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The Jacksonville Public Education Fund is an independent nonprofit organization that works to connect research with civic voice to bring about unified action to support a system of universally excellent public schools in Duval County. We believe that an informed and active citizenry, together with attentive and aligned community leadership, will move our schools forward to prepare students with the skills they need for future success.

**FOR MORE INFORMATION, CALL (904) 356-7757 OR VISIT US ON THE WEB AT WWW.JAXPEF.ORG.**

## ONE by ONE:

### *Defining Jacksonville's Priorities for Education*

#### EXECUTIVE SUMMARY

*In the fall of 2011, the Jacksonville Public Education Fund set out with the help of dozens of volunteers on an effort to go into every part of our community and hear first-hand the hopes, concerns, questions and ideas that the citizens of Duval County have for the future of education in our community – in their own words. Over the course of the past year, and 161 face-to-face conversations with nearly 1,600 community members in homes, businesses, churches, and other organizations throughout every region of the county –we have done just that.*

*In this report, we present the findings of what was heard. Across all regions of the community we found that people are energized to be more involved in decisions affecting the future of education and have some very specific ideas about what they think needs to be done.*

From hundreds of hours of recorded conversations, and over a thousand pages of transcribed notes, 15 distinct themes consistently emerged as representing the most important issues to people throughout the community, along with 50 specific subthemes that describe what people would like to see done about them.

Of the 15 themes, three of them –*Climate & Culture, Resources,* and *Community Support* were heard more frequently than any others. Within these, we heard people emphasize their priorities that schools be safe, healthy, and positively motivating environments for all students; that all schools have enough resources to meet the academic and supporting needs and interests of all students; and that schools and the communities around them work together to support each other in multiple ways.

Throughout the coming months, we will be using the findings presented in this report to return back to the community, inform them of what we heard from across the county, and use this information as a foundation for developing a communitywide agreement on our priorities, responsibilities, and goals for the future of education in Duval County.

**ONE x ONE**  
TRANSFORMING OUR FUTURE TOGETHER.

*What was heard from the conversations across all the regions in the community will be used as the foundation to begin developing a communitywide agreement on our priorities, responsibilities, and goals for the future of education in Duval County.*

# THE ONE by ONE CAMPAIGN

## EMPOWERING A COMMUNITY

*Two years ago, with a goal of empowering the public in Duval County to define our priorities for building an excellent public school system, the Jacksonville Public Education Fund began plans for a large-scale community listening effort unlike anything that had been done here before.*

Jacksonville was entering a pivotal period in the history of its public education system. At the time, one out of every three students who entered high school in Jacksonville was not graduating on time and the Alliance for Excellent Education estimated the economic impact of dropouts to be hundreds of millions of dollars a year for Northeast Florida.<sup>1</sup>

At the same time The Community Foundation in Jacksonville's *Quality Education for All* initiative survey found that more Jacksonville residents believed that having a top-rated public education system was most important to Jacksonville's future than any other issue, and The Thomas B. Fordham Institute ranked Jacksonville as the fifth best city in the nation for the conditions for education reform.<sup>2</sup> The time was ripe for bringing people together around this issue.

***Jacksonville's ONE by ONE campaign kicked off in August 2011 with a powerful art exhibition that told the stories of 20 Duval County students to begin sparking public interest in conversations.***

Based on a thorough review of best practices in other cities, the Jacksonville Public Education Fund identified a successful initiative in Alabama spearheaded by the Mobile Area Education Foundation called *Yes We Can!*. Based on a series of conversations about public education and a resulting community agreement, *Yes We Can!* resulted in significant improvements to the city's public schools, which rose dramatically in the state rankings bolstered particularly by increased academic achievement in its low-income schools. Perhaps just as notably, *Yes We Can!* provided a vehicle for Mobile residents to speak with one voice for the first time about its vision and priorities for education.

## HOW A CONVERSATION UNFOLDS

To ensure that every ONE by ONE participant had a chance to contribute their ideas, conversations were kept "kitchen table" size, generally with eight to 12 people, and typically lasted between one and two hours.

The conversations, facilitated by a trained volunteer, guided participants through a series of questions in four key areas:

- **Aspirations:** What would an ideal community and school system be like in Duval County?

Jacksonville's ONE by ONE campaign kicked off in August 2011 with a powerful art exhibition that told the stories of 20 Duval County students to begin sparking public interest in conversations. As the exhibit moved around to every region in the city, structured, small group conversations unfolded in private homes, religious institutions, community centers and businesses.

By August 2012, 1,597 people had participated in 161 ONE by ONE conversations. Due to high participation and demand, additional conversations have continued beyond the scheduled end of this part of the campaign. While the data in this report only reflects those conversations completed by August 31, 2012, recordings and transcripts from all ongoing conversations continue to be posted at [onebyonejax.org](http://onebyonejax.org).

## WHO PARTICIPATED?

Throughout the campaign, we wanted to make sure we heard from a reflective sample of the entire community. Based on U.S. Census data for Duval County, it would take a sample of just over 1,000 people to be sure the participants' responses confidently reflected those of the population as a whole. We exceeded that goal by over 50%, hearing from nearly 1,600 conversation participants by the date of this report.

To ensure that the sample was also demographically representative, we tracked the age, race, gender, and household income level for participants using anonymous surveys at each conversation.

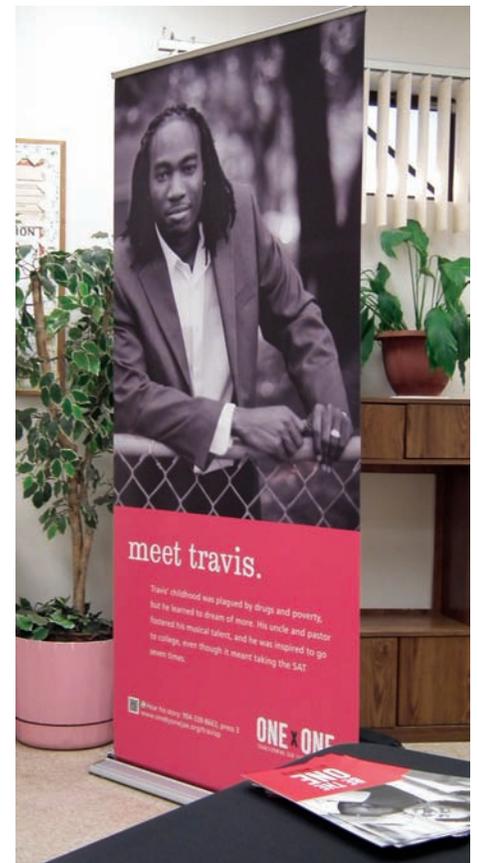
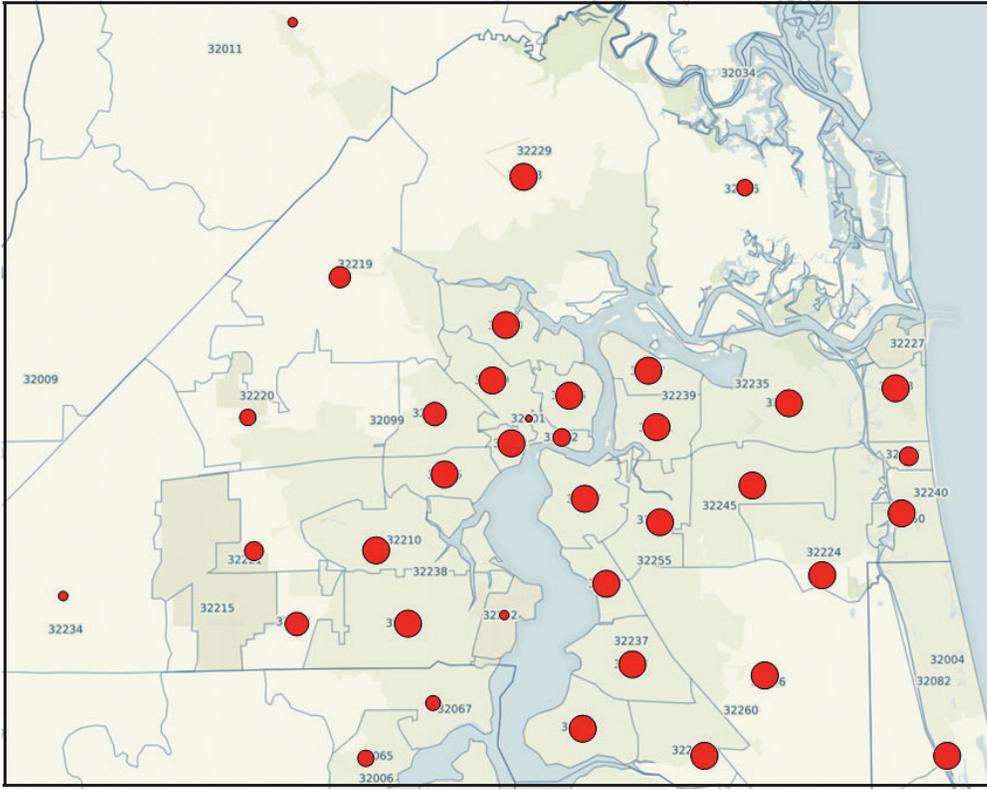
The demographic proportions of the ONE by ONE participants are presented in *Table 1*, along with a check of whether each group was within 10% of their actual proportional representation in Duval County. In 13 of the 18 reporting categories, the sample was representative within this range. Relative to the corresponding census proportions, the sample was slightly overrepresented with females and households reporting a combined annual income of over \$100,000; slightly underrepresented with males, participants under the age of 18; and just barely below the target range for white participants (though whites still made up nearly 50% of participants).<sup>3</sup>

To ensure we heard from a geographically representative sample of participants from all areas of the county, we also asked survey respondents to provide their zip code of residence. In *Figure 1*, the red dots represent the number of participants from each zip code, with larger dots indicating more participants from that area. As seen here, the conversation results presented here represent the input of residents from every region of the county.

- **Our Schools Today:** What currently works and what doesn't work in our schools today?
- **What Needs to Happen:** What conditions need to exist in order to reach our aspirations?
- **Reflections:** What are the top themes we've talked about today?

Notes from the conversations were recorded by a trained volunteer scribe, entered into the database for analysis, and posted online along with audio recordings of the conversations at [www.onebyonejax.org](http://www.onebyonejax.org).

**FIG 1 ONE by ONE CONVERSATION PARTICIPANT GEOGRAPHIC REPRESENTATION**



**TABLE 1 ONE by ONE CONVERSATION PARTICIPANT DEMOGRAPHICS**

	ONE BY ONE SAMPLE	WITHIN 10% OF DUVAL COUNTY POPULATION? <sup>a</sup>
<b>TOTAL SAMPLE</b>	1597	(NA)
<b>Gender</b>		
Female	67%	(+5.5)
Male	33%	(-5.5)
<b>Ethnicity</b>		
Asian	1.9%	✓
African-American	40.4%	✓
Hispanic	2.6%	✓
White	49.6%	(-1.2)
Multiracial/N.A./Other	5.4%	✓
<b>Age</b>		
Below 18	9.1%	(-8.3) <sup>b</sup>
18-34	23.3%	✓
35-54	38.7%	✓
55-74	24.8%	✓
75+	4.1%	✓
<b>Household Income</b>		
0 -19,999	10.9%	✓
20,000 - 39,999	17.3%	✓
40,000 - 59,999	16.3%	✓
60,000 - 79,999	13.4%	✓
80,000 - 99,999	9.8%	✓
100,000+	32.2%	(+6.1)

**FINDING ONE VOICE**

Each conversation was staffed by a facilitator and scribe whose job it was to work with the group to document their conversation in detail, including what the group agreed to be the most important ideas they wanted to communicate regarding their perceptions, desires and concerns about public education in Duval County.

Following each conversation, the notes were returned to be analyzed using a rigorous inductive **thematic analysis** process. This means that the **themes** and **subthemes** identified were generated through careful, ongoing reading of the data and identification of patterns. In other words, analysts did not try to make the participants’ ideas fit into any predetermined categories about what they thought people would be concerned with – they started with no preconceived notions and built the themes presented here solely around what was actually heard from people in the conversations.

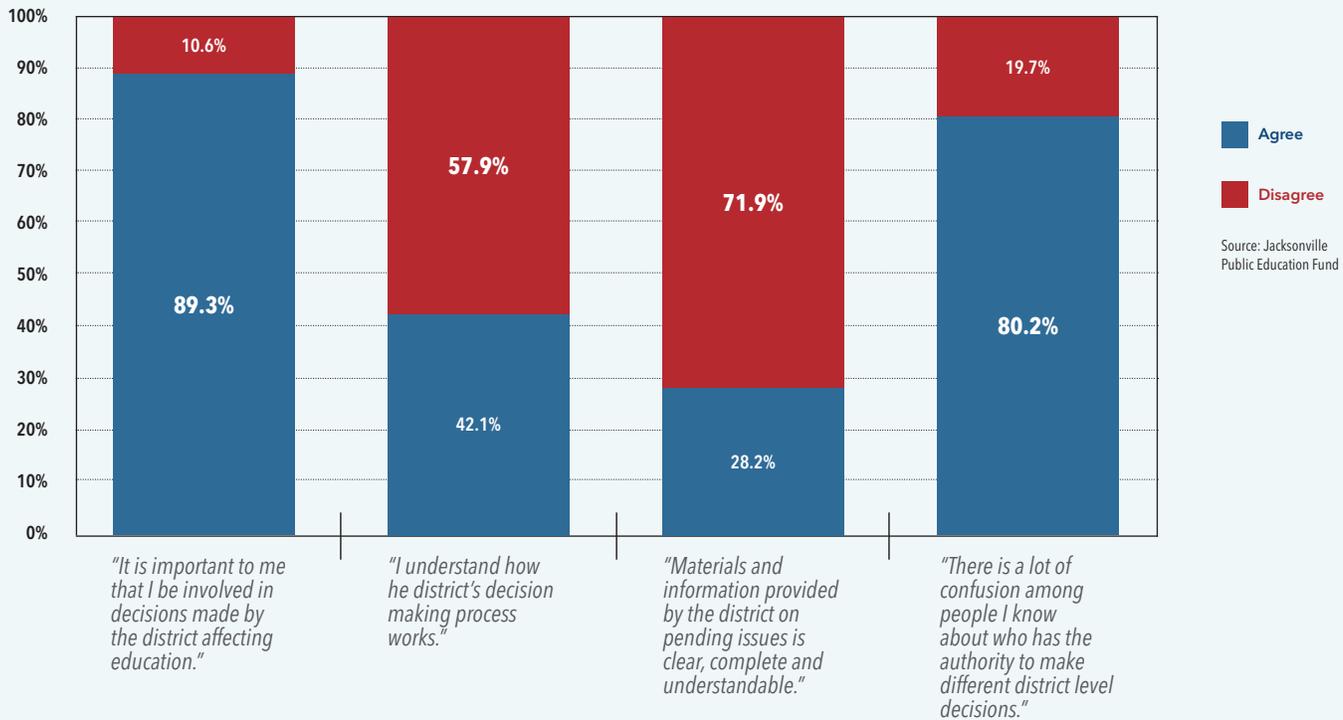
As themes were generated they were continually reviewed and either added to or adapted as newer conversations came in. Conversation notes were reviewed by two separate teams, each first categorizing the themes independently and then again together to ensure reliability and consistency in how conversation themes were being categorized.

Throughout the process, additional measures were also taken to ensure rigor and guard against any potential bias in the process. To ensure transparency in the process, all conversation recordings and transcript notes to **onebyonejax.org** for public review as soon as they were entered. Additionally, the services of two separate independent consultants were enlisted to oversee and audit the analysis processes and results.

a - Based on 2009 U.S. Census estimates, the most recently available year when campaign began.

b - A lower percentage of participants under age 18 than what is reflected in the census data was expected considering census data includes all minors between ages 0 and 18 in that reporting category and conversation participation did not involve students below middle school age.

**FIG 2 DISTRICT ENGAGEMENT SURVEY ITEMS**



***There is a strong desire among residents to be involved in decisions affecting education but many respondents also expressed confusion about how decision-making processes at each level work.***

### WHAT ARE PEOPLE SAYING?

As part of the pre-conversation survey, participants were also asked about their current level of involvement with education issues at the district or state level. The results showed a strong desire among residents all throughout the community to be involved in decisions made at both levels affecting education. At the same time however many respondents also expressed confusion about how decision-making processes at each level work and frustration about the clarity of materials and information provided to help them stay informed on important decisions. (See *Figure 2 for select item results*).

To begin moving beyond these barriers to engagement, participants were asked in the conversations to talk about their current perceptions of, aspirations for, and ideas for public education—in their own words.

### THEMES

From hundreds of hours of these recorded conversations, and over a thousand pages of transcribed notes, 15 distinct themes consistently emerged as reflective of the community's concerns throughout the data.<sup>4,5</sup>

Due to the nature of this type of data, statements were not necessarily limited to just one theme. Depending on how

conversation participants phrased their ideas, some responses were assigned to multiple themes they reflected. For example, a response that simply stated, "We need better teachers", was categorized only in *Teacher Quality*, whereas a more detailed response such as, "We need to pay teachers more to attract better teachers", would have been categorized as both a *Teacher Quality* issue and a *Resources* issue.

*Figure 3* presents a visual overview of all these themes, with the size of each circle proportional to how frequently each theme was mentioned. The lines interconnecting the circles represent the number of comments that overlapped multiple themes, with thicker lines indicating a higher amount of connection between the two categories. For example, the thick lines between *Resources* and *Whole Child*, and *Resources* and *Equality*, indicate strong connections between what people were saying in those themes, as will be explored further in the next section.

### SUBTHEMES

The themes in *Figure 3* represent the large, conceptual categories used to help organize the issues people were talking about the most. The subthemes within each of those provide a more detailed description of what, specifically, people were saying about those issues. In total, 50 unique subthemes were identified reflecting the specific issues and sentiments most frequently heard within each of the themes.

*Table 2* provides a complete rundown of all of these subthemes. Together they provide a detailed insight into exactly what people were saying and provide a comprehensive look at what people want in an ideal school system.

The total number of distinct themes and subthemes generated, even with varying degrees of overlap, indicates just how comprehensive and in-depth the discussions at these conversations tended to be. However, three themes in particular stood out as

more frequently heard than others across all the conversations: *Climate & Culture*, *Resources*, and *Community Support*.

## TOP THEMES

### CLIMATE & CULTURE

Statements grouped into the theme of *Climate & Culture* included anything pertaining to general or specific aspects of the environment of schools or the communities around them. These include statements about either the physical conditions of the schools, or the emotional or psychological atmosphere within or around them.

As evident in the subthemes for *Climate & Culture*, an overriding basic concern among many community members is to ensure that all schools provide a safe, healthy, supportive learning environment for all students throughout the community. Specifically, that all school buildings and campuses are safe and well-maintained facilities; that student behavior and discipline is effectively managed within all schools; and that communities around schools are safe.

***Conditions commonly mentioned as conducive to fostering a positive attitude about learning and achievement included mutual respect and effective communication between students, parents, teachers, administration and the community.***

The underlying concern behind many of these statements was the idea that these physical conditions are necessary prerequisites to fostering an environment that is conducive to learning and free from distractions about personal safety or well-being.

In addition to addressing the physical environment, community members were concerned that the emotional culture of schools and the communities around them be welcoming environments that foster a positive attitude around learning and achievement. Conditions commonly mentioned as a part of this included an atmosphere of mutual respect and effective communication between students, parents, teachers, administration, and community; and the instilling of a mindset in schools and the communities around them that values learning and achievement.

Related to these ideas, there was also a repeatedly echoed sentiment that it would require strong and effective leaders at the school and district levels—allowed to operate with greater decision-making freedom—to create the necessary environment for these conditions to develop in.

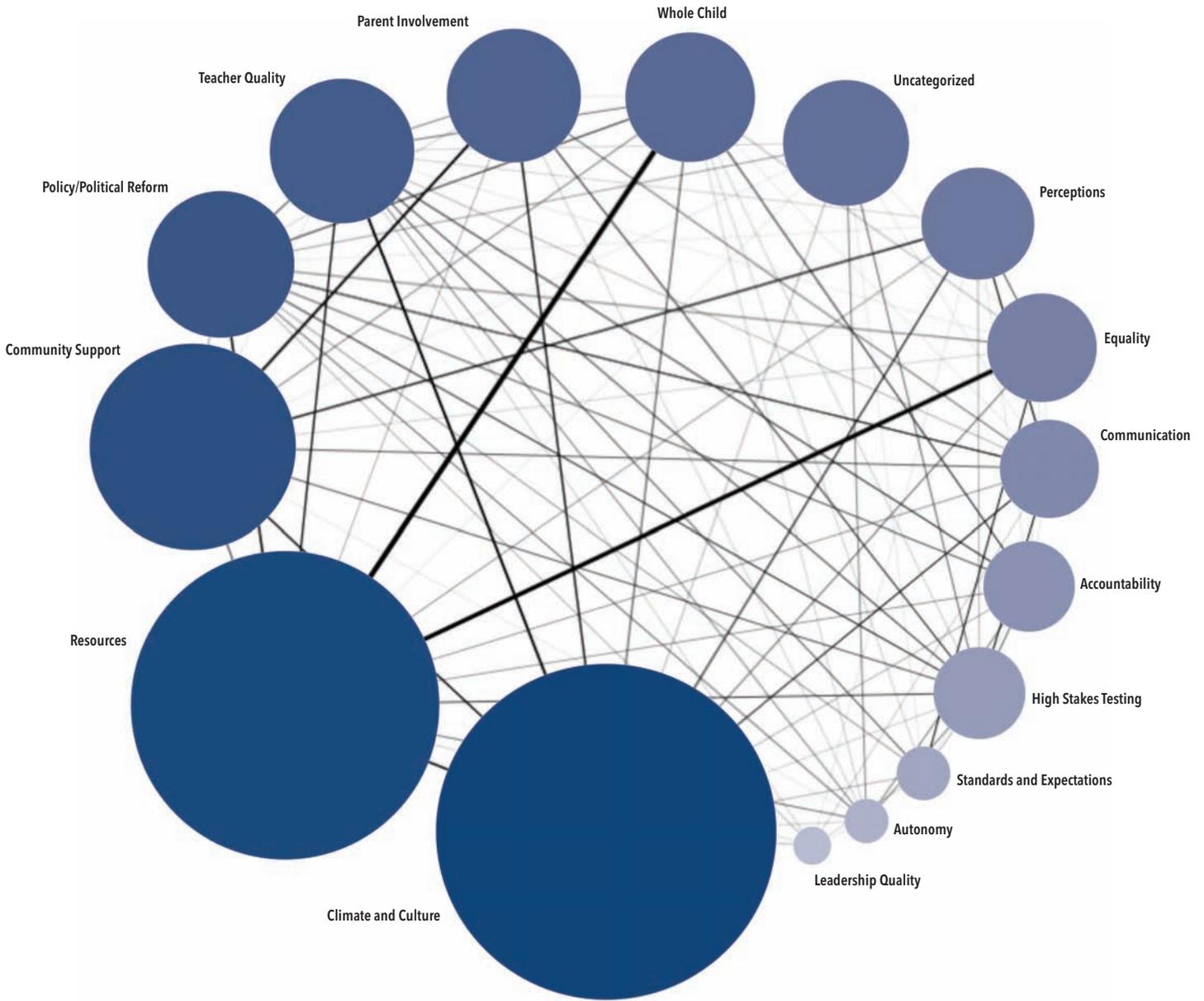
### RESOURCES

Responses comprising the theme *Resources* included any statements pertaining to the availability or use of financial, physical, or programmatic resources in schools or the district—including statements about needs for new or increased resources, as well as statements pertaining to improving how current resources are managed.

Those expressing a need for more resources tended to be explicit about what they wanted to see those resources directed towards: (1) expanded course options at schools to meet the needs and interests of all students (e.g., increased art, P.E., music, accelerated



**FIG 3 CONVERSATION THEMES OVERVIEW**



Source: Jacksonville Public Education Fund

**TABLE 2 CONVERSATION THEMES AND SUBTHEMES**

THEME	SUBTHEME
CLIMATE AND CULTURE	<ul style="list-style-type: none"> <li>• Schools and the community around them should be safe, healthy environments including: (1) safe and well-maintained facilities, (2) minimal student discipline issues that are managed effectively within the school, (3) safe communities around schools.</li> <li>• Schools and the community around them should be welcoming and foster a positive and motivating culture of learning and achievement.</li> <li>• Supportive relationships based on mutual respect and effective communication should exist between students, parents, teachers, administration and community.</li> </ul>
RESOURCES	<ul style="list-style-type: none"> <li>• More resources are needed to improve three main areas: (1) diversity of courses to meet the needs and interests of all students, (2) non-instructional student support services such as guidance counselors, and (3) quality of classroom, building and district infrastructure, including technology and transportation.</li> <li>• Equitable distribution of resources across all schools.</li> <li>• More local flexibility at the district and school levels over how funds are spent.</li> <li>• Efficient use of resources and better transparency about resource distribution at all levels.</li> </ul>

**TABLE 2 (Continued) CONVERSATION THEMES AND SUBTHEMES**

THEME	SUBTHEME
COMMUNITY SUPPORT	<ul style="list-style-type: none"> <li>• More individuals volunteering or mentoring in the schools.</li> <li>• Greater involvement by organizations (government, businesses, faith groups, etc.) to provide services partnerships, or resources to help the district or individual schools.</li> <li>• A more unified vision and working relationship between community and schools, with the community fully involved in district planning and citizens in all areas of town actively shaping and supporting the plan.</li> </ul>
POLICY AND POLITICAL REFORM	<ul style="list-style-type: none"> <li>• Top local policy priorities include (1) inequity between magnet and neighborhood schools, with division between those who view magnets as a model to be expanded upon and those who desire greater focus on improving the quality of neighborhood schools, and (2) extending the school day.</li> <li>• Identify and replicate best practices based on models that are working within and outside the district.</li> <li>• Highly qualified school board candidates and officials who are representative of and accountable to the community.</li> <li>• Reduce bureaucracy and control at the district level and consider decentralizing the district.</li> <li>• More support and engagement from locally elected officials but fewer mandates from state and federal officials.</li> <li>• Improve recruitment, support, evaluation and retention/termination policies for teachers and principals. Give them more freedom to make decisions and hold them accountable for performance.</li> </ul>
TEACHER QUALITY	<ul style="list-style-type: none"> <li>• Teachers who are passionate about their work, and demonstrate that through high quality instruction and positive engagement with students and parents.</li> <li>• Better preparation programs and ongoing, high quality professional development for teachers.</li> <li>• High standards for teacher quality, accountability and evaluation.</li> <li>• Recruit the best teachers, provide the support they need, and give them the recognition they deserve.</li> </ul>
PARENT INVOLVEMENT	<ul style="list-style-type: none"> <li>• Parents/guardians must be involved in and accountable for supporting their students' education.</li> <li>• Better relationships, communication and teamwork between parents and teachers.</li> <li>• Schools should find new ways to welcome parents and provide greater, more varied and more meaningful opportunities for involvement.</li> </ul>
WHOLE CHILD	<ul style="list-style-type: none"> <li>• Individualize instruction to meet each child's interests, needs &amp; learning styles.</li> <li>• Schools must be sensitive to and address the outside influences that affect students (poverty, family, peers) through social/emotional wraparound supports at school.</li> <li>• Students need well-rounded experiences (academic, electives, extracurricular, life/job skills, character building).</li> </ul>
PERCEPTIONS	<ul style="list-style-type: none"> <li>• Improve public perceptions of public schools. Focus on good things happening as well as issues to build pride.</li> <li>• Improve teachers' and other adults' perceptions of students.</li> <li>• Community should prioritize education and promote its value as connected to quality of life.</li> <li>• Community needs to develop pride in our city; Jacksonville is a place that appeals to visitors and retains residents.</li> </ul>
EQUALITY	<ul style="list-style-type: none"> <li>• Equitable funding across and within schools to ensure equality of instruction, facilities and programs in every neighborhood.</li> <li>• Equality of expectations within all schools.</li> <li>• Equity in attention to students with different needs within schools.</li> </ul>
COMMUNICATION	<ul style="list-style-type: none"> <li>• Communication between the community and the school system must be transparent and more frequent.</li> <li>• Communication at the school level between principals, teachers, students &amp; parents needs to improve.</li> <li>• Student voice should be heard in decision-making.</li> <li>• Highlight successes in the schools, district.</li> </ul>
ACCOUNTABILITY	<ul style="list-style-type: none"> <li>• Accountability is needed at all levels, including district leadership, principals, teachers, parents, students and community members.</li> <li>• A better and fairer system by which we measure schools and hold them accountable is needed.</li> </ul>
HIGH STAKES TESTING	<ul style="list-style-type: none"> <li>• Reduce the emphasis placed on preparing for standardized testing/FCAT, which interferes with providing a well-rounded education.</li> <li>• Improve/diversify how we are measuring students.</li> </ul>
STANDARDS AND EXPECTATIONS	<ul style="list-style-type: none"> <li>• We need to hold all students to higher standards (prepared for life after HS, including college &amp; career) to create a globally competitive school system.</li> <li>• There must be a culture of high expectations and ownership across the board (students, teachers, principals, school board).</li> <li>• Improve graduation rates; decrease drop out rate.</li> <li>• Elevate the teaching profession by holding high expectations for teaching quality and professionalism.</li> </ul>
AUTONOMY	<ul style="list-style-type: none"> <li>• Empower teachers with more autonomy over their classroom instruction.</li> <li>• Reduce restrictions/ mandates from state– give districts more local control.</li> <li>• Give principals more decision-making authority.</li> </ul>
LEADERSHIP QUALITY	<ul style="list-style-type: none"> <li>• Qualified, effective, trustworthy leaders at all levels (classroom, school, district &amp; community).</li> <li>• Leaders are provided with proper training and professional development at all levels, and are expected to be transparent and held accountable.</li> </ul>

**TABLE 3 TOP THREE CONVERSATION THEMES BY REGIONAL OR STAKEHOLDER AFFILIATION GROUP**

BY REGION	THEME #1	THEME #2	THEME #3
Arlington	Climate and Culture	Resources	High Stakes Testing
Beaches	Resources	Policy / Political Reform	(Tie: CS, C&C)
Downtown	Resources	Climate and Culture	Community Support
Mandarin	(Tie: Res., C&C)	(Tie: PI, P/PR)	(Tie: WC, TQ)
Northside	Resources	Climate and Culture	Equality
Northwest	Climate and Culture	Resources	Teacher Quality
Southside	Resources	Climate and Culture	Community Support
Westside	Climate and Culture	Resources	Community Support
BY PRIMARY STAKEHOLDER GROUP	THEME #1	THEME #2	THEME #3
Business/Professional	Climate and Culture	Resources	Community Support
Civic/Nonprofit	Resources	Climate and Culture	Community Support
Educators	Community Support	Resources	Climate and Culture
Faith-based	Resources	Climate and Culture	(Tie: CS, PI)
Parents	Resources	Climate and Culture	Policy / Political Reform
Senior Citizens	Parent Involvement	(Tie: Acc., C&C, P/PR)	(Tie: Aut., Res., HS/E)
Students	Climate and Culture	Resources	Teacher Quality



courses, recovery courses), (2) increased student support services such as guidance counselors and wraparound services, and (3) improved school and district infrastructure including technology and transportation. support services such as guidance counselors and wraparound services, and (3) improved school and district infrastructure including technology and transportation.

However not all respondents concerned with resource issues were focused on needing more of anything, many were primarily concerned with the need for better management of and transparency about current resources. Specifically—ensuring equitable and efficient distribution of financial, physical and programmatic resources across all schools throughout the community, and improving transparency and communication with the community about how resources are managed and distributed at all levels.

**Many respondents were concerned with transparency- and ensuring equitable and efficient distribution of financial, physical and programmatic resources across all schools throughout the community.**

Evident throughout each of these subthemes was also a clear running sentiment that more local control is needed over resources at both the district and school levels before resources can be appropriately directed to making sure all schools have what they need. At the district level, participants wanted local officials to have more freedom from state and federal mandates over how resources are distributed. But with that freedom, they wanted the district to primarily be sure money is being directed to schools equitably and then allow principals more flexibility to spend and allocate resources most appropriately for their students.

### COMMUNITY SUPPORT

The third most frequently heard theme, *Community Support* included any statements pertaining to the current or desired state of the community’s relationship with schools or the district, including individual and organizational responsibilities.

At the individual level, community members wanted to see more people get involved with mentoring students, volunteering to help at schools, or participating in school or district meetings. At the organizational level, they wanted to see community organizations helping to provide services or resource support that the district can’t afford or could hand off and redirect more towards instructional support.

There was also ongoing attention paid to the need for a more unified vision and working relationship between the school district and the community, including specific responsibilities both sides need to live up to. On the district’s end, people want them to be more open and inclusive of the community in their planning and decision-making processes—including scheduling meetings in times and locations that are more convenient to busy community members and communicating issues and updates in multiple, consumer-friendly ways that everyone can understand. On the community’s end, there was also a very clear message that community members need to be responsible for actually staying involved with district decisions by attending and participating in these meetings and staying informed about what is going on.

### CLOSER LOOK

In addition to looking at the community responses as a whole, analysts also looked at themes by region (based on location of the conversation) and by primary stakeholder group participating in the conversation (such as business/professional groups, civic or non-profit groups, parent groups, or teacher groups) when applicable<sup>6</sup>.

Table 3 shows the top three most frequently heard themes from each region and stakeholder group. As might be expected based

## ONE BY ONE CONVERSATION QUOTES

### BEACHES

*"The community needs to value parental involvement."*

Household

### DOWNTOWN/CITY-WIDE

*"Schools need to be able to deal with the whole child."*

Educators

*"Quality schools regardless of what area of town you live in."*

Civic group

*"All of this takes money and the community needs to be willing to fund the kind of education we want even if it means raising taxes."*

Civic group

*"No matter what part of town you're born in, when you graduate you have an equal shot."*

Young professionals

*"Let the teachers teach."*

Business employees

*"As a community, we need to value children and help them."*

Community leaders

*"Strong academics, but don't lose sight of the arts, physical education, health education. A comprehensive education approach that does not exclude the whole person."*

Business employees

### MANDARIN

*"Switch the thought from education being a cost to being an investment."*

Faith group

*"We're all in this together."*

Faith group

### NORTHSIDE

*"As a student, I have to put my best foot forward."*

Student leaders

*"I think their needs to be an education not only for kids but for us as parents."*

Civic group

*"True collaborative relationships between the schools, the parent and the community. We talk about it, but we're not really doing it."*

Faith group

*"Do whatever it takes to get parents involved in our schools."*

Parent/community group

*"We do all this testing but we're not individualizing the results or instructions."*

Educators

### SOUTHSIDE

*"Strengthen and grow vocational education."*

Civic group

*"There are too many unfunded mandates."*

Parent group

*"Go back to neighborhood schools and well-rounded education for every student."*

Business employees

### WESTSIDE

*"Pride in Jacksonville is correlated with pride in schools."*

Household

*"Extend the school year or even the school day."*

Military educators and family members

*"There needs to be a collaborative community-wide agreement on what success is."*

Youth organization

on the aggregate communitywide results, every affiliation group and region had issues pertaining to both *Climate & Culture* and *Resources* among the top three most frequently mentioned themes from their conversations.

In addition to that, a number of noteworthy additional dynamics also arose from this perspective that are worth considering to add deeper context to what the community is saying about education:

- Issues pertaining to *Equality* were more frequently heard within conversations taking place in the Northside than any other region.
- The only stakeholder group that had a different theme as its top most frequently mentioned was senior citizens, who discussed issues pertaining to *Parental Involvement* more frequently than anything else.
- Faith groups also had *Parental Involvement* among their top three most frequently mentioned issue, the only other group to do so.

***"[We need] true collaborative relationships between the schools, the parent and the community. We talk about it, but we're not really doing it."***

- Only one group discussed issues pertaining to *Teacher Quality* frequently enough to have it rank among their top three themes – students.
- Issues pertaining to *Community Support* were the top most frequently mentioned at conversations affiliated with teacher or educator groups, though they were also among the top two or three themes among several other groups.



***Priorities identified in this data will be merged into the platform of an official community agreement about what our priorities are for improving education in Duval County over the next several years, including what our goals will be and how we will grow towards them.***

## WHAT HAPPENS NEXT?

Moving forward, this information will be used as the foundation for building a unified community agreement around our goals and priorities for improving public education for all students in Duval County.

Over the coming months, conversation participants and other community members will be invited to reconvene in a series of regional meetings to share these results. From this data, participants will be asked to work together to identify the top priorities they see as most important to their region.

From these meetings, as well as online nominations, delegates will be selected to represent the priorities of their community at a larger, communitywide meeting to be held in early 2013.

At the community meeting, all of the delegates will gather along with district and community officials for a working session to merge the priorities identified in this data and at the regional meetings into the platform of an official community agreement about what our priorities are for improving education in Duval County over the next several years, including what our specific goals will be and how we will measure growth towards them.

By spring 2013, another series of regional meetings will take place in which the delegates will present the details of the community agreement back to the participants they represent and ask them to formally endorse their support for the plan to build a communitywide consensus. This process will culminate with a final ratification meeting at which the community agreement –along with its specific responsibilities, goals, and supporting signatures–will be formally presented to the Duval County school board for endorsement as an officially recognized set of priority goals for the district.

Once endorsed, the real work will have just begun. Parents, teachers, students, district officials, community officials, faith-based groups, civic and non-profit groups, individuals and organizations alike will all be asked to carry the momentum of this process forward through the continued engagement of holding up their own responsibilities to the community agreement as we work towards the goal of making Jacksonville the model for a safe, high quality, high achieving public school system for all students that we aspire for it to be.

**To follow the progress, weigh in on the conversation with your own priorities, or get involved, visit [www.JaxPEF.org](http://www.JaxPEF.org).**

## FOOTNOTES

<sup>1</sup> Alliance for Excellent Education. (2011) *Education and the Economy: Boosting the Economy in the Jacksonville, FL Metropolitan Statistical Area*. ([http://www.all4ed.org/files/JacksonvilleFL\\_1eb.pdf](http://www.all4ed.org/files/JacksonvilleFL_1eb.pdf)) by Improving High School Graduation Rate.

<sup>2</sup> Thomas B. Fordham Institute. (2010) *America's Best (and Worst) Cities for School Reform: Attracting Entrepreneurs and Change Agents*. ([http://www.edexcellencemedia.net/publications/2010/201008\\_SchoolReformCities/Fordham\\_SchoolReform\\_Final\\_Complete.pdf](http://www.edexcellencemedia.net/publications/2010/201008_SchoolReformCities/Fordham_SchoolReform_Final_Complete.pdf))

<sup>3</sup> A lower percentage of participants under age 18 than what is reflective of the census data was expected considering census data includes all minors between ages 0 and 18 in that reporting category and conversation participation did not involve students below middle school age. Also, nearly 20% of survey respondents declined to provide household income information (by far the most of any question) so those percentages are more likely to be skewed by reporting bias than other categories.

<sup>4</sup> Figure 3 also includes a 16th circle, *Uncategorized*, which represents a number of unique statements not reflective of any identifiable themes or repeated enough to warrant an additional distinct theme.

<sup>5</sup> For the operational definitions of all themes identified in this analysis, visit [www.JaxPEF.org](http://www.JaxPEF.org).

<sup>6</sup> Not all conversations were primarily representative of one particular stakeholder group. Many conversations were general attendance or reflected multiple groups and are not represented in the bottom half of Table 3.

## KEY TERMS

**Thematic Analysis:** Thematic analysis is a qualitative research method which involves searching through data to identify any recurrent patterns. An inductive thematic analysis approach allows themes to emerge from the data, rather than searching for pre-defined themes.

**Themes:** A cluster of linked statements pertaining to a similar topic area that emerged through an inductive analysis of the conversation data.

**Subthemes:** More detailed descriptions of clusters of statements pertaining to a similar topic within each theme.

## THANK YOU TO OUR SPONSORS AND VOLUNTEERS WHO MADE THIS PROJECT POSSIBLE:

ONE by ONE is an initiative that belongs to the community and the thousands of people who have participated in it. The Jacksonville Public Education Fund would especially like to thank the following individuals and organizations, who led the campaign by serving as volunteer facilitators and scribes, conversation hosts and on campaign committees:

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Between fall 2011 and summer 2012, the Jacksonville Public Education Fund set out to engage the Duval County community in small group conversations about its aspirations and priorities for public schools. The campaign, called ONE by ONE, held over 160 conversations with nearly 1,600 people representing all parts of the city and a wide array of racial, ethnic and socioeconomic backgrounds. This issue of inBRIEF provides a comprehensive report on the results of these conversations and the priorities for the future of education that emerged directly from the words of the community.



# IN BRIEF

A POLICY BRIEF OF THE JACKSONVILLE PUBLIC EDUCATION FUND

## ONE by ONE: *Defining Jacksonville's Priorities for Education*



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