ACHIEVEMENT AND PROFESSIONAL DEVELOPMENT TASK FORCE
Task Force on Achievement and Professional Development

2024-2025

Task Force Goals

To assist urban public school systems in teaching high academic standards and social emotional learning competencies in service to closing identifiable gaps in the achievement of students by race.

To improve the quality of professional development for teachers and principals in urban public education in service to (1) closing identifiable gaps in achievement of students by race and (2) retaining and developing highly skilled educators.

To improve the recruitment and retention of highly skilled urban school instructional staff (paraprofessionals, teachers, principals) who have the greatest influence on student achievement.

Task Force Chair

Jill Baker, Long Beach Superintendent

Task Force Members

Sabrina Bazzo, San Diego School Board
Martin Pollio, Jefferson County Superintendent
Sonja Santelises, Baltimore CEO
Deborah Shanley, Brooklyn College
DEPARTMENT OVERVIEW
Overall Academic Goals, Priorities, and Progress

The goal of the Council of the Great City Schools (CGCS) academic team is to support the work of urban educators to improve student achievement for all students in our member districts. The team collaborates with expert researchers and local practitioners to determine district systems and resources correlated with improved student achievement. These results inform recommendations to instructional leaders for implementation. The academic team’s work has been organized into five main areas, although work beyond those areas is also conducted.

We continue to share high-leverage information through publications and videos, provide virtual support and webinars, on-site strategic support team visits, facilitate role-alike monthly virtual meetings, and job-alike conferences to facilitate networking and collaboration among our members. We collaborate with other national organizations including Student Achievement Partners (SAP), Council of Chief State School Officers (CCSSO), The National Academy of Education (NAEd), the Coalition for Advanced Future Student Success, the Institute of Educational Sciences (IES), and the National Assessment Governing Board (NAGB), the Hewlett Foundation, and the Gates Foundation in support of raising student achievement for all learners in our member districts.

Monthly role-alike meetings are focused on supporting districts as they continue to work on systematically improving student learning and achievement, including addressing unfinished learning during Tier I instruction, attending to the social, emotional, and well-being of staff and students, and developing and implementing high-quality curriculum and instructional materials, as well as creating more opportunities for cross-collaboration among district leadership to plan and implement coherent streams of support to schools.
Technical Assistance and Support

The CGCS academic team provides on-site and virtual technical assistance for district curriculum leaders and their teams throughout their curriculum development and implementation process. We customize our work for individual districts in determining implications for teaching and learning, curriculum development and refinement, implementation, and raising student achievement. Such technical assistance is available to member districts upon request. For example, the academic team served as a critical friend to Newark Public Schools instructional team by providing technical assistance on their updates and revisions to the district curriculum guidance based on changes in their state standards.

Member Inquiries

The academic team facilitated the receipt of responses to the following member inquiries and distributed them to the requesting district(s):

- Description of district pilots for selecting new curricula resources
- Literacy Framework, Plans, and Strategy
- District Math Plans
- District response to Israel and Hamas War
- Equity policy implementation
- Description of how districts used ARP funding to increase student attendance and address chronic absenteeism
- Description of funding models for English Language Learners and special education services
- Israel / Palestine conflict – district resources
- Established partnerships to implement holistic, whole-city equity driven approaches.
- Rationale behind pivoting from one instructional resource to another high-quality resource
- Share feedback and lessons learned with the instructional resource, MyPerspective
- Request for comparable roles for newly developed managerial and non-supervisory equity professional learning positions to include salary ranges
- Request seeking to identify school districts and cities within the Council that have successfully established partnerships to implement holistic, whole-city equity driven approaches aimed at addressing essential KPIs for students.
- Library media policies
- Services provided by the academic division in member districts

Academic Team Role-Alike Meeting Contacts

The Council of the Great City Schools continues to host and expand role-alike virtual meetings for member districts to provide a safe space to share effective practices, common challenges, and solutions for issues that impact the safety, wellbeing, and success of staff and students. If you would like more information about a role-alike meeting, please use the contact list below.

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chief Equity Officers &amp; Equity Directors</td>
<td>Farah Assiraj - <a href="mailto:fassiraj@cgcs.org">fassiraj@cgcs.org</a></td>
</tr>
<tr>
<td>Chief Academic Officers</td>
<td>Nicole Mancini - <a href="mailto:nmancini@cgcs.org">nmancini@cgcs.org</a></td>
</tr>
<tr>
<td>Chief of Schools</td>
<td>Robin Hall - <a href="mailto:rhall@cgcs.org">rhall@cgcs.org</a></td>
</tr>
</tbody>
</table>
Professional Learning

Monthly Virtual Meetings and Quarterly Instructional Spotlights

<table>
<thead>
<tr>
<th>Monthly Meetings</th>
<th>Chief of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chief Academic Officers</strong></td>
<td><strong>April 2024</strong> - Presentation: Dr. Josiah Phillips, Chief Information Officer, Broward County Public Schools (BCPS, The Big 5: &quot;AI's Impact on Adaptive and Optimal Learning&quot; - Exploring the transformative role of Artificial Intelligence (AI) in K-12 education”</td>
</tr>
</tbody>
</table>
| **March 2024** - Supporting the inclusion of children with disabilities in early childhood programs; U.S. Department of Education’s Office for Civil Rights Release; Four new ED resources address common medical conditions that can be disabilities for purposes of Section 504: asthma, diabetes, food allergies, and gastroesophageal reflux disease (GERD); Additional topics included:
  - What does transition look like in your district from PreK to K-5/8?
  - How has the DD eligibility impacted accommodations and support in the general education classroom in K-3?
  - What challenges are you encountering with transitions overall?
  - What percentage of your students are moving from a self-contained setting to a general education setting? | **May 2024** - Open discussion for member support. |

<table>
<thead>
<tr>
<th><strong>Special Education (SPED) Directors and Legal Counsels Working with SPED</strong></th>
<th><strong>Principal Supervisors</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>April 2024</strong> – Mid-year data and implications for end-of-year, summer school programming, and plan for ARP phasing out.</td>
<td><strong>April 2024</strong> – Presentation by Dr. Josiah Phillips, Chief Information Officer, Broward County Public Schools (BCPS, The Big 5: &quot;AI's Impact on Adaptive and Optimal Learning&quot; - Exploring the transformative role of Artificial Intelligence (AI) in K-12 education”</td>
</tr>
<tr>
<td><strong>May 2024</strong> - Open discussion for district member support.</td>
<td><strong>May 2024</strong> – Discussion topic focused on providing tiered support for principals and addressing teacher shortages.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>English Language Arts &amp; Literacy District Leaders</strong></th>
<th><strong>Principal Supervisors</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Robin Hall</strong> - <a href="mailto:rhall@cgcs.org">rhall@cgcs.org</a></td>
<td><strong>April 2024</strong> – Presentation by Dr. Josiah Phillips, Chief Information Officer, Broward County Public Schools (BCPS, The Big 5: &quot;AI's Impact on Adaptive and Optimal Learning&quot; - Exploring the transformative role of Artificial Intelligence (AI) in K-12 education”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Special Education (SPED) Instruction &amp; Compliance Directors and Legal Counsels working with SPED</strong></th>
<th><strong>Principal Supervisors</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Nicole Mancini</strong> - <a href="mailto:nmancini@cgcs.org">nmancini@cgcs.org</a></td>
<td><strong>April 2024</strong> – Presentation by Dr. Josiah Phillips, Chief Information Officer, Broward County Public Schools (BCPS, The Big 5: &quot;AI's Impact on Adaptive and Optimal Learning&quot; - Exploring the transformative role of Artificial Intelligence (AI) in K-12 education”</td>
</tr>
<tr>
<td><strong>Mary Lawson</strong> – <a href="mailto:mlawson@cgcs.org">mlawson@cgcs.org</a></td>
<td><strong>May 2024</strong> – Discussion topic focused on providing tiered support for principals and addressing teacher shortages.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Social-Emotional Learning, Mental Health, and Restorative Justice Directors</strong></th>
<th><strong>Principal Supervisors</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Farah Assiraj</strong> - <a href="mailto:fassiraj@cgcs.org">fassiraj@cgcs.org</a></td>
<td><strong>April 2024</strong> – Presentation by Dr. Josiah Phillips, Chief Information Officer, Broward County Public Schools (BCPS, The Big 5: &quot;AI's Impact on Adaptive and Optimal Learning&quot; - Exploring the transformative role of Artificial Intelligence (AI) in K-12 education”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>English Language Arts &amp; Literacy District Leaders</strong></th>
<th><strong>Principal Supervisors</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Robin Hall</strong> - <a href="mailto:rhall@cgcs.org">rhall@cgcs.org</a></td>
<td><strong>April 2024</strong> – Presentation by Dr. Josiah Phillips, Chief Information Officer, Broward County Public Schools (BCPS, The Big 5: &quot;AI's Impact on Adaptive and Optimal Learning&quot; - Exploring the transformative role of Artificial Intelligence (AI) in K-12 education”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Mathematics District Leaders</strong></th>
<th><strong>Principal Supervisors</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Denise Walston</strong> - <a href="mailto:dwalston@cgcs.org">dwalston@cgcs.org</a></td>
<td><strong>April 2024</strong> – Presentation by Dr. Josiah Phillips, Chief Information Officer, Broward County Public Schools (BCPS, The Big 5: &quot;AI's Impact on Adaptive and Optimal Learning&quot; - Exploring the transformative role of Artificial Intelligence (AI) in K-12 education”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Science District Leaders</strong></th>
<th><strong>Principal Supervisors</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Denise Walston</strong> - <a href="mailto:dwalston@cgcs.org">dwalston@cgcs.org</a></td>
<td><strong>April 2024</strong> – Presentation by Dr. Josiah Phillips, Chief Information Officer, Broward County Public Schools (BCPS, The Big 5: &quot;AI's Impact on Adaptive and Optimal Learning&quot; - Exploring the transformative role of Artificial Intelligence (AI) in K-12 education”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>History/Social Science District Leaders</strong></th>
<th><strong>Principal Supervisors</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Denise Walston</strong> - <a href="mailto:dwalston@cgcs.org">dwalston@cgcs.org</a></td>
<td><strong>April 2024</strong> – Presentation by Dr. Josiah Phillips, Chief Information Officer, Broward County Public Schools (BCPS, The Big 5: &quot;AI's Impact on Adaptive and Optimal Learning&quot; - Exploring the transformative role of Artificial Intelligence (AI) in K-12 education”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Early Learning Leaders (Birth to Pre-K)</strong></th>
<th><strong>Principal Supervisors</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Nicole Mancini</strong> - <a href="mailto:nmancini@cgcs.org">nmancini@cgcs.org</a></td>
<td><strong>April 2024</strong> – Presentation by Dr. Josiah Phillips, Chief Information Officer, Broward County Public Schools (BCPS, The Big 5: &quot;AI's Impact on Adaptive and Optimal Learning&quot; - Exploring the transformative role of Artificial Intelligence (AI) in K-12 education”</td>
</tr>
</tbody>
</table>

---
• What type of programs do your students with disabilities participate in, especially in the upper grades?
• Share out models and exemplars of inclusion in your district – PreK, K-5, 6-8, and 9-12, 12+.

**April 2024** – Funding appropriations under IDEA and Chronic Absenteeism; What should we be thinking of in terms of instruction for students with disabilities; Discipline in special education classrooms

**May 2024** – Special Ed cases being handled at the moment; Most prevalent issues in current cases; Issues that hearing officers do not seem to view the same; Issues needing legal authority; Additional topics included:
- What types of professional learning and/or training does your district implement for school-based administrators and staff related to the compliance issues brought up?
- What percentage of compliance issues interrupt delivery of educational and supplemental services to students and how is your district handling this?

**June 2024** – Court Case Implications: N.D. v. Reykdal, 23-35580 (9th Cir., May 22, 2024); Due process case backlogs; Additional topics included:
- To what extent will district budget cuts impact Special Education services for the upcoming school year?
- How many districts are currently using Artificial Intelligence, and what supports do you foresee needing moving forward?

### Chief Equity Officers & Equity Directors

**April 2024** - Mary Lawson, CGCS General Counsel joined the equity meeting to present on DE&I Legislation and cases.

**May 2024** – Equity leaders discussed state of DEI and ESSER funding cliff impacts on their roles or departments.

**June 2024** – Equity leaders joined to discuss summer plans, CRI conference and survey.

**June 2024** – Joint End of Year Session on Healing-Centered Engagement for SEL, MH, RJ & Equity Leaders. This session provided an opportunity for district leaders in critical roles such as Social-Emotional Learning, Mental Health, Restorative Justice and Equity to

### Social-Emotional Learning, Mental Health, and Restorative Justice Directors

**April 2024** – Social Emotional Learning, Mental Health and Restorative Leaders, discussed state of DEI and ESSER funding cliff impacts on their roles or departments.

**May 2024** - Social Emotional Learning, Mental Health and Restorative Leaders attended a session with special guest Dr. Charmain Jackman on Mental Health in Schools in honor of Mental Health Awareness Month.

**June 2024** - End of Year Session on Healing-Centered Engagement for SEL, MH, RJ & Equity Leaders. This session provided an opportunity for district leaders in critical roles such as Social-Emotional Learning, Mental Health, Restorative Justice and Equity to reflect on this
reflect on this year, apply healing practices and collective care by setting intentions for summer and SY24/25 to sustain their bodies and well-being within urban systems.

<table>
<thead>
<tr>
<th>English Language Arts &amp; Literacy District Leaders</th>
<th>Mathematics District Leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>March 2024 – Topics included:</strong>&lt;br&gt;Assets:&lt;br&gt;• What literacy assets are students bringing to the classroom?&lt;br&gt;• How can educators build from those assets?&lt;br&gt;Professional Learning (PL):&lt;br&gt;• What touchpoints do you have for teacher PL?&lt;br&gt;• Which teachers/staff are involved (ELA, other content areas, coaches, leadership?)&lt;br&gt;• What constraints are there in terms of providing this PL/support?&lt;br&gt;Role:&lt;br&gt;• What are the biggest barriers in your way of supporting secondary students and teachers?&lt;br&gt;• What have been the most successful ways to address those barriers in your work?&lt;br&gt;• What tools/resources do you have/use that are successful?&lt;br&gt;• What tools/resources do you not have that you feel you need?&lt;br&gt;<strong>April 2024 - Topics included:</strong>&lt;br&gt;• District Spotlight: Philadelphia - Supporting Early Literacy Practices&lt;br&gt;• Discussion: Secondary Literacy&lt;br&gt;• Look Inside the Classroom: e2 Instructional Practice Learning Walk Tool™&lt;br&gt;<strong>May 2024 – Topics included:</strong>&lt;br&gt;• District Spotlight: Early Literacy in Long Beach&lt;br&gt;• District Spotlight: Secondary Literacy in Long Beach&lt;br&gt;• Look Inside the Classroom: e2 Instructional Practice Learning Walk Tool™</td>
<td></td>
</tr>
<tr>
<td><strong>March 2024– Joint session with directors of science and mathematics on Data science and data literacy with Stephanie Melville, IES Fellow, and Evan Shieh, Young Data Scientists.</strong>&lt;br&gt;<strong>April 2024–Joint session with directors of science and mathematics on instructional technology and AI with Dr. Dan Meyer.</strong>&lt;br&gt;<strong>May 2024– District leaders will annotate classroom moves and discuss observations after viewing a mathematics lesson. Participants will use their feedback to discuss each component of the e² Instructional Practice Learning Walk Tool.</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science District Leaders</th>
<th>History/Social Science District Leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>March 2024 – Joint session with directors of science and mathematics on data science and data literacy with Stephanie Melville, IES Fellow, and Evan Shieh, Young Data Scientists.</strong>&lt;br&gt;<strong>April 2024 – Joint session with directors of science and mathematics on instructional technology and AI with Dr. Dan Meyer.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>March 2024 – Discussion with Dr. Illyon Woo, Pulitzer Prize winning author of Master Slave Husband Wife</strong>&lt;br&gt;<strong>April 2024 – Joint session with directors of history/social science and English Language Arts/Literacy on data science and data literacy facilitated by Stephanie Melville, IES Fellow, and Evan Shieh, Young Data Scientists.</strong></td>
<td></td>
</tr>
</tbody>
</table>
May 2024 – Discussion on problems of practice curriculum updates, course pathways, professional learning, and any recommendations for the scheduling of science at the elementary level.

Bi-Monthly Meetings

Early Learning District Directors (Birth-Pre-K)

April 2024 – Discussed supporting the inclusion of children with disabilities in early childhood programs and trauma-informed practices.

To further guide district leaders with implementation of the Supporting Excellence Curriculum Framework (Second Edition), virtual learning opportunities, called Instructional Spotlights, were designed to provide focused professional engagement on highly relevant curriculum and instruction topics that our instructional leaders have surfaced as areas of interest and need. These quarterly Instructional Spotlights are aligned to and expand upon the key features in the CGCS Supporting Excellence Curriculum Framework (Second Edition). Topics range from addressing early literacy and early mathematics, civic reasoning, and discourse, grading for equity, to telling your data narrative. Presenters included national experts and member district leaders with in-depth experience in these topics. Providing opportunities for districts to share ways that they are operationalizing curriculum guidance so that teachers are using essential instructional content in ELA and Mathematics to plan for Tier 1 grade level instruction, including how to foster positive student mindsets. The first joint Quarterly Instructional Spotlight convened in November and focused on the Second Edition of the Supporting Excellence Framework.

Joint Quarterly Instructional Spotlight Meetings

March 2024 – Presentation by David and Meredith Liben, Carey Swanson, from Student Achievement Partners, and a team from Philadelphia Public Schools on strategies for improving reading performance for older students, such as evidence-based research and practice, recommendations for instructional practice, as well as related professional development opportunities.

May 2024 - Presentation on Data Science and Data Literacy by Stephanie Melville, K-12 Data Science Education Impact Fellow, Bradley Voytek, Professor & HDSI Faculty Fellow, Halıcıoğlu Data Science Institute, University of California, San Diego, and Evan Shieh, AI Research and Educator, Young Data Scientists League.

Science Units

The Council team continues to collaborate with OpenSciEd to provide regular updates and reviews of their draft high school science units and during the development of elementary units. OpenSciEd is a project led by ten states and funded by four foundations committed to improving the supply of high-quality science curriculum aligned to new college and career ready standards. OpenSciEd provides the units free of charge and offers professional development for a fee. The high school level units are designed to address equity gaps in science by reorienting classrooms to be driven by phenomena while cultivating student interest and curiosity.

In addition, the academic team collaborated with the Collaborative Research in Education, Assessment and Teaching Environments for STEM (CREATE for STEM), at Michigan State University, to provide district science directors experiences with project-based learning materials designed to meet Next Generation Science Standards (NGSS). These units, developed by writers of NGSS, applicable for high school chemistry and physics, are learner-centered, knowledge-centered, and assessment centered.
Summit on Data Science and Data Literacy

The Council, in collaboration with Data Science 4 Everyone, University of Chicago, with philanthropic support from the Gates and Valhalla Foundation, has been invited to join in planning an inaugural national conference on Data Science and Literacy, February 2025, San Antonio, TX.

We hope this will become a wide community-driven effort and engage several education associations throughout the K-12 sector. Our plan is for this to a cross-subject convening space (math, science, social studies, computer science, etc.), that allows for productive conversations on how to teach students about data and data-driven technologies (such as AI) in a thoughtful, intentional, and equitable way, centering equity in both approach and the ultimate student experience.

Additional details include:

- Partnering with the first majority-Hispanic institution to launch a dedicated data science school in higher-education (UT San Antonio),
- Projecting 300-400 attendees, including district leaders, education researchers, K-12 educators, and state education policymakers,
- Facilitating cross-sector conversations, including “flipped sessions” in which district leaders or classroom teachers share their needs and experiences with researchers and curriculum vendors.

Cross Collaboration

The academic team has embraced cross collaboration internally and externally as referenced below:

- CGCS Chief Academic Officers, Chief of Schools, and Principal Supervisors attended a joint meeting with all three groups focused on The Council of the Great City Schools Dashboards facilitated by the Research Team: Akisha Osei Sarfo, Chester Holland, and Brian Garcia.
- The Chief of Academics attended the CIO/CTO monthly role-alike meetings to connect the educational implications of technology selection, implementation, and usage as well as advances in Generative AI and other tech-related educational topics with a focus on student outcomes.
- Collaborated with IES, selected speakers, and the planning committee to draft a proceedings paper about the Mathematics Summit. The proceedings paper will include considerations for improving mathematics teaching and student learning.
- Collaborated with Student Achievement Partners on field testing their Essential x Equitable (e²) Instructional Practice Framework: Toward a vision for high-quality instruction in English Language Arts and Mathematics.
- Convened a virtual meeting of Chief Academic Officers, Research Directors, and Chiefs of Schools on Outcomes-Based Contracting in February 2024, focusing on implications for the education system and how two districts (Jackson Public Schools and Richmond Public Schools) are navigating their journey through the process to ensure positive student outcomes and a return on investment.
- Met with the Procurement Role-Alike group in April 2024 to further discuss Outcomes-Based Contracting taking place in Orange County Public Schools and the importance of procurement to work closely with academics from the onset to be effective in this work.
- Collaborated with external strategic partners to support urban districts with standards implementation, how to accelerate student learning, and the effective use and sunsetting of ESSER funds.
- Provided technical support to districts by reviewing and providing feedback on their curriculum guidance using the Council’s resource Supporting Excellence: A Framework for Developing, Implementing, and Sustaining a High-Quality District Curriculum.
• Collaborated with leading mathematics, science, history/social science, and literacy organizations to surface and share perspectives from policymakers, practitioners, and other stakeholders on emerging issues and trends in teaching and student learning.

• Co-facilitated an Artificial Intelligence (AI) Maturity Matrix workshop in April 2024 with the CGCS Director of Management Services in Clark County Public Schools to assist them with creating a cross-functional team to begin drafting AI policy and guidelines.

• Coordinated with the CGCS General Counsel to present on Diversity, Equity and Inclusion national cases and implications to address district programs, initiatives and potential legislative impact.

• Created and disseminated the 2024 Instructional Materials Survey to all member districts to ascertain the materials being used in the core content areas from Birth through Grade 12. Results will be aggregated and de-identified in preparation for the 2024-2025 school year, where member districts will be able to connect and collaborate within networks related to the materials they are using.

• Created and disseminated a Mathematics Area of Interest Survey to transition the mathematics role-alike group to work-groups where a small group of district directors can engage in deep learning around a strategy or initiative and receive continuous feedback and support on implementation.

• Continued to meet and attend convenings with Gates Foundation, Hewlett Foundation and Wallace Foundation to align the Academic team’s work with respective grant goals.

• Represented CGCS at the following events:
  o Steering Committee for the National Academy of Education, NAEd project, Addressing Educational Inequities in the Wake of the COVID-19 Pandemic;
  o Virtual conference hosted by Just Equations and facilitated a session on disrupting tracking in mathematics;
  o Planning committee tasked with the design and implementation of a national Summit on Data Science in February 2025.
  o Presentation at the 2024 Bilingual Immigrant Refugee Conference, Multi-Tiered Systems of Support;
  o Panel discussion for the Reading League Summit on Foundational Literacy for English Language Learners; and
  o Presentation at the 2024 Chief Information Officers Annual Conference, Cross-Functional Teaming for Artificial Intelligence.

**Annual Conferences and Taskforce Convenings**

We will host the 21st Annual 2024 Curriculum, Research and Instructional Leaders Conference in Chicago, IL from July 9-11, 2024, at the Westin Michigan Avenue. The conference theme is *From Reality to Results: Driving Improvements in Student Outcomes* and will include a keynote address from former Secretary of Education Arne Duncan. Attendees will hear directly from the Harvard researcher who led the work on the Education Recovery Scorecard – a collection of data on student recovery from the pandemic. Dr. Tom Kane and Phil Daro will share lessons learned on a panel moderated by Dr. Frank Barnes, formerly from Charlotte-Mecklenburg.

Conference plenary and role-alike sessions will address how urban districts are continuing to increase student learning and student outcomes by centering high-quality curriculum and instructional strategies, increased focus on positive school culture and climate, addressing unfinished learning, equitable practices in mathematics and English Language Arts, leveraging culturally responsive pedagogy, as well as the strategic use of data and research to inform district decision making. This conference will give participants an opportunity to connect, learn, and strategize across instructional roles in districts in creating and sustaining systems and structures for successful re-engagement of all students in safe and supporting learning environments where they are able to...
thrive and experience academic success. Districts are encouraged to bring a team of instructional leaders including Chief Academic Officers, Chief Accountability or Performance Officers, Chiefs of Schools, Equity Officers, Curriculum Directors, Research and Accountability Directors, Principal Supervisors/Instructional Leaders, Principal Supervisors, Special Education Directors, Early Learning Directors, and SEL Directors.

The team also provided academic updates and presented newly released publications and trends in national and district data impacting student outcomes at the Achievement and Professional Development Task Force at the Annual Legislative Conference in March 2024. Additionally, Chicago Public Schools and Metro Nashville Public Schools presented on chronic absenteeism and addressing unfinished learning through acceleration.

**Strategic Support Team Visits**

CGCS strategic support team reviews were conducted in Puerto Rico Department of Education, Albuquerque Public Schools, Hawaii Department of Education, and Fresno Unified Public Schools. These reviews are focusing on implementation of organizational structures that will provide effective and efficient support to schools, high-quality curriculum guidance, special education programming/services, and strategic planning for effective monitoring and achievement of student outcome focused goals respectively.
Tools, Resources, and Publications

**Investing American Rescue Plan Funds Strategically and Effectively**

This document lays out a framework for the nation’s large city school systems to spend the new federal dollars strategically and effectively. It sets out overarching goals for the use of funds; articulates broad investment strategies; defines principles for the effective use of funds; and asks a series of questions that leaders and stakeholders should ask themselves as they embark on planning, implementation, and evaluation efforts. The document also draws on lessons learned from previous infusions of federal dollars and summarizes the main provisions of the federal legislation and agency guidance. [https://www.cges.org/Page/1283](https://www.cges.org/Page/1283)

Now updated with Interim Progress Assessment Guides that provide guidance and support to school districts in assessing the investments related to instructional materials and resources. Districts can use this document in the ongoing process of investment planning, implementation, and oversight to ensure that federal relief funds are allocated strategically and effectively. Here is the link to the guides, including Investing in Instructional Resources and Student Support Services: [https://www.cges.org/Page/1430](https://www.cges.org/Page/1430)

**Addressing Unfinished Learning After COVID-19 School Closures**

While this was released following school closures due to Covid-19, the academic team continues to provide guidance for implementing a districtwide approach to addressing unfinished learning in a just-in-time rather than a just-in-case model. The document emphasized that school districts would need to address the significant social and emotional toll the crisis has taken on children and widespread unfinished learning. We have always had students who entered a grade level with unfinished learning; however, our previous, well-intentioned attempts to use remediation programs had the impact of keeping students from engaging in grade-level content and resulted in their falling further behind their peers. We continue to highlight districts that are making progress in accelerating student learning and achievement in English Language Arts/Literacy and mathematics.

The document highlights key transition grades and illustrates how to focus on essential content for the grade. This approach provides the space and opportunities to address underlying unfinished learning just in time for all students to engage in grade level work, and acquire facility with language demands, skills, and concepts to accelerate their learning. To illustrate these approaches, the document provides examples of just-in-time scaffolds to accelerate student learning in mathematics and English language arts. [https://tinyurl.com/ya4g73f9](https://tinyurl.com/ya4g73f9)

**District Considerations for Universal Dyslexia Screening: Ensuring Appropriate Implementation and Instruction for English Learners**

Many states across the country now have policies requiring districts to implement universal dyslexia screeners and/or processes that identify students at risk for reading difficulties and dyslexia. In response to Council members request for more guidance on the utilization of universal dyslexia screeners with English learners, a brief was developed. The purpose of this brief is to (1) share potential challenges regarding the implementation of universal dyslexia screening for English learners (ELs) and (2) highlight considerations that ensure English learners are appropriately screened given their language development trajectory and the foundational literacy instruction ELs have received. Furthermore, the brief offers
considerations for the appropriate interpretation and use of screener results when districts are required to universally screen for dyslexia, including for students who have limited oral language development and little to no knowledge of English phonemes (e.g., when sound/letter correspondence differs between languages with different writing systems). This brief was released in November 2022. https://www.cgcs.org/publications#35

Professional Development Framework

This guide presents district instructional leaders and staff with a core set of criteria for what high-quality professional development entails. What makes this document different and useful is the focus on practical issues of district-level implementation in multiple teaching and learning environments. This is a guide designed by practitioners for practitioners, and it was important to the advisory committee and project team to develop a resource that provides clear, concrete guidance for district leaders based on our collective experience with best practices—and common pitfalls—in selecting, designing, implementing, and sustaining high quality professional development that not only represents what has traditionally worked in the past, but is nimble enough to meet the demands of the present.

The guide lays out a working definition of high-quality professional development, and then briefly reviews the research on what makes professional learning effective including lessons from the field. The framework then presents a set of preconditions and design principles of high-quality professional learning. These principles touch on the “why” (What is the purpose of professional development? How does it serve students, teachers, leaders, and the district as a whole?), the “what” (What knowledge or skills should professional development provide or focus on?), the “who” (Who are we targeting? Who should have access to professional learning opportunities, and who should be deployed to provide, support, and reinforce this professional learning?), and the “how” (How should professional development be structured, delivered, and evaluated to best improve instructional outcomes?). To illustrate these principles in action, the framework then provides a set of annotated exemplars from districts around the country. During SY 2023-24, the academic team will make explicit connections between this framework and the recently updated, Supporting Excellence Framework to support effective implementation of the curriculum. https://www.cgcs.org/Page/660


During the CGCS 2023 Annual Fall Conference in San Diego, CA, the Council shared the second edition of the Supporting Excellence Curriculum Framework which includes additional areas of focus:

- Standards-aligned expectations for student work and writing.
- Instructional coherence within and across grade levels and learning environments.
- Culturally and linguistically relevant instruction.
- Current research and best practices on addressing unfinished learning, scaffolding, and support for diverse student populations (including English Language Learners, Students with Disabilities, and gifted students).
- Addressing social-emotional learning and trauma.
- Expanded instructional use of technology.

The Curriculum Framework Advisory Committee comprised of Chief Academic Officers, curriculum leaders from the four core content areas, Bilingual Education, and Special Education from our member districts provided guidance and feedback during the revision process as well as national experts who served as technical advisors. https://www.cgcs.org/curriculumframework
Curriculum Quality Rubric

Based on the first edition of the *Supporting Excellence: A Framework for Developing, Implementing, and Sustaining a High-Quality District Curriculum*, the Academic Team developed a rubric members can use to evaluate the quality of their curriculum guidance materials. The rubric was reviewed by members of the Task Force on Achievement and Professional Development during the 2019 CGCS Legislative Conference and by an advisory committee of Chief Academic Officers, curriculum leaders in mathematics, English Language Arts, Bilingual education, and Special Education from our member districts to provide additional feedback and test the rubric using their curriculum documents. The first version of the *Curriculum Quality Rubric: A Self-Assessment Tool for Districts* ([https://tinyurl.com/t8xh85hs](https://tinyurl.com/t8xh85hs)) is now in use in curriculum reviews. The academic team started revising the *Curriculum Quality Rubric* associated with the *Supporting Excellence Framework (Second Edition)* focusing on the newly included key features first, followed by revising the existing sections. The anticipated completion date is September 2024.

Academic Key Performance Indicators

The Council developed academic key performance indicators (KPIs) in a process like the one used to develop operational KPIs. Using feedback from the Achievement and Professional Development Task Force, indicators were selected for their predictive ability and linkage to progress measures for the Minority Male Initiative pledge taken from a list of 200 potential KPIs.

Since SY 2016-17, the indicators have been refined and are part of the annual KPI data collection and reporting. This now enables districts to compare their performance with similar urban districts and to network to address shared challenges.

Resources from the Early Reading Accelerators Pilot

Recordings from a *three-part webinar series* from the Early Reading Accelerators Pilot in San Antonio Independent School district is available for district support and implementation of foundational skills instruction in the early grades. In this three-part series, hosted by the Council and Student Achievement Partners, experts and urban school district practitioners presented and discussed: (1) the latest findings about teaching foundational skills and making use of complex text as part of comprehensive literacy approach and (2) the pedagogy related to teaching foundational skills, including phonemic awareness to monolingual students and English Language Learners. The content of the recordings used the science of reading as the umbrella. The recordings for the series and additional resources are available using this [link](https://achievethecore.org/page/3360/shifting-early-literacy-practices).

Important outcomes of the pilot were the increase in academic rigor and engagement in classrooms, more collaboration and cohesion on school campuses and within the district, instructional environments that became more culturally sustaining and visually rich, and re-ignition of the joy of teaching and learning literacy. This work continues to evolve as we partner with member districts in designing current early literacy plans. To learn more about the details of this pilot, use this link [https://achievethecore.org/page/3360/shifting-early-literacy-practices](https://achievethecore.org/page/3360/shifting-early-literacy-practices) to access the case study, *Shifting Early Literacy Practices: The Story of an Early Reading Pilot in San Antonio Independent School District*.

Evaluation Tool-Quality Review

CGCS developed the following tools to help its urban school systems and others implement college- and career-readiness standards. These materials continue to be referenced and used by CGCS member districts and staff.
The Grade-Level Instructional Materials Evaluation Tool–Quality Review (GIMET- QR), (English Language Arts). A set of grade-by-grade rubrics and a companion document that define the key features for reviewers to consider in examining the quality of instructional materials in English Language Arts K-12. In addition, the tools are useful in helping teachers decide where and how adopted classroom materials could be supplemented. The documents align with similar tools developed by the Council for English language learners. See below. (2015) [http://www.cgcs.org/Page/483](http://www.cgcs.org/Page/483)

While GIMET-QR was designed to support textbook materials adoption, feedback from Council members using the tool indicates that there are additional uses:

1) to assess alignment and identify gaps/omissions in current instructional materials;
2) to assess alignment of district scope and sequence, and the rigor and quality of instructional tasks and assessments; and
3) to provide professional development that builds capacity and a shared understanding of the CCSS in ELA/Literacy and/or Mathematics.

The Grade-Level Instructional Materials Evaluation Tool–Quality Review (GIMET- QR), (Mathematics). A set of grade-level rubrics and a companion document that define the key features for reviewers to consider in examining the quality of instructional materials in mathematics K-8. The key features include examples and guiding statements from the Illustrative Mathematics progression documents to clarify the criteria. (2015) [http://www.cges.org/Page/475](http://www.cges.org/Page/475)

While GIMET-QR was designed to support textbook materials adoption, feedback from Council members using the tool indicates that there are additional uses:

1) to assess alignment and identify gaps/omissions in current instructional materials;
2) to assess alignment of district scope and sequence, and the rigor and quality of instructional tasks and assessments; and
3) to provide professional development that builds capacity and a shared understanding of the CCSS in ELA/Literacy and/or Mathematics.

**The Text Analysis Toolkit**: The Council and Student Achievement Partners partnered to provide CGCS ELA/Literacy District Leaders opportunities engage in professional development of this toolkit. This toolkit aims to support educators in selecting and analyzing texts based on complexity and cultural relevance. The resources focus on tools for reflecting on the identities of educators and the students they serve, analyzing texts with multiple lenses, and considering implications for use in their specific context. [https://achievethecore.org/page/3369/text-analysis-toolkit](https://achievethecore.org/page/3369/text-analysis-toolkit)

**The Great City Schools Professional Learning Platform.** A series of 10 video-based courses for school administrators and teachers to enhance language development and literacy skills for English Language Learners and struggling readers. (2018) [https://www.cges.org/Page/667](https://www.cges.org/Page/667)

**Re-envisioning English Language Arts and English Language Development for English Language Learners.** A framework for acquiring English and attaining content mastery across the grades in an era when new college- and career-readiness standards require more reading in all subject areas. (2014, 2017) [http://tinyurl.com/yasg9xc4](http://tinyurl.com/yasg9xc4)

**A Framework for Re-envisioning Mathematics Instruction for English Language Learners.** A guide for looking at the interdependence of language and mathematics to assist students with the use of academic language in acquiring a deep conceptual understanding of mathematics and applying mathematics in real world problems. (2016) [http://tinyurl.com/y7flpyoz](http://tinyurl.com/y7flpyoz)

**Indicators of Success: A Guide for Assessing District Level Implementation of College and Career-Readiness Standards.** A set of indicators districts might use to track their implementation of college- and career-readiness standards. Indicators are divided into seven sections, including: vision and goal setting, resource allocation, parent and community outreach, curriculum, instruction, professional development, assessment, and student data. Each section provides descriptions of what “on track” or “off track” might look like, along with examples of evidence to look at in determining effective implementation. (2016) [http://tinyurl.com/bh6kesd](http://tinyurl.com/bh6kesd)

**Calendar of Questions.** A series of questions about ongoing implementation of college- and career-readiness standards, arranged by month, focusing on aspects of implementation for staff roles at various levels of the district, as well as milestones for parents and students. (2013) These types of questions are still valid and can be customized for any districtwide project implementation. The Academic Department will be reviewing and updating this document with an anticipated completion date of December 2024. [http://cgcs.org/Page/409](http://cgcs.org/Page/409)
CURRICULUM, RESEARCH, AND INSTRUCTIONAL LEADERS MEETING
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.

Chair of the Board:
Marcia Andrews, Board Member
Palm Beach County School District

Chair-Elect:
Sonja Brookins Santelises, CEO
Baltimore City Public Schools

Secretary-Treasurer:
Valerie Davis, Board Member
Fresno Unified School District

Immediate Past-Chair:
Kelly Gonez, Board Member
Los Angeles Unified School District

Executive Director:
Ray Hart
Council of the Great City Schools
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
- **26%** - African American
- **18%** - White
- **7%** - Asian/Pacific Islander
- **1%** - Alaskan/Native American
- **17%** - English Language Learners
- **70%** - Eligible for free/reduced price lunch
- **17%** - Students with Individualized Education Programs

**Member Districts:**

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

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.
**21st Curriculum, Research, and Instructional Leaders Conference**  
**July 9 to July 12, 2024 – Westin Michigan Ave, Chicago, IL**

**Agenda**

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

**Registration/Break**  
**Meals**  
**Joint Session**  
**Role-Alike Sessions**  
**District-Led Presentations**  
**Evening/Receptions**
21st Curriculum, Research, and Instructional Leaders Conference
July 9 to July 12, 2024 – Westin Michigan Ave, Chicago, IL

Agenda

<table>
<thead>
<tr>
<th>Time</th>
<th>Tuesday, July 9th</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:00 am – 4:00 pm</td>
<td>Conference Registration</td>
</tr>
<tr>
<td>12:00 – 12:45 pm</td>
<td>Lunch (Michigan Ballroom)</td>
</tr>
<tr>
<td></td>
<td>Welcome and Opening Remarks</td>
</tr>
<tr>
<td></td>
<td>- Akisha Osei Sarfo, PhD, Director of Research, Council of</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>12:45 – 12:50 pm</td>
<td>Transition</td>
</tr>
<tr>
<td>12:50 – 1:15 pm</td>
<td>Opening Kickoff &amp; Ice Breaker (Great Lakes Grand Ballroom)</td>
</tr>
<tr>
<td></td>
<td>Farah Assiraj, Chief of Teaching and Learning, Council of</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Math Equity Panel (Great Lakes Grand Ballroom)</td>
</tr>
<tr>
<td></td>
<td>During this facilitated panel, we will hear from district</td>
</tr>
<tr>
<td></td>
<td>leaders from New York City Public Schools and East Baton</td>
</tr>
<tr>
<td></td>
<td>Rouge public schools as they share their experiences and</td>
</tr>
<tr>
<td></td>
<td>achievements in implementing the Bill and Melinda Gates</td>
</tr>
<tr>
<td></td>
<td>Foundation Research and Development Partnership for Math</td>
</tr>
<tr>
<td></td>
<td>Equity.</td>
</tr>
<tr>
<td></td>
<td>- Nicole Williams, Executive Director, STEM, NYC Public</td>
</tr>
<tr>
<td></td>
<td>Schools</td>
</tr>
<tr>
<td></td>
<td>- Beth Wehner, Senior Director for Math &amp; Science, NYC</td>
</tr>
<tr>
<td></td>
<td>Public Schools</td>
</tr>
<tr>
<td></td>
<td>- Lauren Goldenberg, PhD, Senior Director, Research &amp;</td>
</tr>
<tr>
<td></td>
<td>Evaluation, NYC Public Schools</td>
</tr>
<tr>
<td></td>
<td>- Justin Robicheaux, Instructional Data Coordinator/Curriculum Director, East Baton Rouge Parish Public Schools</td>
</tr>
<tr>
<td></td>
<td>- Suzanne Navo, Coordinator of Grants, East Baton Rouge</td>
</tr>
<tr>
<td></td>
<td>Parish Public Schools</td>
</tr>
<tr>
<td></td>
<td>- Stacey Terrio, Research Associate, Louisiana State</td>
</tr>
<tr>
<td></td>
<td>University – Social Research &amp; Evaluation Center</td>
</tr>
<tr>
<td>1:15 – 2:15 pm</td>
<td>Break</td>
</tr>
<tr>
<td>2:15 – 2:30 pm</td>
<td>Role-Alike Sessions</td>
</tr>
<tr>
<td></td>
<td>Curriculum, Chiefs of Schools, Principal Supervisors,</td>
</tr>
<tr>
<td></td>
<td>Chief Academic Officers, SPED, Early Learning, and</td>
</tr>
<tr>
<td></td>
<td>Instructional Leaders Role-Alike Session (Great Lakes</td>
</tr>
<tr>
<td></td>
<td>Grand Ballroom)</td>
</tr>
<tr>
<td></td>
<td>Equity + Multi-Tiered Systems of Support (SEL + MH + RJ)</td>
</tr>
<tr>
<td></td>
<td>Leaders Role-Alike Session (Great Lakes Grand Ballroom)</td>
</tr>
<tr>
<td></td>
<td>- Leaders connect, build, and network</td>
</tr>
<tr>
<td></td>
<td>Research Leaders Role-Alike Session (Lincoln Park Room)</td>
</tr>
<tr>
<td></td>
<td>- Research Director icebreaker and networking</td>
</tr>
</tbody>
</table>

23
## Agenda

### Tuesday, July 9th

<table>
<thead>
<tr>
<th>Time</th>
<th>Role-Alike Sessions</th>
</tr>
</thead>
</table>
| 3:00 – 4:00 pm | **Curriculum, Chiefs of Schools, Principal Supervisors, Chief Academic Officers, SPED, Early Learning, 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)*  
“Equity Based Multi-Tiered Systems of Support: Strategic Implementation, Accountability and Sustainability”  
  - Farah Assiraj, Chief of Teaching and Learning, Council of the Great City Schools  
  - Toni DeMello, MTSS District Manager, Chicago Public Schools  
Research Leaders Role-Alike Session *(Lincoln Park Room)*  
**Qualitative and Mixed Methods Research in School Districts**  
“Evaluating Summer Programming in Philadelphia: Turning Insights into Action”  
  - Tonya Wolford, PhD, Chief of District Evaluation, Research, and Accountability, School District of Philadelphia  
“Summer 305: Participation, Teacher Perception, and Academic Impact”  
  - Vanessa Gonzalez-Hernandez, PhD, Director Research Services-Assessment, Research, and Data Analysis, Miami-Dade County Public Schools  
Reflection & Discussion |
| 4:00 – 5:00 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)*  
Revising the *Supporting Excellence Curriculum Framework Rubric*: A Close Look  
  - Interactive presentation and discussion  
Research Leaders Role-Alike Session *(Lincoln Park Room)*  
**High Impact and Evidence-Building Research Designs**  
“Summer Programming to Recover Instructional Time Lost to COVID-19: Quasi-Experimental Evidence from Summer 2022”  
  - Nicholas D’Amico, Ph.D., Executive Director of School Performance, Cleveland Metropolitan School District  
  - Eric Jett, Data Analyst, Cleveland Metropolitan School District  
Reflection & Discussion |
| 5:30 – 6:30 pm | **Welcome Reception** |

---
<table>
<thead>
<tr>
<th>Time</th>
<th>Wednesday, July 10th</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 am –</td>
<td>Conference Registration</td>
</tr>
<tr>
<td>4:00 pm</td>
<td></td>
</tr>
<tr>
<td>8:00 – 8:45 am</td>
<td>Breakfast <em>(Michigan Ballroom)</em></td>
</tr>
<tr>
<td>8:45 – 9:50 am</td>
<td><strong>Keynote Speaker and Cross-District Reflection Time</strong> <em>(Great Lakes Grand Ballroom)</em></td>
</tr>
<tr>
<td>9:50 – 10:00 am</td>
<td><strong>Break</strong></td>
</tr>
<tr>
<td>10:00 – 11:00 am</td>
<td><strong>Role-Alike Sessions</strong></td>
</tr>
</tbody>
</table>

**Welcome Remarks**
- *Bogdana Chkoumbova*, Chief Education Officer, Chicago Public Schools

**Introduction of Speaker**
- *Ray Hart, Ph.D.*, Executive Director of the Council of the Great City Schools

**Speaker**
- *Arne Duncan*, Managing Partner, Emerson Collective, Former U.S. Secretary of Education
- *Dr. Stacey Gray Akyea*, Executive Chief, Equity, Strategy & Innovation, St. Paul Public Schools (Moderator)

**Cross-District Reflection Time**

**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)**

**Culturally Responsive Pedagogy, Cultivating Joy, and Student Agency in Mathematics (PK-12)**
- *CGCS Academic Team; Aly Martinez and Jennie Beltramini*, Student Achievement Partners (SAP)

**Research Leaders Role-Alike Session (Lincoln Park Room)**

**Subtractive Value: Leveraging Analytics to Help Your Agency Do Less, Better**
- *Dave Hersh, Ph.D.*, CEO, In Tandem

*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...*
## Agenda

**Wednesday, July 10th**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
</table>
| 11:00 – 12:00 pm | **Role-Alike Sessions**  
Impactful Subtraction could be, and a few tools in your tool belt to help your agency get better at it.  
**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 |
| 12:00 – 1:00 pm | Lunch (Michigan Ballroom) |
| 1:00 – 2:00 pm | **Keynote Speaker and Cross-District Reflection Time**  
**(Great Lakes Grand Ballroom)**  
**Keynote Speaker**  
– Janice Jackson, Chief Executive Officer of Hope Chicago, Former CEO of Chicago Public Schools  
**Cross-District Reflection Time** |
| 2:00 – 2:45 pm | **District-Led Panel**  
**(Great Lakes Grand Ballroom)**  
A Comprehensive Approach to Student Engagement  
“Dallas ISD Reimagining Student Behavior Management”  
– Sherry Christian, Deputy Chief of Staff, Dallas ISD  
– Keisha Crowder-Davis, Executive Director of Student Engagement and Support, Dallas ISD  
“Multi-Tiered Systems of Support and SEL Impact on Student Engagement”  
– Jusmar Maness, Chief Academic Officer, Guilford County Schools |
## Agenda

### Wednesday, July 10th

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:45 – 3:00 pm</td>
<td><strong>Break</strong></td>
</tr>
<tr>
<td>3:00 – 5:00 pm</td>
<td><strong>District-Led Presentations (See Breakout Sessions Chart)</strong></td>
</tr>
<tr>
<td>5:00 – 6:00 pm</td>
<td><strong>Cocktail Hour</strong>&lt;br&gt; <em>Sponsored by College Board</em></td>
</tr>
<tr>
<td></td>
<td><strong>Kimberly Steinke, Chief of Exceptional Children and Student Services,</strong>&lt;br&gt; <em>Guilford County Schools</em></td>
</tr>
</tbody>
</table>

### Thursday, July 11th

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 am – 4:00 pm</td>
<td><strong>Conference Registration</strong></td>
</tr>
<tr>
<td>8:00 – 8:45 am</td>
<td><strong>Breakfast (Michigan Ballroom)</strong></td>
</tr>
<tr>
<td>9:00 – 11:20 am</td>
<td><strong>District-Led Presentations (See Breakout Sessions Chart)</strong></td>
</tr>
<tr>
<td>11:20 am – 12:00 pm</td>
<td><strong>Networking on Your Own</strong></td>
</tr>
<tr>
<td>12:00 – 1:30 pm</td>
<td><strong>Awards Luncheon (Michigan Ballroom)</strong>&lt;br&gt; <em>Special Presentation of Awards</em>&lt;br&gt; <em>Curriculum Award Sponsored by Curriculum Associates</em>&lt;br&gt; <em>Research Team Award Sponsored by NWEA</em>&lt;br&gt; <em>Equity Leader Award Sponsored by Amplify</em>&lt;br&gt; <em>Lighthouse Award Sponsored by Bluum</em></td>
</tr>
<tr>
<td>1:35 – 3:00 pm</td>
<td><strong>Keynote Speaker Panel and Cross-District Reflection Time</strong> (Great Lakes Grand Ballroom)**&lt;br&gt; <strong>Speakers</strong>&lt;br&gt; – <strong>Thomas Kane</strong>, Walter H. Gale Professor of Education and Economics at Harvard University&lt;br&gt; – <strong>Frank Barnes</strong>, Faculty Director of the Director of Education Leadership Program and Senior Lecturer on Education, Harvard Graduate School of Education&lt;br&gt; – <strong>Phil Daro</strong>, Leading Mathematics Expert, Member of the Executive Committee of the International Society for Design and Development in Education&lt;br&gt; <strong>Cross-District Reflection Time</strong></td>
</tr>
<tr>
<td>3:00 – 4:00 pm</td>
<td><strong>Role-Alike Sessions</strong>&lt;br&gt; <strong>Curriculum, Chiefs of Schools, Principal Supervisors, Chief Academic Officers, SPED, Early Learning, and Instructional Leaders Role-Alike Session</strong> (Great Lakes Grand Ballroom)**&lt;br&gt; <strong>Cultivating Joy and Efficacy in Secondary Literacy (Part 1)</strong>&lt;br&gt; – Facilitated by <strong>Carey Swanson and Adrienne Williams</strong> (SAP)&lt;br&gt; – Panel Q and A with <strong>Dr. Robin Hall</strong>, Chief of Schools, CGCS and <strong>Dr. Nyshawana Francis-Thompson</strong>, Chief of Curriculum and Instruction, The School District of Philadelphia</td>
</tr>
</tbody>
</table>
### Thursday, July 11th

<table>
<thead>
<tr>
<th>Time</th>
<th>Agenda</th>
</tr>
</thead>
</table>
| **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”  
– 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  
**Reflection & Discussion** |
| **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 |
| 4:00 – 5:00 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 2)  
– 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 |
|  | **Research Leaders Role-Alike Session** *(Lincoln Park Room)*  
Audience-Centered Design: Designing Data Visualizations with Your Audience in Mind  
– Ama Nyame-Mensah, PhD, Founder & Principal, Analytics Made Accessible LLC  
*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).* |
|  | **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 |
| 5:00 pm | **Night on your own** |

### Friday, July 12th

<table>
<thead>
<tr>
<th>Time</th>
<th>Agenda</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 8:45 am</td>
<td><strong>Breakfast (Great Lakes Grand Ballroom)</strong></td>
</tr>
<tr>
<td>8:45 – 11:25 am</td>
<td><strong>Artificial Intelligence (AI) Session</strong> <em>(Great Lakes Grand Ballroom)</em></td>
</tr>
</tbody>
</table>
21st Curriculum, Research, and Instructional Leaders Conference  
July 9 to July 12, 2024 – Westin Michigan Ave, Chicago, IL  

Agenda

<table>
<thead>
<tr>
<th>Time</th>
<th>Friday, July 12th</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:25 – 11:30 am</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>– Dr. Nicole M. Mancini, Chief of Academics, Council of the Great City Schools</td>
</tr>
<tr>
<td></td>
<td>– Mary Beck, Deputy Superintendent of Teaching and Learning, Chicago Public Schools</td>
</tr>
<tr>
<td></td>
<td>– Norm Fleming, Chief Information Officer, Chicago Public Schools</td>
</tr>
<tr>
<td></td>
<td>– Stephanie Melville, IES Data Science Fellow, U.S. Department of Education</td>
</tr>
<tr>
<td></td>
<td>– Evan Shieh, AI Researcher and Executive Director, Young Data Scientists</td>
</tr>
<tr>
<td>11:30 am – 12:00 pm</td>
<td>Cross-District Reflection Time</td>
</tr>
<tr>
<td></td>
<td>Closing Remarks</td>
</tr>
<tr>
<td></td>
<td>Lunch (Grab and Go)</td>
</tr>
<tr>
<td>Room</td>
<td>Wednesday July 10 @ 3:00 pm</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------</td>
</tr>
</tbody>
</table>
| Ontario    |                             | **Session 1:** Data Literacy in EVERY PreK-12 Classroom? A Joyous and Necessary Revolution!  
San Diego Unified School District  
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.  
• Stephanie Melville, IES Data Science Fellow, U.S. Department of Education                                                                                                             |
| Huron      |                             | **Unlocking Potential: The MTSS Pathway for English Learners**  
Chicago Public Schools  
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.  
• Toni DeMello, MTSS District Manager                                                                                     |
| (Panel)    | **Session 2**               | **Engaging Youth Voices to Promote SEL and Academic Success: Black and Latino Male Achievement**  
Milwaukee Public Schools/Imagine Learning  
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.  
• Will Luedtke, Assistant Principal                                                                                       |
|           |                             | **Making Meaning: Targeted Universalism and Equity Based MTSS**  
Chicago Public Schools  
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.  
• Monica Zaragoza, CPS District MTSS Specialist                                                                            |
| Erie       |                             | **Session 3:** Building the Infrastructure and Habits to Level Up Instruction  
Detroit Public Schools/Leading Educators  
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.  
• Leenet Campbell-Williams, Chief Academic Officer  
• M. Keli Swearingen, PhD, Senior Director of Midwest Programming, Leading Educators                                                                                       |
| Lincoln Park |                             | **Session 4:** In this session, participants will explore Denver Public Schools’ data dashboard, School Vitals, and learn how DPS integrated district and school performance targets  
• Danielle Johnson,                                                                                                        |
<table>
<thead>
<tr>
<th>Room</th>
<th>Wednesday July 10 @ 3:00 pm</th>
<th>Session Description</th>
<th>Presenter Names</th>
</tr>
</thead>
</table>
| Washington Park 1        | School Vitals: Progress Monitoring with a Morning Cup of Coffee  
Denver Public Schools | 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  
• Danielle Sulick, Manager of Reporting and Data  
• Jusmar Maness, Chief Academic Officer  
• Dr. Emily Hare, Director of K-12 Mathematics |
| Washington Park 2        | Session 5:  
Enacting the Guilford Country Strategic Direction through the GCS Math Teacher Leader Cohort (TLC)  
Guilford County Schools | 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. | • Dr. Tracey L. Durant, Senior Executive Director |
|                         | Session 6:  
Systems Don’t Change Until People Do  
Baltimore City Public Schools | 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. | • Dr. Tracey L. Durant, Senior Executive Director |

**District-Led Breakout Sessions**  
**Wednesday July 10 @ 4:00 pm**

<table>
<thead>
<tr>
<th>Room</th>
<th>Wednesday July 10 @ 4:00 pm</th>
<th>Session Description</th>
<th>Presenter Names</th>
</tr>
</thead>
</table>
| Ontario                   | Session 7:  
NYC READS: Large Scale Implementation of Science Based Literacy Instruction  
New York City Department of Education | 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. | • Jason Borges, Executive Director of Literacy and Academic Intervention Services |
## Agenda

### Huron (Panel) Session 8

**Geaux Math!**

*East Baton Rouge Parish Public Schools*

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.

- **Suzanne Navo,** Coordinator of Grants
- **Justin Robicheaux,** Instructional Data Coordinator

### Erie Session 9:

**High-Quality, Equitable Teaching: Establishing Coherence as a District**

*Guilford County Schools Student Achievement Partners (SAP)*

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.

- **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**

*Chicago Public Schools*

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:

- District-funded coursework for teachers at our partner university
- Clear promotion criteria to support equitable student placement in

- **Laura Margaret Burbach,** Math Programs Manager
- **Dr. Corey Morrison,** Math Director
### Agenda

<table>
<thead>
<tr>
<th>Room</th>
<th>Wednesday July 10 @ 4:00 pm</th>
<th>Session Description</th>
<th>Presenter Names</th>
</tr>
</thead>
</table>
| Washington Park 1 |                             | high school - 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                                                                                                                   | • Tanya Campos, Senior Director Equity & Engagement  
• Heather Cowan, Senior Director Equal Opportunity Services/Title IV                                                                                     |
| Washington Park 2 | Session 11: Leveraging Compliance to Create Equitable Environments  
Albuquerque Public Schools | 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. | • Dr. Effie McMillian  
• Dr. Raketa Ouedraogo-Thomas |
## District-Led Breakout Sessions
**Thursday July 11 @ 9:00 am**

<table>
<thead>
<tr>
<th>Room</th>
<th>Session Description</th>
<th>Presenter Names</th>
</tr>
</thead>
</table>
| Ontario | **Session 13:** Selecting, Implementing and Monitoring High Quality Instructional Materials to Increase Students’ Achievement  
*Guilford County Schools* | • Jusmar Maness, Chief Academic Officer  
• Karen Ellis, Executive Director of Academics |
| Huron (Panel) | **Session 14**  
Academic Recovery Academy Summer 2023 Program Evaluation: Amplifying and Capturing Stakeholder Voice to Measure Program Success  
*Atlanta Public Schools* | • Dr. Monique O'Bryant, Director of Research and Evaluation  
• Dr. Rashida Askia, Sr. Research Associate  
• Erin Kruger, Sr. Research Associate |
## Agenda

<table>
<thead>
<tr>
<th>Room</th>
<th>Thursday July 11 @ 9:00 am</th>
<th>Session Description</th>
<th>Presenter Names</th>
</tr>
</thead>
</table>
|      | Scaling High-Dosage Tutoring: Lessons from Research and Practice | 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. | • Peter Leonard, Executive Director, Student Assessment & MTSS  
• Alexandria Tabasso, Manager of Implementation, University of Chicago Education Lab |

|      |       | Erie | 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 | Jane Fleming, Director of Literacy |

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 2022-23 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. 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.

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...
## Agenda

<table>
<thead>
<tr>
<th>Room</th>
<th>Thursday July 11 @ 9:00 am</th>
<th>Session Description</th>
<th>Presenter Names</th>
</tr>
</thead>
</table>
| **Lincoln Park**|                             | 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.                                                                                                                                       | • Nancy Waymack, Director of Partnerships & Policy, SCALE, Stanford University  
• Kara Hamilton, Tutoring Director |
| **Washington Park 1** | **Session 16:** High-Impact Research on High-Impact Tutoring in Guilford County Schools  
Guilford County Schools | 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. | • Kelly Rivers, Executive Director of Teaching and Learning  
• Terra Baker, Director of Early Childhood Education |
| **Washington Park 2** | **Session 17:** Maximizing Literacy Outcomes for our Earliest Learners  
Columbus City Schools | 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! | • James Arangio, Math Instructional Lead  
• Scott Wolfson, Math Instructional Lead |
| **Washington Park 2** | **Session 18:** Making System-Wide Shifts in Mathematics Instruction: An Example from NYC Public Schools  
New York City Department of Education | 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.  
In this session, participants will not only learn about these system-wide shifts 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 |
## 21st Curriculum, Research, and Instructional Leaders Conference

**July 9 to July 12, 2024 – Westin Michigan Ave, Chicago, IL**

### Agenda

<table>
<thead>
<tr>
<th>Room</th>
<th>Thursday July 11 @ 9:00 am</th>
<th>Session Description</th>
<th>Presenter Names</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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. 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.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### District-Led Breakout Sessions

**Thursday July 11 @ 10:20 am**

<table>
<thead>
<tr>
<th>Room</th>
<th>Thursday July 11 @ 10:20 am</th>
<th>Session Description</th>
<th>Presenter Names</th>
</tr>
</thead>
</table>
| Ontario |  | **Session 19:** Shifting from Reaction to Action: Building Proactive Student SEL and Behavioral Health Support through MTSS  
Providence Public School District/ Branching Minds  |   | • Tara Sukaskas, School Psychologist Specialist  
• Elisy Blanco-Mercado, Social Work Specialist  
• Eva Dundas, Chief Academic Officer, Branching Minds |
| Huron |  | **Session 20:** Leading Convergence: The Union of Implementation Science, Math Ed Research, and the Real-Life Practice of District and Schools  
Guilford County Schools  |   | • Jusmar Rodriguez Maness, Chief Academic Officer  
• Dr. Emily Hare, Director of K-12 Mathematics, Guilford County Schools |
<table>
<thead>
<tr>
<th>Room</th>
<th>Thursday July 11 @ 10:20 am</th>
<th>Session Description</th>
<th>Presenter Names</th>
</tr>
</thead>
</table>
| Erie        |                             | 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. | Bogdana Chkoumbova, Chief Education Officer  
Eileen Murphy, CEO and Founder, ThinkCERCA |
| Lincoln Park|                             | 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. | Dr. Kimberly Steinke, Chief Exceptional Children and Student Services Officer  
Tara Santiago, Senior Executive Director, Exceptional Children Services |
| Washington Park 1 |                             | 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. 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. 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. | Jace Dallman - Research Data Scientist, Research Division  
Scott SchmidtBonne - Executive Director, Research Division,  
Brett Callahan - K-12 Enterprise Team Lead, Qualtrics |
Participants List
Stacey Kosch  
Director, Professional Development  
Bluum  
4675 East Cotton Center Boulevard  
Suite 155  
Phoenix, AZ  
stacey.kosch@bluum.com

Emily-Rose Barry  
Vice President of Product  
Branching Minds  
157 Columbus Avenue  
5th Floor  
New York, NY 10023  
emilyrose.barry@branchingminds.com

Eva Dundas  
Chief Academic Officer  
Branching Minds  
157 Columbus Avenue  
4th Floor  
New York, NY 10023  
eva@branchingminds.com

Nicole Garcia  
Vice President, Customer Success  
Branching Minds  
157 Columbus Avenue  
4th Floor  
New York, NY 10023  
nicole.garcia@branchingminds.com

Courtney Kelly  
Vice President of Strategic Accounts  
Branching Minds  
157 Columbus Avenue  
4th Floor  
New York City, NY 10023  
courtney@branchingminds.com

Lauren VanGomple  
Strategic Account ExecutiveU  
Branching Minds  
157 Columbus Avenue  
4th Floor  
New York, NY 10023  
lauran.vangomple@branchingminds.com

Fabian Cone  
Executive Director Academics  
Broward County Public Schools  
600 Southeast 3rd Avenue  
Fort Lauderdale, FL 33301  
fabian.cone@browardschools.com

Michelle Simmons  
Chief Academic Officer  
Charleston County School District  
75 Calhoun Street  
Charleston, SC 29401  
michelle_simmons@charleston.k12.sc.us
Amy Weiss  
Literacy Manager and Biliteracy Lead  
Chicago Public Schools  
501 West 35th Street  
1st Floor  
Chicago, IL 60609  
aeweiss@cps.edu

Kellie Kowal-Paul  
Chief Strategy Officer  
Clark County School District  
5100 West Sahara Avenue  
Las Vegas, NV 89146  
regisa@nv.ccsd.net

Emily Polich  
Director - Accountability, Research, and Data Services  
Clark County School District  
3950 South Pecos-McLeod Interconnect  
AARSI Division  
Las Vegas, NV 89121  
police@nv.ccsd.net

Nicholas D’Amico  
Executive Director of School Performance  
Cleveland Metropolitan School District  
1111 Superior Avenue East  
Suite 1719  
Cleveland, OH 44114  
nicholas.damico@clevelandmetroschools.org

Selena Florence  
Chief Academic Officer  
Cleveland Metropolitan School District  
1111 Superior Avenue  
Suite 1708  
Cleveland, OH 44106  
selena.florence@clevelandmetroschools.org

Jose Gonzalez  
Deputy Chief  
Cleveland Metropolitan School District  
1111 Superior Avenue  
Cleveland, OH 44113  
jose.gonzalez@clevelandmetroschools.org

Eric Jett  
Data Analyst  
Cleveland Metropolitan School District  
1111 Superior Avenue East  
Cleveland, OH 44114  
eric.jett@clevelandmetroschools.org

Megan Traum  
Executive Director-School Quality  
Cleveland Metropolitan School District  
1111 Superior Avenue  
Suite 1769  
Cleveland, OH 44114  
megan.traum@clevelandmetroschools.org
Anna Turner
Director, Strategic School Resource Alignment
Cleveland Metropolitan School District
1111 Superior Avenue
Suite 1765
Cleveland, OH 44114
anna.turner@clevelandmetroschools.org

Greg Walker
Senior Vice President
College Board
250 Vessey Street
Suite 900N
New York, NY 10281
gwalker@collegeboard.org

Terra Baker
Director of Early Childhood
Columbus City Schools
3700 South High Street
Columbus, OH 43207
tbaker6191@columbus.k12.oh.us

Kelly Rivers
Executive Director of Teaching and Learning
Columbus City Schools
3700 South High Street
COLUMBUS, OH 43207
krivers@columbus.k12.oh.us

Farah Assiraj
Chief of Teaching and Learning
Council of the Great City Schools
1331 Pennsylvania Avenue Northwest
Suite 1100N
Washington, DC 20004
fassiraj@cgcs.org

Gregory Bacon
Conference Specialist
Council of the Great City Schools
1331 Pennsylvania Avenue, Northwest
Suite 1100N
Washington, DC 20004
gbacon@cgcs.org

Sue Gamm
Consultant
Council of the Great City Schools
1115 West Altgeld Street
Chicago, IL 60614
suegamm@aol.com

Brian Garcia
Research Manager
Council of the Great City Schools
1331 Pennsylvania Avenue Northwest
Suite 1100N
Washington, DC 20004
bgarcia@cgcs.org
Deborah Murillo  
Executive Director  
**Dallas Independent School District**  
9400 North Central Expressway  
Suite 1012, D  
Dallas, TX 75231  
deramos@dallasisd.org

Cecilia Oakeley  
Deputy Chief, Evaluation and Assessment  
**Dallas Independent School District**  
9400 North Central Expressway  
Suite 1204  
Dallas, TX 75231  
Okeley@dallasisd.org

Melinda Clark  
Director of Accountability & Assessment  
**Dayton Public Schools**  
136 South Ludlow Street  
Dayton, OH 45402  
mdclark@daytonpublic.com

David Lawrence  
Superintendent  
**Dayton Public Schools**  
136 South Ludlow Street  
Dayton, OH 45402  
dlawrence@daytonpublic.com

Akisha Shehee  
Chief Academic Officer  
**Dayton Public Schools**  
136 South Ludlow Street  
Dayton, OH 45402  
ashehee@daytonpublic.com

Danielle Johnson  
Director, Accountability and Reporting  
**Denver Public Schools**  
1860 Lincoln Street  
Denver, CO 80203  
Danielle_Johnson@dpsk12.net

Kat Michiels  
Manager  
**Denver Public Schools**  
1860 Lincoln Street  
Denver, CO 80203  
katherine_michiels@dpsk12.net

Leenet Campbell-Williams  
Chief Academic Officer  
**Detroit Public Schools**  
3011 West Grand Boulevard  
Detroit, MI 48202  
leenet.campbell-williams@detroitk12.org
Ronique Hicks  
Vice President, Strategic Partnerships  
Discovery Education  
4350 Congress Street  
Unit 700  
Charlotte, NC 28209  
RHicks@discoveryed.com

Alissa Park  
Director, Educational Partnerships  
Discovery Education  
4350 Congress Street  
Unit 700  
Charlotte, NC  
almclean@discoveryed.com

Declan Smalley  
Manager, Education Partnerships  
Discovery Education  
4350 Congress Street  
Unit 700  
Charlotte, NC  
dsmalley@discoveryed.com

Suzanne Navo  
Coordinator of Grants  
East Baton Rouge Parish Public Schools  
12000 Goodwood Boulevard  
Baton Rouge, LA 70815  
snavo@ebrschools.org

Justin Robicheaux  
Instructional Data Coordinator  
East Baton Rouge Parish Public Schools  
12000 Goodwood Boulevard  
Baton Rouge, LA 70815  
jrobicheaux@ebrschools.org

Eric Hirsch  
Executive Director  
EdReports.org  
PO Box 51099  
Durham, NC 27717  
ehirsch@edreports.org

Brigette Smith  
Strategic Partnerships Manager  
Elevate K12  
brigette.smith@elevatek12.com

Jenn Russart  
Senior Director, Strategic Partnerships  
Elevate K-12  
jenn.russart@elevatek12.com
Mubeen Khumawala
Vice President, Strategy, Growth, & Finance
EMERGE Scholars
11251 Northwest Freeway
Suite 330
Houston, TX 77092
mubeen@emergescholars.org

Nicole Bosworth
Senior Director of District Partnerships
EveryDay Labs
8522 Santa Clara Drive
Suite 600
Dallas, TX 75218
nicole@everydaylabs.com

Stephen Bell
Equity Coordinator, American Indian Education Program Coordinator
Guilford County Schools
120 Franklin Boulevard
Greensboro, NC 27401
bells2@gcsnc.com

Karen Ellis
Executive Director Academics
Guilford County Schools
501 West Washington Street
Greensboro, NC 27401
ellisk@gcsnc.com

Enkhnasan Enkhbold
Data Strategist
Guilford County Schools
501 West Washington Street
Greensboro, NC
enkhboe@gcsnc.com

Jasmine Getrouw
Executive Director of Diversity, Equity & Inclusion
Guilford County Schools
120 Franklin Boulevard
Greensboro, NC 27401
getrouj@gcsnc.com

Kara Hamilton
Director of Tutorial Programming
Guilford County Schools
501 West Washington Street
Greensboro, NC 27401
hamiltk@gcsnc.com

Emily Hare
Director of K-12 Mathematics
Guilford County Schools
501 West Washington Street
Greensboro, NC 27401
haree@gcsnc.com
ASHLEY HEWITT  
Director, K-12 Literacy  
Guilford County Schools  
501 West Washington Street  
Greensboro, NC 27401  
HEWITTA@GCSNC.COM

Jusmar Maness  
Chief Academic Officer  
Guilford County Schools  
501 West Washington Street  
Greensboro, NC 27401  
amessj@gcsnc.com

Janiese McKenzie  
Director of STEM/Science  
Guilford County Schools  
501 West Washington Street  
Greensboro, NC 27401  
mckenzi2@gcsnc.com

Jonathan Permar  
Senior Director of Social Studies & Civic Engagement  
Guilford County Schools  
501 West Washington Street  
Greensboro, NC 27401  
permarj@gcsnc.com

Tara Santiago  
Senior Executive Director of Exceptional Children Services  
Guilford County Schools  
134 Franklin Boulevard  
Greensboro, NC 27401  
santiat@gcsnc.com

Tinisha Shaw  
Equity Coordinator & Coach  
Guilford County Schools  
120 Franklin Boulevard  
Greensboro, NC 27401  
shawt2@gcsnc.com

Kimberly Steinke  
Chief Officer - Exceptional Children and Student Services  
Guilford County Schools  
120 Franklin Boulevard  
Greensboro, NC 27401  
steinkk@gcsnc.com

Sonya Stephens  
Chief Performance Officer  
Guilford County Schools  
501 West Washington Street  
Greensboro, NC 27401  
stephes4@gcsnc.com
Jeffrey Uhlenberg
Director of Alternate Assessments
Guilford County Schools
501 West Washington Street
Greensboro, NC
uhlenbj@gcsnc.com

Anitra Wells
Deputy Superintendent
Guilford County Schools
712 North Eugene Street
Greensboro, NC 27401
wellsa2@gcsnc.com

Odell Taylor
Vice President Strategic Alliances & Partnerships
Houghton Mifflin Harcourt
125 High Street
Boston, MA 02110
Odell.Taylor@hmhco.com

Georgia Graham
Office Manager
Houston Independent School District
4400 West 18th Street
Houston, TX 77092
Georgia.Graham@houstonisd.org

Lauren Price
Deputy Dir, Data Science
Houston Independent School District
4400 West 18th Street
Houston, TX 77092
LPRICE5@houstonisd.org

Jai Abrams
Executive Director of National Partnerships
Imagine Learning
8860 East Chaparral Road
Scottsdale, AZ 85250
jai.abrams@imaginelearning.com

Elda Garcia
Executive Director, National Partnerships
Imagine Learning
8860 East Chaparral Road
Scottsdale, AZ
elda.garcia@imaginelearning.com

Kimberlin Rivers
Vice President of Instruction, School Services
Imagine Learning
8860 East Chaparral Road
Scottsdale, AZ
kimberlin.rivers@imaginelearning.com
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>School</th>
<th>Address</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brittni Johnson</td>
<td>Curriculum Lead</td>
<td>Jackson Public Schools</td>
<td>662 South President Street</td>
<td><a href="mailto:britjohnson@jackson.k12.ms.us">britjohnson@jackson.k12.ms.us</a></td>
</tr>
<tr>
<td>sherrita Lacy</td>
<td>Science Curriculum Lead</td>
<td>Jackson Public Schools</td>
<td>624 South President Street</td>
<td><a href="mailto:slacy@jackson.k12.ms.us">slacy@jackson.k12.ms.us</a></td>
</tr>
<tr>
<td>Tiffany Nickelberry</td>
<td>Curriculum Lead</td>
<td>Jackson Public Schools</td>
<td>630 North State Street</td>
<td><a href="mailto:tcager@jackson.k12.ms.us">tcager@jackson.k12.ms.us</a></td>
</tr>
<tr>
<td>LaTondra Robinson</td>
<td>Curriculum Lead</td>
<td>Jackson Public Schools</td>
<td>662 South President Street</td>
<td><a href="mailto:latorobinson@jackson.k12.ms.us">latorobinson@jackson.k12.ms.us</a></td>
</tr>
<tr>
<td>La'Tesha Roby</td>
<td>Curriculum Lead</td>
<td>Jackson Public Schools</td>
<td>662 South President Street</td>
<td><a href="mailto:laroby@jackson.k12.ms.us">laroby@jackson.k12.ms.us</a></td>
</tr>
<tr>
<td>Pamela Smith</td>
<td>Curriculum Lead</td>
<td>Jackson Public Schools</td>
<td>1017 Robinson Road</td>
<td><a href="mailto:pwatson@jackson.k12.ms.us">pwatson@jackson.k12.ms.us</a></td>
</tr>
<tr>
<td>Kimberly Smith</td>
<td>Executive Director</td>
<td>Jackson Public Schools</td>
<td>622 South State Street</td>
<td><a href="mailto:ksmith@jackson.k12.ms.us">ksmith@jackson.k12.ms.us</a></td>
</tr>
<tr>
<td>Felicia Thomas</td>
<td>Director of Early Childhood</td>
<td>Jackson Public Schools</td>
<td>1017 Robinson Street</td>
<td><a href="mailto:fthomas@jackson.k12.ms.us">fthomas@jackson.k12.ms.us</a></td>
</tr>
</tbody>
</table>
Cecilia Santos-Camerino  
Director  
Long Beach Unified School District  
1515 Hughes Way  
Long Beach, CA 90810  
CCamerino@lbschools.net

Stacey Terrio  
Research Associate, Social Research & Evaluation Center  
Louisiana State University  
329 Hatcher Hall  
Louisiana State University  
Baton Rouge, LA 70803  
sterri3@lsu.edu

Mike Kisow  
Head of Partnerships  
MagicSchool  
3233 Tejon Street  
Suite 102  
Denver, CO 80211  
mike.kisow@magicschool.com

Marie Silver  
Strategic Account Executive  
MagicSchool  
marie@magicschool.ai

Marcus Blackwell  
CEO & Founder  
Make Music Count  
401 Patricia Circle Southwest  
Atlanta, GA 30311  
marcus@makemusiccount.com

Vanessa Gonzalez Hernandez  
Director, Research Services  
Miami-Dade County Public Schools  
7461 Southwest 57 Terrace  
South Miami, FL 33143  
249143@dadeschools.net

Nate Deans  
Director-Black and Latino Male Achievement  
Milwaukee Public Schools  
5225 West Vliet Street  
251C  
Milwaukee, WI 53208  
deansjnd@milwaukeek12.wi.us

Deeqaifrah Hussein  
Executive Director  
Minneapolis Public Schools  
1250 West Broadway Avenue  
Minneapolis, MN 55411  
deeqaifrah.hussein@mplsk12.mn.us
Patricia Saenz-Armstrong  
Senior Economist  
N/A  
patricia@casaarsava.com

Dawn Essig  
Sr. Director  
NWEA  
3 Park Avenue  
New York, NY 10016  
dawn.essig@hmhco.com

Susan Christopherson  
Chief Academic Officer  
Omaha Public Schools  
3215 Cuming Street  
Omaha, NE 68131  
susan.christopherson@ops.org

Jace Dallman  
Research Data Scientist  
Omaha Public Schools  
3215 Cuming Street  
Omaha, NE 68131  
jace.dallman@ops.org

Scott SchmidtBonne  
Executive Director Research  
Omaha Public Schools  
3215 Cuming Street  
Omaha, NE 68131  
scott.schmidtbonne@ops.org

Autumn Frei  
Director, Evaluation  
Pinellas County Schools  
301 4th Street Southwest  
Largo, FL 33770  
FreiA@pcsb.org

Dr. Kymberly Cruz  
Executive Director, Equity  
Pittsburgh Public Schools  
341 S Bellefield Avenue  
Pittsburgh, PA 15213  
kcruz1@pghschools.org

Theodore Dwyer  
Chief Accountability Officer  
Pittsburgh Public Schools  
341 South Bellefield Avenue  
Pittsburgh, PA 15213  
tdwyer1@pghschools.org
Robert Zywicki
Senior Director Solutions Engineer
Renaissance Learning
2911 Peach Street
Wisconsin Rapids, WI 54494
robert.zywicki@renaissance.com

Diana Frezza
Executive Vice President/GM
RethinkEd
49 West 27th Street
Suite 403
New York, NY 10001
diana.frezza@rethinked.com

Megan Hartman
Vice President, Strategic Partnerships
RethinkEd
49 West 27th Street
Suite 403
New York, NY 10001
megan.hartman@rethinked.com

David Thomas
national Vice President of Strategic Accounts
RethinkEd
49 West 27th Street
8th Floor
New City, NY 10001
david.thomas@rethinked.com

Melinda Cook
Head of Assessment Strategies
Riverside Insights
One Pierce Place
Suite 900W
Itasca, IL 60143
melinda.cook@riversideinsights.com

Phillip Mikula
Chief Growth Officer
Riverside Insights
One Pierce Place
Suite 900W
Itasca, IL 60143
phillip.mikula@riversideinsights.com

Janice Richards
Senior Director of Partnerships
Riverside Insights
One Pierce Place
Suite 900W
Itasca, IL 60143
jrichards@apertureed.com

Maryellen Leneghan
Chief State & District Partnerships Officer
Saga Education
13 Hickory Hill Lane
Framingham, MA 01702
mleneghan@saga.org
Alan Safran  
CEO  
Saga Education  
13 Hickory Hill Lane  
Framingham, MA 01702  
asafran@saga.org

Jasmin Aguilar  
Manager, Curriculum & Content  
Sandy Hook Promise  
4612 Osborne Avenue  
Brownsville, TX 78520  
asmin.aguilar@sandyhookpromise.org

Vae Champagne  
Associate Director, Curriculum  
Sandy Hook Promise  
13 Church Hill Road  
Newtown, CT 06470  
vae.champagne@sandyhookpromise.org

Heidi Bruhn  
Vice President, Product Management & Marketing K-12 Math  
Savvas Learning Company  
heidi.bruhn@savvas.com

Joy Lesnick  
Deputy Chief of Research, Evaluation, and Academic Partnerships  
School District of Philadelphia  
440 North Broad Street  
Suite 214  
Philadelphia, 19130  
jlesnick@philasd.org

Brian Grow  
Vice President, Sales  
Schoolinks  
bgrow@schoolinks.com

Michele Charles  
Director of Partnerships  
SchoolKit  
6711 Germantown Avenue  
Suite 25321  
Philadelphia, PA 19119  
michele@schoolkitgroup.com

Ethan Mitnick  
President  
SchoolKit  
ethan@schoolkitgroup.com
Gena Lakin
Program Manager
SmartStart Education, LLC
59 Elm Street
Suite 225
New Haven, CT 06510
glakin@smartstarteducation.com

Jim McDermott
Director of Business Development
SmartStart Education, LLC
59 Elm Street
Suite 225
New Haven, CT 06510
jmcdermott@smartstarteducation.com

Nancy Waymack
Director of Partnerships & Policy, SCALE
Stanford University
520 Galvez Mall
Stanford, CA 94305-3096
nwaymack@stanford.edu

Jennie Beltramini
Math Designer
Student Achievement Partners
2016 H Avenue
Anacortes, WA 98221
jbeltramini@studentsachieve.net

Aly Martinez
Director, Mathematics
Student Achievement Partners
amartinez@studentsachieve.net

Carey Swanson
Director, Literacy
Student Achievement Partners
784 Kuehnle Street
Ann Arbor, MI 48103
cswanson@studentsachieve.net

Adrienne Williams
Chief Program Officer, Literacy
Student Achievement Partners
awilliams@studentsachieve.net

Roxane Nuess
Senior Director
The College Board
rpirayesh@collegboard.org
Annual Curriculum, Research, and Instructional Leaders Conference
Chicago, IL | July 9-12, 2024

THANK YOU TO OUR GENEROUS SPONSORS
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.

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.
**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.

**bluum**

At Bluum, 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**

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 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’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.

**Riverside Insights®**

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**

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.

**SAVVAS Learning Company**

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.
BLUE RIBBON CORPORATE ADVISORY GROUP

Age of Learning  
Amplify  
Bluum  
Centegix  
ClassLink  
Curriculum Associates  
Dreambox  
Finalsite  
Firststudent  
Houghton Mifflin Harcourt  
Imagine Learning  
Just Right Reader, Inc.  
K12 Insight  
Kelly Education  
McGraw Hill  
NWEA  
Public Consulting Group  
Qualtrics  
Renaissance  
Riverside Insights  
Savvas Learning Company  
Scholastic  
SchoolMint  
The Harris Institute  
ThinkCERCA  
ThoughtExchange  
Varsity Tutors
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
STAY CONNECTED!

Follow us on social media to stay connected!

Facebook @Council of the Great City Schools
Twitter @GreatCitySchls
LinkedIn @Council of the Great City Schools
Vimeo @Council of the Great City Schools
Youtube @Great City Schools
Instagram @GreatCitySchools

WWW.CGCS.ORG
Save the Date
CGCS 68th Annual Fall Conference
October 16-20, 2024
Sheraton Dallas Hotel