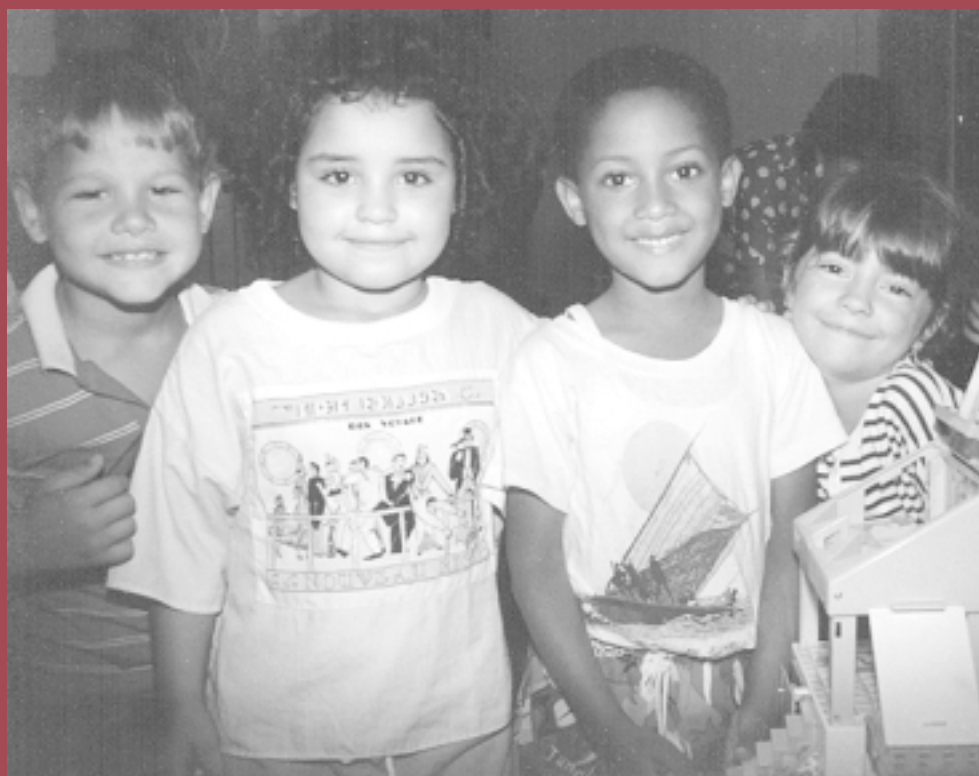


*"We see a future where the nation cares for all children, expects their best, appreciates their diversity, invests in their futures, and welcomes their participation in the American dream."*

# – Council of the Great City Schools



**2000-2001 Annual Report**



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**Report prepared by:**  
**Tonya Harris, Communications Specialist**  
**Henry Duvall, Director of Communications**  
**Alex Jones, Manish Naik & Clarence Tabb Jr., Photographers**

# Message from the Chair

June 30, 2001



Clifford Janey

*Leadership exists when individuals enable and inspire one another to act responsibly and successfully in the face of challenges as well as opportunities.*

That is how I define leadership and apply it to the role that the Council of the Great City Schools plays.

It is the only organization in the nation built exclusively around the needs of urban public schools. Never before has its leadership—and ours—been so important and so necessary.

Public education in America is undergoing significant change. Our students face new, more rigorous assessments; and our schools confront the challenge—and the opportunity—of higher standards. Our districts now require a new level of leadership by superintendents and boards.

It is more important than ever that urban school districts collaborate with one another and share with the public what works in boosting student academic performance.

The Council broke new ground, in the past year, in a number of areas. We held our first Presidential Campaign Debate at our Fall Conference in Los Angeles at which we discussed the educational platforms of the presidential candidates. The conference also featured in-depth discussions on improving student achievement, financing big-city schools, strengthening professional development and leadership, and many other topics. The organization also adopted a new Strategic Plan to carry it through 2003. The Los Angeles conference had the highest attendance of any meeting in the history of our organization.

Another milestone was the publication of *Beating the Odds*, the nation's first city-by-city analysis of student performance on state assessments in reading and math. The report provided valuable insights into the progress that urban schools were making and how they were doing it. It also laid important groundwork for next steps in the process of accelerating our gains.

We also continued our work to close achievement gaps among students by race, income, language, and gender; produced groundbreaking reports on topics including class-size reduction, quality accountability systems, and high school reform; convened valuable, well-attended forums for our administrative staff; and maintained our status as one of the most powerful education organizations on Capitol Hill.

What all of these accomplishments have in common fits under a single theme, which our Executive Director Michael Casserly refers to as “the strength of alliance.” We can meet our mutual challenges, and turn them into opportunities by working as a unified force in the interest of our nation's urban schools, reaching consensus on the kind of leadership, governance, and accountability systems that will allow us to continue making progress.

I look forward to continuing as Chair of the Board year after next and working with you to accelerate the academic progress being made in urban districts.

Clifford B. Janey  
Chair of the Board

# Message from the Director

June 30, 2001

The Council of the Great City Schools is pleased to present this report on the organization's activities during 2000-2001. We have had an outstanding year advocating for urban schools and assisting our membership as they reform and improve.

The Council has spent considerable time and effort this year aligning its functions and staff with the work of our task forces on achievement, professional development, leadership and governance, finance, and English language learners. Our new three-year Strategic Plan reflects that realignment and will sharply focus the organization's work.

Participation in the Council's activities has surged over the last year. Our annual conferences, staff forums, and special seminars had their best attendance in the organization's history. Such guest speakers as surgeon Benjamin Carson, Henry Cisneros, and Hillary Rodham Clinton helped, of course.

This year also saw one of our own—Rod Paige—become U.S. Secretary of Education. We are very proud that the first superintendent of schools to become a cabinet member came from the cities.

The Council expanded its "Cities Building Cities" program as well. The number of cities requesting this unique kind of assistance—where cities work together to solve problems—is growing steadily.

The organization also released a series of groundbreaking studies on the academic achievement of its students. The reports form the most comprehensive look at student performance in city schools ever published. The results were encouraging and promising, but point to how much work we still have to do before our students reach national and state standards. The data also suggest that it is time to start communicating our gains to the public more aggressively.

Nationally, the Council continued to demonstrate its unfettered commitment to urban schools with aggressive and innovative advocacy. No education group in Washington can match the Council's legislative skills, focus, or determination.

I thank Cliff Janey, Superintendent of the Rochester Schools, who served as Chair of the Board this year. His skills, leadership, intelligence, and commitment were outstanding. In two years, he will become the only person to have served twice as Council chair. Finally, I thank the outstanding staff who I would feel badly about working so hard if they were not so committed. Thank you for a great year.

Michael Casserly  
Executive Director



*Michael Casserly*





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***Charlotte-Mecklenburg Schools Superintendent Eric Smith, left, and Council Executive Director Michael Casserly right, look on as U.S. Secretary of Education Rod Paige discusses the Council's Beating the Odds report at a press conference at the National Press Club in Washington, D.C.***

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***President Clinton presents the Council's Reducing Class Size: A Smart Way to Improve Urban Schools report with legislative leaders, cabinet members and Council Executive Director Michael Casserly, far right, at a Rose Garden ceremony.***

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***After delivering an address on education at the Council Legislative/Policy Conference, Sen. Hillary Rodham Clinton poses with Council leadership, left to right, past Chair Becky Montgomery, Executive Director Michael Casserly, Chair-elect Manuel Nunez and Chair Clifford Janey.***

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## About the Council

**The Council of the Great City Schools brings together the nation's largest urban public school systems in a coalition dedicated to the improvement of education for children in the inner cities. The Council and its member school districts work to help our schoolchildren meet the highest standards and become successful and productive members of society.**

**The Council keeps the nation's lawmakers, the media and the public informed about the progress and problems in big city schools. The organization does this through legislation, public advocacy, and research.**

**The organization also helps to build capacity in urban education with programs to boost academic performance and narrow achievement gaps; improve professional development; enhance the opportunity to learn; and strengthen leadership, governance, and management.**

**The Council of the Great City Schools accomplishes its mission by connecting urban school district personnel from coast to coast who work under similar conditions. Staff with responsibilities for curricula, research and testing, finance, operations, personnel, technology, legislation, and other areas confer regularly under the Council's auspices to share concerns and solutions and discuss what works in boosting achievement and managing operations.**

**In addition, joint efforts with other national organizations, corporations, and government policymakers extend the Council's influence and effectiveness outside member school districts to the larger, interdependent structure that will ultimately benefit from the contributions of today's urban students.**

**Since the organization's founding in 1956, geographic, ethnic, language, and cultural diversity have typified the Council's membership. That diversity propels the coalition forward to see that all citizens receive an education that will equip them with the skills and knowledge to compete successfully in the world marketplace and to enhance the quality of their lives in a society changing with phenomenal speed. The well-spring of accomplishments and innovations rising from our inner cities testifies to the resounding benefits of investment in the nation's urban centers and in their public schools.**

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***Florida's Orange County Superintendent Ronakl Blocker listens intently during a Council conference session.***

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***Buffalo board president Paul Buchanan and Superintendent Marion Cañedo at the Legislative/Policy Conference.***

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***Miami-Dade County board member G. Holmes Braddock accepts a lifetime achievement award for serving on the school board for 38 years at Council Annual Fall Conference.***

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***Salt Lake City Superintendent Darline Robles, right, discusses the barriers facing women superintendents at the Council Fall Conference.***

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# Vision

## **A Vision for America's Urban Public Schools: Teaching, Leading and Community**

### **Our Vision**

Urban public schools exist to teach students to the highest standards of educational excellence. As the primary American institution responsible for weaving the strands of our society into a cohesive fabric, we —the leaders of America's Great City Schools — see a future where the nation cares for all children, expects their best, appreciates their diversity, invests in their futures, and welcomes their participation in the American dream.

The Great City Schools are places where this vision becomes tangible and those ideals are put to the test. We will keep our commitments, and as we do and as society supports our endeavors, cities will become the centers of a strong and equitable nation, with urban public schools successfully teaching our children and building our communities.

### **Our Mission**

It is the special mission of America's urban public schools to educate the nation's most diverse student body to the highest academic standards and prepare them to contribute to our democracy and the global community.

### **Our Goals**

#### ***Primary***

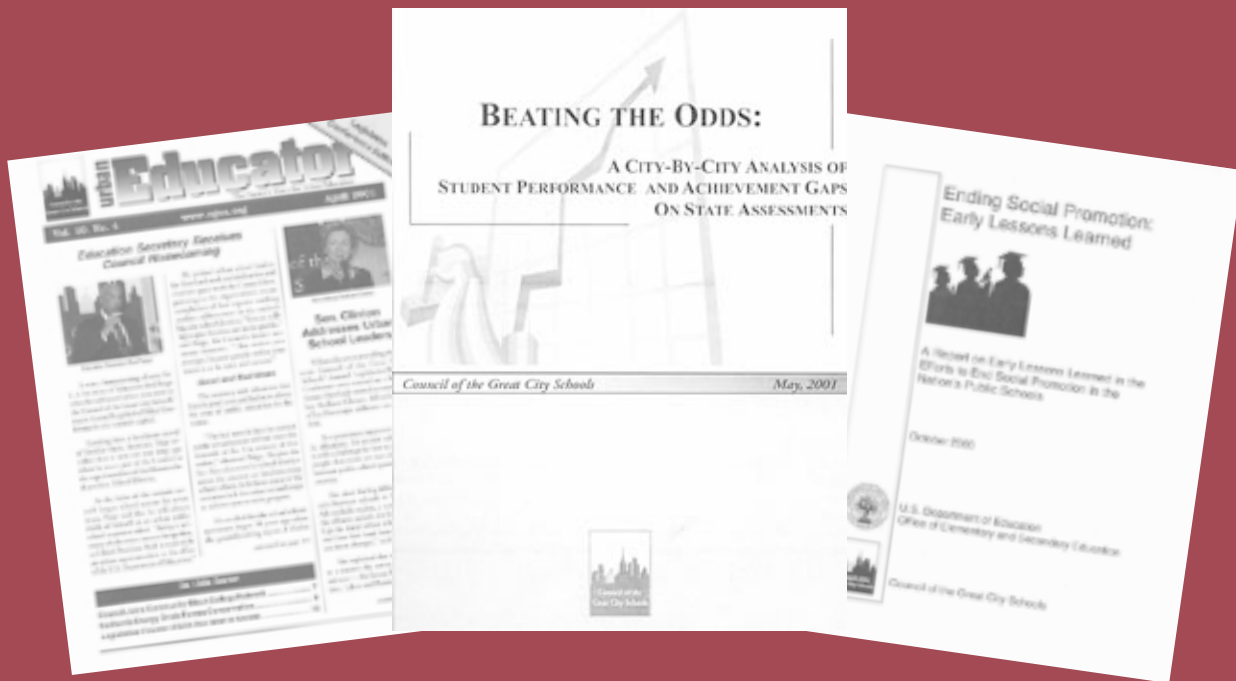
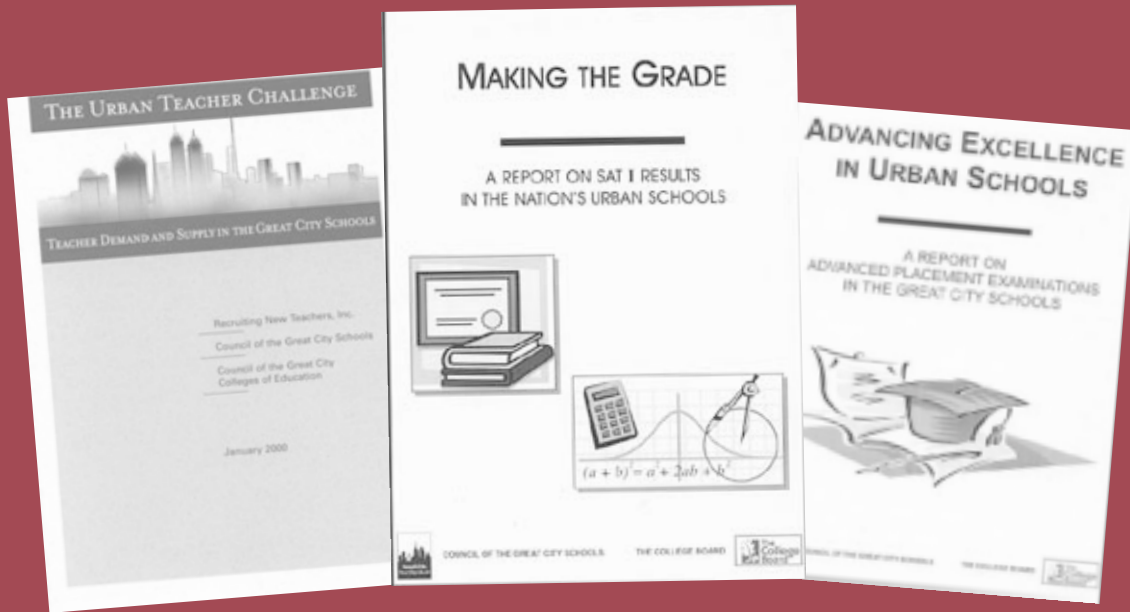
To educate all urban school students to the highest academic standards.

#### ***Secondary***

To lead, govern and manage our urban public schools in ways that advance the education of our children and inspire the public's confidence.

To engage parents and build a confident, committed and supportive urban community for raising the achievement of urban public schoolchildren.





# Organizational Structure

School districts located in cities with populations over 250,000 and student enrollments over 35,000 are eligible for membership in the Council of the Great City Schools. Membership is also open to those districts serving a state's largest city, regardless of size.

The **Board of Directors** is composed of the Superintendent and one Board of Education member from each member district, making the Council the only national educational organization so constituted and the only one whose purpose and membership is solely urban. The Board meets twice a year to determine and adopt policies. It elects a 24-member **Executive Committee**, which exercises governing authority when the Board is not in session.

The Board of Directors established five special task forces in 1998 and 1999 to address major issues facing the membership. Created were a **School Finance Task Force** to explore ways to challenge urban school funding inequities around the nation and a **Bilingual Education Task Force** to focus on issues around the education of English language learners.

A **Task Force on Achievement Gaps** was established to eliminate gaps in the academic achievement of students by race. A **Task Force on Leadership and Governance** addresses the increasing concern about issues surrounding urban school leadership and management; and a **Task Force on Professional Development** explores ways to give teachers and administrators the latest tools and techniques to improve student achievement.

**Three Subcommittees of the Executive Committee** provide support in financial and organizational areas:

**By-Laws:** Defines the Council's mission, responsibilities, and composition within the framework of applicable laws and regulations.

**Audit:** Reviews and studies budgetary matters and ensures that revenues are properly managed.

**Membership:** Determines eligible cities for membership and recruits, screens, and recommends new members.

In addition to these governing bodies, a network of deans of the **Great City Colleges of Education** and **staff liaisons** from various school district departments encourage information exchange with counterparts in other cities. Common concerns in areas such as student achievement, public rela-

tions, technology, human resources, finance, research, legislation, special education, and curriculum connect urban education personnel from member cities to share the ideas and experiences of the larger group.

## Characteristics of the Great City Schools

- Total student enrollment 6.6 million
  - African American ..... 39.6%
  - Hispanic ..... 30.7%
  - White ..... 22.7%
  - Asian/Pacific Islander ..... 6.4%
  - Alaskan/Native American ..... 0.7%
- Free/reduced price lunch eligibility ..... 60.8%
- English Language Learners ..... 21.9%
- Students with Individualized Education Programs (IEP's).....12.1%
- Number of languages spoken ..... 120
- Total number of teachers ..... 381,092
- Total number of schools ..... 9,098
- Average teacher salary ..... \$41,083
- Average expenditures per student ..... \$6,175
- Total Revenue .....\$40 billion
  - Local ..... 43.0%
  - State ..... 47.3%
  - Federal ..... 9.7%

*Source: National Center for Education Statistics*



# Conferences

**Curriculum Directors Meeting**  
Seattle, WA  
July 6-8, 2000

**Assessment Symposium**  
Portland, OR  
July 27-29, 2000

**Executive Committee Meeting**  
Fresno, CA  
July 28-29, 2000

**Annual Fall Conference**  
Los Angeles, CA  
October 25-29, 2000

**Chief Financial Officers Meeting**  
Miami, FL  
November 2-4, 2000

**Medicaid Cost Recovery Meeting**  
Miami, FL  
November 9-11, 2000

**Research Advisory Meeting**  
Washington, DC  
December 5-7, 2000

**Executive Committee Meeting**  
Orlando, FL  
January 26-27, 2001



*Atlanta  
Superintendent  
Beverly Hall and  
Albuquerque  
Superintendent Brad  
Allison give their  
undivided attention at  
the Fall Conference.*

**Personnel Directors  
Conference**  
San Francisco, CA  
February 8-10, 2001

**Legislative/Policy Conference**  
Washington, D.C.  
March 17-20, 2001

**Urban Teacher Academy  
Project Symposium**  
Chicago, IL  
March 29-31, 2001

**Chief Operation Officers  
Meeting**  
New Orleans, LA  
April 18-21, 2001

**ERP/ERM Working Group**  
Houston, TX  
May 20-23, 2001

**Urban Education  
Technology Forum**  
Minneapolis, MN  
June 7-9, 2001

**Curriculum Directors  
Meeting**  
San Diego, CA  
June 28-30, 2001

*Boston Schools  
Superintendent  
Thomas Payzant gives  
a session presentation  
at Council Annual Fall  
Conference.*



# Annual Fall Conference

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*Jonathan Schnur, left, education adviser to former Vice President Gore, and Sandy Kress, education adviser to former Texas Gov. George Bush, participate in Town Hall Meeting at the conference.*

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Urban school leaders from around the nation converged on the City of Angels to attend the Council's 44th Annual Fall Conference, October 25-29, hosted by the Los Angeles Unified School District.

Under the theme "Urban Education: Models of Achievement and Diversity in the New Millennium," the five-day conference had record attendance, with more than 800 urban school administrators, board members and deans of colleges of education participating in a wide variety of conference sessions and activities.

Presidential education issues were debated at a 90-minute Town Hall meeting moderated by National Public Radio education correspondent Claudio Sanchez. The panel consisted of Jonathan Schnur, education adviser to former Vice President Gore, and Sandy Kress, education adviser to former Texas Gov. George Bush's 2000 presidential campaign, as well as four urban superintendents and board members.



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*Los Angeles Superintendent Roy Romer addresses urban educators at conference.*

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*Dr. Benjamin Carson, a graduate of Detroit Public Schools, receives a special recognition award from Detroit Superintendent Kenneth Burnley, right, as Council Chair Clifford Janey looks on.*

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Keynote speaker Dr. Benjamin Carson, the renowned pediatric neurosurgeon from John Hopkins University, urged educators to create the correct expectations in students so they will succeed and called for the nation's leaders to place a higher priority on education.

Other speakers included Los Angeles Mayor Richard Riordan and Schools Superintendent Roy Romer as well as Henry Cisneros, a former U.S. Secretary of Housing and Urban Development.

Conferees were also treated to an entertaining and instructive history lesson from Ronald Takaki, a multiculturalist at the University of California-Berkeley.

The nation's big-city leaders and deans of colleges of education also attended sessions focused on achievement gaps, bilingual education and school leadership and governance.



## Legislative/Policy Conference

It was a homecoming of sorts for U.S. Secretary of Education Rod Paige when he addressed urban educators at the Council's 2001 Legislative/Policy Conference in Washington, D.C.

Paige, the former superintendent of the Houston Independent School District, told conferees that he will always think of himself as an urban public school superintendent. "Being a secretary of education cannot change that, so I think President Bush is stuck with an urban superintendent in the office of the U.S. Department of Education."



*Congressman Chaka Fattah discusses school funding disparities at conference.*

The secretary outlined several initiatives under the Bush Administration's education plan, "No Child Left Behind," including annual testing of students in grades 3-8, providing states and localities with flexibility and allowing local school districts to decide how federal funds should be spent.

Conferees were also treated to a first: a former First Lady turned senator, Hillary Rodham Clinton, delivering one of her first major addresses on education. Sen. Clinton (D-N.Y.) discussed her efforts to attract more highly qualified teachers, and called for an education bill that combines accountability and resources.



*Sen. Tom Harkin proposes his "education moonshot" at conference.*

Also addressing the conference was Sen. Tom Harkin (D-Iowa), who stressed the need for the country to modernize and repair its elementary and secondary schools. He also urged policymakers to make a major investment in education, comparable to the effort made by President Kennedy to send a

man to the moon.

The issue of funding disparities in public education was addressed by Rep. Chaka Fattah (D-Pa.). The congressman told the nation's big-city leaders that state lawmakers should be held accountable for failing to provide an adequate public education to children in poor urban and rural communities.

Conferees also heard about President's Bush's new reading initiatives from Bob Sweet of the House of Representatives Education and Workforce Committee and Sandy Kress, special education assistant to the President.

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***U.S. Secretary of Education Rod Paige delivers remarks at Council reception welcoming him to Washington.***

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***Urban education leaders, left to right, Los Angeles board member Caprice Young, St. Paul board member Becky Montgomery, Rochester Superintendent Clifford Janey, Council Executive Director Michael Casserly and Norfolk Superintendent John Simpson issue an open letter to the next president at a press conference during the Annual Fall Conference.***

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***Council Chair-Elect Manuel Nunez, left, and past Council Chair Becky Montgomery flank Henry Cisneros at Fall Conference.***

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***Legendary jazz vocalist Nancy Wilson entertains conferees at the 2000 Fall Conference in Los Angeles.***

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# Highlights of Council Activities

## *Public Advocacy*

The Council of the Great City Schools works to give the public and the press a balanced and accurate view of the challenges, developments, and successes of urban public schools. In 2000-2001, the Council—

- ✓ Convened a press conference in Los Angeles to release the organization's *Open Letter to the Next President of the United States*.
- ✓ Released Council research reports to the press and briefed journalists at the Education Writers Association conference in Phoenix.
- ✓ Conducted a major press conference with the U.S. Secretary of Education at the National Press Club to release the report *Beating the Odds*.
- ✓ Garnered two journalism awards from the National School Public Relations Association for excellence in publishing.
- ✓ Fielded hundreds of inquiries from such national media outlets as the *New York Times*, *Washington Post*, *USA Today*, *Time* magazine, *Los Angeles Times*, ABC News and the Associated Press.
- ✓ Garnered a full-page story in *Education Week* on the Council's "Cities Building Cities" program and its Strategic Support Teams.
- ✓ Convened a special Blue Ribbon Panel of corporate communications directors to draft a communications plan for the Great City Schools.
- ✓ Wrote and published the organization's first "Publication Catalog."
- ✓ Launched a major redesign of the organization's web site.
- ✓ Published eight editions of the award-winning *Urban Educator*.
- ✓ Convened the First Annual Public Relations Executives Meeting.

## *Legislative Advocacy*

In voicing its proposals and ideas to Congress and other federal policymakers, the Council helps shape legislation to strengthen the quality of schooling for the nation's urban children. In 2000-2001, the Council—

- ✓ Published *Reducing Class Size: A Smart Way to Improve America's Urban Schools* that was released by the White House and congressional leaders at a Rose Garden ceremony.
- ✓ Originated the "transferability" concept that is the cornerstone for increasing federal flexibility in H.R. 1.
- ✓ Actively supported the nomination and confirmation of Houston School Superintendent Rod Paige as United States Secretary of Education.
- ✓ Secured dozens of revisions to the pending reauthorization of the Elementary and Secondary Education Act (ESEA) involving targeting; state block grants; Title I formula; bilingual and emergency immigrant programs; and local charter school districts.

- ✓ Provided detailed recommendations to the White House and the Health Care Financing Administration on school-based Medicaid funding.
- ✓ Provided detailed recommendations to the Department of Education on accountability; school transfers; paraprofessionals; and compliance.
- ✓ Provided detailed recommendations to the FCC on the ITFS spectrum and on internal E-Rate connections for high poverty schools.
- ✓ Supported the historic \$6.5 billion increase in federal education spending in the FY2001 appropriations bill.
- ✓ Promoted the \$161 million supplemental appropriation to fund the Title I “dual allocation” formula.
- ✓ Conceptualized and advocated mandatory federal funding for IDEA.
- ✓ Advocated federal school construction funding and tax subsidies.
- ✓ Opposed legislation that would authorize federal school vouchers.
- ✓ Opposed the 2001 congressional budget resolution and tax cut bill.
- ✓ Blocked efforts to consolidate the E-Rate program with other education technology grants.
- ✓ Convened several meetings of legislative liaisons, Title I directors, special education directors, and Medicaid coordinators.
- ✓ Responded to hundreds of requests for information and assistance.

### ***Research***

Timely data collection and analysis allow the Council to prepare comprehensive reports on member characteristics, to predict developing trends, and to assess the effects of various policies and practices on student performance. In 2000-2001, the Council—

- ✓ Testified before the National Assessment Governing Board to propose the nation’s first voluntary substate NAEP trial.
- ✓ Participated in the release of the Third International Math and Science Study (TIMSS).
- ✓ Convened forum with the Office of Educational Research and Improvement on urban school research priorities and needs.
- ✓ Published *Great Expectations: Reforming Urban High Schools*.
- ✓ Published *Ending Social Promotion: Early Lessons Learned*.
- ✓ Convened the First Annual Research Directors’ Symposium.
- ✓ Convened the Annual Curriculum Directors’ Symposium.

### ***Achievement and Achievement Gaps***

Improving student performance and closing racially identifiable achievement gaps is one of the Council's highest priorities. A Task Force on Achievement Gaps guides the organization’s efforts in this area. In 2000-2001, the Council—

- ✓ Published *Beating the Odds: A City-By-City Analysis of Student Performance and Achievement Gaps on State Assessments*.
- ✓ Convened the research advisory group on closing achievement gaps.

- ✓ Began Ford Foundation and Department of Education-funded case studies of rapidly improving urban school districts.
- ✓ Published *Making the Grade: A Report on SAT I Results in the Nation's Urban Schools*.
- ✓ Published *Advancing Excellence in Urban Schools: A Report on Advanced Placement Examinations in the Great City Schools*.
- ✓ Published *Striving for Excellence: A Report on Stanford Achievement Test Results in the Great City Schools*.
- ✓ Published *A Decade of ACT Results in the Nation's Urban Schools: 1990-1999*.

### ***Leadership, Governance and Management***

Leadership in America's Great City Schools is the basis for a new effort by the Council. A Task Force on Leadership, Governance and Management addresses the quality and tenure of leadership in urban schools. In 2000-2001, the Council—

- ✓ Conducted a comprehensive review of the Buffalo Public Schools and prepared a blue-print for reform, *Reforming the Buffalo Public Schools*.
- ✓ Collaborated with The Broad Foundation to provide "Strategic Support Teams" to Superintendents in Buffalo, Denver, and Providence.
- ✓ Provided "Strategic Support Teams" to address operational needs in Broward County, San Francisco, and Milwaukee.
- ✓ Conducted school board retreats in Norfolk and Providence.
- ✓ Convened a CFO focus group to produce a *GASB 34: Working Your Way Through Implementation* manual.
- ✓ Convened a member focus group to produce a *Facilities Maintenance, Renovations and Construction Planning and Implementation* handbook.
- ✓ Convened a working group on "Enterprise Resource Planning" (ERP).
- ✓ Convened annual meetings of Chief Financial Officers, Chief Operating Officers, Human Resources Directors, and Technology Directors.
- ✓ Developed and piloted the Council's web-based management library.
- ✓ Fielded hundreds of requests for management information.

### ***Professional Development***

The purpose of this latest initiative by the Great City Schools is to improve the quality of teacher professional development and address the shortages of qualified teachers. In 2000-2001, the Council—

- ✓ Published *A Guide to Developing High School Teaching Career Academies and High School Teaching Career Academies: Profiles and Practices*.
- ✓ Conducted the Urban Teacher Academy Project with Recruiting New Teachers Inc. that provided planning grants to nine member districts.
- ✓ Convened the Urban Teacher Academy Symposium in Chicago.
- ✓ Conducted extensive national survey on teacher professional development needs in urban schools in collaboration with the National Com-



- mission on Teaching and America's Future.
- ✓ Operated the AmeriCorps project to recruit teachers of color in five cities.
- ✓ Convened the third annual Great City Schools Symposium with the National Board for Professional Teaching Standards.
- ✓ Continued EDSITEment project in collaboration with the National Endowment for the Humanities and the WorldCom Foundation.
- ✓ Distributed "Don't Laugh at Me" curriculum kits to member cities.
- ✓ Convened two meetings of the Task Force.

### ***Bilingual Education***

America's urban schools serve unusually large numbers of students whose families have come to this nation to seek a better life. In 2000-2001, the Council—

- ✓ Launched an initiative on the assessment of English Language Learners with the National Clearinghouse on Bilingual Education.
- ✓ Convened the annual Bilingual Education directors meeting and two meetings of the Task Force on Bilingual Education.
- ✓ Established listserves for bilingual directors and the bilingual task force.
- ✓ Participated in national forums on the education of English Language Learners.

### ***School Finance***

One of the highest priorities of the Council of the Great City Schools is to ensure that its students have the same opportunity to meet the nation's academic standards as students anywhere. In 2000-2001, the Council—

- ✓ Initiated amendments to reinstate a federal private right of action for plaintiffs challenging discriminatory state school funding systems.
- ✓ Actively supported House and Senate amendments to require states to provide equitable and adequate funding to local school districts.
- ✓ Analyzed state funding needs for Philadelphia and Boston.
- ✓ Published new Medicaid survey results and case studies.
- ✓ Provided technical support in the Baltimore school finance case.

### ***Organization and Administration***

The Council works tirelessly to manage its resources and ensure the integrity of its programs. In 2000-2001, the Council—

- ✓ Developed and approved the organization's 2000-2003 Strategic Plan.
- ✓ Received an unqualified ("clean") audit for the 1999-2000 program year.
- ✓ Arranged Fall Conference, Spring Conference, and 12 staff forums.
- ✓ Boosted net revenues from annual meetings and conferences.
- ✓ Expanded office space to accommodate larger staff.
- ✓ Negotiated sublease contracts for office space and services.

## Awards & Honors

### **Queen Smith Award for Commitment to Urban Education**

Each year at its annual fall conference, the Council presents the Queen Smith Award for Commitment to Urban Education to an urban school educator who has made significant contributions to education and to the community. Sponsored by the Macmillan/McGraw-Hill Publishing Co., the award is named in memory of the company's late vice president of urban programs.

The winner of the award at the 2000 Fall Conference was Cheryl Smith, supervisor of career and technology education for the Baltimore City Public Schools.

The Queen Smith Award winner receives \$1,000 and the Council is awarded \$1,000 for its programs that serve as a models for educating future generations.

### **Richard R. Green Award**



*Richard R. Green*

During the annual fall conference, the Council also bestows the Richard R. Green award upon a past or present member district superintendent or Board of Education member in recognition of exceptional contributions to urban schools and students. As the nation's highest urban education honor, the award pays tribute to the memory of Richard R. Green, former Minneapolis and New York City Public Schools superintendent, who won distinction as an outstanding educator and leader.

The award, sponsored by ServiceMaster Company, includes a \$10,000 college scholarship for presentation to a senior in the winner's school system or system from which the winner graduated.

**Eric Smith, superintendent of Charlotte-Mecklenburg Public Schools, received the award at the 2000 Fall Conference in Los Angeles. Since 1996, Dr. Smith has led the school district to significant gains in student achievement. As a result of his commitment to setting high academic standards, the district was selected by the College Board as one of 28 school systems in the country to award the first Advanced Placement diplomas.**

# Richard R. Green Award Winners

1989	W. Harry Davis, Retired Member	Minneapolis School Board
1990	James Griffin, Retired Member	St. Paul School Board
	Timothy Dyer, Executive Director	National Association of Secondary School Principals
1991	Paul Houston, Executive Director	American Association of School Administrators
1992	Richard Wallace Jr., Superintendent Emeritus	Pittsburgh Public Schools
1993	Constance Clayton, Superintendent	School District of Philadelphia
1994	Holmes Braddock, Board Member	Miami Dade County Public Schools
1995	Curman Gaines, Superintendent	St. Paul Public Schools
1996	James Williams, Superintendent	Dayton Public Schools
1997	Maxine Smith, Retired Member	Memphis City School Board
1998	Gerry House, Superintendent	Memphis City Public Schools
1999	Rod Paige, Superintendent	Houston Independent School District
	Judith Farmer, Board Member	Minneapolis Public Schools
2000	Eric Smith	Charlotte-Mecklenburg Public Schools

**Charlotte-Mecklenburg Public Schools Superintendent Eric Smith, second from left, receives his \$10,000 prize.**

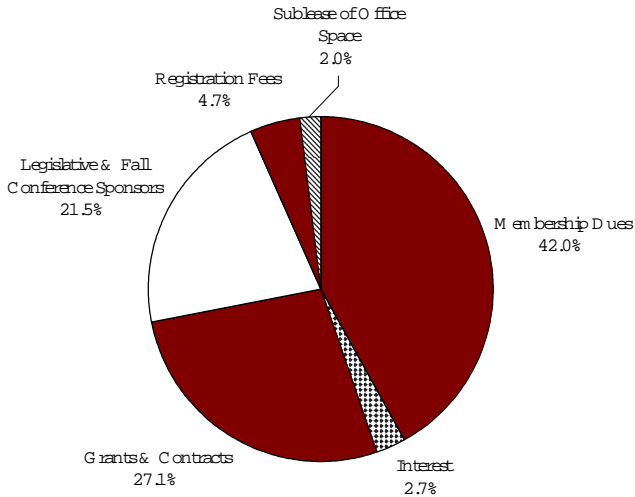


**Charlotte-Mecklenburg Public School graduates Shanika Moser, left and Devinia Flores, right, receive congratulations from Gwen High of ServiceMaster. They were selected by Superintendent Eric Smith to receive a \$5,000 Richard R. Green scholarship.**<sup>21</sup>

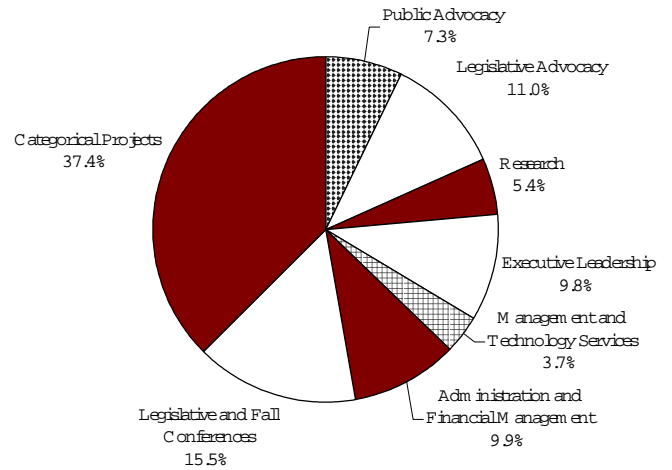


# Financial Report

## Revenues



## Expenses



	<i><b>Audited Report FY99-00</b></i>	<i><b>Preliminary Estimate FY00-01</b></i>
<b>Revenue</b>		
<b>Membership Dues</b>	<b>\$1,615,221</b>	<b>\$1,613,443</b>
<b>Interest</b>	<b>92,104</b>	<b>105,130</b>
<b>Grants &amp; Contracts</b>	<b>1,155,995</b>	<b>1,043,714</b>
<b>Legislative &amp; Fall Conference Sponsors</b>	<b>598,166</b>	<b>824,725</b>
<b>Registration Fees</b>	<b>164,746</b>	<b>180,223</b>
<b>Sales of Publications</b>	<b>709</b>	<b>1,773</b>
<b>Miscellaneous</b>	<b>0</b>	<b>0</b>
<b>Sublease of Office Space</b>	<b>67,869</b>	<b>75,374</b>
<b>Total Revenue</b>	<b>\$3,694,810</b>	<b>\$3,844,382</b>
<b>Expenses</b>		
<b>Public Advocacy</b>	<b>\$221,624</b>	<b>\$269,227</b>
<b>Legislative Advocacy</b>	<b>\$336,434</b>	<b>\$407,407</b>
<b>Research</b>	<b>265,094</b>	<b>198,212</b>
<b>Executive Leadership</b>	<b>230,740</b>	<b>362,982</b>
<b>Management and Technology Svcs</b>	<b>207,852</b>	<b>135,368</b>
<b>Admin &amp; Financial Mgt.</b>	<b>\$394,751</b>	<b>\$365,112</b>
<b>Legislative &amp; Fall Conferences</b>	<b>306,943</b>	<b>571,018</b>
<b>Categorical Projects</b>	<b>1,512,756</b>	<b>1,380,216</b>
<b>Total Expenses</b>	<b>\$3,476,194</b>	<b>\$3,689,542</b>
<b>Change in Net Assets</b>	<b>\$218,616</b>	<b>\$154,840</b>
<b>Net Assets, Beginning</b>	<b>\$594,740</b>	<b>\$813,356</b>
<b>Net Assets, Ending</b>	<b>\$813,356</b>	<b>\$968,196</b>

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### 3rd Annual Curriculum Directors Meeting

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### Chief Financial Officers & Business Managers Annual Meeting

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## Publications

- **Beating the Odds: A City-by-City Analysis of Student Performance and Achievement Gaps on State Assessments - May 2001**
- **Advancing Excellence in Urban Schools: A Report on Advanced Placement Examinations in the Great City Schools - March 2001**
- **Striving for Excellence: A Report on Stanford Achievement Test Results in the Great City Schools - March 2001**
- **Making the Grade: A Report on SAT I Results in the Nation's Urban Schools - March 2001**
- **A Decade of ACT Results in the Nation's Urban Schools 1990-1999: A Report on Urban Student Achievement and Course Taking - March 2001**
- **Great Expectations: Reforming Urban High Schools - October 2000**
- **Ending Social Promotion: Early Lessons Learned - October 2000**
- **Reducing Class Size: A Smart Way to Improve Urban Schools - October 2000**
- **The Urban Teacher Academy Project Toolkit: A Guide to Developing High School Teaching Career Academies - October 2000**
- **High School Teaching Career Academies: Profiles and Practices - October 2000**
- **Benchmarking Best Practices in Accountability Systems - June 2000**
- **Critical Trends in Urban Education: Fourth Biennial Survey of America's Great City Schools - March 2000**
- **Urban School Superintendents: Characteristics, Tenure, and Salary, - March 2000**
- **Ten Year Trends in Urban Education: 1987-1997 - March 2000**
- **Adequate State Financing of Urban Schools: An Analysis of State Funding of the New York City Public Schools - January 2000**
- **The Urban Teacher Challenge-- Teacher Demand and Supply in the Great City Schools - January 2000**

## Videos

- **Town Hall Meeting - "Urban Education and the Presidential Campaign" from the Council's 2000 Fall Conference in Los Angeles.**
- **Dr. Benjamin Carson, Keynote Speaker- Council's 2000 Fall Conference in Los Angeles.**
- **Henry Cisneros, Speaker- Council's 2000 Fall Conference in Los Angeles.**
- **Dr. Ronald Takaki, Speaker- Council's 2000 Fall Conference in Los Angeles.**

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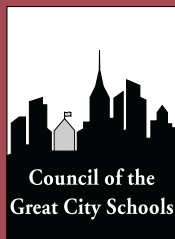
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*Council staff poses with Dr. Benjamin Carson at Fall Conference.*





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