

Council of the Great City Schools

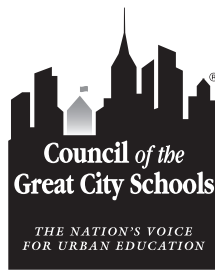
21st ANNUAL

Curriculum, Research, and Instructional Leaders Conference

Agenda Book

July 9-12, 2024

Chicago, IL



ABOUT THE COUNCIL

The Council of the Great City Schools is the only national organization exclusively representing the needs of urban public schools. Composed of 78 large city school districts, its mission is to promote the cause of urban schools and to advocate for inner-city students through legislation, research, technical assistance and media relations. The organization also provides a network for school districts sharing common problems to exchange information, and to collectively address new challenges as they emerge in order to deliver the best possible education for urban youth.

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Council of the Great City Schools



Council of the Great City Schools
THE NATION'S VOICE FOR URBAN EDUCATION

1331 Pennsylvania Ave., N.W., Suite 1100N, Washington, D.C. 20004
www.cgcs.org

FACT SHEET

The Council of the Great City Schools is the only national organization exclusively representing the needs of urban public schools. Composed of 78 large city school districts, its mission is to promote the cause of urban schools and to advocate for inner-city students through legislation, research and media relations. The organization also provides a network for school districts sharing common problems to exchange information, and to collectively address new challenges as they emerge in order to deliver the best possible education for urban youth.

Total number of students served by Council member district schools: **7.84 million**

Student Enrollment Characteristics:

44% - Hispanic	17% - English Language Learners
26% - African American	70% - Eligible for free/reduced price lunch
18% - White	17% - Students with Individualized Education Programs
7% - Asian/Pacific Islander	
1% - Alaskan/Native American	

Member Districts:

Albuquerque	Denver	Long Beach	Portland
Anchorage	Des Moines	Los Angeles	Providence
Arlington (Texas)	Detroit	Memphis-Shelby County	Puerto Rico
Atlanta	Duval County	Miami-Dade County	Richmond
Aurora	(Jacksonville)	Milwaukee	Rochester
Austin	East Baton Rouge	Minneapolis	Sacramento
Baltimore	El Paso	Nashville	San Antonio
Birmingham	Fayette County	New Orleans	San Diego
Boston	(Lexington)	New York City	San Francisco
Bridgeport	Fort Worth	Newark	Santa Ana
Broward County	Fresno	Norfolk	Seattle
(Ft. Lauderdale)	Guilford County	Oakland	St. Louis
Buffalo	(Greensboro, N.C.)	Oklahoma City	St. Paul
Charleston	Hawaii	Omaha	Toledo
Charlotte-Mecklenburg	Hillsborough County	Orange County	Tulsa
Chicago	(Tampa)	(Orlando)	Washington, D.C.
Cincinnati	Houston	Palm Beach County	Washoe County
Clark County (Las Vegas)	Indianapolis	Philadelphia	(Reno)
Cleveland	Jackson	Phoenix Union High	Wichita
Columbus	Jefferson County	School District	Winston-Salem/
Dallas	(Louisville)	Pinellas County	Forsyth County
Dayton	Kansas City	Pittsburgh	

School districts eligible for membership must be located in cities with populations of 250,000 or more and student enrollments of 35,000 or more. School districts located in the largest city of many states are also eligible for membership, regardless of size.



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Agenda

	Tuesday, July 9	Wednesday, July 10	Thursday, July 11	Friday, July 12	
7:30 am	Breakfast on your own	Registration (7:30 am – 4:00 pm)	Registration (7:30 am – 4:00 pm)		
8:00 am		Breakfast (8:00 am – 8:45 am)	Breakfast (8:00 am – 8:45 am)	Breakfast (8:00 am – 8:45 am)	
8:30 am					
9:00 am		Keynote Speaker & Cross-District Reflection Time (8:45 am – 9:45 am)	District-Led Presentations (9:00 am – 11:20 am) See Breakout Session Chart	Artificial Intelligence (AI) Session (8:45 am – 11:00 am)	
9:30 am		Break		Cross-District Reflection Time (11:00 am – 11:25 am)	
10:00 am		Role-Alike Sessions			Closing Remarks (11:25 am – 11:30 am)
10:30 am					
11:00 am	Registration (11:00 am – 4:00 pm)				
11:30 am		Networking 11:20 am – 12:00 pm			
12:00 pm	Welcome Remarks Lunch (12:00 pm – 12:45 pm) Transition	Lunch (12:00 pm – 1:00 pm)	Awards Luncheon (12:00 pm – 1:30 pm)	Lunch: Grab & Go (11:30 am – 12:00 pm)	
12:30 pm					
1:00 pm	Opening Kickoff & Icebreaker (12:50 pm - 1:15pm)	Keynote Speaker & Cross-District Reflection Time (1:00 pm – 2:00 pm)		End of Conference See you next year!	
1:30 pm	Math Equity Panel 1:15 pm – 2:15 pm				
2:00 pm	Break 2:15 pm - 2:30 pm	District-Led Panel: A Comprehensive Approach to Student Engagement (2:00 pm – 2:45 pm)			
2:30 pm	Role-Alike Sessions	Break			
3:00 pm		District-Led Presentations (3:00 pm – 5:00 pm) See Breakout Session Chart	Role-Alike Sessions		
3:30 pm					
4:00 pm					
4:30 pm					
5:00 pm	On-site Reception (5:00 pm – 6:30 pm)	On-site Cocktail Reception (5:00 pm – 6:00 pm)	On Your Own		
Evening					

Registration/Break	Meals	Joint Session	Role-Alike Sessions	District-Led Presentations	Evening/Receptions
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Time	Tuesday, July 9 th
11:00 am – 4:00 pm	Conference Registration
12:00 – 12:45 pm	Lunch (Michigan Ballroom) Welcome and Opening Remarks <ul style="list-style-type: none"> - Akisha Osei Sarfo, PhD, Director of Research, Council of the Great City Schools - Nicole M. Mancini, EdD, Chief of Academics, Council of the Great City Schools
12:45 – 12:50 pm	Transition
12:50 – 1:15 pm	Opening Kickoff & Ice Breaker (Great Lakes Grand Ballroom) Farah Assiraj, Chief of Teaching and Learning, Council of the Great City Schools
1:15 – 2:15 pm	Math Equity Panel (Great Lakes Grand Ballroom) During this facilitated panel, we will hear from district leaders from New York City Public Schools and East Baton Rouge public schools as they share their experiences and achievements in implementing the Bill and Melinda Gates Foundation Research and Development Partnership for Math Equity. <ul style="list-style-type: none"> - Nicole Williams, Executive Director, STEM, NYC Public Schools - Beth Wehner, Senior Director for Math & Science, NYC Public Schools - Lauren Goldenberg, PhD, Senior Director, Research & Evaluation, NYC Public Schools - Justin Robicheaux, Instructional Data Coordinator/Curriculum Director, East Baton Rouge Parish Public Schools - Suzanne Navo, Coordinator of Grants, East Baton Rouge Parish Public Schools - Stacey Terrio, Research Associate, Louisiana State University – Social Research & Evaluation Center
2:15 – 2:30 pm	Break
2:30 – 3:00 pm	Role-Alike Sessions Curriculum, Chiefs of Schools, Principal Supervisors, Chief Academic Officers, SPED, Early Learning, and Instructional Leaders Role-Alike Session (Great Lakes Grand Ballroom) Equity + Multi-Tiered Systems of Support (SEL + MH + RJ) Leaders Role-Alike Session (Great Lakes Grand Ballroom) <ul style="list-style-type: none"> - Leaders connect, build, and network Research Leaders Role-Alike Session (Lincoln Park Room) <ul style="list-style-type: none"> - Research Director icebreaker and networking



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3:00 – 4:00 pm	<p style="text-align: center;">Role-Alike Sessions</p> <p>Curriculum, Chiefs of Schools, Principal Supervisors, Chief Academic Officers, SPED, Early Learning, Instructional Leaders Role-Alike Session (Great Lakes Grand Ballroom)</p> <p>Equity + Multi-Tiered Systems of Support (SEL + MH + RJ) Leaders Role-Alike Session (Great Lakes Grand Ballroom)</p> <p>“Equity Based Multi-Tiered Systems of Support: Strategic Implementation, Accountability and Sustainability”</p> <ul style="list-style-type: none"> – <i>Farah Assiraj</i>, Chief of Teaching and Learning, Council of the Great City Schools – <i>Toni DeMello</i>, MTSS District Manager, Chicago Public Schools <p>Research Leaders Role-Alike Session (Lincoln Park Room)</p> <p>Qualitative and Mixed Methods Research in School Districts</p> <p>“Evaluating Summer Programming in Philadelphia: Turning Insights into Action”</p> <ul style="list-style-type: none"> – <i>Joy Lesnick</i>, <i>Deputy Chief, Research, Evaluation, and Academic Partnerships, School District of Philadelphia</i> <p>“Summer 305: Participation, Teacher Perception, and Academic Impact”</p> <ul style="list-style-type: none"> – <i>Vanessa Gonzalez-Hernandez, PhD</i>, Director Research Services-Assessment, Research, and Data Analysis, Miami-Dade County Public Schools <p>Reflection & Discussion</p>
4:00 – 5:00 pm	<p style="text-align: center;">Role-Alike Sessions</p> <p>Curriculum, Chiefs of Schools, Principal Supervisors, Chief Academic Officers, SPED, Early Learning, and Instructional Leaders Role-Alike Session (Great Lakes Grand Ballroom)</p> <p>Revising the <i>Supporting Excellence Curriculum Framework Rubric</i>: A Close Look</p> <ul style="list-style-type: none"> – <i>Interactive presentation and discussion</i> <p>Research Leaders Role-Alike Session (Lincoln Park Room)</p> <p>High Impact and Evidence-Building Research Designs</p> <p>“Summer Programming to Recover Instructional Time Lost to COVID-19: Quasi-Experimental Evidence from Summer 2022”</p> <ul style="list-style-type: none"> – <i>Nicholas D'Amico, Ph.D.</i>, Executive Director of School Performance, Cleveland Metropolitan School District – <i>Eric Jett</i>, Data Analyst, Cleveland Metropolitan School District <p>Reflection & Discussion</p> <p>Equity + Multi-Tiered Systems of Support (SEL + MH + RJ) Leaders Role-Alike Session (Washington Park 2 Room)</p> <p>Context for Problems of Practice Topics</p>
5:30 – 6:30 pm	Welcome Reception



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7:30 am – 4:00 pm	Conference Registration
8:00 – 8:45 am	Breakfast (Michigan Ballroom)
8:45 – 9:50 am	<p align="center">Keynote Speaker and Cross-District Reflection Time (Great Lakes Grand Ballroom)</p> <p>Welcome Remarks</p> <ul style="list-style-type: none"> – <i>Bogdana Chkoumbova</i>, Chief Education Officer, Chicago Public Schools <p>Introduction of Speaker</p> <ul style="list-style-type: none"> – <i>Ray Hart, Ph.D.</i>, Executive Director of the Council of the Great City Schools <p>Speaker</p> <ul style="list-style-type: none"> – <i>Arne Duncan</i>, Managing Partner, Emerson Collective, Former U.S. Secretary of Education – <i>Dr. Stacey Gray Akyea</i>, Executive Chief, Equity, Strategy & Innovation, St. Paul Public Schools (Moderator) <p>Cross-District Reflection Time</p>
9:50 – 10:00 am	Break
10:00 – 11:00 am	<p align="center">Role-Alike Sessions</p> <p>Curriculum, Chiefs of Schools, Principal Supervisors, Chief Academic Officers, SPED, Early Learning, and Instructional Leaders Role-Alike Session (Great Lakes Grand Ballroom)</p> <p>Culturally Responsive Pedagogy, Cultivating Joy, and Student Agency in Mathematics (PK-12)</p> <ul style="list-style-type: none"> – <i>CGCS Academic Team; Aly Martinez and Jennie Beltramini</i>, Student Achievement Partners (SAP) <p>Research Leaders Role-Alike Session (Lincoln Park Room)</p> <p>Subtractive Value: Leveraging Analytics to Help Your Agency Do Less, Better</p> <ul style="list-style-type: none"> – <i>Dave Hersh, Ph.D.</i>, CEO, In Tandem <p><i>While many of us appreciate the value of leveraging analytics to help our agencies make better decisions using return on investment (ROI), most of us miss the role of analytics in identifying what are often the largest ROI decisions an agency can make. ROI guides us by highlighting that as costs rise, so must impact. Yet we routinely fail to recognize a critical implication of this: something with zero or negative cost needs very little impact to have a large ROI. This is a key insight of subtractive value. In a world where everyone is overwhelmed (Do any of us work in organizations where staff are sitting around with tons of excess capacity?), using analytics to unlock subtractive value could be the single most impactful thing we can do for our agencies. In this session, you will engage in a problem-solving exercise designed to help you explore the magic of subtraction. Along the way, we will delve into some of the behavioral insights underlying humans' tendency to miss opportunities to subtract. Hopefully you'll come away with an appreciation for how</i></p>



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	<p><i>impactful subtraction could be, and a few tools in your tool belt to help your agency get better at it.</i></p> <p>Equity + Multi-Tiered Systems of Support (SEL + MH + RJ) Leaders Role-Alike Session (Washington Park 2 Room) Use of Problem of Practice Protocol by Topic</p>
11:00 – 12:00 pm	<p>Role-Alike Sessions</p> <p>Curriculum, Chiefs of Schools, Principal Supervisors, Chief Academic Officers, SPED, Early Learning, and Instructional Leaders Role-Alike Session (Great Lakes Grand Ballroom) Culturally Responsive Pedagogy, Cultivating Joy, and Student Engagement in Mathematics (PK-12)</p> <ul style="list-style-type: none"> – CGCS Academic Team; Aly Martinez and Shelbi Cole, Student Achievement Partners (SAP) <p>Research Leaders Role-Alike Session (Lincoln Park Room) Make it Worth Your Time: Maximizing External Partnerships to Advance School District Priorities</p> <ul style="list-style-type: none"> – Matt Linick, Ph.D., Chief Research and Evaluation Officer, McRel International <p><i>In this session, we will explore the benefits and challenges of partnering with external research organizations.</i></p> <p>Equity + Multi-Tiered Systems of Support (SEL + MH + RJ) Leaders Role-Alike Session (Washington Park 2 Room) Use of Problem of Practice Protocol by Topic</p>
12:00 – 1:00 pm	Lunch (Michigan Ballroom)
1:00 – 2:00 pm	<p>Keynote Speaker and Cross-District Reflection Time (Great Lakes Grand Ballroom)</p> <p>Keynote Speaker</p> <ul style="list-style-type: none"> – Janice Jackson, Chief Executive Officer of Hope Chicago, Former CEO of Chicago Public Schools <p>Cross-District Reflection Time</p>
2:00 – 2:45 pm	<p>District-Led Panel (Great Lakes Grand Ballroom) A Comprehensive Approach to Student Engagement</p> <p>“Dallas ISD Reimagining Student Behavior Management”</p> <ul style="list-style-type: none"> – Sherry Christian, Deputy Chief of Staff, Dallas ISD – Keisha Crowder-Davis, Executive Director of Student Engagement and Support, Dallas ISD <p>“Multi-Tiered Systems of Support and SEL Impact on Student Engagement”</p> <ul style="list-style-type: none"> – Jusmar Maness, Chief Academic Officer, Guilford County Schools



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Time	Wednesday, July 10 th
	– <i>Kimberly Steinke</i> , Chief of Exceptional Children and Student Services, Guilford County Schools
2:45 – 3:00 pm	Break
3:00 – 5:00 pm	District-Led Presentations (See Breakout Sessions Chart)
5:00 – 6:00 pm	Cocktail Hour <i>Sponsored by College Board</i>

Time	Thursday, July 11 th
7:30 am – 4:00 pm	Conference Registration
8:00 – 8:45 am	Breakfast (Michigan Ballroom)
9:00 – 11:20 am	District-Led Presentations (See Breakout Sessions Chart)
11:20 am – 12:00 pm	Networking on Your Own
12:00 – 1:30 pm	Awards Luncheon (Michigan Ballroom) <i>Special Presentation of Awards</i> Curriculum Award <i>Sponsored by Curriculum Associates</i> Research Team Award <i>Sponsored by NWEA</i> Equity Leader Award <i>Sponsored by Amplify</i> Lighthouse Award <i>Sponsored by Bluum</i>
1:35 – 3:00 pm	Keynote Speaker Panel and Cross-District Reflection Time (Great Lakes Grand Ballroom) Speakers <ul style="list-style-type: none"> – <i>Thomas Kane</i>, Walter H. Gale Professor of Education and Economics at Harvard University – <i>Frank Barnes</i>, Faculty Director of the Director of Education Leadership Program and Senior Lecturer on Education, Harvard Graduate School of Education – <i>Phil Daro</i>, Leading Mathematics Expert, Member of the Executive Committee of the International Society for Design and Development in Education Cross-District Reflection Time
3:00 – 4:00 pm	Role-Alike Sessions Curriculum, Chiefs of Schools, Principal Supervisors, Chief Academic Officers, SPED, Early Learning, and Instructional Leaders Role-Alike Session (Great Lakes Grand Ballroom) Cultivating Joy and Efficacy in Secondary Literacy (Part 1) <ul style="list-style-type: none"> – Facilitated by <i>Carey Swanson</i> and <i>Adrienne Williams</i> (SAP) – Panel Q and A with <i>Dr. Robin Hall</i>, Chief of Schools, CGCS and <i>Dr. Nyshawana Francis-Thompson</i>, Chief of Curriculum and Instruction, The School District of Philadelphia



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Time	Thursday, July 11 th
	<p>Research Leaders Role-Alike Session (Lincoln Park Room) Audience-Centered Design: Designing Data Visualizations with Your Audience in Mind</p> <ul style="list-style-type: none"> – Ama Nyame-Mensah, PhD, Founder & Principal, Analytics Made Accessible LLC <p><i>Not all charts or formats are appropriate for every audience. In this talk, Dr. Ama Nyame-Mensah will illustrate the importance of designing data-driven content with your key audience in mind. Attendees will gain practical insights and tips they can implement to develop more impactful visuals and data products that resonate with their audience(s).</i></p> <p>Equity + Multi-Tiered Systems of Support (SEL + MH + RJ) Leaders Role-Alike Session (Washington Park 2 Room) Use of Problem of Practice Protocol by Topic</p>
4:00 – 5:00 pm	<p>Role-Alike Sessions</p> <p>Curriculum, Chiefs of Schools, Principal Supervisors, Chief Academic Officers, SPED, Early Learning, and Instructional Leaders Role-Alike Session (Great Lakes Grand Ballroom) Cultivating Joy and Efficacy in Secondary Literacy (Part 2)</p> <ul style="list-style-type: none"> – Facilitated by Carey Swanson and Adrienne Williams (SAP) – Panel Q and A with Dr. Robin Hall, Chief of Schools, CGCS and Dr. Nyshawana Francis-Thompson, Chief of Curriculum and Instruction, The School District of Philadelphia <p>Research Leaders Role-Alike Session (Lincoln Park Room) Insights from Pandemic Research and Planning Future Studies “The Impact of COVID-19 on Third Grade Reading Proficiency”</p> <ul style="list-style-type: none"> – Sonya T. Stephens, Ph.D., Chief Performance Officer, Guilford County Schools – Enkhnasan Enkhbold, Data Strategist, Guilford County Schools – Jeff Uhlenberg, Director of Alternative Assessments, Guilford County Schools <p>Reflection & Discussion</p> <p>Equity + Multi-Tiered Systems of Support (SEL + MH + RJ) Leaders Role-Alike Session (Washington Park 2 Room) Problem of Practice: Action Planning and Next Steps</p>
5:00 pm	Night on your own

Time	Friday, July 12 th
8:00 – 8:45 am	Breakfast (Great Lakes Grand Ballroom)



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Time	Friday, July 12th
8:45 – 11:25 am	<p>Artificial Intelligence (AI) Session (Great Lakes Grand Ballroom)</p> <p>This session will provide an overview of the rapid advances in Artificial Intelligence as it relates to multiple aspects of the educational system as a cross-functional team, utilizing a “horizontal thinking” approach.</p> <ul style="list-style-type: none"> – <i>Dr. Nicole M. Mancini</i>, Chief of Academics, Council of the Great City Schools – <i>Mary Beck</i>, Deputy Superintendent of Teaching and Learning, Chicago Public Schools – <i>Norm Fleming</i>, Chief Information Officer, Chicago Public Schools – <i>Stephanie Melville</i>, IES Data Science Fellow, U.S. Department of Education – <i>Evan Shieh</i>, AI Researcher and Executive Director, Young Data Scientists <p>Cross-District Reflection Time</p>
11:25 – 11:30 am	Closing Remarks
11:30 am – 12:00 pm	Lunch (Grab and Go)



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District-Led Breakout Sessions

Wednesday July 10 @ 3:00 pm

Room	Wednesday July 10 @ 3:00 pm	Session Description	Presenter Names
Ontario	<p>Session 1:</p> <p>Data Literacy in EVERY PreK-12 Classroom? A Joyous and Necessary Revolution!</p> <p><i>San Diego Unified School District</i></p>	Data are everywhere, and many educators report feeling woefully unprepared to address it and teach about digital safety in their classes. This interactive session will demonstrate just how easy it is to infuse data literacy (and data science!) into any classroom, irrespective of course content, curriculum, instructional materials, or textbook adoption. The presenter will demonstrate ways to enhance your lessons using free and easily accessible digital tools that help students meaningfully engage with data. Whether you teach ELA, STEM, VAPA, or World Language, we can all benefit from utilizing data and data visualizations in our classrooms.	<ul style="list-style-type: none"> Stephanie Melville, IES Data Science Fellow, U.S. Department of Education
Huron (Panel) Session 2	<p>Unlocking Potential: The MTSS Pathway for English Learners</p> <p><i>Chicago Public Schools</i></p>	This session will provide participants and opportunity to see the connection between targeted universalism and an equity based MTSS framework. Discussion time will be provided to deepen understanding regarding the alignment as well as best practice in implementation.	<ul style="list-style-type: none"> Toni DeMello, MTSS District Manager
	<p>Engaging Youth Voices to Promote SEL and Academic Success: Black and Latino Male Achievement</p> <p><i>Milwaukee Public Schools/ Imagine Learning</i></p>	This presentation centers on how Chicago Public Schools has established a Multi-Tiered System of Support (MTSS) throughout the district and incorporated the additional level of complexity; determining the most appropriate supports for our English Learners (ELs). As we know, ELs encompass a diverse set of needs that may include academic support, linguistic support, SEL support, or a combination of all three.	<ul style="list-style-type: none"> Will Luedtke, Assistant Principal
	<p>Making Meaning: Targeted Universalism and Equity Based MTSS</p> <p><i>Chicago Public Schools</i></p>	In this session, we use student voice to influence the creation of a visionary blueprint for fostering inclusive Black and Latino Male Achievement through in schools. We will briefly discuss innovative strategies and engage in meaningful conversations that empower individuals to excel; breaking down barriers and promoting inclusivity in diverse settings. This session aims to inspire positive change by harnessing the power of dialogue to shape a future where every male has the opportunity to thrive and contribute to a more inclusive society.	<ul style="list-style-type: none"> Monica Zaragoza, CPS District MTSS Specialist
Erie	<p>Session 3:</p> <p>Building the Infrastructure and Habits to Level Up Instruction</p> <p><i>Detroit Public Schools/ Leading Educators</i></p>	This living case study session will explore how Detroit Public Schools is working to grow instructional leadership, expand curriculum-specific coaching, and leverage job-embedded professional learning to shift instructional practice at scale. Participants will learn how the district has worked with Leading Educators to sequence coherent instructional efforts, including vision setting, implementation of new high-quality instructional materials, professional learning design, and coaching for instructional leaders to set up educators and students for greater success.	<ul style="list-style-type: none"> Leenet Campbell-Williams, Chief Academic Officer M. Keli Swearingen, PhD, Senior Director of Midwest Programming, Leading Educators
Lincoln Park	<p>Session 4:</p>	In this session, participants will explore Denver Public Schools' data dashboard, School Vitals, and learn how DPS integrated district and school performance targets	<ul style="list-style-type: none"> Danielle Johnson,



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	School Vitals: Progress Monitoring with a Morning Cup of Coffee <i>Denver Public Schools</i>	into the tool, as well as how the tool plays a starring role in the district's regular Data MINE conversations. Participants will hear and be able to discuss changes in district practices as a result of the School Vitals Dashboard, as well as share insights regarding promising practices in their districts.	Director of Reporting and Accountability <ul style="list-style-type: none"> Danielle Sulick, Manager of Reporting and Data
Washington Park 1	Session 5: Enacting the Guilford County Strategic Direction through the GCS Math Teacher Leader Cohort (TLC) <i>Guilford County Schools</i>	In alignment to the district's new Strategic Direction, the GCS Math Department developed and is currently supporting a Math Teacher Leader Cohort (TLC) that attends to all four focus areas and embodies the district's shared commitments. Particularly, this cohort is designed to champion the district's vision for high-quality and equitable math instruction by leveraging the expertise and influence of classroom teacher leaders. The Math TLC supports classroom teachers in leading with vision, influencing teams during collaborative opportunities, and cultivating a culture of growth to become advocates of a vision for high-quality and equitable mathematics instruction. Learn about the development of this Math TLC, engage in collaborative discussion around supporting veteran teachers, and walk away with guidelines for implementing a similar program in your own district.	<ul style="list-style-type: none"> Jusmar Maness, Chief Academic Officer Dr. Emily Hare, Director of K-12 Mathematics
Washington Park 2	Session 6: Systems Don't Change Until People Do <i>Baltimore City Public Schools</i>	Participants will learn how to effectively lead systemwide equity initiatives in a large urban school district. Particular emphasis will be placed on developing understanding of the need to explicitly hold boundary as a team charged with shepherding an organization through the implementation of a racial equity policy. Baltimore City Public Schools' Office of Equity will share the process by which they are using capacity building of district leaders as a key lever to drive systems change. Participants will be invited to engage in reflection of their own organizational structures and analysis of their scope of control.	<ul style="list-style-type: none"> Dr. Tracey L. Durant, Senior Executive Director

District-Led Breakout Sessions

Wednesday July 10 @ 4:00 pm

Room	Wednesday July 10 @ 4:00 pm	Session Description	Presenter Names
Ontario	Session 7: NYC READS: Large Scale Implementation of Science Based Literacy Instruction <i>New York City Department of Education</i>	Participants will hear about the implementation of NYC READS-a reform effort to transform literacy instruction across all elementary schools in NYC. Presenter will highlight the rationale behind the effort, implementation strategy, and implementation barriers being addressed in the largest school district in the country.	<ul style="list-style-type: none"> Jason Borges, Executive Director of Literacy and Academic Intervention Services



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Room	Wednesday July 10 @ 4:00 pm	Session Description	Presenter Names
Huron (Panel) Session 8	Geaux Math! <i>East Baton Rouge Parish Public Schools</i>	Funded by the Bill and Melinda Gates Foundation, the East Baton Rouge Parish School System (EBRPSS) embarks on groundbreaking research initiatives to address the persistent learning disparities in mathematics among children of color and students from economically disadvantaged backgrounds. Over the span of three years, our comprehensive math equity grant endeavors to dissect the multifaceted factors influencing students' mathematical proficiency, particularly emphasizing the integration of digital supplementary programs. Additionally, our latest grant delves into the implementation of generative AI tools to bolster teachers' capacity in devising tailored small-group differentiated instruction (DI) activities and lessons. Leveraging a cutting-edge generative AI educational platform, educators are empowered to craft personalized lesson plans catering to the diverse academic needs of students, with a specific focus on Black, Latino, and economically disadvantaged populations. Through prioritizing differentiation, we are steadfastly committed to advancing educational equity for all. The objective of this presentation is to explore research findings, exchange insights on effective practices within a Research Practice-Partnership (RPP), and examine future directions.	<ul style="list-style-type: none"> Suzanne Navo, Coordinator of Grants Justin Robicheaux, Instructional Data Coordinator
Erie	Session 9: High-Quality, Equitable Teaching: Establishing Coherence as a District <i>Guilford County Schools Student Achievement Partners (SAP)</i>	We know coherence matters for instruction- but how do we create coherence and build shared values across the wide range of roles encompassed in the district? Guilford County Schools is in the midst of working towards an answer to this question as the Teaching and Learning and Equity Departments work to establish a collective and collaborative vision of and actions toward High-Quality, Equitable Learning across departments that are too often siloed. In this session, district academic leaders will share the work-in-progress in Guilford County. They will be joined by Carey Swanson and Jennie Beltramini from Student Achievement Partners to share how SAP's conception of equitable and essential (e2) instruction is supporting systems-level change in the district.	<ul style="list-style-type: none"> Jusmar Maness, Chief Academic Officer Karen Ellis, Executive Director of Academics Carey Swanson, Director of Literacy, SAP Jennie Beltramini, Director of Math, SAP
Lincoln Park	Session 10: Expanding Algebra: A Targeted Universalism Approach <i>Chicago Public Schools</i>	This session will present the multiple components of CPS's targeted universalism approach to expanding access and equity to Middle Grades Algebra. Participants will walk away with an in-depth understanding of Chicago's multi-faceted work around middle grades algebra, supporting the district's priorities around equity and increased student participation in advanced and college-level math courses prior to graduation. We will share about existing algebra programs in our city and our work to expand opportunity for more teachers, schools, and students: <ul style="list-style-type: none"> - District-funded coursework for teachers at our partner university - Clear promotion criteria to support equitable student placement in 	<ul style="list-style-type: none"> Laura Margaret Burbach, Math Programs Manager Dr. Corey Morrison, Math Director



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		<p>high school</p> <ul style="list-style-type: none"> - Expanded course access through virtual Algebra Access Hubs initiative - Teacher professional learning around student-centered instruction - Student enrichment and professional development via Summer of Algebra program 	
Washington Park 1	<p>Session 11:</p> <p>Leveraging Compliance to Create Equitable Environments</p> <p><i>Albuquerque Public Schools</i></p>	<p>It has not been the norm for K-12 Equity Departments and Civil Rights Departments to leverage each other's work to progress work around the equity mission. Even though these departments have fundamentally had the same goals in a K-12 school system, they typically exist as separate entities and are effectively siloed. For the past six years, the Civil Rights Department in Albuquerque Public Schools (APS) has been a department within the Equity Division. In this time, APS has begun to align traditional compliance work; district policies, procedures and complaints of discrimination and harassment, to work that has been typically part of Equity; training, professional development, community and family engagement, and personnel supports. This presentation will provide you tools and best practices to align your Equity and Compliance Departments, even if they are not in the same division. We will interpret compliance language into Equity themes and vice versa, which will allow you to demonstrate to risk management, upper leadership, legal, and others why Equity's work is not only aligned, but intertwined with compliance. We will give you an overview of the federal laws you can use to leverage your Equity mission and goals.</p>	<ul style="list-style-type: none"> • Tanya Campos, Senior Director Equity & Engagement • Heather Cowan, Senior Director Equal Opportunity Services/Title IV
Washington Park 2	<p>Session 12:</p> <p>Operationalizing Equity in School Systems: Crafting a Blueprint for Transformation</p> <p><i>Winston-Salem/Forsyth County Schools</i></p>	<p>In our dynamic educational landscape, the imperative to foster equity in school systems has never been more pressing. Therefore, during this session, we will address the urgency by presenting a comprehensive approach to develop a robust blueprint or framework. This tool will serve as a guide equitable decision-making at every level of the organization.</p>	<ul style="list-style-type: none"> • Dr. Effie McMillian • Dr. Raketa Ouedraogo-Thomas



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District-Led Breakout Sessions

Thursday July 11 @ 9:00 am

Room	Thursday July 11 @ 9:00 am	Session Description	Presenter Names
Ontario	<p>Session 13:</p> <p>Selecting, Implementing and Monitoring High Quality Instructional Materials to Increase Students' Achievement</p> <p><i>Guilford County Schools</i></p>	<p>The selection, implementation, and monitoring of High-Quality Instructional Materials is critical to ensure the teachers have the appropriate resources to accelerate learning and boost student achievement. Guilford County Schools have implemented protocols for the selection and adoption of materials, with a focus on stakeholder engagement. In addition, the district has focused targeted efforts for the implementation of these resources in both ELA and Math, through job-embedded coaching, instructional support planning and integrity walks with defined feedback and plans for next level work that have shown increased capacity for our educators leading to improvements in student learning outcomes.</p>	<ul style="list-style-type: none"> • Jusmar Maness, Chief Academic Officer • Karen Ellis, Executive Director of Academics
Huron (Panel) Session 14	<p>Academic Recovery Academy Summer 2023 Program Evaluation: Amplifying and Capturing Stakeholder Voice to Measure Program Success</p> <p><i>Atlanta Public Schools</i></p>	<p>As a large urban school district in the Southeast, Atlanta Public Schools' Office of Research and Evaluation, initiated an evaluation of summer school programming for K-8 students affected by learning loss following the COVID-19 pandemic. The academic focus was on mathematics and literacy and the purpose was to identify factors impacting the experiences of students, teachers, and caregivers participating in summer programming and assess the impact of summer school on academic achievement. Summer school programming to support academic recovery was targeted to K-8 students whose winter MAP assessment predicted the lowest achievement level or the equivalent on state exams; however, students of all achievement levels were permitted to enroll. The program was structured to focus on mathematics and literacy instruction using district-supplied curriculum in the morning and a recreation/enrichment block in the afternoon to encourage attendance. A mixed-methods approach was utilized across stakeholder groups. Academic indicators included MAP assessments, state exams, curriculum assessments; operational indicators included enrollment, attendance, and curriculum usage; surveys were deployed to students, teachers, other school staff, and caregivers; observations of planning and instructional learning blocks were conducted through site visits; focus groups were conducted with teachers and other school staff. Our session will elaborate on the process, findings, and suggested recommendations to support future iterations of a summer school learning model.</p>	<ul style="list-style-type: none"> • Dr. Monique O'Bryant, Director of Research and Evaluation • Dr. Rashida Askia, Sr. Research Associate, • Erin Kruger, Sr. Research Associate,



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	Scaling High-Dosage Tutoring: Lessons from Research and Practice <i>Chicago Public Schools</i>	<p>High-dosage tutoring has emerged as a powerful tool for addressing learning loss and accelerating student achievement. This panel brings together researchers from the University of Chicago Education Lab alongside district leaders to discuss the evidence supporting high-dosage tutoring, key design principles for effective implementation, and strategies for scaling and sustaining these programs. Panelists will share insights from randomized control trials on tutoring efficacy, highlight ambitious efforts to expand access to quality tutoring nationwide, and explore how districts can adapt research-based models to meet their unique needs. Attendees will leave with a deeper understanding of the potential of high-impact tutoring and practical strategies for developing tutoring initiatives in their own contexts.</p>	<ul style="list-style-type: none"> Peter Leonard, Executive Director, Student Assessment & MTSS Alexandria Tabasso, Manager of Implementation, University of Chicago Education Lab
Erie	<p>Session 15:</p> <p>Chicago's Pandemic Recovery Efforts: How a multi-pronged, long-game strategy and strategic investments are contributing to reading recovery and learning acceleration for Black and Latinx students in CPS</p> <p><i>Chicago Public Schools</i></p>	<p>The recently released Harvard and Stanford University Education Recovery Scorecard data revealed that, among 40 large city districts analyzed by the Council of Great City Schools, Chicago Public School students made up the most ground in reading during the 2022-023 school year and had the greatest net growth in reading from 2019-2023. CPS was one of just four large districts that came out of the pandemic better than where we started, and this reading growth was most pronounced for Black and Latinx students in CPS.</p> <p>This impact is the result of a multi-pronged, intentional, long-game literacy strategy developed through extensive research on what it takes to increase equity of outcomes in a large, culturally, linguistically, and socioeconomically diverse district like CPS. Research from sources like TNTP's The Opportunity Myth and the Carnegie Corporation's Elements report, coupled with a growing body of research on the impact of culturally relevant instruction on reading and writing development, is very clear –that access to standards-aligned, grade level, culturally relevant content is a critical component in creating rigorous and effective learning opportunities for students that drive learning acceleration. In CPS, a key lever with respect to instruction has been a focus on learning acceleration through high quality curriculum adoption and implementation, including CPS developing its own Skyline curriculum, designed specifically for Chicago Public School students. Increasing access to high quality curriculum, including a comprehensive, common assessment system, abundant resourcing of instructional materials, and a multi-year, role-specific professional learning system to support effective implementation have all been key components in our Literacy Vision strategy.</p> <p>This session will support participants in understanding the district's comprehensive approach to effective and rigorous literacy instruction and the cross-departmental and cross-office collaborative initiatives that have led</p>	<ul style="list-style-type: none"> Jane Fleming, Director of Literacy



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		to Chicago Public School students' post-pandemic reading recovery. Participants will gain an understanding of the multi-pronged, research-based CPS PK-12 Vision for Advanced Literacy and the aligned, strategic investments CPS has made to drive learning acceleration prior to, and emerging from, the pandemic.	
Lincoln Park	<p>Session 16:</p> <p>High-Impact Research on High-Impact Tutoring in Guilford County Schools</p> <p><i>Guilford County Schools</i></p>	<p>This session will focus on using research of high-impact tutoring to inform district practices and policies. Guilford County Schools has been working with Stanford University for three years to support their high-impact tutoring with research. We'll focus on how Guilford County Schools partnered with the National Student Support Accelerator at Stanford University to identify research projects related to high-impact tutoring, execute a study (Tips for Tutors), and use the results to inform the district policies and practices going forward. We'll discuss the guardrails created by district and state policy and ways to design research projects that respect them while generating the information needed to inform decisions.</p>	<ul style="list-style-type: none"> Nancy Waymack, Director of Partnerships & Policy, SCALE, Stanford University Kara Hamilton, Tutoring Director
Washington Park 1	<p>Session 17:</p> <p>Maximizing Literacy Outcomes for our Earliest Learners</p> <p><i>Columbus City Schools</i></p>	<p>Columbus City Schools has outlined 3 strategies to increase literacy achievement for students even before they enter our doors as exciting new Kindergartners! The strategies for our earliest learners are: Professional Development rooted in evidence-based instruction for each teacher of literacy focused on all critical areas of literacy including: phonological awareness, phonics, fluency, vocabulary, comprehension, and writing. Clarity in instruction at each tier for each of these areas to ensure our children are best equipped for all of the opportunities available before them. Quality literacy resources and supports for families and community partners aligned to the Science of Reading. Come learn about the District's 5-star rated program and our efforts to establish universal Pre-Kindergarten!</p>	<ul style="list-style-type: none"> Kelly Rivers, Executive Director of Teaching and Learning Terra Baker, Director of Early Childhood Education
Washington Park 2	<p>Session 18:</p> <p>Making System-Wide Shifts in Mathematics Instruction: An Example from NYC Public Schools</p> <p><i>New York City Department of Education</i></p>	<p>In support of the Chancellor's vision to ensure that every New York City Public Schools (NYCPS) student graduates on a pathway to a rewarding career and long-term economic security, equipped to be a positive force for change, NYCPS is supporting school and district leaders to adopt shared, high-quality mathematics instructional materials across all grade levels. To prepare school and district leaders in understanding these changes and making aligned curriculum decisions, the NYCPS Math Team developed the 5 Shifts in Mathematics.</p> <p>In this session, participants will not only learn about these system-wide shifts are but also unpack the reasons behind the shifts, hear about what they look like in practice, consider how math learning technology(ies) can align with the shifts, and discuss the implications for students, teachers, and leaders – including how the Central office team is supporting field and school staff in learning about and enacting the shifts. Participants will also share experiences about the</p>	<ul style="list-style-type: none"> James Arangio, Math Instructional Lead Scott Wolfson, Math Instructional Lead



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		<p>adoption of high-quality instructional materials in their districts and reflect upon the change management processes that worked or did not work for their communities.</p> <p>The NYCPS Math Shifts support the movement away from mathematics as a series of established procedures that must be demonstrated and explained, to mathematics as a discoverable, meaningful, and connected collection of big ideas and disciplinary practices. Implementing these shifts will require that both teachers and students have ample time and effective structures for collaboration and collective sensemaking. These shifts will help principals and teachers across the city provide equitable math instruction to all NYCPS students as they implement new core curriculum options in math.</p>	

District-Led Breakout Sessions

Thursday July 11 @ 10:20 am

Room	Thursday July 11 @ 10:20 am	Session Description	Presenter Names
Ontario	<p>Session 19:</p> <p>Shifting from Reaction to Action: Building Proactive Student SEL and Behavioral Health Support through MTSS</p> <p><i>Providence Public School District/ Branching Minds</i></p>	<p>Many large urban districts have adopted a Multi-Tiered System of Support (MTSS) framework in order to take a data-driven and equitable approach to proactively meet the needs of all students. Yet, many schools feel like they are in emergency-responder mode when it comes to supporting students' social-emotional and behavioral health needs. With so many of our students in need of urgent support, it can seem like there is no space to get ahead of the problem and put proactive systems in place. We've been there! But even in the toughest circumstances, there are practical steps you can take over time to shift mindsets and move past a reactionary approach. In this session, we will share real-life examples and resources to help you determine priorities and take proactive steps to build more positive behaviors and school culture across your district by leveraging MTSS structures that incorporate a holistic student support approach.</p>	<ul style="list-style-type: none"> Tara Sukaskas, School Psychologist Specialist Elisy Blanco-Mercado, Social Work Specialist Eva Dundas, Chief Academic Officer, Branching Minds
Huron	<p>Session 20:</p> <p>Leading Convergence: The Union of Implementation Science, Math Ed Research, and the Real-Life Practice of District and Schools</p> <p><i>Guilford County Schools</i></p>	<p>Learn how the Guilford County Math Department juggles literature from implementation science and mathematics education research to create a strong research-to-practice pipeline that is bi-directional and values knowledge and perspectives from multiple disciplines and stakeholders. Participants will see an example of how the work of the math department is shifting historical narratives to align to high-quality and equitable mathematics instruction and engage in collaborative ideating around connections to their own context.</p>	<ul style="list-style-type: none"> Jusmar Rodriguez Maness, Chief Academic Officer Dr. Emily Hare, Director of K-12 Mathematics, Guilford County Schools



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Erie	<p>Session 21:</p> <p>Creating Systemic Access to Excellence</p> <p><i>Chicago Public Schools//ThinkCERCA</i></p>	<p>Chicago Public Schools (CPS) will showcase CPS's innovative strategies for post-pandemic recovery and achieving equitable education. They will emphasize CPS's dedication to delivering high-quality education through academic progress, operational excellence, and trust-building. Key initiatives include utilizing data for informed decision-making, focusing on student-centered instruction, expanding dual credit opportunities, and adopting a culturally relevant digital curriculum. These efforts aim to enhance student identity, community engagement, and success in college, career, and civic life.</p>	<ul style="list-style-type: none"> • Bogdana Chkoumbova, Chief Education Officer • Eileen Murphy, CEO and Founder, ThinkCERCA
Lincoln Park	<p>Session 22:</p> <p>Supporting the Academic Growth of Students with Disabilities: Evidence-Based Practices and Programs to Increase Student Achievement</p> <p><i>Guilford County Schools</i></p>	<p>Effective literacy and math instruction grounded in the science of reading and math is essential to improving outcomes for our students with disabilities. To ensure equitable access to high-quality instruction, our district has invested in multiple programs that have an explicit scope and sequence and emphasize building foundational skills for our students. This presentation will discuss the impact that the intentional use/training of evidence-based programs and practices has had on students with disabilities. Learn about the "why" behind using evidence-based practices and programs and providing resources that educators can use to increase access for students to the general curriculum in both literacy and math.</p>	<ul style="list-style-type: none"> • Dr. Kimberly Steinke, Chief Exceptional Children and Student Services Officer • Tara Santiago, Senior Executive Director, Exceptional Children Services
Washington Park 1	<p>Session 23:</p> <p>Empowering Employee Engagement: Omaha Public Schools' Journey with Qualtrics</p> <p><i>Omaha Public Schools/Qualtrics</i></p>	<p>Omaha Public Schools (OPS), the largest district in Nebraska, recognized the pressing need to revitalize its employee experience. Faced with the challenges of evolving organizational demands, OPS embarked on a transformative journey to improve key aspects of its employee lifecycle management. Partnering with Qualtrics, they set out to implement impactful strategies designed to enhance onboarding, engagement, and overall support for their staff.</p> <p>Information utilization played a pivotal role in driving organizational adoption of these new practices. By harnessing detailed insights from employee feedback and operational data, OPS was able to enhance training programs, offer high-level support, and identify potential turnover intentions proactively. This data-driven approach enabled the district to make informed decisions, optimize resource allocation, and improve overall employee satisfaction and retention.</p> <p>Join this session to explore how OPS and Qualtrics collaborated to transform the employee experience. Discover actionable insights and practical tools to enhance your own organization's employee lifecycle management, drive meaningful improvements, and foster a thriving, engaged workforce.</p>	<ul style="list-style-type: none"> • Jace Dallman - Research Data Scientist, Research Division • Scott SchmidtBonne - Executive Director, Research Division, • Brett Callahan - K-12 Enterprise Team Lead, Qualtrics

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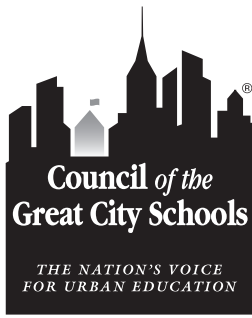
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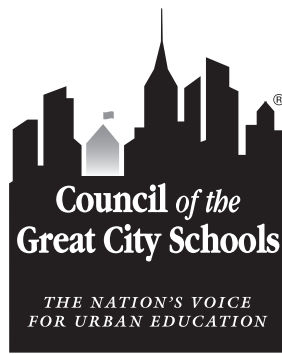
Abre is K-12's #1 modern data solution. Don't just collect student data, act on it. Remove silos and ensure all stakeholders know how to turn analysis into action with impactful decision-making to support the Whole Child. Abre helps schools increase student success all while saving money and providing a better connected experience through full interoperability, tailored experiences, and data-as-a-service.



Age of Learning® is the leading developer of engaging and effective learning resources that help children build a strong foundation for academic success and a lifelong love of learning. The company's research-based digital education programs, developed by an experienced team of education experts, have proven efficacy in increasing children's learning gains. Age of Learning's flagship product, ABCmouse.com® Early Learning Academy, is an award-winning comprehensive curriculum for children. The com



AllHere is an award-winning developer of artificial intelligence solutions, including Ed, a next-generation learning acceleration platform. Founded in 2016 by a Harvard graduate and former teacher, AllHere is dedicated to creating opportunity-rich lives for every child in America by providing customized assistance to help students and their families navigate education. Supported by the Harvard Innovation Lab, AllHere's solutions are trusted by over 9,100 schools across 36 states, supporting millions of students and families on their path to academic success.



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Amplify.

A pioneer in K–12 education since 2000, Amplify is leading the way in next-generation curriculum and formative assessment. Our captivating core and supplemental programs in ELA, math, and science engage all students in rigorous learning and inspire them to think deeply, creatively, and for themselves. Our formative assessment products turn data into practical instructional support to help students at every skill level build a strong foundation in early reading and math.



At Bloom, everything we do is driven by our vision to create a future where everyone has access to a great education. By empowering educators and students with technology, we're creating a fast track to a world where every child is equipped with the knowledge to reach their highest potential. Within every educator, there is a desire to leave the world a better place. We firmly believe teachers inspire human potential, cultivating curiosity and confidence while giving students the opportunity to create a better future. This creates a ripple effect that can transform generations. Together, we can expand every child's ability to change the world for the better.



Branching Minds is a highly respected K-12 services and technology company that leverages the learning sciences and technology to help districts effectively personalize learning through enhancements to their MTSS/RTI practice. Having worked with hundreds of districts across the country, we bring deep expertise in learning sciences, data management and analysis, software design, coaching, and collaboration. Combined with our extensive toolkit of resources, PD, and technology, we provide a system-level solution. We are more than a service or a software provider, we are partners who will deliver sustainable results for educators, and a path to success for every learner.

Curriculum Associates®



Curriculum Associates was founded by four passionate educators with a mission to make classrooms better places for teachers and students. Since then, we've partnered with educators to develop instructional and diagnostic solutions like i-Ready that support you as you help every learner grow to their personal best.



Discovery Education is the worldwide edtech leader whose state-of-the-art digital platform supports learning wherever it takes place. Discovery Education partners with districts, states, and trusted organizations to empower teachers with leading edtech solutions that support the success of all learners. Explore the future of education at www.discoveryeducation.com.



Elevate K-12 proudly presents our comprehensive live teaching services, expertly crafted to address the instructional needs of K-12 school districts. Boasting the largest network of live, U.S.-certified teachers, we excel in transforming traditional classrooms into dynamic educational spaces. Our service includes direct instruction, complete management of live class setups, daily operations, and on-demand support, guaranteeing a smooth integration into your schools.



EveryDay Labs unites behavioral science, data science, and family engagement to improve attendance, maximize learning opportunities, and empower educators to optimize student support districtwide. To date, we have prevented over 2.3 million absences, increasing instructional time for students by over 880 million minutes. The company earned the coveted "Strong Evidence" rating from Evidence for ESSA. Learn more at everydaylabs.com.



Houghton Mifflin Harcourt is a learning technology company committed to delivering connected solutions that engage learners, empower educators and improve student outcomes. As a leading provider of K–12 core curriculum, supplemental and intervention solutions, and professional learning services, HMH partners with educators and school districts to uncover solutions that unlock students’ potential and extend teachers’ capabilities. HMH serves more than 50 million students and 4 million educators.



Every classroom, every student is bursting with potential. That’s why we pursue relentless innovation at the intersection of technology, people, and curricula. Imagine Learning creates K–12 digital-first solutions fueled by insights from educators, working alongside educators to support 15 million students in over half of the districts nationwide. Our core portfolio includes Twig Science®, Imagine Learning Illustrative Mathematics®, and Imagine Learning EL Education®.



Intuit is a multinational financial software company that provides business and financial management solutions to help customers and small businesses save time and make financial decisions.



IXL’s acclaimed all-in-one teaching and learning platform is used by 1 in 4 students nationwide. Our comprehensive, standards-aligned PK-12 curriculum adapts to each student, providing targeted, individual instruction. With a first-of-its-kind assessment suite and actionable analytics, educators have everything they need to maximize learning for every single student.



Just Right Reader

Just Right Reader’s Science of Reading decodables engage students in phonics practice in the classroom and at home. Over 700+ titles align to all phonics curriculums and come with tools to support classroom implementation and small group instruction. Just Right Reader decodables accelerate every student’s journey to confident reading.



Leading Educators helps school systems and states leverage research on how students learn, what teachers need to excel, and how systems improve to nurture instructional excellence in every classroom.



MagicSchool's AI tools help teachers do the wide range of tasks placed on their shoulders 10x faster to help fight burnout and ensure great teachers thrive in the classroom.



Make Music Count is a program that uses music, specifically playing the piano, to teach math concepts. It's geared towards students from 3rd to 9th grade



In our education practice, we provide education consulting services and technology solutions that help schools, school districts, and state education agencies/ministries of education, improve programs and processes, optimize financial resources, and generate powerful gains in teaching and learning. Recently, we launched Skyline, a customized K-12 ELA and Math curriculum developed for Chicago Public Schools (CPS). This initiative has contributed to CPS being ranked #1 in post-pandemic early reading gains among large urban districts, with significant growth observed among Black and Latino students, as noted by CPS leaders.



Qualtrics XM for Education allows schools and universities to listen to real-time student, faculty, and staff feedback wherever they are — through surveys, online reviews, call center conversations, social media, and more.



On-demand professional development, to fast digital data management, to active learning strategies, to streamlined IEP goal writing, to curriculums that align to learning outcomes, there's a RethinkEd solution for every educational challenge.

Renaissance

See Every Student.

Once is an early-reading program for Pre/K/1 that delivers daily, one-on-one, in-person instruction. We train school-based support staff (ie. paras, aides) to follow a scripted curriculum based on the Science of Reading. All instructional sessions are recorded and instructors receive weekly coaching from the Once team. In DCPS, the percentage of K students in 7 schools scoring at or above benchmark in DIBELS went from 0% to 84%; their median percentile increased from 28 to 66.



At Riverside Insights®, we share your commitment to helping individuals elevate their learning potential. That's why we offer proven, trusted, precise assessments such as CogAT®, the Iowa Assessments™, the DESSA suite, ESGI, easyCBM®, and Logramos®. These solutions provide the clarity and perspective needed to create a meaningful impact.



Saga Education is the nation's trusted nonprofit with extensive scientific research evidence for its framework for high impact tutoring. Saga helps districts like Chicago, Fulton County GA, Orange County FL, Fairfax County VA; and states including New Mexico and Maryland, to implement highly effective tutoring within their school days. Saga coined the term "high dosage tutoring," and has been a leader of this work for 20 years.



We are a next-generation learning company that combines new ideas, new ways of thinking, and new ways of interacting to create innovative learning solutions.



Excellent teaching is the foundation of equitable schools. At SchoolKit, we work in partnership with local educators to improve instruction and leadership through content and curriculum-specific training, coaching, and strategic planning. Together, we build schools and systems that help all students succeed.



SchoolLinks is a software company focusing on college and career readiness for middle and high schoolers. Their platform acts as a one-stop shop for students to explore colleges and careers, set goals, track progress on applications, and access resources for essays, scholarships, and financial aid. By offering a user-friendly interface and helpful tools, SchoolLinks aims to empower students during the college and career planning process, while also providing support systems for school districts and educators.



College Board reaches more than 7 million students a year, helping them navigate the path from high school to college and career. Our not-for-profit membership organization was founded more than 120 years ago. We pioneered programs like the SAT® and AP® to expand opportunities for students and help them develop the skills they need. Our BigFuture® program helps students plan for college, pay for college, and explore careers.



SmartStart Education provides staffing and in-person High-Impact Tutoring. Since 2007, we have partnered with 100s of schools across the US. We are recognized for high-quality teachers and exceptional customer service.



ThinkCERCA, a Chicago edtech company founded in 2012, empowers students (grades 3-12) with critical thinking skills through argumentative writing. Their web-based platform features an award-winning curriculum (CERCA) that incorporates close reading and writing across subjects, fostering analytical thinking beyond just English class. ThinkCERCA integrates AI to provide real-time, personalized feedback on student writing, helping them strengthen arguments and improve critical thinking within their work. This approach has been lauded by Bill Gates and research shows it effectively improves reading and writing skills.



Tutor.com & The Princeton Review® partner with K–12 schools to provide 24/7, no-cost, 1-to-1 tutoring and homework help in 250+ subjects.



Zearn is the 501(c)(3) nonprofit educational organization behind Zearn Math, the top-rated math learning platform used by 1 in 4 elementary-school students and by more than 1 million middle-school students nationwide. Everything we do is driven by the belief that every kid is a math kid.

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COUNCIL OF THE GREAT CITY SCHOOLS

2024 Remaining Conference Schedule



Public Relations Executives Meeting

July 11-13, 2024

Hyatt Regency Bellevue

Bellevue, WA

Executive Committee Meeting

July 19 & 20, 2024

St. Paul, MN

Annual Fall Conference

October 16-20, 2024 at the

Sheraton Dallas Hotel

Dallas, TX

Chief Financial Officer and Directors of Procurement, Risk Management, and Internal Audit Conference

November 19-22, 2024

West Palm Beach Marriott

West Palm Beach, FL

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