

Council of the Great City Schools



In 1956, 12 of the nation's largest city public school districts banded together to form a coalition that would serve as the "voice" for urban education.

Today, the Council is a national education advocacy, policy and research organization with a membership of 66 urban school systems celebrating 50 years of service to America's urban public schools.



2005-2006
Annual Report

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Message From The Chair

June 30, 2006

The Council of the Great City Schools is a unique organization on the educational landscape, from its unusual school board-superintendent mix to its independent stances. I was particularly pleased to have served as the organization's Chair of the Board as the Council began to mark its 50th Year Anniversary, an important milestone in an era when nothing seems to last very long.



Like many organizations, the Council has had its ups and downs over the years, a dynamic that reflects the fact that it is often at the nexus of some of the nation's most controversial and difficult reforms. The nation's urban public schools are under enormous pressure to improve. But, the Council is in a period of extraordinary strength at a time when we most need it. It has been rock-solid in its support of urban schools and is leading its membership in support of high standards and equal opportunities. I truly believe that the Council has been instrumental in moving urban public education ahead in the face of its many challenges.

When I was superintendent of the Washington, D.C. Public Schools back in 1998, I called on the Council to help me overhaul many of the school district's broken operating systems. The group responded by bringing in some of the nation's leading practitioners to sketch out a strategy for improving the system. And I called on the help again when I led the San Francisco schools. The work in both cities continues to this day, but more importantly, the effort in D.C. was the first fledgling attempt to marshal the extraordinary expertise of the Great City Schools to help each other improve. Today, the Strategic Support Teams provide tough assessments and invaluable assistance that is helping to improve urban education both operationally and instructionally. I am proud to have been there at the start of this amazing process.

I am also pleased that I was able to get the Council more engaged this year in the national debates on high school reform. Many of our members are pursuing one reform or another, but the Council is now moving down an important and unique road focused on boosting student achievement at the secondary school level in ways that so many other national organizations are not. There is considerable work to do, but I am glad that we positioned the organization this year to contribute substantially to this difficult area.

This year was a year of solid accomplishments on many fronts. I want to thank the membership for the opportunity to serve as Chair in this important year. And I thank the incredible staff for its unwavering commitment to our urban children. I am confident that we helped this year to make their education better. Thank you.

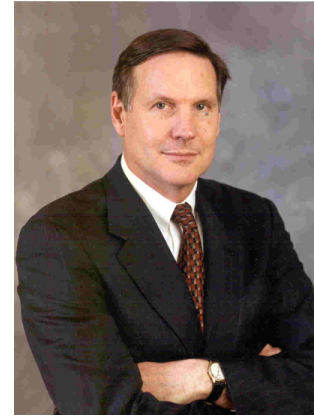
Arlene Ackerman
Chair of the Board

Message from the Director

June 30, 2006

I am pleased and proud to present this report to the membership on the activities of the Council of the Great City Schools during the 2005-2006 program year.

The Council had another outstanding year, but like many others, it was a challenging one. The membership of the organization continued to grow, hitting a record 66 cities, and participation at Council meetings and events continued to climb. Unlike many national education organizations, the Council is witnessing unprecedented expansion as the reputation and work of the group expands.



Our Annual Fall Conference, hosted by the Atlanta Public Schools, was a case in point. Attendance at the meeting hit record levels and enthusiasm was at an all-time high. Participants roundly praised the convocation of big-city school districts as the best annual meeting to date—in a string of very successful fall conferences. The Spring Legislative and Policy Conference also had strong attendance, and participants heard U.S. Secretary of Education Margaret Spellings praise the cities for their extraordinary efforts to raise student achievement.

The Council had a number of other notable achievements. We launched our third Public Service Announcement—“Pop Quiz”—which won a coveted Telly Award for excellence in television advertising. The ad and its two predecessors have now been seen over 200 million times during the last two years and rank in the top 16 percent in PSA viewership nationwide.

The Council also filed a successful *amicus* brief in the U.S. Supreme Court on burden of proof challenges under IDEA. The organization’s legislative advocacy continued to be second to none in terms of aggressiveness and effectiveness on Capitol Hill, as the Council opposed Medicaid cuts, initiated arrangements for selected members to be their own supplemental service providers under *No Child Left Behind*, and fought e-rate challenges.

The Council, moreover, published its sixth edition of *Beating the Odds*, which demonstrated the membership’s continued progress in raising student achievement on both state tests and on the National Assessment of Educational Progress (NAEP). And the organization continued to provide Strategic Support teams to its members at a pace that grows each year. Finally, the Council continued to upgrade its administrative operations to better serve the membership.

I thank Arlene Ackerman for her outstanding leadership this year in chairing the organization. And I thank the Council staff, whose tireless efforts and uncompromising commitment to urban education, are a continuing source of inspiration to me. Thank you.

Michael Casserly
Executive Director

Atlanta student Shaylithia Cope-land, left, shares her views at the Council's Town Hall Meeting as fellow students Thu Hien Dange and Devon Thornton listen, along with Atlanta Schools Superintendent Beverly Hall, student Matt Westmoreland, Hillsborough County Schools board member Candy Olson and Toledo Schools Superintendent Eugene Sanders. Boston Superintendent Thomas Payzant also participated.



Julian Bond, chairman of the National Association for the Advancement of Colored People, gives the keynote address at the Annual Fall Conference.

Johnnetta Cole, second from left, is presented with a painting from an Atlanta student after addressing conferees at the Council's Annual Fall Conference. Left to right, Atlanta school board chair Michael Holiman, Atlanta Superintendent Beverly Hall, Council Executive Michael Casserly and Council Chair Arlene Ackerman.



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, communications 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 world 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 has 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.

Anchorage Superintendent Carol Co-meau and Florida's Orange County Schools Superintendent Ronald Blocker share information at a session at the Annual Fall Conference.



San Diego board members John de Beck and Sheila Jackson focus on legislative issues being discussed at the Council Legislative/Policy Conference.



Charlotte Interim Superintendent Frances Haithcock chats with Dallas Superintendent Michael Hinojosa, center, and Austin Superintendent Pascal Forgione at the Annual Fall Conference.



Wichita Superintendent Winston Brooks and board president Connie Dietz give a presentation at a session on engaging the community at the Annual Fall Conference.



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

- To educate all urban school students to the highest academic standards.
- 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 build a confident, committed and supportive urban community for raising the achievement of urban public school children.

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, Immigrant and Refugee 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 encourages information exchange with counterparts in other cities. Common concerns in areas such as student achievement, public relations, 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.

50 Years of Service to America's Urban Public Schools



- 1956:** Twelve of the nation's largest urban school districts meet in Chicago to form a coalition to improve vocational education
- 1961:** Organization formally incorporated and called the Research Council of the Great Cities Program for School Improvement
- 1965:** Council plays an instrumental role in the passage of the landmark Elementary and Secondary Act of 1965
- 1967:** Council moves its headquarters to Washington, D.C., and begins lobbying efforts on Capitol Hill
- 1970:** Council changes name to the Council of the Great City Schools and broadens its focus to include education policy
- 1972:** Council supports court cases to reform and equalize school finance formulas
- 1984:** Council initiates and spearheads the federal Magnet School Assistance Act
- 1985:** Council initiates and spearheads the Dropout Prevention Demonstration Act
- 1988:** Council convinces Congress to substantially retarget federal aid in poorest communities
Council publishes "*Results in the Making*" describing urban reform efforts
- 1991:** Council holds an urban education summit
- 1992:** Council publishes its first monthly newsletter, the *Urban Educator*
Council releases *National Urban Education Goals: Baseline Indicators, 1990-91*
- 1997:** Council convenes the first-ever summit of big-city mayors and urban superintendents
Council volunteers to take volunteer national tests in reading and mathematics to underscore support for high standards
- 1998:** Council begins setting up national task forces on achievement, leadership and finances
Council begins providing strategic support teams to help members improve operations and achievement
- 1999:** Council and President Bill Clinton jointly release a report on class size reduction at a White House ceremony
- 2001:** Council releases first of its *Beating the Odds* reports, showing how the nation's big-city school systems are performing on state-mandated goals and standards
- 2002:** Council releases first-of-its-kind study with research group MDRC called *Foundations for Success: Case Studies of How Urban Schools Systems Improve Student Achievement*
- 2003:** Council initiates the Trial Urban District Assessment as a special project of the National Assessment of Educational Progress (NAEP)
- 2004:** Council launches national public service announcements
- 2005:** Council assembles a team of facility managers from urban school districts to assess the damage of schools in New Orleans in the aftermath of Hurricane Katrina
- 2006:** Council releases the first comparison of urban student performance in state tests and NAEP

Characteristics of the Great City Schools

<input type="checkbox"/>	Total student enrollment.....	7.4 million
	African American.....	38.0%
	Hispanic	32.7%
	White.....	22.1%
	Asian/Pacific Islander.....	6.2%
	Alaskan/Native American.....	0.6%
<input type="checkbox"/>	Free/reduced price lunch eligibility.....	63.6%
<input type="checkbox"/>	English Language Learners.....	16.3%
<input type="checkbox"/>	Students with Individualized Education Programs (IEP's).....	13.4%
<input type="checkbox"/>	Number of languages spoken.....	200
<input type="checkbox"/>	Total number of teachers.....	438,914
<input type="checkbox"/>	Average teacher salary.....	\$45,400
<input type="checkbox"/>	Average expenditures per student.....	\$8,615
<input type="checkbox"/>	Total Revenue	\$64.0 billion
<input type="checkbox"/>	Local.....	32.9%
	State.....	54.1%
	Federal.....	13.0%

Source: National Center for Education Statistics



Conferences

Public Relations Executives Meeting

July 8-10, 2005
Boston, MA

Curriculum Directors & Research Leaders Joint Meeting

July 20-23, 2005
Boston, MA

Executive Committee Meeting

July 29-30, 2005
Portland, OR

Annual Fall Conference

October 19-23, 2005
Atlanta, GA

Chief Financial Officers Conference

November 16-19, 2005
Broward County, FL

Executive Committee Meeting

January 20-21, 2006
Tampa, FL

Bilingual Directors Meeting

January 16-18, 2006
Phoenix, AZ

HRD/Personnel Directors Meeting

February 1-4, 2006
Tampa, FL

Legislative/Policy Conference

March 18-21, 2006
Washington, DC

Chief Operating Officers Conference

April 5-8, 2006
Dallas, TX

E-Rate Meeting

June 6, 2006
Las Vegas, NV

Management Information Systems Symposium

June 7-10, 2006
Las Vegas, NV



Annual Fall Conference

Big-city school leaders from around the nation convened in Atlanta to attend the Council's 49th Annual Fall Conference, October 19-23, hosted by Atlanta Public Schools.

Under the banner "Achieving the Dream: Great City Schools for All," nearly 1,000 superintendents, board members, senior administrators and deans of colleges of education participated in the five-day conference, which focused on issues and challenges facing the nation's urban school districts.



Council Chair Arlene Ackerman welcomes urban educators to the conference and gives the opening address.

The issue of high school reform was addressed at a 90-minute town hall meeting moderated by Claudio Sanchez, education correspondent for National Public Radio. The panel consisted of four students from Atlanta Public Schools and four big-city school leaders.

Author Jonathan Kozol discusses the return of segregation in public education.



Keynote speaker Julian Bond, chairman of the National Association for the Advancement of Colored People (NAACP), urged conferees to work to eliminate racial discrimination and inequality.

Also addressing the conference was Jonathan Kozol, award-winning author, who warned educators that the segregation of black and Latino children has returned to public education.

Conferees also heard from Johnnetta Cole, the 14th president of Bennett College for Women in Greensboro, N.C.

A firsthand account of the devastation Hurricane Katrina unleashed on the New Orleans Public Schools was given at a session entitled "Hurricane Katrina, The Great City Schools Help One Another."

The session featured Ora Watson, the leader of the New Orleans school system, as well as the superintendents of neighboring urban school districts who have opened their schools to displaced students.



College president Johnnetta Cole addresses urban educators at conference.



New Orleans Acting Superintendent Ora Watson discusses the challenges facing her school district.

Legislative/Policy Conference

Urban educators assembled in the nation's capital to discuss legislation, policies, and strategies during the Council's 2006 Legislative/Policy Conference, March 18-21.

Education Secretary Margaret Spellings discusses the Bush Administration's math and science initiatives at the conference.



Conferees heard from U.S. Secretary of Education Margaret Spellings, who said the nation is well on its way to every child learning on grade level by 2014 and pointed as evidence to the results found in the Council's new report, *Beating the Odds*.

The secretary told educators that the Bush Administration has increased funding for the *No Child Left Behind* (NCLB) Act by 40 percent and has created the American Competitiveness Initiative, which will devote \$380 million to improve the quality of math and science education.

Conferees also heard from Rep. Major Owens (D-NY), who criticized the federal government for spending only 8 percent on education. He told urban educators that a minimum of 25 percent is needed to ensure that a qualified education is available to all schoolchildren despite where they reside.



Congressman Major Owens addresses urban educators.

Owens is retiring after 24 years as a congressman and the Council presented him with the Thurgood Marshall Award for Excellence and Equity in Urban Education.

Deputy Secretary Ray Simon discuss the progress being made under the *No Child Left Behind* Act.



Urban educators also heard from Ray Simon, deputy secretary of education, who said that NCLB is making a difference as evidenced by rising test scores, fewer dropouts and the achievement gap narrowing.

Conferees also attended legislative sessions where they discussed the reauthorization of NCLB in 2007 and federal spending priorities.

Claudio Sanchez, education correspondent for National Public Radio, moderates the Council's Town Hall Meeting on high school reform.



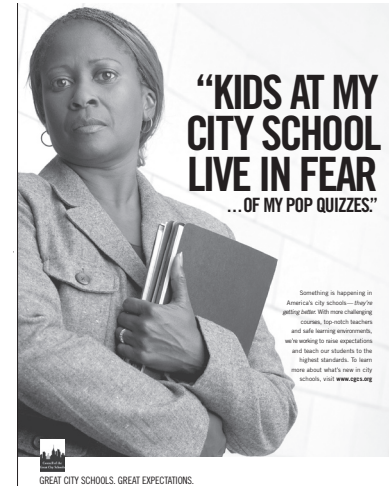
Margaret Spearman, one of the winners of the Council's \$5,000 Marcia Page Scholarship sponsored by Texas Instruments, addresses conferees at the Annual Fall Conference.



Lawyer and presidential adviser Vernon Jordan receives a Distinguished Alumni Award from Atlanta Public Schools during the Council's Annual Fall Conference.



Hurricane Katrina evacuees from New Orleans register to attend Atlanta public schools, one of many urban districts, which enrolled displaced students from storm-ravaged Gulf States.



The Council of the Great City Schools' third public service announcement, "Pop Quiz," received a Telly Award, one of the nation's premier awards honoring outstanding television commercials.

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 2005-2006, the Council—

- ❑ Launched a third public service announcement—“Pop Quiz”—to dispel negative images of urban schools. The ad campaign has ranked in the top 16 percent of national TV campaigns monitored by Nielsen Media Research and won a Telly Award.
- ❑ Held a news conference to release *Beating the Odds VI*, which generated media attention across the country highlighting urban school academic progress.
- ❑ Participated in the release of the National Assessment of Educational Progress report on fourth- and eighth-grade mathematics and reading scores of urban school districts.
- ❑ Sought and received support from five national civil rights groups for a statement condemning the law that would segregate Omaha Public Schools racially.
- ❑ Fielded scores of inquiries from such media outlets as the *New York Times*, *Washington Post*, *USA Today*, *Wall Street Journal*, Associated Press and CNN.
- ❑ Invited to meet with *Education Week* editors and reporters to discuss issues, research, legislation, and news coverage.
- ❑ Coordinated the organization’s annual town hall meeting, which focused on high school reform and was moderated by National Public Radio’s education correspondent.
- ❑ Published 10 editions of the award-winning *Urban Educator*. A story on urban debate leagues garnered a journalism award for “excellence in writing.”
- ❑ Conducted the Fifth Annual Public Relations Executives Meeting.
- ❑ Kicked off the organization’s 50th Anniversary with a new logo and scheduled events.

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 2005-2006, the Council—

- ❑ Initiated the concept of federal hurricane aid to schools through the Education Department, instead of through FEMA, in Senate testimony and in meetings with the Administration.
- ❑ Helped secure over \$1.6 billion from Congress in Gulf Coast hurricane relief funding specifically dedicated to educational purposes, including \$880 million for school districts enrolling displaced students and \$750 million for districts that were directly impacted by the storms.
- ❑ Hosted numerous conference calls and provided materials on the application process and reimbursement timeline for Council member districts seeking federal hurricane relief funding.
- ❑ Actively opposed funding of private school vouchers in hurricane relief bills.
- ❑ Secured increases in Title I allocations for two-thirds of Council districts, despite federal appropriations cuts to national Title I funding.
- ❑ Actively opposed Administration and Congressional efforts to cut funding of education programs and school-based Medicaid programs.

Highlights Of Council Activities

- ❑ Submitted detailed recommendations to the House-Senate conference committee on the reauthorization of the Vocational Education Act and secured numerous changes.
- ❑ Arranged for congressional testimony by the Richmond Public Schools on closing achievement gaps and the Omaha Public Schools on magnet programs to improve math and science learning.
- ❑ Secured a flexibility agreement with the U.S. Department of Education allowing selected Great City Schools to conduct pilot projects as district-wide providers of supplemental educational services (SES).
- ❑ Submitted formal regulatory comments to the U.S. Department of Education to increase flexibility on appropriate testing and accountability for students with disabilities and English language learners under *No Child Left Behind*.
- ❑ Provided detailed comments and testimony to the U.S. Department of Education on the proposed IDEA regulations.
- ❑ Initiated a monthly E-Rate conference call between Council members and the Universal Service Administrative Company (USAC) of the Federal Communications Commission (FCC).
- ❑ Submitted two sets of regulatory comments to the FCC regarding the importance of the E-Rate program to urban schools.
- ❑ Provided Strategic Support Teams on special education and legal services to Albuquerque Public Schools.
- ❑ Prevailed in the Council's *amicus* position in *Schaffer v. Weast* before the U.S. Supreme Court regarding burden of proof in IDEA complaints.
- ❑ Prevailed in the Council's *amicus* position in the Louisville and Seattle student assignment cases in support of allowing the use of race in maintaining school diversity – a case now before the U.S. Supreme Court.
- ❑ Conducted initial meetings with member districts on revisions to the *No Child Left Behind Act*.
- ❑ Initiated a comprehensive survey on how the Great City Schools have implemented major provisions of *No Child Left Behind*.
- ❑ Convened the Spring Legislative Conference, as well as numerous other forums for legislative liaisons, special education directors, bilingual education directors, and E-Rate coordinators.
- ❑ Provided technical assistance and answered hundreds of questions from Council members on federal legislation and NCLB implementation issues.
- ❑ Fielded scores of information requests from members of Congress and congressional staff.

RESEARCH

Timely data collection and analysis allow the Council to prepare comprehensive reports, predict trends, and assess the effects of various policies, reforms, and practices on student performance. In 2005-2006, the Council—

- ❑ Convened the annual meeting of Research and Curriculum Directors.
- ❑ Represented urban school interests before the National Assessment Governing Board, the Institute of Education Sciences and the National Center for Education Statistics.
- ❑ Responded to scores of member requests for statistical information and research assistance.
- ❑ Surveyed Great City School superintendents on characteristics, salaries, and tenure and summarized the results in the *Urban Indicator*.

Highlights Of Council Activities

- ❑ Surveyed Council members and affiliates to determine challenges that they face and their expectations for the future.
- ❑ Launched a collaboration with the Institute of Education Sciences to improve the quality and practical import of federal education research.
- ❑ Began a pilot study investigating the use of teacher professional development to increase rigor in high school coursework.

ACHIEVEMENT AND ACHIEVEMENT GAPS

Improving the performance of all students and closing achievement gaps is one of the Council's most important priorities. In 2005-2006 the Council—

- ❑ Published *Beating the Odds VI: A City-by-City Analysis of Student Performance and Achievement Gaps on State Assessments*, March 2006.
- ❑ Continued a research effort to determine the effects of different instructional practices on achievement trends in major Ohio cities.
- ❑ Provided Strategic Support Teams to Denver, Kansas City, New Orleans, and Milwaukee to help improve student achievement.
- ❑ Provided technical assistance to member districts participating in the 2005 Trial Urban NAEP during the release of the reading and math reports in the fall of 2005.
- ❑ Conducted numerous presentations to national organizations, community groups, state and federal legislators, business leaders, and local officials on findings from the Council's *Foundations for Success* report.
- ❑ Developed a statistical growth model with CTB to measure gains in student achievement.

LEADERSHIP, GOVERNANCE AND MANAGEMENT

A Task Force on Leadership, Governance and Management addresses the quality and tenure of leadership and management in urban schools. In 2005-2006, the Council—

- ❑ Convened a special day and a half symposium at the Fall Conference on urban school governance and board-superintendent relations.
- ❑ Facilitated two meetings of the Task Force on Leadership, Governance and Management.
- ❑ Provided Strategic Support Teams to Dayton (Budget), Hillsborough County (Procurement and Transportation), Kansas City (Finance, Human Resources, Information Technology, Operations), Los Angeles (Business Services, Finance, Human Resources, Information Technology, Organizational Structure), New Orleans (Hurricane Damage Assessment), Pittsburgh (Information Technology), and St. Louis (Human Resources).
- ❑ Convened annual meetings of Chief Financial Officers, Human Resources Directors, Chief Operating Officers, and Chief Information Officers.
- ❑ Convened three summits of member districts with Enterprise Resource Planning software providers to identify problem areas and outline new requirements.
- ❑ Initiated a major national study to establish standardized indicators to assess performance in core administrative functions and to compare members.
- ❑ Expanded the Council's automated management database — EduPortal.
- ❑ Fielded scores of member requests for management information.

Highlights Of Council Activities

PROFESSIONAL DEVELOPMENT

The purpose of this initiative is to improve the quality of teacher and principal professional development and address the shortages of qualified teachers and principals. In 2005-2006, the Council—

- ❑ Operated the Urban Education Service Corps to recruit under-represented minorities to the teaching workforce in Long Beach, Los Angeles, Omaha, Denver, Fort Lauderdale, and Houston.
- ❑ Operated the Great City Teacher Project to recruit special education teachers in Houston.
- ❑ Drafted the results of a survey of the Great City Schools on progress in meeting NCLB's highly qualified teacher requirements.
- ❑ Conducted a case study of professional development practices and the use of data to drive instructional decision-making with funding from the Skillman Foundation.

BILINGUAL, IMMIGRANT AND REFUGEE EDUCATION

America's urban schools serve unusually large numbers of students whose families have come to this nation to seek a better life. In 2005-2006, the Council—

- ❑ Conducted an initial meeting with member bilingual education directors to identify issues regarding English language learners for the reauthorization of the *No Child Left Behind* Act.
- ❑ Convened bilingual education directors from selected cities to meet with the Council's curriculum and research directors to establish a data collection plan for an upcoming study of successful practices on the instruction of English language learners.
- ❑ Initiated a project to collect and disseminate program descriptions of urban programs assisting newly arriving immigrant students.
- ❑ Provided a Strategic Support Team on the instruction of English language learners to the Denver Public Schools.

SCHOOL FINANCE

One of the 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 2005-2006 the Council—

- ❑ Provided Strategic Support Teams in finance to the Pittsburgh and Washington, DC school systems.
- ❑ Conducted a special survey on urban school expenditure patterns in the 2004-2005 school year.

ORGANIZATION AND ADMINISTRATION

The Council works tirelessly to manage its resources and ensure the integrity of its programs. In 2005-2006 the Council—

- ❑ Conducted an outside audit of the organization's 2005-2006 spending.
- ❑ Received an unqualified audit on 2004-2005 spending.
- ❑ Upgraded the organization's office computers and printers.
- ❑ Arranged the Annual Fall Conference in Atlanta and 12 staff forums.
- ❑ Continued clean-up and update of organization's database system.
- ❑ Continued to refine online conference registration system for the membership.
- ❑ Managed financials of eighteen (18) strategic support teams.
- ❑ Entertained requests for membership information.

Awards

RICHARD R. GREEN AWARD

During the annual fall conference, the Council 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.



Richard R. Green

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

Anna Dodson, former Norfolk school board member, received the award at the 2005 Fall Conference in Atlanta. During her 12 years as a board member, Dodson was instrumental in helping the district narrow the achievement gap between students of different racial groups within the district's schools.

Dodson also developed a successful parental involvement program as well as several programs that involved community volunteers.

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.



Queen Smith

The Queen Smith Award winner receives \$1,000 and the Council is awarded \$1,000 for its programs.

Josephine Scott, the executive director of curriculum and staff development for Ohio's Columbus Public Schools, was the winner of the award at the 2005 Fall Conference.

Richard R. Green Award Winners

1989 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
Judy Farmer, Board Member	Minneapolis Public Schools
2000 Eric Smith, Superintendent	Charlotte-Mecklenburg Public Schools
2001 Barbara Byrd-Bennett, Superintendent	Cleveland Municipal School District
2002 John Simpson, Superintendent	Norfolk Public Schools
2003 Arthur Griffin, Board Member	Charlotte-Mecklenburg Public Schools
Franklin Till, Superintendent	Broward County Public Schools
2004 Tom Payzant, Superintendent	Boston Public Schools
2005 Anna Dodson, Board Member	Norfolk Public Schools

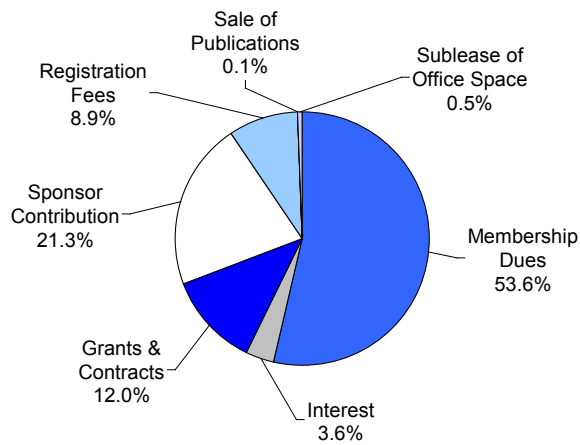
Anna Dodson, center, receives the Richard R. Green Award from Kelly Green-Hardwick, the daughter of the late Richard Green, as Council Chair-elect George Thompson looks on.



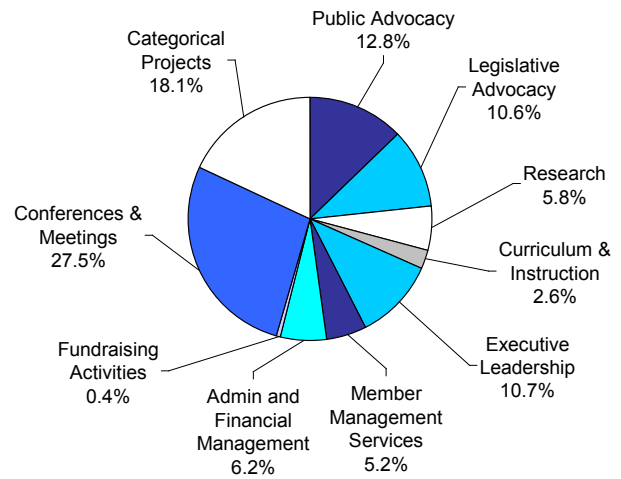
AuSean Williams, a graduate of Norfolk Public Schools, received a \$2,500 Green scholarship from Anna Dodson. He is the first of four African-American male students who will receive a college scholarship.

Financial Report

REVENUES



EXPENSES



Audited Report
FY04-05

Preliminary Estimate
FY05-06

Revenue

	Audited Report FY04-05	Preliminary Estimate FY05-06
Membership Dues	\$1,974,058	\$2,113,321
Interest	161,605	143,258
Grants & Contracts	1,595,788	474,848
Sponsor Contributions	963,150	841,600
Registration Fees	414,478	351,406
Sale of Publications	4,990	2,933
Miscellaneous	0	0
Sublease of Office Space	32,376	18,245
Total Revenue	\$5,146,445	\$3,945,611

Expenses

Public Advocacy	\$452,067	\$439,902
Legislative Advocacy	399,715	364,075
Research	244,428	199,369
Curriculum & Instruction	2,336	87,939
Executive Leadership	316,839	369,134
Member Management Services	170,301	178,765
Admin & Financial Management	235,683	214,525
Fundraising Activities	12,052	13,860
Conferences & Meetings	1,058,260	945,368
Categorical Projects	1,884,546	622,668
Total Expenses	\$4,776,227	\$3,435,605

Change in Net Assets	\$370,218	\$510,006
Net Assets, Beginning	\$1,892,464	\$2,262,682
Net Assets, Ending	\$2,262,682	\$2,772,688

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Pearson Education
Scholastic
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Voyager Expanded Learning

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Lawson Software
Oracle Corporation
Parsons
School-Link Technologies
SchoolNet, Inc.

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Maximus, Inc.
Microsoft
Oracle Corporation
SAP Public Services
School-Link Technologies
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2005 Public Relations Executives Meeting

The Garrity Group Public Relations

Publications



Urban School Superintendents: Characteristics, Tenure, and Salary Fifth Survey and Report

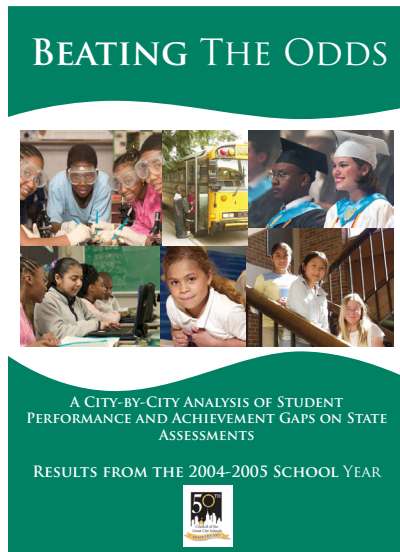
INTRODUCTION

Urban school superintendents hold one of the most important and challenging jobs in America's education system. The Council of the Great City Schools represents the majority of large urban school districts in the country. Though there are approximately 17 thousand school districts in the country, the Council's 65 districts serve approximately 7.4 million of America's 48.3 million K-12 students (15 percent), and some 30 percent of the nation's students of color, low-income, and English language learners. With such vast numbers of students – including the nation's most vulnerable children – urban superintendents clearly face a set of challenges that are systematically different from those in the rest of the nation's school districts.

In this era of accountability and standards, superintendents are expected to make visible and rapid improvements in student achievement. As a result of the increased availability of achievement data to the public, superintendents are under more public scrutiny than ever (Fullan, et al., 2005). Parents and teachers are able to closely monitor district progress.

Urban district superintendents also face a variety of challenges that are often largely unrelated to teaching and learning. For example, in its survey of urban superintendents, the Center for Reinventing Public Education determined that many urban superintendents found political pressures and internal conflicts to be difficult to manage and detour from the time that could be spent working on improving student achievement (Fullan, et al., 2005). Superintendents are cognizant of being held largely accountable for meeting student achievement goals in their districts (Cisler, 2006; Hunter and Donohoo, 2005).

Given this backdrop and the historically short tenures of most urban school superintendents, the Council prepared this report to improve public understanding of employment patterns and demographic trends among the nation's urban superintendents. This report has been prepared in member districts approximately every two years since 1997. This, the council's fifth report on urban superintendents, presents the results of the Council's 2006 survey.



A CITY-BY-CITY ANALYSIS OF STUDENT PERFORMANCE AND ACHIEVEMENT GAPS ON STATE ASSESSMENTS

RESULTS FROM THE 2004-2005 SCHOOL YEAR



Newsweek Ranks Dallas School No. 1 in Nation

Fanny Fattori, a teacher at Dallas' Talented and Gifted School, has taken 14 Advanced Placement classes and in the fall will attend the Massachusetts Institute of Technology on a scholarship.

Administrators at the Dallas school strongly encourage students to take college-level courses, which is why a top-rated high school in the nation by Newsweek magazine.

Under the banner "Riding the Wave of Educational Excellence," the Council will also feature Howard Johnson, president of the University of Maryland System, Center of the 21st Century, and a member of the Council's Board of Directors.

Dallas also had another school rank in the top 10, with the School of Science and Engineering receiving a No. 8 ranking.

"There are literally thousands of high schools in the United States," said Fattori.

Journalist Bill Moyers to Address Urban School Leaders at Fall Conference

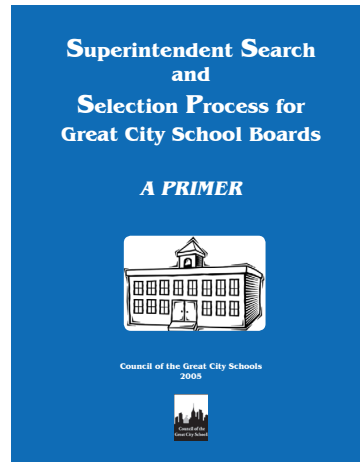
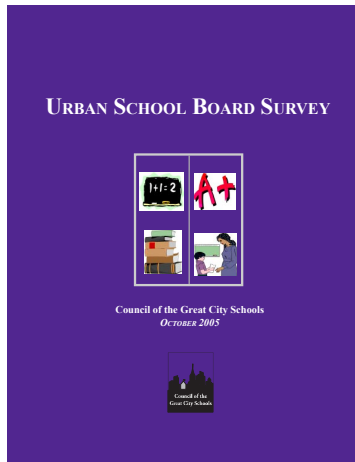
Announcing journalist and commentator Bill Moyers will be the keynote speaker at the Council of the Great City Schools' Annual Fall Conference, Oct. 28-29, in San Diego, marking the 50th anniversary of the only national organization dedicated to improving the needs of America's urban public schools.

For some 25 years in broadcasting, Moyers has been the executive editor of the highly acclaimed series Bill Moyers' Journal, editor-in-chief for the PBS Evening News, chief correspondent for the acclaimed documentary series CBS Reports, and host of the Friday night national news magazine, 60/60 and Bill Moyers.

Moyers will address the nation's urban education leaders at 8:30 a.m. on Oct. 27, and then moderate a town hall meeting on a major urban school issue in conjunction with the conference, which will be held at Loews Coronado Bay Hotel.

As president of the assembly since 2002, Harkobah has also co-authored books about raising academic achievement among African American males and females. He delivers a broadcast address on Oct. 27.

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- Beating the Odds: A City-by-City Analysis of Student Performance and Achievement Gaps on State Assessments - March 2006
- Urban School Board Survey - October 2005
- Superintendent Search & Selection Process for City School Boards A Primer - 2005

VIDEOS

- Town Hall Meeting- "High School Reform" from the Council's 2005 Fall Conference in Atlanta

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Middle Circle: Students from Atlanta Public Schools

Bottom Circle: Students from Denver Public Schools

Page 1 Photo: Students from Minneapolis Public Schools

Page 10 Photo: Student from San Diego City Schools

Page 11 Photo: Students from Atlanta Public Schools

Page 24 Photo: Students from Newark Public Schools

Council Board of Directors and Member Districts 2005-2006

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Boston	Thomas Payzant	Elizabeth Reilinger
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Charleston	Maria Goodloe-Johnson	Nancy Cook
Charlotte-Mecklenberg	Frances Haithcock	Joe White
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Christina	Lillian Lowery	Brenda Phillips
Cincinnati	Rosa Blackwell	Florence Newell
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Cleveland	Lisa Ruda	Gladys Santiago
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Dallas	Michael Hinojosa	Hollis Brashear
Dayton	Percy Mack	Lelia Massoud
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Minneapolis	William Green	Judy Farmer
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