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COUNCIL OF THE GREAT CITY SCHOOLS

2011 - 2012 ANNUAL REPORT



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Cover Photo: (top) Students from Portland Public Schools, (middle) Albuquerque Public Schools, (bottom) Denver Public Schools

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Message from the Chair

June 30, 2012

The dedication of educators who serve urban students and their school districts that I've witnessed through many years of involvement with the Council of the Great City Schools never fails to move me. CGCS grows each year in its research and outreach to urban districts, and the past year is no exception.

Large school districts continue to make strides in student achievement through their own diligent efforts and the exchange of ideas via CGCS. Leaders of urban districts have incredible resources available to them:



- *"Today's Promise, Tomorrow's Future: The Social and Educational Factors Contributing to the Outcomes of Hispanics in Urban Schools"* is a groundbreaking study that focuses on the lives of Hispanic students in big-city schools from early childhood to adulthood. In many urban districts, this largest minority population in America actually makes up the majority. Their needs must be addressed. The report was released last October and follows a similar report released the previous year on factors contributing to the outcomes of Black males in urban schools.
- Also released last fall, the *Pieces of the Puzzle* series shows the significant gains urban schools and districts have made in reading and math on the National Assessment of Educational Progress since 2003. The rate of those gains is even higher than the rest of the country.
- *"School Improvement Grant Rollout in America's Great City Schools: School Improvement Grants 2010-2011,"* released in February, finds that the number of urban turnaround schools has increased significantly since the School Improvement Grant program underwent transformation and expansion as part of the American Recovery and Reinvestment Act of 2009. The report offers a detailed picture of the specific strategies being pursued in urban schools across the country.

I can tell you from personal experience how valuable each one of these resources is.

The development and implementation of the Common Core Standards continues and CGCS is at the forefront of this reform. The Council recently held a workshop for more than 80 educators to prepare for new English language arts and literacy standards. Several CGCS districts are piloting the Common Core as the U.S. Department of Education watches with great interest. We enjoy a strong working relationship with, and support from, the department.

The second annual *Unite to Make a Difference* Education Forum sponsored by the Council and *USA TODAY* was a great success. Expert speakers again provided a wonderful dialogue.

I want to thank Michael Casserly and the entire CGCS staff, as well as the Executive Committee and Board of Directors for the tremendous privilege it has been to serve as chair. Thank you to all of my colleagues throughout the CGCS. I look forward to many more years of working with you for the improvement of our students and schools.

Winston C. Brooks
Superintendent, Albuquerque Public Schools
Chair of the Board
Council of the Great City Schools

Message from the Director

June 30, 2012

I am pleased and proud to present this annual report to the membership on the activities of the Council of the Great City Schools during the 2011-12 program year.

The Council had another outstanding year, but it was a year filled with challenges for everyone. The nation's economy continues to rob our schools of badly needed resources, and everyone has had to make cutbacks. Still, your organization—the Council of the Great City Schools—and our fellow urban educators across the country remain focused on the critical work of raising urban student achievement, improving leadership and management, and strengthening the public's confidence.



Our Annual Fall Conference in Boston, hosted by the Boston Public Schools, was the best meeting we have ever held. Our Spring Legislative Conference was also productive and informative. And our many job-alike meetings over the course of the year continue to be the best professional development available to urban educators anywhere.

Over the course of the year, the Council had a number of notable achievements. Our recent report, *Today's Promise, Tomorrow's Future*, spotlighted the work urban schools need to do to improve the academic achievement of our Hispanic students and English language learners. Our report, *Pieces of the Puzzle*, outlined why some Great City Schools make more progress than others on the National Assessment of Education Progress (NAEP). *ACT: A Benchmark for College Readiness* tracked progress on college entrance exam results in our city schools, and *School Improvement Grant Rollout* summarized urban school involvement in this important federal program. And our education forum with *USA TODAY* highlighted the important efforts of our urban school leaders in raising achievement and addressing media and public challenges.

We also took major steps forward in implementing the Common Core State Standards by convening groundbreaking meetings, developing professional development videos, and publishing parent roadmaps to the new standards. Our *Managing for Results* compilation of Key Performance Indicators saw unprecedented national exposure and presented the membership with numerous ways to save millions of dollars. Our legislative advocacy was critical in attempts to reauthorize the Elementary and Secondary Education Act. Our Strategic Support Teams provided important on-the-ground reviews of instructional and management operations. And our participation in the Trial Urban District Assessment continued to highlight urban school progress. Overall, we continue to expand the organization's reputation for doing first-rate work.

I thank Winston Brooks, superintendent of the Albuquerque Public Schools, for his outstanding leadership as chair of the board this year. His energy and involvement were deeply appreciated. Finally, I thank the outstanding staff at the Council. Their talents and commitment never cease to inspire me. Thank you.

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 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.





Environmental advocate Robert Kennedy, Jr. discusses how improving the environment can increase economic prosperity at the Council's Annual Fall Conference.



Baltimore Schools CEO Andres Alonso shares a laugh with journalist Carole Simpson, who moderated the Council's Town Hall Meeting on labor-management relations.

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 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 schoolchildren.





Atlanta Schools Superintendent Erroll Davis, Jr. and Atlanta school board member Brenda Muhammed discuss the Atlanta schools cheating scandal in a session at the Annual Fall Conference.



Santa Ana Schools Superintendent Thelma Melendez de Santa Ana asks a question at the Legislative Conference as Cincinnati Schools board member Eileen Cooper Reed (foreground) looks on.

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 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.

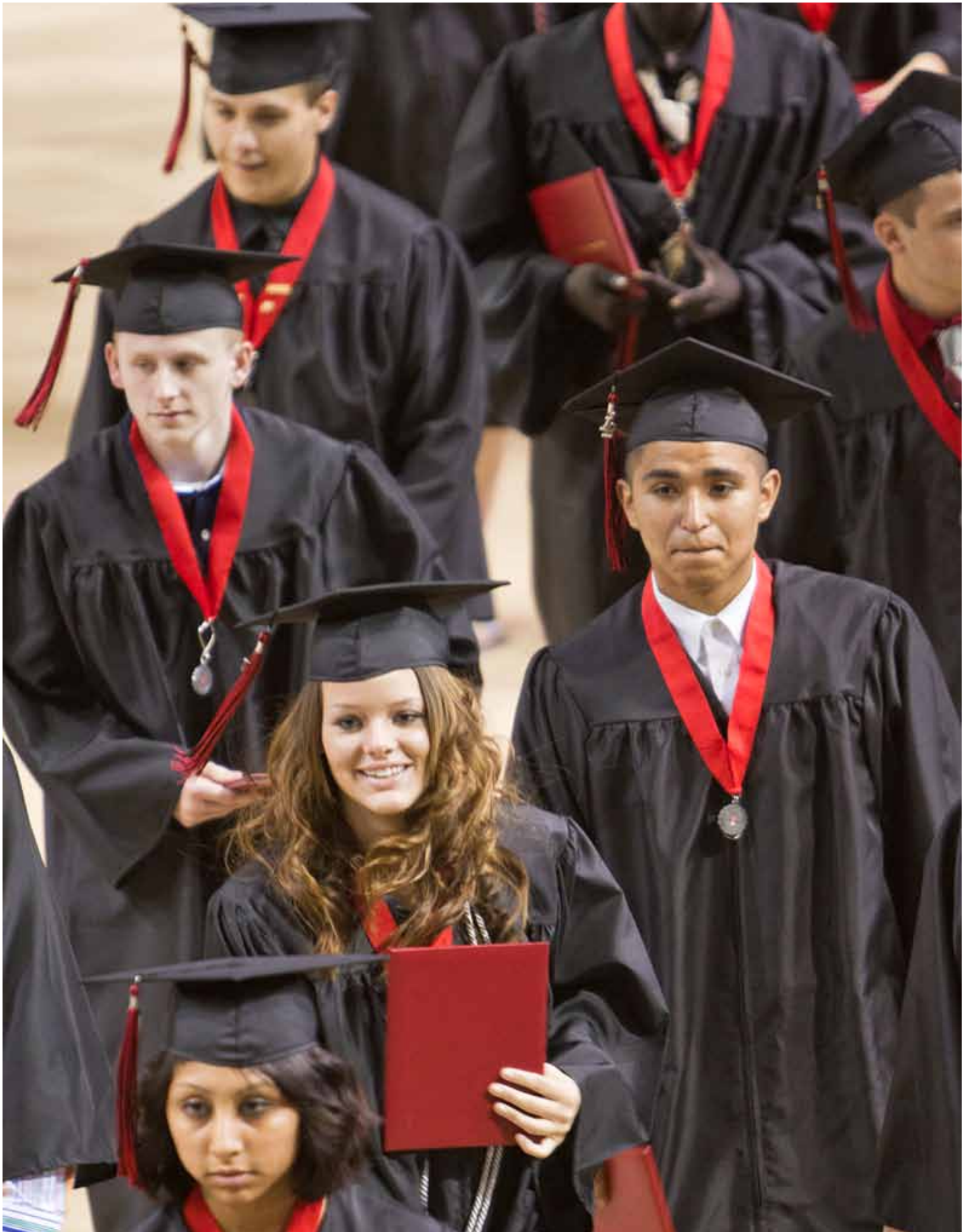
Three Subcommittees of the Executive Committee provide support in financial and organizational areas:

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 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.



Characteristics of the Great City Schools

❑ Total Student Enrollment.....	6.9 million
Hispanic	38%
African American.....	33%
White.....	20%
Asian/Pacific Islander.....	7%
Alaskan/Native American.....	1%
❑ Free/Reduced Price Lunch Eligibility.....	69%
❑ English Language Learners.....	17%
❑ Students With Individualized Education Programs (IEP's).....	14%
❑ Total Number of Teachers.....	433,851
❑ Student-Teacher Ratio.....	16:1
❑ Number of Schools.....	11,684

Source: National Center for Education Statistics



Conferences

**Public Relations
Executives Meeting**
July 6-8, 2011
San Antonio, TX

**Executive Committee
Meeting**
July 8-9, 2011
Cincinnati, OH

**Curriculum & Research
Directors Meeting**
July 13-16, 2011
Memphis, TN

**Chief Financial Officers
Conference**
September 20-22, 2011
Houston, TX



Annual Fall Conference
October 26-30, 2011 • Boston, MA

HRD/Personnel Directors Meeting
February 1-3, 2012
Las Vegas, NV

Legislative/Policy Conference
March 17-20, 2012
Washington, DC

Chief Operating Officers Conference
April 3-6, 2012 • Cincinnati, OH

**Bilingual, Immigrant & Refugee
Education Directors Meeting**
May 16-19, 2012 • Seattle, WA

Chief Information Officers Meeting
June 12-15, 2011 • Minneapolis, MN

Annual Fall Conference

More than 900 urban school superintendents, administrators, board members and deans of colleges of education from around the nation assembled in Boston for the Council's 55th Annual Fall Conference, Oct. 26-30, hosted by Boston Public Schools.

Under the theme "An Education Revolution: Reforming Our Great City Schools," the conference opened with welcome remarks by Victoria Reggie Kennedy, health advocate and wife of the late U.S. senator Edward Kennedy. Addressing conferees at The John F. Kennedy Presidential Library and Museum, she recalled that her husband had remarked that if the nation could put a man on the moon, the equivalent can be done in urban education.

A keynote address was given by environmental advocate Robert Kennedy Jr., who strongly believes that good environmental policy is identical to good economic prosperity. Kennedy noted that the nation has an opportunity to employ tens of thousands of people in jobs improving the environment.

The issue of labor-management relations in urban education was addressed at a 90-minute Town Hall



Actor and education advocate Tony Plana encourages educators to use the arts to engage and teach students.



Author and youth advocate Wes Moore shares his life story with conferees.

Meeting moderated by journalist Carole Simpson. The panel consisted of four superintendents and three teacher union representatives, who discussed how their respective school districts and teacher unions collaborate with each other.

Urban educators also heard from Wes Moore, a youth advocate and author, who discussed his best selling book *The Other Wes Moore: One Name, Two Fates*, which contrasts his life with another man named Wes Moore who was convicted of murder. The author told conferees that his book is about much more than two young males; it's about the choices people make and the societal consequences.

Also addressing the conference was actor and education advocate Tony Plana, who has created a program which uses the performing arts to teach literacy skills to students. He urged educators not to decrease funding for arts programs.

The nation's big city school leaders also attended numerous breakout sessions, focused on issues such as implementing the Common Core Standards, closing the achievement gap and improving instruction for English Language Learners.

Legislative/Policy Conference

Big-city school leaders convened in the nation's capital March 17-20 to discuss legislation, policies and strategies during the Council's Annual Legislative/Policy Conference.

Conferees heard from U.S. Secretary of Education Arne Duncan, the former chief executive officer of Chicago Public Schools. He lauded the efforts of urban school districts to implement school turnaround efforts and said he was encouraged by the progress being made in these schools, such as double-digit increases in reading and math and decreases in student discipline issues.

The secretary told attendees that he wants to give states the flexibility to make changes in the *No Child Left Behind* Act (NCLB) through waivers. The nation's top education official also noted that for the first time under NCLB, school districts will be rewarded on the academic gains and growth students make, and not just on one test score.

Rep. Dale Kildee (D-Mich.) also addressed the gathering and was presented a lifetime achievement award for his years of public service. Kildee is retiring from Congress after serving 18 consecutive terms.



U.S. Secretary of Education Arne Duncan lauded the efforts of urban educators to implement school turnaround efforts.



Council Executive Director Michael Casserly and Council Director of Legislation Jeff Simering present Congressman Dale Kildee with the Council's Lifetime Achievement Award for his long years of public service.

As a member of the U.S. House of Representatives' Committee on Education and the Workforce, Kildee has supported funds for school construction, fought to improve the quality of vocational education and championed dropout prevention legislation.

Conferees also heard from Russlyn Ali, assistant secretary of the Office of Civil Rights (OCR) for the U.S. Department of Education. The mission of OCR is to ensure equal access to education through vigorous enforcement of the nation's civil rights laws.

She discussed the issue of bullying in schools and told urban educators that the OCR is examining civil rights law to determine how they can give school district officials the tools to prevent bullying because all students have a right to feel safe to learn.

Urban educators also attended legislative sessions where they discussed such issues as the reauthorization of the Elementary and Secondary Education Act, school modernization and education jobs legislation and education issues at the state level.

(Right) Council Executive Director Michael Casserly is presented with an award celebrating his 20-year tenure heading the Council as Council Chair Winston Brooks and U.S. Secretary of Education Arne Duncan look on. Photo Credit: Joseph Escobedo



(Middle) Florida's Hillsborough County school board member and Council Chair-elect Candy Olson moderates a question-and-answer session at the *Unite to Make a Difference* Education Forum with panelists, including District of Columbia Schools Chancellor Kaya Henderson and Boston Schools Superintendent Carol Johnson.

(Bottom left) Attorney and health advocate Victoria Reggie Kennedy gives welcoming remarks at The John F. Kennedy Presidential Library and Museum in Boston during the Council's Annual Fall Conference.

(Bottom right) Actor Geena Davis discusses the importance of positive gender roles in the media at the *Unite to Make a Difference* Education Forum.



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 2011-2012, the Council—

- ❑ Held its second *USA Today*-Great City Schools Education Forum, called “Unite to Make a Difference,” bringing together education, business and news leaders.
- ❑ Conducted a press conference at the White House with the U.S. secretary of education to release the Council’s School Improvement Grant report.
- ❑ Garnered press coverage in the *New York Times*, *Wall Street Journal*, Associated Press and other news outlets for the Council’s announcement with the New York City Department of Education and Student Achievement Partners of a movement to push for higher quality resources for teachers and students.
- ❑ Coordinated Comcast *Newsmaker* interviews with Council leadership and seven urban superintendents for airing on CNN Headline News.
- ❑ Participated in the release of the 2011 Trial Urban District Assessment results in reading and mathematics.
- ❑ Wrote commentaries in the *Houston Chronicle*, *Albuquerque Journal* and *New York Daily News*.
- ❑ Wrote articles on the Council’s Key Performance Indicators in *School Business Affairs* and *Phi Delta Kappa* magazines.
- ❑ Coordinated a National Town Hall Meeting on Labor-Management Relations, moderated by former ABC News anchor Carole Simpson.
- ❑ Fielded scores of inquiries from such national media outlets as the *New York Times*, *Washington Post*, *USA Today*, CNN and the Associated Press.
- ❑ Managed the Council’s ExxonMobil Bernard Harris Math and Science Scholarships and the Dr. Shirley Schwartz Urban Impact Scholarship.
- ❑ Continued to establish and reinforce relations with the nation’s reporters, correspondents, editors and news executives at the Education Writers Association and the National Association of Black Journalists.
- ❑ Published eight issues of the *Urban Educator*.
- ❑ Conducted the 11th Annual Public Relations Executives Meeting.
- ❑ Provided extensive technical assistance to members around press reports of cheating on state tests.

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 2011-2012, the Council—

- ❑ Worked to secure an increase in appropriations for Title I and IDEA in the FY 2012 Consolidated Appropriations bill after multiple years of funding freezes and cuts.
- ❑ Submitted extensive comments and recommendations to Senate and House Education Committees on multiple drafts of the reauthorization of the Elementary and Secondary Education Act (ESEA).
- ❑ Supported the Senate ESEA bill and opposed the House committee bill. Successfully defeated an amendment to the House bill that would have shifted hundreds of millions of dollars away from large urban districts.
- ❑ Supported the new ESEA flexibility waivers. Worked to secure changes in guidelines to discourage states from continuing private tutoring, and to maintain accountability for disadvantaged and minority subgroups. Continued to promote access to waivers for local school districts in states that do not participate.
- ❑ Provided comments and proposed revisions to draft guidelines for the Department of Education’s District-level Race To The Top program.
- ❑ Assisted member districts in implementing new requirements in the 2010 child nutrition reauthorization by supporting flexibility; making recommendations on school meal pricing, fresh fruits and vegetables; serving on a USDA task force; arranging conference calls on regulatory implementation; and convening a problem-solving meeting of the Great City Schools Food Service Directors.

Highlights of Council Activities

- ❑ Supported the Administration's American Jobs Act to provide funding for teachers and school construction, particularly in large urban school districts. Issued a report on *Facility Needs and Costs in America's Great City Schools* that was released by Education Secretary Arne Duncan.
- ❑ Promoted key urban finance and equity issues as a member of the Equity and Excellence Commission created by Secretary of Education Arne Duncan.
- ❑ Provided member districts with an analysis of the financial impact of proposed changes to federal Title I "comparability" requirements.
- ❑ Submitted comments and recommendations to the Federal Communications Commission (FCC) on streamlining the E-Rate application process and targeting program funding. Hosted monthly E-Rate conference calls between Council districts and the Universal Service Administrative Company of the FCC.
- ❑ Convened the Annual Legislative/Policy Conference with four days of briefings and discussions on the federal budget and appropriations, reauthorization of ESEA, flexibility waivers, and district-level Race To The Top grants. Initiated new sessions on state-level issues.
- ❑ Served as an intermediary for Council districts in resolving grant problems with the Education Department and states, and responded to scores of questions on federal policy, grants, and legislation.
- ❑ Fielded requests from Congress for technical assistance and information on teacher quality and training, school improvement, funding formulas, technology, special education, bilingual education, school meals programs, regulatory burdens, and other 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 2011-2012, the Council—

- ❑ Published *Pieces of the Puzzle: Factors in the Improvement of Urban School Districts on the National Assessment of Educational Progress*, documenting reasons for urban school improvement on the national assessment.
- ❑ Convened the 2011 annual meeting of Research and Curriculum Directors in Memphis, Tennessee.
- ❑ Oversaw nine Senior Urban Education Research Fellowships in member districts.
- ❑ Published *ACT: A Benchmark for College Readiness 2007-2011*.
- ❑ Published a major new study with AIR on urban data use and effects on student achievement, and presented the results at the 2012 American Education Research Association's Annual Conference.
- ❑ Conducted a major survey on the challenges facing Black males in urban schools. Conducted a second major survey on urban school programs/initiatives to improve the outcomes of Black males.
- ❑ Commissioned 16 *Solution Briefs* from leading researchers, experts and leaders focusing on solutions in improving the outcomes of Black males in urban schools.
- ❑ Launched a survey of Council members on implementation of Common Core Standards.
- ❑ Conducted a survey of urban school boards to document trends in school board governance.
- ❑ Represented urban school district interests and perspectives in numerous meetings and presentations to national research and policy organizations.
- ❑ Responded to member requests for statistical information and research assistance.

ACHIEVEMENT AND PROFESSIONAL DEVELOPMENT

Improving the performance of all students and closing achievement gaps is one of the Council's most important priorities. In 2011-2012 the Council—

- ❑ Facilitated two meetings of the Task Forces on Achievement and Professional Development.

Highlights of Council Activities

- ❑ Provided technical assistance to districts requesting feedback on planning documents and reports.
- ❑ Convened a special pre-conference session at the Fall Conference on improving science education in urban schools.
- ❑ Provided Strategic Support Teams to Norfolk (instruction), District of Columbia (common core standards), Providence (English language learners, special education), Fresno (instruction), Boston (civil rights), and Chicago (special education).
- ❑ Conducted numerous presentations to national organizations, community groups, state and federal legislators and business leaders on Council efforts to improve student achievement.
- ❑ Continued working with member district staff and national organizations on the implementation of the Common Core State Standards (CCSS).
- ❑ Provided extensive feedback on draft assessment frameworks posted by the two national assessment consortia (PARCC and SBAC).
- ❑ Held a math retreat with Student Achievement Partners for Council math directors to work with writers of the Common Core. Held a language arts retreat with Student Achievement Partners for language arts directors to work with writers of the Common Core.
- ❑ Prepared two DVDs to provide professional development to membership on the Common Core Standards in mathematics and English language arts.
- ❑ Created *Parent Roadmaps* describing the Common Core State Standards at each grade level in both reading and math, and circulated the documents to the membership.
- ❑ Held sessions with Lily Wong-Fillmore on the use of complex text with struggling readers.
- ❑ Drafted a white paper on the use of Response to Intervention with the Common Core.
- ❑ Worked with writers of the Common Core to align current basal textbooks with the shifts required by the Common Core State Standards.
- ❑ Convened the annual meeting of research and curriculum directors dealing with major issues around the Common Core Standards, teaching, learning, and assessment.
- ❑ Partnered with Achieve and IM&E to create professional development tools around the mathematics progressions in the Common Core standards.
- ❑ Co-hosted with the Department of Education a major conference on turnaround schools.

LEADERSHIP, GOVERNANCE AND MANAGEMENT, AND FINANCE

The Task Forces on Leadership, Governance and Management, and School Finance address the quality and tenure of leadership and management in and funding of urban schools. In 2011-2012, the Council—

- ❑ Facilitated two meetings of the Finance and Leadership, Governance and Management Task Forces.
- ❑ Provided Strategic Support Teams and technical assistance to Anchorage (food services and organizational structure), Baltimore (technology & information systems), Birmingham (facilities), Bridgeport (transportation), Broward County (technology & information systems), Houston (capital program, procurement, technology & information systems), Nashville (food services), and St. Paul (transportation).
- ❑ Produced “white papers” on lessons learned from Strategic Support Team reviews in finance, human resources, and technology and information systems.
- ❑ Provided technical assistance to numerous Council districts on how to begin their superintendent search process.
- ❑ Convened annual meetings of Chief Financial Officers, Human Resources Directors, Chief Operating Officers, and Chief Information Officers.
- ❑ Facilitated a focus group on *Transforming Education through Digital Learning and How to Get There*.

Highlights of Council Activities

- ❑ Presented the Award for Excellence in Finance Management to the Miami-Dade Public Schools.
- ❑ Published the sixth edition *Managing for Results in America's Great City Schools: A Report of the Performance Measurement & Benchmarking Project*.
- ❑ Published a *Case Study of Best Practices in Accounts Payable*.
- ❑ Conducted a trial training program for aspiring Chief Financial Officers as part of a proposed Council Center for Urban School Executives.
- ❑ Expanded the Council's automated document warehouse — EduPortal.
- ❑ Fielded numerous member requests for management information.
- ❑ Participated in the Department of Education's labor/management initiative and conference.

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 2011-2012, the Council—

- ❑ Published *Today's Promise, Tomorrow's Future: The Social and Educational Factors Contributing to the Outcomes of Hispanic and English Language Learners in Urban Schools* and presented results at numerous meetings.
- ❑ Provided technical assistance to Albuquerque with Lily Wong-Fillmore on complex text and language minority students.
- ❑ Provided technical assistance to numerous Council members on Title III implementation.
- ❑ Provided assistance to Minneapolis Public Schools on their ELL program reforms.
- ❑ Participated in legislative meetings at the Department of Education on English Language Learners.
- ❑ Maintained strong representation of urban school districts in other organization's work on the Common Core Standards, including Stanford University's Understanding Language Initiative.
- ❑ Held joint meeting with the Department of Education's Office of English Language Acquisition on issues related to improving education for ELLs with special needs.
- ❑ Convened two meetings of the Task Force on English Language Learners and Bilingual Education.
- ❑ Convened the three-day annual meeting of the Great City School directors of Bilingual, Immigrant and Refugee Education.
- ❑ Provided ELL expertise for the Department of Education's reviews of state applications for ESEA waivers.
- ❑ Conducted a comprehensive survey of ELL enrollment and practices in Council member districts.

ORGANIZATION AND ADMINISTRATION

The Council works to manage its resources and ensure the integrity of its programs. In 2011-2012 the Council—

- ❑ Conducted an internal audit of the organization's 2011-2012 spending and received unqualified results.
- ❑ Arranged the Annual Fall Conference in Boston and 15 meetings and forums.
- ❑ Upgraded office computer server software and continued cleanup of the organization's database system.
- ❑ Continued to refine the online conference registration system for the membership.
- ❑ Converted to Desktop Commercial Electronic Deposit system.
- ❑ Managed financials for 20 Strategic Support Team trips, 7 grants, 10 programs, and 16 conferences.
- ❑ Completed three major grant funded projects and finalized the IES-funded project.
- ❑ Entertained numerous requests for membership information and assisted membership with hotel and travel arrangements.
- ❑ Added two new member districts – Bridgeport and Santa Ana.
- ❑ Hired four new full time employees.
- ❑ Implemented new pre-tax benefits for Council staff.
- ❑ Conducted a major strategic and succession planning initiative with The Parthenon Group.

Award Programs



Richard R. Green

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.

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

Candy Olson, a 17-year member of Florida's School Board of Hillsborough County in Tampa, received the award at the 2011 Fall Conference in Boston. She has been a longtime crusader for quality education for all students and has led efforts to diversify Hillsborough County classrooms when the school system was struggling with desegregation issues.



Candy Olson, school board member for Hillsborough County Public Schools in Tampa, holds her \$10,000 oversized check and is congratulated by her brother Jim Sullivan and her daughter Katherine and husband Chris.

Abraham Tejada, a student at Tampa's Middleton High School, holds his \$10,000 Richard Green college scholarship. In the fall, Tejada will study music education at Miles College in Alabama. He is congratulated by, left to right, Hillsborough school board member Candy Olson, principal Owen Young and Hillsborough school board member Doretha W. Edgecomb.



Richard R. Green Award Winners

1989	W. Harry Davis, Retired Member	Minneapolis School Board
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

Queen Smith Award For Commitment to Urban Education

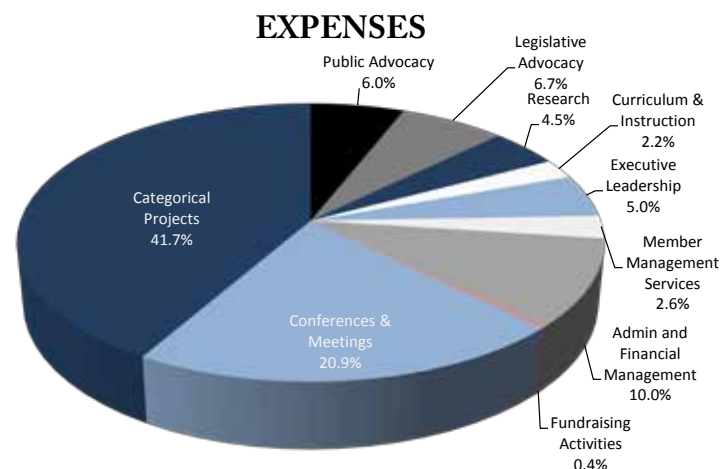
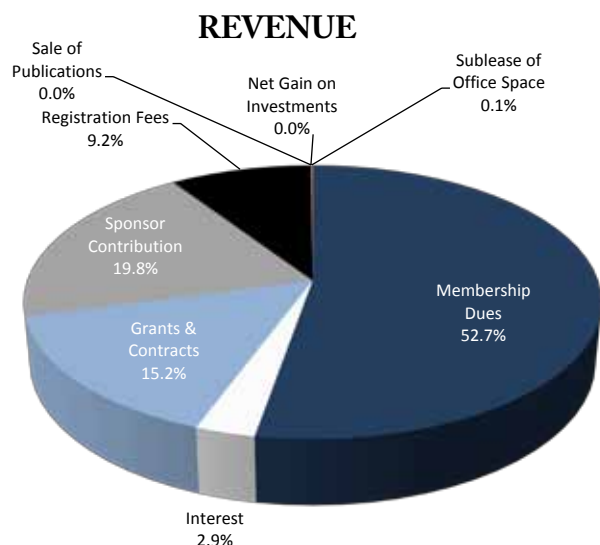
Ann Clark, chief academic officer for Charlotte-Mecklenburg Schools in North Carolina, was the recipient of the Queen Smith Award for Commitment to Urban Education. Sponsored by the Macmillan/McGraw-Hill Publishing Co., the award is named in honor of the company's late vice president of urban programs.

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 third annual Dr. Shirley S. Schwartz Urban Education Impact Award to the Cleveland Metropolitan School District and Cleveland State University for their Master of Urban Secondary Teaching program, which has placed more than 300 teachers in Cleveland schools. 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, 2012



Audited Report
FY10-11

Preliminary Estimate
FY11-12

Revenue

Membership Dues	\$2,349,774	\$2,364,160
Interest	105,923	130,613
Grants & Contracts	5,388,674*	680,361
Sponsor Contributions	788,405	888,905
Registration Fees	392,150	412,938
Sale of Publications	410	549
Net Gain on Investments	389,2977	TBD
Sublease of Office Space	12,634	4,661
Total Revenue	\$9,427,947	\$4,482,186

Expenses

Public Advocacy	\$345,692	\$356,312
Legislative Advocacy	368,788	400,712
Research	244,764	265,535
Curriculum & Instruction	124,446	132,967
Executive Leadership	273,804	295,246
Member Management Services	130,110	155,330
Admin & Financial Management	652,898	596,459
Fundraising Activities	29,118	22,650
Conferences & Meetings	955,639	1,238,127
Categorical Projects	2,353,588	2,474,005
Total Expenses	\$5,478,848	\$5,937,342

Change in Net Assets	(\$3,949,099)	(\$1,455,157)
Net Assets, Beginning	\$5,919,762	\$9,868,861
Net Assets, Ending	\$9,868,861	\$8,413,704

* Includes grant funding spent over multiple years.

Sponsors

The Council thanks the following contributors for their support in 2011-2012.

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Lexia Learning Systems
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Pearson
Scholastic, Inc.
SchoolCity
Schoolwires
School Improvement Network
Texas Instruments
USA TODAY Education
Wilson Language Training



2011 Chief Financial Officers Meeting

ARAMARK Education
Catalyst Financial Group Inc.
Chartwells
Heery International
Lawson
MILO Solutions & Services LLC
OfficeMax
Oracle
Public Financial Management, Inc.
Preferred Meals Systems, Inc.
RBC Capital Markets
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TransAct
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2011 Annual Fall Conference

Alvarez & Marsal
American Reading Company
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BenchMarket Education
Cambium Learning Technologies/Kurzell/Intelli-Tools
Cambium Learning Group- Voyager
Catapult Learning
Chartwells
Compass Learning
CORE
Discovery Education
Edison Learning
Edupoint
Fast Path Learning
GlobalScholar
Headsprout

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Imagine Learning
Kelly Educational Staffing
Knowledge Delivery Systems
Pearson
Renaissance Learning
College Board
Comcast
Gaggle
Lawson
Lexia
McGraw Hill Education
Northwest Evaluation Association
Ombudsman Educational Services
Public Consulting Group
Red Wings Learning
Scholastic, Inc.
SchoolCity
School Improvement Network
School Messenger
Schoolnet
TCG Advisor
Texas Instruments
TrueNorthLogic
Tutor.com
USA TODAY Education
Wilson Language Training
Wireless Generation
Zaner-Bloser

2011 Curriculum & Research Directors Meeting

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Discovery Education
DRC Corporation
Evans Newton, Inc.
Gaggle
Headsprout
Houghton Mifflin Harcourt
Lexia
Knowledge Delivery Systems, Inc.
McGraw Hill Education
Pearson
Renaissance Learning
Scholastic, Inc.
SchoolCity
School Improvement Network
Schoolnet
Wilson Language Training

2011 Executive Committee Meeting

Houghton Mifflin Harcourt
McGraw Hill Education

2011 Public Relations Executives Meeting

SchoolMessenger
Schoolwires
The Grossbauer Group

2012 HRD/Personnel Directors Meeting

Kronos
Lawson
Oracle
Pearson
School Improvement Network
Truenorthlogic

2012 Legislative/Policy Conference

ARAMARK Education
Cambridge Learning Group- Voyager
Houghton Mifflin Harcourt
McGraw-Hill Education
Pearson
Renaissance Learning
Schoolwires
Texas Instruments
USA TODAY Education
Wilson Language Training

2012 Bilingual, Immigrant & Refugee Education Directors Meeting

DYMO/Mimio
Houghton Mifflin Harcourt
Imagine Learning Inc.
Knowledge Delivery Systems
Lexia Reading
McGraw Hill Education

2012 Chief Operating Officers Conference

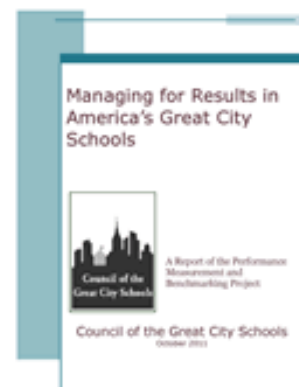
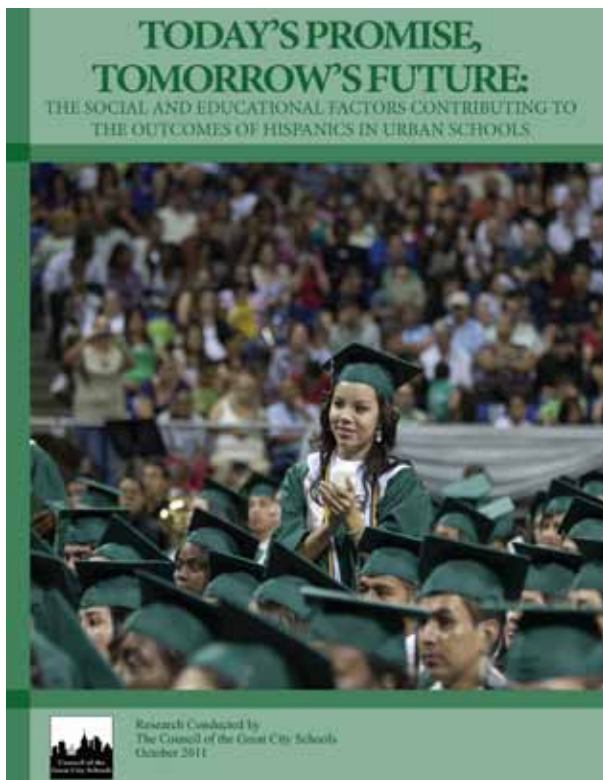
ARAMARK Education
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2012 Chief Information Officers Meeting

Apple INC
Avaya
Cisco Systems
Dell
ENA
Gaggle
Houghton Mifflin Harcourt
Knowledge Delivery Systems
Lawson
McGraw Hill Education
Oracle
Pearson
Scholar Chip
School Improvement Network
School Messenger
Schoolwires
Senryo Technologies
Wireless Generation
Workday

Shirley Schwartz Urban Education Impact Award Scholarship
Carol Comeau

Publications



- ❑ **ACT: A Benchmark For College Readiness, 2007-2011**, March 2012
This publication was prepared by the Council of Great City Schools in collaboration with ACT to collect and analyze urban student performance between 2007 and 2011 and to examine student achievement by race and gender.
- ❑ **The School Improvement Grant Rollout in America's Great City Schools**, February 2012
This report finds that the number of urban turnaround schools has increased significantly since the School Improvement Grant program underwent transformation and expansion as part of the American Recovery and Reinvestment Act of 2009.
- ❑ **Today's Promise Tomorrow's Future: The Social and Educational Factors Contributing to the Outcomes of Hispanics in Urban Schools**, October 2011
A new groundbreaking study focuses on the lives of Hispanic students in big-city schools from early childhood to adulthood.
- ❑ **Pieces of the Puzzle: Factors in the Improvement of Urban School Districts in the National Assessment of Educational Progress**, Fall 2011
This series of reports show that urban schools and school districts have made significant progress in reading and mathematics on the National Assessment of Educational Progress since 2003.
- ❑ **Facility Needs and Costs in America's Great City Schools**, October 2011
The report surveyed 50 of the largest school districts in the country to determine the scope and scale of repairing and upgrading facilities.
- ❑ **Managing for Results in America's Great City Schools**, October 2011
This is the sixth in a series of reports that describes statistical indicators developed by the Council and its member districts to measure big-city school performance on a range of operational functions.

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Terry Tabor, Conference Manager
Shirley Lathern, Systems & Administration Specialist
Lenise Rutherford, Accounting & Conference Specialist
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Jonathon Lachlan-Haché, Special Projects Specialist



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Columbus	Gene Harris	Hanifah Kambon
Dallas	Alan King	Adam Medrano
Dayton	Lori Ward	Ronald Lee
Denver	Tom Boasberg	Mary Seawell
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Detroit	Roy Roberts	Anthony Adams
District of Columbia	Kaya Henderson	N/A
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