

## **Jermall D. Wright, Ed.D.**

### *Systems Change Leader*

*Experienced transformational leader and equity-driven student advocate with vast expertise in rural, suburban, and urban PreK-12 education systems in multiple and diverse geographical areas of the United States; Committed to transforming systems for improved student and community outcomes using education solutions grounded in evidence, diversity, equity, and inclusion.*

### **ABBREVIATED ACHIEVEMENTS**

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- Strong systems and instructional leader and with proven success in improving organizational culture and student outcomes, especially for students impacted by poverty, students of color, and English Language Learners. Experienced with directly managing up to 43 schools and 24,000 students.
- Selected to serve as the founding superintendent of a state legislatively created school district charged to improve student outcomes of underperforming school districts in the State of Mississippi. Redesigned and created new systems to improve district performance of Yazoo City and Humphreys County school districts in the historic Mississippi Delta.
- Decreased the number of “F” rated schools from 22 to six; increased the number of schools rated a C or above by 183% (six to 17) and increased the district accountability grade from F to C in two academic years in Birmingham, Alabama.
- Led the strategic planning and turnaround process of schools assigned to the Transformative Network in Denver Public Schools with a focus on early literacy. 75% of schools improved at least two performance tiers and 100% of schools are no longer immediately eligible for restart, closure, or charter conversion. The number of K-2nd grade students requiring state mandated Read Plans decreased by 45% over the three years, with the largest decrease (60%) occurring in kindergarten.
- Led the only high poverty school in Southeast Washington, DC (Ward 8) recognized in 2013 for significant multi-year improvement in literacy (+15%) and math (+21%) for African American students.
- Selected as an Early Childhood Special Education Leadership Specialist in a U.S. DOE funded project focused on bias, suspension, and expulsion of young children which led to a developing research agenda on the role of young children’s social emotional competence as a school improvement strategy.

### **EDUCATION, CERTIFICATIONS, & SPECIALIZED TRAINING**

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**Ed.D.**, Leadership for Educational Equity - University of Colorado Denver - 2017

**Ed.S.**, Special Education - University of Florida - 2007

**M.Ed.**, Educational Leadership - University of North Florida - 2005

**B.A.E.**, Social Science Secondary Education - University of North Florida - 2002

**B.R.E.**, Christian Education - Logos Christian College -1997

**State of Florida Professional Educator’s Certification – #910324 - Expires June 30, 2022**

- Social Science (Grades 6-12)
- Educational Leadership/School Principal (K-12)
- Exceptional Student Education (K-12)

**State of Alabama Leadership and Professional Certification - #JXW-0114-0616 - Expires June 30, 2023**

- Class A Educational Administrator (P-12)
- Class B Secondary Social Science (6-12)
- Class B Collaborative Special Education (K-12)

**State of Mississippi Leadership and Professional Certification - #318296 - Expires June 30, 2024**

- Class AAAA Administrator 486
- Class AAAA Mild/Moderate Disabilities 221 (K-12)
- Class AAAA Social Studies 192 (7-12)

**State of Pennsylvania - Letter of Qualification for Hire as Superintendent #2862087**

## Howard University/School Superintendents Association (AASA) Urban Superintendent's Academy – 2019

### School Superintendents Association National Superintendent Certification Program (Currently Enrolled)

#### **ADMINISTRATIVE EXPERIENCE**

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##### **Mississippi Achievement School District**

*Founding Superintendent, 6/2019 – Present*

- Serves as the Chief Executive Officer for all functions of operation of districts selected by the Mississippi Department of Education for the Mississippi Achievement School District.
- Responsible for the creation, planning, development, and implementation of a comprehensive strategy to improve district performance of Yazoo City and Humphreys County school districts.
- Improved graduation rates from 71% to 86% in Yazoo City and from 74% to 87% in Humphreys County.
- Cleared all compliance accreditation violations (financial, special education, and licensure) resulting in the restored accreditation of the Yazoo City Municipal School District.
- Yazoo City High School was removed from the state's School Improvement designation list in 2021.
- A pre/Middle College program was initiated in Humphreys County High School in 2021 with 26 students attending Mississippi Delta Community College on a full-time basis on track to graduate with an AA degree and high school diploma in June of 2023.
- Improved teacher licensure rate in both districts from about 70% of teachers licensed to 100% of teachers licensed.

##### **Birmingham City Schools, Birmingham, AL**

*Chief Academic and Accountability Officer, 10/2017 – 6/2019*

- Portfolio of leadership and management responsibility included the following divisions/departments: Schools, Curriculum & Instruction, Student Support Services, Special Education, Assessment and Accountability, Educator Effectiveness, Post-Secondary Readiness, and Federal Programs.
- Designed and executed the reorganization of the district's central office systems, personnel, and departments to be more responsive to the needs of students and schools.
- Designed and provided strategic direction for the district's framework for school support and improvement to dramatically improve student outcomes.
  - Decreased the number of "F" rated schools from 22 to five in one academic year.
  - Increased the number of schools rated an A, B, or C by 100% in one academic year.
  - Decreased the percentage of students performing below expectations districtwide by 12% in ELA and by 4% in math in one academic year.
  - Increased the percentage of students meeting grade level expectations districtwide by 6% in ELA and by 3% in math in one academic year.

Developed and implemented a number of instructional leadership development initiatives designed to improve capacity of leaders districtwide through partnerships with nationally acclaimed organizations (i.e. New Leaders, Achievement Network [ANet], and Southern Regional Education Board [SREB]).

- Led the implementation of the first performance management evaluation system for teachers, certified school support personnel, school leaders, and central office staff used in the district since 1999.
- Overhauled the districts ELA and math curricula and assessments in grades K through 8 to address multiple standards gaps and to reflect more rigorous expectations for teaching and learning better aligned to state standards.
- Designed and executed the district's first early literacy initiative; piloting the initiative in 16 schools.

##### **Alabama State Department of Education, Montgomery, AL**

*Special Assistant to the State Superintendent for Turnaround and School Improvement, 4/2017-10/2017*

- Led, developed, established, and constructed the new Alabama State Department of Education (ALSDE) Office of School Improvement and Turnaround (OSIT).
- Served as the Chief Administrative Officer designee for the Montgomery County Public Schools State Intervention. Managed and supervised all aspects of the school district, including establishing vision, creating the strategy, and monitoring the implementation of the state intervention plan.
- Led and facilitated ALSDE teams designated to support schools requiring State Intervention. Identified the turnaround model that will provide the greatest support for LEAs requiring intervention.
- Developed turnaround strategies, reviewed and created policies, addressed human capital needs and identified partners to support designated LEAs.
- Tracked progress of turnaround efforts at the school and system level.
- Coordinated the Quality School Review process of designated schools throughout Alabama and supported the implementation and monitoring of actions plans.

## **School District of Philadelphia, Philadelphia, PA**

*Assistant Superintendent, 6/2016-5/2017*

- Provided leadership as a member of the Superintendent's Leadership Team to ensure school-level curriculum and instruction initiatives are aligned with district priorities.
- Used executive judgment to solve problems, manage crises, and respond to constituents' concerns; serving as a liaison to schools, central offices and community groups.
- Evaluated principals' performance and formulated, planned and implemented coaching and professional growth practices with assigned principals; observed principal practices, provided feedback, and worked as the primary coach and supervisor to increase principals' instructional leadership capacity.

## **Denver Public Schools, Denver, CO**

*Instructional Superintendent, 6/2013-6/2016*

- After one year, was promoted from Deputy Instructional Superintendent of the SE Region to Lead Instructional Superintendent of the Transformative Network where I was responsible for the turnaround efforts of persistently low performing elementary schools.
- Based on the district's Fall 2016 School Performance Framework, 50% of schools advanced two tiers from the lowest performance band (Red to Yellow) and 25% of schools advanced three tiers from the lowest performance band (Red to Green).
- Based on state calculated growth (MGP) on the 2016 PARCC/CMAS assessment, 50% of schools ranked in the top 40% of all district schools in either ELA or Math.
- 100% of schools are no longer eligible for restart, closure, or charter conversion due to progress made on multiple measures (PARCC/CMAS percentile ranking; early literacy on-track literacy rates; school quality reviews; ACCESS performance, culture and climate, and teacher retention).
- While the overall percent of English Language Learners (ELLs) on-track to reach English proficiency decreased in the district in 2015, the Transformative Network was the only elementary network where the On-Track rate for ELLs increased.
- The Transformative Network's MGP on ACCESS increased by 12 percentile points, and is back above the state median, as well as above the Elementary AGP target in 2015.
- The overall network performance on ACCESS increased by eight percentage points.
- All grade levels except kindergarten had their highest performance to-date on 2015 ACCESS.
- The number of K-2nd grade students requiring state-mandated Read Plans decreased by 45% over the three years, with the largest decrease (60%) occurring in kindergarten.
- Through a partnership with the University of Colorado Denver, piloted a school-wide intervention focused on the development of social-emotional competence in young children as a lever for school turnaround to add to the research literature on effective school turnaround strategies.
- Served as a district internal member of the SchoolWorks Quality Review team that conducted reviews of designated schools throughout the district.

## **District of Columbia Public Schools, Washington, DC**

*Principal, Madeline V. Leckie Elementary School, 6/2009-6/2013*

- Fully Implemented the DCPS Effective Schools Framework.
- Ensured increases in student achievement on the annual state assessment (DC-CAS).
- 1 of 8 schools district-wide (and the only school in Ward 8/SE DC) to achieve significant and sustained 3-year progress for Black students in reading (+15.1).
- 1 of 13 schools district-wide (and the only school in Ward 8/SE DC) to achieve significant and sustained 3-year progress for Black students in math (+21).
- Decreased the % of students scoring below basic in reading from 14% to 4% & math from 16% to 6% (2010-13).
- Implemented researched-based reading intervention programs with kindergarten and primary students resulting in 80% of students meeting end-of-year benchmark goals (DIBELS & TRC) in 2012 – increase of over 30% since 2009.
- In 2013, school received designation of “Rising,” (highest rating achieved to date).
- Consistently received an “Effective” rating on the annual principal evaluation system (IMPACT).
- Engaged families and the community to create powerful partnerships to support school improvement priorities.
- Created a culture of collaboration, ownership and empowerment, and data-driven decision making among all teachers using the Achievement Network's (ANet) Teaching and Learning Cycle model/framework.

## **Duval County Public Schools, Jacksonville, FL**

*Principal, Smart Pope Livingston Elementary School, 6/2007-6/2009*

- Increased % proficient in reading by 5% from 50% to 55%.
- Increased % proficient in math by 5% from 43% to 48%.

- Increased % proficient in writing by 15% from 54% to 79%.
- Increased % proficient in science by 10% from 14% to 24%.
- Used data as a component of planning for instructional improvement.
- Secured partnerships with foundations and the business community (resulting in annual contributions of over 200K).

**The Potter's House Christian Academy, Jacksonville, FL**

*Academy Administrator (Head of School), (6/2006 – 6/2007)*

*Principal (Grades 6-12), (6/2002 – 6/2005)*

*Dean of Students, (6/2000 – 6/2001)*

**School Board of Alachua County, Gainesville, FL**

*Assistant Principal, Oak View Middle School, 6/2005-6/2006*

**TEACHING EXPERIENCE**

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**Walden University, Global Campus**

*Part-Time Contributing Faculty, PhD/EdD Program in Early Childhood Education, 8/2018 – 5/2019*

- Planned and provided instruction; maintained required records and reports for each course assigned
  - EDPD 8084 – Early Childhood Advocacy, Policy Development, and Social Change
- Served on EdD and PhD dissertation committees as assigned

**Grand Canyon University, Global Campus**

*Adjunct Instructor and Site Supervisor, 8/2018 – Present*

- Planned and provided instruction; maintain required records and reports for each course assigned
- Supported and supervised undergraduate and graduate teacher interns in addition to graduate students enrolled in Educational Leadership practicums

**Regis University, Denver, CO**

*Affiliate Faculty and Course Author (MEd Principal Licensure Program), 6/2014-6/2016*

- Planned and provided instruction; maintained required records and reports for each course assigned
  - EDLS 681 – Human Resource Leadership
  - EDLS 696 – Ethical & Reflective Leadership
  - EDSP 605 – Special Education Law
- Served as a course author and reviewer for the newly designed competency-based master's program in Educational Leadership

**Trinity Washington University, Washington, DC**

*Adjunct Professor (School of Education, 8/2011-6/2013)*

- Planned and provided instruction; maintained required records and reports for each course assigned
  - EDTE 401 – Classroom Assessment
  - EDCC 530 – Education of Exceptional Children and Youth

**Florida State College at Jacksonville, Jacksonville, FL**

*Adjunct Instructor (Alternative Teacher Certification Program), 5/2006-5/2009*

- Planned and provided instruction; maintained required records and reports for each course assigned
  - EPI 0004 – The Teaching and Learning Process
  - EPI 0020 – Professional Foundations for the Teaching Profession & Field Experience
  - EDG 2701/EPI 0030 – Teaching Diverse Populations & Field Experience
  - EDF 1005 – Introduction to Education and Field Experience

**St. Johns County Public Schools, St. Augustine, FL**

*Associate 6th Grade Social Studies Teacher, Sebastian Middle School, 2001-2002*

**The Potter's House Christian Academy, Jacksonville, FL**

*5<sup>th</sup> Grade Teacher, 6/1997-6/2000*

## **PUBLICATIONS**

Wright, J. D., & Steed, E. A. (2021). Implementing the pyramid model in a turnaround elementary school. *Preventing School Failure: Alternative Education for Children and Youth*, 65(3), 266–274.  
<https://doi.org/10.1080/1045988x.2021.1898320>

## **PROFESSIONAL AFFILIATIONS**

- Board of Trustees, Mississippi Delta Community College
- Board of Directors (2017-2020), The Pyramid Model Consortium
- Member, Council for Exceptional Children
  - Division for Culturally and Linguistically Diverse Exceptional Learners
  - Division of Early Childhood
- Member, The School Superintendents Association (AASA)
- Member, National Alliance of Black School Educators

## **DIRECT SUPERVISOR\* and SUPERINTENDENT REFERENCES+**

Dr. Carey Wright\*/+ - Mississippi State Superintendent of Education

[REDACTED]

Dr. Lisa Herring\*/+ - Superintendent, Birmingham City Schools

[REDACTED]

Michael Sentence\*/+ - Former State Superintendent, Alabama Department of Education

[REDACTED]

Dr. William Hite\*/+ – Superintendent, School District of Philadelphia

[REDACTED]

Tom Boasberg+ – Former Superintendent, Denver Public Schools

[REDACTED]

Dr. Ivan Duran\* – Former Assistant Superintendent, Denver Public Schools

[REDACTED]

Clara Canty\* – Retired Instructional Superintendent, District of Columbia Public Schools

[REDACTED]

Narlene McLaughlin\* – Chief Administrative Officer, The Potter’s House Church and Academy

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