Elementary School is not following policy regarding the reporting of unexcused absences. Of the 8 occurrences of students obtaining 5 or more unexcused absences, 4 of these occurrences were not reported to the school attendance officer after accumulating five (5) or more unexcused absences; and 2 of these occurrences were not reported in a timely manner, as specified by law, after accumulating five (5) or more unexcused absences.

Pecan Park Elementary School is not following policy regarding the reporting of unexcused absences. Of the 7 occurrences of students obtaining 5 or more unexcused absences, 6 of these occurrences were not reported to the school attendance officer after accumulating five (5) or more unexcused absences.

Power APAC School is not following policy regarding the reporting of unexcused absences. Of the 1 occurrence of students obtaining 5 or more unexcused absences, 1 occurrence was not reported in a timely manner, as specified by law, after accumulating five (5) or more unexcused absences.

Raines Elementary School is not following policy regarding the reporting of unexcused absences. Of the 7 occurrences of students obtaining 5 or more unexcused absences, 1 of these occurrences were not reported to the school attendance officer after accumulating five (5) or more unexcused absences.



Spann Elementary School is not following policy regarding the reporting of unexcused absences. Of the 9 occurrences of students obtaining 5 or more unexcused absences, 4 of these occurrences were not reported to the school attendance officer after accumulating five (5) or more unexcused absences; and 1 of these occurrences were not reported in a timely manner, as specified by law, after accumulating five (5) or more unexcused absences.

Sykes Elementary School is not following policy regarding the reporting of unexcused absences. Of the 7 occurrences of students obtaining 5 or more unexcused absences, 1 of these occurrences were not reported to the school attendance officer after accumulating five (5) or more unexcused absences.

Timberlawn Elementary School is not following policy regarding the reporting of unexcused absences. Of the 9 occurrences of students obtaining 5 or more unexcused absences, 6 of these occurrences were not reported to the school attendance officer after accumulating five (5) or more unexcused absences; and 2 of these occurrences were not reported in a timely manner, as specified by law, after accumulating five (5) or more unexcused absences.

Van Winkle Elementary School is not following policy regarding the reporting of unexcused absences. Of the 7 occurrences of students obtaining 5 or more unexcused absences, 5 of these occurrences were not reported to the school attendance officer after accumulating five (5) or more unexcused absences.

Wilkins Elementary School is not following policy regarding the reporting of unexcused absences. Of the 11 occurrences of students obtaining 5 or more unexcused absences, 7 of these occurrences were not reported to the school attendance officer after accumulating five (5) or more unexcused absences; and 1 of these occurrences were not reported in a timely manner, as specified by law, after accumulating five (5) or more unexcused absences.

Woodville Heights Elementary School is not following policy regarding the reporting of unexcused absences. Of the 5 occurrences of students obtaining 5 or more unexcused absences, 2 of these occurrences were not reported to the school attendance officer after accumulating five (5) or more unexcused absences; and 1 of these occurrences were not reported in a timely manner, as specified by law, after accumulating five (5) or more unexcused absences.

Bailey APAC Middle School is not following policy regarding the reporting of unexcused absences. Of the 5 occurrences of students obtaining 5 or more unexcused absences, 3 of these occurrences were not reported to the school attendance officer after accumulating five (5) or more unexcused absences.

Cardozo Middle School is not following policy regarding the reporting of unexcused absences. Of the 12 occurrences of students obtaining 5 or more unexcused absences, 11 of these occurrences were not reported to the school attendance officer after accumulating five (5) or more unexcused absences.



Chastain Middle School is not following policy regarding the reporting of unexcused absences. Of the 35 occurrences of students obtaining 5 or more unexcused absences, 21 of these occurrences were not reported to the school attendance officer after accumulating five (5) or more unexcused absences and 8 of these occurrences were not reported in a timely manner, as specified by law, after accumulating five (5) or more unexcused absences.

Hardy Middle School is not following policy regarding the reporting of unexcused absences. Of the 26 occurrences of students obtaining 5 or more unexcused absences, 19 of these occurrences were not reported to the school attendance officer after accumulating five (5) or more unexcused absences and 3 of these occurrences were not reported in a timely manner, as specified by law, after accumulating five (5) or more unexcused absences.

Kirksey Middle School is not following policy regarding the reporting of unexcused absences. Of the 14 occurrences of students obtaining 5 or more unexcused absences, 5 of these occurrences were not reported to the school attendance officer after accumulating five (5) or more unexcused absences.

Northwest Middle School is not following policy regarding the reporting of unexcused absences. Of the 4 occurrences of students obtaining 5 or more unexcused absences, 2 of these occurrences were not reported to the school attendance officer after accumulating five (5) or more unexcused absences; and 1 of these occurrences were not reported in a timely manner, as specified by law, after accumulating five (5) or more unexcused absences.

Peoples Middle School is not following policy regarding the reporting of unexcused absences. Of the 9 occurrences of students obtaining 5 or more unexcused absences, 7 of these occurrences were not reported to the school attendance officer after accumulating five (5) or more unexcused absences; and 2 of these occurrences were not reported in a timely manner, as specified by law, after accumulating five (5) or more unexcused absences.

Powell Middle School is not following policy regarding the reporting of unexcused absences. Of the 26 occurrences of students obtaining 5 or more unexcused absences, 10 of these occurrences were not reported to the school attendance officer after accumulating five (5) or more unexcused absences.

Siwell Middle School is not following policy regarding the reporting of unexcused absences. Of the 8 occurrences of students obtaining 5 or more unexcused absences, 3 of these occurrences were not reported to the school attendance officer after accumulating five (5) or more unexcused absences; and 2 of these occurrences were not reported in a timely manner, as specified by law, after accumulating five (5) or more unexcused absences.

Whitten Middle School is not following policy regarding the reporting of unexcused absences. Of the 8 occurrences of students obtaining 5 or more unexcused absences, 1 of these occurrences were not reported to the school attendance officer after accumulating five (5) or more unexcused absences.





Callaway High School is not following policy regarding the reporting of unexcused absences. Of the 22 occurrences of students obtaining 5 or more unexcused absences, 17 of these occurrences were not reported to the school attendance officer after accumulating five (5) or more unexcused absences.

Jim Hill High School is not following policy regarding the reporting of unexcused absences. Of the 51 occurrences of students obtaining 5 or more unexcused absences, 28 of these occurrences were not reported to the school attendance officer after accumulating five (5) or more unexcused absences.

Lanier High School is not following policy regarding the reporting of unexcused absences. Of the 42 occurrences of students obtaining 5 or more unexcused absences, 37 of these occurrences were not reported to the school attendance officer after accumulating five (5) or more unexcused absences.

Murrah High School is not following policy regarding the reporting of unexcused absences. Of the 21 occurrences of students obtaining 5 or more unexcused absences, 12 of these occurrences were not reported to the school attendance officer after accumulating five (5) or more unexcused absences; and 3 of these occurrences were not reported in a timely manner, as specified by law, after accumulating five (5) or more unexcused absences.

Provine High School is not following policy regarding the reporting of unexcused absences. Of the 45 occurrences of students obtaining 5 or more unexcused absences, 20 of these occurrences were not reported to the school attendance officer after accumulating five (5) or more unexcused absences and 1 of these occurrences was not reported in a timely manner, as specified by law, after accumulating five (5) or more unexcused absences.

Wingfield High School is not following policy regarding the reporting of unexcused absences. Of the 16 occurrences of students obtaining 5 or more unexcused absences, 2 of these occurrences were not reported in a timely manner, as specified by law, after accumulating five (5) or more unexcused absences.

2. I determined whether the school attendance officer is following policy regarding reporting of unexcused absences. As a result, I found the following:

Baker Elementary, Barr Elementary, Boyd Elementary, Brown Elementary, French Elementary, Galloway Elementary, George Elementary, John Hopkins Elementary, Key Elementary, Lake Elementary, Pecan Park Elementary, Power APAC, Sykes Elementary, Smith Elementary, Spann Elementary, Walton Elementary, Bailey APAC Middle, Kirksey Middle, Northwest Middle, Whitten Middle, Callaway High, and Lanier High Schools' attendance officers are following policy regarding the reporting of unexcused absences.

At Isable Elementary, Poindexter Elementary, Blackburn Middle, Brinkley Middle, and Rowan Middle Schools, I was unable to determine compliance.





At Bates Elementary, Casey Elementary, Lester Elementary, and Watkins Elementary Schools, I was unable to determine compliance because no occurrences were reported to the school's attendance officer.

Clausell Elementary School attendance officer is not following policy regarding the reporting of unexcused absences. Of the 5 occurrences of students obtaining 5 or more unexcused absences that were reported to the attendance officer, 1 had no attempts made to secure enrollment and/or attendance after accumulating five (5) or more unexcused absences.

Davis Magnet Elementary School's attendance officer is not following policy regarding the reporting of unexcused absences. Of the 1 occurrence of students obtaining 5 or more unexcused absences that were reported to the attendance officer, 1 had no attempts made to secure enrollment and/or attendance after accumulating five (5) or more unexcused absences.

Dawson Elementary School's attendance officer is not following policy regarding the reporting of unexcused absences. Of the 14 occurrences of students obtaining 5 or more unexcused absences that were reported to the attendance officer, 14 had no attempts made to secure enrollment and/or attendance after accumulating five (5) or more unexcused absences; and 1 had no documentation of a petition being filed in court after the student accumulated 12 unexcused absences, as required by law.

Green Elementary School's attendance officer is not following policy regarding the reporting of unexcused absences. Of the 6 occurrences of students obtaining 5 or more unexcused absences that were reported to the attendance officer, 1 had no documentation of a petition being filed in court after the student accumulated 12 unexcused absences, as required by law.

Johnson Elementary School's attendance officer is not following policy regarding the reporting of unexcused absences. Of the 6 occurrences of students obtaining 5 or more unexcused absences that were reported to the attendance officer, 2 had no attempts made to secure enrollment and/or attendance after accumulating five (5) or more unexcused absences.

Lee Elementary School attendance officer is not following policy regarding the reporting of unexcused absences. Of the 10 occurrences of students obtaining 5 or more unexcused absences that were reported to the attendance officer, 1 had no attempts made to secure enrollment and/or attendance after accumulating five (5) or more unexcused absences.

Marshall Elementary School attendance officer is not following policy regarding the reporting of unexcused absences. Of the 9 occurrences of students obtaining 5 or more unexcused absences that were reported to the attendance officer, 4 had no attempts made to secure enrollment and/or attendance after accumulating five (5) or more unexcused absences.

McLeod Elementary School's attendance officer is not following policy regarding the reporting of unexcused absences. Of the 9 occurrences of students obtaining 5 or more unexcused absences that were reported to the attendance officer, 2 had no attempts made to secure enrollment and/or attendance after accumulating five (5) or more unexcused absences and 1 had no documentation of a petition being filed in court after the student accumulated 12 unexcused absences, as required by law.



McWillie Elementary School's attendance officer is not following policy regarding the reporting of unexcused absences. Of the 5 occurrences of students obtaining 5 or more unexcused absences that were reported to the attendance officer, 1 had no documentation of a petition being filed in court after the student accumulated 12 unexcused absences, as required by law.

North Jackson Elementary School's attendance officer is not following policy regarding the reporting of unexcused absences. Of the 13 occurrences of students obtaining 5 or more unexcused absences that were reported to the attendance officer, 1 had no documentation of a petition being filed in court after the student accumulated 12 unexcused absences, as required by law.

Oak Forest Elementary School attendance officer is not following policy regarding the reporting of unexcused absences. Of the 8 occurrences of students obtaining 5 or more unexcused absences that were reported to the attendance officer, 2 had no attempts made to secure enrollment and/or attendance after accumulating five (5) or more unexcused absences.

Raines Elementary School attendance officer is not following policy regarding the reporting of unexcused absences. Of the 6 occurrences of students obtaining 5 or more unexcused absences that were reported to the attendance officer, 1 had no attempts made to secure enrollment and/or attendance after accumulating five (5) or more unexcused absences.

Timberlawn Elementary School attendance officer is not following policy regarding the reporting of unexcused absences. Of the 3 occurrences of students obtaining 5 or more unexcused absences that were reported to the attendance officer, 3 had no attempts made to secure enrollment and/or attendance after accumulating five (5) or more unexcused absences.

Van Winkle Elementary School attendance officer is not following policy regarding the reporting of unexcused absences. Of the 2 occurrences of students obtaining 5 or more unexcused absences that were reported to the attendance officer, 1 had no attempts made to secure enrollment and/or attendance after accumulating five (5) or more unexcused absences.

Wilkins Elementary School attendance officer is not following policy regarding the reporting of unexcused absences. Of the 4 occurrences of students obtaining 5 or more unexcused absences that were reported to the attendance officer, 4 had no attempts made to secure enrollment and/or attendance after accumulating five (5) or more unexcused absences.

Woodville Heights Elementary School attendance officer is not following policy regarding the reporting of unexcused absences. Of the 5 occurrences of students obtaining 5 or more unexcused absences that were reported to the attendance officer, 2 had no attempts made to secure enrollment and/or attendance after accumulating five (5) or more unexcused absences.

Cardozo Middle School attendance officer is not following policy regarding the reporting of unexcused absences. Of the 1 occurrence of students obtaining 5 or more unexcused absences that were reported to the attendance officer, 1 had no attempts made to secure enrollment and/or attendance after accumulating five (5) or more unexcused absences.



Chastain Middle School's attendance officer is not following policy regarding the reporting of unexcused absences. Of the 14 occurrences of students obtaining 5 or more unexcused absences that were reported to the attendance officer, 1 had no documentation of a petition being filed in court after the student accumulated 12 unexcused absences, as required by law.

Hardy Middle School's attendance officer is not following policy regarding the reporting of unexcused absences. Of the 7 occurrences of students obtaining 5 or more unexcused absences that were reported to the attendance officer, 5 had no attempts made to secure enrollment and/or attendance after accumulating five (5) or more unexcused absences.

Peoples Middle School attendance officer is not following policy regarding the reporting of unexcused absences. Of the 9 occurrences of students obtaining 5 or more unexcused absences that were reported to the attendance officer, 2 had no attempts made to secure enrollment and/or attendance after accumulating five (5) or more unexcused absences.

Powell Middle School's attendance officer is not following policy regarding the reporting of unexcused absences. Of the 16 occurrences of students obtaining 5 or more unexcused absences that were reported to the attendance officer, 2 had no documentation of a petition being filed in court after the student accumulated 12 unexcused absences, as required by law.

Siwell Middle School attendance officer is not following policy regarding the reporting of unexcused absences. Of the 4 occurrences of students obtaining 5 or more unexcused absences that were reported to the attendance officer, 4 had no attempts made to secure enrollment and/or attendance after accumulating five (5) or more unexcused absences.

Jim Hill High School's attendance officer is not following policy regarding the reporting of unexcused absences. Of the 28 occurrences of students obtaining 5 or more unexcused absences that were reported to the attendance officer, 2 had no documentation of a petition being filed in court after the student accumulated 12 unexcused absences, as required by law.

Murrah High School attendance officer is not following policy regarding the reporting of unexcused absences. Of the 9 occurrences of students obtaining 5 or more unexcused absences that were reported to the attendance officer, 3 had no attempts made to secure enrollment and/or attendance after accumulating five (5) or more unexcused absences.

Provine High School's attendance officer is not following policy regarding the reporting of unexcused absences. Of the 25 occurrences of students obtaining 5 or more unexcused absences that were reported to the attendance officer, 3 had no documentation of a petition being filed in court after the student accumulated 12 unexcused absences, as required by law.

Wingfield High School attendance officer is not following policy regarding the reporting of unexcused absences. Of the 16 occurrences of students obtaining 5 or more unexcused absences that were reported to the attendance officer, 2 had no attempts made to secure enrollment and/or attendance after accumulating five (5) or more unexcused absences.



**Graduation – THIS IS ONLY PERFORMED AT SCHOOLS WITH A 12<sup>TH</sup> GRADE**

1. I determined whether graduation requirements are being met. As a result, I found the following:

All students selected at Lanier High, Murrah High, Provine High, and Wingfield High Schools met graduation requirements.

At Callaway High School, not all students selected met graduation requirements. Of the records reviewed, 1 out of 9 did not earn the minimum number of Carnegie.

At Jim Hill High School, not all students selected met graduation requirements. Of the records reviewed, 1 out of 11 did not earn the minimum number of Carnegie units. Additionally, I was unable to determine whether graduation requirements were met for 2 out of 11 graduates.

2. I determine whether all graduation records were complete. As a result, I found the following:

At Provine High and Wingfield High Schools, all graduation records were complete.

At Callaway High School, all graduation records were not complete. Of the records reviewed, 9 out of 9 of students' records reviewed had incomplete Graduation Facts sections.

At Jim High School, all graduation records were not complete. Of the records reviewed, 11 out of 11 of student's records reviewed did not have completed Summary of High School Units.

At Lanier High School, all graduation records were not complete. Of the records reviewed, 8 out of 8 of student's records reviewed did not have completed Summary of High School Units.

At Murrah High School, all graduation records were not complete. Of the records reviewed, 16 out of 16 of student's records reviewed did not have completed Summary of High School Units.

**Property Internal Controls**

1. I determined whether the district has internal controls related to property and whether the district is adhering to those controls. As a result, I found the following:

Jackson Public School District has written internal controls related to property but is not adhering to those controls. 1 out of 177 items reviewed did not follow the district's internal control procedures; the information on the purchase order did not match the information in the inventory system for 18 out of 177 items reviewed; and the inventory system/listing had the incorrect location for 26 out of 177 items reviewed.

**Please note: Due to safety concerns, the audit of Forest Hill High School was not completed and therefore is not a part of this audit report.**



I would like to thank you for taking time out of your busy schedule to discuss the results of the review in your district. Copies of all audit exceptions are available upon your request. Please submit formal comments regarding the audit to my office, at **P.O. Box 956, Jackson, MS 39205; Attention: Paige Taylor, by 5/27/2016.** If you do not respond within two weeks after this date, the response for the audit report will state that you chose not to respond. If you have questions or comments, please feel free to contact me or Keyla Bradford, Project Manager, at 601-576-2800.

**By signing below you agree that you have received a copy of this report and a brief explanation of the exceptions.**

  
\_\_\_\_\_  
Superintendent Signature

  
\_\_\_\_\_  
Date



Jackson Public Schools

Cedrick Gray, Ed.D.  
Superintendent of Schools

662 South President Street  
P.O. Box 2338  
Jackson, MS 39225-2338

Phone 601-960-8725  
Facsimile 601-960-8713  
Email [cegray@jackson.k12.ms.us](mailto:cegray@jackson.k12.ms.us)  
[www.jackson.k12.ms.us](http://www.jackson.k12.ms.us)

May 26, 2016

Keyla Bradford  
Performance Audit Division  
Office of the State Auditor  
P.O. Box 956  
Jackson, MS 39205

Dear Mrs. Bradford:

In response to your May 20, 2016 exit interview, the Jackson Public School District will comply with noted deficiencies in our performance audit. I have reviewed the document and we will implement the action plan included with this response to correct the noted concerns. A general meeting with administrators will be held July 27, 2016 to discuss the action plan. Follow-up meetings throughout the 2016-2017 school year will be scheduled as required to monitor implementation and compliance.

Sincerely,

A handwritten signature in blue ink, appearing to read "Cedrick Gray".

Cedrick Gray, Ed.D.  
Superintendent

Jackson Public School District

Corrective Action Plan: State Auditor Report

**Section I: Student Enrollment**

Standard	Problem	Response
Enrollment Records	<ol style="list-style-type: none"> <li>1. Invalid proofs of residency</li> <li>2. Missing records</li> </ol>	<ol style="list-style-type: none"> <li>1. Schools/Office of Enrollment Services will: <ul style="list-style-type: none"> <li>• Follow newly revised district procedures for collecting and filing proper proofs of residency for all enrollees.</li> <li>• Conduct ongoing internal audits of active proof of residency of schools' files to ensure district and state compliance.</li> <li>• Provide audit findings for corrective actions and support recommendations to Heads of School and Divisional Directors.</li> <li>• Continue to follow with fidelity the district's currently revised enrollment procedures.</li> </ul> </li> <li>2. Schools/Office of Records will: <ul style="list-style-type: none"> <li>• Ensure that students' records contain all required documentation according to established district and state guidelines.</li> <li>• Ensure that schools have access to all student records as needed for review by appropriate personnel and other district approved individuals and/or agencies.</li> </ul> </li> </ol>

## Section I: Student Enrollment

Standard	Problem	Response
Student Information	1. Student information in the student package (SAM) does not match information recorded on students' records	<p>2. Schools will be required to:</p> <ul style="list-style-type: none"><li>• Accurately encode student information into student's package at the beginning of each school year.</li><li>• Ensure accurate recording of student information on students' records as it appears in student package.</li><li>• Consistently update student's package and student information changes throughout the school year.</li><li>• Require parents/guardians to complete a "Change of Information" form when requesting a change of information.</li></ul> <p>3. District Office will conduct ongoing internal audits of records to ensure that student package information is congruent with recorded information on the students' records and make adjustments according to findings.</p>



## Section II: Student Attendance/Absenteeism

Standard	Problem	Response
Excused Absence	1. Schools are not following policy for validating excused absences.	1. The School District will: <ul style="list-style-type: none"> <li>Update Standard Operating Procedures for processing excused absences.</li> </ul>
Reporting Suspensions and Unexcused Absences	1. Schools are not following procedure for reporting suspensions and unexcused absences.	1. Schools will: <ul style="list-style-type: none"> <li>Follow with fidelity the district's process for reporting suspensions to State Attendance Officer.</li> <li>Ensure the encoding of suspensions as unexcused absences as required by state statute.</li> <li>Follow with fidelity the district's Attendance Phase Process – 5, 10, 12 days – for reporting unexcused absences to the State Attendance Officer.</li> </ul> 2. School District will: <ul style="list-style-type: none"> <li>Assign Attendance Counselors to monitor, track and facilitate district attendance processes within schools.</li> <li>Conduct ongoing internal audits of attendance to ensure the proper reporting of suspensions and unexcused absences at appropriate timing to the State.</li> </ul>

### Section III: Graduation

Standard	Problem	Response
Graduation Records	1. Graduation requirements are not met and records are incomplete.	2. Schools will be required to: <ul style="list-style-type: none"><li>• Ensure that all graduation requirements are met for students earning the minimum number of Carnegie Units.</li><li>• Ensure that Graduation Facts Section of student record is fully complete according to required specification.</li></ul>

#### Section IV: Property Internal Controls

Standard	Problem	Response
Internal Controls related to Property	1. Not adhering to those internal controls related to property as established by school district.	1. The District will: <ul style="list-style-type: none"><li>Continue to follow its established policies and procedures regarding internal controls for property. The District will also continue to strictly enforce the guidelines and ensure that district staff members are in compliance.</li></ul>

### Attachment B:

In accordance with the Federal Educational Rights to Privacy Act (FERPA) and the Individuals with Disabilities Education Act (IDEA), to prevent the disclosure of students' personally identifiable information, Attachment B has been provided to the Jackson Public School District, shall remain confidential, and shall not be released in ANY public records request.

June 19, 2017

Dr. Freddrick Murray, Interim Superintendent  
Jackson Public School District  
662 South President Street  
Jackson, MS 39201

Re: FY16 Title II, Part A Questioned Cost

Dear Dr. Murray:

Between September 12-16, 2016, the Mississippi Department of Education (MDE) Office of Federal Programs monitored the Jackson Public School District's ESEA Programs. During the visit, the MDE noted the Title II, Part A citation below, resulting in questioned cost in the amount of \$535,417.50. Please note that the official monitoring report will be released from the Office of Accreditation as a part of the Investigative Audit. The purpose of this letter is to inform you of the questioned cost, and request a refund to the program which will result in the opportunity for the district to obligate the FY16 Title II, Part A funds by September 30, 2017.

**Compliance Indicator A9:** Is it evident that contracts and agreements for products and services are made in accordance with applicable federal, state, and local regulations as well as audit guidelines?

2 C.F.R. §§ 200.317 - 200.326

**Citation:** The LEA provided inadequate documentation to demonstrate reasonableness, allocability, necessity, and compliance with state and federal purchasing guidelines for service contracts.

The LEA entered into a contract with TE21, Inc. (Southstar Financial LLC) in the amount of \$779,167.50 without any competitive process. The LEA approved the contract accepting TE21 as a sole distributor for these products in the states of Mississippi, North Carolina and South Carolina.

Only the professional development days, at a cost of \$243,750 are allowable under Title II. Therefore, the balance of the contract, as per Exhibit A, *Quote for Products and Services*, Technical Support, End of Course High School Benchmarks, Score21 Formative Assessment Builder, Online Student Testing, Scanning and Score reporting for grades 8-10, and two College and Career Ready Assessments totaling \$535,417.50, is not an allowable cost under Title II.

**Corrective Action Required:** The LEA shall develop and submit to the MDE procedures for reviewing contracts to ensure all purchases are allocable, reasonable and necessary, meet the program intent and are in compliance with state and federal purchasing guidelines for service contracts. The LEA must reimburse the Title II, Part A program questioned cost from district funds in the amount of \$535,417.50 made payable to the MS State Treasury Fund 3201 and returned to the MDE by July 19, 2017.

Thank you and if you have any questions, please give me a call at (601) 359-3499.

Sincerely,



Quentin Ransburg, Director  
Office of Federal Programs

c: Dr. Abby Webley  
Sharolyn Miller  
Dr. Kim Benton  
Dr. Paula Vanderford  
Jo Ann Malone

## Attachment D: Bus Fleet Inspection Report

Office of Safe and Orderly Schools  
Division of Pupil Transportation

**REPORT KEY:**

**Full Investigative Audit**

**Legislative Audit**

The following nine (9) buses need a re-inspection as of June 26, 2017:

Bus Number	Year/ Manufacturer	Mileage	Defects
01-263	2001 Thomas	113,463	<ul style="list-style-type: none"><li>• Emergency window buzzers not working</li><li>• Emergency window hatch broken</li></ul>
04-014	2004 Thomas	237,442	<ul style="list-style-type: none"><li>• Wheelchair lift inoperable</li></ul>
04-040	2004 Thomas	161,180	<ul style="list-style-type: none"><li>• Cracked windshield</li></ul>
08-020	2008 International	93,051	<ul style="list-style-type: none"><li>• Wheelchair lift inoperable</li></ul>
14-006	2014 Thomas	97,560	<ul style="list-style-type: none"><li>• Cracked windshield</li></ul>
14-013	2014 Thomas	60,692	<ul style="list-style-type: none"><li>• Bus on recall</li><li>• Several seats need clamping</li><li>• Emergency window buzzers not working</li></ul>
14-015	2014 Thomas	64,577	<ul style="list-style-type: none"><li>• Bus on recall</li><li>• Cracked windshield</li><li>• Front driver side tire hub leaking</li></ul>
14-017	2014 Thomas	76,746	<ul style="list-style-type: none"><li>• Bus on recall</li><li>• Cracked windshield</li></ul>
18-000	2018 International	4,156	<ul style="list-style-type: none"><li>• Wheelchair lift inoperable</li></ul>

The following 25 buses need an initial inspection due to being out-of-service from the beginning of the legislative audit (April 22, 2016) through the last inspection during the investigative audit on June 26, 2017. The District did not make the buses available for inspection, despite numerous requests by the Office of Safe and Orderly Schools, Division of Pupil Transportation.

**Year Model-Bus Number:**

95-142	01-239	01-286	06-009
97-163	01-261	04-006	06-011
97-206	01-262	04-033	09-005
97-209	01-264	04-055	17-000
97-222	01-269	06-002	
97-223	01-273	06-003	
01-238	01-279	06-006	

A total of 18 buses are listed for salvage on the current roster:

**Year Model-Bus Number:**

97-164	01-250	04-008	08-017
97-166	01-256	04-019	09-002
97-167	01-259	06-008	14-016
97-211	01-275	06-012	
01-244	01-285	08-016	

**\*Note: The Jackson Public School District purchased forty-four (44) new buses on June 8, 2017. Twenty-five (25) of the buses are expected to arrive prior to the start of the 2017-2018 School Year, with the remaining nineteen (19) arriving in the Fall of 2017.**



## Attachment E: Facility Safety Assessment

Office of Safe and Orderly Schools  
Division of School Buildings

### REPORT KEY:

Full Investigative Audit

Legislative Audit

Cleared Deficiencies

Cleared Deficiencies

**\*\*Throughout the duration of the investigative audit, the MDE provided individual school facility reports to the District. Since December 2016, only three (3) schools have corrected documented deficiencies. \*\***

### ELEMENTARY SCHOOLS\*

#### Baker Elementary School

Dr. Johnson, Principal

Attended by: Mr. Fred Davis, Maintenance Director

#### Findings:

##### Exterior

- Unsecured electrical A/C panels near portable classrooms.

##### Main Halls

- Northwest exit doors were rusted.

\* Additional findings: the elementary schools failed to place safety covers in all unused sockets, failed to provide teachers with a method of entry into restrooms for the safety of children, failed to provide a boundary between the designated outside play area, the driveway, and parking lot, and failed to repair/remove broken equipment (*See Standards 17.1 and 17.2*).

### **Classrooms**

- Several classrooms had more than 20% of walls covered with paper/art work.
- No door closer in Room 11.

### **Corrective Actions:**

- Secure exterior electrical A/C panels.
- Repair or replace northwest exit doors.
- Verify no more than 20% of classroom walls are covered with paper/art work.
- Install door closers where needed.

### **Barr Elementary School**

#### **Dr. Murry, Principal**

**Attended by: Mr. Fred Davis, Maintenance Director and Mr. Edwards, Head of Custodians**

### **Findings:**

#### **Classrooms**

- Several classrooms had more than 20% of walls covered with paper/art work.
- Obstructed second means of egress windows in several classrooms.

#### **Interior**

- No Ground Fault Circuit Interrupter (GFCI) type receptacles on water fountains.
- Damaged south exit doors.
- Missing panic hardware from south exit doors.

#### **Kitchen/Dining Area**

- No emergency lighting in the dining area.
- No portable fire extinguisher in the stage area.

#### **Halls**

- No emergency lighting in halls.
- Damaged emergency lighting in the stairways.

#### **Exterior**

- Playground did not meet Consumer Product Safety Commission guidelines.

**Corrective Action:**

- Verify no more than 20% of classroom walls are covered with paper/art work.
- Verify all classroom egress windows are unobstructed.
- The school failed to place safety covers in all unused sockets.
- Install GFCI type receptacles where needed.
- Repair or replace south exit doors and install panic hardware.
- Install emergency lighting in the dining area and hallways.
- Provide a portable fire extinguisher in the stage area.
- Repair/replace damaged emergency lighting in stairways.

**Recommendation:**

- Provide shock absorbent material around all playground equipment. Refer to the Consumer Product Safety Commission's Guidelines for Playground Safety: [www.cpsc.gov](http://www.cpsc.gov).

**Boyd Elementary School**

**Dr. Brady, Principal**

**Attended by: Mr. Fred Davis, Maintenance Director and Ms. Irvin, Head of Custodians**

**Findings:****Exterior**

- Exposed wires on courtyard light outside Room 8.
- Gutters and down spouts were obstructed with leaves.
- Rotten wood outside the auditorium entrance.
- Damaged awning near Portable Classroom 226.
- Rotten tree leaning toward Portable Classroom 228.
- Rotten/dead limbs and leaves on top of portable classrooms and walkway awning.
- Playground did not meet Consumer Product Safety Commission guidelines.

**Classrooms**

- No second means of egress in the library, computer room, and speech room.
- Grade 3 and Grade 4 classroom windows do not meet Life Safety Code.
- Classroom doors cannot be secured.
- Evacuation maps not posted in all classrooms.
- Second means of egress door would not open in Room 6.
- Broken glass on second means of egress door in Rooms 6 and 12.

- Second means of egress door was obstructed in Room 11.
- Unprotected lights in Room 6.
- Exposed wires on the west wall in Room 6.
- More than 20% of walls covered with paper/art work in several classrooms.
- Unprotected electrical outlets in Rooms 23 and 26.
- The school failed to place safety covers in all unused sockets.

### **Portable Classrooms**

- Unprotected lights outside portable classroom doors.
- Discharged portable fire extinguisher in Portable Classroom 103.
- No portable fire extinguisher in Portable Classroom 228.
- Unprotected lights in Portable Classroom 228.

### **Restrooms**

- Grade 4 and Grade 5 restrooms were out of order.
- Inoperable sinks in Grade 1 restrooms.
- Missing drain grate in Grade 1 girls' restroom.

### **Halls**

- Broken glass on Grade 4 hall south exit door.
- No emergency lighting in Grade 3 hall.
- Two (2) inoperable water fountains in the Grade 3 hall.
- Inoperable emergency lighting in the Yale hall.
- No panic hardware on Grade 1 hall north exit doors.

### **Auditorium**

- No panic hardware on the north doors.
- Unprotected electrical outlets in the stage area.

### **Corrective Actions:**

- Provide covers for all exposed wires.
- Clean gutters and downspouts.
- Replace rotten wood outside auditorium doors.
- Repair damaged awning near Portable Classroom 226.

- Remove rotten tree near Portable Classroom 228.
- Remove leaves/limbs from top of walkway awning and portable classrooms.
- Provide a second means of egress in library, computer room, and speech room.
- Modify one (1) window in each classroom to meet Life Safety Code for use as a second means of egress.
- Verify that all second means of egress windows are labeled and kept unobstructed.
- Install door hardware or other device that will allow classroom doors to be secured.
- Post evacuation maps in classrooms in the same general location.
- Verify all classroom second means of egress doors will open and are not obstructed.
- Replace all broken door glass.
- Provide covers for all unprotected lights.
- Verify no more than 20% of classroom walls are covered with paper/art work.
- Provide covers for all unprotected electrical outlets.
- Have all discharged portable fire extinguishers inspected, tested, and tagged.
- Provide a fire extinguisher in Portable Classroom 228.
- Repair restrooms on Grades 3 and 4 halls.
- Repair/replace all inoperable restroom sinks.
- Replace missing floor drain grate in Grade 1 girls' restroom.
- Install emergency lighting in halls where needed.
- Repair or replace all inoperable water fountains.
- Repair or replace all inoperable emergency lighting.
- Install panic hardware on exit doors where needed.
- The school failed to place safety covers in all unused sockets.

#### **Recommendation:**

- Provide shock absorbent material around all playground equipment. Refer to the Consumer Product Safety Commission's Guidelines for Playground Safety: [www.cpsc.gov](http://www.cpsc.gov).

#### **Casey Elementary School**

**Ms. Rhoda Yoder, Principal**

**Attended by: Mr. Scott, Head Custodian**

#### **Findings:**

##### **Exterior**

- ~~No "Visitor" parking signs.~~

- ~~• Main utility shut-offs not identified by signage.~~
- ~~• Exterior A/C panels not secure.~~
- Hole on the south side of the basketball court.
- ~~• Courtyard doors locked.~~

## Interior

- ~~• No campus map identifying locations of main utility shut-offs posted in the main office.~~
- ~~• Asbestos Management Plan not on file in the main office.~~
- ~~• Fire alarm systems in trouble mode.~~
- ~~• Water fountains lack Ground Fault Circuit Interrupter (GFCI) type receptacles.~~
- Boiler certificate not posted.
- ~~• Roof leak in the boiler room.~~
- ~~• Boiler room full of clutter.~~

## Kitchen/Dining Area

- ~~• Seating capacity not posted in the dining area.~~
- ~~• Evacuation maps not posted in the dining area.~~
- ~~• Emergency lighting inoperable in the dining area.~~
- ~~• No portable fire extinguishers in the dining area.~~
- ~~• Unprotected lights in the cooking area.~~
- ~~• Roof leaks in the dining area.~~
- ~~• Kitchen staff have not received fire safety training.~~

## Classrooms

- ~~• Windows do not meet Life Safety Code.~~
- ~~• Doors cannot be secured from inside.~~
- ~~• Several classrooms cluttered.~~
- ~~• Evacuation maps not posted in several classrooms.~~
- ~~• Several classrooms had more than 20% of their walls covered with paper/art work.~~
- ~~• Leak in Room 1 for an extended time causing carpet to stay wet and has to be dry vacuumed often.~~
- ~~• Roof leak in Room 2.~~
- ~~• Surge protectors plugged into surge protectors in Rooms 4 and 10 and the library.~~
- ~~• Electrical extension cords used for a permanent power source in Room 5 and the stage area.~~
- ~~• Second means of egress windows not labeled in Rooms 19, 20, 21, 22, 28, 30, and 32.~~

- No second means of egress in the new building classrooms: Rooms 27, 28, 30, and 32.

## Halls

- ~~No emergency lighting.~~
- ~~Unprotected lights in the foyer and Grades 2 and 5 halls.~~
- ~~More than 20% of Grade 3 hall walls covered with paper/art work.~~
- ~~Broken glass in the windows on Grades 2 and 5 halls.~~
- ~~Broken glass in the Grade 5 west exit door.~~

## Restrooms

- ~~Unprotected lights in the boys' Grade 5 hall restroom.~~

## Playground

- ~~Playground does not meet Consumer Product Safety Commission's Guidelines.~~

## Corrective Actions:

- Fill hole with dirt on the south end of basketball court.
- Post updated boiler certificates near equipment.
- Provide a second means of egress in Room 27 of the new building.

## Clausell Elementary School

Ms. Blackshear, Principal

Attended by: Mr. Fred Davis, Maintenance Director

## Findings:

### Main Halls

- Inoperable emergency lighting.
- Inoperable water fountain in the Kindergarten hall.
- No Ground Fault Circuit Interrupter (GFCI) type receptacles on water fountains.
- Inoperable water fountain in the main hall.
- Inoperable water fountain in the Grades 3 and 4 halls.

### Kitchen/Dining Area

- No emergency lighting in the dining area.
- Inoperable water fountain in the dining area.

**Classrooms**

- Second means of egress windows need to be serviced on Grade 1 hall.
- More than 20% of walls covered with paper/art work in Room 1.
- Obstructed second means of egress window in Room 2.
- Windows did not meet Life Safety Code for use as a second means of egress in the Grades 3 and 4 hall classrooms.

**Portable Classrooms**

- Unprotected exterior lights on several portable classrooms.
- Electrical extension cord being used as a permanent power source in Portable Classroom 167.
- Unprotected electrical outlet on the north wall in Portable Classroom 93.
- Low hanging service wire on Portable Classroom 267.
- No door closer in Portable Classroom 095.
- No door closer in the music room.
- Unprotected lights in Portable Classroom 39.
- Open blank in the electrical panel in Portable Classroom 39.

**Corrective Actions:**

- Repair or replace all inoperable emergency lighting.
- Repair or replace all inoperable water fountains.
- Install GFCI type receptacles where needed.
- Install emergency lighting where needed.
- Repair all inoperable second means of egress windows.
- Verify no more than 20% of classroom walls are covered with paper/art work.
- Verify that all second means of egress windows are labeled and kept unobstructed.
- Modify one (1) window to meet Life Safety Code in each classroom where needed for use as a second means of egress.
- Provide covers for all unprotected lights.
- Install a permanent power source where electrical extension cords are being used.
- Provide covers for all unprotected electrical outlets.
- Raise service wire above Room 267.
- Install door closers where needed.
- Replace all missing blanks in electrical panels.



## **Davis Magnet Elementary School**

**Dr. Grigsby, Principal**

**Attended by: Ms. Dixon, Office Manager**

### **Findings:**

#### **Exterior**

- No “Visitor” parking signs.
- Main utility shut-offs not identified by signage.

#### **Interior**

- No campus map identifying locations of main utility shut-offs posted in the main office.
- Inoperable ceiling lights in several classrooms.
- Evacuation maps not posted in all classrooms.
- Exit signs inoperable when tested.
- Several water fountains lack Ground Fault Circuit Interrupter (GFCI) type receptacles.
- Asbestos Management Plan not on file in the main office.
- Emergency lighting inoperable in the stairwell by the auditorium.

#### **Lower Main Hall (Kindergarten)**

- Windows did not meet Life Safety Code for use as a second means of egress.
- ~~Several classrooms cluttered.~~
- ~~Unprotected light in the restroom in Room 1.~~
- ~~Power strips plugged into power strips in Room 5 and the computer lab.~~
- ~~Unprotected light in the music room.~~
- ~~South exit door sticking.~~

#### **Grades 3 and 5 Hall**

- ~~Unprotected light in the boys’ restroom.~~
- Windows did not meet Life Safety Code for use as a second means of egress.
- ~~Clutter in Room 9.~~
- ~~Electrical extension cords used as a permanent power source in Rooms 9 and 10.~~
- ~~Unprotected lights outside the boys’ and girls’ restrooms.~~
- ~~Combustibles stored in the electrical closet by the intervention room.~~
- ~~Power strips plugged into power strips in the library.~~
- ~~Loose electrical conduit in Room 10.~~

- ~~• Expired portable fire extinguisher in Room 15.~~

### **Auditorium**

- ~~• Seating capacity not posted.~~
- ~~• Evacuation maps not posted.~~
- ~~• Additional portable fire extinguisher needed.~~
- ~~• Inoperable light fixtures on the north and south walls.~~
- ~~• No portable fire extinguisher in the stage area.~~
- ~~• Electrical extension cord used as a permanent power source in the counselor's office.~~

### **Kitchen/Dining Area**

- ~~• No emergency lighting.~~
- ~~• No portable fire extinguisher in the dining area.~~
- ~~• Inoperable light in the serving line area.~~
- ~~• Seating capacity not posted in the dining area.~~

### **Playground**

- ~~• Additional fall surfacing material needed.~~

### **Corrective Actions:**

- Provide "Visitor" parking signs.
- Use signage to identify and label main utility shut-offs.
- Post campus map in main office identifying locations of main utility shut-offs.
- Replace all inoperable classroom ceiling lights.
- Post evacuation maps in all classrooms in same general location.
- Repair or replace all inoperable/damaged exit signs.
- Install GFCI type electrical receptacles on all water fountains and near sinks.
- Provide an updated copy of the Asbestos Management Plan in main office.
- Repair or replace all inoperable/damaged emergency lighting.
- Modify one (1) window in each classroom to meet Life Safety Code for use as a second means of egress.
- Verify that all second means of egress windows are labeled and kept unobstructed.

**Dawson Elementary School**

**Dr. Vicki Conley, Principal**

**Attended by: Mr. Fred Davis, Maintenance Director**

**Findings:**

**Interior**

- Several classrooms had no Ground Fault Circuit Interrupter (GFCI) type receptacles near sinks.

**Kindergarten/Grade 1 Hall**

- No Ground Fault Circuit Interrupter (GFCI) type receptacles on water fountains.
- Electrical extension cord being used as a permanent power source in the custodian's closet.
- Unprotected lights in classroom restrooms.
- Damaged windowsill in Room 2.
- Inoperable exit signs.

**Portable Classrooms**

- Counselor's classroom had no lighted exit sign/emergency lighting.
- Unprotected exterior lights by entrance doors.
- Damaged handle on the boys' restroom door in Portable Classrooms 310A and 310B.

**Kitchen/Dining Area**

- Inoperable exit signs.
- Unprotected light on the northwest corner of the dining area.
- No emergency lighting in the dining area.
- Unprotected lights in the kitchen restroom.
- Exposed wires in a ceiling junction box in the kitchen restroom.
- Loose electrical conduit on equipment under the vent-hood.
- Exposed wires by the sink in the kitchen.
- Kitchen stove burner was lit and could not be turned off.

**Grade 5 Hall**

- Inoperable exit signs.
- Bars on egress window in Room 7.
- Unprotected lights outside Room 13.
- Power strips plugged into power strips in Rooms 9 and 13.

- Unprotected lights outside Room 9.
- No Ground Fault Circuit Interrupter (GFCI) type receptacle on water fountains.
- Inoperable light outside Room 17.

#### **Boiler Room**

- Cluttered.
- No boiler certificate.

#### **Corrective Actions:**

- Install GFCI type receptacles where needed.
- Install a permanent power source where electrical extension cords are being used.
- Provide covers for all unprotected lights.
- Repair windowsill in Room 2.
- Repair or replace all inoperable lighted exit signs.
- Install lighted exit signs/emergency lighting where needed.
- Repair or replace damaged restroom door handle in Portable Classrooms 310A and 310B.
- Provide covers for all exposed wires.
- Secure electrical conduit on equipment under vent-hood in the kitchen.
- Repair stove in kitchen.
- Remove bars from second means of egress window in Room 7.
- Verify that all power strips plug directly into a permanent power source.
- Repair or replace all inoperable lights.
- Remove clutter from boiler room.
- Post updated pressure vessel certificates near equipment.

#### **Galloway Elementary School**

**Dr. Bradly, Principal**

**Attended by: Mr. Fred Davis, Maintenance Director**

#### **Findings:**

##### **Halls**

- Damaged door closer on the north Kindergarten hall exit door.
- No portable fire extinguishers in halls.
- Inoperable emergency lighting in the stairwells.

**Classrooms**

- More than 20% of walls covered with paper/art work in Rooms 110, 205, and 253.
- Electrical extension cord was being used as a permanent power source in Room 200.

**Kitchen/Dining Area**

- Electrical extension cord was being used as a permanent power source in cooking area.

**Gymnasium**

- No emergency lighting.

**Corrective Actions:**

- Repair or replace all damaged door closers.
- Install portable fire extinguishers in the halls.
- Repair/replace inoperable emergency lighting.
- Verify no more than 20% of classroom walls are covered with paper/art work.
- Install a permanent power source where electrical extension cords are being used.
- Install emergency lighting in the gymnasium.

**George Elementary School**

**Ms. Thomas, Principal**

**Attended by: Mr. Fred Davis, Maintenance Director**

**Findings:****Exterior**

- Exterior needs pressure washing and sealing to prevent leaks.
- Low hanging guy wire outside Portable Classroom 56.
- Unsafe portable classrooms needed to be removed.

**Interior**

- Outdated Asbestos Management Plan.
- No Ground Fault Circuit Interrupter (GFCI) type receptacles on water fountains.

**Main Halls**

- No door closer on the cafeteria hall door.
- No emergency lighting.

- Inoperable water fountain in the cafeteria hall.
- Missing panic hardware on north exit doors.
- Damaged ceiling tile in the northeast hall.
- Light switch cover not secured in the east hall.

### **Restrooms**

- Inoperable toilet in the south boys' restroom.
- Damaged floor tile in the staff restroom near Room 15.

### **Classrooms**

- Exposed wires in Room 12.
- Unprotected lights in the storage room in Room 12.
- Classroom doors cannot be locked.
- Several windowsills were rotten.
- Unsecured electrical conduit on the north wall in Room 7.
- Rotten wood on the southeast corner in Room 6.
- More than 20% of walls covered with paper/art work in Room 4.

### **Kitchen/Dining Area**

- Inoperable exit sign in the dining area.
- No emergency lighting in the dining area.
- Slide lock on exit door in the dining area.
- No panic hardware on exit doors in the dining area.
- Exit door opens inward in the dining area.
- Unprotected lights in the cooking area.
- No type K portable fire extinguisher in the kitchen.

### **Auditorium**

- Inoperable emergency lighting.
- Unprotected light in the stage area.

### **Portable Classrooms**

- No lighted exit signs in Portable Classrooms 23, 55, 56, and 98.
- Unprotected lights in Portable Classroom 56.

- Portable Classroom 56 was not level.

**Corrective Actions:**

- Clean and seal exterior of building to prevent leaks.
- Raise low hanging guy wire outside Portable Classroom 56.
- Remove all unsafe portable classrooms.
- Provide up-to-date copy of Asbestos Management Plan in main office.
- Install GFCI type receptacles where needed.
- Install door closers where needed.
- Install emergency lighting where needed.
- Repair or replace all inoperable water fountains.
- Install panic hardware where needed.
- Replace all missing/damaged ceiling tiles.
- Secure loose light switch cover in the east hall.
- Repair inoperable toilet in the south boys' restroom.
- Replace damaged floor tile in the staff restroom near Room 15.
- Provide covers for all exposed wires.
- Provide covers for all unprotected lights.
- Install door hardware or other device that will allow classroom doors to be secured.
- Replace rotten windowsills/wood where needed.
- Secure all loose electrical conduit.
- Verify no more than 20% of classroom walls are covered with paper/art work.
- Repair or replace all inoperable lighted exit signs/emergency lighting.
- Remove slide lock from exit door in the dining area.
- Reverse exit door in dining area so that it opens in the direction of egress.
- Provide a type K portable fire extinguisher in the kitchen.
- Install lighted exit signs where needed.
- Level Portable Classroom 56.

## **Green Elementary School**

**Dr. McGee, Principal**

**Attended by: Mr. Fred Davis, Maintenance Director and Ms. Irvin, Head of Custodians**

### **Findings:**

#### **Exterior**

- Damaged wooden walkways to portable classrooms.
- Rotten/damaged walkway outside Room 026 needs to be removed.
- Playground did not meet Consumer Product Safety Commission guidelines.

#### **Interior**

- No Ground Fault Circuit Interrupter (GFCI) type receptacles on water fountains.

#### **Kitchen/Dining Area**

- No lighted exit signs above south doors.
- Exit/emergency lighting inoperable above west door.
- Inoperable light on the vent-hood.
- Unprotected lights by the back door in the kitchen area.
- Boxes stored within 18 inches of the ceiling in the dry goods area.
- Damaged floor tile in the dining area.

#### **Classrooms**

- Second means of egress windows were inoperable in Rooms 5, 6, and 7.
- No Ground Fault Circuit Interrupter (GFCI) type receptacles on water fountains.
- Curtains covering second means of egress windows in Room 4.
- Unprotected light in the restroom in Room 2.

#### **Portable Classrooms**

- No exterior door handle on Portable Classroom 024.
- Damaged skirting on several portable classrooms.
- Rotten wood on the northwest corner of Portable Classroom 026.
- Portable Classroom 036 is not level.
- Damaged electrical outlet on the north wall in Portable Classroom 107.
- Missing doorway threshold in Portable Classroom 107.
- Damaged floor tile in Portable Classroom 316.



- Rotten wood at the entrance of Portable Classroom 053.
- Unprotected lights in Portable Classroom 315 and 107.
- Unprotected lights outside Portable Classrooms 036, 245, 315, and 316.

### **Auditorium**

- Inoperable emergency lighting in the seating area.

### **Halls**

- No emergency lighting in hall.
- Broken door glass on east hall exit door.
- Inoperable exit sign on the south hall.

### **Corrective Actions:**

- Repair or replace damaged walkways to portable classrooms.
- Install GFCI type receptacles where needed.
- Install lighted exit signs where needed.
- Repair or replace all inoperable exit signs/emergency lighting.
- Replace all inoperable lights.
- Provide covers for unprotected lights.
- Remove boxes stored within 18 inches of ceiling in the dry goods area.
- Replace damaged floor tile.
- Verify all classroom egress windows are operational.
- Remove curtains/paper from second means of egress windows.
- Install outside door handle on Portable Classroom 024.
- Replace missing and damaged skirting around portable classrooms.
- Replace rotten wood on Portable Classrooms 026 and 053.
- Level Portable Classroom 036.
- Repair damaged electrical outlet in Portable Classroom 107.
- Replace missing threshold in doorway of Portable Classroom 107.
- Replace damaged floor tile.
- Install emergency lighting where needed.
- Replace broken glass near the northeast hall door.

**Recommendation:**

- Provide shock absorbent material around all playground equipment. Refer to the Consumer Product Safety Commission's Guidelines for Playground Safety: [www.cpsc.gov](http://www.cpsc.gov).

**John Hopkins Elementary School****Dr. Black, Principal****Attended by: Mr. Fred Davis, Maintenance Director****Findings:****Exterior**

- Unprotected lights above the west exit doors.

**Interior**

- No Ground Fault Circuit Interrupter (GFCI) type receptacles on water fountains.

**Main Building**

- Several classrooms were cluttered. For example, old books were stacked on desks and/or chairs, decorations were scattered (e.g., not in boxes, or were stacked or laying out), unused items were left out or not disposed.
- Several classrooms had more than 20% of walls covered with paper/art work.
- Several classrooms did not have a second means egress.
- Unprotected electrical outlet on the south wall in the ESS room.
- Expired portable fire extinguisher in Room 126.
- Power strips plugged into power strips in the computer room.
- No portable fire extinguisher in the computer room.
- Unprotected lights in the Grade 3 and 5 restrooms.
- Unprotected lights in the stage area.

**Kitchen/Dining Area**

- Unprotected lights in the cooking area and dry goods area.
- Obstructed southeast exit door.

**Corrective Actions:**

- Provide covers for unprotected lights.
- Install GFCI type receptacles on all water fountains.
- Remove clutter from classrooms.

- Verify no more than 20% of classroom walls are covered with paper.
- Provide a second means of egress in each classroom where needed.
- Provide covers for all unprotected electrical outlets.
- Have all expired portable fire extinguishers inspected, tested, and tagged.
- Verify power strips are plugged directly into a permanent power source.
- Provide a portable fire extinguisher in the computer room.
- Verify all second means of egress doors are unobstructed.

### **Isable Elementary School**

**Dr. Micca Knox, Principal**

**Attended by: Ms. Giles, Head Custodian**

### **Findings:**

#### **Exterior**

- ~~• No “Visitor” parking signs.~~
- ~~• Main utility shut-offs not identified by signage.~~
- ~~• Exterior A/C panels not secure.~~
- Rotten wood on the eaves of the Kindergarten building.
- Open hole in the yard behind the Kindergarten building.

#### **Interior**

- ~~• No campus map identifying locations of main utility shut-offs posted in the main office.~~
- ~~• Asbestos Management Plan not on file in the main office.~~
- ~~• Fire alarm systems in trouble mode.~~
- ~~• Water fountains lack Ground Fault Circuit Interrupter (GFCI) type receptacles.~~
- Boiler certificate not posted.
- ~~• Inoperable ceiling lights in several classrooms.~~

#### **Classrooms**

- ~~• Windows do not meet Life Safety Code.~~
- ~~• Classrooms had more than 20% of their walls covered with paper/art work.~~
- ~~• Roof leaks in several classrooms and the library.~~
- ~~• Missing ceiling tiles in several classrooms.~~
- ~~• Electrical extension cord used as a permanent power source in Room 2.~~

## Halls

- ~~No exit/emergency lighting in stairwells.~~
- ~~No emergency lighting on Grades 3, 4, and 5 halls.~~
- ~~Hall security gate not secured.~~
- ~~Emergency lighting was inoperable on Grade 2 hall.~~
- ~~Water leaks down the walls on the Pre-K hall near the main office after a rain.~~
- ~~North exit door on the Pre-K hall was obstructed with office furniture.~~
- ~~No panic hardware on the north Pre-K hall exit door.~~
- ~~Southwest exit door on the Grade 2 hall was obstructed with office furniture.~~

## Restrooms

- ~~Damaged urinals in Grade 2 and 3 boys' restrooms.~~
- ~~Roof leak in Grade 2 boys' restroom.~~

## Kitchen/Dining Area

- ~~Seating capacity not posted in the dining area.~~
- ~~Evacuation maps not posted in the dining area.~~
- ~~Inoperable emergency lighting in the dining area.~~
- ~~Exposed wires above the cooler in the cooking area.~~
- ~~Discharged type K portable fire extinguisher is in the cooking area.~~
- No panic hardware on the south exit doors in the dining area.
- ~~Unprotected lights in the boiler room.~~
- ~~Missing cover from the boiler room electrical panel.~~
- ~~Kitchen staff has not received fire safety training.~~

## Auditorium

- ~~Seating capacity not posted in the seating area.~~
- ~~Evacuation maps not posted in the seating area.~~
- ~~Inoperable emergency lighting in the seating area.~~
- ~~Roof leaks.~~

## Corrective Actions:

- Replace damaged wood on Kindergarten building eaves.
- Fill in hole in yard behind Kindergarten building.

- Post updated boiler certificates near equipment.
- Install panic hardware on south exit doors in the dining area.

### **Johnson Elementary School**

**Ms. Strong, Principal**

**Attended by: Mr. Fred Davis, Maintenance Director**

### **Findings:**

#### **Exterior**

- Unprotected lights above the entrance doors.

#### **Interior**

- Trouble code on fire alarm system.
- No Ground Fault Circuit Interrupter (GFCI) type receptacles on water fountains.

#### **Kitchen/Dining Area**

- Unprotected lights in the cooking area.
- No panic hardware on the dining area exit doors.
- Unprotected lights in the cafeteria restrooms.

#### **Main Building**

- Unprotected lights in the Kindergarten classroom restrooms.
- Second means of egress windows were obstructed in several classrooms.
- Several classrooms had paper on their egress windows.
- Unprotected lights in Rooms 1 and 2 and stairwells.
- Unsecured east Kindergarten hall security gate.
- Missing step tread on the east stairwell.

#### **Auditorium**

- Inoperable emergency lighting.
- Unprotected lights in the restrooms.
- Old computers and tires cluttered the stage area.

### **Corrective Actions:**

- Provide covers for all unprotected lights.
- Have fire alarm system inspected and repaired to clear trouble codes.

- Install GFCI type receptacles on all water fountains.
- Install panic hardware on dining area exit doors.
- Verify second means of egress windows are unobstructed.
- Remove paper/curtains from egress windows.
- Secure hall security gate on the Kindergarten hall.
- Replace missing step tread in east stairwell.
- Repair or replace inoperable emergency lighting in the auditorium.
- Remove clutter from the stage area.

### **Key Elementary School**

**Ms. Woody, Principal**

**Attended by: Mr. Fred Davis, Maintenance Director**

### **Findings:**

#### **Main Halls**

- No Ground Fault Circuit Interrupter (GFCI) type receptacles on water fountains.
- Inoperable emergency lighting in stairwells.
- Unprotected lights in the lower restroom halls.

#### **Kitchen/Dining Area**

- Inoperable emergency lighting.

#### **Auditorium**

- Inoperable emergency lighting.

#### **Classrooms**

- Several windows were inoperable.

#### **Restrooms**

- Unprotected lights in the Grade 2 boys' restroom.

#### **Portable Classrooms**

- Portable Classroom 4 not being used.
- Unprotected exterior light by the door in Portable Classroom 197.
- Unprotected lights in Portable Classroom 197.

**Corrective Actions:**

- Install GFCI type receptacles where needed.
- Repair or replace all inoperable emergency lighting.
- Provide covers for all unprotected lights.
- Repair inoperable windows to be used as a second means of egress.
- Remove Portable Classroom 4.

**Lake Elementary School****Ms. Sutton, Principal****Attended by: Mr. Fred Davis, Maintenance Director****Findings:****Exterior**

- Low hanging service wire touching metal awning near portable classrooms.

**Boiler Room**

- Cluttered.

**Halls**

- No emergency lighting.
- No Ground Fault Circuit Interrupter (GFCI) type receptacle on water fountains.
- Damaged door closer on the north Grade 3 hall.

**Auditorium**

- No panic hardware on north exit doors.

**Classrooms**

- Grade 3 classroom doors cannot be locked.
- More than 20% of walls covered with paper/art work in Rooms 3, 5, 7, and 19.

**Pre-K Hall**

- Inoperable water fountain in the main hall.
- More than 20% of walls covered with paper/art work in Rooms 30 and 33.
- Windows did not meet Life Safety Code for use as a second means of egress in classrooms.

**Portable Classrooms**

- Portable classrooms are not being used.

**Grade 1 Hall**

- Broken second means of egress window in Room 23.
- Several classrooms had paper covering their egress windows.
- Unprotected light in the girls' restroom.
- Damaged door closer in the girls' restroom.

**Grade 2 Hall**

- Broken glass on the southwest exit door.
- More than 20% of walls covered with paper/art work in Room 15.
- Missing exhaust fan cover in the staff restroom.
- Missing door closers in Rooms 10, 11, and 13.
- Unprotected restroom lights in Rooms 9, 10, and 11.

**Kitchen/Dining Area**

- No lighted exit signs in the dining area.
- No emergency lighting in the dining area.
- Unprotected lights in the cooking area.
- Unprotected lights in the dry goods area.
- More than 20% of walls covered with paper/art work in the dining area.

**Corrective Actions:**

- Raise service wire above awning near portable classrooms.
- Remove clutter from boiler room.
- Install emergency lighting where needed.
- Install GFCI type receptacles where needed.
- Repair or replace all missing/damaged door closers.
- Install panic hardware where needed.
- Install door hardware or other device that will allow classroom doors to be secured.
- Verify no more than 20% of classroom walls are covered with paper/art work.
- Repair or replace all inoperable water fountains.
- Modify one (1) window in each classroom to meet Life Safety Code for use as a second means of egress.



- Verify all second means of egress windows are labeled are kept unobstructed.
- Remove unused portable classrooms.
- Replace broken window in Room 23.
- Remove curtains/paper from all second means of egress windows.
- Provide covers for all unprotected lights.
- Replace broken door glass on the southwest exit door.
- Replace missing exhaust fan cover in Grade 2 hall staff restroom.
- Install lighted exit signs where needed.

### **Lee Elementary School**

**Dr. Cynthia Veals, Principal**

**Attended by: Mr. Fred Davis, Maintenance Director**

### **Findings:**

#### **Exterior**

- Large, deep hole near music portable classroom.
- Electrical A/C panels not secured near portable classrooms.

#### **Boiler Room**

- Cluttered.

#### **Auditorium**

- Exposed wires on stage wall.
- Unsecured helium tank.

#### **Kitchen/Dining Area**

- Inoperable emergency lighting.
- Unprotected lights in the dining area.

#### **Main Halls**

- No panic hardware on east exit door.
- Broken glass on west hall exit door.
- No Ground Fault Circuit Interrupter (GFCI) type receptacle on water fountains.
- Several unprotected lights in restrooms.
- No panic hardware on Grade 3 hall exit doors.

**Classrooms**

- No second means of egress in Rooms 1, 2, 4, 7, 9, 11, 13, and 14.
- Exposed wires on a ceiling fan in Room 14.
- Classroom doors cannot be locked.
- Expired portable fire extinguisher in Room 9.

**Portable Classrooms**

- Damaged skirting on portable classrooms.
- Unprotected exterior lights on Portable Classrooms 210 and 268.
- No door closers in Portable Classrooms 078, 096, and 268.
- No lighted exit signs in Portable Classroom 096.

**Corrective Actions:**

- Fill hole with dirt near music portable classroom.
- Secure exterior electrical A/C panels.
- Remove clutter from boiler room.
- Provide covers for all exposed wires.
- Secure helium tank in the auditorium.
- Repair or replace all inoperable emergency lighting.
- Provide covers for all unprotected lights.
- Install panic hardware where needed.
- Replace broken glass on west hall exit door.
- Install GFCI type receptacles where needed.
- Provide a second means of egress where needed.
- Install door hardware or other device that will allow classroom doors to be secured.
- Have all expired portable fire extinguishers inspected, tested, and tagged.
- Repair or replace damaged skirting on portable classrooms where needed.
- Install door closers where needed.
- Install lighted exit signs in Portable Classroom 096.

## **Marshall Elementary School**

**Ms. Young, Principal**

**Attended by: Mr. Fred Davis, Maintenance Director and Ms. Irvin, Head of Custodians**

### **Findings:**

#### **Exterior**

- Unsecured lower courtyard gates.
- Unprotected light outside Room 25.
- Unprotected lights on the front entrance walkway.
- Disconnected gutter pipe on the southeast end of the new building.

#### **Interior**

- Fire alarm system was in trouble mode.

#### **Lower Courtyard Classrooms**

- Several classrooms had more than 20% of walls covered with paper/art work.
- Electrical extension cord being used as a permanent power source in Room 23.
- Unprotected lights in the courtyard restrooms.
- Damaged floor tile in Room 27.
- Power strips were plugged into power strips in Room 25.

#### **New Wing Classrooms**

- Several classrooms had more than 20% of walls covered with paper/art work.
- Second means of egress windows were obstructed in several classrooms.

#### **Main Building**

- Damaged floor tile in several classrooms.
- East wall electrical outlets were not working in Room 4.
- Missing door closer in Room 7.
- Open blanks in the janitorial closet electrical panel.
- Janitorial closet was full of clutter.
- No Ground Fault Circuit Interrupter (GFCI) type receptacles on water fountains.
- Damaged door closer on the east library exit door.

**Kitchen/Dining Area**

- Inoperable emergency lights.
- Missing floor tile in the cooking area.
- Electrical extension cord being used as a permanent power source on the warmer.

**Auditorium**

- Damaged emergency lighting in the seating area.
- Damaged door closer on the east exit doors.
- Damaged floor tile.

**Corrective Actions:**

- Secure lower courtyard security gates.
- Provide covers for all unprotected lights.
- Repair damaged gutter drain on the southeast side of the new building.
- Have fire alarm system inspected and repaired to clear trouble codes.
- Verify no more than 20% of classroom walls are covered with paper/art work.
- Install a permanent power source where electrical extension cords are being used.
- Replace or cover all damaged/missing floor tile.
- Verify that all power strips are plugged directly into permanent power source.
- Verify all classroom egress windows are not obstructed.
- Repair/replace inoperable electrical outlets.
- Install door closer on exit door in Room 7.
- Provide covers for all open blanks in electrical panels.
- Remove clutter from janitorial closet.
- Install GFCI type receptacles where needed.
- Repair or replace damaged door closers.
- Repair or replace damaged/inoperable emergency lighting.

**McLeod Elementary School**

**Mrs. Blakey, Principal**

**Attended by: Mr. Fred Davis, Maintenance Director and Ms. Irvin, Head of Custodians**

**Findings:****Auditorium**

- No panic hardware on exit doors.

Attachment E

### **Classrooms**

- Windows did not meet Life Safety Code in the old building.
- Power strip plugged into a power strip in Room 16.
- Boxes were stacked within 18 inches of ceiling in Room 18.
- Several second means of egress doors were obstructed in the new building.
- A/C not working in Room 26.
- Unprotected lights in Room 2.

### **Kitchen/Dining Area**

- Unprotected lights in the cooking area.
- Inoperable emergency lighting in the dining area.
- No panic hardware on dining area exit doors.
- West exit door closer damaged.

### **Hallways**

- Emergency lights were inoperable in the old hallways.
- Missing door glass in the new hallway doors.
- Unprotected light entering the new hall.

### **Corrective Actions:**

- Install panic hardware where needed.
- Modify one (1) window in each classroom to meet Life Safety Code for use as a second means of egress in the old building.
- Label all second means of egress windows and verify that they are kept unobstructed.
- Verify that all power strips plug directly into a permanent power source.
- Remove boxes within 18 inches of ceiling in Room 18.
- Remove obstructions from second means of egress doors in the new building.
- Repair A/C in Room 26.
- Provide covers for all unprotected lights.
- Repair or replace inoperable emergency lighting.
- Repair or replace damaged door closers.
- Replace missing glass in doors entering the new hall.

## **North Jackson Elementary School**

**Mrs. Smith, Principal**

**Attended by: Mr. Fred Davis, Maintenance Director and Ms. Pepper, Head of Custodians**

### **Findings:**

#### **Exterior**

- Main utility shut-offs not identified by signage.
- Playground did not meet Consumer Product Safety Commission guidelines.
- Open drains on the north side of the building.
- Rotten drain cover near the parking lot.
- Obstructed gutter on the southeast corner of the building.

#### **Interior**

- No campus map identifying locations of main utility shut-offs posted in the main office.
- There were trouble codes on the fire alarm panel in the main office.
- Unprotected lights in the copy machine room in the main office.

#### **Main Halls**

- No portable fire extinguishers in the main halls.
- Inoperable water fountain outside Room 109.
- Unprotected electrical outlet by the water fountain on Grade 2 hall.
- Missing water fountain outside Room 117.

#### **New Addition Wing (Grade 5)**

- No Ground Fault Circuit Interrupter (GFCI) type receptacle on water fountains.
- A/C not working in Room 131.
- Missing door lock in Room 134.
- An electrical extension cord being used as a permanent power source in Room 134.
- Expired portable fire extinguisher in Room 133.

#### **Kitchen/Dining Area**

- No lighted exit signs in the dining area.
- No portable fire extinguishers in the dining area.
- An unprotected light on the vent-hood.

**Corrective Actions:**

- Use signage to identify and label main utility shut-offs.
- Provide covers for all open drains/holes on the north side of the building.
- Replace rotten drain cover near parking lot.
- Clear obstructed gutter on the southeast corner of the building.
- Post campus map in main office identifying locations of main utility shut-offs.
- Have fire alarm system inspected and repaired to clear trouble codes.
- Provide covers for all unprotected lights.
- Provide portable fire extinguishers where needed.
- Repair/replace all inoperable/missing water fountains.
- Provide covers for all unprotected electrical outlets.
- Install GFCI type receptacles near water fountains.
- Repair A/C in Room 131.
- Replace missing door lock in Room 134.
- Install a permanent power source where electrical extension cords are being used.
- Have all expired portable fire extinguishers inspected, tested, and tagged.
- Install lighted exit signs in the dining area.

**Recommendation:**

- Provide shock absorbent material around all playground equipment. Refer to the Consumer Product Safety Commission's Guidelines for Playground Safety: [www.cpsc.gov](http://www.cpsc.gov).

**Oak Forest Elementary School****Dr. Cheeks, Principal****Attended by: Mr. Fred Davis, Maintenance Director****Findings:****Exterior**

- Unsecured electrical A/C panels near portable classrooms.
- Broken picnic table between portables and building with large shards of wood sticking out.

**Main Halls**

- No Ground Fault Circuit Interrupter (GFCI) type receptacles on water fountains.
- Unprotected light above the south Grade 2 hall exit door.
- Roof leak outside the cafeteria door.

- Unprotected lights in the main hall restrooms.
- Unprotected lights on the Grade 5 hall.
- Missing sink in Grades 4 and 5 boys' restroom.

### **Classrooms**

- Windows did not meet Life Safety Code for use as a second means of egress in the Grade 1 hall.
- Curtains covering classroom windows.
- Unprotected lights in classroom restrooms.
- More than 20% of walls covered with paper/art work in several rooms.
- Windows did not meet Life Safety Code for use as a second means of egress in Grades 4 and 5 hall.
- Several classrooms could not be locked.

### **Auditorium**

- Unprotected lights in the stage area.
- Stage area was cluttered.

### **Kitchen/Dining Area**

- Inoperable light in the kitchen.
- Inoperable emergency lighting.
- No Ground Fault Circuit Interrupter (GFCI) type receptacle on the dining area water fountain.
- Wax stored in the boiler room.

### **Portable Classrooms**

- Unprotected exterior lights on several portable classrooms.
- Discharged portable fire extinguisher in Portable Classroom 021.
- Two-way intercom system inoperable in several portable classrooms.
- Unprotected lights in Portable Classrooms 061, 272, and 311A.
- No door closer in Portable Classroom 061.
- Five (5) portable classrooms not being used.
- Water damaged windows on Portable Classroom 28.

### **Corrective Actions:**

- Secure exterior electrical A/C panels.
- Install GFCI type receptacles where needed.



- Provide covers for all unprotected lights.
- Repair roof leak outside cafeteria door.
- Replace missing sink in Grades 4 and 5 boys' restroom.
- Modify one (1) window in each classroom to meet Life Safety Code for use as a second means of egress.
- Label second means of egress windows and verify that they are kept unobstructed.
- Remove curtains/paper from second means of egress windows.
- Verify no more than 20% of classroom walls are covered with paper/art work.
- Install door hardware or other device that will allow classroom doors to be secured.
- Remove clutter from stage area.
- Replace all inoperable lights.
- Repair or replace all inoperable emergency lighting.
- Remove all combustible material from boiler room.
- Have all discharged portable fire extinguishers inspected, tested, and tagged.
- Repair two-way intercom system in portable classrooms.
- Install door closers where needed.
- Remove unused Portable Classrooms.
- Replace damaged windows on portable classroom 028.

### **Poindexter Elementary School**

**Dr. D. Antrice Smith, Principal**

**Attended by: Mr. Fred Davis, Maintenance Director**

### **Findings:**

#### **Interior**

- Inoperable emergency lighting in the stairwells.
- No emergency lighting in the north stairwell.
- No Ground Fault Circuit Interrupter (GFCI) type receptacles on water fountains.

#### **Kitchen/Dining Area**

- Inoperable exit signs in the dining area.
- Inoperable emergency lighting in the dining area.
- Additional portable fire extinguisher needed in the dining area.
- Damaged floor tile in the kitchen.

**Main Level (Pre-K, Kindergarten)**

- Classroom windows did not meet Life Safety Code for use as a second means of egress.
- Unprotected lights in the teacher's lounge.
- Electrical extension cord being used as a permanent power source in the teacher's lounge.
- Obstructed second means of egress door in the library.

**Auditorium**

- Inoperable emergency lighting.
- Inoperable exit signs.

**Upper Level**

- Classroom windows did not meet Life Safety Code for use as a second means of egress.
- Walls covered with tarps in Room 16.
- Inoperable emergency lighting.
- Inoperable exit signs.
- Missing urinal in the boys' restroom.
- Damaged plumbing in the boys' restroom.
- Inoperable light outside the boys' restroom.
- Unprotected lights in the girls' restroom.
- Power strips plugged into power strips in Room 9.

**Portable Classrooms**

- Damaged exterior light on Portable Classroom 211.
- Portable Classrooms 117 and 253 not being used.
- Mold on the ceiling in Portable Classroom 206.
- Rotten wood on walkways near portable classrooms.
- Walls covered with paper/art work in Portable Classroom 217.
- Unprotected lights in Portable Classrooms 209 and 217.
- No lighted exit signs in Portable Classrooms 029 and 209.
- Damaged wood by entrance of Portable Classroom 029.

**Corrective Actions:**

- Repair or replace all inoperable emergency lighting/exit signs.
- Install emergency lighting/exit signs where needed.

- Install GFCI type receptacles where needed.
- Provide additional portable fire extinguisher in the dining area.
- Replace damaged floor tile in the kitchen.
- Modify one (1) window in each classroom to meet Life Safety Code for use as a second means of egress.
- Verify that all second means of egress windows are labeled and kept unobstructed.
- Provide covers for all unprotected lights.
- Install a permanent power source where electrical extension cords are being used.
- Remove obstruction from library second means of egress door.
- Remove tarps from walls in Room 16.
- Replace missing urinal in the upper level boys' restroom.
- Repair damaged plumbing in restrooms where needed.
- Repair or replace all inoperable/damaged exterior lights.
- Verify that all power strips plug directly into a permanent power source.
- Remove unused portable classrooms.
- Remove mold from ceiling in Portable Classroom 206.
- Replace rotten wood on walkways by portable classrooms.
- Verify no more than 20% of walls are covered with paper/art work in Portable Classroom 217.
- Replace damaged wood by entrance of Portable Classroom 029.

### **Power APAC Elementary School**

**Dr. Martin, Principal**

**Attended by: Mr. Fred Davis, Maintenance Director and Ms. Pepper, Head of Custodians**

### **Findings:**

#### **Exterior**

- Clutter in the boiler room.

#### **Portable Classrooms**

- Unprotected portable classroom exterior lights.
- Damaged portable classroom skirting.
- Exterior light hanging by wires in Portable Classroom 306.
- Unprotected electrical outlet in Portable Classroom 302.
- Exposed hot water tank in south Portable Classroom 312.

**Hallways**

- Inoperable emergency lighting/exit signs.

**Kitchen/Dining Area**

- Inoperable emergency lighting.

**Auditorium**

- Inoperable emergency lighting/exits lights.
- Missing door closer on the northeast exit door.
- Electrical extension cord being used as a permanent power source for overhead stage lights.

**Corrective Actions:**

- Remove clutter from boiler room.
- Provide covers for all unprotected lights.
- Repair or replace damaged skirting around portable classroom.
- Secure exterior light on Portable Classroom 306.
- Provide covers for all unprotected electrical outlets.
- Enclose hot water tank in Portable Classroom 312.
- Repair or replace inoperable emergency lighting/exit signs.
- Repair or replace damaged door closers.
- Install a permanent power source where electrical extension cords are being used.

**Raines Elementary School**

**Dina Owens, Principal**

**Attended by: Mr. Fred Davis, Maintenance Director**

**Findings:****Auditorium**

- Inoperable exit signs.
- Inoperable emergency lighting.
- Additional portable fire extinguisher needed in the seating area.
- Inoperable lights in the stage area.
- Damaged door closer on west side of the stage area.

**Kitchen/Dining Area**

- Inoperable exit signs.
- Inoperable emergency lighting.
- Unprotected lights on the vent-hood.
- Unprotected lights by the staff restroom.
- Ceiling paint was peeling in the kitchen.
- No Ground Fault Circuit Interrupter (GFCI) type receptacle on water fountain in the dining area.

**Grades 1 and 2 Hall (A)**

- Inoperable exit signs.
- Inoperable emergency lighting.
- Missing urinal in the boys' restroom.
- Missing door closer in the boys' restroom.
- No Ground Fault Circuit Interrupter (GFCI) type receptacle on water fountains.
- No evacuation map posted in Room 14.
- Missing door closer in the girls' restroom.
- Obstructed second means of egress doors in Rooms 15 and 17.
- Power strips plugged into power strips in Rooms 15 and 16.
- Electrical extension cord being used as a permanent power source in Room 16.

**Portable Classrooms**

- Exit sign hanging by its wires in Portable Classroom 223.
- Open blank in the electrical panel in Portable Classroom 223.
- Portable Classroom 254 used for storage.
- Inoperable exit sign in Portable Classroom 236.
- Unprotected lights in Portable Classroom 236.
- Inoperable lights in Portable Classroom 236.

**Boiler Room**

- Expired boiler certificate.

**Grades 4 and 5 Hall (B)**

- Inoperable exit signs.
- Inoperable emergency lighting.

- Water fountain by main office was plugged into an electrical extension cord.
- Electrical extension cords plugged into power strips in Rooms 3, 4, 5, 6, 9, 10, 11, and 12.
- Inoperable lights in Rooms 3, 6, and 9.
- No Ground Fault Circuit Interrupter (GFCI) type receptacle on water fountains.
- Unprotected lights in restrooms in Rooms 7, 8, and 10.
- No evacuation map posted in Room 5.

#### **Corrective Actions:**

- Repair or replace all inoperable exit signs/emergency lighting.
- Provide additional portable fire extinguisher in the auditorium.
- Replace all inoperable lights.
- Repair or replace all damaged/missing door closers.
- Provide covers for all unprotected lights.
- Scrape and paint ceiling in the kitchen where needed.
- Install GFCI type receptacles where needed.
- Replace missing urinal in the A hall boys' restroom.
- Post evacuation maps in all classrooms in same general location.
- Remove obstructions from all egress doors.
- Verify that all power strips plug directly into a permanent power source.
- Install a permanent power source where electrical extension cords are being used.
- Secure exit sign in Portable Classroom 223.
- Provide covers for all open blanks in electrical panels.
- Post updated pressure vessel certificates near equipment.

#### **Smith Elementary School**

**Mr. Torrey, Principal**

**Attended by: Mr. Gardner, Custodian**

#### **Findings:**

##### **Exterior**

- ~~• No "Visitor" parking signs.~~
- ~~• No "Handicap" parking signs.~~
- ~~• Main utility shut-offs not identified by signage.~~

## Interior

- ~~• No campus map identifying locations of main utility shut-offs posted in the main office.~~
- ~~• Asbestos Management Plan not on file in the main office.~~
- ~~• There was no emergency lighting in the main halls.~~
- ~~• Exit signs inoperable when tested.~~
- ~~• Several water fountains not equipped with Ground Fault Circuit Interrupter (GFCI) type receptacles.~~

## Pre-K and Grade 2 Hall

- ~~• Several classroom second means of egress windows painted shut.~~
- ~~• Classroom windows not labeled for use as a second means of egress.~~
- ~~• Classrooms had more than 20% of their walls covered with paper/art work.~~

## Playground

- Fall surfacing material had become compressed.

## Grades 3-5 Hall

- ~~• Several classroom second means of egress windows painted shut.~~
- ~~• Classroom windows not labeled for use as a second means of egress.~~
- ~~• Power strip plugged into a power strip in Room 14.~~
- ~~• Paper/curtains covering their second means of egress windows in several classrooms.~~
- ~~• Inoperable light fixture in the boys' restroom.~~
- ~~• Inoperable toilet in the boys' restroom.~~
- ~~• Inoperable exit sign in the girls' restroom.~~

## Kitchen/Dining Area

- ~~• Emergency lighting inoperable in the dining area and kitchen.~~
- ~~• Seating capacity not posted in the dining area.~~
- ~~• No portable fire extinguishers in the dining area.~~
- Expired food permit.
- Expired Health Department certificate.
- ~~• Inoperable lights on the vent hood.~~
- ~~• Unprotected lights in the food prep area.~~
- ~~• Kitchen staff had not received fire safety training.~~
- Unprotected lights by the back door in the kitchen.

## **Boiler Room**

- No pressure vessel certificate posted near equipment.
- ~~Covers were removed from the main electrical service panels.~~

## **Auditorium**

- ~~No portable fire extinguishers in the seating area.~~
- ~~Seating capacity not posted.~~
- ~~Inoperable emergency lighting.~~

## **Corrective Actions:**

- Post updated food permit in the kitchen/dining area.
- Post updated Health Department certificate in the kitchen/dining area.
- Post updated pressure vessel certificates near equipment.

## **Recommendation:**

- Provide shock absorbent material around all playground equipment. Refer to the Consumer Product Safety Commission's Guidelines for Playground Safety: [www.cpsc.gov](http://www.cpsc.gov).

## **Spann Elementary School**

**Nicole Menotti, Principal**

**Attended by: Mr. Fred Davis, Maintenance Director**

## **Findings:**

### **Exterior**

- Damaged sidewalk behind cafeteria.
- Missing foundation vent grates behind the cafeteria.
- Unsecured exterior A/C electrical panels near portable classrooms.

### **Interior**

- Several classroom second means of egress windows were obstructed.
- Classroom doors could not be secured from the inside.
- Several classrooms had no Ground Fault Circuit Interrupter (GFCI) type receptacle near sinks.

## **Kitchen/Dining Area**

- Inoperable exit signs in the dining area.



- Expired boiler certificate in the boiler room.
- No emergency lighting in the dining area.

### **Principal's Hall**

- Inoperable exit signs in the library/auditorium.
- Inoperable emergency lighting in the library/auditorium.
- No Ground Fault Circuit Interrupter (GFCI) type receptacle on water fountains.
- Inoperable exit signs.
- No emergency lighting.

### **Main Hall**

- Curtains covering second means of egress window in Room 101.
- Unprotected lights in the restroom in Rooms 106 and 113.
- Unprotected lights in the girls' restroom outside Room 112.
- Inoperable lights in Room 118.
- No emergency lighting.

### **Grades 3 and 4 Hall**

- No emergency lighting.
- Inoperable exit signs.
- Unprotected lights in Room 111.

### **Grade 5 Hall**

- No emergency lighting.
- Electrical extension cord being used as a permanent power source in Room 115.
- Inoperable light in Room 115.

### **Portable Classrooms**

- No lighted exit signs in Portable Classrooms 067, 074, and 102.
- Inoperable exit signs in Portable Classroom 162.
- Damaged exterior lights on Portable Classroom 162.

### **Corrective Actions:**

- Repair damaged sidewalk behind cafeteria.
- Replace missing foundation vent grates behind cafeteria.

- Secure exterior A/C electrical panels near portable classrooms.
- Remove all obstructions from classroom second means of egress windows.
- Install door hardware or other device that will allow classroom doors to be secured.
- Install GFCI type receptacles where needed.
- Repair or replace all inoperable lighted exit signs.
- Post up-to-date pressure vessel certificates near equipment.
- Install lighted exit signs/emergency lighting where needed.
- Repair or replace all inoperable emergency lighting/exit signs.
- Remove curtains/paper from all second means of egress windows.
- Provide covers for all unprotected lights.
- Repair or replace all inoperable lights.
- Install a permanent power source where electrical extension cords are being used.

### **Sykes Elementary School**

**Dr. Clark, Principal**

**Attended by: Mr. Fred Davis, Maintenance Director**

### **Findings:**

#### **Exterior**

- Unsecured electrical A/C panels near portable classrooms.

#### **Auditorium**

- Inoperable emergency lighting.

#### **Main Halls**

- Inoperable emergency lighting in the Kindergarten hall.
- Inoperable water fountain in the Grade 6 Hall.
- No Ground Fault Circuit Interrupter (GFCI) type receptacle on water fountains.
- Unprotected lights outside the main office.

#### **Classrooms**

- More than 20% of walls covered with paper/art work in several classrooms.
- Second means of egress window not labeled in Room 4.
- Second means of egress windows need to be serviced.
- Several classrooms could not be locked.

- No second means of egress in the Grade 3 hall classrooms.

### **Kitchen/Dining Area**

- No panic hardware on exit doors.

### **Portable Classrooms**

- No door closers in the music room and Portable Classroom 028.
- Unprotected lights in Portable Classroom 028.

### **Corrective Actions:**

- Secure exterior electrical A/C panels.
- Repair or replace all inoperable emergency lighting.
- Repair or replace all inoperable water fountains.
- Install GFCI type receptacles where needed.
- Provide covers for all unprotected lights.
- Verify no more than 20% of classroom walls are covered with paper/art work.
- Label all second means of egress windows and verify that they are kept unobstructed.
- Install door hardware or other device that will allow classroom doors to be secured.
- Provide a second means of egress in the Grade 3 hall classrooms.
- Install panic hardware on dining area exit doors.
- Install door closers where needed.

### **Van Winkle Elementary School**

**Ms. Houston, Principal**

**Attended by: Mr. Fred Davis, Maintenance Director**

### **Findings:**

#### **Exterior**

- Damaged back parking lot surface where buses had parked.

#### **Interior**

- Trouble code on fire alarm system.

### **Main Building**

- Second means of egress doors would not swing open in several classrooms.

- Several classroom door closers were damaged.
- Second means of egress doors were obstructed in several classrooms.
- Several classrooms had more than 20% of walls covered with paper/art work.
- No Ground Fault Circuit Interrupter (GFCI) type receptacles on water fountains.

#### **Kitchen/Dining Area**

- No emergency lighting in the dining area.

#### **Corrective Actions:**

- Repair damaged parking lot.
- Have fire alarm system inspected and repaired to clear trouble codes.
- Remove concrete so egress door can swing open.
- Repair or replace damaged door closers.
- Verify second means of egress doors are not obstructed.
- Verify no more than 20% of classroom walls are covered with paper/art work.
- Install GFCI type receptacles on all water fountains.
- Install emergency lighting in the dining area.

#### **Walton Elementary School**

**Mr. Brady, Principal**

**Attended by: Mr. Fred Davis, Maintenance Director and Ms. Irwin, Head of Custodians**

#### **Findings:**

##### **Classrooms**

- Classroom doors cannot be secured.
- Expired portable fire extinguishers in the library and Room 29.
- Hasp on the exit doors in the library.
- Obstructed second means of egress door in Room 16.
- More than 20% of walls covered with paper/art work in Room 19.
- Damaged electrical light switch box in Room 6.
- Second means of egress windows were more than 44 inches above floor in Room 11.
- Hasps were on second means of egress doors.
- Damaged electrical outlet in Room 25.
- Damaged electrical conduit in Room 25.
- Inoperable lights in Room 22.

- Obstructed second means of egress in several classrooms.

### **Kitchen/Dining Area**

- No panic hardware on the dining area exit doors.
- No portable fire extinguishers in the dining area.
- No Ground Fault Circuit Interrupter (GFCI) type receptacles on water fountains.

### **Auditorium**

- No evacuation maps posted.
- No panic hardware on the exit doors.
- Unprotected lights in the stage area.
- Expired portable fire extinguisher in the stage area.
- Inoperable emergency lighting in the stage area.
- Damaged emergency lighting in the seating area.
- No portable fire extinguishers in the seating area.
- Slide locks on the east exit doors.

### **Restrooms**

- The restrooms were not clean and had a strong odor.
- Unprotected lights in gymnasium men's restroom.
- Lock and hasp on the gymnasium men's restroom door.

### **Halls**

- No emergency lighting in hall.
- No door closers on the Grade 4 hall south exit doors.
- Broken door glass on the north hall exit door near the office.
- No door closer on the Grade 1 hall exit doors.
- No emergency lighting on the Grade 3 hall.

### **Exterior**

- Playground did not meet Consumer Product Safety Commission guidelines.

### **Corrective Actions:**

- Install door hardware or other device that will allow classroom doors to be secured.
- Have all expired portable fire extinguishers inspected, tested, and tagged.

- Remove hasps from egress doors.
- Verify all second means of egress classroom doors will open and are not obstructed.
- Verify no more than 20% of classroom walls are covered with paper/art work.
- Repair damaged electrical light switch box in Room 6.
- Provide steps where second means of egress windows are more than 44 inches from ground.
- Repair damaged electrical outlets.
- Repair damaged electrical conduit in Room 25.
- Replace all inoperable lights.
- Install panic hardware on main exit doors.
- Provide portable fire extinguishers where needed.
- Install GFCI type receptacles where needed.
- Post evacuation maps in auditorium.
- Provide covers for all unprotected lights.
- Repair or replace all damaged/inoperable emergency lighting.
- Remove slide locks from main exit doors.
- Clean and sanitize restrooms.
- Install emergency lighting in halls.
- Install door closers where needed.
- Replace all broken door glass.
- Repair/replace damaged door closers.

**Recommendation:**

- Provide shock absorbent material around all playground equipment. Refer to the Consumer Product Safety Commission's Guidelines for Playground Safety: [www.cpsc.gov](http://www.cpsc.gov).

**Watkins Elementary School**

**Dr. Blake, Principal**

**Attended by: Mr. Fred Davis, Maintenance Director**

**Findings:**

**Exterior**

- Unsecured electrical A/C panels near portable classrooms.

**Main Halls**

- No Ground Fault Circuit Interrupter (GFCI) type receptacle on water fountains.

- Inoperable emergency lighting in main halls.
- Unprotected lights in the cafeteria hall.

### **Classrooms**

- Classroom doors cannot be locked.
- Obstructed second means of egress in Rooms 3 and 4.
- Power strip plugged into a power strip in the computer room.
- No second means of egress in the ANXC classroom.

### **Library**

- Unsecured helium tank.
- Unprotected lights.

### **Kitchen/Dining Area**

- No emergency lighting in the dining area.
- Damaged wood on the south wall.

### **Auditorium**

- Inoperable emergency lighting.

### **Portable Classrooms**

- Exposed wires near door in Portable Classroom 013.
- Unprotected lights in Portable Classroom 306.

### **Corrective Actions:**

- Secure exterior electrical A/C panels.
- Install GFCI type receptacles where needed.
- Repair or replace all inoperable emergency lighting.
- Provide covers for all unprotected lights.
- Install door hardware or other device that will allow classroom doors to be secured.
- Remove obstructions from all second means of egress windows/doors.
- Verify that all power strips plug directly into a permanent power source.
- Provide a second means of egress in the ANXC classroom.
- Secure helium tank in the library.
- Install emergency lighting in the dining area.

- Replace damaged wood on the south wall in the dining area.
- Provide covers for all exposed wires.

### **Wilkins Elementary School**

**Ms. Brown, Principal**

**Attended by: Mr. Fred Davis, Maintenance Director**

### **Findings:**

#### **Exterior**

- Front sidewalk was cracked and damaged.
- Electrical service line hanging low behind the school.

#### **Halls**

- Broken front entrance door glass.
- No Ground Fault Circuit Interrupter (GFCI) type receptacles on water fountains.

#### **Auditorium**

- Inoperable emergency lighting.
- Helium gas cylinder was not secured in the stage area.

#### **Kitchen/Dining Area.**

- Inoperable emergency lighting.
- No panic hardware on the north exit doors.
- Items stacked within 18 inches of ceiling in dry good area.
- Expired Boiler certificate.
- Cluttered boiler room.
- Floor wax stored in the boiler room.

#### **Old Building Classrooms**

- Windows did not meet Life Safety Code in the Kindergarten rooms.
- Unprotected lights in Kindergarten classroom restrooms.
- Chairs were stacked to ceiling in Room 1.
- Several classrooms were cluttered.
- No heat in Room 14.
- Windows did not meet Life Safety Code.



- Power strips were plugged into power strips in Room 9.

### **New Building Classrooms**

- More than 20% of walls were covered with paper/art work in Room 105.
- Portable floor heater being used in Room 115.
- Missing ceiling tile in Room 117.
- Damaged fire alarm pull handle on the east hall.

### **Corrective Actions:**

- Repair damaged sidewalks.
- Raise low hanging electrical service line.
- Replace broken door glass at front entrance.
- Install GFCI type receptacles where needed.
- Repair or replace inoperable emergency lighting.
- Secure helium gas cylinder in the stage area.
- Install panic hardware on north exit door in the dining area.
- Remove items stacked within 18 inches of ceiling in the dry goods area and Room 1.
- Post updated boiler certificate near equipment.
- Remove clutter and floor wax from boiler room.
- Modify one (1) window in each classroom where needed to meet Life Safety Code for use as a second means of egress.
- Label all second means of egress windows and verify they are kept unobstructed.
- Provide covers for unprotected lights.
- Remove clutter from classrooms.
- Repair heat in Room 14.
- Verify all power strips are plugged into a permanent power source.
- Verify no more than 20% of classroom walls are covered with paper/art work.
- Remove floor heater from Room 115.
- Replace missing ceiling tiles.
- Repair fire alarm pull handle on the east hall in the new building.

### **Woodville Heights Elementary School**

**Dr. Lynn Horton, Principal**

**Attended by: Mr. Fred Davis, Maintenance Director**

**Findings:****Interior**

- Inoperable emergency lighting in the main office.
- Inoperable exit sign in the main office.
- Unprotected light in the main office men's staff restroom.
- Several classrooms had no Ground Fault Circuit Interrupter (GFCI) type receptacle near sinks.

**Kitchen/Dining Area/Auditorium**

- Unprotected light outside entrance.
- Inoperable exit signs.
- Inoperable light by the dish sanitizer in the kitchen.
- Electrical extension cord being used as a permanent power source on the serving line.
- Inoperable emergency lighting in the stage area.

**Short Hall**

- Electrical extension cord being used as a permanent power source in the library.
- Unprotected lights in classroom restrooms.
- Obstructed second means of egress window in Room 106.
- Curtains covering second means of egress windows.
- No emergency lighting.

**Long Hall**

- Paper/curtains covering several second means of egress windows.
- Obstructed second means of egress windows in Rooms 109, 112, 113, and 115.
- Power strips plugged into power strips in Rooms 109, 115, and 120.
- Excessive paper covering walls in the main hall.
- Excessive paper covering walls in Room 115.

**Portable Classrooms**

- Damaged exterior light on Portable Classroom 235.
- Weak floor in Portable Classroom 235.
- Excessive clutter in Portable Classrooms 180A and 180B.
- Portable Classrooms 019, 020, 115, and 161 being used as storage.
- No lighted exit signs in Portable Classrooms 9, 10, and 017.

- Unprotected lights in Portable Classroom 9.
- Excessive paper covering walls in Portable Classroom 10.
- Damaged intercom call button in Portable Classroom 160.
- Exit sign was detached from wall in Portable Classroom 274.
- Rotten wood on Portable Classroom 019.

### **Boiler Room**

- Expired boiler certificate.
- Open blanks in electrical panel P.

### **Corrective Actions:**

- Repair or replace all inoperable emergency lighting.
- Repair or replace all inoperable lighted exit signs.
- Provide covers for all unprotected lights.
- Install GFCI type receptacles where needed.
- Repair or replace all inoperable/damaged lights.
- Install a permanent power source where electrical extension cords are being used.
- Remove obstructions from all second means of egress windows.
- Remove curtains/paper from all second means of egress windows.
- Install emergency lighting in the short hall.
- Verify that all power strips plug directly into a permanent power source.
- Verify no more than 20% of classroom/hall walls are covered with paper/art work.
- Repair weak floor in Portable Classroom 235.
- Remove excessive clutter from Portable Classrooms 180A and 180B.
- Install lighted exit signs where needed.
- Repair damaged intercom button in Portable Classroom 160.
- Secure exit sign in Portable Classroom 274.
- Replace rotten wood on Portable Classroom 019.
- Post up-to-date pressure vessel certificates near equipment.
- Replace all missing blanks in electrical panels.

## MIDDLE SCHOOLS

### **Bailey APAC Middle School**

**Ms. Christi Hollingshead, Principal**

**Attended by: Mr. Fred Davis, Maintenance Director and Ms. Pepper, Head of Custodians**

### **Findings:**

#### **Hallways**

- Unsecured hall lockers.
- Unsecured hall gates.
- Unprotected lights in halls.
- Inoperable emergency lights in the lower hall.

#### **Classrooms**

- Unprotected lights in Rooms 102, 228, and 234.
- More than 20% of walls covered with paper/art work in Rooms 112 and 114.
- Obstructed second means of egress in Room 112.
- Damaged conduit on the west wall in Room 107.
- No second means of egress in Rooms 108, 109, and 110.
- Power strips plugged into power strips in Rooms 306, 314, and library.
- Unprotected electrical outlets in Rooms 302 and 303.
- Vent-hood inoperable in Room 303.

#### **Restrooms**

- Damaged door closer on the lower hall boys' restroom.

#### **Kitchen/Dining Area**

- Inoperable emergency lights.
- Water fountains lack Ground Fault Circuit Interrupter (GFCI) type receptacles.
- Open blank in the kitchen electrical panel.
- No lighted exit sign above the north dining area exit door.

#### **Auditorium (stage area under construction at this time)**

- No emergency lighting in the seating and foyer area.
- No portable fire extinguisher in the balcony.

- Several damaged seats.
- Water damaged walls in the north hall.
- Damaged floor tile in the north hall.
- Damaged northeast exit door closer.

### **Gymnasium**

- Inoperable emergency/exit lights.
- No door closers on exit doors.
- No panic hardware on exit doors.
- There was a hasp on the southwest exit door.
- No A/C in the gymnasium.
- No portable fire extinguisher in the locker room area.
- No emergency lights in the locker room area.

### **Corrective Actions:**

- Secure hall lockers.
- Secure hall security gates.
- Provide covers for unprotected lights.
- Repair/replace inoperable emergency lights.
- Verify no more than 20% of classroom walls are covered with paper/art work in Rooms 112 and 114.
- Remove second means of egress obstruction in Room 112.
- Repair/replace damaged electrical conduit in Room 107.
- Provide a second means of egress in Rooms 108, 109, and 110.
- Verify that all power strips are plugged directly into a permanent power source.
- Provide covers for unprotected electrical outlets.
- Repair vent-hood in Room 303.
- Repair/replace damaged door closers on boys' restroom and northeast auditorium doors.
- Install GFCI type receptacles on all water fountains.
- Provide covers for open blanks in electrical panels.
- Install lighted exit sign above north exit door in the dining area.
- Install emergency lights in the auditorium foyer and seating area.
- Provide portable fire extinguisher in the auditorium balcony.
- Repair/replace damaged seats in the auditorium.
- Repair damaged wall in the auditorium north hall.

- Replace damaged floor tile in the auditorium north hall.
- Install emergency lighting/exit signs where needed.
- Install A/C in the gymnasium.
- Install door closers on gymnasium exit doors.
- Install panic hardware on gymnasium exit doors.
- Remove hasp from southwest exit door in gymnasium.
- Install portable fire extinguisher in the locker room area.

### **Brinkley Middle School**

**Mr. Larry Armstrong, Principal**

**Attended by: Mr. Lawson, Head Custodian**

### **Findings:**

#### **Exterior**

- ~~No “Visitor” parking signs.~~
- ~~Main utility shut-offs not identified by signage.~~
- ~~Unprotected lights above the east exit door in the Grade 7 hall.~~
- ~~Sewage leaking under the building for a long period of time.~~
- ~~Sewage/water in the tunnel area has been pumped down several times. It was holding a minimum of 12 inches of water at the time of observation. (This is not a new problem.)~~
- ~~Sink hole in service driveway.~~
- ~~Garbage dumpster is too close to the building.~~

#### **Interior**

- ~~Strong sewage odor in the building.~~
- ~~Bats in the school (auditorium).~~
- ~~No campus map identifying locations of the main utility shut-offs posted in main office.~~
- ~~Asbestos Management Plan not on file in the main office.~~
- ~~Water fountains not equipped with Ground Fault Circuit Interrupter (GFCI) type receptacles.~~
- ~~Fire alarm systems in trouble mode.~~
- ~~Boiler certificates expired.~~
- ~~Expired portable fire extinguisher in the middle stairwell.~~
- ~~Unsecured/damaged lockers in the main halls.~~

## Auditorium

- ~~Missing door closers on the east and west exit doors.~~
- ~~Seating capacity not posted.~~
- ~~Evacuation maps not posted.~~
- ~~Inoperable exit/emergency lighting in the seating area.~~
- ~~No portable fire extinguishers in the seating area.~~
- ~~Damaged walls on the southeast and southwest corners in the seating area.~~
- ~~Chains and padlocks on the northeast exit doors.~~

## Classrooms

- ~~Classroom windows not labeled for use as a second means of egress.~~
- ~~Evacuation maps not posted in all classrooms.~~
- ~~Inoperable ceiling lights in several classrooms.~~
- ~~Several doors had broken glass.~~
- ~~Unprotected electrical outlets in Rooms 113, 114, 115, 117, and 121.~~
- ~~Leaks in Room 102 and library.~~
- ~~No second means of egress in Room 13 (bars on windows).~~
- ~~Exposed wires in Room 113.~~
- ~~Expired portable fire extinguishers in Rooms 118 and 22A.~~
- ~~More than 20% of classroom walls covered with paper in Room 109.~~
- ~~Unprotected light switch in Room 110 storage area.~~
- ~~Unprotected lights in Room 119.~~

## Halls

- ~~Broken glass in the foyer area.~~
- ~~Damaged hall lockers.~~
- ~~No emergency lighting in the middle stairwell.~~
- ~~Strong raw sewage odor in the halls.~~
- The foundation has moved in several areas in the hall.
- ~~Inoperable emergency lighting in the stairwells/ halls.~~
- ~~Unprotected lights.~~
- ~~Inoperable elevator.~~
- ~~Damaged water fountains on the second floor hall.~~
- ~~Exposed electrical wires in the halls near Rooms 113, 115, 210, and 215.~~

## Restrooms

- ~~Unprotected lights in the Grade 6 restrooms.~~
- ~~Inoperable urinal in the Grade 6 boys' restroom.~~
- ~~Unprotected lights in the second floor restrooms.~~
- ~~Hole in the wall in the second floor boys' restroom.~~
- ~~Damaged urinal in the second floor boys' restroom.~~

## Kitchen/Dining Area

- ~~No emergency lighting in the dining area.~~
- ~~No exit signs in the dining area.~~
- ~~Seating capacity not posted in the dining area.~~
- ~~Evacuation maps not posted in the dining area.~~
- ~~Unprotected lights in the dining area.~~
- ~~No portable fire extinguisher in the dining area.~~
- ~~A strong sewage odor.~~
- ~~Problem with rats and mice in the cooking area.~~
- ~~Kitchen staff had not received fire safety training.~~

## Gymnasium

- ~~Strong sewage odor.~~
- ~~Roof leaks.~~
- ~~Unprotected lights.~~
- ~~Inoperable emergency lighting.~~
- ~~Evacuation maps not posted.~~
- ~~Seating capacity not posted.~~
- ~~Unprotected lights in the locker rooms.~~
- ~~Bleachers inoperable.~~
- ~~Damaged panic hardware on the southwest exit door.~~
- ~~Damaged southwest exit door.~~

## Corrective Actions

- Have a foundation company address foundation issues.



**Northwest Middle School**  
**Ms. Denese Sutton, Principal**  
**Attended by: Mr. Hinds, Head Custodian**

**Findings:**

**Exterior**

- ~~• No “Visitor” parking signs.~~
- ~~• Main utility shut-offs not identified by signage.~~
- Expired boiler certificates.

**Interior**

- No campus map identifying locations of main utility shut-offs posted in the main office.
- ~~• Asbestos Management Plan was not on file in the main office.~~
- Fire alarm systems were in trouble mode.
- Water fountains not equipped with Ground Fault Circuit Interrupter (GFCI) type receptacles.
- Roof leaks throughout the buildings.

**Kitchen/Dining Area (not in use)**

- Seating capacity not posted in the dining area.
- Evacuation maps not posted in the dining area.
- Exposed wires on the west wall in the dining area.
- No portable fire extinguisher in the dining area.
- Unprotected lights above the serving line.
- ~~• Kitchen staff had not received fire safety training.~~

**Classrooms**

- ~~• Second means of egress windows not labeled.~~
- ~~• Missing ceiling tiles in Rooms 111, 120, 122, 126, and 127.~~
- ~~• Electrical extension cords used for a permanent power source in Rooms 108 and 130.~~
- ~~• Surge protectors plugged into surge protectors in Rooms 123, 128, and 144.~~
- ~~• Roof leaks in Rooms 115, 126, and library.~~
- ~~• Unprotected lights in Rooms 111, 119, 120, 128, 129, 138, 143, and the library.~~
- ~~• Egress door in Room 117 is damaged.~~
- ~~• Exposed wires in Rooms 115, 116, and 125.~~
- ~~• No second means of egress in Rooms 113, 114, and 117.~~

- ~~• Room 110 was cluttered and more than 20% of walls covered with paper/art work.~~

## Halls

- ~~• Unprotected lights in the Grade 8 hall.~~
- ~~• Damaged west exit sign on the Grade 8 hall.~~
- ~~• Damaged exit signs were on the Grade 7 hall.~~
- ~~• Missing water fountain on the Grade 7 cross hall.~~
- ~~• West exit door on the Grade 7 hall was stuck.~~
- ~~• Damaged north exit sign on the Grade 6 hall.~~

## Restrooms

- ~~• Unprotected lights in boys' restroom on Grade 7 hall.~~

## Corrective Actions:

- Post updated boiler certificates near equipment.
- Post campus map in main office identifying locations of main utility shut-offs.
- Have fire alarm system inspected and repaired.
- Install ground Fault Circuit Interrupter (GFCI) receptacles on all water fountains.
- Repair roof leaks.
- Post seating capacity in the cafeteria dining area.
- Post evacuation maps in the cafeteria dining area.
- Install a portable fire extinguisher in the dining area.
- Provide covers for all unprotected lights.

## Powell Middle School

**Mr. Green, Principal**

**Attended by: Mr. Fred Davis, Maintenance Director and Ms. Pepper, Head of Custodians**

## Findings:

### Classrooms

- Unprotected lights in Rooms 102, 228, and 234.
- Expired fire extinguisher in Room 105.
- Electrical extension cords being used as a permanent power source in Rooms 210, 212, and 232.
- Damaged electrical outlet in Room 239.
- Unprotected electrical outlets in Grade 8 lab and Room 100.

- Missing light switch cover in Grade 8 lab.
- Power strips plugged into power strips in Rooms 205 and 235.
- Second means of egress window not labeled in Room 215.
- Missing ceiling tiles in the JCC room.

### **Portable Classrooms**

- Unused portable classrooms in poor condition inside and out.

### **Hallways**

- Damaged water fountain near Room 234.
- Unprotected lights in the halls.

### **Restrooms**

- Unprotected lights in the girls' Grades 6 and 8 Restrooms.

### **Lower Level West Wing**

- Unprotected lights outside Room 107.
- Unprotected electrical outlet in Room 107.
- Inoperable emergency light outside Room 110.

### **Kitchen/Dining Area**

- Inoperable emergency lights on the south wall.
- Water fountains lack Ground Fault Circuit Interrupter (GFCI) type receptacles.
- Inoperable lights on the vent-hood.
- Unprotected lights in the dry goods area.
- Open blank in the kitchen electrical panel.
- No lighted exit sign above the north dining area exit door.

### **Lower level East Wing**

- Unprotected lights outside the custodian's lounge.
- Inoperable emergency light by the custodian's lounge.
- Unprotected lights in Room 100.
- Unprotected electrical outlet by the sinks in Room 100.

## **Gymnasium**

- Damaged emergency lighting.
- Conduit and light switch was pulled away from the south wall.
- Unprotected lights in the girls' dressing room.
- Inoperable lights in the girls' dressing room.
- Unprotected lights in the women's staff restroom.
- Unprotected lights outside the band hall.
- No second means of egress in the band hall.

## **Corrective Actions:**

- Provide covers for all unprotected lights.
- Have all expired portable fire extinguishers inspected, tested, and tagged.
- Install a permanent power source where electrical extension cords are being used.
- Provide covers for unprotected electrical outlets and switches.
- Replace all damaged electrical outlets.
- Verify all surge protectors are plugged into a permanent power source.
- Label second means of egress window in Room 215.
- Replace missing ceiling tiles.
- Remove portable classrooms not being used.
- Repair/replace all inoperable/missing water fountains.
- Repair/replace inoperable emergency lighting/exit signs.
- Replace inoperable lights.
- Verify GFCI type receptacles are installed on water fountains.
- Provide cover for open blanks in electrical panels.
- Install lighted exit sign above north exit door in the dining area.
- Repair damage conduit and switch on the south wall of the gymnasium.
- Provide a second means of egress in the band hall.

## **Rowan Middle School**

**Dr. Shimelle Thomas Mavericks, Principal**

**Attended by: Ms. Rose, Head Custodian and Coach Spencer.**

### **Findings:**

#### **Exterior**

- ~~• No “Visitor” parking signs.~~
- ~~• Main utility shut-offs not identified by signage.~~
- Expired boiler certificates

#### **Interior**

- ~~• No campus map identifying locations of main utility shut-offs posted in the main office.~~
- Asbestos Management Plan not on file in the main office.
- ~~• Fire alarm system in trouble mode.~~
- ~~• Water fountains not equipped with Ground Fault Circuit Interrupter (GFCI) type receptacles.~~
- ~~• Damaged hall lockers.~~
- ~~• Roof leaks.~~

#### **Auditorium**

- ~~• No seating capacity posted.~~
- ~~• No evacuation maps posted.~~
- ~~• Inoperable exit/emergency lights in the seating area.~~
- ~~• No portable fire extinguishers in the seating area.~~
- ~~• No portable fire extinguishers in the stage area.~~
- ~~• Roof leaks.~~
- ~~• Unprotected lights in the stage area.~~

#### **Classrooms**

- ~~• Windows do not meet Life Safety Code.~~
- No evacuation maps posted.
- Roof leaks.
- Inoperable ceiling lights in several classrooms.
- Unprotected electrical outlets in Room 21.
- Broken window in Room 104.
- More than 20% of classroom walls covered with paper in Room 11.

- ~~No second means of egress in choir and band rooms.~~

## Halls

- ~~No emergency lighting.~~
- ~~No emergency lighting in stairwells.~~
- ~~Roof leaks.~~
- ~~Damaged water fountain in the gymnasium hall.~~

## Gymnasium

- ~~No evacuation maps posted.~~
- ~~No seating capacity posted.~~
- ~~No A/C in gymnasium.~~
- ~~Electrical extension cord connected to scoreboard.~~
- ~~Damaged exit/emergency lighting.~~
- ~~Unprotected lights in east stairwells.~~
- ~~Exposed wires on the northwest wall near exit door.~~
- ~~Northeast exit door obstructed.~~
- ~~Damaged hardware on southwest exit door.~~

## Restrooms

- ~~Unprotected lights in the girls' and boys' gymnasium hall restrooms.~~
- ~~Broken mirror in gymnasium hall boys' restroom.~~
- ~~Damaged floors in gymnasium hall boys' and main hall boys' second floor restrooms.~~
- ~~Missing door closer on the main hall boys' second floor restrooms.~~

## Kitchen/Dining Area

- ~~Seating capacity not posted in the dining area.~~
- ~~Evacuation maps not posted in the dining area.~~
- ~~No portable fire extinguishers in the dining area.~~
- ~~No door closers on the east exit doors.~~
- ~~East exit doors dragging on the floor.~~
- ~~Kitchen staff had not received fire safety training.~~

**Corrective Actions:**

- Post updated boiler certificates near equipment.
- Provide updated Asbestos Management Plan in the main office.
- Post evacuation maps in all classrooms in same general location.
- Repair roof leaks.
- Replace all inoperable lights.
- Provide covers for all unprotected electrical outlets.
- Replace broken window in Room 104.
- Verify no more than 20% of classroom walls are covered with paper/art work in Room 11.
- Repair or replace all missing/damaged door closers.

**Siwell Middle School****Mrs. McIntyre, Principal****Attended by: Mr. Cavett, Custodian****Findings****Exterior**

- ~~Main utility shut offs not identified by signage.~~

**Interior**

- ~~Trouble code on the fire alarm system.~~
- ~~No campus map identifying locations of main utility shut offs posted in the main office.~~
- ~~Evacuation maps not posted in all classrooms.~~
- ~~Inoperable ceiling lights in several classrooms.~~
- ~~Several water fountains not equipped with Ground Fault Circuit Interrupter (GFCI) type receptacles.~~
- ~~Asbestos Management Plan in the main office is incomplete.~~

**Boiler Room**

- ~~Generator had a “Service Required” light on the main panel.~~
- ~~Roof leak.~~
- ~~Expired boiler certificate.~~
- ~~Damaged ceiling tile.~~
- ~~Expired portable fire extinguisher.~~

## Classrooms

- ~~Classroom windows not labeled for use as a second means of egress.~~
- ~~Paper/curtains covering second means of egress windows in several classrooms.~~
- ~~Unprotected electrical outlet in Room 112.~~
- ~~Power strips plugged into power strips in Rooms 115, 117, and 161.~~
- ~~Damaged partition wall in Room 102.~~
- ~~No second means of egress in the technology center (library).~~
- ~~Expired portable fire extinguisher in the technology center (library).~~
- ~~No portable fire extinguisher in the library.~~
- ~~Inoperable window in Room 174.~~
- ~~Damaged workstations in Room 151.~~
- Roof leak in the science lab storage area (Room 151).
- Old chemicals in the science lab storage area (Room 151).
- No chemical inventory in Room 151.
- No Material Safety Data Sheets (MSDS) in Room 151.
- ~~No eye wash station in Rooms 151 and 153.~~
- ~~Several classrooms second means of egress windows were obstructed.~~
- ~~Inoperable exit sign in Room 11 (choral music).~~
- ~~Obstructed second means of egress doors in Rooms 11 (choral music) and 12 (band hall).~~
- ~~Missing ceiling tiles in Room 12 (band hall).~~
- ~~Band hall door had a damaged door closer.~~
- ~~Inoperable exit sign in Room 12 (band hall).~~

## Main Hallways

- ~~No emergency lighting.~~
- ~~Missing ceiling tiles in the Grade 6 boys' restroom.~~
- ~~Damaged door closer on the northwest exit door.~~
- ~~Unprotected lights in the men's restroom on the main office hall.~~
- ~~Open blank in the electrical panel in the clothes storage area by the gymnasium.~~
- ~~Missing ceiling tiles in the boys' restroom by the cafeteria.~~

## Gymnasium

- ~~Missing exit sign.~~
- ~~No emergency lighting.~~



- Evacuation maps not posted.
- Seating capacity not posted.
- Expired portable fire extinguisher by the classrooms.
- Cluttered classrooms in gymnasium.
- Unprotected electrical outlet in the northwest classroom.
- Roof leak.
- No second means of egress in Room 14B.
- Gymnasium classrooms not numbered.
- Damaged/missing ceiling tiles in the girls' dressing room.
- Damaged door closer on the exit door in the girls' dressing room.
- Damaged stalls in the girls' dressing room restroom.
- No portable fire extinguisher in the girls' dressing room.
- Damaged exit sign by the boys' dressing room.
- Unprotected lights by the boys' dressing room.
- Damaged door closer by the boys' dressing room.
- Missing/damaged ceiling tiles in the boys' dressing room.
- Exposed wires where an old clock was hung in the boys' dressing room.
- Damaged dropped ceiling in the boys' dressing room restroom.
- Inoperable lights in the boys' dressing room restroom.
- No portable fire extinguisher in the boys' dressing room.

## **Kitchen/Dining Area**

- No emergency lighting.
- Evacuation maps not posted in the dining area.
- Seating capacity not posted in the dining area.
- No portable fire extinguishers in the dining area.
- Inoperable ceiling lights in the dining area.
- Inoperable lights in the vent hood.
- Vent hood fan inoperable.
- Damaged door closer on the back door.
- Boxes stored within 18 inches of the ceiling in the dry goods area.
- Kitchen staff had not received fire safety training.
- Exposed wires where an old clock was hung by the ice machine.

## Auditorium

- ~~• Evacuation maps not posted.~~
- ~~• Seating capacity not posted.~~
- ~~• No portable fire extinguishers in the seating area.~~

## Corrective Actions:

- Repair roof leaks.
- Properly dispose of old chemicals in Room 151.
- Provide a chemical inventory of all chemicals in Room 151.
- Provide MSDS for all chemicals on hand in Room 151.

## Whitten Middle School

**Mr. Victor Ellis, Principal**

**Attended by: Mr. Henry, Head Custodian**

## Findings:

### Exterior

- ~~• No "Visitor" parking signs.~~
- ~~• Main utility shut-offs not identified by signage.~~
- ~~• Exterior A/C panels not secure.~~
- Expired boiler certificates.
- ~~• Exposed wires on the awing near Portable Classroom 1141.~~

### Interior

- ~~• No campus map identifying locations of main utility shut-offs posted in the main office.~~
- Asbestos Management Plan not on file in the main office.
- ~~• Fire alarm systems in trouble mode.~~
- ~~• Water fountains not equipped with Ground Fault Circuit Interrupter (GFCI) type receptacles.~~
- Roof leaks throughout the buildings.

## Kitchen/Dining Area

- ~~• Seating capacity not posted in the dining area.~~
- ~~• Evacuation maps not posted in the dining area.~~
- Roof leaks.
- ~~• No portable fire extinguishers in the dining area.~~

- ~~• Unprotected lights in the dining area.~~
- ~~• Kitchen staff had not received fire safety training.~~

## Classrooms

- Windows do not meet Life Safety Code.
- Evacuation maps not posted in several classrooms.
- ~~• Doors cannot be secured from inside.~~
- ~~• Door hardware damaged in Room 8-3.~~
- ~~• Unprotected electrical outlets in Rooms 8-1, 7-2, and A-2.~~
- ~~• More than 20% of classroom walls were covered with paperwork in Rooms 1, 4, 6, and 8.~~
- ~~• Surge protectors plugged into surge protectors in Rooms 7-4, 7-9, and library.~~
- ~~• Exposed wires on the north wall in the library.~~
- ~~• Termite damage in Room 7-9.~~
- ~~• Egress door was obstructed in Room A-2.~~
- ~~• No second means of egress in Room A-1.~~
- ~~• Classroom floors dirty.~~
- ~~• Expired portable fire extinguishers in Rooms A-6 and A-8.~~
- Roof leaks in Room 7-1.
- ~~• Bars on the windows in Rooms 1 and 2 on the elective hall.~~
- ~~• Second means of egress windows not labeled in the Grade 6 building.~~
- ~~• More than 20% of classroom walls covered with paper/art work in Grade 6 Rooms 6 and 15.~~
- ~~• Door handle was broken in Room 6-16.~~
- West hall Grade 6 exit door had damaged hardware.
- Roof leaks in the Grade 6 hall near the office and Rooms 6-7 and 6-4.
- Broken door glass in Room 6-4.

## Auditorium

- ~~• Seating capacity not posted in the seating area.~~
- ~~• Evacuation maps not posted in the seating area.~~
- ~~• Emergency lighting inoperable in the seating area.~~
- Roof leaks.
- ~~• Missing and damaged hardware on the southwest and northeast exit doors.~~
- ~~• Holes in the south wall.~~
- ~~• Termite damage on the south wall.~~

- ~~South wall was damp near the southwest door.~~

## **Gymnasium**

- ~~Evacuation maps not posted.~~
- ~~Seating capacity not posted.~~
- ~~Inoperable emergency lighting.~~
- ~~Exposed wires on the northeast wall.~~
- ~~Electrical panels and covers not secured to the east wall.~~
- ~~Southeast exit doors damaged.~~
- ~~Damaged hardware on the west exit door.~~
- ~~Unprotected lights in the boys' locker room.~~
- ~~Damaged water fountain in the boys' locker room.~~
- ~~Water leak in the boys' restroom area causing water to stand on the floor.~~

## **Halls**

- ~~No emergency lighting in most halls.~~
- ~~Inoperable emergency lighting on the Grade 7 hall.~~
- ~~Door closers were damaged/missing on the Grade 7 south exit door.~~
- ~~Roof leak in the gymnasium north hall.~~
- ~~East elective hall exit door closer was damaged.~~
- ~~Damaged water fountain in the elective hall.~~
- ~~Roof leaks in elective hall.~~

## **Restrooms**

- ~~Unprotected lights in the main hall restroom and Grade 7 hall girls' restroom.~~
- ~~Inoperable urinal and missing sink in the boys' Grade 8 hall restroom.~~
- ~~Damaged sink in the girls' Grade 8 hall restroom.~~

## **Portable Classrooms**

- ~~Portable Classroom 1141 has not been used for educating students in 10 years.~~
- ~~Students have been caught in lewd acts in Portable Classroom 1141.~~
- ~~Portable Classroom 1141 full of clutter.~~
- ~~Portable Classroom 005 has not been used for educating students in five (5) years.~~
- ~~Students caught smoking in Portable Classroom 005 on several occasions.~~

- ~~• Portable Classroom 005 full of old books and clutter.~~
- ~~• Unprotected exterior lights on several portable classrooms.~~
- ~~• No smoke detectors in Portable Classrooms 16, 18, and 25.~~
- ~~• No portable fire extinguisher in Portable Classroom 16.~~
- ~~• No door closer on Portable Classroom 25.~~
- ~~• Some of the wooden walkways/handrails leading to portable classrooms were damaged.~~

**Corrective Actions:**

- Post updated boiler certificates near equipment.
- Provide updated Asbestos Management Plan in main office.
- Repair roof leaks.
- Modify one (1) window in each classroom to meet Life Safety Code for use as a second means of egress.
- Verify that all second means of egress windows are labeled and kept unobstructed.
- Post evacuation maps in classrooms in the same general location.
- Replace all broken glass.
- Provide covers for all unprotected lights.
- Repair or replace inoperable urinals in restrooms.

## HIGH SCHOOLS

### Callaway High School

Mr. William Trammell III, Principal

Attended by: Mr. Steward, Head Custodian

#### Findings:

##### Exterior

- ~~• No "Visitor" parking signs.~~
- ~~• Main entrance not readily identifiable.~~
- ~~• Main utility shut-offs not identified by signage.~~
- ~~• Exterior A/C panels not secure.~~
- Expired boiler certificates.
- Hole near the sidewalk on the north side of C building.
- ~~• Graffiti painted on the parking lot and sidewalk behind C building.~~

##### Interior

- ~~• No campus map identifying locations of main utility shut-offs posted in the main office.~~
- ~~• Asbestos Management Plan not on file in the main office.~~
- ~~• Fire alarm systems inoperable.~~
- ~~• Water fountains not equipped with Ground Fault Circuit Interrupter (GFCI) type receptacles.~~
- ~~• Roof leaks throughout buildings.~~
- Damaged to the ceiling tiles due to students jumping over the security gate located in the stairwell on the second floor hall behind the gymnasium (It was reported by staff that students do this daily so they can gamble and school administrator is aware this is happening).

##### Classrooms

- Windows did not meet Life Safety Code (new wing only).
- No second means of egress.
- Evacuation maps not posted in classrooms.
- ~~• More than 20% of walls covered with paper/art work in several classrooms.~~
- ~~• No second means of egress in Rooms 103 and 104.~~
- ~~• Damaged electrical outlet near the door in Room 102.~~
- ~~• Unprotected lights in Rooms 101 and 202.~~
- ~~• Surge protectors plugged into surge protectors in Rooms 101, 103, and 122.~~
- ~~• Missing ceiling tiles in several classrooms.~~

- ~~Inoperable ceiling lights in several classrooms.~~
- ~~Electrical extension cords used as a permanent power source in Rooms A111 and 128.~~
- Exposed wires in the biology lab storage room.
- Lab storage rooms full of clutter.
- No chemical inventories for chemicals in Rooms 119, 118, and 208.
- No Material Safety Data Sheets (MSDS) for chemicals in Rooms 119, 118, and 208.
- Old chemicals need to be removed.
- ~~Water damaged window in Room 208.~~
- ~~Roof leaks in Rooms 208, 210, A215, and library.~~
- ~~Damaged ceiling tile in Room 215.~~
- ~~Inoperable lights in the library.~~
- ~~Several discolored light covers in the library.~~
- Glass containers not stored in a safe cabinet in the old lab (Room 202).

## Halls

- ~~Hall lockers are unused and not secured.~~
- ~~Portable fire extinguishers removed in halls due to students discharging them. (Several extinguishers found stored in a storage room on the second floor away from students.)~~
- ~~No emergency lighting in stairwells.~~
- Damaged tread on stairs.
- ~~Discharged portable fire extinguisher near the records office.~~
- ~~Inoperable emergency lighting in the 100, B100, and B200 halls.~~
- ~~No emergency lights on the A100 and A200 halls.~~
- ~~Damaged door closers on the A100 hall and west 200 doors.~~
- ~~Missing portable fire extinguisher on the west end of the A100 hall.~~
- ~~Unprotected electrical outlet on the water fountain near Room A115.~~
- ~~Hole under the water fountain near the auditorium.~~
- ~~Damaged ceiling tiles in several halls.~~
- ~~No portable fire extinguishers in the B100 hall.~~
- ~~Missing ceiling tile in hall behind the gymnasium.~~
- ~~East exit door in the hall behind the gymnasium obstructed with a security gate.~~
- ~~No portable fire extinguishers in the hall behind the gymnasium.~~
- ~~Exit/emergency lighting damaged in the hall behind the gymnasium.~~
- ~~Unprotected electrical outlet near the east exit door in the hall behind the gymnasium.~~

- ~~Missing door closers on the A 200 west hall doors.~~
- ~~Exposed wires near Room 219 in the main hall.~~
- ~~Electrical extension cord being used as a permanent power source to the drink machine in the main foyer.~~
- ~~Exposed water pump in the hall ceiling outside the boys' restroom on the 200 hall.~~
- ~~The west stairwell on the 200 hall has a roof leak, damaged ceiling tile, and inoperable emergency lighting/exit signs.~~
- ~~No portable fire extinguishers on the 200 hall.~~
- ~~There was an inoperable water fountain near Room 204.~~
- ~~Broken glass in the south exit door leading to the C building.~~

## **Restrooms**

- ~~Damaged/missing stall doors in the 100 hall and second floor restrooms.~~

## **Gymnasium**

- ~~Damaged door closers on several exit doors.~~
- ~~Damaged panic hardware on several exit doors.~~
- Broken glass above the north exit door.
- Evacuation maps not posted.
- ~~Seating capacity not posted.~~
- ~~Damaged exit signs/emergency lighting.~~
- ~~No emergency lighting in the foyer area.~~
- ~~Open blanks in the electrical panel.~~
- ~~Unprotected lights in locker/dressing rooms.~~
- ~~Exposed wires above the southwest exit door.~~
- ~~Bleachers damaged and inoperable.~~
- ~~Unprotected lights in the west gymnasium hall.~~
- ~~Missing ceiling tile in the west gymnasium hall.~~
- ~~Roof leaks.~~
- ~~Discharged portable fire extinguisher.~~
- ~~Unprotected lights in the locker rooms.~~

## **Auditorium**

- ~~Seating capacity not posted in the seating area.~~
- ~~Evacuation maps not posted in the seating area.~~
- ~~Inoperable emergency lighting in the seating area.~~



- ~~No portable fire extinguishers in the seating area.~~
- ~~East exit doors cannot be secured.~~
- ~~Southeast exit doors obstructed with pipes and wooden boards.~~
- ~~Damaged door closers on the west exit doors.~~
- ~~Damaged seats in the seating area.~~
- ~~Roof leaks in the stage area.~~
- ~~Expired portable fire extinguisher in the stage office.~~
- ~~No portable fire extinguisher in the stage area.~~
- ~~No power on the fire alarm panel in the stage area.~~

### **Kitchen/Dining Area**

- ~~Seating capacity not posted in the dining area.~~
- ~~Evacuation maps not posted in the dining area.~~
- ~~No portable fire extinguisher in the dining area.~~
- ~~Inoperable emergency lighting in the dining area.~~
- ~~Exposed wires near the milk box on the serving line.~~
- ~~Missing door closer on the southeast exit door in the dining area.~~
- ~~Roof leaks.~~
- ~~Kitchen staff has not received fire safety training.~~

### **C Building**

- ~~Cigarette smoke was strong in the restrooms and main hall.~~
- ~~No second means of egress in classrooms.~~
- ~~Broken door glass in south exit door.~~
- ~~Broken glass above the south exit door.~~
- ~~Door closers damaged on the restroom doors.~~
- ~~No emergency lighting in the hall.~~
- ~~Hall lockers are unused and were not secured.~~
- ~~No portable fire extinguisher in the hall.~~
- ~~Missing ceiling tile in Room 11.~~
- ~~No second means of egress in Room 11.~~
- ~~Roof leaks.~~
- ~~Exposed wires in the band hall near the south exit door.~~
- ~~Student workstation lights were damaged in Room 13.~~

- ~~• Exposed wires in Room 13 on the southeast wall.~~
- ~~• Expired portable fire extinguisher in Room 13.~~
- ~~• Electrical extension cord used as a permanent power source in Room 14.~~
- ~~• Room 16 was cluttered.~~
- ~~• Unprotected lights in the music room.~~
- ~~• No portable fire extinguisher in the music room.~~
- ~~• Water fountains not equipped with Ground Fault Circuit Interrupter (GFCI) type receptacles.~~

### **Field House**

- ~~• Stopped up floor drains causing water to stand on floor.~~
- ~~• Weight room flooded with sewage water.~~
- ~~• Damaged floor tile.~~
- ~~• No portable fire extinguishers.~~
- ~~• Unprotected lights.~~
- ~~• Water fountains not equipped with Ground Fault Circuit Interrupter (GFCI) type receptacles.~~

### **Corrective Actions:**

- Provide updated boiler certificates near equipment.
- Fill hole near sidewalk north of C building.
- Modify one (1) window in each classroom to meet Life Safety Code for use as a second means of egress.
- Label all second means of egress windows and verify they are kept unobstructed.
- Post evacuation maps in all classrooms in same general location.
- Post evacuation maps in the dining area.
- Provide covers for all exposed wires.
- Remove clutter from lab storage area.
- Provide a chemical inventory for all chemicals on hand.
- Provide Material Safety Data Sheets (MSDS) for all chemicals on hand.
- Remove all outdated and unused chemicals from the chemical storage area.
- Secure glass containers when not being used in Room 202.
- Replace damaged step tread.
- Replace all broken door glass.
- Post evacuation maps in gymnasium.

## **Forest Hill High School**

**Mr. Tommy Nalls, Principal**

**Attended by: Mr. Jackson, Head Custodian**

### **Findings:**

#### **Exterior**

- ~~• No “Visitor” parking signs.~~
- ~~• Main entrance not clearly identified.~~
- ~~• Main utility shut-offs not identified by signage.~~
- ~~• Exterior A/C panels not secure.~~
- Expired boiler certificate.
- ~~• Gas smell present behind kitchen.~~
- Several yard drains covered with wooden pallets.
- Football field not level.

#### **Interior**

- ~~• No campus map identifying locations of main utility shut-offs posted in the main office.~~
- ~~• No Asbestos Management Plan on file in the main office.~~
- ~~• The fire alarm systems were in trouble mode.~~
- ~~• Water fountains not equipped with Ground Fault Circuit Interrupter (GFCI) type receptacles.~~
- Expired boiler certificates.
- Several damaged hall lockers.
- Roof leaks throughout the buildings.

#### **Kitchen/Dining Area**

- ~~• Seating capacity not posted in the dining area.~~
- ~~• Evacuation maps not posted in the dining area.~~
- ~~• Unprotected lights in the cooking area and dry goods room.~~
- ~~• Damaged /missing door closers on exit doors in the dining area.~~
- ~~• Water fountain cover was in the dining area.~~
- ~~• Kitchen staff had not received fire safety training.~~

#### **Classrooms**

- ~~• Second means of egress windows not labeled.~~
- Evacuation maps not posted in several classrooms.

- ~~Inoperable ceiling lights in several classrooms.~~
- ~~Damaged door hardware in Room 232.~~
- ~~Roof leaks in Rooms 116, 119, 124, 145, 231, and 217.~~
- ~~Power strips plugged into power strips in Rooms 137, 142, 144, 208, 212, and 243.~~
- ~~Doors cannot be locked from inside.~~
- ~~Electrical extension cords used as a permanent power source in Rooms 115, 220, and 246.~~
- ~~Unprotected electrical outlets in Rooms 124, 127, 133, 138, 226, 228, 238, 239, and 246.~~
- No second means of egress in Rooms 125 and 132.
- ~~Second means of egress blocked in Rooms 107, 108, and 108B.~~
- ~~Exposed wires on the west wall in Room 228.~~
- No chemical inventories for chemicals in Rooms 119, 120, and 121.
- No Material Safety Data Sheets (MSDS) for chemicals in Rooms 119, 120, and 121.
- ~~Damaged door closer on the library door.~~
- ~~Exercise equipment stored in the library.~~
- ~~More than 20% of walls covered with paper in Rooms 220 and 242.~~
- Dirty floors.

## Halls

- ~~Unprotected lights in the science hall.~~
- ~~Missing door closer on the main entrance door.~~
- ~~Missing water fountain near Room 133.~~
- ~~Water fountain inoperable near Room 226.~~
- ~~Discharged portable fire extinguisher near Room 220.~~
- ~~Roof leak in Room 202 for an extended time and students have complained about the smell.~~
- ~~No emergency lighting in the common halls.~~
- ~~Damaged ceiling tile in the common area.~~
- Dirty floors.

## Auditorium

- ~~Seating capacity not posted in the seating area.~~
- ~~Evacuation maps not posted in the seating area.~~
- ~~Inoperable emergency lighting in the seating area.~~
- ~~Dirty and damaged carpet.~~
- ~~Walls had water damage.~~

- Roof leaks in the stage and seating area.
- ~~Exposed wires on the stage floor, in the pit and on the west wall.~~
- Termite damage on the stage floor.
- ~~Damaged light in the east foyer.~~

## Restrooms

- ~~Unprotected lights in Rooms 106 and 248 restrooms.~~
- ~~Damaged floor in Room 106 restroom.~~
- ~~Missing urinal in the Room 248 boys' restroom.~~
- Dirty restrooms.

## Gymnasium

- No A/C in the Gymnasium.
- ~~Exposed wires on the heaters in the foyer area.~~
- ~~Damaged door closers on the northeast exit doors.~~
- ~~Evacuation maps not posted.~~
- ~~Seating capacity not posted.~~
- ~~Inoperable emergency lighting.~~
- ~~Unprotected lights near the ticket booth, foyer area, restrooms, and locker rooms.~~
- ~~Ten (10) exit doors cannot be unlocked from the outside.~~
- ~~Broken glass on the southwest exit door.~~
- ~~Bleacher area dirty.~~
- Gym floor not level.
- ~~Floor tile damaged at the south exit doors.~~
- Missing ceiling tile in restrooms.
- Damaged water fountains in locker rooms.
- ~~Step tread to locker rooms damaged.~~
- ~~No portable fire extinguisher in the multipurpose room.~~
- ~~No emergency/exit lights in the multipurpose room.~~
- ~~Ants in the multipurpose room near the storage room.~~

## Field House

- ~~Fire alarm system was in trouble mode.~~
- ~~No portable fire extinguisher.~~

- Damaged water fountain.
- ~~Water standing under sinks in the locker room.~~

## **Band Hall**

- ~~Unprotected lights above entrance door.~~
- ~~Fire alarm system was turned off.~~
- ~~No emergency lights.~~
- ~~Exit lights were inoperable.~~
- ~~Broken glass on the entrance door.~~
- ~~No portable fire extinguisher.~~

## **ROTC Building**

### **Classrooms**

- Evacuation maps not posted.
- ~~Inoperable ceiling lights in several classrooms.~~
- No second means of egress in Rooms 301 and 317.
- ~~Damaged walls ceiling and floor in Room 301.~~
- ~~Roof leaks.~~
- ~~Electrical extension cords used as a permanent power source in Rooms 304 and 317.~~
- ~~Unprotected lights in Rooms 304 and 315 and the soccer room.~~
- No way to secure the old locker room.
- Dirty Classrooms.

### **Restrooms**

- ~~Sewer lines to the restroom has collapsed causing flooding when it rains.~~
- ~~Unprotected lights.~~
- ~~Missing sinks.~~
- ~~Unclean.~~

### **Halls**

- ~~No portable fire extinguishers.~~
- ~~Exposed wires near Room 304.~~
- ~~South exit door will not lock.~~
- ~~Damaged doors closers on the south exit doors.~~

**Corrective Actions:**

- Post updated boiler certificates near equipment.
- Yard drains covered with wooden pallets should have the proper grates installed on them.
- Contact the Mississippi High School Athletic Association for information regarding football field repair.
- Repair all roof leaks.
- Secure or remove all damaged hall lockers.
- Post evacuation maps in all classrooms in same general location.
- Modify one (1) window in each classroom to meet Life Safety Code for use as a second means of egress.
- Label all second means of egress windows and verify they are kept unobstructed.
- Provide a second means of egress in Rooms 125 and 132.
- Provide a chemical inventory for all chemicals in Rooms 119, 120, and 121.
- Provide Material Safety Data Sheets (MSDS) for all chemicals in Rooms 119, 120, and 121.
- Classroom floors should be cleaned often.
- Repair/replace inoperable water fountains.
- Treat for termites in the stage area.
- Replace damaged/missing ceiling tiles.
- Restroom must be cleaned and sanitized.
- Install A/C in the gymnasium.
- Replace all missing/damaged ceiling tiles.
- Repair leaks under sinks in the field house.
- Install a second means of egress in ROTC Rooms 301 and 317.

**Jim Hill High School****Ms. Tanyatemeika Mason, Principal****Attended by: Mr. Edward, Head Custodian****Findings:****Exterior**

- No “Visitor” parking signs.
- ~~Main entrance not clearly identified.~~
- ~~Main utility shut-offs not identified by signage.~~
- ~~Exterior A/C panels not secure.~~
- Expired boiler certificates.

## Interior

- ~~No campus map identifying locations of main utility shut-offs posted in the main office.~~
- ~~No Asbestos Management Plan on file in the main office.~~
- ~~Fire alarm systems in trouble mode.~~
- ~~Water fountains not equipped with Ground Fault Circuit Interrupter (GFCI) type receptacles.~~
- ~~Roof leaks throughout the buildings.~~

## Kitchen/Dining Area

- ~~Seating capacity not posted in the dining area.~~
- ~~Evacuation maps not posted in the dining area.~~
- ~~Boxes stacked against the heater in the dry storage area.~~
- ~~Exposed wires near the cooler.~~
- ~~Damaged electrical outlet near the vent hood.~~
- ~~Kitchen staff had not received fire safety training.~~
- ~~No portable fire extinguishers in the dining area.~~
- ~~No exit signs in the dining area.~~

## Classrooms

- Evacuation maps not posted in classrooms.
- ~~Second means of egress not labeled.~~
- ~~Inoperable ceiling lights in several classrooms.~~
- ~~Unprotected lights in Rooms 106, 211, and 301.~~
- Student workstations damaged in Room 301.
- ~~Bars on the window in Room 300.~~
- No chemical inventories for chemicals in Rooms 303, 305, and 308.
- No Material Safety Data Sheets (MSDS) for chemicals in Rooms 303, 305, and 308.
- Old chemicals needed removing.
- No emergency cutoffs at the teacher's station in labs.
- ~~Missing ceiling tiles in Room 305.~~
- ~~Roof leaks in Rooms 307, 309, and 310.~~
- ~~Egress doors obstructed in Room 407 and the ISS classroom.~~
- ~~Electrical extension cord used as a permanent power source in the ISS room.~~
- ~~Surge protectors plugged into surge protectors in Room 100.~~
- ~~Windows did not meet Life Safety Code in Room 112.~~



## Halls

- ~~Unprotected lights on the 200 and 300 halls.~~
- Damaged water fountains on the 100 and 300 halls.
- ~~Discharged portable fire extinguisher near the breezeway on the 300 hall.~~
- ~~Damaged exit signs on the 200, 300, and 400 halls.~~
- ~~Exposed wires on clocks on the 200 and 400 halls.~~
- ~~Exposed wires near Rooms 106 and 407.~~
- ~~No emergency lighting in stairwells.~~
- ~~Open blanks in the electrical panel on the 200 hall near Room 200.~~
- ~~Unprotected lights in stairwells.~~
- ~~Security gates not secured on the 100 hall.~~
- ~~Damaged panic hardware on the 100 west hall exit door.~~
- ~~Unprotected light switch near the 100 west hall exit door.~~

## Auditorium

- ~~Seating capacity not posted in the seating area.~~
- ~~Evacuation maps not posted in the seating area.~~
- ~~No portable fire extinguishers in the seating area.~~
- ~~No portable fire extinguisher in the stage area.~~
- ~~Damaged door closers on the exit doors.~~

## Gymnasium

- ~~Evacuation maps not posted.~~
- ~~Seating capacity not posted.~~
- ~~Damaged exit/emergency lights.~~
- ~~Roof leaks.~~
- Damaged bleachers.
- ~~Damaged panic hardware on the southwest exit door.~~

## Restrooms

- ~~The 300 girls' restroom locked due to inoperable sinks and toilets.~~
- ~~Unprotected lights in the 300 restrooms.~~
- ~~Unprotected lights in the 100 boys' restroom.~~
- Inoperable urinals in the 100 boys' restroom.

- Unprotected lights in the second floor restrooms.

## Field House

- Fire alarm system in trouble mode.

## ROTC Building

- ~~• Fire alarm system in trouble mode.~~
- ~~• Broken window glass on the south hall window.~~
- ~~• Classroom doors cannot be locked from inside.~~
- ~~• Classroom windows cannot be secured.~~
- ~~• Second means of egress windows not labeled.~~

## Grade 9 Building

- Fire alarm systems in trouble mode.
- ~~• Roof leaks.~~

## Grade 9 Classrooms

- ~~• Second means of egress windows not labeled.~~
- ~~• Unprotected electrical outlet in Room 604.~~
- Evacuation maps not posted in classrooms.
- ~~• Roof leak in Room 501.~~
- No chemical inventory for chemicals in Room 501.
- No Material Safety Data Sheets (MSDS) for chemicals in Room 502.
- Old chemicals needed to be removed.
- ~~• Damaged door hardware on band hall door.~~
- Dirty carpet in the band hall.

## Halls

- ~~• Damaged panic hardware on the 500 hall north exit door.~~
- ~~• Unprotected lights in the south stairwells.~~
- ~~• Missing ceiling tile on the 600 hall.~~

## Restrooms

- ~~• Unprotected lights in the restrooms.~~
- ~~• Damaged door closer on the 600 hall boys' restroom door.~~

**Corrective Actions:**

- Provide “Visitor” parking signs.
- Post updated boiler certificates near equipment.
- Post evacuation maps in classrooms in same general location.
- Repair damaged work station in Room 301.
- Provide a chemical inventory for all chemicals on hand.
- Provide Material Safety Data Sheets (MSDS) for all chemicals on hand.
- Remove old chemicals.
- Install emergency cut-offs at teacher’s station in labs.
- Repair/replace all damaged water fountains.
- Clean/repair damaged bleachers.
- Repair/replace all damaged urinals in restroom.
- Provide covers for all unprotected lights.
- Repair fire alarm systems.
- Clean/replace carpet in the band hall.

**Murrah High School****Mr. Green, Principal****Attended by: Ms. Evans, Head Custodian****Findings:****Exterior**

- ~~No “Visitor” parking signs.~~
- ~~Main utility shut offs not identified by signage.~~
- ~~Exterior A/C panels not secure.~~

**Interior**

- Trouble code on the alarm system.
- ~~No campus map identifying locations of main utility shut offs posted in the main office.~~
- ~~Asbestos Management Plan not on file in the main office.~~
- Evacuation maps not posted in all classrooms.
- Inoperable ceiling lights in several classrooms.
- ~~Water fountains not equipped with Ground Fault Circuit Interrupter (GFCI) type receptacles.~~

## Auditorium

- Trouble code on the alarm panel by the auditorium entrance.
- ~~No portable fire extinguisher in the stage area.~~
- ~~Evacuation maps not posted.~~
- ~~Seating capacity not posted.~~
- ~~Inoperable emergency lighting.~~

## Grade 9 Building

- ~~Broken glass pane on the entrance door.~~
- ~~Unprotected light in the lower and upper girls' restrooms.~~
- Classroom windows not labeled for use as a second means of egress.
- ~~Expired portable fire extinguisher between Rooms 405 and 407.~~
- ~~Power strips plugged into power strips in Rooms 409, 504, and 505.~~
- ~~Books stored under the south stairwell.~~
- ~~Damaged exit sign by the south stairwell.~~
- ~~Unprotected lights in the upper boys' restroom.~~
- ~~Detached electrical outlet in Room 510.~~
- ~~Missing ceiling tiles in Rooms 504 and 506.~~
- ~~Missing lights in Room 503.~~
- ~~Expired/discharged portable fire extinguisher in Room 502.~~
- ~~Unprotected electrical outlet on a workstation in Room 501.~~
- ~~Expired portable fire extinguisher in Room 501.~~

## Portable Classrooms

- Damaged flooring by the entrance.
- ~~Damaged panic hardware in Portable Classroom 305.~~
- No lighted exit signs in Portable Classrooms 304 and 305.
- Unprotected lights in Portable Classrooms 304A, 304B, 305, and 306A.
- ~~No smoke detectors in Portable Classrooms 301, 302, 304A, 304B, 305, 306A, and 306B.~~
- ~~Damaged steps by Portable Classroom 304.~~
- ~~Damaged walls in Portable Classrooms 304A, 306A, and 306B.~~
- ~~Unprotected electrical outlet on the west wall of Portable Classroom 304A.~~
- Inoperable exit signs in Portable Classrooms 301, 302, 306A, and 306B.
- ~~Damaged walkways (tripping hazard) by the portable classrooms.~~

- No portable fire extinguisher in Portable Classroom 306B.
- ~~Intercom inoperable in Portable Classroom 301.~~
- No emergency lighting in portable classrooms.

### **Main Building 100 Hall**

- Electrical extension cord used as a permanent power source in the library.
- Power strip plugged into a power strip in the library.
- ~~Emergency lighting inoperable in the library.~~
- ~~Emergency lighting inoperable in the main halls.~~
- ~~Intercom not working properly in Room 108.~~
- ~~Second means of egress doors obstructed in Rooms 104, 106 and 108.~~
- ~~Damaged door closers by Room 104 in the main hall.~~
- No second means of egress in Rooms 101, 103, 105 and 107.
- ~~Power strips plugged into power strips in Rooms 103, 116, 117 and 118.~~
- Electrical extension cords used as a permanent power source in Rooms 105, 118 and 119.
- ~~Unprotected lights by the east stairwell.~~
- Classroom windows did not meet Life Safety Code for use as a second means of egress.
- ~~Loose electrical conduit on the east wall in Room 124.~~
- ~~Unprotected lights in the stairwell by Room 127.~~
- East wing classroom windows not labeled for use as a second means of egress.
- Several east wing classroom windows covered with paper/curtains.
- ~~Discharged portable fire extinguisher on the south end of the east hall.~~
- ~~Damaged exit sign in the south stairwell of the east hall.~~
- ~~Unprotected lights in the south stairwell of the east hall.~~
- ~~Damaged water fountain by Room 131.~~
- Foundation dropped in Rooms 112, 114, and 117.
- Wall damage caused by foundation settling in Room 117.

### **Main Building 200 Hall (Upper Floor)**

- ~~Emergency lighting was inoperable in the stairwells and main hall.~~
- ~~Old tables needed to be removed from Room 201.~~
- No second means of egress in Room 201.
- ~~Room 201 was drafty.~~
- ~~Damaged door in Room 202.~~

- ~~Power strips plugged into power strips in Rooms 202 and 206.~~
- Classroom windows did not meet Life Safety Code for use as a second means of egress.
- ~~Inoperable west exit sign.~~
- ~~Detached/loose electrical conduit in Rooms 205 and 207.~~
- No chemical inventory in Room 206.
- No Material Safety Data Sheets (MSDS) in Room 206.
- Old unused chemicals in the chemical storage area in Room 206.
- Eye-wash station inoperable in Room 206.
- ~~Missing ceiling tiles outside Room 210.~~
- ~~Ceiling water leak outside Room 210.~~
- ~~Unprotected lights in the boys' restroom.~~
- ~~Intercom did not work properly in Room 217.~~
- ~~Missing ceiling tiles in the east wing boys' restroom.~~
- Classroom windows not labeled for use as a second means of egress in Rooms 219, 220, 221, 222, and 223.
- ~~Room 223 was cluttered.~~

## **Gymnasium**

- Broken window pane on the gymnasium door across from Room 105.
- No lighted exit signs in the lobby.
- ~~Inoperable lights in the lobby.~~
- ~~No panic hardware on gymnasium doors leading into the lobby.~~
- Emergency lighting inoperable/damaged.
- ~~Evacuation maps not posted.~~
- ~~Seating capacity not posted.~~
- Damaged data wires by the entrance of boys' home dressing room.
- ~~Unprotected lights in the dressing rooms.~~
- ~~Weight room needed painting.~~

## **Field House**

- Trouble code on the fire alarm system.

## **Kitchen/Dining Area**

- Exposed wires in the green electrical panel in the boiler room.
- ~~Open blanks in the boiler room electrical panels.~~

- ~~• Boiler certificates not posted near equipment.~~
- Unprotected lights in the cooler/freezers.
- ~~• Inoperable lights in the vent hood.~~
- ~~• No portable fire extinguishers in the dining area.~~
- ~~• Evacuation maps not posted in the dining area.~~
- ~~• Seating capacity not posted in the dining area.~~
- No emergency lighting in the dining area.
- ~~• Kitchen staff had not received fire safety training.~~

### **Corrective Actions:**

- Have all alarm systems inspected and repaired to clear trouble codes.
- Post evacuation maps in all classrooms in same general location.
- Repair or replace all inoperable lights.
- Verify that all second means of egress windows are labeled and kept unobstructed.
- Repair damaged floor in portable classrooms.
- Install lighted exit signs/emergency lighting where needed.
- Provide covers for all unprotected lights.
- Provide a portable fire extinguisher in Portable Classroom 306B.
- Install a permanent power source where electrical extension cords are being used.
- Verify that all power strips plug directly into a permanent power source.
- Modify one (1) window in each classroom to meet Life Safety Code for use as a second means of egress.
- Remove paper/curtains from all second means of egress windows.
- Repair foundation in Rooms 112, 114, and 117.
- Provide a second means of egress in Room 201.
- Provide a chemical inventory for all chemicals on hand in Room 206.
- Provide MSDS for all chemicals on hand in Room 206.
- Properly remove old unused chemicals from Room 206.
- Replace broken windows by the gymnasium lobby doors.
- Install lighted exit signs/emergency lighting where needed.
- Provide covers for all exposed wires.

## **Provine High School**

**Mrs. Thomas, Principal**

**Attended by: Mr. Terry, Custodian**

### **Findings:**

#### **Exterior**

- ~~• No “Visitor” parking signs.~~
- ~~• Main utility shut-offs not identified by signage.~~
- Unsecured exterior A/C panels.
- Broken windows by the gymnasium lobby entrance doors.

#### **Interior**

- ~~• No campus map identifying locations of main utility shut-offs posted in the main office.~~
- ~~• Asbestos Management Plan not on file in the main office.~~
- Trouble code on the fire alarm system.
- ~~• Inoperable ceiling lights in some classrooms.~~
- ~~• Evacuation maps not posted in all classrooms.~~
- ~~• Water fountains not equipped with Ground Fault Circuit Interrupter (GFCI) type receptacles.~~
- ~~• Unsecured hall gates campus wide.~~

#### **100 Hall**

- No second means of egress in classrooms.
- ~~• Inoperable toilet in the men’s faculty restroom.~~
- ~~• Inoperable emergency lighting.~~
- ~~• Electrical extension cords used as a permanent power source in Rooms 106 and 107.~~
- ~~• Exposed wires where an old clock was hung.~~

#### **Attendance Wing**

- ~~• Damaged plumbing access cover in the boys’ restroom near the attendance wing.~~
- Classroom windows did not meet Life Safety Code for use as a second means of egress.
- ~~• Power strips plugged into power strips in Rooms 125 and 133.~~
- Paper/curtains covering windows in several classrooms.
- Electrical extension cord used as a permanent power source in Room 131.
- ~~• No emergency lighting in the south stairwell.~~



### Attendance Wing (Upper Floor)

- Classroom windows did not meet Life Safety Code for use as a second means of egress.
- Paper/curtains covering windows in several classrooms.
- ~~No chemical inventory in the chemistry lab.~~
- ~~No Material Safety Data Sheets (MSDS) in the chemistry lab.~~
- Old chemicals in the chemistry lab storage area that needed to be removed.
- ~~Cluttered chemistry lab.~~
- ~~Expired portable fire extinguisher in the chemistry lab storage area.~~
- ~~Inoperable vent hood fan in the chemistry lab.~~
- ~~Inoperable urinals in the boys' restroom.~~

### 200 Hall (Upper Floor)

- Classroom windows did not meet Life Safety Code for use as a second means of egress.
- ~~Power strips plugged into power strips in Rooms 203 and 211.~~
- ~~Old chemicals in Room 203 storage area.~~
- ~~Partition wall held up by 2x4's in Room 203.~~
- ~~There was unsecured electrical conduit in Room 214.~~
- ~~Emergency lighting inoperable.~~
- ~~Electrical extension cords used as a permanent power source in Rooms 206 and 212.~~
- ~~Inoperable emergency lighting in west stairwell.~~
- ~~Unprotected lights in the west stairwell.~~

### Auditorium

- Trouble code on the alarm panel by the auditorium entrance.
- ~~No portable fire extinguishers in the seating area.~~
- ~~Evacuation maps not posted.~~
- ~~Seating capacity not posted.~~
- ~~Damaged seats.~~
- ~~Unprotected lights in the stage area.~~
- ~~Chains and padlocks on the west stage exit doors.~~

### West Main Hall

- ~~No portable fire extinguisher in the library.~~
- ~~Evacuation maps not posted in the library and career center.~~

- ~~• Inoperable emergency lighting.~~

### **Lunch Room Hall**

- ~~• Loose electrical conduit/receptacle box in Room 118.~~
- Missing door closer in Room 118.
- ~~• Expired portable fire extinguisher in Room 120.~~
- Windows did not meet Life Safety Code for use as a second means of egress in Rooms 119A, 119B, and 120.
- ~~• Power strip plugged into a power strip in Room 119.~~
- ~~• Electrical extension cord used as a permanent power source in Room 119A.~~
- ~~• Inoperable panic hardware on the exit door across from the dining area.~~

### **Gymnasium**

- ~~• Evacuation maps not posted.~~
- ~~• Seating capacity not posted.~~
- ~~• Damaged/inoperable emergency lighting.~~
- ~~• Unprotected lights in the restrooms.~~
- ~~• Gymnasium exit doors not equipped with panic hardware.~~
- ~~• Slide locks on exit doors.~~

### **New Wing (Grade 9)**

- ~~• Expired portable fire extinguisher in the principal's office.~~
- Trouble code on the alarm system.
- Obstructed second means of egress windows in Rooms 134, 139, and 232.
- ~~• Classroom windows not labeled for use as a second means of egress.~~
- ~~• Expired portable fire extinguisher in Room 141.~~
- Power strips plugged into power strips in Rooms 141 and 232.
- ~~• Unprotected lights in the boys' restroom outside Room 140.~~
- Electrical extension cords used as a permanent power source in Rooms 134 and 233.
- ~~• Damaged back splash in the upper level boys' restroom.~~
- Multiple unprotected electrical outlets on workstations in Room 237.

### **Boiler Room**

- ~~• Open blank in an electrical panel.~~
- ~~• Water/sewage backed up and sitting under the kitchen foundation.~~

- ~~• Light fixture hanging by wires outside the boiler room doors.~~
- Expired boiler certificates.

### **Kitchen/Dining Area**

- ~~• No emergency lighting in the dining area.~~
- ~~• Inoperable exit sign in the southwest corner of the dining area.~~
- ~~• Evacuation maps not posted in the dining area.~~
- ~~• Seating capacity not posted in the dining area.~~
- ~~• No portable fire extinguishers in the dining area.~~
- ~~• Kitchen staff had not received fire safety training.~~
- Expired portable fire extinguisher by the back loading dock.
- ~~• Unprotected lights in the dry goods area.~~
- ~~• Unprotected light in the kitchen staff locker area.~~
- ~~• Inoperable lights in the vent hood.~~
- Expired food permit.
- ~~• Floor drains covered up to keep odor (caused by sitting water under the foundation) from entering the building.~~

### **Field House**

- ~~• Expired portable fire extinguisher in the weight room.~~
- Trouble code on the fire alarm system.

### **Corrective Actions:**

- Secure exterior A/C panels.
- Replace broken window near gymnasium lobby entrance door.
- Have all alarm systems inspected and repaired to clear trouble codes.
- Modify one (1) window in each classroom to meet Life Safety Code for use as a second means of egress.
- Verify that all second means of egress windows are labeled and kept unobstructed.
- Remove paper/curtains from all second means of egress windows.
- Install a permanent power source where electrical extension cords are being used.
- Remove old chemicals from the chemistry lab.
- Repair or replace damaged door closers.
- Verify that all power strips plug directly into a permanent power source.
- Provide covers for all unprotected electrical outlets.
- Post updated boiler certificates near equipment.

- Have all portable fire extinguishers inspected, tested, and tagged.
- Post updated food permit in kitchen/dining area.

### **Wingfield High School**

**Dr. Willie Killins, Principal**

**Attended by: Mr. Wallace, Head Custodian**

### **Findings:**

#### **Exterior**

- ~~• No “Visitor” parking signs.~~
- ~~• Main entrance not clearly identified.~~
- ~~• Main utility shut-offs not identified by signage.~~
- ~~• Exterior A/C panels not secure.~~
- Expired boiler certificates.
- Water standing in the tunnel area under the school.
- ~~• Tunnel door not secured at time of audit.~~
- ~~• Damaged awning outside the 100 hall south exit door.~~
- ~~• Electrical service wires to the portable classrooms in contact with metal awning.~~
- Sinkhole outside Room 212.
- ~~• Dirt washing away from the sinkhole outside Room 212 caused by tree needing to be removed and sinkhole filled.~~
- ~~• Water drainage and odor problems under the schools at the dead end hall.~~
- ~~• No egress for students from the patio area.~~
- ~~• Damaged/rotten wood on walkways and handrails going to portable classrooms.~~
- Damaged fence around the tennis court was damaged.
- ~~• Vegetation growing in the field house gutters.~~

#### **Interior**

- ~~• No campus map identifying locations of main utility shut-offs posted in the main office.~~
- ~~• Asbestos Management Plan not on file in the main office.~~
- ~~• Fire alarm systems in trouble mode.~~
- ~~• Water fountains not equipped with Ground Fault Circuit Interrupter (GFCI) type receptacles.~~
- ~~• Damaged hall lockers.~~
- ~~• Area under the school at the dead end hall is wet and gives off a strong odor.~~
- Roof leaks throughout the buildings.

## Kitchen/Dining Area

- ~~Seating capacity not posted in the dining area.~~
- ~~Evacuation maps not posted in the dining area.~~
- ~~Inoperable emergency lighting in the dining area.~~
- ~~Exposed wires above the water fountain in the dining area.~~
- ~~No portable fire extinguishers in the dining area.~~
- ~~Surge protectors plugged into surge protectors in the cooking area.~~
- ~~Kitchen staff had not received fire safety training.~~

## Halls

- ~~Lockers not secure.~~
- ~~No emergency lighting in the 100 hall.~~
- ~~Unprotected lights in the 100 hall.~~
- ~~Water enters the building under the east main hall exit door (doors will not open).~~
- ~~Hole in the wall at the water fountain near the office.~~
- ~~No emergency lighting in the stairwells.~~
- ~~Exit light was hanging by wires above south exit door in the 200 hall.~~
- ~~No emergency lighting in the 200 hall.~~
- ~~No portable fire extinguisher in the 200 hall.~~
- ~~Damaged door closers on the north and east exit doors of the 200 hall.~~
- ~~Security gate not secured in the shop hall.~~
- ~~Unprotected lights in the shop hall.~~
- ~~Missing door closers in the shop hall.~~
- ~~Broken glass in the north shop hall exit door.~~
- ~~Damaged south hall exit doors and doorframes.~~

## Classrooms

- ~~Second means of egress window not labeled.~~
- ~~Inoperable ceiling lights in several classrooms.~~
- ~~Broken window in Room 104.~~
- ~~More than 20% of classroom walls covered with paper in Rooms 206 and 210.~~
- ~~No second means of egress in Rooms 97, 98, 99, and 214.~~
- ~~Surge protectors plugged into surge protectors in Rooms 206, 208, and 209.~~
- ~~Library server room was cluttered and had poor ventilation.~~

- Missing ceiling tiles in Rooms 97 and 204.
- ~~Unprotected electrical outlets in Rooms 199, 201, and 208.~~
- Roof leaks in Rooms 97, 110, 112, and choir room.
- ~~Discharged portable fire extinguisher in Room 200.~~
- Missing wall heater cover in Room 200.
- Water stands in the northeast corner of Room 110 after a rain.
- Chained doors in the band room.
- Missing ceiling tile in the band room.
- Missing portable fire extinguisher in the band room.
- ~~Hole in the north wall at ground level where water enters the band room.~~
- ~~No second means of egress in Room 118 (choir room).~~
- No chemical inventories for chemicals in classrooms.
- No Material Safety Data Sheets (MSDS) for chemicals in classrooms.

### **Portable Classrooms**

- ~~No smoke detectors in the portables classrooms.~~
- ~~Unprotected exterior lights.~~
- ~~Portable classroom exit doors could not be secured.~~
- ~~Broken door glass on Portable Classroom 11.~~
- ~~Unprotected lights in Portables Classrooms 1, 2, 3, 6, 8, 16, and 18.~~
- ~~Weak floors in portables classrooms.~~
- ~~Exposed wires in the ceiling of Portable Classroom 3.~~
- ~~Damaged walls in Portable Classroom 3.~~
- ~~A/C not working in Portable Classroom 3.~~
- ~~Roof leaks in Portable Classrooms 6 and 8.~~

### **Auditorium**

- ~~Seating capacity not posted in the seating area.~~
- ~~Evacuation maps not posted in the seating area.~~
- ~~Inoperable emergency lighting in the seating area.~~
- ~~Chains and locks on the northeast exit door.~~
- ~~No portable fire extinguishers in the seating area.~~
- ~~Discharged portable fire extinguisher in the stage area.~~
- ~~Damaged seats.~~

## Gymnasium

- ~~Evacuation maps not posted.~~
- ~~Seating capacity not posted.~~
- ~~Inoperable emergency lighting.~~
- ~~Open blanks in the electrical panel.~~
- ~~Damaged conduit on the south wall.~~
- ~~Exposed wires on the east and north walls.~~
- Playing surface floor sweats due to water standing under the building.
- ~~Unprotected lights in the locker rooms.~~
- ~~Roof leak in the girls' locker room.~~
- ~~Exposed wires in the locker rooms.~~
- Unprotected lights in the old coaches' office.
- ~~No A/C in the gymnasium.~~
- ~~Bleacher area dirty.~~

## Restrooms

- ~~Inoperable urinals in the boys' 100 hall restroom.~~
- ~~Missing ceiling tile in the 100 girls' restroom.~~
- ~~Missing sinks in the 200 hall boys' restroom.~~
- ~~Fire alarm wires exposed in the 200 hall boys' restroom.~~
- ~~Unprotected lights in the 100 boys' restroom near the office.~~
- ~~Exposed wires in the ceiling of the 100 boys' restroom near the office.~~

## Grade 9 Building

- Fire alarm in trouble mode.
- ~~Classroom second means of egress not labeled.~~
- ~~Unprotected electrical outlets in Rooms 311, 312, and 409.~~
- No chemical inventory for chemicals in Room 409.
- No Material Safety Data Sheets (MSDS) for chemicals in Room 409.
- ~~Cut-off not labeled in Room 408.~~
- ~~A/C not working.~~
- ~~Surge protectors plugged into surge protectors in Room 404.~~

## Halls

- ~~• Damaged door closers on the north exit doors.~~
- ~~• Unprotected lights in the north hall.~~
- Missing water fountain on the south hall.
- ~~• Damaged door closer in the south stairwell.~~
- ~~• No emergency lighting.~~

## Corrective Actions:

- Post updated boiler certificates near equipment.
- Determine why water is standing in the tunnel under the building.
- Address and repair the sinkhole area outside Room 214.
- Repair damaged fence on the tennis courts.
- Repair roof leaks.
- Move dirt away from the outside of the east exit door in the main hall that causes water to enter the building after a rain.
- Provide a second means of egress in Rooms 97, 98, 99, and 214.
- Verify that all second means of egress windows are labeled and kept unobstructed.
- Replace all missing ceiling tiles.
- Replace missing heater cover in Room 200.
- Determine why water stands in Room 110 after a rain.
- Remove chain and lock from band room exit doors.
- Provide a portable fire extinguisher in the band room.
- Provide a chemical inventory for all chemicals in lab classrooms.
- Provide Material Safety Data Sheets (MSDS) for all chemicals in lab classrooms.
- Resolve problem causing gymnasium floor to sweat.
- Provide covers for all unprotected lights.
- Have fire alarm system inspected in the Grade 9 buildings.
- Replace missing water fountain on the south hall.



## **OTHER FINDINGS:**

### **Capital City Alternative School**

**Dr. Falanda Addison-Ross, Principal**

**Attended by: Mr. Fred Davis, Maintenance Director**

#### **Findings:**

##### **Exterior**

- Inoperable/unprotected lights at the main entrance.

##### **Main Office**

- Power strip plugged into a power strip.

##### **Gymnasium**

- Inoperable emergency lighting.

##### **Main Hall**

- Power strips plugged into power strips in the library.
- Obstructed second means of egress door in the library.
- Unprotected lights in the men's restroom by the library.
- Unprotected lights in the women's restroom by the library.

##### **Kitchen/Dining Area**

- Inoperable exit signs.
- Inoperable emergency lighting.
- No seating capacity posted in the dining area.
- No evacuation maps posted in the dining area.
- No Ground Fault Circuit Interrupter (GFCI) type receptacle on the water fountain.
- Inoperable light on the vent-hood.
- Unprotected lights in the pantry.
- Unprotected lights in the kitchen restrooms.
- Open blank in the electrical panel by the back door in the kitchen.
- Expired boiler certificates.
- Open blank in the boiler room electrical panel.

**Field House**

- No lighted exit signs.
- No emergency lighting.
- Broken mirror in the visitors' dressing room.
- Exposed wires in electrical box in the visitors' dressing room.
- Damaged/missing ceiling tiles in the visitors' dressing room.
- Inoperable lights in the visitors' dressing room.
- No portable fire extinguisher in the visitors' dressing room.
- Damaged 220 volt receptacle plate.
- Damaged door closer in the home dressing room.
- No Ground Fault Circuit Interrupter (GFCI) type receptacle on the water fountain.

**Portable Classrooms**

- Damaged exterior light fixture on Portable Classroom 244.
- Inoperable lights in Portable Classrooms 230 and 270.
- Inoperable lighted exit sign in Portable Classroom 230.
- Open blanks in the electrical panel in Portable Classroom 230.
- Unused Portable Classroom 307.
- Unused Portable Classroom 304.
- Unsecured exterior electrical A/C panels.

**Middle School Hall (200)**

- Unsecured electrical panel cover in Room 202.
- Classroom windows did not meet Life Safety Code for use as a second means of egress in Rooms 201, 206, 207, 208, and 209.
- No Ground Fault Circuit Interrupter (GFCI) type receptacles on water fountains.
- Unprotected lights in Rooms 204 and 206.
- Inoperable lights in Room 205.
- Inoperable lights in the girls' restroom on the crossover (short) hall.
- Unprotected lights in the boys' restroom on the crossover (short) hall.

**High School Hall (100)**

- Classroom windows did not meet Life Safety Code for use as a second means of egress in Rooms 101, 102, 103, 107, 108, and 109.
- Unprotected lights in Room 100.
- No Ground Fault Circuit Interrupter (GFCI) type receptacles on water fountains.

- No Ground Fault Circuit Interrupter (GFCI) type receptacles near sinks in Room 105.

**Corrective Actions:**

- Repair or replace all inoperable lights.
- Provide covers for all unprotected lights.
- Verify that all power strips plug directly into a permanent power source.
- Repair or replace all inoperable emergency lighting.
- Remove obstructions from all egress doors.
- Repair or replace all inoperable lighted exit signs.
- Post seating capacity in the dining area.
- Post evacuation maps in the dining area.
- Install GFCI type receptacles where needed.
- Provide covers for all open blanks in electrical panels.
- Post updated boiler certificates near equipment.
- Install lighted exit signs in the field house.
- Install emergency lighting in the field house.
- Replace broken mirror in the field house.
- Provide covers for all exposed wires.
- Replace all damaged/missing ceiling tiles.
- Provide a portable fire extinguisher in the visitors' dressing room.
- Replace all damaged receptacle plates.
- Repair or replace all damaged/missing door closers.
- Replace damaged exterior light fixture on Portable Classroom 244.
- Secure exterior electrical A/C panels near portable classrooms.
- Secure electrical panel cover in Room 202.
- Modify one (1) window in each classroom where needed for use as a second means of egress.
- Verify that all second means of egress windows are labeled and kept unobstructed.

**Career Development Center**  
**Dr. Brenda Jackson, Principal**  
**Attended by: Mr. Fred Davis**

**Findings:**

**Interior**

- Unprotected lights in the foyer.
- No emergency lighting in the stairwells.

**Ground Level Main Building**

- Exposed wires in Room 105.
- Broken glass outside the childcare lab.
- Inoperable lighted exit sign by the elevator.
- Expired pressure vessel certificates in the boiler room.
- Unprotected lights in the culinary arts kitchen storage area.
- Exposed wires in the culinary arts storage area.
- Unprotected lights in the culinary arts dry goods area and classroom.
- Damaged floor tile in the culinary arts dry goods area.

**Upper Level Main Building**

- Staff restroom was out of service by Room 212.
- Unlabeled second means of egress windows.
- Power strips plugged into power strips in Rooms 210 and 217.
- No evacuation map posted in Room 209.
- Unsecured electrical receptacle on the north wall in Room 218.

**A Building (Shops)**

- Unprotected lights in the main hall.
- No lighted exit sign at the north end of the main hall.
- Unprotected lights in the girls' restroom.
- Damaged ceiling tile in the night upholstery shop locker area.
- Unprotected/inoperable lights by the lockers in the night upholstery shop.
- Unprotected lights in the electrical trades shop boys' restroom.
- Boys' restroom was out of order in the electrical trades shop.
- Unprotected lights in the welding area.

- Open blank in the electrical panel in the TV studio lab.
- Unprotected lights on the stage in the TV studio lab.
- No Ground Fault Circuit Interrupter (GFCI) type receptacle on water fountain outside the automotive shop.
- Unprotected electrical outlet on the water fountain outside the automotive shop.
- Unprotected lights by the automotive shop lockers.
- Broken glass on the south door of the automotive shop.
- No Ground Fault Circuit Interrupter (GFCI) type receptacle on water fountain in the HVAC shop.

**Corrective Actions:**

- Provide covers for all unprotected lights.
- Install emergency lighting in the stairwells.
- Provide covers for all exposed wires.
- Replace broken glass outside the childcare lab.
- Repair or replace all inoperable lighted exit signs.
- Post updated pressure vessel certificates near equipment.
- Replace damaged floor tile in the culinary arts dry goods area.
- Restore staff restroom to service outside Room 212.
- Verify that all second means of egress windows are labeled and kept unobstructed.
- Verify that all power strips plug directly into a permanent power source.
- Post evacuation maps in all classrooms in same general location.
- Secure electrical receptacle in Room 218.
- Install a lighted exit sign at the north end of the main hall in the A building.
- Replace all damaged/missing ceiling tiles.
- Restore boys' restroom to service in the electrical trades shop.
- Provide covers for all open blanks in electrical panels.
- Install GFCI type receptacles where needed.
- Provide covers for all unprotected electrical outlets.
- Replace broken glass on the south door of the automotive shop.

## Attachment F: School Safety Audit

Office of Safe and Orderly Schools  
Division of School Safety

### REPORT KEY:

Full Investigative Audit

Legislative Audit

Cleared Deficiencies

Cleared Deficiencies

### DISTRICT-WIDE FINDINGS:

The District's crisis response plan fails to comply with MDE requirements:

- Not all plans include primary and alternate family reunification points.
- Not all plans include provisions for primary and alternate evacuation areas.
- Not all schools have performed emergency drills in accordance with Miss. Code Ann. § 37-11-5.
- Open and unlocked classrooms existed throughout the District, allowing easy access for intruders.
- The District uses codes and signals to initiate drills and emergency procedures. This is in violation of the National Incident Management System (NIMS).
- Not all schools have identified crisis response team members, roles and responsibilities, or provided contact information.
- School blueprints are not included in the crisis response plans.
- Interior doors do not lock.

## ELEMENTARY SCHOOLS

The DISTRICT-WIDE findings remain consistent for the following Elementary Schools:

- Casey Elementary School
- Davis Magnet Elementary School
- ~~French Elementary School~~
- Isable Elementary School
- ~~Lester Elementary School~~
- Smith Elementary School
- Timberland Elementary School

### ADDITIONAL FINDINGS:

#### **Barr Elementary School**

- All doors do not lock; therefore, the school is unable to conduct lockdown drills
- One (1) of the external doors will not lock without a chain

#### **Boyd Elementary School**

- All doors do not lock; therefore, the school is unable to conduct lockdown drills

#### **Brown Elementary School**

- Some of door locks are installed backwards and do not lock; therefore, the school unable to conduct lockdown drills

#### **Casey Elementary School**

- All doors do not lock; therefore, the school is unable to conduct lockdown drills

#### **Davis Magnet Elementary School**

- Classroom doors do not lock

#### **Dawson Elementary School**

- All doors do not lock; therefore, the school is unable to conduct lockdown drills
- Only one (1) reunification point and map provided in campus crisis response plan

### **Galloway Elementary School**

- Crisis response plan has not been revised in accordance with the District's Corrective Action Plan approved by the State Board of Education
- No reunification points or maps in crisis response plan
- No emergency response contact list in crisis response plan

### **Green Elementary School**

- All doors do not lock; therefore, the school is unable to conduct lockdown drills
- Not all staff members are familiar with emergency packs
- Emergency packs are not in all classrooms as required by the *Mississippi School Safety Manual*

### **Isable Elementary School**

- Security gate in hallway separating Jim Hill High School JROTC from elementary students allows for only one (1) means of egress
- Not all staff members are familiar with emergency packs
- Emergency packs not in all classrooms as required by the *Mississippi School Safety Manual*

### **Johnson Elementary School**

- All doors do not lock; therefore, the school is unable to conduct lockdown drills

### **Key Elementary School**

- Emergency packs not in all classrooms as required by the *Mississippi School Safety Manual*

### **Lake Elementary School**

- All doors do not lock; therefore, the school is, unable to conduct lockdown drills

### **Lee Elementary School**

- All doors do not lock, unable to conduct lockdown drills

### **Marshall Elementary School**

- All external doors do not lock, unable to conduct lockdown drills

### **Oak Forest Elementary School**

- All doors do not lock, unable to conduct lockdown drills
- Only one (1) reunification point and map provided in campus crisis response plan



**Poindexter Elementary School**

- Emergency drills have not been performed as required by the *Mississippi School Safety Manual* and Miss. Code Ann. § 37-11-5
- Emergency packs not in all classrooms as required by the *Mississippi School Safety Manual*

**Power APAC Elementary School**

- All doors do not lock, unable to conduct lockdown drills

**Timberlawn Elementary School**

- Crisis response plan has not been revised
- No reunification points or maps included in crisis response plan

**Walton Elementary School**

- All doors do not lock, unable to conduct lockdown drills

**Watkins Elementary School**

- Not all staff members are familiar with emergency packs
- Emergency packs not in all classrooms as required by the *Mississippi School Safety Manual*

**Wilkins Elementary School**

- Emergency drills have not been performed as required by the *Mississippi School Safety Manual* and Miss. Code Ann. § 37-11-5
- Crisis response plan has not been revised in accordance with the District's Correction Action Plan approved by the State Board of Education

**Woodville Heights Elementary School**

- All external doors do not lock, unable to conduct lockdown drill

## MIDDLE SCHOOLS

The DISTRICT-WIDE findings remain consistent for the following Middle Schools:

- Blackburn Middle School
- Brinkley Middle School
- ~~• Chastain Middle School~~
- ~~• Hardy Middle School~~
- Northwest Middle School
- Rowan Middle School
- Siwell Middle School
- ~~• Whitten Middle School~~

### ADDITIONAL FINDINGS:

#### **Blackburn Middle School**

- Neither School Resource Officers (SROs) nor Campus Enforcement Officers were present
- Emergency drills have not been performed as required by the *Mississippi School Safety Manual* and Miss. Code Ann. § 37-11-5

#### **Brinkley Middle School**

- Hall lockers are not in use, but were found unsecured and posing a safety issue
- Emergency drills have not been performed as required by the *Mississippi School Safety Manual* and Miss. Code Ann. § 37-11-5

#### **Chastain Middle School**

- ~~• Perimeter gates were left open providing easy access for intruders~~
- ~~• Closet labeled “P.E.” was filled with clutter and junk~~
- ~~• Neither School Resource Officers (SROs) nor Campus Enforcement Officers were present~~

#### **Hardy Middle School**

- ~~• School Safety Officers (SSOs) reported to the Principal, rather than the Superintendent or other central office staff by the *Mississippi School Safety Manual*~~
- ~~• Lack of student supervision during class changes~~
- ~~• School Resource Officer (SRO) or Campus Law Enforcement Officer was not present~~

#### **Northwest Middle School**

- Unable to secure external door

### **Peeples Middle School**

- Emergency drills have not been performed as required by the *Mississippi School Safety Manual* and Miss. Code Ann. § 37-11-5
- Crisis response plan has not been revised in accordance with the District's Corrective Action Plan approved by the State Board of Education
- Staff members unfamiliar with the crisis response plan

### **Powell Middle School**

- Emergency drills have not been performed as required by the *Mississippi School Safety Manual* and Miss. Code Ann. § 37-11-5
- Not all staff members familiar with the emergency packs
- Emergency packs not in all classrooms as required by the *Mississippi School Safety Manual*
- External doors were not locked upon arrival

### **Rowan Middle School**

- Emergency drills have not been performed as required by the *Mississippi School Safety Manual* and Miss. Code Ann. § 37-11-5
- Principal unaware of the requirement to conduct monthly fire drills
- Not all staff members familiar with the emergency packs
- Emergency packs not in all classrooms as required by the *Mississippi School Safety Manual*
- All doors do not lock; therefore, the school is unable to conduct lockdown drills

### **Siwell Middle School**

- Lockers are not in use and are unsecure
- School Safety Officers (SSOs) are assigned duty stations (according to the *Mississippi School Safety Manual*, SSOs need to be free to conduct routine patrols to ensure buildings are secure and to check for safety hazards)
- Neither School Resource Officers (SROs) nor Campus Law Enforcement Officers were present
- Not all staff members familiar with the emergency packs
- Emergency packs not in all classrooms as required by the *Mississippi School Safety Manual*
- Staff members unfamiliar with the crisis response plan

### **Whitten Middle School**

- ~~No SRO, SSO, or school staff was stationed at the main entrance at the sign-in area~~
- ~~School is located on an open campus; there is no fence/barrier to prevent someone from walking onto campus~~
- ~~Several of the security cameras around the school are inoperable and create blind spots~~

## HIGH SCHOOLS

The DISTRICT-WIDE findings remain consistent for the following High Schools:

- Callaway High School
- Forest Hill High School
- Jim Hill High School
- Lanier High School
- Murrah High School
- ~~Provine High School~~
- Wingfield High School

### ADDITIONAL FINDINGS:

#### **Callaway High School**

- Unenforced student dress code
- Students roam the halls at all times
- Students observed watching videos on their cell phones during class
- Hall lockers that are not in use are unsecured
- East exit door in the hall behind the gymnasium is obstructed with a security gate
- Crisis response plan has not been revised in accordance with the District's Corrective Action Plan approved by the State Board of Education
- Emergency drills have not been performed as required by the *Mississippi School Safety Manual* and Miss. Code Ann. § 37-11-5

#### **Forest Hill High School**

- The metal detector at the front of the school alarmed several times as students entered the school, but no students were stopped or checked prior to entering the building
- No school staff observed monitoring students coming and going from field house
- Students often leave campus through doors that are unlocked or unmonitored
- No student identification and no uniforms; therefore, staff are unable to tell if a student on campus is enrolled in the school
- Unenforced student dress code
- Hall lockers that are not in use are unsecure
- Students roam the halls at all times

### **Jim Hill High School**

- The metal detector at the front of the school alarmed several times as students entered the school, but no students were stopped or checked prior to entering the building
- No School Safety Officer (SSO) was present upon entering the school
- Hallways and doors are inconsistently monitored by School Safety Officers (SSOs)
- Emergency drills have not been performed as required by the *Mississippi School Safety Manual* and Miss. Code Ann. § 37-11-5
- Unenforced student dress code
- JROTC students housed at Isable Elementary on a gated off hallway do not have access to a restroom on the elementary campus and walk back to the high school unsupervised to use the restroom.
- Students roam the halls at all times

### **Lanier High School**

- As school was starting, students were observed being dropped off late, walking inside the building, and turning around and walking off campus
- Lack of supervision, particularly in the stairwells and the area by the stairwells
- Students were playing on their phones and watching movies on tablets during instructional time
- Unenforced student dress code
- School Safety Officers (SSOs) assigned to a particular area would sit and look out a window while students who were late for class gathered within a few feet from the SSO
- School Safety Officers (SSOs) reported to the Principal, rather than the Superintendent or other central office staff by the *Mississippi School Safety Manual*
- Crisis response plan has not been revised in accordance with the District's Corrective Action Plan approved by the State Board of Education
- Emergency drills have not been performed as required by the *Mississippi School Safety Manual* and Miss. Code Ann. § 37-11-5
- Students roam the halls at all times

### **Murrah High School**

- Custodian closets were left unlocked
- Several closets appeared to be a storage place for random items
- School Safety Officers (SSOs) were assigned particular duty stations
- School Safety Officers (SSOs) reported to the Principal, rather than the Superintendent or other central office staff by the *Mississippi School Safety Manual*

### **Provide High School**

- ~~• There was no School Safety Officer (SSO) at entrance to school~~
- ~~• School Resource Officers (SROs), nor Campus Law Enforcement Officers were present~~

### **Wingfield High School**

- There is no second means of egress in the auditorium because the other doors are chained and locked
- Emergency drills have not been performed as required by the *Mississippi School Safety Manual* and Miss. Code Ann. § 37-11-5
- All internal and external doors do not lock, unable to conduct lockdown drills

The following are recommendations made by staff in the Office of Safe and Orderly Schools, Division of School Safety for all schools:

### **DISTRICT WIDE RECOMMENDATIONS:**

- Require that all administrators receive training by MDE in Crisis Response Planning.
- Establish family reunification points, evacuation areas, and preparing emergency evacuation kits. See Appendix V in the *Mississippi School Safety Manual*.
- Administrators shall become familiar with National Incident Management System (NIMS), Incident Command System (ICS) training IS 100sc, IS 200, IS 700, and IS800.
- All visitors shall surrender identification and/or vehicle keys prior to visiting campuses.
- All classroom doors shall remain locked while students are present.
- All unused lockers shall be permanently secured.
- Identify a visitor entrance and waiting area at each school.
- The Jackson Public School Campus Law Enforcement Office shall establish a working relationship with the Jackson Police Department and Hinds County Sheriff's Office.
- The Jackson Public School Campus Law Enforcement Office shall conduct a self-evaluation to better increase response time.
- School Resource Officers shall be more visible in schools.
- School Resource Officers shall be more interactive at elementary and middle schools.
- All doors shall be able to be secured (internal and external).
- All drills shall be completed and documented as required in the *Mississippi School Safety Manual* and Miss. Code Ann. § 37-11-5.

### **ADDITIONAL COMMENTS:**

There have been continued complaints made against the District by parents, faculty, teachers, students, and concerned citizens. Based upon these complaints, the MDE conducted both announced and unannounced visits in the District over the last several months.

On numerous occasions, MDE staff entered District buildings from unlocked alternate doors. MDE staff entered the buildings without any visible nametag or identification on many occasions to determine whether they would be confronted. MDE staff walked around the campus for extended periods of time, including through the halls, around buildings, and into bathrooms, without question from any school personnel. Staff from MDE observed students roaming the hallways during instructional time and observed students watching videos on their cell phones or engaging in “horseplay” during instructional time. MDE staff also observed classrooms without teachers and both students and teachers entering the school building over an hour after the first bell. This created an unsafe environment due to the lack of supervision. Additionally, MDE staff observed numerous dress code violations in several buildings. MDE staff frequently observed gang signs, foul language, and behaviors that were in violation of the District’s *Code of Conduct* in the classrooms and hallways. In the student parking lots, MDE staff observed students in or around the vehicles smoking and playing loud music from the vehicles’ radios and driving dangerously in the student parking lots.

The metal detectors and procedures in place are ineffective in their ability to identify weapons coming into the buildings. For example, an MDE staff member observed the metal detector failing to sound when an off-duty SRO with a weapon walked through the detector. Conversely, this same metal detector kept sounding as students entered the building for the entire time the MDE staff member stood at the front door. The District failed to stop the students and/or search the students before they entered the building. Over the past several months, the MDE observed and repeatedly reported this type of incident, to the District.

Furthermore, in December 2015, the Attorney General’s Office released a report produced on the AG’s behalf by BOTEK Analysis Corporation. The report notes that “JPS faces both a conduct problem and discipline problem...[T]he district is not adequately supporting students and the educational process is chronically disrupted by students who will not or cannot comply with basic rules.” Additionally, students and staff felt unsafe on campuses due to a small group of disorderly students. The Office of the State Auditor issued a report in May 2016 which stated that Forest Hill High School’s audit could not be conducted due to safety concerns.\* Moreover, there have been an abundance of safety issues reported by the local media. These media reports can be found within **Attachment G**. The reports from other state agencies, as well as the media, illustrate that the safety concerns are not limited to those of the Mississippi Department of Education.

Based upon observations in the Jackson Public School District, the continued deterioration of the safety of students and personnel within the District will continue if steps are not taken to address: 1) the lack of supervision by the administration within the individual schools; 2) numerous equipment failures; 3) effectiveness and number of School Resource Officers and School Safety Officers district-wide; and 4) setting expectations and holding students accountable for their behavior.

\* See Attachment A, page 21.  
Attachment F

## **Attachment G: Media Reports**



# 13-year-old shot by 16-year-old near bus stop, Jackson police say

**Jaquentis Camper faces charges**

**WAPT**

**Updated: 7:37 AM CDT Aug 25, 2017**

**JACKSON, Miss. —**

A 16-year-old is facing charges after Jackson police said he shot a 13-year-old near a bust stop.

The shooting was reported about 4:30 p.m. Thursday at Sykes Road and Meadow Lane Drive, Cmdr. Tyree Jones said.

Jones said the altercation started at Wingfield High School earlier Thursday. He said police responded to the school because of a fight and were then called for service after school let out.

Jones said someone in a blue Chevy Impala brought a gun to the bus stop and gave it to the 16-year-old, who then shot the 13-year-old.



A stolen semi-automatic gun was recovered from the scene, said Jones.

Jaquentis Camper, 16, is charged with aggravated assault and possession of a stolen firearm, police said.

The 13-year-old is at University of Mississippi Medical Center in stable condition, Jones said. The boy's name was not released.



Jones said police believe the 13-year-old was not the intended target. Camper could have been trying to shoot his older brother, who had left the scene, police said.

JACKSON, MS (Mississippi News Now) -

While the first week of school can be hectic, Jasmine Webster made sure her kindergartener and first grader knew their bus number; later sticking the number on them, so that even if the kids did get on the wrong route someone could easily redirect them.

"I put it in her book bag and on the back of her shirt," Jasmine explained. "Her brother had a rope tied on with his bus number on there. (The School) still put them on the wrong bus."

On Monday, only one of Webster's children made it home. The other was on a wrong bus and had to be picked up at Galloway Elementary school 30 minutes later. A mistake Webster hoped the school would've fixed, however, she says it only got worse as she found both kids were missing Tuesday for two hours.

"I didn't even know how to feel. I'm like okay. I don't want to go overboard and say something has happened to my kids," said Webster. "This (could be) happening. They (could be) getting raped or kidnapped.. you know, just all these type of thoughts are running through my head."

"They stay by the stadium," the children's grandmother, Lue Mallett added. "But they were found over past where the medical mall is, which is way out the way and it's dangerous over there."

While trying to find her kids, Webster says school officials did not know bus numbers or even the bus driver's name and that it was a stranger who finally called her with the children's location.

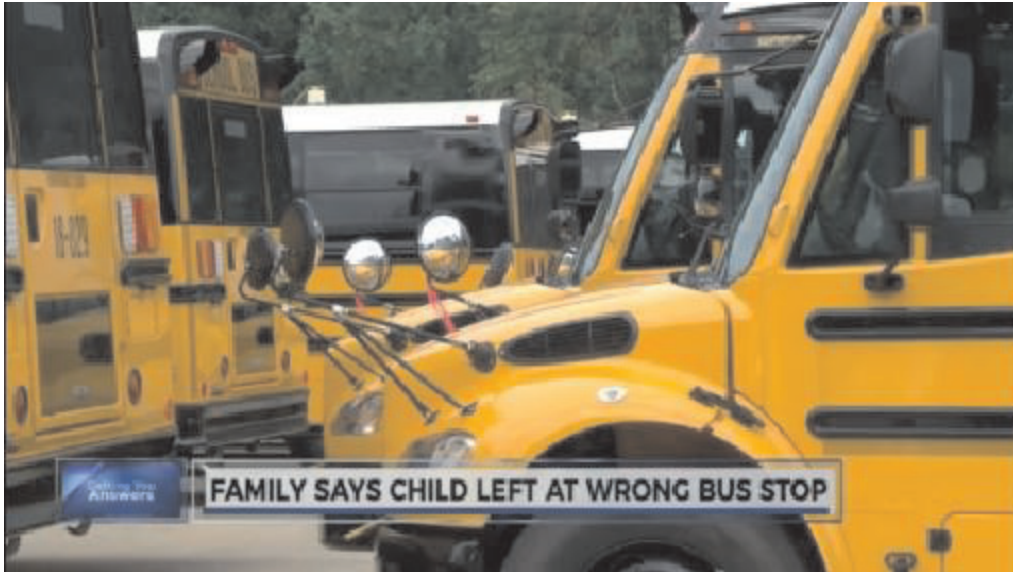
We've reached out to J-P-S on this issue, however, no one has been made available to answer our questions.

Copyright 2017 [MSNewsNow](#). All rights reserved.

# Kindergartner dropped off at wrong bus stop, family says



By [WJTV Candace Coleman](#) Published: August 16, 2017, 10:11 pm Updated: August 16, 2017, 10:12 pm



JACKSON, Miss. (WJTV) – A stranger brought a child home after school, and his family blames his bus driver.

When Lameisha West's 5-year-old nephew was dropped off on his first day of kindergarten Wednesday morning, the family had no idea that afternoon a stranger would be bringing him home.

"What if it was someone that didn't have a good heart that picked him, killed my nephew? I would have never seen my nephew again," West said.

Little Jaydon Stewart's family says his Jackson Public School bus driver was supposed to bring him to his grandmother's home on Broadmoor drive.

But instead, she dropped him off nearly a half a mile away on Woodmont Drive.

"He just said he was the last person on the bus and she was like 'I can't take you no further'," West said.

West says a kind woman saw him wandering on the street and called his mom's number, which was pinned on his shirt before he left Mcwillie Elementary.

An hour after school was over, she says Jaydon made it home.

“Just how that woman took the time out to sit down and call his mama and ask where is Jaydon supposed to be, she could have done the same thing,” West said.

A Jackson Public Schools spokesperson tells us they are investigating what happened.

The family tells us the transportation director offered for Jaydon to ride on his own bus Thursday morning.

**Four children who were not able to enroll in classes went to school today.**

**The schools contacted them and helped them enroll yesterday after the story aired on WLBT.**

-----

On Tuesday, a homeless mother of four told us that school administrators were forbidding her children to re-enroll in class. The McKinney-Vento Homeless Education Assistance Act allows homeless kids to attend the same schools they were enrolled in when they lived at their previous address.

But the Jackson family said local schools were ignoring that law.

"Kind of give them a sense of normalcy," explained Candace White, who has faced several setbacks in trying to get her kids started in their classes. "They're already in a strange environment. Why not give them something that they're used to?"

"We didn't go to school today," said Baren Nelson, who should have started the fifth grade on Tuesday. "I hate to see my momma struggling, doing the best she could to get us enrolled in school."

White says she's been trying since July to get her kids back into the schools they attended last spring - John Hopkins Elementary and Hardy Middle.

"At this point, I have four children who should be in school, but they're not - they're not even registered," said White. "And no one will even return a phone call to set an appointment for me to find out what the next step is."

"I used to have a lot of friends there, used to have a lot of great teachers, that used to help me with my struggles," said Nelson.

Her children want to return to their old schools, but are living at the Wingard Home for Homeless, which is in a different district.

"What I really like is the teachers, how they help me out if I don't know the answers or something," said Dominic Nelson, who was supposed to begin the 8th grade Tuesday. He says his favorite subject in school is math.

The mother works as a cook at the Mississippi State Hospital, and took off work today to try to sort things out - to no avail.

"I can't afford to let them keep missing school, and in the situation we're in, I can't afford to keep missing work, or lose my job because I'm not being able to show up for work, because I'm constantly having to call in to try to get them into school," said White.

Patrice Guilfoyle with the Mississippi state branch of the National Department of Homeless Education sent a statement explaining the McKinney-Vento Act, saying, quote, "In cases where there is a dispute over a homeless student's eligibility to enroll in a school, the student must be enrolled in the school requested by the family, until the dispute is resolved."

WLBT and FOX40 did contact Jackson Public Schools, who replied saying registration is still underway, and promised to begin seeking assistance for Candice and her children.

The full statement sent by Mississippi's office with the National Center for Homeless is below:

The McKinney-Vento Act is designed to help ensure that homeless students receive the education they both need and deserve. Under the law, they are to be granted "equal access to the same free, appropriate public education, including a public preschool education" as is provided to all other children in the state.

To help meet this goal, McKinney-Vento establishes clear requirements for the enrollment of and service to students who are homeless. The federal law has several key components designed to help ensure that students receive equal access to a public education. These include, but are not limited to, immediate enrollment, school

stability and support for academic success.

To help advance these goals, McKinney-Vento establishes requirements for the state and all public school districts. One of the key requirements is immediate enrollment, even if the student in question lacks documentation normally required for enrollment. This might include records from a previous school, vaccination, other medical records, or proof of residency.

Schools enrolling a homeless student are required to contact the student's previous school to obtain any school records, as well as help support the student and family in obtaining any required medical records or services.

In cases where there is a dispute over a homeless student's eligibility to enroll in a school, the student must be enrolled in the school requested by the family (or the unaccompanied youth in cases of unaccompanied homeless students) until the dispute is resolved. The student's parents must be notified, in writing, of their right to appeal an enrollment decision, and the student has a right to remain in the school that is requested until the appeals process -- including local, state and potentially federal appeals -- is exhausted.

MS receives federal funds under this act. It is federal law.

JACKSON, MS (Mississippi News Now) -

In just weeks JPS will find out if the school system will be taken over by the state. A Mississippi Department of Education investigation into violating state standards is completed. Results will determine the next course for the state's second-largest school district.

The Department of Education put the district on probation last August. An MDE report found JPS in violation of 21 of 29 process standards.

[PREVIOUS STORY: JPS accreditation downgraded to probationary status](#)

[PREVIOUS STORY: JPS talks probation solutions with parents, public](#)

An audit cited numerous violations specifically failure to provide a safe school and allowing students to graduate without fulfilling state requirements.

State Superintendent Dr. Carey Wright warned JPS in October that it needed to rectify the problems.

A corrective plan was put in place by the district. By June the school system reportedly completed 88 percent of that plan.

MDE Communications Director Patrice Guilfoyle released this statement:

*"We closed the JPS audit on July 31. The district will receive the report on August 31. "*

JPS Executive Director of Public and Media Relations Sherwin Johnson responded:

"The Jackson Public School District will continue to execute its Corrective Action Plan and work closely with the Mississippi Department of Education to improve its operations, school climate, and academic achievement. Our new school year is off to a great start, and we remain focused on providing our scholars with the highest quality of education."

If there is a takeover the state board of education may abolish the school district and assume control and administration of the schools and appoint an interim superintendent.

Copyright 2017 [MSNewsNow](#). All rights reserved.



# JPS: Less than 200 teacher vacancies to fill

By [Donesha Aldridge](#) Published: August 1, 2017, 12:03 pm Updated: August 1, 2017, 12:07 pm

JACKSON, Miss. (WJTV) — As the 2017-2018 school year is set to begin this month, the Jackson Public School District is trying to fill teacher vacancies.

JPS administrators tell WJTV that about 100 teacher applications are currently being processed to fill some of the empty positions. We're told that the district has less than 200 vacancies to fill.

They are also offering incentives to help with recruitment.

Read the full statement below from JPS.

“The Jackson Public School District employs over 2000 teachers and have less than 200 vacancies currently being filled. Nearly 100 teacher applications are currently being processed.

We are offering financial incentives up to \$2500 for some teachers and also recruiting retired Math Teachers (7-12 grades only) to be paid at their daily rate at the time of their retirement salary.”

School starts August 8.

## UPDATED: JPS Board Forced to Halt Work After Fourth Member Leaves Board



The remaining members of the Jackson Public Schools Board of Trustees—Jed Oppenheim, Rickey Jones and Camille Sims (left to right)—could not approve any consent agenda items at their meeting Thursday, July 20, after Dr. Richard Lind resigned this week. Photo by [Arielle Dreher](#).

By [Arielle Dreher](#) Friday, July 21, 2017 12:49 p.m. CDT

Upvote0

**JACKSON** — *Update: This story has been updated with a response from former school board president, Dr. Richard Lind.*

Jackson Mayor Chokwe Antar Lumumba now must find four new school-board members. The next meeting is scheduled for Aug. 1. The Jackson City Council must approve Lumumba's appointees to the school board. It is next scheduled to meet Aug. 1 as well.

Interim Superintendent Freddrick Murray said the board's lack of a quorum would not hinder or delay back-to-school preparations.

"We know all of the things that have to be done to run the school district; we still are able to do that," Murray told reporters after the meeting. "We still can pay employees, and things still move forward."

Lind told the Jackson Free Press this afternoon that a city councilman emailed him recently informing him of a [Jackson city statute](#) that does not allow school board members to represent districts they don't live in. Lind technically represented Ward 6 but lived in Ward 4, he said. Lind was not aware of or told about the statute that would have only permitted him to serve Ward 4 when former-mayor Tony Yarber appointed him in 2014.

"They (are) within their right to have someone who lives in that ward represent them, so I perfectly understand why that happened," Lind told the Jackson Free Press this afternoon. "...[A] mistake was made on the front end...so I just decided that I am not going to be a distraction from this school district to move forward, regardless of any mistakes that were made."

Lind said that's why he resigned from his post immediately, so the Lumumba administration could appoint a replacement for him as soon as possible.

The superintendent said JPS has reached out to Lumumba's office and was unable to schedule a meeting last week. Following Lind's resignation, Murray said he planned to contact the Lumumba administration again this morning.

Robert Blaine, who is the chief administrative officer for Lumumba, told the JFP in a separate interview on July 17 that the new administration is now vetting appointees for the board to ensure they have certain skill sets.

"We're being very deliberate in those appointments to make sure that we're giving the public-school system every opportunity to be successful that we possibly can," Blaine said. "And, we're reaching out to the public-school system to try and create some really intentional partnerships where we can (be successful). ... [W]e realize that you can't have a great city without a great public-school system."

Murray emphasized the importance of having at least one more board member sooner rather than later.

"We don't anticipate not having a quorum stopping any of the work that we have before school starts, but of course, we need that fourth person; it's critical," he said.

Camille Sims, who is the vice president and now acting president of the board, said she hopes the new board members will have a heart for the students, teachers and the city.

"We are an (advocate) for our children, for our teachers, for our staff and for our city because we are the bedrock of Jackson," Sims said Thursday evening.

JPS has made changes to its bus schedule as well as its Code of Conduct, in accordance with the Mississippi Department of Education's corrective action plan the district is continuing to work on. JPS acquired enough buses and drivers to complete new routes and get students to school on time, Murray told the board last night. However, now older students must walk to the nearest bus stop.

"In an effort to make sure that we get to students to school on time, we will be unable to pick up (middle- and high-school) students door-to-door," Murray said. "This will be a change; elementary pickup we will continue to pick up door-to-door, but middle- and high-school students will have to walk to a bus stop. ... [W]e need the community to support us in that if we are going to work together to get our students to school on time."

The district is still seeking additional stand-by bus drivers.

One of the board's attorneys also explained several changes the Bailey Education Group recommended for the district, including tweaking the district's mission, vision and goals, as well as several updates to the 2017-2018 student Code of Conduct and handbook. The board did not have to approve the changes, as it had voted on them earlier this year.

*Additional reporting from William Kelly III. Email state reporter Arielle Dreher at [arielle@jacksonfreepress.com](mailto:arielle@jacksonfreepress.com).*

# JPS talks probation solutions with parents, public

Tuesday, August 30th 2016, 10:27 pm CDT Wednesday, March 8th 2017, 8:09 pm CDT

By Roslyn Anderson, Reporter

## Featured Videos

- [JPS talks probation solutions with parents, public](#)



Source: WLBT



Source: WLBT



Source: WLBT



Source: WLBT

JACKSON, MS (Mississippi News Now) -

The Jackson Public School District addressed questions and concerns from the public after being placed on probation by the State Department of Education.

**RELATED: JPS accreditation downgraded to probationary status**

The first in a series of public meetings was held Tuesday night at Mississippi Roadmap to Health Equity on Livingston Road. Parents and a graduating senior lined up to question the district about the probation status and solutions at the town hall meeting.

Superintendent Dr. Cedrick Gray and Trustees presented the Corrective Plan which they said addresses the MDE mandate.

Deficiencies were named in facilities, graduation and transportation. According to officials, fire extinguishers are being installed in all facilities to address those concerns and buses are being purchased for transportation.

The superintendent said they are in the process of hiring more bus drivers.

Jennifer Chatman was among the concerned parents. Her son is going to fourth grade.

"I see some issues where they can make some improvement with the school. My son goes to French Elementary," said Chatman. "He used to go to John Hopkins. so I'm just really trying to see what they have planned".

Officials said the district met graduation requirements and that the problem lies with graduation records paperwork which is being addressed.

"There was some indication that it appeared that our students were graduating and they did not have the requirements to graduate," said JPS Board President Beneta Burt. "As it turns out that is absolutely not the case. And we are proud to say that, and we want to let the community know".

Parents and those attending also received handouts with the district's Corrective Plan. The information will also be posted on the JPS web site.

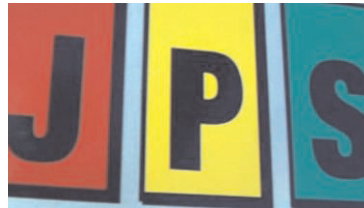
Six more JPS Town hall meetings will be held in each remaining ward in the city.

The dates will be announced in the future.

*Copyright 2016 [MSNewsNow](#). All rights reserved.*

# JPS accreditation downgraded to probationary status

Tuesday, August 16th 2016, 2:37 pm CDT  
Posted by Waverly McCarthy, Digital Content Producer



Source: WLBT

JACKSON, MS (Mississippi News Now) -

Jackson Public Schools has been downgraded from accredited to "on probation" status by the Commission on School Accreditation.

The Mississippi Department of Education says JPS is still in violation of 20 of 29 state laws and many are dealing with safe standard school environment. The Department of Education says the response of JPS to violations in audit were inadequate and they must submit a corrective action plan in 60 days.

## [RELATED: State releases scathing JPS audit](#)

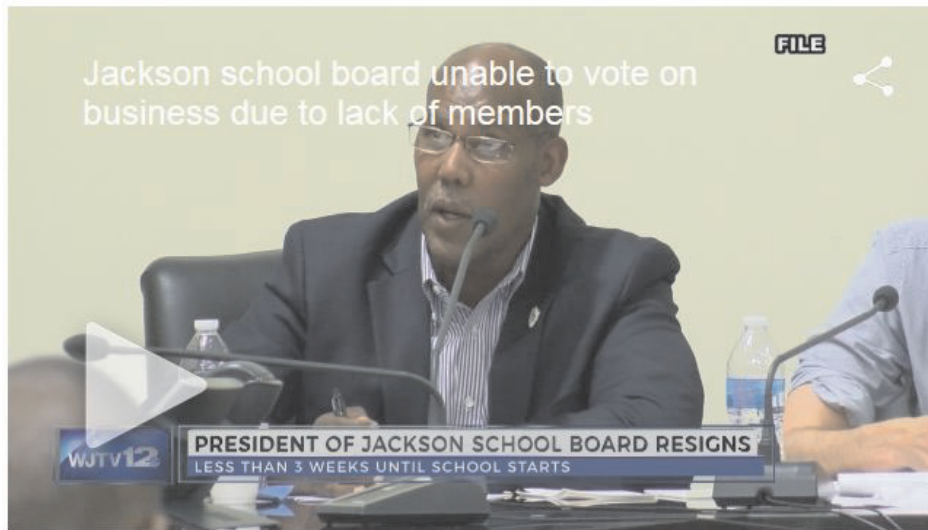
An unannounced audit was conducted in April on JPS and 21 of 29 accreditation standards were not met.

The Commission on School Accreditation has ordered a full audit for all schools in the JPS district. This audit could take all school year to complete.

This is a developing story. We will update this story as more information becomes available.

*Copyright 2016 MSNewsNow. All rights reserved*

Jackson school board unable to vote on business due to lack of members



JACKSON, Miss. (WJTV) — The Jackson Public School Board of Trustees is down to three members after the latest resignation from one of its members. The Board can't vote on any matters until at least one other member is added.

[JPS officials said](#) Board Member Dr. Richard Lind is the latest person to step down.

We're told that Board Members Kimberly Campbell and Kodi Hobbs also resigned in recent months. Former Board President Beneta Burt's term ended on June 30, according to JPS officials.

JPS leaders said the board currently has three sitting members: [Camille Stutts Simms, Rickey Jones, and Jed Oppenheim.](#)

The full Board consists of [one member representing each Jackson ward](#), which would total seven members. The Board must have at least four members to constitute a quorum of the board.

Since there are only three members, JPS officials said the Board cannot vote on any matters or transact other business until the city confirms a fourth board member.

The mayor appoints board members. Officials said the Board contacted Jackson Mayor Chokwe Lumumba's office about filling the vacancies. They anticipate that a new board member will be confirmed in early August.

"The work of the Board is extremely important, however, we don't anticipate not having a quorum stopping any of our work as we prepare for the new school year beginning August 8," said Interim Superintendent Dr. Freddrick Murray. "This will not impact our day-to-day operations."



The 2017-2018 school year is set to start August 8.

Below is a statement from Lumumba's office:

Mayor Lumumba's Administration is aware of the JPS School Board vacancies. The Administration is currently collecting the necessary documents for City Council's review and is working with educational partners for input and vetting.

The [next scheduled school board meeting](#) is on August 1st.

# Another JPS board member resigns

Friday, July 21st 2017, 10:56 pm CDT  
Friday, July 21st 2017, 11:19 pm CDT  
Posted by Maggie Wade, News Anchor

○



JACKSON, MS (Mississippi News Now) -

Jackson Public Schools board member Dr. Richard Lind has announced his resignation from the Board of Trustees.

Dr. Lind was appointed to the JPS School Board in 2014 by former Jackson Mayor Tony Yarber.

Board members Kimberly Campbell and Kodi Hobbs also resigned in recent months. Former Board President Beneta Burt's term ended on June 30th.

There are currently three sitting members on the board, Camille Stutts Simms, Rickey Jones and Jed Oppenheim. The full Board consists of seven members selected from each of the city's seven wards. Trustees who sit on the board are appointed by the mayor of Jackson and must be confirmed by the city council.

Interim JPS Superintendent, Dr. Frederick Murray said, "The work of the Board is extremely important, however, we don't anticipate the lack of a quorum hindering any of our work as we prepare for the new school year beginning August 8th. This will not impact our day to day operations."

Four members are required for a quorum. With only three members, the Board cannot vote on any matters or transact other business until a fourth board member is confirmed by the city.

According to the school district's website, leaders have made contact with the office of Jackson Mayor Chokwe Antar Lumumba and anticipate the nomination and confirmation of a new board member in early August.

*Copyright 2017 [MSNewsNow](#). All rights reserved*

# JPS reorganizing transportation department

BY [KAYLEIGH SKINNER](#) | JUNE 9, 2017

[Share](#)[Tweet](#) [Email](#)[Print](#) [More](#)



Jackson Public Schools

## *Jackson Public School buses*

Mississippi's second largest school district is adjusting the way its transportation department gets students to and from school amid criticism from the state.

At a Tuesday night meeting, the Jackson Public Schools Board of Trustees approved a strategic plan for the transportation department in response to the Mississippi Department of Education's investigative audit, which found the district chronically fails to get students to school on time.

The district's department of transportation is responsible for ferrying more than 18,000 students a day, managing more than 200 bus routes, and maintaining the fleet of 229 buses, according to the document.

At a work session in May, the board discussed with consultants how 20 to 30 percent buses arrived late daily during the school year because of a lack of buses and personnel, which caused some drivers to have to double up on routes. MDE's findings, listed in the district's **corrective action plan**, said school buses often come to school an hour late and cause issues

in the cafeteria because of late arrivals. The audit also cited the district for failing to properly document bus driver professional development.

The district's plan is designed to address transportation management, policies and practices, routing and technologies, and fiscal affairs.

And broader issues may come into play.

Moving forward, interim superintendent Freddrick Murray said the district may consider implementing a staggered start time for schools, as well as doing away with door-to-door pickups for some programs.

"There will be some tough decisions that have to be made that we will definitely need the support of the board and the community as it relates to some changes that are absolutely necessary for us to have buses on time," Murray said.



Jackson Public Schools

*JPS Interim Superintendent Freddrick Murray*

Director of transportation Derick Williams told board members the department is currently focused on hiring 30 additional bus drivers before July 4. According to the strategic plan, the transportation department currently employs about 280 employees. Of that, Williams told Mississippi Today 206 are bus drivers.

Williams said the department started recruiting candidates by reaching out to local community colleges and sending out flyers to current bus drivers to share at their churches or places of worship, among other methods.

“The first phase of the plan is very important, and that’s recruiting and retention,” said Calvin Lockett, interim deputy superintendent of operations. “We must have drivers, I don’t care how many buses we order, if we don’t have humans to drive them it’s been pointless.”

Lockett elaborated, telling the board the department will also beginning thinning out the department of “excess weight.”

“We’re going to scale down on our department,” Lockett said when board president Beneta Burt asked about wording in the document. “It’s going to be the real deal when we get through with this.”

“If you’re not qualified to drive a bus, or you can’t step out of the terminals to drive a bus, you probably won’t be a part of us for much longer because we’re looking for drivers,” Lockett said.

The plan also mentions some of the issues facing the department, such as declining enrollment and school closures and the current requirement for door-to-door pick up for students in some special programs or alternative schools.

The district is already attempting to remedy some of those issues — during the meeting, the board approved a resolution for JPS to enroll in a “master lease-purchase program” with the state, which will add new buses to the fleet. The resolution authorizes up to \$4 million in spending by the district. Chief financial officer Sharolyn Miller told the board the district has enrolled in similar programs before, and participating in a lease-purchase program helps drive down interest rates.

“It has worked very well for us and the state supports this,” she said. “It’s better for us than to go out and privately place them.”

Last month, the **board balked at a contract** with private vendor First Student, Inc. The contract would have made First Student responsible for bus driver recruitment, reworking routes, and gave the district the option to purchase their own buses or have them provided by the company.

The district is hosting a job fair for prospective bus drivers on Saturday, June 17 from 9 a.m. to noon at 621 South State Street in Jackson.

According to the district, eligible candidates need a valid type “B” commercial driver’s license with passenger and school bus endorsements, a high school diploma or equivalent, and must be able to pass a drug test and police record check. To learn more about job requirements and eligibility, those interested can also call 601-960-8919 or visit the district **website**.

# JPS board balks on new bus contract; status quo for now

BY [KAYLEIGH SKINNER](#) | MAY 16, 2017

[Share](#)[Tweet](#) [Email](#)[Print](#) [More](#)

Amid continued pressure from the state, the Jackson Public Schools District Board of Trustees voted against privatizing bus transportation as a means of fixing chronic issues with students arriving late to school.

In a 3-3 split vote, a motion to award a contract to **First Student, Inc.** failed.

Although the lengthy discussion did not result in a definitive plan to revamp transportation, board members and district leaders acknowledged change is necessary for the district. School buses arrive chronically late to school, resulting in lost instruction time for students.

The district is currently in the midst of an investigative audit by the Mississippi Department of Education which last year found the JPS in violation of 22 of the 32 state accreditation benchmarks.

Board members Jed Oppenheim, Kodi Hobbs, and Rickey Jones voted against the proposed contract. Board president Beneta Burt, Richard Lind and Camille Stutts Simms voted in favor of the motion.





*JPS board member Kimberly Campbell*

Board member Kimberly Campbell was not present, and because the vote was tied the motion failed. At the end of the meeting Burt announced Campbell was resigning from the board.

When reached by phone, Campbell said she didn't have a comment on her resignation, but felt it was best to resign because her current position as state director of AARP requires her to travel frequently. The new board member from Ward 2 will be appointed by the mayor of Jackson, likely after Chokwe Antar Lumumba is sworn into office.

Campbell's resignation does not go into effect until May 30<sup>th</sup>, so she could have participated in the vote if she was able to attend the meeting. Campbell said it would be unfair for her to say whether she would have voted in favor, but generally errs on the cautious side when considering hiring outside vendors.

# Vacancies come at tough time for JPS board

BY KAYLEIGH SKINNER | JUNE 7, 2017

Kayleigh Skinner, Mississippi Today

*Jackson Public Schools Board members and staff at Tuesday's meeting.*

As the Jackson Public School District works to correct issues highlighted by the state or risk losing its accreditation, the district's Board of Trustees is shrinking to the bare minimum number of members required to operate as a board.



JPS

## *JPS Board of Trustees member Kodi Hobbs*

- JPS spokesperson Sherwin Johnson said Tuesday that member Kodi Hobbs submitted a letter of resignation, effective June 15.
- Last month, board president Beneta Burt announced that Kimberly Campbell was resigning from the board, effective May 30.
- Burt's term expires June 30.

In May, Campbell told Mississippi Today she felt it was best to resign because her current position as state director of AARP requires her to travel frequently. Efforts to reach Hobbs on Wednesday were unsuccessful.

The resignations, combined with Burt's term ending on June 30, mean the JPS Board of Trustees at that point will have the bare minimum of four members required to establish a quorum at meetings.

Jackson Mayor-elect Chokwe Antar Lumumba is responsible for appointing members to the school board. Lumumba said he is working on filling the three empty spots on the board, but does not take office until July and cannot make appointments until then. Once the mayor appoints a school board member, the city council must confirm the candidate. Board members serve five-year terms.

At Tuesday's board meeting, Burt called upon her colleagues to suspend the rules and elect new officers — president, vice president, and secretary — for the upcoming school year.

Although the process was not listed as an item on the board meeting agenda, Burt used the portion of the meeting designated for addressing "other business" to bring the option of selecting new officers before the board.

During the meeting, member Jed Oppenheim said he was taken aback by the announcement and suggested the board wait until the next meeting in two weeks to make a decision so that members could digest the information.

When that option was dismissed, Oppenheim made a motion to suspend the rules only until the mayor appoints new members, meaning officers would be re-selected once the board is full again. The motion failed, and the board moved on to a nominations process for its new officers.

Burt told Mississippi Today she wanted to the board to select new officers Tuesday, instead of waiting for the next board meeting, to make sure new leadership was in place as soon as possible because of "where we are organizationally in terms of our corrective action plan, and the need for there to be a consistent leadership through the summer months on into the new school year."

For months, JPS officials and employees have worked on the district's corrective action plan, launched in response to an investigative audit by the Mississippi Department of Education. That audit last year found Jackson Public Schools in violation of 22 of the 32 state accreditation benchmarks. The board itself plays a role in the plan — the audit found that board policies are applied inconsistently, among other issues.

And the board was told in a personal appearance by State Education Superintendent Carey Wright that the district faced a potential state takeover if it did not begin taking serious action to address the accreditation shortcomings.



JPS

*JPS Board President Beneta Burt*

At the board meeting Tuesday, Burt asked her colleagues to go forward with a nomination process so that the board could have continued communication with the superintendent going into the next school year. Although Burt debated with Oppenheim during the meeting whether it was an appropriate time to select board leadership, she said disagreements are not uncommon because the board is filled with “strong personalities.”

“I think at the end of the day after discussions have been held we vote, and then everybody gets behind that vote,” she said.”But clearly there ought to be tough discussions of any issues because we are looking out for our school district and our children.”

The remaining members are serving staggered terms. Johnson said new board president Richard Lind and new vice president Camille Stutts-Simms will serve until June 2019; Oppenheim will serve until June 2018; Rickey Jones, now secretary, will serve until March 2020.

# Provine High teacher indicted for sex with student

The Clarion-Ledger Published 6:23 p.m. CT May 17, 2017 | Updated 7:30 a.m. CT May 18, 2017



The Hinds County Courthouse(Photo: Special to The Clarion-Ledger)

A Provine High School teacher accused of an inappropriate sexual relationship with a student has been indicted by a Hinds County Grand Jury.

WLBT's [Jessica Bowman](#) reported that Amber Turnage, 39, was implicated after several students reported that sexually explicit videos which were allegedly of her with a 17-year-old student were posted to social media.

The student's attorney, Warren Martin, told WLBT there were several videos allegedly depicting Turnage and the student involved in sex acts.

The relationship allegedly began in December 2016 and continued until April 27.

[Martin told WLBT on Wednesday](#) that he is pleased that the first step has been taken toward justice.

Turnage is reportedly now on leave.

The Jackson Public School District has released a statement on May 3 saying:

*“The District takes these allegations very seriously and is conducting a thorough investigation. The teacher involved has been placed on administrative leave pending the results of the investigation. Once the investigation is complete, JPS will take the appropriate action. We have reported this matter to our local law enforcement agency. The Department of Human Services and the Mississippi Department of Education has also been notified. The safety and well-being of our students is of utmost importance and a top priority.”*

# School board votes no to outsourcing bus services

[Bracey Harris](#), The Clarion-Ledger Published 9:06 p.m. CT May 16, 2017 | Updated 6:26 p.m. CT May 17, 2017



A Jackson school bus is shown in this file photo.(Photo: Harold Gater)

The Jackson School Board will take an in-house approach to solving the district's transportation woes, after a tie vote on a multimillion-dollar, multi-year contract proposal with First Student that would have outsourced its bus services to the Cincinnati-based provider.

Board members voted 3-3 on proposal.

Board President Beneta Burt, Camille Stutts-Simms and Richard Lind voted for the contract. Vice-President Rickey Jones, Jed Oppenheim and Kodi Hobbs voted no.

When reached by phone, school board member Kimberly Campbell, who was not in attendance, said she was not sure how she would have voted. But she acknowledged that she generally is not for contracting out services that can be provided in house.

Moments after she ended her call with The Clarion-Ledger, Burt announced that Campbell had submitted her resignation effective May 30.

In a work session held before Tuesday night's school board meeting, representatives for the company proposed contracting with the district over four years.

Two options were recommended. Under the first, at a cost of \$8.7 million for the first year, First Student would have provided the district with 68 new school buses. Additional buses would be provided by the company over the remaining three years of the contract, which in total would cost \$37.1 million.

"Over time you would eventually get out of the bus ownership business," Fred Smith, director of business development for First Student, explained to the board.

An alternative and cheaper plan, at a cost of \$32.7 million over four-years, would have required the district to utilize its existing fleet.

Under both proposals, drivers for the district would receive a salary of \$16.25 per hour, a bump of \$5 from their current rate. First Student would also offer a \$1,500 sign-on bonus.

The company said its plan would be to retain as many JPS drivers as possible, provided they passed their background check.

Derick Williams, executive director of transportation, told board members that cost has been one of the deterrents in attracting drivers to the district.

"I will stress to you that it's resources," Williams said, telling board members that of the districts 229 buses, 50 are inoperable.

"It's not that we're not doing what we need to do it's just that the manpower is short," he said.

#### Ed group: JPS internal audits show pattern of noncompliance

Although First Student's hourly pay rate seemed to be a win for some board members, others proffered that the district should consider offering the rate on its own.

"Why can't we do that internally?" asked Oppenheim during the nearly 30-minute discussion to the applause of several community members, before the vote.

Top of Form

Bottom of Form

Chief Financial Officer Sharolyn Miller explained to members that other factors, such as the benefits the district picks up, make running transportation operations costlier. Miller said that health insurance provided by the district was more than \$4,000 per driver.

Miller also told members that because of the difference between budgeted costs and actual costs, outsourcing transportation services could have cost-effective benefits.

"We have traditionally overspent that budget," she said.

For example, the transportation budget proposed for the 2016-17 school year was \$9.5 million. As of April, the district had spent \$9.8 million, according to Miller's estimate. The excess funds will have to come from the district's maintenance budget.

"This gives us a little more planning on the front side," she said.

Within the past month, Interim Superintendent Frederick Murray has said that at least a third of the district's fleet is still dropping students off late.

State accreditation standards require that school buses arrive before the start of instruction, and auditors have dinged JPS in reports for delayed arrivals.

"Late buses create problems for the operation of the cafeteria. Staff are forced to delay the start of lunch preparations because students are still coming to get breakfast," one monitor noted.

Another wrote that one administrator stated that pickup time in the afternoon was as late as 5 pm.

In late December, State Superintendent Carey Wright in an edict to school board members said that "buses must arrive on time," describing transportation as "just the bare essentials of what is needed to run a functional classroom."

Burt reminded her colleagues that correcting transportation was not an option, but required by the state.

She recalled that previous school boards had had similar conversations to the effect of little to no change.

This time, she stressed, there was no leeway to prolong a viable solution.

"At this point, in my opinion, we don't have any other options than to assure the parents and the MDE (that we are resolving this matter) ... we need to collectively know our children are going to school," Burt said.

Jones expressed concern when First Student representatives couldn't guarantee that buses would always arrive on time.

Board member Sims also questioned how the company would beat the district's time.



Williams told board members he has spoken with the WIN Job Center in an effort to recruit drivers. Murray indicated tentative discussions had been held with JATRAM, the city of Jackson's bus provider, as well.

*Contact Bracey Harris at 601-961-7248 or bharris2@gannett.com. Follow her on Twitter*

# JPS audit: ‘This is a work in progress’

BY KAYLEIGH SKINNER | MAY 4, 2017



Kayleigh Skinner, Mississippi Today

*Jackson Public Schools executive board met with staff and consultants to review progress on meeting state accreditation standards.*

Jackson Public Schools employees are actively working to avoid a state takeover, but many issues remain before that threat no longer looms, district officials said Thursday.

The Board of Trustees met Thursday morning for a three-hour work session to discuss the district’s progress and pitfalls on its corrective action plan, or CAP.

The district is currently in the midst of an investigative audit by the Mississippi Department of Education which last year found the district in violation of 22 of the 32 state accreditation benchmarks.

To fix that, the district was required to submit a CAP for the state to approve — their initial plan was rejected. A new plan was accepted in November.

JPS launched its own internal audit soon afterwards to monitor the work being done to correct issues highlighted by the Education Department.



Jackson Public Schools

*JPS Interim Superintendent Freddrick Murray*

“This is a work in progress,” said interim superintendent Freddrick Murray. “Things didn’t get the way they are in a short period of time, it took decades in some cases.”

On Thursday, the board met with representatives from Bailey Education Group, a consulting agency hired by the board to help them navigate the audit process.

Bailey Education Group’s director of leadership development Pat Ross said that after MDE concludes its audit, getting off of probation and fixing the systemic issues within the district will take an extended amount of time.

“Historically when you have a corrective action plan it takes at minimal a year to address, depending on what the problems are and how deep they are,” Ross said.

Education advisor Ann Moore of Bailey Education Group said the district has made strides on many of the standards, essentially checkpoints JPS must demonstrate they are competent in as part of the CAP.

JPS appears to be compliant in the standards which address licensed librarians, pre-kindergarten requirements, and Carnegie credits, which relates to the amount of instruction time directly spent with teachers, she said.



The district is far from in the clear, however. Moore said her review of reports from the internal audit show there are still many standards that show inconsistency and a lack of progress.

Transportation and safety issues still plague the district as well. Moore said internal audit reports show “20 to 30 percent of the buses currently arrive late daily” because there are not enough buses or personnel, and some drivers have to double up on routes.

Students are missing instruction time because of this, and when they do arrive at school “there are continued problems at multiple schools with basic safety intake procedures every morning,” she said. Many schools have inoperable metal detectors, not enough video cameras, and lack sufficient security personnel to conduct the intake procedures properly or at all, Moore said.

District officials have failed to meet some of the timelines set in their own corrective action plan, she said. Murray described an example for the board — the plan called for a review of district facilities by March, but that process only began this week, he said.

Part of the issue, he said, is the district has a breakdown in communication with MDE. JPS officials were unsure if they needed to put out a request for proposal in order to find a group to conduct the study, but could not get a clear answer in time, he said.

“It’s not an open line of communication where we can just pick up the phone and call someone at the state. There is a process,” Murray said. “It was our thought that an RFP would be sufficient to cover the standard that we started.”

It’s not sufficient, Moore said. To be compliant, the district needs to “follow all the way through” with each of the steps necessary in the standard, not just file an RFP.

Board members said they need to take a more active role as well.



JPS

*Rickey Jones, vice president of the JPS executive board*

“A sense of urgency was not put in place, particularly as a board,” member Rickey Jones said.

If there are any questions about the standards in the future, “we have to get on the phone, we have to do what we have to do,” board member Richard Lind said. “We have to go down to their office. Get some clarity. We cannot afford to not know.”

The district is also struggling to hire qualified teachers, Moore said.

“That is persistent across the district, where I believe almost every school in the district has one or more teachers in the classrooms with students and they have no license,” Moore said.

Murray said there are a “myriad of reasons” why qualified teachers aren’t being hired. JPS and districts across the state are facing a teacher shortage, he said, and when people do apply some candidates may have a teaching license that hasn’t been renewed; others are qualified but have issues with their background checks, he said.

Moving forward, the board asked for a weekly report from the district on qualified teachers who interview with the district but are not hired.

Other issues revolve around enrollment requirements and attendance data. Moore said internal audit reports show there are consistent errors in attendance reports, which can affect school funding. Murray said the district is working on hiring people to work on attendance reporting.

The district also needs to work on the standards that address student records and graduation requirements, Moore said.

Lesson planning is another weakness in the district, she said — teachers are not submitting them or they are not written in the correct format.



JPS

*JPS Executive Board President Beneta Burt*

“Why are we still having this problem?” board president Beneta Burt asked. “Is it that our teachers don’t get it?”

That’s possible, Murray said. This issues ties into the lack of qualified teachers, he said. The district is now holding principals accountable for this and offering weekly technical assistance to help fix the issue, he said.

School libraries need more current materials, something both Moore and district officials have acknowledged will be difficult to fund. A lack of money is not an excuse though, Murray said, and he and the board will do what is necessary to become compliant in that standard.

Ross also briefed the board on its role in the CAP — the audit found that board policies are applied inconsistently among other issues, he said. He reminded members that they cannot act “outside of policy” and should not speak for the board as a whole outside of board meetings.

“Outside of the board room, you are just a person,” Ross said. “You happen to be a board member, but you are not a decision maker.”

MDE will not clear any individual standard until the investigative audit is completed. Next week, Moore said she will begin looking at documents and evidence which shows the district has taken corrective actions. Later in the week she’ll present a summary to the board.



## Ex-Jackson Public School teacher arrested for sexual battery

Amber Turnage(Photo: Hinds County Detention Center)

108 CONNECT [TWEET](#) [LINKEDIN](#) 1 COMMENT [EMAIL](#) [MORE](#)

A former Jackson Public Schools teacher was arrested after she was indicted for sexual battery of a student.

The Hinds County Sheriff's Department said Amber Turnage was arrested on May 18. Turnage was out on bond on the same day.

A grand jury indicted the former Provine High School teacher for sexual battery. Turnage is [accused of having a sexual relationship with a 17- year old male student](#). She faces six counts of sexual battery.

According to the allegations, the relationship began in December 2016 and continued for four to five months. The last alleged encounter occurred April 27.

An attorney for the victim said there are several sexually explicit videos of Turnage and the student. Turnage reportedly gave the student gift cards to keep him quiet, WJTV reported.

After an investigation, Turnage was fired by the Jackson Public School District. Turnage came to Provine High in 2015.

Contact [Harold Gater](#) at 601-961-7368 or [hgater@gannett.com](mailto:hgater@gannett.com). Follow him on [Twitter](#).



# Ed group: JPS internal audits show pattern of noncompliance

[Bracey Harris](#), The Clarion-Ledger Published 5:29 p.m. CT May 4, 2017 | Updated 4:05 p.m. CT May 5, 2017



Jackson Public Schools Interim Superintendent on Thursday gave an overview of the district's status to get off probation.



A school bus waits outside Murrah High School. Having students arrive on time is one of the priorities Jackson School leaders must address or face a state takeover.(Photo: File photo/The Clarion-Ledger)



Internal audits of Jackson Public Schools show work done to fix some of the district's most severe accreditation violations are not enough to muster clearance from the Mississippi Department of Education.

A number of those violations place Mississippi's second-largest school system at risk of a state takeover.

Interim Superintendent Freddrick Murray foreshadowed that personnel changes could be forthcoming, as a result of the deficiencies.

"We have some people who will not be at the table (next year,)" he said.

Ann Moore, a consultant with the Ridgeland-based [Bailey Education Group](#), advised school board members of the findings on Thursday. The board approved a contract on April 4 to hire the company to assist in the process of bringing the district, which is on probation, into compliance with the state's accreditation standards. A copy of the contract award for the Bailey Education Group was not available by press time.

### **SEE MORE: Why is JPS on probation?**

During her presentation, Moore said the district's internal reviews found continuing problems in several areas related to teacher instruction and safety.

She said the district still has inoperable metal detectors. Reviews further cited a failure to follow outlined procedures.

Buses arriving late also continues to be a concern. Murray estimated that up to a third of the district's fleet drops students off after the school's start time. Several drivers have taken on more than one route to address the problem, but Murray said the district still lacks the appropriate number of buses and drivers.

Moore told the board there was at least one unlicensed teacher in each of the district's schools. Although leaders have referenced a critical teacher shortage, Moore said there were indicators that licensed teachers were applying for vacancies but not being hired.

"On the front end (such as career fairs), you're identifying qualified applicants," she said. "But they don't get hired anywhere in the district. This is one of your bigger issues."

Murray explained that while the district prioritizes licensed teacher candidates, some might not be hired because of issues with background checks.

Moore also said the internal reviews "consistently show a pattern of non-compliance" concerning teacher lesson plans. MDE faulted several elementary schools for problems with lesson plans in its initial audit. Moore did not say whether the schools where the problems were occurring were the same. In its corrective action plan, JPS told the state that each teacher in the district would receive a curriculum binder. Educators would have to keep copies of the current week's lesson plans in the binder.

The district's plan states "the curriculum binder should be available and visible in (the) classroom at all times." The review did not touch on the reason for the breakdown of the plan.

Moore plans to follow up with the district more in depth on the issue next week.

The review also highlighted problems with record-keeping.

One area of concern was attendance data.

Board member Richard Lind asked whether collecting the data incorrectly could have an impact on the district's funding. The state's funding formula is based in part on student attendance. Reporting inaccurate numbers could result in a district receiving more or less money than the formula calls for.

Moore told The Clarion-Ledger that the district is on track to clear deficiencies related to early childhood learning and non-licensed librarians.

Still, she noted to board members, "there are some timelines in your corrective action plan that have not been met,"

"There are some others that there are no immediate plans to implement corrections by June 30," Moore said.

JPS' timeline for correcting all problems found by state audits was approved by state education officials. But state Superintendent Carey Wright has expressed concern in the past about the district's plan "lacking urgency."

At a board meeting last December, she warned that failure to operate the corrective plan with fidelity could warrant the state's harshest sanction — an [emergency takeover](#).

Asked whether he thought the progress was lagging, Murray responded, "I think urgency is there. I think them (The Bailey Education Group) being here shows urgency. These things that have been ongoing for years just don't happen overnight."

Board President Beneta Burt emphasized a need for a long-term goal of sustainability, not a temporary fix.

"We need to do this (corrections) because we need to do it forever," she said.

Burt called on district employees from the top down to do their part.

"We will all sink together or we will all rise together."

Last August, JPS' accreditation was downgraded after state monitors found the district was in violation of 19 accrediting standards, involving academics, safety, transportation, governance and record-keeping.

Those citations stemmed from a review of roughly a third of JPS schools.

Then Superintendent Cedrick Gray announced his intent to resign in October and was gone by Nov. 16. Murray was named interim.

Currently, the district is undergoing a full investigative audit of all 62 of its schools as ordered by the Mississippi Commission on School Accreditation.

MDE officials have not indicated when that audit will be complete.

Contact [Bracey Harris](#) at 601-961-7248 or [bharris2@gannett.com](mailto:bharris2@gannett.com). Follow her on [Twitter](#).

# School bus carrying kids involved in crash with Mustang

By [Leslie Nash](#) Published: April 5, 2017, 7:38 am Updated: April 5, 2017, 12:43 pm



Crash involving a Mustang & JPS bus on Canton Mart and Old Canton Rd. Courtesy: Jackson Police Dept. JACKSON, Miss. (WJTV) – A Jackson Public Schools bus was involved in a crash Wednesday morning.

The crash happened around 7 a.m. at the intersection of Canton Mart Road and Old Canton Road.

The bus and a Mustang were involved.

The bus was loaded with children. Jackson Police say no one was hurt.

We've reached out to JPS officials to see if they have more information to provide about the crash.

Once we receive more information, we will post updates here.

# Chastain Middle student spotted with ‘suspicious object’ near school taken into custody

By [Donesha Aldridge](#) Published: March 31, 2017, 11:44 am Updated: March 31, 2017, 12:07 pm



Photo: WJTV

JACKSON, Miss. (WJTV) — A Chastian Middle School student is in custody after officials said he was spotted near the school with a suspicious object.

According to Sherwin Johnson, Executive Director of Public and Media Relations for Jackson Public Schools, two students got into a physical altercation at Chastain Friday.

The parents of the students involved were called to the school, and the students were sent home.

Johnson said later in the morning, a safety officer spotted one of the students involved in the fight near the school with a suspicious object in his hand, Johnson said.

When the officer approached the student, he took off running. He was located at his home and taken into custody.

Johnson said they thought the object might have been a gun, but that has not been determined at this time.

Officials said the student would face charges

# JPS mom says school bus frequently picks up her children late

By [Donesha Aldridge](#) Published: March 29, 2017, 3:37 pm Updated: March 29, 2017, 5:32 pm



Photo: WJTV

JACKSON, Miss. (WJTV) — A Jackson mom says the bus that picks up her kids for school has frequently been running late, sometimes over an hour.

“These kids are not at school on time” Terri Champion, the parent says. “They are marked absent.”

The mother of three said her kids’ school buses have been late for the past two weeks. Her oldest child attends Chastain Middle. His pick up time is 7 a.m.

“Sometimes they come at 8. Sometimes they come at 9,” Trevion White said, a student who rides the bus.

Trevion came home one day telling his mom he had to go to class with no breakfast.

“Breakfast was over, and I just had to sign in and go to class,” he said.

JPS officials sent us a statement about the issue.

On occasions when there is a late bus arriving at school, the Transportation Department notifies the school and students are allowed to eat breakfast.

The District’s bus arrival and pickup time has improved tremendously compared to last school year. However, we still have challenges with a shortage of drivers and buses. In response to that, the District is looking into the possibility of outsourcing part or all of its transportation services and

amending school start and dismissal times. Additionally, the Transportation Department has received and installed 200 GPS devices on the District's buses. This new technology has enhanced our ability to improve routes, safety, and accessibility. Four new buses have been added to our fleet to improve timeliness of the morning drop-off and afternoon pickup.

The District has made adjustments to improve the pickup and drop off of students to McLeod Elementary and Chastain Middle as well as other schools in the District. This includes the reassigning of drivers, buses, and routes.

Trevion and his classmate, Amarion, tell me their grades have been slipping because of the late bus.

"We have to skip the first block and go to the second block and they are already halfway done with they work already," said Amarion Thompson.

"I get phone calls from them saying Trevion didn't complete this, well Trevion can't complete this if Trevion is not at work," his mom said.

The district wants parents to know if they have questions or concerns regarding transportation to give them a call at 601-960-8935. Parents should also include their student's bus number if it is a Transportation matter.



# JPS talks probation solutions with parents, public

Tuesday, August 30th 2016, 10:27 pm CDT  
Wednesday, March 8th 2017, 8:09 pm CDT  
By Roslyn Anderson, Reporter

- [JPS talks probation solutions with parents, public](#)



Source: WLBT



Source: WLBT



Source: WLBT



Source: WLBT

JACKSON, MS (Mississippi News Now) -

The Jackson Public School District addressed questions and concerns from the public after being placed on probation by the State Department of Education.

**RELATED: JPS accreditation downgraded to probationary status**

The first in a series of public meetings was held Tuesday night at Mississippi Roadmap to Health Equity on Livingston Road. Parents and a graduating senior lined up to question the district about the probation status and solutions at the town hall meeting.

Superintendent Dr. Cedrick Gray and Trustees presented the Corrective Plan which they said addresses the MDE mandate.

Deficiencies were named in facilities, graduation and transportation. According to officials, fire extinguishers are being installed in all facilities to address those concerns and buses are being purchased for transportation.

The superintendent said they are in the process of hiring more bus drivers.

Jennifer Chatman was among the concerned parents. Her son is going to fourth grade.

"I see some issues where they can make some improvement with the school. My son goes to French Elementary," said Chatman. "He used to go to John Hopkins. so I'm just really trying to see what they have planned".

Officials said the district met graduation requirements and that the problem lies with graduation records paperwork which is being addressed.

"There was some indication that it appeared that our students were graduating and they did not have the requirements to graduate," said JPS Board President Beneta Burt. "As it turns out that is absolutely not the case. And we are proud to say that, and we want to let the community know".

Parents and those attending also received handouts with the district's Corrective Plan. The information will also be posted on the JPS web site.

Six more JPS Town hall meetings will be held in each remaining ward in the city.

The dates will be announced in the future.

Copyright 2016 [MSNewsNow](#). All rights reserved.

## **JACKSON, Miss. —**

A school bus was involved in a crash Thursday morning in Jackson, authorities said.

Three vehicles were involved in the collision about 7:30 a.m. at Riverwood Drive and Old Canton Road.

Jackson police officer, Cmdr. Tyree Jones, was involved in the collision.

A vehicle was coming off Riverwood Drive, trying to turn onto Old Canton Road and cut across traffic, hitting the passenger side of Jones' vehicle, which was pushed into the side of a Jackson school bus, authorities said.

Jones, who was off-duty at the time, said he suffered minor injuries.

The driver of the first vehicle pulled off to the side of the road and walked back to the scene.

Jackson Public Schools officials said about a half-dozen children were on the bus. None of them were hurt, JPS said.

The crash is under investigation.

# Jackson Public Schools Suspend Superintendent Search

Jackson Public Schools officials have suspended its search for the next leader of the state's second largest school district.  
Feb. 22, 2017, at 8:13 p.m.

## Jackson Public Schools Suspend Superintendent Search

JACKSON, Miss. (AP) — Jackson Public Schools officials have suspended its search for the next leader of the state's second largest school district. The Board of Trustees voted Tuesday to start the process again during the new school year. In the meantime, interim superintendent Freddrick Murray will hold his current position.

The Clarion-Ledger reports (<http://on.thec-l.com/2m8QyOt> ) the move is a departure from the board's original timeline to have a permanent school chief in place by July 1.

Former superintendent Cedrick Gray resigned last November amid JPS receiving a failing academic rating and the reveal of safety, teaching and discipline violations by the state Department of Education that landed the 27,000 student district on probation. State officials have said the district does not face a deadline to find a permanent leader.

---

Information from: The Clarion-Ledger, <http://www.clarionledger.com>

# Monday, February 20, 2017

## JPS: Spending money is not spending money

If you want to see how the JPS school board thinks, watch this school board discussion on the hiring of Eric Stringfellow that took place earlier this month. The school board wants to hire Mr. Stringfellow as a "consultant" for \$24,000 for four months. He will provide media services and "community engagement" under the terms of the contract. Keep in mind that JPS already has two employees who handle "media relations" as "communications specialists". Two school board members questioned the need for this contract but the interim superintendent and school board President defended hiring Mr. Stringfellow. The Interim Superintendent even went so far as to say that this contract would not cost the district any money *since it came from money saved through employee attrition*. You can't make this up. Watch for yourself. A transcript is posted below. Your record-setting property tax dollars in action.

JPS will pay \$6,000 per month from February to May. The school board also approved a \$10,000 consulting agreement for similar services last August. The contract expired at the end of October. Mr. Stringfellow provided an activities report (p.14 in documents posted below) on September 1 that gives a stirring account of his work on behalf of the children of Jackson Public Schools. He lunched with the Bishop, went to receptions, wrote speeches, hobnobbed with the media, engaged in community outreach, and developed a message for JPS that addressed the notorious MDE audit.

JPS paid Mr. Stringfellow \$6,000 on September 1 for his work in June, July, and August. It paid him another \$4,000 on September 21 for his work in August and September. JPS paid him yet another \$8,000 on December 14 for unspecified services. [Earlier post with copy of contract.](#)

**Kingfish note:** \$42,000 to a spin doctor, \$750,000 for bond pimps, no-bid contracts, yet it's all the fault of charter schools. Most state agencies only have one or two "communications specialists". JPS only sends out a handful of press releases each week - if that many. It produces a monthly newsletter. The JPS attorney handles all public records requests. If the two media relations employees can not handle these tasks, then perhaps JPS should fire them and hire some who can instead of engaging in a little bit of featherbedding. What is really sad is that the interim Superintendent thinks that his contract will not cost JPS any money since it will come from so-called savings (24:35 in video). Keep this in mind when JPS complains about being broke.

The sad part is that the few school board members who try to inject some financial responsibility into JPS get trashed and vulgarized on social media and certain radio stations.

### Transcript

**Joanne Sheperd (JPS Attorney):** I'm sorry. **We're on the approval of the consulting agreement, with um, Mr. Eric Stringfellow and Jackson Public Schools and that agreement or recommendation is to contract with Mr. Stringfellow to provide services to the district for it's initiative, uh, which is to rediscover JPS and of course the administration recommends Mr Stringfellow as a consultant.** uh, to help in two big initiatives and that is the outsourcing of the transportation department, are, um buses and also to look at consolidation of schools, all schools in the district that might be recommended for closure or consolidation, the, uh, **agreement calls for a compensation amount of twenty-four thousand dollars, um, and it also has some prevision in there that outline exactly, the scope of services such as, um, the grassroots community organization that will help the district get its message out and also, um, put before the district, um, media outlets to help out with this effort.**

**Kimberly Campbell :** Um. Thank you, uh, Madam President. I'm trying to see how to begin. **Help me get a better understanding as to why we really need this consultant for item. Is this going to be such a heavy lift that no one that's already employed in district, when it comes to media outlet and I guess, community work, can't pull this off?**

**Dr. Frederick Murray** (Interim Superintendent): Um, well again, we're not bringing this forward as a duplication of services,uh, what we found is, uh, Mr. Stringfellow has worked with the district on a couple other occasions, the last time we had a school closure consolidation program and just recently, my first board meeting, there was, um, some conversation about the work that he was able to do with the last administration and the successful, the momentum that we had picked up in the community, so there were some positive things that happened and we wanted to continue that momentum. We have some major pieces that will be coming to you all in a few weeks. We talked about school consolidation study and school bus study that was a part of our cap and we think that would be a major piece that we would need additional support for. I think that what happens is we get kind of we're not clear on, well **I'm not gonna say we're not clear but the organizational structure of the media relations department involved with, that's really two people and so you're talking about Sherwin Johnson and Mrs. Donald, and so in a day's, in one day, they can get a news situation at Forest Hill that would take up their entire day and so they're also participating in the, their assisting the board with the Superintendent search so these are all dynamics that are happening everyday when we talk about excluding consolidation or transport or some of the things that we're proposing, we need someone full-time, that can do that work in the community and again, when events happening on the weekends, at night requires overtime and so we don't have the staff to do everything that we need to do and we're not, again, its not a duplication of services, those things that that department and they will continue to do and they do that well, this is a specific project, again, we list multiple things on the contract but this is a specific focus, as for the cap, there's some of the things that we will be rolling out to the community, that will need every bodies attention and again, we just think, like every other department, that we have consultants, that provide support for a specific projects that we need help with, this is help, but this is no different and so that's why we make that recommendation.**

**Kimberly Campbell:** Let me follow up, just briefly and quickly, because you brought up the issue about some past work and again this isn't disparaging anyone, in fact, I want you to state your case, I really do; but if I remember correctly, there were some differing opinions about past work and so I just wanted to be and to be fair to him too, I think the record needs to be clear, even for him, so let's just, put that out there. **Explain to me exactly what did he do before that was gained all this great momentum for the district on the move with doing things.**

**Dr. Frederick Murray:** Again, when I came into the seat, the board meeting, my first board meeting actually, the report came, there were some areas that we had not traditionally been in. I think there were and I can't quote all the places but there's been some meetings with economic development, we had then gotten the opportunity to meet with some influential people that we felt could help us and it was more of a grassroots approach, so those were the outcomes that occurred with the last time he was with the district prior to that, again, I'm not aware of any challenges that existed with the closure, you know it happened, you know, there was a community, I'm sure it was a community pushback on that but again, so from my understanding there has, the outcomes have been sufficient, according to the information that I had going into this. **The need is that we're also, we're looking at right now, the media relation department is putting together a proposal to, for additional support to help us continue to brand our district and the goal of that department is to focus on internal and external communications, especially in the midst of what's happening now with the audit. We are bombarded daily with request for things so the need for support is there and as we move again into the conversation that you will be hearing about in the near future, there will be a need for someone to help us in the community to navigate this and this is the person that we recommended for that.**

**Beneta Burt** (School Board President): One of the things that count to your question, Mr. Jones, one of the things that I recall because I guess I was in some of those meetings, it was, **I would hear the business, some of the business people saying, "You know we didn't know what was going on inside Jackson Public Schools, we didn't know your Superintendent, we didn't know what he was thinking, we didn't know, we didn't know, we didn't know. And why do you not make sure that this person has access to all of our business community, to our churches, to people that we need support from, all over the city and sustained support?" The things that, that this body can not do, we all have other jobs and the things the media relations don't do because its kind of outside of the scope of what they're doing. Making sure that, there are appropriate articles in the paper that reflect the Superintendent's view and the school district's view, making sure that the difference of community organizations, both public and private sector, that there's access to. I think that these are just a few of the things, because I am always hearing people say you don't have a presence in the community from your chief executive officer, so I think that there is value in that I think that most everybody has this kind of person plus if we're going to think about having to make some major changes in terms of our school structure, whatever ends up being concerning transportation or looking at how our schools are situated, the number that we have in making any changes in that we're going to need somebody to help that process get pushed out to the community, in a way that keeps the community informed but also allows that process to go on in our media relations to continue doing the work that they are doing. Dr. Lind, Mr. Jones. Well, Mr. Jones and then Dr. Lind.**

**Jed Oppenheim:** I have a question, too.

**Beneta Burt:** Okay.

**Dr. Richard Lind:** I just want to echo what you said. You just nailed it and **one of pieces of the puzzle that you hear me say all the time is that, what good is it that we're doing what we're doing if we don't have a way of communicating to the public, as well as the parents or anybody else. What I saw, the last time we had him and I can only speak on what I saw, as results, is that he had a connection not just with the media but he had a connection with some of the other legislators and some of the**

**other business community people who really, now we've probably seen some of the results of their relationship that they had,** but I can tell you this, sooner or later, we're going to have to become excellent in how we communicate, whether we use what we have or have to bring somebody else in, at this point, we can't afford, not to have that, we have to become experts in how we communicate to the public, what we're doing and I just think that for me, based on what I've seen him do, here recently, when he was here before, I can tell you that I've seen some of the results because I've talked to some of the people, I've talked to some of the community people, and they were surprised to know, especially when we had those town hall meetings, they were surprised to hear some stuff and that's the kind of stuff we have to deal with. We have to continuously promote, we have to continuously be out there and let them know, where we are and where we stand, good or bad, we need to be able to do that and if we're going to do something now, now is the time, in my opinion, that we should do it. (KF: Um, isn't that why you have a lobbyist?)

**Beneta Burt:** Mr. Jones

**Rickey Jones:** Thank you. To echo, my colleague, Mrs. Campbell, I agree, I think that we have four CEOs that are at schools representing their people and I feel that they are well healed so that they have met whatever qualifications they need to be in the industry, at least in my mind, they should be able to tell the story, we have another department that's purpose to tell our story, to get it out there and I think that's an excellent team. The question that I have, there were some concerns, Mrs. Turner, at the end of his contract, that they had to discuss and so within that, my question is, have we gotten a statement from the state auditors office in reference to what's contract work compared to before, you know, as it relates to getting paid for work that was performed based on that thing we got caught up in.

**Dorian Turner (Board Attorney):** I don't think we have any statement from the state auditor, what we did was, we went to the board and had the board authorize filing a suit that would provide the order authorizing the payment to Mr. Stringfellow, for the services that he provided and the compensation that was not provided in his contract That would be to avoid getting anything from the state auditor because what you would have is that a contract that we do certain amount, he's going to be paid for certain services, Mr. Stringfellow exceeded that and the process of going and getting an amendment for the board to approve that additional compensation ad those additional services wasn't brought to the board for authorization before the work was provided, so in order for the board to be able to legally pay that, what we recommended, Mrs. Shepard and I, would do what you call a merit proceeding where you essentially go to court and you go to court and you say, this is what happened and you get a court order that authorizes the board to make that payment so that process Mrs Shepard followed that process and presumable it happened.

**Rickey Jones:** Ok, I guess my, thank you so much, I don't mean to cut you off Mrs. Shepard, I guess my question is, if you're performing work before a contract is signed, then where are we within that because I know we on everybody's eyes right now and I like clarity and for the sake of communication and positioning and where would that speak as it relates to how a contract person is brought on in terms of the work they've done before a contract was signed or whatever proceeds to be done, before.

**Dorian Turner:** Mrs. Shepard made an effort to specifically address that by putting some language in this contract that we both looked at that we essentially put in bold face and large type: here are the services that you were being retained to provide, this is the compensation that you will be paid, you will be paid no additional compensation and you should not provide any other services until you come before the board and get that approved, so with that situation happening the last time, we tried to head it off, by putting express language in the contract, that would put Mr. Stringfellow, administration, all the appropriate parties on notice about this, that this is what will have to happen before any additional services can be done or money could be paid to him, other than the compensation that has been laid out for you to see.

**Rickey Jones:** Ok, great, the other question is to, is as we look at some of the services, allegedly, that will be performed, we talked about, there's pieces in there, like, who wrote this, because some of the information in there, did not come before the board before we have a chance to get a preview of possible school closures or transportation, you know, and so we have not had a chance as a board to vet this, so its already been held before we get the information. I'm feeling kind of like I'm getting secondhand information before somebody outside the district, that kind of.

**Dr. Frederick Murray:** Well, the information was provided, through the cap, in the cap are, we specifically, because I'm on the record.

**Rickey Jones:** Ok, I'm going to break it down, again. If the board has not met, we have not been given information specifically about those particular items to, with information in terms of budgetary, in terms of enrollment, we have, that we can look at, as a board to discuss that move, not necessary with the cap because that's actually an item that puts us back in line but we're talking about procedural information that decisions have to be made on and if that information has been discussed with outside parties before the board pass it, then that would be second hand information.

**Dr. Frederick Murray:** Yes, sir. In the contract it expressly communicates that he will assist if approved by the Board of this will assist with school closure consolidation and the outsourcing study so, there is no, the Board would have to approve any closure or consolidation so that information will not be public or will not be irrelevant, unless the Board approves it. So again, we are in the midst of a study, which we expressly communicated in the audit, that we would do that, that we would study this and we would come back to the board with the recommendation so in that knowing that we're going to be making some recommendation then we will, he will not be privy to any information that the board is not privy to.

**Dr. Richard Lind:** Let me just say this, we go through this a lot and we see these contracts, all the time, if we need to change how we are doing things, then let's do that but this is not the first time. This is how these things. We get these contracts and we have time, sometimes we don't, I have to admit to that sometimes we don't have time and sometime, quite frankly, it's not at a convenient time for us because we don't have that time to bed but for the most part, I don't want us to get caught up because this is what's been happening for a while, that don't make it right but if we need to fix the process, let's fix the process and not just focus on just trying to fix one thing today but let's just fix the process and I agree Mr. Jones, we do need to look at how we're going to do these in the future so that this part of it can be clear and without doubt, so if we need to look at how we can make that happen then that's the process that I think we need to take, but to get, once it gets to the board, you know, we have two attorneys that we have to trust, that will look at this document and if something is wrong then we're paying them, we hold them accountable and that's the way it's supposed to happen in the real world but we need to make sure that by the time we get this that we would have had a process in place to make sure that if there's anything in here that don't need to be in here without the board approval, then that needs to happen.

**Beneta Burt:** And I.

**Jed Oppenheimer:** Question

**Beneta Burt:** Yes, Mr. Oppenheimer?

Jed Oppenheimer: Thank you. Miss. Campbell's remarks which reflected prior questions with a particular contract and I want to make clear that I don't have an issue with Mr. Stringfellow, it's not an issue with the media PR folks **but if we're giving this contract, we have now essentially paid for a full-time position for the whole year, which to me, we may as well have somebody on our staff who could do this.** Secondly, if the issue is the fact that we're unable to do it and it's not a duplication of services, per se, then maybe what we need is some training support so that we can do because our biggest asset that's not being utilized here is our young people who can and very much do make a lot of positive media regularly about what's going on positively in our schools. The other thing is, this is absolutely our responsibility as a board, this is a conversation that the board needs to be taking on in terms of going out into the community because that's our responsibility, that's why we're here, yeah we all have other jobs we also all signed up for this so that we are doing our responsibility to the community in which we serve which includes going out and being the base in the community, being the base in the district for these kinds of issues that arise. I don't remember all the circumstances of the last school consolidation, the reasoning or whatnot. I do remember quite a bit backfire and a lot of that was because, from a community standpoint, that the board was not present, that it was just struck upon people and I know we're getting ahead of this, which is important but again, that should be us, as board members, out talking to our community folk, working with folks, we had 50 folks in the board meeting the other night representing all different kinds of organizations, who as well will get involved and help lead this charge. **I don't know why we keep going to consultants because what's happening is that we keep on giving them new contracts this is becoming a catch-all position at the control rather than after we systematize the work that he's doing or what the consultant doing that work would be doing and make this more about what we're supposed to be doing, that's not much of a question, but that's where a lot of my frustration about this lies.**

**Beneta Burt:** Well, thank you, Mr. Oppenheimer. I see this as a different position, from what you just described, in terms of bringing that level of visibility to this district. I don't think that our students can do that, because I think we're talking about something different. I really don't think our CAOs can do it, it's outside the baby of their job description, there's no way that they can concentrate on this kind of project because it is something that needs to be done all the time and I think that this kind of person is going to provide additional support to administration that's gonna take some of that off the administration that is going to help the administration in the long term by being able to have these connections in the community that we don't have, no maybe we should have them, but we don't have them and excuse me, may I finish? So we don't have them and so in order to get them, then somebody has to do them, we as a board, yes we have our own connections in the community but Mr. Oppenheimer, we all have to do all sorts of things like not be here, we really need to have somebody doing something, we all have our own responsibilities and if our administration is saying this position helps the administration to function more efficiently, it seems to me that ought to be supportive of that..

**Dr. Richard Lind:** I'm not going to make a long comment, I just want to stress one thing, **our job is to support the administration and if the administration ask for support in an area that he thinks that he needs then I think that we need to make sure that foremost that we support them and hold him accountable for the end results and then move on but I just wanted to make sure that we understand that our foremost important job is to make sure that we support the Superintendent and so that we can get what we're trying to get the end results for our children, that's the whole purpose.** (Hmm....I've heard this before.... Enron, Worldcom....)

**Dr. Frederick Murray:** Can I add something? I'm sorry. **And just from a cost standpoint, this is not additional funds, this is savings from positions we have not filled this year. So again, this is not additional money that we're pulling out from the budget, this is savings, again, from the positions we did not fill.** (This gave the inspiration for the headline of this post. This quote from Dr. Murray says it all. )

**Camille Stutts Simms:** I think, as board, we need to be clear, what we are asking of him. We need to be clear and as Mr. Jones said, we are really pre-thinking and pre-involving him into some things that we, as a board, has not even discussed yet and I think some of these things might be coming up in our work session but I would like to make sure that we can give him the directives based upon our needs at the current time and not get him involved with things that we have not clarified yet and we may need to, we do need to clarify them prior to going to public but there is certainly a need for our community, for our leaders, and for, even what Mrs. Miller brought forth today on the legislator's agenda. We do



need someone to advocate for us, but, to me, I'm not comfortable right now with the scope that we're asking him to attend to and that seems to be, I'm just not clear on that and because we're asking him to do these things in terms of the scope, that we have not had the opportunity to discuss, so we do want to be supportive of the administration and getting our focus out, we do want our verbiage to be in sync that we're saying, the right thing, to the public, we're saying the right message and we have one voice and we don't want to have a scattered voice we need to have one voice that's going out from our administration so that is my opinion. I don't mind a contract but we do need to have some framework as to what Mr. Stringfellow will be doing and we need to have some sort of mechanism in cooperation that we're getting that one message out, at all times and not a scattered message but we do need a messenger or a message mechanism, to get our message forward out and the public did, I honestly believe, appreciated the district going out to the different wards and being able to see, touch, and ask those questions they don't get to ask at our board meetings so I think it was greatly appreciated and I'm sure the business community appreciated it too, as well as our elected leaders. So I think there is certainly an importance, we just need to make sure that the framework we're asking him to do is worded in such a way that we know what we're getting and we can give him the message.

**Beneta Burt:** Why don't we?

**Dr. Richard Lind:** Madam President, can I make a recommendation, **it might be better since we're gonna be meeting next week, that we may pull this and make it part of our agenda in that work session so that we'll be more embedded because at the end of the day there could be some more points that we could make to put in this contract, to make it work for us, if we need to, so I would say.**

**Beneta Burt:** is exactly what I was going to suggest, that we do that to develop such a framework and then we can determine how to move forward. Dr. Murray? Ok.

[Email This](#)[Blog This](#)[Share to Twitter](#)[Share to Facebook](#)[Share to Pinterest](#)

# Jackson council members call special meeting about JPS

By [Donesha Aldridge](#) Published: February 16, 2017, 4:45 pm Updated: February 16, 2017, 4:46 pm



JACKSON, Miss. (WJTV) — The Jackson City Council held a special meeting Thursday to discuss concerns over the Jackson Public School District.

The council discussed the lack of teachers in core classes.

JPS is hosting a job fair for teachers this Saturday from 8 a.m. until 11 a.m. in the School Board Meeting Room located at 621 South State Street.

The district is also recruiting retired teachers.

# Statistics released about the state of Forest Hill High School

By [Donesha Aldridge](#) and [Margaret-Ann Carter](#) Published: February 15, 2017, 5:23 pm



JACKSON, Miss. (WJTV) — Shocking statistics were revealed during the Jackson Public School District board meeting Wednesday.

Graduation rate statistics out of Forest Hill High School brought about a serious conversation between the interim superintendent, board members, and the new Forest Hill principal.

A large number of overage students drew a gasp for some in the room. Those are the students who are above the average age of their grade level. There are nine 20-year-olds in the 11th grade.

“What it sounds like to me is we have not taken that deep dive into that information but relied on the outside presence to come in and give us direction and that to me is concerning,” Ricky Jones said, who is the JPS Board of Trustees Vice President.

Among several things, Principal Victor Ellis says he wants to separate the overage students into other classes for a better learning environment. Another concern that was pointed out is only 144 out of 215 seniors are on schedule to graduate at this time in the year.

“We want parents to be assured that we are working as hard as we can to make sure their children are safe that they’re in a good learning environment and that every day that they have a good experience at school,” Beneta Burt said, the JPS Board of Trustees President.

She said during their last meeting they decided to widen the search for a superintendent. At this time they are still working to find a search firm who will then help choose a superintendent.

On their web page JPS says they hope to have a new superintendent by July 1st.

# JPS school bus window shot out with BB gun; No injuries reported

By [Donesha Aldridge](#) Published: February 1, 2017, 6:03 pm Updated: February 2, 2017, 9:15 am



JACKSON, Miss. (WJTV) — A juvenile fired a BB gun at a school bus Wednesday afternoon, according to police.

It happened near Abraham Lincoln Drive and James Monroe Place.

According to Sherwin Johnson, the Jackson Public Schools executive director of public and media relations said no injuries were reported.

Johnson said the bus was at a bus stop when the incident happened. The students were able to get off of the bus and go home. Law enforcement checked them for injuries before they went home.

JPD said the juvenile was taken into custody.



# Here's how JPS plans to avoid a state takeover

[Bracey Harris](#), The Clarion-Ledger Published 3:30 p.m. ET Jan. 9, 2017 | Updated 1:23 p.m. ET Jan. 10, 2017



A Jackson Public Schools Security Guard watches as students head to waiting buses for rides back to their Middle Schools after a morning at Power APAC. The district has come under scrutiny from state oversight officials because of issues with transportation and other accrediting standards related to discipline, order and safety.(Photo: File photo/The Clarion-Ledger)

On probation for violating accreditation standards and reprimanded by state education officials for a response seen as lacking “urgency,” the clock is ticking for Jackson Public Schools to take “immediate actions” to improve school safety and instruction needed to avoid a state takeover.

Mississippi’s second-largest school district welcomed students back Monday, and the state Department of Education has indicated unannounced visits will be made this semester to monitor the district’s steps toward correcting violations found during a June accrediting audit.

In an address to the Jackson Board of Trustees, State Superintendent Carey Wright said during a December visit to a high school, department officials saw students sleeping in classrooms and arriving after 9:30 a.m. as well as unmonitored classrooms. Security guards were also seen standing around talking and laughing, rather than patrolling the building.

### **DON'T MISS: 7 Education stories to watch this year**

Wright proceeded to outline what she called, “the bare essentials of what is needed to run a functional school.”

“Buses must arrive on time. There must be a teacher in every classroom teaching students. Schools must be safe for children to learn.”

With the district written up last school year for deficiencies ranging from books unassigned by the standard Dewey Decimal System to allegations in a teacher survey that discipline decisions were overturned by administrators, community stakeholders have asked if a takeover is imminent. State law focuses on the severity of deficiencies not the quantity, clearly laying out which violations warrant the loss of accreditation. An unorganized library, for example, might draw the ire of auditors, but it falls short of the threshold needed to remove local control. But continuing to have problems that jeopardize the safety, security or educational interests of students would place the district at risk of being declared an extreme state of emergency by the Commission on School Accreditation. Such a move would have to be signed off on by Gov. Phil Bryant and would result in the immediate loss of accreditation.

### **CHANGES AHEAD: JPS moves on after supe's exit**

Wright has expressed that her department does not have "the desire or the intent" to recommend a takeover for the district. But she's been clear that JPS' accreditation could be withdrawn if issues are not corrected within the timeline specified in the district's corrective action plan.

### **ADVERTISING**

A spokesperson for JPS said the district would continue to implement the plan, approved by the state Board of Education in December.

The 139-page plan, available on the district's website, outlines steps JPS will take and by when to come back into compliance.

## **Buses**

The district has held several job fairs in an effort to recruit more drivers and purchased four new buses. GPS devices have also been installed to better track routes and promote efficiency. The district says it is also considering letting teachers and coaches who do not have a class or other assigned duty during the first or last period of the school day drive buses.

## **Best practices for teachers**



Teachers will be expected to submit lesson plans to their principal weekly for approval, according to the document. MDE had previously expressed concern about the number of unlicensed staff and dinged the district for not having a uniform framework for educators in place to strengthen instruction.

## **Access**

Restricting building access to students, staff and approved visitors must also be a priority for the district to avoid new sanctions. Back in June, officials said they witnessed parents and students roaming the hallways in some buildings. At others, monitors expressed concerns that unmonitored exits could allow intruders easy access. JPS says it's considering requiring identification badges for all middle and high school students to help crack down. Schoolwide expectations for hall passes are also in place, according to the district.

## **Other steps**

Replacing all fire extinguishers and dedicating \$750,000 to make needed facility repairs is also part of the plan.

According to its timeline, the district expects to complete the bulk of its plan by the end of this school year.



Superintendent Dr. Cedrick Gray announces New Schools of Promise Initiative at Wingfield High School. Harold Gater/The Clarion-Ledger

# No action from Jackson Public Schools Board in superintendent search

January 5, 2017 in [Education](#), [News](#)

By Othor Cain

*Contributing Writer*



Burt

It appeared during Tuesday's meeting of the Board of Trustees for the Jackson Public Schools District, that members at times struggled to come to an agreement. It was also evident that some board members didn't know what was on the agenda.

"I thought we were here to discuss the search for a superintendent and nothing else," said school board member Jed Oppenheim, who stressed the importance of getting community input during the search process. During a packed meeting held outside of the confinements of the normal board meeting venue, because of the district's holiday schedule, parents, teachers and other community stakeholders were ready for answers from district leaders as to 'what the process would be to find a new superintendent?' Their questions remain unanswered.



Campbell

It has been nearly two months since former Superintendent Cedrick Gray submitted his resignation from Mississippi's second largest school district and nearly one month since State Superintendent of Education Carey Wright, appeared before the board and stressed the urgency of fixing the problems within the district, yet board members are still at ground zero with crafting a plan and moving forward. "We've got to get this right, we can't afford to make a mistake, we are accountable for this," said Richard Lind. "We need your help."

The board, based on Trustee Rickey Jones' motion, voted 5-2 to table a motion to hire a consulting firm to help them develop a list of prospects for the job. "This board has not done its due diligence to proceed, we've not done a needs' assessment," Jones said. "We need to know what we want and be totally engaged in the process."



Hobbs

The board decided to use its secretary Vikki Mumford as an information clearing house for suggestions and input from the community as to what it would like to see in the districts next superintendent. Working Together Jackson, a 40-member institution, reiterated its pledge to support the board in its quest to find a new school chief.

"We stand with you in providing input, assistance and support as we work together to re-establish Jackson Public Schools as a successful district with quality schools throughout the city," Okolo Rashid read from a prepared statement. "We stand committed to remaining engaged with the school board and new superintendent in the years to come to help JPS return to and maintain a successful school district."



Jones



Lind

Board member Kimberly Campbell voted for the delay in hiring a consultant, but expressed her concern for the board to heed Wright's warning. "MDE is watching us, they have already told this board that we are behind in letting them know a timeline for the process," Campbell warned.

"I don't want us to rush. I want to cast the biggest net possible. But, I do want us to move." Campbell appeared visibly frustrated and said to the board, "some of us have been trying to get this done for several weeks."



Simms



Oppenheim



Simms

“Can we get it on the docket so we can get these meetings set,” she asked. Several members of the audience made reference to the looming state takeover. “Why would anyone want to come to a district that isn’t accredited,” one attendee asked? To which Burt replied, “that would have to be the decision of that person; they would have to do some soul searching.”

The board is expected to take this issue up again at its next regular board meeting next week.

## **State superintendent warns of JPS takeover**

### **Jackson Public Schools officials present plan to fix problems JACKSON, Miss. —**

Mississippi's superintendent of education had a strong warning Tuesday night for Jackson Public Schools officials.

"The stakes could not be higher for JPS," state superintendent Dr. Cary Wright said. "I urge you to act with urgency and use this as an opportunity to make the changes that are needed immediately."

#### *Advertisement*

The state gave JPS an F rating in school rankings and placed the district on probation. Wright said the state has accepted the district's plan for improvement after an audit found a number of problems. But state employees continue to find classrooms without teachers, students showing up at school late and staff members interacting inappropriately with students, Wright said.

If Gov. Phil Bryant declares a state of emergency at JPS, the school board would be dismantled, the district's staff would become at-will employees, meaning that they could be fired, and students would be given the option to transfer to other school districts.

Jackson Mayor Tony Yarber said a state takeover of JPS would affect the city's economy.

"It impedes our ability to recruit the best and brightest folks and companies here," Yarber said. "But the long-term conversation is in about 10 or 15 years, are these students a productive part of the community?"

## Beyond Blame: JPS Works to Avoid State Takeover of Local Schools



The Jackson Public Schools district must take better control of student education before the prison industry gets to control the young people, City of Jackson Ward 4 Councilman De'Keither Stamps says. Photo by [Imani Khayyam](#).

By **Sierra Mannie** Wednesday, December 28, 2016 10:12 a.m. CST

Upvote0

**#JACKSON** — At the last Jackson Public Schools board meeting of the year, parents and community members crowded the board room in downtown Jackson, accidentally brushing knees together as they filled the seats. More people, smushed together in bulky coats, stood against the walls.

**#State** Superintendent of Education Dr. Carey Wright's reprobation of the Board of Trustees made it seem even hotter.

**#**"I have serious concerns that the district is not taking the immediate actions needed to resolve its issues related to school safety and instructional practices," Wright said at the Dec. 20 meeting. "

#After dismal results on an [audit](#) of JPS earlier this year, the State Accreditation Board put the district on probation and required it to draft a corrective action plan, or CAP, to bring it back into compliance with MDE's standards. It also mandated a full audit of the district soon afterward.

## ADVERTISING

#Even though JPS quickly came back in compliance with many of the standards, events kept rattling the district from there. The state released accountability ratings in October, revealing the district [fell from "D"- to "F"-rated](#). The superintendent, Dr. Cedrick Gray, resigned. MDE rejected the district's corrective action plan for not being detailed enough. MDE also complained at a [Dec. 15 meeting](#) that its presence at a recent high school visit barely affected its "culture or climate," indicated that JPS did not have a "sense of urgency" about the district's issues. MDE reps witnessed teachers pull children's arms and the lack of administrative presence, among other issues.

#Although MDE accepted a second draft of the CAP at the meeting, it came with a warning of potential state takeover should JPS not comply with its corrective action plan—a warning Wright echoed to the tense audience of concerned stakeholders packed into the board room.

#But the consequences for JPS might be even more dire. Not only do state takeovers yield middling results for long-term student achievement overall, but the district could lose employees, students, half its extracurricular activities and ultimately its independence.

ADVERTISING

ADVERTISING

[inRead](#) invented by Teads

## #Downside of Takeovers

#JPS Board of Trustees President Beneta Burt told the Jackson Free Press that she was thankful the State had been so helpful to the district to help correct its issues. But, Burt said, it was unfortunate that MDE still saw a lack of urgency when the district had been "stressing the opposite."

#"It is now on us to make sure not only the perception changes, but that (reality) changes," Burt told the Jackson Free Press. "We cannot allow our school district to fall into receivership."

#In Mississippi, the State government can take control of a school district if more than half its schools are failing; the district has been failing two years in a row; and if the State deems the safety and security of its students compromised. The State has taken over 17 districts since 1996, [The Hechinger Report reported](#).

#State takeovers yield inconsistent results for long-term student achievement overall. A 2004 Education Commission of the States report said state takeovers affect administrative practices and finances more than they do academic achievement.



#Two districts, North Panola and the now-consolidated Oktibbeha district, taken over in the 1990s and then returned to local control, fell back into the State's hands a decade later. In the Okolona Separate School District, two years of state takeover did not bring lasting change. The year after the State left Okolona in 2012, only 14 percent of third graders scored proficient or advanced on the reading test. That same year, only 73 percent of Okolona's seniors graduated. A year later, a little more than half the seniors graduated high school.

#"It's really hard to find many examples of state takeovers that have led to dramatically different performance," said Michael Petrilli, vice president of the Fordham Institute, in a 2014 Hechinger Report story.

### **#Schools Now Over Prison Later**

#But JPS' problems are not unique. Poverty stands as a significant barrier to student achievement inside and outside the classroom in the state's only urban district, which serves nearly 27,000 students, with 80 percent getting free or reduced lunch.

#Cyclical poverty affects everything from how likely it is students will enter or leave kindergarten literate to whether or not they eat enough food when they're home for the summers—just like other high-poverty, urban districts around the country.

#Regardless of hardship, the stakes are high for the district. "It's a house under repair, and we're being inspected at the same time," interim Superintendent [Dr. Fredrick Murray](#) said about the district's struggles after the Dec. 15 meeting.

#Jackson Ward 4 Councilman [De'Keither Stamps](#) said at the Dec. 20 board meeting that the district needed a "Joe Clark" in charge, referencing a no-nonsense principal that Morgan Freeman depicted in the 1989 film "Lean on Me."

#Stamps said the next 100 days for the district re critical to its success, and that deeper, systemic issues, like funding for schools and parents correcting student behavior before they entered the classroom, would have to be paramount going forward. "We cannot allow the schools to fall into the hands of the same people who run the prisons," he told the Jackson Free Press.

#Wright said at the meeting that MDE would continue offering support to the district, but that change would have to come from school leaders as well as the community. She also said it was neither MDE's "desire or intent" to recommend takeover for Jackson Public Schools.

#"It is our hope that JPS will use this process as an opportunity to address the areas of concern," Wright said.

#*Sierra Mannie is an education reporting fellow with the Jackson Free Press and The Hechinger Report. Email [sierra@jacksonfreepress.com](mailto:sierra@jacksonfreepress.com).*

#*Read more stories on Jackson Public Schools at [jfp.ms/jps](http://jfp.ms/jps).*

# Friday, December 23, 2016

## JPS still doesn't get it.

Give the good Doc some credit. Mississippi Superintendent of Education Dr. Carey Wright walked into the lion's den and delivered a stern warning to the Board of Trustees for Jackson Public Schools Tuesday night. Dr. Wright flat out told the crowded room that JPS faces the real possibility of a state takeover. A transcript of her speech is posted below. **JJ strongly urges readers to read her speech if they care at all about Jackson.**

An MDE audit released last summer found many schools were unsafe, lacked licensed teachers, graduated students that did not meet the requirements, and teachers that did not control their classrooms. JPS Superintendent Dr. Cedric Gray blew off the audit as he didn't even ask for a hearing to contest the audit. The first corrective action plan submitted by JPS was a joke as MDE said it was "inadequate". MDE is currently conducting a full audit of the entire district. Dr. Wright's remarks provide some of the preliminary findings for the current audit and frankly, JPS is in serious trouble. Dr. Wright's said:

*Good evening President Burt, Vice-President Jones, Trustees and Interim Superintendent Dr. Murray. I appreciate the opportunity to speak with you today.*

*I am here this evening because I feel it is my duty to alert the entire Board of Trustees about my serious concerns regarding Jackson Public Schools and the 27,000 students served by this district. I discussed my concerns with the Board's President, Vice-President and Interim Superintendent during a meeting on November 11th and in a conference call on December 13th. I also shared my concerns with State Board of Education members during the Board's December 15th meeting. I am here this evening to ensure that every person responsible for leading JPS understands the severity of the issues facing the district.*

*I am pleased to see so many community members present. This is a critical time for JPS, and community support and involvement is essential to the district's future success.*

*As you know, JPS had its accreditation status downgraded to probation in August after a Mississippi Department of Education audit cited numerous concerns related to school safety and instructional practices, among others. The concerns cited in the June 15, 2016, preliminary audit report required immediate attention.*

*However, since that time, school and district leaders have not demonstrated the sense of urgency that is needed to address the major problems that are preventing the students of JPS from getting the education they deserve.*

*I will provide some examples of what MDE representatives have reported from the on-going, full investigative audit that is currently underway:*

*Following on-site school visits conducted this fall, MDE staff have reported inappropriate physical contact with children (such as pulling a child by the arm), as well as inappropriate verbal interactions, including but not limited to, teachers raising their voice at children, shaming and humiliating children, using a harsh or sarcastic voice while communicating with*

*the children, and teachers being irritable with children. We reported these concerns to district officials during our meeting on November 11th.*

***During a recent visit to a high school, MDE staff reported the following:***

- \* Students arriving to school as late as 9:30 a.m.***
- \* Students walking through metal detectors, setting off the alarm and having no further inspection***
- \* School staff continuously trying to contact the principal with no success***
- \* Classes with no teachers***
- \* Students wandering the halls and classrooms***
- \* Students sleeping in classrooms or using cell phones during class periods to watch movies, use social media, play games, or listen to music***
- \* Security guards in the building standing around talking and laughing,***
- \* These types of occurrences were also documented in the June 2016 audit report.***

*MDE staff noted that it was apparent that the MDE's presence on campus had absolutely no impact on the normal climate and culture of the school.*

*MDE staff have been in regular contact with JPS officials to provide assistance and support regarding the district's Corrective Action Plan. This plan outlines the actions and timelines associated with correcting all deficiencies, including those related to instructional practices and sustaining safe schools.*

*The district's initial Corrective Action Plan did not meet the standards of the State Board of Education. As a result, MDE staff met with the Interim Superintendent and District Level Administrators to provide feedback regarding the revisions that were needed to bring the Corrective Action Plan up to standard. The State Board of Education approved the revised Corrective Action Plan on December 15th.*

*Even though the State Board approved the District's Corrective Action Plan, **I have serious concerns that the district is not taking the immediate actions needed to resolve its issues related to school safety and instructional practices.** I felt compelled to inform the entire JPS Board of Trustees about the alarming conditions MDE representatives observed at these school and to convey my serious concerns about the District's ability to effectively implement its Correction Action Plan.*

*Crafting a plan is one thing. Executing the plan is an entirely other matter. Every leader in JPS must act with urgency to take the necessary steps to ensure quality instruction is provided in a safe learning environment for all students each and every day.*

***Buses must arrive on time. There must be a teacher in every classroom teaching students. Schools must be safe for children to learn. Those are just the bare essentials of what is needed to run a functional school.***

*There are 58 schools in JPS. Four are A schools. Five are B schools. Seven are C schools. That means 16 schools are meeting or exceeding expectations. One of those schools, Davis Magnet School, has the highest reading proficiency rate among all elementary schools in the state. Another school, Baker Elementary, has the highest reading growth. This shows what is possible for all of JPS. (KF Note: all but one of the A schools are specialized or magnet schools. Cherry-picked students.)*

*JPS also has 21 D schools and 21 F schools. This means 42 schools are not succeeding in educating the children for which they are responsible. The children in these schools matter. They are just as important as the children in the schools that are succeeding.*

*There is nothing different about the children in these two groups of schools. All of the schools in JPS can be successful. It can be done. Everyone who has a stake in the success of JPS needs to be actively involved and vigilant about ensuring the district's Corrective Action Plan is implemented with absolute fidelity. This is an opportunity for the district and community to work together on behalf of every student in the Jackson Public School District. All students must be held to high expectations.*

*The MDE has been actively involved in ensuring that district leaders understand what is expected to correct all deficiencies within the district. We could not have been clearer. However, we cannot do the work for the district. We are not in the classrooms every day. We do not oversee day-to-day school operations. The people in this district are the agents of change. This includes every teacher, administrator, staff member and parent in the Jackson Public School District. Every person who works for JPS is responsible for the successful implementation of the district's Corrective Action Plan. Parents must be partners in this effort. This is absolutely critical.*

*The MDE intends to closely monitor the District's implementation of the Corrective Action Plan and provide continued support and assistance. However, we can't stress enough the continued concerns we have regarding the District's response to improving instruction and safety.*

***If the MDE does not see immediate improvements regarding instruction and safety, we will need to revisit every decision we have made up to this point. The law requires the MDE to issue additional sanctions if there are not immediate actions taken to resolve these concerns.***

*Let me emphasize, it is not the desire or the intent of the Mississippi Department of Education to make a recommendation to take over the Jackson Public Schools. Rather, it is our hope that JPS will use this process as an opportunity to address the areas of concern.*

*However, the district is subject to having its accreditation status withdrawn by the Commission on School Accreditation if deficiencies are not removed during the time specified in the Corrective Action Plan. With State Board approval, the Commission is also authorized to request that the Governor declare a state of emergency if it finds:*

*\* Corrective actions are not taken or deficiencies are not removed by the end of the probationary period; or*

*\*The district violates accreditation standards that warrant immediate withdrawal of accreditation.*

*This means that the district must comply with its Corrective Action Plan AND prevent serious violations that would warrant a declaration of an extreme state of emergency.*

***The Commission on School Accreditation may determine that an extreme emergency exists if any one of the following three conditions are found in a district:***

*\*The safety, security, or educational interests of the children enrolled in that district are jeopardized,*

*\*A school district meets the State Board of Education's definition of a failing school district for two consecutive full school years, or*

*\*If more than 50% of the schools within the district are designated as Schools at Risk in any one year. School at Risk is defined as a failing school in any one year.*

*If the Governor declares a state of emergency in JPS, the law requires that the local school board be dissolved and every staff member in the district becomes an at-will employee.*

*The district would immediately lose its accreditation, and students would be eligible to transfer out of the district. Also, one year after accreditation is withdrawn, all extracurricular activities, including athletics, would be reduced by half. This is not a scenario that anyone wants to see happen.*

*In closing, I want to emphasize MDE staff will continue to provide the support and technical assistance to the district to resolve the deficiencies on record. However, if the district is not making the appropriate and timely progress or it is determined that the safety, security and educational interest of the students is jeopardized; there will be a need to discuss further options.*

*The stakes could not be higher for JPS.*

*I urge you to act with urgency and use this opportunity to make immediate changes for the sake of the students of Jackson Public Schools.*

**Kingfish note:** It is no surprise that Dr. Wright was forced to admonish the school board. Most of the trustees have been government employees, consultants, and employees at non-profit organizations. Individuals who are ill-suited to lead or take quick, decisive action when needed. Such people are better at manufacturing excuses than they are positive results and have managed to drive JPS into the ditch.

**Read these earlier posts to learn what MDE said in it's audit**

**The Superintendent does not provide effective educational leadership."**

**Audit shows dark and dangerous side of JPS schools**

Send an email to kingfish1935@gmail.com if you wish to get a copy of the audit.

## Takeover of JPS Looms as District Addresses Probation, Audit



Dr. Freddrick Murray, interim superintendent of Jackson Public Schools, says the district will not make excuses for its deficiencies. Photo by [Imani Khayyam](#).

By [Sierra Mannie](#) Friday, December 16, 2016 1:03 p.m. CST

Upvote0

**#JACKSON** — Jackson Public Schools is one step closer to getting off probation—but if the district doesn't correct classroom management and behavior problems soon, the State could take it over.

**#**"We just have to warn that there could potentially be additional sanctions if immediate actions to address these concerns are not taken," Dr. Paula Vanderford, head of the state accreditation board, said at its meeting Thursday about JPS' issues.

**#**Numerous violations to state accreditation policies in a legislative audit earlier this year landed JPS with not only probation but also an impending full district audit in August. That included school safety and the chronic tardiness of school buses.

**ADVERTISING**

Attachment G

#The State tasked the district with creating a corrective action plan, or CAP, in order to rectify its violations and get off probation, but rejected the first draft of the plan last month for not being specific enough. In a 4-to-1 vote, MDE approved the revised CAP yesterday, which includes timelines for the completion of each task the district plans to undertake to get back in compliance. But the department warned that conditions MDE employees saw at a recent high-school visit could place JPS in the State's hands before it fully implements the plan. Vanderford referenced inappropriate physical contact, like teachers pulling on students' arms, and teachers being generally rude to students, as part of MDE's concerns. She also said observers saw students wandering halls and sitting in unmanned classrooms.

#State Superintendent Dr. Carey Wright expressed her "concern and alarm" about what employees witnessed at the high school, and said administrators lacked a sense of urgency about the seriousness of the plan, although she recommended its approval.

#"My concerns are around the district's abilities to implement the plan," Wright said. "Crafting the plan is one thing, but executing the plan is an entirely different matter ... Every child in that district deserves a very safe learning environment."

#Wright said she asked JPS to place her on the agenda of its board meeting on Tuesday, Dec. 20, to address the members with the "same sense of urgency" that the department is feeling. "Everybody in that district has to understand the severity of what we have seen and what we have witnessed," she said.

## ADVERTISING

#Dr. Jason S. Dean, vice chairman of the state education board, voted for the plan, but said it sounded as if expectations for student behavior were low or non-existent in the district or with Jackson leadership. Board member Johnny Franklin voted against the CAP, saying JPS' problems were an "abject failure on behalf of the adult population in that district who get paid good money every day."

#But JPS Board President Beneta Burt said its expectations of JPS students is very high, referencing the recent MDE visit to Baker Elementary to honor Baker and Davis Magnet, two A-rated elementary schools in the area.

#"What they've observed is what they've observed, but the bigger part is that we have to remedy that. What I feel a little sad about is to have that impression when we have been stressing just the opposite, but what they've observed, they've observed. It is now on us to make sure not only the perception changes, but that (reality) changes," Burt told the Jackson Free Press.

#"We cannot allow our school district to fall into receivership. That's just not an option. I think with the cooperation and the support we're getting from MDE, we're going to be able to move to the next level."

#The district has already made some progress toward completing its CAP by replacing fire extinguishers in each school and placing GPS systems in buses to collect data to solve problems with being late.

#As for MDE's concerns with classroom behavior, JPS interim Superintendent Dr. Freddrick Murray said the CAP is designed to eliminate those problems going forward. He also expressed his gratitude for MDE's continued support, but acknowledged that JPS, a 28,000-student urban district, has unique issues. "It's a house under repair, and we're being inspected at the same time," he said.

#Still, Murray said, the district would not make any excuses for its deficiencies.

#Sierra Mannie is an education reporting fellow with the Jackson Free Press and The Hechinger Report. Email [sierra@jacksonfreepress.com](mailto:sierra@jacksonfreepress.com).

#Read more stories on Jackson Public Schools at [jfp.ms/jps](http://jfp.ms/jps).



# JPS officials: Firefighters respond to Callaway High after classroom heater starts smoking

By [Donesha Aldridge](#) Published: December 15, 2016, 2:51 pm



JACKSON, Miss. (WJTV) — Firefighters were called to Callaway High School Thursday afternoon.

Cleotha Sanders of Jackson Fire Department said crews arrived at the school around 1:17 p.m.

JPS Executive Director of Public and Media Relations Sherwin Johnson said a heater in one of the classrooms starting smoking Thursday afternoon.

Schools officials said no students were in the classroom when the heater started smoking; they were at lunch.

No injuries were reported.

The District will repair or replace the heater, Johnson said.

# Sunday, December 11, 2016

## Dr. Gray shows why he is clueless and incompetent in his own words.

The Jackson Public School District Board of Trustees fired Dr. Gray. However, Dr. Gray didn't leave without defending himself in a column published in the Clarion-Ledger. *JJ* is going to set the record straight because Dr. Gray took no responsibility for anything as he made excuses and cast blame anywhere he could.

*Let me begin by saying what an honor it has been to serve the citizens, parents and students of Jackson as superintendent. I thank the Board of Trustees for giving me the opportunity to become lead teacher for Jackson Public Schools. Jackson has some of the best students and educators in the country.*

*Upon my arrival to Jackson in 2012, the headlines for the district read, "JPS is Broke!" and "JPS Placed on Probation." JPS was disputing with the city of Jackson ad valorem taxes and addressing concerns with the bus drivers for a raise in pay. We were operating with a below-functional fund balance, or rainy day fund, while struggling with the perception of a top-heavy central office.*

*In the time that I have been here, I am proud that we reduced central office personnel by 5 percent and increased the fund balance from \$3.5 million to \$15.1 million. We also lifted the district from the threat of lawsuit by completing the Corrective Action Plan, which was created to remove the district from probation for violations in how scholars with special needs are educated.*

Dr. Gray speaks truth. The district was so poorly run that it had not provided a mandatory annual audit in three years. The new Superintendent made that one of his first priorities. JPS is in somewhat better financial shape than it was five years ago. However, less than 44% of the employees are teachers. Better-run school districts have a workforce that is more than 50% teachers. JPS spends nearly \$60 million more per year than Desoto County even though Desoto has more students (and more IEP students as well).

*Bus transportation was also a huge challenge, but we met it with resolve and a solid plan. Our buses are much closer to being on time now despite transporting scholars to special programs across town every morning and afternoon. This was achieved without outsourcing our transportation services.*

Uh-huh. The MDE Audit stated that buses were late delivering students to several high schools. There is no excuse for even one bus running late on a regular basis. He had five years to fix this problem and yet he can only brag that his buses are "much closer" to being on time. What would another five years bring in regards to this problem?

*We have increased major partnerships to include Alignment Jackson, Hope Community Credit Union, Rickey Smiley Foundation, Kellogg Foundation and many, many more. This is attributed to strategic planning and through building trust and relationships that have improved the educational opportunities of our city's children.*

Fluff.

*I, like many others, am disappointed that our district is currently labeled F. We were only 16 points from a D. It is promising that our scores went up and not down.*

***However, the cut scores for an A letter grade were lowered and the cut scores for F were raised by the Mississippi Department of Education for all school districts across the state. In 2014, we had 17 F schools and reduced them to two. We still have the top-rated elementary and middle schools in the state of Mississippi. The governor and state superintendent both agree that it is not fair to be punitive about a test result after the first time taking the test.***

Funny. The Rankin County, Madison County, Pearl, Clinton, and Hinds County public school districts did not suffer lower ratings even with the changes. Hmm.... no one but JPS has a problem. Maybe the problem is Dr. Gray and JPS. Dr. Gray's use of the "top rated" schools in Mississippi is somewhat of a rhetorical trick. The schools he cites are magnet schools. In other words, the students are cherry-picked. He is comparing two specialized magnet schools (with entrance exams) to regular schools throughout the state. Those two schools *should* rank higher than regular schools.

What Dr. Gray does not say is that the number of failing schools doubled during his second year of tenure. The number of failing schools got back to where he started the next year and then fell some more last year. JPS literally took two steps back and one step forward under his leadership.

The third-grade reading gate showed that several so-called "A" schools saw a quarter of their students fail the reading test. Several elementary schools saw nearly half of their students fail the test. Dr. Gray opposed the reading-gate tests but JPS improved last year. Dr. Gray sees a D rating as success. Most middle and high schools are still a D or an F five years later. Most of his improvement has come from improvement among elementary schools are higher-level schools that moved from F to D. That is what passes for success with the departed Superintendent.

***Another major challenge are charter schools that are also struggling academically to meet the state's new testing standards. Their D and F letter grades reflect the same academic challenges as many other public schools across the state.***

Fair enough. However, look at the ratings of the feeder schools for those charter schools and one will see what the problem is. Reimagine Prep showed substantial improvement among its worst students. The kids started in fifth grade- after four years of poor education in JPS. Give them another year or two. They can handle the criticism. See Nick Saban's first year at Alabama.

***Over the last three years, we have increased the graduation rate and lowered the dropout rate. In the Hechinger report from Oct. 27, Andre Perry indicated that JPS has a high poverty rate and has been under-funded for years. According to the writer, JPS has battled underfunding but has still done more with less. Graduation rates increased almost 3.5 percent in one year. Attendance increased while discipline violations decreased for high school freshmen. Third-grade proficiency rates increased 8 percent in one year.***

Higher graduation rates and lower dropout rates are indeed good things. JPS indeed has a high poverty rate and unfortunately, a high rate of single-parent homes among students. It is hard to take Dr. Gray's claims that JPS is underfunded when JPS is top-heavy and spends nearly \$60 million more than Desoto County even though it has 2,000 fewer students. JPS also spends much more money per student than the other Jackson metro area public school districts.

Then there is the Kingfish's personal favorite: The professional service fees for the refinance of the 2007 bonds. JPS refinanced \$118 million in bonds last year. JPS paid \$548,000 for the first bond issue. JPS spent \$1.2 **million** for the refinance. \$348,000 for a financial adviser. \$600,000 for lawyers. It was Christmas time indeed for the favored few at JPS. Dr. Grey even tried to award a \$500,000 contract to the same financial adviser to draft a budget but the school board for once did its duty and stopped that madness. **Don't**

take JJ's word for it, read the post for yourself. That extra \$652,000 could pay for quite a few uniforms for students and pay some salaries for teachers but I digress. Dr. Gray isn't through tooting his own horn.

There is also one subject that Dr. Gray glossed over- school discipline. It is quite telling that he claimed there were fewer incidents among freshman. What about the other eleven grades? The MDE audit ripped his record on school discipline to pieces. 25% of the school resource officers were not certified. There were numerous fights at schools. JPS employees are not allowed to contact JPD. Students and teachers were seen playing around on cellphones in class. A parent waved a gun at one high school. JPS tried to cover up the injuries one 13-year old suffered. Students roam the halls and leave campus at will at several schools. [Read the whole sordid post about the school discipline.](#) Of course, Dr. Gray didn't mention any of these problems in his column. He ignored them as he did so many other problems.

***During my tenure, there were many accomplishments. We migrated the district's email to the cloud by utilizing Microsoft Office 365 at a significant cost savings, which eliminated mailbox size restrictions for teachers and principals. We launched the district to its first-ever 1:1 digital initiative, in which all ninth-grade high school students in JPS were given access to a laptop computer. We hired more than 500 certified teachers, implemented an automated substitute teacher placement process, eliminated long lines and waiting by launching online registration, increased the district's fund balance by nearly 50 percent and implemented a new website at the district and school levels.***

He served as superintendent for five years and he first brags about changing email systems? New websites? digital initiatives? These are his major accomplishments? He may have hired 500 certified teachers but that MDE audit said

*Many professional positions in the District are filled by staff who do not hold a valid Mississippi Teacher's License or who are not properly endorsed for the subject they are teaching. (p. 14)*

***The District has a high teacher turnover rate and teacher abandonment of jobs....***

*79 of the 1643 certified teachers employed by the District are working outside their areas of certification in academic core subjects. Approximately 200 of the 1643 teachers have no certification or are improperly certified. (p. 16).. [Read it for yourself.](#)*

Now it's time to shoot the messenger:

***As a leader, I expect and am accustomed to public criticism, but I admit it is disheartening when a group of misinformed individuals use social and traditional media to spread gossip, rumors and lies about the work of our amazing students, brilliant educators and dedicated administrators.***

Oh really? Dr. Gray refused to talk to this correspondent. Emails were sent and message to call back were left with Dr. Gray. Dr. Gray does respond to criticism or answer critical questions. Every post about JPS has been supported with facts, videos, and documents. Period. However, Dr. Gray patted himself on the back as he closed out his defense:

***Despite the recent audits by MDE and poor academic rating, I have had three successful evaluations and had just received a contract extension. Additionally, we were poised to both clear the audit and make the grade in the spring. With support from U.S. Secretary of Education John B. King Jr. and national relationships brought forth through the National Association of School Superintendents as Superintendent of the Year, we were destined for greatness.***

***Cedrick Gray is the former superintendent of Jackson Public Schools.***

That is the problem, Dr. Gray. The school board doesn't exactly deserve any stellar ratings. MDE said the school board:

*The school board has failed to effectively perform its duties in its role of oversight of management for the District as prescribed by law.*

Dr. Gray gives the typical excuses one hears when a losing football coach is fired. We finally have a great recruiting class. We finally got the right mix of coaches on the staff. We were getting it turned around. Dr. Gray took a D school district and turned it into an F. There was little improvement among the middle schools and high schools while the few elementary schools that did well were specialized schools. JPS didn't get more efficient in how it spent its money. The MDE Audit was damning yet Dr. Gray could not even see fit to submit a response. He did manage to find the time to grandstand for the tv cameras and claim how unfair the whole process was.

This farewell column shows that Dr. Gray still doesn't get it. The column brings to mind this old passage from a sci-fi novel:

*The analysis was the most difficult of the three by all odds. When Holk, after two days of steady work, succeeded in eliminating meaningless statements, vague gibberish, useless qualifications in short, all the goo and dribble he found he had nothing left. Everything canceled out."*

*"Lord Dorwin, gentlemen, in five days of discussion didn't say one damned thing, and said it so you never noticed."*

Good riddance to this clown.

**Kingfish note:** Save the severance pay for another discussion. A public records request was submitted to JPS. A post on the subject will be published when those records are obtained.

# Intruder forces Lanier High School to go on lockdown

By [Donesha Aldridge](#) Published: November 11, 2016, 3:26 pm

JACKSON, Miss. (WJTV) — Lanier High School students were placed on lockdown Friday after an intruder entered the school.

Sherwin Johnson of Jackson Public Schools said the person came in screaming and yelling.

We're told the person was quickly taken into custody by campus officers.

Johnson said no one was hurt.

The intruder was taken to a hospital for a mental evaluation by an ambulance service.

**The Associated Press**



State: JPS must rework improvement plan

Jackson Public Schools on probation



Updated: 2:18 PM CST Nov 10, 2016

**The Associated Press**

**JACKSON, Miss. —**

The Jackson Public School District's improvement plan needs more work, state officials said.

Mississippi's Board of Education voted Thursday to reject Jackson's improvement plan, asking the district to overhaul it and resubmit it in December.

- 
- Cedrick Gray serves last day as JPS superintendent

State Superintendent Carey Wright is scheduled to discuss the situation Friday with interim Jackson superintendent Freddrick Murray and school board president Beneta Burt.

The state put Mississippi's second-largest school district on probation in August, launching a broader investigation of conditions. Failure to improve could lead to a state takeover of the F-rated district.

State officials said some needed changes are minor, but said that they fear district officials aren't taking school safety seriously. Accreditation director Paula Vanderford told state board members that one principal called safety problems a perception, while admitting the school averaged 10 fights daily.



# What's next for JPS amid superintendent's resignation?



By [Beth Alexander](#) Published: October 31, 2016, 7:11 pm



JACKSON, Miss. (WJTV) – With the announcement that Jackson Public Schools Superintendent Dr. Cedrick Gray is on his way out, many are wondering what's next for the school district.

The Murrah High School Alumni Association is already talking about what they want in the next superintendent.

“As JPS alumni and part of the community, we failed our kids because we haven't been on watch.”

Outside of Murrah High School, Sharon Sims recalls her days as a Mustang.

But she's not just reliving her days at the high school, she's looking ahead to what she believes the school and district could be.

“We have so many individuals who are eager to give back and in so many different ways and not just those who are here in Jackson, Mississippi or in the surrounding area, but, we have individuals from afar,” said Sims.

Sims founded the Murrah High School Alumni Association in 2014; partly because of things she saw happening in the district.

This year, we've seen Jackson Public Schools audited by the Mississippi State Department of Education, and just days ago, the district got an F rating.

On Friday, October 28, 2016, Superintendent Dr. Cedrick Gray announced his resignation.

“Actually my response and the response of quite a few other individuals in the alumni association was a bit of relief. We've been looking for something different in terms of Jackson Public Schools and we hopefully, from this juncture, will be able to get something different in terms of administration,” said Sims.

WJTV reached out to all seven JPS board members to see if they had any comment on Gray's resignation and what they will look for in a new superintendent.

Only JPS Board President Beneta Burt responded;

she said by phone, that she's never been through this process but expects the board to name an interim superintendent and then to form a search committee for a new leader.

Dr. Burt says she's looking for someone who can delegate and get things done through other people.

"The board is going to have to do some soul searching and heart searching to get the right person in here," said Sims.

Sims hopes that the next JPS leader has a creative approach to communicating with parents and that he or she will accept help from alums.

"In addition to creativity were also looking for some transparency and we're looking for some partnerships. As an alumni, we are very interested and have a vested interest in our alma mater," said Sims.

A JPS board meeting is scheduled for Tuesday, November 1, 2016 and we do expect more discussion about Dr. Gray's resignation at that meeting.

# A school district on the precipice

**The Washington Post**  
*Democracy Dies in Darkness*

The inside track on Washington politics.

October 28, 2016



Sharolyn Miller, chief financial officer for Jackson Public Schools, worries that more charter schools will drain much-needed funding from the strained school district. (Imani Khayyam)

Here is a story out of Mississippi that reflects the kind of struggle that many school districts around the country are facing: Budget cuts for traditional public schools at the same time new charter schools are being pushed. The author is Andre Perry, a former charter network chief executive, who looks at Jackson Public Schools — where the superintendent's job is on the line — and offers some views that may seem unusual for someone who once ran charter schools in New Orleans.

Perry has worked in both academic and administrative capacities, most notably as chief executive of the Capital One-University of New Orleans Charter Network, which consisted of four charter schools in New Orleans. He is also the

former founding dean of urban education at Davenport University in Grand Rapids, Mich. A native of Pittsburgh, Perry earned his PhD in education policy and leadership from the University of Maryland at College Park. His 2011 book is titled “[The Garden Path: The Miseducation of a City](#).”

This story was produced by [the Hechinger Report](#), a nonprofit, independent news organization focused on inequality and innovation in education, which gave me permission to republish this story.

By Andre Perry

JACKSON, Miss. — From the outside, [Forest Hill High School](#) is a picture of strength and prosperity. A far cry from the one-room schoolhouse that sat on the same spot in the 1850s, the contemporary academic and athletic facility covers more than 47 acres, and it seems to have all the physical attributes parents and teenagers could want.

Inside, it’s a different story. Forest Hill High is failing students. The public school built in 1989 received an “F” rating on its most recent state evaluation, as did almost a third of the schools in the Jackson [school district](#).

No one understands this struggle better than [Sharolyn Miller](#), chief financial officer for Jackson Public Schools. All summer, Miller struggled to fix a failing HVAC system the high school couldn’t afford — just as JPS found \$600,000 for two new charter schools in the city.

“The downside is that half a million dollars that I could have put into HVAC systems in Forest Hill High School is gone,” Miller told me when I visited Jackson to learn more about why some dissatisfied public school parents and state legislators are pushing [charter alternatives](#).

Since that time, the district has run into a slew of new troubles, which could soon result in the removal of Jackson School Superintendent Cedrick Gray. Charter schools competing for funding from a skimpy budget may be the least of his worries.

JPS has problems: 21 failing schools, a 67.7 percent graduation rate and an average composite ACT score of 15.6. On Friday, JPS will hold a school board meeting to evaluate Gray — who has not publicly responded to the calls for his resignation that followed the release of the district’s grades — and discuss the administration’s improvement plan. Undoubtedly, there will be calls for more charter schools in Mississippi, viewed by many as an alternative to a system that will always fail families.

Gray and JPS are under fire at a time when some are already pushing for an expansion of [charter schools](#), public schools that are privately operated. Miller believes that it’s a mistake. There are now three charters in the state (all in Jackson), and Miller worries that more charters will continue draining much-needed funding from the already strained JPS budget, eventually leading to school closures.

Because the district is funded on a per-pupil basis, Miller is right to be concerned. And based on years of experience watching neighboring New Orleans’ transformation to a nearly all-charter system, I can tell you that charter schools should also worry about how the state funds JPS.

Cutting your nose to spite your face is a common practice in education reform. Charters are a seemingly perverse compromise; too often education reformers turn a blind eye to inequities that stifle districts, supposedly to give parents alternatives.

That’s why I have some advice for the [Mississippi Charter School Association](#): Don’t allow a financial storm to be your Hurricane Katrina, the disaster that led to dismantling the public school system in New Orleans. Don’t offer the trite language of “choice” as a solution.

Whether or not they keep Gray, Jackson Public Schools must be given the chance — and the resources — to improve. Improvement will not just help standard public schools: Charter schools need a functioning, adequately funded district for their own long-term survival. A struggling JPS needs support. Districts, schools and unions don’t have to be broken up in order for charters to deliver what early rhetoric promoted: innovation.

“If the state put the same amount of effort and money into the public schools as they do in forming and supporting charter schools and all these alternatives, then we would function,” Miller said.

I also can't help wondering if expectations for Gray were unrealistic. As the JPS board evaluates him, Gray's ability to do more with less is the most reasonable yardstick the district can use. How far can any school rise when its floor funding continuously falls?

Jackson schools are grappling with the loss of about 1,000 students to other districts, private schools, charters and home schooling, along with an increase in the number of students who aged out, dropped out or graduated compared to those entering the system.

Parents may be leaving because of the district's performance, but JPS isn't really given a chance to succeed. Last academic year, the district had to accommodate a midyear cut of \$1.3 million.

This school year, the district's yearly allocation is approximately \$9.6 million short. The chronic practice of underfunding schools, it seems, will continue.

Last year, former governor Ronnie Musgrove [sued](#) on behalf 21 school districts, including JPS, to fully fund the budget formula every year; the judge ruled against him. The ([Mississippi Adequate Education Program \(MAEP\)](#) is short by [\\$172 million](#) statewide for 2016-17.

To their credit, JPS has shown an ability to do more with less. Last year, the graduation rate in JPS schools increased almost 3.5 percent.

Discipline violations for freshmen have decreased by 2.5 percent. Attendance has gone up by 2.5 percent among ninth graders. In the last two years, the number of third graders who are proficient in reading has increased by 8 percent, [Gray announced](#) in a televised news conference last April.

Offering charters as an escape hatch isn't innovative; finding ways to build capacity is. Learning new ways to do more with less — while commendable — isn't very innovative either.

Black districts have been stretching resources since Reconstruction — ask JPS. All children lose when schools don't have the baseline funding resources they need to educate them.

Mississippi already ranks at or near the bottom on [education spending](#) as measured by the \$8,130 it spends per-pupil, according to the most recent available census data. The state's legislature hasn't fully funded the formula (MAEP) that establishes the amount deemed necessary to provide an adequate education since 2008.

Charter schools receive roughly the same funding from the state as district schools, based on the number of students enrolled. Yet charter advocates also insidiously assert they use their resources more wisely, with better results. This tendency gives conservative legislators, adverse to big-government, further ammunition to deny adequate funding to traditional districts like JPS.

In 2015, [Reimagine Prep](#) opened its doors to one class of 5th graders. [Midtown Public](#) started that same year, offering classes for fifth and sixth grades. The two charters [earned](#) a “D” and “F” and the district lost approximately 200 students — as well as the corresponding funding in per-pupil expenditure — to the charter operators. In August, Jackson's third charter, [Smilow Prep](#), opened with 125 fifth-graders: There are now about 289 students in Jackson's three charters.

Three charters may not seem like a lot, but keep in mind the charter wave that swept over New Orleans in the wake of Hurricane Katrina began with just five schools. Today, some 90 percent of New Orleans students attend charter schools.

Lawyers with the [Southern Poverty Law Center](#), an anti-hate and social justice group that fights for equal access to education, agree that charters present a risk. SPLC is suing Mississippi to block public funding of charters. The SPLC calculates JPS lost \$1.85 million during the 2015-16 academic year due to funds diverted to charters. The group maintains that if the Jackson school district loses additional students, it will lose the ability to adequately educate its children

Charter schools should not present such problems to a well-managed school district, according to Greg Richmond, president and chief executive of the National Association of Charter School Authorizers, an Atlanta based group that promotes quality operations and oversight of charter schools.



# MDE releases school ratings for each district

By [Donesha Aldridge](#) Published: October 20, 2016, 11:06 am Updated: October 20, 2016, 7:43 pm



JACKSON, Miss. (WJTV) — The Mississippi Department of Education has released the school grades for each district in the state for the 2015-2016 school year.

The accountability results were released Thursday and officials talked about during the board meeting.

A total of 19 school districts are failing in the state, including Jackson Public Schools.

There were 14 districts with an A, 39 districts received a B, 36 districts received a C, and 35 districts received a D.

School districts excelling in the Metro: The Rankin County School District, Madison County School District, and the Clinton Public School districts all received an A.

Pearl School District received a B.

Below is a list of some of the grades for the districts in the Metro:

- Rankin County School District – A
- Madison County School District – A
- Clinton Public School District – A
- Pearl Public School District – B
- Scott County School District – B
- Kosciusko School District – C
- Hinds County School District – C
- Forest Municipal School District – C
- Simpson County School District – C
- Copiah County School District – C

- Yazoo County School District – D
- Hazlehurst City School District – D
- Vicksburg-Warren School District – D
- Leake County School District – D
- Yazoo City Municipal School District – F
- Natchez-Adams School District – F
- Holmes County School District – F
- Canton Public School District -F
- Jackson Public School District – F

[Click here to see results for all school districts and a break down for each school.](#)

Board of Trustees President Beneta Burt released a statement on Jackson’s failing grade on behalf of the school district.

The Jackson Public School District is disappointed about the downgrade to its letter grade based on the results from the Mississippi Assessment Program (MAP). Despite the inconsistency of state testing over the past three years, increased rigor of the MAP tests, combined with changed standards for what is considered a passing school and a failing school, we expected to perform much better.

However, there are still reasons for optimism. For example, 27.4 percent of our schools are rated C or above. This is a clear illustration that our students are capable of excelling on the new assessments. We are very proud of those 16 schools. We congratulate Baker Elementary, Davis Magnet IB Elementary, Power APAC Elementary and Bailey APAC Middle School for exemplifying academic excellence as A schools. We will build on their success and share their best practices among our schools. The administration is working closely with all of our schools to identify areas that we can improve and implement innovative strategies to increase academic achievement.

The remaining data is glaring. To go from a District with only 3.5 percent of its schools labeled F to 36.2 percent, is indeed significant and a number that is not acceptable. We are still analyzing the data to pinpoint what happened, but we know that 24 percent of our schools increased at least one letter grade from last year. We also know that 40 percent of our schools dropped at least one letter grade.

As Board members, we have the fiduciary responsibility to our students, parents, taxpayers and community to hold the administration accountable for these results. Therefore, the Board plans to hold an October 28, 2016, meeting to evaluate the superintendent and our leadership team to discern what happened, and how the administration plans to improve student performance. The meeting will begin at 5:30 p.m. in the Board room located at 621 South State Street.

I believe our teachers are our strengths. I am confident that they, along with all other JPS employees will rise to the occasion.

Beneta Burt, President  
Board of Trustees



## Online petition asks for JPS superintendent to be fired



**JACKSON, Miss. —**

Jackson Public Schools officials said Thursday that Cedrick Gray is still the district's superintendent.

The Clarion Ledger spoke to school board member Kimberly Campbell after the newspaper said she broke the news on Facebook that Gray was set to resign.

- 
- JPS leaders under fire from parents over probation status

“What I said was, that if it is true that he is resigning, then I wish him well,” Campbell said. “I haven’t seen any resignation personally.”

Campbell said it was a comment she made on a Facebook live video, which she later deleted because it was taken out of context.

Meanwhile, a petition has been launched on [Change.org](https://www.change.org) asking for Gray to be terminated.

“Dr. Cedric(k) Gray has failed immensely to execute his duties as superintendent of Jackson Public Schools in good faith and with good result,” the petition says.

JPS spokesman Sherwin Johnson said Thursday that Gray has not submitted his resignation and the school board has not held a meeting to vote on the issue. Gray is still the superintendent, Johnson said.

The controversy was sparked after JPS was [placed on probation](#) as a result of a state Department

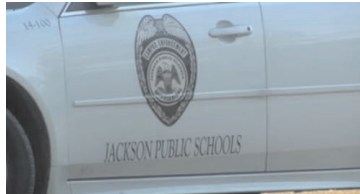
# Police investigate shots fired in front of Lanier High School

Monday, September 26th 2016, 9:42 pm CDT  
Wednesday, March 8th 2017, 8:09 pm CDT  
By Roslyn Anderson, Reporter

○



Source: WLBT



Source: WLBT



Source: WLBT

JACKSON, MS (Mississippi News Now) -

JPD spent several hours Monday evening canvassing a west Jackson neighborhood after gunfire erupted in front of a school.

Residents wonder about the motive that lead to some frightening moments.

Jackson Public School officials reported shots fired in front of Lanier High School after classes Monday prompting Jackson police and JPS security to search the neighborhood for the gunman.

Adrainne Stockett, of Jackson, said she heard at least three gunshots while walking near the high school Monday afternoon.

She and others want to know why gunfire erupted on the street that fortunately was not filled with students and traffic.

Jackson Police received the call from district officials shortly after 4 p.m.

"Jackson Public Schools Police Officers called in and stated that there was a black male identified as Robert Caston on the campus of Lanier," said JPD Commander Tyree Jones. "And he was allegedly armed with a gun."

According to JPS Spokesman Sherwin Johnson a man with a gun was in front on the campus on Maple Street when he opened fire then took off running.

Police say no one was shot.

"They need to stop this shooting and stop this violent crime," added Stockett.

No description of the man was released. The search for the shooter continues.

If you have any information contact the Jackson Police Department at 601-960-1234.

*Copyright 2016 MSNewsNow. All rights reserved.*

# Jackson Public School Board hosts town hall meeting at Siwell Middle School

WJTV Published: September 23, 2016, 8:38 am Updated: September 23, 2016, 12:15 pm



JACKSON, Mississippi (WJTV) – School officials with the Jackson Public School District are working to reassure parents about changes coming to the district. This comes after the district was put on probation.

District leaders say they are visiting every school to make that they are compliant with state accreditation standards. The board is planning on presenting the first draft of its response to the state's audit during the next meeting with the Mississippi State Department of Education.

Some of the issues include school safety, bus problems, and air conditioning.

The meeting held at Siwell Middle School on North Siwell Road at 6:00pm on Thursday was open to the public and was hosted by the Jackson Public Schools Board of Trustees and JPS Superintendent Cedrick Gray. It was the third such forum held this year.

Those who want more information about the event can call the district at: (601) 960.8935.

**Anne Parker**

Reporter

## Fight breaks out at Forest Hill before power outage

Concerned parents rush to Jackson school



Updated: 5:06 AM CDT Sep 16, 2016

### **JACKSON, Miss. —**

Concerned parents rushed to Forest Hill High School on Thursday after a fight broke out, authorities said.

The incident happened before an 11 a.m. power outage, which Entergy said left several customers, including the school, without power in south Jackson.

A student called 911, which brought Jackson police officers, firefighters and an ambulance to the school, Jackson Public Schools officials said.

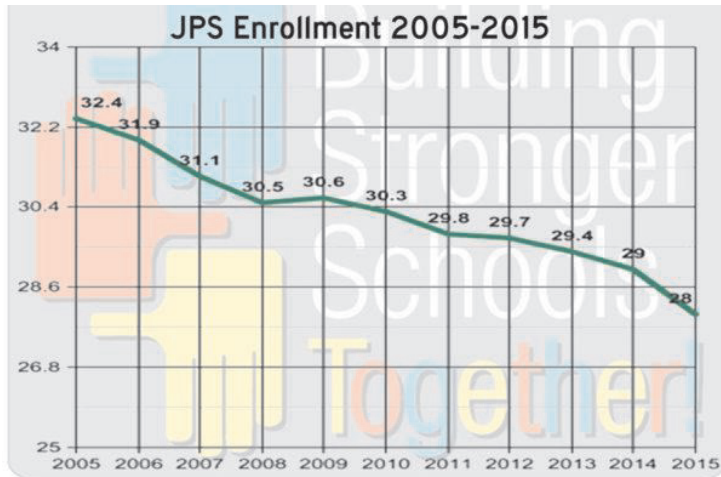
Several parents showed up to the school to pick up their children. Some of the parents said they were concerned that a gun was involved, but JPS officials said there was no evidence of a gun. A JPS spokesman said no one was taken away in an ambulance. He said he didn't know of any arrests



as a result of the incident.

# Jackson parents flee failing school district for higher-rated ones nearby

By [Steve Wilson](#) / September 15, 2016 / News / [4 Comments](#)



Graph by Steve Wilson

**FALLING:** Since 2005, according to data from the Mississippi Department of Education, enrollment in the Jackson Public Schools district has fallen 13.5 percent.

Parents of Jackson Public School District students are “voting with their feet” and leaving the D-rated district in large numbers for higher-rated suburban districts, according to a [data](#) analysis by Mississippi Watchdog.

Since 2005, the JPS has lost 13.5 percent of its students. The beneficiaries have been the four suburban school districts that surround it: the Madison and Rankin County districts and the city districts of Clinton and Pearl.

**Related:** [Enrollment data in the JPS and other metro area school districts](#)

Rankin County and the separate Pearl school district border Jackson to the east on the Pearl River, while Madison is north of Jackson and Clinton is located to the west.

There are also 465 JPS students attending the three charter schools in Jackson, which are managed by the individual non-profits administering each school and supervised by the state’s [charter school authorizer board](#).



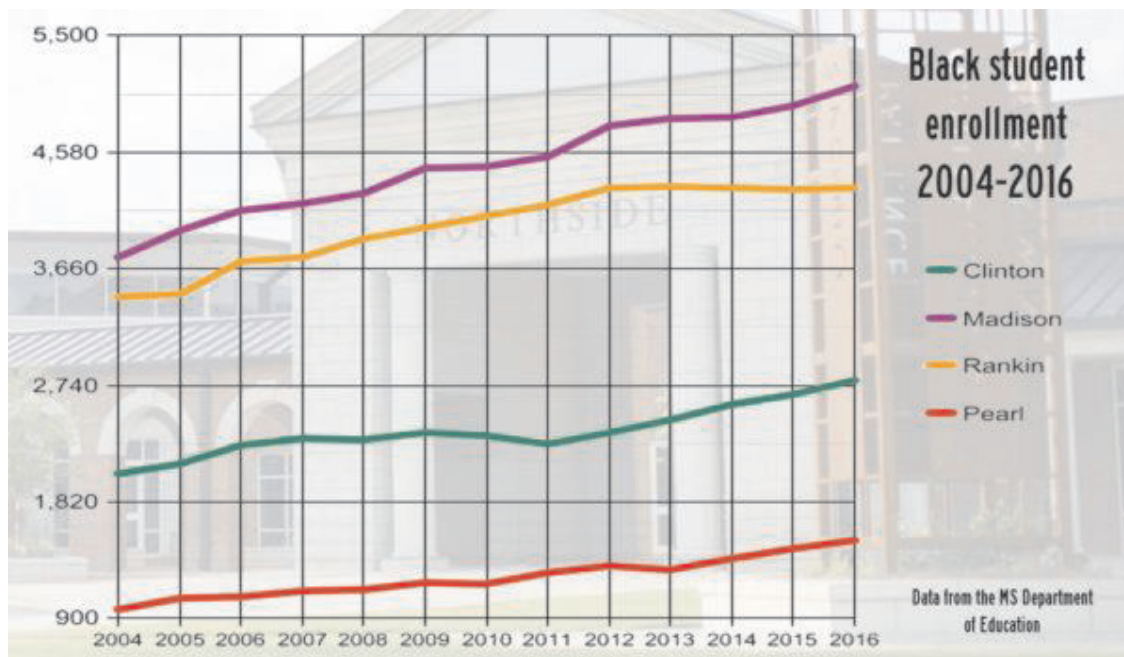
JPS earned its second consecutive D grade from the [Mississippi Department of Education](#) in the annual accountability grades and was placed on [probation by the MDE](#), while all of the surrounding districts scored much higher. Clinton, Rankin County and Madison County schools earned As and Pearl's district scored a B.

Jackson Public Schools spend \$9,360 [per student](#). Clinton spends \$9,514 per student, while Madison expenditures amounted to \$9,115 per student, Pearl spends \$8,965 and Rankin \$8,564.

**Related: [Jackson Public Schools put on probation by state](#)**

Migration trends bear out the out-migration from the area served by JPS.

According to data from the [U.S. Census Bureau](#), the Jackson metro area — which includes Rankin, Madison, Hinds, Simpson and Copiah counties — has grown 10.5 percent since 2005. However, most of that growth has been in Rankin (16.1 percent increase) and Madison (26.2 percent) counties. Hinds County has lost 2.9 percent of its population, while its county seat, Jackson, accounted for a large chunk of that figure with a 4.8 percent decrease since 2005.



Graph by Steve Wilson

**INCREASE:** The number of black students enrolled in Clinton and Madison schools have increased strongly, while Rankin and Pearl schools have a steady increase.

JPS is a majority black district — more than 97 percent of its enrollment is African American — and the four suburban districts have increased their percentage of black students during the 2004-2016 time period. Clinton and Pearl schools showed the biggest gains in percentage of total enrollment. Clinton's black enrollment has increased from 41 percent in 2004 to 51 percent in 2016, while Pearl's has gone from 26 percent in 2004 to 34 percent.

Madison County has gone from having 3,749 black students in 2004 to 5,104, a 36.4 percent increase. The number of black students enrolled in Rankin County has increased from 3,438 in 2004 to 4,303, an increase of more than 25 percent.

**Related:** [Shrinking Jackson Public Schools district wants more money](#)

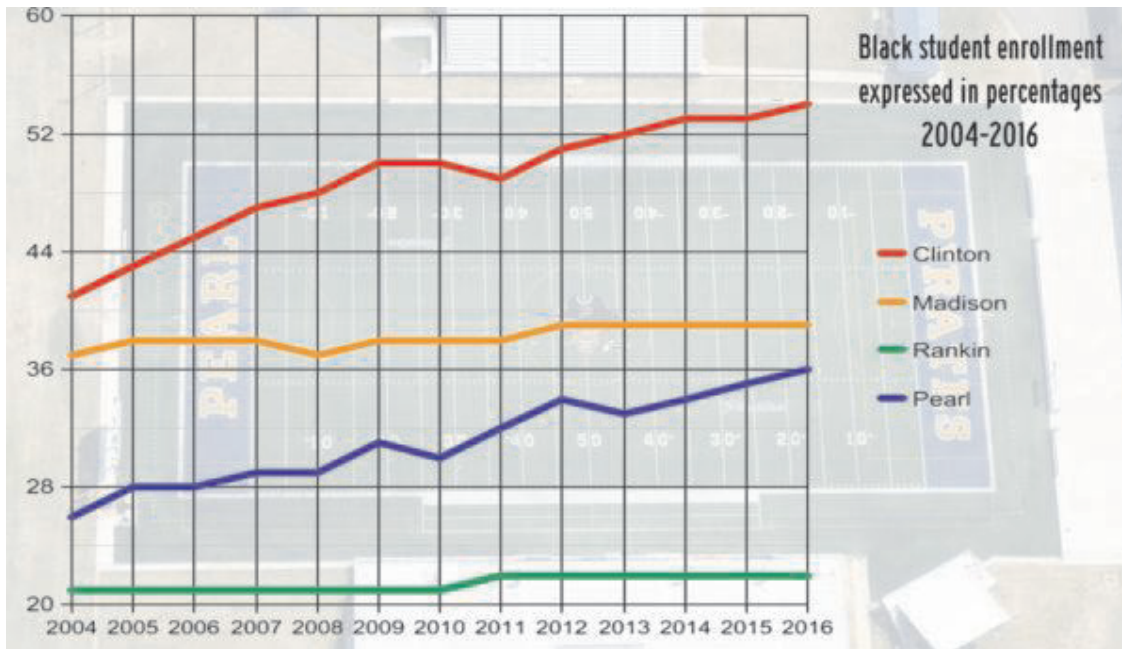


Photo by Steve Wilson

**PERCENTAGE:** The number of black students at Clinton and Pearl schools, expressed in percentages of total enrollment, has increased dramatically since 2004.

All four of the suburban districts require [extensive proof of residency](#), requiring a copy of a deed or a lease and a current copy of one of the parents' utility bills, a license plate receipt or a car title. The city of Pearl has an [ordinance](#) that can hit district parents who falsify residency documents with up to a \$1,000 fine and 90 days in jail.

Contact Steve Wilson at [swilson@watchdog.org](mailto:swilson@watchdog.org). Get regular updates on Mississippi through our [Facebook](#) or [Twitter](#) accounts.



JPS leaders under fire from parents over probation status

Town hall meeting held in Jackson



Updated: 7:43 AM CDT Aug 31, 2016

[Ross Adams](#)

Investigative Reporter

**JACKSON, Miss. —**

Jackson Public Schools officials answered questions from parents about the district's probation status during a town hall meeting Tuesday.

A state Department of Education review found numerous violations of state accrediting standards. The June accrediting audit faulted the district for discipline practices that earlier had brought complaints from a teachers' union and questioned the effectiveness of teaching observed at a number of schools.

- 
- Online petition asks for JPS superintendent to be fired

The school district was placed on probation and has agreed to a full audit.

During Tuesday's meeting, superintendent Cedrick Gray defended the district's actions and said JPS is working to correct the problems.

"When it comes to guns in the schoolhouse, where there are guns, there can be bullets. Who is going to protect our kids?" a parent asked.

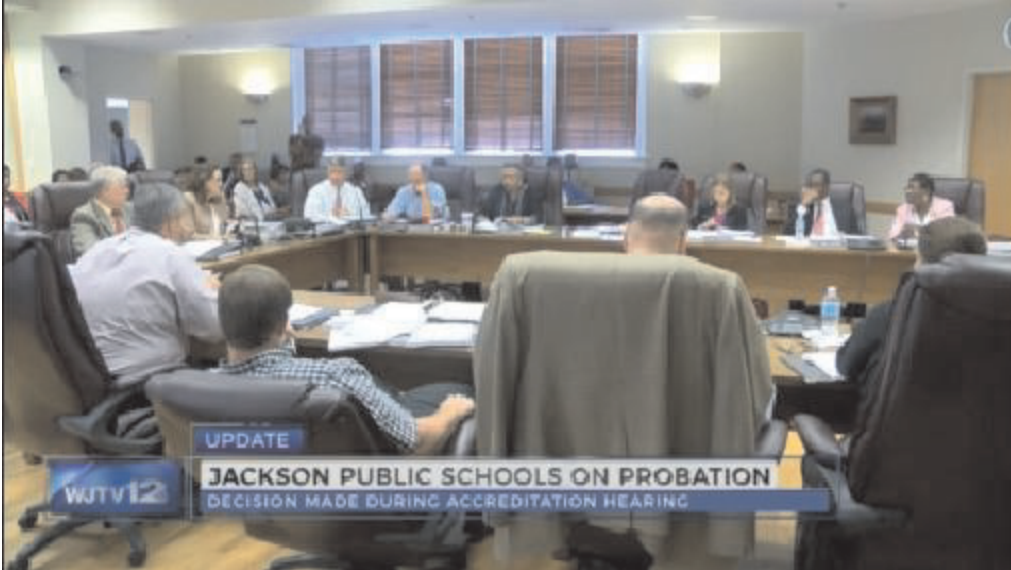
Gray said the district is installing metal detectors at high schools and adding more school resource officers. JPS is also buying new buses and hiring new drivers to make sure students get to school on time.

"Some of the school buses arrive up to one hour late, so what we're doing (is), we're hiring on a daily basis (and) doing job fairs," JPS transportation director Derick Williams said.

# Some complaints about JPS reflected in MDE audit report



By [Beth Alexander](#) Published: August 17, 2016, 4:39 pm Updated: August 17, 2016, 5:11 pm



JACKSON, Miss. (WJTV) –Jackson Public Schools are on probation after an audit by the Mississippi Department of Education in April.

The commission voted Tuesday to place the district on probation.

WJTV got the chance to talk to concerned parents about JPS transportation.

Latressa Cowans' son started school last week. There was a mix up with where he would be picked up and dropped off. On Wednesday she said she couldn't find her son, and neither could his school. She went looking for him and he spotted her from his bus.

“That’s messed up. It really is,” she said. “That my son had to see my car at a stop sign to get to me.”

She said it took five school days before her son was picked up and dropped off in the right spot.

Similar complaints are reflected in the audit by MDE.

JPS Superintendent Cedrick Gray said with more than 20,000 students, bus routes have to be adjusted during the first few days of school.

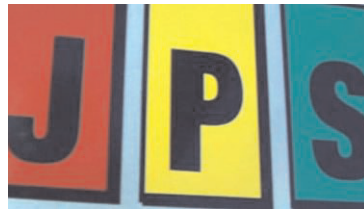
However, the report isn't for the current school year; It was conducted April 5 through the 22 of this year. It goes into detail about 81 buses. Problems range from broken horns to lights and parking brakes that don't work and crossing control arms that are missing. Some of the buses aren't operational.

The audit shows just a sample of all buses. Dr. Gray said there is more than 280 total.

Dr. Gray asked the school board Tuesday night to approve adding GPS to 200 buses to improve bus routes. The board approved the request. JPS could not tell WJTV when the GPS would be installed or how much it would cost.

# JPS accreditation downgraded to probationary status

Tuesday, August 16th 2016, 2:37 pm CDT  
Tuesday, August 16th 2016, 2:45 pm CDT  
Posted by Waverly McCarthy, Digital Content Producer



Source: WLBT

JACKSON, MS (Mississippi News Now) -

Jackson Public Schools has been downgraded from accredited to "on probation" status by the Commission on School Accreditation.

The Mississippi Department of Education says JPS is still in violation of 20 of 29 state laws and many are dealing with safe standard school environment. The Department of Education says the response of JPS to violations in audit were inadequate and they must submit a corrective action plan in 60 days.

## [RELATED: State releases scathing JPS audit](#)

An unannounced audit was conducted in April on JPS and 21 of 29 accreditation standards were not met.

The Commission on School Accreditation has ordered a full audit for all schools in the JPS district. This audit could take all school year to complete.

This is a developing story. We will update this story as more information becomes available.



# JPS placed on probation

WJTV Staff Published: August 16, 2016, 3:09 pm Updated: August 16, 2016, 6:20 pm



## Related Coverage

### • [State recommends probation for violations in Jackson schools](#)

JACKSON, Miss. (WJTV) – The Jackson Public School District is on probation following a report that they had several accreditation violations.

The problems that the Mississippi State Department of Education found covered everything from broken air conditioning units to broken smoke detectors and buses running late.

MDE investigated 22 schools in the district in April.

They are focusing on safety and graduation standards.

The investigation found that there wasn't evidence that some graduates completed requirements for graduation.

MDE also found safety violations; like chains and locks on exit doors and the need for more fire extinguishers.

We talked to Superintendent Dr. Cedrick Gray about the claims.

“The sky is not falling for JPS, we recognize that there are some things that need to be addressed, and we are addressing them even as we speak,” said Superintendent Gray.

The commission also voted to investigate all schools in the district.

To get off of probation, JPS has to form a plan and submit it to MDE in 60 days.



# JPS parent upset after she claims her son waited 2 hours for school bus

By [Donesha Aldridge](#) Published: August 9, 2016, 12:30 pm Updated: August 9, 2016, 7:54 pm



JACKSON, Miss. (WJTV) — One Jackson parent is upset after she said her son’s school bus was more than two hours late picking him up on the first day of classes.

Vicki Gooden said her son’s school, Casey Elementary, told her the bus would arrive at her house between 5:45 a.m. and 6:05 a.m.

She told WJTV that she walked her son to the curb around 5:35 a.m. and waited.

They said they waited for more than two hours for his bus to arrive at 8:08 a.m. Gooden said she called the school district several times asking for answers. She relies on the bus to take her child to and from school because she can’t drive them herself. JPS students are also given free breakfast but because of the late bus, she thought her son would miss it.

“He is complaining about being hungry and sleepy he’s been out here since 5:45 and no one has come to get him he is traumatized this is his first year of school,” she said.

Breakfast starts at 7 a.m. and ends at 7:30 a.m. for students at Casey Elementary. All students must be in class no later than 7:45 a.m.

WJTV reached out to JPS for a comment. School officials said they are working to address the parent's transportation issue. Sherwin Johnson of JPS said meals are available to all students no matter how late their bus may be. He tells us that the school principal says the student did eat breakfast.

Johnson also says that school administrators are working with the parent to address the bus problem.

They are asking parents to call the superintendent's hotline if they have any questions about transportation at 601-960-2781

# Break-in at Lanier High School

By [Donesha Aldridge](#) Published: June 24, 2016, 1:35 pm Updated: June 24, 2016, 1:36 pm



JACKSON, Miss. (WJTV) — Campus officers for Jackson Public Schools are investigating a break-in that happened at Lanier High School. Sherwin Johnson of JPS said campus enforcement officers went to the school around 2 a.m. after an alarm went off there. Officers found a man hiding in the bathroom at the school. There was some damage inside one of the portable buildings at the school as well. The man was taken into custody.

# Frustration over instability, violence at Mississippi high school

*At Forest Hill High School, parents, students and teachers are fed up with the fighting. But is the solution already in the district?*

by **SIERRA MANNIE**

May 10, 2016



Dr. Cedrick Gray, Superintendent of Jackson Public Schools, says he was furious at the news of the parent with the gun at Forest Hill. Photo: Imani Khayyam

JACKSON — The auditorium of Forest Hill High School was packed Wednesday night with parents, students and teachers who sounded off to Jackson Public Schools’ top administration, airing their frustrations about recent violence and instability at the JPS school.

Though the community chat at Forest Hill had been planned a month in advance, Superintendent Dr. Cedrick Gray centered the conversation on violence and fighting at Forest Hill, following reports of multiple fights from the school, specifically an altercation Tuesday in which the mother of a Forest Hill student brought a gun on campus and brandished it in a fight around the crowd of children.

JPS says the parent did not bring a gun in order to engage with a student, and that, based on the information provided to them at the time, no one available to arrest her was present at the school before she got away. The Jackson Police Department doesn’t have officers on site, but responds when called.

---

# JACKSON FREE PRESS

---

*This story also appeared in Jackson Free Press*

Witnesses tell a different story, however. In a video of the fight circulating on social media, the woman, armed with a silver gun, aims the weapon at a child in front of her as another drags her from behind.

Another mother said she was parked directly behind the woman with the gun, and that JPS and Jackson Police Department officials were crowded around both their vehicles while the woman was still on campus—but that she got away, anyway.

## ADVERTISEMENT

The mother of one of the children directly involved in the fight stood up at the community chat to say that by the time she got to JPS immediately following the altercation, the parent with the gun had escaped, and that JPS and JPD officials stood at the fringe of the crowd of children.

Shawana Smith, 39, turned herself in to authorities the evening of Monday, May 9, for bringing the gun on campus

Gray says he learned about the after-school fight right after Tuesday’s school-board meeting.

“As a parent, I was furious,” Gray said. “If you come here and seek chaos, I need to hear from you, because somebody’s not doing their job. And I’m not going to tolerate that one more minute.”

Other furious parents at the meeting quickly took the administration to task. One mother mentioned that having a gun on campus is a felony. Another asked how the district would respond to prevent other instances of guns on campus. When Gray responded with the use of metal detectors, the audience erupted into shouts denying that they even worked. Later, students clarified that the metal detector on campus does, in fact, function—but that there’s little discretion in stopping students. Security just thinks it’s their cellphones. One student, however, said he saw a classmate this semester with a gun in his backpack but was too afraid to tell, fearing retaliation.

Girls basketball coach Lakia Westerfield, who also teaches English, stood up to say that she didn't choose her career in order to break up fights.

"With all these degrees, bow ties and ties and suits, we can't find a solution?" Westerfield asked, gesturing toward JPS administrators standing at the front. "I want to teach. I don't want to fight. I don't want to get shot at."

**"If you come here and seek chaos, I need to hear from you, because somebody's not doing their job. And I'm not going to tolerate that one more minute."**

**Dr. Cedrick Gray, Superintendent at Jackson Public Schools**

When asked what the district's long-term plan was for stopping violence, Gray said that the district plans to curb more incidents at Forest Hill by installing more personnel at the school. As of May 5, Chief Gerald Jones, executive director of security for JPS, and Dr. Freddrick Murray, chief academic officer for high schools at JPS, would be at Forest Hill by 9 a.m. every morning patrolling hallways, and in the afternoon supervising dismissal. The district plans to enlist the help of the Hinds County Sheriff's Department, and to hire a new principal for the next school year.

JPS has seen success elsewhere in reducing behavior issues. JPS adopted the Positive Behavior Interventions and Supports model, which outlines methods that increase trust between students and authority figures.

It worked at Provine High School. Principal Laketia Marshall-Thomas attributed the behavior and testing gains she's seen at her school since 2010 to PBIS.

"It's about incentives, expectations, and procedures and routines," Marshall-Thomas said in a [November 2015 article for the Jackson Free Press](#). "Those things will make the biggest difference in your school."

Some students and faculty expressed their frustration at the administration, saying that their emailed complaints to Jackson Public Schools had gone ignored. At the meeting, JPS promised to look into communications issues complaints.

Some attendees also lamented the district's policy on school suspensions, which they felt limited the teachers' and principals' authority to effectively punish those students who cause trouble at school.

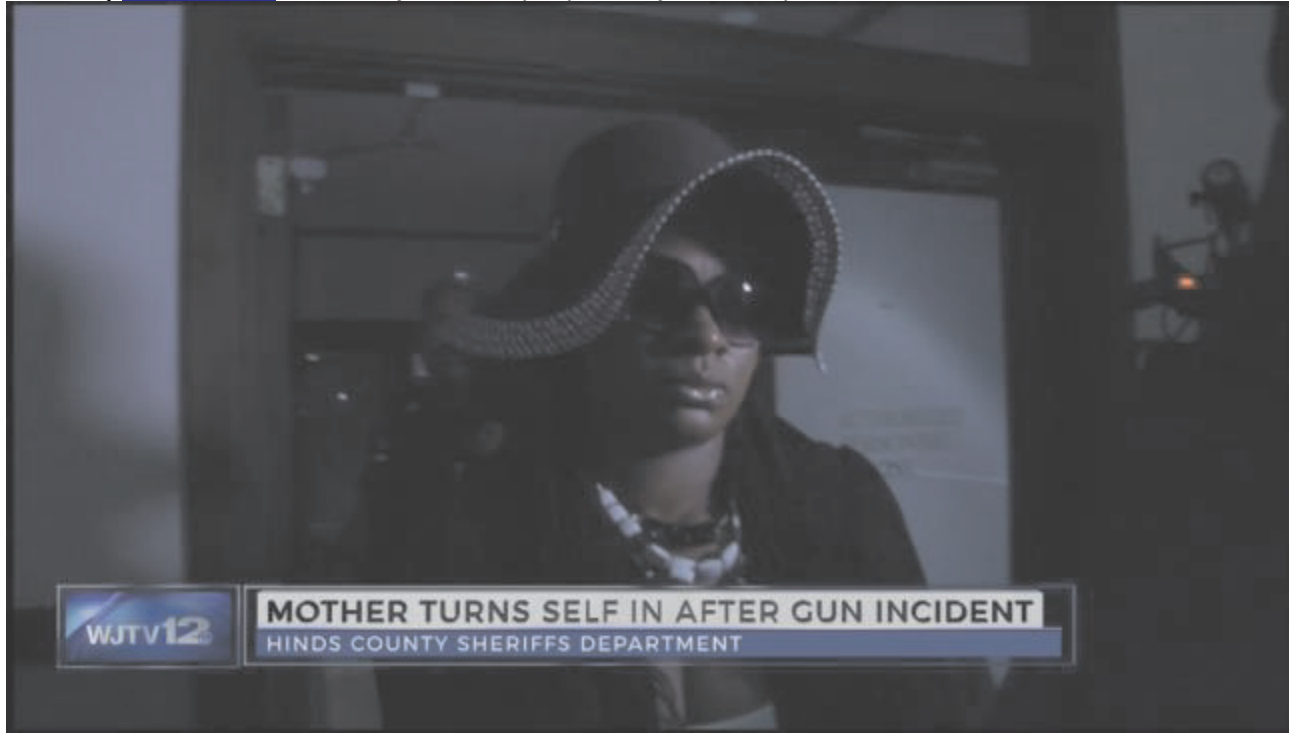
More out-of-school suspensions and the increased presence of police in school may not help, one expert said.

"What we know is increasing police presence in schools does not help reduce incidences of violence. On the contrary, schools that have more police increases violence, and suspensions don't help diffuse conflict in children," said Sheila Bedi, clinical associate professor of law at Northwestern University in Chicago. Bedi previously worked as an attorney for the Southern Poverty Law Center in Jackson, helping bring research-based juvenile-justice reform to Mississippi.

*Sierra Mannie is an education reporting fellow for the Jackson Free Press and The Hechinger Report. Email her at [sierra@jacksonfreepress.com](mailto:sierra@jacksonfreepress.com). Read more education stories at [jfp.ms/education](http://jfp.ms/education).*

# Authorities: Parent who brought gun to Forest Hill High turns herself in

By [Donesha Aldridge](#) Published: May 9, 2016, 3:42 pm Updated: May 9, 2016, 6:06 pm



## Related Coverage

- [Parents React to Forest Hill High School Fight](#)
- [JPS officials: Parent brings gun to Forest Hill High School](#)

JACKSON, Miss. (WJTV) — The parent who brought a gun to Forest Hill High last week is now in custody.

Officials tell us the woman turned herself in at the Hinds County Sheriff's Department Monday afternoon.

Shawana Smith 39, of Jackson is charged with possession of a weapon on school property according to Sherwin Johnson, the Executive Director of Public Relations with the Jackson Public School District.

She was given a \$10,000 bond.

Johnson also says other complainants were identified in the investigation. They have signed affidavits which resulted in other charges and warrants being issued.

A warrant was issued for her arrest after authorities said she went to Forest Hill High last Tuesday concerning a disciplinary issue about her child.

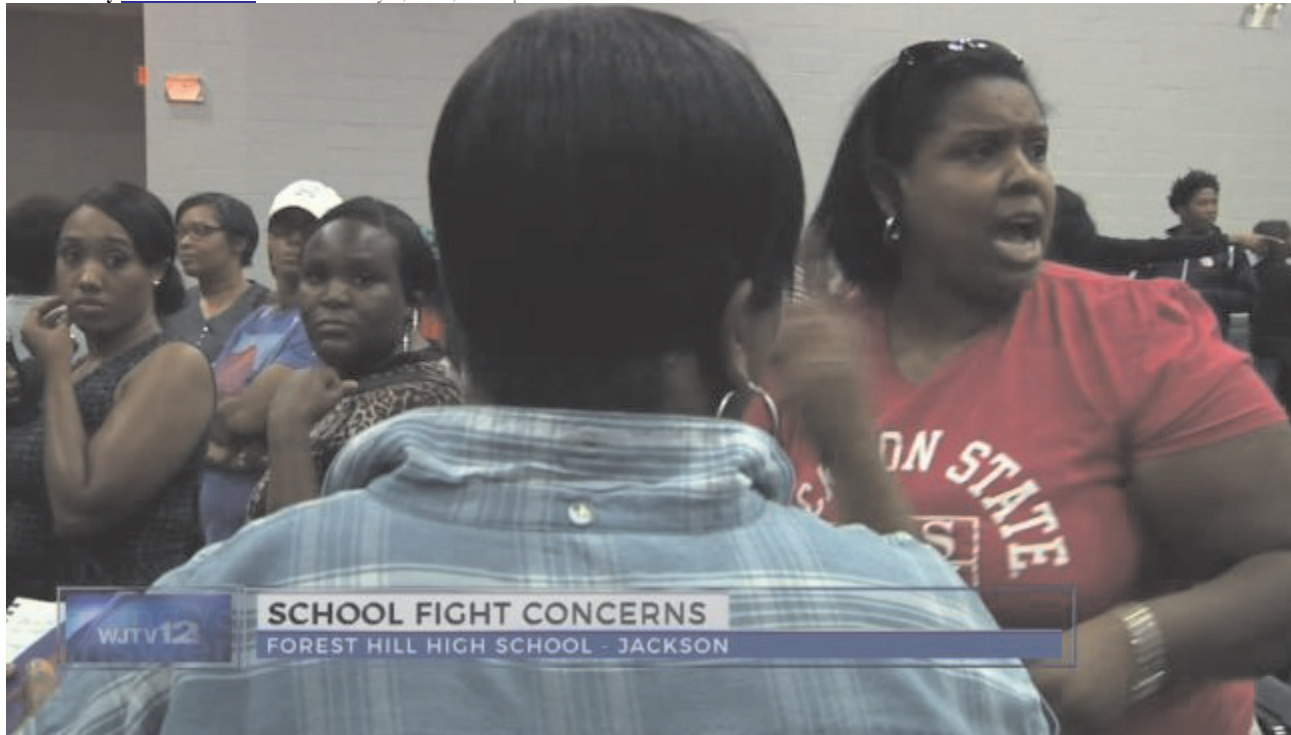
JPS officials said a fight broke out with students at the school while she was there. They said she displayed a gun to an officer. She left the scene before they were able to take her into custody.

A video of the incident circulated on social media. Since the incident has happened, officials said the parent told them that she has received threats



# Parents React to Forest Hill High School Fight

By [Melanie Dotson](#) Published: May 4, 2016, 10:44 pm



JACKSON, Miss. (WJTV) – A viral video of a parent and students fighting at Forest Hill High School has the district beefing up their security.

A day after the fight, JPS held a community chat and while WJTV was there, new video surfaced of the fight.

A lot of people received messages that this meeting was cancelled, but that wasn't the case.

It started on time, but quickly turned into something else, and many parents and teachers tell me their questions were not answered.

Teachers are frustrated by the things going on at Forest Hill High School.

Parents are still looking for answers.

"I'm still upset because I still don't feel my children are safe."

As a safety precaution, the executive director of campus enforcement will be at Forest Hill every morning and afternoon for student safety.

Shonda Collins doesn't feel it's enough.

"The threats are still flying, floating all over the school. I've come to the conclusion that every day at 2 o'clock, I'm pulling mine out of school. I want my children to be educated. I don't want my daughter scared," said Collins.

Shonda is referring to this video of a parent and students fighting at the school.

When Shonda saw this video of a parent fighting with a student, she was blown away.

What's more disturbing is this photo of what we are told is a parent with a gun.

"As a mother, you think about, guns don't have names, bullets don't have names on them. Point, blank, period, they don't. As an adult and a parent, come on lady, are you serious?" said Collins.

"If they know who she is, or where she is, let us know," said Cedrick Gray, the Superintendent of Jackson Public Schools District.

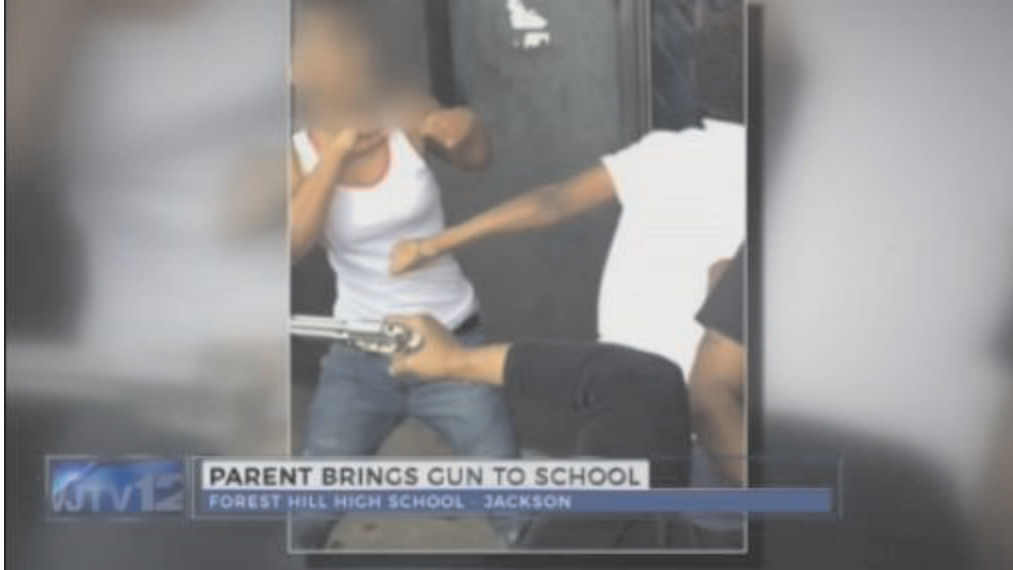
"They need a mature person to come through here and take this school back over because the students have taken this school. Point, blank, period, they have. I've been here days where they run up and down the halls. They're cursing the teachers, they're cursing the parents, you know, just out in the hall buck wild," said Collins.

A new principal is expected to start at Forest Hill High School in the upcoming school year.

# Students speak out about fight at Forest Hill High School



By [Malary Pullen](#) Published: May 4, 2016, 9:16 pm Updated: May 4, 2016, 9:21 pm



JACKSON, Miss. (WJTV) – A mom brings a gun to campus and multiple fights happen outside of the school happened Tuesday.

It was all caught on camera at Forest Hill High.

Parents say on, Tuesday, at Forest Hill was something they'd never seen before.

Students in a brawl.

But, it's the mom who made it on campus with a gun that's causing concern and it's their children that are fed up with the violence.

“And the next thing you know was, the lady pulled out a gun.”

Video, that is being circulated, shows a mother with a gun on Forest Hill High School's campus.

“I was on the side, I had to run for my life that's all I could do.”

In the background what appears to be a fight between students.

“The fight had nothing to do with the parent, with the weapon,” said Sherwin Johnson, the Executive Director of Public and Media Relations for the Jackson Public School District.

JPS officials say the mother was met by a school safety officer and was made aware she had a weapon.

“The officer, she was engaged with, wasn’t an arresting officer, okay. He didn’t have arrest powers,” said Johnson.

So they called an officer who could arrest the mother but ...

“At that particular time, the individual had left the campus,” said Johnson.

Now an arrest warrant is out for the mother and students are on edge.

“I felt that I wasn’t safe. I know that the administration is trying very hard, it’s not their fault. I believe it’s everybody’s fault. It’s the parents’ responsibility, the teacher’s responsibility and the student’s responsibility,” said Essence Washington, a Senior at Forest Hill High School.

Kahlil Walker, also a Senior at Forest Hill, ” They constantly deal with the harassment of students. They’re constantly getting cursed at by students, harassed, pushed, hit, anything you can think of they are just treated unfairly and horrible,” said Walker.

JPS officials say no children were hurt during that fight yesterday.

As far as security, more officers are present on campus.

**Tonight on WJTV News at 10, a Forest Hill High School parent shares new video of what she says is the beginning of the fight.**

says it’s not just students who are attacked but the teachers are too.



Jackson school bus burns; no injuries reported

Engine on JPS bus catches fire



Updated: 2:10 PM CDT May 4, 2016

**Angela Williams**

Digital Media Manager

**JACKSON, Miss. —**

A school bus was in flames Wednesday near the Ag Museum.

The engine of the Jackson Public Schools bus caught fire about 1:30 p.m. on Lakeland Drive, authorities said.

# Lanier High School student attacked on school bus

Friday, April 15th 2016, 4:05 pm CDTMonday, April 10th 2017, 8:29 am CDT  
Posted by Mary Grace Eppes, Digital Content Director



Source: Family



Source: Family

JACKSON, MS (Mississippi News Now) -

A Lanier High School student's grandmother says that her granddaughter was attacked by a bully on a school bus.

Attachment G

The grandmother says that the attack happened on Thursday, when a male student got up on the bus and took her phone. She says her granddaughter was beaten and suffered some injuries.

She was taken to a local hospital after the attack.

The Jackson Public School District released this statement after the school bus incident:

Officers from JPS Campus Enforcement responded to an altercation between two students on April 14th at Lanier High School. One of the students was transported to a local hospital for treatment to injuries. The Jackson Public School District does not tolerate violent behavior and is committed to the safety and education of all its students. The students involved will be subject to disciplinary actions as outlined by the JPS Code of Conduct.



# New JPS asst. principal convicted felon, facing lawsuit

[Kate Royals](#), The Clarion-Ledger Published 11:02 a.m. ET April 15, 2016 | Updated 7:08 p.m. ET April 15, 2016



Spurgeon Banyard, an assistant principal at Provine High School in Jackson, has a checkered past, according to court documents and media reports.(Photo: Harold Gater/The Clarion-Ledger)

848 CONNECT [TWEET](#) [5 LINKEDIN](#) 9 COMMENTEMAILMORE

An assistant principal at Provine High School pleaded guilty to felony embezzlement in the 1990s and is currently facing a discrimination lawsuit in federal court.



Spurgeon Banyard, who came to Jackson from Lafayette Parish, Louisiana, in January, has a checkered past, according to court documents and media reports.

#### **RELATED STORY: Former JPS finance director indicted for embezzlement**

In addition to pleading guilty to embezzlement in 1998, Banyard was removed from his position as Moss Point High School principal in 2011 following allegations of extortion, bullying, insubordination and abuse of authority by several employees, [GulfLive.com reported](#). The allegations included that he yelled at and used profanity with female employees and asked teachers for money in exchange for a recommendation.

Jackson Public School District spokesman Sherwin Johnson would not comment on personnel matters or individual employees when asked about the district's decision to hire Banyard.

He did send an emailed statement saying JPS ran a background check on Banyard in July of last year and "the results did not reveal anything that would disqualify the educator from being hired."

"Additionally, Mr. Banyard has an active and valid teacher and administrator license from the Mississippi Department of Education and received positive recommendations from references prior to his promotion to assistant principal at Provine High School," the statement continued.

Banyard denied the accusations against him in Lafayette Parish, where former Carencro Middle School employee Sandra Stevens filed a civil lawsuit against him, citing alleged harassment and unwanted advances.

"It's not true," Banyard said before referring all questions to his attorney, Tonya Smith.

Calls to Smith were not returned Friday.

The Advertiser in Lafayette [reported Banyard resigned from the school](#) in April of last year after the state suspended his teaching certification when officials discovered a felony on his record. Banyard's trial is scheduled for November.

The State Board of Education can deny educator licenses due to revocation or suspension of the license in another state or having a felony on record.

Banyard's LinkedIn page also says he worked in the Jackson Public School District as a "teacher and coach" from 1998 through 2003.

*Contact Kate Royals at (601) 360-4619 or [kroyals@gannett.com](mailto:kroyals@gannett.com). Follow @KRRoyals on Twitter.*

# Self defense argued in Callaway prom stabbing

Monday, March 21st 2016, 6:22 pm CDT  
Monday, March 21st 2016, 8:12 pm CDT  
Posted by David Kenney, Reporter



Bernard Harper Source: Twitter

JACKSON, MS (Mississippi News Now) -

18-year-old Bernard Harper left his preliminary hearing, likely to bond out of jail the same day.

The teen is charged with aggravated assault in the stabbing of a student at the Callaway prom at the Old Capitol Inn Friday evening. The judge set his bond at just \$10,000 after his attorney argued that he was acting in self defense.

Warren Martin, Harper's attorney, said, "Preliminary facts indicate this was a self defense situation. My client went to the prom with a young lady. He was assaulted, the young lady was assaulted by her boyfriend, my client defended himself, defended the young lady."

Witnesses say the altercation happened on the dance floor in the Capitol Inn ballroom.

"My client was on the ground was in fear of his life. This young man was pounding him in his face, and chest my client responded by grabbing a pocket knife and stabbing the alleged victim. The facts will indicate my client was not the first aggressor," said Harper.

The stabbing victim was hospitalized, but his condition is unknown.

Students hoping for an evening full of fun and lasting memories say their prom experience was ruined forever.

Monday Jackson Public Schools released the following statement:

A scholar attending the Callaway High School Junior/Senior Prom at the Old Capitol Inn was assaulted with a knife on March 18, 2016, shortly after 11:00 p.m. Two Jackson Police officers and a Hinds County Sheriff's deputy were present during the attack. Several JPS staff members and administrators responded to the attack. The injured student was rushed to a local hospital after the attack for treatment and is recovering. The alleged attacker, a former JPS student, was apprehended and taken into custody by law enforcement officers. The incident appears to have evolved from an ongoing dispute between the two young men.

Students attending the prom were released shortly before 12:00 a.m. Parents were notified about the incident and asked to pick up their scholar. The District has also sent a letter to parents regarding the event.

We are deeply saddened and outraged by this senseless act of violence. Jackson Public Schools' grief counselors were at the school today, March 21, to console and offer emotional support to students. The Jackson Public School District is committed to protecting the safety of all of our scholars.

*Copyright, 2016, msnewsnow.com. All rights reserved.*

# BB gun confiscated from student at Boyd Elementary

By [Donesha Aldridge](#) Published: February 19, 2016, 4:03 pm

Published: February 19, 2016, 4:03 pm



JACKSON, Miss. (WJTV) — Officials with Jackson Public Schools said they confiscated a BB gun at Boyd Elementary.

Sherwin Johnson of JPS said the incident happened a few days ago. The BB gun was taken away from the student.

Johnson said the student who had the BB gun did not make any threats towards other students.

The school district said they notified parents about the incident.

[Top News](#)

**Angela Williams**

Digital Media Manager



**JPS student hit by school bus**

Whitten Middle School student taken to hospital



Updated: 8:27 PM CST Feb 12, 2016

**Angela Williams**

Digital Media Manager

**JACKSON, Miss. —**

A Jackson middle school student was taken to a hospital Friday after he was hit by a school bus, authorities said.

Jackson police and Jackson Public Schools campus enforcement officers were called about 8 a.m. to Whitten Middle School on Daniel Lake Boulevard, district officials said.

Advertisement

JPS officials said in a news release that the student was walking to school when he was accidentally hit by the bus at the intersection of Daniel Lake and Southland Drive.

The student was taken to the hospital for observation and treatment, and was released Friday evening, JPS said.

The incident is under investigation.



Student hospitalized after fight at school, mom says

JPS, girl's mother have differing accounts of what happened



Updated: 7:16 AM CST Dec 2, 2015

**Hadas Brown**

Reporter

**JACKSON, Miss. —**

A Blackburn Middle School student was taken to a hospital Monday after her mother said three girls jumped her in the hallway.

Jackson Public Schools officials said the mother's story does not match up with their reports.

Advertisement

Kenetra Williams said she's pulling her daughter out of the school after the fight left her bloody and bruised.

"By the time she broke loose, they pulled all her hair out, they put knots on her head and then her lip was busted," Williams said. "When she came here I could see blood coming out her ear."

Williams said teachers were standing nearby, but didn't try to help her daughter.

"If the teachers couldn't get involved, or pull back, or anything like that, I feel like security should have done their job or been called, or whatever. They didn't even know what was going on," Williams said.

JPS spokesman Sherwin Johnson said that according to a report from the school, teachers followed proper procedure and called school security. In addition, the report said two girls were involved in the fight, not four as Williams claims.

Williams said she took her daughter to the University of Mississippi Medical Center after she passed out.

“She has a concussion and her neck is in a neck brace,” Williams said.

Williams said her daughter is new at the school this year and doesn’t know the three girls well, but had some sort of misunderstanding with one of them over Facebook.

“My daughter was tagged in it and another girl was tagged in it, and from there that’s when they collided,” Williams said.

Johnson said the school principal met with the parent to discuss the incident but has not been allowed to speak to Williams’ daughter to get her side of the story.

Johnson said because of privacy procedures, the district cannot release any information about whether the students involved were disciplined. The district did say that students involved in a fight could face suspension and receive positive behavior intervention support on how to use conflict resolution without violence.

# JPS officials investigate fight at Wingfield

Tuesday, December 8th 2015, 6:50 pm CDT  
Wednesday, December 9th 2015, 7:43 am CDT  
Posted by David Kenney, Reporter



Source: WLBT



Source: WLBT



Source: WLBT

JACKSON, MS (Mississippi News Now) -

The mother of a student says that on Monday morning there was a fight at Wingfield High School and it was recorded by several students on their cell phones.

In the video, you can see several male students striking each other. At one point, what appears to be a security officer and a teacher, step in to break up the brawl, but the fight continues with more students appearing to get involved.

Witnesses say one student lost a tooth in the brawl.



JPS released a statement saying:

*JPS Campus Enforcement is investigating an altercation involving students that occurred recently at Wingfield High School. The students involved will face appropriate disciplinary action as outlined in the Code of Conduct. Some students were treated for injuries.*

*The District continuously administers a Positive Behavior Intervention Support (PBIS) program that encourages non-violent conflict resolution. Parents are called upon to assist JPS in addressing violent behavior of their children.*

*JPS is committed to providing a safe learning environment for all scholars.*

JPS officials also said they called upon parents to assist them in addressing their children's violent behavior.

# CAUGHT ON CAMERA: Parent claims staff member punched her son in school fight

Monday, November 9th 2015, 3:55 pm CDT  
Wednesday, March 8th 2017, 8:09 pm CDT  
Posted by Roslyn Anderson, Reporter



CAUGHT ON CAMERA: Jim Hill vicious fist fight

01:10





Source: WLBT

JACKSON, MS (Mississippi News Now) -

A Disturbing video of an after school fight at Jim Hill high school has been making the rounds. It began with two Jackson Public School students but quickly escalated.

Now the parent of a student who wasn't involved in the confrontation wants justice. She claims the video shows a faculty member attacking her child.

The cellphone video of the fight shows students exchanging blows at the end of classes last Thursday. A student in a gray and maroon shirt and another in a pink shirt throw punches in a vicious fist fight.

"He was not involved in the fight. He was over to the side," said parent Latasha Wiggins.

The Jackson mother tells us her son, Charles Wiggins, was only watching along with his brother, when Charles and another bystander were allegedly punched in the face by a faculty member.

"He was standing close to the fight and he told me that he grabbed him trying to pull him back so he wouldn't get hit and that's when I guess the teacher maybe thought or whoever the guy is thought that he was maybe trying to fight him and he pushed him first and then he walked up towards him and that's when he pushed him," said Wiggins.

A security officer tried to gain control. Wiggins admits her 16 year old son confronted and pushed the officer but she said only because he was unjustly struck.

"After he punched him they became aggressive with him. I would too if you punched me you know, and you're a grown man," added the frustrated mother.

Wiggins said her son suffered a swollen eye, and she did not want the man to harm another student. The Jim Hill High staff member has not been identified.

Officials responded with a statement that reads in part:

*"The response by JPS Campus Enforcement officers and school staff is consistent with their training in these situations. Campus Enforcement officers are trained in conflict resolution through the Crime Prevention Institute."*

Wiggins said she does not want the Jim Hill staff member to harm another student. After meeting with the principal, the angry mother said she was told her son faced no disciplinary consequences. She still plans to file a complaint with the district.

According to JPS officials, the two students who were involved in the fight face appropriate disciplinary action.

Copyright 2015 [MSNewsNow](#). All rights reserved.