

ANNUAL REPORT 2014-2015



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Cover Photo: Top Row, left: Student from Fresno Unified School District; Right: Students from Dallas Independent School District;

Bottom row: Students from Dallas Independent School District

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Message from the Chair

June 30, 2015

The Council of the Great City Schools continues to demonstrate what it is to be the premier national educational institution. This year's retrospective on the work, the students, the dedicated educators, and the change makers in urban education will inspire and challenge you to do what is necessary to ensure *All* students are thriving. *Lean In*.

This was a year that brought fresh thinking, fresh approaches, and new resolve to stand up for urban schools, students, and families. The Council staff again produced a stellar body of work to help districts advance equity, inclusion, and higher expectations for urban youth and educators.

This year's Annual Report will remind you of the public advocacy, research, networking, and cutting edge tools Council staff provided to equip us to make a difference in our districts. In particular, we were relentless and honest about the needs of our growing urban ELL populations. The ELD 2.0 criteria and publishers project demanded excellence for some of our most vulnerable urban youth. Council staff and member districts also "leaned in" to ensure harmful changes to the Elementary and Secondary Education Act did not jeopardize the promise of federal resources for our youth.

We stood as a united force to promote better public understanding of the Common Core State Standards and meaningful assessments of student progress, while also celebrating student excellence in each of our districts. And we invited needed discussion about shifting the nature and work of local Boards of Education and Superintendents, recognizing our collective leadership is what will inspire greater success for urban youth and our districts.

Over the past year we maintained our commitment to boosting racial equity within our school districts. In every corner of the nation, school districts had to continue the vital work of education despite losing students to gun violence and impassioned uprisings in our member cities. Our students and families found themselves at the center of our nation's extraordinarily tragic and somber moments of hatred, ignorance, and violence. If we were ever going to stand by our students, demand justice, and educate *All Children*, this was the year to be counted. And together as a Council we stood to be counted.

This was also the year we answered a call by President Barack Obama and Secretary of Education Arne Duncan in pledging to improve the social and educational outcomes of boys of color. Council leadership had the privilege of sitting with our President to share our best practices and reaffirm our commitment to quality education. We were all humbled. Our voice as urban educators must continue to be amplified as we agitate, collaborate, and relentlessly fight for urban youth. I am grateful for the opportunity to have served with such great educators and board members.

Finally, rest in peace and power, Beverly Hall. We will honor your dedication with our continued work. And rest in peace all of the students we lost this past year to violence and hatred. In your memory, we will strive collectively to ensure all students are safe and thriving!

Jumoke Hinton Hodge, Chair of the Board
Council of the Great City Schools, 2014-2015



Message from the Director

June 30, 2015

I am most pleased and proud to present this annual report to the membership on the activities of the Council of the Great City Schools during the 2014-15 program year.

The Council had another amazing and productive year, but it was a year filled with challenges. The public debate about the nation's college and career standards has become noisier and more controversial; budget cuts continue to erode financial support for our districts; and the turnover of our superintendents saw a decided uptick. Still, the organization and its member urban school districts persist in their efforts to boost student achievement, improve leadership and management, and strengthen public confidence—the three pillars of our joint work.

One of the singular achievements of the year was the public pledge that the membership made with President Obama last July to improve educational and social outcomes for our males of color. It was an extraordinary moment, and since then the organization has redoubled its efforts on behalf of these students. More recently the organization reaffirmed our commitments in a meeting with the president in the White House in March.



Photo by Pete Souza

The organization also launched a new round of public service announcements and videos in support of the common core standards that are now being seen and heard on television and radio stations nationwide in numbers that may surpass even our previous PSAs. In addition, the Council published a set of new tools to help school districts select high-quality instructional materials aligned with the new standards at each grade level. And the organization developed a unique set of criteria to help districts identify badly-needed materials for English learners, and is encouraging publishers to improve the quality and rigor of materials they develop moving forward. These resources and the numerous other tools the Council has developed are now being used in school districts all over the country.

The Council also fought aggressively to protect funding for urban school districts in the reauthorization of the federal Elementary and Secondary Education Act.

Our research team also issued the nation's most comprehensive look to date of the effects of the federal government's school-improvement grants on the academic performance of our turn-around schools. And we are finalizing the nation's most comprehensive inventory of testing practices in our big city school systems.

On top of those accomplishments, the Council published its annual *Managing for Results* report with nearly 500 key performance indicators, and piloted a new set of academic indicators that together form a unique and comprehensive performance management system for the nation's urban schools.

Finally, the Council continued to provide its top-flight strategic support teams to the membership, and held a phenomenal annual conference in Milwaukee.

I thank Jumoke Hinton Hodge for her terrific leadership this year in chairing the board of directors and executive committee.

And I thank the Council's exceptional staff, who continue to perform at the top of their games and astonish everyone with their productivity. Thank you for a great year.

Michael Casserly
Executive Director



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, communications, research, and technical assistance.

The organization also helps to build capacity in urban education with programs to boost academic performance and narrow achievement gaps; improve professional development; 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 wellspring 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.



Urban school leaders pose with President Barack Obama in the Oval Office after their meeting. Official White House Photo by Pete Souza



President Obama announces pledge by urban school districts to support his *My Brother's Keeper* initiative as district leaders and students look on. Photo credit: Candace Simon

Vision

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 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 schoolchildren.

Columbus Schools Superintendent J. Daniel Good helps a student at the Columbus City Preparatory School with his tie during the school's For Boys Tie Tying Ceremony.





Rochester Schools Superintendent Bolgen Vargas participates in a session at the Annual Fall Conference.



Albuquerque school board member David Percy asks a question at the Legislative Conference as Florida's Duval County school board member Paula Wright looks on.



Minneapolis Schools Superintendent Bernadeia Johnson presents information at a session at the Annual Fall Conference.

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, depending on its urban characteristics.

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. These included a **School Finance Task Force** to explore ways to challenge urban school funding inequities around the nation and an **English Language Learners and Bilingual Education Task Force** to focus on issues around the education of English language learners.

A **Task Force on Achievement** 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 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.



Characteristics of the Great City Schools

- ❑ **Total Student Enrollment.....7.1 million**
 - Hispanic39%
 - African American.....31%
 - White.....19%
 - Asian/Pacific Islander.....8%
 - Alaskan/Native American.....1%
- ❑ **Free/Reduced Price Lunch Eligibility.....68%**
- ❑ **English Language Learners.....16%**
- ❑ **Students With Individualized Education Plan (IEP's).....14%**
- ❑ **Total Number of Teachers.....414,976**
- ❑ **Student-Teacher Ratio.....17:1**
- ❑ **Number of Schools.....12,095**



Source: National Center for Education Statistics

Conferences

Public Relations Executives Meeting

July 11-13, 2014
Baltimore, MD

Curriculum & Research Directors Meeting

July 23-26, 2014
Los Angeles, CA

Annual Fall Conference

October 22-26, 2014
Milwaukee, WI

Chief Financial Officers Conference

November 11-14, 2014
New Orleans, LA

HRD/Personnel Directors Meeting

February 4-6, 2015
Fort Lauderdale, FL

Legislative/Policy Conference

March 14-17, 2015
Washington, DC

Chief Operating Officers Conference

April 21-24, 2015
Las Vegas, NV

Bilingual, Immigrant & Refugee Education Directors Meeting

May 13-16, 2015
Charlotte, NC

Chief Information Officers Meeting

June 2-5, 2015
Philadelphia, PA



Annual Fall Conference

More than 1,000 urban school superintendents, senior administrators, board members and deans of colleges of education assembled in Milwaukee for the Council of the Great City Schools' 58th Annual Fall Conference, October 22-26, hosted by Milwaukee Public Schools.

Under the theme "Fresh Water. Fresh Thinking in Urban Education," the conference featured an insightful keynote speech by astrophysicist Neil deGrasse Tyson. He challenged educators' preconceived notions about good student behavior and urged teachers to allow students the freedom to think in new ways.

The issue of testing was the focus of a 90-minute town hall meeting moderated by Claudio Sanchez, the education correspondent for National Public Radio. The panel featured several big-city school superintendents, board members, officials from education organizations and a 12th grade student from Milwaukee Public Schools discussing the benefits and the burdens of testing as well as the need to make tests more relevant.

Urban educators heard from David Coleman, president of the College Board, who discussed efforts his organization is making to recruit more minorities into Advanced Placement classes as



College Board President David Coleman discusses the need to increase minority participation in Advanced Placement courses.



Astrophysicist Neil deGrasse Tyson shares ways educators can inspire students.

well as provide students with access to higher quality instruction.

Also addressing the conference was Anna Maria Chávez, CEO of the Girl Scouts USA. Chávez, who is the first woman of color to lead the 102-year-old organization, told urban educators that their leadership was critical to the Girl Scouts mission because the only way the organization serves girls is through local school districts.

The conference also featured numerous breakout sessions focused on issues such as preparing students to become college and career ready and exploring ways big-city school districts can recruit and retain teachers of color.



Girl Scouts USA CEO Anna Maria Chávez stresses the need to build partnerships with urban school districts.

Legislative/Policy Conference

Urban school leaders assembled in the nation's capital March 14-17 to consider ways to reauthorize the *No Child Left Behind Act* (NCLB), as well as discuss the education priorities of the Obama administration.

Conferees heard from U.S. Secretary of Education Arne Duncan, who has served six years as the nation's top education official.

The former chief executive of Chicago Public Schools emphasized the importance of increasing access to early childhood education programs and said that the Department of Education has put a billion dollars behind states that are providing children with early learning opportunities.

Duncan also addressed the issue of NCLB, which was passed in a bipartisan fashion in 2001. He believes that the law is outdated and needs to be fixed, but fixed in the right way to ensure equity, excellence and innovation.

"At its heart, NCLB is not just an education law," stressed Duncan, "but a civil rights law."

The nation's ninth secretary of education praised urban school districts for taking the lead in improving graduation rates for students of color



U.S. Secretary of Education Arne Duncan praises the progress urban schools are making.



Congressman Bobby Scott discusses the achievement gap between minority students and their white counterparts.

as well as raising standards, and said they must continue to accelerate the pace of change.

Also addressing the conference was Rep. Robert "Bobby" Scott (D-Va.), who is the ranking Democrat of the U.S. House Education and the Workforce Committee.

The congressman believes that significant progress has been made in education with the passage of the Elementary Secondary Education Act and the U.S. Supreme Court decision in *Brown vs. Board of Education*, which ended legal segregation in schools.

Yet he lamented the fact that there is a persistent achievement gap between minority students and their white counterparts and believes this disparity is one of the most pressing civil rights issues facing the nation.

Conferees also heard from Catherine Lhamon, assistant secretary in the Office of Civil Rights (OCR) for the U.S. Department of Education. She said that recent data collected by OCR revealed disparities in school discipline, with African Americans students three times more likely to be suspended or expelled from high school than their white peers.



National Public Radio education correspondent Claudio Sanchez, left, moderates the Council's town hall meeting on testing, featuring, left to right, Oakland school board member Jumoke Hinton Hodge, Milwaukee student Jaxs Goldsmith, St. Paul Schools Superintendent Valeria Silva, Executive Director of the Council of Chief State School Officers Chris Minnich, Chancellor of D.C. Schools Kaya Henderson and President and CEO of the National Center on Education and the Economy Marc Tucker.



President Obama briefs the news media on his discussion with big-city school leaders. (Photo credit: Win McNamee/Getty Images)

Highlights of Council Activities

COMMUNICATIONS

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 2014-15, the Council—

- ❑ Initiated the Council's Pledge on Males of Color that was signed by 62 districts, and garnered major national and regional press coverage from President Obama's announcement of the pledge.
- ❑ Arranged a meeting between member district leaders and President Obama at the White House to discuss urban school progress, the federal budget, and the reauthorization of ESEA.
- ❑ Conducted a press event with the Council of Chief State School Officers to improve student testing.
- ❑ Launched new Common Core videos and public service announcements.
- ❑ Won three prestigious Telly Awards for public awareness videos explaining how the common core standards helps students succeed.
- ❑ Aired the Council's Common Core public service announcements at the Daytona 500 and Indianapolis 500.
- ❑ Published and disseminated a booklet titled *How We Help America's Urban Public Schools*.
- ❑ Published and disseminated a booklet titled *Good News About Urban Public Schools*.
- ❑ Coordinated a PBS-produced National Town Hall Meeting on issues of student testing, moderated by National Public Radio Education Correspondent Claudio Sanchez.
- ❑ Issued some 15 press releases on newsworthy activities and developments.
- ❑ Fielded scores of inquiries from national and regional media outlets, such as the *New York Times*, *Washington Post*, *Wall Street Journal*, *Boston Globe*, *Fox News*, National Public Radio and the Associated Press.
- ❑ Managed CGCS' ExxonMobil Bernard Harris Math and Science Scholarships.
- ❑ Published eight issues of the *Urban Educator*.
- ❑ Published the organization's *Annual Report*.
- ❑ Hosted the 14th Annual Public Relations Executives Meeting.

LEGISLATION

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 2014-15, the Council—

- ❑ Successfully prevented a major Title I funding formula change from being offered as a House floor amendment that would have cut over a half billion dollars from Council member districts.
- ❑ Submitted formal ESEA recommendations to the Senate and House education committees.
- ❑ Testified before a House minority forum on the Education and Workforce Committee bill.
- ❑ Participated in a Senate education staff briefing on the Senate Committee ESEA Discussion Draft.
- ❑ Provided comments to the Senate and House education committees during various stages of the ESEA reauthorization, school meals reauthorization, and development of education research legislation.
- ❑ Assisted in securing a new federal appropriation of \$14 million to help schools facing an influx of unaccompanied minor and immigrant students.
- ❑ Submitted comments to the U.S. Department of Education on upcoming funding priorities, new Preschool Development Grants, and School Improvement Grants.
- ❑ Promoted No Child Left Behind waivers for school districts in states without waivers, resulting in two Council districts gaining additional SES flexibility.
- ❑ Advocated successfully for more flexibility from the Education and Agriculture Departments in implementing the poverty-focused Community Eligibility Program for free school breakfasts and lunches.

Highlights of Council Activities

- ❑ Supported local flexibility waivers of school meal regulations in the FY 2015 appropriations bills.
- ❑ Provided comments, recommendations, data, examples, and other input to the Federal Communications Commission (FCC) throughout the rulemaking process on E-Rate.
- ❑ Supported the \$1.5 billion increase in annual E-Rate funds approved by the Federal Communications Commission.
- ❑ Advocated successfully for a multi-week extension of the E-Rate filing deadline in 2015.
- ❑ Convened the Annual Legislative/Policy Conference with four days of briefings on federal policy. Also convened meetings of the Council's Special Education Directors, Food Service Directors, and E-Rate Directors.
- ❑ Continued work to expand school-based Medicaid reimbursements, which resulted in additional flexibility guidance on third party liability and modifications to the Medicaid "free care rule".
- ❑ Served as an intermediary for Council districts in resolving problems with the U.S. Department of Education; provided multiple legislative updates on critical issues; and responded to scores of questions on federal legislation.
- ❑ Fielded multiple requests from Congress for information on a wide variety of issues.

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 2014-15, the Council—

- ❑ Conducted research that demonstrated 10 years of urban school improvement based on the Trial Urban District Assessment of NAEP that received extensive positive national media coverage.
- ❑ Published *School Improvement Grants: Progress Report from America's Great City Schools*, a major analysis of the impact of federal SIG funding on turnaround schools in member districts.
- ❑ Analyzed student responses to NAEP items that were similar to PARCC and SBAC-released questions, published a major report on the results, and presented them at various meetings of district curriculum, research, and ELL staff.
- ❑ Conducted Strategic Support Team reviews on research and accountability functions in a number of member districts.
- ❑ Published *Implementing the Common Core Standards: Year Three Progress Report From the Great City Schools*.
- ❑ Published *Implementing Common Core Assessments: Challenges and Recommendations*.
- ❑ Represented urban school district interests at meetings of the American Educational Research Association, the Partnership for Readiness for College and Careers (PARCC), the Smarter Balanced Assessment Consortium (SBAC), the National Assessment Governing Board (NAGB), the National Center for Education Statistics (NCES), the Coalition of Schools Educating Boys of Color, The White House Domestic Policy Council, The White House Initiative on Educational Excellence for African Americans, the Harvard Strategic Data Project Institute for Leadership in Analytics, and the Educational Testing Service.
- ❑ Responded to numerous member requests for statistical information and research assistance.
- ❑ Conducted special analysis for member districts of student achievement levels, changing demographics, and improvement.
- ❑ Conducted and facilitated a webinar for member districts and other stakeholders on Black male achievement.
- ❑ Published *Beating the Odds: Analysis of Student Performance on State Assessments, Results from the 2012-2013 School Year*.
- ❑ Convened the 2014 annual Research and Curriculum Directors Meeting in Los Angeles, CA.

ACHIEVEMENT AND PROFESSIONAL DEVELOPMENT

Improving the performance of all students and closing achievement gaps is one of the Council's most important priorities. In 2014-15, the Council—

- ❑ Developed and disseminated the *Grade-Level Instructional Materials Evaluation Tool—Quality Review* for English language arts and mathematics to assist districts in the selection of common core-aligned instructional materials.
- ❑ Convened numerous meetings with the organization's common core advisory committees.

Highlights of Council Activities

- ❑ Convened the Males of Color Preconference session at the Annual Fall Meeting.
- ❑ Convened a number of workshops and institutes for member districts on implementation of the common core.
- ❑ Developed a groundbreaking set of academic Key Performance Indicators and piloted them with member districts.
- ❑ Collaborated with the Vermont Writing Project to offer member districts professional development on enhancing expository and narrative writing.
- ❑ Participated in Student Achievement Partners and Achieve's initiative to help teachers develop mathematics units.
- ❑ Partnered with the University of Chicago's Center for Elementary Mathematics and Science Education to review a computer science toolbox for K-12 teachers, administrators, and district leaders.
- ❑ Made multiple presentations to organizations on the common core and college- and career-ready standards while representing urban districts and their work.
- ❑ Partnered with the Southern Education Foundation to host a two-day meeting on college- and career- readiness standards.
- ❑ Provided feedback to Achieve on the Educators Evaluating Quality Instructional Products Rubric (EQuIP) tool and to Student Achievement Partners on the Instructional Materials Evaluation Tool (IMET).
- ❑ Expanded the Basal Alignment Project, Anthology Alignment Read-Aloud Project, and Text Set Project.
- ❑ Updated www.commoncoreworks.org to provide greater access to materials for implementing the common core.
- ❑ Conducted Strategic Support Team reviews of the special education and general education programs in member districts.
- ❑ Provided Wallace Foundation Principal Supervisor Initiative (PSI) awardees with early feedback on progress and next steps for enhancing the instructional leadership role of principal supervisors.
- ❑ Facilitated two meetings of the Achievement and Professional Development Task Forces.

LEADERSHIP, GOVERNANCE, AND MANAGEMENT AND SCHOOL FINANCE

The Task Forces on Leadership, Governance, and Management, and School Finance address the quality and tenure of leadership and management in and the funding of urban schools. In 2014-15, the Council—

- ❑ Conducted Strategic Support Team reviews of the human resources, facilities, and finance functions of member districts.
- ❑ Convened meetings of Chief Financial Officers, Human Resources Directors, Chief Operating Officers, Chief Information Officers, Chiefs of Safety & Security, Food Services Directors, Facilities Directors, Transportation Directors, Internal Auditors, Risk Managers, and Procurement Directors.
- ❑ Published the final report of the Deferred Maintenance Working Group, *Reversing the Cycle of Deterioration in the Nation's Public School Buildings*.
- ❑ Published the tenth edition of *Managing for Results in America's Great City Schools, 2014* with an expanded set of indicators.
- ❑ Conducted the Council's Urban School Executive Program (C'USE) for aspiring Chief Financial Officers and Chief Information Officers.
- ❑ Published the eighth edition of the survey and report *Urban School Superintendents: Characteristics, Tenure, and Salary*.
- ❑ Fielded numerous member requests for management information and services.
- ❑ Facilitated two meetings of the School Finance and Leadership, Governance, and Management Task Forces.

BILINGUAL, IMMIGRANT AND REFUGEE EDUCATION

America's urban schools serve more than 26 percent of the nation's English language learners. In 2014-15, the Council—

- ❑ Worked with the U.S. Departments of Education, Health and Human Services, and Homeland Security and the White House to release county-by-county figures of unaccompanied minors.
- ❑ Conducted multiple surveys of enrollments of unaccompanied minors in member districts and shared the results with Congressional staff to help secure \$14 million in new appropriations. Assisted member districts in working with their SEAs to ensure they receive their share of new funding.

Highlights of Council Activities

- ❑ Worked to analyze and provide feedback to Congressional staff on the effect of ELL-related provisions in the ESEA reauthorization bills.
- ❑ Worked with Department of Education staff on ELL accountability provisions in state-waiver extensions.
- ❑ Provided Strategic Support Team reviews of ELL programming in Chicago and Nashville, and provided technical assistance to Clark County in their self-assessment.
- ❑ Made numerous presentations on the organization's new English Language Development framework (ELD 2.0) to the Office of Civil Rights, the White House Initiative on Educational Excellence for Hispanic Americans, Student Achievement Partners, the Southern Education Foundation, the Association of Latino Administrators and Superintendents, State Title III Directors, and the Hunt Institute.
- ❑ Worked with Student Achievement Partners to ensure an ELL component in their IMET tool.
- ❑ Translated the Council's public service announcements, PowerPoints, and other products into Spanish.
- ❑ Maintained strong relations with other organizations working to implement common core standards with ELLs, including TESOL, the National Association of Latino Elected Officials (NALEO), the Understanding Language Initiative, and Univision.
- ❑ Piloted an initiative funded by The Bill & Melinda Gates Foundation and Televisa Foundation to produce and revise ELL instructional materials from four publishers.
- ❑ Conducted a planning project with support from the Helmsley Charitable Trust to design professional development for teachers working with high-need students who are below grade level.
- ❑ Developed a series of ELL performance indicators as part of the Council's academic KPI project.
- ❑ Answered numerous specific requests for ELL-related information from member districts.
- ❑ Convened the annual meeting of the Bilingual Immigrant, and Refugee Education Directors in Charlotte, NC with the highest participation rate in the history of the meeting.
- ❑ Convened two meetings of the Task Force on English Language Learners and Bilingual Education.
- ❑ Represented the Council at the ELL Roundtable meetings held by the U.S. Department of Education.
- ❑ Participated in national meetings of CCSSO on the common definition and reclassification of ELLs.
- ❑ Served on the Advisory Board to the National Council of State Title III Directors.
- ❑ Collaborated with the University of Wisconsin on an IES-funded project on cognitive assessments of ELLs at beginning levels of proficiency.

ORGANIZATION AND ADMINISTRATION

The Council works to manage its resources and ensure the integrity of its programs. In 2014-15, the Council—

- ❑ Conducted an external audit of the organization's 2014-15 spending and received unqualified audit results for FY2013-14.
- ❑ Hosted the Annual Fall Conference in Milwaukee, WI as well as multiple meetings and forums throughout the year.
- ❑ Continued cleanup of the organization's database system.
- ❑ Upgraded the online conference registration and hotel reservation system for all meetings.
- ❑ Managed financials for 10 Strategic Support Team trips, nine grant projects, 10 programs, and 16 conferences and specialty meetings.
- ❑ Organized and coordinated the travel arrangements of 54 participants in the Males of Color White House event on July 21, 2014. Organized a special meeting of ten members with President Obama at the White House on March 16, 2015.
- ❑ Managed the Dr. Shirley Schwartz Urban Impact Scholarship Program, and the ExxonMobil Bernard Harris Math and Science Scholarships.
- ❑ Started the process for moving the Council's headquarters, selecting a real estate broker and conducting site visits.

Award Programs

GREEN-GARNER AWARD



Richard R. Green

During the annual fall conference, the Council bestows the Green-Garner 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 superintendent and New York City Public Schools chancellor, and Edward Garner, a businessman and former school board president of the Denver Public Schools.

The award, sponsored by ARAMARK Education and Voyager Sopris Learning, includes a \$10,000 college scholarship to be presented to a senior in the winner's school system or system from which the winner graduated.



Edward Garner

Terry Grier, superintendent of the Houston Independent School District, received the award at the 2014 Fall Conference in Milwaukee. He has served as superintendent since 2009, and under his leadership the nation's seventh largest school district has experienced higher graduation rates, especially among African American and Hispanic students. He also has focused on improving student access to Advanced Placement (AP) coursework, resulting in a rising number of students participating in AP exams and earning high marks.



Houston Schools Superintendent Terry Grier gives a hug to student Alisa Hamilton, after presenting her with a \$10,000 Green-Garner college scholarship. Hamilton will use the money to attend East Texas Baptist University, where she plans to study math. Photo Credit: David Einsel/Houston ISD

Green-Garner Award Winners

1990 James Griffin, Retired Member Timothy Dyer, Former Superintendent	St. Paul School Board Phoenix Union High School District
1991 Paul Houston, Former Superintendent	Tucson Public Schools
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 Judy Farmer, Board Member	Houston Independent School District Minneapolis Public Schools
2000 Eric Smith, Superintendent	Charlotte-Mecklenburg Schools
2001 Barbara Byrd-Bennett, Superintendent	Cleveland Municipal School District
2002 John Simpson, Superintendent	Norfolk Public Schools
2003 Arthur Griffin, Board Member Franklin Till, Superintendent	Charlotte-Mecklenburg Schools Broward County Public Schools
2004 Tom Payzant, Superintendent	Boston Public Schools
2005 Anna Dodson, Board Member	Norfolk Public Schools
2006 Beverly Hall, Superintendent	Atlanta Public Schools
2007 Elizabeth Reilinger, Board Member	Boston Public Schools
2008 Pascal Forgione, Superintendent	Austin Independent School District
2009 Emmett Johnson, Board Member	Atlanta Public Schools
2010 Arlene Ackerman, Superintendent	The School District of Philadelphia
2011 Candy Olson, Board Member	Hillsborough County Public Schools
2012 Carol Johnson, Superintendent	Boston Public Schools
2013 Denise Link, Board Member	Cleveland Metropolitan School District
2014 Terry Grier, Superintendent	Houston Independent School District

Queen Smith Award For Commitment to Urban Education

William Daniel, a financial literacy teacher at Boone High School in Orlando, Fla., was the recipient of the Queen Smith Award for Commitment to Urban Education. Sponsored by the Macmillan/McGraw-Hill Publishing Co., the award is named in honor of the company's late vice president of urban programs.

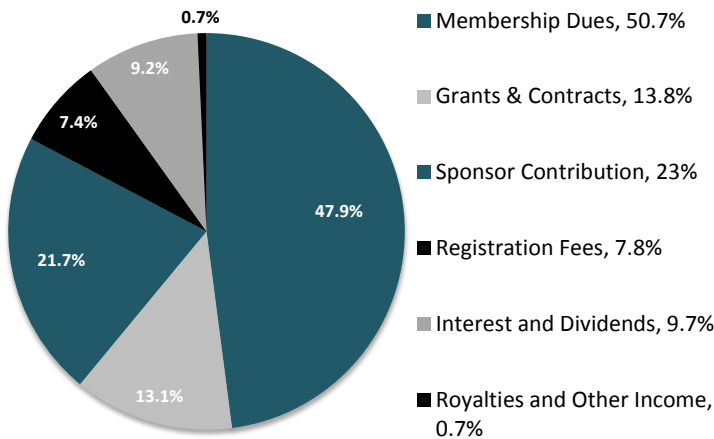
Shirley S. Schwartz Urban Education Impact Award

The Council of the Great City Colleges of Education, an affiliate group of deans working with big-city school leaders, presented the sixth annual Dr. Shirley S. Schwartz Urban Education Impact Award to Charlotte-Mecklenburg Schools and Winthrop University for their Leaders for Tomorrow program, which is designed to prepare school principals and assistant principals for the Charlotte-Mecklenburg school system. The award honors an outstanding partnership between a university and urban school system and is named in honor of the Council's director of special projects who died in March 2009.

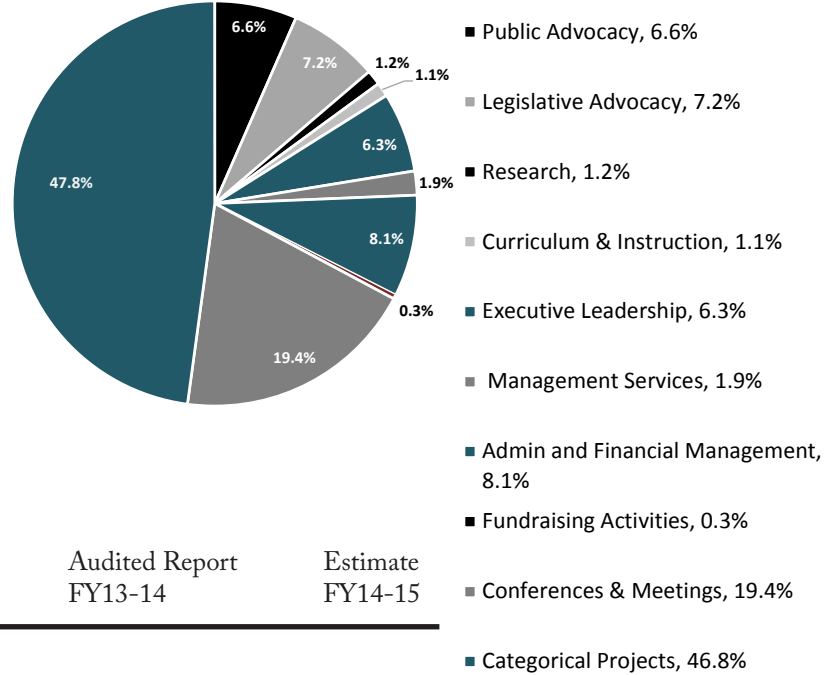
Financial Report

Financial Statement for the year ending June 30, 2015

Revenue



Expenses



	Audited Report FY13-14	Estimate FY14-15
Revenue		
Membership Dues	\$2,524,579	\$2,739,360
Grants & Contracts	4,125,125*	746,259
Sponsor Contributions	1,057,000	1,241,185
Registration Fees	444,171	421,645
Interest and Dividends	229,638	524,148
Royalties and Other Income	46,958	41,383
Unrealized Gain/Loss on Investments	458,418	-307,805
Total Revenue	\$8,885,888	\$5,406,175

Grants received in FY13-14 for subsequent years

	Audited Report FY13-14	Estimate FY14-15
Expenses		
Public Advocacy	\$411,119	\$476,055
Legislative Advocacy	482,307	520,807
Research	255,549	86,797
Curriculum & Instruction	59,187	82,110
Executive Leadership	491,995	460,560
Management Services	200,521	139,494
Admin & Financial Management	622,180	589,249
Fundraising Activities	45,075	23,353
Conferences & Meetings	1,208,686	1,406,164
Categorical Projects	2,533,052	3,470,290
Total Expenses	\$6,309,672	\$7,254,878

Change in Net Assets	\$2,576,217	(\$1,848,702)
Net Assets, Beginning	\$7,765,234	\$10,341,451
Net Assets, Ending	\$10,341,451	\$8,492,749

Sponsors

The Council thanks the following contributors for their support in 2014-2015.

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Chartwells School Dining Services

Curriculum Associates

Gaggle

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IBM

Knowledge Delivery Systems

Lexia Learning Systems

McGraw Hill Education

Microsoft

Pearson Education

Safari Montage

Scholastic, Inc.

SchoolMessenger

Schoolwires

Waterford Institute

Wilson Language Training



Chartwells
Compass Learning
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SchoolWires
Sodexo
TCG Advisors
TeachScale
Texas Instruments
Truenorthlogic
Waterford Institute
Wilson Language Training
Zaner-Bloser
95% Group

2014 Curriculum & Research Directors Meeting

Amplify
Curriculum Associates
digedu
Discovery Education
Fluid Math
GCA Services Group
Houghton Mifflin Harcourt
Imagine Learning
Knowledge Delivery Systems
McGraw Hill Education
Pearson
Safari Montage
Scholastic, Inc.

2014-15 Executive Committee Meetings

Curriculum Associates
Houghton Mifflin Harcourt
McGraw Hill Education

2014 Public Relations Executives Meeting

Peachjar
SchoolMessenger
Schoolwires

2015 HRD/Personnel Directors Meeting

Convectus Solutions LLC
Cornerstone OnDemand Inc.
Kelly Educational Staffing
Knowledge Delivery Systems
Truenorthlogic
Workday

2015 Legislative/Policy Conference

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Houghton Mifflin Harcourt
Knowledge Delivery Systems
National Geographic Museum/
Cengage Learning
PCG
Renaissance Learning
Waterford
Wilson Language Learning

2015 Bilingual, Immigrant & Refugee Education Directors Meeting

Achieve 3000
American Reading Company
Benchmark Education
Curriculum Associates
Ellevation
Houghton Mifflin Harcourt
Imagine Learning Inc.
Knowledge Delivery Systems
Mawi Learning
McGraw Hill Education
Middlebury Interactive Languages
MM Publications
Pearson
Safari Montage
Santillana USA
Vantage Learning

2015 Chief Operating Officers Conference

247 Security
AECOM
ALC
Allegion
ARAMARK Education
Arthur J. Gallagher & Co.
BlueBird
Chartwells School Dining
Cree
CPI
DeJong-Richter
DMS
Durham School Services
EDI
Education Facilities Clearinghouse
E & I Cooperative Services
First Student
Gafcon

Gatlin Enterprises
GCA Services Group
Heery
Jacobs Engineering Group
Oracle
Preferred Meal Systems, Inc.
Raptor
Reta Security
Roush Cleantech
Safari Montage
SchoolDude.com
School Improvement Network
School Planning & Management
Seon
Sodexo
SSC
The Cooperative Purchasing Network
Thompson Hospitality
Transfinder
Transportation Sector Consultants
U.S. Communities Government Purchasing Alliance
Wesco Distribution
Zonar

2015 Chief Information Officers Meeting

Amplify
Aruba Networks
Cisco Systems
Clever
Dell
Education Networks of America
Fuel Education
Gaggle
Google for Education
Houghton Mifflin Harcourt
iboss Network Security
Infor Public Sector
Intel
its Learning
Jamf Software
Kajeet
Knowledge Delivery Systems
Lightspeed Systems
Microsoft
Pearson
Safari Montage
SchoolMessenger
Schoolology
Schoolwires

Shirley Schwartz Urban Education Impact Award

Barbara Reed
Joseph Schwartz
Teri Trinidad

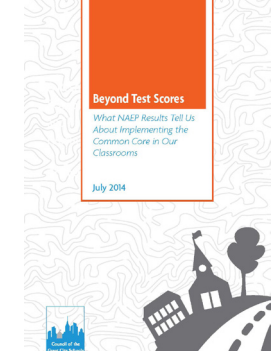
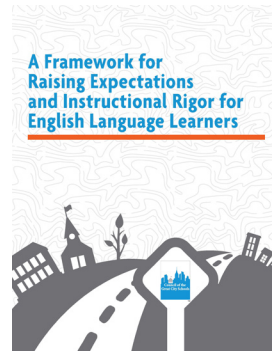
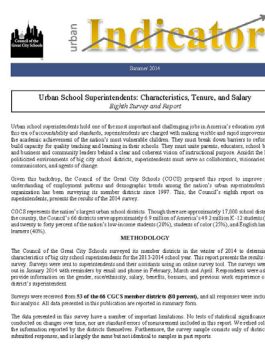
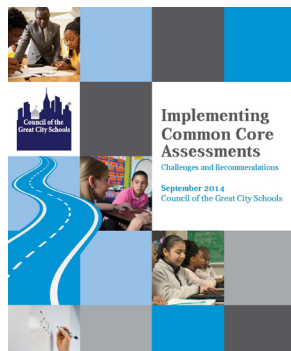
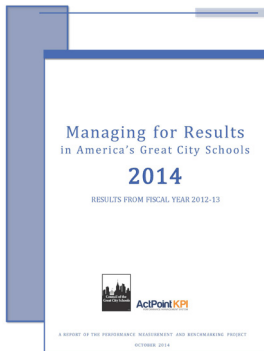
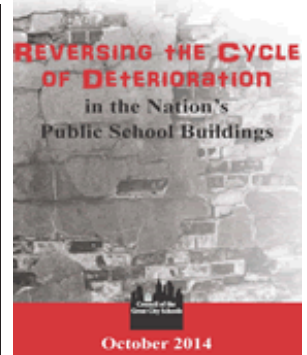
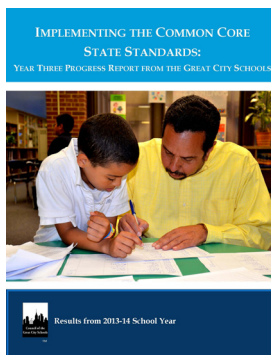
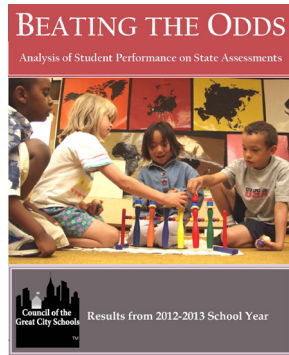
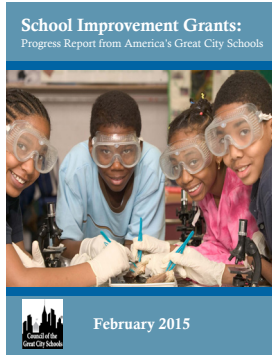
2014 Chief Financial Officers Meeting

Aon Hewitt
ARAMARK Education
Arthur J. Gallagher & Co.
Chartwells School Dining
Clifton Larson Allen
Crowe Horwath
E & I Cooperative Services
GCA Services Group
HireRight
Houghton Mifflin Harcourt
Jacobs Engineering Group
Keenan & Associates
Kelly Educational Staffing
McGladrey
Procurex
SSC
The Cooperative Purchasing Network
Transportation Sector Consultants
U.S. Communities Government Purchasing Alliance
SAP

2014 Annual Fall Conference

Achieve 3000
American Reading Company
Amplify
ARAMARK Education
Benchmark Education
Cambium Learning Group/Voyager Sopris Learning
Catapult Learning

Publications



- ❑ **School Improvement Grants: Progress Report from America's Great City Schools - February 2015**
This report measures trends in performance among urban schools receiving federal School Improvement Grant awards as part of the American Recovery and Reinvestment Act of 2009.
- ❑ **Beating the Odds: Analysis of Student Performance on State Assessments, Results from the 2012-2013 School Year - December 2014**
This thirteenth edition of Beating the Odds gives the nation an in-depth look at how big-city schools are performing on the academic goals and standards set by the states.
- ❑ **Implementing the Common Core State Standards: Year Three Progress Report from the Great City Schools - December 2014**
The Council of the Great City Schools surveyed the progress urban public school districts are making in implementing the CCSS. This report presents the results from this third-year survey.
- ❑ **Good News About Urban Public Schools - October 2014**
This publication documents the progress and good work that is going on in the nation's urban schools.
- ❑ **Reversing the Cycle of Deterioration in the Nation's Public School Buildings - October 2014**
This report describes how school districts, financially squeezed over long periods of time, made economic decisions that reduced the most cost-effective types of maintenance work: preventive and predictive maintenance.
- ❑ **Managing for Results in America's Great City Schools, 2014 - October 2014**
The Council's annual report on some 500 Key Performance Indicators of operational performance in the nation's urban schools.
- ❑ **Implementing Common Core Assessments: Challenges and Recommendations - September 2014**
The purpose of this booklet is to help urban school districts across the country get ready for new Partnership for Assessment of Readiness for College and Careers (PARCC) and Smarter Balanced Assessment Consortia (SBAC) assessments.
- ❑ **Urban Indicator: Urban School Superintendents: Characteristics, Tenure, and Salary - Fall 2014**
The Council of the Great City Schools prepared this report to improve public understanding of employment patterns and demographic trends among the nation's urban superintendents.
- ❑ **A Framework for Raising Expectations and Instructional Rigor for English Language Learners - August 2014**
This report presents a framework for teaching ELLs consistent with the CCSS and lays out criteria for assessing ELL materials.
- ❑ **Beyond Test Scores: What NAEP Results Tell Us About Implementing the Common Core in Our Classrooms- July 2013**
This report analyzes NAEP items that resemble PARCC and SBAC questions and discusses what the results mean for instruction.

Council Staff

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Terry Tabor, Conference Manager
Shirley Lathern, Systems & Administration Specialist
Johanna Lim, Accounting & Conference Specialist
Marilyn Banks, Administrative Assistant

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Debra Hopkins, ELL Project Coordinator
Carol Aguirre, ELL Policy Specialist
Julie Wright Halbert, Legislative Counsel

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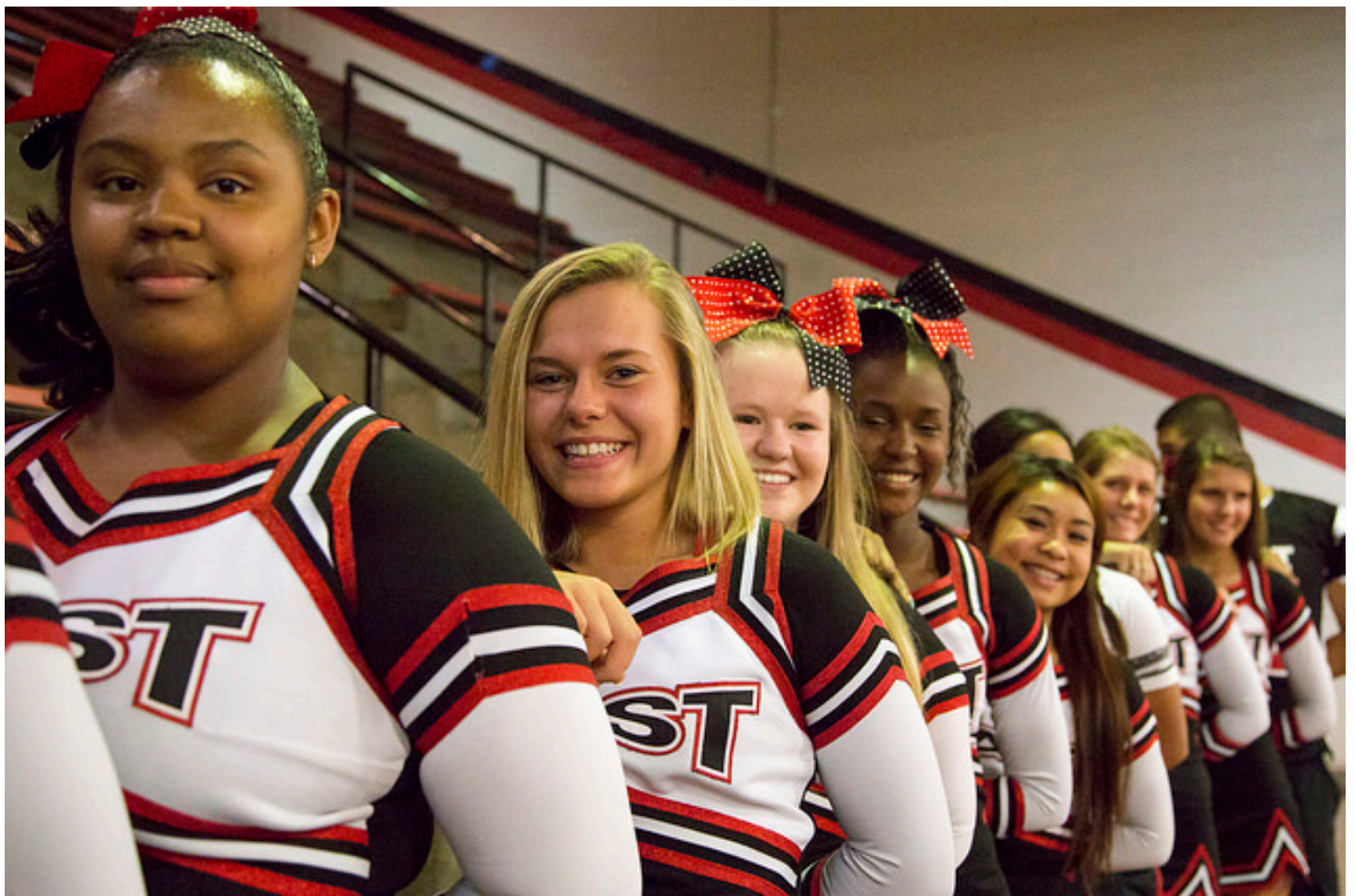
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Jonathon Lachlan-Haché, Special Projects Specialist

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Renata Uzzell, Research Manager
Moses Palacios, Research Specialist
Jeannette Fernandez, Research Intern

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Amanda Rose Corcoran, Special Projects Manager
Michell Yorkman, Special Projects Manager



Council Board of Directors and Member Districts 2014-2015 (As of March 2015)

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Milwaukee	Darienne Driver	Michael Bonds
Minneapolis	Michael Goar	Don Samuels
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