

**Dr. Bonita Coleman-Potter**  
**Deputy Superintendant**  
Jackson Public Schools, Jackson, MS  
10/05-Present

**The ability to manage toward rapid improvement of school performance, including the turnaround of low-performing schools**

**Accountability**

- Defines clear roles and responsibilities for people working with her and holds people accountable to those expectations
- Believes strongly in the usefulness of data and uses data to drive intervention programs and professional development
- Implemented intensive, curriculum aligned, assessment program for students to track progress against benchmarks
- Organized “learning walks” in different schools for community members and educators to observe and offer feedback. Known for giving candid feedback to principals following walks.
- Spends time working with principals in underperforming schools and allows successful principals a comfortable level of autonomy

**Student Achievement**

- Student achievement is “the only goal she has”
- Served as a founding member of the Mississippi Learning Institute (MLI).  
*(The MLI is an education collaborative between Jackson State University, Jackson Public Schools and the State department of Education that acts as an incubator for many district reform initiatives and as a learning laboratory for the University’s College of Education and Human Development.)*
- Designed policy and curriculum for schools participating in the Mississippi Learning Institute. These high poverty schools are now some of the highest performing in the district.
- Designed new curriculum which encompassed three different sets of active standards so that teaching could be learning centered rather than testing centered
- Implemented “academy style” dress code in MLI schools as part of effort to create positive school culture
- Spends time in low performing schools working with administrators to implement reforms

**A proven track record of innovation, including actions supporting alternative models of education, district charter schools, and extended days/year**

**Innovation**

- At MLI schools she instituted: common planning time, literacy coaches and Assistant Principals for curriculum, K-12 Academies, new intensive bi-weekly assessment system and supported these efforts with comprehensive and effective professional development
- Designed and executed system to distill information and reforms from the district office to the classroom making sure there is clarity of purpose at each step
- Exposes principals to business models for school leadership and has changed the vocabulary of administrators to focus on leadership, accountability and performance
- Presence of high business interaction with school district both in the form of local school councils as well as business involvement with teachers, students, etc. in various programs

**Experience developing a performance culture for teachers and administrators, as well as a strategy for attracting and engaging new, creative staff**

**Human Capital**

- Expanded and reorganized Professional Development system for principals and teachers
- Eliminated “hit and run professional development” and now focuses on district/ school level data to plan and design PD that is relevant to the needs of the district or school
- Established system where Principal coaches work to keep peers informed and hold peers accountable
- Instrumental in creating the Principal Leadership Academy that promotes best practices and trains principals as leaders in their schools
- Surrounds herself with impressive and knowledgeable staff

**Communication skills necessary to build excitement, confidence, and consensus within the community, in addition to work with local leaders and stakeholders**

**Vision**

- Integral in leading the strategic planning process
- Adept at “finessing” various stakeholders and interest groups to stay focused on data driven priorities and building consensus out of contentious situations
- Extraordinary ability to explain complicated information in a clear and relevant way
- Constantly reminds principals/staff of goals and to stay on task. Is a “taskmaster”

<b>2007-2008 (unless noted)</b>	<b>East Baton Rouge School District</b>	<b>Jackson Public School District (Coleman-Potter)</b>	<b>Montgomery County School District (Dilworth)</b>	<b>Pueblo County School District (Covington)</b>
<u>District Size</u>	89 schools 45,847 students Budget: \$429,756,000	61 schools 31,941 students Budget: \$308,000,000	61 schools 31,759 students Budget: \$350,000,000	38 schools 18,504 students Budget: \$196,000,000
<u>Student Population</u>	% African-American: 79% % Hispanic: 2% % White: 16% % Other: 3%	% African-American: 98% % Hispanic: <1% % White: 2% % Other: <1%	% African-American: 78% % Hispanic: 2% % White: 17% % Other: 3%	% African-American: 3% % Hispanic: 62% % White: 34% % Other: 1%
<u>School Performance</u>  <b>Note:</b> Proficiency assessments differ from state to state	4 <sup>th</sup> grade ELA: 61% proficient Math: 53% proficient  8 <sup>th</sup> Grade ELA: 49% proficient Math: 49% proficient  10 <sup>th</sup> grade ELA: 58% proficient Math: 58% proficient  Average ACT score: 20	4 <sup>th</sup> grade ELA: 45% proficient Math: 55% proficient  8 <sup>th</sup> Grade ELA: 31% proficient Math: 49% proficient  High School English II: 64% proficient Algebra I: 61% proficient  Average ACT score: 18	4 <sup>th</sup> grade ELA: 82% proficient Math: 76% proficient  8 <sup>th</sup> Grade ELA: 61% proficient Math: 51% proficient  11 <sup>th</sup> grade ELA: 77% proficient Math: 76% proficient  Average ACT score: --	4 <sup>th</sup> grade ELA: 66% proficient Math: 70% proficient  8 <sup>th</sup> Grade ELA: 53% proficient Math: 25% proficient  10 <sup>th</sup> grade ELA: 52% proficient Math: 13% proficient  Average ACT score: 17
<u>Graduation and Dropout Rate</u>	Graduation Rate: 66.4% Dropout Rate: 9.6%	Graduation Rate: 85.0% Dropout Rate: 3.4%	Graduation Rate: 75.5% Dropout Rate: 3.7%	Graduation Rate: 67.7% Dropout Rate: 5.1%
<u>Percent of Population Lacking Literacy Skills (2003)</u>	13%	12%	14%	13%
<u>Dual Enrollment Program</u>	Yes	Yes	Yes	Yes
<u>Percent Eligible for Free/Reduced Price Lunch</u>	76%	84%	65%	67%

Source: GreatSchools, [www.greatschools.net](http://www.greatschools.net); National Center for Education Statistics (NCES)