COUNCIL OF THE GREAT CITY SCHOOLS

BOARD OF DIRECTORS MEETING

OCTOBER 10, 2015

LONG BEACH

COUNCIL OF THE GREAT CITY SCHOOLS
Board of Directors Meeting
October 10, 2015
Long Beach

AGENDA

CONVENE 8:30 a.m.

A. Introduction and Quorum Call

- o Executive Committee Members....5
- o Board of Directors and Member Districts....6
- o Council Staff....8

B. Minutes

- o Board of Directors Meeting of March 15, 2015....10
- o Executive Committee Meeting of July 17-18, 2015....17

C. Committee-of-the-Whole

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- o Task Force on Finance....920

D. Report of the Executive Committee

- o Membership Subcommittee....936
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ADJOURN 12:00 Noon

ABOUT THE COUNCIL

COUNCIL OF THE GREAT CITY SCHOOLS

OUR VISION

Urban public schools exist to teach students to the highest standards of educational excellence. As the primary American institution responsible for weaving the strands of our society into a cohesive fabric, we — the leaders of America's Great City Schools — see a future where the nation cares for all children, expects their best, appreciates their diversity, invests in their futures, and welcomes their participation in the American dream.

The Great City Schools are places where this vision becomes tangible and those ideals are put to the test. We will keep our commitments, and as we do and as society supports our endeavors, cities will become the centers of a strong and equitable nation, with urban public schools successfully teaching our children and building our communities.

OUR MISSION

It is the special mission of America's urban public schools to educate the nation's most diverse student body to the highest academic standards and prepare them to contribute to our democracy and the global community.

OUR GOALS

To educate all urban school students to the highest academic standards.

To lead, govern and manage our urban public schools in ways that advance the education of our children and inspire the public's confidence.

To build a confident, committed and supportive urban community for raising the achievement of urban public schoolchildren.

COUNCIL OF THE GREAT CITY SCHOOLS

Executive Committee

2015-2016

OFFICERS

Chair of the Board:	Richard Carranza, San Francisco Superintendent
Chair-Elect:	Felton Williams, Long Beach School Board
Secretary/Treasurer:	Kaya Henderson, District of Columbia Chancellor
Immediate Past-Chair:	Jumoke Hinton Hodge, Oakland School Board

MEMBERS

Thomas Ahart, Des Moines Superintendent
Jose Banda, Sacramento Superintendent
JoAnn Brannon, Metro Nashville School Board
Juan Cabrera, El Paso Superintendent
Paul Cruz, Austin Superintendent
Darienne Driver, Milwaukee Superintendent
Doretha Edgecomb, Hillsborough County School Board
Lawrence Feldman, Miami-Dade County School Board
Eric Gordon, Cleveland CEO
Terry Grier, Houston Superintendent
Michael Hanson, Fresno Superintendent
William Isler, Pittsburgh School Board
Barbara Jenkins, Orange County Superintendent
Pam Knowles, Portland School Board
Michael O'Neill, Boston School Board
Keith Oliveira, Providence School Board
Ashley Paz, Fort Worth School Board
Bolgen Vargas, Rochester Superintendent
Airick West, Kansas City School Board
Paula Wright, Duval County School Board

Ex Officio
Deborah Shanley, Brooklyn College CUNY Dean

COUNCIL OF THE GREAT CITY SCHOOLS
Board of Directors (as of October 2, 2015)

CITY	SUPERINTENDENTS	BOARD MEMBERS
Albuquerque	Raquel Reedy	TBD
Anchorage	Ed Graff	Pat Higgins
Arlington	Marcelo Cavazos	Jaime Sullins
Atlanta	Meria Carstarphen	Leslie Grant
Austin	Paul Cruz	Gina Hinojosa
Baltimore	Gregory Thornton	Marnell Cooper
Birmingham	Kelley Castlin-Gacutan	Wardine Alexander
Boston	Tommy Chang	Michael O'Neill
Bridgeport	Frances Rabinowitz	Sauda Baraka
Broward Co.	Robert W. Runcie	Laurie Rich Levinson
Buffalo	Kriner Cash	James Sampson
Charleston	Gerrita Postlewait	Cindy Bohn Coats
Charlotte-Mecklenburg	Ann Clark	Mary T. McCray
Chicago	Forrest Claypool	Jesse H. Ruiz
Cincinnati	Mary Ronan	Melanie Bates
Clark County	Pat Skorkowsky	Linda E. Young
Cleveland	Eric Gordon	Denise Link
Columbus	Daniel J. Good	Gary Baker II
Dallas	Michael Hinojosa (Interim)	Mike Morath
Dayton	Lori L. Ward	Ronald C. Lee
Denver	Tom Boasberg	Allegra Haynes
Des Moines	Thomas Ahart	Cindy Elsbernd
Detroit	Darnell Earley	Darnell Earley
El Paso	Juan Cabrera	Dori Fenenbock
Fort Worth	Patricia Linares (Interim)	Ashley Paz
Fresno	Michael Hanson	Lindsay Cal Johnson
Guilford County	Maurice Green	Rebecca M. Buffington
Hawaii Department of Education	Stephen Schatz	Donald G. Horner
Hillsborough County	Jeff Eakins (Acting)	Doretha Edgecomb
Houston	Terry Grier	Paula Harris
Indianapolis	Lewis Ferebee	Samuel Odle
Jackson	Cedrick Gray	Beneta Burt
Jacksonville	Nikolai P. Vitti	Paula Wright
Jefferson County	Donna Hargens	Diane Porter
Kansas City	Allan Tunis (Interim)	Airick West
Long Beach	Christopher Steinhauser	Felton Williams
Los Angeles	Ramon Cortines (Acting)	Steve Zimmer
Miami-Dade County	Alberto Carvalho	Lawrence Feldman
Milwaukee	Darienne Driver	Michael Bonds
Minneapolis	Michael Goar (Interim)	Don Samuels
Nashville	Chris Henson (Interim)	JoAnn Brannon
Newark	Christopher Cerf	Antoinette Baskerville-Richardson
New Orleans	Henderson Lewis Jr.	N/A
New York City	Carmen Fariña	N/A
Norfolk	Michael Thornton (Acting)	Kirk T. Houston, Sr.
Oakland	Antwan Wilson	Jumoke Hinton Hodge
Oklahoma City	Rob Neu	Phil Horning
Omaha	Mark Evans	Lacey Merica

Orlando	Barbara Jenkins	William Sublette
Palm Beach County	Robert Avossa	Debra L. Robinson
Philadelphia	William R. Hite, Jr.	Marjorie G. Neff
Pittsburgh	Linda Lane	William Isler
Portland	Carole Smith	Pam Knowles
Providence	Christopher Maher (Interim)	Keith Oliveira
Richmond	Dana Bedden	Jeffrey Bourne
Rochester	Bolgen Vargas	Van Henri White
Sacramento	Jose L. Banda	Christina Pritchett
St. Louis	Kelvin Adams	Rick Sullivan
St. Paul	Valeria Silva	Mary Doran
San Antonio	Pedro Martinez	Patti Radle
San Diego	Cindy Marten	Marne Foster
San Francisco	Richard Carranza	Jill Wynns
Santa Ana	Richard Miller	Rob Richardson
Seattle	Larry Nyland	Harium Martin-Morris
Shelby County (Memphis)	Dorsey E. Hopson, II, Esq.	Kevin Woods
Toledo	Romules L. Durant	Chris Varwig
Washington, D.C.	Kaya Henderson	N/A
Wichita	John Allison	Jeff Davis

COUNCIL OF THE GREAT CITY SCHOOLS

Staff

Michael Casserly, Executive Director
Teri Trinidad, Director of Administration, Finance & Conferences
Alisa Adams, Finance Manager
Marilyn Banks, Administrative Assistant
Terry Tabor, Conference Manager
Shirley Lathern, Systems and Administrative Specialist
Johanna Lim, Accounting and Conference Specialist
Jeff Simering, Director of Legislation
Julie Beth Halbert, Legislative Counsel
Manish Naik, Legislative Manager
Gabriela Uro, Director of ELL Policy & Research
Debra Hopkins, ELL Project Coordinator
Carol Aguirre, ELL Policy Specialist
Henry Duvall, Director of Communications
Tonya Harris, Communications Manager
Danyell Taylor, Communications Specialist
Raymond Hart, Director of Research
Renata Uzzell, Research Manager
Moses Palacios, Research Specialist
Elizabeth Spurgeon, Research Intern
Ricki Price-Baugh, Director of Academic Achievement
Denise Walston, Director of Mathematics
Robin Hall, Director of Language Arts and Literacy
Robert Carlson, Director of Management Services
Michell Yorkman, Special Projects Manager
Amanda Corcoran, Special Projects Manager
Jonathon Lachlan-Haché, Special Projects Specialist

MINUTES

BOARD OF DIRECTORS

COUNCIL OF THE GREAT CITY SCHOOLS MINUTES
BOARD OF DIRECTORS MEETING
WASHINGTON, DC
MARCH 15, 2015

Jumoke Hinton Hodge, Chair of the Board of Directors, called the meeting to order at 8:45 am. Present members introduced themselves. A quorum of the board was not immediately established, but was done so later in the meeting. All votes were ratified at that point.

Minutes

The chair presented the minutes of the October 25, 2014 meeting of the Board of Directors at the Annual Conference in Milwaukee, WI, and the January 23-24, 2015 meeting of the Executive Committee in Jacksonville, FL. A motion to approve the minutes passed by voice vote.

Nominations

Nominations Committee Chair Valeria Silva presented the nominations for officers and members of the executive committee for the 2015-16 term.

The slate of nominations included—

Officers
Richard Carranza, San Francisco Superintendent as the Chair of the Board
Felton Williams, Long Beach School Board, as the Chair-Elect
Kaya Henderson, District of Columbia Chancellor, as the Secretary/Treasurer
Jumoke Hinton Hodge, Oakland School Board, as Immediate Past Chair

Executive Committee Member for Renewed Term
Cecelia Adams, Toledo School Board, to serve a first three-year term beginning July 1, 2015 and ending June 30, 2018.

Confirmation of New Members
1) Darienne Driver, Milwaukee Superintendent, to serve the unexpired term of Health Morrison, whose term expires June 30, 2017
2) Barbara Jenkins, Orange County Superintendent, to serve the unexpired term of Winston Brooks, whose term expires June 30, 2017
3) Bolgen Vargas, Rochester Superintendent, to serve the unexpired term of John Deasy, whose term expires June 30, 2016
4) Juan Cabrera, El Paso Superintendent, to serve the unexpired term of Craig Witherspoon, whose term expires June 30, 2017.

Vacancies on the Executive Committee
1) Thomas Ahart, Des Moines Superintendent, to serve the unexpired term of the new Secretary/Treasurer, Kaya Henderson beginning July , 2015 and ending June 30, 2016

2) Paul Cruz, Austin Superintendent, to serve a first three-year term beginning July 1, 2015 and ending June 30, 2018.

A motion to approve all the nominations passed by voice vote.

Conferences and meetings

Michael Casserly, the Council's executive director, presented the meeting lineup for the remainder of 2015. The 2015 Annual Conference will be held in Long Beach, CA. He noted that the meeting will take place earlier than usual, October 7-11. All event venues are included in the board materials. Speakers are still being secured, and suggestions are welcome. A Call for Proposals for session presentations is now available.

The 2016 Annual Conference will be in Miami-Dade County, 2017 will be in Cleveland, and 2018 will be in Baltimore. The host city for 2019 is still being determined, although the Council has received a bid from Louisville.

Communications

Casserly reviewed all recent statements and press releases of the organization, as well as a sample of recent articles and editorials. He invited board members to inform staff if our media outreach or editorializing were not reflecting their interests or positions or meeting their needs. No concerns were expressed.

The board materials also included communications and information tools in support of the common core. The Council's latest three-minute video was played for the board. This video is available to members to share as they like. Other common core videos and tools from the Council have gained substantial traction. Our last PSA, for example, was viewed over 240 million times in an 18-month period. Usage reports were provided in the materials, along with a list of awards the organization has received for these and other outreach tools.

Casserly also indicated that the Bernard Harris Scholarship applications were now available. The deadline for applications was April 8. The board materials also included the latest edition of *The Urban Educator*.

Legislation

Legislative issues will be covered in greater detail at the afternoon briefing session and throughout the remainder of the legislative conference. Board materials included the Council's legislative platform on the reauthorization of ESEA. Casserly invited the group's comments and advice on these recommendations. Secretary of Education Arne Duncan will also join the group for lunch following the board meeting. Casserly then informed the group that a subset of the Executive Committee will be meeting with President Obama tomorrow morning at the White House to raise our concerns about ESEA and the proposed federal budget.

Research

The board materials provided an overview of research activities and several new reports, including the latest edition of *Beating the Odds*. Casserly indicated that this may be the last version of this report, given the advent of new common core assessments. Also included in the materials was a new report by the Council on the impact of federal school-improvement grants (SIG); a new report based on district implementation of the common core standards; and the Council pledge on black male achievement, along with a list of districts that had developed implementation plans to accompany their pledge. There was also a letter outlining the Council's partnership with the NBA around this issue. The initiative will start with team cities to see how these local partnerships go—then potentially expand to other cities. Casserly encouraged members to continue sending in their implementation plans.

Ray Hart, the Council's research director, then reviewed early findings from the organization's assessment survey. His report presented initial findings from a survey of district assessment practices, as well as a more in-depth analysis of the assessment landscape in a handful of districts. Analysis of the data will continue until we are confident that an accurate depiction of member testing practices has been captured.

Casserly indicated that staff had not yet determined how or when to release the report—whether to release it all at once, develop recommendations, etc. Staff would like to ask the still-to-be-named testing commission to help think through the recommendations and models based on survey results. The Board materials included a list of potential members of this testing commission. The Executive Committee recommended including external partners, but not organizations or groups that might have ulterior political motives or positions. Casserly welcomed feedback on the names so that we can go ahead and contact invitees. One board member suggested charging district representatives with naming a teacher representative from their districts, while another member cautioned against trying to represent too many groups' perspectives with the task force. Other suggestions included adding parents to the group.

Casserly then asked members to share their early common core assessment experiences with the group. Washington DC reported a largely successful and incident-free test administration. Orange County indicated that the initial rollout of the Florida assessment was not as smooth, with widespread questions about the validity of the tests. Cleveland reported having had a mixed start. San Francisco reported that administration of the SBAC has been relatively issue-free so far. Richard Carranza indicated that he sat with students during testing, took the tests himself, and involved the media. Seattle reported some technical glitches, but nothing major. The group also reported that opt-out numbers had been small so far.

The Board agreed to move forward with the proposed commission.

Achievement Task Force

Eric Gordon gave the report of the Achievement Task Force. This included updates on the assessment survey, the technology partnership with the University of Chicago, and

the draft GIMET—the grade-level instructional materials review rubrics. These grade-by-grade rubrics were designed to help operationalize the Publishers' Criteria for alignment with the common core on a grade-by-grade basis. The rubrics were aligned with IMET, which was written by Student Achievement Partners with input from the Council, but GIMET goes deeper and is more specific.

The board of director's materials also included an update on the academic KPI project. The Council currently has five pilot districts that are testing the indicators. The academic KPIs also incorporate indicators aligned to the black male pledge to allow us to track our progress in that area.

Casserly then updated the group on the Wallace foundation principal supervisor initiative, sharing preliminary themes from the Council's site visits to six of the PSI districts over the last two months. The Curriculum and Research Directors' meeting will also include these school management leaders to build additional opportunities for collaboration between curriculum staff and school-leadership units. A list of other upcoming workshops, seminars, and professional development opportunities was also provided in the board materials.

Professional Development Task Force

Deb Shanley gave the report of the Professional Development Task Force. The board materials included proposals from the Harvard University Graduate School of Education on joint superintendent and aspiring CAO institutes. There was also a proposal on a mentoring program for new superintendents submitted by Carol Johnson, former Boston superintendent, as well as a description of the Council's urban school executives program.

Finally, the materials included the agenda from the recent Human Resources Directors' meeting.

Bilingual Task Force

Keith Oliveira gave the report of the Bilingual Task Force. He summarized a number of ongoing Council initiatives.

To begin with, the Council released a publication last fall— a framework for raising expectations for ELLs and improving the quality of instructional materials. The Council has worked extensively with publishers to help them create higher-quality materials to meet the needs of ELLs. The organization is now entering the piloting phase of this work. Still, a number of publishers have dropped out at this point, and Casserly listed those publishers for the board.

In the area of unaccompanied minors, the Council is working with Congress and the Department of Education to make sure funds are available to support these children.

Finally, the bilingual section of the board materials included information on the upcoming BIRE meeting in Charlotte, NC.

Leadership, Management, and Governance Task Force

Jose Banda gave the report for the Leadership, Management, and Governance Task Force. Bob Carlson conducted a review of findings from Council strategic support teams over the years and identified major themes, which were discussed at the task force meeting. A paper describing the themes was included in the board's briefing materials.

In response to a question regarding work around supporting superintendent tenure and the development of effective urban school boards, Casserly responded that the organization had not yet found a convincing way to address the issues. Board members urged the Council to play a stronger role in setting performance indicators for school boards, helping to provide professional development, and developing evaluation approaches. A group of board members and superintendents met after the session to discuss additional steps that needed to be taken.

Finance Task Force

Board members congratulated Atlanta on earning the Council's financial management award.

Audit

The final audit report for the period of July 2013 to June 2014 was approved by the Executive Committee yesterday. Once again, the audit was completely clean, with no findings or exceptions. The board's briefing materials included the "Independent Auditors Report for FY2013-2014", the "Financial Reports for the General Operating Budget and Categorical Programs for FY2014-2015", and the "Proposed General Operating Budget for FY2015-2016", which was approved by the Executive Committee at the January meeting in Jacksonville. Casserly pointed out that the organization appears to have a fairly large cash reserve, which comes from foundation grants that will be spent down over the course of the calendar year.

Casserly also pointed out that the organization has some cash reserves in investment accounts that are not FDIC insured, although they are stable and the auditor does not have concerns. He assured the group that the accounts were monitored closely.

The audit section also provided a breakdown of the Council's expenditures through December 31, 2014, along with the status of dues payments. Casserly reported that except for New Orleans, all dues had been collected in 2014-15. Overall, the budget was on track to be balanced once again. Casserly indicated that the organization remains in good financial standing, thanks to the commitment of its members.

The Proposed Budget for FY2015-16 was moved to the Board of Directors for consideration. A motion to accept the audit report and proposed budget for FY2015-16 passed by voice vote.

By-Laws

No report.

Membership

The Council received two applications for membership—Arlington, TX, and Durham, NC. The Executive Committee decided not to accept either of these applications at this time. Durham clearly did not meet membership requirements, and there were questions about whether or not Arlington was an urban or a suburban district.

A motion to deny these membership requests passed by voice vote.

Strategic and Succession Planning

The discussion about strategic and succession planning was deferred to the next Board of Directors meeting.

In closing, Casserly thanked Jumoke Hinton Hodge for her service and leadership as Chair of the Board, and presented her with a crystal gavel.

He also thanked Valeria Silva, who will be rotating off the Executive Committee, and John McDonough, who will be leaving the Board of Directors, and presented them both with awards for their service.

The Chair adjourned the meeting at 12:05 pm.

Respectfully submitted:

Michael Casserly
Executive Director

EXECUTIVE COMMITTEE

COUNCIL OF THE GREAT CITY SCHOOLS
MINUTES
EXECUTIVE COMMITTEE MEETING
SAN FRANCISCO, CA
JULY 17-18, 2015

Friday, July 17, 2015

Present:

Officers:

Richard Carranza, Chair-elect, San Francisco Superintendent
Felton Williams, Chair-elect, Long Beach School Board
Kaya Henderson, Secretary/Treasurer, District of Columbia Chancellor

Members:

Tom Ahart, Des Moines Superintendent
Jose Banda, Sacramento Superintendent
Juan Cabrera, El Paso Superintendent
Paul Cruz, Austin Superintendent
Darienne Driver, Milwaukee Superintendent
Lawrence Feldman, Miami-Dade School Board
Eric Gordon, Cleveland CEO
Bill Isler, Pittsburgh School Board
Barbara Jenkins, Orange County Superintendent
Pam Knowles, Portland School Board
Keith Oliveira, Providence School Board
Michael O'Neill, Boston School Board
Ashley Paz, Fort Worth School Board
Deborah Shanley, Brooklyn College, CUNY Dean
Bolgen Vargas, Rochester Superintendent
Airick West, Kansas City School Board

Absent:

JoAnne Brannon, Metro Nashville School Board
Terry Grier, Houston Superintendent
Michael Hanson, Fresno Superintendent
Jumoke Hinton Hodge, Oakland School Board
Paula Wright, Duval County School Board

Richard Carranza, Chair of the Board of Directors, called the meeting to order at 2:00pm. Members introduced themselves and spoke about accomplishments and challenges in their districts. A quorum was established.

Minutes

Richard Carranza presented the minutes of the March 14, 2015 meeting of the Executive Committee and March 15, 2015 meeting of the Board of Directors at the Legislative Conference in Washington, DC. A motion to approve the minutes passed by voice vote.

Nominations

Proposed nominations to fill vacancies on the Executive Committee included—

1) Ashley Paz, Board Member from Fort Worth, to serve the unexpired term of Shanaysha Sauls, Board Member from Baltimore, whose term expires June 30, 2017.
2) Doretha Edgecomb, Board Member from Hillsborough County, to serve the unexpired term of Cecelia Adams, Board Member from Toledo, whose term expires June 30, 2018.

Richard Carranza then introduced his appointments to subcommittees and task forces for 2015-16.

A motion to approve all nominations and appointments passed by voice vote.

By-Laws Subcommittee

No report.

Audit Subcommittee

Michael Casserly, the organization's executive director, walked the Executive Committee through the financial documents provided in the committee materials, starting with the FY2014-15 budget and the organization's consolidated budget for FY2015-16. The report for FY14-15 included preliminary numbers that will be audited later this fall by Raffa, P.C., a Washington, D.C. based auditing firm. The organization continues to operate in positive financial territory and well within the guidelines of its required reserve fund of 50 percent of the budget.

Casserly also called the group's attention to the large carryover balance, which is the result of private foundation grants the organization has received. Casserly indicated that much of it will be spent down through the remainder of 2015 and part of 2016. At that point, the organization may receive additional grant funds or will begin pulling from its reserve.

Looking at the status of dues payments in FY14-15, Casserly informed the group that dues had been received from every member except for New Orleans, which is permanently waived. Casserly then briefly reviewed each of the grant-funded projects the Council is currently working on. The materials also included a general statement of the organization's financial assets, investments, and activities.

Casserly thanked the committee for its oversight and commitment to sustaining the organization. In response to a question, he informed the group that the support of vendors has been steady, and has mostly returned to pre-recession levels. The Urban Deans network, however, was in the red. With the help of Dean Shanley, efforts are being made to revamp the group. In response to another question about the possibility of structural deficits, Casserly informed the group that staff salaries currently supported by foundation grants would be reduced with personnel reductions if grants went away without replacement.

A motion to approve the audit committee report passed by voice vote.

Membership

Membership Subcommittee Chair Pam Knowles gave the report for the membership subcommittee. East Baton Rouge recently dropped its membership. Casserly informed the group that he had attempted to reach out to them, but they were unresponsive.

The Executive Committee then discussed the membership application of Arlington, TX, which had been rejected by the committee in March on the basis of their status as a city. A number of members had raised concerns about the decision, however. Committee materials included a chart developed a number of years ago that identified all eligible districts, and Arlington was listed. But the question remained—does the district have the urban characters that define the organization? Pam Knowles pointed out that in the future, the membership subcommittee should develop a more firm definition of what a city is for the purpose of Council membership.

A motion to approve Arlington for membership passed by voice vote.

The group then discussed a new membership request received from San Antonio, TX. A motion to approve San Antonio for membership passed by voice vote.

Finally, the committee requested that Council staff produce a new list of eligible districts.

Annual Report

Casserly presented the Council's Annual Report. One committee member suggested including a more complete list in future reports of all of the workshops and meetings the organization hosts throughout the year.

After discussion, a motion to approve the annual report passed by voice vote.

Executive committee members then received their individualized district reports, which detailed the services provided directly to each member district over the past year.

Conferences and Meetings

Casserly presented the meeting lineup for the remainder of 2015. The 2015 annual conference will be held in Long Beach, CA. Information on speakers and venues were

provided in committee materials. The organization had a record number of presentation proposals this year.

The 2016 conference will be held in Miami-Dade County; 2017 will be in Cleveland; and Baltimore has been chosen as the site for 2018. The Council will need to select a location for the 2019 conference. The Council received a bid from Louisville to host the conference in 2017, so staff needs to check to see if they are interested in hosting in 2019 instead.

The committee then set dates for its 2016 meetings—January 22 and 23 in El Paso, and July 22 and 23 in Boston.[1]

Awards Programs

Casserly then presented information on the various Council awards programs. Applications for the Green-Garner Award, the Queen Smith Award, and the Shirley Schwartz Award were provided in committee materials. The deadline for submission of both the Queen Smith and Shirley Schwartz awards applications was August 28, 2015. Awards will be presented at the fall conference.

Pre-Legislative Briefing

In advance of the conference call with Jeff Simering and Manish Naik (the Council's legislative team) the next morning, Casserly briefed the group on the ESEA reauthorization process in Washington and Senate floor amendments to revise the Title I formula, the Council's main legislative priority.

Strategic and Succession Planning

Casserly described the history of the Council's strategic and succession planning efforts. The committee materials included a report by the Parthenon Group, who was employed about three years ago to analyze the strategic direction and work of the organization, including leadership succession steps.

Focusing on the concrete steps and recommendations on succession planning provided by the Parthenon Group, the committee discussed various approaches, including hiring someone directly into the executive director position, hiring a deputy, or hiring a potential successor. Several members suggested creating a small subgroup or task force of current officers and past chairs to actively address succession planning, develop specific steps for moving forward, and report back to the executive committee on a regular basis.

[1] The dates for the summer 2016 meeting of the Executive Committee were later changed, with the consent of the Executive Committee, to July 15-16, 2016.

Saturday, July 18, 2015

Legislation

Jeff Simering and Manish Naik updated the Executive Committee by phone on legislative developments. The briefing included developments around the school meals reauthorization and the possibility of another budget showdown in the fall. Simering and Naik also discussed the appropriations picture and the likelihood of increases to major education programs.

Simering and Naik then moved to the House and Senate ESEA reauthorizations. They described similarities and differences in the two bills along with differences among the education groups on various aspects of the reauthorization. Particular attention in the discussion was devoted to portability, maintenance of effort, English language learners, private school provisions, the Title I formula, block grants, and testing. A detailed description of what happened with the Burr Title I formula amendment on the Senate floor was given. Jeff Simering and Manish Naik then addressed committee member questions, and thanked members for their involvement.

Communications

Casserly reviewed recent Council press releases, articles, and editorials. The Council also conducts communications work around the common core. Committee materials included statistics on the usage of the latest round of PSAs and videos, along with other Council tools. Committee members praised the communication staff for their work.

Research

Casserly updated the committee on the status of the Council's testing survey. Summary data was provided in the materials, and disaggregated data was handed out to committee members.

The policy question for the committee was what to do with the findings? Committee members had a number of comments and requests, including clarifying what the number of testing days actually entails, updating/checking the data to ensure that all districts were represented, and looking at the alignment between curriculum and testing.

Casserly asked the group for guidance on how to release the data. The committee agreed that the report should not have district-by-district results, but that aggregated results should be released. The committee proposed following the report with a series of white papers on the issues that the report raises. One member suggested that we develop talking points or a press package for members to inform them about why the data are being released and guidance on how to drive the story effectively. Casserly informed the group that staff is considering bringing in an outside PR/media firm to help with the release.

In terms of a timeline, the committee reached consensus to release the report to the board of directors at the annual fall meeting, and then go live afterward.

Achievement

Eric Gordon, Cleveland schools CEO, gave the report of the Achievement Task Force. He indicated that the Curriculum and Research Directors meeting was wrapping up today. The final versions of the Grade Level Instructional Materials Evaluation Tools (GIMET) in ELA and mathematics were provided in the materials. Council staff is also working on an iPad app for these tools.

Casserly updated the group on the academic KPI project. In addition to performance indicators, the organization has collected information on a set of instructional cost indicators. These predictive and cost indicators were piloted in a small number of districts to test their viability and to gauge the feasibility of developing ROI measures on the results.

The policy question for the committee was whether to further build out this work. Members agreed that the data was eye-opening and extremely valuable—but could prove invaluable as urban schools tell the story about their progress. The committee also discussed the effort it took districts to collect the data. Darienne Driver, superintendent of the Milwaukee schools, one of the districts that piloted the data collect, attested to the fact that a cross functional team of eight staff members was required to gather the information. However, the effort helped the district build out their data dashboard, and provided a roadmap of what data they should be collecting. Committee members agreed that this type of data should inform the broader narrative about public education and help improve district performance, and that the Council should further develop the work.

Males of Color Initiative

Casserly shared with the group his disappointment with the overall quality and number of implementation plans received to follow up on district pledges to improve outcomes for males of color. Some members echoed their frustration and described what they were doing. Several members pointed out that they had plans that had clearly not been submitted for review. Follow up steps were discussed, including encouraging the members to submit their work and bringing staff leads together around the effort.

The Council has also been working on aligning select KPIs to elements of the pledge, which could be used to develop a separate dashboard of member district progress on raising minority male achievement.

Committee members ended the discussion by pledging to keep the Council more informed on district efforts.

Finally, the meeting materials contained a proposal for a partnership with the Pacific Educational Group (PEG) that the Committee didn't vote on at the last meeting. The proposal has been revised, but Committee members continued to voice their concerns over a partnership *per se*. The Committee agreed that districts should be free to select their own partners, rather than having a Council-recommended or endorsed partner, and that we should keep the focus on the work of the pledge itself.

A motion to reject the proposal passed by a voice vote.

Professional Development

Deb Shanley gave the report for the Professional Development Task Force. Shanley thanked Casserly and the Council staff for their assistance in overhauling the organization's work with urban colleges of education, and cited the BIRE meeting and HRD meeting as valuable venues for focusing on these partnerships.

She informed the Committee that a book will be coming out soon that focuses on Shirley Schwartz Award-winning partnerships between colleges of education and school districts.

Shanley also indicated that she is working to ensure that dues payments are made by members of the urban deans group. Shanley thanked Committee members who sent names of additional campuses she should contact.

Finally, Committee materials included information on the Deans for Impact group. This group is focused on tracking college of education graduates and measuring their impact upon entering member districts. This work was related to the CAEP commission and the accreditation work the committee had discussed previously.

Casserly then picked up the continuing conversation concerning the Council's role in providing training and support for district leaders and school board members. A number of proposals and options were included in the meeting materials, including the Harvard Graduate School of Education partnership, the Council's Urban School Executives program, and the Carol Johnson's proposal. The Committee then discussed what the name of a superintendent leadership and assistance proposal might be. Casserly indicated that the program might be named after Beverly Hall, the former superintendent of the Atlanta schools who died earlier this year. Committee members shared their thoughts and concerns, and ultimately decided to use the Council's name to brand the program, but to develop a scholarship in Dr. Hall's name. The group agreed that this was a good approach.

Bilingual Education

Keith Oliveira gave the report for the Bilingual Task Force. The Bilingual Directors meeting was held in May, and the agenda was provided in the Committee materials. The materials also provided an overview of the Council's various ELL initiatives, including the effort to work with publishers on improving the quality of ELL instructional materials. The pilot is now wrapping up, although the group is embarking on additional work on the procurement side of bilingual operations and in the area of mathematics materials.

The Council has also worked to collect information on the impact of unaccompanied minors on large urban districts, and has advocated on behalf of member districts to secure additional support and resources to handle their needs.

Finally, the Council recently released a Strategic Support Team report on ELL programming in Chicago, and hard copies were available to meeting participants.

Leadership, Governance, and Management

Bill Isler, Pittsburgh school board member, gave the report for the Leadership, Governance, and Management Task Force. Isler implored members to encourage their staff to complete the KPI data requests in the non-instructional area. Meeting materials also included an update on the ActPoint partnership, which indicated continuing difficulty by the company in marketing the indicators to small school districts.

Airick West, Kansas City school board member, then updated the group on the school board survey. This work arose from concerns about the level and quality of school board governance and leadership. Council staff will be sending surveys out over the next few weeks, and we are hoping to report on what the data reveal at the fall conference. West then asked for member support in pushing their boards to respond to these surveys.

Finance

No new business to report.

Office Move

Casserly then discussed the Council's upcoming office move. The organization has been headquartered at 1301 Pennsylvania Avenue for 22 years now, but it must now move as the building is being renovated. Council staff has looked at about 15 different spaces, all in the downtown area of Washington, D.C. We currently occupy about 6,500 square feet, but we are looking for 7,500 to 9,000 square feet to accommodate future growth.

Staff have narrowed the options down to five or six locations. We've also hired an architectural firm, and met with them to lay out preferences and specifications. The Committee materials included information on this firm, as well as information on the cost of the various office spaces we've viewed. Members reiterated their support for the Council finding high quality space for the staff.

Personnel

The Executive Committee then went into a closed session to discuss personnel actions.

The Chair adjourned the meeting at 4:00 pm.

Respectfully submitted:

Michael Casserly
Executive Director

ANNUAL REPORTS

ANNUAL REPORT 2014-15

ANNUAL REPORT 2014-2015

Council of the Great City Schools

Executive Committee 2014-2015

OFFICERS

Chair of the Board

Jumoke Hinton Hodge, Oakland School Board

Chair-Elect

Richard Carranza, San Francisco Superintendent

Secretary/Treasurer

Felton Williams, Long Beach School Board

Immediate Past Chair

Valeria Silva, St. Paul Superintendent

MEMBERS

Cecelia Adams, Toledo School Board
José Banda, Seattle Superintendent
JoAnn Brannon, Nashville School Board
Juan Cabrera, El Paso Superintendent
Meria Carstarphen, Atlanta Superintendent
Darienne Driver, Milwaukee Superintendent
Lawrence Feldman, Miami-Dade County School Board
Eric Gordon, Cleveland CEO
Terry Grier, Houston Superintendent
Michael Hanson, Fresno Superintendent
Kaya Henderson, District of Columbia Chancellor
William Isler, Pittsburgh School Board
Barbara Jenkins, Orange County Superintendent
Pam Knowles, Portland School Board
Keith Oliveira, Providence School Board
Michael O'Neill, Boston School Committee
Shanaysha Sauls, Baltimore City School Board
Bolgen Vargas, Rochester Superintendent
Airick West, Kansas City School Board
Paula Wright, Duval County School Board

Ex Officio

Deborah Shanley, Brooklyn College CUNY Dean

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

Contents Page Photo: Students from Metro Nashville Public Schools

Page 3 Photo: Student from Des Moines Public Schools

Page 4 Photo: Students from Metro Nashville Public Schools

Page 6 Photo: Students from Columbus City Schools; Page 9 Photo: Student from Dallas Independent School District

Page 10 Photo: Students from Clark County School District

Page 23 Photo: Students from Des Moines Independent School District

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Message from the Chair

June 30, 2015

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

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

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

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

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

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

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

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

Message from the Director

June 30, 2015

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

Photo by Pete Souza

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

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

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

These resources and the numerous other tools the Council has developed are now being used in school districts all over the country.

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

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

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

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

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

Michael Casserly
Executive Director

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About the Council

The Council of the Great City Schools brings together the nation's largest urban public school systems in a coalition dedicated to the improvement of education for children in the inner cities. The Council and its member school districts work to help our schoolchildren meet the highest standards and become successful and productive members of society.

The Council keeps the nation's lawmakers, the media, and the public informed about the progress and problems in big-city schools. The organization does this through legislation, communications, research, and technical assistance.

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

The Council of the Great City Schools accomplishes its mission by connecting urban school district personnel from coast to coast who work under similar conditions. Staff with responsibilities for curricula, research and testing, finance, operations, personnel, technology, legislation, communications, and other areas confer regularly under the Council's auspices to share concerns and solutions and discuss what works in boosting achievement and managing operations.

In addition, joint efforts with other national organizations, corporations, and government policymakers extend the Council's influence and effectiveness outside member school districts to the larger, interdependent world that will ultimately benefit from the contributions of today's urban students.

Since the organization's founding in 1956, geographic, ethnic, language, and cultural diversity has typified the Council's membership. That diversity propels the coalition forward to see that all citizens receive an education that will equip them with the skills and knowledge to compete successfully in the world marketplace and to enhance the quality of their lives in a society changing with phenomenal speed. The wellspring of accomplishments and innovations rising from our inner cities testifies to the resounding benefits of investment in the nation's urban centers and in their public schools.

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

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

Vision

OUR VISION

Urban public schools exist to teach students to the highest standards of educational excellence. As the primary American institution responsible for weaving the strands of our society into a cohesive fabric, we — the leaders of America's Great City Schools — see a future where the nation cares for all children, expects their best, appreciates their diversity, invests in their futures, and welcomes their participation in the American dream.

The Great City Schools are places where this vision becomes tangible and those ideals are put to the test. We will keep our commitments. And as society supports our endeavors, cities will become the centers of a strong and equitable nation, with urban public schools successfully teaching our children and building our communities.

OUR MISSION

It is the special mission of America's urban public schools to educate the nation's most diverse student body to the highest academic standards and prepare them to contribute to our democracy and the global community.

OUR GOALS

- To educate all urban school students to the highest academic standards.

- To lead, govern and manage our urban public schools in ways that advance the education of our children and inspire the public's confidence.

- To build a confident, committed and supportive urban community for raising the achievement of urban public schoolchildren.

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

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

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

Organizational Structure

School districts located in cities with populations over 250,000 and student enrollments over 35,000 are eligible for membership in the Council of the Great City Schools. Membership is also open to those districts serving a state's largest city, depending on its urban characteristics.

The **Board of Directors** is composed of the superintendent and one board of education member from each member district, making the Council the only national educational organization so constituted and the only one whose purpose and membership is solely urban. The board meets twice a year to determine and adopt policies. It elects a 24-member executive committee, which exercises governing authority when the board is not in session.

The board of directors established five special task forces in 1998 and 1999 to address major issues facing the membership. These included a **School Finance Task Force** to explore ways to challenge urban school funding inequities around the nation and an **English Language Learners and Bilingual Education Task Force** to focus on issues around the education of English language learners.

A **Task Force on Achievement** was established to eliminate gaps in the academic achievement of students by race. A **Task Force on Leadership and Governance** addresses the increasing concern about issues surrounding urban school leadership and management, and a **Task Force on Professional Development** explores ways to give teachers and administrators the latest tools and techniques to improve student achievement.

Three subcommittees of the executive committee provide support in financial and organizational areas:

By-Laws: Defines the Council's mission, responsibilities, and composition within the framework of applicable laws and regulations.

Audit: Reviews and studies budgetary matters and ensures that revenues are properly managed.

Membership: Determines eligible cities for membership and recruits, screens, and recommends new members.

In addition to these governing bodies, a network of deans of the **Great City Colleges of Education** and staff liaisons from various school district departments encourage information exchange with counterparts in other cities. Common concerns in areas such as student achievement, public relations, technology, human resources, finance, research, legislation, special education, and curriculum connect urban education personnel from member cities to share the ideas and experiences of the larger group.

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Characteristics of the Great City Schools

- ❑ **Total Student Enrollment.....7.1 million**
  - **Hispanic 39%**
  - **African American.....31%**
  - **White.....19%**
  - **Asian/Pacific Islander.....8%**
  - **Alaskan/Native American.....1%**
- ❑ **Free/Reduced Price Lunch Eligibility.....68%**
- ❑ **English Language Learners.....16%**
- ❑ **Students With Individualized Education Plan (IEP's).....14%**
- ❑ **Total Number of Teachers.....414,976**
- ❑ **Student-Teacher Ratio.....17:1**
- ❑ **Number of Schools.....12,095**

Source: National Center for Education Statistics

Conferences

Public Relations Executives Meeting
July 11-13, 2014
Baltimore, MD

Curriculum & Research Directors Meeting
July 23-26, 2014
Los Angeles, CA

Annual Fall Conference
October 22-26, 2014
Milwaukee, WI

Chief Financial Officers Conference
November 11-14, 2014
New Orleans, LA

HRD/Personnel Directors Meeting
February 4-6, 2015
Fort Lauderdale, FL

Legislative/Policy Conference
March 14-17, 2015
Washington, DC

Chief Operating Officers Conference
April 21-24, 2015
Las Vegas,NV

Bilingual, Immigrant & Refugee Education Directors Meeting
May 13-16, 2015
Charlotte, NC

Chief Information Officers Meeting
June 2-5, 2015
Philadelphia, PA

Annual Fall Conference

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

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

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

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

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

Astrophysicist Neil deGrasse Tyson shares ways educators can inspire students.

well as provide students with access to higher quality instruction.

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

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

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

Legislative/Policy Conference

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Highlights of Council Activities

COMMUNICATIONS

The Council of the Great City Schools works to give the public and the press a balanced and accurate view of the challenges, developments, and successes of urban public schools. In 2014-15, the Council—

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

LEGISLATION

In voicing its proposals and ideas to Congress and other federal policymakers, the Council helps shape legislation to strengthen the quality of schooling for the nation's urban children. In 2014-15, the Council—

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

Highlights of Council Activities

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

RESEARCH

Timely data collection and analysis allow the Council to prepare comprehensive reports, predict trends, and assess the effects of various policies, reforms, and practices on student performance. In 2014-15, the Council—

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

ACHIEVEMENT AND PROFESSIONAL DEVELOPMENT

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

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

Highlights of Council Activities

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

LEADERSHIP, GOVERNANCE, AND MANAGEMENT AND SCHOOL FINANCE

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

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

BILINGUAL, IMMIGRANT AND REFUGEE EDUCATION

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

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

Highlights of Council Activities

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

ORGANIZATION AND ADMINISTRATION

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

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

Award Programs

GREEN-GARNER AWARD

Richard R. Green

During the annual fall conference, the Council bestows the Green-Garner Award upon a past or present member district superintendent or board of education member in recognition of exceptional contributions to urban schools and students. As the nation's highest urban education honor, the award pays tribute to the memory of Richard R. Green, former Minneapolis superintendent and New York City Public Schools chancellor, and Edward Garner, a businessman and former school board president of the Denver Public Schools.

Edward Garner

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

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

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

Green-Garner Award Winners

1990	James Griffin, Retired Member Timothy Dyer, Former Superintendent	St. Paul School Board Phoenix Union High School District
1991	Paul Houston, Former Superintendent	Tucson Public Schools
1992	Richard Wallace Jr., Superintendent Emeritus	Pittsburgh Public Schools
1993	Constance Clayton, Superintendent	School District of Philadelphia
1994	Holmes Braddock, Board Member	Miami-Dade County Public Schools
1995	Curman Gaines, Superintendent	St. Paul Public Schools
1996	James Williams, Superintendent	Dayton Public Schools
1997	Maxine Smith, Retired Member	Memphis City School Board
1998	Gerry House, Superintendent	Memphis City Public Schools
1999	Rod Paige, Superintendent Judy Farmer, Board Member	Houston Independent School District Minneapolis Public Schools
2000	Eric Smith, Superintendent	Charlotte-Mecklenburg Schools
2001	Barbara Byrd-Bennett, Superintendent	Cleveland Municipal School District
2002	John Simpson, Superintendent	Norfolk Public Schools
2003	Arthur Griffin, Board Member Franklin Till, Superintendent	Charlotte-Mecklenburg Schools Broward County Public Schools
2004	Tom Payzant, Superintendent	Boston Public Schools
2005	Anna Dodson, Board Member	Norfolk Public Schools
2006	Beverly Hall, Superintendent	Atlanta Public Schools
2007	Elizabeth Reilinger, Board Member	Boston Public Schools
2008	Pascal Forgione, Superintendent	Austin Independent School District
2009	Emmett Johnson, Board Member	Atlanta Public Schools
2010	Arlene Ackerman, Superintendent	The School District of Philadelphia
2011	Candy Olson, Board Member	Hillsborough County Public Schools
2012	Carol Johnson, Superintendent	Boston Public Schools
2013	Denise Link, Board Member	Cleveland Metopolitan School District
2014	Terry Grier, Superintendent	Houston Independent School District

Queen Smith Award For Commitment to Urban Education

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

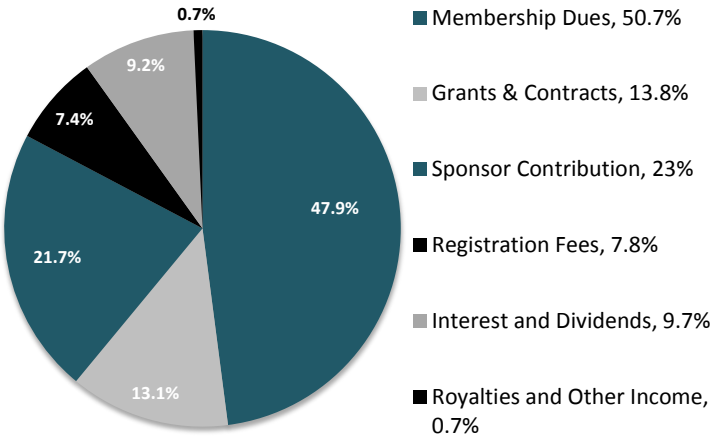
Shirley S. Schwartz Urban Education Impact Award

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

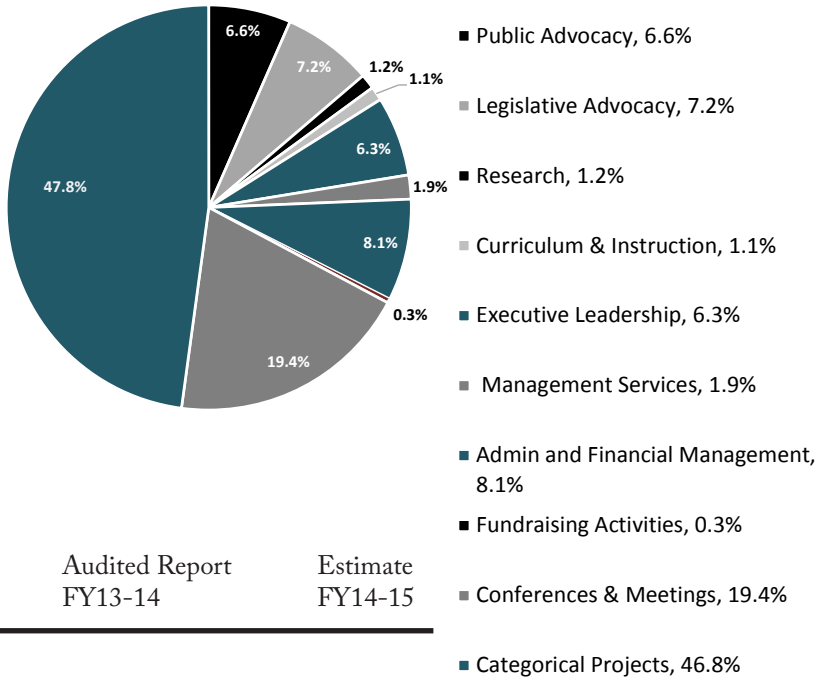
Financial Report

Financial Statement for the year ending June 30, 2015

Revenue



Expenses



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

Grants received in FY13-14 for subsequent years

Expenses	Audited Report FY13-14	Estimate FY14-15
Public Advocacy	$411,119	$476,055
Legislative Advocacy	482,307	520,807
Research	255,549	86,797
Curriculum & Instruction	59,187	82,110
Executive Leadership	491,995	460,560
Management Services	200,521	139,494
Admin & Financial Management	622,180	589,249
Fundraising Activities	45,075	23,353
Conferences & Meetings	1,208,686	1,406,164
Categorical Projects	2,533,052	3,470,290
Total Expenses	**$6,309,672**	**$7,254,878**
Change in Net Assets	**$2,576,217**	**($1,848,702)**
Net Assets, Beginning	**$7,765,234**	**$10,341,451**
Net Assets, Ending	**$10,341,451**	**$8,492,749**

Sponsors

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

Blue Ribbon Corporate Advisory Group

American Reading Company
Amplify
Apple
ARAMARK Education
Cambium Learning Group-Voyager
Chartwells School Dining Services
Curriculum Associates
Gaggle
Houghton Mifflin Harcourt
IBM
Knowledge Delivery Systems
Lexia Learning Systems
McGraw Hill Education
Microsoft
Pearson Education
Safari Montage
Scholastic, Inc.
SchoolMessenger
Schoolwires
Waterford Institute
Wilson Language Training

2014 Chief Financial Officers Meeting
Aon Hewitt
ARAMARK Education
Arthur J. Gallagher & Co.
Chartwells School Dining
Clifton Larson Allen
Crowe Horwath
E & I Cooperative Services
GCA Services Group
HireRight
Houghton Mifflin Harcourt
Jacobs Engineering Group
Keenan & Associates
Kelly Educational Staffing
McGladrey
Procurex
SSC
The Cooperative Purchasing Network
Transportation Sector Consultants
U.S. Communities Government Purchasing Alliance
SAP

2014 Annual Fall Conference
Achieve 3000
American Reading Company
Amplify
ARAMARK Education
Benchmark Education
Cambium Learning Group/Voyager Sopris Learning
Catapult Learning
Chartwells
Compass Learning
Curriculum Associates
Discovery Education
Edupoint
GCA Services Group
Hobsons
Houghton Mifflin Harcourt
IBM
Imagine Learning
Insight Advance Feedback
Jacobs Engineering Group
Kelly Educational Staffing
Knowledge Delivery Systems
Learning.com
Lightsail
Microsoft
McGraw Hill Education
Middlebury Interactive Languages
MIND Research Institute
PCG Education
Pearson
Renaissance Learning
Safari Montage
Scholastic, Inc.
SchoolWires
Sodexo
TCG Advisors
TeachScape
Texas Instruments
Truenorthlogic
Waterford Institute
Wilson Language Training
Zaner-Bloser
95% Group

2014 Curriculum & Research Directors Meeting
Amplify
Curriculum Associates
digedu
Discovery Education
Fluid Math
GCA Services Group
Houghton Mifflin Harcourt
Imagine Learning
Knowledge Delivery Systems
McGraw Hill Education
Pearson
Safari Montage
Scholastic, Inc.

2014 Executive Committee Meetings
Houghton Mifflin Harcourt
McGraw Hill Education

2014 Public Relations Executives Meeting
Peachjar
SchoolMessenger
Schoolwires

2015 HRD/Personnel Directors Meeting
Convectus Solutions LLC
Cornerstone OnDemand Inc.
Kelly Educational Staffing
Knowledge Delivery Systems
Truenorthlogic
Workday

2015 Legislative/Policy Conference
American Reading Company
Curriculum Associates
Houghton Mifflin Harcourt
Knowledge Delivery Systems
National Geographic Museum/ Cengage Learning
PCG
Renaissance Learning
Waterford
Wilson Language Learning

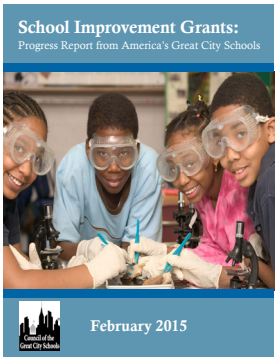
2015 Bilingual, Immigrant & RefugeeEducation Directors Meeting
Achieve 3000
American Reading Company
Benchmark Education
Curriculum Associates
Ellevtation
Houghton Mifflin Harcourt
Imagine Learning Inc.
Knowledge Delivery Systems
Mawi Learning
McGraw Hill Education
Middlebury Interactive Languages
MM Publications
Pearson
Safari Montage
Santillana USA
Vantage Learning

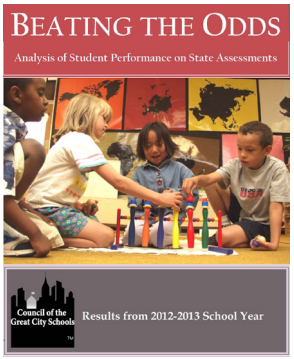
2015 Chief Operating Officers Conference
247 Security
AECOM
ALC
Allegion
ARAMARK Education
Arthur J. Gallagher & Co.
BlueBird
Chartwells School Dining
Cree
CPI
DeJong-Richter
DMS
Durham School Services
EDI
Education Facilities Clearinghouse
E & I Cooperative Services
First Student
Gafcon
Gatlin Enterprises
GCA Services Group
Heery
Jacobs Engineering Group
Oracle
Preferred Meal Systems, Inc.
Raptor
Reta Security
Roush Cleantech
Safari Montage
SchoolDude.com
School Improvement Network
School Planning & Management
Seon
Sodexo
SSC
The Cooperative Purchasing Network
Thompson Hospitality
Transfinder
Transportation Sector Consultants
U.S. Communities Government Purchasing Alliance
Wesco Distribution
Zonar

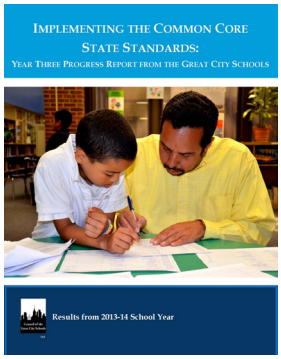
2015 Chief Information Officers Meeting
Amplify
Aruba Networks
Cisco Systems
Clever
Dell
Education Networks of America
Fuel Education
Gaggle
Google for Education
Houghton Mifflin Harcourt
iboss Network Security
Infor Public Sector
Intel
its Learning
Jamf Software
Kajeet
Knowledge Delivery Systems
Lightspeed Systems
Microsoft
Pearson
Safari Montage
SchoolMessenger
Schoology
Schoolwires

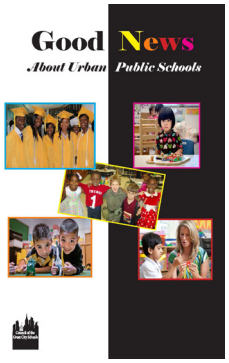
Shirley Schwartz Urban Education Impact Award
Barbara Reed
Joseph Schwartz
Teri Trinidad

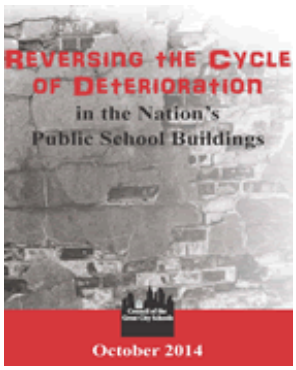
Publications

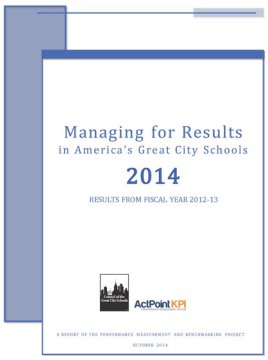


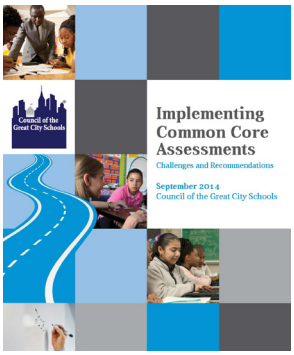


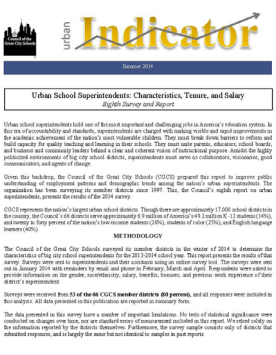


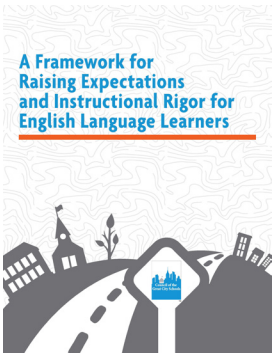


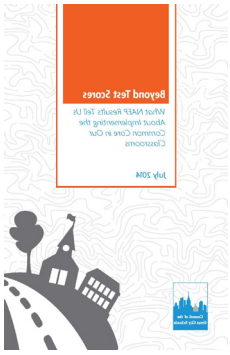












- **School Improvement Grants: Progress Report from America's Great City Schools** - *February 2015*
  This report measures trends in performance among urban schools receiving federal School Improvement Grant awards as part of the American Recovery and Reinvestment Act of 2009.
- **Beating the Odds: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

Council Staff

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

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Tonya Harris, Communications Manager
Danyell Taylor, Communications Specialist

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Denise Walston, Director of Mathematics

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Debra Hopkins, ELL Project Coordinator
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Julie Wright Halbert, Legislative Counsel

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Jonathon Lachlan-Haché, Special Projects Specialist

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

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

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

School District	Superintendent	Board Member
Albuquerque	Brad Winter	David Peercy
Anchorage	Ed Graff	Natasha Von Imhof
Atlanta	Meria Carstarphen	Leslie Grant
Austin	Paul Cruz	Gina Hinojosa
Baltimore	Gregory Thornton	Shanaysha Sauls
Birmingham	Spencer Horn	Wardine Alexander
Boston	John McDonough	Michael O'Neill
Bridgeport	Frances Rabinowitz	Sauda Baraka
Broward County	Robert Runcie	Laurie Rich Levinson
Buffalo	Donald Ogilvie	James Sampson
Charleston	Michael Bobby	Todd Garrett
Charlotte-Mecklenberg	Ann Clark	Mary McCray
Chicago	Barbara Byrd Bennett	Jesse Ruiz
Cincinnati	Mary Ronan	Melanie Bates
Clark County	Pat Skorkowsky	Linda Young
Cleveland	Eric Gordon	Denise Link
Columbus	Daniel Good	Gary Baker II
Dallas	Mike Miles	Mike Morath
Dayton	Lori Ward	Ronald Lee
Denver	Tom Boasberg	Allegra Haynes
Des Moines	Thomas Ahart	Cindy Elsbernd
Detroit	Karen Ridgeway	Darnell Earley
District of Columbia	Kaya Henderson	N/A
Duval County	Nikolai Vitti	Paula Wright
East Baton Rouge	Bernard Taylor, Jr.	David Tatman
El Paso	Juan Cabrera	Dee Margo
Fort Worth	Patricia Linares	Ashley Paz
Fresno	Michael Hanson	Lindsay Cal Johnson
Guilford County	Maurice Green	Rebecca Buffington
Hillsborough County	MaryEllen Elia	Doretha Edgecomb
Honolulu	Ronn Nozoe	Donald G. Horner
Houston	Terry Grier	Paula Harris
Indianapolis	Lewis Ferebee	Samuel Odle
Jackson	Cedrick Gray	Monica Gilmore-Love
Jefferson County	Donna Hargens	Diane Porter
Kansas City (MO)	Stephen Green	Airick West
Long Beach	Christopher Steinhauser	Felton Williams
Los Angeles	Ramon Cortines	Steve Zimmer
Miami-Dade County	Alberto Carvalho	Lawrence Feldman
Milwaukee	Darienne Driver	Michael Bonds
Minneapolis	Michael Goar	Don Samuels
Nashville	Jesse Register	JoAnn Brannon
Newark	Cami Anderson	Antoinette Baskerville-Richardson
New Orleans	Stan Smith	N/A
New York City	Carmen Fariña	N/A
Norfolk	Samuel King	Kirk Houston Sr.
Oakland	Antwan Wilson	Jumoke Hinton Hodge
Oklahoma City	Rob Neu	Phil Horning
Omaha	Mark Evans	Lacey Merica
Orange County	Barbara Jenkins	William Sublette
Palm Beach County	E. Wayne Gent	Debra Robinson
Philadelphia	William Hite	Bill Green
Pittsburgh	Linda Lane	William Isler
Portland	Carole Smith	Pam Knowles
Providence	Susan Lusi	Keith Oliveira
Richmond	Dana Bedden	Jeffrey Bourne
Rochester	Bolgen Vargas	Van Henri White
Sacramento	José L. Banda	Christina Prichett
Santa Ana	Rick Miller	Rob Richardson
St. Louis	Kelvin Adams	Rick Sullivan
St. Paul	Valeria Silva	Mary Doran
San Diego	Cindy Marten	Marne Foster
San Francisco	Richard Carranza	Hydra Mendoza
Seattle	Larry Nyland	Harium Martin-Morris
Shelby County	Dorsey Hopson II	Kevin Woods
Toledo	Romules Durant	Cecelia Adams
Wichita	John Allison	Jeff Davis

Albuquerque, Anchorage, Atlanta, Austin, Baltimore, Birmingham, Boston, Bridgeport, Broward County, Buffalo, Charleston County, Charlotte-Mecklenburg, Chicago, Cincinnati, Clark County, Cleveland, Columbus, Dallas, Dayton, Denver, Des Moines, Detroit, Duval County, East Baton Rouge, El Paso, Fort Worth, Fresno, Guilford County, Honolulu, Hillsborough County, Houston, Indianapolis, Jackson, Jefferson County, Kansas City, Long Beach, Los Angeles, Miami-Dade County, Milwaukee, Minneapolis, Nashville, New Orleans, New York City, Newark, Norfolk, Oakland, Oklahoma City, Omaha, Orange County, Palm Beach County, Philadelphia, Pittsburgh, Portland, Providence, Richmond, Rochester, Sacramento, San Diego, San Francisco, Santa Ana, Seattle, Shelby County, St. Louis, St. Paul, Toledo, Washington, D.C., Wichita

SAMPLE INDIVIDUAL CITY REPORT

Report to the Cleveland Metropolitan School District on the

Benefits and Services

of the

Council of the Great City Schools

in the

2014-15 School Year

Report to the Cleveland Metropolitan School District on the Benefits and Services of the Council of the Great City Schools in the 2014-15 School Year

BENEFITS TO THE CLEVELAND METROPOLITAN SCHOOL DISTRICT

1. Provided Washington's premier and most effective urban education legislative advocacy, resulting in the following additional federal funds to Cleveland in the *2014-15* school year that would not have been available without Council intervention:

• Title I Targeting	$9,076,401
• Title II Targeting	$495,251
• IDEA Targeting	$1,948,445
• Bilingual Education Targeting	$391,508
Total Extra for Cleveland Schools in 2014-2015:	**$11,911,605** [1]

Cleveland's Return on 2014-15 Membership Dues:

$326 return for each $1 paid in dues.

[1] This Total Extra amount does not include the additional funds that urban districts may receive from their state as a result of the $14 million appropriation secured by the Council for school districts enrolling Unaccompanied Children.

2. Provided the following other services directly to **Cleveland** between July 1, 2014, and June 30, 2015—

- Arranged to have **Cleveland** CEO Eric Gordon included in a meeting with President Obama at the White House to discuss urban school progress, the federal budget, and the reauthorization of ESEA.

- Delivered testimony at the request of **Cleveland** CEO Eric Gordon to the Ohio state legislature on HB 597 to repeal the Common Core State Standards. Developed a series of cost estimates to tax payers in Ohio if the common core were repealed.

- Traveled to **Cleveland** to review the district's principal supervisory work being supported by the Wallace Foundation and to give feedback and recommendations for strengthening the program.

- Provided the **Cleveland** CEO, school board representative, and communications director with a statement from the Council on the implications of the Ferguson and Cleveland shootings on public education.

- Included **Cleveland** CEO Eric Gordon in a conference call with Secretary of Education Arne Duncan to discuss the reauthorization of ESEA and issues around unaccompanied minors.

- Sent the **Cleveland** CEO and school board representative a legislative alert about pending changes to the federal Title I formula as part of the House reauthorization of the ESEA. Sent multiple follow-up emails about a comparable Senate amendment.

- Updated the **Cleveland** CEO and school board representative on the status of the federal omnibus spending bill on K-12 education.

- Included **Cleveland** Title I and federal program staff in a conference call to discuss potential changes to the "supplement, not supplant" provisions of Title I and the implications for meeting compliance standards.

- Provided **Cleveland** Deputy Chief of IT/Procurement Joseph Podach with an opportunity to share information on the district's wi-fi access and broadband speeds that was used in the Council's E-Rate comments to the Federal Communications Commission (FCC).

- Provided **Cleveland** CEO Eric Gordon with a summary of major changes made to the E-Rate program by the FCC, as well as a summary of comments submitted by the Council during the rule-making process.

- Sent **Cleveland** CEO Eric Gordon a sample PowerPoint presentation to use with principals in the district to inform parents about the purposes and features of the new common core assessments.

- Sent **Cleveland** CEO Eric Gordon a special Council analysis of the effects of the federal Title I portability amendment on school districts in Ohio.

- Notified the National Assessment Governing Board and the leadership of the PARCC testing consortium of the overlapping dates of NAEP and PARCC testing at the request of **Cleveland** CEO Eric Gordon.

- Sent **Cleveland** CEO Eric Gordon a link to federal dropout statistics reported by the National Center for Education Statistics.

- Provided **Cleveland** CEO Eric Gordon information he requested on the percentages of SIG schools the organization had recommended as part of its ESEA proposals.

- Provided **Cleveland** CEO Eric Gordon with strategic advice on how to handle a pending demonstration by the local teacher's union on the district's corrective action plans.

- Sent the **Cleveland** CEO, school board representative, and chief academic officer copies of the Council's *Grade-level Instructional Materials Evaluation Tool—Quality Review (GIMET-QR)* to help member districts assess the quality and alignment of commercially-produced instructional materials with the common core or similar college and career standards.

- Sent the **Cleveland** CEO and school board representative a copy of the report *Advanced Placement for Students of Color: A How To Guide* as part of the Council's pledge on males of color.

- Provided contact information on **Cleveland** CEO Eric Gordon to Los Angeles Superintendent John Deasy so he could nominate Gordon to the Aspen superintendent's group.

- Conducted a poll of member districts for **Cleveland** CEO Eric Gordon on district practices in taking community comments at public school board meetings.

- Accepted **Cleveland**'s bid to host the Council's fall conference in 2017.

- Referred **Cleveland** CEO Eric Gordon to Dallas Superintendent Mike Miles to obtain information on Ebola cases there.

- Provided the **Cleveland** communications director with information prepared by the Dallas school system on recent Ebola cases in that city and how to keep the public informed about what was happening.

- Assisted **Cleveland** Policy and Labor Liaison Michele Pomerantz in responding to Congressional priority issues for Congresswoman Marcia Fudge.

- Interceded with the Education Department at various levels on the issue of Ohio State Title II within-state funding non-compliance, and held multiple discussions with **Cleveland** CEO Eric Gordon and various other district staff on options for remedying the state non-compliance.

- Included **Cleveland** CEO Eric Gordon in a brainstorming session in Washington DC on developing indicators to assess districtwide implementation of the common core standards.

- Provided **Cleveland** CEO Eric Gordon with requested information on formal or informal first-ring superintendents' groups in other cities that are used for information sharing.

- Sent the **Cleveland** COO a copy of an executive order from President Obama related to local law enforcement equipment acquisition for the district's security director.

- Held a webinar on PARCC test administration attended by **Cleveland** staff members Diane Kulle and Joe Podach.

- Produced a new three-minute video and Public Service Announcement supporting the Common Core State Standards and sent it the **Cleveland** school board, CEO, chief academic officer, and communications director.

- Produced and distributed to the **Cleveland** CEO, school board president, and chief academic officer a copy of *Beyond Test Scores: What NAEP Results Tell Us About Implementing the Common Core in Our Classrooms*.

- Sent a copy of the Council's *Framework for Raising Expectations and Instructional Rigor for English Language Learners* to the **Cleveland** school board, CEO, chief academic officer, and bilingual director.

- Wrote and distributed the report *Implementing Common Core Assessments: Challenges and Recommendations* to the **Cleveland** CEO, school board, COO, CIO, and research director.

- Provided the **Cleveland** CEO and school board with a copy of the Council report *School Improvement Grants: Progress Report from America's Great City Schools*.

- Provided the **Cleveland** CEO, school board, and COO with a copy of the Council report *Reversing the Cycle of Deterioration in the Nation's Public School Buildings*.

- Provided the **Cleveland** CEO, school board, and communications director a copy of the Council report *Urban School Superintendents: Characteristics, Tenure, and Salary*.

- Provided **Cleveland** staff with training on the importance of including income and ethnicity in the interpretation of NAEP TUDA results.

- Provided **Cleveland** Chief Talent Officer Lora Cover with a list of talent agencies and headhunting firms for identifying senior-level district staff candidates.

- Provided **Cleveland** Chief Information Officer Roderick Houpe with information on the instructional benefits of offering student email.

- Provided **Cleveland** Chief Talent Officer Lora Cover with information on how Peer Assistance Review (PAR) and other teacher mentoring programs are used in other districts.

- Provided **Cleveland** Chief of Safety & Security Lester Fultz with sample discipline policies for yellow bus or public transportation riders before and after school.

- Provided **Cleveland** District Communications Officer Roseann Canfora with access to the Public Relations Executives listserv to inquire about Larry King's Profile Series.

- Provided **Cleveland** District Communications Officer Roseann Canfora with access to the Public Relations Executives listserv to inquire about cell phone use policies.

- Provided **Cleveland** District Communications Officer Roseann Canfora with access to the Public Relations Executives listserv to inquire about communications/crisis preparation for sensitive court verdicts in big cities.

- Provided **Cleveland** District Communications Officer Roseann Canfora with access to the Public Relations Executives listserv to seek job titles and descriptions.

- **Cleveland** staff members accessed the Council's Key Performance Indicators system 77 times between July 1, 2014 and June 30, 2015.

- Provided the **Cleveland** CEO, school board, and communications director with a copy of the Council report *Good News about Urban Public Schools* highlighting success stories across the country.

- Provided monthly copies of the Council's award-winning newsletter, the *Urban Educator*, to the **Cleveland** CEO, school board, and senior staff.
- Carried story on **Cleveland** in the *Urban Educator:* "Cleveland Student Surprised at Prom" (June/July 2014).

- Carried story on **Cleveland** in the *Urban Educator:* "New Initiatives, Schools and Technology Begin School Year" (September 2014).

- Carried story on **Cleveland** in the *Urban Educator:* "A Pledge by America's Great City Schools" (September 2014).

- Carried story on **Cleveland** in the *Urban Educator:* "Five Big-City Schools Superintendents Vie for Top Urban Educator Award" (October 2014).

- Carried story on **Cleveland** in the *Urban Educator:* "Voters Approve Funds for Urban Schools" (November/December 2014).

- Carried story on **Cleveland** in the *Urban Educator:* "Meeting with President Obama Highlights Urban School Progress and Challenges" (April 2015).

3. Individuals from **Cleveland Metropolitan School District** attending Great City School conferences and meetings in 2014-15—

Public Relations Meeting **Baltimore, MD** **July 11-13, 2014**	**Legislative Policy Conference** **Washington, DC** **March 14-17, 2015**
• Canfora, Roseann	• Bowen, Donna • Canfora, Roseann • Gordon, Eric • Pomerantz, Michele
Curriculum & Research Directors Meeting **Los Angeles, CA** **July 23-26, 2014**	**Food Services Directors, Security Directors, and Chief Operating Officers Conference** **Clark County, NV** **April 21-24, 2015**
• No one	• Taylor, Eric • Balaban, Regis • Fultz, Lester • Kasler, Robert • Taylor, Eric • Zohn, Patrick • Battle, Larry
Annual Fall Conference **Milwaukee, WI** **October 22-26, 2014**	
• Koonce, Andrew • Anagnostou, George • Baldwin, Jessica • Bowen, Donna • Canfora, Roseann • Cover, Lora • Ehlert, Diana • Eiland, Yolanda • Farmer Cole, Lisa • Goolsby, Denine • Gordon, Eric • Hill, Arlin • Houpe, Roderick • Johnson, Luther • Jolly II, Donald • Keruski, Jeffrey	• Khayat, Kevin • Merk, Kathleen • Mosley, Trent • Neal, Ronnie • Pierre-Farid, Michelle • Scanlan, John W. • Thompson, Karen • Traum, Megan • Ahrens, Jillian • Golden, George • Link, Denise • Corrigan, Diane • Morin, Deborah • Zachariah, Sajit
Chief Financial Officers Conference	**Bilingual & Immigrant Education Directors**

New Orleans, LA **November 11-14, 2014**	**Charlotte, NC** **May 13-16, 2015**
• Anagnostou, George • Foraker, Angela • Petty, Jaclyn • Scanlan, John W.	• Elias, Loulou • Pagan, Natividad • Torres, Ramon
Chief Human Resource Officers Meeting **Ft. Lauderdale, FL** **February 4-6, 2015**	**Chief Information Officers Conference** **Philadelphia, PA** **June 2-5, 2015**
• Vesneske, Staci	• Houpe, Roderick • Miller, Thomas • Nwaozuzu, Blessing • Timmons, Curtis • Tufts, Rosie

General Benefits to the Membership

Highlights

- Initiated the Council's Pledge on Males of Color that was signed by 62 districts, and garnered major national and regional press coverage from President Obama's announcement of the pledge.
- Arranged a meeting between member district leaders and President Obama at the White House to discuss urban school progress, the federal budget, and the reauthorization of ESEA.
- Successfully prevented a major Title I funding formula change from being offered as a House floor amendment that would have cut over a half billion dollars from Council member districts.
- Conducted research that demonstrated 10 years of urban school improvement based on the Trial Urban District Assessment of NAEP and received extensive positive national media coverage.
- Developed a groundbreaking set of academic Key Performance Indicators and piloted them with member districts.
- Played a major role in helping member districts implement common core standards and assessments by launching new common core videos and public service announcements, developing the *Grade-Level Instructional Materials Evaluation Tool—Quality Review* to assist districts in the selection of common core-aligned instructional materials, and providing instructionally-focused professional development at various workshops and meetings throughout the year.
- Piloted an initiative to raise the rigor of instructional materials for English Language Learners and to incentivize publishers to produce higher quality ELL materials.
- Convened the Annual Fall Conference in Milwaukee featuring Neil deGrasse Tyson, David Coleman, Anna Maria Chávez, and Claudio Sanchez, along with scores of sessions and workshops on how urban school districts are working to improve student achievement.
- Provided numerous Strategic Support Team reviews to member districts to help improve instruction and operations.

COMMUNICATIONS

The Council of the Great City Schools works to give the public and the press a balanced and accurate view of the challenges, developments, and successes of urban public schools. In 2014-15, the Council—

- Initiated the Council's Pledge on Males of Color that was signed by 62 districts, and garnered major national and regional press coverage from President Obama's announcement of the pledge.

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

LEGISLATION

In voicing its proposals and ideas to Congress and other federal policymakers, the Council helps shape legislation to strengthen the quality of schooling for the nation's urban children. In 2014-15, the Council—

- Successfully prevented a major Title I funding formula change from being offered as a House floor amendment that would have cut over a half billion dollars from Council member districts.
- Submitted formal ESEA recommendations to the Senate and House education committees.
- Testified before a House minority forum on the Education and Workforce Committee bill.
- Participated in a Senate education staff briefing on the Senate Committee ESEA Discussion Draft.

- Provided comments to the Senate and House education committees during various stages of the ESEA reauthorization, school meals reauthorization, and development of education research legislation.
- Assisted in securing a new federal appropriation of $14 million to help schools facing an influx of unaccompanied minor and immigrant students.
- Submitted comments to the U.S. Department of Education on upcoming funding priorities, new Preschool Development Grants, and School Improvement Grants.
- Promoted No Child Left Behind waivers for school districts in states without waivers, resulting in two Council districts gaining additional SES flexibility.
- Advocated successfully for more flexibility from the Education and Agriculture Departments in implementing the poverty-focused Community Eligibility Program for free school breakfasts and lunches.
- Supported local flexibility waivers of school meal regulations in the FY 2015 appropriations bills.
- Provided comments, recommendations, data, examples, and other input to the Federal Communications Commission (FCC) throughout the rulemaking process on E-Rate.
- Supported the $1.5 billion increase in annual E-Rate funds approved by the Federal Communications Commission.
- Advocated successfully for a multi-week extension of the E-Rate filing deadline in 2015.
- Convened the Annual Legislative/Policy Conference with four days of briefings on federal policy. Also convened meetings of the Council's Special Education Directors, Food Service Directors, and E-Rate Directors.
- Continued work to expand school-based Medicaid reimbursements, which resulted in additional flexibility guidance on third party liability and modifications to the Medicaid "free care rule".
- Served as an intermediary for Council districts in resolving problems with the U.S. Department of Education; provided multiple legislative updates on critical issues; and responded to scores of questions on federal legislation.
- Fielded multiple requests from Congress for information on a wide variety of issues.

RESEARCH

Timely data collection and analysis allow the Council to prepare comprehensive reports, predict trends, and assess the effects of various policies, reforms, and practices on student performance. In 2014-15, the Council—

- Conducted research that demonstrated 10 years of urban school improvement based on the Trial Urban District Assessment of NAEP and received extensive positive national media coverage.
- Published *School Improvement Grants: Progress Report from America's Great City Schools,* a major analysis of the impact of federal SIG funding on turnaround schools in member districts.

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

ACHIEVEMENT AND PROFESSIONAL DEVELOPMENT

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

- Developed and disseminated the *Grade-Level Instructional Materials Evaluation Tool—Quality Review* for English language arts and mathematics to assist districts in the selection of common core-aligned instructional materials.
- Convened numerous meetings with the organization's common core advisory committees.
- Convened the Males of Color Preconference session at the Annual Fall Meeting.
- Convened a number of workshops and institutes for member districts on implementation of the common core.
- Developed a groundbreaking set of academic Key Performance Indicators and piloted them with member districts.

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

LEADERSHIP, GOVERNANCE, AND MANAGEMENT AND SCHOOL FINANCE

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

- Conducted Strategic Support Team reviews of the human resources, facilities, and finance functions of member districts.
- Convened meetings of Chief Financial Officers, Human Resources Directors, Chief Operating Officers, Chief Information Officers, Chiefs of Safety & Security, Food Services Directors, Facilities Directors, Transportation Directors, Internal Auditors, Risk Managers, and Procurement Directors.
- Published the final report of the Deferred Maintenance Working Group, *Reversing the Cycle of Deterioration in the Nation's Public School Buildings.*
- Published the tenth edition of *Managing for Results in America's Great City Schools, 2014* with an expanded set of indicators.

- Conducted the Council's Urban School Executive Program (C'USE) for aspiring Chief Financial Officers and Chief Information Officers.
- Published the eighth edition of the survey and report *Urban School Superintendents: Characteristics, Tenure, and Salary*.
- Fielded numerous member requests for management information and services.
- Facilitated two meetings of the School Finance and Leadership, Governance, and Management Task Forces.

BILINGUAL, IMMIGRANT AND REFUGEE EDUCATION

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

- Worked with the Departments of Education, Health and Human Services, and Homeland Security and the White House to release county-by-county figures of unaccompanied minors.
- Conducted multiple surveys of enrollments of unaccompanied minors in member districts, and shared the results with Congressional staff to help secure $14 million in new appropriations. Assisted member districts in working with their SEAs to ensure they receive their share of new funding.
- Worked to analyze and provide feedback to Congressional staff on the effect of ELL-related provisions in the ESEA reauthorization bills.
- Worked with Department of Education staff on ELL accountability provisions in state-waiver extensions.
- Provided Strategic Support Team reviews of ELL programming in Chicago and Nashville, and provided technical assistance to Clark County in their self-assessment.
- Made numerous presentations on the organization's new English Language Development framework (ELD 2.0) to the Office of Civil Rights, the White House Initiative on Educational Excellence for Hispanic Americans, Student Achievement Partners, the Southern Education Foundation, the Association of Latino Administrators and Superintendents, State Title III Directors, and the Hunt Institute.
- Worked with Student Achievement Partners to ensure an ELL component in their IMET tool.
- Translated the Council's public service announcements, PowerPoints, and other products into Spanish.
- Maintained strong relations with other organizations working to implement common core standards with ELLs, including TESOL, the National Association of Latino Elected Officials (NALEO), the Understanding Language Initiative, and Univision.
- Piloted an initiative funded by The Bill & Melinda Gates Foundation and Televisa Foundation to produce and revise ELL instructional materials from four publishers.

- Conducted a planning project with support from the Helmsley Charitable Trust to design professional development for teachers working with high-need students who are below grade level.
- Developed a series of ELL performance indicators as part of the Council's academic KPI project.
- Answered numerous specific requests for ELL-related information from member districts.
- Convened the annual meeting of the Bilingual, Immigrant, and Refugee Education Directors in Charlotte, NC with the highest participation rate in the history of the meeting.
- Convened two meetings of the Task Force on English Language Learners and Bilingual Education.
- Represented the Council at the ELL Roundtable meetings held by the U.S. Department of Education.
- Participated in national meetings of CCSSO on the common definition and reclassification of ELLs.
- Served on the Advisory Board to the National Council of State Title III Directors.
- Collaborated with the University of Wisconsin on an IES-funded project on cognitive assessments of ELLs at beginning levels of proficiency.

ORGANIZATION AND ADMINISTRATION

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

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

CONFERENCES AND MEETINGS

COUNCIL OF THE GREAT CITY SCHOOLS
2015 Conference Schedule

Executive Committee Meeting
January 23-24, 2015
Omni Hotel, Jacksonville, FL

HRD/Personnel Directors Meeting
February 4-6, 2015
Sonesta Hotel, Ft. Lauderdale, FL

Legislative/Policy Conference
March 14-17, 2015
Renaissance Mayflower Hotel, Washington, DC

Chief Operating Officers Conference
April 21-24, 2015
Renaissance Hotel, Las Vegas, NV

Bilingual Directors Meeting
May 13-16, 2015
Westin Hotel, Charlotte, NC

Chief Information Officers Meeting
June 2-5, 2015
Loews Philadelphia Hotel, Philadelphia, PA

Public Relations Executives Meeting
July 10-12, 2015
Renaissance Nashville Hotel, Nashville, TN

Curriculum & Research Directors' Meeting
July 15-18 2015
Hotel Allegro, Chicago, IL

Executive Committee Meeting
July 17-18, 2015
Parc 55 Wyndham Hilton Hotel, San Francisco, CA

Annual Fall Conference
October 7-11, 2015
Hyatt Regency, Long Beach, CA

Chief Financial Officers Conference
November 3-6, 2015
Hotel Sorella, Houston, TX

COUNCIL OF THE GREAT CITY SCHOOLS
2016 Conference Schedule

Executive Committee Meeting
January 22-23, 2016
El Paso, TX

HRD/Personnel Directors Meeting
February 9-12, 2016
Renaissance Hotel, Las Vegas, NV

Legislative/Policy Conference
March 19-22, 2016
Renaissance Mayflower Hotel, Washington, DC

Chief Operating Officers Conference
April 12-15, 2016
The Westin Hotel, Charlotte, NC

Bilingual Directors Meeting
May 2016
TBD

Chief Information Officers Meeting
June 2016
TBD

Public Relations Executives Meeting
July 15-17, 2016
Marriott Downtown Hotel, Chicago, IL

Curriculum & Research Directors' Meeting
July 2016
TBD

Executive Committee Meeting
July 15-16, 2016
Boston, MA

Annual Fall Conference
October 19-23, 2016 at the Intercontinental Hotel in Miami, FL
October 18-22, 2017 at the Hilton Hotel in Cleveland, OH
October 24-28, 2018 at the Baltimore Marriott Waterfront in Baltimore, MD

Chief Financial Officers Conference
November 2016
TBD

FALL CONFERENCE
2016

COUNCIL OF THE GREAT CITY SCHOOLS

60th ANNUAL FALL CONFERENCE

Hosted by the
MIAMI DADE COUNTY PUBLIC SCHOOLS
Miami, FL

OCTOBER 19 - 23, 2016

CONFERENCE HOTEL:
InterContinental Miami Hotel
100 Chopin Plaza
Miami, FL 33131
(305) 577-1000

GROUP RATE: $235/night for Single and Double Occupancy
Plus 13% tax

InterContinental Miami Hotel is a 4-star hotel with 641 elegant guestrooms and suites, all of which are equipped with the latest technological features including flat panel TVs and hi-speed internet access. A dramatic marble exterior leads into a newly restyled lobby showcasing an eighteen foot Sir Henri Moore Sculpture that soars towards the sky.

The InterContinental Miami is a waterfront property situated on Biscayne Bay. The 103 Club InterContinental rooms with private club lounge on the 29th floor boasts of a breathtaking panoramic views of the city. The hotel's multiple food and beverage options include two outlets: acclaimed Chef Richard Sandoval's Toro Toro Restaurant and Bar which offers Pan Latin steakhouse featuring small sharing plates and Latin spirits in the hotel's interactive lobby lounge, and Olé Restaurant offering a la carte and gourmet breakfast. By the pool is Blue Water and exclusive dining outside Toro Toro kitchen is the Chef's Table 40. Starbucks is also located in the lobby.

The hotel is just 7.5 miles from Miami International Airport, and just minutes away from Port of Miami. It is 1 mile to the Shops of Mary Brickell Village, 1.5 miles to Adrienne Arsht Center for the Performing Arts, 10 minutes to South Beach, and 5 miles to the Art and Design Districts. It is also walking distance from Miami's most exclusive restaurants, Bayside Marketplace and the American Airlines Arena, home to the Miami Heat.

Join Us in Miami
As the Council Celebrates 60 Years of Service to America's Urban Public Schools

COUNCIL OF THE GREAT CITY SCHOOLS

1956 60TH 2016

ANNIVERSARY

60th Annual Fall Conference

October 19-23, 2016
Miami, FL

MIAMI-DADE COUNTY PUBLIC SCHOOLS

giving our students the world

FALL CONFERENCE 2017

COUNCIL OF THE GREAT CITY SCHOOLS

61st ANNUAL FALL CONFERENCE

Hosted by the
CLEVELAND PUBLIC SCHOOLS
Cleveland, Ohio

OCTOBER 18 - 22, 2017

CONFERENCE HOTEL:

Hilton Cleveland Downtown
100 Lakeside Avenue East
Cleveland, Ohio 44114
Phone: (216) 413-5000

GROUP RATE: $179/night for Single and Double Occupancy
Plus 16.5% tax

The Convention Center Hotel, Hilton Cleveland Downtown, will connect the new Cleveland Convention Center, the Global Center for Health Innovation, and the downtown mall in a way that has never been done before. With this hotel, the Northeast Ohio region will be in a stronger position than ever to compete on a national and international stage. With the new Hilton Cleveland Downtown in place, the Cleveland Convention Center attendee experience will be world-class.

Hilton Hotels & Resorts, owned by Hilton Worldwide, will operate the hotel. The hotel will feature a 28-story tower filled with 600 guest rooms positioned atop a four-story podium of ballrooms, meeting space, retail space, and lobby. The hotel will feature a rooftop bar as well as underground connections to the Cleveland Convention Center and the Global Center for Health Innovation.

Situated on the site of the former Cuyahoga County Administration Building, the new Hilton Cleveland Downtown is scheduled to open by 2016.

FALL CONFERENCE 2018

COUNCIL OF THE GREAT CITY SCHOOLS

62nd ANNUAL FALL CONFERENCE

Hosted by the
BALTIMORE CITY PUBLIC SCHOOLS
Baltimore, MD

OCTOBER 24 - 28, 2018

CONFERENCE HOTEL:
Baltimore Marriott Waterfront
700 Aliceanna Street
Baltimore, MD 21202
(410) 385-3000

GROUP RATE: $239/night for Single and Double Occupancy
Plus 15.5% tax

Raise your expectations. Then expect to exceed them. Marriott Baltimore Waterfront Hotel is located in the renowned Harbor East neighborhood. Just 15 minutes from BWI Airport, 5 minutes from Penn Station, 5 minutes from Camden Yards Light Rail Station, and 10 minutes to Baltimore passenger cruise ship terminal. A short ride or leisurely walk to the Baltimore Convention Center, Orioles Park at Camden Yards, Raven's M&T Bank Stadium, National Aquarium Baltimore, Fells Point, Little Italy and the Inner Harbor restaurants and shops.

PROSPECTIVE CITIES FOR 2019 ANNUAL CONFERENCE

Administrative Offices
VanHoose Education Center
P.O. Box 34020
Louisville, Kentucky 40232-4020
(502) 485-3011

Jefferson County Public Schools
Shaping the Future

September 4, 2014

Mr. Michael Casserly
Executive Director
Council of the Great City Schools
1301 Pennsylvania Avenue, NW Suite 702
Washington, DC 20004

Dear Mr. Casserly:

On behalf of the Jefferson County Public School (JCPS) District, I am very excited to submit this proposal to the Council of the Great City Schools to host the 2017, 2018, or 2019 Annual Fall Conference. The attendees will experience our city's unique brand of southern hospitality, spirit, and excitement that has made it one of the top visitor and meeting destinations in the world. From our thriving independent arts and restaurant scene to our world-famous museums and attractions, Louisville is sure to surprise and delight. Partnered with us, we can assure you the Annual Fall Conference will be a huge success!

With JCPS, we fully support the mission of the Council of Great City Schools which states, "It is the special mission of America's urban public schools to educate the nation's most diverse student body to the highest academic standards and prepare them to contribute to our democracy and the global community." With more than 14,000 full-time employees including more than 6,400 teachers, we have the capacity to successfully host a national conference. With more than 4,900 business partnerships, and a very engaged, active public education foundation, we are confident that we can garner extensive community support for this event.

Hosting a conference in Louisville provides a great opportunity to share JCPS' journey to becoming the best urban district in the nation, as well as sharing learning and best practices with other large, urban districts around the country. The city of Louisville has many cultural attractions including Churchill Downs, Slugger Museum and Factory, Muhammad Ali Center, Kentucky Center for the Arts, Kentucky Science Center, Waterfront Park, and many more that would be of great interest to conference attendees, as well as their families.

We appreciate the opportunity to share the many great things that make Louisville such a wonderful community and JCPS such a great, urban school district. We look forward to your response to our proposal, and do not hesitate to contact us if you have any questions or need additional information.

Sincerely,

Donna M. Hargens, Ed.D.
Superintendent

DMH:scf

Diane Porter
Jefferson County Board of Education—District 1
VanHoose Education Center
3332 Newburg Road
P.O. Box 34020
Louisville, Kentucky 40232-4020
(502) 485-3566
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Jefferson County Public Schools
Shaping the Future

September 5, 2014

Michael Casserly
Executive Director
Council of the Great City Schools
1301 Pennsylvania Avenue, N.W., Suite 702
Washington, DC 20004

Dear Mr. Casserly:

It is my pleasure to write a letter in support of the proposal being submitted to the Council of Great City Schools (CGCS) by the Louisville Convention & Visitors Bureau (LCVB) in collaboration with the Jefferson County Public School (JCPS) District to host the Great City Schools Fall Conference in 2017, 2018, or 2019.

As Chairwoman of the Jefferson County Board of Education, I am excited for the potential opportunity to partner with the Council of Great City Schools to host a conference which focuses on educating the nation's most diverse student body to the highest academic standards and prepare them to contribute to our democracy and the global community. As a large, diverse, urban district, our Board is committed to this same goal as evidenced in our vision, "All JCPS students graduate prepared to reach their full potential and contribute to our society throughout life."

Hosting a conference in Louisville provides a great opportunity to share JCPS' journey to becoming the best urban district in the nation, as well as sharing best practices with other large, urban districts around the country. The city of Louisville has many cultural attractions including Churchill Downs, Ed Hamilton (sculptor) Public Works, Muhammad Ali Center, Kentucky Center for the Arts, Kentucky Museum of Art and Craft, Kentucky Science Center, Louisville Slugger Museum and Factory, and many more that would be of great interest to conference attendees, as well as their families. With more than 14,000 full-time employees, JCPS has the staff capable of assisting with this conference.

We fully support the CGCS continuing to lead the effort to meet the challenge of educating all children to prepare them for work and life. We look forward to sharing all the wonderful things in our community and the great things happening at Jefferson County Public Schools.

Sincerely,

Diane Porter

Diane Porter
Chairwoman, District 1

DP:scf

Equal Opportunity/Affirmative Action Employer Offering Equal Educational Opportunities

LEGISLATION

APPROPRIATIONS

Legislative Update on FY 2016 Appropriations and ESEA Reauthorization

From: Manish Naik
Sent: Wednesday, June 24, 2015
To: Legislation
Subject: Update on FY 2016 Appropriations and ESEA Reauthorization

Legislative Liaisons of the Great City Schools –

FY 2016 APPROPRIATIONS: This week, both the House and the Senate appropriations subcommittees reported the education spending bill for federal Fiscal Year 2016 (school year 2016-17). Both bills reduced or eliminated funding for a number of key education programs, and both bills cut funding for the U.S. Department of Education overall. The severity of the cuts to some programs, as well as the overall number of programs seeing reduced funding, are a direct result of the budget caps that congressional appropriators were given and the limited allocation of funds available to programs for Labor, Health and Human Services, and Education. An overall deal to raise the budget cap set by Congress in previous years will be necessary to increase or restore funding for education programs.

The full Appropriations Committees in both the House and Senate are expected to approve the subcommittee bills by the end of this week. Specific funding changes reported by the subcommittees include:

- **Title I, Part A:** Senate increased by $125 million; House froze funding
- **School Improvement Grants:** Senate decreased by $56 million; House decreased by $506 million
- **Title II-A, Teacher Quality:** Senate decreased by $103 million; House decreased by $668 million
- **Title III, English Language Learners:** Senate decreases by $25 million; House froze funding
- **21st Century Schools:** Senate decreased by $117 million; House froze funding
- **Charter Schools:** Senate increased by $20 million; House increased by $22 million
- **Magnet Schools:** Senate decreased by $7 million; House eliminated funding
- **IDEA, Part B:** Senate increased by $100 million; House increased by $500 million

ESEA REAUTHORIZATION: The Every Child Achieves Act, the ESEA bill approved by the Senate education committee in April, is expected to be considered on the Senate floor after the July 4th recess. We will provide more information on the legislation, timing, and amendments, as well as any calls or action we need from your districts, as floor consideration gets closer.

Thank you.

--Manish Naik
Council of the Great City Schools

Proposed Funding Levels for Federal FY 2016 (School Year 2016-17)

Federal Education Program (in thousands of dollars)	**FY 2015 Final CRomnibus**	**FY 2016 Obama Budget Proposal**	**FY 2016 House Committee**	**FY 2016 Senate Committee**
Title I - Grants to LEAs	14,409,802	15,409,802	14,409,802	14,559,802
School improvement grants (SIG)	505,756	555,756	0	450,000
Migrant Education	374,751	374,751	374,751	365,000
Neglected and delinquent	47,614	47,614	47,614	46,000
Homeless children and youth	65,042	71,542	65,042	65,042
Preschool development grants *	250,000	750,000	0	0
Impact Aid - Total **	1,288,603	1,288,603	1,298,603	1,288,603
Advanced placement	28,483	28,483	0	22,888
State assessments	378,000	403,000	300,000	350,000
Rural education	169,840	169,840	169,840	169,840
Education for Native Hawaiians	32,397	33,397	33,397	32,397
Alaska Native Education Equity	31,453	32,453	32,453	31,453
Promise Neighborhoods	56,754	150,000	56,754	37,000
21st century learning centers	1,151,673	1,151,673	1,151,673	1,035,000
Indian Education	123,939	173,939	143,939	123,939
Race to the Top *	0	0	0	0
Investing in Innovation (i3)	120,000	300,000	0	0
Math and science partnerships	152,717	202,717	0	141,299
Title II - Teacher Quality	2,349,830	2,349,830	1,681,441	2,246,441
Teacher Incentive Fund	230,000	350,000	0	225,000
Charter schools grants	253,172	375,000	275,000	273,172
Magnet schools assistance	91,647	91,647	0	85,000
English Language Acquisition **	737,400	773,400	737,400	712,021
IDEA - Part B	11,497,848	11,672,848	12,000,000	11,597,848
IDEA Preschool	353,238	403,238	353,238	363,238
IDEA Infants and Families	438,556	503,556	438,556	453,556
Perkins Career and Technical Ed	1,117,598	1,317,598	1,117,598	1,117,598
Adult Education	568,955	568,955	568,955	540,000
Pell Grants (maximum grant)	5,775	5,915	5,915	5,915
GEAR UP	301,639	301,639	322,754	301,639
Research, development, and dissemination	179,860	202,273	93,144	177,860
Statistics	103,060	124,744	103,060	102,060
Regional educational laboratories	54,423	54,423	0	53,823
National assessment (NAEP)	129,000	149,616	129,000	129,000
National Assessment Governing Board (NAGB)	8,235	7,827	8,235	8,235
Statewide data systems	34,539	70,000	34,539	33,500
Head Start (in HHS)	8,598,095	10,117,706	8,790,095	8,698,095
Child Care Development Block Grant (in HHS)	2,435,000	2,805,149	2,435,000	2,585,000
Department of Education Discretionary Appropriations total	**67,135,576**	**70,747,119**	**64,364,807**	**65,772,927**

* In FY 2014, the Preschool Development Grants were funded through the Race to the Top Program. In FY 2015, the preschool grants were appropriated under the Fund for the Improvement of Education (FIE) account.

** The Administration's budget proposal for FY 2016 increased funding for Facilities Maintenance under the Impact Aid program, but reduced the program's Payments for Federal Property by an equal amount, leaving the overall Impact Aid funding level unchanged from the previous year.

ESEA

PRELIMINARY RECOMMENDATIONS ON ESEA CONFERENCE ISSUES
FROM THE
COUNCIL OF THE GREAT CITY SCHOOLS

➢ Major Fiscal Issues

House Option for State Title I "Portability"

The arguments against the HR 5 Title I Portability provisions are well known. Council of the Great City School districts with high concentrations of poverty will see funds generated by these students significantly reduced and redistributed to lower poverty districts and schools.

Conference Recommendation: House recede.

ESEA Formula Changes

In general, the Council opposes federal funding formula changes that create financial winners and losers among LEAs. While triggers, phase-ins, and additional new money might mitigate local funding shifts, the Council does not support any of the major Title I formula proposals in front of the conference committee. Achieving a balancing of variables in any formula is a difficult task, but it is unwarranted to abandon the nationwide comparative poverty factors in Title I, the education cost factor, and the effort factor. The effect causes as many additional anomalies as it solves. Nonetheless, a strong case can be made for updating demographic data in distributing ESEA funds. The Council would support updating the Title I poverty quintiles based on the most-recent poverty levels, and removing the 1990s-based hold-harmless provision in Title II, with the caveat that any significant funding cliffs are mitigated.

Conference Recommendation:

Title I: House recede with an amendment striking Senate changes to the four formulas, but retaining the updating of Title I poverty quintiles to current poverty levels in both the Targeted and EFIG sections (and retaining the hold-harmless provisions in current law).

Title II: House recede with an amendment to establish an annual 90 percent prior year Title II hold-harmless provision (with ratable reduction if there are insufficient appropriations levels) at the state level and local levels.

House Funding Freeze for Reauthorized Programs and Four-Year Reauthorization Period

The House bill freezes funding for reauthorized programs from FY 2016 through FY 2019, eroding the investment of federal aid to elementary and secondary education for nearly the remainder of the decade. The resulting reductions in services would fall disproportionately on low-income, and racial and language minority students.

Conference Recommendation:

House recede to Senate "such sums" authorization for each ESEA program.

Senate recede to House with an amendment to establish a five-year reauthorization period through FY 2020.

House Elimination/Senate Revision of Maintenance of Effort Requirements in ESEA

The long-standing Title I Maintenance of Effort provision [sec. 1120A(a)] and the Title IX General Provisions Maintenance of Effort requirement [sec. 9521], along with other ESEA fiscal requirements ensure that a "value-added" benefit exists for ESEA funds. Without the maintenance of effort (MOE) provisions, school districts are particularly vulnerable to cuts in state education aid, absent any threat of losing sizeable amounts of federal aid as currently would result. While

the Senate "one year in five" grace period is preferable to the HR 5 elimination of MOE, the ESEA 90 percent MOE criteria is such a low threshold that retaining current law seems reasonable, particularly with the availability of a one-year waiver.

> *Conference Recommendation*: Both House and Senate recede and retain current law on MOE. [Alternative Recommendation: One or the other chamber recedes with an amendment revising current law by adding a new compliance alternative in which the noncompliant entity can increase their financial effort in the year following noncompliance to a level at which the two-year average expenditures would meet the 90 percent MOE requirement, and thereby not requiring any payback of funds.]

Senate Revision of Traditional Supplement not Supplant Requirements for ESEA Title I

The interaction of fiscal requirements under ESEA, particularly in Title I sec. 1120A, has evolved over the years to ensure the integrity and benefits of ESEA funds for eligible schools and children. The proposed Senate approach to the supplement-not-supplant provision requiring a consistent methodology for allocating state and local funds to Title I schools and non-Title I schools is more applicable to Title I Schoolwide Programs than to Title I Targeted Assistance Schools and other Title I projects and expenditures. Not only would the nation's school districts be required to adopt a new compliance methodology after decades under current law, but shifting from an "activity-based" to a "methodology-based" compliance process would allow significant opportunities for supplanting of state and local expenditures.

> *Conference Recommendation*: House recede to the new Senate compliance methodology for Title I Schoolwide Programs, and Senate recede on its general supplement-not-supplant revision in sec. 1120A thereby retaining current law for non-schoolwide Title I expenditures (also return to current law on the Senate supplement not supplant revision in the Title V Charter Schools program).

Increased Funding of Services for Private School Children at the Expense of Public Schools

Both House and Senate bills make a number of revisions to the private school language in Title I and Title IX. Both bills increase the allocation of funds for services to private school students by calculating their proportional share based on the total Title I allocation, ignoring the fact that public schools must meet specific requirements and expend specific funds on activities that private schools do not (e.g., school improvement activities based on accountability outcomes). The House bill also deletes the current authority to make two-year proportionate-share calculations. The House further requires any unused funds to be carried over into the subsequent year, leading to the prospect that some funds will exceed the expenditure period for Title I and never be used. The House bill establishes a state ombudsman to assist in resolving disagreements. The House bill also includes numerous additions to the consultation process between public and private school officials, while the Senate bill includes only a few additional provisions. The House bill authorizes a second Title I "by-pass provision" in subsection (b)(6)(C) in which the state would provide direct services or contracted services to private schools under a variety of conditions, particularly in large LEAs, ignoring the fact that some private schools chose not to participate in any federal education programs and that participating private schools may target services to high-need students – an elaborate and unnecessary additional process for states, LEAs and private schools. Any changes to ESEA private school language should be made with extreme caution, in recognition that these issues have been settled for decades after substantial litigation.

Conference Recommendations:
Allocation: House recede with an amendment to Senate sec. 1116(a)(4)(C)(ii) by striking the period and inserting at the end ", except for expenditures by the LEA for school improvement activities."
Carryover: House recede on obligation and carryover provisions [sec. 1120(a)(4)(B)].
State Ombudsman: Senate recede to House [sec. 1120(a)(3)(B)].
Consultation: House recede.
State Direct Services: House recede.
[*Make conforming changes to Title IX private school provisions as applicable]

Increased State and Non-LEA Set-Asides in ESEA Programs

State set-asides divert federal education funds that would otherwise be received by school districts for local ESEA activities. This is particularly troubling under Title I where state set-asides come "off-the-top" of the allocation and reduce LEA poverty-driven funding allocations. Increasing state and other non-LEA set-asides, as occurs in a number of House and Senate provisions, exacerbates the loss of local flexibility and the loss of ESEA funds at the local level that are already constrained by appropriations limits:

- House bill increases the state School-Improvement Set-Aside from the current 4 percent to 7 percent, plus an additional 3 percent to fund "Direct Student Services" grants (i.e., SES, Choice, etc.)
- Senate bill allows SEAs to reserve more than the traditional 5 percent of the line-item authority for SIG funding with ambiguous language about LEAs not meeting responsibilities
- Senate bill allows SEAs in Title II-A to set-aside an additional 3 percent for Principals and School Leader Programs in addition to the current 5 percent state set-aside
- House bill sets aside 25 percent of the Title III-B Local Flexible Grant for State Activities (17%) and a minimum of 8 percent for Nongovernmental Entities in comparison to the 5 percent Senate set-aside in the Title IV-A Safe and Healthy Schools program

Conference Recommendation:
Title I State Set-Aside to 10 percent (7% School Improvement/3% SES/Choice/etc.): House recede.
State Additional SIG Set-Aside if LEA Not Meeting Unspecified Responsibilities: Senate recede.
State Additional 3 percent Title II-A Set-Aside Allowed for Principal Programs: Senate recede.
25 percent State Set-Aside in House Title III-B (17% State/8% Nongovernmental): House recede.

Increased Charter School Allocation of ESEA Funds

The Senate bill applies new hold-harmless protections for charter schools providing disproportionate increases in their Title I allocations based on updated student counts in new and expanded charter schools, while LEA hold-harmless allocations continue to be based solely on the previous year's allocation and student counts. The House bill also includes an unusual provision deeming charter schools as separate LEAs and providing for direct Title II allocations to such charter schools, ignoring state laws that authorize charter schools either as a separate LEA or as a public school under the legal authority of a traditional LEA.

Conference Recommendation:
Expanded Title I Count for Hold-Harmless: Senate recede [Title V-A sec. 5106(c)].
Title II Direct Allocation Regardless of State Law: House recede [Title II- D sec. 2401].

➢ ESEA Framework of Programs

House Quasi-Consolidation of Title I Programs

The House bill authorizes some $16 billion annually for Title I Part A with specified set-aside percentages for migrant programs (2.45%), Neglected and Delinquent programs (0.31%), Rural programs (0.6%), and English Language Acquisition programs (4.6% -- currently Title III). The House bill also authorizes alternative uses of funds across a number of these programs, which could result in funds generated by one group of disadvantaged students being spent on other students. This quasi-consolidation approach departs from the categorical nature of key ESEA programs and restricts the annual funding prioritizations set by the appropriations committees.

Conference Recommendation: House recede.

Abandoning the 40 percent Poverty Threshold for Title I Schoolwide Programs

Both the House and Senate bills effectively abandon the 40 percent poverty threshold for Title I school spending on "Schoolwide Programs." As a result, even Title I schools with very low poverty levels could spend their Title I funds on any or all students in a school regardless of disadvantaged status or academic need. The Senate bill creates an exception to the 40 percent poverty criteria for discretionary schoolwide programs, while the House bill eliminates the poverty threshold entirely. Spending funds generated by disadvantaged students on any or all students in a school dilutes Title I's instructional benefits for at-risk students.

Conference Recommendation: House recede with an amendment striking the Senate LEA discretionary exception to the 40 percent schoolwide program poverty requirement.

Consolidation versus Multiple Categorical Programs

The Council has never supported funding dozens of small program, particularly during tight budget environments. A consolidation of a number of small programs is a reasonable approach -- since everything should not be a federal priority. Beyond the ESEA cornerstone programs of Title I, II and III, the Council strongly recommends retaining a categorical Magnet Schools Assistance Program, which is the only remaining federal education program focused on the continuing issue of school desegregation. However, the Senate bill extends the traditional three-year Magnet School grants to 5 years, resulting in no more than two Magnet School grant competitions every decade, which would result in substantially less attention to desegregation issues in the future. Additionally, the Council would support consolidating the 21st Century Learning Centers Program into a title using a formula-based pass-thru allocation to LEAs, similar to the House Local Flexible Grant (Title III-B) but without the restrictive uses and the nongovernmental set-aside. Finally, the Senate bill includes a new program authorization for Early Learning Improvement Grants -- an appropriate and necessary addition to the ESEA program framework that the Council supports.

Conference Recommendation:
Magnet Schools -- House recede to Senate Magnet School provisions with an amendment striking the 5-year grant period and retaining a 3-year grant period
Consolidation -- Senate recede to House consolidation under the Local Flexible Grant with an amendment striking the restrictive uses in House Title III and the nongovernmental set-aside.

Early Learning Alignment and Improvement Grants -- House recede.

Local Direct Administrative Costs Clarification

An unnecessarily restrictive Education Department interpretation of the "local administrative cost" limitation in ESEA Titles III and IV results in the unintended denial of allowable indirect costs by LEAs like paying bills, hiring staff, or providing office space and supplies. Adding a clarification that the 2 percent limit is on "direct" administrative costs (still a highly restrictive requirement) would help to reduce federal cost shifting to LEAs in operating these programs. The Senate bill includes this clarification that the 2 percent limit in current Title III and IV requirements is applicable to direct administration costs. However, the Senate bill also includes new administrative cost provisions in Title II that are not in current law.

Conference Recommendation: House recede to Senate local direct administrative cost language in Titles III, and IV. Senate recede to the House on Title II, which retains current law.

Key Omitted Provisions and Necessary Fixes

One or both pending bills have omitted key operational provisions of current law or need operational "fixes" to make the programs more workable.

Omitted provisions include:

- Current "Full Academic Year" Provision for School-level Title I Performance Determinations – omitted in both bills resulting in any student attending a Title I school for even a short period of time being included in the school's academic performance results [current sec. 1111(b)(3)(C)(ix)]
- Title I LEA Plan Required to Provide A Description of the Nature of the Program – included only in House bill designed to prevent SEAs from requiring LEAs to submit each and every one of their Title I SWP and TAS school-level plans -- as occurred before this provision was added to Title I

Important "fixes" include:

- New Title I School Allocation Discretion for Two-Year Transition when Changing Poverty Measures such as under Community Eligibility -- The 2010 Child Nutrition Amendments allow school districts the option of using "community eligibility" for determining eligibility for free school meals. For schools using the community eligibility provision (CEP), students now qualify for free meals based primarily on the percentage of students whose families receive SNAP or TANF benefits (directly certified by the state social services data base) plus a multiplier adjustment. These schools are no longer required to collect the FRPL household income survey forms. Many districts, however, will still have numerous traditional FRPL schools (non-CEP schools) as well as a number of CEP schools. As a result, these LEAs will be using two entirely different data bases for Title I school-level allocation purposes (the FRPL household income survey data and the CEP direct certification data). This will result in significant shifts in student poverty counts across schools and thereby shift Title I school-level allocations based on their differing poverty counts. A Title I school could readily lose or gain hundreds of thousands of Title I dollars (which translates into a loss or gain of two or three staff positions) solely from shifting from the previous year's poverty count to the new poverty measure. A new discretionary LEA authority in school-level allocations – if only for two years – is needed to help smooth out the financial losses or gains among Title I schools that are likely to

result from this shift in poverty data. Neither bill provides for a transition or grandfathering of school-level allocations, although current law and both bills allow for grandfathering of schools losing Title I eligibility.

- New Title I Rank-Order Requirement for 50 percent Poverty High Schools in the Senate Bill Shortchanges Higher Poverty Elementary and Middle Schools -- The new Senate Title I rank-order service requirement for high schools with 50 percent or more poverty is likely to cause significant school-level funding problems for many higher-poverty elementary and middle schools throughout the reauthorization period. Even with a special rule holding harmless current Title I elementary and middle schools in the Senate bill, any additional Title I funding that might be appropriated in upcoming years would be redirected in many districts solely to these high schools with 50 percent or more poverty. Existing Title I elementary and middle schools would have their funding basically frozen under this new federal mandate until these 50 percent or more high schools received a full rank-order Title I allocation. This is expected to occur even where Title I elementary and middle schools have poverty levels that are higher than the 50 percent or more high schools. It is also worth noting that the 50 percent FRPL poverty threshold is basically equivalent to the current national poverty average among public schools. Many higher poverty districts currently use a Title I eligibility cut-off at a far higher percentage than 50 percent. Therefore, the result could undercut the concentration of Title I funds in an LEA's highest poverty schools, and remove the little flexibility an LEA still has available under Title I to allocate funds.

  Conference Recommendations:

  Full School-Year Provision: Reinstate current law sec. 1111(b)(3)(C)(ix).

  Description of Nature of the Title I Program: Senate recede to House retention of current law.

  Two-Year School-level Allocation Transition: Insert a new school allocation transition authority under the LEA Discretion provision of sec. 1113(b) for changes in poverty data similar to the school eligibility grandfathering provision.

  50% Poverty High School Rank Order: Senate recede. [In the alternative, House recede with an amendment creating an exception for elementary and middle schools with 50 percent or more poverty.

Restrictive Evidence-based Definition and Resulting Compliance Issues in Senate bill

The use of the "evidence-based" terminology across the entire Senate bill, and the narrowness and strictness of this definition in Title IX (General Provisions) raises significant concerns about how Federal and State regulators/auditors/monitors will interpret and apply these provisions. Realistically, there are a very limited number of local instructional programs, methods, strategies, approaches, or activities that have been studied using experimental or quasi-experimental protocols or that use control groups in a way that meets the strict evidenced-based standards of the Title IX definition. In short, an overwhelming majority of instructional practices used in Title I, II, III and other programs would be out of compliance with this proposed definition – including approaches where LEAs can document promising results or positive evaluations at the local level. It is also worth noting that a number of other Senate categorical programs referring to evidence-based activities are qualified by language such as "and promising practices" -- indicating that the proposed Title IX definition is already considered unworkable in many circumstances and should be modified across the entire reauthorization.

Conference Recommendation: Senate recede. [In the alternative, House recede with an amendment to the Title IX definition that strikes the Title I provision and replaces "high-quality research findings" with "high-quality research or positive program evaluation findings".

➢ ESEA Flexibility Provisions

House Title I Alternative Use of Funds Provisions

The House bill allows LEAs under the quasi-consolidation of ESEA programs to use Title I funds generated by one group of disadvantaged students (e.g., English language learners or neglected and delinquent students) for services provided to other students.

Conference Recommendation: House recede. (Also see page 4 comments)

Senate Transferability Revisions

The Senate bill reauthorizes the current transferability authority and eliminates the overly restrictive percentage limitations on transferability. The Senate bill continues to allow other ESEA funds to be transferred into Title I or Title III, while not allowing funds to be redirected away from disadvantaged students or English language learners.

Conference Recommendation: House recede.

Senate ED Flex Reauthorization

The Senate bill reauthorizes the old State Ed Flex program, which continues to operate in a handful of states, allowing an SEA to grant waivers to LEAs, except in the case of the traditional non-waivable provisions of current law.

Conference Recommendation: House recede.

Restricted Local-Level Waiver Authority in Title IX General Provisions

Both the House and Senate bills reauthorize the current Title IX waiver authority and include prohibitions on the Education Department from adding non-authorized conditions as a prerequisite for getting an approved waiver. However, the Senate bill unnecessarily removes the Education Department's authority to directly grant a waiver to LEAs – a useful flexibility authority, which has been used in a handful of instances by both the Bush and Obama Administrations.

Conference Recommendation: Senate recede.

➢ Title I Accountability Framework

In General

Both the House and Senate bills eliminate the AYP-based accountability system and four-tiered school improvement system that was authorized under NCLB. The Senate bill includes two new performance indicators under Title I in the mandated State-Designed Differentiated Accountability System – English proficiency for ELs and a School Climate/Quality indicator for all schools – in addition to state assessment outcomes, other academic indicators, and a graduation rate indicator required in current law. The Senate bill also includes an extensive school intervention and support system in sec. 1114, while the House bill requires that each single, statewide accountability system (sec. 1111) establish a school improvement system for low-performing schools without prescribing specific elements of the system. Both bills eliminate the mandatory SES and public-school transfer requirements of NCLB with the Senate bill allowing public school transfers as a permissible

expenditure, and the House bill establishing a new three percent Title I state set-aside, which can fund such activities (see Fiscal Provisions on page 3).

English Learner (EL) Accountability and Related Requirements

The Senate bill includes new EL accountability requirements in Title I, along with other new related requirements in Title III. The Title I EL subgroup requirements in the Senate bill are more extensive than those for any other subgroup of at-risk students, and will restrict the instructional flexibility of LEAs and teachers in meeting the diverse language and academic needs presented by EL students. In addition the new provisions lack a research-based justification. The Senate bill acceptably adds performance on the annual English Language Proficiency Assessment (ELPA) as a newly required element in each state's accountability system, but then also requires both state-established annual goals and timelines, along with a state-determined number of years for the ELs to reach English proficiency. Neither EL practitioners nor EL researchers have formed a consensus on such parameters. The Senate bill also requires standardized, state-established EL entrance and exit procedures, limiting the use of multiple measures by LEAs for assessing the academic language proficiency of EL students and guiding English language development and content instruction. There is little justification for revising the substantial state flexibility in current law with new constraints in the Senate bill. In addition, the House bill extends the period to two years in which state academic assessment results for newly arrived EL students may be excluded from the state accountability system, except in cases where the state accountability system includes a progress component. While there has been concern over this House provision and its lack of accountability for newly arrived students, the language could be readily remedied by using progress on the annually-required ELPA as a proxy for state content assessment results over the initial two year period. Both bills eliminate the Title III AMAOs, in favor of a reasonable biennial report on the progress of EL on a series of similar indicators as current law.

Conference Recommendations:

Senate ELPA Performance Indictor Included in State Accountability System -- House recede with an amendment using the same Senate language on "goals or timelines" for the ELPA accountability indicator as used with other subgroups of students on the state academic assessments, and by striking the additional and unnecessary "state-determined number of years" to proficiency.

Senate State-Established, Standardized, Statewide EL Entrance and Exit Procedures in Title III -- Senate recede. [As a less desirable alternative, House recede with an amendment making such procedures a permissible option rather than a requirement by inserting "may" in each of the two references in the Senate version of Title III].

House Two-Year Exclusion of Newly Arrived Students from State Academic Assessment Accountability -- Senate recede with an amendment requiring either use of a state progress measure for ELs (as in the House bill) "or" use of the State ELPA as a progress measure during the two-year newcomer exclusion period.

Senate School Climate/Quality Accountability Indicator

The Senate bill adds new School Climate/Quality performance indicator(s) to the requirements for differentiated state accountability systems. Although the state can determine one or more such indicators, this new accountability component exceeds NCLB accountability mandates and effectively requires states to adopt non-academic performance measure(s) (such as student engagement, postsecondary enrollment, satisfaction with teacher working conditions, school

climate, etc.). The Council contends that this major expansion of the Title I program and the federal role in state accountability systems into non-academic performance is unwarranted.

Conference Recommendation: Senate recede.

Other Standards and Assessment Issues

Both bills maintain the general framework of state standards and assessments from current law. Many additional provisions in the pending bills, however, address the political dimensions of the testing and personnel-evaluation issues that have captured national attention rather than improving the coherence and quality of state assessments. The Council believes that objective assessment of student performance against a set of rigorous content standards is essential to ensuring excellence for all students and national economic viability. Further, the Council believes that federal limitations on state assessments are unnecessary and potentially counterproductive. The Senate bill properly maintains at least three performance levels for state standards and assessments, while the House deletes this provision of current law. The Senate bill follows a growing consensus in prohibiting state use of modified standards and assessments for the so-called "2 percent" students with disabilities. The Senate bill, however, further narrows the so-called "1 percent cap" for students with significant cognitive disabilities, compared to the restrictions of current law and regulations. Instead of the current 1% cap of students who can be counted as proficient or above for accountability purposes based on alternate assessments, the Senate bill caps the universe of students that can be assessed using alternate standards at 1% -- essentially a 1% alternate assessment cap rather than the current 1% alternate proficiency cap. The House bill allows school districts to use local assessments in lieu of state assessments (with state approval) -- an unnecessary option and one that could produce performance inconsistencies across the state. Both bills address the ability of parents to opt-out their children from state assessments – the Senate allowing states to determine whether or not to permit opt-outs by state law, and the House allowing parents to opt-out of state assessments by overriding state law. The Council does not support opt-out provisions in general, but prefers the Senate alternative. In any case, the Council believes that the 95 percent participation requirement of Title I must be adjusted to exclude opt-out students, as reflected in the House bill. Both bills provide for separate funding for state and local assessment audits, which the Council supports provided that any required local audits are funded with pass-thru grants rather than becoming another unfunded local requirement. Finally, neither the House nor Senate bills disallow the unnecessarily large subgroup N-size minimums being used in some states and districts – a practice the Senate bill says must be justified in the state plan but does not prohibit.

Conference Recommendation:

Three Performance Levels – House recede.

2% Prohibition – House recede.

Additional 1% Restrictions -- Senate recede with an amendment replicating the 1% provisions of current law and regulations.

Local Assessments In Lieu of State Assessments – House recede.

Assessment Opt-Out and 95% Assessment Participation Requirement – House recede with an amendment requiring adjustment of the 95% assessment participation rate to reflect a reduction of opt-out students.

Unnecessarily Large Subgroup N-size Minimums – House recede with an amendment adding to the Senate N-size justification narrative a new school-level N-size minimum cap of no more than 30 students.

School Improvement Framework

The Senate bill establishes an extensive school-improvement framework in section 1114, while the House simply requires the state to include school improvement activities for low-performing schools under section 1111 without specifying what they are. Neither bill, however, provides a sufficient link between the underperformance of some student subgroups and the school-improvement initiatives that should follow. The Council contends that it is in the national interest to ensure that subgroup achievement gaps are addressed specifically in the final reauthorization. In the opinion of the Council, many of the extensive requirements of the Senate bill are unnecessary and should be pared down in favor of a limited but more specific set of requirements on subgroup underperformance. The Council proposed in our early 2015 ESEA Reauthorization Recommendations that: 1) a 5 percent state school-identification floor be required within each state-determined differentiated accountability system triggering school improvement actions in persistently lowest-achieving schools; and 2) renewed responsibility be placed on LEAs and individual Title I schools to develop their own goals and strategies to address underperforming subgroups in three-year LEA and school-level plans (consistent with goals set under the State Accountability System).

Conference Recommendations: See the one-page summary of the Great City Schools Accountability/School Improvement Framework attached to these recommendations.

➢ Excess Requirements and Unnecessary Permissive Authorities

In General

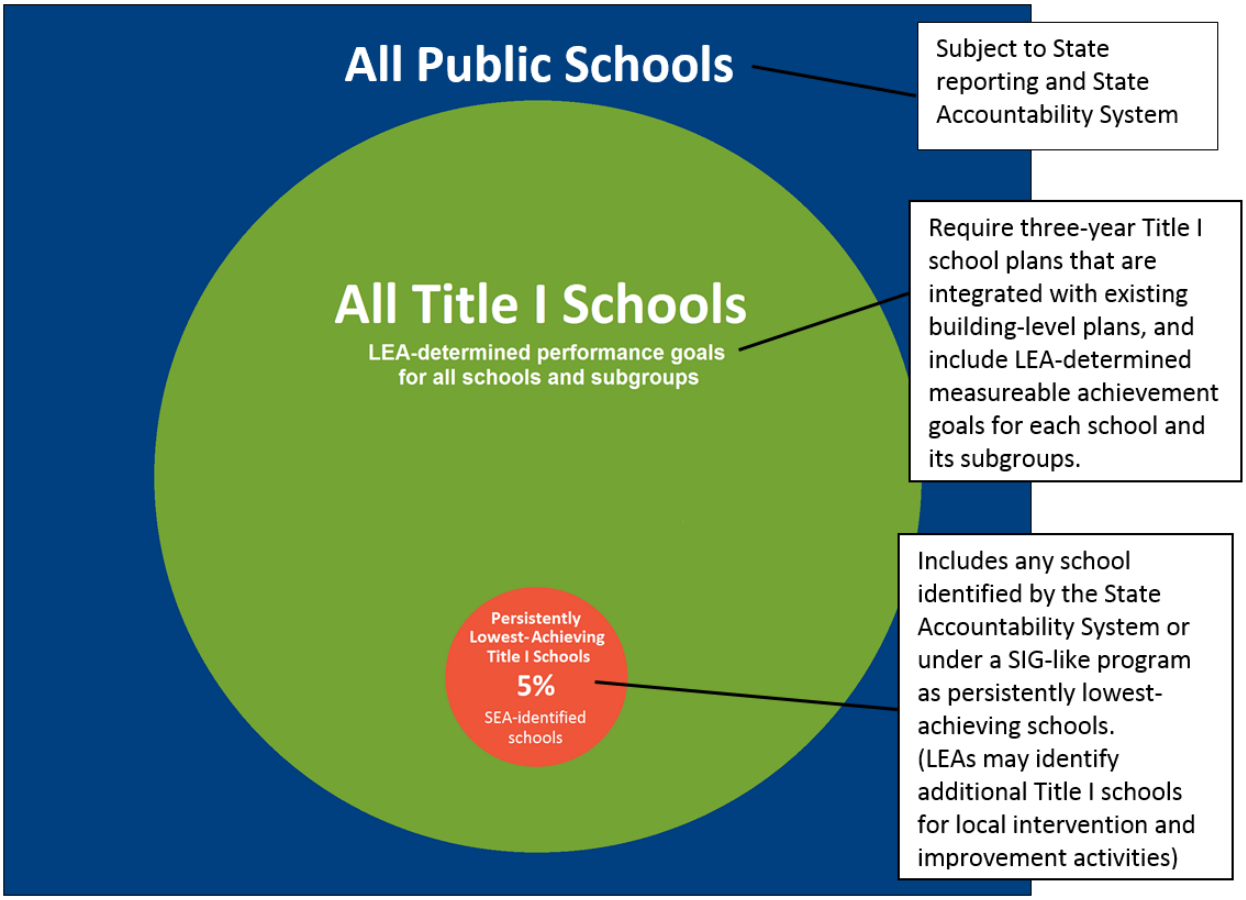
While both House and Senate reauthorization bills were designed to reduce the overly prescriptive federal requirements of NCLB, the Council does not believe that it is necessary to enact a 1000+ page bill or even a 600+ page federal statute in order to bestow education flexibility on state and local educational agencies. Additional requirements and authorities in excess of NCLB (primarily in the Senate bill) will increase staff time, administrative burden and cost, and will divert attention away from academic activities. Most of these new requirements have only a tangential relation to the primary purpose of the Title I program. Examples of new ESEA requirements: new discipline requirements, inter and intra-district foster-care transportation, restraint and seclusion procedures, services for parenting students, and Title II restrictions on class size reduction activities, as well as requirements to report on three new subgroups, new subgroup cross-tabulations, multiple school climate/quality measures, state and local school expenditures, OCR enrollments, multiple teacher and principal qualifications, career and technical proficiencies, multiple interscholastic athletics measures, postsecondary information, etc. Examples of new authorized activities now incorporated into the Title I program include: multi-tiered systems of supports, behavior and discipline programs, school climate activities, gifted and talented programs, library programs, well-rounded education activities (i.e. arts, music, or other subjects), postsecondary transition and dual postsecondary enrollment programs, etc. Some of these new requirements could not be passed separately in previous congressional sessions. And, some new authorities now included in the Title I program have been supported in previous years by separate grant programs that are no longer receiving annual appropriations – hence an attempt to bootstrap unfunded activities into the Title I reauthorization.

Conference Recommendation: The Council requests that the bulk of these new requirements and authorities by stricken from the final conference agreement. The Council can provide follow-up information on these proposed additions to ESEA.

COUNCIL OF THE GREAT CITY SCHOOLS
PROPOSED ACCOUNTABILITY AND INTERVENTION AND SUPPORT FRAMEWORK
(from 2015 ESEA Reauthorization Recommendations)

Key Elements of CGCS Accountability Framework

1. Ensures that every Title I school specifically addresses underperforming subgroups of students
2. Relies primarily on the State Differentiated Accountability System
3. Continues SEA identification of the 5% persistently lowest-achieving Title I schools in the State, and ensures implementation of school improvement measures along with eligibility for state school improvement grant awards
4. Provides for each local Title I LEA Plan and each Title I School Plan (SWP & TAS) to be updated at least every three years, including the needs assessment, and academic goals and strategies to improve the achievement of underperforming subgroups of students consistent with any State goals; and may be integrated with other existing building-level plans
5. Requires each Title I school to report annually to its LEA (in a form determined solely at the discretion of the LEA) on the progress of the school in meeting its Title I academic goals and closing achievement gaps



Other Operational Provisions

- Authorizes LEAs to identify additional Title I schools and reserve local Title I funds for local intervention and improvement activities; and permits these additional schools to be eligible for School Improvement Funding under the 4% state set-aside as an incentive for districts to intervene in schools beyond those on the State's differentiated identification list.
- Requires documentation of progress to receive School Improvement Grant funding under sec. 1003(g) after the initial three years (as now allowed under current appropriations language).
- Refrains from specifying particular intervention and improvement actions or models in federal law.

[NOTE: Framework can be readily tweaked or adjusted to accommodate Conference Committee priorities.]

Major Provisions of Senate and House Reauthorization Bills:
Elementary and Secondary Education Act
By the
Council of the Great City Schools

[Major New Requirements and Revisions highlighted in **Bold**]

Senate Bill **Every Child Achieves Act** (as passed by Senate)	**House Bill, H.R. 5** **Student Success Act** (as passed by House of Representatives)
Overall Purpose To enable States and local communities to improve and support the Nation's public schools and ensure that every child has an opportunity to achieve.	
	Transition Grant awards prior to enactment continue, but not for more than one year after enactment
	Effective Dates On enactment, except: • for noncompetitive programs, 10/1/15 • for competitive programs and Impact Act, FY2016 appropriations
Sec. 4 – Education Flexibility Program Reauthorizes the Education Flexibility Partnership Program (Ed-Flex) originally enacted in 1999, allowing the Secretary to allow SEAs to waive statutory and regulatory requirements for LEAs, education service agencies, and schools within their State. State Eligibility: Meets standards and assessment requirements, and intervention and support strategies for identified schools in ESEA, as well as State statutory and regulatory requirements, while still holding LEAs and schools accountable for student performance. Existing ED-Flex States are automatically extended for five years. Educational Flexibility Plan: Adopted by each participating State describing the process for granting local waivers, Federal and State provisions to be waived, educational objectives of the plan, an evaluation process,	

Senate Bill Every Child Achieves Act (as passed by Senate)	House Bill, H.R. 5 Student Success Act (as passed by House of Representatives)
and compliance with requirements of this section. Local ED-Flex Waiver Applications: Local application to the SEA must include: the Federal program and statutory and regulatory provisions to be waived, expected results from the waiver of each requirement, measureable educational goals for the LEA or school and for the students, and how ED-Flex requirements will be met. SEA must annually review the local waiver, and provide for a hearing if waiver is terminated. Duration: State waiver may be approved for up to five years. Secretary is required to conduct a performance review. State waivers may be renewed. An SEA determined to be in noncompliance will have an additional year to come into compliance. Public Notice of SEA or local waiver request is required. Covered Programs: • Title I A • Title I C • Title I D • Title II A • Title IV G • McKinney-Vento • Perkins CTE Act Requirements Not Subject to Waiver: • Maintenance of effort • Comparability • Private school student and staff participation • Parental participation • Distribution of funds to State or LEA level • Serving Title I schools in rank order	

Senate Bill **Every Child Achieves Act** (as passed by Senate)	**House Bill, H.R. 5** **Student Success Act** (as passed by House of Representatives)
• Selection of attendance area or school within 10% of eligible areas • Supplement not supplant • Civil rights requirements [Underlying purposes of program must continue to be met under any waiver.]	
<u>Authorization of Appropriations</u> Sec. 1002: • Such sums as necessary for Title I, Part A annually through FY21 • Such sums as necessary for Part B – State Assessments annually through FY21 • Such sums as necessary for Part C – Migrant Programs annually through FY21 • Such sums as necessary for Part D – Neglected and Delinquent Programs annually through FY21 • Such sums as necessary for Title I evaluation activities annually through FY21 under ESEA section 9601 • Such sums as necessary for Sec. 1114 School Intervention and Support • Repeals Part E – Evaluations under Title I, and Demonstrations, Part F - Comprehensive Reform Demonstrations, and Part H – Dropout Prevention authorities • Moves Part G – Advanced Placement to Title IV Part E – Advanced Learning **<u>Other Authorizations</u>** Title II Preparing, Training, and Recruiting High-Quality Teachers and Principals (Sec. 2103) • Such sums as necessary through FY21 for Part A – Fund for Improvement of Teaching and Learning	<u>Authorization of Appropriations</u> Basically freezes authorization levels annually through FY19 • $16.245 billion for Title I, Part A, which includes percentage reservations of funds for: • Migrant Education at 2.45%, • Neglected and Delinquent Education at 0.31%, • $710,000 for Part B for various evaluations and studies of Title I • English Language Acquisition at 4.6%, and • Rural Schools Program at 0.6% Title II – Teacher Preparation and Effectiveness: • $2.788 billion through FY19 (75% for Part A and 25% for Part B – Teacher and Leader Flexible Grant)

Senate Bill **Every Child Achieves Act** (as passed by Senate)	**House Bill, H.R. 5** **Student Success Act** (as passed by House of Representatives)
• Such sums as necessary for National Activities through FY21 with 20% for technical assistance and evaluation, 40% for Programs of National Significance, and 40% School Leader Recruitment and Support Programs • Such sums as necessary for Part B – Teacher and School Leader Incentive Fund through FY21 • Such sums as necessary for Part C – American History and Civics Education through FY21 • Such sums as necessary for Part D – Literacy Education for All through FY21 • Such sums as necessary for Part E – STEM Instruction and Student Achievement through FY21	
Title III -- English Learners • Such sums as necessary through FY21	(see Title I set-aside above for English Language Acquisition)
Title IV – Safe and Healthy Students • Such sums as necessary for Part A – Grants to States and LEAs through FY21 • Such sums as necessary for Part B – 21st Century Learning Centers through FY21 • Such sums as necessary for Part C – Elementary and Secondary School Counseling Program through FY21 • Such sums as necessary for Part D – Physical Education Program through FY21 • Such sums as necessary for Part E – Family Engagement in Education through FY 21	
Title V -- Empowering Parents and Expanding Opportunity Through Quality Charter Schools and Magnet Schools • Such sums as necessary for Part A -- Charter Schools annually through FY21 • Such sums as necessary for Part B -- Magnet Schools annually through FY21	Title III Parental Engagement and Local Flexibility annually through FY19 • Part A-1 - Charter Schools -- $300 million • Part A-2 - Magnet Schools -- $91.6 million • Part A-3 - Parent Engagement -- $25 million

Senate Bill **Every Child Achieves Act** (as passed by Senate)	**House Bill, H.R. 5** **Student Success Act** (as passed by House of Representatives)
• Such sums as necessary for Part C – Javits Gifted and Talented Program annually through FY21 • Such sums as necessary for Part D – Education Innovation annually through FY21 • Such sums as necessary for Part E – Advanced Learning annually through FY21 • Such sums as necessary for Part F – Ready to Learn TV annually through FY21 • Such sums as necessary for Part G – Innovative Technology annually through FY21 • Such sums as necessary for Part H – Literacy and Arts Program annually through FY21 • Such sums as necessary for Part I – Early Learning Alignment and Implementation annually through FY21 • Such sums as necessary for Part J – Innovation Schools Demonstrations • Such sums as necessary for Part K – Full Service Community Schools • Such sums as necessary for Part L – Promise Neighborhoods	• Part B -- Local Academic Flexible Grant -- $2.3 billion
Title VI -- State Innovation and Flexibility • Part A -- Transferability and Other Flexibility • Such sums as necessary for Part B --Rural Schools Program annually through FY21	(Rural Schools Program authorized as 0.6% set-aside under Title I)
Title VII – Indian and Native Education • Such sums as necessary through FY 21 for Part A-1 -- Indian Education LEA Formula Grants • Such sums as necessary through FY 21 for Part A-2 & 3 -- Special Projects and Professional Development • Such sums as necessary through FY 21 for Part B -- Native Hawaiian Education	Title V – Indian and Native Education annually through FY19 • $105.9 million for Indian Education LEA Formula Grants • $ 24.9 million for Special Projects and Professional Development • $ 33.2 million for Alaska Native Education

Senate Bill **Every Child Achieves Act** (as passed by Senate)	**House Bill, H.R. 5** **Student Success Act** (as passed by House of Representatives)
• Such sums as necessary through FY 21 for Part C -- Alaska Native Education Title VIII -- Impact Aid such sums as necessary annually through FY21 • Section 2 • Basic Payments • Children with Disabilities • Construction • Facilities Maintenance	• $ 34.2 million for Native Hawaiian Education Title IV -- Impact Aid annually through FY19 • $66.8 million for previous Section 2 • $1.15 billion for Basic Payments • $48.3 million for children with disabilities • $17. million for construction • $4.84 million for facilities maintenance
Title I **Improving Basic Programs Operated by State and Local Educational Agencies**	**Title I** **Aid to Local Educational Agencies**
No applicable provision Purpose To ensure that all children have a fair, equal, and significant opportunity to receive a high-quality education that prepares them for postsecondary education or the workforce, without the need for remediation, and to close achievement gaps.	Findings, Sense of Congress and Purpose ESEA prohibits Federal control and mandates on curriculum, national tests, or influencing common national standards and assessments through grants or waivers. States and LEAs retain rights and responsibilities for determining curriculum, instructional programs and assessments in el/sec education. Purpose To provide all children with the opportunity to graduate prepared for postsecondary education or the workforce by meeting the educational needs of low-achieving children in highest poverty schools, English learners, migratory children, children with disabilities, Indian children, and neglected and delinquent children; closing achievement gaps; providing parent participation opportunities; and encouraging state and local evidence-based reform and innovation
No Directly Applicable Provisions (Transferability and other flexibility provisions provided in Title IV below)	Flexibility to use Federal Funds Alternate Uses for SEAs May use applicable funds [sections 1003 and 1004, and Title I Part A Subparts 2, 3, and 4] to carry out any State activity authorized or

Senate Bill **Every Child Achieves Act** (as passed by Senate)	**House Bill, H.R. 5** **Student Success Act** (as passed by House of Representatives)
	required, unless funds are reserved or spent for required activities, awarded to LEAs or other entities, or used for technical assistance or monitoring, under: • Sec. 1003 – school improvement • Sec. 1004 – state administration • Title I Part A - Subpart 2 – Migrant • Title I Part A – Subpart 3 – N&D • Title I Part A – Subpart 4 – English Language Acquisition <u>Alternative Uses for LEAs</u> May use applicable funds [Title I Part A Subparts 2, 3, and 4] to carry out any local activity authorized or required, unless funds are reserved or spent for required activities, awarded to LEAs or other entities, or used for technical assistance or monitoring, under: Sec. 1003 – school improvement • Title I Part A – Subpart 1 – Basic Grants • Title I Part A - Subpart 2 – Migrants • Title I Part A – Subpart 3 – N&D • Title I Part A – Subpart 4 – English Language Acquisition Administrative cost limitations are retained. Supplement not supplant, comparability, private school participation, civil rights requirements and standards/assessments (sec. 1111) and eligible attendance areas (sec. 1113) are retained.
<u>Section 1003 – School Improvement and State Administration</u> • Up to 4% may be reserved for SEA technical assistance and support for LEAs (not less than 95% directly allocated to LEAs for activities required under sec. 1114	<u>Section 1003 and 1004 -- School Improvement and State Administration</u> <u>Sec. 1003 -- School Improvement Set-Aside</u> • **Increases State school improvement set-aside to 7% of local allocation (previously 4%). Allows states and educational service agencies, as well as non-profit and for-profit external providers to directly provide school**

Senate Bill **Every Child Achieves Act** (as passed by Senate)	**House Bill, H.R. 5** **Student Success Act** (as passed by House of Representatives)
• Maintains the current option for the State, with LEA approval, to provide activities directly through other entities including for-profit organizations • Priority given to LEAs that serve the lowest performing elementary and secondary schools identified under sec. 1114; demonstrate the greatest need for funds as determined by the State; and demonstrate the strongest commitment to using evidence-based interventions in the lowest performing schools • Maintains the current rule that the set-aside not decrease the amount of any LEAs Title I allocation below the prior year • State Administration unchanged 1% with cap	**improvement services to LEAs with LEA approval of direct service approach. Criteria for "greatest need for funds" is repealed as is the commitment to use funds for the lowest-achieving schools. Repeals SEAs reporting on the poverty level of schools receiving subgrant funds.** • **Adds new 3% State set aside for LEA grants to support "Direct Students Services" with up to 1% for outreach to parents, not more than 2% for related administration costs, and the remainder for the hourly rate of tutoring determined by a state-approved provider, and transportation required for public school choice, if insufficient funds, priority provided to LEAs with the greatest number of low-performing schools** • Maintains the current rule that the set-aside not decrease the amount of any LEAs Title I allocation below the prior year <u>Section 1004 -- State Administration</u> • State Administration unchanged 1% with cap
Part A	*Part A – Improving the Academic Achievement of the Disadvantaged*
SUBPART 1 – BASIC PROGRAM REQUIREMENTS	SUBPART 1 – IMPROVING BASIC PROGRAMS OPERATED BY LEAS CHAPTER A --BASIC PROGRAM REQUIREMENTS
<u>Section 1111 – State Plans</u> • State Plan developed with broad consultation, including Governor, and subject to federally-established peer	**Chapter B – Allocations** <u>Section 1111 – State Plans</u> Filing and Consolidated Plans: • Minimal revisions

Senate Bill **Every Child Achieves Act** (as passed by Senate)	**House Bill, H.R. 5** **Student Success Act** (as passed by House of Representatives)
review with respect to State and local judgments, and deemed approved within 90 days unless Secretary presents a body of substantial evidence that the plan does not meet requirements. • Limitations established on federal requirements on standards, assessment instruments or items, state goals and timelines, weights, measures or indicators, criterion, accountability systems, teacher and principal evaluation systems or indicators of effectiveness, or require data collection beyond data derived from existing Federal, State and local reporting requirements and data sources (with rule on requiring explicit authority under Federal law) • Duration up to 7 years and periodically reviewed and revised by SEA to reflect State changes in strategies and programs	
<u>Standards</u>: • States must assure that they have adopted challenging academic content standards and academic achievement standards for use in its LEAs and schools to carry out Title I Part A • Standards required in math, reading or language arts, and science, and any other subjects determined by the State, which include the same knowledge, skills, and achievement levels • Achievement standards include not less than three levels of achievement • Standards are the same standards that apply to all public schools and public school children • States must assure that the content standards are aligned with higher education entrance requirements (without remediation); relevant state career and technical education standards; and	<u>Standards</u>: • States demonstrate that they have adopted academic content standards and aligned achievement standards for mathematics, reading or language arts and science, and may adopt standards for other subjects • Eliminates the federal requirement of at least three performance levels • Standards apply to all public schools and the same knowledge, skills, and achievement levels expected for all public students

Senate Bill **Every Child Achieves Act** (as passed by Senate)	**House Bill, H.R. 5** **Student Success Act** (as passed by House of Representatives)
relevant state early learning guidelines (under the CCDBG)	
• Allows alternate academic achievement standards for students with the most significant cognitive disabilities, but other alternate or modified standards for Title I standards purposes are prohibited	• State retain right to adopt alternate academic achievement standards for students with disabilities with the most significant cognitive disabilities
• States must demonstrate that they have adopted English language proficiency standards aligned with State academic standards to ensure proficiency in four domains, address different proficiency levels, and are aligned with the State academic standards so that achieving English language proficiency indicates sufficient knowledge of English to validly measure achievement on the State's reading or language arts standards	• SEA describe how it will establish English language proficiency standards derived from the four domains, and aligned to academic content standards
• 30 day public comment period on State Plan required	
<u>Assessments</u> • States must demonstrate the implementation of a set of high-quality statewide academic assessments that: include at a minimum mathematics, and reading or language arts, are the same assessments for all public school students, are administered to all public school students, are aligned with State standards, and are valid and reliable and of adequate technical quality for each purpose under the Act, and measure the annual academic achievement against state standards. • Administered in grades 3-8, and at least once in grades 9-12 for math and reading or language arts. • Administered at least once in grades 3-5, 6-8, and 9-12 in science, and silent on other subjects	<u>Assessments</u> • Implement student academic assessments in mathematics and reading or language arts, or other subjects at State discretion • Aligned with State standards • Used to determine performance of each LEA and public school • Used to measure the academic achievement of all public students • Used to measure individual student achievement proficiency and growth • Administered in grades 3-8 and at least once in grades 9-12 for math, and reading or language arts, and at least once in grades 3-5, 6-9, and 10-12 for science, and for other subjects to be administered at State discretion

Senate Bill **Every Child Achieves Act** (as passed by Senate)	**House Bill, H.R. 5** **Student Success Act** (as passed by House of Representatives)
• Administered at State discretion through a single summative assessment or multiple state assessments, which in totality provide a valid summative score	• Administered in a single summative assessment or multiple assessments that result in a single summative score • **Adds two new subgroups to the required capacity to disaggregate state assessment results for students of active duty military families, and foster care students to the current racial and ethnic groups, ELs, students with disabilities, economically disadvantaged, and by migrant and gender status**.
• Provide for participation of all students with reasonable accommodations and includes English learners and to extent practicable in the language yielding accurate data • Maintains 3 year newcomer authority for tests not in English and the 2 year case by case exception, and other provisions of current law	• Maintains current language on participation and accommodations, and the language and form most likely to yield accurate and reliable information to the extent practicable • Testing in English after three consecutive school years of U.S. school attendance with another 2 years in another language on a case by case basis
(See similar 95% provision in accountability requirements)	• Maintains the current 95% assessment participation rate for all students and each subgroup, **except a parent may opt-out of the assessments for their student for any reason without the student being included in the 95% calculation**
• *Does not include any of the current provisions for reporting students in the LEA for a full year but not in any one school for a full year*	• *Does not include any of the current provisions for reporting students in the LEA for a full year but not in any one school for a full year* • Allows LEAs to use local assessment in lieu of state assessments with state approval, comparable data, and meeting requirements of the ESEA assessment provisions
• Enable results to be disaggregated by State, LEA, and school by traditional subgroups, including migrant and gender disaggregation (maintains exceptions for statistically insufficient information or personally identifiable information)	

Senate Bill **Every Child Achieves Act** (as passed by Senate)	**House Bill, H.R. 5** **Student Success Act** (as passed by House of Representatives)
• Developed to extent practicable using universal design principles • **Allows for alternate assessments aligned with grade-level standards and alternative assessments the State develops alternate assessments aligned with alternate standards with <u>a 1% cap on total number of students in State who are assessed</u> in a subject and other requirements** • Maintains provision for a state lacking authority on standards and assessments • Demonstrates that LEAs will provide for an annual assessment of English proficiency measuring the four domains for all English learners in schools served by the SEA • Includes rule allowing for computer adaptive assessments meeting assessment requirements and measuring performance above or below grade level, and for use with students with significant cognitive disabilities for determining whether the student is performing at grade level • Includes Rule of Construction allowing parent opt-out of assessment participation if allowed under state or local law • States required to set a limit on assessment time (including assessments required under Title I, assessments required by the State, and assessments required districtwide by LEAs) as a percentage of instructional hours, and requires a parental notice if time is exceeded. [Assessments required by federal law for students with disabilities and ELs are not superseded by this requirement.]	• Allows alternate assessments for students with the most significant cognitive disabilities • Provide annual English Language Proficiency Assessments of all English learners in all schools aligned to the English language proficiency standards • Allows for computer adaptive assessments and the use of off-level items for assessment and accountability purposes (See parent opt-out authorization and adjustment of 95% participation rate calculation above)
<u>State Accountability System</u> State must describe in the state plan a single, statewide accountability system based on state academic standards in reading/language arts and math to ensure all students graduate	<u>State Accountability Systems</u> States must demonstration that they have developed and are implementing a single statewide accountability system within two

Senate Bill **Every Child Achieves Act** (as passed by Senate)	**House Bill, H.R. 5** **Student Success Act** (as passed by House of Representatives)
prepared for postsecondary education or the workforce without remediation	years of enactment (silent on interim years accountability) <u>Elements of the Single, Statewide Accountability System</u>:
• Establishes State-designed "measureable" goals for all students and each category of students that take into account the progress necessary to graduate from high school prepared for postsecondary education or the workforce including at a minimum: 1) academic achievement, which may include growth, and 2) high school graduation rates under the 4-year adjusted cohort or at State discretion the extended-year adjusted cohort	
• Annually measures and reports on the following indicators for all public schools and LEAs: 1) academic achievement in public schools toward meeting the above goals, which may include measures of growth; 2) academic success on another statewide indicator for non-high schools; 3) graduate rates for high schools toward meeting the above goals; 4**) English language proficiency for all ELs, which may include measures of growth**; and 5) **not less than one other indicator of school quality, success, or student supports as determined by the State (which may include postsecondary or workforce readiness, accelerated academic programs, performance aligned with first year postsecondary expectations, postsecondary admissions test performance, CTE assessments, postsecondary enrollment, postsecondary remediation, postsecondary credit accumulation, student engagement, educator engagement [such as satisfaction**	• Annually measure the academic achievement of all public schools students in math and reading or language arts, and may include growth measures using state assessments and other academic indicators

Senate Bill Every Child Achieves Act (as passed by Senate)	House Bill, H.R. 5 Student Success Act (as passed by House of Representatives)
including working conditions in the school), teacher quality and effectiveness, and absenteeism, student/parent/educator surveys, school climate and safety, access to advanced programs, or other state-determined measure.	
• Disaggregate data for economically disadvantaged, major racial and ethnic groups, children with disabilities, and EL categories of students • Annually identify and meaningfully differentiate among all public schools based on all indicators for all students and each category of students, and use academic achievement and the other required indicator as substantial factors	• Annually evaluate and identify the academic performance of each public schools (not just Title I), based on academic achievement, and overall performance, and achievement gaps compared to all students in the school with economically disadvantaged, major racial and ethnic groups, students with disabilities, and English learners unless insufficient statistically or personally identifiable
• Meet the requirements for School Intervention and Support for Title I schools under sec. 1114	• Includes a school improvement system for low-performing schools receiving Title I funds that implements interventions addressing the schools' weaknesses by the LEA, but repeals current sec. 1116
• Measures the annual progress of not less than 95% of all students and each category of students required to take the assessments and how this requirement is factored into the state accountability system	(95% participation provision included in assessment requirements)
• Exception allows exclusion of recently arrived ELs who have attended US schools for less than 12 months from one administration of the reading or language arts assessment, except for the results of the English language proficiency assessments for the first year of enrollment in the state-determined accountability system • **Include state academic assessment results (but not ELPA results) for former ELs for not more than 4 years after no longer identified**	• **States may delay inclusion of English learners for purposes of the evaluation and identification of schools above, if the students have attended schools in the U.S. for less than two years in the case of math, and less than three years in the case of reading or language arts, except in States using growth calculations in evaluation and identification systems these students in those growth calculations**

Senate Bill **Every Child Achieves Act** (as passed by Senate)	**House Bill, H.R. 5** **Student Success Act** (as passed by House of Representatives)
• Charter school accountability to be overseen in accordance with State law • Includes multiple express limitations on the Education Department authority to establish accountability or personnel evaluation requirements or interfere with state and local decisions	• Charter school accountability to be overseen in accordance with state law • Implementation of standards, assessments, and accountability system required within 2 years of enactment • Prohibits the Secretary from establishing any criteria on any aspect of the State accountability system, or to influence in any way the peer review process • Nothing construed to alter any state law or regulations granting parents authority over repeatedly failing schools • Failure to meet requirements will result in withholding of State administration funds
<u>Other State Plan Provisions and Assurances</u> • Requires States to address their determinations of minimum N sizes in the accountability system • Requires a description of the monitoring and evaluation intervention and support strategies implemented by LEAs for schools identified as in need of intervention and support, including the lowest-performing schools, schools identified for other reasons including subgroups not meeting state goals, and steps to further assist LEAs if intervention strategies are not working • Assurance that the SEA will support the collection and dissemination of effective parental and family engagement strategies • **In the case of a State using Title I funds to offer early childhood education, how**	<u>Other State Plan Requirements</u> • Collects and disseminates information on effective parental involvement practices

Senate Bill Every Child Achieves Act (as passed by Senate)	House Bill, H.R. 5 Student Success Act (as passed by House of Representatives)
the State provides assistance and support to LEAs and individual schools • **In the case of a State using Title I funds to support multi-tiered systems of supports, positive behavioral interventions, or early intervening services, how the State will assist LEAs** • **How low-income and minority children assisted under Title I are not serviced at disproportionate rated by ineffective, out-of-field, and inexperienced teachers, principals or other school leaders, and the measures the SEA will use to evaluate and publicly report the progress of the SEA** • How the State will make public the methods or criteria the State or its LEAs are using to measure teacher, principal and other school leaders effectiveness above – but not to be construed as requiring a State to develop or implement an evaluation system • **How the SEA will protect each student from physical or mental abuse, aversive behavioral interventions that compromise student health and safety, or any physical restraint or seclusion imposed solely for discipline or convenience, which may include how the SEA will identify and support LEAs and schools with high levels of seclusion and restraint or disproportionality** • **How the SEA will address school discipline issues, which may include how the SEA will identify and support LEAs and schools with high levels of exclusionary discipline or disproportionality** • **How the SEA will address school climate issues, which may include technical assistance on strategies to reduce school violence, bullying,**	

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harassment, drug and alcohol use, and chronic absenteeism • **How the State determines with timely and meaningful consultation with LEAs the timelines and annual goals for progress necessary to move ELs from the lowest levels of English proficiency to the State-defined proficient level in a State-determined number of years (and may take into account the amount of time enrolled in a language program and grade level)** • **Steps taken by the SEA to collaborate with the State agency administering parts B and E of the Social Security Act to improve the educational stability of children in foster care, including an assurance of enrollment in the school of origin unless determined not in the child's best interest, and the designation of an SEA point of contact** • **How the SEA will meet student needs particularly middle school and high school students, including identification of at-risk students, ensuring effective transitions from elementary, middle and high school to postsecondary education through partnerships and pathways, professional development and other evidenced-based strategies and activities** • **How the SEA will provide support to LEAs for the education of expectant and parenting students** • **How the SEA will demonstrate a coordinated plan for seamless postsecondary transition** • **If applicable, whether the State conducts school facility assessments** • **If applicable, how the SEA will provide support to LEAs for the education of students facing substance abuse in the home**	

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• **Provide other information on how the State proposes to use Title I funds to meet Title I purposes as the State deems appropriate, which may include how the SEA will assist LEAs in identifying and serving gifted and talented students, assisting in effective library programs, encouraging a variety of well-rounded education experiences, and supporting and replicating high-quality charter and magnet schools** • Assurance that the SEA will assist each LEA and schools affected by the State plan meet Title I requirements • SEA support the collection and dissemination of effective family engagement strategies • Assurance that all teachers and paraprofessionals working in a Title I program meet applicable State certification and licensure requirements, including alternative certification • **Assurance that the State has professional standards for paraprofessionals including qualifications under NCLB** • Retains required participation in NAEP and other provisions of current law • Maintains the Committee of Practitioners • **States will provide information to the public in an accessible and user-friendly manner that <u>can be cross-tabulated</u> with the State Report Cards for: 1) academic assessment results by achievement level (for economically disadvantaged, major racial and ethnic groups, students with disabilities, ELs, by gender, by migrant, by homeless, and by foster status); 2) for other academic indicators (without homeless and foster) and grad rate; and 3) for**	(Committee of Practitioners included in State Administration requirements)

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assessed and not assessed students (without homeless and foster students) • Education Department technical assistance to States on cross-tabulation is available upon request	
<u>State and Local Report Cards</u> Requires concise and understandable annual State report card and continues to require aggregated and disaggregated achievement information for subgroups of students, including other indicators used by the state to determine student achievement • Requires description of the State accountability system including goals for all students and subgroups, and the indicators and weights used to evaluate school performance • Disaggregation reporting required for all students and traditional subgroups, **as well as by gender and migrant status, and homeless status and foster care status with statistical and privacy limitations** • Requires disaggregation for all students and traditional subgroups on the "other academic indicator" (not including homeless and foster), and graduation rates • **Requires percentage of students assessed and not assessed in disaggregated form (not including homeless and foster)** • **Requires information on indicators or measures of school quality, climate and safety, and discipline including in-school suspensions, out-of-schools suspensions, expulsions, school-based arrests, referrals to law enforcement, chronic absenteeism, and incidences of violence including bullying and harassment, that the SEA and each LEA reports to OCR in the same manner presented on the survey**	<u>State and Local Report Cards</u> Reports required to be concise and understandable • Requires disaggregation achievement data • Requires English language acquisition data for ELs • Requires 4-year adjusted cohort graduations rate and allows for extended-year graduation rate at state discretion for 5, 6, or 7 years

Senate Bill **Every Child Achieves Act** (as passed by Senate)	**House Bill, H.R. 5** **Student Success Act** (as passed by House of Representatives)
• Requires setting a minimum N size for each subgroup for the accountability system	
• **Requires information on the professional qualifications of teachers, principals and other school leaders in the State by number, percentage and distribution of 1) inexperienced teachers, principals and other school leaders, 2) teachers with emergency or provisional credentials, 3) out-of-field teachers, 4) teachers, principals and other school leaders who are ineffective (as determined by the State), and 5) annual retention rates of effective and ineffective teachers, principals and other school leaders, presented in the aggregate and disaggregated by high-poverty versus low-poverty schools (top and bottom quartile) and high-minority and low-minority schools in the State**	• Includes the number and percentage of teachers in each Title II teacher evaluation category under sec. 2123(1), if applicable, without personally identifiable information
• Requires information on LEA and school performance, including schools identified for intervention and support under sec. 1114	• Requires information on LEA and school performance
• **For States with teacher, principal and other school leader evaluation systems, includes results of the evaluations without personally identifiable information**	
• **Requires per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and non-personnel expenditures disaggregated by source for each LEA and school in the State for the preceding year**	
• **Requires the number and percentage of students with significant cognitive disabilities taking an alternate assessment by grade and subject**	
• **Requires information on the acquisition of English proficiency by ELs**	

Senate Bill Every Child Achieves Act (as passed by Senate)	House Bill, H.R. 5 Student Success Act (as passed by House of Representatives)
• **Requires reporting by SEAs and LEAs of information provided to OCR on: 1) the number and percentage of: (a) students enrolled in gifted and talented programs, (b) students enrolled in coursework to earn postsecondary credit, and children enrolled in preschool programs; 2) average class size by grade; and 3) other state-determined indicators** • **Requires reporting the number and percentage of students attaining career and technical proficiencies as defined in the Perkins Act** • Requires reporting of NAEP results for reading and math for the State compared to the national average • Requires reporting on the percentage of students not meeting State goals by traditional subgroups • **Requires reporting the number of military-connected students and their academic achievement (not to be used for school or LEA accountability purposes)** • **For each co-educational school in the State, a listing of interscholastic sports teams in athletic competition by: number of male and female participants; the competition season, postseason competitions; number of schedules events; expenditures from all sources on travel, uniforms, facilities, and publicity; number, employment status, and other duties of trainers, coaches, and medical staff; and the average salary of head coaches for boys and girls sports** • **For each high school in the State for 2017 the cohort rate in the aggregate and disaggregated by the traditional reporting subgroups for first year enrollment in postsecondary education**	**(Required in assessment provisions)**

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programs in the State and to the extent practicable for private postsecondary programs in the State and outside the State • **To the extent practicable, the same information for the remediation rate in such postsecondary programs** • Requires additional information at State discretion **Rule of Construction: OCR-related data in State Report Cards will continue to be reported even if OCR no longer requires that information** Annual LEA Report Card At minimum, provide concise, understandable and accessible information on an annual LEA Report Card and **for each school on a School Report Card** including: • All information required on the State Report Card, including for the LEA the achievement on the statewide assessments for the LEA compared with the State, and for schools the achievement on the statewide assessments for each school, compared with the LEA and the State as a whole • Provide the Report Card on the LEA website and school website • Other information required by the State or information included at LEA discretion Cost Reduction: SEAs and LEAs shall take steps as possible to reduce data costs, including using existing data Annual State Report to Secretary Continues to require additional information, such as the percentage of students making at least one year of academic growth as practicable, schools in need of required interventions, assessed and non-assessed students, information on school choice participation under Title I, the newly required indicators in	

Senate Bill **Every Child Achieves Act** (as passed by Senate)	**House Bill, H.R. 5** **Student Success Act** (as passed by House of Representatives)
the State accountability system, information on teacher effectiveness, and any State teacher and principal evaluation information. Secretary's Report Card: Continues the Secretary's report to the congressional Education Committees	
Parents Right to Know (included in LEA Plans under Sec. 1112) At the beginning of each school year, the LEA must notify the parents of each student in a Title I participating school that they may request information on the professional qualifications of their student's classroom teachers, including at minimum whether the teacher has met state qualifications, is teaching under an emergency or provisional status, the field of discipline of the certification, and whether the child is served by paraprofessionals and their qualifications. In addition, the parent may request information on the level of student achievement and growth, if applicable and available, on state assessments and timely notice of their child been taught for 4 consecutive weeks or more by a teacher not meeting applicable state certification and licensure requirements. Voluntary State Partnerships: • Voluntary state partnerships permitted while any requirement, coercion, priority or incentive to enter into partnerships by the Department is prohibited	Parents Right To Know At the beginning of each school year, a school receiving funding must provide individual parent information on the achievement level of the parent's child on state assessments and other adopted academic indicators, in an understandable format and language to the extent practicable (additional provisions under Title II B regarding qualifications) Voluntary State Partnerships for Standards and Assessment • Prohibits the Secretary to require or incentivize States to adopt the Common Core standards, other common standards, or assessments or participate in any state partnership Construction – Nothing to be construed to prescribe the use of academic assessments
Sec. 1112 – LEA Plans • Revises LEA plan requirements, which must be approved by the SEA if it meets	Sec. 1112 – LEA Plans

Senate Bill Every Child Achieves Act (as passed by Senate)	House Bill, H.R. 5 Student Success Act (as passed by House of Representatives)
requirements and enables children served to meet State standards • Includes most of the existing LEA plan requirements and assurances, and revises and adds other requirements as well	• Reduces a number of the LEA plan requirements and assurances from current law
• Submitted for the first year of the reauthorization and remains in effect for the duration of LEA participation, but must be periodically reviewed, and as necessary revised to reflect changes in strategies and programs. A renewed plan required on a periodic basis as determined by the SEA.	• Requires an LEA plan for the first year after enactment but no revisions are required thereafter, although periodic review is required
• **Requires description of how the LEA will work with each of the schools served by the agency so that students meet State academic standards by developing and implementing a comprehensive program to meet the academic needs of all students" (with no clarification regarding SWP or TAS schools),** quickly identifying students at risk of academic failure, providing additional assistance to individual students needing help, and identifying significant gaps in achievement and grad rates between categories of students and developing strategies, and **identifying and implementing evidence-based methods and strategies intended to strengthen the academic program and improve school climate**. [*Does not include "general description of the nature of programs to be conducted" raising questions about whether SWP and TAS plans might have to be included in the LEA Plan submitted to the State.*]	• Includes "general description of the nature of programs to be conducted" raising questions about whether SWP and TAS plans might have to be included in the LEA Plan
• **Identify and address any disparities in rates of low-income and minority students being taught by ineffective, inexperienced and out-of-field teachers** • Describe how the LEA will coordinate and integrate Title I services with other	• **Describes how the LEA will address disparities in the rates of low-income and minority students being taught by ineffective teachers**

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preschool services within the LEA, including transition plans, and if appropriate use funds to support preschool programs • Describes actions to assist identified schools under sec. 1114, including the lowest-performing schools, and clarifies actions to be taken, which apparently would include the use of local funds for targeted school improvement initiatives by the LEA in schools identified for other reasons • **If an LEA proposes to use funds to support a multi-tiered system of supports, positive behavioral interventions or early intervening services, how the services with be provided and coordinated with similar activities under IDEA** • **How the LEA will implement strategies to facilitate effective transitions from middle to high schools and to postsecondary education, including specific activities the LEA will undertake** • **How the LEA will address school discipline issues, which may include supporting school with significant disparities or high rates of subgroup discipline actions** • **How the LEA will address school climate issues, which may include improving performance on school climate indicators** • **How the LEA will provide opportunities for expectant and parenting students** • **Other information on how the LEA proposes to use funds to meet the purposes of Title I, as determined to be appropriate by the LEA, which may include assisting schools in identifying and serving gifted and talented students, school library programs, and**	• *Provides no clarification regarding the use of Title I funds for targeted school improvement initiatives by the LEA*

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encouraging the offering of well-rounded education experiences • **Within a year of enactment, collaborate with state and local child welfare office to implement clear written procedures on transportation arrangements and funding to the school of origin for foster children, which ensure that cost-effective transportation is promptly received, and ensures that if there are additional costs the LEA will provide transportation if the local child welfare agency agrees to reimburse the LEA, the LEA agrees to pay for transportation, or the local agency and LEA agree to share the costs.** • Continues to require all the parent notification and opt-out requirements for EL students placed in language instructional programs • Make publicly available on the LEA and school website as available information on assessment required districtwide by the LEA as feasible on: subjects assessed, purpose, source of the requirement, information as available on scheduling, amount of testing time, and schedule for reporting results	• Continues to require all the parent notification and opt-out requirements for EL students placed in language instructional programs
<u>Section 1113 – Eligible School Attendance Areas, Schoolwide Programs, and Targeted Assistance Schools</u> • Retains current requirements and options in selection Title I school attendance areas • Reduces the number of SWP requirements (see other SWP revised requirements below) • Retains current targeted assistance school authority, but reduces the number of requirements	<u>Sec. 1113 – Eligible School Attendance Areas</u> • Retains current requirements and options in selecting Title I school attendance areas

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(*Fails to address any allocation issues or further flexibility regarding Community Eligibility and FRPL Title I schools*)	
• **Creates a major exception to the current 40% poverty threshold for lower poverty schools to operate a Title I Schoolwide Program based on LEA discretion, and continues to allow the consolidation and use with other Federal, State, and local funds to upgrade the entire educational program of the school serving an eligible attendance area <u>below</u> the 40% poverty threshold** • **Adds new requirement to the current poverty "rank and serve" rule for Title I schools by also requiring rank order and serving any high schools with 50% or more poverty. Title I elementary and middle schools that would otherwise lose funding under this new requirement to serve high school with 50+% poverty could be held-harmless at their current funding level but would not necessarily benefit from any increased Title I appropriations until these high schools are fully funded under the new rank order.** • For secondary schools, allows the LEA to use the same measure of poverty for all schools or an accurate estimate of the number of low-income students calculated by applying the average percentage from elementary attendance areas that feed into the secondary school to the enrollment • Adds provision for homeless children that funds may be determined based on a needs assessment and may be used for services not ordinarily provided to other Title I students, including funding a	<u>Sec. 1114 – Schoolwide Programs</u> • **Eliminates the 40% poverty level currently required to use Title I funds in a schoolwide approach, thereby allowing all Title I schools to be schoolwide programs regardless of poverty level** • Allows non-profit and for-profit providers to deliver SWP services

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liaison and transportation pursuant to the McKinney Act • Clarifies that the LEA may reserve funds for early childhood education programs • **Revises the supplement not supplant requirement for Schoolwide Programs by a new compliance provision in which the LEA demonstrates that the methodology for allocating State and local funds ensures that each Title I school receives all the state and local funds it would otherwise receive if it were not a Title I school. (Likely to change the local compliance procedures but may not significantly affect SWP uses of funds.)** • *Eliminates the current law provision allowing Targeted Assistance Schools to be accountable for the performance of the students served [section 1116(b)(1)(D)].* • **Allows Title I funds from a SWP or TAS to be used for any costs associated with a dual or concurrent enrollment program** (*no criteria included regarding low-income or educationally disadvantaged criteria for participation in such programs)*	• *Eliminates the current law provision allowing Targeted Assistance Schools to be accountable for the performance of the students served [section 1116(b)(1)(D)].*
Consolidates Provisions of Schoolwide Programs, Targeted Assistance Schools, and Eligible Attendance Areas provisions under LEA Plans (sec. 1112)	<u>Sec. 1115 – Targeted Assistance Schools</u> • Makes minimal revisions to current law • Allows non-profit and for-profit providers to deliver TAS services
<u>New Sec. 1114 – School Identification, Interventions, and Supports</u> States will review use the state accountability system under sec. 1111 to annually: • identify public schools receiving Title I funds that are in need of intervention and support • ensure that identified Title I schools implement an evidence-based intervention	<u>Sec. 1116 and 1117 (School Improvement and School Support)</u> Repealed

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and support strategy designed by the SEA or LEA • prioritize schools most in need as determined by the state using the results of the accountability system • monitor and evaluate implementation of intervention and support strategies and use results to take appropriate steps to change or improve strategies as necessary • State must make technical assistance available for LEAs with identified schools • **Allows States to identify <u>any</u> middle or high school with 40% poverty for intervention and supports regardless of the level of student achievement** • State takes such actions as appropriate and that comply with state law LEA with an identified school with broad consultation will: • Conduct a review of the school, including indicators and measures from the state accountability system • **Conduct a review of policies, procedures, personnel decisions, and budgetary decisions of the LEA, including measures on the LEA and school report cards that could contribute to identification** • Develop intervention and support strategies (as described below) proportional to the needs of the school • Develop a rigorous comprehensive plan, which <u>may</u> include: technical assistance, improved services from the LEA, increased curriculum, instructional support or wrap-around services or other resources for students, personnel changes, redesigning learning time and teacher collaboration time, use of data, increased coaching and support, improving school climate, family and community	

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engagement, establishing partnerships (including private entities) • Monitoring progress and adjusting strategies • LEA will notify parents of school identification as in current law • **LEA will develop and implement evidence-based intervention and support strategies for identified schools** designed to address the reasons for identification; be proportional to the reasons of identification; and distinguish between the lowest performing schools and other schools identified for other reasons such as subgroup performance **State-Determined Strategies -- Consistent with State law, the SEA may establish alternative State-determined strategies that can be used by LEAs to assist identified schools, in addition to LEA-developed assistance strategies** Public School Transfer Option. The LEA may provide to all students in identified schools the option to transfer to another public school in the LEA unless the option is prohibited by State law. Priority provided to the lowest-achieving children from low-income families. The LEA may spend not more that 5 percent of its Title I allocation on transportation under this provision. Prohibition against Department criterion on school assistance strategies Funds for Local School Interventions and Supports States will be allocated funds for School Intervention and Support Grants based on their Title I allocations • SEA must describe the process and criteria for subgrants, including how the lowest-performing schools will be served	

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• SEA must describe the process and criteria used to determine if an LEA application meets the requirements of this subsection • SEA must ensure that a comprehensive LEA review of each identified schools is implemented and evidence-based strategies that are likely to be successful will be used • SEA must ensure subgrant geographic diversity • SEA will set priorities for subgrant awards, including for LEAs serving schools identified as lowest-performing schools • SEA will reduce barriers to implementation, including providing operational flexibility • SEAs may reserve not more than 5 percent of their allocation, **and may reserve more if an LEA fails to carry out its responsibilities** <u>LEA Subgrants</u> 95% of the State allocation will be used for competitive subgrants to LEAs of a duration of not more than 5 years, which may include a planning year • Statewide school districts, consortia of LEAs, or educational service agencies (if these entities are constituted as LEAs) serving identified schools may receive subgrants • LEAs must describe the process for selecting appropriate evidence-based school intervention and support strategies for each school to be served • LEAs must describe the specific evidence-based interventions and supports to be used in each school, implementation timelines and budgets, including school level expenditures • LEAs must provide technical assistance	

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• LEAs must assure that each school served will receive all the State and local funds it would have received in the absence of the subgrant • The traditional federal supplement not supplant requirement is applicable • **LEAs must use funds to implement evidence-based strategies in identified schools**, and may use funds at the LEA level to directly support implementation • Requires traditional supplement not supplant compliance • Retains current provision against affecting employee rights, remedies, and collective bargaining and other agreements <u>Sections 1119 is repealed</u> (Current NCLB paraprofessional requirement included as a new requirement under Title I State Plan provisions)	<u>Sec. 1119 – Qualifications of Paraprofessionals (Highly Qualified Teacher requirements repealed)</u> Retains current qualifications requirements for paraprofessionals in Title I programs
<u>Section 1115 – Parental and Family Engagement</u> • Requires the addition of objectives for the LEA-written parent and family engagement policy • **Requires an annual evaluation and use of results in designing evidence-based strategies for more effective parental involvement** • Distributes 85% rather than 95% of the parent set-aside to the school level with priority to high need schools, and requires one of five enumerated activities	<u>Sec. 1118 – Parental Involvement</u> • Makes minimal revisions to current law
<u>Sec. 1116 – Participation of Private School Children</u> • **Expenditure requirement to be equal to the proportion of funds allocated to participating attendance areas** • **Allocation proportion determined based on the total Title I allocation to the**	<u>Sec. 1120 – Participation of Private School Children</u> • Adds new language and requirements • *Ambiguity could result in implementation and interpretation problems (i.e., "service, on an equitable basis and individually or in combination, as*

Senate Bill Every Child Achieves Act (as passed by Senate)	House Bill, H.R. 5 Student Success Act (as passed by House of Representatives)
LEA prior to other allowable expenditures and transfers (includes reservations for public school improvement activities that are prohibited for private school institutions)	*requested by the officials or representatives to best meet the needs of such children…"* • Adds a State ombudsman • Makes unclear revisions to the current expenditure provision regarding the proportion of funds for participating school attendance areas • **Determines private school allocation for services based on total LEA allocation prior to allowable expenditures (i.e., school improvement expenditures, which are excluded under current law due to focus of improving the public "school" as an institution)** • Requires obligation of funds and carry-over of unused funds • Adds "pooling of funds" to the consultation requirements • Adds ambiguous language regarding reaching agreement with private school officials • **Authorizes the SEA to provide services directly or through contract, including if an LEA has more than 10,000 low-income children in private schools in a participating school attendance area that are not being served or 90% of the eligible private school students in a participating attendance area are not being served**
<u>Sec. 1117 – Supplement Not Supplant</u> • **Revises the Title I Maintenance of Effort requirement to allow a one-time in five years failure to meet the current 90% provision and includes provision under the new Equity Grants.** • **Revises the supplement not supplant requirement by a new compliance provision in which the LEA demonstrates that the methodology for allocating State and local funds ensures**	<u>Sec. 1120A – Fiscal Requirements</u> • **Strikes Maintenance of Effort requirements** • Continues current supplement not supplant

Senate Bill Every Child Achieves Act (as passed by Senate)	House Bill, H.R. 5 Student Success Act (as passed by House of Representatives)
that each Title I school receives all the state and local funds it would otherwise receive if it were not a Title I school. LEAs are not required to identify that an individual cost or service is supplemental or that services are provided through a particular method or in a particular setting. The Secretary is prohibited from prescribing any criterion or method for LEAs to demonstrate compliance. (*Likely to significantly affect traditional supplement not supplant compliance for TAS and central district expenditures.)* • LEAs must meet the new compliance requirement not later than 2 years after enactment and may demonstrate compliance before the end of the 2-year period • Retains the current comparability requirements and exclusion of funds provision	• Retains current comparability requirements
<u>Sec. 1118 – Coordination</u> • Makes conforming revisions	<u>Sec. 1120B – Coordination Requirements</u> • Makes conforming revisions and adds a requirement for agreements with Head Start and other entities on coordination of activities including records and transition
<u>Sec. 1122 – Allocations</u> • $17 billion of the amount appropriated under sec. 1002(a) (or if $17 billion or less is appropriated) is allocated as follows: an amount equal to the amount available for sec. 1124 for FY 2015; an amount equal to the amount available for sec. 1124A for FY 2015; and 100% of the amount equal to the amount that exceeds the amount allocated in FY 2001 for sec. 1125 and 1125A is allocated in accordance with sec. 1125 and 1125A. • Amount appropriated in excess of $17 billion is allocated in accordance with sec. 1123.	<u>Section 1122 – Allocation to States</u> • 91.44% reserved for the Title I Program • Amounts equal to the FY 2001 appropriation for the Basic and Concentration Grant formulas are reserved, and any additional amounts are divided equally between the Targeted and Education Finance Incentive Grant formulas
<u>Sec. 1123 – Equity Grants</u>	

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• The Secretary makes grants to States based on the number of census children ages 5 to 17 in poverty and 40% of the national average per pupil expenditure multiplied by 1.30 minus the state equity factor • State average per pupil expenditures and the state effort factors from the previous EFIG formula have been eliminated from the new Equity Grants formula • The current Equity Factor continues to be used for in the new Equity formula • The current five quintiles of poverty are updated based on current poverty levels and the quintile weights remain unchanged • A limitation to the quintile weights is established for any district in the two highest quintiles with a district poverty level of less than 20%, which may not be weighted higher than the third quintile for number of students in poverty • Puerto Rico receives its same share of the Title I appropriations as in FY 2015, and the Small State Minimum remains unchanged • Basic Grants, Concentration Grants, Targeted Grants and the old EFIG will no longer be used for Title I appropriations in excess of $17 billion.	
Sec. 1123 • Revises the state maintenance of effort provision to allow the state to fall below the 90% MOE level without reduction of federal funds for one fiscal year if the state has not failed to meet the requirement for another fiscal year with the five immediately preceding fiscal years • Retains current law regarding return to the previous MOE level for subsequent year compliance	Sec. 1125 and 1125A – Targeted and EFIG Formula Grants Adds a single digit change to the poverty ranges for percentages and numbers of students in the quintile steps of the Targeted and EFIG formulas in order to maintain House options later in the legislative process Sec. 1125AA – Adds findings regarding the Title I formula

Senate Bill **Every Child Achieves Act** (as passed by Senate)	**House Bill, H.R. 5** **Student Success Act** (as passed by House of Representatives)
• Adds another example to exceptional circumstances justification for a State MOE waiver request to the Secretary • Beginning with the second fiscal year for which funds are appropriated for this section, a three-tiered hold-harmless at 95%, 90%, and 85% for LEAs with 30+% poverty, between 15% and 30% poverty, and below 15% poverty if sufficient funds are available (ratable reductions are applicable is funding is not sufficient) Sec. 1124, 1124A, 1125, and 1125A – applicable only for allocating amounts of $17 billion or less. Sec. 1126 – unamended with only conforming changes	Sec. 1125A – Continues current law for EFIG through FY 2021 and establishes a hold-harmless thereafter Sec. 1126 – Unamended
Sec. 1127 Carryover Unamended	Sec. 1127 – Carryover Unchanged except for conforming amendments
No applicable provision	**Sec. 1128 – Title I Portability – State Option** **A state may allocate Title I Part A funds to LEAs, notwithstanding any formula distribution provisions of Title I, based on the number of Title I eligible children enrolled in public schools of the LEA** • **Eligible children mean low-income children based on the Census poverty level** • **LEAs must provide the state with a count of the census-based eligible children enrolled in the public schools served by the LEA** • **SEAs would allocate Title I-A funds on per eligible-child (enrolled) basis to each LEA** • **LEAs would allocate funds to their public schools on a per eligible-child (enrolled) basis, which must supplement and not supplant other non-Federal funds available for the education of participating students**

Senate Bill **Every Child Achieves Act** (as passed by Senate)	**House Bill, H.R. 5** **Student Success Act** (as passed by House of Representatives)
Part B – Academic Assessments <u>Grants for State Assessments and Related Activities</u> (formerly Title VI – Part A – Subpart 1) • Such sums as necessary through FY21 • Provides for competitive funds to SEAs for Grants for Enhanced Assessment Instruments and for Grants for Assessment System Audits at not less than $1.5 million per State (with 20% reserved for subgrants to LEAs for auditing and improving assessment systems) • Expands use of funds to allow for improving reporting systems to accommodate the new Cross-Tabulation of disaggregated subgroup data • Authorizes the Secretary to approve Innovative Assessment Demonstrations in up to 7 States for the first three years with expansion thereafter, and allows Part B funds to support the demonstrations • Consolidates grants for state assessments and related activities with enhanced assessment grants • States are allocated $3 million and the remainder of amounts appropriated based on school-age population • Authorized such sums as necessary for NAEP through FY21	(Academic Assessments Authorized in ESEA Title III, Part B, sec. 3202(c)(3)(a) as part of the 17% State set-aside for the Local Academic Flexible Grants) *Part B – National Assessment of Title I* • Repeals the Title I demonstration authority and Close Up program • Reauthorizes the National Assessment of Title I and other Title I studies under sec. 1201 and 1302
Part C – Migrant Programs • Such sums as necessary through FY21	SUBPART 2 – EDUCATION OF MIGRATORY CHILDREN • Authorized at a 2.45% reservation from the Title I appropriation

Senate Bill **Every Child Achieves Act** (as passed by Senate)	**House Bill, H.R. 5** **Student Success Act** (as passed by House of Representatives)
Part D – Neglected and Delinquent Programs • Such sums as necessary through FY21	SUBPART 3 – PROGRAMS FOR NEGLECTED AND DELINQUENT CHILDREN AND YOUTH • Authorized at a 0.31% reservation from the Title I appropriation
Part E -- General Provisions	*Part C – General Provisions*
Federal Regulations • Makes some modifications in Negotiated Rulemaking process	Federal Regulations • Negotiated Rulemaking and general input similar to current law • Rulemaking process and timeframes specified, including new parameters on regulatory burdens
State Administration • No significant changes • Committee of Practitioners maintained in Part A	State Administration • State rulemaking parameters and notifications similar to current law with additional regulatory hurdles included to discourage burdensome requirements • State Committee of Practitioners maintained to advise the State on implementation issues and state regulations. Rule of Construction – Nothing to be construed in Title I to mandate equalized spending per pupil for a State, LEA, or school.
Reports • Requires a Report on Subgroup Size by the Director of IES within 90 days of enactment • Requires a Report on Implementation of ESEA Foster Child Provisions within 2 years of enactment • Requires the establishment of a Committee on Student Privacy Policy within 60 days of enactment and a report within 270 days of enactment • Requires a Report on Home Access of Students to Digital Learning Resources within 18 months of enactment	No applicable provisions

Senate Bill **Every Child Achieves Act** (as passed by Senate)	**House Bill, H.R. 5** **Student Success Act** (as passed by House of Representatives)
Title II – Preparing, Training and Recruiting High-Quality Teacher and Principals	**Title II – Teacher Preparation and Effectiveness**
Relocates and revises Teacher Liability Protection from Title II, Part C, Subpart 5 and relocates Sec. 2441 Internet Safety to the ESEA General Provisions. <u>Sec. 2103 – Authorization of Appropriations</u> • Such sums as necessary through FY21 for Part A – Fund for Improvement of Teaching and Learning • Such sums as necessary for National Activities through FY21 with up to 20% for technical assistance and evaluation, not less than 40% for Programs of National Significance, and not less than 40% School Leader Recruitment and Support Programs • Such sums as necessary for Part B – Teacher and School Leader Incentive Fund through FY21 • Such sums as necessary for Part C – American History and Civics Education through FY21 • Such sums as necessary for Part D – Literacy Education for All through FY21 • Such sums as necessary for Part E – STEM Instruction and Student Achievement through FY21 • ½% for outlying areas and ½% for BIA • ½% small state minimum	<u>Authorization of Appropriations</u> $2.79 billion through FY19 • 75% for Part A • 25% for Part B – Teacher and Leader Flexible Grant • 1% for national activities • ½% for outlying areas, ½% for BIA
Part A – Fund for the Improvement of Teaching and Learning	*Part A – Supporting Effective Instruction*
<u>Purpose</u> To improve student achievement by increasing capacity to provide a well-rounded and complete education, improving teacher and principal/school leaders quality and effectiveness, and ensuring low-income and	<u>Purpose</u> To increase student achievement, improve teacher and leader effectiveness, provide evidence-based professional development, and, if the state or LEA chooses, develop and implement teacher evaluation systems using in

Senate Bill **Every Child Achieves Act** (as passed by Senate)	**House Bill, H.R. 5** **Student Success Act** (as passed by House of Representatives)
minority students are served by effective teachers and principals and have access to high-quality instructional programs in core subjects. (Current Title II definitions deleted including high-need LEA.)	part student achievement data to determine teacher effectiveness. (Current Title II definitions deleted including high-need LEA)
<u>State Allocations</u> • **Retains hold-harmless provisions from current law but phased-out over the next six years by a 14.29% reduction from the FY 2015 funding level** • **Remainder allotted to States based 20% of school age population and 80% based on school age poverty** • **For FY22 and beyond State allocations are based only on the 20/80 percentage**	<u>State Allocations</u> • 75% to SEAs – 50% based on school age population, and 50% based on school age poverty (½% small state minimum) • Former state hold-harmless provision eliminated in favor an LEA high poverty percentage certification of no funding loss and the pre-HR 5 formula
<u>Within State Allocation</u> • 95% to LEAs – 20% based on school age population, and 80% based on school age poverty • 5% for State activities of which up to 1% may be for administrative costs • **Up to 3% <u>may</u> be reserved for State activities to make subgrants for Principals and Other School Leaders out of the 95% for LEAs, provided that this reservation would not result in a lower allocation to LEAs compared to the preceding fiscal year** • **Removes the local hold-harmless**	<u>Within State Allocation</u> • 95% to LEAs – **50% based on school age population, and 50% based on school age poverty** • 5% for State activities of which 1% may be for planning and administration • Removes hold-harmless subject to state hold-harmless above
<u>Local Use of Funds</u> • Revises needs assessment to determine schools with the most acute staffing needs related to increasing the number of effective teachers and principals, ensuring low-income and minority students are served by effective teachers and principals, ensuring low-income and minority students have access to a high-quality instructional program, using data,	<u>Use of Funds</u> • If applicable, how the state will work with LEAs to develop and implement a teacher or leader evaluation system • The local teacher evaluation system may: use student achievement data from a variety of sources as a significant factor with the weight defined by the LEA, use multiple measures, have more than two categories of teacher rating, be used to

Senate Bill **Every Child Achieves Act** (as passed by Senate)	**House Bill, H.R. 5** **Student Success Act** (as passed by House of Representatives)
improving student behavior, and teaching English learners and students with disabilities, and other evidence-based factors determined by the LEA through broad consultation • **Prioritize funding for schools identified under the accountability system and schools with the highest percentage or numbers of Title I eligible children** • Not more than 2 percent for "direct" administrative costs • Funds to be used generally to develop, implement, and evaluate comprehensive, evidence-based program and activities • Retains traditional Title II supplement not supplant requirements <u>New Allowable Activities may include</u>: • Developing or improving an evaluation systems based in part on evidence of student achievement, which may include student growth and other measures as determined by the SEA or LEA • Developing and implementing initiatives to assist in recruiting, hiring, and retention of highly effective teachers and principals in high-poverty schools with high percentages of ineffective teachers and high percentages of students not meeting state standards	make personnel decisions, and based on broad input • provide training and technical assistance to LEA on implementation of the teacher evaluation system in states with a statewide teacher evaluation system, and in states without teacher on development and implementation of teacher evaluation systems as appropriate • training and professional development • partnering with other organizations • recruitment and retention, incentives, performance pay, induction, mentoring and other preparation programs • reporting teacher and leader evaluation results in applicable LEAs in a non-personally identifiable form

Senate Bill **Every Child Achieves Act** (as passed by Senate)	**House Bill, H.R. 5** **Student Success Act** (as passed by House of Representatives)
• Providing performance or incentive pay systems and multiple career paths • Providing induction and mentoring • Recruiting qualified individuals from other fields • Providing high quality professional development • **Reducing class size to an evidence-based level** • Developing activities to increase the ability of teachers to effectively teach students with disabilities and English learners • Providing programs to increase knowledge of early learning strategies • Providing support for school library services • Providing in-service training on early identification of mental health issues, use of referral, and forming partnerships between school-based mental health programs and community and private organizations • Providing programs to prepare for postsecondary coursework, including AP, IB, early college or dual enrollment, or other advanced learning programs for G&T students • Providing programs to support extended learning opportunities • Providing general liability insurance for purchase by teachers • Address school climate issues • Increasing time for common planning • Develop feedback for working conditions • Support teacher residency programs • Reforming teachers and principal preparation programs • Carrying out other evidence-based activities identified by the LEA to meet the purpose of Title II • Meets principles of effectiveness	• **class size reduction programs limited to 10% of Title II funds**

Senate Bill **Every Child Achieves Act** (as passed by Senate)	**House Bill, H.R. 5** **Student Success Act** (as passed by House of Representatives)
State Report and LEA Report Must provide number of licensed/certified teachers, principals and school leaders, number with emergency licensure, first time passage rate on state licensure exam, description of how professional development improved teacher and principal performance, and if funds used to improve equitable access a description of improved access. (LEAs required to provide this information to the SEA)	State and LEA Reports Must provide information on how the agency is meeting the purposes of the program and how it is using the funds. For LEA that are implementing teacher or principal evaluation systems, the results of those evaluations.
	Criminal Background Checks. Requires State Plans to include how States will establish, implement, or improve policies and procedures on criminal background checks for school employees and contractors who have unsupervised access to students including by: • **Expanding registries or repositories searched in conducting background checks, including state of residence checks, state child abuse and neglect registries and databases, NCIC system, FBI fingerprint system, and National Sex Offender registry,** • **Policies and procedures prohibiting employing any individual refusing consent to a background check, making a false statement in the background check; who has been convicted of a listed felony; who is registered or required to register on a state or the national Sex Offender registry; or has been convicted of other crimes determined by the State** • **Policies and procedures to provide background check results to the individual and as appropriate to other employers** • **Mechanisms to assist LEAs to recognize and respond to incidents of child abuse by school employees**

Senate Bill **Every Child Achieves Act** (as passed by Senate)	**House Bill, H.R. 5** **Student Success Act** (as passed by House of Representatives)
Part B – Teacher and School Leader Incentive Program	*Part B* *Teacher and School Leader Flexible Grant*
Purpose To provide competitive grants to assist states, LEAs and nonprofit organizations to develop, implement, improve or expand comprehensive performance-based compensation systems or human capital management systems; and to study and evaluate such systems	Purpose To improve student academic achievement by supporting for SEAs and LEAs to pursue innovative and evidence-based practices, and to increase the number of teachers and school leaders who are effective in improving student achievement
Grant Awards Secretary awards grants competitively to eligible entities • Priority is extended to applicants that concentrate activities in high need schools (school located in area with 30% or more families below the Census poverty line)	National Allocation • 25% for grants to States based on school age population with a reservation of 1% for national activities, ½% for outlying areas, and ½% for BIA • ½% for small state minimum
Limitations • Duration of 3 years with 2 year renewal • LEA (or as part of consortium or partnership) may receive grant only twice as of enactment • Equitable geographic distribution • 50% non-federal match in cash or in-kind • Retains traditional supplement not supplant requirements • 1% may be reserved by Secretary for evaluation	State Activities • establish criteria for awarding competitive grants to eligible entities • carry out alternative certification programs
	State Allocation of Funds • 92% for subgrants to eligible entities • 1% for state administration • up to 4% for: - reforming certification, licensure, and tenure systems - alternative certification, improving teacher preparation, including through use of achievement data - performance based pay incentives - advancement and career ladders

Senate Bill **Every Child Achieves Act** (as passed by Senate)	**House Bill, H.R. 5** **Student Success Act** (as passed by House of Representatives)
	- induction and mentoring, professional development, technical assistance, and other activities • up to 3% for: - teacher or school leader academies with a required 10% match and not more than 5% provided to state authorizers
	<u>Local Competitive Grant</u> • peer review required • geographic distribution within state • duration of up to 5 years • at least 10% match
<u>Local Uses of Funds</u> To develop, implement, improve, or expand performance-based compensation systems • Developing evaluation systems with clear and fair measures based on improving student achievement; • Conducting outreach to gain input and support; • Paying bonuses and increased salaries for raising achievement or teaching in high need schools or subjects	<u>Local Use of Funds</u> Developing and implementing recruitment and retention programs, incentives, performance pay, induction, mentoring, other preparation programs, and evidence-based strategies to improve student achievement. Must meet Principles of Effectiveness regarding need, evidence-based research or effective strategies, and broad consultation
<u>Eligible Entities</u> • LEA or consortium of LEAs, including a charter school that is an LEA • SEA or other state agency designated by the Governor • Partnership of any of above entities with at least one nonprofit or for-profit organization	<u>Eligible Entities</u> • LEAs and consortium of LEAs • IHEs or consortium in partnership with LEA(s) • for-profit or non-profit organizations or consortium in partnership with LEA(s) • consortium of entities
	<u>Title II – Part D: General Provisions **Charter Schools Inclusion**</u> **The term LEA includes charter schools that, in the absence of this section, would not have received funds under this title**

Senate Bill **Every Child Achieves Act** (as passed by Senate)	**House Bill, H.R. 5** **Student Success Act** (as passed by House of Representatives)
Part C – American History and Civics Education	
Purpose To improve the quality of American history, civics, and government education about the history and principles of the Constitution, and improve the quality of teaching, including the teaching of traditional American history.	
Funding Allotment • 85% for competitive grants for the Teaching of Traditional American History as a separate subject • 10% for not less than 12 competitive grants to establish Presidential Academies and Congressional Academies for American History and Civics awarded to higher education institutions, non-profit organizations, museums, libraries or research center, or consortium • 5% for competitive grants for innovative projects awarded to higher education institutions, or non-profit or for-profit organizations	
Part D – Literacy Education for All	
Purpose To improve student academic achievement in reading and writing through comprehensive state plans and targeted subgrants	
Eligible Entity • One or more LEA with the highest number or proportion of Title I eligible students in the State, are among the highest number or percentage of children reading or writing below grade level, or serve a significant number or percentage of schools identified under sec. 1114 • One or more State-designated early childhood education programs with a demonstrated record of comprehensive literacy instruction • LEA or consortium of LEAs or a State designated early childhood education	

Senate Bill Every Child Achieves Act (as passed by Senate)	House Bill, H.R. 5 Student Success Act (as passed by House of Representatives)
program acting in partnership with one or more public or private nonprofit organizations with demonstrated records of effectiveness	
<u>Comprehensive Literacy State Development Grants</u> • 5% for National Activities • ½% for BIA • ½% for outlying areas • Remainder for competitive grants to States for 5 years with 2 year renewal Types of Activities • Not less than 15% of birth to kindergarten entry • Not less than 40% for K-5 • Note less than 40% of grades 6-12 Subgrant-States pass through 95% of funds for subgrants with priority to entities serving children from birth to age 5 from families below 200% of the federal poverty level, or LEAs serving high number or percentage of high need schools (50% FRPL for elementary and middle schools and 40% FRPL for high schools) Supplement Not Supplant required for other federal or state funds.	
Part E – Improving Science, Technology, Engineering and Mathematics Instruction and Student Achievement	
<u>Purpose</u> To improve student achievement in science, technology, engineering and mathematics, including computer science	
<u>Allocation to SEAs</u> • 35% on school-age population • 65% on school-age poverty • ½% small state minimum	

Senate Bill **Every Child Achieves Act** (as passed by Senate)	**House Bill, H.R. 5** **Student Success Act** (as passed by House of Representatives)
State Reservation • 5% for state administration, technical assistance and evaluation • 15% to 20% for other state activities	
Eligible Subgrantee • A high-need LEA • An educational service agency serving more than one high-need LEA • A consortium of high-need LEAs • A partnership of above	
Competitive Subgrants • Must be of sufficient size and scope • SEA may require subgrantees to secure outside matching funds • Traditional supplement not supplant required • Performance metrics developed by the Department will be used to evaluate effectiveness of activities • Requires Report on Cybersecurity Education at the secondary and postsecondary level from the Director of IES	
Part F – General Provisions • Prohibition Against Federal Mandates • Rule of Construction not to construe any effect on labor agreements	
	Parents' Right to Know Under Title II LEA shall notify parents that they may request information regarding the professional qualifications of their child's teachers, and policies on assessments

Senate Bill **Every Child Achieves Act** (as passed by Senate)	**House Bill, H.R. 5** **Student Success Act** (as passed by House of Representatives)
Title III **English Language Instruction for LEP and Immigrant Students**	TITLE I, PART A, SUBPART 4 – ENGLISH LANGUAGE ACQUISITION
• Authorizes such sums as necessary through FY21 • Eliminates NCLB competitive grants and funding level trigger • Maintains the 0.5% set-aside for outlying areas and 6.5% for the national activities including the National Clearinghouse at not more than $2 million	• Authorized at a 4.6% reservation from the Title I appropriation\ • Eliminates NCLB categorical grant authorities • Maintains the 0.5% set-aside for outlying areas and 6.5% for the national activities including the National Clearinghouse at not more than $2 million
<u>State Allocations</u> Based 80% on the number of English learners and 20% on the number of immigrant children • English learner data determined by the American Community Survey (allowing multiyear estimates), or the number of students assessed for English language proficiency on the State ELPA (allowing multiyear estimates) , or a combination, and • Immigrant data based on the American Community Survey (allowing multiyear estimates) • Small state minimum of $500,000 • No change to Puerto Rico allotment not to exceed 0.5%	<u>State Allocations</u> Based 80% on the number of English learners and 20% on the number of immigrant children • English leader data determined by the American Community Survey (allowing multiyear estimates), or State-reported data on the number of students assessed for English language proficiency (allowing multiyear estimates) , or a combination, and • Immigrant data based on the American Community Survey • Small state minimum of $500,000 • Puerto Rico allotment not to exceed 0.5%
<u>Within-State Allocations</u> Conforming changes only	<u>Within State Allocation</u> Maintains current law with a 95% pass-thru to local subgrantees including the 15% state reservation for significant increases in the percentage or number of immigrant children, and the $10,000 minimum qualification amount
<u>State Plans and State Activities</u> • Basically maintains as in current law while adding another authorized activity for the expenditure of the state 5% reservation to establish and implement statewide entrance and exits procedures	<u>State Plans</u> Basically maintained as in current law

Senate Bill **Every Child Achieves Act** (as passed by Senate)	**House Bill, H.R. 5** **Student Success Act** (as passed by House of Representatives)
• **Requires the SEA to establish and implement standardized, statewide entrance and exit procedures** • **Requires the SEA to assist LEAs in meeting the annual timelines and goals for progress under Title I** in English proficiency and meeting state standards • **Requires the SEA to assist LEAs in decreasing the number of long-term ELs who have not acquired English proficiency within 5 years of initial classification** • Requires state monitoring and progress evaluation and taking steps to assist LEAs if funded strategies are not effective	
<u>Subgrants, Local Plans, Required and Authorized Activities</u> • Basically maintains current law • Maintains the current Title III supplement not supplant requirement • Clarifies that local administrative cost limitation of 2% is for direct costs rather than the current interpretation that also includes any indirect costs • **Describes how the LEA will ensure schools receiving Title III funds will assist ELs annual timelines and goals for progress in English language acquisition under Title I and state academic standards** • Requires an assurance of compliance with the parent notification requirements of Title I for language instructional programs in sec. 1112(d)(2) • Bases the LEA plan on high-quality research on teaching ELs	<u>Subgrants, Local Plans, Required and Authorized Activities</u> Basically maintains current law including the current Federal, state and local supplement not supplant requirement
<u>National Professional Development Project</u> • Adds public and private organizations to higher education institutions as eligible applicants (with SEAs and LEAs in consortia)	<u>National Professional Development Project</u> • Streamlines provisions • Adds public and private organizations to higher education institutions as eligible

Senate Bill **Every Child Achieves Act** (as passed by Senate)	**House Bill, H.R. 5** **Student Success Act** (as passed by House of Representatives)
	applicants (with SEAs and LEAs in consortia)
Definitions • Maintains local Eligible Entity definition, adding collaboration with educational service agencies • Defines long-term EL as an EL who has attended US schools for not less than 5 years and not yet exited from EL status	Definitions • Adds new Eligible Entity for receiving subgrants in addition to one or more LEA but also higher education, community organizations, or SEAs in consortia (or collaboration) with LEA(s) (thereby allowed to be the fiscal agent of these EL subgrant awards)
New Reporting Requirements • **Requires the LEA to report biennially on Title III activities and children served including:** **1) a description of programs and activities,** **2) the number and percentage of ELs who meet the annual State-determined goals for progress including disaggregation at minimum by long-term ELs and ELs with a disability,** **3) the number and percentage of ELs attaining English language proficiency on the state ELPA,** **4) the number and percentage of EL who exit language instruction educational programs based on attainment of English proficiency,** **5) the number and percentage of ELs meeting state academic standards for each of the 4 years after no longer receiving Title III services disaggregated at minimum by long-term ELs and ELs with a disability, and** **6) other SEA required information.**	New Reporting Requirements Establishes biennial reporting requirement for each subgrantee on activities conducted and students served analogous to the current biennial evaluation, including: • A description of the program and activities conducted with funds received and how state and local funds were supplemented • A description of progress made in learning English and meeting State standards • The number and percentage attaining English proficiency as determined by the State's ELPA • The number of students exiting programs based on attainment of proficiency and transition to classes not tailored for English learners • A description of the progress of English learners for 2 years after no longer receiving services • The number and percentage of students not attaining English language proficiency within five years of initial classification and first enrollment in the LEA • Any other information required by the SEA

Senate Bill **Every Child Achieves Act** (as passed by Senate)	**House Bill, H.R. 5** **Student Success Act** (as passed by House of Representatives)
• Report to be used by the LEA and SEA for improvement of Title III programs and activities	• The Report will be used by the subgrantee and SEA to determine program effectiveness in obtaining English proficiency and making progress in meeting State standards, and in deciding how to improve programs
<u>Accountability Provisions and AMAOs</u> Repealed <u>Unfunded Categorical Programs under Part B</u> <u>Repealed</u>	<u>Accountability Provisions and AMAOs</u> Repealed
Title IV **Safe and Healthy Students**	**Title III** **Parental Engagement and Local Flexibility**
<u>Authorization of Appropriations</u> • Such sums as necessary for Part A- Grants to States and LEAs through FY21 • Such sums as necessary for Part B- 21st Century Community Learning Centers through FY21 • Such sums as necessary for Part C – Elementary and Secondary School Counseling Program through FY21 • Such sums as necessary for Part D – Physical Education Program through FY21	<u>Authorization of Appropriations</u> (annually through FY19) Charter Schools -- $300 million Magnet Schools -- $91.6 million Parent Engagement -- $25 million Local Academic Flexible Grant -- $2.3 billion
• Relocates Gun-Free Schools provisions to Title IX • Relocates Transfer of Disciplinary Records to Title IX • Relocates Anti-Smoking Provisions to Title IX	
	Part B – Local Academic Flexible Grant
<u>Purpose</u> To improve students' safety, health, well-being and academic achievement during and after the school day by increasing the capacity of LEAs, schools and communities to create	<u>Purpose</u> To provide LEAs (through their SEAs) with funds to support initiatives to improve academic achievement and protect student safety; and nonprofit and for-profit entities the

Senate Bill **Every Child Achieves Act** (as passed by Senate)	**House Bill, H.R. 5** **Student Success Act** (as passed by House of Representatives)
safe, healthy, supportive, and drug-free environments; to carry out programs to improve school safety, and promote physical and mental health and well-being; preventing and reducing substance abuse, school violence and bullying; and strengthening parent and community engagement	opportunity to work with students to improve academic achievement
<u>National Allocation</u> • Not more than 5% for technical assistance and national evaluation • ½ % for the territories and ½% for BIA • Such funds as necessary for Project SERV – school emergency response to violence program <u>State Allocations</u> • Based on students from families below the poverty line • ½% for small state minimum and ½% limit for Puerto Rico <u>Within State Allocation</u> • 95% allocated to LEAs based on students from families below the poverty line (2% limit on "direct" local administrative costs) • Not more than 1% used for state administrative costs	<u>National Reservations</u> • ½% for technical assistance • ½% for outlying areas and BIA <u>State Allocations</u> • Based on Title I share • ½% small state minimum <u>Within State Allocation</u>: • 75% for eligible entities • 8% minimum for nongovernmental entities • up to 17% for State activities including State assessments, audits of statewide assessments, and blended learning projects (limited to 5%) • 5% limitation on administration
<u>Local Use of Funds</u> • Requires comprehensive needs assessment in order to be eligible for funding, taking into account risk factors in the community, school, family and peer-individual domains • Continues broad range of allowable activities, including mental health services, positive behavior supports, family supports, anti-bullying, sexual abuse awareness, asthma and disease management programs, and programs that	<u>Local Use of Funds</u> • evidence-based activities to improve student achievement • allowable under state law • one or more projects from two categories - supplemental student support activities such as before and after school, summer school, tutoring and expanded learning time, but

Senate Bill **Every Child Achieves Act** (as passed by Senate)	**House Bill, H.R. 5** **Student Success Act** (as passed by House of Representatives)
offer well-rounded educational experience, and retains the principles of effectiveness (parental consent required for mental health services) • Local priorities include greatest need, highest concentration of poverty, identified schools under Title I, and persistently dangerous schools • Retains the traditional Title IV supplement not supplant requirement <u>Limitations</u> • Construction prohibited • Medical services and drug treatment and rehab prohibited except for integrated supports or referral • Prohibits requiring medication as a condition of services under Title IV	not in-school learning activities or athletics, OR - student support activities such as subject specific programs, extended learning, adjunct teachers, parent engagement, but not smaller class sizes, construction, or staff compensation equitable private schools participation required
	<u>Eligible Entities for State Subgrants</u>: • LEA in partnership with CBO, business, or nongovernmental entity • consortium of LEAs in partnership with CBO, business, or nongovernmental entity • CBO in partnership with LEA and if applicable a business entity or nongovernmental entity • Business entity in partnership with LEA and if applicable CBO or nongovernmental entity <u>Awards to Nongovernmental Entities</u>: To increase academic achievement of public schools students [students benefiting from program must continue to maintain enrollment in public school] • 50% non-federal match • administrative costs limited to 1% • priority extended to supporting students from high-need LEAs and ensuring geographic diversity

Senate Bill **Every Child Achieves Act** (as passed by Senate)	**House Bill, H.R. 5** **Student Success Act** (as passed by House of Representatives)
	Blended Learning Projects: States required to carry out a blended learning project with a 10% match limited
	Program Requirements • peer review required • geographic distribution within state • duration of 5 years • $10,000 minimum grant for all eligible applicants and equitable participation for private school children
Part B – 21st Century Community Learning Centers	
Purpose To establish and expand community learning centers for academic enrichment, a broad array of additional services and activities, and provide opportunities for family engagement including literacy and related educational development	
Authorization of Appropriations Such sums as necessary through FY21	
Eligible Entity • LEA • Community-based organization, • Indian tribe or tribal organization • Other public or private entity • Consortium of above	
Allotments to States • Continue awards under terms of current grants • Up to 1% for National Activities • 1% for BIA • Remainder to States based on Title I allocation Use of State Funds • 2% for state administration • 5% for other state activities • 93% for subgrants	

Senate Bill **Every Child Achieves Act** (as passed by Senate)	**House Bill, H.R. 5** **Student Success Act** (as passed by House of Representatives)
Local Competitive Grants • Duration of 3 to 5 years • Minimum grant of $50,000 • Expanded learning activities allowed if at least 300 hours before, during, or after the traditional school day • Location in non-school facilities allowed if accessible as schools • Local matching requirement is permitted by State • Priority provided to applications that target services to students and families in schools identified under sec. 1114 and other schools in need of intervention by the LEA; submitted jointly by an LEA and other eligible entity; and propose activities not otherwise accessible to students or expand accessibility • **Priority may not be provided for projects that extend the regular school day** • Supplement not supplant requirement regarding regular school day	
Part C – Elementary and Secondary School Counseling Program	
Purpose To establish and expand elementary school and secondary school counseling programs	
Authorization of Appropriations Such sums as necessary through FY21	
Special Consideration The Secretary gives special consideration to programs demonstrating the greatest need for new or additional services based on current ratios, promising innovative approaches, and showing strong potential Priority • Schools serving students in rural and remote areas, • School in need of improvement and persistently lowest achieving schools, or	

Senate Bill **Every Child Achieves Act** (as passed by Senate)	**House Bill, H.R. 5** **Student Success Act** (as passed by House of Representatives)
• Schools with a high percentage of students in poverty under census, FRPL, TANF, or Medicaid measures Equitable Geographic Distribution required	
<u>Limitation</u> • Duration: Not to exceed 3 years • Amount: Not to exceed $400,000 • Not more than 4 percent for administrative costs • Traditional supplement not supplant requirement	
<u>Eligible Entity</u> • LEA • Educational service agency serving more than one LEA • Consortium of LEAs	
Part D – Physical Education Program	
<u>Purpose</u> To initiate, expand and improve physical education programs for all students in kindergarten through grade 12	
Program Elements (1 or more required) • Fitness education and assessment • Instruction in motor skills and physical activities • Development of cognitive concept of motor skills and physical fitness • Development of positive social and cooperative skills • Instruction in healthy eating habits and good nutrition • Professional development for PE teachers [Does not include team sports and ROTC]	
<u>Applications</u> • Submitted by LEAs or community-based organization containing a plan to make progress toward meeting State standards for physical education • May provide for participation by private school or home-schooled students	

Senate Bill **Every Child Achieves Act** (as passed by Senate)	**House Bill, H.R. 5** **Student Success Act** (as passed by House of Representatives)
Limitation • Not more than 5% for administrative costs • Federal share may not exceed 90% for the first year and 75% in subsequent years • Equitable geographic distribution required • Traditional supplement not supplant required	
Part E – Family Engagement in Education	
Purpose: To provide financial assistance to organizations that will assist SEAs and LEAs in family engagement; to assist SEAs, LEAs and CBOs in strengthening partnerships between schools, staff, and families, and to coordinate family engagement programs	
Grants to Statewide Family Engagement Centers: The Secretary awards grants to establish Statewide Family Engagement Centers to provide technical assistance and training to SEAs, LEAs and other organizations with a minimum grant of not less than $500,000	
Technical Assistance Grants: 2% reserved by Secretary for TA grants to assist Centers	
Title V **Empowering Parents and Expanding Opportunity Through Innovation** *Part A* *Charter Schools Programs*	**Title III, Part A – Subpart 1** **Charter School Program**
Purpose To support the planning, design, and initial implementation of charter schools, increase the number of high quality charter schools, evaluate impact and share best practices, encourage State facility support, expand opportunities for underserved subgroups of students, and strengthen charter school authorizing agencies	Purpose To support innovation in public education, support the planning, design, expansion and initial implementation of charter schools, expand the number of high quality charter schools, evaluate impact, encourage State facility support, increase opportunities for subgroups of students, strengthen charter school authorizing agencies, and support accountability and transparency

Senate Bill **Every Child Achieves Act** (as passed by Senate)	**House Bill, H.R. 5** **Student Success Act** (as passed by House of Representatives)
National Allocation • 25% for National Activities • 12.5% for Facilities Program • Remainder for High Quality Charter School Grants • Continuation grants to receive funding to meet current terms and conditions	National Allocation • 10% for National Activities • 12.5% for Facilities Program • 77.5%% for Grants to States
Eligible Entities • State entity (SEA, State charter board, Governor, charter support organization) • Authorized public chartering agency • LEA • Charter management organization	Within State Allocation • 90% for Subgrants to Local Applicants • 10% for State administration and technical assistance for charter schools and authorizing agencies
Competitive Charter School State Grant Program The Secretary awards grants competitively to eligible state entities to award subgrants to open, replicate or expand charter schools and provide technical assistance and work with chartering agencies to improve quality	Priority for State Grant Awards • States allowing at least one non-LEAs to be an authorizing agency, or has an appeal process from LEA-based authorizers • State without limits on the # or % of charter schools or students • States providing equitable financing • State uses best practices from charter schools to help improve struggling schools • State partners with a charter management organization with a record of success • State supports charter schools serving at-risk students through targeted activities • State authorizes all charter schools to serve as food service authorities • State demonstrates assistance in facility funding, acquisition of facilities, access to public facilities, right of first refusal to purchase public buildings, low or no cost leasing privileges
Program Requirements • 90% for subgrants for charter schools • 7% for technical assistance and improving quality of authorized chartering organizations • 3% for administrative costs	Program Requirements • Duration of 5 years for State Grants • Duration of 3 years for subgrants • No entity or subgrantee may receive more than one grant at a time for the program

Senate Bill **Every Child Achieves Act** (as passed by Senate)	**House Bill, H.R. 5** **Student Success Act** (as passed by House of Representatives)
• Duration of 3 years with a 2 year renewal based on performance (subgrants have same duration) • No entity may receive more than one grant at a time, and no local applicant may receive more than subgrant for any grant period except in the case of a strong track record of results • Priority given to State entities that have at least one authorizing agency are not an LEA or have an appeal process if LEAs are chartering agencies; provide equitable financing compared to traditional public schools; provides one or more forms of facility assistance; uses best practices; supports at-risk students; and ensures a high degree of autonomy over budget, operations and personnel decisions • Nothing construed to require changes in state law, policy and procedures on charter school accountability • Use of weighted lottery for admissions allowed • Nothing to be construed to prohibit schools specializing in specific services for students with demonstrated need • Secretarial waiver of requirements authorized	period, except if demonstrated record of success after 3 years of a local subgrant
Federal Formula Grant Allocation Requirements **Hold-harmless protections under Title I sec. 1122 and 1125A(g)(3) are to be applied to the updated student count for new and expanded charter schools**	Federal Formula Grant Allocation Requirements Same as current law
Facilities Financing Assistance To award not less than 3 competitive grants by the Secretary to demonstrate innovative methods of assisting charter schools to address the cost of acquiring, constructing, and renovating facilities by enhancing the availability of loans and bond financing; and a per-pupil facility aid program	***Facility Financing Assistance*** To demonstrate innovative methods of assisting charter schools with facilities by making available loan and bond financing

Senate Bill **Every Child Achieves Act** (as passed by Senate)	**House Bill, H.R. 5** **Student Success Act** (as passed by House of Representatives)
Grants to Eligible Entities • Public entity such as a State or a local governmental entity • Private nonprofit entity • Consortium of above Not less than one grant to each type of entity required	Grants to Eligible Entities • Public entity such as a State or a local governmental entity • Private nonprofit entity • Consortium of above
Allotment of Funds • At least 3 Innovation Financing Grants with not less than 50% of the 12.5% reservation for Facilities Assistance • Remainder for State Per-Pupil Facilities Aid Program Grants	Use of Funds Establishing a reserve fund for: • Guaranteeing, insuring or reinsuring bonds, loans, etc. • Guaranteeing and insuring leases • Encouraging other lending • Facilitating bond issuances
Program Requirements • No supplement not supplant provision • Administrative costs limited to 2.5%	Program Requirements • No supplement not supplant provision • Administrative costs limited to 2.5%
Per Pupil Facility Aid Program To provide competitive grants to States to pay the federal share (90% decreasing to 20% in 5 years) of establishing or enhancing per pupil funding of charter school facilities • **New supplement not supplant requirement referencing the compliance provision under Title I in which the LEA demonstrates that the methodology for allocating State and local funds ensures that each school receiving assistance under this part receives all the state and local funds it would otherwise receive if it were not receiving this assistance.**	***Per Pupil Facility Aid Program*** To provide competitive grants to States to pay the federal share (90% decreasing to 20% in 5 years) of establishing or enhancing per pupil funding of charter school facilities
National Activities • Not less than 80% for Grants to Replicate and Expand High-Quality Charter Schools • Remainder for technical assistance, best practices dissemination, evaluation, and awarding competitive grants to eligible	

Senate Bill Every Child Achieves Act (as passed by Senate)	House Bill, H.R. 5 Student Success Act (as passed by House of Representatives)
applicants in states not receiving State Charter School Grants • Eligible Entities are charter school management organizations and nonprofit organizations overseeing and coordinating activities for a group of charter management organizations with priority to entities serving schools in the aggregate with 60% FRPL eligibility	
Title V, Part B **Magnet Schools Assistance** • Authorization of Appropriations at such sums as necessary through FY21 • **Adds increasing of socioeconomic integration along with current elimination, reduction and prevention or minority group isolation to the purpose of the program; and adds low-income to minority students** • **Adds ethnic and socioeconomic backgrounds to students with different racial backgrounds in the definition of magnet schools with regard to attracting new students** • **Revises the priority for new magnet school programs or significantly revised magnet school programs by adding 'evidence-based' to the program, methods or practices** • **Adds a two-year renewal period to the 3 year initial grant period** • Reserves up to 1% for national technical assistance activities	**Title III, Part A, Subpart 2** **Magnet Schools Assistance** Reauthorized with no substantive changes, other than expanding priority to serving all students in a school.
Part C – Supporting High-Ability Learners and Learning (Javits Gifted and Talented Program)	
Authorization of Appropriations Such sums as necessary through FY21	
Purpose To initiate a coordinated program of evidence-based, research, demonstrations, innovative	

Senate Bill **Every Child Achieves Act** (as passed by Senate)	**House Bill, H.R. 5** **Student Success Act** (as passed by House of Representatives)
strategies, and similar activities to meet the special educational needs of gifted and talented students	
Grant and Contract Authority • The Secretary is authorized to make grants and enter into contracts with SEAs, LEAs, IHEs, other public and private agencies. If funds exceed $7.5 million for this program, the additional funds will be used to award grants to SEAs, LEAs, or both. Requires a National Center to be funded, which would be limited to no more than $2.25 million. • Equitable participation of private school students and teachers is required	
Part D – Education Innovation and Research	
Authorization of Appropriations Such sums as necessary through FY21	
Purpose To make grants to eligible entities by the Secretary for the development, implementation, replication, or scaling, and rigorous testing of entrepreneurial, evidence-based, field-initiated innovations to improve student achievement and attainment for high-need students, including early phase grants, mid-phase grants, and expansion grants	
Eligible Entities • LEA • SEA • Consortium of above • SEA or LEA in partnership with a nonprofit, small business, charter management organization, ESA, or IHE	
Rural Reservation: 25% of funds Matching Requirement: 10% except in exceptional circumstances	
Part E – Accelerated Learning	
Authorization of Appropriations	

Senate Bill **Every Child Achieves Act** (as passed by Senate)	**House Bill, H.R. 5** **Student Success Act** (as passed by House of Representatives)
Such sums as necessary through FY21	
Purpose Reauthorizes assistance for the Advanced Placement and International Baccalaureate programs, dual enrollment programs, and early college high school programs, including priority to cover associated fees	
Part F – Ready To Learn TV	
Authorization of Appropriations Such sums as necessary through FY21	
Purpose Reauthorizes grants by the Secretary for preschool and elementary educational video programming, and family educational television programming	
Part G – Innovative Technology	
Authorization of Appropriations Such sums as necessary through FY21	
Purpose To improve achievement, academic growth, and college and career readiness for all students, ensure access to personalized learning experiences, ensure educators and district leaders have knowledge and skills to use technology, ensure rural access, ensure access to online dual and concurrent enrollment opportunities, and ensure SEAs, LEAs, and schools have capacity, infrastructure, and support necessary.	
Allotment of Funds • 1.5% for national activities • ¾% for BIA • 1% for outlying areas • Remainder to SEAs based on Title I-A allocations • ½% for small state minimum Matching Funds for Non-Federal Sources • 10% which may be waived if undue financial hardship	

Senate Bill **Every Child Achieves Act** (as passed by Senate)	**House Bill, H.R. 5** **Student Success Act** (as passed by House of Representatives)
Within State Allocation • Not more than 10% reserved by SEA for state activities with 1% for state administration if subgrants awarded by formula based on Title I allocations (with a $20,000 minimum), and 3% if subgrants awarded competitively based on an appropriation of less than $300 million • Additional 1% state reservation if SEA forms state purchasing consortium and additional amounts with approval from LEAs receiving subgrants • 90% for subgrants to LEAs	
Priorities for Competitive Subgrants • LEAs with substantial need in acquiring and using technology based on technology readiness survey • Rural and remote schools, schools identified under sec. 1114, school with high percentage of low-income students based on census data, FRPL, TANF or Medicaid	
Local Allocation of Funds • Not less than 50% for professional development • Not less than 25% for technology acquisition • SEA approval to modify the percentage of funds • Blended learning projects allowable provided that a 10% non-federal match is contributed • Funds cannot be used for E-Rate eligible activities and acquisitions	
Part H – Literacy and Arts Education	
Authorization of Appropriations Such sums as necessary through FY21	
Purpose To provide competitive grants to eligible entities to promote arts education for	

Senate Bill **Every Child Achieves Act** (as passed by Senate)	**House Bill, H.R. 5** **Student Success Act** (as passed by House of Representatives)
disadvantaged and disabled students, and to promote literacy programs in low-income communities, including providing high-quality books.	
Eligible Entities • LEAs with 20% or more census poverty • A consortium of such LEAs • An eligible national nonprofit organization	
Part I – Early Learning Alignment and Improvement Grants	
Authorization of Appropriations Such sums as necessary through FY21	
Purpose To assist States to efficiently using existing Federal resources for high-quality early childhood education as determined by the State, coordinate existing funding streams and delivery models, and improve access for low-income children to high-quality early childhood education in order to enhance school readiness	
Eligible Child • A child less than 6 years of age, and • Whose family income does not exceed 200% of the poverty line, 85% of the State median income (with assets less than $1 million), or a State-determined threshold not exceeding any of the above	
Competitive Grants to States • Secretary reserves not less than 30% for States that propose to carry out the activities for eligible children living in rural areas. • Priority given to States using funds to focus on eligible children ages 3 and 4 with family incomes below 130% of the poverty line • 3 year grant duration • Limit of one grant per State except if State proposes carrying out activities in rural	

Senate Bill **Every Child Achieves Act** (as passed by Senate)	**House Bill, H.R. 5** **Student Success Act** (as passed by House of Representatives)
areas with the additional grants or if there are no other applicants. • Equitable distribution required • State must partner with an eligible partnership • 30% matching from Federal or non-Federal sources required for the first year and not less than 30% in year 2 and 3 • States required to prioritize parental choice of providers and evidence-based practices as permitted under State and local law	
Part J – Innovation Schools Demonstration Authority	
Purpose: To provide the flexibility, autonomy, and support for Innovation Schools	
Eligible Entity: LEAs Eligible SEA: An SEA that has adopted policy and procedures to allow for the development and approval of Innovation Schools	
Innovation School: A school developed for the purpose of enhancing student opportunity through educator and school autonomy and flexibility; involves broad-based collaboration from all stakeholders; ensures equitable access; operates with the same transparency and accountability as other schools in the LEA, and is not a magnet school.	
Authority: The Secretary is authorized to allow eligible SEAs to provide LEAs with flexibility agreements if the SEA demonstrates that flexibility is necessary successful operation and identifies the State and local rules that will be waived or not applied to innovation schools. [Not applicable to any provision of IDEA, Sec. 504, or civil rights laws]	
LEA Prioritization: SEAs will prioritize LEAs with high concentrations of low-income students, identified schools under Title I, and	

Senate Bill **Every Child Achieves Act** (as passed by Senate)	**House Bill, H.R. 5** **Student Success Act** (as passed by House of Representatives)
ensure geographic diversity among urban, suburban, and rural areas.	
Other Requirements: • Majority of the school's administrators must request the designation • At least two-thirds of the school's employees must vote in a secret ballot to approve the innovation school plan • Application must describe the regulatory and policy provisions to be waived • Not more than 5% of the school teachers may not meet the state licensure and certification requirements at any one time, and must meet the requirements within three years • Nothing construed to affect employee rights, remedies, procedures or agreements • Flexibility authority may be awarded to SEAs for 5 years with one 2 year renewal • LEA flexibility agreements may not exceed 5 years	
Part K – Full Service Community Schools	
Purpose: The Secretary awards grants to improve student development and learning by providing supports and services to help students successfully graduate college and career-ready, and integrate and coordinate community services for students, families and other members of the community	
Eligible Entities: A consortium of 1 or more LEAs with 1 or more CBOs, nonprofit, or other public or private entities	
Types of Grants: • Local Programs that provide at least 3 existing qualified services and 2 additional services in at least 2 schools in a comprehensive coordinated continuum [Priority provided to programs serving at	

Senate Bill **Every Child Achieves Act** (as passed by Senate)	**House Bill, H.R. 5** **Student Success Act** (as passed by House of Representatives)
least two full service schools and are connected to a consortium with a record of effectiveness or broad representation of stakeholders • State Grants that provide a results and indicators framework and provide technical assistance and training	
Allotment of Funds: • 85% for Local Grants • 10% for State Grants • 5% for Department technical assistance and evaluation Minimum Grant: $75,000 for Local Grants and $500,00 for State Grants Duration of Grant: 5 years (Local Grants may be renewed)	
Other Requirements • Traditional supplement not supplant requirement • Matching funds required and may use sliding scale but may not exceed the amount of the grant	
Part L – Promise Neighborhoods	
Purpose: To provide competitive grants to improve the academic and developmental outcomes for children living in distressed communities and provide access to community-based continuum of services	
Reservation of Funds: Not less than 20% reserved for rural areas	
Duration: 5 years with renewal for up to 5 years Matching: Not less than 100% matching funds from federal, state, local and private sources	
Eligible Entities: • Institution of higher education • Indian tribe or organization	

Senate Bill **Every Child Achieves Act** (as passed by Senate)	**House Bill, H.R. 5** **Student Success Act** (as passed by House of Representatives)
• One or more nonprofit entities working in formal partnership with an LEA, an IHE, a local government, or Indian tribe [Memorandum of understanding required]	
Other Requirements: • Not less than 50% of grant funds used for planning in first two years • Operational flexibility for school • Limits on use of ECE assessment for other than instruction	
(see Title IV- Part E: Family Engagement in Education	**Title III, Part A, Subpart 3** **Statewide Family Engagement Centers** National grants to statewide organizations and consortia of not less than $500,000
Title VI **State Innovation and Flexibility** (Grants for State Assessment moved from Title VI, Part A to Title I, Part B)	
<u>Part A - Subpart 1: Transferability of Funds</u> States and LEAs prohibited from transferring funds out of Title I and III • Eliminates the 50% transferability limitation for State-level activities and applies provision to Title II-A, IV-A and V-G (Technology) • Removes 50% limitation for State-level activities for transfers into Title I • Eliminates the 50% and 30% limitations for local transfers and applies provision to Title II-A, IV-A, and V-G (Technology) • Removes limitation reference for local transfers into Title I	No applicable provision
<u>Subpart 2 - Weighted Student Funding Flexibility Pilot Program</u>	No applicable program
<u>Purpose</u>: To provide LEAs in a competitive pilot program the flexibility to consolidate federal (ESEA I, II, III, and IV), state and local funding in order to create a single	

Senate Bill **Every Child Achieves Act** (as passed by Senate)	**House Bill, H.R. 5** **Student Success Act** (as passed by House of Representatives)
funding system based on a weighted student formula	
Selection of LEAs: Secretary selects up to 25 LEAs based on competitive applications for flexibility agreements that will allot funds to schools based on a weighted formula for low-income and other disadvantaged students	
Requirements: • Describe the amount and percentage of funds to be allocated through the weighted system [must be a significant amount] • Include per pupil expenditures including actual personnel and non-personnel expenditures without salary differentials • The per pupil amount of federal funds by program received by each school in the preceding year • Describe how the system will ensure that federal funds will continue to meet the purposes of each federal program including low-income, EL, migrant and neglected and delinquent students • Describe how the system will improve the academic achievement of low income, lowest achieving, ELs and students with disabilities • Use weights that provide significantly more funds for low income and EL students than others • Ensure that high poverty schools receive at least as much total per pupil allocations for low income and EL students as in the preceding year • Allocate at least 65% of funds to schools • Charge the actual personnel expenditures to each school after allocating the weighted formula funding	
Duration: 2 years Renewal: 3 years	

Senate Bill **Every Child Achieves Act** (as passed by Senate)	**House Bill, H.R. 5** **Student Success Act** (as passed by House of Representatives)
Title VI, Part B, Rural Schools Program • Such sums as necessary through FY21	**Title I, Part A, Subpart 5** **Rural Schools Program** • Authorized at a 0.6% reservation from the Title I appropriation for the Rural School Achievement Program
Title VII **Indian, Native Hawaiian, Native Alaskan Education Programs** Such sums as necessary through FY21 for: • Part A-1 --Indian Education Formula Grants • Part A-2 & 3 -- Special Projects and National Activities • Part B --Native Hawaiian Education • Part C --Alaska Native Education • Part D -- Native American and Alaska Native Language Immersion Program	**ESEA Title V – Indian and Native Education** Title V – Indian and Native Education through FY19 • $105.9 million for Indian Education LEA Formula Grants • $ 24.9 million for Special Projects and Professional Development • $ 33.2 million for Alaska Native Education • $ 34.2 million for Native Hawaiian Education
Title VIII -- Impact Aid Such sums as necessary through FY21 for: • "Section 2" • Basic Payments • Children with Disabilities • Construction • Facilities Maintenance	**Impact Aid** Title IV -- Impact Aid annually through FY19 • $66.8 million for previous Section 2 • $1.15 billion for Basic Payments • $48.3 million for children with disabilities • $17. million for construction • $4.84 million for facilities maintenance
Title IX -- ESEA General Provisions	**ESEA Title VI – General Provisions**
Part A – Definitions • Adds a number of new definitions including multi-tiered systems of support, professional development, school leader,	*Part A – Definitions* • Adds a number of new definitions
	<u>Direct Student Services</u> Public school choice or high-quality tutoring to increase academic achievement

Senate Bill **Every Child Achieves Act** (as passed by Senate)	**House Bill, H.R. 5** **Student Success Act** (as passed by House of Representatives)
	English Learner Same as previous definition of Limited English Proficient student
Evidenced-Based Defined as an activity that demonstrates statistically significant effect on outcomes by: - Strong evidence from at least one well-designed experimental study; - Moderate evidence from at least one well-designed quasi-experimental study; - Promising evidence from at least one well-designed correlational study with statistical controls for selection bias, Or - a rationale based on high-quality research findings that would likely improve outcomes **For Title I Part A programs, the strong evidence or moderate evidence criteria above is a requirement**	
Graduation Rate (references current federal regulations)	Graduation Rate Means the adjusted cohort graduation rate Four-Year Adjusted Cohort Graduation Rate The denominator is the number of students who form the original cohort of entering first time 9th grade students, adjusted by those that entered or left the cohort, and the numerator is the number of students in the cohort earning a regular high school diploma Extended-Year Adjusted Cohort Graduation Rate The number of students entering at the entry grade, adjusted by those that entered or left the cohort, and earned a high school diploma one or more years beyond the fourth year of high school or a summer session following the additional year
(see Sec. 10201 that other references to "highly qualified" in other federal laws will be to the NCLB definition)	Highly Qualified Teacher Repeals the HQT definition

Senate Bill **Every Child Achieves Act** (as passed by Senate)	**House Bill, H.R. 5** **Student Success Act** (as passed by House of Representatives)
	Also repeals the IDEA Sec. 602(10) definition of a highly qualified special education teachers <u>High Quality Academic Tutoring</u> New definition similar to SES with LEA and non-governmental provider approved by the state and selected by the parent
	<u>Professional Development</u> Sets out a multi-page definition of professional development
<u>Core Academic Subjects</u> **Adds to current 11 federally-defined core subjects: writing, technology, engineering, computer science, music, physical education, career and technical education, and any other subject determined by SEAs or LEAs**	No applicable provision
	<u>Regular High School Diploma</u> The standard high school diploma awarded to the preponderance of students that is aligned to state standards, or a higher diploma. Does not include a GED or other equivalent, certificate of attendance, or lesser diploma. Provides exception for students with significant cognitive disabilities assessed with an alternate assessment aligned to alternate standards and receiving a standard diploma or a State-defined alternate diploma within the time period allowed under IDEA to be counted as graduating with a regular diploma for ESEA purposes.
	Parts B & C *Flexibility in the Use of Administrative and Other Funds* • Consolidated State Plans and Local Plans continue to be allowed
<u>Sec. 9401 – Waivers</u> Revises state and local waiver authority • Removes LEAs from authority to submit waiver requests directly to the Secretary and requires submission to SEA which	*Part D – Waivers* Reauthorizes state and local waiver authority • Requires waiver approval within 60 days and may be approved without peer review

Senate Bill **Every Child Achieves Act** (as passed by Senate)	**House Bill, H.R. 5** **Student Success Act** (as passed by House of Representatives)
may then submit the request to the Secretary • Requires a waiver implementation plan, monitoring, evaluation • Removes requirements relating to increasing instructional quality and improving students achievement, as well as measurable goals • Secretary shall approve a waiver request within 60 days unless it does not meet requirements or waives an inapplicable provision • Opportunities to revise and resubmit waiver request is required • Maintains all current waiver prohibitions • Prohibits the Secretary from placing any requirements on the requesting applicant as a condition of approval or disapproval for conditions outside the scope of the waiver request • Any condition or requirement in a waiver agreement after September 2011 and enactment is void if the condition or requirement is not otherwise required under the Act	• Peer review must be used before any disapproval • Approval within 60 days is required if requirements are met and with deference to state and local judgment during review unless there is no reasonable evidence of enhanced student achievement or does not provide for an adequate evaluation • Opportunities to revise and resubmit waiver request is required • Maintains current waiver prohibitions except repeal of maintenance of effort • Prohibits the Secretary from adding further requirements in order to receive a waiver, including criterion regarding standards, assessments, accountability, or staff evaluations
General Provisions Remaining provisions of Title IX mostly unchanged unless noted	*Part E – Uniform Provisions*
<u>Title IX, Part G – Approval and Disapproval of State and Local Plans (Sec. 9701-9702)</u> State Plans deemed to be approved by the Secretary unless a written determination of disapproval within 90 days due to non-compliance or a substantial body of research clearly demonstrating that requirements are not met or the likelihood of ineffectiveness or	

Senate Bill **Every Child Achieves Act** (as passed by Senate)	**House Bill, H.R. 5** **Student Success Act** (as passed by House of Representatives)
inappropriateness for the intended purpose; and provide an opportunity for hearing LEA Plans deemed approved by the SEA unless a written determination of non-compliance within 90 days or a substantial body of research clearly demonstrating that requirements are not met or the likelihood of ineffectiveness or inappropriateness for the intended purpose; and provide an opportunity for a hearing	
Revises current Maintenance of Effort Requirements to allow a one-year noncompliance with the 90% MOE requirement without consequences, if only occurs once in previous five years	Repeals Maintenance of Effort Requirements
Private School Provisions Makes minimal changes to Consultation provisions and provider of services options	Subpart 1 -- Private School Provisions • **Requires obligation of funds and carryover of unused funds** • Add new documentation requirements and affirmation of consultation from Title I • **Authorizes the SEA to provide services directly or through contract including if an LEA has more than 10,000 low-income children in private schools in a participating school attendance area that are not being served or 90% of the eligible private school students in a participating attendance area are not being served** • Shortens the period for the Secretary to resolve complaints

Senate Bill **Every Child Achieves Act** (as passed by Senate)	**House Bill, H.R. 5** **Student Success Act** (as passed by House of Representatives)
• Federal Mandates, Direction or Control (including any requirement conditioned on adopting the Common Core or other common academic standards) • School Building Standards • Revises Federally Sponsored Testing provision • Revises Limitations on National Testing of Teachers	SUBPART 2 – PROHIBITIONS • Federal Mandates, Direction or Control (including any requirement relating to the Common Core or other common academic standards) • School Building Standards • Federally Sponsored Testing • Limitations on National Testing or Teacher Certification • Various Limitations on Use of Funds • Prohibition on Requiring State Program Participation and inapplicability of requirements • Prohibits the Secretary from exercising governance and budgeting requirements unless explicitly authorized in the Act, issuing regulations without consulting and fairly addressing local stakeholder concerns, or denying the right to object to administrative requirements including burdens and costs • States cannot be prohibited from withdrawing from Common Core or other standards, and prohibits any action against a State exercising this authority, either directly or indirectly or through federal grants, contracts or waivers
OTHER PROVISIONS • Makes technical revision to Armed Forces recruiting • SEA must consult with the governor and allow for 30 days to sign a Title I or II State Plan • Local Governance Rule of Construction: Nothing to be construed to allow the	SUBPART 3 – OTHER PROVISIONS • Armed Forces Recruitment Access • Rulemaking Limits • Peer Review Requirements • Parent Consent would trigger withdrawal from Title III-B programs upon written notice

Senate Bill **Every Child Achieves Act** (as passed by Senate)	**House Bill, H.R. 5** **Student Success Act** (as passed by House of Representatives)
Secretary to exercise governance authority over school administration, including budgets, or issue any regulation without complying with the Administrative Procedures Act, or issue any non-regulatory guidance without considering input from stakeholders to the extent feasible. • Travel to and from School: Nothing construed to allow the Secretary to prohibit a child from traveling to and from school with parent permission on foot, by bike, car or bus, or subject the parent to governmental action for allow travel in an age appropriate manner as determined by the parent [State and local law may not be preempted] • States, SEAs and LEAs shall have laws, regulations, or policies prohibiting anyone from assisting an individual secure another job if knowingly or with reckless disregard of information that the individual engaged in sexual misconduct with a minor in violation of law	
Miscellaneous • Upon enactment, any reference to the term highly qualified shall be treated as a reference to NCLB • Report by Secretary on addressing IG findings relating to charter school oversight • Report by Secretary on increasing the effectiveness of existing programs and services to benefit children • Report on Reduction of Dropouts as a result of the Title I requirement to identify at risk middle and high school students and facilitate effective transitions • Report on the Level of Education provide in Native American Languages	

Senate Bill **Every Child Achieves Act** (as passed by Senate)	**House Bill, H.R. 5** **Student Success Act** (as passed by House of Representatives)
No applicable provision	Protection from Abortion Providers ESEA funds may not be used by an SEA or LEA under an agreement with a school-based health center providing health services to students unless the agency certifies that abortions are not performed by the center and abortion-related materials, referrals, or directions are not provided to any student. Non-abortion health services are allowed for pregnant students.
Reduction in Education Department. Requires the Education Department to identified and report on employees in programs that have been eliminated or consolidated, and report to Congress including how the report findings will be addressed.	Reduction in Education Department. Requires staff reductions in Education Department in accordance with programs that have been eliminated or consolidated within one year. Reduction in Federal Spending Requires the director of the Institute for Education Science to contract with an economist on government efficiency and issue a report on cost savings by reduction of federal requirements under this Act, the need for federal funds, and funding amounts and reduced number of employees resulting from H.R. 5 Sense of the Congress on Student Data Privacy Establishes a Sense of the Congress that the Secretary of Education should review all regulations to ensure that student privacy is protected
No applicable provision	Restoration of State Sovereignty over Public Education Prohibits enforcement of any ESEA requirements unless the State Legislature by law expressly approves the program and affirmatively agrees to the terms and conditions. Any funds not accepted are not reallocated and are used for deficit reduction
Evaluations	Part F – Evaluations

Senate Bill **Every Child Achieves Act** (as passed by Senate)	**House Bill, H.R. 5** **Student Success Act** (as passed by House of Representatives)
Authorizes Secretary to reserve 0.5% of each categorical program for evaluations unless otherwise specified in the Act (not applicable to Title I)	Authorizes Secretary to reserve 0.5% of each categorical program for evaluation unless otherwise specified in the Act (not applicable to Title I)
McKinney-Vento **Homeless Assistance Act** Minimal amendments and authorization of appropriations at such sums as necessary annually through FY21	**McKinney-Vento** **Homeless Assistance Act** Amendments and an authorization of appropriations at $65 million annually through FY19
<u>Sense of Congress</u> to provide a posthumous pardon to Jack Johnson	**Title VIII** **Sense of Congress** Establishes the Sense of the Congress that employee confidentiality agreements involving sexual abuse should be prohibited, the practice of transferring employees after suspected or proven sexual misconduct should be stopped and States should require information to be provided to law enforcement.
	Title IX **Schools of the Future**
	<u>Grants to Eligible Partnerships</u> Authorizes competitive grants awarded by the Secretary for eligible partnerships to improve digital learning and technology, particularly in rural communities
	<u>Eligible Partnerships:</u> Includes: 1) a school partner, defined as an LEA, charter school network, a consortium of schools, an educational service agency, and a consortium of the above, 2) a digital learning partner, defined as an organization with expertise in technology or digital learning practices, and 3) an evaluation partner. A School Partner must be the fiscal agent for the grant.
	<u>Duration:</u> Not less than 3 years or more than five years

Senate Bill Every Child Achieves Act (as passed by Senate)	House Bill, H.R. 5 Student Success Act (as passed by House of Representatives)
	Selection Criteria: Requires no less than 50 percent of funds be awarded to partnerships in which all schools are within rural locale codes
	Use of Funds: Funds may be used to support technology-based learning practices, strategies, tools and courses, including: personalized instruction, software, games and other tools, computer-based tutoring systems, smartphone and tablet applications, web-based resources, professional development, online courses, and project-based learning. Hardware and software purchases are limited to 50% of the grant funds.
	Supplement not supplant required.
Title X – Part C: American Dream Accounts Program: To establish a pilot program and grants for 10 eligible entities to establish American Dream Accounts for a group of low income students. A personal online account that monitors higher education readiness and includes a college savings account. Eligible Entity: • SEA • LEA • IHE or tribal college • Charter management • Nonprofit entity • Entity with demonstrated experience in college savings accounts • Consortium or above Other Provisions • Duration: 2 years • Service Population: At least 30 low income students • College Savings Account will not affect eligibility for student financial aid	

Council of the Great City Schools®
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February 26, 2015

U.S. House of Representatives
Washington D.C. 20515

Dear Representative:

The Council of the Great City Schools, the coalition of the nation's largest central city school districts, opposes the pending Elementary and Secondary Education Act (ESEA) reauthorization bill, H.R. 5.

Although the Committee made an effort to streamline and simplify this overly prescriptive federal statute, H.R. 5 contains numerous financial provisions that adversely impact the Great City Schools and the disadvantaged students nationwide who rely on these critical programs.

The Council would prefer to be supporting recommendations for improving ESEA rather than opposing the bill outright. We would much rather be suggesting ways to establish minimum federal parameters around state accountability systems or strengthening program planning and management of the Title I program instead of standing against this measure. In fact, we believe there are areas in ESEA that could be pared back beyond what is in the pending bill.

Yet, there is an essential set of ESEA fiscal requirements that separately and together help ensure the integrity and "value-added" benefits of funds generated by specific groups of high-need students that the current bill undermines. For instance, eliminating maintenance of effort requirements would allow states to cut their own state education expenditures without creating a federal compliance violation. In effect, ESEA funds could become merely an offset against reductions in state school aid without providing the additional benefits that federal education aid is designed to provide. There is ample historic precedent to support this concern and the retention of supplement not supplant provisions will not cure the damage from eliminating maintenance of effort.

In addition, the essential targeting of funds to concentrations of high-need students under ESEA is fundamentally eroded in H.R. 5. The Title I portability provision could aggregate poverty-weighted Title I allocations allotted to individual school districts, and then redistribute those funds through a uniform, unweighted per-pupil allocation across each state. Districts with high concentrations of poverty would have their funds redistributed to lower-poverty communities. In fact, there would no longer be Title I schools as we know them, since any school with one or more low-income students would receive the same Title I per-pupil allocation as schools with the greatest concentration of poor students. The result would be a dilution of scarce federal funds and the inability of schools to provide programs of sufficient size and scope to produce results. Ironically, this is the antithesis of local control of Title I funds.

Other provisions in H.R. 5 also skew the benefits of ESEA funds away from students who generated the federal allocations in the first place. For example, programs for migrant students, neglected and delinquent students and English learners would no longer have separate funding authorizations, and would become set-asides under a quasi-consolidated Title I program. Of even greater concern, the "alternative use" authority in section 1002 would allow funds generated by one group of students to be spent on another. For example, funds generated by English learners (currently ESEA Title III) could be used for activities unrelated to meeting their educational needs. In the same manner, H.R. 5 would allow Title I funds generated by disadvantaged students to be spent on general schoolwide activities for all students by eliminating the 40 percent poverty threshold for Title I schoolwide activities, a proposal that exacerbates the problems with the portability provision.

H.R. 5 also reduces local school district formula aid by over three-quarters of a billion dollars annually by increasing the state Title I set-aside for school improvement/direct services grants by 150 percent. And, the Council cannot support a $2 billion block grant controlled by state departments of education in Title III-B, providing nearly unfettered discretion to states over how these funds will be used and which schools and districts will receive more than a token amount of funds.

Further, H.R. 5 establishes a virtual freeze on ESEA program funding for the remainder of the decade and beyond. Service levels for high-needs students would deteriorate over time and risk the widening of an already cavernous achievement gap. ESEA program funding has virtually no impact on the nation's long-term structural budget problems, but could provide a real opportunity to solve it.

Additionally, H.R. 5 creates the unusual procedural hurdle of requiring each State legislature to affirmatively accept ESEA grant awards and the conditions accompanying those funds awarded to state and local educational agencies. This provision invites controversy and establishes an unnecessary barrier to the timely receipt and use of critical ESEA funds by the nation's schools.

Finally, the Council opposes any amendment that would replace the annual grade-by-grade testing in current law. Annual statewide assessments of students are critical to our ability to monitor student progress and close achievement gaps. The Council, therefore, opposes the Goodlatte amendment to supersede state assessments with a variety of local assessments, which would inhibit important district-to-district comparisons of student and subgroup achievement, and contribute to the redundant and poorly aligned local testing that has been highlighted in virtually every review of the over-testing problem nationwide.

The effect of these financial and other proposals justifies the Council's opposition to passage of H.R. 5 in its current form.

Sincerely,

Michael Casserly
Executive Director

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July 16, 2015

The Honorable Lamar Alexander
Chairman, Senate HELP Committee
U.S. Senate
Washington, DC 20510

The Honorable Patty Murray
Ranking Senator, Senate HELP Committee
U.S. Senate
Washington, DC 20510

Dear Chairman Alexander and Senator Murray:

The Council of the Great City Schools, the coalition of the nation's largest central city school districts, writes to offer our tempered support for the pending Elementary and Secondary Education Act (ESEA) reauthorization bill, S. 1177, but remains profoundly concerned about a number of substantive provisions.

The bill properly removes harmful fiscal provisions from earlier drafts, such as funding portability and the freezing of authorization levels. The bill also eliminates a number of unnecessary and unproductive requirements from the current ESEA statute, including the Adequate Yearly Progress-based (AYP) accountability system, the rigid multi-tiered school improvement sanctions, and many of the required "set-asides" contained in No Child Left Behind Act (NCLB). The Council also concurs in continuing the current Title I comparability provisions without change. Finally, the Council expects that the "state-designed differentiated accountability system" under the Committee bill could be less mechanistic than the NCLB system.

At the same time, the Council does not support the change to the Title I funding formula in the pending bill, which ultimately will reduce future funding levels from what they would otherwise be for some 70 percent of the nation's school districts, including many of the Great City Schools. Ironically, only 2,300 school districts nationwide actually benefit from the Title I formula change that was approved by the Senate. This narrowing of financial benefits under the landmark ESEA Title I program is bad policy and would be financially harmful to most of the school districts in the nation.

In addition, the Council remains concerned that the bill still contains troubling provisions from the initial draft, including allowing a one-year grace period for reducing state "maintenance of effort"; creating a large loophole in Title I supplement-not-supplant requirements; and allowing schools with small percentages of poor students to spend Title I funds on non-disadvantaged students under an expanded "schoolwide Title I program." And, there remains no guarantee under a new state-designed accountability system that achievement gaps and ongoing

underperformance among traditional at-risk students would receive the same level of attention as now occurs under current law.

The bill also includes many unnecessary new provisions and multiple new requirements -- some that exceed current NCLB language—that should be reversed as the bill moves to conference committee. These new requirements include expansions of state and local Title I plans, increased funding for private school services and charter schools, more prescriptive within-district Title I allocation rules, and multiple new reporting requirements. The new bill also adds multiple new provisions and requirements to Title III. And, the pending bill could complicate and narrow the range of allowable activities in Title I schools and restrict Title II expenditures for class-size reduction.

In the Council's opinion, the bill requires too many of the wrong things and omits other important requirements that would ensure ESEA's benefits reach the disadvantaged students that the statute was designed to serve. The numerous and immaterial testing provisions do little to improve the coherence and quality of assessments, but speak more to alleviating political pressure. In particular, the bill needs a more effective link between accountability and improvement measures for Title I schools and at-risk students. In contrast, the Council proposed more state attention to a small percentage of persistently low-performing schools and local attention to narrowing subgroup achievement gaps – a better proposal than either the pending bill or any proposed floor amendment.

The Council concurs that an up-to-date ESEA statute would be preferable to the endless reliance on administrative waivers. The newly-adopted ESEA requirements in the pending bill, however, will redirect local attention, funding, and staffing away from a focus on better instruction. The Council hopes that the conference committee will improve many of the provisions causing concerns.

Sincerely,

Michael Casserly
Executive Director

DRAFT Talking Points – Title I Formula Amendment in the U.S. Senate

- **The purpose of Title I funding is to provide supplemental assistance to help school districts with the cost of educating each poor student**
    - The two major factors in the Title I formula are the number of children living in poverty in each district and each State's Average Per Pupil Expenditure (APPE, or Expenditure)

- **The amendment eliminates the use of State APPE or any "cost of education" factor in the distribution of federal Title I funds, reducing funding in States with higher per-pupil costs**
    - Eliminating State APPE ignores the fact that wages, goods and services, operations, facilities, and cost of living in some areas of the country result in a higher cost for educating students

- **The amendment eliminates the "Effort" factor and increases scarce federal funding for States making low financial investment in education, thereby rewarding those with a track record of underinvestment in education**
    - The Effort factor is a ratio comparing an individual State's spending on education with the State's average per capita income
    - The Effort factor was included to benefit States that had relatively high levels of spending for public K-12 education *relative to* their income levels
    - By eliminating the Effort factor, the amendment ignores the availability of sufficient State financial resources or income and each State's relative "ability to pay" for education

- **States that have low spending on education, that have low incomes, or are in low-cost areas are assisted by factors in the existing formula under current law:**
    - PER-PUPIL EXPENDITURE: The Expenditure factor lifts low-spending states up to 80% - 85% of the national average per pupil amount (depending on the formula used), even when the State is spending less
    - EFFORT: The Effort factor doesn't simply look at how much a State is spending on education, it looks at how much the state is spending on education ***in relation to*** a three-year average of income levels in the State
    - EFFORT: The Effort factor lifts low-effort states up to 95% of the national average when the ratio of per-pupil spending to per capita income is too low.
    - POVERTY: There is no geographic cost of living adjustment (other than for Hawaii and Alaska) for the income thresholds determining which children are from poor families, benefitting States with lower costs and disadvantaging States in higher cost areas.

- **The amendment narrows the distribution of all funding for Title I into a single, modified EFIG formula that emphasizes one funding factor – and eliminates others – in order to disproportionately benefit a specific group of States**

- This approach eliminates the balance that currently exists when the Title I appropriation is distributed through the four formulas that include multiple factors
- Each of the four current formulas has a distinct pattern of allocations among regions, states, and local educational agencies (LEAs)
- The current mix of formulas balances aid for the education of disadvantaged children among different parts of the nation
- This proposal would severely upset that balance, favoring only that part of the nation that benefits most from a modified version of the EFIG formula

- **The amendment's removal of the "Effort" factor disrupts the balance that exists between "Effort" and "Equity" within the current EFIG formula**
  - The "Effort" factor was always intended to be a companion to the "Equity" factor, to avoid the possibility of simply rewarding states where spending is "equalized" at a very low level
  - The amendment's removal of both the "Effort" and "Expenditure" factors while preserving the "Equity" factor will reward states that fund all school districts with a low but "equitable" amount of K-12 education funds

- **The amendment distributes the entire national appropriation for Title I through a modified EFIG formula, amplifying the importance of the "Equity" factor despite the factor's limitations**
  - A number of the nation's highest poverty LEAs are located in States that do not fare well under the EFIG definition of "equity" and will be harmed financially by their State's lack of an "equitable" state school finance program, through no fault of their own
  - The standard of equity embodied in the EFIG's formula's "Equity" factor is only one of several alternative measures used in school finance studies, and different equity measures lead to substantial differences in the categorization of states as "equitable" or "inequitable."
  - The "Equity" factor takes into account only one (i.e. children in poor families) of the many groups of high-need and high-cost students (e.g., students with disabilities, English language learners, etc.)
  - The "Equity" factor also fails to take into account the large differences in the costs of providing public K-12 education among different LEAs in each state

- **The amendment eliminates ESEA's original objective of targeting Title I funds to individual school districts based on their share of nationwide poverty concentrations**
  - The EFIG formula first calculates funding to States based on their overall poverty counts relative to other States, ignoring large and growing poverty concentrations in certain school districts within the State
  - This approach differs from the other three Title I formulas, which fund school districts first based on their share of the national poverty levels, and calculates a State total once all of the individual district totals have been determined

- **The amendment could result in sizable shifts in district funding levels from year-to-year as a result of hold-harmless requirements**
    - Under the EFIG formula, the funds needed to provide "hold harmless" amounts for LEAs can only be taken from within each State's allocation, rather than the larger national pool of funds
    - The result may be significant changes in funding levels for school districts from one year to the next, even when Title I funding is flat
    - Each year, schools districts within each State will be diverting funds from or donating funds to their neighboring districts

- **When a State needs more Title I funds:**
    - State legislatures and governors should increase state funding for education, which under current law, would increase a State's Title I allocation because of the benefits of the "Expenditure" and "Effort" factors
    - Senators should work to increase the appropriations for Title I, which are currently below their FY 2009 funding levels

Senate Vote on Burr Amendment 2247 (as modified)

Grouped By Vote Position

YEAs ---59

Alexander (R-TN)
Ayotte (R-NH)
Barrasso (R-WY)
Bennet (D-CO)
Blunt (R-MO)
Boozman (R-AR)
Boxer (D-CA)
Burr (R-NC)
Cantwell (D-WA)
Coats (R-IN)
Cochran (R-MS)
Collins (R-ME)
Corker (R-TN)
Cornyn (R-TX)
Cotton (R-AR)
Crapo (R-ID)
Cruz (R-TX)
Daines (R-MT)
Donnelly (D-IN)
Enzi (R-WY)
Ernst (R-IA)
Feinstein (D-CA)
Flake (R-AZ)
Franken (D-MN)
Gardner (R-CO)
Grassley (R-IA)
Hatch (R-UT)
Heitkamp (D-ND)
Heller (R-NV)
Hoeven (R-ND)
Inhofe (R-OK)
Isakson (R-GA)
King (I-ME)
Klobuchar (D-MN)
Lankford (R-OK)
McCain (R-AZ)
McCaskill (D-MO)
McConnell (R-KY)
Merkley (D-OR)
Moran (R-KS)
Murkowski (R-AK)
Murray (D-WA)
Paul (R-KY)
Perdue (R-GA)
Risch (R-ID)
Roberts (R-KS)
Rounds (R-SD)
Rubio (R-FL)
Scott (R-SC)
Sessions (R-AL)
Shaheen (D-NH)
Shelby (R-AL)
Sullivan (R-AK)
Tester (D-MT)
Thune (R-SD)
Tillis (R-NC)
Udall (D-NM)
Wicker (R-MS)
Wyden (D-OR)

NAYs ---39

Baldwin (D-WI)
Blumenthal (D-CT)
Booker (D-NJ)
Brown (D-OH)
Capito (R-WV)
Cardin (D-MD)
Carper (D-DE)
Casey (D-PA)
Cassidy (R-LA)
Coons (D-DE)
Durbin (D-IL)
Fischer (R-NE)
Gillibrand (D-NY)
Heinrich (D-NM)
Hirono (D-HI)
Johnson (R-WI)
Kaine (D-VA)
Kirk (R-IL)
Leahy (D-VT)
Lee (R-UT)
Manchin (D-WV)
Markey (D-MA)
Menendez (D-NJ)
Mikulski (D-MD)
Murphy (D-CT)
Peters (D-MI)
Portman (R-OH)
Reed (D-RI)
Reid (D-NV)
Sanders (I-VT)
Sasse (R-NE)
Schatz (D-HI)
Schumer (D-NY)
Stabenow (D-MI)
Toomey (R-PA)
Vitter (R-LA)
Warner (D-VA)
Warren (D-MA)
Whitehouse (D-RI)

Not Voting - 2

Graham (R-SC)
Nelson (D-FL)

Grouped by Home State

Alabama:	Sessions (R-AL), **Yea**	Shelby (R-AL)**, Yea**
Alaska:	Murkowski (R-AK), **Yea**	Sullivan (R-AK), **Yea**
Arizona:	Flake (R-AZ), **Yea**	McCain (R-AZ), **Yea**
Arkansas:	Boozman (R-AR), **Yea**	Cotton (R-AR), **Yea**
California:	Boxer (D-CA), **Yea**	Feinstein (D-CA), **Yea**
Colorado:	Bennet (D-CO), **Yea**	Gardner (R-CO), **Yea**
Connecticut:	Blumenthal (D-CT), **Nay**	Murphy (D-CT), **Nay**
Delaware:	Carper (D-DE), **Nay**	Coons (D-DE), **Nay**
Florida:	Nelson (D-FL), **Not Voting**	Rubio (R-FL), **Yea**
Georgia:	Isakson (R-GA), **Yea**	Perdue (R-GA), **Yea**
Hawaii:	Hirono (D-HI), **Nay**	Schatz (D-HI), **Nay**
Idaho:	Crapo (R-ID), **Yea**	Risch (R-ID), **Yea**
Illinois:	Durbin (D-IL), **Nay**	Kirk (R-IL), **Nay**
Indiana:	Coats (R-IN), **Yea**	Donnelly (D-IN), **Yea**
Iowa:	Ernst (R-IA), **Yea**	Grassley (R-IA), **Yea**
Kansas:	Moran (R-KS), **Yea**	Roberts (R-KS), **Yea**
Kentucky:	McConnell (R-KY), **Yea**	Paul (R-KY), **Yea**
Louisiana:	Cassidy (R-LA), **Nay**	Vitter (R-LA), **Nay**
Maine:	Collins (R-ME), **Yea**	King (I-ME), **Yea**
Maryland:	Cardin (D-MD), **Nay**	Mikulski (D-MD), **Nay**
Massachusetts:	Markey (D-MA), **Nay**	Warren (D-MA), **Nay**
Michigan:	Peters (D-MI), **Nay**	Stabenow (D-MI), **Nay**
Minnesota:	Franken (D-MN), **Yea**	Klobuchar (D-MN), **Yea**
Mississippi:	Cochran (R-MS), **Yea**	Wicker (R-MS), **Yea**
Missouri:	Blunt (R-MO), **Yea**	McCaskill (D-MO), **Yea**
Montana:	Daines (R-MT), **Yea**	Tester (D-MT), **Yea**
Nebraska:	Fischer (R-NE), **Nay**	Sasse (R-NE), **Nay**
Nevada:	Heller (R-NV), **Yea**	Reid (D-NV), **Nay**
New Hampshire:	Ayotte (R-NH), **Yea**	Shaheen (D-NH), **Yea**
New Jersey:	Booker (D-NJ), **Nay**	Menendez (D-NJ), **Nay**
New Mexico:	Heinrich (D-NM), **Nay**	Udall (D-NM), **Yea**
New York:	Gillibrand (D-NY), **Nay**	Schumer (D-NY), **Nay**
North Carolina:	Burr (R-NC), **Yea**	Tillis (R-NC), **Yea**
North Dakota:	Heitkamp (D-ND), **Yea**	Hoeven (R-ND), **Yea**
Ohio:	Brown (D-OH), **Nay**	Portman (R-OH), **Nay**
Oklahoma:	Inhofe (R-OK), **Yea**	Lankford (R-OK), **Yea**
Oregon:	Merkley (D-OR), **Yea**	Wyden (D-OR), **Yea**
Pennsylvania:	Casey (D-PA), **Nay**	Toomey (R-PA), **Nay**
Rhode Island:	Reed (D-RI), **Nay**	Whitehouse (D-RI), **Nay**
South Carolina:	Graham (R-SC), **Not Voting**	Scott (R-SC), **Yea**
South Dakota:	Rounds (R-SD), **Yea**	Thune (R-SD), **Yea**
Tennessee:	Alexander (R-TN), **Yea**	Corker (R-TN), **Yea**
Texas:	Cornyn (R-TX), **Yea**	Cruz (R-TX), **Yea**
Utah:	Hatch (R-UT), **Yea**	Lee (R-UT), **Nay**
Vermont:	Leahy (D-VT), **Nay**	Sanders (I-VT), **Nay**
Virginia:	Kaine (D-VA), **Nay**	Warner (D-VA), **Nay**
Washington:	Cantwell (D-WA), **Yea**	Murray (D-WA), **Yea**
West Virginia:	Capito (R-WV), **Nay**	Manchin (D-WV), **Nay**
Wisconsin:	Baldwin (D-WI), **Nay**	Johnson (R-WI), **Nay**
Wyoming:	Barrasso (R-WY), **Yea**	Enzi (R-WY), **Yea**

SCHOOL MEALS

Child Nutrition Programs – Preliminary Issues for the
2015 Reauthorization of the Healthy and Hunger-Free Kids Act (HHFKA)

ADDRESS PROGRAM COSTS

Financial Burdens:

- HHFKA regs increased breakfast costs of approximately 20 cents per meal from a survey of a dozen urban districts, primarily due to fruit and whole grain requirements (27 cents per meal cost increase was projected according to USDA final regulation summary with NO increased reimbursement)
- HHFKA regs increased lunch costs seem to range more broadly from 10 and 35 cents per meal primarily due to increased fruits and vegetables, whole grain requirements and proliferating costs overall (15 cents per meal cost increase was projected according to USDA final regulation summary with only a 6 cents additional reimbursement)

Commodities:

- Provide USDA commodities for breakfast program (analogous to lunch program) and allow for local farm purchase option

Competitive Foods:

- Allow al la carte entrees served anytime during the week as a part of the reimbursable meal to be offered on the lunch line without having to meet the competitive foods requirements

Paid Meals:

- Codify that the increased paid meal price provisions are not applicable to programs with positive fund balances from the preceding year

PROGRAM FLEXIBILITY

Multi-Grade Span:

- Allow for additional flexibility in meeting calorie levels for schools with multiple grade spans by allowing for weekly averages and/or expanding the permissible range in these schools

Fresh Fruit/Veggies:

- Allow 1/2 cup decrease in fruit volume for breakfast
- Allow for substitutions, combinations, or double servings of either fruits or vegetables for lunch
- Allow for local program flexibility in form and color requirements if the reimbursable meal meets all nutrient standards
- Explore revisions in Offer Versus. Served to address the volume and waste issues with particular attention to OVS difficulties in elementary schools and in breakfast delivery options (e.g. Breakfast in the Classroom)

Meeting Nutrient Standards:

- Provide for general local flexibility in food items if reimbursable meals meet all nutrient standards

PROGRAM EFFICIENCY

Community Eligibility:

- Add Medicaid to the Direct Certification programs for Community Eligibility
- Ensure access to direct certification data bases by appropriate LEA staff (including direct certification and status eligibility data)
- Allow school meals account to pay for household income survey in CEP schools (as long as food service account has positive balance at the end of the preceding year)

Seamless Meal Services:

- Require USDA to issue multi-program guidance which eliminates or simplifies requirements not common to all programs (provide statutory authority to implement)
- Allow local flexibility in congregate meal service requirements for summer and CACFP programs

Program Reviews:

- Require states to conduct concurrent program reviews for LEAs that operate multiple USDA meal programs (except for summer site monitoring)
- Require consistent procedures, and simplified and consistent requirements where not common across programs (provide statutory directive to implement)
- Return to 5 year review cycle for programs in substantial compliance

Fresh Fruit and Veg Program:

- Allow funds to be used for nutrition education as well

Competitive Foods:

- Require USDA to conduct nutrition analysis for product compliance with competitive foods nutrition standards for any commercial product voluntarily submitted to USDA) -- LEAs would continue to conduct their own nutrition analysis of products not in USDA competitive foods data base

MODIFY OTHER CURRENT REQUIREMENTS

Freeze Sodium requirement at current level

Personnel Standards:

- Require only minimum standards for all LEAs, not differentiated qualifications by size of LEA

Training Requirements:

- Codify local discretion in the format and subjects of training activities

Wellness Plan:

- Create separate program funding line or eliminate the requirement
- Define periodic report as every three years rather than the proposed 1 year
- Require only a district level report without reporting school-by-school activities

COMMUNICATIONS

PRESS RELEASES

News...News... Council of the Great City Schools News...News...

Council of the Great City Schools
1301 Pennsylvania Avenue, N.W. • Suite 702 • Washington, D.C. • 20004
http://www.cgcs.org

FOR RELEASE
March 16, 2015

CONTACT: Henry Duvall at (202) 393-2427
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Urban School Leaders Meet President Obama To Discuss Legislation, Reforms and Challenges

WASHINGTON, March 16 – The Council of the Great City Schools, the nation's primary coalition of large urban public school systems, today led more than 10 urban school superintendents and board members to a meeting with President Obama at the White House to discuss a range of issues, reforms and challenges aimed at improving American urban public education.

The president heard from urban school leaders on the negative impact the U.S. House of Representatives' proposed legislation to reauthorize the Elementary and Secondary Education Act – HR5 – would have on urban schools, which serve a large percentage of minority and disadvantaged students, English language learners and students with disabilities.

"From our perspective, we would rather have no reauthorization at all than a bill that wrecks the momentum we have been creating," Council Executive Director Michael Casserly told the president. "But we worry that the fragile progress we are making under the initiatives you have launched and other programs would now be put in jeopardy if anything close to the House ESEA bill emerges from Congress."

Urban-school leaders described academic progress that has been made in their school districts, including the implementation of the Common Core State Standards, increased student participation in Advanced Placement courses, turning around struggling schools, and helping males of color and English language learners succeed.

Superintendent Barbara Jenkins of Florida's Orange County Public Schools in Orlando told the president that much of urban-school progress that has been created under his leadership would be at risk if a bill is passed that undercuts accountability, annual testing, high college and career-ready standards and equity.

"Now is not the time for Congress to be pulling back on resources that urban schools have used to produce substantial progress," Casserly stressed.

Other urban-school leaders who met with the president today were Oakland School District board member Jumoke Hinton Hodge, San Francisco School District Superintendent Richard Carranza, District of Columbia Public Schools Chancellor Kaya Henderson, St. Paul Public Schools Superintendent Valeria Silva, Kansas City (Mo.) school board member Airick West, Fresno School District Superintendent Michael Hanson, Cleveland Municipal School District CEO Eric Gordon, Boston Public Schools board member Michael O'Neil, Milwaukee Public Schools Superintendent Darienne Driver and El Paso School District Superintendent Juan Cabrera.

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Press Release

Monday, March 23, 2015

State Leaders Discuss Progress in Efforts to Maintain Quality, Reduce Testing Time for Students

Contact: Olympia Meolaolympia.meola@ccsso.org 202-336-7071

Washington, D.C. (March 23, 2015) - Just months after the nation's state and large-city district leaders announced efforts to evaluate the quality of assessments and eliminate any redundant tests, states are already making significant progress.

State education leaders on Monday highlighted their progress during a state-led discussion at the Council of Chief State School Officers' (CCSSO) 2015 Legislative Conference in Washington, D.C.

During the discussion, representatives from Illinois and Ohio detailed their efforts to maintain high-quality measures for students while also working to reduce the amount of time kids spend testing in school. They were joined by Achieve President Michael Cohen, who discussed Achieve's Student Assessment Inventory Tool. Several states are using Achieve's tool to work more closely with local districts to evaluate the assessments they are administering at all levels.

"As we transition to new assessments aligned with college- and career-ready expectations across the country, states have taken the lead to review their assessments at all levels and make sure they are of the highest quality and delivering meaningful information for parents, students and teachers. I am impressed by the progress we have made so far, and look forward to seeing how these best practices can be used in other states and local school districts in the future," said Chris Minnich, CCSSO's executive director.

In October, CCSSO joined the Council of the Great City Schools in announcing a series of established principles to guide state and district leaders to make sure every test administered is of high-quality, coherent and meaningful to students, parents and teachers. More than 30 state and urban school leaders offered strong statements of support for the work at that time.

"The states and city school systems continue to move aggressively to ensure that the amount and quality of testing that is done in our schools across the country are appropriate and coherent," said Michael Casserly, executive director of the Council of the Great City Schools.

"I applaud the states for the progress they have made and value the partnership between our two organizations in addressing these important assessment issues," Casserly continued. "The nation's urban schools will be making additional announcements on their progress soon."

State education leaders specifically committed to increase the transparency of the state assessment system, evaluate the state assessment system for quality and coherence, work with educational stakeholders to eliminate redundant tests, and partner with school districts to review their benchmark and formative assessments.

Many states have taken action in these areas since October; Illinois and Ohio are just two examples.

The Illinois State Board of Education in November 2014 released the *Student Assessment Inventory for School Districts*, which is an adaptation of Achieve's assessment inventory. Illinois developed this tool with the idea that districts could take ownership and adapt the inventory based on local needs and compile a stock take of their district's assessments. Illinois also developed the *Assessment Inventory Facilitation Process* which is a guide for districts using the assessment inventory. These resources from ISBE will provide districts with a comprehensive analysis of their assessment system and help them develop recommendations on how to reduce testing time for students.

The Ohio Department of Education in January 2015 released *Testing Report and Recommendations*, a comprehensive evaluation of the Ohio testing landscape focused on the amount of time students spend on testing. The Ohio Department of Education surveyed districts and had conversations with education stakeholders regarding testing time. Ohio was able to use these conversations and survey results to calculate the average amount of time a student spends on taking a test each year. Based on the data collection and conversations, Ohio was able to make more informed decisions and propose recommendations on how to reduce the testing time for students. Ohio is an example of how a state education department has taken the lead on reducing testing time for students by working with districts to create a comprehensive review of their state's testing landscape.

Other examples of states that have taken action are Colorado, Connecticut, and North Carolina, to name a few.

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FOR RELEASE
April 13, 2015

CONTACT: Henry Duvall
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Tool Developed to Help Schools Assess Classroom Materials For College and Career Readiness

WASHINGTON, April 13 – The Council of the Great City Schools today released a new tool that it developed to help schools in their selection of instructional materials aimed at preparing students for college and career readiness.

The Council's academic staff and a team of many of the nation's foremost experts in reading and mathematics worked for more than a year designing and writing what's called the "Grade-level Instructional Materials Evaluation Tool (GIMET)." The new tool is aligned with the Publisher's Criteria and the Instructional Materials Evaluation Tool (IMET) developed by Student Achievement Partners.

"The unique feature of these new tools is that they allow districts, schools, and teachers to review commercial materials on a grade-by-grade basis, and they permit educators at all levels to identify where supplemental materials might be needed," says Council Executive Director Michael Casserly.

Together with the Publisher's Criteria, the IMET tool, the Council's English-language learner framework, and other resources, GIMET should provide school districts with all the tools they need to make informed decisions about which materials are compatible with the Common Core Standards.

The new tools provide selection criteria grade-by-grade in both English-language arts and mathematics and have been distributed to big-city school systems across the country. They are also available to others at no cost.

# # #

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Council of the Great City Schools
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http://www.cgcs.org

FOR RELEASE
April 10, 2015

CONTACT: Henry Duvall
(202) 393-2427 or hduvall@cgcs.org

Austin Schools Superintendent Elected To Executive Committee of National Urban Schools Group

WASHINGTON, April 10 – Superintendent Paul Cruz of the Austin Independent School District in Texas has been elected to the 24-member Executive Committee of the Council of the Great City Schools, the nation's primary coalition of large urban public school systems.

He will serve a three-year term, beginning this July 1 through June 30, 2018. The Executive Committee meets four times a year.

The Executive Committee of the Council is the group's main policymaking body and is responsible for leadership, guidance, and oversight of the national organization, which represents 67 of the country's largest big-city public school systems. The governing group sets the organization's policies in federal legislation, research, instruction, management, and other programs.

Superintendent Cruz was elected to the Executive Committee at the most recent meeting of the organization's Board of Directors in March.

"We look forward to Paul Cruz's participation on the Executive Committee to help improve urban education in America," says Council Executive Director Michael Casserly. "Paul Cruz brings valuable expertise and an important perspective from Austin that will help inform the important work of the organization during a period when Congress is reauthorizing the federal Elementary and Secondary Education Act and the nation is debating the implementation of new standards, testing systems, and immigration policies," Casserly adds.

# # #

NEWS RELEASE

Communications Department
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Fort Worth INDEPENDENT SCHOOL DISTRICT

Contact: Barbara Griffith, Senior Communications Officer, 817.814-1934 or 817-602-5011 (cell) or **Clint Bond,** 817-814-1937 or 817-851-2188 (cell)
Release: IMMEDIATE

Ashley Paz Joins Board of Premier National Education Organization

Fort Worth ISD Trustee Ashley Paz has been appointed to the Executive Committee of the **Council of the Great City Schools,** the premier coalition of the country's largest urban public school systems.

The education coalition is made up of 67 of the largest urban public school systems nationwide. The main focus of the Great City Schools is to represent the needs of urban school districts by providing a support network for the districts and supporters of these particular students.

"The Council of the Great City Schools is our nation's leading research and advocacy organization for urban education," said Ms. Paz. "Our district's participation has increased national awareness of our own programs and initiatives, but it has more importantly allowed our board members to stay on top of best practices in good governance and public policy. I am honored to be asked to serve our district and The Council in this capacity."

Ms. Paz joins 23 other urban school leaders in the committee, which is responsible for the leadership, guidance and oversight of the organization.

News...News... Council of the Great City Schools News...News...

Council of the Great City Schools
1301 Pennsylvania Avenue, N.W. • Suite 702 • Washington, D.C. • 20004
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FOR IMMEDIATE RELEASE
June 3, 2015

CONTACT: Henry Duvall
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Urban Students Named 2015 Math and Science Scholars

Council of the Great City Schools Awards ExxonMobil Bernard Harris Scholarships

WASHINGTON, DC (Business Wire) — Four high school seniors have been selected by the Council of the Great City Schools (CGCS) to receive the 2015 ExxonMobil Bernard Harris Math and Science Scholarship. The students were chosen from several hundred applicants across the country for their academic performance, leadership qualities and community involvement.

Now in its sixth year, the scholarship was created by former NASA astronaut Dr. Bernard Harris Jr., the first African American to walk in space, and ExxonMobil to assist and encourage promising students of diverse backgrounds who plan to pursue science, technology, engineering and math (STEM) studies.

The awards are given annually to African-American and Hispanic seniors from high schools in the 67 urban school districts represented by CGCS.

“These highly competitive scholarships provide an enormous opportunity for talented urban students to pursue STEM post-secondary studies and careers,” said Michael Casserly, executive director, Council of the Great City Schools. “The generous support of Dr. Harris and ExxonMobil contributes to the growth of these young men and women as they begin the next stage of their lives.”

Each scholar will receive $5,000 for continued education in a STEM-related field. This year’s award winners are:

- Matthew Guillory, Robert A. Millikan High School, Long Beach (CA) Unified School District;
- Sofia Kennedy, Liberal Arts and Science Academy, Austin (TX) Independent School District;
- Summer Kollie, Girard Academic Music Program, School District of Philadelphia (PA); and
- Nicolas Pena, Western High School, Broward County (FL) Public Schools.

In the fall, Guillory plans to attend Harvey Mudd College to become a biomedical engineer with career aspirations to design artificial limbs and organs. Kennedy has been accepted to Harvard University, where she hopes to pursue a degree in scientific research, particularly focused on untraditional uses for Botox.

With long-term aspirations of becoming a physician and researcher concentrating on communicable diseases in Africa, Kollie will attend the University of Pennsylvania in the fall. Pena will study engineering at Stanford University in hopes of becoming an inventor and entrepreneur developing high-technology products.

“Technological advancements are making our world a better place every day, but in order to keep those achievements coming, we need creative and analytical minds in our workforce,” said Dr. Harris. “By providing these scholarships, we are growing another generation of strategic thinkers who will foster diversity in ideas, applications and products.”

Administration of the scholarship program, including the application process, pre-selection and presentation of awards, is provided by the CGCS. Dr. Harris makes the final selection of recipients.

# # # #

About The 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 67 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. www.cgcs.org

About ExxonMobil

Exxon Mobil Corporation, the largest publicly traded international oil and gas company, uses technology and innovation to help meet the world’s growing energy needs. ExxonMobil engages in a range of philanthropic activities that advance education, with a focus on math and science in the United States, promote women as catalysts for economic development, and combat malaria. In 2014, together with its employees and retirees, ExxonMobil, its divisions and affiliates, and the ExxonMobil Foundation provided $279 million in contributions worldwide. Additional information on ExxonMobil’s community partnerships and contribution programs is available at www.exxonmobil.com/community.

About The Harris Foundation

Founded in 1998, The Harris Foundation is a 501 (c) (3), non-profit organization based in Houston, Texas, whose overall mission is to invest in community-based initiatives to support education, health and wealth. The Foundation supports programs that empower individuals, in particular minorities and economically and/or socially disadvantaged, to recognize their potential and pursue their dreams. The education mission of The Harris Foundation is to enable youth to develop and achieve their full potential through the support of social, recreational, and educational programs. The Harris Foundation believes that students can be prepared now for the careers of the future through a structured education program and the use of positive role models. More than 15,000 students annually participate and benefit from THF programs. www.theharrisfoundation.org

News...News... News...News...

Council of the Great City Schools
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http://www.cgcs.org

FOR RELEASE
July 1, 2015

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San Francisco Superintendent to Lead Council of the Great City Schools

Long Beach Board Member, D.C. Chancellor Part of 2015-16 Leadership Team

WASHINGTON, July 1– Superintendent Richard Carranza of the San Francisco Unified School District today becomes chair of the Council of the Great City Schools' Board of Directors.

He will preside over the national urban education policy and research organization that represents 67 urban public school districts for a one-year term. The Council's 134-member policymaking board is composed of the superintendent and a school board member from each of the districts represented.

"The Council of the Great City Schools is extremely fortunate to have as its next chair a person of Richard Carranza's caliber and expertise ;" says Council Executive Director Michael Casserly. "His leadership will provide important direction to urban education nationally at a critical point in our reform and improvement efforts."

Carranza succeeds Jumoke Hinton Hodge, a school board member with California's Oakland Unified School District, who led the Council's board since last July.

Moving up to chair-elect is Felton Williams, a school board member with California's Long Beach Unified School District, who served as secretary-treasurer of the Council.

District of Columbia Public Schools Chancellor Kaya Henderson has been elected to the secretary-treasurer post to round out the Council's new leadership team for the upcoming 2015-16 school year.

# # #

Press Release

CPS to Preserve $13.5 Million in Classroom Funding by Streamlining Transportation and Changing School Bell Times

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Staggered Bus Schedules to Relieve Transportation Costs;
Full List of Changes in Bell Times Below
FOR IMMEDIATE RELEASE:
July 30, 2015

CHICAGO – Facing a critical budget deficit, Chicago Public Schools (CPS) today announced that 82 high schools and elementary schools will change their bell schedules for the 2015-16 School Year (SY 15-16), part of a District-wide streamlining of transportation services that is expected to save CPS $13.5 million next year.

“Every dollar we save by staggering school bell times and streamlining transportation services next school year is one more dollar we don’t have to cut from our classrooms,” CPS CEO Forrest Claypool said. “No matter how grave our financial challenges are, we are committed to our students’ learning and their safety. We will continue to work with principals and parents to minimize disruptions and protect in-school time, as well as develop a comprehensive plan to address after-school activities. Looking ahead, we will continue to work with our partners in Springfield on a comprehensive budget solution to prevent deeper cuts and more unsustainable borrowing later this year.”

CPS is facing a $1.1 billion operating deficit as a result of declining state educational funding and a broken pension system. To avoid classroom cuts, CPS is shifting schools’ bell time in order to reduce transportation costs as part of $200 million in cuts to central office, operations and programming. The $13.5 million Chicago Public Schools is saving by modifying transportation services will go directly to the area that is the key to all of our improvement efforts – our schools. These current reductions are critical in the face of inevitable additional future budget challenges.

The plan to shift bus arrival times resulted from an analysis that revealed that CPS’ transportation costs far outpace those at other large, urban districts.

Chicago is one of a handful of major districts in the country that doesn’t stagger its elementary and high school start times; as a result, the average cost for CPS to transport a student is more than triple the median cost for districts with more than 100,000 students, with CPS paying an average of $4,450 per student and other districts paying $1,250, according to the most recent data from the Council of Great City Schools. CPS costs are higher resulting from the District running more buses on fewer routes, as a result of bell times that aren’t staggered. CPS buses make an average of 3.2 runs per day, while similar districts make 5.1 runs.

The majority of CPS schools will keep their SY14-15 bell times. A list of schools with new bell times is available here.

Most CPS high schools that shift times will see their start moved to 9 a.m. beginning on the first day of school, September 8. Elementary schools affected by the change will start earlier to align with new bus schedules.

Later this summer, CPS will also release a list of magnet school bus stops that are being consolidated for an additional $2.3 million in savings. Last school year, magnet students who chose to use the district's busing reported to their local attendance school for pick-up; in the upcoming school year, students who will use the district's busing will report to stops that are 0.6 miles from their homes on average, and no more than 1.5 miles from their homes. As a result of the bus stop consolidation, CPS will also be reducing bus monitors for a savings of $2 million.

Chicago Public Schools serves 396,000 students in 664 schools. It is the nation's third-largest school district.

STATEMENTS

News...News... Council of the Great City Schools News...News...

Council of the Great City Schools
1301 Pennsylvania Avenue, N.W. • Suite 702 • Washington, D.C. • 20004
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FOR RELEASE
March 20, 2015

CONTACT: Henry Duvall
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Statement on the Financial Support of the School District of Philadelphia
By
Michael Casserly, Executive Director
Council of the Great City Schools

WASHINGTON -- The Council of the Great City Schools, the nation's primary coalition of large urban public school systems, strongly supports U.S. Secretary of Education Arne Duncan's call this morning for greater resources to our highest poverty urban school systems generally, and for the School District of Philadelphia particularly. Our urban school systems are making important strides in improving academic attainment, lowering dropout rates, boosting graduation, and reducing suspensions and expulsions. Now is not the time for either Congress or the states to be pulling back on the investments that have helped fuel that progress.

Historically, the School District of Philadelphia and the children it serves have been badly underfunded. In fact, the school district continues to be one of the most inequitably funded of all big-city school systems anywhere the country. The state needs to step forward to correct this long-standing injustice. And Congress needs to rethink both its budget and the Elementary and Secondary Education Act (ESEA) reauthorization proposals that would further disinvest in the city.

For instance, an ESEA proposal called "portability" would reduce the federal Title I allocation to Philadelphia by some $44.5 million, funds that are badly needed by the city school system in order to provide the teachers, materials, and supports students need to improve their academic attainment. Other potential formula proposals would decrease federal aid to the city by similar amounts, and Congressional budget proposals could cut deeper if approved and implemented.

The nation needs an ESEA reauthorization and federal budget that continues to invest in our schools and support our students. Secretary Duncan's visit to Philadelphia today to highlight these issues is a step in the right direction. Earlier this week, President Obama indicated that the nation faces an important choice. The Council of the Great City Schools couldn't agree more. We trust that Congress and the states will make the right ones.

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REMARKS

The White House

Office of the Press Secretary

For Immediate Release
March 16, 2015

Remarks by the President After Meeting with the Council of the Great City Schools

Roosevelt Room

11:51 A.M. EDT

THE PRESIDENT: I want to thank the Council of the Great City Schools. This is an organization that represents the superintendents, the board members and educators from some of the largest school districts in the country. And we just had a terrific conversation about some of the extraordinary progress that's being made at the local levels.

The good news is that we are seeing, as a consequence of some of the reforms that we've initiated and partnered with at the state and local levels, we're seeing improved reading scores, improved math scores, improved graduation rates. We're seeing improvement in some of the previously lowest-performing schools.

And this organization I think has taken on the challenge and has been able to begin a process of turning school districts around and making sure that young people are getting the kind of education that they need to be able to compete in the 21st century. That's the good news.

The challenge that we face is that this is a monumental task and it requires resources. And I'm very proud of what we've been able to do in terms of helping schools to initiate improvements in how they train teachers, in how they engage kids in the classroom, in how they start moving education around math and science and technology; how they reach populations that are particularly difficult to reach; how they're bringing new technology into the classroom. But all that is dependent on a budget and approach at the federal level that says we care about all kids and not just some.

Now, the Republican House and Senate are about to put forward their budget. My hope is that their budget reflects the priorities of educating every child. But I can tell you that if the budget maintains sequester-level funding, then we would actually be spending less on pre-K to 12th grade in America's schools in terms of federal support than we were back in 2000. And that's adjusting for inflation. The notion that we would be going backwards instead of forwards in how we're devoting resources to educating our kids makes absolutely no sense.

In addition, we've got a major debate obviously taking place about the reauthorization of the major education act that shapes federal policy towards our schools. There is, I think, some useful conversations taking place between the chairman of relevant committee, Lamar Alexander, and Patty Murray. But there's some core principles that all the leaders here believe in: Making sure that we continue to provide resources to the poorest school districts and not creating a situation where we can suddenly shift dollars from wealthy districts -- or from poorer districts to wealthy districts, or alternatively, that education aid suddenly can start going to sport stadiums or tax cuts at the state level. That's something that these school districts feel very strongly about

Making sure that we continue to focus on low-performing schools and that they are getting additional resources. Making sure that we are continuing to assess in a smart way, on an annual basis, how young people are performing, and that we're disaggregating so that we can see in various subgroups how young people are performing, to make sure they're on track. That's something that people here care very much about.

Making sure that we've got high standards and high expectations for all our kids, and making sure that we are providing the resources to teachers and principals to meet those high standards. That's going to be important.

Making sure that we are investing in special education and English learning for large portions of our student population that may need extra help. That's going to be critically important.

So the set of principles that are reflected in my budget and I hope will be reflected in the Republican budget -- but if it is not, then we're going to have to have a major debate. We are making too much progress now in terms of graduation rates, improved reading scores, improved math scores, increasing standards, increasing access to the resources the kids need for us to be going backwards now. And this is something worth fighting for.

So I am very grateful for all the folks here for the work they're doing. I hope that people get familiar with some of the stories of progress that have been made. If you look at what's happened in the D.C. public schools, or you look at the efforts that are being made in places like Fresno, which it's a poor city in a poor school district, but despite that is seeing real strides; if you look at what's going on in Cleveland where I'll be visiting tomorrow [Wednesday] -- these are school districts that, despite enormous challenges, have made real progress.

And the idea that we go backwards on that progress, in some cases for ideological reasons, as opposed to because of what the evidence says, that's something that -- that's not the kind of legacy we want to leave for the next generation. And I'm going to continue to fight to make sure that this progress continues.

So I want to thank everybody who's around this table and know that they're going to have a strong partner in my administration.

All right? Thank you very much, everybody.

ARTICLES

The Washington Post

Education

Obama meets with city school chiefs, outlines education spending priorities

During a meeting with the Council of the Great City Schools leadership, President Obama said improvements are being made in U.S. education, but more needs to be done at a federal level. (Reuters)

By Emma Brown March 16 at 2:56 PM

President Obama on Monday praised recent academic gains in the nation's urban public school systems and warned of a fight if the Republican-led Congress fails to provide adequate funds for the neediest students.

House and Senate Republicans are expected to unveil their budget blueprints this week. Obama said that if funding remains at sequester levels, the federal government will be spending less on pre-K through 12th-grade education than it did in 2000.

"The notion that we would be going backwards instead of forwards in how we're devoting resources to educating our kids makes absolutely no sense," Obama said at the White House after meeting with a group of urban school superintendents. The president also spoke about focusing dollars on the lowest-performing schools, ensuring that teachers have the resources they need to meet higher academic standards, and continuing to test children each year.

If the Republican budget does not include those principles, Obama said, "then we're going to have to have a major debate."

He spoke shortly after his meeting with members of the Council of the Great City Schools, a coalition of urban school systems that has its annual conference in Washington this week. They discussed not only the federal budget but also the pending revision of No Child Left Behind, the main federal education law.

As Congress works to rewrite the law, a key sticking point has been how to allocate Title I funds, which are meant to provide additional services for poor children.

Democrats favor the current policy, in which Title I funds are directed to schools with the highest concentrations of poverty. Republicans are seeking "Title I portability," which would allow the money to follow a child to a different school.

The Obama administration has said that portability would devastate schools in the poorest neighborhoods. On Monday, superintendents said they appreciated the president's position.

"Will we continue to want equity for all of our children and all of our schools, or will we turn back the clock so some children don't have as much?" said Barbara Jenkins, superintendent of Florida's Orange County Public Schools, which includes Orlando.

Rep. John Kline (R-Minn.), the chairman of the House education committee, previously responded to criticisms of Title I portability with this statement:

"Encouraging good schools to serve more low-income students is the right thing to do. Ensuring low-income children receive the best possible education and their fair share of federal assistance is the right thing to do."

National Public Radio
Marketplace

Obama's plan to keep up with My Brother's Keeper

by Tim Fitzsimons

Monday, May 4, 2015 - 05:00

President Obama is scheduled to speak Monday at the launch of a new nonprofit organization — the My Brother's Keeper Alliance.

If that sounds familiar, it's because it's a spinoff of the My Brother's Keeper Initiative launched by the President in 2014 as a White House program aimed at helping minority boys and young men stay in school and graduate prepared for college.

Michael Casserly, executive director of the Council of the Great City Schools and one of the Initiative's first partners, says "The fact that he is setting this up now is important in signaling what a major priority this is for him personally."

And perhaps the President will continue to be involved after he leaves office in January 2017. Last week, he told a group of school children that he will "go back to doing the kinds of work I was doing before," leading some to speculate he may return to community organizing.

***Featured in:** Marketplace Morning Report for Monday, May 4, 2015*

Education Week

Big-City Districts Buoyed by Obama's Extension of 'My Brother's Keeper'

By Denisa R. Superville on May 1, 2015 4:24 PM

The announcement that President Barack Obama's work on improving education and career opportunities for young men of color will likely continue beyond his time in the White House was welcomed Friday by the Council of the Great City Schools, which has partnered with the president on his signature **My Brother's Keeper** initiative.

"I am delighted to see that he is going to stay with this priority," said Michael Casserly, the executive director of the organization, which represents 67 school districts, the vast majority of them urban.

The president is expected to announce Monday the creation of the My Brother's Keeper Alliance, a new nonprofit foundation, which is expected to carry on the program's work after Obama leaves office in 2017. The president's role in the new organization remains unclear.

Since My Brother's Keeper's launched last year, more than $300 million has been pledged to finance programs aimed at helping young men color. More than 200 mayors, tribal chiefs, and county executives across the country have also signed on to the program, according to the **one-year report** released in March.

As one of the partners in the My Brother's Keeper initiative, the council's member **districts pledged to take concrete steps** to reduce barriers that keep students of color from achieving the highest successes in and out of school. The districts pledged to: reduce chronic absenteeism; cut disproportionate suspension and expulsion rates for boys of color; increase participation rates in Advanced Placement, honors and gifted programs; improve graduation rates for boys of color; increase financial aid application completions; and more.

Casserly said that the council had already committed to keeping its emphasis on young men of color beyond the Obama presidency, but a new foundation dedicated to those same concerns will help sustain the council's programs. (The council's efforts to drill down on the challenges boys of color face and ways to address them predate the president's My Brother's Keeper initiative.)

"We had committed, as a coalition, to retain this priority well beyond the administration, and this new mechanism is going to make it easier for us to sustain this priority going forward," he said. "It will be a big help to us."

Casserly said he was not surprised that the president was likely to continue to work on issues of equity in his post-White House life.

In March, council representatives, including superintendents and school board members, met with the president to discuss their legislative priorities and the progress the districts had made in implementing the pledges. Some of the chiefs left the meeting with the strong impression that the boys of color work was going to be part of the president's focus after leaving the White House.

"It was very clear that this was a deep, personal priority for him," Casserly said. "He didn't say anything in the meeting about what he was going to do, but it was very clear that it meant something very important and profound to him; so, in some ways, it doesn't surprise me that he'd want to continue this work well beyond his presidency."

New York Times

Teacher Shortages Spur a Nationwide Hiring Scramble (Credentials Optional)

By MOTOKO RICHAUG. 9, 2015

ROHNERT PARK, Calif. — In a stark about-face from just a few years ago, school districts have gone from handing out pink slips to scrambling to hire teachers.

Across the country, districts are struggling with shortages of teachers, particularly in math, science and special education — a result of the layoffs of the recession years combined with an improving economy in which fewer people are training to be teachers.

At the same time, a growing number of English-language learners are entering public schools, yet it is increasingly difficult to find bilingual teachers. So schools are looking for applicants everywhere they can — whether out of state or out of country — and wooing candidates earlier and quicker.

Some are even asking prospective teachers to train on the job, hiring novices still studying for their teaching credentials, with little, if any, classroom experience.

Louisville, Ky.; Nashville; Oklahoma City; and Providence, R.I., are among the large urban school districts having trouble finding teachers, according to the Council of the Great City Schools, which represents large urban districts. Just one month before the opening of classes, Charlotte, N.C., was desperately trying to fill 200 vacancies.

Fewer New Teachers in California

Enrollment in California teacher preparation programs and the number of credentials issued have declined steadily since 2008.

Nationwide, many teachers were laid off during the recession, but the situation was particularly acute in California, which lost 82,000 jobs in schools from 2008 to 2012, according to Labor Department figures. This academic year, districts have to fill 21,500 slots, according to estimates from the California Department of Education, while the state is issuing fewer than 15,000 new teaching credentials a year.

“We are no longer in a layoff situation,” said Monica Vasquez, chief human resources officer for the San Francisco Unified School District, which offered early contracts to 140 teachers last spring in a bid to secure candidates before other districts snapped them up. “But there is an impending teacher shortage,” Ms. Vasquez added, before correcting herself: “It’s not impending. It’s here.”

With state budgets rallying after the recession, spending on public schools is slowly recovering, helping to fuel some of the hiring. In California, Gov. Jerry Brown persuaded voters in 2012 to pass a sales and income tax measure that raised funding for public schools.

But educators say that during the recession and its aftermath prospective teachers became wary of accumulating debt or training for jobs that might not exist. As the economy has recovered, college graduates have more employment options with better pay and a more glamorous image, like in a rebounding technology sector.

In California, the number of people entering teacher preparation programs dropped by more than 55 percent from 2008 to 2012, according to the California Commission on Teacher Credentialing. Nationally, the drop was 30 percent from 2010 to 2014, according to federal data. Alternative programs like Teach for America, which will place about 4,000 teachers in schools across the country this fall, have also experienced recruitment problems.

And that has led districts here — and elsewhere — to people like Jenny Cavins.

Ms. Cavins, 31, who once worked as a paralegal and a nanny, began a credentialing program at Sonoma State University here in Rohnert Park less than a year ago. She still has a semester to finish before she graduates. But later this month she will begin teaching third grade — in both English and Spanish — at Flowery Elementary School in Sonoma. Ms. Cavins said she would lean on mentors at her new school as well as her professors. “You are not on that island all alone,” she said.

Esmeralda Sanchez Moseley, the principal at Flowery, said she could not find a fully credentialed — let alone experienced — teacher to fill the opening. “The applicant pool was next to nothing,” she said. “It’s crazy. Six years ago, this would not have happened, but now that is the landscape we are in.”

David Kimari, a high school cross-country coach in Santa Rosa, Calif., stepped in to fill a Physical Education teaching vacancy despite not having credentials. Credit Jim Wilson/The New York Times

Before taking over a classroom solo in California, a candidate typically must complete a post-baccalaureate credentialing program, including stints as a supervised student teacher. But in 2013-14, the last year for which figures are available, nearly a quarter of all new teaching credentials issued in California were for internships that allowed candidates to work full time as teachers while simultaneously enrolling in training courses at night or on weekends.

In addition, the number of emergency temporary permits issued to allow noncredentialed staff members to fill teaching posts jumped by more than 36 percent from 2012 to 2013.

At California State University, Fresno, 100 of the 700 candidates enrolled in the teacher credentialing program this year will teach full time while completing their degree.

“We don’t like it,” said Paul Beare, dean of the university’s school of education. “But we do it.”

Some educators worry that as school districts scramble to fill empty slots, the quality of the teaching force could weaken.

“There are not enough people who will look at teacher education or being a teacher as a job that they want to pursue,” said Carlos Ayala, dean of the school of education at Sonoma State University.

Ashlee Pepin, 31, turned down several opportunities to work as a teaching intern while still earning education credentials at Sonoma State because, she said, she had seen the difference “between a teacher who is passionate and has a lot of skill, and a teacher who is just there.”

Ms. Pepin, who graduated in June, will begin teaching special education next week at an elementary school in Petaluma, north of San Francisco. “I wanted to make sure I was prepared,” Ms. Pepin said on a recent morning as she sorted through old textbooks in her new classroom.

Ana Margarita Sanchez, a masters degree student in the education school at Stanford University, was hired as a fourth-grade teacher after a brief chat and a phone call with a recruiter. Credit Jim Wilson/The New York Times

Recruiters from Oklahoma City have traveled to Puerto Rico and Spain on the hunt for teachers, while in Charlotte-Mecklenburg school district in North Carolina, the superintendent, Ann Blakeney Clark, tells audiences at every community meeting she attends that the schools are desperate to hire. “I’ve gone on to say ‘Everyone in this room knows someone who was a teacher, who is a teacher,’” Ms. Clark said. “‘And I am asking you to email, text or call them and invite them to teach in Charlotte.’”

Last spring here in Rohnert Park, about 50 miles north of San Francisco, the superintendent, Robert A. Haley, found a creative way to fill a vacancy for an elementary school physical education teacher: He had his daughter’s high school cross-country coach fill in temporarily.

The coach, David Kimari, 26, who has worked as a home health aide and is studying kinesiology, will continue to teach P.E. this school year at two elementary schools in the district. He will begin taking teacher credential courses next January.

When Mr. Kimari started teaching, administrators gave him binders full of lesson plans left by his predecessors, and he asked a teaching friend in Oakland for advice. “I went into it like ‘Oh, man, I don’t know what I am getting myself into,’” said Mr. Kimari, sporting a tie-dyed bandanna and socks on a recent, scorching afternoon when he had assembled girls from the cross-country team for a summer conditioning session in a state park.

But he said that he realized that, “as long as you are passionate and as long as you can communicate with other people and you don’t give off hostile vibes, you can pick it up along the way.”

Linda Darling-Hammond, professor emeritus of education at Stanford University and head of the California Commission on Teacher Credentialing, said the United States should plan more for

teacher shortages. “Other nations create incentives and supports in order to be able to fill the needs in a much more deliberate and conscious way,” she said.

In the near term, teachers may not yet be heralded with the fever pitch of first-round sports draft picks, but qualified candidates are in high demand. Earlier this spring, Ana Margarita Sanchez, a master’s degree student in the education school at Stanford University, chatted briefly with a recruiter from the San Francisco schools at a reception on campus. Two weeks later, the recruiter followed up with a 45-minute telephone interview, offering her a job on the spot.

“I was definitely taken aback by the intensity,” said Ms. Sanchez, 25, who will be teaching fourth grade at a bilingual elementary school later this month.

“The ball wasn’t really in their court,” she added. “It was in mine.”

Columbus Dispatch

Some central Ohio districts can't fill all their teacher vacancies

By Charlie Boss *The Columbus Dispatch* • Monday August 17, 2015 2:27 AM

Columbus schools are starting the 2015-16 school year with more than 430 new teachers, its largest crop of new hires in years. And the district is still hiring.

As of last Monday, Columbus schools had 15 teaching vacancies. Three days later, the district filled some positions, but more resignations left officials roughly two weeks to fill 17 spots.

While Columbus officials are preparing for the start of school with the most teacher vacancies among central Ohio districts, their situation pales in comparison to urban districts across the country that are scrambling to find candidates for hundreds of teaching jobs.

"The fact that they are down with a handful of positions to fill this close to the beginning of the school year is actually promising compared to other big-city school systems," said Michael Casserly, executive director of the Council of the Great City Schools, which represents large urban districts.

According to the council, schools in Louisville, Ky.; Oklahoma City; and Providence, R.I., were struggling to find teachers at the end of July, Casserly said. But they might have hired for those openings by now.

"It's generally the norm that big-city school districts this close to the beginning of the school year will still have a number of positions to fill," he said.

Reports of teacher shortages vary across Ohio, said Michael Rarick, executive director of the Ohio Association of School Personnel Administrators.

In Trumbull County, he said, districts face "severe shortages" of Spanish, integrated-science, math and special-education teachers as well as early-childhood intervention specialists and speech pathologists. And although several districts had no vacancies, Rarick said human-resources administrators are troubled by the drop in the number of applicants and the decline in quality.

"They are seeing more applicants who are unprepared and lack a sense of purpose and passion for the profession," he said.

In central Ohio, most districts have filled their teaching slots.

As of last Monday, South-Western had seven positions available, four at its high schools. Licking Heights schools had openings for two school psychologists and a high-school science

teacher. Westerville had three positions open, but two were filled the following day, officials said.

Leaders in those districts are confident all vacancies will be filled before school starts. South-Western, for example, has an applicant pool of more than 1,200 after hiring about 180 new educators for the fall, spokeswoman Sandy Nekoloff said.

New Albany, which starts classes today, was unable to fill a half-time technology teacher. As a result, the district will offer fewer technology courses until someone is hired next semester.

Ken Baker, executive director of the Ohio Association of Secondary School Administrators, recalls a conversation a couple of years ago with a Cleveland high-school principal who was trying to fill more than 10 teaching jobs with less than a week until classes started.

“They ended up hiring substitute teachers,” Baker said. “The problem is they may not be subject-certified or licensed in the area they teach.”

The challenges aren’t new: Urban districts tend to lose teachers in high-need areas such as high-school science and math, special education and English as a second language to suburban districts where salaries and work conditions are considered to be better.

And when teachers leave in the summer, officials have a smaller pool of candidates to choose from than in February, when they typically launch their hiring efforts.

Compounding matters this year is the uptick in teacher retirements across the state. Columbus, for instance, had to fill more than 400 teaching positions for the coming school year, compared with 235 last year and fewer than 200 for the 2013-14 school year.

Columbus spokesman Scott Varner said district leaders are confident they’ll be able to fill all the openings by the time students return to school on Aug. 26.

He said the district recruits potential hires throughout the year, including meeting upcoming graduates from local colleges and working with substitute teachers interested in a full-time position.

“It lessens the impact,” he said. “It’s not that we have to start from scratch.”

Varner said the Columbus district has extended its search out of state as well, using the city of Columbus and its amenities as a selling point to working in the district.

“Columbus is a popular and friendly place to move to,” he said. “For those teachers we may look to recruit out of state and around the area, they see living in Columbus as a great positive.”

Education Week

Common-Core Alignment Tool: Looking at Grade-Level Textbooks

By **Liana Heitin** on April 14, 2015

The toolkit for determining whether publishers' instructional materials are aligned to the Common Core State Standards has grown once again.

Yesterday, the Council of the Great City Schools **put out a series of rubrics, separated by grade level,** to help schools and educators decide if the reading and **math curriculum materials** they're using meet the common core's expectations.

Here's a page from the **English/language arts rubric** for 3rd grade:

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
1c. Materials include a rich and diverse sampling of literary texts including, but not limited to: • Fables, folktales, and myths from diverse cultures • Stories, drama, and poetry • Multiple stories by the same author		☐ 4) extensive ☐ 3) sufficient ☐ 2) some ☐ 1) weak ☐ Rating Pending
1d. The range of informational texts include selections that: • Present historical events • Describe technical procedures • Present scientific ideas or concepts • Contain relevant visual representations of information • Contain at least two texts on the same topic		☐ 4) extensive ☐ 3) sufficient ☐ 2) some ☐ 1) weak ☐ Rating Pending
1e. Student reading materials contain a range of increasingly challenging selections that allow teachers to build students' ability to comprehend complex text and expand vocabulary throughout the school year.		☐ 4) extensive ☐ 3) sufficient ☐ 2) some ☐ 1) weak ☐ Rating Pending
OVERALL RATING: ☐ 4) extensive evidence ☐ 3) sufficient evidence ☐ 2) some evidence ☐ 1) weak evidence		
SUMMARY STATEMENT (Explain why the materials received this overall rating):		

The tool is based on another evaluation tool created by Student Achievement Partners,

the professional-development group founded by the common-core writers, that is used to **assess whole textbooks and textbook series**. The Council's new tool (known as the Grade-Level Instructional Materials Evaluation Tool, or GIMET) looks at each grade level separately. Teachers can use it to see where a textbook falls short and supplementary materials might be necessary.

Achieve, the nonprofit that helped launch the common standards, **also has a materials-vetting system called EQuIP**—but that one is for examining individual lessons and units.

The newest tool comes on the heels of a widely viewed release by **EdReports.org**, a website that purports to be the *Consumer Reports* of common-core classroom materials. (EdReports.org differs from GIMET in that it is not a rubric or tool but a set of completed evaluations.) The first round of reviews, which looked at K-8 math materials, found that **nearly all of the curricula by the major publishers were not aligned** to the common standards. The EdReports.org group has since **come under fire for its methodology**.

Education Week (Online: May 11, 2015/In Print: May 13, 2015)

New Read-Aloud Strategies Transform Story Time

By Catherine Gewertz

North Las Vegas, Nev.

Reading a picture book aloud from her armchair, 20 children gathered on the rug at her feet, kindergarten teacher Jamie Landahl is carrying on a practice that's been a cornerstone of early-literacy instruction for decades. But if you listen closely, you'll see that this is not the read-aloud of your childhood. Something new and very different is going on here.

What's happening in Ms. Landahl's classroom at Ruby Duncan Elementary School reflects a major shift in reading instruction brought about by the Common Core State Standards. In place in more than 40 states, the standards expect children to read text carefully and be able to cite evidence from it to back up their interpretations. That approach requires teachers to pose "text-dependent" questions—those that can be answered only with a detailed understanding of the material, rather than from students' own experience. And it's not just for complex high school books; it's increasingly being used in reading stories aloud to young children.

Ms. Landahl's lesson on a recent afternoon showed the strategy in action. As she turned the pages of Patricia Polacco's *Thunder Cake*, she didn't ask her students to share their feelings or experiences. Instead, she posed a series of questions that gently guided the class back to the story for answers.

The book recounts how the author's grandmother taught her to manage her fear of thunderstorms by learning to tell how far away they were and hurrying to bake a cake before the rain began.

The teacher asked a cluster of questions aimed at helping the children understand that the author is also the narrator. "I wonder who's telling this story? Turn and talk to your buddy," she said.

And then: "Oh, so the character is also the author?"

When the narrator described the "sharp crackling light" that frightened her, Ms. Landahl said: "What is she scared of?"

Hands shot up. "Thunder!" some children called out.

"Well, that's the *sound*," Ms. Landahl replied. "She can see the light, right?"

There was a momentary pause, and then a girl said: "It's lightning."

Ms. Landahl embedded vocabulary instruction into the lesson, too. When the story said that Grandma took a deep breath as she watched the horizon, Ms. Landahl put on a confused face and said: "Hmmm. What do you think 'horizon' means?"

The pupils took several passes at a definition, but struggled. Ms. Landahl pointed to the place in the picture where the sky meets the land. Continuing, she asked: "Why did Grandma take a deep breath when she looked at the horizon?"

"Maybe she was thinking about something," one boy volunteered.

"Or maybe she was trying to calm down," a girl next to him said.

"She was thinking what will she do, because the storm is coming," said another girl.

Teacher-Written Lessons

In that way, the children made their way through the book, piecing together its meaning. Then Ms. Landahl read the story again, and they acted out the parts in the book. Some children jumped up and roared when thunder appeared, and others stood up and shook little paper lightning bolts. Others played the protagonist, counting aloud the seconds between the lightning and the thunder, as the book shows her grandmother teaching her to do.

The *Thunder Cake* lesson is one of 82 that have been written collaboratively by more than 300 teachers across the country and stored online as part of a **collective effort called the Read-Aloud Project**. The Washington-based Council of the Great City Schools, which represents large urban districts, and Student Achievement Partners, in New York City, which supports common-core implementation, launched the project in 2013 to build a warehouse of free common-core-aligned lessons that teachers can use as is, or modify to fit their students' needs.

The 318,000-student Clark County school district has waded deep into the work, using the Read-Aloud Project in all 218 of its elementary schools this year. A good chunk of the $7.5 million it spent on elementary-level books was for the texts that Read-Aloud Project lessons are built around, said Wendy Roselinsky, the district's director of K-12 literacy and language development. District leaders see the Read-Aloud Project—dubbed "RAP"—as a key strategy in improving literacy skills in a student population that often struggles with reading.

Focus on Content

Lindsay Tomlinson, the assistant principal at Ruby Duncan Elementary, which enrolls 685 children, helped bring RAP to Clark County after participating in its early development. She's a big fan of the text-dependent-question technique. Keeping the children's focus on the content of the book helps ensure that they understand the story and that they build vocabulary and content knowledge, before they move on to discussing their feelings or personal experiences, she said.

The intense content focus also helps all children access the story equally, regardless of their individual life experiences, said Katrina Martinez, the instructional coach for the district region that includes Ruby Duncan.

"There's a fine balance between when to ask questions that help children connect personally with the story and when to ask questions that help them understand the content," she said. "In classes like ours, asking 'Who's been to the ocean?' might reach only a couple of our kids. We're in the middle of a desert."

The books chosen for the read-alouds occupy a distinct niche in overall class text selection, Ms. Tomlinson said. Teachers tend to choose on-grade-level books for whole-group instruction and books at each student's instructional level for individual reading, she said. But since children can understand oral language before written language, teachers try to use read-aloud books that are two to three grade levels above their students' assigned grade to help them develop higher-level skills with teacher support, she said.

Reading aloud to children has a long history as a powerful classroom technique to build foundational literacy skills. It exposes children to different kinds of text structures and language, builds awareness of how sounds are connected to words, and demonstrates phrasing and fluency. Most importantly, in the eyes of many educators, it can foster a loving—and they hope lifetime—relationship with reading.

Some experts worry, however, that an approach like RAP's can undermine the joy of the read-aloud.

"We have to be very careful that we don't turn them off more than we turn them on," said Jim Trelease, the author of *The Read-Aloud Handbook*. It's important to prepare children for a challenging book by acquainting them with its new vocabulary, he said. But "breaking up the story constantly with, 'Let's talk about this,' and 'What about that?,' Well, gee, how about the plot? All that stopping and starting can become an impediment."

Finding a Balance

Susan B. Neuman, the chairwoman of the department of teaching and learning at New York University's Steinhardt School of Education, praised the Read-Aloud Project's emphasis on helping children understand the content of the story. The trick, she said, is ensuring the right balance between reading for the sheer joy of it and delving into specifics for vocabulary and content mastery.

"Too many of our poor readers don't focus enough on the text itself, and that's a problem," she said. "They really need that rich content development. But some teachers can tilt too much toward obsessing about specific words without the larger picture, the sound, the feel of the book that's being read. If it's not done right, it can look too exercisey and can get excruciatingly boring."

To guard against that, the Read-Aloud Project approach reserves the first reading of a book for pleasure. Deeper dives are reserved for the second and third readings of a story. Each lesson envisions three or more readings of a book, each with a distinct focus, over

several days. Children have the opportunity to make personal connections with the story early on, and again in the classroom activities built around the story.

After the second reading of *Thunder Cake*, the children in Ms. Landahl's class filled out worksheets with graphic organizers shaped like thunderclouds to help them get ready to write about the story. They listed things that scare them, like thunderstorms, and talked about their experiences with big rainstorms. "I saw a storm one time that was so big it flooded a whole road," one boy told Ms. Landahl.

Building Background Knowledge

In another wing of the school on the same day, 2nd grade teacher Nikki Longmore was using a RAP lesson to read aloud a nonfiction book: *14 Cows for America*, which recounts how a Maasai tribe in Kenya sent cows to the United States as a gift of comfort after the Sept. 11 attacks.

On the second reading of the book, she stopped to ask the children to point out things in the story that showed the compassion of that gift: the Maasai's deep reverence for cows, and the pain of 9/11, conveyed to them by a native son who had returned to his village from his medical studies in New York.

Ms. Longmore and her colleagues chose to customize that lesson. As written for RAP, it focused on themes of past and present, since the story flips back and forth between the two, a structure that can prove challenging for young students. But the 2nd grade team wanted to use the story to build students' background knowledge of 9/11 also, so they chose to focus more discussion on that and paired it with another book: *Sept. 12th: We Knew Everything Would Be All Right*. That book was written and illustrated by 1st graders at a Missouri school who were upset by the plane crashes, but found reassurance and security in the recurring events of their days, such as their teacher reading to them at school.

During the read-aloud of *14 Cows for America*, Ms. Longmore's 2nd graders were absorbing the messages of the Maasai's gift and the tragedy of 9/11. The teacher asked the children to "turn and talk" with one another about a phrase in the story: The villager who told his tribesmen about 9/11 said that it "burned a hole in his heart."

"What is the author trying to tell us?" Ms. Longmore asked the children.

"That it made him sad," a boy said.

"Can you provide some more support for your answer from what you've read?" the teacher asked.

"Because the author told us that many people lost their lives," a girl said.

Ms. Tomlinson, the assistant principal, said that kind of focus on a story's meaning leads her students more often to deeper understanding.

"Listening to what they say in class," she said, "it's proof that they can reach those higher levels, with scaffolding, and they can get it."

Education Week

Rep. Bobby Scott Urges Big-District Leaders to Press GOP on Title I Portability

By Lauren Camera on March 16, 2015 3:22 PM

Members of the Council of the Great City Schools headed to Capitol Hill Monday afternoon to lobby lawmakers in Congress about rewriting the No Child Left Behind Act—and many will be pushing hard against Republican proposals that would make Title I money for low-income students portable.

"The matter of the fact is that low-income areas aren't going to do well politically in getting their fair share of resources [compared to] the wealthier areas," said Rep. Bobby Scott, D-Va., the ranking member of the House education committee, who spoke Monday afternoon during a luncheon at the group's annual legislative conference.

When asked by one member of the group what they should focus on during their congressional visits, Scott urged them to press Republicans on Title I portability and other funding issues, like the elimination of maintenance of effort, that he (and most Democrats, including the administration) see as harmful for low-income communities.

"When you lobby, you need to lobby for the old funding formula so the ones who really need the help get the help," said Scott. "If not, we're back to pre-1965. Funding is the most important."

"In the place of public education, separate but equal has no place," Scott added.

Scott's comments come nearly three weeks after GOP leaders in the House of Representatives were forced to yank a Republican-backed overhaul of the NLCB law from the floor after members of their own party began withdrawing support for the measure. A final vote on the bill has not yet been rescheduled.

Meanwhile, we're going on week four of negotiations between Sens. Lamar Alexander, R-Tenn., and Patty Murray, D-Wash., the chairman and ranking member of the Senate education committee. The two are trying to broker a bipartisan NCLB rewrite that would appeal to enough members in each caucus to overcome a 60-vote threshold and clear the chamber.

Congressional efforts to give the outdated law a facelift headlined this year's CGCS annual legislative conference.

In addition to Scott's speech, members heard from the majority and minority policy staff on both chambers' education committees. A few members of the group were even handpicked to meet with President Barack Obama and U.S. Secretary of Education Arne Duncan to talk about the administration's priorities for overhauling the federal K-12 law.

You can read more about the president's pitch to the attendees—a list that included CGCS executive director Mike Casserly, Washington, D.C., schools Chancellor Kaya Henderson,

Richard Carranza, the superintendent of the San Francisco Unified School District, Michael O'Neill, school board chair of the Boston Public Schools, and others—here and here.

Unfortunately, the discussion with committee staff, which was filled with juicy nuggets about the ongoing negotiations, was announced off-the-record at the last minute, so I cannot share any of it with you. (Trust me, I'm just as disappointed as you.)

So **where do things currently stand** in each chamber?

In the House, Rep. John Kline, R-Minn., Chairman of the education committee and author of the bill that was pulled from the floor, said he hopes his bill will get a vote as early as this week, though that's unlikely since it has not been scheduled for floor time by leadership. Last week, Kline's committee blasted out emails touting the measure's conservative principles—something that was questioned by his colleagues after a blog post on an anti-Common Core State Standards website that railed against Kline's bill went viral.

However it's unclear whether the bill will ever be rescheduled, a prospect that becomes more grim the closer the chamber gets to appropriations season, which typically clogs the congressional calendars with spending measures.

And since we're on the topic, efforts to fund the 2016 fiscal year officially kicked off March 4, when Duncan defended the president's budget request before the House appropriations subcommittee that makes decisions about education funding. The House and Senate budget committees plan to release their fiscal year 2016 spending blueprints this week.

In the Senate, Alexander and Murray announced that they plan to mark up their forthcoming bill the week of April 13. They'll likely unveil it a week or two before the markup in order to gather feedback from colleagues and stakeholders, so stay tuned for more news on that front.

McClatchy Newspapers

Sen. Burr would shift funds to aid poor schools

By Renee Schoof, McClatchy Washington Bureau, April 30, 2015

WASHINGTON — North Carolina would get an additional $27.3 million a year for schools as a result of a change in federal education funding that Sen. Richard Burr, R-N.C., added to the new version of the K-12 education law that's now before Congress.

Burr said his bill fixed what he said was an inequity in federal funding for schools that dated back 14 years to when the legislation was last updated, as the No Child Left Behind law.

"It's pretty simple. North Carolina's been cheated since the last time this was reauthorized, along with 33 other states," Burr said in an interview on Wednesday. "Now we've revised it to where the money is going to follow the population and the kids that are at risk."

Burr's legislation would phase out a provision in the original 2001 measure that allowed states that were receiving Title II funds, named for part of the Elementary and Secondary Education Act, to keep the same level of funds even if their populations were declining. Title II funds are used for teacher preparation and incentives, as well as other needs. They're largely directed to aid low-income students.

Another Burr amendment changed the formula so that 80 percent of Title II money is based on poverty. Currently it's 65 percent.

The Senate Health, Education, Labor and Pensions Committee, where Burr is a member, approved both of his amendments in mid-April just before it unanimously passed a bipartisan revision of the education law.

One amendment would phase out a "hold harmless" provision that has allowed states to keep their funding levels even if their populations declined. Some states, such as Pennsylvania, would lose money under Burr's approach, and Sen. Bob Casey, D-Pa., fought it during a hearing. In the end, the committee voted in favor of Burr's amendments.

Explaining why he "put up a fight" in the committee over getting the change inserted into the law, Burr said: "If we really are serious about fixing elementary and secondary education for all kids, then you can't not face the reality that low-income kids typically have more challenging schools, probably don't have the best teachers in the system, and to overcome those it takes additional resources to do it."

Views of Burr's change could vary, depending on whether states were winners or losers. But with 33 states expected to gain, he said he felt confident his plan would have enough support in the Senate.

"The Burr amendment benefits some urban districts, and disadvantages others," said Henry Duvall, a spokesman for the Council of the Great City Schools, an advocacy group for urban education. He said the council hadn't taken a position on it.

The additional $27.3 million would be added to the $49.7 million North Carolina now receives in Title II money for a total of $77 million annually.

Burr said the rewrite of the education law that the committee passed "has embraced everything that was on my wish list to accomplish, and maybe a little bit more."

He said the bill "dismantled the national school board," a reference to the Education Department's ability under current law to tell states what they had to do to get waivers from what were seen nationally as the law's unworkable requirements.

"We've pushed the majority of the decisions to the state and localities," he said

He said he expected the bill to go through smoothly when it reaches the Senate floor. The biggest challenge will be getting a bill from the House of Representatives so that the two chambers could work out differences and send a measure to the president, Burr said. "But I think that's doable," he added.

The House stopped discussions on the bill earlier this year when some conservative Republicans said it didn't go far enough in eliminating a federal role in education.

Austin American-Statesman

Austin district hopes billboards, bus ads will help it retain students

Wednesday, June 3, 2015

By Melissa B. Taboada- American-Statesman Staff

As the Austin school district plans for a third consecutive year of declining student enrollment next fall, district leaders are launching a multifaceted campaign to reverse the trend and attract families.

Billboards were put up last week, and ads this month will be slapped on the sides of public transit buses as well as the district's own yellow fleet. Flyers are being stuffed into mailboxes in target areas of town. Radio ads are being taped.

School board members say it's about time that the Austin district — long considered one of the best urban districts in Texas by those in education circles — spread the word to families, in part to keep students from leaving for charter schools that have been out-marketing the district for years.

"We recognize we have to be as nimble and as good as our competitors," said Trustee Kendall Pace, adding that marketing is about telling the district's story, building interest and creating loyalty. "We have great things going on. We just don't have a systematic way of getting that message out there."

Austin's marketing push mirrors a strategy used by other districts across the U.S.

In 2013, San Antonio area school districts started their "We Go Public" effort to tout the benefits of traditional public schools. The Palm Beach County school district in Florida also recently began a multimedia marketing campaign. The campaigns for those districts have included television advertising, which the Austin district has not yet embraced.

Henry Duvall, director of communications for the Council of Great City Schools, which represents 67 urban districts throughout the country, said Austin's efforts sound like a smart move, particularly the emphasis on highlighting more openings in early childhood and specialty programs, such as Early College High School, which allows high school students in two of the lower-performing schools to earn an associate degree. Such programs elsewhere, like in St. Louis, have driven up enrollment, he said.

"If they do this right, it should be a success because we definitely have seen success in other districts that have done this," Duvall said. "Public school districts didn't really have to do too much advertising in the past, but with the advent of charter schools, it makes the public schools think, 'We have good programs and need to let the public know.' "

For now, the Austin district is attempting to market its schools in more cost-effective ways, school officials said, but trustees could decide to put aside funding specific to marketing efforts starting in the 2015-16 budget,

which is to be adopted in August. It is unclear how much money, if any, will be designated specifically for marketing. The current efforts cost about $23,300, cobbled together from unspent funds for professional development and copy paper purchasing, among other things.

A few of the area's top public relations and marketing firms, including Elizabeth Christian Public Relations, have lent their expertise pro bono to help the district brand itself. And the district is working with the Austin Board of Realtors to help educate real estate agents on the various programs schools offer.

Sendero Health Plans also donated 10 billboards for the district to boast about its Early College High School programs, for which students can earn associate degrees during high school, and pre-kindergarten programs, which are free and start as early as age 3, in a handful of low-income neighborhoods where schools' enrollment is low.

Charter schools have targeted many of those neighborhoods for their recruiting and have doubled their enrollment in recent years.

By contrast, the 85,000-student Austin district dwindled by nearly 2,000 students in the past two years and is bracing to lose another 569 this fall.

Each student brings about $7,400 in state funding, so the last two years of declining enrollment have meant a loss of millions for the district.

The new marketing push stretches to the grass roots, where a handful of parents and campus administrators have visited homes and businesses to get the word out about their schools.

Colin Clark, whose son is a first-grader at Travis Heights Elementary, said he got involved to boost enrollment at the school, as charter schools "market heavily to our students." He has visited businesses near the school to let employees know that it is an option for their children.

"We recognized the need to do everything we can," Clark said.

Chalkbeat

Elia promises to communicate as state ed policy faces new tests

By: Geoff Decker

Published on: May 27, 2015 - 6:22 am EST

A statewide “opt-out” movement is flourishing. A required teacher-evaluation overhaul has district leaders wary. The Board of Regents is newly skeptical of education policy decisions made over the last five years.

MaryEllen Elia, appointed New York state’s new education chief on Tuesday, will soon wade into those issues and others, having been tasked by the Regents with plotting a course forward. In her first interview after the announcement, Elia indicated that she will bring a shift in tone and style while not backing away from the controversial policies implemented by her predecessors — walking a fine line between the old and the new.

“I have, in my experience, always felt like communication is key to any kind of an implementation and any kind of change,” Elia said during a press conference in Albany after the Regents vote. “Listening to people,” she said later, “is extremely important.”

[Read more about Elia’s past and reaction to the announcement.]

The comments signify changes to what is expected of the state’s education leader. Buoyed by the state’s $700 million Race to the Top grant in 2010, the state’s last two education commissioners, David Steiner and John King, were brought in as outsiders with a mandate to quickly push through changes to teacher evaluations, state tests, and learning standards, a pace that helped spark a growing opposition movement.

Elia, on the other hand, was hired because of her decades of experience as a teacher and district administrator, and for possessing a management style well-suited to the moment, officials said.

“When we asked her questions, it was clear to us that she was a listener, and that was something we placed very high on our list of attributes that we want in our next commissioner,” said Vice Chancellor Anthony Bottar, who led the search.

Elia has spent her career working in traditional public schools, beginning as a social studies teacher outside of Buffalo in 1970. She spent 19 years teaching and the last 10 years as

superintendent of Hillsborough County, Florida, an unusually lengthy tenure for a leader of one of the country's largest school districts.

As superintendent, she built a track record of implementing big changes without stirring widespread opposition. Elia received flexibility from Florida's evaluation law, drawing praise from her district's teachers union. Funded with a seven-year, $100 million grant from the Bill and Melinda Gates Foundation, Hillsborough County introduced a new evaluation system in which 40 percent of a teacher's rating (compared to 50 percent in the rest of the state) was based on local and state tests and the rest was based on observations from principals and other teachers. Hillsborough has used the grant to pay more than 200 teachers to observe peers or mentor beginner teachers and to award bonuses to top-rated teachers.

"I think most people saw MaryEllen as being very pragmatic and forward-thinking in trying to stay ahead of that curve of things being crammed down our throats by the state," said Jean Clements, president of the Hillsborough County Teachers Association.

There were times when she disagreed with Elia, Clements said, noting that she had regularly fought the district in a bid to get her members more time to plan their lessons. But Elia believed that teachers were "the key to any success we had" in raising student achievement, the union leader said.

That's not to say Elia wasn't controversial. Her contract was terminated in January after a 4-3 vote, with some school board members criticizing her leadership style and outreach efforts, and a recent report showed that support for her teacher-evaluation plan had slipped. But the relationship between teachers unions and education leaders has been much more combative in New York.

Last year, King received a "no confidence" vote from the statewide teachers union after union leaders repeatedly called to delay tying test scores to evaluations. Moving forward, Elia will be contending with Gov. Andrew Cuomo, who refers to teachers unions as "special interests" and the public education system as a "monopoly."

Michael Casserly, executive director of the Council of the Great City Schools, a national coalition of large urban school districts, said Elia's close relationship with teachers throughout the changes bodes well for her time in New York.

"She brings to New York a lot of skills that people in the state have been looking for," Casserly said. "I can't imagine a better fit."

Elia differs much less from her predecessors when it comes to policy priorities. On Tuesday, she vowed to press forward as New York schools implement the Common Core standards**,** and said that standardized tests should continue to be used to evaluate schools and teachers.

"I am totally in favor of accountability," Elia said, nodding to Florida's reputation as an early adopter of using tests for evaluations. "We were one of the first states that implemented high-stakes tests, and I am favor of having tests that are fair, reliable, and valid."

Elia said New York's teacher evaluation system was headed in the right direction, but that a "review" of the policy was needed. Under a law passed in the state budget this year, districts will have to change their evaluation systems to increase the weight of state test scores and require that teachers be observed by independent evaluators.

She indicated that she thought less of the decision to simultaneously align New York's standardized tests to the Common Core standards and start evaluating teachers using test results, though.

"Some of this across the nation, in specific places, was done very quickly without the implementation explained and without enough time," Elia said. "I would suggest that sometimes in haste we haven't taken the time for people to understand and to become part of the change that needs to occur."

Elia said Hillsborough had "few opt-outs, if any" after the introduction of tests aligned to the state's Common Core-like "Florida Standards," which schools began implementing before she left. Elia said anxieties were eased in meetings with parents the district to explain why the changes would benefit students.

But in a sign that Elia will have a harder time stemming New York's growing opt-out movement, anti-testing parent groups criticized her selection and vowed to continue their protest.

Virginia Pilot

Norfolk faces hurdles in recruiting for superintendent

By Ben Werner
The Virginian-Pilot
© March 23, 2015

NORFOLK

The imminent departure of Superintendent Samuel King - the third Norfolk Public Schools chief to leave in five years - has community members wondering how to find a leader who sticks.

School Board members and King announced Wednesday they had a "mutual agreement" to end his contract. King will leave with a year's pay and medical benefits, just months after the board voted to extend his contract through 2018.

An interim superintendent will be named before King's last day on April 30; the board has not outlined how it will seek his permanent replacement.

"My concern is, who is going to want the job?" said Norfolk parent Vicky Manugo Greco, a founder of education advocacy group Norfolk GAINS. "Three superintendents in five years?"

Norfolk faces several recruiting challenges for its top schools spot. Approximately 70 percent of its 32,000 students live in poverty. The division ranks among the worst performing in the state according to test scores. And The Pilot has revealed problems within the division, including the forfeiture of $1.6 million in federal funding intended to help its poorest schools and students because of missed spending deadlines.

"It's unconscionable you would have to turn away almost $2 million in federal money," said Stephen C. Jones, former Norfolk Schools superintendent.

That sends a message to potential candidates, said former Norfolk city manager Jim Oliver - a distant relationship between the superintendent and School Board and the City Council.

A successor needs to bridge that gap, he said.

"There's going to be some potholes," Oliver said. "But sometimes when there's a crisis there's a change."

Administrative upheaval in the division's top ranks, along with political tension, can influence who applies for the job, said Michael Casserly, executive director of the Council of the Great

City Schools. Norfolk is a member of the Washington, D.C.-based coalition of the nation's largest school divisions.

A successful search requires School Board members to clearly state what they expect of a superintendent, he said. Candidates looking at Norfolk's top schools job will likely consider the recent run of superintendents, along with upcoming School Board elections, scheduled to begin next year.

"The main question every candidate will ask themselves is 'will I succeed here?... and if so, for how long?' " Casserly said. "Nobody wants to take a job if they don't think they'll be effective."

Another factor to consider: The Board appears to be willing to pay for talent. King's salary of $246,750 rated above the average of $211,000 for superintendents of divisions with fewer than 50,000 students, according to a fall 2014 report issued by the Council of the Great City Schools.

Norfolk's pay compares favorably to other urban school divisions in the state. According to news reports, Richmond City Schools hired a new superintendent at the end of 2013 for a base salary of $225,000, with performance incentives worth another $22,500. Richmond's schools educate about 23,000 students.

While the School Board has not said how it will search for King's successor, it used national executive search firm Ray & Associates to find him and his predecessor, Richard Bentley. Bentley left after only 15 months on the job, and Ray & Associates waived its consulting fee for the division's search to replace him. (Michael Spencer served as interim superintendent between Bentley and King and left to become headmaster at the private Williams School in Ghent.)

Greco worried that casting a wide net attracts candidates more interested in padding their resumes than building a lasting relationship with the community. When she met King, she said, he didn't know what Norfolk GAINS was.

"It doesn't have to be a Norfolk native," said Greco, a lifelong Norfolk resident. "But somebody who is all-invested in the system and buys a home."

King sent a message to the community that he didn't plan to put down roots, Jones said. Last year The Pilot reported that King lived in a Norfolk apartment despite receiving $12,000 in his contract "to partially defray the cost of selling and buying a home." The Pilot also reported last year that King had planned to interview for the top job in the Bibb County, Ga., school system.

Jones, who served as Norfolk's superintendent for about five years and retired in June 2010, said he would have offered King his perspective on various issues - but King never asked.

Another group has urged the board to conduct a national search. But that search must include plenty of input from residents, wrote Andria McClellan, a member of Better Together Norfolk, which advocates for School Board members to be elected at-large. The group asked for public forums, questionnaires, public interviews with each candidate and for each finalist's application to be posted online for review by residents.

"We can't afford to proceed with yet another search process conducted behind closed doors," said a statement by the group. "Please ensure that this process includes all of our voices."

Jones said Norfolk has a big selling point: it's primed to do everything possible to help its superintendent and schools succeed. Jones said he chose Norfolk over offers to remain in Syracuse, N.Y.; return to Baltimore; or work in Connecticut because of the reception he received in a series of community meetings during the superintendent vetting process. He felt as if the community hired him, and the School Board simply confirmed it.

Plus, Jones said, Norfolk is near the water in an urban area full of cultural institutions. Although he left the division five years ago, Jones remained in Norfolk because he fell in love with the city.

Norfolk has advantages to offer a new superintendent, Jones said - a City Council that appears committed to improving school performance, a business community willing to assist through efforts such as pushing career and technical education, and parent groups ready to volunteer time and expertise.

All that's missing is a leader.

"I think there's a great deal of potential in the division," Jones said. "But you can't get the buy-in if there's going to be a revolving door."

Minneapolis Star Tribune

Minneapolis interim superintendent not holding back

By Alejandra Matos Star Tribune
June 29, 2015 — 9:28am

Minneapolis interim Superintendent Michael Goar is plowing ahead with significant changes to the school district like no other temporary chief in recent history.

In just a few months, he has hired a new chief financial officer and cut more than 100 central office employees, the largest staff reduction in at least two decades. Gear and central office staff already have dropped the term "interim," even though school board members say they are a year away from naming a new superintendent.

"There are things we have to get done," said Goar, who wants the job permanently. "I have nothing to lose."

Goar finds himself in a precarious position, leading the state's most troubled school district as it faces a multimillion-dollar shortfall and as he searches for a breakthrough on a persistent and dramatic achievement gap between white and minority students. Already, he has clashed with school board members over the cost of a new swimming pool, hired outside public relations consultants and embarked on a plan to dramatically trim the administrative ranks to increase classroom spending.

When Goar served as the top deputy to former Superintendent Bernadeia Johnson, he was the behind-the-scenes administrator in the shadow of her big-picture and gregarious leadership style. Now, for the first time, he is front and center.

Some community members and current and former staffers say privately that Goar is aggressive, dives deep into details and has a very guarded persona. He doggedly tracks each department and insists on reviewing every presentation before it goes to the school board. He is quick to push back when he believes his staff is wrong.

Community leaders already are noticing a difference at the district headquarters.

"This is a town that often likes leadership that makes us feel comfortable," said former Minneapolis Mayor R.T. Rybak. Rybak is leading Generation Next, a nonprofit that works closely with the school district to close the achievement gap. "I don't think we should always love our leaders. We should seek out people we respect, that can make tough calls."

Rybak, who meets with Goar monthly, said he has left meetings with Goar feeling uncomfortable with his style. "I certainly don't leave feeling comfortable with everything he said," Rybak said.

Goar's willingness to implement significant changes is a departure from previous interim school leaders. Since 1980, the district has had eight temporary superintendents who mostly acted as caretakers of the district until the new leader took over.

Michael Casserly, the executive director of the Council of the Great City Schools, said school boards generally decide how much latitude to give an interim leader. He met with the Minneapolis board as they were beginning their search process.

“There is no rule that the interim has to just sit and have the trains running on time,” Casserly said.

Whether the board will pick Goar as the next superintendent remains a question. Mitch Trockman, the district’s board liaison, who works closely with the board and the superintendent’s office, said the board is serious about its nationwide search.

Boards have appointed internal candidates in the past without conducting a search, Trockman said. The hiring of a search firm signals the board is serious about finding the best candidate and not just considering Goar as its de-facto leader.

“The board is really having an opportunity to watch him,” said Trockman, who has served as interim superintendent in the past.

Goal has worked as a top administrative officer in Boston, Memphis and Minneapolis. He said he is learning to adjust to the superintendent role, but he admits he is sometimes too easily drawn into the intricate details of the district’s business.

At the end of each day, his secretary gives him about seven folders with copies of e-mails he needs to respond to, appointment requests, his calendar and other pending matters. He said he takes them home, makes dinner, watches some basketball and goes through each task.

At a recent meeting with top district leaders, Goar heard a presentation set to go before the board about a new internal operations improvement plan. Along the way, he would stop to ask questions and recommend different language.

“Not to say that I somehow know best, but I need to help you to frame it to give it more depth,” Goar said in an interview afterward.

He acknowledges what some current and former staffers have said privately, that his micromanaging can discourage top leadership from publicly disagreeing with him.

“I’m reflecting on this. Maybe it’s something wrong with me,” Goar said. “They should feel comfortable to push back. I want to create that dialogue with my Cabinet members.”

He often finds himself seeking advice from Carol Johnson, his mentor and former superintendent of Minneapolis schools. He said he doesn’t feel he has anyone internally who can be a sounding board and will give him honest feedback.

“I need someone who can criticize and critique me so I can be a better leader,” Goar said.

Outside of the central office, Goar is trying to build stronger relationships with a community that has at times grown weary of the district. Along with district staff, he recently visited People Serving People, a homeless shelter in Minneapolis, to serve food to residents. They served nearly 250 meals to families whose children mostly attend Minneapolis Public Schools.

“It’s very humbling,” he said.

Gear is rethinking other long-held practices. He instructed staff to meet with various branches of the military who want to be able to recruit in Minneapolis and offer students scholarships and job opportunities.

Terry Henry, who heads the district’s college and career readiness department, said these groups have been excluded from the district because of a policy passed several years ago. But Goar said the district should not “limit a student’s opportunities.”

There have been some setbacks in gaining the community’s trust. The Roosevelt High School community was angry about the way their budget had been allocated, forcing Goar to publicly admit that the district needs to be more transparent.

Most recently, some parents have been critical about changes in the district’s autism program and accuse Goar and his leadership team of being dishonest about what they will be doing with the program.

“There are always going to be people who will still be unhappy,” he said. “This is not a popularity contest.”

Long Beach Press Telegram

Levar Burton, Jose Hernandez, Fareed Zakaria to speak at Long Beach education conference

By Nadra Nittle , Long Beach Press Telegram (May 16, 2015)

Actor Levar Burton, former NASA astronaut Jose Hernandez and CNN anchor Fareed Zakaria will speak at a national education conference in Long Beach in October.

Actor Levar Burton, former NASA astronaut Jose M. Hernandez and CNN anchor Fareed Zakaria will speak at the Council of the Great City Schools' 59th Annual Fall Conference in Long Beach.

The Long Beach Unified School District will host the conference, which will take place from Oct. 7-11.

The Council of the Great City Schools is a coalition of urban school systems, including LBUSD. Thousands of education leaders are expected to take part in the conference.

"The conference planning is off to a great start. These are impressive speakers who know the value of a good education," stated Felton Williams, LBUSD school board vice president and CGCS secretary-treasurer.

Burton is known for his performances in "Roots," "Star Trek" and "Reading Rainbow." Hernandez belonged to the crew of the Space Shuttle STS-128 Discovery mission.

Foreign policy expert Zakaria analyzes economic and political trends for CNN and the Washington Post.

OP-EDS

San Francisco Chronicle

Proposed federal budget would set back urban schools' gains

By Jumoke Hinton Hodge and Michael Casserly

March 27, 2015

The nation's urban public schools are often described as troubled or in crisis, but many people don't realize that they have made enormous progress over the last 10 years. Their students' academic performance has improved. They have raised their standards and strengthened their non-instructional operations. Our urban schools still lag on many important indicators, to be sure, but the public would be encouraged by the amount of effort and innovation that is going into improvement.

Earlier this month, we had the opportunity to join other school leaders in a meeting with President Obama to discuss the successes we've seen and the challenges we face. The progress we have made is now in jeopardy as Congress considers a new budget and prepares to reauthorize the federal Elementary and Secondary Education Act. The congressional budget jeopardizes federal investments in public education, which have not even fully recovered from prior-year budget cuts known as sequester cuts. Both the House and Senate versions of the reauthorization of the education act further freeze funds through 2021. If such levels are approved by Congress, the federal government would spend less on our schools in 2021 than in 2012.

What would that mean? In Oakland, fewer after-school opportunities and less tutoring. In Houston, the loss of nearly 120 teachers. And in Miami, the loss of $15 million in badly needed Title I educational aid for poor children.

On top of this loss of federal funding, the House bill to renew the nation's elementary and secondary education programs allows state and local education funding to be cut without any risk of losing federal dollars. In a very counterproductive proposal called "portability," the House bill would dismantle the system by which federal funds are targeted to schools and districts with the highest concentrations of poverty, moving these scarce dollars into schools and districts with less overall need. The proposal then further dilutes funding by allowing federal funds to be used for any student within a school, or any school with as few as one poor student, thereby undercutting the original intent of Congress to concentrate federal funds where they are most needed to offset the impact of poverty on learning.

These proposals put at risk the significant gains that our urban public schools have made over the last few years. In fact, these academic gains are helping to fuel the progress that the nation in general is making. For instance, between 2003 and 2013, fourth-graders in the nation's large city schools improved their reading attainment by 33 percent on the National Assessment of Educational Progress (sometimes called the nation's report card.) In math, fourth-graders in our large city public schools improved by 63 percent over the same period. We see similar gains among eighth-graders. And movement is now evident in improving graduation rates, particularly among our African American and Hispanic students.

This progress is the result of work by a great many people at the local level who have not tolerated the low expectations to which too many of our children have been historically held. As urban educators, we did not get into this important work to see our schools reflect — much less perpetuate — the inequities that too many of our children endure. Our job is to help our children overcome barriers and to put them on the road to success.

But this largely unheralded progress is at risk if Congress begins to undermine the gains we are making, gains that our elected representatives have had a hand in creating through the investments they have made over the years. Now is not the time to back away; now is the time to double-down on behalf of all our children. So we

urge Congress to pass a good bill that addresses our concerns and invests in our children.

Jumoke Hinton Hodge is a member of the Oakland Unified School District Board. Michael Casserly is the executive director of the Council of the Great City Schools, the nation's primary coalition of large urban public school systems.

Core of the Matter: Common Core in America's Great City Schools—Optimism Amidst the Noise (#CoreMatters)

Alliance for Excellent Education
September 22, 2015

The following blog post is another in the Alliance's "Core of the Matter" blog series focusing on the implementation of the Common Core State Standards and struggling students. It was written by Michael Casserly, executive director of the Council of the Great City Schools.

While enthusiasm for the Common Core State Standards (CCSS) has waned on both the political left and right over the last several years, the nation's major urban public school systems have remained energetic backers of the guidelines because they provide a powerful lever by which we can raise academic expectations for our inner-city children and ensure equity. More than anyone else, the nation's urban public schools understand the toll that low expectations have taken on our children. The Common Core presents a critical opportunity to change that scenario.

Every urban school district that is part of our coalition either uses the new standards as the basis for instruction or is informed by them—all with the understanding that we see better academic attainment from our students when we expect it. Even in states where the standards never were adopted, large city school districts have used the new benchmarks as beacons for their

instructional reforms. Anchorage, for instance, adopted the Common Core even though Alaska did not.

The District of Columbia Public Schools stands out among urban school districts as being one of the more aggressive in its implementation of the Common Core. The district followed its initial personnel reforms with a relentless focus on the instructional changes it wanted to see in the city's classrooms. It revamped its scope and sequence documents to align with the Common Core. It phased in its rollout of the standards by subject and grade. It put into place extensive professional development for teachers and school administrators alike and overhauled its instructional coaching system. This year, the district, which continues to see some of the nation's largest improvements in reading and math outcomes for students, is launching its Cornerstone project with new instructional lessons linked to the CCSS to build on these gains.

Other districts like Fresno, Denver, Long Beach, and Cleveland also are being forceful in their implementation. Fresno, for instance, has devoted considerable energy to ensuring that its implementation of the standards meets the needs of its sizable number of English language learners. Denver has devoted considerable time to its assessment systems and has moved much of its implementation to the school site level. Meanwhile, Cleveland continues to double down on its classroom instruction as part of its larger Cleveland Plan initiatives.

These and other cities understand that while academic performance might not improve immediately, it will improve over the long-run and in a way that ensures that our urban children are college and career ready. Already, results on the National Assessment of Educational Progress (NAEP) demonstrate that reading and math scores in the cities are improving faster than anywhere else in the country.

The Council itself, along with a number of other organizations, continues to develop tools to help its member districts with implementation and to inform the public about what the standards are and what they aren't. For instance, the organization prepared detailed guidelines to help its members get ready for PARCC and SBAC testing, which experienced few serious problems when they were administered for the first time in our districts last spring. We have a new public service announcement in the field that has been seen by over 100 million people in its first six months. And we recently launched new guidance for selecting grade-level instructional materials aligned to the content and rigor of the standards.

This doesn't mean that implementation of the standards has gone well everywhere. The truth is that implementation remains very uneven. Some places have enthusiastically embraced the standards, while others are more lackadaisical. Urban school districts will need to push each other harder to ensure that implementation is stronger everywhere.

To be sure, the wave of reforms that has swept the nation recently has left a lot of educators exhausted and dispirited, and likely has affected how willing many classroom teachers and school administrators are to put the new standards into place. The extraordinary turnover in urban school leaders and staff over the last two years and cuts in funding for public education during and after the recent recession also have taken a toll on the momentum that was building behind standards implementation. In addition, many urban school districts continue to report that

their implementation is weakest with their English language learners and students with disabilities.

Still, when we polled parents of our Great City School students about a year ago, we found that more parents (48 percent) had a positive impression of the standards than a negative one (22 percent), while a significant portion (38 percent) remained unsure or unaware of the standards. When given a straight-forward description of what the standards were, 88 percent of parents indicated that the new expectations would be either very or somewhat beneficial for their children.

The Great City Schools have found themselves once again at the center of an enormous tug-of-war that has pitted political forces against one another over the direction of our nation's public schools. But the work of these urban school systems continues to be anchored in the instructional reforms that are likely to pay the greatest dividends for our nation's urban schoolchildren. It is how we stay so optimistic in the midst of so much noise.

Michael Casserly is the executive director of the Council of the Great City Schools. You can follow the Council on Twitter at @greatcityschls.

COMMON CORE COMMUNICATIONS

memorandum

+gmmb cause the effect

To: Henry Duvall, Council of the Great City Schools

From: GMMB

Date: September 17, 2015

RE: Common Core PSA Monitoring Report for August 1, 2015 – August 31, 2015

Overall

This monitoring report represents the seventh summary of the results of the public service announcement distribution for the Council's Common Core English and Spanish language television PSAs; "Conversation – English Language Arts" and "Conversation – Math"; as well as the English and Spanish language radio PSAs, "Conversation – English Language Arts" and "Conversation – Math", covering the period between August 1 and August 31.

All data in this report comes from coding embedded in the PSA tapes distributed to television and radio stations that is subsequently tracked and reported by Nielsen Media Research.

Below is a summary of cumulative airings of the eight PSAs since the beginning of the campaign on January 21, 2015. A breakdown of airings of the television PSA by market and station is available in the Appendix.

PSA	Cumulative Airings	Cumulative Audience Impressions	Cumulative Media Value	Placements in Top 15 Markets This Month
English Language TV PSAs	3,353	61,399,306	$1,611,191	Boston, Detroit, Seattle
Spanish Language TV PSAs	4,138	49,058,598	$1,786,786	New York, Philadelphia, San Francisco, Boston, Washington, Tampa
English Language Radio PSAs	3,156	12,067,900	$184,889	New York, Chicago, Philadelphia, Phoenix, Minneapolis-St. Paul
Spanish Language Radio PSAs	2,009	2,522,600	$111,127	New York, Los Angeles
Total	**12,656**	**125,048,404**	**$3,693,993**	**New York, Los Angeles, Chicago, Philadelphia, San Francisco, Boston, Washington, Phoenix, Seattle, Minneapolis-St. Paul**

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gmmb.com

English Language Television
For the August monitoring period, the English language television PSAs aired 585 times on 21 stations in 16 markets, amounting to 8,519,742 audience impressions and $298,749 in donated media value.

"Conversation – English Language Arts" aired 287 times on 16 stations in 13 markets, amounting to 4,347,103 audience impressions and $150,155 in donated media value, while "Conversation – Math" aired 298 times on 17 stations in 13 markets, amounting to 4,172,639 audience impressions and $148,594 in donated media value.

In the Nielsen ratings, "Conversation – English Language Arts" ranked 324th out of 1207 PSAs tracked during August, while "Conversation – Math" ranked 316th.

New markets reached this month	1 market: Lafayette, LA
Stations with over 500,000 impressions this month	WHDH-TV (Boston): 53 airings and 3,261,080 impressions KALB-TV (Alexandria): 214 airings and 1,786,724 impressions WLVI-TV (Boston): 43 airings and 959,748 impressions KWWL-TV (Cedar Rapids): 30 airings and 509,257 impressions
Cumulative percentage of airings by daypart	30% during Daytime hours (9 AM – 4 PM) 25% during Early Morning hours (5 AM – 9 AM) 24% during Late Night hours (1 AM – 5 AM) 11% during Late Evening hours (10 PM – 1 AM)
Cumulative demographic reach	Women aged 25-54: 15,618,181 impressions, or 25% overall Men aged 25-54: 13,660,897 impressions, or 22% overall

Spanish Language Television
For the August monitoring period, the Spanish language television PSAs aired 802 times on 15 stations in 11 markets, amounting to 5,910,106 audience impressions and $390,145 in donated media value.

"Conversación – artes del lenguaje en inglés " aired 206 times on 9 stations in 7 markets, amounting to 1,648,814 audience impressions and $44,082 in donated media value, while "Conversación – matemáticas" aired 596 times on 15 stations in 11 markets, amounting to 4,261,292 audience impressions and $346,063 in donated media value.

In the Nielsen ratings, "Conversación – artes del lenguaje en inglés" ranked 322nd out of 1207 PSAs tracked during August, while "Conversación – matemáticas" ranked 189th.

New markets reached this month	None
Stations with over 100,000 impressions this month	KUNP-TV (Portland): 322 airings and 1,735,043 impressions KLDO-TV (Laredo): 118 airings and 883,277 impressions KXOF-TV (Laredo): 139 airings and 629,578 impressions KWWL-TV (Cedar Rapids): 34 airings and 507,100 impressions WFDC-TV (Washington): 40 airings and 495,425 impressions WNJU-TV (New York): 8 airings and 364,914 impressions WMDO-TV (Washington): 28 airings and 361,687 impressions WTXF-TV (Philadelphia): 7 airings and 334,971 impressions KETF-TV (Laredo): 70 airings and 296,161 impressions KQCA-TV (Sacramento): 11 airings and 156,476 impressions
Cumulative percentage of airings by daypart	19% during Late Night hours (1 AM – 5 AM) 31% during Daytime hours (9 AM – 4 PM) 12% during Early Morning hours (5 AM – 9 AM) 17% during Late Evening hours (10 PM – 1 AM)
Cumulative demographic reach	Women aged 25-54: 13,492,649 impressions, or 27% overall Men aged 25-54:15,623,140 impressions, or 32% overall

English Language Radio

For the August monitoring period, the English language radio PSAs aired 607 times on 25 stations in 20 markets, amounting to 1,335,900 audience impressions and $31,242 in donated media value.

"Conversation – English Language Arts" aired 384 times on 19 stations in 16 markets, amounting to 848,050 audience impressions and $20,344 in donated media value, while "Conversation – Math" aired 223 times on 17 stations in 14 markets, amounting to 487,850 audience impressions and $10,898 in donated media value.

New markets reached this month	2 markets: Rockford, IL; Cheyenne, WY-Scottsbluff, NE
Stations with over 100,000 impressions this month	WWBN-FM (Flint): 108 airings and 259,200 impressions KCMO-AM (Kansas City): 72 airings and 187,200 impressions WCTK-FM (Providence): 16 airings and 150,400 impressions WCCO-AM (Minneapolis): 9 airings and 120,600 impressions KFYI-AM (Phoenix): 9 airings and 110,700 impressions
Cumulative demographic reach	Women aged 25-54: 1,740,900 impressions, or 19% overall Men aged 25-54: 3,063,400 impressions, or 25% overall

Spanish Language Radio

For the August monitoring period, the Spanish language radio PSAs aired 318 times on 9 stations in 9 markets, amounting to 443,700 audience impressions and $17,636 in donated media value.

"Conversación – artes del lenguaje en inglés " aired 169 times on 6 stations in 6 markets, amounting to 221,200 audience impressions and $9,774 in donated media value, while "Conversación – matemáticas" aired 155 times on 8 stations in 8 markets amounting to 222,500 audience impressions and $7,862 in donated media value.

New markets reached this month	None
Stations with over 50,000 impressions this month	KWIZ-FM (Los Angeles): 25 airings and 162,500 impressions WNMA-AM (Miami-Fort Lauderdale): 93 airings and 83,700 impressions KNOG-FM (Tucson): 70 airings and 56,000 impressions WEPN-AM (New York): 41 airings and 49,200 impressions
Cumulative demographic reach	Women aged 25-54: 365,500 impressions, or 14% overall Men aged 25-54: 942,600 impressions, or 37% overall

Summary Analysis

During the month of August, the Council's Common Core PSA campaign produced strong performances across all PSAs. All four of the PSAs aired in top 15 markets, including New York, where the potential audience is largest and reaching viewers is toughest; in total, the PSAs have aired in 13 of the country's top 15 markets. The two Top 15 markets where a PSA hasn't aired (Houston and Dallas) are in Texas, which never implemented the Common Core standards. In just over seven months, the PSA campaign has already resulted in over 125 million audience impressions, and with a cumulative donated media value of $3,693,393, this PSA campaign is outperforming the Council's successful PSA campaign for "Staircase" and "Future", which had accumulated $2,982,333 in donated media value through seven months.

The English language television PSAs continued to perform strongly, with 585 airings leading to 8,519,742 impressions and $298,749 in donated media value in August. Out of the 21 stations that aired one of the English language television PSAs, ten achieved more than 100,000 impressions each, and two stations achieved more than 1 million impressions. "Conversation-English Language Arts" (287 airings) aired fewer times than "Conversation-Math" (298 airings) in August. In August, 19% of the English language television PSAs airings occurred in Top 10 markets, which compares very favorably with the industry average of 9%.

The Spanish language television PSAs performed particularly well in August, generating 5,910,106 audience impressions and $390,145 in donated media value. Eight out of the 15 stations that aired Spanish language television PSAs in August reported over 300,000 million impressions. Ten stations contributed at least 100,000 impressions. Those ten stations contributed a combined 777 airings of the Spanish language television PSA out of a total 802 airings, or 97 percent of all August airings of the Spanish language television PSAs. "Conversación – artes del lenguaje en inglés" (206 airings) aired fewer times than "Conversación – matemáticas" (596 airings) by a large margin. A whopping 55% of the Spanish language television PSA airings occurred in Top 25 markets, which substantially exceeds the

industry average of 19%. With 49,058,598 audience impressions and $1,786,786 in donated media value thus far, the Spanish language television PSAs are dramatically outperforming the Spanish language television PSA versions of the Council's "Staircase" and "Future" campaign, which registered 22,564,096 audience impressions and $487,257 in donated media value through their first seven months of airing. Thus far, the current Spanish language television PSA campaign has been more than twice as successful in terms of audience impressions, and over three times as successful as measured by donated media value.

The English language radio PSAs garnered at least 100,000 audience impressions in five markets, including two top 15 markets: Phoenix (#11) and Minneapolis-St. Paul (#15). The English language radio PSAs reached New York and Chicago, which are two of the three toughest markets to penetrate in the country, during the month of August. The Spanish language radio PSAs reached both New York and Los Angeles in August, the two toughest media markets to penetrate in the country. The Spanish language radio PSAs aired 159 times combined between New York, Los Angeles, and Miami-Fort Lauderdale, meaning that 50% of the airings occurred in Top 20 markets. The PSA also aired in Hartford-New Haven, Milwaukee, Tucson, Chattanooga, Santa Barbara, and Bakersfield.

In the seventh full month of airing, the PSAs continued making promising progress, and we can look forward to these numbers continuing to grow in the months to follow as the initial distribution's full effects continue to take shape. We will continue to follow up with stations to ensure that public service directors have received the PSAs and are aware of the importance of educating audiences about the Common Core.

COUNCIL OF THE GREAT CITY SCHOOLS

OUT-OF-HOME MEDIA REPORT

INDY RACE WEEKEND CAMPAIGN

CAMPAIGN DATES REPORTING:

- **May 22nd, 2015**
- **May 23rd, 2015**
- **May 24th, 2015**

IndyCar Series Fans

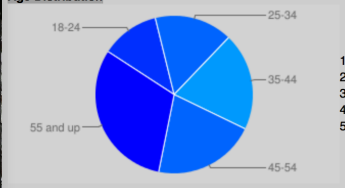
- 40 million IndyCar Series fans worldwide
- 1 in 5 U.S. adults are IndyCar fans
- Desirable and diverse audience
  - Well-educated adults with greater discretionary income
  - Heavy consumers of TV, print, and radio media
  - More brand loyal than average consumer
  - Early adopters of innovation and technology
- Brand loyalty based on brand participation in the series:
  - Nearly three times as likely to try a new brand
  - Twice as likely to remain loyal

40,000,000 fans

3x as likely to try new brands

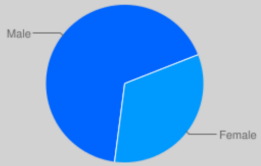
2x as likely to remain loyal

Age Distribution



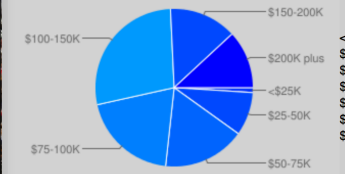
18-24: 12%
25-34: 16%
35-44: 20%
45-54: 21%
55+: 31%

Gender Distribution



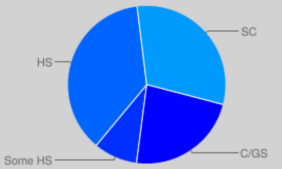
Male: 67%
Female: 33%

Income Distribution



< $25K: 1%
$25-50K: 9%
$50-75K: 17%
$75-100K: 20%
$100-150K: 28%
$150-200K: 14%
$200K+: 12%

Education Distribution



Some High School: 9%

High School: 37%

Some College: 31%

College Grad/ Grad School: 23%

INDY 500 FAN DEMOGRAPHICS

•The Indianapolis 500 is the highest attended single day sporting event in the world.

•The Indianapolis 500 produces a greater economic impact ($336 million) than either the Daytona 500 or the Super Bowl.

•IRL fans are 20% more likely than the average American to have attended college.

•61% of fans have an annual household income of $50,000 or more.

•IRL fans own an average of 3 vehicles and 41% have purchased a new car in past 3 years.

•81% of Indianapolis 500 fans have access to the internet.

•The Indy 500 is everything... what's important is that the Indianapolis 500 is the father, mother, and granddad of all races.

•The Indianapolis 500 encompasses the "Month of May" with three weeks of activity.

•The usual IRL fan watches less TV than the average consumer. Therefore they are harder to reach with conventional advertising / marketing.

•More than half of all IRL fans consciously choose a sponsor's brand because of it's association with the Indy Racing League.

•61% of attendees are ages 18-45.

•69% male 31% female

Council of the Great City Schools

1. What are the Common Core State Standards ?
(a) Higher educational standards in English language arts and math;
(b) New standards for students in kindergarten through high school;
(c) An initiative to prepare students for college and career success; or
(d) All of the above? (Answer is D)

2. The Common Core State Standards were developed by the federal government -- True or False? The answer: False; they were developed by governors and state education leaders

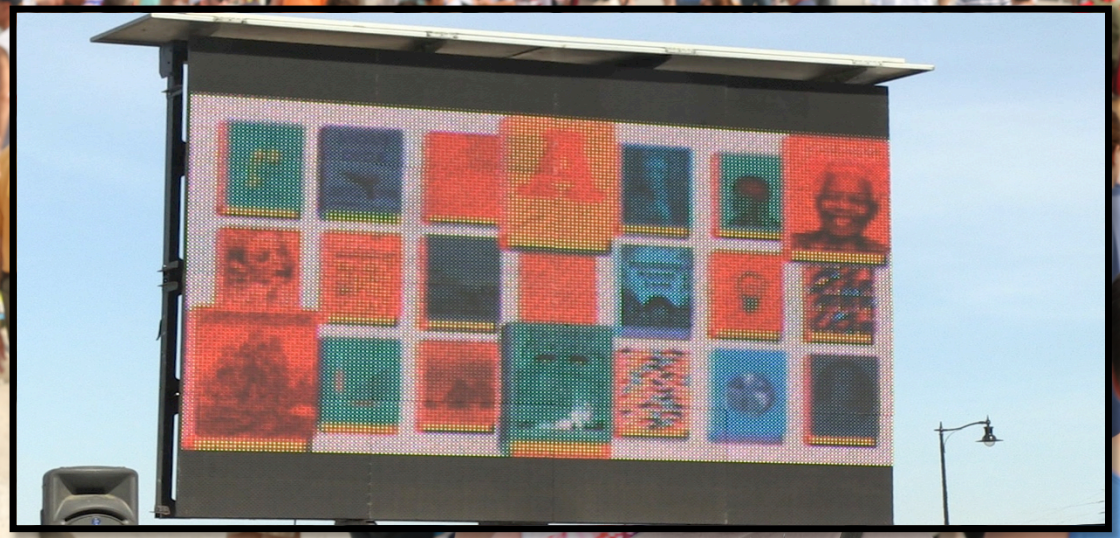
3. Why new academic standards ?
(a) to improve your child's critical-thinking skills;
(b) to prepare your child to compete nationally and internationally
(c) to strengthen teaching and learning; or
(d) All of the above? The answer: D

4. What kind of tests would you expect children to take as a result of the new academic standards?
a) multiple choice;
b) short answer;
c) fill in the blanks; or
d) (d) All of the above? The answer: D

Grazie media

CLIENT:	COUNCIL OF THE GREAT CITY SCHOOLS (CGCS)
Market	Indianapolis, Indiana
Campaign/Event	Indy Race Weekend
Event Begin Date	May 22nd, 2015
Event End Date	May 24th, 2015
# of Days Reported	3 Days
# of Hours Reported May 22nd	12
# of Hours Reported May 23rd	12
# of Hours Reported May 24th	12
Total # of Hours Reported	36 hrs
Estimated Attendance/Impressions	in excess of 1.4 million impressions
Media Format	LED Screen/Jumo-tron
Creative	**CGCS Conversation "ELA" & "Math" PSA's (with sound)**
Duration	:30 seconds
Frequency	2 x :30 second spot per hour, 12 hours each day
# of Spots Promised	72 Weekend Total
# of Spots Delivered	72
# of Bonus Spots	36
WEEKEND TOTAL	**108 Weekend Total Spots**

ATM



Report Prepared By:

Matthew Furgiuele, Broadcast Director

Parent Roadmaps
Council of the Great City Schools' Combined Web Site Statistics

Parent Roadmaps- English Language Arts 6/1/12 to 09/15/15

Page views: 256,241
Page views are defined as number of times a web page was viewed
Unique Page views: 184,847
Unique page views are the total number of unique (individual) visitors to a specific web page during the same session (visit)

Parent Roadmaps- Mathematics 6/1/12 to 09/15/15

Page views: 239,180
Page views are defined as number of times a web page was viewed
Unique Page views: 173,553
Unique page views are the total number of unique (individual) visitors to a specific web page during the same session (visit)

Parent Roadmaps- English Language Arts (Spanish) 6/1/12 to 09/15/15

Page views: 31,453
Page views are defined as number of times a web page was viewed
Unique Page views: 22,224
Unique page views are the total number of unique (individual) visitors to a specific web page during the same session (visit)

Parent Roadmaps- Mathematics (Spanish) 6/1/12 to 09/15/15

Page views: 27,807
Page views are defined as number of times a web page was viewed
Unique Page views: 19,130
Unique page views are the total number of unique (individual) visitors to a specific web page during the same session (visit)

Hits for the Three-Minute Common Core CONVERSATION Video

VIMEO

Three-Minute Common Core CONVERSATION Video in **English** 01/09/15 to 09/15/15

Plays: 85,102
Plays occur when the entire video is watched

Loads: 25,155,307
Loads occur when the video is accessed or downloaded

Top Websites to Access Video on YouTube

Organization Name	Website Domain	No. of Plays	No. of Loads
Common Core State Standards Initiative	Corestandards.org	72,685	24,819,458
Council of the Great City Schools	Cgcs.org	1,576	54,547
Council of the Great City Schools	Commoncoreworks.org	1,739	17,113
Google	Google.com	748	70,082
Connecticut Core Standards	ctcorestandards.org	303	20,847

VIMEO

Three-Minute Common Core CONVERSATION Video in **Spanish** 01/09/15 to 09/15/15

Plays: 2,951
Plays occur when the entire video is watched

Loads: 24,877,231
Loads occur when the video is accessed or downloaded

Top Websites to Access Video on YouTube

Organization Name	Website Domain	No. of Plays	No. of Loads
Common Core State Standards Initiative	Corestandards.org	1,747	24,706,753
Council of the Great City Schools	Cgcs.org	192	4,692
Council of the Great City Schools	Commoncoreworks.org	134	3,247

YOUTUBE

Three-Minute Common Core CONVERSATION Video in **English** on YouTube
03/03/15 to 09/15/15

Views: 77

Top Websites to Access Video on YouTube

Traffic Source: External Video Player		
Organization Name	**Website Domain**	**No. of Plays**
Facebook	Facebook.com	17
GMMB	Gmmb.com	2
Google	Google.com	1

Traffic Source: Embedded Video Player		
Organization Name	**Website Domain**	**No. of Plays**
GMMB	Gmmb.com	2

YOUTUBE

Three-Minute Common Core CONVERSATION Video in **Spanish** 03/03/15 to 09/15/15

Views: 22

Top Websites to Access Video on YouTube

Traffic Source: External Video Player		
Organization Name	**Website Domain**	**No. of Plays**
Schoolwires	Schoolwires.com	3

Traffic Source: Embedded Video Player		
Organization Name	**Website Domain**	**No. of Plays**
N/A	N/A	N/A

Hits for the Three-Minute Common Core Video

VIMEO

Three-Minute Common Core Video in **English** on Vimeo 10/20/12 to 09/15/15

Plays: 784,404
Plays occur when the entire video is watched

Loads: 59,739,429
Loads occur when the video is accessed or downloaded

Top Websites to Access Video on Vimeo

Organization Name	**Website Domain**	**No. of Plays**	**No. of Loads**
Common Core State Standards Initiative	Corestandards.org	407,603	52,190,258
Council of the Great City Schools	Commoncoreworks.org	27,956	168,957
Council of the Great City Schools	Cgcs.org	10,201	242,549
Orange County Public Schools	Pdsonline.ocps.net	8,053	15,527
Facebook	Facebook.com	5,570	7,786
Google	Google.com	5,447	229,635
Arizona Department of Education	Azed.gov	4,098	63,685

VIMEO

Three-Minute Common Core Video in **Spanish** on Vimeo 10/20/12 to 09/15/15

Plays: 17,690
Plays occur when the entire video is watched

Loads: 969,207
Loads occur when the video is accessed or downloaded

Top Websites to Access Video on Vimeo

Organization Name	**Website Domain**	**No. of Plays**	**No. of Loads**
Council of the Great City Schools	Commoncoreworks.org	2,500	50,393
Council of the Great City Schools	Cgcs.org	1,481	106,525
Santa Ana Unified School District	Sausd.us	297	44,658
Arizona Department of Education	Azed.gov	227	853

YOUTUBE

Three-Minute Common Core Video in **English** on YouTube 03/15/13 to 09/15/15

Views: 22,095

Top Websites to Access Video on YouTube

Traffic Source: External Video Player		
Organization Name	**Website Domain**	**No. of Plays**
State of California	Ca.gov	2,254
Google	Google.com	224
Facebook	Facebook.com	129
Arkansas Department of Education	arkansased.org	65

Traffic Source: Embedded Video Player		
Organization Name	**Website Domain**	**No. of Plays**
State of California	Ca.gov	14,549
Hemet Unified School District (Hemet, CA)	Hemetusd.k12.ca.us	1,192
Google	Google.com	209
Raise The Bar Parents	Raisethebarparents.org	207
Higher Ed for Higher Standards	Higheredforhigherstandards.org	131
Bonita Unified School District (San Dimas, CA)	Bonita.k12.ca.us	129

YOUTUBE

Three-Minute Common Core Video in **Spanish** on YouTube 03/15/13 to 09/15/15

Views: 1,377

Top Websites to Access Video on YouTube

Traffic Source: External Video Player		
Organization Name	**Website Domain**	**No. of Plays**
Google	Google.com	154
State of California	Ca.gov	16
Near Pond	Nearpond.com	8
Bing	Bing.com	7

Traffic Source: Embedded Video Player		
Organization Name	**Website Domain**	**No. of Plays**
Hemet Unified School District (Hemet, CA)	Hemetusd.k12.ca.us	505
Google	Google.com	50
Davis Joint Unified School District	Djusd.net	27

VIMEO

From the Page to the Classroom: Implementing the Common Core State Standards – English Language Arts and Literacy 6/12/12 to 09/15/15

Plays: 13,935
Plays occur when the entire video is watched

Loads: 54,190
Loads occur when the video is accessed or downloaded

Top Websites to Access Video on Vimeo

Organization Name	**Website Domain**	**No. of Plays**	**No. of Loads**
Fresno Unified	Beta.fresnounified.org	106	192
Bing	Bing.com	78	142
Boston Public School Curriculum and Instruction	bpscurriculumandinstruction.weebly.com/	57	3,001
Yahoo	Yahoo.com	55	96
Atlanta Public Schools	AtlantaPublicSchools.us	48	2,945
Pinterest	Pinterest.com	27	67

From the Page to the Classroom: Implementing the Common Core State Standards – Mathematics 6/12/12 to 09/15/15

Plays: 10,757
Plays occur when the entire video is watched

Loads: 60,274
Loads occur when the video is accessed or downloaded

Top Websites to Access Video on Vimeo

Organization Name	**Website Domain**	**No. of Plays**	**No. of Loads**
Boston Public School Mathematics	http://bpsmathematics.weebly.com/	244	11,744
Symbaloo	http://symbaloo.com	154	463
Atlanta Public Schools	Atlanta.k12.ga.us	87	2,682
Bing	Bing.com	62	118
Fresno Unified	Beta.fresnounified.org	61	104
Yahoo	Yahoo.com	45	72

COMMUNICATIONS AWARDS

Telly Awards Processing Center
2000 Ashland Drive
Suite 100
Ashland, KY 41101
(212) 675-3555

36th Annual Telly Awards Notification Form

Contact Name: Tonya Harris
Entrant: Council of the Great City Schools
Address: 1301 Pennsylvania Avenue, NW Suite 702
Washington, DC, DC
20004
United States

Phone: 202-393-2427

Online Ordering Codes
Entrant Code: 68607
Web Code: TWM3615

Date: 03/05/2015

This is your notification form for The 36th Annual Telly Awards. Below is a listing of the work you submitted that has been judged. If you entered at different times or different disciplines, you will receive a separate notification.

The enclosed Notification Letter indicates your total acceptance fees for your winning entries, as well as instructions on how to receive your awards.

Entry #	Title of Entry	Client	Category	Award
26661OV	Conversation: A Three-Minute Video on Common Core State Standards	Council of the Great City Schools	Education	Bronze
26676V	Conversation: A Three-Minute Video on Common Core State Standards	Council of the Great City Schools	Education	Bronze
26677V	Conversation: A Three-Minute Video on Common Core State Standards	Council of the Great City Schools	Use of Animation	Bronze

NSRA

National School Public Relations Association

PUBLICATIONS AND ELECTRONIC MEDIA AWARDS

HONORABLE MENTION

Presented to

Council of the Great City Schools

For Distinguished Achievement
in the Category of

Education Agency – Excellence in Writing

for

Big-City School Districts Strive to Break the School-to-Prison Pipeline

June 2015

Date

276

Executive Director

COUNCIL OF THE GREAT CITY SCHOOLS
Communications Department Awards

1993 - National School Public Relations Association (NSPRA) *Honorable Mention* for *URBAN EDUCATOR*

1994 - NSPRA *Award of Merit* for ORGAZATIONAL LOGO

1994 - NSPRA *Honorable Mention* for *URBAN EDUCATOR*

1994 - Public Relations Society of America (PRSA) *Excalibur for Excellence Award* for SCHOOL SAFETY AND VIOLENCE VIDEO PROJECT (Houston Independent School District and Council of the Great City Schools)

1995 - NSPRA *Award of Merit* for *URBAN EDUCATOR*

1996 - NSPRA *Award of Merit* for *URBAN EDUCATOR*

1997 - NSPRA *Honorable Mention* for *URBAN EDUCATOR*

1998 - NSPRA *Award of Merit* for *A VISION FOR AMERICA'S URBAN PUBLIC SCHOOLS* booklet

1999 - No entries submitted

2000 - NSPRA *Award of Merit* for *HOW WE HELP AMERICA'S URBAN PUBLIC SCHOOLS* booklet

2000 - NSPRA *Award of Merit* for "URBAN SCHOOLS CAN CLOSE RACIAL GAPS" advertorial in *USA TODAY*

2000 - NSPRA *Honorable Mention* for "CITIES HELPING CITIES" story in the *Urban Educator*

2000 - NSPRA *Honorable Mention* for *URBAN EDUCATOR*

2001 - NSPRA *Award of Excellence* for *ANNUAL REPORT*

2001 - NSPRA Award *of Merit for URBAN EDUCATOR*

2002 – NSPRA *Honorable Mention* for PUBLICATIONS CATALOG

2003 – NSPRA *Award of Merit* for *URBAN EDUCATOR*

2003 – NSPRA *Award of Merit* for *2001-2002 ANNUAL REPORT*

2004 – NSPRA *Award of Merit* for "Thank You" PSA

2005 – NSPRA *Award of Excellence* for "Tested" PSA

2006 – Telly Award for "Pop Quiz" PSA (Not-for-Profit Category) for Outstanding Television Commercials

2006 – Telly Award for "Pop Quiz" PSA (Public Service Category) for Outstanding Television Commercials

2006 – NSPRA *Award of Excellence* for "Pop Quiz" PSA

2006 – NSPRA *Award of Excellence* for 'URBAN DEBATE LEAGUES" story in the *Urban Educator*

2007- NSPRA, *Honorable Mention* for *2005-2006 ANNUAL REPORT*

2007 – NSPRA, *Award of Merit* for *URBAN EDUCATOR*

2007- NSPRA, *Honorable Mention* for *SOUVENIR JOURNAL*

2008 – NSPRA *Award of Honorable Mention* for *URBAN EDUCATOR*

2008 – NSPRA *Award of Honorable Mention* for *ANNUAL REPORT*

2008-2014 – No entries submitted

2014 – Telly Award for Common Core video (Use of Animation)

2014 – Telly Award for Common Core video (Education)

2015 –Telly Award for "Conversation" Common Core video (Online Video: Education)

2015 – Telly Award for "Conversation" Common Core video (Film/TV-Education)

2015 – Telly Award for "Conversation" Common Core video (Use of Animation)

2015 – NSPRA *Honorable Mention* for "Big-City School Districts Strive to Break the School-to-Prison Pipeline" story in the *Urban Educator*

PRE SURVEY

Council of the Great City Schools

Public Relations Offices in the Great City Schools

October 2015 10th Survey

Council of the Great City Schools
1301 Pennsylvania Avenue, N.W.
Suite 702
Washington, D.C. 20004

Phone: 202-393-2427
Fax: 202-393-2400
http://www.cgcs.org

Public Relations Offices: An Executive Summary

In an effort to determine the structure and function of Public Relations (PR) offices in our member districts, the Council of the Great City Schools distributed a survey requesting information on these offices. This is the Council's 10th survey on PR offices; the first one was published in 1997.

Of the Council's 68 districts, 47 are included in the survey. The PR offices displayed many similarities, but also ranged in size and budget.

- Thirty districts (64%) have PR offices with staff between 5 and 20 people
- Ten of the districts (21%) have PR offices with staff of fewer than 5 people.
- Seven districts (15%) have PR offices with staff of more than 20 people.
- Ten districts (27%) have PR budgets between $250,000 and $750,000.
- Twenty-five districts (68%) have PR budgets greater than $750,000.

PR offices in the Great City Schools often encompass different functions and are located in different departments. However, the survey indicated that most of the PR offices are either in Communications, Public Information or Community Relations Departments.

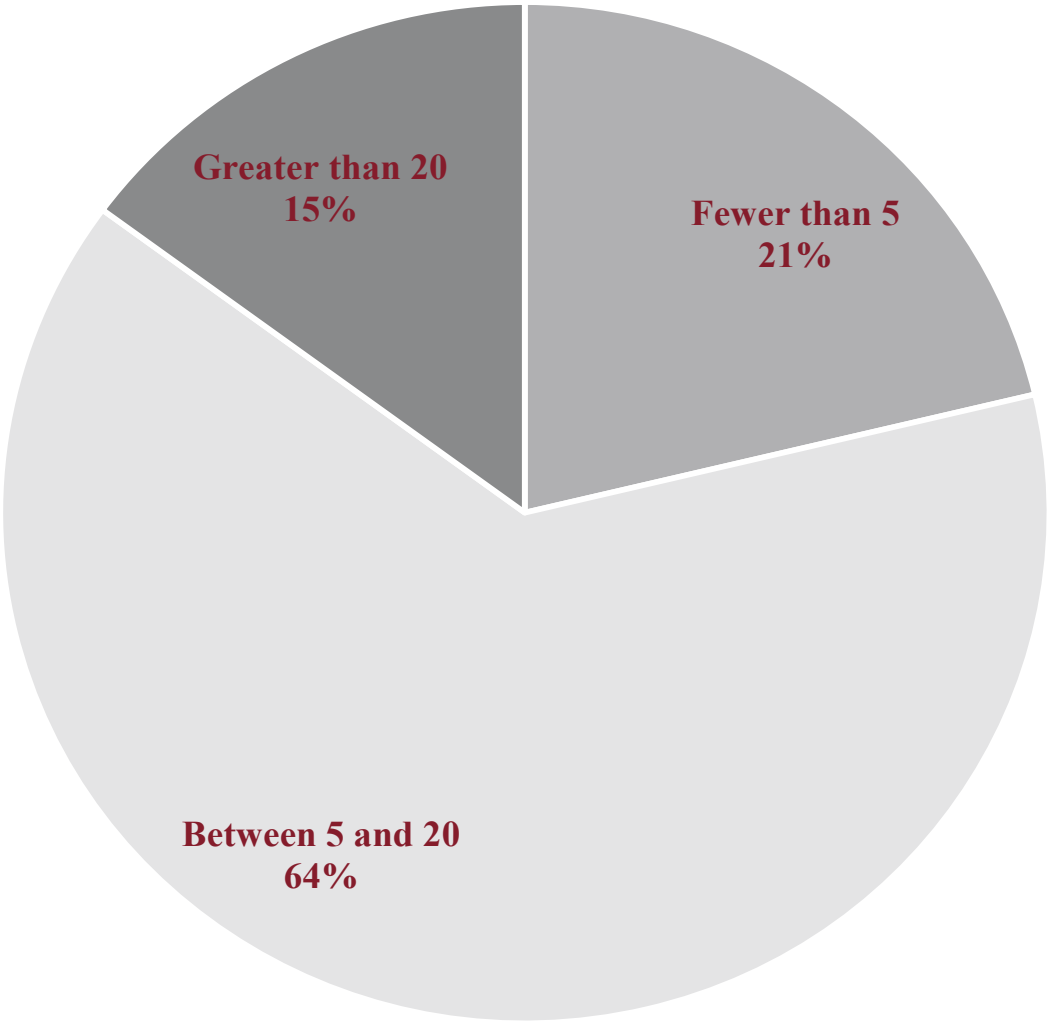
- Houston Independent School District has the largest staff with approximately 55 people but its Communications Department includes Media Relations, Strategic Partnerships, Multimedia, Family and Community Engagement, HR Strategic Communications and Bond Communications. East Baton Rouge has the smallest staff with one person.
- Nine districts have their PR offices handle television operations.
- Eighteen districts have web masters on their PR staffs.
- Six districts have switchboard operators or customer service support on their PR staffs, three districts handle print operations and eleven have translators or provide translation services.
- Twitter is the most widely used social media (47 districts).

The Districts that responded to the PR Offices Survey

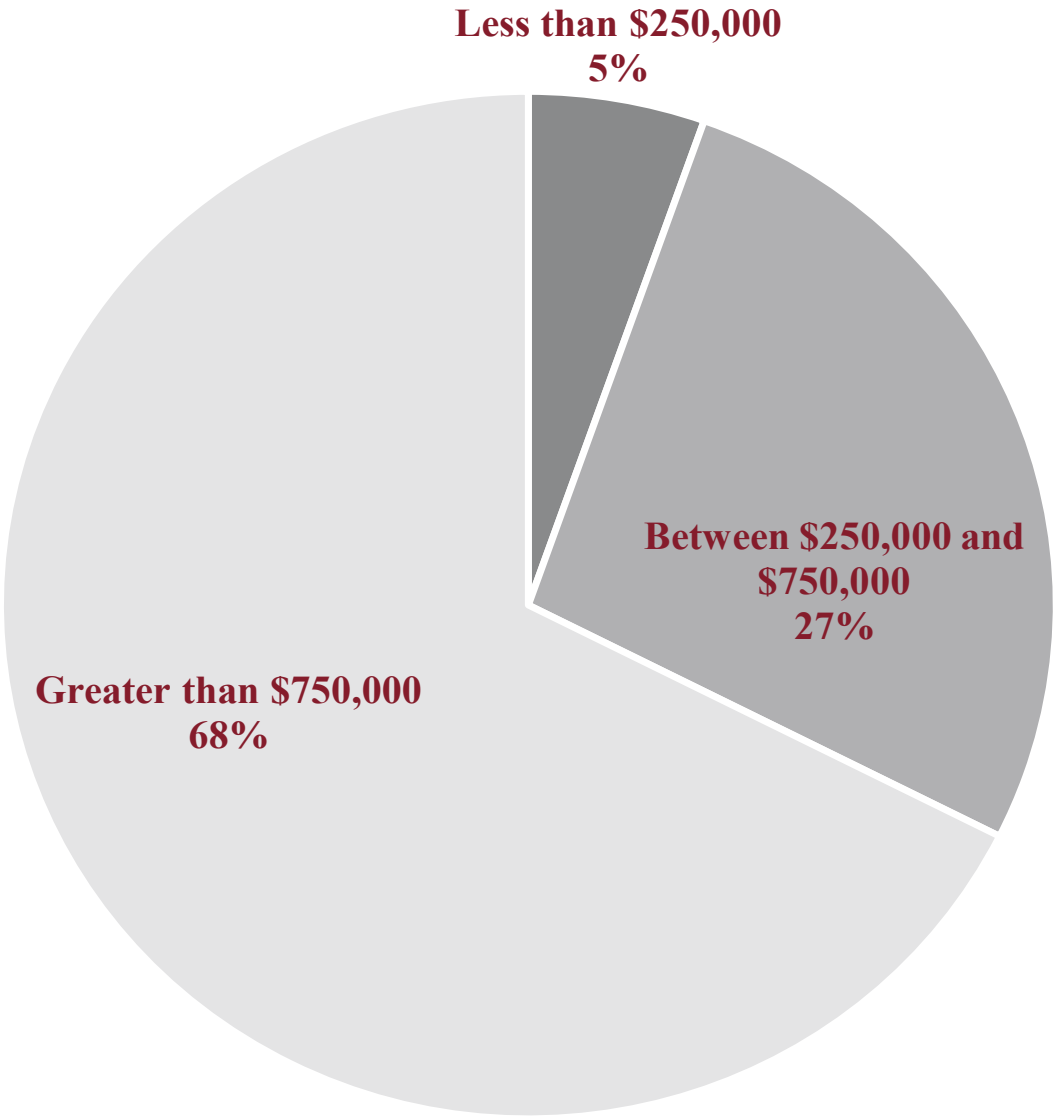
Anchorage
Atlanta
Austin
Baltimore
Boston
Buffalo
Charlotte
Cincinnati
Clark County
Cleveland
Columbus
Dallas
Denver
Des Moines
Detroit
Duval County
East Baton Rouge
Guilford County
Houston
Indianapolis
Jackson
Kansas City
Long Beach
Los Angeles
Miami
Milwaukee
Nashville
Oklahoma City
Omaha
Orange County
Palm Beach
Phildelphia
Pittsburgh
Portland
Providence
Rochester
Sacramento
San Diego
San Francisco
Santa Ana
Seattle
Shelby County
St. Paul
Tampa
Toledo
Washington, D.C.
Wichita

District	District Size	Total Staff	Fewer than 5	Between 5 and 20	Greater than 20	Total Budget	Less than 250,000	Between $250,000 and $750,000	Greater than $750,000
Anchorage Public Schools	47,500	13.0		X		$1,700,000			X
Atlanta Public Schools	50,000	15.0		X		N/A			
Austin Independent School District	84,591	31.0			X	$711,030		X	
Baltimore City Public Schools	84,976	36.0			X	$2,615,362			X
Boston Public Schools	57,000	6.0		X		N/A			
Buffalo City School District	34,784	2.0	X			$363,105		X	
Charlotte-Mecklenburg Schools	145,363	13.0		X		$1,800,000			X
Cincinnati Public Schools	33,000	5.0		X		$1,400,000			X
Clark County School District	320,000	10.0		X		$920,000			X
Cleveland Metropolitan School District	40,000	14.0		X		1,656,415.00			X
Columbus City Schools	51,000	6.0		X		$543,000		X	
Dallas Independent School District	161,000	30.0			X	$1,200,000			X
Denver Public Schools	90,150	38.0			X	$1,400,000			X
Des Moines Public Schools	33,000	6.5		X		$542,000		X	
Detroit Public Schools	47,227	6.0		X		$1,101,730			X
District of Columbia Public Schools	49,000	5.0		X		$1,050,000			X
Duval County Public Schools	120,000	11.0		X		$1,940,078			X
East Baton Rouge Parish School System	43,000	1.0	X			$187,452	X		
Guilford County Schools	72,300	11.0		X		$2,800,000			X
Hillsborough County Public Schools	N/A	8.0		X		N/A			
Houston Independent School District	215,000	55.0			X	$8,304,196			X
Indianapolis Public Schools	N/A	11.0		X		N/A			
Jackson Public Schools	29,000	7.0		X		N/A			
Kansas City Public Schools (Missouri)	16,000	7.0		X		$817,215			X
Long Beach Unified School District	80,000	3.0	X			$350,000		X	
Los Angeles Unified School District	664,233	9.0		X		N/A			
Metropolitan Nashville Public Schools	85,000	7.0		X		$1,300,000			X
Miami-Dade County Public Schools	346,000	24.0			X	$2,439,080			X
Milwaukee Public Schools	77,391	9.0		X		$1,404,518			X
Oklahoma City Public Schools	46,000	13.0		X		$1,200,000			X
Omaha Public Schools	52,025	4.0	X			$700,000		X	
Orange County Public Schools	191,942	31.0			X	$2,255,384			X
Pittsburgh Public Schools	25,504	3.0	X			N/A			
Portland Public Schools	48,459	10.0		X		$1,458,492			X
Providence Public Schools	24,000	4.0	X			$521,193		X	
Rochester City School District	28,707	7.0		X		$795,000			X
Sacramento City Unified School District	43,000	4.0	X			$173,687	X		
Saint Paul Public Schools	39,000	20.0		X		$1,584,299			X
San Diego Unified School District	129,000	7.0		X		N/A			
San Francisco Unified School District	56,000	5.0		X		$552,649		X	
Santa Ana Unified School District	56,000	4.0	X			$419,030		X	
School District of Palm Beach County	183,000	20.0		X		$1,778,030			X
Seattle Public Schools	N/A	7.0		X		N/A			
Shelby County Schools	110,000	9.0		X		$1,500,000			X
The School District of Philadelphia	135,000	3.0	X			N/A			
Toledo Public Schools	23,000	3.0	X			$280,000		X	
Wichita Public Schools	51,330	13.0		X		$1,088,656			X
Totals			10	30	7		2	10	25

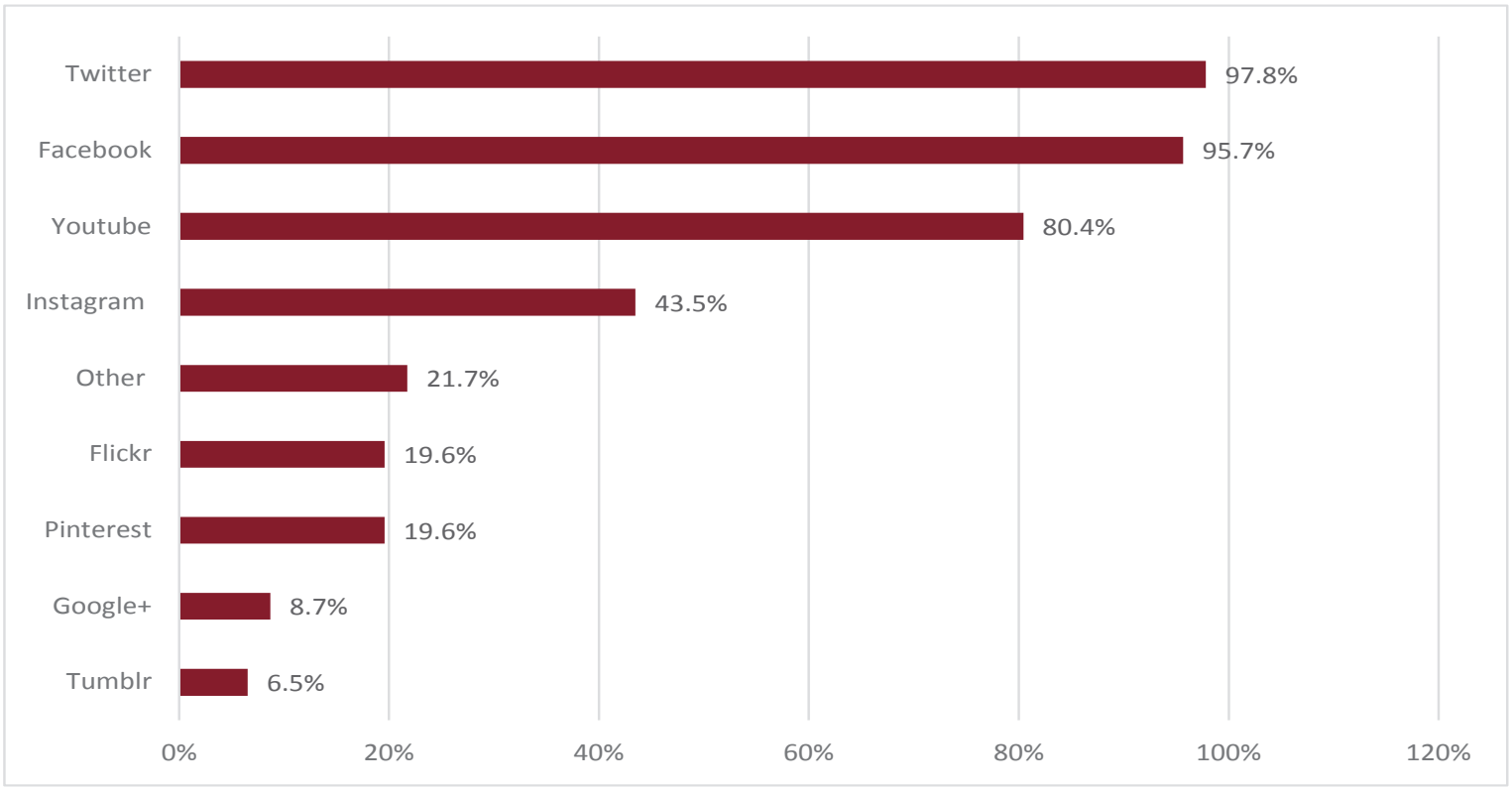
Public Relations Office Size in the Great Cities



Budgets of Public Relations Offices in the Great Cities



Social Media Use in the Great Cities



Summary of Descriptions of Public Relations Offices

The following descriptions of the PR offices will not be able to cover the huge amount of material submitted for the survey, but will present a snapshot of the organization of the offices and those responsibilities closely aligned with public relations. The following information includes the name of the district, the number of k-12 students enrolled in the district, the department charged with public relations responsibilities, the staff within the department, their budget, and a summary of the department's responsibilities. Districts also listed their use of consultants as well as their use of social media. Below are the symbols for social media.

Facebook
(online social network)

Twitter
(online social network)

YouTube
(video-sharing website)

Google+
(social network)

Instagram
(photo sharing app)

Tumblr
(blogging platform)

LinkedIn
(social networking website for professionals)

Vimeo
(video sharing website)

Flickr
(photo sharing)

Pinterest
(content sharing service that allows members to "pin" images to virtual boards)

Anchorage School District

Enrollment: 47,500
Budget: $1,700,000

Communications
Executive Director
Senior Communications Specialist
Web Content Specialist
Media Production Specialist (2)
Electronic Communications Manager
Publications Supervisor
Publications Technician
Offset Print Operator (2)
Digital Copy Center Operator
Executive Secretary
Customer Service Receptionist

Anchorage School District's **Communications Department** supports Anchorage's students, staff and the community by providing accurate and timely information about student achievement, budget and other district initiatives. The Communications Department is part of the superintendent's strategic team and manages all internal and external district communication, including media relations, electronic media, printing and publications and video production.

Social media is handled by the senior communications specialist. Other employees have access and can post on their own.

Social Media At-A-Glance:

22,926 likes	**11,592** followers (two accounts)	**414** subscribers	**626** followers

Atlanta Public Schools

Enrollment: 50,000

Communications and Public Engagement
Executive Director, Communications & Public Engagement
Director, External Communications & Public Engagement
Director, Internal Communications & Social Media
Director, Broadcast Services
Executive Speechwriter
Manager, External Communications and Media Relations
Manager, Communications and Public Engagement
Graphic Designer
Manager, Media Productions
Editor, Video Production
Media Production Specialist
Communications Officer (2)
Administrative Assistant
Telephone Operator

The **Office of Communications and Public Engagement** promotes and recognizes innovative models of teaching and learning, student-based solutions, and the educational resources that align with the mission and strategic priorities of Atlanta Public Schools. We are a team of communications professionals who focus on sharing positive stories about the district with our employees, families, journalists, and other community stakeholders. The team also supports Public Engagement throughout the district and is a major partner in Crisis and Emergency Management efforts for the school system.

Consultants: Annual contract with Schoolwires - $65,408

Social media is handled by the director, internal communications and social media as well as two communications officers. Ten hours a week is the average amount of time spent on social media including the district blog.

Social Media At-A-Glance:

2,880 likes	**15,000** followers	**561** subscribers	**606** followers	**30** followers	**20** followers	**346** followers

Austin Independent School District

Enrollment: 84,591
Budget: $711,030

Department of Communications and Community Engagement

Executive Director
Executive Assistant
Public Relations Specialist
Assistant Director for Communications
Media Relations Supervisor
Media Relations Coordinator
Manager of Public Affairs
Communications Supervisor
Communications Coordinator
Web Manager
Media Productions/Cable TV Coordinator
TV Production Specialist
Media Production Specialist
TV Programming Specialist

Assistant Director for Community Engagement
Community Engagement Coordinator, District-wide
Community Engagement Coordinator, Facilities
Event and Stakeholder Engagement Coordinator
Multicultural Outreach Coordinator
Community Engagement Coordinator
Parent Support Specialist Administrative Supervisor
Community Relations Specialist
Administrative Assistant
Parent Support Specialist
District Ombudsman
Assistant to the Ombudsman
Customer Service Representative (2)
Language Support Coordinator
Translators/Interpreters (3)

The **Department of Communications and Community Engagement** is the central place for up-to-date information about the Austin Independent School District. The department's mission is to build stronger links with employees, parents, families and the community.

Consultants: Photographers - $8,000

Social media is handled by multiple people within the department. Twenty percent of the week is the average amount of time spent on social media.

Social Media At-A-Glance:

7,364 likes	**13,800** followers	**151** subscribers	**N/A** followers

Baltimore City Schools

Enrollment: 84,976
Budget: $2,615,362

Engagement Office

Executive Director
Executive Assistant
Grants Development Specialist
Communications Director
Communications Specialist
CEO Obudsman
Obudsman Specialist
CTE Communications Coordinator
21st Century Buildings Contractor
Office Assistant
Office Manager
Public Information Manager
Family Institute Specialist
Partnerships Specialist
Partnerships Coordinator
FCE Director
FCE Specialists
Production Manager
Production Assistant

The **Engagement Office** provides the systemic link with City Schools families and communities, and works with school leaders, families and community partners to increase family and community engagement and support for schools. The office coordinates all communications for City Schools, both internal and external, and establishes and manages City Schools' interactions with partners, community resources, foundations and volunteers.

Social media is handled by mutiple staff members including the communications specialist. Fifteen to 25 hours a week is the average amount of time spent on social media.

Social Media At-A-Glance:

7,000 likes	**22,000** followers	**N/A** followers

Boston Public Schools

Enrollment: 57,000

Communications Office

Chief Communications Officer
Director of Media Relations
Communications Specialist
Publications Specialist
Translations Manager
Staff Assistant

The **Boston Public Schools (BPS) Communications Office** provides leadership and direction for the district on branding, marketing, messaging, translations, and media relations.

Social media is handled by the media relations director and the communications specialist. Five to six hours a week is the average amount of time spent on social media.

Social Media At-A-Glance:

11,035 likes	**18,214** followers

Buffalo City School District

Enrollment: 34,784
Budget: $363,105

Public Relations Department
Special Assistant to the Superintendent for Community Relations
Associate Account Clerk

The **Public Relations Department** utilizes topics of public interest and news items to promote goodwill and build a rapport between itself and its students and employees, local media and the community. The de¬partment manages all aspects of communication between the District and the public including media facilitation and media advisories, crisis communications, call system communications, website communi-cations and photography, event planning and marketing, working with business and education partners for district-wide events, speech writing and bullets, media counseling for colleagues, and social media input.

Consultants: Web Site Support Specialist - $47,929, Parent Notification System - $53,299

Social media is handled by the special assistant to the superintendent for community relations. Three to four hours a week is the average amount of time spent on social media.

Social Media At-A-Glance:

3,500 likes	**1,000** followers

Charlotte-Mecklenburg Schools

Enrollment: 145,363
Budget: $1,800,000

Communications Services
Chief Communications Officer
Administrative Assistant to Chief Communications Officer
Executive Director of Communications
Media Relations Specialist
Creative Media Specialist
Social Media Specialist
Director of Communication Strategy
Internal Communication Specialist
Editor and Manager of Internal Media

The **Communications Services** department is primarily responsible for media relations, internal communications, CMS TV programming, district web (internet and intranet) and social media sites, marketing/branding initiatives, community engagement efforts, parent notification system management and district employee engagement efforts.

Consultants: Mobile app - $7,000 annually, Customer service - $20,000, Event Planning - $40,000, Printing of handbooks/directories - $50,000.

Social media is handled by the social media specialist but the media relations team also supports. One hundred percent a week is the average amount of time spent on social media for the full time specialist.

Social Media At-A-Glance:

21,000 likes	**32,000** followers

Cincinnati Public Schools

Enrollment: 33,000
Budget: $1,400,000

Public Affairs Department
Director
Manager of Marketing and Community Relations
Communications Coordinator
Digital Marketing Coordinator
Clerical

The **Public Affairs Department's** work supports student achievement by communicating effectively with our district's many stakeholders — parents, students, employees, community leaders and the public. We do so by offering a variety of strategies, skills and tools, including: Developing and managing two public web sites and an intranet site for employees, as well as supporting school web sites with best practices and training; marketing; media relations; social media; design and branding; crisis communications; event planning and execution; social media; publications; stakeholder relations; and strategic communications.

Consultants: Social media management - $63,000, Web site development and support - $26,000

Social media is handled by the marketing manager and receives support from an outside agency. Twelve hours a week is the average amount of time spent on social media.

Social Media At-A-Glance:

13,193 likes	**2,161** followers	**82** subscribers	**84** followers	**99** followers

Clark County School District

(Las Vegas, NV)

Enrollment: 320,000
Budget: $920,000

Communications Office
Chief Communications Officer
Communications Director
Communications Manager
Communications Assistants (2)
District Photographer
Public Information Officers (3)
Office Manager

The **Communications Office** responsiblities include: write and distribute press releases, photo release, media advisories; produce and distribute internal and external publications; plan and attend all district events; respond to all media requests; staff the Superintendent and district executives for all media interviews and events; brand management; manage all district social media; provide media training to executives and employees and provide support to the school board via talking points, messaging and scheduling media interviews.

Consultants: Media firm - $40,000 to produce bi-weekly education TV show, which airs on local PBS station.

Social media is handled by the communications assistant, but all department staff has access and can participate in posting. Twenty hours a week is the average amount of time spent on social media.

Social Media At-A-Glance:

5,063 likes	**6,506** followers	**N/A** followers	**300** followers	**N/A** followers

Cleveland Metropolitan School District

Enrollment: 40,000
Budget: $1,656,415

Communications Department
Chief Communications Officer
Administrative Assistant to Chief Communications Officer
Executive Director of Communications
Media Relations Specialist
Creative Media Specialist
Social Media Specialist
Director of Communication Strategy
Internal Communication Specialist
Editor and Manager of Internal Media

The CMSD **Communications Department** is the hub of all internal and external communications in the Cleveland Metropolitan School District, where timely and effective communications and community engagement is a team effort. Members of the CMSD Communications Team work cooperatively with all departments to keep students, parents, staff, citizens and news media informed of activities, events, strategic initiatives, opportunities for partnership and engagement and progress in our schools. Our News & Information Team works in concert with our Marketing & Advertising Team to provide district-wide support for schools and departments messaging through print, web, traditional and social media, writing, photography, direct mail and digital video communications.

Social media is handled by mutliple people on the communications team. Fifteen hours a week is the average amount of time spent on social media.

Social Media At-A-Glance:

4,500 likes	**3,607** followers	**313** subscribers

Columbus City Schools

Enrollment: 51,000
Budget: $543,000

Office of Communications and Media Relations
Director
Communications Manager
Communications Secretary
Communications Specialist - Electronic Media
Communications Specialist - Print Media
FACTLine Coordinator

The **Office of Communications and Media Relations** goal is to advance the reach and reputation of Columbus City Schools by promoting the accomplishments of students, staff, schools, and school district, and vital information to the public, using an array of internal and external communication vehicles; in support of the mission and vision for Columbus City Schools.

Consultants: Contracted services - $300,000

Social media is handled by the communications specialist - electronic media. Twenty hours a week is the average amount of time spent on social media.

Social Media At-A-Glance:

7,448 likes	**7,564** followers	**55** subscribers

Dallas Independent School District

Enrollment: 161,000
Budget: $1,200,000

Communication Services
Chief of Communications
Graphic Designer

Marketing Services
Executive Director
Director (2)
Manager
Marketing Coordinator (2)
Photographer/Social Media Coordinator (1)

News and Information
Director
Coordinator
Specialist

Internal Communications
Director
Communications Coordinator (2)
Specialist (2)

Web Services
Web Services Manager
Web Specialist
Manager of The Hub (E-newsletter)

Dallas Schools Television- DSTV
Director
Manager
Producer (3)
Broadcast Engineer
Master Control Operator

Marketing Services is responsible for communicating internally and externally with community and stakeholders through publications, marketing and advertising, e-newsletters, a dedicated news website, social media and photography.

News and Information- Dallas ISD's News and Information staff strives to provide local, state and national media with accurate and timely information and news about the Dallas Independent School District.

Web Services provides web site design and organization, content management and web application development.

Translation Services provides language support to schools and parents to assist in communicating academic information and promote participation in all school-related activities.

Dallas Schools Television (DSTV) supports the production of compelling videos and news pieces that visually express the efforts of Dallas ISD.

Social Media At-A-Glance:

32,392 likes	**31,800** followers	**10,680** subscribers	**N/A** followers	**3,552** followers

Denver Public Schools

Enrollment: 90,150
Budget: $1,400,000

Communications Office

Chief Communications Officer
Director of Policy and Executive Communications
Director of Media Relations
Director of Marketing and Digital Communications
Director of Multicultural Outreach, Language & Outreach Services
Director of Internal Communications
Policy Communications Manager
Human Resource Communications Manager
Family and Community Engagement Communications Specialist
Teacher Communications Specialist
Principal Communications Specialist
Human Resource Communications Specialist
Media Relations Manager
Executive Producer
Web Communications Manager
Web Communications Specialist
Regional Marketing Specialist (2)
Intranet Manager
Internal Communications Specialists (2)
Event Specialist
Outreach Manager
Translations Supervisor
Community Outreach Coordinators (2)
Linguist (8)
Interpretations Supervisor
Interpreter/Scheduler (2)
Communications Office Manager

The **Communications Office** provides media relations, crisis communications, internal communications, executive communications, marketing and digital communications guidance and support to central office and schools. Provides interpretation, translation and multicultural outreach to non-English speaking students and families.

Consultants: Graphic design, General Communications

Social media is handled by multiple people. Fifteen hours a week is the average amount of time spent on social media.

Social Media At-A-Glance:

9,686 likes	**6,894** followers	**353** subscribers	**N/A** followers	**N/A** followers

Des Moines Public Schools

Enrollment: 33,000
Budget: $350,000

Community Relations

Director of Community and Public Affairs
Communications Officer
Graphic/Web Designer
Writer
DMPS-TV Director
DMPS-TV Engineer
DMPS-TV Videographer/Photographer

The Des Moines Public Schools **Communications & Public Affairs** office oversees and manages a variety of media projects for the school district. This includes the design and content development of the district's web site; the design of school and program web sites; the management of the district's multiple social media pages; the publication of a weekly e-newsletter; the production of a variety of special publications and graphic design projects; the management of a cable television station, DMPS-TV (including School Board meeting broadcasts as well as other original programming); the coordination of various paid marketing efforts; and coordinating news media relations. In addition, the staff supports the district's legislative and policy efforts.

Consultants: Juicebox Interactive, for web site support, primarily programming various functions within the site. - $30,000 a year.

Social media is handled by all communications staff who are provided access to social media accounts. The director of communications does most Facebook and Twitter posts; the videographer/photographer does most YouTube and Instagram posts.

Social Media At-A-Glance:

26,000 likes	**12,000** followers	**670** followers	**N/A** followers	**N/A** subscribers

Detroit Public Schools

Enrollment: 47,227
Budget: $1,101,730

Communications
Chief Communications Officer
Press Secretary
PR Coordinator
Radio/Television Supervisor/Videographer
Ombudsperson/Parent Engagement Director
Office Manager

The **Communications Department** is responsible for all internal and external district communications, as well as all enrollment marketing initiatives, print and online publications and newsletters, social media, executive level communications, event planning, partnerships and volunteers and all parent engagement activities. The department also oversees the district's radio and television studios.

Consultants: Graphic Designer - $7,500, Creative - $16,000

Social media is handled by multiple team members. Five to eight hours a week is the average amount of time spent on social media.

Social Media At-A-Glance:

4,329 likes	**5,720** followers	**N/A** subscribers	**N/A** followers	**N/A** followers	**N/A** followers

District of Columbia Public Schools

Enrollment: 49,000
Budget: $1,050,000

Communications Team
Deputy Chief of Staff for Communications
Director of Communications
Press Secretary
Director of Strategic Initiatives
Visual and Digital Specialist

The **Communications Team** encourages stakeholders, including community members, political leaders, and families, to celebrate DCPS' successes by sharing our good news stories, as well as supporting those same stakeholders to grapple with the challenges facing an urban school district. The team is housed within the Office of the Chief of Staff, and manages media relations, social media, and internal communications.

Consultants: Graphic design, printing, and translation for our annual calendar - approximately $10,000, Design, printing, and translation for various marketing materials - approximately $50,000

Social media is handled by the director of communications and visual and digital specialist. Eight to 10 hours a week is the average amount of time spent on social media.

Social Media At-A-Glance:

13,430 likes	**36,044** followers	**955** subscribers	**5,118** followers

Duval County Public Schools
(Jacksonville, FL)

Enrollment: 120,000
Budget: $1,940,078

Communications Department

Public Relations and Marketing
Assistant Superintendent, Communications
Director, Marketing
Supervisor, Media and External Communications Relations
Internal Communications Support Technician
Executive Secretary IV

Web and Visual Communications
Supervisor, Web Communications
Supervisor, Video Production
Coordinator, Video Production
Graphics Support Technician
Switchboard PBX Operator (2)

The **Communications Department** works collaboratively with the superintendent, board, and schools to strengthen and build a culture that increases confidence, awareness, engagement, brand equity, and customer service.

Social media is handled by two staff members. Seventy minutes a week is the average amount of time spent on social media.

Social Media At-A-Glance:

6,049 likes	**5,353** followers	**244** subscribers	**38** followers	**5,439** followers	**684** followers

East Baton Rouge Parish School System

Enrollment: 43,000
Budget: $187,452

Communications Department

Executive Director of External Communications

The **Communications Department's** consists of one individual, the executive director of external communications. The individual is responsible for most media relations activities, providing communications, media relations and marketing advice, counsel and direct services to principals and schools, providing writing and photography support for the website and social media outlets, providing communications and media relations professional development for principals and senior management, providing video production support, and providing speech writing and other writing support for the organization.

Consultants: Henderson Media, LLC (video production for all district graduations) - $15,600, Hometown Productions (production of 'Day in the Life of a School' videos) - $37,000

Social media is handled by multiple staff members.

Social Media At-A-Glance:

334 likes	**667** followers	**56** subscribers

Guilford County Schools
(Greensboro, NC)

Enrollment: 72,300
Budget: $2,800,000

District Relations
Director of Communications
Program Administrator-Internal/External Communications
Program Administrator-Media Relations
Manager, GCSTV
Program Administrator-GCSTV and Digital Media
Director of Community Relations
Program Adminstator-Community Relations
Director of Guilford Parent Academy and Parent Engagement
Program Administrators/Coordinators (3)

The **District Relations** manages and coordinates the district's strategic relationships with internal and external stakeholders. These stakeholders include employees, parents, partners, volunteers, the media/ reporters, business and community leaders and representatives, and elected officials, among others. DR also develops strategic public relations and marketing plans, provides public relations and communications counsel; provides professional development to GCS leaders, principals and school personnel regarding public relations, media relations, employee communications, school marketing, and related topics. DR leverages GCS communication channels as needed to increase awareness, influence and improve perceptions and opinions, and achieve desired actions in support of public education.

Consultants: Graphic design and production, photography, videography and editing, public opinion research and polling, survey tools, freelance writing, grant evaluations, grant writing, marketing assistance - $190,000

Social media is handled by multiple people in the department. In addition, the district uses a content aggregator to upload content to multiple sites simultaneously. The amount of time spent on social media can vary, but the district attempts to post daily.

Social Media At-A-Glance:

14,128 likes	**27,711** followers	**22,000** video views

Hillsborough County Public Schools
(Tampa, FL)

Office of Communications Department

External Communications
Communications Officer
External Communications Manager
Choice Communications Manager
External Communications Assistant Manager

Internal Communications
Manager, Communications
Department Manager, Strategic Marketing
Department Manager, Web Communications
Department Manager, Internal Communications

The **Office of Communications** is a vital link between Hillsborough County Public Schools (HCPS) and the community. The goal of the communications department is to inform and engage students, parents, HCPS staff, and the community by sharing the various ways our school district delivers excellence every day.

Internal Communications:
The Internal Communications Department provides a variety of services to ensure a consistent, clear, and concise flow of information to district employees. These services include media duplication and video production as well as assistance with printing booklets, tests, pamphlets, and business cards. The department also provides general services including the implementation and use of the district logo and publication guidelines, employee intranet site (Inside HCPS), and development of internal communication tools.

Strategic Marketing Services:
The Strategic Marketing Services department showcases the positive aspects of Hillsborough County Public Schools. In addition to promoting the great things happening in our schools, this department supports the marketing efforts of new and existing initiatives within each division throughout our district. The team leads district and school marketing services including, development of marketing materials, special events, social media, and branding solutions.

Web Communications:
Web Communications provides the district and school sites with a platform to connect with parents, students, employees, and members of the community through the web or our FirstClass IDEAS intranet solution. This department leads the implementation and design of new and existing applications such as mySPOT, Rapid Web Design, Emergency Alert notifications, and more.

Public Information Office:
The Public Information Office works with media, press releases, ParentLink, and more. They support district communication in crisis situations.

Social Media At-A-Glance:

7,742 likes	**1,908** followers	**571** subscribers

Houston Independent School District

Enrollment: 215,000
Budget: $8,304,195

Office of Communications
Chief Communications Officer
General Manager of Strategic Communications
General Manager of Communications, Bond and Business Operations
Senior Manager of Communications
Senior Executive Secretary

Media Relations
Manager
Senior Media Relations Specialist
Media Relations Specialist

Strategic Partnerships
General Manager
Senior Manager, Community Partnerships
Manager, Information Center
Special Events Planner
Community Relations Liaison
VIPS (Volunteer in Public Schools) Program Administrator
Partnerships Liaisons (4)

Multimedia
Multimedia Manager—Video
Videographers/Producers (4)
Senior Multimedia Technician (1)
Human Resources Communications Manager
Multimedia Manager—Web/social media
Web Administrator/Social Media (2)
Team Lead, Web and Mobile Design
Web Designers (2)
Writers (3)
Graphic Designers (1)
Senior Communications Specialist, Human Resources

Family and Community Engagement (FACE)
Assistant Superintendent of FACE
Strategic Communications Manager
FACE Specialists (9)
Business Operation Team Lead

Translation Services
Manager
Translators (5)

Bond and Business
Senior Manager
Web Designer
Senior Writer (2)

Houston Independent School District

The HISD **Office of Communications** coordinates internal and external districtwide communications and strategic partnerships to increase transparency, support, and confidence in HISD and to assist with the recruitment of highly effective teachers, principals, and district administrators. The Office encompasses: Multimedia, Bond and Business, Translation Services, Strategic Partnerships, and Family and Community Engagement. Media Relations works closely with the Office of Communications but reports to the HISD Chief of Staff and falls under a different budget string.

Multimedia Services maintains the district's website and social media channels, and works with schools to help them create robust and interactive websites and social media channels for recruitment, marketing, and two-way communication with parents.

The **Bond and Business** team provides communications support the departments of Construction & Facilities Services, Nutrition Services, Transportation, Police and Business Assistance. Responsibilities include all messaging related to the district's $1.89-billion bond program, which is building or renovating 40 schools across the district.

Translation Services provides language support to schools and parents to assist in communicating academic information and promote participation in all school-related activities.

Strategic Partnerships help to identify, develop, engage, and integrate external resources to support schools, students, and their families to increase student achievement. The department's divisions or activities include: Community Engagement, HISD Information Center, Special Events, Special Projects, and Volunteers in Public Schools.

Family and Community Engagement or FACE fosters positive relationships between schools, families, and the Houston community.

Social media is handled by the web content administrator, but everyone on the team contributes and will post to Twitter when out at district or school events. Twenty hours a week is the average amount of time spent on social media.

Social Media At-A-Glance:

10,802 likes	**36,447** followers	**437,102** video views	**1,103** followers	**481** followers	**579** followers	**665,607** video plays

Indianapolis Public Schools

Public Relations Division
Chief Strategist
Director of Development
Public Relations Coordinator
Digital Marketing Coordinator
Editorial Content Coordinator
Media Relations Coordinator
Graphic Designer
Administrative Specialist Accounting
Crispus Attucks Museum Curator
Service Center
Executive Assistant

The **Public Relations Division** (PRD) of Indianapolis Public Schools excitedly offers support to our customers – schools, central services, Board members, parents and our community – making it easy to get the word out or get the answers you need.

PRD's experts in the areas of digital marketing, media relations, editorial content, public relations and event coordination ensure the message of district offerings and achievements is consistently shared online, on radio and TV, in print and in community outreach, and they support schools' efforts to do the same.

Our dedicated champions for each Learning Community (East, West, and Magnet) work closely with their schools to promote and highlight the great teaching and learning and the rewarding activities happening every day all over the district.

Our friendly and fast service center answers questions and resolves problems quickly, efficiently and without sending people through the gauntlet of an electronic switchboard or into voice mail purgatory.

Our efficient mail center puts a stamp of organization on services such as truck mail delivery to and from schools, bulk and certified mailing needs, and receiving and sending warehouse supplies.

Social Media At-A-Glance:

5,290 likes	**6,932** followers	**52** subscribers	**57** followers	**964** followers

Jackson Public Schools

Enrollment: 29,000

Public and Media Relations
Executive Director of Public and Media Relations
Partners in Education Director
Graphic Arts Director
Web Manager
Instructional Television Coordinator
Communications Specialist
Secretary
Receptionist

The **Public and Media Relations Office** supports the mission and vision of Jackson Public Schools. We strive to improve stakeholder satisfaction and support by providing consistent, timely and accurate information while making the most of opportunities for effective, two-way communication with our community as we aim to increase student achievement.

Social media is handled by multiple people. Twenty hours a week is the average amount of time spent on social media.

Social Media At-A-Glance:

1,731 likes	**3,151** followers	**148** subscribers

Kansas City Public Schools

Enrollment: 16,000
Budget: $817,215

Office of Student, Family and Community Engagement
Chief Communications and Community Engagement Officer
Coordinator of Public Relations and Marketing
Graphic Design Specialist
Videographer
Coordinator of Partner in Education and Volunteers
Director of Parent and Family Engagement
Director of Government Relations

The **Office of Student, Family and Community Engagement** is responsible for advancing the vision and mission of Kansas City Public Schools by ensuring effective, timely and interactive communications with students, families, staff, business and community organizations.

Consultants: Marketing Agency - $100,000

Social media is handled by multiple people. Fifteen hours a week is the average amount of time spent on social media.

Social Media At-A-Glance:

2,700 likes	**300** followers	**30** subscribers	**N/A** connections

Long Beach Unified School District

Enrollment: 80,000
Budget: $350,000

Public Information Office
Director of Public Information
Public Information Assistant
District Webmaster

The **Public Information Office** primarily oversees media relations, publications and the school district's main website content management and design. The office also provides additional communications support to all departments and schools.

Social media is handledby multiple people. Two hours a week is the average amount of time spent on social media.

Social Media At-A-Glance:

1,200
followers

Los Angeles Unified School District

Enrollment: 664,233

Office of Communications
Director of Communications & Media Relations
Senior Deputy Director of Communications & Media Relations
Public Information Officer (5)
Social Media Specialist/ Crisis Communications
Administrative Secretary

Our **Media Relations Division** coordinates press events and disseminates information about District events to our media outlets.

With the creation of Internal Communications in 2011, LAUSD is committed to communicating directly to our employees, parents, students and community about important District programs, campaigns and initiatives.

Social Media At-A-Glance:

8,086 likes	**9,960** followers	**260** subscribers	**236** followers

Metropolitan Nashville Public Schools

Enrollment: 85,000
Budget: $1,300,000

Communications
Chief Communications Officer
Director of Communications
Communications Specialist
Communications Assistant
Multi-Media Design Specialist
Web Content Specialist (2)

The **Communications** Office manages media relations, social media, district website, school website support and evaluations, public records requests, and various publications, marketing and special events functions.

Social media is handled by the communications specialist and web content specialist (bilingual social media).

Social Media At-A-Glance:

26,318 likes	**23,400** followers	**N/A** subscribers	**N/A** followers	**964** followers

Miami-Dade County Public Schools

Enrollment: 346,000
Budget: $2,439,080

Office of Communications
Chief Communications Officer
Administrative Director
Executive Director Internal Communications
Director of Marketing
Director Community Development & Public Outreach
Director Community Outreach
Marketing Supervisor
Visual Media Manager
Digital Communications Specialist
Media Relations Specialist
Educational Specialist
Translation Specialist
Administrative Specialist
Communications Specialist
Communications Operator
Administrative Assistant to Cabinet Member

The **Office of Communications** is committed to the timely and accurate dissemination of information that highlights the school districts programs, initiatives, and achievements to reinforce awareness among internal and external stakeholders. We pursue this mission through targeted messaging, integrated marketing, social media, and public relations activities that inform and educate parents, students, employees, and all stakeholders of Miami-Dade County Public Schools.

Social media is handled primarily by the chief communications officer, director of marketing, marketing supervisor and digital media specialist.

Social Media At-A-Glance:

5,842 likes	**16,040** followers	**28** subscribers	**N/A** followers

Milwaukee Public Schools

Enrollment: 77,391
Budget: $1,404,518

Department of Communications and Outreach
Executive Director of Community Engagement
Graphics Coordinator
Media Specialist
Communications Analyst
Communications Associate
Communications Coordinator
Administrative Support Associate
Webmaster
Marketing Coordinator

The **Department of Communications and Outreach** works to promote Milwaukee Public Schools, provide the community with important information about MPS, and seek support (human capital and financial) to support the students, programs and projects of Milwaukee Public Schools. The office works through a wide variety of media and print platforms with a focus on creating and reinforcing a positive image of MPS that reflects our achievements and our challenges.

Consultants: Creative Marketing Associates - $88,000 over three years,
Northwoods Software (website maintenance) - $34,800, Video production - $40,000

Social media is handled primarily by the communications associate and the webmaster. Eighty hours a week is the average amount of time spent on social media including website maintenance.

Social Media At-A-Glance:

5,630 likes	**9,388** followers	**113** subscribers	**297** likes	**71** followers	**832** followers	**N/A** followers

Oklahoma City Public Schools

Enrollment: 46,000
Budget: $1,200,000

Communications and Community Relations

Senior Communications and Community Relations Officer
Manager of Creative Services
Executive Administrative Assistant
Community Relations Manager
Community Relations Coordinator
Bilingual Community Relations Specialist
Bilingual Public Relations Specialist
Director of Media Services
Graphic Design Specialist
Copy Technician
Press Operator I
Press Operator II
Bilingual District Receptionist

The **Communications and Community Relations** team supports the administration with counsel, crisis communications, public relations campaigns and media relations. In addition to addressing media requests, the Communications and Community Relations office handles Open Record Requests. It also organizes, facilitates, and communicates results from community meetings and focus groups. Event planning at the district level and customer service training is also organized by the Communications and Community Relations team. The Communications Office also produces and/or supervises all printed materials for the district. This includes designing and producing pieces such as: the student-parent handbook, graduation programs for every high school in the district, business cards, letterhead and envelopes, the district calendar, and the district's statistical profiles. Copying services are also a function of the Communications and Community Relations Office. This includes copying all board related agendas, minutes, and other non-color copying requests. Additional district services provided by the Communications and Community Relations office include: graphic design, district web page development and maintenance, district switchboard/reception, copy services, printing (1 color press) and mailings (school/interoffice mail and U.S.). The Community Relations section of the department oversees community partnerships, volunteers, tutors, mentors and event planning.

Consultants: PR Firm - $15,000

Social media is handled by multiple people, but primarily the creative services manager and media services director. Fifteen hours a week is the average amount of time spent on social media.

Social Media At-A-Glance:

5,500 likes	**5,800** followers	**N/A** subscribers

Omaha Public Schools

Enrollment: 52,025
Budget: $700,000

District Communications Office
Director
Communications Technician
Video Journalist Technician / Social Media
Bilingual Secretary

The **District Communications Office** exists to support Omaha Public Schools in its efforts to communicate with external and internal stakeholders.

Social media is handled primarily by the video journalist technician. Ten to 20 hours a week is the average amount of time spent on social media.

Social Media At-A-Glance:

3,050 likes	**3,500** followers	**74** subscribers

Orange County Public Schools
(Orlando, FL)

Enrollment: 191,942
Budget: $2,255,384

Public Relations
Director
Administrative Specialist
Finance/Payroll Clerk

Public Relations Office
Senior Administrator
Senior Manager
Senior Specialist
Graphic Arts Coordinator (2)

Community Resources Office
Senior Manager
Senior Specialist (2)
Events Coordinator
Personnel/Benefits Clerk (2)
Support Services Clerk

Public Information Office
Senior Specialist
Administrative Secretary
Customer Relations Clerk (3)

Media Relations Office
Senior Manager
Senior Specialist

Video Services Office
Senior Manager
Senior Tech Support Representative
Video Producer/Director (2)
Video Production Tech (3)
Secretary

The **Public Relations** department executes internal and external communication and public relations work, employee recognition programs, media relations, public information services, sales and marketing, video production and broadcasting, volunteer and business partner relationships, graphic design, social media, web content and collateral media production.

Social media is handled by multiple people. Four to six hours a week is the average amount of time spent on social media.

Social Media At-A-Glance:

8,157 likes	**2,450** followers	**554** subscribers	**N/A** followers

School District of Palm Beach County

Enrollment: 183,000

Department of Communications and Engagement

Chief Strategic Communications and Engagement Officer
Communications and Marketing Manager
Executive Communications Coordinator
Online Communications Coordinator
The Education Network Station Manager
Engagement Specialist for Haitian Community Outreach
Engagement Specialist for African-American Community Outreach
District Business and Community Partnership Coordinator
Public Records Management Coordinator
Secretary for Public Records
Executive Assistant
Engagement Manager
Communications Specialist
Media Relations Specialist
Marketing Specialist
Graphic Designer
District Volunteer Coordinator
Volunteer Program Assistant
PBX Operators
Secretary for Public Records

The **Department of Communications and Engagement** is charged with engaging all of the district's diverse communities and informing all public of district policies, programs, services, successes, challenges and opportunities. We invite you to learn more about how we help schools and departments inform and engage their communities.

Consultants: Advertising Agency - $10,000 per year, Graphic Design - $10,000 per year, Content Writers - $10,000 per year, Public Relations Agency - $9000 Community Engagement Resource - $9,500 per year, Photographer - $300 per year

Social media is handled primarily by the communications specialist. Fifteen to 20 hours a week is the average amount of time spent on social media.

Social Media At-A-Glance:

13,348 likes	**3,529** followers	**956** subscribers	**99** followers

School District of Philadelphia

Enrollment: 135,000

Office of Communications
Chief of Communications
Senior Communications Officer
Executive Assistant

The **Office of Communications** provides a link between internal and external stakeholders by conveying the School District of Philadelphia's key policies, programs, and messages. Our office plays a critical role in informing and engaging the public through coordinated partnerships, media relations, public speaking forums, web communications, and publications.

Social media is handled by all staff members. Ten to 20 hours a week is the average amount of time spent on social media.

Social Media At-A-Glance:

29,000 likes	**10,100** followers	**153** subscribers	**N/A** followers

Pittsburgh Public Schools

Enrollment: 25,504

Office of Public Information/ Division of Communications and Marketing
Public Information Officer
Communications Officer
Project Assistant

The **Division of Communications and Marketing and the Office of Public Information** promotes and protects the image and reputation of Pittsburgh Public Schools. We do so by developing and implementing clear, consistent and engaging strategies that enhance public understanding of PPS, effectively inform and prepare families for the start of school and key moments in time such as parent teacher conferences and graduation.

Both offices offer a variety of communications services, tools, and strategies to support schools and departments. Our team has expertise in strategic communication, media relations, crisis communication, event planning, project management and content creation. It is our goal to ensure families, staff, community members and the media receive accurate and timely information.

Consultants: CPI Creative (graphic design), Beckham Media (television production)

Social media is handled by mutiple staff members.

Social Media At-A-Glance:

8,132 likes	**6,330** followers	**58** followers	**901** followers

Portland Public Schools

Enrollment: 48,459
Budget: $1,458,492

Community Involvement and Public Affairs
Chief of Communications & Public Affairs
Public Information Officer, Senior Communications Officer
Senior Communications Manager, Family & Employee Communications
Communications Manager, Social Media & Special Projects
Staff Writer, Communications Manager
Graphic Design Manager
Graphic Design Coordinator
Community Relations Manager
District Ombudsman
Confidential Executive Assistant

The mission of the **Community Involvement and Public Affairs** office is to increase student achievement and improve school performance by forging a stronger and more culturally competent partnership between Portland Public Schools and its families, community and employees.

Consultants: Photographers and graphic design - $20,000 - $30,000 per year.

Social media is handled by the communications manager, social media and special projects. Twenty-five hours a week is the average amount of time spent on social media.

Social Media At-A-Glance:

19,600 likes	**5,100** followers	**300** subscribers	**N/A** followers	**N/A** followers

Providence Public Schools

Enrollment: 24,000
Federal Budget: $226,235
Local Budget: $294,958

Office of Communications
Director
Parent and Public Information Specialist
Spanish Translator
Clerk

The Providence Public Schools **Office of Communications** handles media relations (including crisis communications and management); social media; publications; internal and external communications; Spanish translation and management of vendors for translation to other languages as needed; speechwriting; editorial services and support to senior administrators; graphic design support to schools and other district offices; advertising; Web site management (using a CMS) and technical support/training for schools' designated Web Information Providers; special events support; and, of course, more as the need arises. These services are provided by this office for the central administration office AND all 39 of our schools.

Consultants: Writer - $36,400

Social media is a shared duty by the parent and public information specialist and the director. Three to four hours a week is the average amount of time spent on social media.

Social Media At-A-Glance:

2,969 likes	**1,177** followers	**300** subscribers	**104** followers

Rochester City School District

Enrollment: 28,707
Budget: $795,000

Communications
Chief Communications Officer
Foreign Language Translator
Graphic Artist
Senior Communications Assistant
Senior Technical Director
Telephone Operator
Television Production Specialist

The Department of **Communications** produces messaging and materials to share district-level and school information with a variety of stakeholder audiences.

Consultants: Schoolwires (web hosting / maintenance) - $41,000,
Blackboard Connect (mass notification) - $35,000, Meltwater News (media monitoring) - $8,000

Social media is handled by the senior communications assistant. Six hours a week is the average amount of time spent on social media.

Social Media At-A-Glance:

2,826 likes	**1,226** followers	**54** followers

Sacramento City Unified School District

Enrollment: 43,000
Budget: $173,687 (not including salaries)

Communications Office
Chief Communications Officer
Manager
Webmaster
Administrative Assistant

The **Communications Office** is responsible for promoting the good work of students, teachers, principals and staff via several communication tools, including the E-Connection electronic newsletter, press releases, social media and website postings, cable access television and Connect-Ed phone calls. The department also produces promotional materials including posters, videos, brochures and pamphlets, provides support to school websites and provides various internal communication services.

Consultants: Digital deployment - $8,000 per month

Social media is handled by multiple people. Five hours a week is the average amount of time spent on social media.

Social Media At-A-Glance:

1,811 likes	**800** followers	**70** subscribers

Saint Paul Public Schools

Enrollment: 39,000
Budget: $1,584,299

Office of Communications, Marketing and Development
Director
Assistant Director
Communications Specialist (Schools)
Communications Specialist (Internal)
Communications and Marketing Senior Associate (Graphic Design)
Communications and Marketing Senior Associate (Video)
Audio Visual Technician
Digital Media Manager
Digital Editor (two positions)
Translations Manager (Spanish)
Karen Translations Specialist
Hmong Translations Specialist
Somali Translations Specialist
Grants Management Coordinator
Fund Development Coordinator
Senior Development Specialist
Management Assistant 2
Program Assistant

Office of Communications, Marketing and Development communicates with a wide array of community members who make up the District: students, families, staff, business partners, residents and other stakeholders. The CMD Office keeps information flowing to the people that make up, surround and support SPPS. The office merges story-telling, grant-seeking and marketing into one unit. Office responsibilities include:
Communications - Sharing information on various activities of the school district with members of our community. Working with media partners to share information about the District's exceptional students and staff. Supporting schools and their individual communities, helping to facilitate communication between each other.
Marketing - Sharing the good news of the district by highlighting exceptional staff, students and schools. Developing effective social media and website communications. Building awareness of the important work being done in our schools.
Development - Identifying and crafting classroom/school grant proposals to help fund educational programs for SPPS students. Helping SPPS staff navigate the policies and procedures tied to seeking grants.

Consultants: grant writers, communications contractors for big projects. Annual costs depends on projects or if it's a referendum year - approximately $30K to $70K. Our department sometimes pays for contractors who work with other departments on communications efforts.

Social media is handled by multiple people, but predominately our digital team, which consists of a new media manager and two digital editors. Ten hours a week is the average amount of time spent on social media.

Social Media At-A-Glance:

1,811 likes	**800** followers	**70** subscribers

San Diego Unified School District

Total Enrollment: 129,000
District Schools: 109,000 • Charter Schools: 20,000

Communications Office
Communications Director
Communications Specialist
Webmaster
Multimedia Specialist
Prop S&Z Communications Supervisor
Print Services Supervisor
Administrative Assistant

The **Communications Office** is responsible for media relations, employee communications, district website and intranet, board meeting TV broadcasts, bond project communications, crisis communications, mass notification system, special events, graphics design and publications, both print and online and social media.

Social media is a shared responsibility between the director, webmaster and communications specialist. Eight to 10 hours during the week and on weekends is the average amount of time spent on social media.

Social Media At-A-Glance:

666 likes (superintendent page)	**5,703** likes (district page)	**10,100** followers	**271** followers	**188** followers	**150** followers	**N/A** followers

San Francisco Unified School District

Enrollment: 56,000
Budget: $573,657

Communications Division
Chief of Communications
Public Relations Manager
Internal Communications Manager
Online Communications Coordinator
Public Relations Assistant

- Facilitate the district's timely and accurate response to an average of 2,000 unique requests annually from members of the media.
- Share information about school site and District news through producing media events, web based and print publications, and through social media.
- Support principals and other district leaders with communications planning and execution, e.g., priority initiatives and crisis communications.
- Interacts directly with media outlets on a daily basis.
- Interact with staff via regular e-newsletters, real-time crisis communications, messaging training and employee website.
- Supports over 100 website content owners district-wide and conducting site audits and user studies to inform site improvements.
- Reviews and approves community agency requests to distribute information and coordinate the employee recognition (RAVE) program.

Social media is handled by the online communications coordinator. Daily tweets from our office can be done by any communications staffer. Six hours a week is the average amount of time spent on social media, which can possibly double during a crisis situation.

Social Media At-A-Glance:

1,710 likes	**6,496** followers	**60** subscribers	**87** followers

Santa Ana Unified School District

Enrollment: 56,000
Budget: $419,030

Communications
Chief Communications Officer
Department Secretary
Media Specialist
Media Technician

The **Communications Office** is responsible for strategically communicating district information with an array of methods and resources to internal and external audiences. The department is a resource to assist other departments with messaging and marketing to promote the programs, opportunities and important issues relating to the district.

Social media is handled by multiple persons including staff in the Communications Office. Two and a half hours a week is the average amount of time spent on social media.

Social Media At-A-Glance:

2,200 likes	**760** followers	**86** subscribers	**155** followers	**N/A** followers

Seattle Public Schools

Office of Public Affairs
Chief Communications Officer
Communications Manager
Media Relations Specialist
Communications Specialist, External
Communications Specialist, Facilities & Capital
Communications Specialist, Curriculum & Instruction (C&I)
Executive Administrative Assistant

The **Office of Public Affairs**, also referred to as Communications, provides Seattle Public Schools with a variety of communication services, tools and strategies. The office specially aims to:

- Share information about our schools and students through multiple forms of media and in many languages
- Build support for our schools by forming partnerships with families and community members.
- Engage community members by organizing many opportunities for people to share their thoughts, provide input, and partner with us to serve all students.
- Build capacity for school and central staff to share information through newsletters, web sites, social media, phone messages, and community gatherings.
- Provide clear and timely crisis communications during inclement weather, natural disasters, or other emergencies.

Social Media At-A-Glance:

7,776 likes	**1,889** followers	Instagram **251** followers

Shelby County Schools
(Memphis, TN)

Enrollment: 110,000
Budget: $1,050,000 (not including salaries)

Communications Office
Chief of Communications
External Communications Manager
External Communications Analyst
Internal Communications Manager
Internal Communications Analyst
Webmaster
Graphic Services Specialist
Graphics Advisor
Administrative Assistant

The mission of the **Communications Office** is to support the District's commitment to student achievement by ensuring all stakeholders have access to relevant information about: the District's strategic goals and priorities; student, school and organizational performance; and engagement opportunities. Through the integration of media relations, internal communications, TV and radio production, social media, strategic PR support and parent and community engagement, the office supports the District's efforts to improve trust and confidence internally and externally, as well as to recruit and retain students and highly effective teachers by: promoting the successes of students and staff; increasing awareness for notable programs and services; and highlighting opportunities for all stakeholders to get involved in our schools.

Consultants: KQ Communications

Social media is handled by the external communications analyst. Twenty-five hours a week is the average amount of time spent on social media.

Social Media At-A-Glance:

17,000 likes	**21,000** followers	**N/A** subscribers

Toledo Public Schools

Enrollment: 23,000
Budget: $280,000

Communications Department
Communications Director
Communications Manager
Administrative Assistant

The **Communications Department** handles media relations, public relations, social media and event planning for the district. We also coordinate the district advertising and marketing, along with crisis communications and customer service. We also work directly with the Superintendent and his Cabinet.

Consultants: Advertising Agency - $25,000, Web maintenance - $9,200

Social media is handled by the communications manager. Fifteen hours a week is the average amount of time spent on social media.

Social Media At-A-Glance:

675 likes	**1,507** followers	**N/A** subscribers

Wichita Public Schools

Enrollment: 51,330
Budget: $1,088,656

Division of Marketing and Communications

Division Director
Division Secretary
Communication Specialist, Media Relations
Technical Assistant, Graphic Design
Technical Assistant, Employee Recognition and Special Projects
Partnership-Mentor Coordinator
Media Productions Director/WPS-TV Station Manager
Cable Technician
Media Productions Secretary
Spanish Language Communications Specialist (5 hours per week)
Student Interns (2)
Parent and Community Support Mediator
Parent and Community Support Secretary
Producer/Director (2)

The **Marketing and Communications Division** is charged with fulfilling the mission of the district by creating and enhancing relations and outcomes that support an environment of mutual trust, two-way dialogue between the district and its stakeholders, the educational needs of all Wichita students, and positive family/community perceptions. The division includes the following departments: marketing and communications, media productions, parent/community support and partnership/mentor development.

Consultants: Only occassionally, based on the nature of the project. Outside consultants are not used on a regular basis.

Social media is handled by the division director and media specialist. A third staff person is beginning to support this work as well. Ten hours a week is the average amount of time spent on social media.

Social Media At-A-Glance:

9,178 likes	**6,522** followers	**N/A** connections

Albuquerque
Anchorage
Arlington, TX
Atlanta
Austin
Baltimore
Birmingham
Boston
Bridgeport
Broward County
Buffalo
Charleston
Charlotte
Chicago
Cincinnati
Clark County
Cleveland
Columbus
Dallas
Dayton
Denver
Des Moines
Detroit
El Paso
Fort Worth
Fresno
Greensboro
Honolulu
Houston
Indianapolis
Jackson
Jacksonville
Kansas City
Long Beach
Los Angeles
Louisville
Miami-Dade
Milwaukee
Minneapolis
Nashville
New Orleans
New York City
Newark
Norfolk
Oakland
Oklahoma City
Omaha
Orange County
Palm Beach
Philadelphia
Pittsburgh
Portland
Providence
Richmond
Rochester
Sacramento
San Antonio
San Diego
San Francisco
Santa Ana
Seattle
Shelby County
St. Louis
St. Paul
Tampa
Toledo
Washington, DC
Wichita

Council of the Great City Schools

BERNARD HARRIS SCHOLARSHIPS

2015 ExxonMobil Bernard Harris Math and Science Scholarship Applicants

Demographic Overview:

Total Candidates from Council Districts: 313
Number of Districts Represented: 52

Number of African American Male Applicants: 74
Number of African American Female Applicants: 101
Number of Hispanic Male Applicants: 69
Number of Hispanic Female Applicants: 69

District Name	African-American or Black		Hispanic		Total Applicants
	Female	Male	Female	Male	
Albuquerque Public Schools	1	0	1	0	2
Atlanta Public Schools	1	0	0	0	1
Austin Independent School District	0	2	4	2	8
Baltimore City Public Schools	2	3	0	0	5
Birmingham City Schools	1	0	0	0	1
Boston Public Schools	0	4	0	0	4
Bridgeport Public Schools	0	0	1	0	1
Broward County Public Schools	8	8	8	7	31
Charleston County School District	1	0	1	1	3
Charlotte-Mecklenburg Schools	2	1	1	0	4
Chicago Public Schools	4	3	1	6	14
Clark County Public Schools	2	2	1	4	9
Cleveland Metropolitan School District	3	0	0	0	3
Columbus City Schools	2	1	0	0	3
Dallas Independent School District	2	2	5	4	13
Dayton Public Schools	0	0	1	0	1
Denver Public Schools	3	0	2	0	5
Des Moines Public Schools	0	0	0	1	1
Detroit Public Schools	5	2	0	1	8
District of Columbia Public Schools	4	0	1	2	7
Duval County Public Schools	3	4	1	0	8
East Baton Rouge Parish School System	1	1	0	0	2
El Paso Independent School District	2	1	0	6	9

District Name	African-American or Black		Hispanic		Total Applicants
	Female	Male	Female	Male	
Fort Worth Independent School District	0	1	1	0	2
Fresno Unified School District	1	0	0	0	1
Guilford County Schools	4	2	0	0	6
Hillsborough County School District	6	2	4	6	18
Houston Independent School District	7	4	8	7	26
Indianapolis Public Schools	1	0	0	0	1
Jefferson County Public Schools	0	0	1	0	1
Kansas City Public Schools	2	3	1	0	6
Long Beach Unified School District	1	2	0	1	4
Los Angeles Unified School District	1	0	0	4	5
Metropolitan Nashville Public Schools	0	1	0	0	1
Miami-Dade County Public Schools	8	4	13	11	36
Milwaukee Public Schools	1	0	2	0	3
New York City Department of Education	2	4	0	0	6
Newark Public Schools	1	0	0	0	1
Norfolk Public Schools	1	0	1	0	2
Oklahoma City Public Schools	0	1	0	0	1
Omaha Public Schools	0	1	1	0	2
Orange County Public Schools	6	4	2	2	14
Portland Public Schools	0	1	0	0	1
Providence Public School District	1	0	1	0	2
Richmond Public Schools	0	2	0	0	2
San Diego Unified School District	2	3	4	3	12
San Francisco Unified School District	0	0	1	0	1
Seattle Public Schools	0	0	1	0	1
St. Paul Public Schools	0	1	0	0	1
The School District of Palm Beach County	4	1	0	1	6
The School District of Philadelphia	4	2	0	0	6
Wichita Public Schools	1	1	0	0	2
Total	**101**	**74**	**69**	**69**	**313**

THE URBAN EDUCATOR

Council of the Great City Schools
Urban Educator
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SPECIAL EDITION
Back to School

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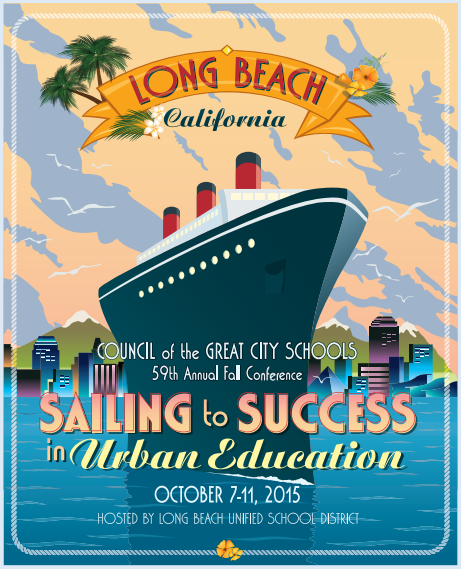
LEGISLATIVE

• ESEA Reauthorization, **p. 10**

Baltimore City Schools Superintendent Gregory Thornton joins a crowd of students walking to school on the district's first day of classes.

Urban Students to Speak Out at Town Meeting



With equity and equality issues sparking unrest in Ferguson, Mo., Baltimore and other cities, the Council of the Great City Schools will feature a panel of urban students at its annual national town hall meeting, scheduled Oct. 9.

Students from New York City, San Francisco and Long Beach, Calif., will speak out on education, race and their futures at the forum moderated by news correspondent and journalist Maria Hinojosa, anchor and executive producer of National Public Radio's long-running weekly program *Latino USA*.

The 90-minue town hall meeting is being held in conjunction with the Coun-

Town Meeting *continued on page 9*

Urban Schools Open With an Emphasis On Technology

Improving students' access to technology is a prime focus of many urban schools as the 2015-2016 school year begins. In addition to helping students become more computer savvy, big-city school districts are also implementing a range of academic and social initiatives. Here's a roundup of what some urban school districts are offering students:

Atlanta

Atlanta Public Schools is partnering with the Collaborative for Academic, Social and Emotional Learning to implement a districtwide social and emotional learning (SEL) initiative that will enhance instructional models, integrate SEL into the core curriculum, and establish an inclusive culture school-wide.

Baltimore

Baltimore City Public Schools is partnering with local universities and holding a series of youth retreats focused on leadership development, advocacy and teambuilding and designed to give students the skills they need to serve as leaders in their schools. And a new grading scale is being implemented to encourage and reward students who challenge themselves academically in their course selection.

Birmingham

Alabama's Birmingham City Schools is partnering with Microsoft and the City of Birmingham to increase access to digital

Urban Schools *continued on page 4*

"Envelope, Please! And the Urban Educator of the Year Is..."

Cindy Elsbernd

Perla Tabares Hantman

William Isler

Bill Sublette

Anticipation will be in the air on the evening of Oct. 8, when the top honor for urban-education leadership will be announced at the Council of the Great City Schools' 59th Annual Fall Conference in Long Beach, Calif.

Four big-city school board members are finalists for the Green-Garner Award, recognizing outstanding contributions in urban education and named in memory of Richard R. Green, the first African American chancellor of the New York City school system, and businessman Edward Garner, who served on the Denver school board.

The finalists for the award are school-board members:

- Cindy Elsbernd of Iowa's Des Moines Public Schools;
- Perla Tabares Hantman of Miami-Dade County Public Schools;
- William (Bill) Isler of Pittsburgh Public Schools; and
- Bill Sublette of Florida's Orange County Public Schools in Orlando.

And now the moment everyone has been waiting for. The announcement of the 2015 Urban Educator of the Year will be made at the 26th annual award banquet Oct. 8.

Sponsored by the Council, Aramark K-12 Education and Voyager Sopris Learning, the Green-Garner Award is presented to an urban-school superintendent and board member in alternative years. The winner receives a $10,000 college scholarship to present to a student.

Last year's awardee was Superintendent Terry Grier of the Houston Independent School District.

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A newsletter published by the Council of the Great City Schools, representing 68 of the nation's largest urban public school districts.

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All news items should be submitted to:
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Find the Council on:

New School Chiefs Named in Chicago, Fort Worth, Newark, Charleston, Birmingham and Buffalo; Four Districts Select Interim Leaders

Forrest Claypool

Several urban districts across the nation are starting with new leadership for the 2015-2016 school year.

Forrest Claypool has been selected as the new chief executive officer for Chicago Public Schools, the nation's third largest school district with 400,000 students.

No stranger to large-scale leadership roles, Claypool has worked as a former president of the Chicago Transit Authority. He has also served as the superintendent of the Chicago Park School District, where he reduced costs and spending, while expanding programs for families.

Claypool, who most recently served as Chicago Mayor Rahm Emanuel's chief of staff, has replaced school board vice president Jesse Ruiz, who served as interim CEO after Barbara Byrd-Bennett's resignation.

Kent Paredes Scribner

In Texas' Fort Worth Independent School District, the school board has named Kent Paredes Scribner as superintendent.

Scribner has led Arizona's Phoenix Union High School District, which serves more than 27,000 students, since 2008.

He succeeds Patricia Linares, who has acted as interim superintendent since 2014 in Fort Worth.

And in New Jersey's Newark Public Schools, Christopher Cerf is the new state-appointed superintendent. His arrival could mark the beginning of the end of two decades of state control over New Jersey's largest public school district.

According to *NJ.com.*, Cerf, a former state education commissioner, takes the helm with a clear directive from the state: guide the school district back to local control.

As superintendent, Cerf will hold one of nine seats on the newly formed Newark Educational Success Board, a panel of community members and educational experts. The board, created by New Jersey Governor Chris Christie and Newark Mayor Ras Baraka, is charged with developing a specific pathway with appropriate timelines and benchmarks for ending the state takeover.

Cerf succeeds Cami Anderson, who resigned in July.

More New Leaders

Gerrita Postlewait was recently named superintendent of South Carolina's Charleston County School District, the second largest district in the state with more than 50,000 students. She assumes the role from acting superintendent duo Michael Bobby, the district's chief financial and operations officer, and Lisa Herring, deputy superintendent for academics.

Gerrita Postlewait

Prior to accepting the position, Postlewait served as the assistant vice president for ACT. She also served as the superintendent for South Carolina's Horry County School District for 10 years.

Kelly Castlin-Gacutan

Alabama's Birmingham City Schools has selected a veteran educator to lead its school system. Kelley Castlin-Gacutan, the interim superintendent in Georgia's Bibb County School District, has taken the helm. She succeeds interim superintendent Spencer Horn.

With more than two decades in education, Castlin-Gacutan has experience as a classroom teacher, assistant principal, principal, district-level administrator and university professor. In her most recent position as interim superintendent in Bibb County, she oversaw 42 schools, approximately 24,000 students and a $289 million budget.

Kriner Cash

And New York's Buffalo Public Schools named Kriner Cash as its new leader, succeeding interim superintendent Darren Brown.

Cash comes to Buffalo with 20 years of executive leadership experience in education, having served as superintendent in Memphis and Martha's Vineyard, Massachusetts.

Contract Extensions

Tom Boasberg, who took the reins of Denver Public Schools in 2009, will remain at the helm through December 2017, as a result of a new contract extension. Under his leadership, district schools have posted record enrollment numbers, improved graduation rates and experienced increases in student achievement.

Also receiving a contract extension in Louisville is Donna Hargens, who took the reins of Kentucky's Jefferson County Public Schools in 2011. She was recently given a four-year contract extension to continue leading the district.

Donna Hargens

Hargens was com-

School Chiefs *continued on page 12*

Urban Schools *continued from page 1*

technology with an initiative called the City Next Digital Alliance. The program will help students get comfortable with technology, including learning coding programs, as well as offer computer training for teachers.

Boston

Boston Public Schools is implementing its 100-Day Plan to improve the level of education across all schools, develop high-quality schools close to home for all students and close the achievement gap. As part of the plan, the district is launching a "Culture of We" campaign to identify and publicize "bright spots" across the district.

Broward County

Broward County Public Schools in Fort Lauderdale, Fla., which is celebrating its 100th anniversary, is partnering with the national organization Code.org to offer computer science courses at every district high school. The school system is also implementing a chess curriculum in all second and third grade classrooms.

Charlotte

North Carolina's Charlotte-Mecklenburg Schools is collaborating with the city's library system to enable students at all of the district's 168 schools to use their school identification number to check out books and use online tools at all library branches and at home. The school system is also expanding the use of digital textbooks, with students in grades three through five using the techbooks for science and middle schoolers using techbooks for math.

Chicago

In an effort to reduce transportation costs, the nation's third largest school district is changing bell schedules for 82 high schools and elementary schools. District officials expect staggering its elementary and high school start times will save $13.5 million a year. The school system is also launching the Independent Schools Principal program, offering high-performing principals more autonomy and greater flexibility.

Charlotte Schools Superintendent Ann Clark hands a student a laptop during her visit to Devonshire Elementary School on the first day of school.

Cincinnati

Cincinnati Public Schools is expanding its "My Tomorrow" initiative, designed to improve students' career readiness, to grades five through 12. The initiative began last school year with 7th and 8th graders. The school system also launched a new publication, *Measuring What Matters*, highlighting the ways the district is going beyond state indicators to challenge students academically.

Clark County

Nevada's Clark County School District in Las Vegas is increasing the number of year-round schools to 22, to handle an estimated 323,000 students for the 2015-16 school year. And in an effort to provide greater assistance to the district's lowest performing schools, 22 Victory Schools will open, offering professional development for teachers and wraparound services to help prevent students from falling behind.

Columbus

Ohio's Columbus Public Schools is opening the Columbus Gift Academy, a self-contained gifted program for grades 3-8, combining specialized instruction in the classroom with interactive and education opportunities in the community.

Dallas

Dallas Independent School District implemented online enrollment for approximately 160,000 students. Using the slogan "Convenient. Fast. Accurate," the district piloted the program at 41 schools this past spring before rolling it out to more than 200 schools in August. Launched two weeks before school, the campaign featured an integrated online enrollment marketing effort, and resulted in nearly 10,000 students enrolling online by the end of the first week of classes.

Denver

Students in Denver Public Schools will see fewer and shorter tests with students in grades 11 and 12 no longer required to take a state exam. In addition, the total test time for the PARCC (Partnership for Assessment of Readiness for College and Careers) language arts and math tests will be reduced by about 60 minutes for each grade and PARCC tests will be administered once a year, rather than twice a year.

Des Moines

Iowa's Des Moines Public Schools has partnered with Drake University to offer a master's degree for free or reduced cost to teachers in the district. The new master's program will focus on urban education, cultural competency and instruction for students learning English, with half the classes taught by Drake University professors and half by Des Moines school staff members hired as adjunct professors.

Detroit

Detroit Public Schools restructured the district's central office operations by creating a new network structure to support schools. Each network is comprised of members whose objective is to improve overall academic achievement by providing more coordinated coaching and development of school leaders and teachers in the schools.

District of Columbia

The District of Columbia Public Schools is launching Cornerstones, an initiative to provide high-quality "lesson experiences" to all students. Students from k-12th grade,

Urban Schools *continued on page 5*

Urban Schools *continued from page 4*

and across English language arts, math, science, art, music, physical education, health, and world language subjects, will experience Common Core-aligned Cornerstone lessons. Cornerstones are designed to be accessible to all students, including those with specialized instructional needs.

Duval County

Jacksonville's Duval County Public Schools in Florida is launching the *5000 Role Models of Excellence Project* to improve the achievement levels for minority boys. The district is recruiting 500 local business and community leaders to serve as role models to 500 African American boys in 10 middle and high schools. The school system is also launching the Non-Violence Project, a five-year, $15 million program that implements strategies such as mentoring sessions and group counseling at 24 middle schools.

El Paso

Texas' El Paso Independent School District is distributing laptops to every high-school student as part of its PowerUp initiative. In addition, teachers in English language arts, social studies, science and math have created digital Flexbooks that will be available to every student *via* their district-issued laptop.

Fort Worth

As a result of a capital improvement program approved by voters in November 2013, Texas' Fort Worth Independent School District is opening a $2-million aviation center at Paul Laurence Dunbar High School. The Aviation Engineering and Technology hangar and classroom will provide students with the opportunity to earn certifications upon completion.

Fresno

California's Fresno Unified School District is opening a new high school, the Phillip J. Patino School of Entrepreneurship, designed to equip young entrepreneurs with skills to launch companies. District officials believe it is the first high school in the nation that will enable students to develop their start-up business ideas with local business leaders, pitch their ideas to investors and start their own business.

Hawaii Schools Superintendent Kathryn Matayoshi visits with students at Hilo Union Elementary School. They were given t-shirts indicating their final stop in the K-12 pipeline — Hilo High's Class of 2028.

Guilford County (Greensboro)

North Carolina's Guilford County Schools' Parent Academy will offer free one-to-one, online live tutoring and homework help through *Brainfuse HelpNow*, an all-in-one suite of tutoring services offering students on-demand academic help from expert tutors. And the district's Western High School is one of 100 schools across the nation to offer the College Board's AP Capstone program, an innovative diploma program.

Hawaii

The Hawaii State Department of Educaiton is expanding the Future Ready Hawaii program to more than three dozen schools for 2015-16. The 1:1 device and digital learning program is centered on teacher professional development and school readiness.

Houston

Houston's Independent School District is opening a new Arabic Language Immersion Magnet School this fall, serving prekindergarten and kindergarten students, and eventually expanding to grade 5. The district is also expanding its EMERGE program, which identifies and helps high-potential students from low-income households attend top universities, to all district high schools.

Indianapolis

Indianapolis Public Schools is opening five Innovation Network Schools, as a result of a state law that allows compacts between the district and charter schools or other groups to operate schools inside the district. The schools are run independently but are accountable to the district.

Jackson

Mississippi's Jackson Public Schools is expanding its Academies of Jackson initiative, where students work in small cohorts, to include tenth grades. And students in the academies will have the opportunity to participate in the Career Exploration Fair, an interactive experience designed to expose students to more than 200 careers.

Jefferson County

In an effort to teach students empathy and improve behavior, Jefferson County Public Schools in Louisville, Ky., is implementing the Compassionate Schools Project at three elementary schools. Through a partnership with the University of Virginia, the project will begin as an integrated health and wellness curriculum.

Los Angeles

The nation's second largest school district has been reorganized into six smaller districts, each with its own superintendent and an instructional plan tailored to their community's schools and students. And as part of the district's Instructional Technology Initiative, more than 70,000

Los Angeles Unified School District Superintendent Ramon Cortines talks with students at Gault Street Elementary School.

Urban Schools *continued on page 6*

Urban Schools *continued from page 5*

iPads, laptops and Chromebooks will be given to students at 103 schools piloting the one-to-one device program.

Miami

Miami-Dade County Public Schools is eliminating out-of-school suspensions and will instead send suspended students to Student Success Centers, where they will receive counseling and social services. The nation's fourth largest school district is also providing 32,000 tablets to all middle school 8th-grade U.S. History classrooms as well as 10th-grade high school students enrolled in English as a Second Language.

Nashville

Tennessee's Nashville Metropolitan Public Schools is offering Arabic language classes in grades 7-12 at six schools. The district is also adding fifth and sixth grades to its MNPS Virtual School, offering more than 20 online courses for middle school students.

New York City

The nation's largest school district is allowing 64 schools to become Progressive Redesign Opportunity Schools for Excellence for the 2015-16 school year, enabling them to suspend union rules and implement practices such as longer school days and seminar classes.

Orange County

Orange County Public Schools in Orlando, Fla., is expanding its Digital Learning program from seven to 16 elementary, middle and high schools and will provide all students at those schools with laptops. The district is also opening seven new, renovated or replacement elementary schools featuring closed-circuit TV studios and interactive projectors and screens.

Pittsburgh

Pittsburgh Public Schools is implementing a restorative practice program in 23 schools, designed to enhance and build relationships between students, staff and parents, improve student behavior and reduce violence and bullying.

Providence

Rhode Island's Providence Public Schools is opening two new schools, the 360 High School and Evolutions High School, whose creation was supported by a grant from the Carnegie Corporation of New York. The schools will promote student-centered learning, with technology supporting students as they accelerate at their own pace.

Richmond

Virginia's Richmond Public Schools has implemented Let's Talk!, a new online communication system designed to provide students, parents and community members with a streamlined process to communicate with district leadership. People can submit ideas or concerns from a computer, tablet or mobile device that are automatically routed to the appropriate department for a response within three business days.

San Francisco

San Francisco Unified School District has developed a partnership with SalesForce Foundation to expand computer science opportunities for its students. As part of the partnership, employees plan to volunteer 10,000 hours and the company will adopt 20 schools.

Santa Ana

California's Santa Ana Unified School District is launching "Read Santa Ana Read," an online tutoring program for 250 first graders, in which volunteers will be able to tutor students in reading remotely from their computers. And for the first time in seven years, the district is opening a new school, the Advanced Learning Academy, a charter school focused on STEM (Science, Technology, Engineering, and Mathematics) curriculum for elementary and intermediate students.

St. Louis

In an effort to help students who lack self-control, Saint Louis Public Schools has opened the Education and Therapeutic Support Program for students in preK- 8th grade. The school is designed to give students who are defiant or have difficulty following direction the autonomy to make thoughtful decisions. And the St. Louis Rams football team will fund a program to ensure certified athletic trainers are present at all of this season's district high school football games.

Wichita

Wichita Public Schools is beginning the rollout of the Marzano teacher evaluation model and process, which was selected by a group of district teachers and administrators after an extensive review of teacher evaluation models. The Marzano Teacher Evaluation Model identifies a complete set of practices directly related to improved student performance, organized into four domains that develop teacher expertise.

Toledo Students Get Warm Welcome

More than 50 African American religious, business and education leaders lined the sidewalk in front of Martin Luther King, Jr. Academy for Boys in Toledo, Ohio, to welcome students back to school. They shared handshakes, hugs and words of encouragement to the young men and many have committed to visiting the school throughout the year.

A Superintendent Succeeds in the Career She Always Wanted

In the Spotlight

When Barbara Jenkins was selected as superintendent of Orange County Public Schools in Orlando, Fla., in 2012, she had big shoes to fill. Jenkins was succeeding Ronald Blocker, who had led the school system for 12 years, with the school board even renaming the district's administrative building after Blocker following his retirement.

But Jenkins, who was the district's deputy superintendent, took on the challenge and the results speak for themselves. Last year, the district was the co-winner of the $1 million Broad Prize for Urban Education.

"Ron had a hand in it and I did as deputy as well, but over a 12-year period we went from a 50 percent graduation rate to an 88 percent graduation rate," said Jenkins, in an interview with the *Urban Educator*. "Earning the Broad Prize sent a clear message we are doing some things right to boost student achievement for all of our children."

In serving at the helm of Orange County schools, Jenkins has come full circle. She is a 1979 graduate of the school system, and when she talks to students, she mentions how when she was a student she never dreamed of having a job at this level.

"[Being a graduate] sort of brings home for them that certain positions don't have to come from only outside our community," said Jenkins.

When she was in the first grade, she had a teacher who she adored and whose footsteps she wanted to follow.

"I wanted to be a teacher from the first grade," she recalled. "My mother would say the same thing 'she never wanted to do anything else than to be a teacher.'"

Despite the many challenges that come with leading the nation's 10th largest school district, such as converting to the new Florida State Standards and grappling with a new state accountability system, Jenkins loves her job as superintendent because of the ability to help students become successful. "Public education is the linchpin of our democracy and critical for our country," stressed the school leader.

Orange County Schools Superintendent Barbara Jenkins talks with students.

Making a Big Impact

Jenkins began her career as a classroom teacher in the Orange County school district and didn't picture a move into administration until her first principal asked her "don't you want to make good things happen to larger groups of children?"

"What I was drawn to, and the only thing that usually entices me, is can I have a positive impact on a larger group of students?" said Jenkins, who has served various positions in Orange County, including senior director for elementary education and chief of staff. "I'm a sucker for that carrot every time."

During her three years at the helm of the 190,000-student school system, one of the most important things she has learned is how critical it is for superintendents to have a good working relationship with the school board.

Jenkins says she is fortunate to have a school board that not only understands governance, but also is co-owner of the vision and mission of the school system.

She also realizes that it is critical to engage the community, especially in a district such as hers, which serves affluent families as well as homeless families. "The district would not be capable of getting all students to success without additional support and community initiatives," said Jenkins.

That strong community support was evident when voters last August passed a renewal of a half-cent sales tax worth approximately $2.1 billion, and three months later approved the renewal of a one-mill property tax.

Jenkins is also a big believer in having a deliberate data-based process to make sure students are being pushed to higher levels of rigor and achievement. Two years ago, she established the Minority Achievement Office because data indicated that the worst achievement gaps in the district were among black and Hispanic males. The office is creating specific initiatives around engaging and encouraging males of color.

And while the district is making an effort to recruit and retain teachers of color, "whether I have more minority teachers or not, the teachers we have are going to have to get the job done," said Jenkins.

She has been married for 29 years and has two children, a daughter who just completed law school and a son who is pursuing engineering. In her spare time, the 54-year-old likes to read, travel, exercise and refers to herself and a group of colleagues as "Power Shoppers."

Although Jenkins is pursuing the career she wanted since the first grade, in 2013 she was on Florida Gov. Rick Scott's list of candidates for lieutenant governor.

Scott ultimately chose someone else. But Jenkins was flattered, and though she does not rule out a career in politics, right now she is focused on making Orange County Schools the best school system in the nation.

"I go to work very excited because I love the mission," said Jenkins. "The best part is engaging with our students because it gives us a clear hope of our future and reminds us why we are in this business."

Urban School Districts Tackle Student Absenteeism Issue

The Cleveland Metropolitan School District in July launched a citywide campaign – complete with billboards, yard signs, bus placards and radio spots – aimed at raising school attendance.

The "Get to School! You Can Make It!" campaign targets an epidemic: In nearly two-thirds of the district's schools, more than half of the students are chronically absent – defined as missing 10 days or more a year.

The Cleveland district's data show the absences lead to a sharp decline in test scores. Missing 10 days or more cuts scores on state reading tests by an average of 12 points and math scores by 15 points; missing those days in ninth or 10th grades can leave a student with a 4-in-10 chance of staying on track to graduation.

"We are making gains under the reforms spelled out in *The Cleveland Plan*, a blueprint for improvement initiated in 2012," Chief Executive Officer Eric Gordon said. "But we can't educate children who regularly fail to show up for school. We count on families to help by doing their part."

Cleveland schools CEO Eric Gordon, center, joins students and district union and religious leaders in signing a pledge to have or encourage good attendance.

Football Team Joins Drive

In August, the Cleveland Browns professional football team's foundation joined the attendance campaign, planning to provide game incentives and player involvement and school visits to encourage students to attend school.

"We are proud to partner with the Cleveland Metropolitan School District for the "Get to School" campaign as we help prepare our youth and city for success through education," said Browns owner and Cleveland Browns Foundation President Dee Haslam in a press statement.

"Our kids look up to the Browns, wear their team colors and follow their season," Gordon pointed out. "We see in the team and players the kind of dedication and hard work it takes to play in the NFL. These players have to show up every day, just like our kids need to show up every day, to succeed," the district CEO stressed.

Pro Athletes Step Up

The Milwaukee Public Schools has teamed up with the Milwaukee Bucks professional basketball team and Bucks forward Jabari Parker to launch a new initiative to encourage students to be in school.

Milwaukee Bucks basketball player Jabari Parker talks with students at the launch of a new attendance initiative.

The basketball player will appear in a multi-media campaign to urge students to own their futures by being in school all day, every day.

"In every aspect of life, success comes to those who show up every day willing to work hard," said Parker. "You can't learn if you aren't in school. It's my hope that every MPS {Milwaukee Public Schools} student will realize the importance of making every day count."

"Students who are in school all day, every day increase their academic success and that's what we want for all of our young people," Milwaukee Schools Superintendent Darienne Driver emphasized.

Tennessee's Shelby County Schools in Memphis also recently launched a communitywide campaign to boost awareness of the importance of daily student attendance.

The foundation of the Memphis Grizzlies professional basketball team has signed on as a major sponsor of the "Represent Everyday" campaign, and Grizzlies star Tony Allen has volunteered to be the official face and voice of the citywide drive.

On the first day of September, the Grizzlies player reportedly woke up Shelby County families with a recorded phone call, "Hello everyone. This is the Grindfather, Tony Allen, Memphis Grizzlies. Being successful takes a lot of hard work and dedication and includes going to school every day."

The robo-call is intended to wake up parents and students to the need for kids to attend classes everyday. "We know that if a child misses more than a few days in a school year, it could be very difficult to get back on track," said Shelby Schools Superintendent Dorsey Hopson.

Council of the Great City Schools

59TH ANNUAL FALL CONFERENCE

"Sailing to Success in Urban Education"

Hosted by the Long Beach Unified School District

October 7 - 11, 2015
Hyatt Regency Hotel
Long Beach, CA

Wednesday, October 7

7:00 am-5:00 pm	Conference registration
1:00 pm-5:00 pm	Task Force Meetings
6:30 pm-8:30 pm	Welcome reception at the Aquarium of the Pacific

Thursday, October 8

7:30 am-9:00 am	Breakfast and Welcome
9:00 am-12:15 pm	Breakout Sessions
12:30 pm-2:00 pm	Lunch and Speaker: **LeVar Burton**
2:15 pm-5:30 pm	Breakout Sessions
7:00 pm-9:00 pm	26th Annual Green-Garner Awards Banquet: Urban Educator of the Year Announced

Friday, October 9

7:30 am-9:00 am	Breakfast and Speaker: **José Hernandez**
9:00 am-12:30 pm	Breakout Sessions
12:30 pm-2:00 pm	Lunch and Speaker: **Fareed Zakaria**
2:30 pm-4:00 pm	National Town Hall Meeting: **Moderated by Maria Hinojosa**
6:30 pm-8:30 pm	Reception on the Queen Mary

Saturday, October 10

8:00 am-9:00 am	Breakfast
8:30 am-12:00 pm	Board of Directors Meeting
12:00 pm-2:30 pm	Legislative Directors Meeting
6:30 pm-9:00 pm	Farewell Event at Cafe Sevilla

Sunday, October 11

8:00 am- 11:30 am	Breakfast and Closing Session
11:30 am	Adjourn

Town Meeting *continued from page 1*

Maria Hinojosa

cil's 59th Annual Fall Conference in Long Beach, Calif., hosted by Long Beach Unified School District.

From New York City public schools, two students who serve on the NYC Urban Ambassadors program to help prepare students for college, especially males of color, will participate in the panel discussion.

Ethan Ambrose

Ethan Ambrose, a senior at Medgar Evers Preparatory High School in Brooklyn, is also one of only two high school students on the Youth Advisory Board of New York City's Young Men's Initiative. Cornelius Ray Jr., a 12th grader at Gotham Professional Arts Academy in Brooklyn, also enjoys helping his peers and younger students in need of assistance.

Cornelius Ray Jr.

From the San Francisco Unified School District, 11th-grader Mai Sinada of Raoul Wallenberg High School and 12th-grader Hatim Mansori of Mission High School will address issues facing students at the town meeting.

Mai Sinada

Sinada is junior class president, captain of both the basketball and volleyball teams, as well as an advocate for Muslim students. Mansori is Black Student Union president, a mayoral appointee to the San Francisco Youth Commission, member of the NAACP Youth Council and served as the co-chairman of a "Black Lives Matter" rally.

Hatim Mansori

The Long Beach Unified School District plans to include three of its students on the town meeting panel.

ESEA Reauthorization Heading to Conference Committee

By Jeff Simering, *Director of Legislation*

Now eight years overdue, an Elementary and Secondary Education Act (ESEA) reauthorization bill is finally headed to a House-Senate conference committee to resolve differences between the two new versions of this landmark federal education law. The chances of passage are greater now than at any time in recent years with both chairmen and the Administration signaling a willingness to reach an agreement.

Nonetheless, the challenges in crafting a final bill are significant. Groups on the political left and right have opposed both versions of the bill, either because the bills failed to include enough of No Child Left Behind's (NCLB) accountability requirements or because they failed to further unravel the federal role in education and embrace unfettered school choice.

There are also numerous organizations that have "lauded and applauded" both bills at each stage of the process, because they were desperate to escape NCLB accountability or they were desperate to get out from underneath the state-by-state waiver process and its teacher evaluation requirements. Other groups acted as cheerleaders for little other reason than they were currying political favor for little clear aim. Conference managers will have to navigate through these positions and the legislators that represent them.

One always hopes that a conference committee in this situation will find a solid middle ground or take the best provisions of each bill to produce exemplary legislation. Unfortunately, the opposite is also possible. Conferees could adopt some of the worst provisions from each bill in order to give each house or each party bragging rights on their key political issues. Moreover, provisions that school officials might consider as among the best or worst of the two bills may be viewed differently by other interest groups—all in the name of what's best "for kids."

Typically, the Council of the Great City Schools takes a pragmatic approach to any reauthorization, knowing that our members operate the largest ESEA programs in the nation and must implement all, not just some, of the provisions in any new legislation. Given that context, the Council tends to focus on improving flaws in each bill.

And, flaws there are. Each bill allows federal funds generated by disadvantaged students to be spent on other students. Each bill has provisions that increase funding for private-school services and charter schools at the expense of traditional public schools.

The Senate bill has a large number of new requirements – many that exceed current NCLB provisions. In our opinion, too many of the wrong things are being required in this bill while too few things that would actually help districts improve academic achievement are included.

Moreover, the House bill includes a "portability" provision allowing states to redistribute Title I funds from higher poverty school districts to more affluent districts and schools. And, the Senate bill changes the Title I funding formula in a manner that would see 70 percent of the nation's school districts ultimately facing cuts to their Title I funding levels. The impact on the Great City Schools is mixed, but we remain opposed to changing formulas in a way that creates financial winners and losers in this cornerstone program for disadvantaged students.

Other provisions in both bills could facilitate cuts in State aid to education by eliminating or revising the ESEA "maintenance of effort" requirement, or create loopholes in the traditional "supplement not supplant" requirements that help ensure that the "value-added" benefits of federal funds accrue to the most at-risk students.

The Council has offered a number of detailed recommendations to the conference managers that would improve, mitigate, or modify the pending bills. There is a window of opportunity through which Congress could produce a good reauthorization bill that actually works. In our opinion, however, it does not take a 1000-plus page Senate bill or a 600-plus page House bill to tell us how flexible and helpful they are trying to be.

'Latinos in Action' Program Launched In Broward District-White House Partnership

In an effort to empower Latino students, Broward County Public Schools in Fort Lauderdale, Fla., is partnering with the White House Initiative on Educational Excellence for Hispanics to offer a new high school course for the 2015-16 school year.

"Latinos in Action" is an elective course being piloted at six high schools designed to help Latino students graduate and attend a college or university. The course focuses on leadership, literacy and service and will provide students with increased opportunities for educational and cultural experiences.

In an interview with *NBC 6 South Florida*, Jose Enriquez, the executive director of "Latinos in Action," said the goal of the course is to not only educate students "but also to educate the populace, help people see the Latino community and Latino youth in a whole different light, that they're serving, they're leading, they're college bound."

Students enrolled in the course will receive high-quality classroom instruction on college readiness, personal development, biculturalism and professionalism; literacy tutoring opportunities at feeder elementary and middle schools; and exploration of cultural heritage through literacy and performing arts.

The "Latinos in Action" initiative is part of the Broward County school district's ongoing commitment to meet the needs of the area's growing Latino community. "This initiative empowers students to take an active role in their education and give back to our community through mentorship and service opportunities," said Broward Schools Superintendent Robert Runcie.

Denver Math Fellows Help Students Succeed

What started out as a fledgling daily math tutoring program in seven low-performing Denver schools in 2011 has morphed into a model of success districtwide.

Today, the Denver Math Fellows program has expanded to more than 50 schools, serving more than 4,500 students. The program's expansion was made possible by a 2012 ballot measure voters approved, which set aside $15.5 million to increase the free-of-charge math tutoring program, which showed impressive gains among some of the city's lowest performing students after its pilot year.

The tutoring is conducted daily among 4th, 6th and 9th grade students and provided by fellows who are recent college graduates, career changers considering teaching, and retired teachers. The fellows support students who are below grade level in math with supplemental daily instruction.

The targeted intervention program also serves as a successful pipeline for teacher recruitment, with 40 percent of Denver Public Schools' alternative licensure programs being filled by former Denver Math Fellows.

"We're attracting candidates for our math fellows program from more than 30 states, and they're all drawn by a desire to make a difference for kids," said Timothy Johnson, program director. "Because they want to serve and because they're seeing results, I'm not surprised our fellows are interested in taking the next step to become teachers."

Fellows receive weekly professional development and coaching in their year of service. All fellows who serve during the 2015-2016 school year are eligible for a $5,730 AmeriCorps education award.

Additionally, fellows earn salary and medical benefits, and a potential $2,000 bonus for the full-time service year.

For the 2015-2016 school year, the district is seeking to hire 200 new fellows.

Council Honored By White House Hispanic Initiative

The Council of the Great City Schools was recently named one of the *Bright Spots in Hispanic Education* by the White House Initiative on Educational Excellence for Hispanics in commemoration of the initiative's 25th anniversary.

More than 230 evidence-based programs, organizations and initiatives were recognized for addressing education priorities for Hispanics and helping close the achievement gap.

The Council was nominated by the Albuquerque Public Schools and won for its work focusing on early learning, K-12 education and college access.

Shelby County District Files Lawsuit Over Lack of State Funding

Shelby County Schools in Memphis recently filed a lawsuit against the state of Tennessee for failing to provide equitable and adequate funding for public school education for all students.

With a high percentage of economically disadvantaged students and an increasing enrollment of non-English-speaking students, the school system believes current state funding provided to the district falls far short of the actual costs of delivering students a quality education.

"Our students deserve fair treatment – access to a quality education and a fair opportunity to lead a successful life," said Teresa Jones, chairwoman of the Shelby County Board of Education. "In a time when academic and career standards are increasing, our students need more resources."

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School Chiefs *continued from page 3*

mended by the district's board of education for her efforts to improve student learning for all student groups and increase public transparency and accountability.

Interim Leaders

Two big-city school districts have selected their chief financial officers to serve as interim superintendents. Missouri's Kansas City Public Schools named Allan Tunis, succeeding R. Stephen Green, who recently resigned from the district to head Georgia's DeKalb County Schools. And Metropolitan Nashville Public Schools named Chris Henson as interim leader, succeeding Jesse Register, who retired from the district in June.

Dallas Independent School District recently selected Michael Hinojosa as interim superintendent. Hinojosa will return to the district after serving as the superintendent from 2005-2011. A graduate of the district, he succeeds Mike Miles.

And New Mexico's Albuquerque Public Schools recently named Raquel Reedy, the district's associate superintendent of elementary education, as interim superintendent, succeeding Luis Valentino.

Anchorage Educator Named to Federal Post

Doreen Brown

Doreen Brown, the executive director of Title VII Indian Education program for Alaska's Anchorage Public Schools, was recently appointed by President Barack Obama to the National Advisory Council on Indian Education. The council advises U.S. Secretary of Education Arne Duncan on the funding and administration of federal programs for Indian education.

In an interview with the *Washington Post*, Brown said schools need to engage their Native Alaskan students and that Alaska Native educators have developed standards for schools that embrace Native culture and weave it into their lessons.

"Are districts adhering to that?" asked Brown in the *Washington Post*. "What kind of culturally responsive practices are within the school? Are there traditions and heritage and language embedded into all phases of the curriculum?"

Two Texas Districts Join Council

The Arlington Independent School District near Fort Worth, Tex., and the San Antonio Independent School District recently joined the Council of the Great City Schools, increasing the urban-school coalition's membership to 68 public school systems.

The Arlington school district enrolls more than 64,000 students from diverse backgrounds. The San Antonio school district enrolls nearly 54,000 students.

Both districts join other Texas school systems – Austin, Dallas, El Paso, Fort Worth and Houston – as members of the Council.

RESEARCH

RESEARCH DEPARTMENT OVERVIEW

Research Department Overview
October 2015

Overall Research Department Goals/Priorities

The goal of the research department is to conduct, facilitate and disseminate research that will provide guidance and support to the Council's member districts and other key stakeholders as they work to improve academic achievement and reduce achievement gaps in large urban school districts. The following reports and presentations will be available on our Research Department webpage: http://www.cgcs.org/Research.

Update on New Projects

The Landscape of Student Assessments Across CGCS Districts

Background

As our nation's urban schools prepare to roll out the Common Core State Standards assessments, discussions around the implementation challenges still remain a concern for our nation's school leaders. While many are in support of the new college and career-ready assessments, some are still hesitant about the current assessment practices and policies in our districts.

In October 2013, the Council's board of directors expressed those concerns with our research team and proposed an investigation into the current testing practices and policies within our schools. The board agreed that there is a critical need to provide clarity and draw on the lessons learned from test-based accountability. They requested that the Council's research team reach out to member districts to get a better understanding of the assessments currently in place, how those assessments are mandated, lessons learned from administering those assessments, and the purposes and uses of current assessments across districts.

In addition, the board was interested in understanding parent/community perspectives and their level of comfort with assessments. With the data collected from our member districts, the board suggested that the Council develop a guide for districts to develop a coherent approach to assessments, including the steps districts should employ for ensuring parents and the community understand the purpose and need for assessments.

Purpose

The purpose of this study is to gain a better understanding of how our districts are using their current assessments to better serve their students. This study will look into those policies and practices and how they compare to the implementation of common core assessments. The study hopes to answer the following questions:

1. What are the lessons learned from current assessment practices?
2. Who mandates current assessments?
3. What questions do current assessments answer? What questions are unanswered by current assessments?
4. How are these assessments different from Common Core assessments?
5. How are these assessments used for accountability, instruction, and/or sorting purposes?
6. What are parents' and community leaders' perspectives on assessments?

Proposed Study

As a first step, the Council's research staff has conducted a comprehensive survey of member school districts regarding their planned assessment practices for the 2014-2015 academic year. Preliminary findings from the survey results were published in October 2014.

The Research Team is currently compiling a list of school, district, state and national-level assessments and develop profiles of assessments across the following categories: 1) high school, 2) special education, 3) English language learners, 4) gifted students and 5) local, state, and national system-wide assessments. The team will pull the data from various district and national websites and will also contact several districts to gain a better understanding of how assessments are used. Each profile will answer the critical questions provided in the "purpose of the study" section. In addition to the assessment profiles, the team will develop a comprehensive profile on three case study districts--Boston Public Schools, Fresno Unified School District and Chicago Public Schools. The comprehensive profile will take a further look into how these districts are using each of these assessments and what a typical assessment calendar for a student may look like.

Update:

The results from the assessment survey will be released during the Council's Annual Conference in Long Beach, CA in 2015. The results will include an analysis of federal, state, and district mandated assessments administered during the 2014-15 school year.

Assistant Principal Study

Overview

In partnership with the Wallace Foundation, the Council is conducting a study of the role of assistant principals in the nation's large urban school districts. The focus of the study is to provide information on the roles and skills of assistant principals as well as professional development needed to support them. Moreover, the study will explore the process in which districts recruit prospective assistant principals, provide professional development, and allocate assistant principals to schools within districts.

Update

The study was completed and presented to the Wallace Foundation.

Update on On-Going Projects

Black Male Initiative

Overview

In October 2010, the Council of the Great City Schools released *A Call for Change*, which attempted to summarize our findings and the analyses of others on the social and educational factors shaping the outcomes of Black males in urban schools. *A Call for Change* documented the many challenges facing our Black male youth, and the Council's Board of Directors has agreed to move forward aggressively on solutions.

In July 2014, the Council joined President Barack Obama's "My Brother's Keeper" initiative to address opportunity gaps faced by boys and young men of color. Sixty-one Council districts have signed *A Pledge by America's Great City Schools* to ensure that pre-school, elementary, middle, and high school educational efforts better serve the academic and social development of Males of Color.

Update

The Council has developed a set of Key Performance Indicators to measure the progress among the Council's membership toward improving the academic outcomes for Males of Color. These indicators are part of the ongoing Academic Key Performance Indicator project and include the following:

- Percent of pre-K students and percent of pre-K students who advance to kindergarten
- Third grade reading proficiency
- Ninth grade algebra completion
- Ninth graders failing one or more core courses
- Ninth graders with a GPA of B or better
- Number of high school students enrolled in advanced placement
- AP exam scores of 3 or higher
- Number of high school students enrolled in AP-equivalent courses
- Four-year high school graduation rate
- Five-year high school graduation rate
- Percent of students with 20 days or more absent from school
- Instructional days per student missed per year due to suspension
- Percent of students identified as needing special education
- Percent of students placed in each general education setting by percent of time

Partnerships. The Council has explored the expansion of partnerships with various organizations across the country to support the implementation of member district pledges to support Males. This fall, the Council partnered with the College Board to identify and reach out to young men of color who have demonstrated the potential to succeed in AP classes. This spring, the Council partnered with the National Basketball Association (NBA), the NBA Players Association, and the NBA Retired Players Association to begin supporting efforts in districts to support young men of color in NBA cities.

Urban School Board Survey: Characteristics, Structure, and Governance of Large Urban School Boards

Overview

This is the fourth in a series of reports on the makeup and structure of school boards in the nation's large urban school districts. This report details the dimensions of school board operations that include school board governance, benefits, committee structures, campaigns, and training on key issues affecting urban school districts. This report also highlights demographic trends in the makeup of school boards in urban school districts.

Update

The survey was sent to the superintendents, school board members, and school board secretaries across the Council's membership in the summer of 2015. The results will be presented at the Council's Annual Conference in Long Beach, CA.

TUDA

Timeline and Activities to Identify Participating Districts for the 2017 TUDA	
Timeline	**Activity**
April 2015	Governing Board staff discuss the 2017 assessment schedule and eligible districts for TUDA with Council of the Great City Schools (CGCS) and NCES.
May 2015 Board Meeting	Governing Board staff brief Executive Committee on the timeline and process for determining TUDA participants for 2017.
August 2015 Board Meeting	Governing Board decides the number of districts to participate in TUDA.
August 2015	CGCS consults with current TUDA participants to assess informally their interest in participating in the 2017 assessments. Eligible districts may be notified of the opportunity to apply to volunteer for slots in the event of current TUDA participants declining or expansion of the program due to additional funding from Congress.
September 2015	Governing Board staff send notification letters to continuing districts and opportunity to apply to potentially eligible new volunteering districts, if needed.
September – October 2015	Governing Board staff, in consultation with CGCS and Executive and COSDAM Committees and adhering to Board policy and procedures, identify continuing volunteering districts, and obtain their commitment to participate.
October 2015	NCES provides updated list of eligible districts to Governing Board Staff for possible expansion of TUDA program, if needed.
October – November 2015	Governing Board staff confer with COSDAM and Executive Committees on ranking of potential volunteering districts, if needed.
November 2015	Governing Board staff obtain commitment from new volunteering districts to participate in 2017, if needed.
November 2015 Board Meeting	Governing Board determines TUDA participants for 2017.
January 2016	Governing Board staff provide acknowledgement letters to participants in the 2017 TUDA and notify NCES.

List of Eligible Districts for 2017 Trial Urban District Assessments (TUDA)

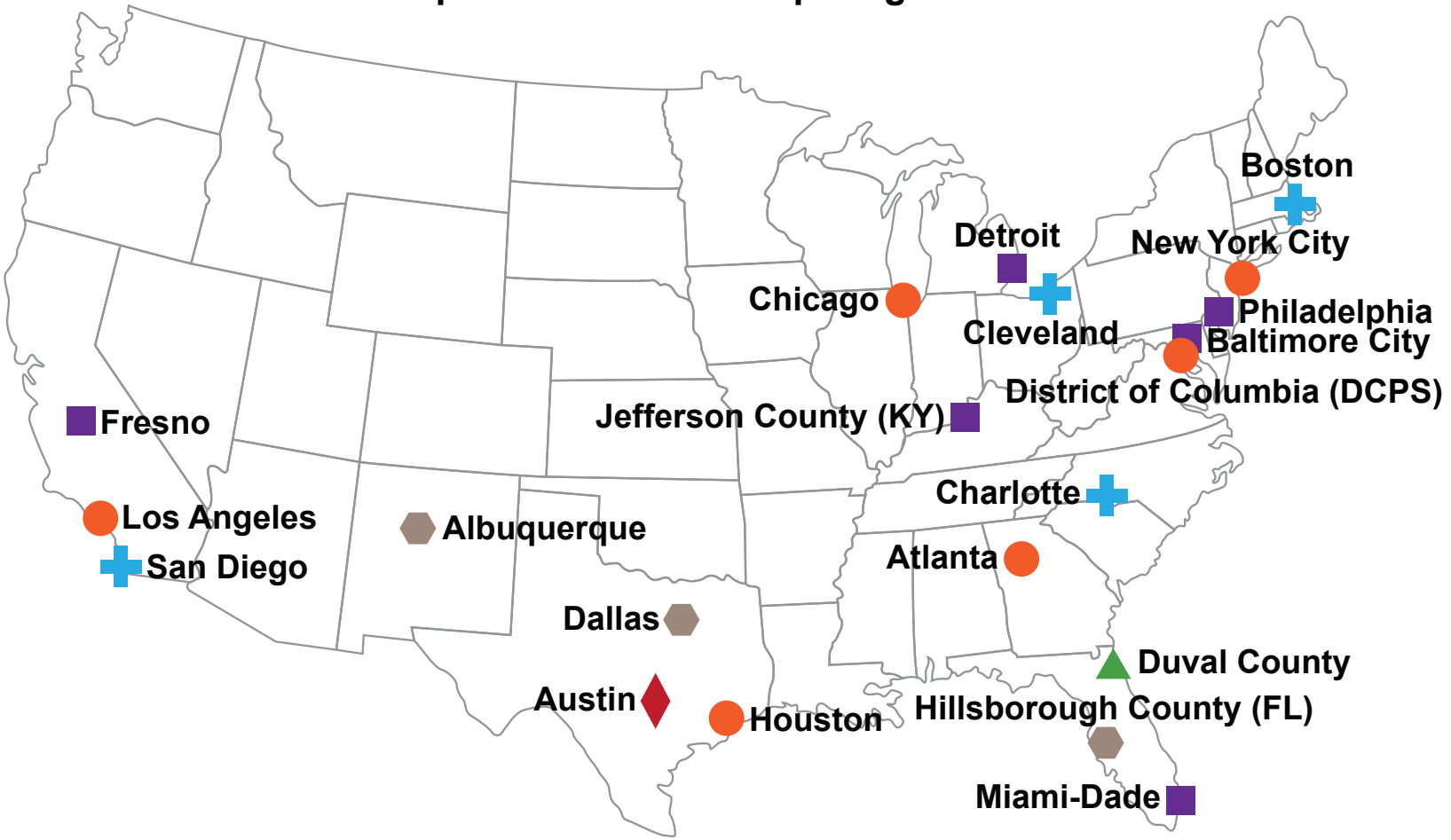
Districts Participating in the 2015 TUDA

1) Albuquerque Public Schools (NM)
2) Atlanta Public Schools (GA)
3) Austin Independent School District (TX)
4) Baltimore City Public Schools (MD)
5) Boston Public Schools (MA)
6) Charlotte-Mecklenburg Schools (NC)
7) Chicago Public Schools (IL)
8) Cleveland Metropolitan School District (OH)
9) Dallas Independent School District (TX)
10) Detroit Public Schools (MI)
11) District of Columbia Public Schools (DC)
12) Duval County Public Schools (Jacksonville, FL)
13) Fresno Unified School District (CA)
14) Hillsborough County Public Schools (FL)
15) Houston Independent School District (TX)
16) Jefferson County Public Schools (KY)
17) Los Angeles Unified School District (CA)
18) Miami-Dade County Public Schools (FL)
19) New York City Public Schools (NY)
20) School District of Philadelphia (PA)
21) San Diego Unified School District (CA)

Additional Districts Eligible for Participation in the 2017 TUDA

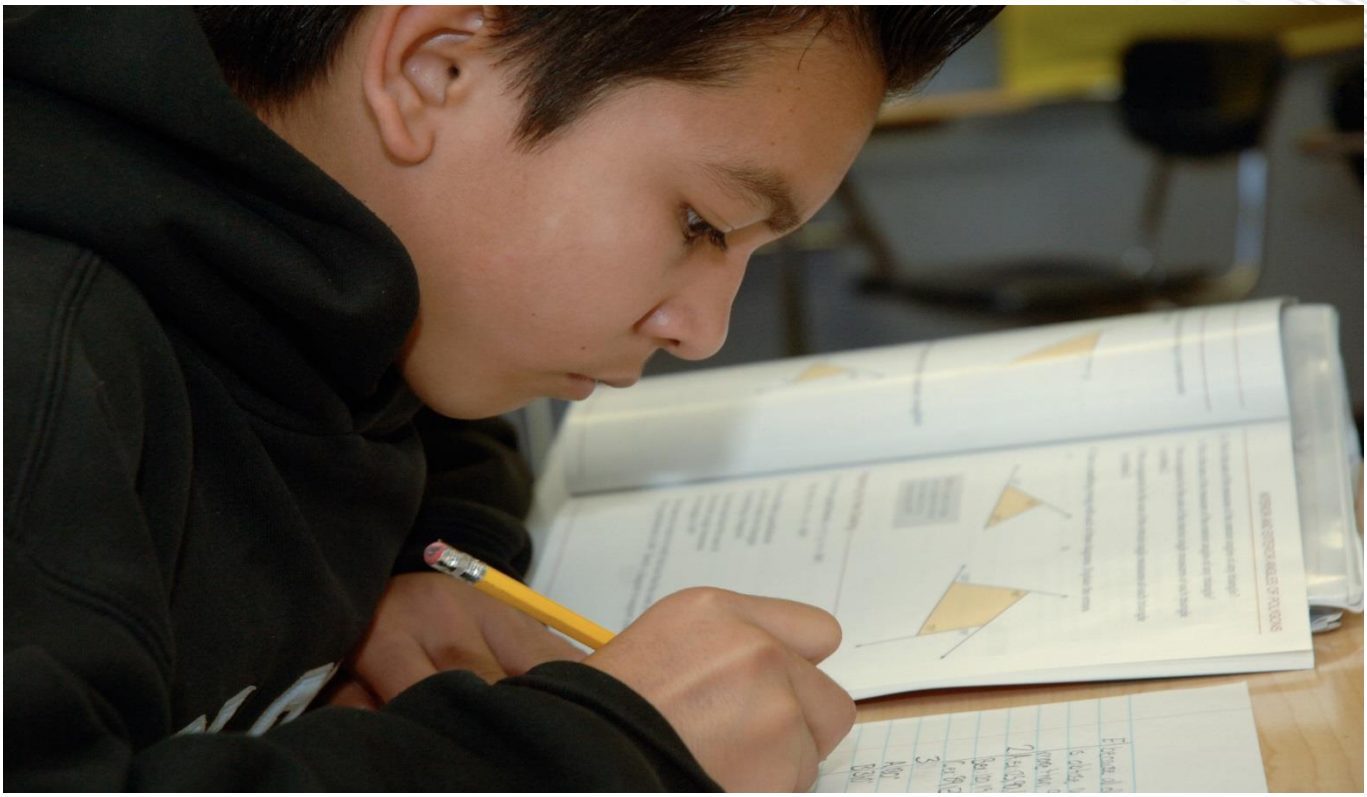
1) Arlington Independent School District (TX)
2) Clark County School District (NV)
3) Cypress-Fairbanks Independent School District (TX)
4) Davidson County Schools (including Nashville, TN)
5) Denver Public Schools (CO)
6) El Paso Independent School District (TX)
7) Elk Grove Unified School District (CA)
8) Fort Bend Independent School District (TX)
9) Fort Worth Independent School District (TX)
10) Guilford County Schools (NC)
11) Katy Independent School District (TX)
12) Long Beach Unified School District (CA)
13) Mesa Public School (AZ)
14) Milwaukee Public Schools (WI)
15) North East Independent School District (TX)
16) Northside Independent School District (TX)
17) Shelby County Schools (including Memphis, TN)

Map of Districts Participating in TUDA



TESTING REPORT

DRAFT—EMBARGOED--DRAFT



Student Testing in America's Great City Schools: An Inventory and Preliminary Analysis

Fall 2015

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Preface

Testing in the nation's schools is among the most debated issues in public education today. Much of this discussion has centered on how much we are testing students and how we use test results to evaluate teachers, inform instructional practice, and hold schools and educators accountable. A recent national poll by Phi Delta Kappa[1] underscores the fact that the public at large is concerned about the extent of testing in schools, and these concerns are influencing how people think about the nationwide move to adopt and implement the new Common Core State Standards. The issue of testing has also emerged in debates in both the U.S. House of Representatives and Senate over the reauthorization of the federal Elementary and Secondary Education Act, and President Barack Obama and Secretary of Education Arne Duncan have both spoken publicly on the issue and the need for reform.

Some of the testing debate has been well-informed and thoughtful, and some of it has been self-serving and misleading. Either way, there has been little data collected on how much testing actually goes on in America's schools and how the results are used. This report aims to provide some dispassionate evidence on testing without aligning it with either the pro-testing or anti-testing factions.

In October 2013, the board of directors of the Council of the Great City Schools, which is composed of superintendents and school board members of the nation's largest urban public school systems, proposed a major inventory of testing practices in the Great City Schools. The board agreed to focus primarily on what assessments were being used, who mandated those assessments, what we were learning by administering those assessments, and why we were using them. While there are other important issues about testing that still need to be tackled, the board agreed that we should start with these topics and continue collecting data over the upcoming years to inform how best to reform our assessment practices.

With extensive input from member districts, Council staff developed and launched a survey of assessment practices in the spring of 2014. This report presents the findings from that survey and subsequent Council analysis and review of the data. It also offers an initial set of observations about testing in our school systems and how it might be improved. The report does not answer all questions on this complex issue, but it should give a more complete and well-rounded picture of the amount and range of tests administered in the nation's urban school systems than anyone has seen before.

The Council and its members intend to continue work in this area in order to compare and improve our testing practices, over time building more strategic, rational systems for assessing progress and improving student achievement.

[1] Phi Delta Kappa/Gallup (2015). *PDK/Gallup Poll of the Public's Attitudes Toward the Public Schools: The 2015 PDK/Gallup Poll Report*. Bloomington, IN.

Summary of Results

Based on the Council's survey of member districts, its analysis of district testing calendars, interviews, and its review and analysis of federal, state, and locally-mandated assessments, this study found—

- There were some 401 unique tests that were administered across subjects in the 66 Great City School systems in the 2014-15 school year.

- There were over 6,570 times that students in the 66 urban school districts sat for tests in the 2014-15 school year. Some of these tests are administered to fulfill federal requirements under No Child Left Behind, NCLB waivers, or Race to the Top, while many others originate at the state and local levels—and others were completely optional.

- The average number of assessments that all students in the 66 districts are required to take between pre-k and grade 12 is 112.3 tests. (This number does not include optional tests, diagnostic tests for students with disabilities or English learners, school-developed or required tests, or teacher designed or developed tests.)

- Testing pursuant to NCLB in grades 3-8 and once in high school in reading and mathematics is universal across all cities.

- Testing in grades PK-2 is less prevalent than in other grades, but survey results indicate that testing in these grades is common as well. These tests are required more by districts than by states, and they vary considerably across districts even within the same state.

- Middle school students are more likely to take tests in science, writing, technology, and end-of-course (EOC) exams than elementary school students.

- The average amount of testing time devoted to mandated tests of all students in the 2014-15 school year was approximately 4.21 days or 2.34 percent of school time for the average eighth grader. (This only counts time spent on tests that are required for all students in a grade level and does not include time to administer or prepare for testing, nor does it include sample, optional, and special-population testing.)

- There is no correlation between the amount of mandated testing time and reading and math scores in grades 4 and 8 on the National Assessment of Educational Progress (NAEP).

- Test burden is particularly high at the high-school level, although much of this testing is optional or is done only for students enrolled in special courses or programs. In addition to high school graduation assessments and optional college-entry exams, high school

students take a number of other assessments that are often mandated by the state, or required through NCLB waivers or Race to the Top provisions. For instance—

- In seventy-one percent (71.2 percent) of the 66 districts, students are required to take EOC exams to fulfill NCLB requirements—sometimes in addition to their state-required summative test.
- Approximately half of the districts (46.8 percent) reported that EOC exams factor into their state accountability measures.
- In about forty-seven percent (47.0 percent) of districts, students are required by their states to take CTE exams if they are taking a CTE course. This requirement can also be in addition to state summative exams and EOC tests.
- About forty percent (37.9) of districts report that students—both elementary and secondary—are required to take exams in non-NCLB tested grades and subjects. These are sometimes known as Student Learning Objective (SLOs) assessments or value-added measures. These exams are often used for teacher-evaluation purposes and are of mixed or uneven technical quality.

❖ Urban school districts have more tests designed for diagnostic purposes than any other use, while districts have the fewest tests in place for purposes of international comparisons.

❖ The majority of city school districts administered either PARCC or SBAC during the past school year. Almost a quarter (22.7 percent) administered PARCC assessments and 25.8 percent administered SBAC assessments in spring 2015. Another 35 percent administered the same statewide assessments in reading and math they did in 2013-2014 (e.g., Texas, Virginia, etc.). And 16.7 percent of districts administered a new state-developed college- and career-ready (CCR) assessment (e.g., Georgia, Florida, etc.). In other words, there was substantial variation in state assessments and results this past school year.

❖ Opt-out rates among the Great City Schools on which we have data were typically less than 1 percent, but there were a number of noticeable exceptions.

❖ On top of state-required summative exams, EOCs, SLOs, graduation tests, and college-entry exams, many districts (59.1 percent) administered districtwide formative assessments during the school year. There were a number of districts (10.6 percent) that administered formative assessments mandated by the state for some students in some grades, and the district administered their own formative assessments for other students and grades. Almost half of the districts using formative assessment administered them three times during the school year.

- Some 39 percent of districts reported having to wait at least two months before final state test results were available at the school level, thereby minimizing their utility for instructional purposes. In addition, most state tests are administered in the spring and results come back to the districts after the conclusion of the school year.

- The total costs of these assessments do not constitute a large share of an average urban school system's total budget.

- There is sometimes redundancy in the exams districts give. For example, multiple exams are sometimes given in the same subjects and grades to the same students, because not all results yield data by item, grade, subject, student, or school—thereby prompting districts to give another exam in order to get data at the desired level of granularity.

- There are a number of instances where districts use standardized assessments for purposes other than what they were designed. Some of these are state-recommended or state-required policies and some originate locally.

- The findings suggest that many tests in use are not well aligned to each other, are not specifically aligned with college or career-ready standards, and often do not assess student mastery of any specific content or subject matter *per se*.

- According to a poll of urban public school parents administered by the Council of the Great City Schools in the fall of 2014, respondents had very mixed reactions towards testing. For instance, a majority (78 percent) of responding parents agreed or strongly agreed that "accountability for how well my child is educated is important, and it begins with accurate measurement of what he/she is learning in school." Yet this support drops significantly when the word "test" appears, particularly if accountability is defined as being used for teacher evaluation.

- Parents respond more favorably to the need for improving tests than to references to more rigorous or harder tests. Wording about "harder" tests or "more rigorous" tests do not resonate well with parents. Replacing current tests with "better" tests is supported by parents.

- Finally, survey results indicate that parents want to know about how their own child is doing in school, and how testing will help ensure equal access to a high quality education. The sentence, "It is important to have an accurate measure of what my child knows." is supported or strongly supported by 82 percent of public school parents in our polling. Language about "testing" is not.

Introduction

The history of standardized testing in America's schools is long and checkered. Testing has been used to determine college entrance, suitability for employment, placement in the military, and eligibility to vote. It emerged in the nation's elementary and secondary schools almost as soon as public education was founded in the early 1800's. Still, it was not until the 1930s when the need for student assessments merged with the first computerized test scanners to produce the first bubble tests that standardized testing began to look like what it does now.

The original Scholastic Aptitude Test (SAT) and the American College Testing (ACT) began to take their current forms around this time and by the 1940s and 1950s they were almost universally-accepted measures of academic attainment and college admissibility. Large scale testing by states emerged in the 1970s with the rise of the basic skills and minimum competency movements, and the federal government started its own standardized testing in the 1970s and 1980s with the National Assessment of Education Progress (NAEP).

Along the way, standardized testing became the subject of widespread criticism as it was often used to restrict voting rights, immigration, jobs, and access to quality schooling. To be sure, it was a cost-effective mechanism to conduct large-scale and rapid appraisals of academic achievement in schools, but it was also used to bolster racial stereotypes about intelligence and track students into second-rate course work and dead-end opportunities.

The simple truth is that the nation has been marching down this road of ever greater testing for some time. We have assumed that if we measure student attainment, it will improve. But we never assumed that if we tested over and over again that achievement would improve even more.

The latest debates around testing are centered on questions about whether there is too much of it. Is too much testing conducted in our schools? Is testing taking away time for instruction, or hijacking the focus and content of instruction? What are the results used for? Is it appropriate to use test scores to evaluate school staff and teachers? Much of this debate arose with the *No Child Left Behind* (NCLB) *Act*, but the discussion became inflamed nationally with the development of the Common Core State Standards (CCSS) and assessments that were developed to measure their attainment and to evaluate teachers.

Some of this debate has been thoughtful and well-reasoned; and some has been baseless and ill-informed. The controversies have stoked the testing "opt-out" movement, fueled divisions among public educators and others, undermined the new state standards, and created substantial backlash over the use of the assessments.

Much of this backlash has been aimed at local school systems, but evidence I this report indicates that much of the culpability for our assessment system also rests at the doorsteps of Congress, the U.S. Department of Education, the states, and vendors.

Given this context of emotionally charged controversy and incomplete information, this report aims to provide the public, along with teachers and leaders in the Great City Schools, with objective evidence to inform the national conversation about the extent of standardized testing in public schools and how these assessments are used.

Work on this project arose out of a lengthy discussion about testing at a Board of Directors meeting of the Council of the Great City Schools in October 2013. At that time the board, which is composed of the superintendent and one school board member from each of the Council's member urban school system, agreed that the organization lacked comprehensive data on testing in its school systems.

The group was also interested in determining the origins of various assessments and requirements, gaining a better understanding of parent perspectives on testing, and in drawing some broad lessons about the use of test results in urban school systems across the nation.

To address these needs, the board charged Council staff with conducting a major inventory of testing practices across member districts. The results of this inventory and analysis are presented in the following chapters. Of course, this is only a first step. Over time, we are committed to developing guidelines and recommendations that would help members and others create more coherent and rational testing regimes, including steps school districts could take to help parents and others better understand the purposes and outcomes of testing.

Methodology and Analysis

A. Methodology

Developing and Fielding the Assessment Survey

This study sought to answer the following questions:

1. What assessments do urban school districts administer?
2. What are the assessments used for?
3. How much time is devoted to taking these assessments?
4. Who requires these assessments?
5. What do parents think of testing?

To answer these questions, Council staff developed a comprehensive district survey in early 2014. The survey was then reviewed by the organization's board of directors, and sent out to directors of research and assessment in each member district in the summer of 2014. These individuals were asked to coordinate responses with other district personnel, and to provide information on the upcoming 2014-15 school year rather than the ongoing 2013-14 year. Changes in testing practices throughout the 2014-15 school year were tracked by staff members.[2]

Survey questions asked for information on both summative and formative assessments given at each grade, subjects tested, student groups tested, testing time, the origins of the tests, and uses of test data.

Data on required assessments for all students in a specified grade were collected on each of the following—

- State summative assessments used for school accountability purposes under *No Child Left Behind*, including PARCC, SBAC, and others
- Required formative assessments in states and locales where they were required for all students in a specified grade
- Required end-of-course exams in locales where they were required for all students
- Student Learning Objectives (SLOs) or other exams that were required in otherwise non-tested grades and subjects for all students in a given grade
- Other exams that were mandatory and administered to all students in a specified grade.

In addition, the survey asked for information on other districtwide assessments that were not included in the above category but were administered to some or only a sample of students, not all students in a specified grade. These tests also included students who were tested according to

[2] Because many states and school districts had not finalized their assessment plans for 2014-15 when the survey was initially administered, the Council's research team monitored and updated survey responses throughout the 2014-15 school year. To do so, the team kept track of state legislation, U.S. Department of Education guidelines, updates to district testing calendars and websites, and the research team continuously interviewed district assessment staff.

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the program in which they were enrolled. And the survey asked about assessments that were optional, particularly for the student. Of course, not every test fell neatly into one of these categories. A test that was required of all students in a particular grade in one district might be given only to a sample in another district. The Council's research team was careful to make sure that the administration and use of each exam was understood so it would be classified in the correct category. In addition, the team was careful not to double count tests across categories.

These sample, specialized, and optional exams often included—

- Districtwide norm-referenced assessments such as the ITBS, the Terranova, the NWEA, or others—when they were given on a sample basis (otherwise they were included in the mandatory category above when they were administered to all students in a particular grade.)
- Assessments that were used districtwide but were either optional or that were designed for students participating in particular programs or courses of study. Example of optional tests included the SAT and ACT (when they were not required for all students in a grade), while tests associated with particular courses included exams such as AP and IB tests and CTE instruments.

Finally, we gathered assessment information on specific categories of students, including students in pre-K programs, students with disabilities, and English language learners.

On all these assessments, the Council asked for information about—

- Time required for students to take the tests
- How students participating in each test were identified and whether this constituted a sample or the full universe of students at a particular grade level
- Item types, e.g. multiple choice, short answer, extended response, performance task, etc.
- Overall testing budgets
- Who required or mandated the test
- Whether or not the results of each test were used for state or personnel accountability purposes
- What grades and subjects were tested
- Use of tests to determine student grades
- Instructional purposes of the tests
- Amount of time required to get test results back to schools and teachers, and
- How often the tests were administered each year.

By November 2014, 54 of the Council's 67 member districts had completed the survey. Council staff members then collected each district's testing calendars, reconciled survey responses with the calendars, and interviewed district personnel to ensure that data were comprehensive and consistently reported. In particular, the team looked at whether responses from districts in the same state were consistent. Initially, districts in a state would attribute the origin of a test to the district itself or to the state, while another district in the same state might attribute the same test to the federal government. Sorting out these responses took considerable time and care.

During this time, the research team began to monitor the 54 districts for changes in assessment plans and practices. Most state and district testing calendars changed during the course of the 2014-15 school year, and some were revised as late as March and April 2015.

The Council also used district testing calendars, district and state websites, and interviews to gather data on the 12 districts that had not responded to the original survey.[3] These calendars were also used as a check on survey responses.

Moreover, the Council asked about which student assessments were used for personnel evaluation purposes, but we did not collect data on tools such as the Vanderbilt Assessment of Leadership in Education (VAL-ED) that are used to evaluate principals but are not administered to students. In addition, we did not examine technology-based platforms that are sometimes used to hold data on teacher evaluations and professional development, such as those developed by Teachscape. And we did not examine instruments or surveys that students sometimes complete to assess their perceptions of their teachers, such as those developed by the Tripod Project.

In other words, there is considerable information in this report, but it may not have captured some specialty tests, does not answer every question, and it doesn't necessarily answer every question thing satisfactorily.

Additional Data Collection

To supplement the survey data, the research team conducted a comprehensive review of all federal, state, and local mandates for each assessment. This review included state-by-state timelines on assessments resulting from the U.S. Department of Education's Race to the Top Fund announcements and awards, changes in state laws on assessments and teacher evaluations because of those federal programs, and changes to assessments and state accountability systems included in state waivers. The review was conducted to clarify who was requiring particular assessments because of the intense debate around this topic. For example, several districts reported that assessments for English language learners or student learning objectives (SLOs) were state-mandated. Our review often corrected this attribution. More will be said about this later in the report.

[3] New Orleans was not surveyed because of the unique circumstances of the district. In addition, Arlington (TX) and San Antonio were not included because they joined the Council after the survey was administered.

In addition, the Council gathered data on the number and percentage of students who opted out of mandatory testing in the spring of 2015 and conducted a poll of parents of students attending the Great City Schools about their perceptions of testing.

Finally, Council research staff conducted interviews with teachers, principals, and staff in eight Chicago schools to get their building-level perspectives on the testing they administered, but the study did not include formal data collection of the tests that were initiated at the building level.

B. Analysis

Organizing and Presenting the Data

There are multiple ways to define how much testing is done by school districts and how much time is devoted to it.

The complexity in answering questions about amounts of testing and time devoted to it is shaped by whether tests are required or optional and whether the tests are required of all students or just some. Even among required tests, no student ever takes all of them. For example, some districts require all tenth graders to take an EOC test, but they may not require all tenth graders to take AP exams. Or some districts will require students in grade three to take a reading or math test that they will not require of second graders. Another district may require all students to take interim or benchmark assessments, but may not require all students to take SLOs.

In addition, some tests are required but are given only to a sample of students. For example, some students may be randomly selected to participate in national or international assessments such as the National Assessment of Educational Progress (NAEP)—but large numbers of other students will not participate. In other cases, tests are taken by students at their option or the wishes of their parents. Sometimes students choose to take the ACT as they apply to college, while in other cases the ACT may be required of all students in a particular grade. In other words, a test that falls into one category in one district may fall into another group in a neighboring school district.

Finally, the assessment of English language learners, students with disabilities, and ELLs with disabilities is defined according to federal law and current state testing requirements. For students with disabilities, this testing are typically conducted using general assessments with or without accommodations (including additional time) or alternative assessments based on grade-level or alternative standards. In addition, ELLs will take English language proficiency tests and students suspected of having a disability will be given a battery of diagnostic assessments to determine the exact nature of the disability.

Throughout this report, we frequently refer to these categories and differences, because it became clear early in the data collection and analysis process that results could be misleading if all tests administered by school systems were treated the same, i.e., as if everyone took them.

Specifically, we categorized assessments on which we had data as either mandatory for everyone (i.e., tests that were required for all students in a particular grade) or not (i.e., tests that were administered to a sample of students, tests that were optional, and tests that were given only to students participating in particular programs). We then created another category of tests that were only given to certain groups of students (i.e., tests that were given only to pre-school pupils, students with disabilities or English language learners). Finally, we subdivided the mandatory assessments given to all students in a designated grade into the following categories:

1. *Statewide tests*. These are tests that are typically administered in grades three through eight and once in high school pursuant to NCLB. These assessments are grouped into one of four subcategories: 1) the Partnership for Assessment of Readiness for College and Careers (PARCC); 2) the Smarter Balanced Assessment Consortium (SBAC); 3) state-developed assessments based on previous standards (2013-14); and 4) new state-developed assessments to measure college- and career-ready standards in 2014-15. The reader should note that we treat tests in individual subjects in this category as unique assessments. For instance, science may be mandated for all fifth graders but will not be required for fourth graders. Math may be mandated for all ninth graders but reading may not be. Consequently, math and reading tests in third grade are considered to be two assessments even if they both carry the same name.

2. *End-of-course (EOC) assessments*. These are mandatory tests given at the conclusion of a particular course of study usually in middle and/or high school grades, and typically involve tests in such core courses as English language arts, math, science and/or social studies. The EOC assessments are often used to fulfill course requirements and/or student graduation requirements, but some states also use them to satisfy federal NCLB, state, district, or school accountability requirements. EOC exams in each subject are treated as separate tests in this report.

3. *Formative assessments*. These assessments are often mandatory--but not always--and include short-term tests developed by the PARCC/SBAC consortia, states, school districts, commercial publishers, and the like. They are administered to students periodically throughout the school year to assess content mastery at various points in the school year. The assessments are often given every three to six weeks and may be either cumulative in nature or discrete, covering one, two, or three instructional units per subject area. They are generally distinguished from benchmark or interim tests by their emphasis on content that has been most recently taught. Formative exams in each subject are treated as separate tests in this report.

4. *Student Learning Objectives (SLO)*. SLOs are typically mandatory and are designed to assess student growth and gauge teacher effectiveness in otherwise untested grades and subjects (e.g., health, physical education, music, art, zoology, etc.). SLOs are commonly pre- and post-assessments used to determine student academic improvement over a

designated period and set annual teacher expectations. SLOs in each subject are treated as separate tests in this report.

5. *Other mandated state or district assessments*. These were assessments that may be mandated for an entire grade level but are not included in one of the other categories.

    a. *Mandated college-readiness assessments*. These included but were not limited to assessments designed to predict college readiness such as the ACT, SAT, PSAT, ACT Plan, ACT Explore or ACT Aspire assessments—only when they are required for all students in a particular grade. (Otherwise, we consider these tests to be optional.) These assessments sometimes serve multiple purposes such as satisfying high school graduation requirements or assessing eligibility for National Merit Scholarships, etc.

    b. *Interim or benchmark assessments*. These assessments are defined as those given two or three times during the school year to measure student progress. The assessments are commonly administered once in the fall, winter, and spring. Sometimes these assessments are computer adaptive, or they are used as screening devices for students. In addition, these assessments are often subject-specific, and districts have the option of purchasing or requiring various subjects independently. For instance, a district might require reading and not math. Examples include but are not limited to such tests as: the Northwest Evaluation Association's Measures of Academic Progress (MAP), Scholastic Reading/Math Inventory (SRI/SMI), Renaissance Learning's STAR Reading/STAR Math, the Developmental Reading Assessment (DRA), the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), etc. These assessments differ from formative assessments in that they generally do not assess the mastery of content. They are typically designed to measure changes in a student's overall skills.

    c. *Nationally normed-referenced assessments*. These assessments are standardized measures that are typically developed commercially and are designed to determine how students taking the tests compare with a national norm group. They are sometimes used as screeners for gifted and talented programs and other purposes. Examples include the Iowa Test of Basic Skills (ITBS), the Cognitive Abilities Test (CogAT), the Stanford Achievement Test (SAT), the Terranova test, etc. For this report, these assessments were treated as one test despite the fact that they may include verbal and non-verbal sections or math and reading sections—but they are given at the same time as part of one instrument. Here, we assume the complete battery of assessments were always administered, so we count them as one test and calculate testing time in this report on the full assessment.

Interpreting the Data

In putting together this report and analyzing the survey data, the Council made every effort to account for the varying nuances and complexities in how one categorizes and defines testing in the nation's major urban school systems. For example, schools in some districts are given options for what assessments might satisfy state or district requirements. In one district, for instance, the lowest performing schools were instructed to use one particular interim or benchmark assessment, while other schools in the same district were given the option of using any of three different assessments to meet the same requirement. Although all three assessments were reported on the district's survey as mandated or required, the Council treated all three as one assessment because an individual student would only take one of the three, not all three in the same academic year.

Moreover, tests that are purchased, acquired, developed, or used at the individual school level—including by individual teachers—are not counted in the statistics we present in this report. There are a large number of these tests below the federal, state, and district levels, but there is no way to know how many or how extensively they are used without doing a survey of individual schools. At some point, this kind of analysis should be done.

Also, we have not attempted to quantify the amount of time that is devoted to either administering the tests or preparing for the tests (i.e., test prep). Both activities can consume extensive time, but we could not gauge how much in this study. Again, this should be the subject of future studies.

The reader should keep all of these and other nuances in mind as you review the data presented in this report. In addition, the reader should remember the following rules that the Council's research team applied to the data:

1. The total number of tests across the 66 urban school districts is determined by counting unique assessments or assessment names as follows: (a) we count each mandated state test in reading and math as two tests—and we count mandated tests of the same name, like PARCC or SBAC, once in reading and once in math—no matter how many districts administered the assessment; (b) we count each End-of-Course (EOC) exam as a separate test for each subject in which it is given; (c) we count formative exams, regardless of whether they were developed by the state or district, according to the number of subjects in which the exam is given—not the number of times it is given, so a formative exam in math that is given three times a year is counted as one exam; (d) we count all Student Learning Objectives (SLOs) by subject regardless of the number of times it is given, so pre- and post-tests are counted once; (e) we count other mandated assessments once; (f) we count sample tests, optional tests, and program-specific tests by the subjects in which they are given, except for those instruments—like SAT-10—where subjects are part of a single test; and (g) we count pre-K tests by subject where they exist and we count English

language proficiency tests by test name—not domain (i.e., speaking, listening, reading, writing). We do not count alternative special education tests separately and we do not count special education diagnostic tests.

2. Each subject, grade level, and test administration is considered an assessment when we calculated the total number of times that students in the 66 districts were sitting for an assessment. This is the basis for determining that students sit for testing 6,570 times. For example, all second grade students in one district may take an interim assessment in reading and mathematics during the fall, winter, and spring. This would count as six mandated assessments for these second graders during the school year.

3. If these same second grade students were also required to take the ITBS assessment to screen for eligibility for gifted programming in addition to the previous six interim assessments they took, then the total number of mandated assessments would be seven. (In this case, ITBS is considered one test even though it might contain questions on multiple subjects.) However, if a student only takes the ITBS when his or her teacher recommends it, then the ITBS would be considered as a sample assessment, and the total number of mandated assessments for these students would remain at six for the school year.

4. In the same vain, a student sitting of four different sections of the same subject—for example students who are taking the four-part PARCC math test—would be counted as taking one math test even though it was given in four parts possibly over four days. We calculated total testing time in this case as the total time required to take all four sections.

5. The survey asks for testing time in ranges of minutes. To calculate total testing time, the research team used the high end of the range (e.g., 90 minutes for the category 61-90 minutes), rather than the midpoint to ensure that testing time was not underestimated. Where we had exact testing times for an assessment, we used those.

6. In calculating test time, we did not assume that students would be taking all tests in all subjects for some assessments. For instance, there are 34 AP exams but we did not assume that any student would be taking all of them. Instead, we calculated testing time for AP as the amount of time required for the average AP-test taker to take two AP exams. Likewise, there are many subjects in which SLOs are administered but we do not assume that students take all of them. We cap the number of SLOs that an average student is likely to take as six to correspond to the average number of courses that students are likely to take.

7. The term “mandated for all students” refers to all students at an individual grade level who are required to take a particular test. The findings are separated by those assessments that all students are expected to take at an individual grade level (e.g., state NCLB

assessments) and those assessments that only a sample of students or some students at a grade level are expected to take (e.g., NAEP). The Council recognizes that not every student in a grade that is required to take an assessment may actually take the required test despite the expectation or mandate (i.e., special needs students or English language learners exempt from certain assessments). Consequently, results will represent students in general but not every individual student.

8. Finally, the overall average testing time and the number of assessments presented in this report are based on all 66 districts comprising the Great City Schools in the 2014-15 school year. However, testing time and other averages presented in some sections (e.g., SLOs or EOCs) are based only on the districts reporting that they administered those respective assessments—and not all do. Consequently, the number of districts will change in each section.

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Findings

There were some 401 unique tests that were administered across subjects in the 66 Great City School systems in the 2014-15 school year. [4] In addition, there were over 6,570 times that students in the 66 urban school districts sat for tests in the 2014-15 school year. This section divides these tests into three major categories: (I) Assessments that are required of all students in a designated grade; (II) tests that are administered to only a sample of students, are given only when a student is enrolled in a particular program, or are optional; and (III) tests administered to special populations. There is a final section discussing parents and a section presenting examples from actual districts illustrating the data.

I. Assessments Required of All Students in a Given Grade

Tests in this section include only those assessments that are required by the federal government, states, or local school systems and are administered to all students in the grade that is required to take the exam. The section does not include tests that are required by any of those entities but are given only to some students or a sample of students. The data also do not include time devoted to administering the tests or preparing students or teachers for the tests.

Figure 1 presents the average number of standardized tests that a student would be required to take between pre-k and grade 12 across the urban districts on which we have data. Results show that the average student in these 66 districts would be required to take some 112 tests between pre-k and grade 12.

This means that students, on average, will be required to take roughly eight standardized tests per year. If a student took the state summative test in reading and math in addition to a state or district-required interim test three times a school year in both reading and math, then that student would have taken the average number of assessments for the year. The grades where the largest numbers of tests are required are grades eight and ten; and the grades where the smallest number of tests are required are pre-k, kindergarten, and grade one. In general, the number of required tests are highest in the secondary grades and lowest in the early elementary grades.

The findings are clear: there are a considerable number of tests being administered in big-city public school districts—and probably in other school districts as well (although we have no data by which to compare the numbers of tests in suburban, rural, or small town school systems).

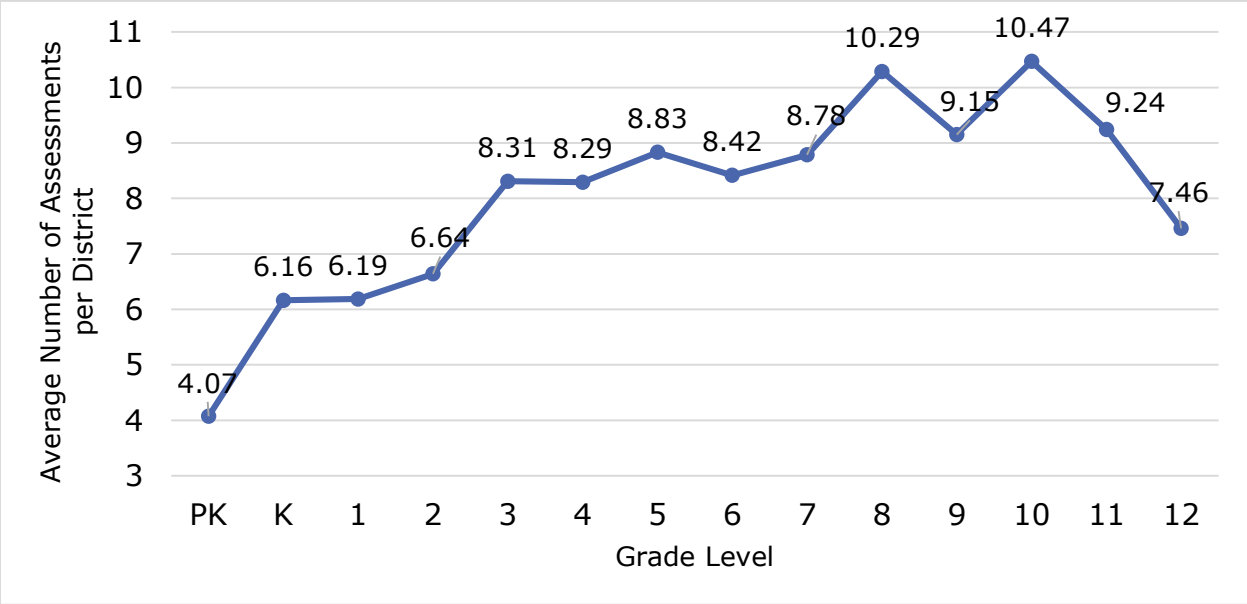
[4] Data were collected on the testing portfolios of the public school districts in Albuquerque, Anchorage, Atlanta, Austin, Baltimore City, Birmingham, Boston, Bridgeport, Broward County (FL), Buffalo, Charleston, Charlotte-Mecklenburg, Chicago, Cincinnati, Clark County, Cleveland, Columbus, Dallas, Dayton, Denver, Des Moines, Detroit, District of Columbia, Duval County (FL), East Baton Rouge, El Paso, Fort Worth, Fresno, Guilford County (NC), Honolulu, Hillsborough County (FL), Houston, Indianapolis, Jackson, Jefferson County, Kansas City (MO), Long Beach, Los Angeles, Miami-Dade County, Milwaukee, Minneapolis, Nashville, New York City, Newark, Norfolk. Oakland, Oklahoma City, Omaha, Orange County (FL), Palm Beach County (FL), Philadelphia, Pittsburgh, Portland (OR), Providence, Richmond, Rochester, Sacramento, San Diego, San Francisco, Santa Ana, Seattle, Shelby County (TN), St. Louis, St. Paul, Toledo, and Wichita. No data were collected on New Orleans.

Some of the tests that are counted here are administered to fulfill requirements under NCLB, Race-to-the-Top, NCLB waivers, or they originate at state or local levels. But tests in this category are required for all students in a given grade. For a fuller discussion of the Congressional and U.S. Department of Education roles in testing, see Appendix A.

In addition, the data are clear that testing in grades three through five is universal across all cities. Testing in pre-k to grade two is less prevalent, but survey results indicate that testing at these grade levels is also common. Tests in these earlier grades are typically required at the district level and they vary in type across districts within the same state.

The survey findings also indicate that assessments in grade eight may be much more prevalent than tests in earlier grades since students in this grade may be tested as a result of both NCLB and various science, writing, technology, end-of-course (EOC), and other required exams. Students in grade 12 may be taking tests that are more likely to be optional.

FIGURE 1. AVERAGE NUMBER OF TOTAL ASSESSMENTS PER DISTRICT MANDATED FOR ALL CHILDREN BY GRADE LEVEL



In addition, Figure 2 shows the number of assessments that are required for all students across grades by type of use. In general, districts have more mandated tests that are used for purposes of diagnostics, informing instruction, prediction, and to identify the need for instructional interventions than for other purposes.

In contrast, districts have fewer required tests they use for identifying students for gifted and talented programs, making international comparisons, determining English language proficiency, measuring Advanced Placement or IB attainment, setting course grades, or deciding grade promotions. In addition, districts reported having between two and three required tests they use for teacher and principal evaluations.

We should be clear that the number of required tests used for a particular purpose does not necessarily indicate that that purpose has a higher or lower priority—or that the state or district is using the test appropriately. The number of tests used for a particular purpose may simply reflect the number of available tests. For instance, districts report having an average of only 1.33 tests to assess English language proficiency (ELP). This may be due to the fact that there are not a large number of standardized tests on the market that could be required for this purpose or that they are simply using the one test that the state requires according to federal law.

FIGURE 2. AVERAGE NUMBER OF ASSESSMENTS MANDATED FOR ALL CHILDREN BY TYPE OF USE

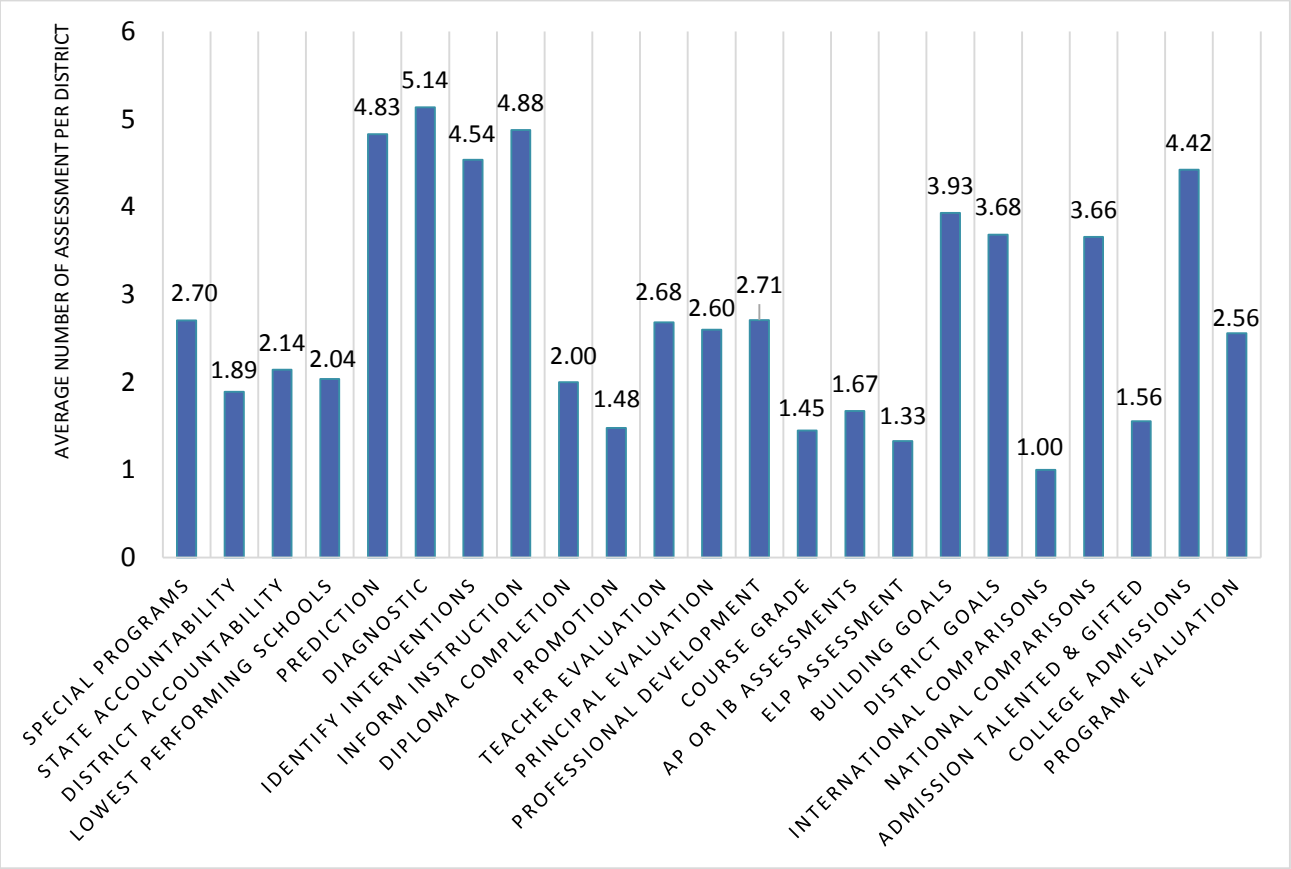


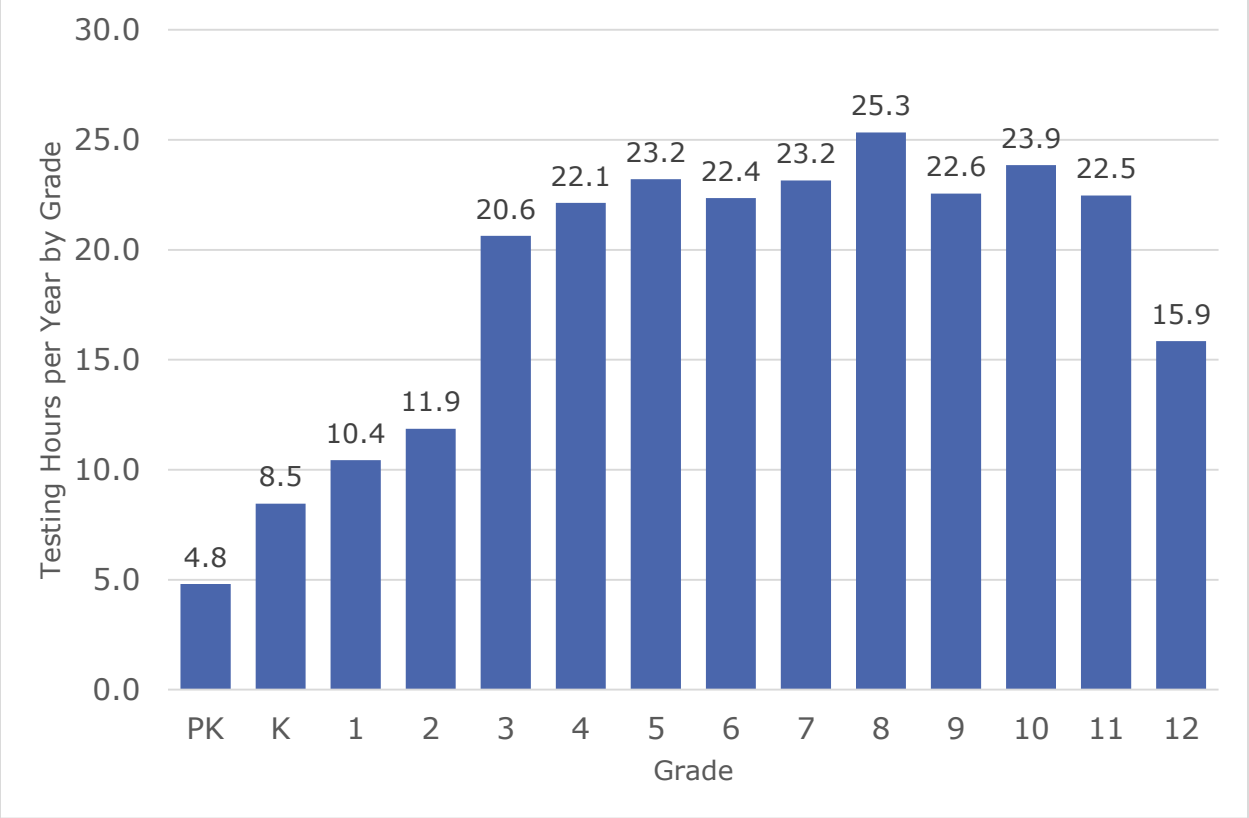
Figure 3 presents data on the average amount of testing time in hours that is devoted to all mandated tests at each grade level. The amount of testing time accelerates significantly in grade three, consistent with requirements under NCLB, and remains high through grade 11. In general, students will devote between 20 and about 25 hours per year taking mandated standardized tests. This number of hours constitutes about 2.34 percent of total instructional time for the average eighth grader (not counting sample, special, or optional assessments).

Again, these figures do not include time for tests that are given to a sample of students or that are optional. They also do not include tests that are designed for special populations or tests that were designed or acquired at the school level by principals or individual teachers. Finally, the

testing times do not reflect the amount of time devoted to administering the exams or getting teachers and/or students prepared (i.e., test prep) for the exams.

We should also note that many of these required exams will be administered in a two- to three-month period in the second semester of the school year and will overlap with optional tests, various sample tests, some special population tests, and some school-based tests. For example, there were a number of cases in 2014-15 where PARCC and NAEP (a sample test) were being administered at the same time to the same students. This means that the time devoted to testing in the second half of the school year will be much higher than the percentage across the entire school year would suggest.

FIGURE 3. AVERAGE TESTING TIME IN HOURS PER YEAR FOR ALL MANDATED ASSESSMENTS FOR THE POPULATION OF STUDENTS AT EACH GRADE LEVEL



Finally, the amount of time that is devoted to testing depends in part on the types of items on the tests themselves. For that reason, the reader will find data on item types in the subsequent sections. For example, some tests include only multiple choice items, which require less time to administer; and some tests make extensive use of extended-response questions or long-form writing tasks, which require more time. The mix of item types on standardized tests continues to undergo substantial changes from year to year as educators attempt to gauge what students grasp and what they do not. In addition, the increasing call for student performance measures, multiple measures, and portfolios of measures affect testing time and the number of tests that are administered.

We now look at these mandated tests according to the subcategories we described in the methodology section, i.e., state summative tests, end-of-course exams, formative assessments, student learning objectives, and other mandated tests.

A. State Tests Administered in Grades Three through Eight and Once in High School Pursuant to NCLB

All 66 of the urban school districts (100 percent) administer summative state exams as a result of NCLB. The federal law mandates that all states assess students annually in reading and mathematics in grades three through eight and once in high school. The law also required states to administer a science test at least once in grade bands three through five, six through eight, and once in high school. These tests are commonly used for federal, state, district, and school accountability purposes.

In addition, many states and districts use these assessments as a factor in annual teacher and/or principal evaluation systems; to identify school or district priority status; compute district, school and/or teacher value-added measures; or make student promotional decisions at certain grade levels. NCLB does not mandate which tests to administer, but it does require states to use a standardized instrument of their choice

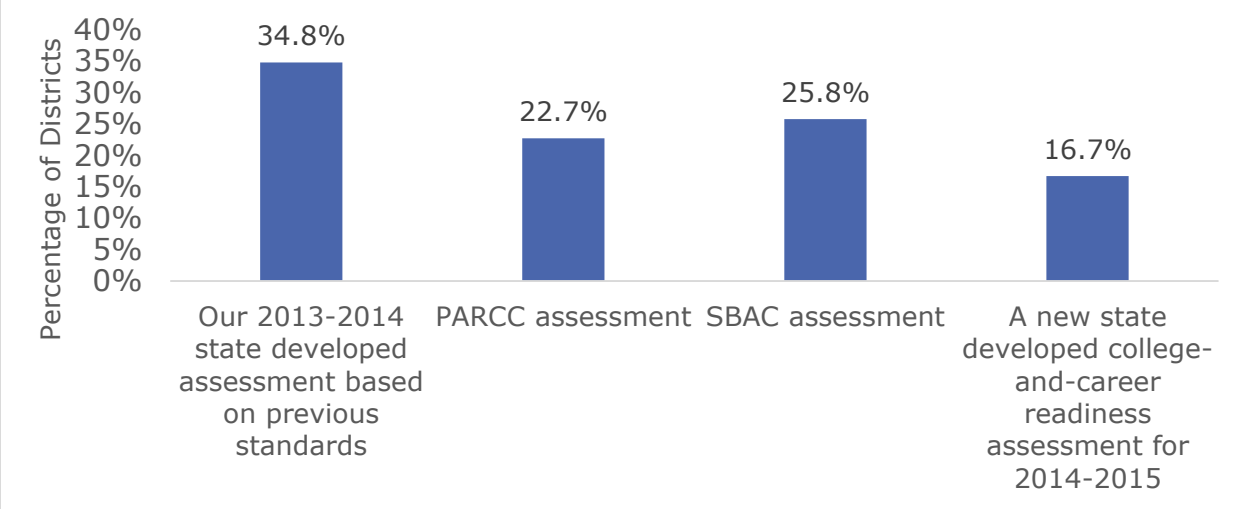
Most major city school districts administered either PARCC or SBAC as part of their NCLB requirement during the 2014-15 school year. Nearly a quarter (22.7 percent) of Council districts administered PARCC assessments and 25.8 percent administered SBAC assessments in the spring of 2015. Another thirty-five percent (34.8 percent) administered the same statewide assessment they administered in the 2013-2014 academic year (e.g., Texas and Virginia). And the remaining 16.7 percent of districts administered a new state-developed or purchased college- and career-ready (CCR) assessment in the 2014-15 school year (e.g., Georgia and Florida).

All of these tests are the result of requirements approved by Congress in the 2001-02 reauthorization of ESEA, popularly known as NCLB. (See Appendix A.) Neither Congress nor the U.S. Department of Education mandates which test will be given by each state. Instead, the state determines what instrument it will give to meet the NCLB requirements. (The U.S. Department of Education did, however, fund the development of the new PARCC and SBAC

tests to assess student attainment on the common core standards, but did not require that they be used.)

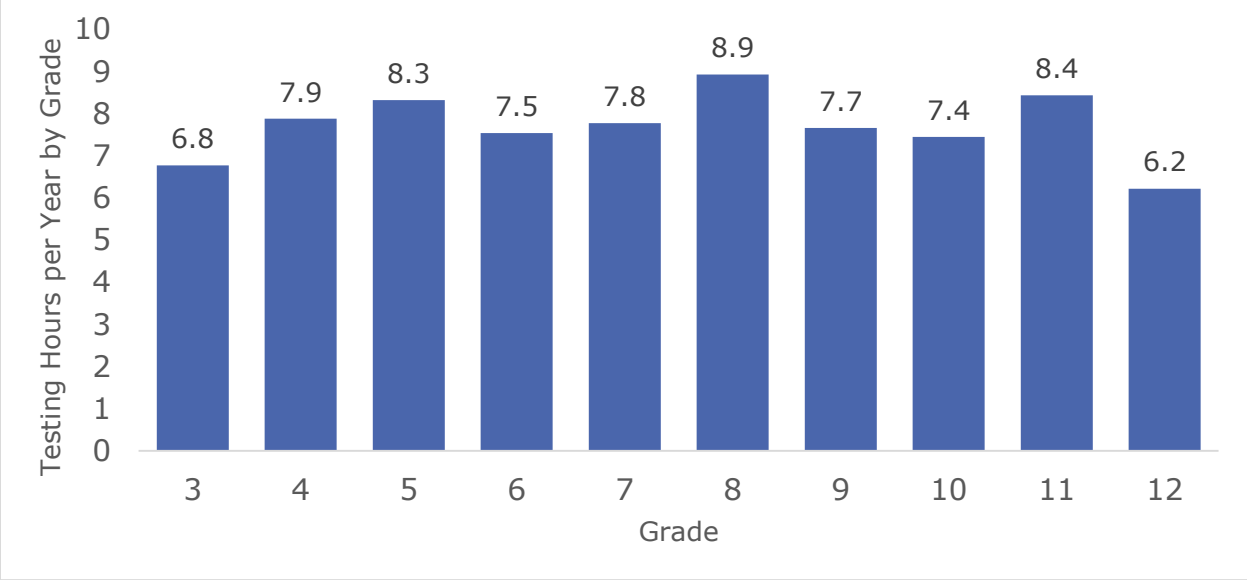
In other words, there was substantial variation in what state assessments were administered this past school year in the 66 urban school districts that are the focus of this study. (See Figure 4.)

FIGURE 4. STATE TESTS ADMINISTERED IN GRADES 3-8 AND IN HIGH SCHOOL IN THE 2014-15 ACADEMIC SCHOOL YEAR PURSUANT TO NCLB



The Council also determined the amount of time that was devoted to these NCLB-required exams in each grade in the 2014-15 school year. The results are shown in Figure 5.

Figure 5. Average Testing Time in Hours per Year for All PARCC/SBAC/Other State NCLB Assessments at each Grade Level



The data indicate that students in the major urban school districts were involved in taking these exams between 6.2 hours and 8.9 hours last school year, depending on their grade. In other words, about a third of the time students were taking required exams, it was due to NCLB. The results do not include time devoted to "prepping" students to take the exams, or the time devoted to administering them.

Testing time specifically for SBAC and PARCC is shown in Table 1 below.

Table 1. Estimated Testing Times for SBAC and PARCC.

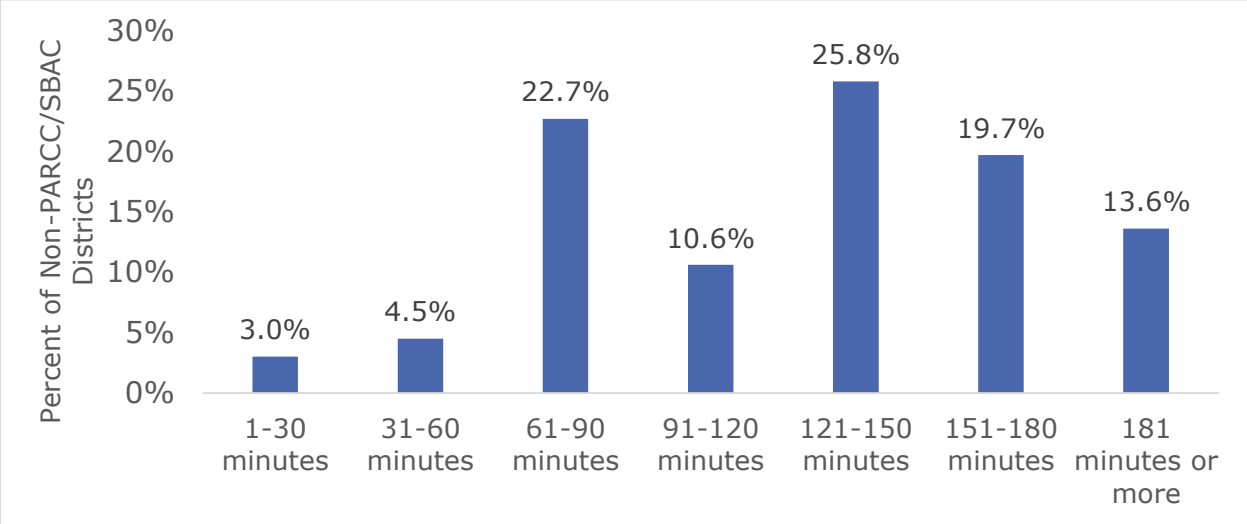
Estimated testing times for Smarter Balanced Assessments						
Subject	**Grades**	**CAT**	**Perf Task Only**	**Total**	**Class Activity**	**Total**
English Language Arts	3-5	1:30	2:00	3:30	:30	4:00
	6-8	1:30	2:00	3:30	:30	4:00
	11	2:00	2:00	4:00	:30	4:30
Mathematics	3-5	1:30	1:00	2:30	:30	3:00
	6-8	2:00	1:00	3:00	:30	3:30
	11	2:00	1:30	3:30	:30	4:00
Combined	3-5	3:00	3:00	6:00	1:00	7:00
	6-8	3:30	3:00	6:30	1:00	7:30
	11	4:00	3:30	7:30	1:00	8:30

Estimated testing times for PARCC							
Subject	**Grades**	**PBA Unit 1 (LA)**	**PB Unit 2 (RS)**	**PBA Unit 3 (NW)**	**EOY Unit 1**	**EOY Unit 2**	**Total**
English Language Arts	3	1:15	1:15	1:00	1:15		4:45
	4-5	1:15	1:30	1:00	1:15		5:00
	6-11	1:15	1:30	1:00	1:00	1:00	5:45
		PBA Unit 1	**PBA Unit 2**		**EOY Unit 1**	**EOY Unit 2**	
Mathematics	3	1:15	1:15		1:15	1:15	5:00
	4-5	1:20	1:10		1:15	1:15	5:00
	6-8	1:20	1:10		1:20	1:15	5:05
	Algebra I, Geometry	1:30	1:15		1:20	1:15	5:20
	Algebra II	1:30	1:15		1:30	1:15	5:30

The Council also looked at the amount of time that students were involved in taking NCLB-required exams other than PARCC or SBAC exams, i.e., the previous year's exam or a new state-developed or purchased exam. Figure 6 shows the results.

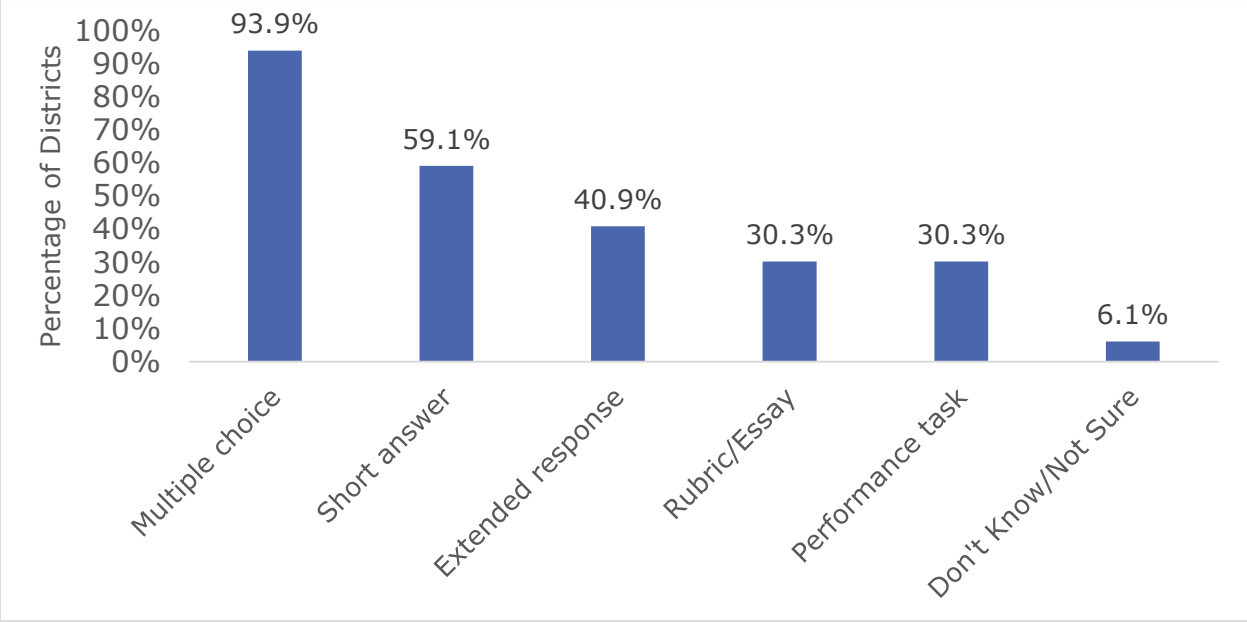
The data indicate that most of the state-exams administered pursuant to NCLB took between an hour and an hour and a half or between two and two and a half hours. Only about 13.6 percent of the districts administered exams that were as long as three hours. In other words, few of these state-developed or acquired exams were as time-consuming as the PARCC or SBAC exams were in 2014-15.

Figure 6. Time Allotted for General Education Students to Complete State Developed NCLB Assessments (Excluding PARCC/SBAC)



The Council also asked its school districts to specify what types of items were being used on these NCLB-required state exams. The results are shown in Figure 7. Some 94 percent of districts reported that their state tests given pursuant to NCLB contained multiple choice items.

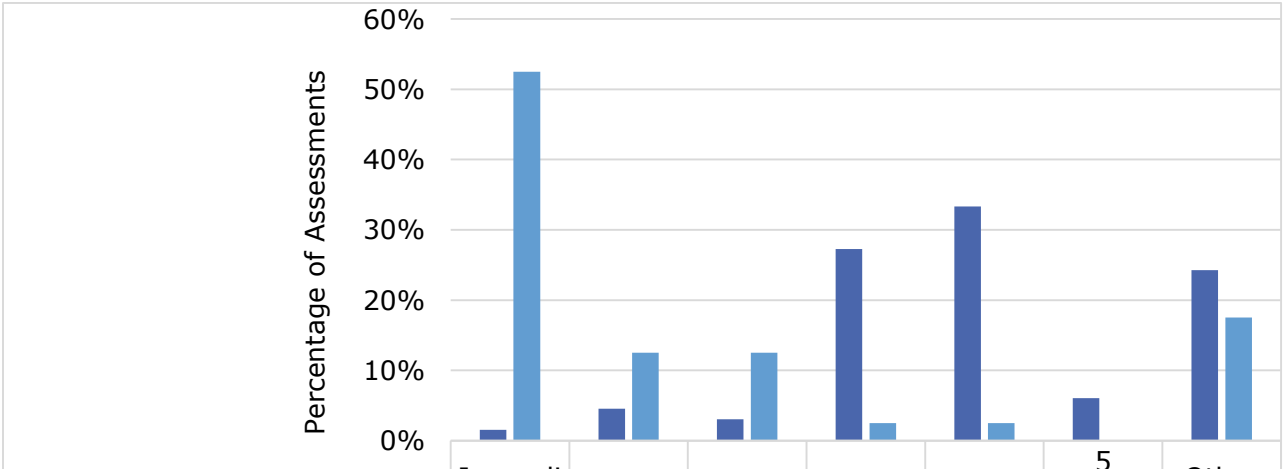
Figure 7. Item Types for All PARCC/SBAC/Other State NCLB Assessments



In addition, 59.1 percent of districts reported that their state exam included short answer questions and 40.9 percent indicated that their state exams included extended-response items. Over 30 percent of the districts indicated that their state tests included essays or performance tasks in 2014-15. While we do not have firm data on this point, we suspect that the inclusion of items other than multiple-choice questions on state tests has increased in recent years. In addition, we should note that parents and the public have asked for better, high-quality assessments that include the kind of performance tasks and extended response questions that PARCC, SBAC, and some new state exams are now offering. Essentially, we have made a trade-off between higher-quality items that may require more time and lower-quality multiple choice items that may be cheaper to score and require less time.

We also asked districts to indicate how long it took states to return results of the NCLB summative assessments to districts, and how long it took the districts to turn around the results of formative assessments to schools (discussed in a subsequent section). The districts reported that it typically took states between two and four months to return results of the NCLB summative tests, and about half of the districts reported that they were able to turn around state and local formative results immediately. (See Figure 8.) The reader should keep in mind that state summative tests, including PARCC and SBAC, were new in 2014-15 and that the return rate for these tests would be longer than in subsequent years.

FIGURE 8. RETURN RATE FOR STATE AND DISTRICT NCLB AND FORMATIVE ASSESSMENT RESULTS



	Immediate results	24 hours	1-2 weeks	3-4 weeks	2-4 months	5 months or more	Other (please specify)
State NCLB Summative Results Return (n=66)	1.5%	4.5%	3.0%	27.3%	33.3%	6.1%	24.2%
State and District Formative Results Return (n=40)	52.5%	12.5%	12.5%	2.5%	2.5%	0.0%	17.5%

Finally, the data also indicated that continuing changes in testing practices at the state level was adding to the inability of school districts to track and evaluate it their reforms. Between 2011 and 2014, some 46 percent of all state mandated summative tests administered in the 66 districts changed in a way that prevented those districts from tracking student achievement over an extended period. In 2015, because of the advent of new college and career-ready tests, the state summative assessments in 65 percent of the city school systems had changed. In other words, there were almost no tests in 2015 that had also been given in 2011.

B. End-of-Course Assessments

Some 47 of the 66 urban school districts on which we have data—or 71.2 percent—administer end-of-course assessments (EOCs) in one or more subjects.

These exams are normally given at the end of the school year, usually in the secondary grades, to measure student attainment in a particular course or to assess mastery of specific subject material. Courses in which EOCs are given typically include English literature (particularly in ninth and tenth grades), Algebra I, Algebra II, geometry, physical science, biology, chemistry, and U.S. or American history, among other courses.

Districts sometimes administer EOCs to ensure that students are exposed to similar material from school to school. Similarly, states may require EOCs to ensure comparable instruction in a subject across schools in a state. Teachers have been giving final exams for many decades, of course, but the new generation of end-of-course tests are typically standardized exams and are sometimes used to fulfill requirements under NCLB or NCLB waivers.

Several states have included EOCs in their ESEA accountability models to fulfill NCLB requirements that students be assessed at least once in high school. Georgia, for example, replaced the Georgia High School Graduation Tests in math, ELA, science, and social studies (four assessments in grade 11) with ten end-of-course assessments (two ELA, four math, two science, and two social studies assessments).

In other states and districts, students take both EOC exams and their state-required summative test in the same subjects. New Mexico, for example, added EOC exams but continued to require its Standards Based Assessment (SBA) for graduation. That state now requires EOCs in 41 different high school courses and a number of fourth, fifth, sixth, seventh, and eighth grade courses (math, science, social studies, ELA, etc.), although all students may not take all courses associated with an EOC. (Several are CTE courses, business courses, or visual and performing arts). These two examples illustrate how students in both states were faced with additional high school assessment requirements last school year.

In addition, the use of EOC exams as part of final course grades varies considerably. Again, in Georgia and other states, EOC exams are intended to replace final examinations and they accounted for 20 percent of a final course grade. In contrast, performance on EOCs in the

Albuquerque Public Schools in spring 2015 was "NOT [to] be used as a course final [exam]."[5] Consequently, some teachers may have administered final exams to help determine grades in courses that also had EOC exams.

The charts below show district responses on EOC features (Figures 9-11). The data indicate that districts having EOC exams administer an average of 2.5 math exams in their secondary grades, 1.9 English exams, 1.8 science tests, and 1.7 social studies exams. (See Figure 9.)

The Council survey also asked districts about the types of questions or items that the EOC exams included. Some 98 percent (97.9 percent) of districts reported that their EOC exams had multiple-choice items, about the same percentage of districts reporting that their state summative assessments had multiple-choice items.

Moreover, 66 percent of districts reported that their EOC tests included short-answer questions, a level that was somewhat higher than the number of districts reporting that their state summative assessments had short-answer questions. (See Figure 10.)

About forty-nine percent (48.9 percent) of districts indicated that their EOC tests had extended response items, compared to 40.9 percent of districts reporting that their state assessments had such items. And fifty one percent (51.1 percent) reported that their EOC exams had essay questions and forty percent (40.4 percent) reported that their EOCs had performance tasks, compared to 30.3 percent of districts reporting that their mandated state exams had such items. In other words, more districts reported that their EOC tests made greater use of items other than multiple-choice questions than districts that reported that their mandated state tests did.

Districts were also asked about the length of the EOC exams they administered. Some 34 percent of districts reported that their EOCs were between one and one and a half hours in length; 23.4 percent indicated that the EOCs were an hour and a half to two hours in length; and 23.4 percent reported that their EOCs were two hours or more in length. (See Figure 11.)

[5] Albuquerque Public Schools (March 18, 2015) End of Course Exam Guide for Spring 2015. The Assessment and Testing Department of Organizational Accountability and Reporting, page 26. Retrieved from http://aps.edu/assessments/eoc-documents-folder/eoc-guidelines-spring-2015

Figure 9. Average Number of Secondary-grade Level EOCs by Subject Area (in Districts Having EOCs)

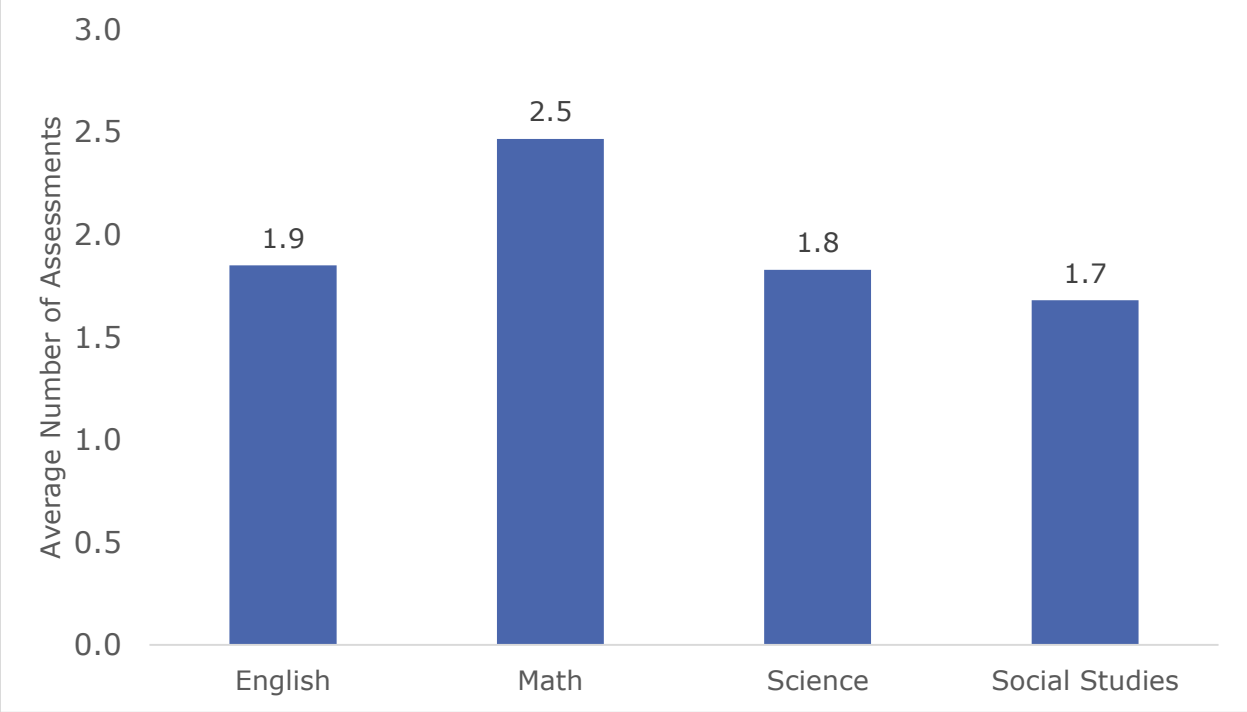


FIGURE 10. EOC ITEM TYPES

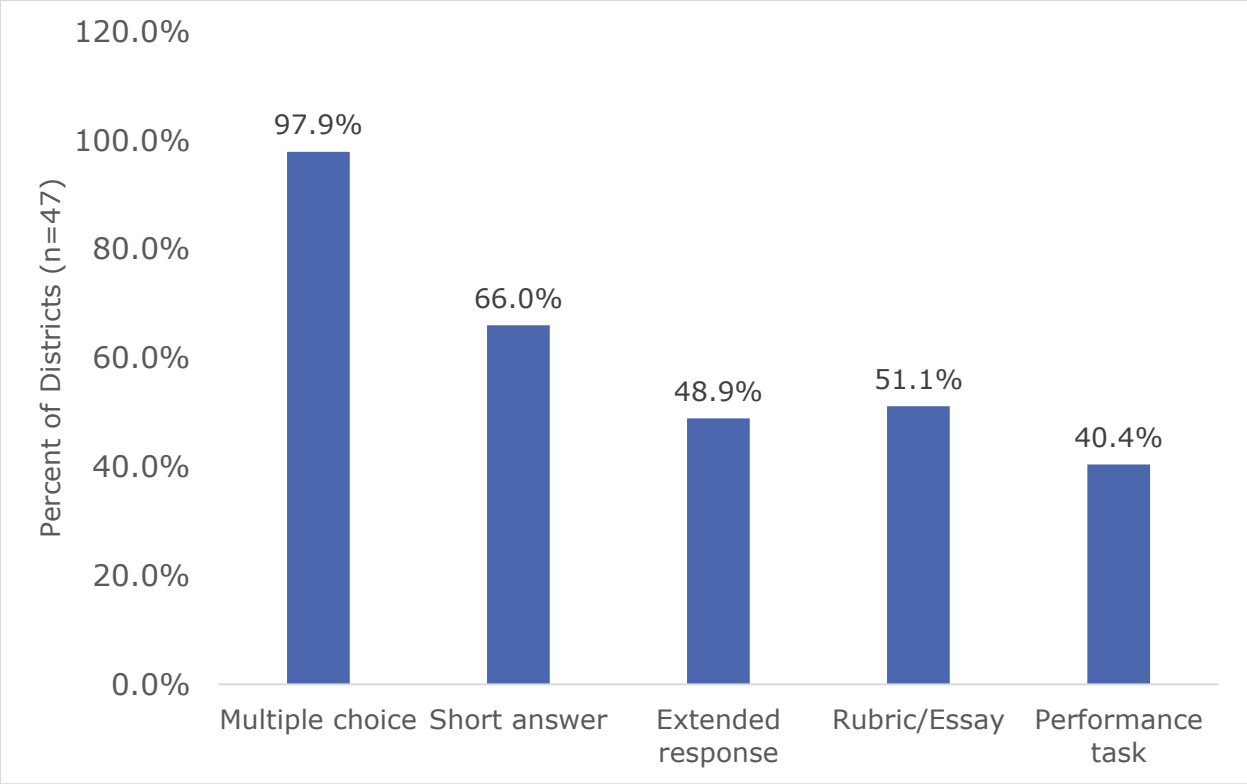


FIGURE 11. TIME ALLOTTED FOR GENERAL EDUCATION STUDENTS TO COMPLETE EOC ASSESSMENTS

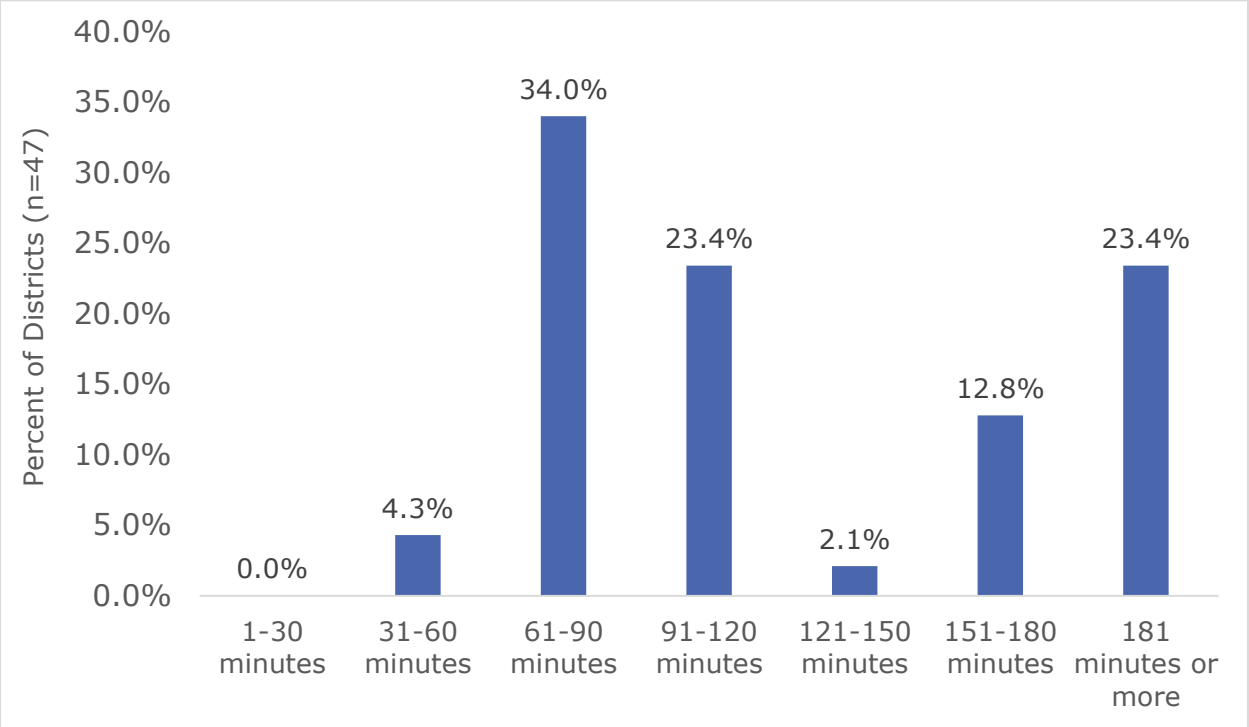
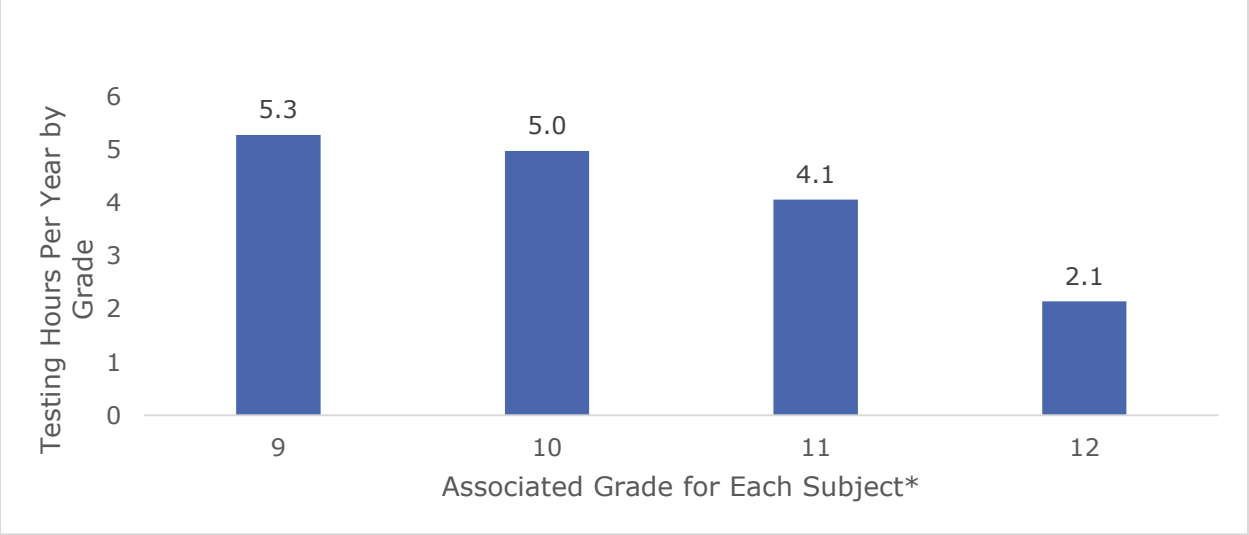


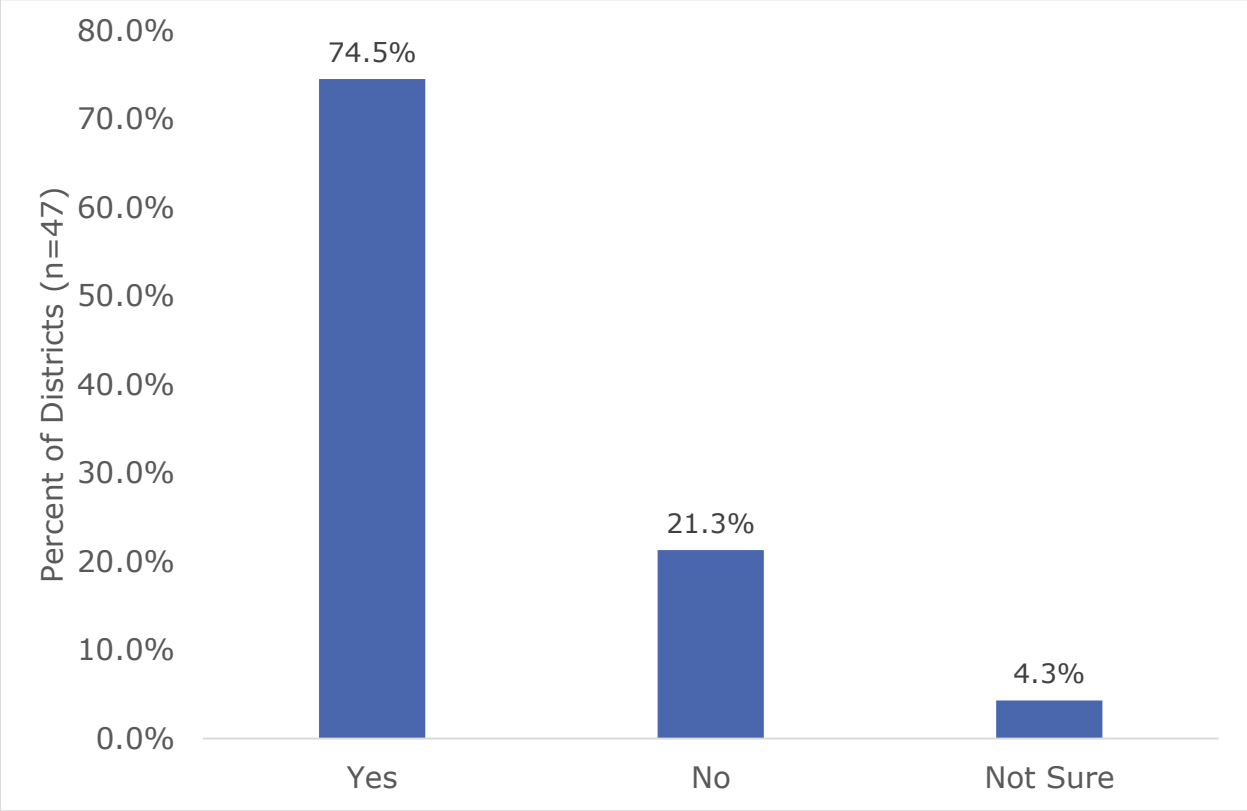
Figure 12. Average Testing Time in Hours per Year for EOC Assessments



*Note: EOC exams are given by course not by grade, but courses were associated with a typical grade in which the course is taken. For example, Algebra 1 is associated with grade 9.

Finally, three quarters (74.5 percent) of districts with EOCs report that results of these exams factor into their state accountability systems as a result of NCLB waivers. (See Figure 13.)

FIGURE 13. EOC ASSESSMENTS INCLUDED IN STATE ACCOUNTABILITY AS A RESULT OF NCLB WAIVERS



C. State and District Formative Assessments

In addition to mandated state summative exams and EOCs, many urban school districts (59.1 percent) reported that they administered districtwide formative assessments over the course of the 2014-15 school year that were mandated by either the state or the district. Some districts also administered formative assessments that were mandated by the state for some students or grades and by the district for other students or grades.

Some 37.9 percent of the districts reported that they developed the formative exams themselves—sometimes on their own and sometimes based on a state requirement. In addition, some 21.2 percent of the districts reported using a commercially developed formative test, and 7.6 percent report using one of the PARCC or SBAC formative tests. (See Figure 14.) Some of these formatives were part of state applications for U.S. Department of Education waivers to NCLB or Race-to-the-Top grants.

It was clear that some districts elected to make formative assessments optional this school year as a result of the transition to new college- and career-ready tests. However, almost all districts indicated that these formative assessments might be reinstituted for students and schools in the 2015-16 school year once alignment to the new standards is complete.

In addition, almost half of the districts administering formative assessment gave them three times during the school year. (See Figure 14.)

FIGURE 14. DISTRICTWIDE FORMATIVE ASSESSMENT ADMINISTRATION

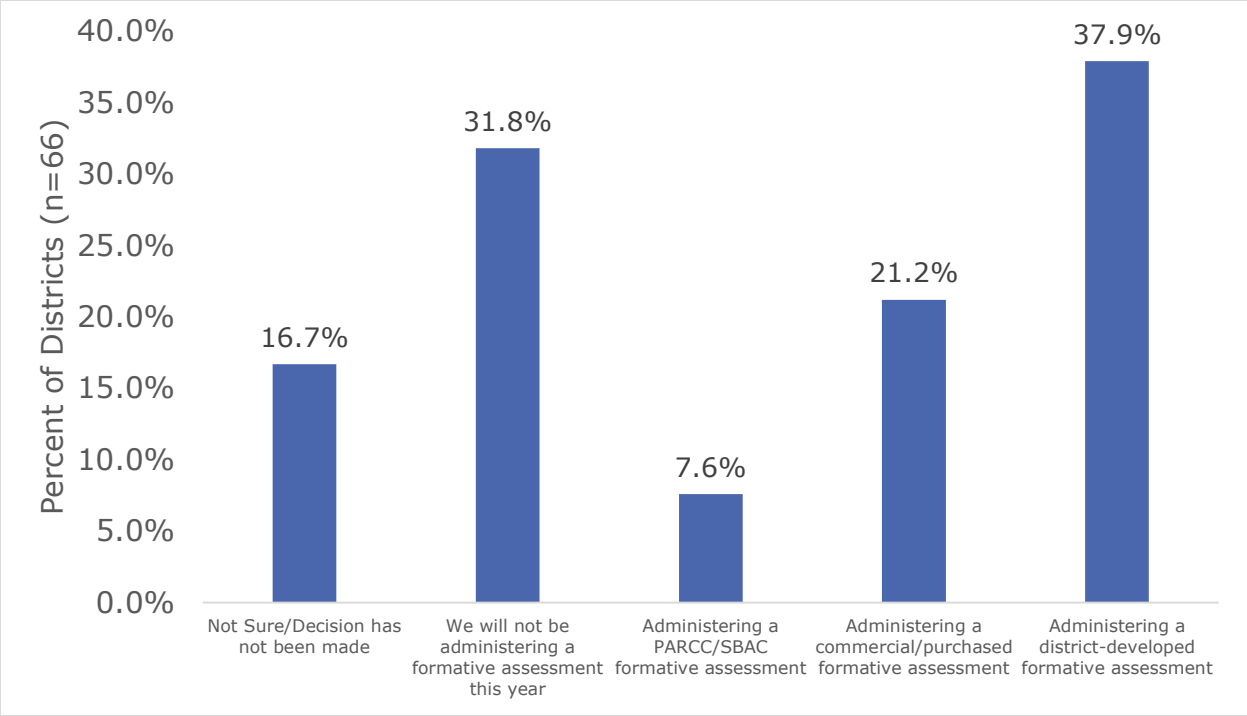
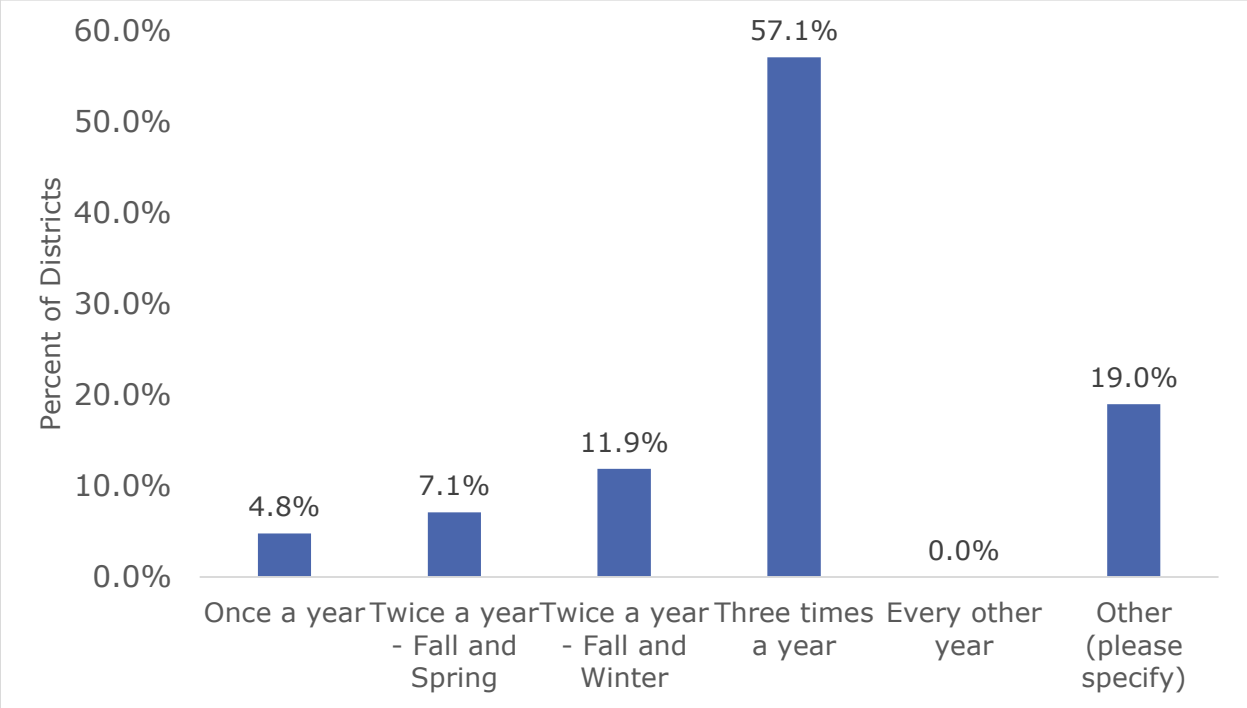
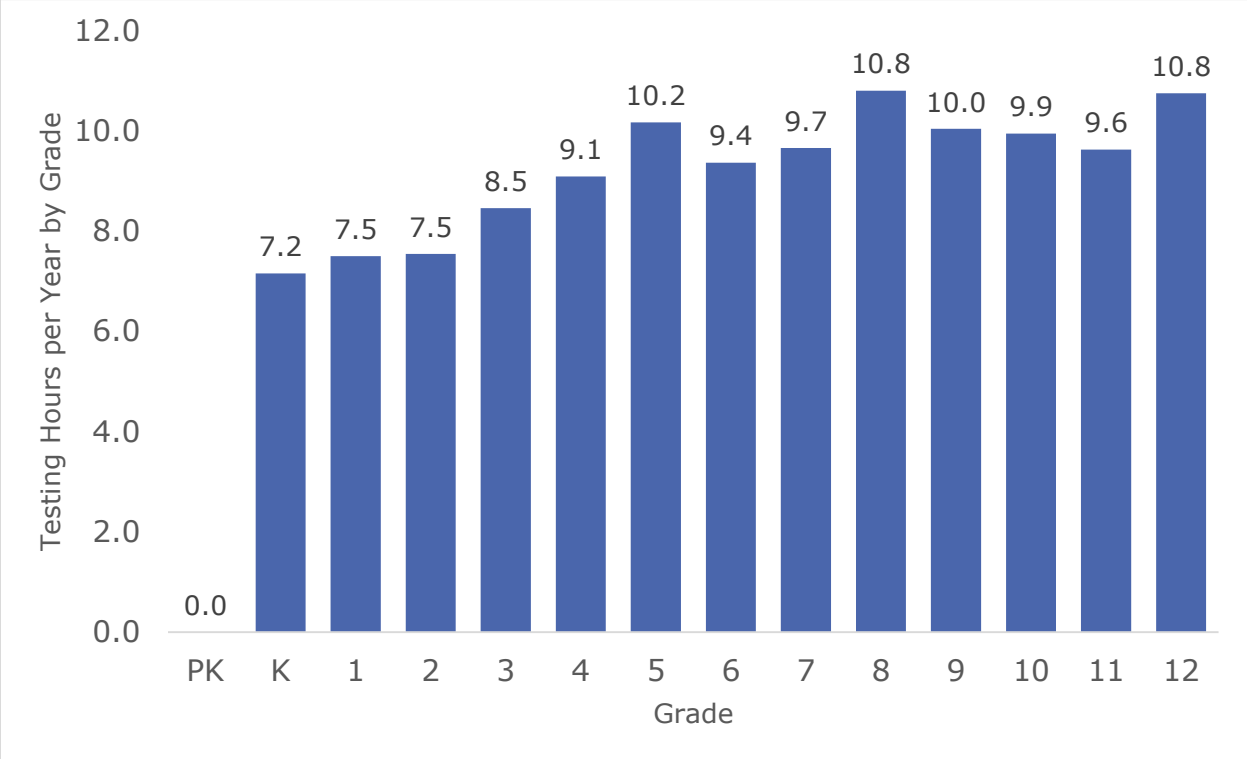


FIGURE 15. FREQUENCY OF FORMATIVE ASSESSMENTS



Finally, the data show that considerable testing time was devoted to formative assessments in the 2014-15 school year. On average, students spent between 7.2 hours and 10.8 hours last school year taking formative assessments, depending on the grade they were in. (See Figure 16.) The amount of time devoted to these exams appeared to depend less on the length of the exams than on the number of times the tests were given over the course of the school year.

FIGURE 16. AVERAGE TESTING TIME PER YEAR FOR FORMATIVE ASSESSMENTS MANDATED FOR THE POPULATION OF STUDENTS AT EACH GRADE LEVEL



D. Student Learning Objectives

Some 37.9 percent, or 25 of the 66 districts on which we have data, reported implementing SLO assessments in non-NCLB-tested grades and subjects in the 2014-15 school year over and above state summative tests, formative exams, and EOC tests.

According to the Race-to-the-Top Reform Support Network SLO toolkit, student learning objectives (SLOs) or value-added tests began in 1999 in the Denver Public Schools as a measure of student growth in its pilot teacher performance-pay system in state-tested and non-tested grades and subjects.[6] The tool kit also indicates that states and districts did not use SLOs as a component in educator-evaluation systems until first- and second-round winners of the U.S. Department of Education's Race-to-the-Top grant were "required to implement teacher

[6] Reform Support Network. (2012). A quality control toolkit for student learning objectives. U. S. Department of Education. Retrieved from https://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/slo-toolkit.pdf.

evaluation systems that differentiate effectiveness." The toolkit explains that "while many winning states could point to their growth measures for teachers in tested grades and subjects, they had little or nothing to measure the performance of teachers of non-tested grades and subjects (for example, kindergarten, first-grade and second-grade teachers; special education, music and art teachers; and physical education, career, technical, social studies and science teachers)."

A considerable number of states and districts have therefore elected to implement student learning objectives to meet these perceived requirements. (See Appendix A.) These tests are often included in state waiver applications to the U.S. Department of Education, and are normally developed by teachers themselves, districts, technical assistance centers and consultants, states, and others. These exams are often used for teacher-evaluation purposes, are of mixed technical quality, and have resulted in a substantial amount of new testing in America's schools.

Both teachers and psychometricians have concerns about the quality of SLOs. In a survey of Rhode Island teachers, over 80 percent of respondents strongly disagreed or disagreed with the statement, "SLOs (1) provide sound evidence for measuring teacher performance, (2) contribute valuable evidence to teachers' overall effectiveness ratings, and (3) provide comparability of rigor in measuring impact on student outcomes."[7]

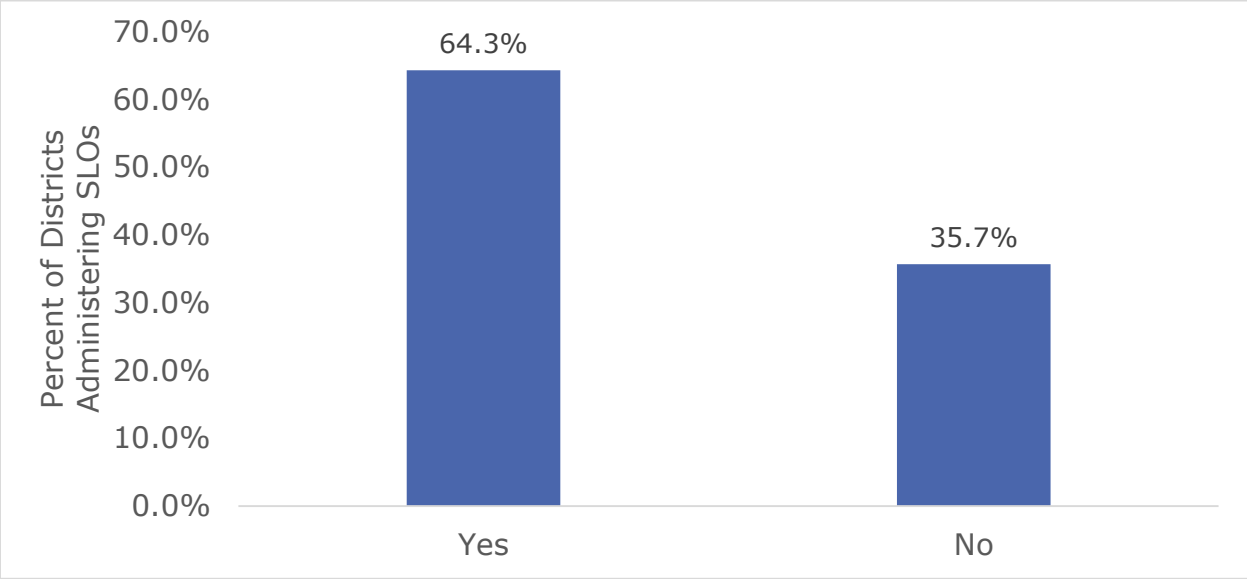
Similarly, James Popham, a nationally recognized assessment expert, agreed that SLO process is dependent on teachers' ability to set and accurately measure meaningful growth targets over the course of a school year.[8]

Some 64.3 percent of districts using these tests report that they are included in the states' accountability systems. (See Figure 17.)

[7] Slotnick, W. Smith, M., & Liang, G. (September 2013). Focus on Rhode Island: Student Learning Objectives and Evaluation. Boston, MA: Community Training Assistance Center. Retrieved from http://www.ctacusa.com/wp-content/uploads/2013/11/focusonRhodeIsland.pdf

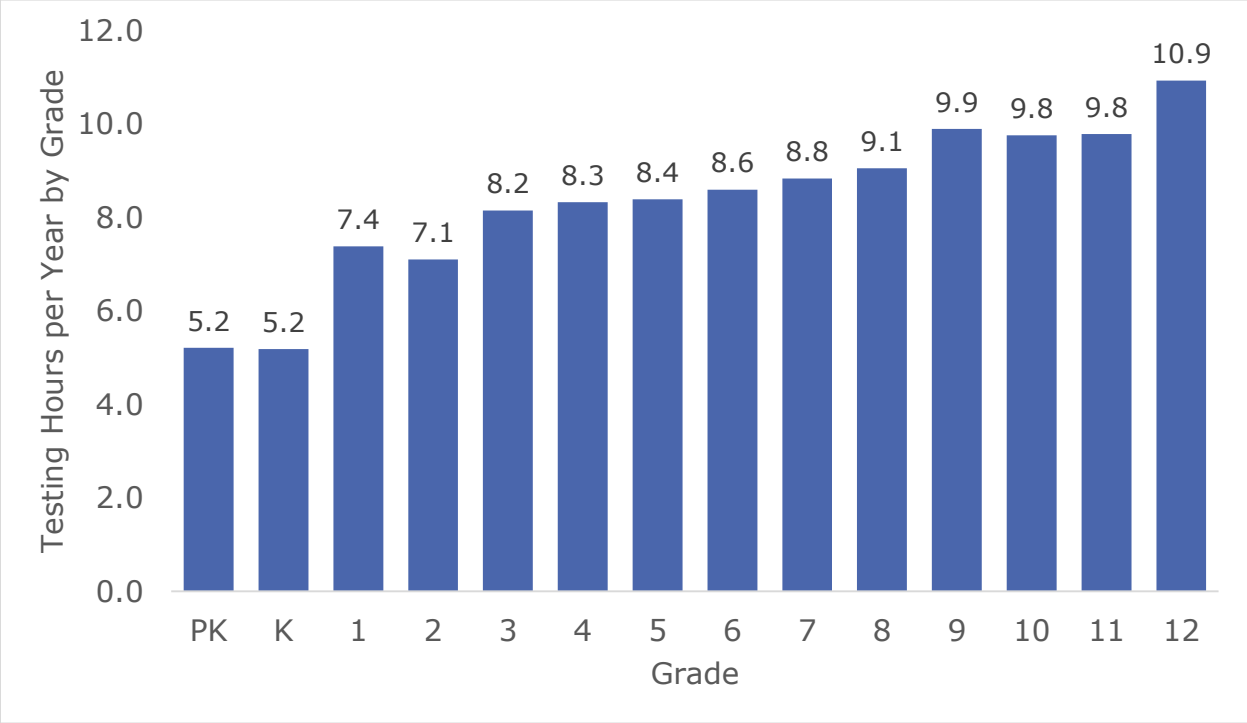
[8] Popham, J. (December 11, 2013). The Pseudo-science of evaluating teachers via a "Student Learning Objectives" Strategy. *Education Week*. Retrieved from http://blogs.edweek.org/edweek/finding_common_ground/2013/12/the pseudo-science_of_evaluatinng_teachers_via_a_student_learning_objectives_strategy.html

FIGURE 17. SLO ASSESSMENTS INCLUDED IN STATE ACCOUNTABILITY



In districts that administer SLOs, the amount of time students devoted to taking them was substantial. Students spent between 5.2 hours and 10.9 hours taking these exams in the last school year. (See Figure 18.) It was also clear from the data that the number of hours students take these tests are significant even in grades where NCLB requires a state summative exam.

FIGURE 18. AVERAGE TESTING TIME PER YEAR FOR SLO ASSESSMENTS FOR THE POPULATION OF STUDENTS AT EACH GRADE LEVEL



E. Other Mandated Assessments – Interim/Benchmark Tests, Nationally Normed Tests, College Entrance Exams, Pre-K Tests, and Other Assessments Required of All Students in Designated Grades

This group of exams is generally, but not always, mandated by the districts themselves for all students at a designated grade level and are over and above state summative tests, EOC exams, formative assessments, and SLOs.

The most prevalent assessments from the survey results in this category included—

- ACT Plan
- NWEA MAP
- ACT Explore
- DIBELS
- CogAT
- ITBS
- STAR

Other instruments in this category include such norm-referenced exams as the Terranova, the SAT-10, various screening devices such as Running Records, Fontas and Pinnell, and pre-K assessments—when they are administered to everyone in a particular grade. (If these assessments are given only to a sample of students, then they are included in the next section of this report.) Districts overall report administering over 100 unique assessments in this category. (See Appendix B.)

The data collected for this project indicated that there was often considerable redundancy in these exams. For example, multiple exams were sometimes given in the same subjects and grades to the same students, because not all results yielded data by item, grade, subject, student, or school—thereby prompting districts to give another exam in order to get data at the desired level of granularity. We found multiple examples where students would be taking an EOC, an AP test, and a final exam in the same course. In one district, for example, NWEA MAP and STAR were both given to students three times per year despite the fact that they are both computer adaptive, both administered in the same subjects, and likely yielded comparable information on the same students.

-

The Council's survey also included questions about their use of pre-K assessments, and many of the charts and graphs presented in this report include summary information about pre-K assessments. Many of the Great City School districts offer only a limited number of pre-K classrooms—and our focus was not on getting a full count of all these instruments. In addition, many of the pre-K programs that are operated on school sites may not necessarily be operated by the school district itself, so the school system may have limited knowledge of the assessment tools that are being used. Consequently, we do not offer an extended analysis or discussion of pre-K assessments in this report.

For a detailed report of state pre-K assessments, we refer the reader to the report written by Ackerman and Coley from the Educational Testing Service.[9] The report details the varied use of these assessments, observation checklists and scales, and other state suggested or mandated methods of assessment. Several of these assessments are considered nationally normed, standardized assessments while others are observational tools.

Still, the districts in this study use a range of pre-K instruments, a sample of which is shown in Table 2. In addition, several states have developed pre-K assessments for use in classrooms such as the Hawaii Early Learning Profile[10] and the Florida Assessment for Instruction in Reading-K.[11]

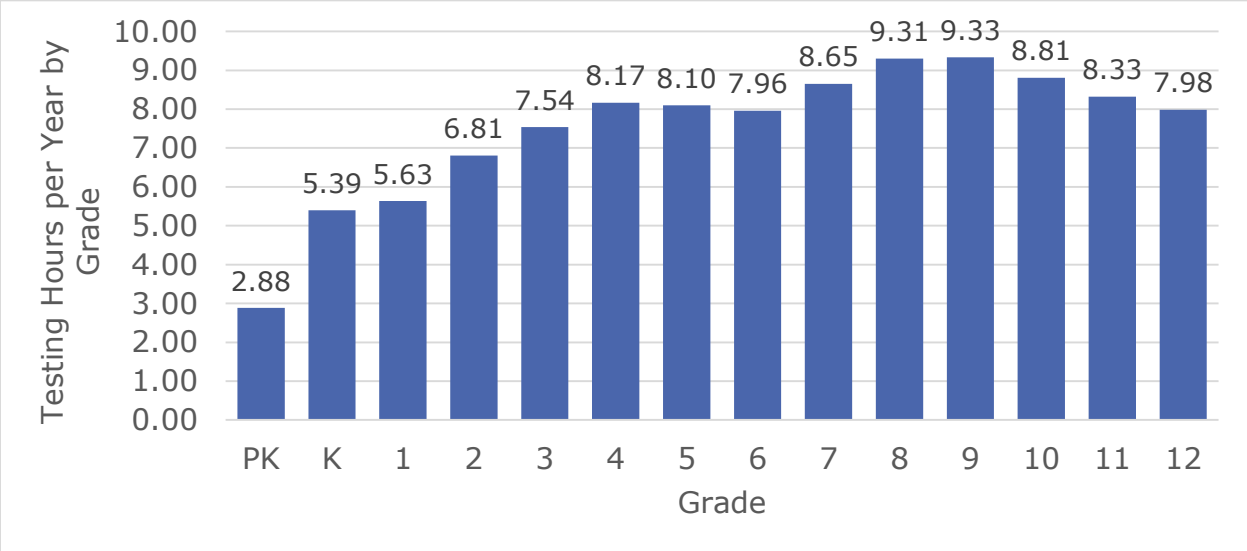
Table 2. Sample Pre-K Assessments Used in the Great City Schools

• Peabody Picture Vocabulary Test (PPVT),[12]
• Phonological Awareness Literacy Screening (PALS-Pre-K),[13]
• Developmental Indicators for the Assessment of Learning-Third Edition (DIAL-3),[14]
• Woodcock-Johnson Tests of Achievement,[15]
• Test of Preschool Early Literacy (TOPEL).[16]

There were also a number of instances where districts used standardized assessments in this category for purposes other than what they were designed for. For instance, a number of districts use standardized norm-referenced exams for gifted and talented placements. Some of these were actually state recommended or mandated policies. In addition, our review of assessments suggest that most of the tests are not well aligned to each other and are not aligned with any college- or career-ready standards except in name.

[9] Ackerman, D. & Coley, R. (February, 2012). *State Pre-K Assessment Policies: Issues and Status.* Educational Testing Service, Policy Evaluation and Research Center. Retrieved from https://www.ets.org/Media/Research/pdf/PIC-PRE-K.pdf.
[10] Teaford, P., Wheat, J., and Baker, T. (2010). HELP 3-6 Assessment Manual (2nd Edition). Palo Alto, CA: VORT Corporation.
[11] Florida Department of Education. (2009). Florida Assessment for Instruction in Reading. Tallahassee, FL.
[12] Dunn, L., and Dunn, D. (2007). Peabody Picture Vocabulary Test (4th Edition). Pearson Education, Inc.
[13] Ivernizzi, A., Sullivan, A., Meier, J., and Swank, L. (2004). Pre-K Teachers Manual: PALS Phonological Awareness Literacy Screening. Charlottesville, VA: University of Virginia.
[14] Mardell-Czudnowski, C. and Goldenberg, D. (1998). Developmental indicators for the assessment of learning – Third edition (DIAL-3). Bloomington, MN: Pearson Assessments.
[15] Woodcock, R.W., McGrew, K.S., and Mather, N. (2001). Woodcock-Johnson Test of Achievement. Itasca, IL: Riverside.
[16] Lonigan, C., Wagner, R., and Torgesen, J. (2007). Test of Preschool Early Literacy: TOPEL. Austin: Pro-ed.

FIGURE 19. AVERAGE TESTING TIME PER YEAR FOR ALL OTHER MANDATED ASSESSMENTS FOR THE POPULATION OF STUDENTS AT EACH GRADE LEVEL



The data collected for this project indicated that students devoted an average of between 2.9 hours and 9.3 hours last school year taking these tests, depending on the student's grade. (See figure 19.) The amount of time increased sharply in the second grade and increased fairly steadily through ninth grade when it started to dip once again.

F. What Effects Testing Time

The amount of testing time required of students is not defined exclusively by the number of assessments that are administered by a district. In fact, it is often the case that what differentiates districts with large amounts of testing time and those with relatively small amounts is not the number of tests given but the number of times a year that each test is administered.

The table below illustrates how this works. Both Detroit and St. Paul administer the NWEA MAP each year, but Detroit gives the test in more subjects and more frequently than St. Paul. The result is that Detroit devotes six times more time to testing on the NWEA than does St. Paul. (See Table 3.) Additional examples from these two districts will be presented later in this report.

Table 3. Comparison of Mandatory Testing Time in Two Districts

Detroit	St. Paul
Measures of Academic Progress (MAP)	Measures of Academic Progress (MAP)
• 3 times a year in four subjects (ELA, Math, Reading, and Science	• 2 times a year in one subject (math)
• About 720 minutes per year per student	• About 120 minutes per student

In fact, for all mandatory assessments, the amount of testing-related time that a school district has will be the result of a number of factors, including--

- The number of tests that are administered
- The number of subjects that are tested
- The number of times each school year that a test is given
- The number of extended-response or performance items and tasks on the tests
- The amount of test-prep time that is devoted to the assessments
- The amount of time required to arrange for and administer the tests

Most testing is done in the second semester of the school year, although some school districts will often give at least one formative assessment in the first semester and several diagnostic tests for special populations early in the school year. Student Learning Objective exams will often have a pre-test that is given in the first part of the school year. Nonetheless, the bulk of testing is done in the second semester of the school year, making the period between the end of January and May feel like it is exclusively devoted to testing.

Finally, it is important to note that this amount of testing time for all mandated assessments reflects the number of lost instructional hours for an individual student, but it could also impact the amount of teaching time by an individual teacher more substantially. For example, some early childhood reading assessments such as DIBELS, Running Records, etc. are administered to students individually and not as a group. Teachers spend between 30 and 45 minutes administering assessments such as these to each child individually in a class, and testing time for teachers can impact instructional time significantly (for example, 10 hours for 20 students taking a 30 minute individual assessment, not including transition time between students).

G. Opt-Outs

One of the most controversial aspects of mandated assessments, particularly the summative state exams in reading and math, involves the movement by parents to opt out of tests on behalf of their children. The movement last school year was part of a nationwide protest against the number and use of standardized tests. There was wide speculation that much of the protest was centered in economically more well-to-do areas, but there was scant information nationally to know for sure.

As part of this project, the Council gathered data from its member urban school systems on the extent to which parental opting out impacted big city school systems. There were a number of individual schools in big cities where the number of parents opting out of tests was substantial, but those schools turned out to be anomalies.

Instead, the data indicate that the number and percentage of parents and students opting out of the tests was about one percent in most urban locales. (The median was less than one percent.) For instance, Baltimore City, Cincinnati, Clark County, Cleveland, the District of Columbia, Fresno, Long Beach, Milwaukee, New York City, Providence, Sacramento, San Francisco, and

many others had opt-out rates ranging from less than one percent to under two percent. However, there were a small number of cities where the opt-out numbers or percentages were substantial, including Albuquerque (6 percent), Buffalo (15 percent), Portland (3 percent), and Rochester (20 percent).

H. Relationship between Mandated Testing Time and Student Achievement

Results from NAEP are often used with Trial Urban District Assessment (TUDA) districts to better understand the relationship between various district characteristics and student achievement. In this case, we use NAEP data from the TUDA districts to determine if there is any relationship between student performance in reading and math on NAEP and the amount of time devoted to mandated testing.

The Council research team correlated the number of mandated testing minutes in the TUDA districts with student reading and math scores on NAEP.[17]

Figures 20 and 21 show the relationships in scatter plots between testing time from kindergarten through grade four and NAEP grade four reading ($r = -0.023$, $p=0.920$) and math performance ($r = -0.057$, $p=0.805$). The correlations show that there was no relationship between testing time and NAEP performance.

Similarly, Figures 22 and 23 show the correlations between testing time from kindergarten through grade eight and NAEP grade eight reading ($r = 0.032$, $p=0.890$) and math performance ($r = 0.020$, $p=0.932$). Again, the relationships are not significant.

Overall, the data suggest that testing time does not correlate with reading and math outcomes. This suggests that adding test time does not improve student achievement. In fact, there were instances where high amounts of testing time were associated with lower NAEP scores.

[17] The research team also analyzed the relationship between testing time and NAEP scores after correcting for free and reduced price lunch status and found no significant relationship. Also, the data were analyzed after omitting outliers, but the results indicated no significant relationship between testing time and NAEP scores. Finally, there was no significant relationship between testing time and improvements on NAEP scores.

Figure 20. Relationship between Testing Time in Grades K to 4 and Fourth Grade NAEP Scores in Math

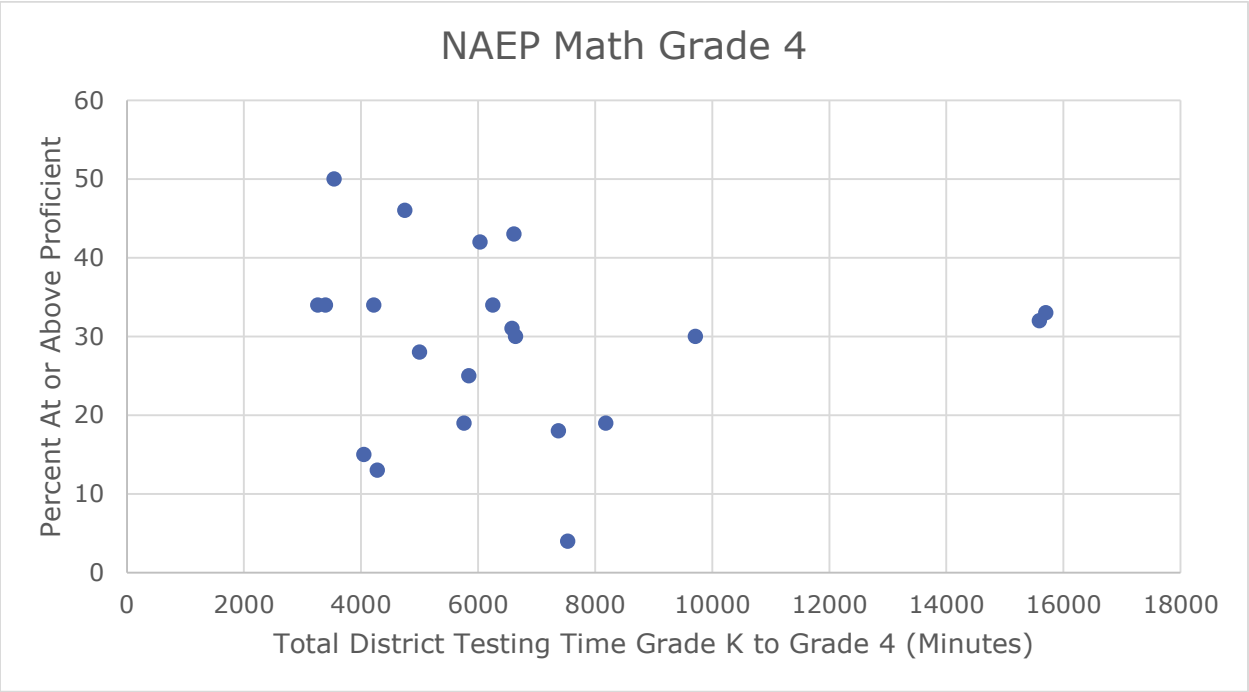


Figure 21. Relationship between Testing Time in Grades K to 4 and Fourth Grade NAEP Scores in Reading

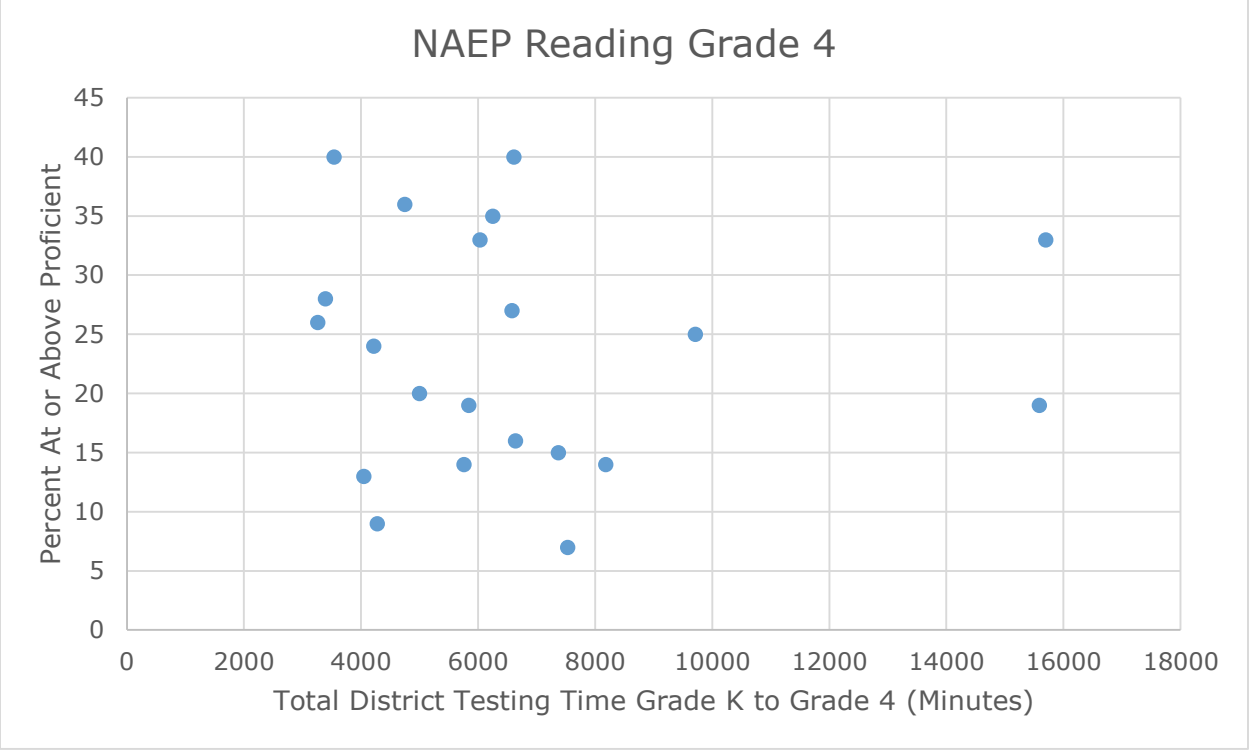


Figure 22. Relationship between Testing Time in Grades K to 8 and Eighth Grade NAEP Scores in Math

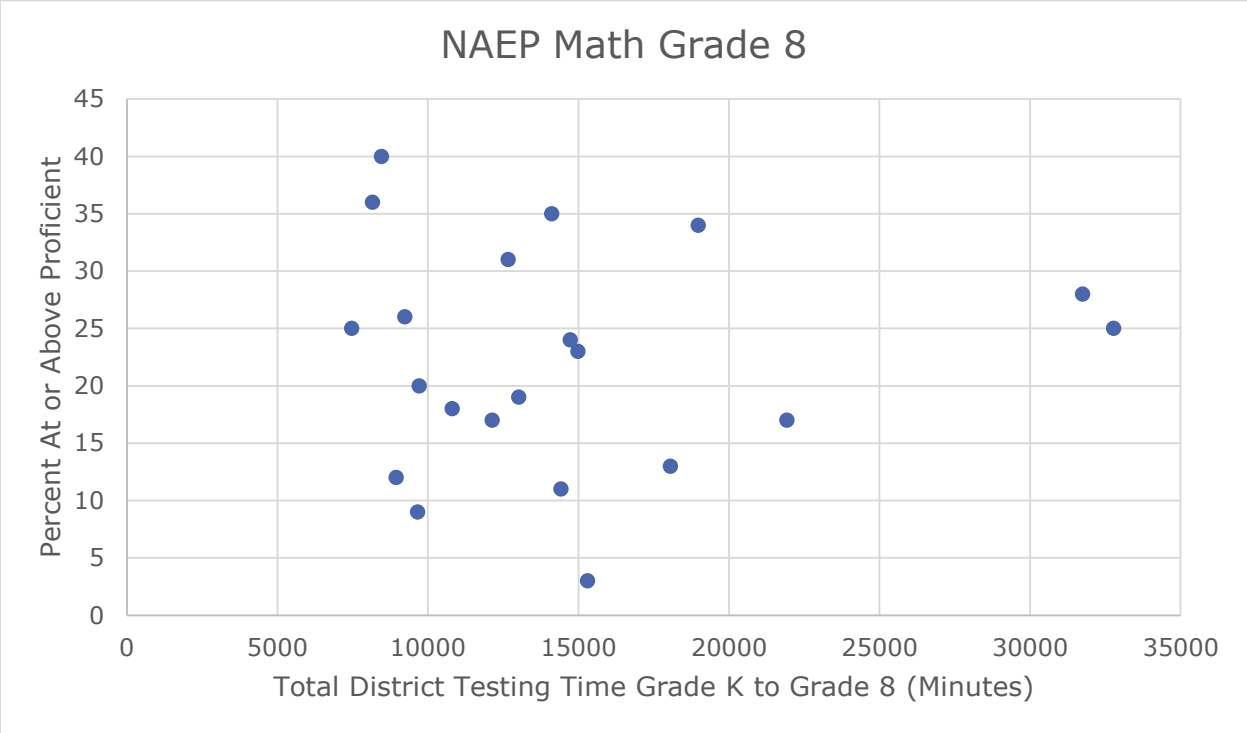
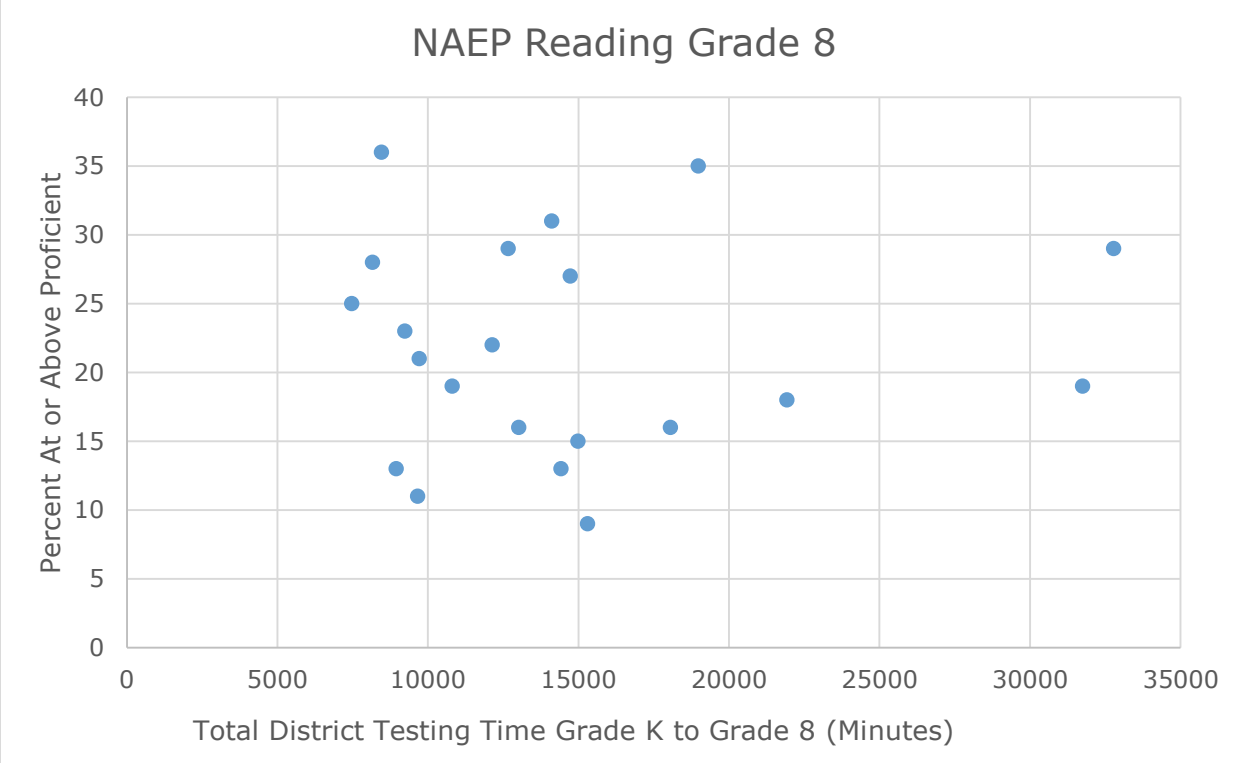


Figure 23. Relationship between Testing Time in Grades K to 8 and Eighth Grade NAEP Scores in Reading



II. Sample and Optional Assessments

The assessments in this broad category are generally given only to a sample of students (although some may be required) across the district, are optional for students and parents, or are associated with student participation in a particular program.

A. Sample Assessments

Examples of tests in this sub-category include nationally normed assessments and formative assessments that are only given in select schools or to samples of students districtwide.

Prominent among tests in this category is the National Assessment of Educational Progress (NAEP). The test has been given to states on a voluntary basis since the 1970s, but NCLB required that states administer the test in reading and mathematics to a sample of students every two years. In addition, twenty-one large city school districts have volunteered to be over-sampled in that biannual testing process in order to garner individual district results.[18] This program was initiated by the Council of the Great City Schools in 2000 and is known as the Trial Urban District Assessment (TUDA). Students in other major city school systems that are not part of TUDA are sampled every two years as part of the regular state administration of NAEP that is required by NCLB.

The Council's research team did not include testing time associated with NAEP, because the difference in time between a student selected to participate in NAEP and a student who was not selected for participation is negligible. Testing time on NAEP is generally no more than one hour—including time to complete background questions—on a single day every two years in grades four and eight only. In addition, sample sizes are generally small, except in cases where the TUDA-participating district has an enrollment that requires almost all schools having a fourth and eighth grade to be included. Students are randomly selected for participation in either the reading/English language arts portion or the mathematics portion of the exam (an individual student will not take both exams).

Other norm-referenced exams and formative assessments given on a sample basis include some of the same instruments that we discussed in the previous section, but they are included here when they are given only to some students—typically a sample of students—rather than all students in a designated grade.

In the 2014-15 school year, many districts allowed their schools to decide whether or not they would administer district formative assessments because of the transition to college and career-aligned assessments. The research team came to understand through its interviews with districts

[18] TUDA participating cities in 2015 include Albuquerque, Atlanta, Austin, Baltimore City, Boston, Charlotte-Mecklenburg, Chicago, Cleveland, Dallas, Detroit, the District of Columbia, Duval County (Jacksonville), Fresno, Hillsborough County (Tampa), Houston, Jefferson County (Louisville), Los Angeles, Miami-Dade County, New York City, Philadelphia, and San Diego.

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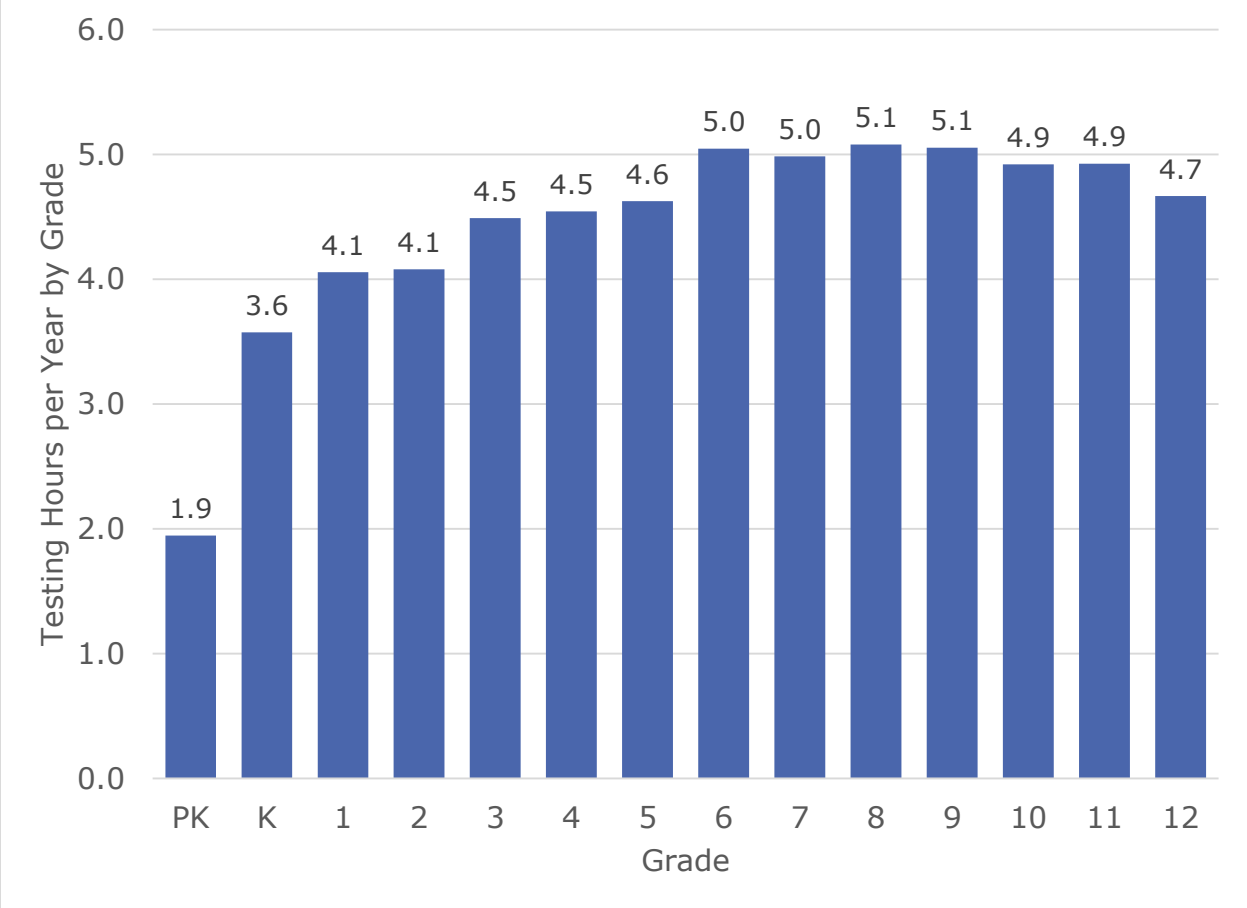
that many schools continued to use information from old formative assessments despite the possibility that they were misaligned with new standards and summative assessments.

Other assessments in this broad category include assessments that are administered as a result of district or school grant requirements. Many schools administer nationally norm-referenced assessments to students to fulfill requirements for grants and other program evaluations.

This requirement was also the case with schools falling into the lowest ranking on state accountability systems. Schools identified as the lowest performing schools were frequently required to participate in testing that higher performing schools were exempt from using.

The Council gathered data on the amount of time that students participating in these sample tests devoted to taking them. Results indicated that last school year, students taking any of these exams would devote, on average, between 1.9 hours and 5.1 hours to them. (See figure 24.) One must remember, however, that not all students take these tests.

FIGURE 24. AVERAGE TESTING TIME PER YEAR FOR SCHOOL, DISTRICT, OR GRANT OPTIONAL ASSESSMENTS GIVEN ONLY TO SELECTED STUDENTS AT EACH GRADE LEVEL



B. Optional Assessments

This category includes assessments that are administered based on individual choice or student program participation. This includes talented and gifted identification assessments that are not administered to all students in a grade level, but are administered at the request of students, their families, or teachers. In Figure 24, students electing to take gifted assessments accounted for most of the testing time in grades K through eight. (a mean of 3.3 hours per grade level).

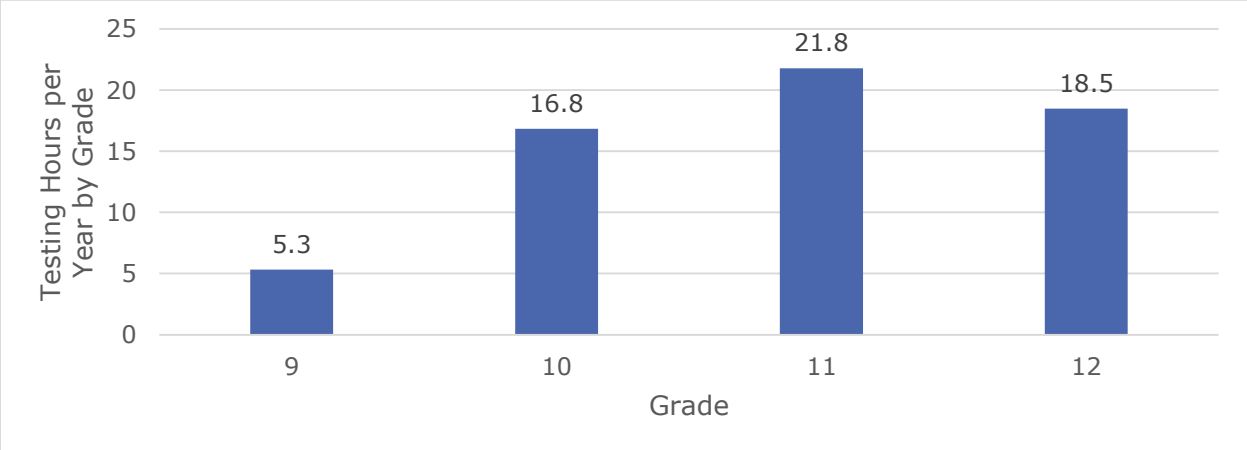
In addition, high school Advanced Placement (AP) tests, International Baccalaureate (IB) exams, and various career and technical education (CTE) tests that were given to students who chose to enroll in these courses were included here. Tests like AP and IB are typically not required for graduation, although students wanting to go to college will often take these courses and their associated exams. Other times CTE exams are required. (See subsection below.)

Moreover, PSAT, SAT, ACT, and other college entry exams are included in this category. Note that the majority of students will never take all assessments identified in this broad category, but as more students aspire to go to college the more test taking in this category will occur.

College Admissions and Other Exams

The Council's research team was able to calculate testing time just for AP and IB assessments, but we had to make the calculation based on the assumption that students would be taking an average of two AP or IB exams in tenth, eleventh, and twelfth grades. The results indicated that students could devote about 20 hours to these exams in high school on average. (See figure 25.) Participation rates in AP and IB testing is highest in the eleventh grade when students are hoping to use results as part of their college admission applications.

Figure 25. Average Testing Time per Year for Student Selected Optional Assessments)



Finally, students mostly in grades 10, 11, and 12 will volunteer for such college entrance examinations as the PSAT, the SAT, and the ACT. When these or similar college entrance exams

were mandated by a state or school district, we included the time necessary to take these tests in the mandatory section of this report. It was not possible to calculate the amount of time devoted to these tests since the decisions to take them and how many times they are taken them typically left to individual students. In addition, many of these assessments are administered on Saturdays and do not always interfere with regular instructional time.

Career and Technical Education

High school students across the country often elect to enroll in Career and Technical Education (CTE) programs to develop skills or seek career credentials. However, many observers are unfamiliar with the testing that often accompanies these courses and programs. In fact, the Congressional reauthorization of the Carl D. Perkins Vocational and Technical Education Act of 2006 (Perkins IV) signed into law by President George W. Bush focused substantially on the link between secondary and post-secondary education and on state and local CTE accountability (20 U.S.C. 2301 et seq.). Specifically, Section 113. Accountability of the Act requires state performance "measures of each of the following: (ii) Student attainment of career and technical skill proficiencies, including student achievement on technical assessments, that are aligned with industry-recognized standards…" (p. S.250-14).[19] In addition, many states inserted accountability provisions onto their CTE exams as part of their applications for federal NCLB waivers. (See Appendix A.)

In about forty-seven percent (47.0 percent) of districts, students are required by their states to take CTE exams if they are taking a CTE course. This requirement can also be in addition to state summative exams and EOC tests.

The implementation of these CTE exams varies from state to state. Some states like Iowa do not have a formal state CTE course or assessment practice. Districts identify assessments for their technical courses on their own. In cases like this, the state provides little or no guidance on the courses or assessments that are required of students. Other states have entered into multi-state collaborative arrangements, and have recently begun to develop and administer CTE exams.

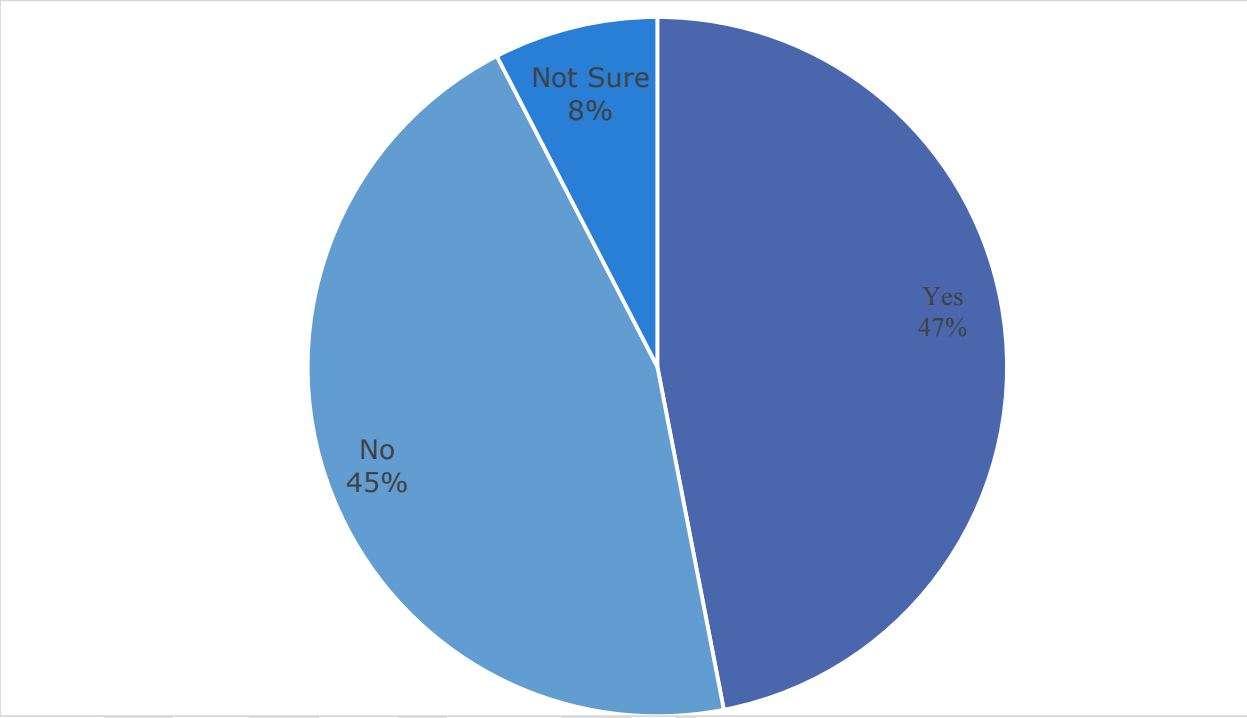
In addition, many states now include success on these exams as performance indicators in district and school accountability systems. For example, Georgia has developed a technical-skills attainment inventory (see Appendix C) that has a CTE test associated with every CTE course taught in the state. These assessments are administered to every student in Georgia completing a CTE course or completing a career pathway (i.e., a series of related CTE courses). Examples include the "Emergency Management Institute 'Are You Ready' Certification (FEMA)", the "Microsoft Technology Associate (MTA): Networking Fundamentals," "ASE Student Certification Exam: Engine Repair." Assessment times vary substantially depending on the

[19] A recent report by the Southern Regional Education Board (April, 2015) challenges states to "design accountability systems that recognize and reward districts, high schools, technology centers, and community and technical colleges" that will double the number of students acquiring postsecondary credentials (p. 7).

nature and extent of the CTE credential. In addition, individual students may follow multiple career paths if they are interested in pursuing them. As a result, estimating testing time for CTE assessments was not feasible, but it can be considerable.

Approximately half of the districts (46.8 percent) report that CTE exams factor into their state accountability measures. (See Figure 26).

Figure 26. Career and Technical Education In State Accountability Measures after NCLB Waivers



III. Assessments for Special Populations

In addition to the assessments that were described in the previous two sections, school districts use another series of measurement tools that are specific to various student groups. Prominent among these are tests for students with disabilities and assessments for English language learners.

A. Assessments for Special Education

General Education Assessments

States are required by federal law to assess the academic attainment of students with disabilities along with all other students. A detailed discussion of assessing students with disabilities is beyond the scope of this paper, but considerable research on the topic exists elsewhere. Suffice it to say that equitable access for students with disabilities to the core curriculum and the accompanying assessment system is a critical aspect of a district's decision making around

whether, when, and how to provide accommodations in both instruction and testing. Having the technical features of a district's large-scale assessments reflect universal-design principles in order to remove barriers is becoming increasingly critical to a district's meeting both the spirit and letter of federal requirements.

Most students with disabilities participate in the general education curriculum and spend the majority of their school time in the same classes as their peers without disabilities. More than 60 percent of students with disabilities spend 80 percent of their time in a general education classroom in a regular school with the majority of their instruction provided by a general-education classroom teacher. About 20 percent of students with disabilities spend 40-79 percent of their time in a general education classroom. And approximately 10 percent of all students with disabilities have significant cognitive impairments (U.S. Department of Education, 2015) and often spend less than 40 percent of their time in a general education setting.

Students who are both English Language Learners and have a disability are growing in number as the number of ELLs increase, and they have present special challenges for schools. Nationally, the percentage of ELLs with disabilities is almost 8 percent of all public school students with disabilities (National Center on Educational Outcomes, 2011)—although their numbers can range from negligible to over 28 percent of students receiving special education services, depending on the locale.

The participation of all children in a district's educational assessment system, particularly when it is used for accountability purposes, has pushed educators and policymakers alike to think about how students with disabilities can effectively participate in instruction and assessments in ways that lessen the barriers that their disabilities may have created, while promoting learning and producing valid assessment results at the same time (Bolt & Roach, 2009; Davies & Dempsey, 2011; Laitusis & Cook, 2007; Thurlow, 2015; Thurlow, Lazarus, & Christensen, 2013). It has also pushed educators to ensure that a student's disabilities do not interfere with their learning of critical knowledge or demonstrating that knowledge or showing their skills on a standardized assessment.

Generally, there are four main ways students with disabilities participate in statewide assessments:

- General assessments, without accommodations
- General assessments, with accommodations
- Alternate assessments based on grade-level achievement standards
- Alternate assessments based on alternate achievement standards (AA-AAS)

Students with disabilities also participate in general assessments beyond the state tests their districts administer, including NAEP, district, school, teacher-made tests, and tests used for special education eligibility evaluations and triennial evaluations. In the past, students with disabilities, ELLs, and ELLs with disabilities were provided access to all these general

assessments only through accommodations, but recent attention has been devoted to universally designed assessments as a way of increasing access by modifying the assessments themselves (Thurlow & Kopriva, 2015).

For instance, new technology-based assessments provide students with access to content through such features as—

- Universal accessibility features like zoom and highlighting that are either embedded in the assessment and available to all students taking the test or features that are not embedded but are provided *via* a teacher or test administrator.

- Designated accessibility features (such as embedded text or speech for some content or a picture dictionary) or non-embedded features (such as read aloud or bilingual dictionaries) that are available to any student. These features should be determined before testing so that they can be available to the student.

- Accommodations, either embedded or non-embedded, which include changes in testing materials or procedures in a way that allows students with disabilities or ELLs to show their knowledge and skills, for example a human sign-language interpreter for an ELL with a hearing impairment who does not use American Sign Language.

Both state testing consortia—the Partnership for Assessment of Readiness for College and Careers (PARCC), and the Smarter Balanced Assessment Consortium (Smarter Balanced)—have developed general education assessments that use a three-level approach to accessibility. PARCC includes (a) Accessibility Features for all students, (b) Accessibility Features that are identified in advance, and (c) Accommodations. Smarter Balanced includes (a) Universal Tools for all students, (b) Designated Supports for students with documented needs, and (c) Accommodations. Although similar in structure, the approaches used by the two consortia differ in their approaches to students with disabilities and ELLs: Smarter Balanced allows accommodations only for students with disabilities (those with IEPs and those with 504 accommodation plans), moving features such as translations into designated supports. And PARCC identifies several accommodations for ELLs.

The National Assessment Government Board (NAGB), which oversees NAEP, has worked to make test participation more representative of the nation's public school enrollment, particularly among students with disabilities and ELLs. One focus of that work has been on "who to include," so results can be compared across jurisdictions. And a second focus for NAEP has been on "how to include" these students. This latter question has involved how students with disabilities and ELLs can meaningfully and validly access the test using accommodations that are properly selected, administered, and monitored.

Despite the challenges that NAEP has faced creating consistent policies across states, the 2013 state report noted that the National Center for Educational Statistics (2013) had made

considerable progress reducing the numbers of special populations excluded from its assessments. For example, in its eighth-grade reading assessment, the exclusion rate for students with disabilities decreased from 31 percent in 1998 to 15 percent in 2013. Among ELLs, the exclusion rate dropped from 29 percent in 1998 to 10 percent in 2013. Still, there is considerable variability among states in exclusion rates, something that is generally attributed to differences in accommodation policies (Gerwertz, 2013).

Participation and Accommodation

Individuals with Disability Education Improvement Act (IDEIA) requires that students receiving special education services participate in statewide and districtwide assessments. A few students with the most significant disabilities take alternate assessments.

The *Elementary and Secondary Education Act (ESEA)* also requires that all students, including those receiving special education services, must be included in the assessments used for Title I accountability. On large-scale assessments used for Title I accountability (i.e., state tests) most students with disabilities participate in the general assessment with or without accommodations. Federal requirements allow up to 1 percent of all students to be counted as proficient using an alternate assessment based on alternate achievement standards.

Special Education Eligibility Evaluations and Other Assessments

Students thought to need special education services may be given a number of other assessments during the school year in order to determine or pinpoint individual needs. Once a student has been identified as eligible for special education services, an assessment cycle, which includes a re-evaluation at least every three years, begins. Initial assessments can call for a full battery of tools to identify the nature of the problem, but subsequent testing is often limited to a student's identified disability. It is permissible for a parent and the school district to agree that there is sufficient information about a child to nullify the need for some formal re-evaluations.

Federal law (IDEA, 2004) calls for assessments in eight main areas as part of the eligibility process: health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.[20] To diagnose any of the 13 identified disabilities,[21] school districts have fairly wide discretion over what battery of tests they administer, but federal regulations indicate no single measure or assessment should be used as

[20] Section 300.304 Evaluation Procedures. (c)(4). "The child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor skills.

[21] Autism, deaf-blindness, deafness, emotional disturbance, hearing impairment, intellectual disability, multiple disabilities, orthopedic disabilities, other health impairments, specific learning disabilities, speech or language impairments, traumatic brain injury, and visual impairments

the sole criteria for determining whether a child has a disability or is in need of services.[22] IDEA specifically states -

To ensure that underachievement in a child suspected of having a specific learning disability is not due to inappropriate, inadequate, or unavailable instruction in reading or math, the district must consider, as part of the evaluation described in 34 CFR 300.304 through 300.306, the following--

- Data that demonstrate that prior to, or as a part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel; and
- Documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessments of student progress during instruction.

States using Multi-Tiered Systems of Support (MTSS) (or Response to Intervention (RtI)) will include different assessment tools for students being evaluated for specific learning disabilities or other disabilities than states not using MTSS.

There is a wide range of assessment tools that are administered as part of the traditional special education evaluation process. Some major assessments are presented in Table 4.

Table 4. Sample Assessments Used for Special Education Eligibility and Re-evaluation

Reading	Math
• Comprehensive Test of Phonological Processing • DIBELS • Kaufman Test of Education Achievement • Woodcock Johnson Reading Mastery Test • Peabody Individual Achievement Test	• Brigance Diagnostic Inventories • Kaufman Assessment Battery for Children 2nd Edition (KABC • Kaufman Scales of Early Academic and Language • Peabody Individual Achievement Test • Stanford Test of Academic Skills • Woodcock Johnson Tests of Achievement
Written Language	**Behavior**
• Oral and Written Language Skills • Test of Written Language • Standards Based Assessment (SBA) • Wechsler Non-verbal • Peabody Individual Achievement Test	• Behavior Assessment System for Children • Connors Rating Scale • Bateria III
Communications	**Social Emotional**
• CASL • CELF-Preschool • Clinical Assessment of Articulation and Phonology	• Bateria III • Differential Ability Scales • Kaufman Assessment Battery for Children • Wechsler Non-verbal

[22] Section 330.304 Evaluation Procedures. (b)(2).

• Comprehensive Receptive and Expressive Vocabulary Test • Kaufman Speech Praxis Test • Test of Adolescent Language	
Functional Living Skills • Adaptive Behavioral Inventory for Children • Denver Developmental Screening Test • Scales of Independent Behavior • Vineland Adaptive Behavior Skills • Kaufman Assessment Battery for Children	Oral Expression • Kaufman Scales of Early Academic Language • Accessing Comprehension and Communication in English • Bateria III • Woodcock Johnson Test of Achievement
Listening Comprehension • Accessing Comprehension and Communication in English • Khan-Lewis Phonological Analysis • Wechsler Non-verbal	Motor Skills • Developmental Test of Visual-Motor Integration • Motor Free Visual Perception Test • Bruininks Oseretsky Test of Motor Proficiency • Peabody Developmental Motor Scales

In reviewing the literature we were able to find several estimates of average testing time for a psychological evaluation of a student is about three to four hours.[23] This time often varies based on the age, grade level, and disability of the student, with preschool through kindergarten students taking up to three hours, first grade through age sixteen taking about four hours, and those aged sixteen or older taking as much as five hours to complete an evaluation.[24] (Other types of evaluations may require differing lengths of time.) These estimated times, however, have not been added to the testing time of other assessments in this study because of the dedicated nature and purposes of these instruments.

B. Assessments for ELLs

States are also required by federal law to adopt an English language proficiency assessment to determine when English learners are ready to exit language support services. Still, states have considerable discretion over the terms of those exits and what exams they will require their districts to administer.

These assessments are given by local school districts once per year and typically require less than two hours per student, depending on the test and the numbers of domains tested (i.e., listening, speaking, reading, and writing). Examples of the most commonly administered English language proficiency tests include Assessing Comprehension and Communication in English

[23] See for example, Camara, W. J., Nathan, J. S., & Puente, A. E. (2000). Psychological test usage: Implications in professional psychology. Professional Psychology: Research and Practice, 31(2), 141-154. doi: 10.1037//0735-7028.31.2.141

[24] Clarity: The Speech Hearing and Learning Center. Psychology frequently asked questions. Retrieved from http://www.clarityupstate.org/frequently-asked-questions-learning

State-to-State for ELLs (ACCESS), the English Language Development Assessment (ELDA), and Language Assessment Scales Links (LAS). In addition, some districts require their own assessments. A breakdown of which city school systems administer what English language proficiency tests is shown in Table 5 below.

Table 5. Tests Used to Assess English Language Proficiency

<table>
<tr><th colspan="2">Assessing Comprehension and Communication in English State-to-State (ACCESS)—Total testing time about 145 minutes across all four domains)</th></tr>
<tr><td>Albuquerque
Anchorage
Atlanta
Baltimore City
Birmingham
Boston
Charlotte-Mecklenburg
Charleston
Chicago
Clark County
Denver
Detroit
District of Columbia
Guilford County (NC)
Honolulu
Indianapolis</td><td>Jackson
Jefferson County (KY)
Kansas City (MO)
Milwaukee
Minneapolis
Nashville
Newark
Norfolk
Oklahoma City
Philadelphia
Pittsburgh
Providence
Richmond
Shelby County (TN)
St. Louis
St. Paul</td></tr>
<tr><th>English Language Development Assessment (ELDA)—Total testing time between 160 and 170 minutes</th><th>LAS Links—(Total testing time between 95 and 155 minutes)</th></tr>
<tr><td>Des Moines
East Baton Rouge
Omaha</td><td>Bridgeport</td></tr>
<tr><th colspan="2">State-developed English Language Proficiency Assessments</th></tr>
<tr><td colspan="2">Fresno-- California English Language Development Test (CELDT)—(Test is untimed but typically takes about 120 minutes.)
Long Beach-- California English Language Development Test (CELDT)
Los Angeles—California English Language Development Test (CELDT)
Oakland-- California English Language Development Test (CELDT)
San Diego-- California English Language Development Test (CELDT)
Santa Ana-- California English Language Development Test (CELDT)</td></tr>
<tr><td colspan="2">Broward County-- Comprehensive English Language Learning Assessment (CELLA)
Duval County--Comprehensive English Language Learning Assessment (CELLA)</td></tr>
</table>

• Hillsborough County-- Comprehensive English Language Learning Assessment (CELLA) • Miami-Dade County--Comprehensive English Language Learning Assessment (CELLA) • Orange County—Comprehensive English Language Learning Assessment (CELLA) • Palm Beach County-- Comprehensive English Language Learning Assessment (CELLA)
• Wichita—Kansas English Language Proficiency Exam (KELPA)
• Buffalo—New York State English as a Second Language Achievement Test (NYSESLAT)—(Test is untimed but typically takes between 50-70 minutes.) • New York City-- New York State English as a Second Language Achievement Test (NYSESLAT) • Rochester-- New York State English as a Second Language Achievement Test (NYSESLAT)
• Cincinnati-- Ohio Test of English Language Acquisition (OTELA)—(Test typically takes between 115-140 minutes.) • Cleveland—Ohio Test of English Language Acquisition (OTELA) • Columbus-- Ohio Test of English Language Acquisition (OTELA) • Dayton-- Ohio Test of English Language Acquisition (OTELA) • Toledo-- Ohio Test of English Language Acquisition (OTELA)
• Portland—English Language Proficiency Assessment (ELPA)
• Austin—Texas English Language Proficiency Assessment (TELPAS) • Dallas--Texas English Language Proficiency Assessment (TELPAS) • El Paso--Texas English Language Proficiency Assessment (TELPAS) • Fort Worth--Texas English Language Proficiency Assessment (TELPAS) • Houston--Texas English Language Proficiency Assessment (TELPAS)
• Seattle—Washington English Language Proficiency Assessment (WLPA)

English learners are also required under NCLB to take reading and math tests in grades three through eight and once in high school like all other students. The vast majority of states administer their NCLB-required assessments in English. However, the U.S. Department of Education has ruled that newly arrived students can be exempted from one administration of the state's ELA test.[25]

[25] 34 CFR Part 200, RIN 1810-AA97. "Under proposed Sec. 200.6(b)(4), a State would be able to exempt 'recently arrived LEP students' from one administration of the State's reading/language arts assessment. Proposed Sec. 200.6(b)(4)(i) would define a recently arrived LEP student as a LEP student who has attended schools in the United States (not including Puerto Rico) for less than 10 months." (May 2007)

Some districts, moreover, recognize that testing ELL student proficiency in the various content areas in English can yield questionable determinations of student skills and knowledge in those subjects. Consequently, some districts administer assessments in Spanish or other native languages using assessments such as "Logramos" – designed to mirror the Iowa Test of Basic Skills – or "Aprenda" – modeled after the Stanford 10. Many districts use these assessments in place of the nationally normed assessment that is typically given to general education students. And they will sometimes use these versions of the norm-referenced exams as part of their dual language programming. The Council research team did not count these assessments as additional assessments if the general population took a similar assessment in English.

Finally, districts administer a "Home Language Survey" to determine whether a student is living in a household where English is not the predominant language spoken. These instruments are typically required by the states, although most do not mandate a particular form of the surveys.[26,27] Usually, these instruments consist of a handful of questions that are asked of parents—not students—as part of an intake interview or process.

IV. Examples of Testing

A. Most Frequently Administered Tests

The analyses of testing in the Great City Schools indicated that the most frequently administered exams in the 66 districts on which we had data included the ACT, the SAT, and ACCESS—all of which are optional or are special population tests. A summary is shown in Table 6 below.

Table 6. Most Frequently Administered Assessments in the Great City Schools

Name of Assessment	Number of Districts in Which Assessment Is Given
NAEP	66 districts
ACT	61 districts
ACT Plan	17 districts
ACT Explore	8 districts
SAT	53 districts
PSAT	45 districts
SAT-Redistep	8 districts

[26] English Language Learners in America's Great City Schools: Demographics, Achievement, and Staffing. (2013). Washington, D.C.; Council of the Great City Schools

[27] Alison L. Bailey and Kimberly R. Kelly. "The Use and Validity of Home Language Surveys in State English Language Proficiency Assessment Systems: A Review and Issues Perspective," The Evaluation of English Language Proficiency Assessments Project. UCLA, July 2010. The white paper identifies Louisiana, Nebraska, and South Dakota as three states that do not mandate the use of an HLS but rather only recommend its use.

ACCESS	34 districts
DIBELS	20 districts
SBAC	17 districts
NWEA MAP	17 districts
PARCC	15 districts
ITBS	13 districts
Fitnessgram[28]	13 districts
Scholastic Reading Inventory (SRI)	12 districts
Developmental Reading Assessment (DRA)	8 districts
STAR	8 districts

B. Testing Portfolio in the Average Urban School District

The Council also collected the testing calendars for all 66 districts included in this report. Many calendars are quite similar to one another except for the names of the tests and the number of times they are given. An example of a typical assessment calendar is from Hillsborough County (Tampa). The testing calendar from Hillsborough County in the 2014-15 school year is shown in Table 7 below.[29]

Table 7. Testing Portfolio and Calendar for Hillsborough County

Test	Grades	First Day of Test Window	State Statute or Rule
Florida Kindergarten Readiness Screening (FLKRS)	K	August 19, 2014	1002.69
Postsecondary Educational Readiness Test (PERT)	11-12	August 19, 2014	1008.30
Math Formative/Diagnostic Test 1	3-5	August 25, 2014	1008.33/6A-6.609811 for required schools
Kindergarten Readiness Test (KRT)	K	August 25, 2014	1002.69
Writing Formative/Diagnostic Test	6-8	August 25, 2014	1008.33/6A-6.609811 for required schools
Science Formative/Diagnostic Test	5	August 25, 2014	1008.33/6A-6.609811 for required schools
Science Formative/Diagnostic Test	6-8	August 26, 2014	1008.33/6A-6.609811 for required schools

[28] FitnessGram is a physical fitness exam that is required by some states and administered voluntarily by some districts.
[29] Material from 2014-15, K-12 Testing Calendar, Hillsborough County Public Schools

Writing Formative/Diagnostic Test	9-11	August 26, 2014	1008.33/6A-6.609811 for required schools
FitnessGram	2 and 5	September 2, 2014	1008.33/6A-6.609811 for required schools
Florida Assessment for Instruction in Reading (FAIR)	K-10	September 2, 2014	1002.69/6A-6-6.053
Fall Administration of EOC—US History, Biology, Algebra 1, Geometry		September 15, 2014	1008.22 and 1003.4282
Fall Pretests—Credit Earning Courses	7-12	September 16, 2014	1008.22
FCAT 2.) Reading and Math Retakes	Retained 10-12	October 6, 2014	1008.22
Math Formative/Diagnostic Test	6-8	October 13, 2014	1008.33/6A-6.6099811 for required schools
Math Benchmark Formative/Diagnostic Test A	High School	October 13, 2014	1008.33/6A-6.6099811 for required schools
ReadiStep	7	October 15, 2015	1008.33/6A-6.6099811 for required schools
PSAT	9-11	October 15, 2014	1007.35
ELA Interim Assessment	2-5	October 21, 2014	1008.33/6A-6.6099811 for required schools
Writing Formative/Diagnostic Test	6-8	November 4, 2014	1008.33/6A-6.6099811 for required schools
Math Formative/Diagnostic Test 2	3-5	November 10, 2014	1008.33/6A-6.6099811 for required schools
Social Studies Formative/Diagnostic Test—US History (Regular and Honors)		November 10, 2014	1008.33/6A-6.6099811 for required schools
Science Formative/Diagnostic Test	5 and 8	December 1, 2014	1008.33/6A-6.6099811 for required schools
Writing Formative/Diagnostic Test	9-11	December 1, 2014	1008.33/6A-6.6099811 for required schools
Personal Fitness Exam	Select	December 1, 2014	1008.22

Winter Administration of EOC--US History, Biology, Algebra 1, Geometry		December 1, 2014	1008.22 and 1003.4282
FSA English Language Arts Writing Component Field Test	Select	December 1, 2014	1008.22
Florida Assessment for Instruction in Reading (FAIR)	K-10	December 1, 2014	1002.69/6A-6.053
FitnessGram	6-8	December 1, 2014	
ELA Interim Assessment	2-5	January 12, 2015	1008.33/6A-6.6099811 for required schools
Mid-year and Semester Exams	6-12	January 13, 2015	1008.22
NAEP/TUDA--Sample	4 and 8	January 26, 2015	1008.22 selected sites
Math Formative/Diagnostic Test 3	3-5	February 16, 2015	1008.33/6A-6.6099811 for required schools
Spring Pretests—Credit Earning Courses	7-12	February 17, 2015	1008.22
Florida Alternative Assessment	3-11	February 23, 2015	1008.22
SAT	11	February 25, 2015	1008.22
Florida Standards Assessment (FSA)	4-11	March 2, 2015	1008.22
Comprehensive English Language Learner Assessment (CELLA)	K-12 ELLs	March 2, 2015	Rule 6A-6.0902
Science Formative/Diagnostic Tests—Biology		March 16, 2015	1008.33/6A-6.6099811 for required schools
Social Studies Formative/Diagnostic Test—US History (Regular and Honors)		March 16, 2015	1008.33/6A-6.6099811 for required schools
Stanford 10	1-2	March 23, 2015	1008.22
Math Formative/Diagnostic Test B	6-8	March 23, 2015	1008.33/6A-6.6099811 for required schools
FCAT 2.0 Reading and Math Retakes & Retained	10-12	March 23, 2015	1008.22
Florida Standards Assessment (FSA)—ELA/Math—paper based	3-4	March 23, 2015	1008.22
Algebra EOC Retakes	10	March 30, 2015	1008.22 and 1003.4282

Florida Assessment for Instruction in Reading (FAIR)	K-8	April 6, 2015	1002.69
Florida Standards Assessment (FSA)	5-8 math 5-11 ELA	April 13, 2015	1008.22
FCAT 2.0 Science	5 and 8	April 13, 2015	1008.22
Stanford 10 Abbreviated	3	April 14, 2015	1008.25
Biology EOC (FSA)		April 20, 2015	1008.22 and 1003.4282
Algebra II EOC (FSA)		April 27, 2015	1008.22 and 1003.4282
Geometry EOC (FSA)		May 4, 2015	1008.22 and 1003.4282
KRT Posttest Kindergarten	K	May 1, 2015	1008.22
FitnessGram Post-test	2 and 5-8	May 1, 2015	
Algebra I EOC (FSA)		May 11, 2015	1008.22 and 1003.4282
Art, Music, PE, Dance District Assessment	1-5	May 1, 2015	1008.22
International Baccalaureate (IB) Testing	11-12	May 4, 2015	1003.4295
Personal Fitness Exam	Select	May 4, 2015	1008.22
Advanced Placement (AP) Exams	9-12	May 4, 2015	1003.4295
Biology EOC (FSA)		April 20, 2015	1008.22 and 1003.4282
End of Year Math-Kindergarten	K	May 11, 2015	1008.22
End of Year Science	K-4	May 11, 2015	1008.22
Civics EOC (NGSSS)	7	May 18, 2015	1008.22
US History EOC (NGSSS)	9-12	May 18, 2015	1008.22 and 1003.4282
End of Year and Semester Exams	6-11, 12	June 1, 2015	1008.22
ACT		9/13, 10/25, 10/26, 12/13, 12/14, 2/7, 4/18, 4/19, 6/13, 6/14	Optional
SAT		10/11, 11/8, 12/6, 1/24, 3/14, 5/2, 6/6	Optional

C. Student Testing Experience in High and Low-testing Urban School Districts

In addition, the Council determined one district whose mandatory testing time was the highest of the 66 districts on which we had data and one district that had the lowest mandatory testing time.

The district with the highest amount of mandatory testing time was Detroit; and the district with the lowest amount of mandated testing time was St. Paul.

The research team created a sample third grade student who was an ELL and estimated what their testing experience might look like over the course of the 2014-15 school year. Neither one of these two districts administer EOC exams, formative assessments, or SLOs. The results are shown in Tables 8-10 below.

Table 8. Example of Testing Experience of a Sample ELL Third Grader in High and Low Testing Districts

St. Paul (Low Testing District)				
Test	**Times per Year**	**Subjects**	**Time per Test**	**Total Testing Time**
State NCLB Test	1	ELA Math	90 minutes	180 minutes
ELL Assessment	1	English language proficiency	150 minutes	150 minutes
Cognitive Abilities Test (CogAT)	1	Full test battery	200 minutes	200 minutes
Optional Local Purpose Assessment (OLPA)	1	Reading Math	60 minutes	120 minutes
Total				650 minutes or 10.8 hours or 1.0%
Detroit (High Testing District)				
Test	**Times per Year**	**Subjects**	**Time per Test**	**Total Testing Time**
State NCLB Test	1	ELA Math	210 minutes	420 minutes
ELL Assessment	1	English language proficiency	150 minutes	150 minutes
NWEA MAP	3	ELA Reading	60 minutes	720 minutes

		Math Science		
STAR	3	ELA Reading Math	60 minutes	540 minutes
Total				1,830 minutes or 30.5 hours or 2.8%

Table 9. Example of Testing Experience of Sample ELL Eighth Grader in High and Low Testing Districts

St. Paul (Low Testing District)				
Test	**Times per Year**	**Subjects**	**Time per Test**	**Total Testing Time**
State NCLB Test	1	ELA Math	90 minutes	180 minutes
ELL Assessment (Sample)	1	English language proficiency	150 minutes	150 minutes
ACT Explore	1	ELA Reading Math Science	30 minutes	120 minutes
Optional Local Purpose Assessment (OLPA)	1	Reading Math	60 minutes	120 minutes
Total				650 minutes or 10.8 hours or 1.0%
Detroit (High Testing District)				
Test	**Times per Year**	**Subjects**	**Time per Test**	**Total Testing Time**
State NCLB Test	1	ELA Math Social Studies	240 minutes (ELA) 210 minutes	550 minutes

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			(Math) 100 minutes (Social Studies)	
ELL Assessment (Sample)	1	English language proficiency	150 minutes	150 minutes
NWEA MAP	3	ELA Reading Math Science	60 minutes	720 minutes
STAR	3	ELA Reading Math	60 minutes	540 minutes
High School Placement Test	1	Reading Math Science	50 minutes	150 minutes
Districtwide World Language Proficiency Exam	1	Language Proficiency	180 minutes	180 minutes
National Assessment of Educational Progress (NAEP) (Sample)	1	Reading or Math	60 minutes	60 minutes
Total				2,350 minutes or 39.2 hours or 3.6%

Table 10. Example of Testing Experience of Sample ELL Eleventh Grader Who Is taking a CTE and/or AP Exam in High and Low Testing Districts

St. Paul (Low Testing District)				
Test	**Times per Year**	**Subjects**	**Time per Test**	**Total Testing Time**
State NCLB Test	1	Math Science	90 minutes	180 minutes
ELL Assessment	1	English language	150 minutes	150 minutes

(Sample)		proficiency		
ACT	1	English Reading Math Science Writing	215 minutes	215 minutes
Accuplacer	1	Reading Math Writing	60 minutes	180 minutes
GRAD	1	Math	60 minutes	60 minutes
AP (Sample & Typical Subjects)	1	History Science	180 minutes	360 minutes
Total				1,145 minutes or 19.1 hours or 1.8%
Detroit (High Testing District)				
Test	**Times per Year**	**Subjects**	**Time per Test**	**Total Testing Time**
State NCLB Test	1	ELA Math Social Studies Science	270 minutes (ELA) 240 minutes (Math) 50 minutes (Science & Social Studies)	610 minutes
ELL Assessment (Sample)	1	English language proficiency	150 minutes	150 minutes
Work Keys/ Work Skills		Career and Technical Education	135 minutes	135 minutes
PSAT		Verbal and analytic skills	150 minutes	150 minutes
NWEA MAP	3	ELA Reading Math	60 minutes	720 minutes

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		Science		
STAR	3	ELA Reading Math	60 minutes	540 minutes
ACT	1	English Math Reading Science Writing	215 minutes	215 minutes
AP (Sample and Typical)	1	History Science	180 minutes	360 minutes
Total				2,880 minutes or 48.0 hours or 4.4%

D. Putting Testing Time in Context.

There are no standards *per se* by which one is able to say that the nation's urban school systems test too much, test too little, or conduct about the right amount of testing. While it is not possible to benchmark this testing against a standard, we can compare it with other activities.

E. Examples of Districts that Are Reducing Testing.

Over the last several years, many of the districts examined in this study have reduced the number of tests they administer on their own. The narrative in Table 11 below describes examples.

Table 11. Examples of Great City Schools that Have Reduced Testing

- *Boston*—In 2014-15, the district moved to decrease the number of predictive pre-post tests administered by the district; it reduced the number of schools that would have to give a formative assessment based on the district's scope and sequence; and it cut the number of grade k-2 assessments from two to one. Most of the reductions applied to schools that are making substantial academic progress.

- *Dallas*—In 2015-16, the district is eliminating its K-2 non-core testing and one administration of its performance tests. In addition, the district will be reducing all second semester tests where there is a state test administered. This will be a reduction of 47 tests.

- *District of Columbia*—In 2014-15, the district convened an assessment task force of parents, students, teachers, and principals. The result was a number of changes. First, the district made some modest changes in the grade levels at which it administers some assessments. For example, the district in 2015-16 won't administer DIBELS beyond third grade once students reach the "ceiling" performance level. Similarly, the district won't administer TRC exams once the "ceiling" performance level is reached. Second, in an attempt to better involve teachers in

the assessment process, the district brought middle school social studies teachers together to create an end-of-course assessment for US History. Third, the district created an Office of Instructional Practice that will provide regular, on-going feedback to teachers using formative assessment data while also reviewing instructional practice. Finally, the district is working to demystify its assessments by revising its elementary school report cards to provide more understandable information about each student's reading level and recommend appropriate books for that reading level. The district also uses its home visits as an opportunity for teachers to explain to parents what their child's progress on assessments looks like.

- *Duval County* (Jacksonville)—In 2015-16, the district significantly reduced the number assessments for students compared to the 2014-15 school year. At the elementary level, the number of required district assessments went from 23 to 10 (7 of which were required by the state for teacher evaluation purposes) and at the secondary level we reduced tests from 29 to 12 (4 of which are required by the state for evaluation purposes).

- *Fresno*—In 2014-15, the district established an Assessment Council comprised of 25 teachers, 8 principals and 3 central office staff, and charged them with delineating state and federally mandated assessments, district-facilitated assessments, and classroom- level assessments, along with the frequency of administration. The Council researched formative and summative assessments, studied best practices, investigated online interim assessments, and examined the current assessment system and its impact on student and teacher testing time. Recommendations resulted in limiting the number of assessments to 4 windows per year; reducing the number of reading comprehension assessments from 3 to 2; moving math fluency tests from 4 times a year to a site-based choice; omitting ELDA testing; and making SBAC interim assessments optional.

- *Hillsborough County*—In 2010-11, the district eliminated testing in grades 3-10 on the SAT-10 and reduced testing time in grades 1-2. In 2011-12, the district eliminated end-of-year tests in math, science, and writing in grades 1-5. District also eliminated semester exams in courses with a required state EOC. Also made formative reading exams optional, which resulted eliminated four sessions of classroom testing. For 2015-16, the district is eliminating RediStep in grade 7. Pursuant to state legislation, district no longer requires the PSAT, SAT, and ACT for every student. Used results from already-administered exams to meet state requirements to evaluate teachers. Examples include kindergarten teacher use of the DRA; EELP teacher use of the Battelle Inventory to monitor progress on IEP goals; and made multiple uses of semester exams.

- *Houston*—In the new school year (2015-16), the district eliminated the norm-referenced testing (ITBS), and it eliminated all district-provided benchmarks at the beginning and middle of the year.

- *Jackson*—In the 2014-2015 school year, the district's testing calendar had 169 school days set aside for testing; in the 2015-16 school year, the district had 154 days set aside for testing.

- *Miami-Dade County*—In 2014-15, the district eliminated 24 district-developed benchmark assessments. In spring 2015, the district eliminated nearly all of its 300 district-developed EOCs pursuant to HB 7069 signed by the governor. Some 23 EOC exams in elementary school; 69 EOC exams in middle school; and 180 EOC exams in high school were eliminated.

- *Milwaukee*—In 2014-15, the district issued a request for proposals for our Universal Screening Assessments. The district was able to find an assessment that saved over 3.5 hours of testing time per child. The new assessment is both a universal screener and progress monitor, and it

saves teachers data entry time because results do not have to be recorded in another product. The district also requested to have its French and German Immersion students grades K4-2 waived from the early literacy assessment required by the state. The result is that students will be tested 3 hours less per year, than in the previous school years at participating schools. The waiver also includes K4 Spanish bilingual students.

- *Minneapolis*—In 2015-16, the district is scaling back on benchmark and quarterly interim testing in grades K through 10 in math, ELA, social studies, visual arts, music, media, physical education, health, as well as geometry, algebra, geography, physical science, world history, and economics/government.

- *Orange County* (Orlando)—In 2014-15, the district eliminated 42 summative assessments in elementary grades. Some 34 other benchmark assessments were eliminated and more extensive professional development on the use of formative assessments was put in their place. In 2013-14, the district eliminated about half of its benchmark assessments.

- *Rochester*--In the 2013-2014 school year, the Rochester City School District used locally created post-assessments as part of the APPR process for teachers with SLOs. All students in courses and grades who were not covered by state assessments were asked to sit for post-assessments. Accordingly, the district administered 140,711 individual assessments. In the 2014-2015 school year, the district continued to use locally created post-assessments as part of the APPR process, but only scheduled students in courses that were part of a teacher's SLOs. Accordingly, the district scheduled 80,770 individual assessments – a reduction of over 40% in 2014-15 (59,941 assessments). At the K-2 level, the district employs performance-based assessments in Math and English Language Arts to satisfy NYS APPR regulations and to gauge student progress. In the 13-14 school year, these performance-based assessments took up a significant amount of instructional time. In the 2014-15 school year, teacher teams streamlined the assessments, resulting in a 20% reduction of time needed to administer.

- *Sacramento*--In 2013-2014 and 2014-2015, the district suspended administration of benchmark assessments to focus on building teacher and leadership capacity around the implementation of the common core math and ELA. In 2014-2015, the district's professional learning focused on using high-quality tasks and formative-assessment practices. The district also engaged in a year-long process to identify a vendor for a new CCSS-aligned assessment system and is in the process of constructing interim assessments that align to the content under study.

- *San Diego*—In the new school year, the district plans to eliminate our science benchmarks because they are aligned to the old standards. As the district implements the Next Generation Science Standards, the district will consider new assessments. The district kept its interim CCSS assessments, but began administering them online with Illuminate. The district will also use the Developmental Reading Assessment, second edition (DRA 2) to assess students' growth in grades TK-3.

- *Seattle*—In 2014-15, the district reduced its MAP testing requirement in grades K-8 of two times a year to once a year in K-2. In 2015-16, the district will begin offering schools a briefer version of MAP. The district also eliminated the requirement for 5th graders to take MAP for math placement; the district will use SBAC results instead. The district also reduced its Amplify interim testing (using their Beacon platform) from three times a year in grades 3-9 to two times a year with the third assessment being optional.

V. The Costs of Testing in a Sample District

The following describes the costs to administer the myriad assessments in Council districts. For purpose of consistency, we profiled the same district that represented the norm in terms of the amount of mandated testing time—Hillsborough County. The district has an enrollment of approximately 200,000 students and a testing budget of about $2.2 million per year. Table 12 details assessment costs at the district level. This amount constitutes only a small portion of the district's overall annual $1.8 billion budget—about one-tenth of one percent. The reader should note that a substantial part of the district's assessment budget represent fixed costs. In other words, most large urban districts need resources to comply with various testing requirements and meet assessment needs regardless of the number of tests it administers. For example, all districts will need an assessment manager or director and three to five assessment coordinators, along with one or two warehouse technicians to handle the basics of the testing administration process.

Table 12 shows the testing budget for the Hillsborough County school district. It includes several coordinators for the district's formative testing activities, which are coordinated with English language arts, mathematics, science, social studies and other curriculum department leaders. This division of labor in the assessment department is important, because it ensures that locally developed assessments are valid and reliable and are able produce the information needed to inform the instructional process and teacher and leader evaluations.

It should be noted that the personnel costs presented in the table do not include the costs of personnel at the school level to administer the assessments. These costs are generally absorbed into individual school budgets and are not part of the overall district budget. These school-level costs will include the percentage of time an assistant principal or principal devotes to managing and securing tests at the school, the cost of hiring substitute teachers or temporary employees to assist test administration, and the time teachers contribute to assessment implementation. In addition, the data do not include costs associated with administering assessments at the building level that principals and teachers administer on their own.

Finally, the cost of the assessments themselves is about the only variable cost for the assessment division. This cost will dependent on both the number of students in the district that will be taking the various tests, the number of purchased assessments the district chooses to administer, the number of times per year the test is given, and the portion of the testing costs that is covered by the state. Hillsborough County purchases two nationally normed assessments and uses a number of state-mandated assessments that the state itself pays for. In general, the more tests that an individual district adds to what the federal government and the states require, the more expensive it will be for the district itself.

A recent report by the Brown Center on Education Policy at Brookings estimated that the annual expenditure on assessments across the country is about $1.7 billion annually.[30] Although the number appears high, the report suggests that if these dollars were reinvested in classrooms or teacher raises, the student-teacher ratio would fall by only 0.1 student and teacher salaries would increase by only $550 per teacher annually.

Table 12. Sample District Assessment Budget

Personnel	Hourly	Daily	Yearly	w/Fringe	Total
Manager of Assessment	$43.41	$347.32	$87,871.76	$25,939.74	$113,811.50
Supervisor of Data Analysis	$40.76	$326.07	$82,494.60	$24,352.40	$106,847.00
Supervisor of Assessment	$45.44	$363.55	$91,977.24	$27,151.68	$119,128.92
Coordinator of Assessment	$32.82	$262.60	$66,436.79	$19,612.14	$86,048.93
Coordinator of Assessment	$30.09	$240.70	$60,898.31	$17,977.18	$78,875.49
Control Clerk for Assessment	$14.40	$115.20	$29,145.60	$8,603.78	$37,749.38
Storekeeper 3 (warehouse)	$12.21	$97.68	$24,713.04	$7,295.29	$32,008.33
Storekeeper 1 (warehouse)	$10.25	$82.00	$20,746.00	$6,124.22	$26,870.22
Coordinator for EET	$31.43	$251.41	$63,607.24	$18,776.86	$82,384.10
Coordinator for EET	$37.40	$299.22	$75,703.06	$22,347.54	$98,050.60
Coordinator for EET	$34.28	$274.28	$69,392.03	$20,484.53	$89,876.56
Administrator on Special Assignment	$44.47	$355.72	$89,997.36	$26,567.22	$116,564.58
Coordinator for EET	$32.12	$256.94	$65,006.63	$19,189.96	$84,196.59
Coordinator for EET	$31.43	$251.41	$63,607.24	$18,776.86	$82,384.10
Coordinator for EET	$30.75	$246.00	$62,238.00	$18,372.66	$80,610.66
Coordinator for EET	$41.70	$333.62	$84,405.25	$24,916.43	$109,321.68

[30] Chingos, M. (November 2012). Strength in Numbers: State Spending on K-12 Assessment Systems. Washington, D.C.: Brown Center on Education Policy at Brookings.

Secretary for EET	$12.71	$97.36	$24,632.08	$7,271.39	$31,903.47
Temporary workers					$60,274.72
ISAs (contracted teachers/item writers)					$104,022.07
Assessment Expenses					
Stanford Achievement Test Grade 1 & 2					$300,000.00
Formative Semester/End-of-Course Exams					$368,000.00
Total Cost for District					**$2,208,928.90**
Total District Budget					**$1,810,206,586.76**
Percent of District Budget					**0.122%**

*EET - Empowering Effective Teachers - Test Development Center staff

VI. Parents

According to a poll of urban school parents administered by the Council of the Great City Schools in the fall of 2014, there are mixed feeling about the nature of testing. Sometimes, the vocabulary one uses in asking about testing changes the responses one gets—and whether the assessments are received favorably or not.[31]

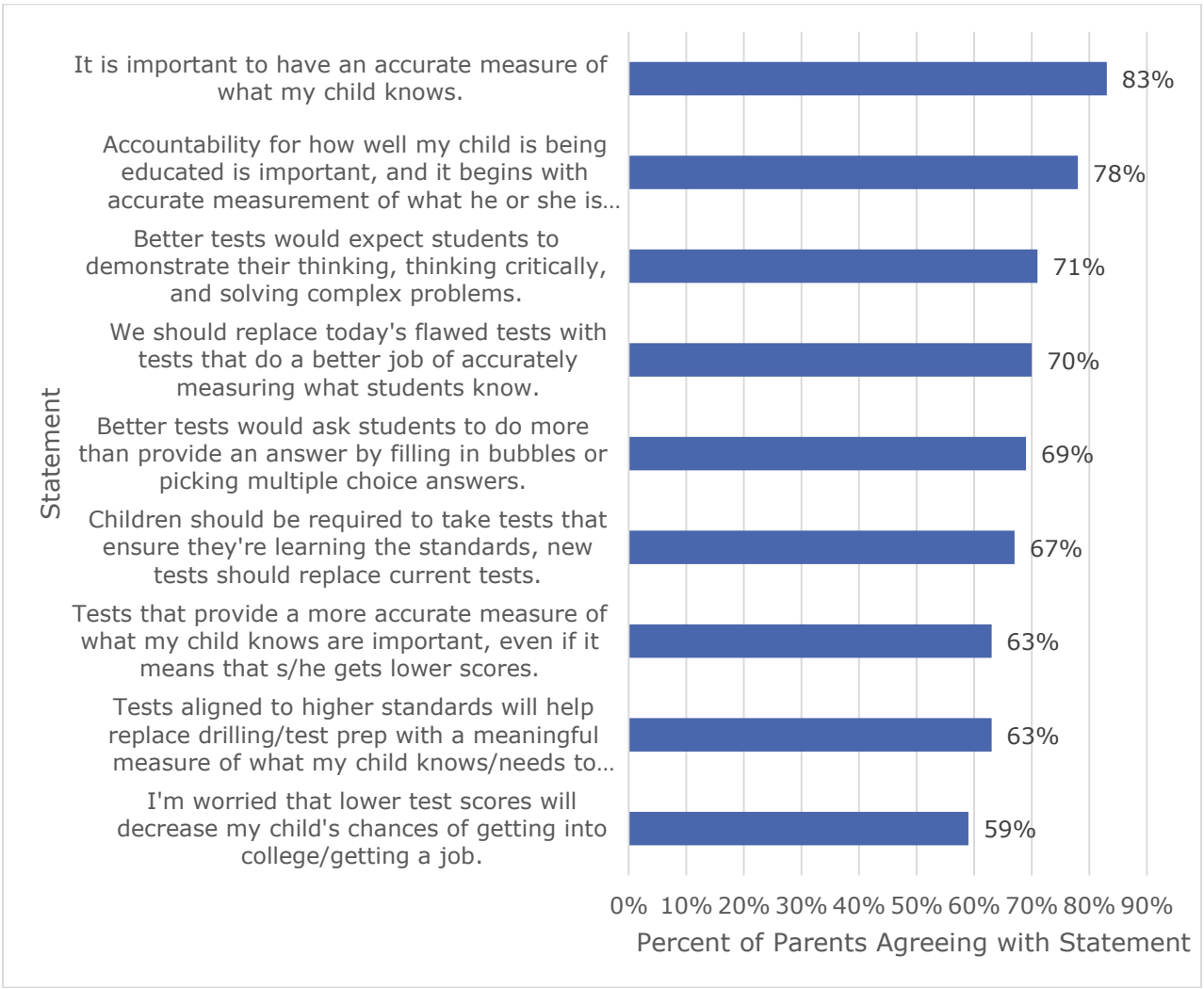
For instance, a majority (75 percent) of parents of students attending one of the Great City Schools who earned less than $25,000 per year agreed or strongly agreed that "accountability for how well my child is educated is important, and it begins with accurate measurement of what he/she is learning in school." Support jumps to 81 percent among Great City School parents with annual incomes above $25,000. Yet this support drops significantly when the word "test" appears, particularly if accountability is defined as being used for teacher evaluation. This finding was also evident in a recent Phi Delta Kappa/Gallup poll.[32] In general, references to "testing" raises concerns about future success since "every child is unique."

[31] Edge Research. *The online survey was conducted by Edge Research and was fielded from August 1 – 8, 2014. The sample included parents whose children attend K-12 schools in Great City districts implementing the Common Core. The final sample included 660 respondents (200 of whom had household incomes of less than $25,000/year).*
[32] Phi Delta Kappa/Gallup Poll of the Public's Attitudes Toward the Public Schools, 2015

Likewise parents respond more favorably to the need for improving tests over references to more rigorous or harder tests. Wording about "harder" tests or "more rigorous" tests do not resonate well with parents. Parents did agree (61 percent) that today's testing does not work as well as it should in measuring student learning. Replacing current tests with "better" tests that "measure what students know" is supported by 70 percent or more of parents whose children attend one of the Great City Schools. And some 63 percent of Great City School parents indicated that they believed that testing based on the common core standards should help replace drilling and test prep with "meaningful measurements of what my child knows or needs to know."

In general, parents want to know about how their own child is doing in school, and how testing will help ensure equal access to a high quality education. The sentence, "It is important to have an accurate measure of what my child knows." is supported or strongly supported by 82 percent of Great City School parents in our polling. Language about "testing" is not.

Figure 26. Great City School Parent Perceptions about Testing



Discussion and Recommendations

A. Discussion

In this report, the Council has inventoried the assessments that the nation's major city school systems administer. We described the different kinds of tests, who they were given to, and what they were used for. We worked to determine the origins of those tests, i.e., who actually required them. We determined how much time they took and estimated what they cost. We correlated testing time with reading and math scores. And we presented data on what parents thought of testing.

There are a number of broad conclusions that we can draw.

First, the nation's urban public schools administer a lot of tests. The average student takes roughly 112 tests between pre-K and grade 12. At this point, there is a test for almost everything. For instance, districts have multiple tests for predictions, promotions, diagnostics, accountability, course grades, and the like. The benefit of this is that the nation's schools often have good tools by which to gather objective data, determine whether they are making progress, and diagnose student needs. Moreover, standardized testing has allowed the nation to shine a light on major inequities under which students of differing racial, language, and income groups struggle. The flip side of this coin is that tests are not always very good at doing what we need them to do; they don't tell us everything that is important about a child; and they don't tell us what to do when results are low. This occurs for a variety of reasons: data come too late to inform immediate instructional needs; teachers aren't provided the professional development they need on how to read, interpret, and make use of the results in their classrooms; teachers and administrators don't trust the results, believe the tests are of low quality, think the results are misaligned with the standards they are trying to teach; or the multiple tests provide results that are contradictory or yield too much data to make sense of. The result is that the data from all this testing isn't always used to inform classroom practice. In addition, some students fail to see the multitude of tests as important or relevant, and they do not always put forward their best efforts to do well on them.

Second, students devote a fair amount of time taking tests, but the extent of it really depends on the state, the district, the student's grade level, and their learning needs and aspirations. There is also considerable variability in the time devoted to testing from one district to another and from test to test. It was clear from our research that the time needed—on average—to take mandatory tests amounts to about 25 hours or so or between four and five days per school year—about two and a half percent. This is not a large portion of a school system's total instructional time. However, in practice, testing time can be divided over more than four or five days and additional instructional time may be lost in down-time (e.g., state NCLB exams may be given in sections with one subject taking multiple half days. The total

can eat into teachers' and students' time, particularly if one also takes into account the time necessary to administer the tests and prepare for them. Moreover, much of this testing stacks up in the second half of the school year in a way that makes the second semester seem like one long test.

Third, there is considerable redundancy in the tests that some school systems administer and that some states require. For instance, it was not unusual for us to find that some school systems administer multiple summative exams towards the end of the school year that assess student attainment in the same subject. We found this circumstance in districts that gave multiple formative exams to the same students in the same subjects over the course of the year. And we found districts that were giving both summative exams and EOC tests in the same subjects. There is little justification for this practice; it is a waste of time, money, and good will.

Fourth, the vast majority of tests are neither aligned with new college- and career-ready standards nor with each other. We have seen numerous examples where districts gave lots of tests, yielding lots of numbers, but found that they were not anchored to any clear understanding of what the nation, states, or school districts wanted students to know or be able to do in order to be "college- and career-ready." The result is an incoherence in the nation's educational assessment system that is hard to make sense of. Moreover, we think it is worth noting that most tests that schools administer don't actually assess students on any particular body of knowledge.

Fifth, the technical quality of some tests is suspect. It was not within the scope of this study to review the technical quality of all the tests that our school systems give. To be sure, there have been important steps in the right direction in the development of PARCC and SBAC. Still, it was not hard to ascertain that some tests are not tightly articulated across grades. The validity and comparability of student learning objectives (SLOs) are particularly dubious.

Sixth, it is not clear that some of the tests that school districts administer were designed for the purposes for which they are used. For instance, norm-referenced exams are sometimes mandated by states or given by local school districts as one of the screeners they use to identify students for gifted and talented programs. For the most part, these tests do not assess a student's capacity to handle advanced work or their attainment against a standard. Instead, they measure how students compare to others. The more controversial example is the use of state summative exams to evaluate school district staff when most of these tests were designed to track district and school progress, not individual staff member proficiency. The Council would argue that test results should play a role in the evaluation of teachers and staff, but gains or losses on these instruments alone cannot be attributed solely to individual teachers or staff members. Still, the failure of these instruments to perform this evaluative role should not be reason not to hold people responsible for student outcomes.

Seventh, the lack of a relationship between testing time and student fourth and eighth grade results in reading and math on NAEP does not mean that testing is irrelevant, but it does throw into question the assumption that putting more tests into place will help boost overall student outcomes. In fact, there were notable examples where districts with relatively large amounts of testing time had very weak or stagnant student performance. To be sure, student scores on a high-level test like NAEP are affected by many more factors than the amount of time students devote to test taking. But the lack of any meaningful relationship should give administrators pause.

Eighth, the amount of money that school districts spend on testing is considerable in absolute dollar terms, but—like the amount of testing time—it constitutes a small portion of a school district's overall budget. The districts on which we have data will typically spend only a small percentage of their district budget on testing, not counting staff time to administer, score, analyze, and report test results. The more tests local school systems add to what the federal and state governments require, the more expensive it will be for the district.

Finally, parents clearly want to know how their children are progressing academically. They want to know how they compare with other children and they want to know whether their children are on track to be successful in college or career. Most parents probably have little sense of what the metrics of test results are or how to read them, but they do want to know how their children are doing. Our data indicate that parents believe strongly in the notion of accountability for results, but not necessarily the language of testing.

B. Recommendations and Conclusion

One of the other things that was clear from the analysis conducted by the Council of the Great City Schools is that many urban school systems have begun to rethink their assessment systems, make them more logical and coherent, and curtail testing where it is not necessary or useful.

The Council is committed to two things: one, it will continue to track what our member urban school systems are doing to improve and limit student testing, and two, the organization is determined to articulate a more thoughtful approach to building assessment systems. Urban school systems generally believe that annual testing of students is a good idea, particularly in a setting where we are working hard to improve student achievement, but the current assessment regime needs to be revised.

In the meantime, the Council recommends the following steps—

1) Retain Congressional requirements to test students in reading and math annually in grades three through eight and once in high school.

2) Revisit the U.S. Department of Education's policy on having student test scores for every teacher's evaluation and the requirement for Student Learning Objectives in untested grades and subjects.
3) Expand the U.S. Department of Education's non-regulatory guidance to include a one-year exemption for testing new arrivals with beginning levels of English proficiency in both math and ELA.

4) Charge the U.S. Department of Education or states to develop guidelines on providing accommodations for students with disabilities who are taking ELPA assessments.

5) Establish consistency from year to year in the assessments that states require, particularly those tests used for accountability purposes.

6) Review the entire portfolio of tests that the district gives in order to identify areas where there are redundant assessments. These redundancies are most likely to be in the areas of summative and formative testing. Begin curtailing tests that yield similar results, but cost the district, its administrators, and teachers additional time and money.

7) Ascertain the technical quality and usage of the tests the district is administering. Begin scaling back on assessments that do not meet professional standards and are not being used for the purposes for which they were designed.

8) Review all tests to gauge whether they are aligned to district standards—and to each other. If they are not aligned to a standard or benchmark your district has embraced, make sure you understand what the tests are anchored to and what they are actually measuring.

9) Revisit assessments for the identification of students for gifted and talented programming that are not linguistically, culturally, or racially biased.

10) Determine whether or not your portfolio of district assessments is presenting leaders, staff, and teachers with a clear and coherent picture about how students in the district, including students with disabilities, ELLs, and ELLs with disabilities are doing. Assessments that do not add sufficient detail to that picture might be phased-out.

11) Pursue assessments strategically that can serve multiple purposes and could replace multiple tests that are currently being given.

In conclusion, assessing the academic performance of students is a critical part of improving our schools and holding leaders and educators accountable for meeting the needs of *all* students. Assessment is also an incredibly complex and, increasingly, controversial undertaking. The results of this study indicate that large city schools—and probably most other kinds of schools—give a variety of tests for a variety of reasons. While it is difficult to

know whether the amount of testing we found is excessive, we can make some judgments about where testing is redundant, poorly used, inappropriate, and counterproductive.

While this report identifies several steps that school districts, in particular, should take to address problems in the current system of assessment, it is clear that the testing requirements faced by America's public schools come from a multitude of different sources. In a sense, everyone is culpable to some degree—everyone's "hands are dirty." Whether they know it or not, Congress—not just the Department of Education, the states, or local school systems—has played a large role in increasing testing over the past few decades, adding language to ESEA, IDEA, the Perkins Act, and other legislation that directly contributed to the nature and amount of testing that the nation is now debating. Many of these Congressional requirements were well-intended attempts to hold schools accountable to students, families, and taxpayers for improved results and to determine what works. At the same time, recent attempts to limit testing in the House and Senate versions of the ESEA appear to overlook or forget Congress' role in initiating this assessment-based accountability system in the first place.

For its part, the U.S. Department of Education has also contributed to the situation, particularly over the last several years. Education Department officials readily cite state and local decision making, without much acknowledgement that the administrative policies governing federal initiatives such as Race-to-the-Top and ESEA waivers have also added to the testing burden and the pushback over how testing is used.

The states have also played a role. For the most part, states create, select, or adopt tests after Congress or the U.S. Department of Education mandates that they do so. But states are often too *quick* to change tests or the forms of tests from one year to the next and too *slow* to return the results to schools and school districts. The first problem makes it difficult for policy makers at any level to get comparable data over more than a handful of years to determine whether particular reforms actually worked, e.g. school improvement grants. The second problem mutes the utility of the tests in informing classroom practice. At the same time, states often bounce from one testing mandate to another involving end-of-course, formative, and other summative exams without much thought to their redundancy, and will sometimes require tests that are inappropriate or are also redundant.

To be sure, local school systems, including city school systems on which this study is based, share responsibility for what today's testing portfolio looks like. Too often, the testing regimes they were putting into place are incoherent, misaligned, redundant, and inappropriate. Some of this was the result of others mandating the tests that local school systems should be administering, but some was the result of district departments that wouldn't share data or wanted their own results. Some was due to test publishers and vendors who sold local officials on the shiniest new test because the old one did not provide some level of desired granularity.

We would be remiss if we did not add a word about testing at the school and classroom levels. It was impossible in this initial study to quantify the amount, nature, and quality of testing initiated at the building level, but we are in and out of schools enough to know that principals and teachers often add their own testing and/or substitute testing they prefer for what the state and district requires. The practices adds to the incoherence of our system of assessments.

Furthermore, the rise of testing has been fueled by the business community's desire to infuse data into the educational system; the media's distrust of public education's evidence-free assertions that things were improving; and policymakers' and civil rights' advocates call for greater accountability and educational equity. And finally, the paradigm shift from focusing on educational inputs to focusing on outcomes accelerated the need for measures of those outcomes.

So it is not hard to understand how these testing systems evolved to look like they do today. If there is incoherence, it is because many different actors have added tests for a variety of disconnected reasons. In addition, until the last few years, there have also been no academic standards against which states and school systems could benchmark their assessment practices—or their instruction. Consequently, the various tests that states and school systems used did not need to be aligned or consistent, or to work together in any strategic way. In short, there are many reasons educators have found themselves saddled with the unwieldy, at times illogical testing system that we have today. And it will take considerable effort to recreate something more intelligent.

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Appendix A.
The Federal Role in Assessment Policy

Congress and the U. S. Department of Education

Congress

ESEA

The U.S Congress has been a participant in how much testing occurs in the nation's schools to a greater extent than many realize. At least as far back as the ESEA reauthorization of 1977-78, Congress had a hand in requiring that schools conduct standardized testing for one purpose or another. Typically, Congress does not mandate the use of a particular test, except in the case of NAEP, but it does frequently require that an objective measure of some sort be put into place.

ESEA Reauthorization 1977-78. The 1977-78 reauthorization of ESEA laid the ground work for what eventually would be more extensive Congressional action on testing. This renewal of the main federal elementary and secondary education law specified that "A local educational agency may receive funds under this title (i.e., Title I) only if (1) effective procedures are adopted for evaluating, in accordance the evaluation schedule promulgated by the Commissioner under section 183 (g), the effectiveness of the programs assisted under this title in meeting the special educational needs of educationally deprived children; (2) such evaluations will include, during each three-year period, the collection and analysis of data relating to the degree to which programs assisted under this title have achieved their goals, including the requirements of section 130, and will also include objective measurements of educational achievement in basic skills over at least a twelve-month period in order to determine whether regular school year programs have sustained effects over the summer; and (3) the evaluation will address the purposes of the program, including the requirements of section 130, and the results of the evaluations will be utilized in planning and improving projects and activities carried out under this title in subsequent years."

This language from the 1977-78 reauthorization, which was passed before the establishment of the U.S. Department of Education, pales in comparison to what would come in subsequent renewals of the act, but it did lay out the initial requirements that programs funded under the law would be evaluated every three years using "objective measures of educational attainment in basic skills".

ESEA Reauthorization 1987-88. It was not until the ESEA reauthorization of 1988 that Congress began to wade into issues of educational accountability that were tied to standardized testing. In this case, accountability was tied to the continuation of schoolwide projects that were first authorized by the 1977-78 statute. Under the accountability paragraph of section 1115, the statute states that "If a school meets the accountability requirements in paragraphs (2) and (3) at

the end of such (three-year) period, as determined by the State educational agency, that school will be allowed to continue the schoolwide project for an additional 3-year period."
The evaluations section of the law (sec. 1019) would state that "Each local educational agency shall—(1) evaluate the effectiveness of programs assisted under this part, in accordance with national standards developed according to section 1435, at least once every three years (using objective measurement of individual student achievement in basic skills and more advanced skills, aggregated for the local educational agency as a whole) as an indicator of the impact of the program."

Other sections of the act that year specify that local school systems should "collect data on the race, age, gender, and number of children with handicapping conditions" along with information on student grade-level—although the statute was clear to exempt students who were in preschool, kindergarten, or first grade. The reauthorizations of ESEA over this period demonstrated a clear desire on the part of Congress to not only collect achievement data to evaluate program performance but to assess student performance. It is impossible to quantify the effects of these requirements on student testing at the state and local levels, but the legislation ran parallel with the increasing use of norm-referenced exams in local school systems.

ESEA Reauthorization 1993-94.The ESEA reauthorization in 1994 saw Congress take the next steps in requiring assessments. Under Title I, Subpart 1—Basic Program requirements, Section 1111, State Plans (b)(3) Assessments, the law stated that "Each State plan shall demonstrate that the State has developed or adopted a set of high-quality, yearly student assessments, including assessments in at least mathematics and reading or language arts, that will be used as the primary means of determining the yearly performance of each local educational agency and school served under this part in enabling all children served under this part to meet the State's student performance standards. Such assessments shall—(A) be the same assessments used to measure the performance of all children, if the State measures the performance of all children; (B) be aligned with the State's challenging content and student performance standards and provide coherent information about student attainment of such standards; (C) be used for purposes for which such assessments are valid and reliable, and be consistent with relevant, nationally recognized professional and technical standards for such standards; (D) measure the proficiency of students in the academic subjects in which a State has adopted challenging content and student performance standards and be administered at some time during—(i) grades 3 through 5; (11) grades 6 through 9; and (iii) grades 10 through 12; (E) involve multiple up-to-date measures of student performance, including measures that assess higher order thinking skills and understanding; (F) provide for—(i) the participation in such assessments of all students; (ii) the reasonable adaptations and accommodations for students with diverse learning needs, necessary to measure the achievement of such students relative to State content standards; and (iii) the inclusion of limited English proficient students who shall be assessed, to the extent practicable in the language and form most likely to yield accurate and reliable information on what such students know and can do, to determine such student's mastery of skills, in subjects other than

English; (G) include students who have attended schools in a local educational agency for a full academic year, however the performance of students who have attended more than one school in the local educational agency in any academic year shall be used only in determining the progress of the local educational agency; (H) provide individual student interpretive and descriptive reports, which shall include scores, or other information on the attainment of student performance standards; and (I) enable results to be disaggregated within each State, local educational agency, and school by gender, by each major racial and ethnic group, by English proficiency status, by migrant status, by students with disabilities as compared with to nondisabled students, and by economically disadvantaged students as compared to students who are not economically disadvantaged."

ESEA Reauthorization (NCLB) 2001-02.Not until 2002, however, when No Child Left Behind was signed into law, was Congress so explicit with its testing requirements and how they would be used for accountability purposes. First, the law stipulated that at least 95 percent of students participate annually in state assessments in reading/English language arts and mathematics in grades three through eight and once in high school. States were also mandated to administer at least science assessments once in grades 3-5, once in grades 6-8, and once in high school. Results were to be disaggregated by race, income level, and language status. Explicit targets were formulated and sanctions were articulated for not meeting prescribed benchmarks.

The law stated, "Academic Assessments—(A) In general.—Each state plan shall demonstrate that the State, in conjunction with local educational agencies, has implemented a set of high-quality, yearly student academic assessments that include, at a minimum, academic assessments in mathematics, reading or language arts, and science that will be used as the primary means of determining the yearly performance of the Stater and of each local educational agency and school in the State in enabling all children to meet the State's challenging student academic standards, except that no state shall be required to meet the requirements of this part relating to science assessments until the beginning of the 2007-2008 school year. (B) Use of Assessments.—Each State may incorporate the data from the assessments under this paragraph into a State-developed longitudinal data system that links student test scores, length of enrollment, and graduation records over time. (C) Requirements.—Such assessments shall—(i) be the same academic assessments used to measure the achievement of all children; (ii) be aligned with the State's challenging academic content and student academic achievement standards, and provide coherent information about student attainment of such standards; (iii) be used for purposes for which such assessments are valid and reliable, and be consistent with relevant, nationally recognized professional and technical standards; (iv) be used only if the State provides to the Secretary evidence from the test publisher or other relevant sources that the assessments used are of adequate technical quality for each purpose required under this Act and are consistent with the requirements of this section, and such evidence is made public by the Secretary upon request; (v)(I) except as otherwise provided for grades 3 through 8 under clause vii, measure the proficiency of students in, at a minimum, mathematics and reading or language

arts, and be administered not less than once during—(aa) grades 3 through 5; (bb) grades 6 through 9; and (cc) grades 10 through 12; (II) beginning not later than school year 2007-2008, measure the proficiency of all students in science and be administered not less than one time during—(aa) grades 3 through 5; (bb) grades 6 through 9; and (cc) grades 10-12; (vi) involve multiple up-to-date measures of student academic achievement, including measures that assess higher-order thinking skills and understanding; (vii) beginning not later than school year 2005-2006, measure the achievement of students against the challenging State academic content and student academic achievement standards in each of grades 3 through 8 in, at a minimum, mathematics, and reading or language arts, except that the Secretary may provide the State 1 additional year if the State demonstrates that exceptional or uncontrollable circumstances, such as a natural disaster or a precipitous and unforeseen decline in financial resources of the State, prevented full implementation of the academic assessments by that deadline and that the State will complete implementation within the additional 1-year period:…"

In addition, Title I Part A of the law stipulated that any state receiving Title I Grant funding must participate in the National Assessment of Educational Progress (NAEP). NAEP is administered to a random sample of students at various grade levels (mostly grades 4 and 8) to estimate the nation's academic progress.

The 2001-02 reauthorization of ESEA (NCLB) had a significant effect on the overall amount of testing that was required in the nation's schools. It spurred the use of annual state assessments, the disaggregation of student results, and accountability for results.

Concerns about the amount of testing prompted the U.S. Senate, as part of its deliberations over the 2015 reauthorization of ESEA to add the following language requiring states to set limits on testing. Section 1111(b)(2)(L) (2) "Academic assessments. (L) Limitation on assessment time.--(i) In general.--As a condition of receiving an allocation under this part for any fiscal year, each State shall--(I) set a limit on the aggregate amount of time devoted to the administration of assessments (including assessments adopted pursuant to this subsection, other assessments required by the State, and assessments required districtwide by the local educational agency) for each grade, expressed as a percentage of annual instructional hours; and (II) ensure that each local educational agency in the State will notify the parents of each student attending any school in the local educational agency, on an annual basis, whenever the limitation described in subclause (I) is exceeded. (ii) Children with disabilities and English learners.--Nothing in clause (i) shall be construed to supersede the requirements of Federal law relating to assessments that apply specifically to children with disabilities or English learners."

The legislation on both House and Senate sides also includes language that requires states to permit parents to opt their children out of testing required under ESEA for any reason.

Finally, Congress required under Title I of ESEA that the English proficiency of English Language Learners (also defined as Limited English Proficiency) be assessed. Section 1111

(b)(7) of NCLB of 2002 states, "Academic Assessments of English Language Proficiency—Each State plan shall demonstrate that local educational agencies in the State will, beginning not later than school year 2002-2003, provide for an annual assessment of English proficiency (measuring students' oral language, reading, and writing skills in English) of all students with limited English proficiency in the schools served by the State educational agency, except that the Secretary may provide the State 1 additional year if the State demonstrates that exceptional or uncontrollable circumstances, such as a natural disaster or a precipitous and unforeseen decline in the financial resources of the State, prevented full implementation of this paragraph by that deadline and that the State will complete implementation within the additional 1-year period."

IDEA

The second category of Congressional legislation that significantly affected the use of standardized testing in the nation's schools involved the Individuals with Disabilities Education Act (IDEA). [33] In general, the law addresses standardized testing in three ways. First, the law stipulates that most students identified with a disability should take the same educational assessments that are administered to the general population. Second, the law allows states the option of developing alternative assessments for some students. Finally, the law requires assessments to evaluate and reevaluate students when determining their eligibility for special education services.

The latest revision of IDEA became effective in October 2006. The law, as it relates to the participation of students with disabilities in state assessments or alternate assessments, states--

20 U.S.C. * 1412 State Eligibility. ''(16) PARTICIPATION IN ASSESSMENTS — (A) IN GENERAL—All children with disabilities are included in all general State and districtwide assessment programs, including assessments described under section Reports.1111 of the Elementary and Secondary Education Act of 1965, with appropriate accommodations and alternate assessments where necessary and as indicated in their respective individualized education programs. (B) ACCOMMODATION GUIDELINES —The State (or, in the case of a districtwide assessment, the local educational agency) has developed guidelines for the provision of appropriate accommodations. (C) ALTERNATE ASSESSMENTS — (i) IN GENERAL — The State (or, in the case of a districtwide assessment, the local educational agency) has developed and implemented guidelines for the participation of children with disabilities in alternate assessments for those children who cannot participate in regular assessments under subparagraph (A) with accommodations as indicated in their respective individualized education programs. (ii) REQUIREMENTS FOR ALTERNATE ASSESSMENTS — The guidelines under clause (i) shall provide for alternate assessments that—(I) are aligned with the State's challenging academic content standards and challenging student academic achievement standards; and (II) if the State has adopted alternate academic achievement standards permitted

[33] Individuals with Disabilities Education Act, 20 U.S.C. § 1414 (2004).

under the regulations promulgated to carry out section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, measure the achievement of children with disabilities against those standards. (iii) CONDUCT OF ALTERNATE ASSESSMENTS —The State conducts the alternate assessments described in this subparagraph. (D) REPORTS —The State educational agency (or, in the case of a districtwide assessment, the local educational agency) makes available to the public, and reports to the public with the same frequency and in the same detail as it reports on the assessment of nondisabled children, the following: (i) The number of children with disabilities participating in regular assessments, and the number of those children who were provided accommodations in order to participate in those assessments. (ii) The number of children with disabilities participating in alternate assessments described in subparagraph C)(ii)(I). (iii) The number of children with disabilities participating in alternate assessments described in subparagraph (C)(ii)(II). (iv) The performance of children with disabilities on regular assessments and on alternate assessments (if the number of children with disabilities participating in those assessments is sufficient to yield statistically reliable information and reporting that information will not reveal personally identifiable information about an individual student), compared with the achievement of all children, including children with disabilities, on those assessments. (E) UNIVERSAL DESIGN —The State educational agency (or, in the case of a districtwide assessment, the local educational agency) shall, to the extent feasible, use universal design principles in developing and administering any assessments under this paragraph."

In addition, the federal law stipulated that a "local educational agency shall (A) use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information, including information provided by the parent" to help determine a child's disability.

These assessments and other tools vary significantly depending on a student's disability. Among other assessment guidelines, the law states that a reevaluation of a student should "occur (i) not more frequently than once a year… and (ii) at least once every 3 years, unless the parent and local education agency agree otherwise."

Specifically, concerning evaluations and reevaluations, IDEA states, "Sec. 614 (b) Evaluation Procedures.--(2) Conduct of evaluation. -- In conducting the evaluation, the local educational agency shall (A) use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information, including information provided by the parent ….(3) Additional requirements.--Each local educational agency shall ensure that--(B) the child is assessed in all areas of suspected disability".

Regarding general and alternative assessments, IDEA states, "Sec. 614 (d) Individualized Education Programs.--Definitions.--In this title: (A) (i) (VI) (A) (bb) if the IEP Team determines that the child shall take an alternate assessment on a particular State or districtwide assessment of student achievement, a statement of why-- (AA) the child cannot participate in the regular assessment; and (BB) the particular alternate assessments selected is appropriate for the child".

The variety of assessments and other tools outlined in the law depend on a student's disability. The law defines a disability as a child with (1) mental retardation, (2) hearing impairments (including deafness), (3) speech or language impairments, (4) visual impairments (including blindness), (5) emotional disturbance, (6) orthopedic impairments, (7) autism, (8) traumatic brain injury, (9) other health impairments, or (10) specific learning disabilities.

Perkins Act

There are a few accountability requirements for secondary CTE programs under the Perkins Act of 2006 (Perkins IV) that include both performance on the regular state assessment in reading/language arts and mathematics, as well as performance on industry-recognized technical assessments in a specific field, if they are "available and appropriate." These are often third-party assessments, like state and federal licenses and industry certifications.

A state may not have technical skills assessments that are aligned with industry-recognized standards in every CTE program area or subject and for every CTE concentrator. Each state will identify, in Part A, Section VI (Accountability and Evaluation) of its new Perkins IV State plan, the program areas for which the state has technical skills assessments, the estimated percentage of students who will be reported in the state's calculation of CTE concentrators who took assessments, and the state's plan and timeframe for increasing the coverage of programs and students reported in this indicator to cover all CTE concentrators and all program areas in the future.

The excerpt from the 2006 Perkins Act outlining the secondary assessment requirements follow. "Section 113(b)(2). Accountability. (b) STATE PERFORMANCE MEASURES. (2) INDICATORS OF PERFORMANCE.—(A) CORE INDICATORS OF PERFORMANCE FOR CAREER AND TECHNICAL EDUCATION STUDENTS AT THE SECONDARY LEVEL.—Each eligible agency shall identify in the State plan core indicators of performance for career and technical education students at the secondary level that are valid and reliable, and that include, at a minimum, measures of each of the following: (i) Student attainment of challenging academic content standards and student academic achievement standards, as adopted by a State in accordance with section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 and measured by the State determined proficient levels on the academic assessments described in section 1111(b)(3) of such Act. (ii) Student attainment of career and technical skill proficiencies, including student achievement on technical assessments that are aligned with industry-recognized standards, if available and appropriate. (iii) Student rates of attainment of each of the following: (I) A secondary school diploma. (II) A General Education Development (GED) credential, or other State-recognized equivalent (including recognized alternative standards for individuals with disabilities). (III) A proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if such credential, certificate, or degree is offered by the State in conjunction with a secondary school diploma). (iv) Student graduation rates (as described in

section 1111(b)(2)(C)(vi) of the Elementary and Secondary Education Act of 1965). (v) Student placement in postsecondary education or advanced training, in military service, or in employment. (vi) Student participation in and completion of career and technical education programs that lead to non-traditional fields."

U.S. Department of Education

The federal government has collected data on the status of American public education as least as far back as 1870. Much of that early data collection involved such basic features of public schooling as elementary and secondary school enrollment, attendance, numbers of teachers and their average salaries, numbers of high school graduates, and school spending. Over the years, the amount of data collected by the federal government on the nation's public education system has grown substantially. At this point, the U.S Department of Education administers scores of surveys and employs hundreds of people whose jobs involve the collection of educational data.

Nonetheless, most of the data collected by the U.S. Department of Education has not involved the mandating of testing, the use of testing data, or the collection of test data until recently. There was an interesting early use of performance data by the Department in the early 1980s in its launching of the "Wall Chart"[34], but there is no indication that the chart actually spurred or dampened the use of testing at state or local levels. The most recent agency requirement involving testing, however, has involved the Department of Education's implementation of Congress's "American Recovery and Reinvestment Act" (ARRA), passed in February 2009.

The Act included funding for the Race to the Top Fund (RTTF) designed to spur educational reform as well as provide a spur to the economy. In November, 2009, the U. S. Department of Education announced it was inviting states to apply for competitive grants under the RTTF. The RTTF made $4.35 billion available to states in competitive grants and encouraged states to implement comprehensive reform in 1) adopting standards and assessments that prepare students for success in college and the workplace, 2) recruiting, rewarding, and retaining effective teachers and principals, 3) building data systems that measured student success and inform teachers and principals how they can improve their practices, and (4) turning around the lowest performing schools. The application deadline for the grants was January 19, 2010.

One of the key requirements of the application process was that there would be "no legal barriers at state level to linking student achievement data to teachers and principals for purposes of evaluation." Another involved the definition in the grant announcement of student achievement. The announcement stated—

[34] State-by-state data on ACT scores, SAT scores, graduation rates, average teacher salary, federal funds as a percent of school revenues, the existence of a state compensatory education program, current expenditures per pupil, expenditures as a percent of income per capita, per capita income, poverty rates for ages 5-17, percent poverty, median number of years of education of adults in the state, minority percent, and "handicapped" percent of enrollment. (January 1984)

"Student achievement means—(a) For tested grades and subjects: (1) A student's score on the State's assessments under the ESEA; and, as appropriate, (2) other measures of student learning, such as those described in paragraph (b) of this definition, provided they are rigorous and comparable across classrooms. (b) For non-tested grades and subjects: Alternative measures of student learning and performance such as scores on pre-tests and end-of-course tests; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across classrooms. Student growth means the change in student achievement (as defined in this notice) for an individual student between two points in time. A state may also include other measures that are rigorous and comparable across classrooms (p.59806).[35]

In all, 41 states submitted applications for RTTF during the first phase of the grant application process. Only two were funded in Phase 1, but all 41 began to move in the direction of reforming educational policy based on stipulations in the grant application.

The RTTF announcement and the subsequent state decisions to apply for the grants and how those decisions began linking student achievement data to teacher and principal evaluation. The relationship between decisions to submit an RTTF application and changes in state legislation are not coincidental. In fact, Table 1 below documents that a number of states submitted RTTF grant applications immediately after or before changing state policies regarding teacher evaluation. For example, Louisiana, after their Phase I RTTF proposal was not funded, introduced HB1033 on March 19, 2010. The bill was signed into law on May 27, 2010, and the state submitted its Phase II RTTF application the next day, May 28, 2010. In Maryland, prior to applying for phase II funding, SB 275 and HB 1263 were both signed into law on May 4, 2010 and their phase 2 application was submitted on May 27, 2010.

Moreover, some states that were not successful in winning RTTF grants passed legislation reforming teacher and administrator evaluations. In Connecticut, for example, state reform legislation was signed into law on May 26, 2010—one day before the state's Phase II RTTF application was submitted—but the state never received an RTTF award. Indiana passed legislation related to staff performance evaluations in April 2011. Although these and other states never received RTTF awards, the application process spurred state legislation that resulted in the implementation of new evaluation systems in their attempts to receive funds.

If states did not make changes involving new education reforms—teacher and administrator evaluations and assessments—in their quest for RTTF, then many did a year or two later when applying for ESEA flexibility or waivers from NCLB's accountability requirements. The language in the Department of Education's waiver policy[36] in defining student achievement and

[35] Race to the Top Fund, 74 Federal Register. 221 (Wednesday, November 18, 2009)(to be codified at 34 CFR Subtitle B, Chapter II).
[36] ESEA Flexibility Policy Document (June 7, 2012). Retrieved from http://www2.ed.gov/policy/elsec/guid/esea-flexibility/index.html.

student growth was almost identical to the language provided in the RTTF guidance. The only difference between the language in RTTF and the waiver policy involved acceptable assessments for grades and subjects not required under ESEA. The new language referred to "…pre-tests, end-of-course tests, and objective performance-based assessments, student learning objectives, student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across schools within an LEA" (p.7) This language guided state applications for ESEA waivers in the same way that it guided RTTF applications. Some 43 states and the District of Columbia have received ESEA flexibility waivers, and two more—Iowa and Wyoming—have applied and are under review. Often states used the same or similar language around issues of teacher and administrator evaluation and assessments in applying for waivers as they did in applying for RTTF.

This pattern in the use of language in many of the state grant and waiver applications around new teacher and principal evaluations was consistent. The Maryland HB 1263 Education Reform Act of 2010 calls for data on student growth to be a significant component of the evaluation. The State Board passed regulations that defined a "significant component" to mean that 50 percent of an evaluation must be based on student growth. Much like the Race to the Top definition of student growth, the statute and regulations defined student growth to mean "student progress assessed by multiple measures and from a clearly articulated baseline to one or more points in time." The regulations established that all teachers will be evaluated annually and that the rating scale will be, at a minimum, Highly Effective, Effective, or Ineffective.

In North Carolina, prior to its submission of its Phase 1 RTTF application, the state board chairman and state school superintendent asserted that as part of approving their Race to the Top application:

- The North Carolina State Board of Education agrees to commit North Carolina to using student achievement growth data as a significant part of teacher and principal evaluation, after undergoing a process engaging all stakeholders to determine a valid, fair, and reliable way to do so.

- The North Carolina State Board of Education approves of the Regional Leadership Academies for principal certification.

- The North Carolina State Board of Education endorses North Carolina working in collaboration with other states on formative, benchmark, diagnostic, and summative assessments based upon the Common Core standards.

The pattern across all states submitting RTTF applications was consistent in implementing the reform models called for in RTTF. All of the RTTF grant and ESEA flexibility applications contained language that committed the states to developing formative assessments or end of course assessments. However, the language required of all applicants, which eventually became the language of state legislation, stipulated that a "significant component" or 50 percent of

personnel evaluation must be based on student growth, and it was this language that significantly influenced the amount of testing along with requirements that students should be tested for purposes of teacher evaluation in otherwise non-tested grades and subjects. States implementing Race-to-the-Top, approving legislation to qualify for RTTF, or applying for ESEA waivers often required that every teacher and principal be evaluated based on student achievement and a plethora of student achievement measures needed to be developed for teachers in grade levels and subject areas that had not traditionally been tested.

The result was the addition across the country of end of course exams, formative assessments, student learning objectives, computer adaptive assessments, and the like. Examples included Maryland, Georgia, Hawaii, and New Jersey in adding formative assessments; and Georgia, New Mexico, Nevada, and Missouri in adding end-of-course exams or student learning objectives. The bulk of these assessments have been implemented to satisfy state regulations and laws for teacher and principal evaluation driven by and approved by U.S. Department of Education policies, signaling to all interested states that this language was what the Department was looking for.

Table A-1. Overview of state legislation and race to the top/ESEA Waiver Activity

State	Legislation	Race to the Top/Waiver submission and approval dates
Alabama	Legislation	R2T/Waiver submission and approval dates
Race to the Top		Phase I application initially submitted on January 19, 2010.
		Phase II RTTT Application submitted May 28, 2010
ESEA Waiver		Application submitted September 6, 2012 and approved June 12, 2013
Alaska	Legislation	R2T/Waiver submission and approval dates
Race to the Top		
ESEA Waiver		Application submitted September 6, 2012 and approved May 20, 2013
Connecticut	Legislation	R2T/Waiver submission and approval dates
Race to the Top	· SB 438: Public Act No. 10-111 - An Act Concerning Education Reform In Connecticut - introduces teacher and	Phase I application initially submitted on January 15, 2010.

	principal evaluation	
	o Introduced March 10, 2010	Phase II RTTT Application submitted May 27, 2010
	o Signed into law May 26, 2010.	State never awarded RTTT grant
ESEA Waiver	· State Board of Education adopts guidelines for model teacher and administrator evaluation which include student achievement results	Application submitted February 11, 2011 and approved May 28, 2012.
Colorado	Legislation	R2T/Waiver submission and approval dates
Race to the Top	· Executive Order Creating Governor's Council for Educator Effectiveness on January 13, 2010	Phase I application initially submitted on January 13, 2010.
	· Senate Bill 10-191	
	o Introduced April 12, 2010	Phase II RTTT Application submitted May 26, 2010
	o Passed in May 20, 2010.	Awarded in December 22, 2011 in third round of RTTT.
ESEA Waiver		Application submitted November 14, 2011 and approved February 9, 2012.
		Amended November 28, 2012; Approved December 19, 2012
		· Submitted November 28, 2012; Approved December 19, 2012 (amended)
District of Columbia	Legislation	R2T/Waiver submission and approval dates
Race to the Top	Fall 2008 - DCPS started development of the IMPACT Teacher Evaluation system (district policy)	Phase I application initially submitted on January 19, 2010.
	October 1, 2009- IMPACT Teacher Evaluation system announced (district policy)	Phase II RTTT Application submitted June 1, 2010
		Awarded August 24, 2010 in second round of RTTT.
ESEA Waiver		Application submitted February 28, 2012 and approved July 19, 2012.
		Amended in:
		· Submitted July 11, 2012; approved February 22, 2013 (principle 3 amended)
		· Submitted July 28, 2014; approved September 5, 2014 (extension)
		· Submitted June 19, 2015; Approved

		June 23, 2015 (renewal)
Florida	Legislation	R2T/Waiver submission and approval dates
Race to the Top	· SB 736 Student Success Act - Educational Personnel Introduced	Phase I application initially submitted on January 19, 2010.
	o January 31, 2011.	Phase II RTTT Application submitted May 28, 2010
	o Passed in March 24, 2011.	Awarded August 24, 2010 in second round of RTTT.
ESEA Waiver		Application submitted November 14, 2011 and approved February 9, 2012.
		Amended in:
		· Submitted June 28, 2012; approved July 27, 2012 (amended)
		· Submitted June 1, 2014 revised July 22, 2015; approved August 21, 2015 (extension)
Georgia	Legislation	R2T/Waiver submission and approval dates
Race to the Top	· HB 244 ESEA annual performance evaluations	Phase I application initially submitted on January 19, 2010.
	o January 31, 2011.	Phase II RTTT Application submitted June 1, 2010
	o Passed in March 24, 2011.	Awarded August 24, 2010 in second round of RTTT.
ESEA Waiver		Application submitted November 14, 2011 and approved February 9, 2012.
		Amended in:
		· submitted March 3, 2014; approved July 31, 2014 (extension)
		· submitted June 12, 2015; approved June 23, 2015 (renewal)
Hawaii	Legislation	R2T/Waiver submission and approval dates
Race to the Top		Phase I application initially submitted on January 19, 2010.
		Phase II RTTT Application submitted May 27, 2010
		Awarded August 24, 2010 in second round of RTTT.
ESEA Waiver	· Board Policy 2055 Teacher and Principal Performance Evaluation passes	Application submitted September 6, 2012 and approved May 20, 2013
	o April 17, 2012	

Indiana	Legislation	R2T/Waiver submission and approval dates
Race to the Top	· SB 0001 - includes chapter on Staff Performance Evaluations	Phase I application initially submitted on January 19, 2010
	o January 20, 2011	State never awarded RTT grant
	o Signed into law April 30, 2011	
ESEA Waiver		Application submitted November 14, 2011 and approved February 9, 2012.
Iowa	Legislation	R2T/Waiver submission and approval dates
Race to the Top		Phase I application initially submitted on January 19, 2010
		Phase II RTTT Application submitted May 25, 2010
		State never awarded RTT grant
ESEA Waiver		Application submitted February 28, 2012 and request is under review
Kansas	Legislation	R2T/Waiver submission and approval dates
Race to the Top		Phase 1 submission: 1/18/10.
		State never received R2T funding
ESEA Waiver		Submitted: 2/28/12.
		Approved: 7/19/12.
Kentucky	Legislation	R2T/Waiver submission and approval dates
Race to the Top	· Senate Bill One Introduced February 3, 2009.	Application initially submitted in July, 2010.
	o Introduced February 3, 2009.	Awarded in December 23, 2011 in third round of RTTT.
	o Passed in March 25, 2009.	
ESEA Waiver	· House Bill 180	Application submitted November 14, 2011 and approved February 9, 2012.
	o Introduced February 5, 2013.	Amended in:
	o Signed March 21, 2013.	· September 28, 2012;
		· August 14, 2014
Louisiana	Legislation	R2T/Waiver submission and approval dates

Race to the Top	· HB 1033	Phase One application submitted 1/18/09.
	o Introduced 3/19/10.	Phase Two application submitted 5/28/10.
	o Signed into law 5/27/10.	Awarded RTTT Phase 3 in 12/22/11
ESEA Waiver	· HB 974	Submitted 2/28/12.
	o Introduced 3/2/12.	Approved 5/29/12.
	o Signed into law 4/18/12.	
Maryland	Legislation	R2T/Waiver submission and approval dates
Race to the Top	· SB 275 – Maryland Longitudinal Data System	Phase 2 submission: 5/27/10
	o Introduced 1/22/10	Awarded Phase 2 R2T: 8/24/10
	o Signed 5/4/10	
	· HB 1263 – Education Reform Act of 2010	
	o Introduced 2/18/10	
	o Signed 5/4/10	
ESEA Waiver		Submitted: 2/28/12
		Approved 5/29/12
Massachusetts	Legislation	R2T/Waiver submission and approval dates
Race to the Top	· Chapter 12 – An Act Relative to the Achievement Gap	Phase 1 submission: 1/18/10
	o Signed 1/19/10	Phase 2 submission: 5/28/10
		Awarded Phase 2 R2T: 8/24/10
ESEA Waiver		Submitted: 11/4/11.
		Approved: 2/9/12.
Michigan	Legislation	R2T/Waiver submission and approval dates
Race to the Top	· SB 0981 – public school academies; schools of excellence as new type of public school academy, certain evaluations of public school employees, certain revisions for existing public school academies, and school administrator certification	Phase 1 submission: 1/15/10
	o Introduced: 11/10/09	Phase 2 submission: 5/11/10
	o Signed: 12/31/09	
	· SB1509 - Education; teachers; teacher performance evaluation system; modify implementation requirements.	State never received R2T funding

	o Introduced: 9/23/010	
	o Effective 12/21/10	
ESEA Waiver		Submitted: 2/28/12.
		Approved: 7/19/12.
Minnesota	Legislation	R2T/Waiver submission and approval dates
Race to the Top	· Minn. Stat. § 123B.045 – District-Created Site-governed schools:	Phase 1 submission: 1/18/10.
	o Signed: 9/11/09.	
	· SF0040 – Alternative teacher preparation program.	
	o Introduced 1/13/10.	
	o Signed 3/10/14.	
ESEA Waiver		Submitted: 11/14/11.
		Approved: 2/9/12.
Missouri	Legislation	R2T/Waiver submission and approval dates
Race to the Top		Phase 1 submission: 1/18/10
		Phase 2 submission: 5/25/10
ESEA Waiver	· State Board of Education approves Missouri's Educator Evaluation System	Submitted: 2/28/12
	o Signed: 6/12	Approved: 6/29/12
Nevada	Legislation	R2T/Waiver submission and approval dates
Race to the Top	· SB 2 – Nevada introduces bill to eliminate prohibition on the use of certain accountability information concerning pupils for the evaluation of teachers, paraprofessionals and other employees [for R2T eligibility]	Phase 2 submission: 5/28/10 (proposal included end-of-course exams and teacher evaluation based on student performance(
	o Introduced 2/10/10	
	o Passed 3/10/10	Never received R2T funding
	· AB 229 – revises teacher evaluation requiring 50% of performance evaluation based on student achievement; introduces performance pay	
	o Introduced 3/2/11	

	o Signed 6/15/11	
ESEA Waiver		Submitted: 2/28/12
		Approved 8/8/12
New Jersey	Legislation	R2T/Waiver submission and approval dates
Race to the Top	· S1455 – TEACHNJ Act	Phase 2 submission: 6/1/10.
	o Introduced 2/6/12.	Phase 3 submission: 11/21/2011.
	o Signed 8/6/12.	Awarded Phase 3 R2T: 12/23/11.
	o Introduced 6/10/10	
	o Signed 11/10/11	
	· A3083 – Provides for the designation of new charter authorizers.	
	o Introduced 7/1/10.	
	o Transferred to Senate Budget and Appropriations Committee 8/25/11	
ESEA Waiver	· S3173 – Urban Hope Act	Submitted: 11/14/11.
	o Introduced 12/15/11	Approved: 2/9/12.
	o Signed 1/12/12	
New Mexico	Legislation	R2T/Waiver submission and approval dates
Race to the Top	· SB 502 - Teacher and Principal Evaluation	Phase 1 submission: 1/19/10.
	o Introduced 2/15/11.	Phase 2 submission: 6/1/10.
	o Bill did not pass	Never received R2T funding
	· Executive Order 2011-024 issued - created New Mexico Effective Teaching Task Force	
	o Introduced 4/25/11	
	o Signed 11/10/11	
	· Governor directs state department of education to carry out new teacher evaluation system	
	o 4/11/12	
ESEA Waiver	· HB 249 - Teacher & School Leader Effectiveness Act	Submitted: 11/14/11.
	o Introduced 1/27/12	Approved: 2/15/12.
	o Died - last action 2/14/12 passed House	
New Jersey	Legislation	R2T/Waiver submission and approval dates

Race to the Top	· S1455 – TEACHNJ Act	Phase 2 submission: 6/1/10.
	o Introduced 2/6/12.	Phase 3 submission: 11/21/2011.
	o Signed 8/6/12.	Awarded Phase 3 R2T: 12/23/11.
	· A2806 - Permits conversion of high performing nonpublic schools into charters.	
	o Introduced 6/10/10	
	o Signed 11/10/11	
	· A3083 – Provides for the designation of new charter authorizers.	
	o Introduced 7/1/10.	
	o Transferred to Senate Budget and Appropriations Committee 8/25/11	
ESEA Waiver	· S3173 – Urban Hope Act	Submitted: 11/14/11.
	o Introduced 12/15/11	Approved: 2/9/12.
	o Signed 1/12/12	
New York	Legislation	R2T/Waiver submission and approval dates
Race to the Top	11309 - State Funding of Longitudinal Data System	Phase 1 submission: 1/19/10
	Introduced: May 28, 2010	Phase 2 submission: 6/1/2010
	Signed: May 28, 2010	Awarded Phase 2
	11310 and 11311- Charter School Act Amendments	
	Introduced: May 28, 2010	
	Signed: May 28, 2010	
	11171 - Teacher and Principal Evaluation and Educational partnership Organizations	
	Introduced: 05/21/2010	
	Signed: 05/28/2010	
ESEA Waiver	No change in testing	Submitted: Feb, 28, 2012
		Approved: May 29, 2012
North Carolina	Legislation	R2T/Waiver submission and approval dates
Race to the Top		Phase 1 submission: 1/19/10
	State Board of Education commits to using student achievement growth data as a significant portion of teacher and principal evaluations. The Board also endorsed collaboration with other states on formative, benchmark,	Phase 2 submission: 6/1/2010

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	diagnostic, and summative assessments based on the common core	
	Signed: 1/6/2010	Awarded Phase 2: 9/24/ 2010
ESEA Waiver		
	SESSION LAW 2011-280	Submitted: Feb 28, 2012
	Passed: June 23, 2011	Approved: May 29, 2012
	Made funds available to require all 11th grade students to take the ACT. Also added a component for LEA to make available Work Keys for students who complete the second level of vocational classes	
Ohio	Legislation	R2T/Waiver submission and approval dates
Race to the Top	House Bill 1: adopted new standards, developed assessments that align with common core; develop measures to use academic improvement for evaluation	Phase 1 submission: 1/19/10
	Introduced: 2/2009	Phase 2 submission: 6/1/2010
	Signed: 12/2009	Awarded Phase 2: 9/24/ 2010
ESEA Waiver		Submitted: Feb 28, 2012
		Approved: May 29, 2012
Pennsylvania	Legislation	R2T/Waiver submission and approval dates
Race to the Top		Phase 1 submission: 1/19/10
	Introduced:	Phase 2 submission: 6/1/2010
	Signed:	Phase 3 Submission: 11/7/11
		Awarded Phase 3: 12/22/ 2011
ESEA Waiver		Submitted: Feb 28, 2013
		Approved: August 20, 2013
Rhode Island	Legislation	R2T/Waiver submission and approval dates
Race to the Top	RIDE strategic Plan	Phase 1 submission: 1/19/10
	Introduced: 9/2009	Phase 2 submission: 6/1/2010
	Signed: Jan 7, 2010 approved by the Board of Regents	Awarded Phase 2: 09/24/2010
	create formative assessments, interim assessments, and a district wide evaluation system with SLOs	
ESEA Waiver		Submitted: Feb 28, 2012

		Approved: May 29, 2012
Tennessee	Legislation	R2T/Waiver submission and approval dates
Race to the Top	First to the top HB: 7010 and SB7005	Phase 1 submission: 1/19/10
	Introduced: 1/12/2010	Awarded Phase 1 : 03/29/2010
	Signed: 1/27/2010	
	Use student achievement data from only one year to make evaluations, student achievement data to judge teacher prep programs, turnaround school achievement district	
ESEA Waiver		Submitted: Nov. 14, 2011
		Approved: Feb 9, 2012

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Appendix C

Mandated Tests by District

School District	State	NCLB State Assessments	End of Course Exams	Formative Assessments	Student Learning Objectives (SLOs)
ALBUQUERQUE PUBLIC SCHOOLS	NM	√	√	√	
ANCHORAGE SCHOOL DISTRICT	AK	√	√		
ATLANTA PUBLIC SCHOOLS	GA	√	√	√	√
AUSTIN ISD	TX	√	√		√
BALTIMORE CITY PUBLIC SCHOOLS	MD	√	√		√
BIRMINGHAM CITY	AL	√	√	√	
BOSTON	MA	√		√	
BRIDGEPORT SCHOOL DISTRICT	CT	√			
BROWARD	FL	√	√	√	
BUFFALO CITY SCHOOL DISTRICT	NY	√		√	√
CHARLESTON 01	SC	√	√		
CHARLOTTE-MECKLENBURG SCHOOLS	NC	√	√	√	
CINCINNATI CITY	OH	√	√		
CITY OF CHICAGO SD 299	IL	√			√
CLARK COUNTY SCHOOL DISTRICT	NV	√	√		
CLEVELAND MUNICIPAL	OH	√	√		√
COLUMBUS CITY SCHOOL DISTRICT	OH	√	√		√
MIAMI-DADE	FL	√	√	√	√
DALLAS ISD	TX	√	√		
DAVIDSON COUNTY	TN	√	√		
DAYTON CITY	OH	√	√		√
DENVER	CO	√			√
DES MOINES INDEPENDENT COMM SCH	IA	√		√	
DETROIT CITY SCHOOL DISTRICT	MI	√	√		
DISTRICT OF COLUMBIA PUBLIC SCH	DC	√		√	
DUVAL	FL	√	√	√	√
EAST BATON ROUGE	LA	√	√		
EL PASO	TX	√	√		
FORT WORTH ISD	TX	√	√		
FRESNO UNIFIED	CA	√		√	

GUILFORD COUNTY SCHOOLS	NC	√	√	√	√
HAWAII STATE DEPARTMENT OF ED	HI	√	√		
HILLSBOROUGH	FL	√	√	√	√
HOUSTON ISD	TX	√	√	√	
INDIANAPOLIS PUBLIC SCHOOLS	IN	√	√	√	√
JACKSON PUBLIC SCHOOL DIST	MS	√	√	√	√
JEFFERSON COUNTY	KY	√	√	√	√
KANSAS CITY 33	MO	√	√	√	
LONG BEACH UNIFIED	CA	√		√	
LOS ANGELES UNIFIED	CA	√		√	
MILWAUKEE SCHOOL DISTRICT	WI	√			√
MINNEAPOLIS PUBLIC SCHOOL DIST.	MN	√	√		
NEW YORK CITY	NY	√		√	
NEWARK	NJ	√	√		
NORFOLK CITY PBLC SCHS	VA	√	√	√	√
OAKLAND UNIFIED	CA	√	√	√	
OKLAHOMA CITY	OK	√	√	√	
OMAHA PUBLIC SCHOOLS	NE	√			
ORANGE	FL	√	√	√	√
PALM BEACH	FL	√	√	√	
PHILADELPHIA CITY SD	PA	√	√		√
PITTSBURGH SD	PA	√	√		√
PORTLAND SD 1J	OR	√			
PROVIDENCE	RI	√			
RICHMOND CITY PBLC SCHS	VA	√	√		√
ROCHESTER CITY SCHOOL DISTRICT	NY	√			√
SACRAMENTO CITY UNIFIED	CA	√		√	
SAN DIEGO UNIFIED	CA	√	√	√	
SAN FRANCISCO UNIFIED	CA	√		√	
SANTA ANA UNIFIED	CA	√			
SEATTLE PUBLIC SCHOOLS	WA	√	√	√	√
SHELBY CO	TN	√	√		
ST. LOUIS CITY	MO	√	√		
ST. PAUL PUBLIC SCHOOL DISTRICT	MN	√	√	√	
TOLEDO CITY	OH	√	√	√	√
WICHITA	KS	√	√		
All Districts		100.00%	71.21%	59.09%	37.88%

Appendix D
Assessment Survey

Appendix E
List of Other Mandatory Assessments by Title

21st Century Skills Technology Assessment
4 Year Old Standards Assessment
Achieve 3000
Achievement Series - District EOC quarterlies
ACT
ACT EXPLORE
ACT PLAN
ACT Prep
Acuity Algebra Test
ADEPT
Advance Program
Advanced Placement (AP)
Agile Mind
AIMSweb
Algebra End of Course
Algebra Readiness Diagnostic Test (ARDT)
Alternate Assessment
Alternate Assessments for Students with Significant Cognitive Disabilities
AMP (Alaska Measures of Progress)
ANET
Aspire Early High School Test
Assessment of Course Performance (ACP)
BAS/Fluency
Battelle
Brigance 3 Year Old Standards Assessment
Brigance Number Operations Assessment
Brigance Readiness Assessment
Brigance Reading Comprehension Assessment
Brigance Word Recognition Assessment
CAHSEE
Carnegie
ccEngage
CELDT
Cisco course exams
CogAT 7
Comprehensive English Language Learning Assessment
CPALLS+ PK Assessment
Credit-by-Examination
CTE
Cumulative End of Unit Math Exams
DAR
Degrees of Reading Power
Developmental Profile
Developmental Reading Assessment
Diagnostic,RTI, and MTSS Interims
DIBELS
Digits
Discovery Ed Benchmark
Discovery Education - Launch into Teaching
District Benchmark Assessments
District Performance Assessments
DISTRICT WIDE WORLD LANGUAGE PROFICIENCY EXAM
EASYCBM
End of Course
End of Course Math Exams
End of Year exams for all Art, Music and P.E. courses for grades 1-5
End of Year Reading and Math exams for grade KG
End of Year Science exams, grades KG, 1, 2, 3, & 4
EXAMINATION HIGH SCHOOL
FAIR
FAST Early Reading
Fitnessgram
Florida Alternate Assessment for Students with Significant Disabilities
Florida Alternative Assessment
Florida Assessments for Instruction in Reading
Florida Kindergarten Readiness Screener
Florida Voluntary Prekindergarten Assessment
Formative Assessments (Snapshots) | EdPlan
Fountas and Pinnell Leveled Reading Assessment
Galileo
GENERAL SUMMATIVE ASSESSMENTS
Gifted and Talented (G&T)
GRADE
High Word Frequency Evaluation
History Writing Task
I-ELDA (Iowa English Language Development Assessment)
I-Ready Reading and Mathematics
IB

IDEL
Interim Assessments
InView
Iowa Tests of Basic Skills
ISIP
Istation
ITBS/Logramos
Kindergarten Readiness Assessment
Language Other than English (LOTE) and Second Language Proficiency (SLP)
Language! Language Reading Scale
LAS Links
LAS-Links
Mathematics Diagnostic Testing Project
MI-ACCESS
NATIONAL ASSESSMENT OF EDUCATION PROGRESS (NAEP)
New York State Alternate Assessment (NYSAA)
New York State English as a Second Language Test (NYSESLAT)
New York State Identification Test for ELL's (NYSITELL)
NNAT2
NWEA - MAP Assessments
OECD
Ohio Achievement Assessment
Ohio Diagnostic Assessments
Ohio Graduation Test
Ohio Test of English Language Acquisition
Oral Language Proficiency Test - Idea Proficiency Test (IPT)
Oregon Project
Performance Series Assessment
Performance Tasks
PERT
Phonological Awareness Literacy Screening (PALS)
Postsecondary Education Readiness Test
PPVT
Project Lead the Way End of Course assessments
PSAT
Qualitycore ACT/EOC
Readistep
RIAA - now NCSC
RISE
Riverside Interim Assessment Running Records
SAT
SAT-10
SBAC Interim for ELA and Math
Scholastic Math Inventory
Scholastic Phonics Inventory
Scholastic Reading Inventory
Science Instructional Reflection and Assessment
Semester exams for all courses for grades 6-12 (over 1200 unique exams)
Significant Cognitive Disability Mathematics Assessment
Significant Cognitive Disability Reading Assessment
Specialized High Schools Admissions Test (SHSAT)
STAMP
Standards Based Assessment
STAR
State EOCs
TABE
TCAP Portfolio Assessment
TERRA NOVA
Texas English Language Proficiency Assessment System
Text Level Assessments
Text Reading and Comprehension (TRC)
TIMSS (Trends in International Mathematics & Science Study)
TPRI/Tejas Lee
TRC
TRENDS IN INTERNATIONAL MATHEMATICS AND SCIENCE STUDY (TIMSS)
TS Gold
Two-way Dual Language Non-target Norm Referenced Test - Iowa/Logramos
Unit Assessments
Unit/Chapter Tests
VPK Assessment
Wechsler Nonverbal Abilities Test
WIDA ACCESS
WIN Readiness assessments
WMLS-R
Woodcock Johnson/Battery
WorkKeys
World Language Multimode
Write to Learn

Appendix F
Council of the Great City Schools

The Council of the Great City Schools is a coalition of 68 of the nation's largest urban public school systems. Its board of directors is composed of the superintendent of schools and one school board member from each member city. An Executive Committee of 24 individuals, equally divided in number between superintendents and school board members, provides regular oversight of the 501(c) (3) organization. The mission of the Council is to advocate for urban public education and assist its members in the improvement of leadership and instruction. The Council provides services to its members in the areas of legislation, research, communications, curriculum and instruction, and management. The group convenes two major conferences each year; conducts research and studies on urban school conditions and trends; and operates ongoing networks of senior school district managers with responsibilities in areas such as federal programs, operations, finance, personnel, communications, research, and technology. The Council was founded in 1956 and incorporated in 1961 and has its headquarters in Washington, DC.

MALES OF COLOR INITIATIVE

PLEDGE ON MALES OF COLOR

A Pledge by America's Great City Schools

- Whereas, some 32 percent of the nation's African American males and some 39 percent of the nation's Hispanic males attend school each day in one of the Great City School systems; and
- Whereas, the academic achievement of Males of Color in the nation's urban school systems and nationally is well below what it needs to be for these young people to be successful in college and careers; and
- Whereas, disproportionate numbers of Males of Color drop out of urban schools and often have low attendance rates; and
- Whereas, Males of Color disproportionately attend under-resourced schools and are taught by the least-effective teachers; and
- Whereas, the nation's Great City Schools have an obligation to teach all students under their aegis to the highest academic standards and prepare them for successful participation in our nation:
- Be It Therefore Resolved that, the Great City Schools pledge to ensure that its pre-school efforts better serve Males of Color and their academic and social development, and
- That the Great City Schools will adopt and implement elementary and middle school efforts to increase the pipeline of Males of Color who are succeeding academically and socially in our urban schools and who are on track to succeed in high school, and
- That the Great City Schools will keep data and establish protocols that will allow it to monitor the progress of Males of Color and other students in our schools and appropriately intervene at the earliest warning signs; and
- That the Great City Schools will adopt and implement promising and proven approaches to reducing absenteeism, especially chronic absenteeism, among Males of Color, and
- That the Great City Schools will develop initiatives and regularly report on progress in retaining Males of Color in school and reducing disproportionate suspension and expulsion rates, and
- That the Great City Schools will develop initiatives and regularly report on progress in increasing the numbers of our Males of Color and other students participating in advanced placement and honors courses and gifted and talented programs, and
- That the Great City Schools will strongly encourage colleges of education to adopt curriculum that addresses the academic, cultural, and social needs of Males of Color, and that the district will maintain data on how these teachers do with our Males of Color, and
- That the Great City Schools will develop initiatives and regularly report on progress in increasing the numbers of Males of Color and other students who complete the FAFSA, and
- That the Great City Schools will work to reduce as appropriate the disproportionate numbers of Males of Color in special education courses, and

- That the Great City Schools will work to transform high schools with persistently low graduation rates among Males of Color and others and to provide literacy and engagement initiatives with parents.
- That the Great City Schools will engage in a broader discussion and examination of how issues of race, language, and culture affect the work of our district.

Council of the Great City Schools

Albuquerque Public Schools	Anchorage School District
Atlanta Public Schools	Austin Public Schools
Baltimore City Public Schools	Birmingham Public Schools
Boston Public Schools	Bridgeport Public Schools
Broward County Public Schools	Buffalo Public Schools
Charlotte-Mecklenburg Public Schools	Chicago Public Schools
Cincinnati Public Schools	Clark County (Las Vegas) Public Schools
Cleveland Metropolitan School District	Columbus City School District
Dallas Independent School District	Dayton Public Schools
Denver Public Schools	Des Moines Public Schools
Detroit Public Schools	District of Columbia Public Schools
Duval County (Jacksonville) Public Schools	East Baton Rouge Parish School System
El Paso Independent School District	Fort Worth Independent School District
Fresno Unified School District	Guilford County (Greensboro) Public Schools
Hillsborough County (Tampa) Public Schools	Houston Independent School District
Indianapolis Public Schools	Jackson Public Schools
Jefferson County (Louisville) Public Schools	Kansas City (MO) Public Schools
Long Beach Unified School District	Los Angeles Unified School District
Miami-Dade County Public Schools	Milwaukee Public Schools
Minneapolis Public Schools	Nashville Public Schools
Newark Public Schools	New York City Department of Education

Norfolk Public Schools	Oakland Unified School District
Oklahoma City Public Schools	Omaha Public Schools
Orange County (Orlando) Public Schools	Palm Beach School District
Philadelphia School District	Pittsburgh Public Schools
Portland Public Schools	Providence Public Schools
Richmond Public Schools	Rochester City School District
Sacramento City Unified School District	Saint Paul Public Schools
San Diego Unified School District	San Francisco Public Schools
Seattle Public Schools	Shelby County (Memphis) Public Schools
Toledo Public Schools	

KEY PERFORMANCE INDICATORS: MALES OF COLOR

A Pledge by America's Great City Schools: Males of Color

Key Performance Indicators

1. Percent of pre-K students and percent of pre-K students who advance to kindergarten
2. Third grade reading proficiency
3. Ninth grade algebra completion
4. Ninth graders failing one or more core courses
5. Ninth graders with a GPA of B or better
6. Number of high school students enrolled in advanced placement
7. AP exam scores of 3 or higher
8. Number of high school students enrolled in AP-equivalent courses
9. Four-year high school graduation rate
10. Five-year high school graduation rate
11. Percent of students with 20 days or more absent from school
12. Instructional days per student missed per year due to suspension
13. Percent of students identified as needing special education
14. Percent of students placed in each general education setting by percent of time

MBK: Percent of Pre-K Students Advanced to K, by Subgroup

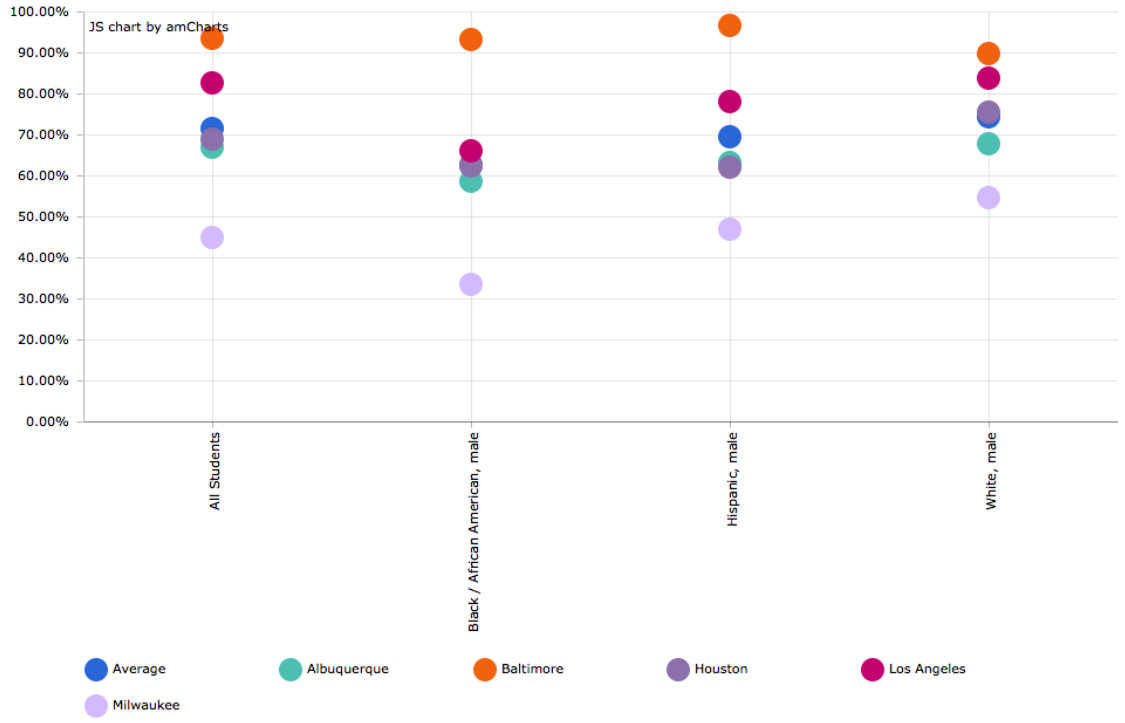
- Survey Year: 2014 -

MBK: 3rd Grade Reading Proficiency, by Subgroup

- Survey Year: 2014 -

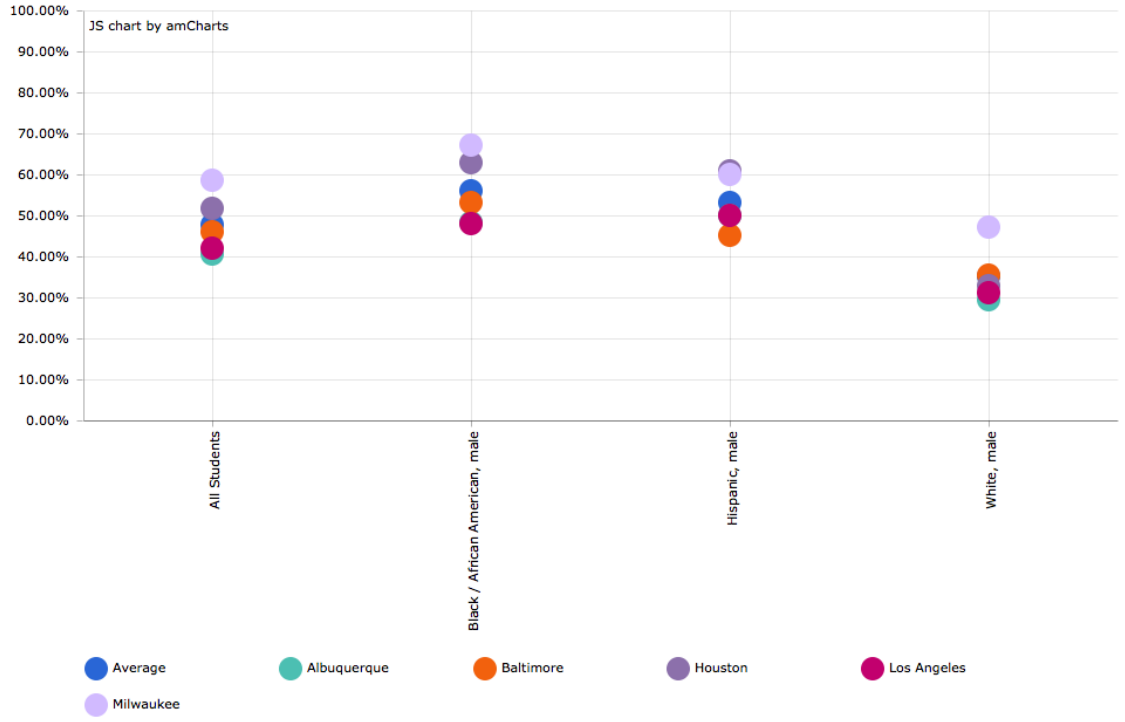
MBK: 9th Grade Algebra Completion, by Subgroup

- Survey Year: 2014 -



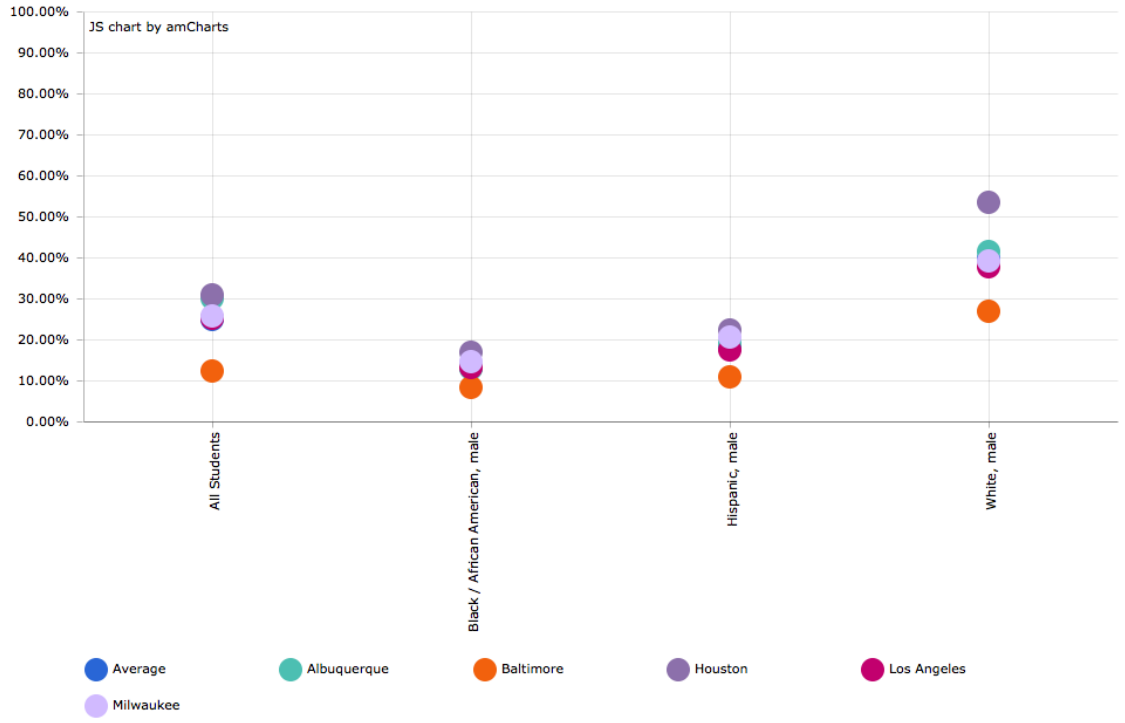
MBK: 9th Graders Failed One or More Core Courses, by Subgroup

- Survey Year: 2014 -



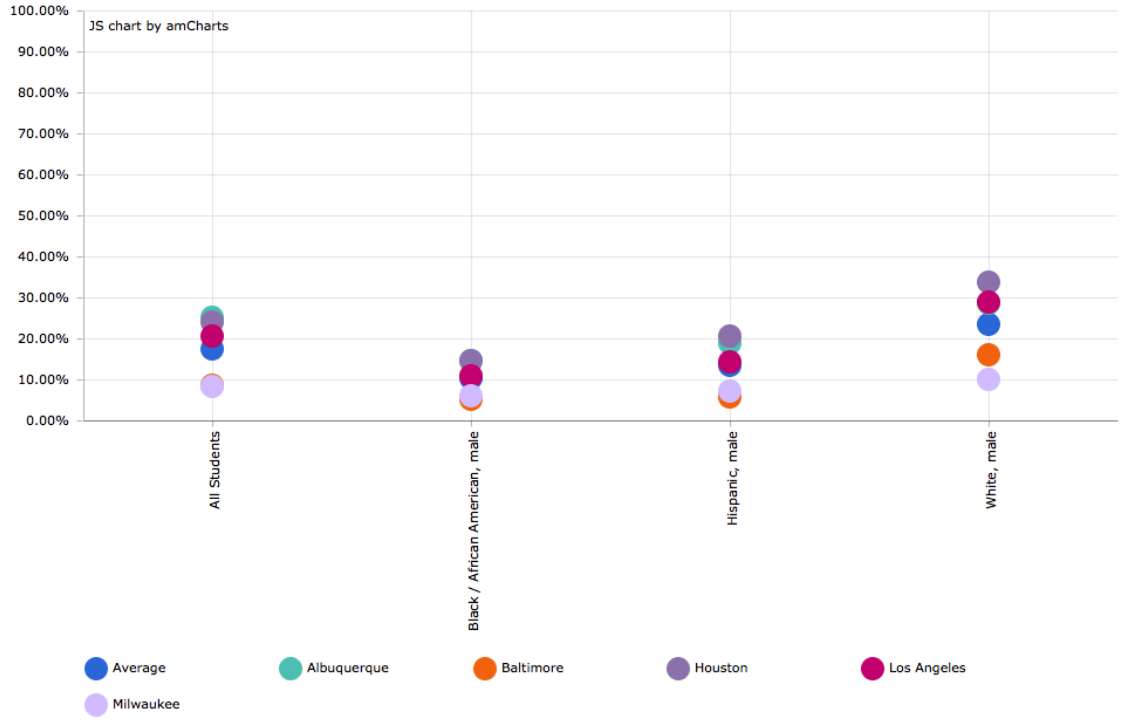
MBK: 9th Graders with a B Average GPA or Better, by Subgroup

- Survey Year: 2014 -



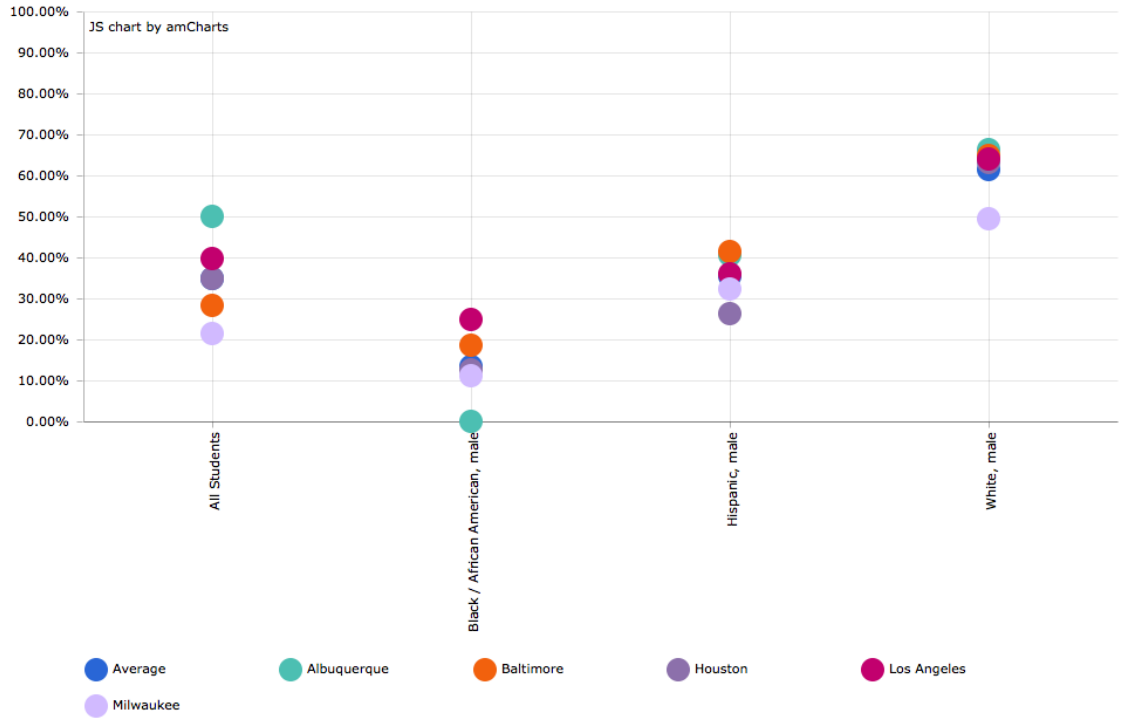
MBK: High School Students Enrolled in AP Courses, by Subgroup

- Survey Year: 2014 -



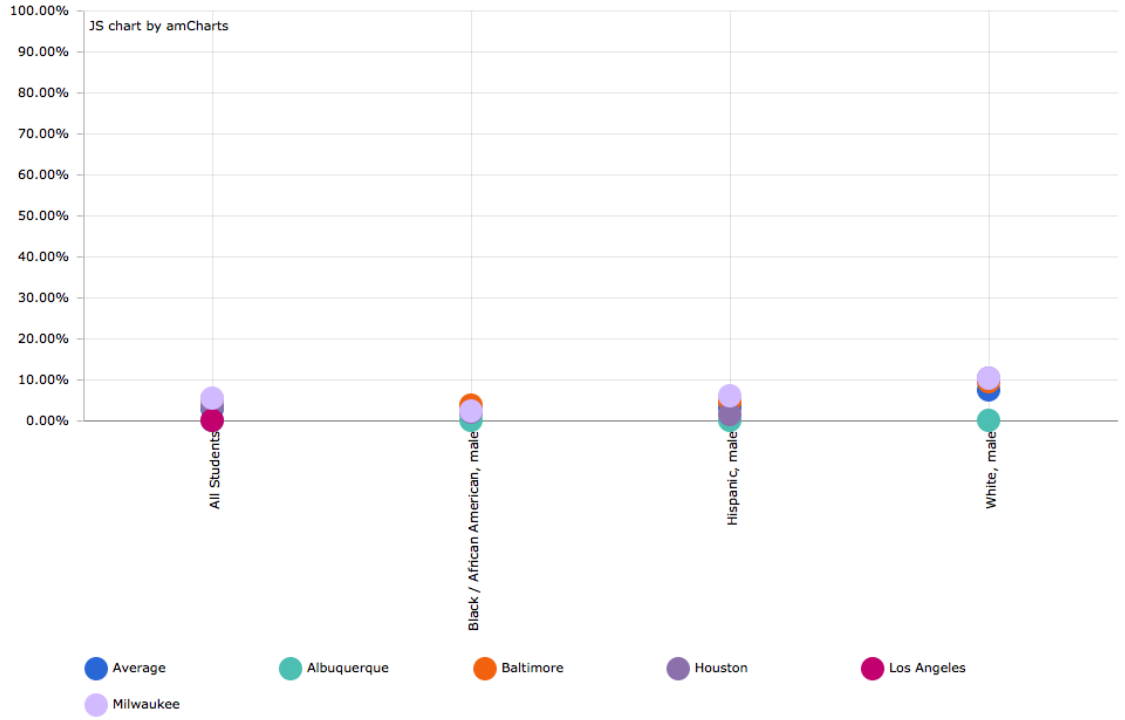
MBK: AP Exam Scores 3 or Higher, by Subgroup

- Survey Year: 2014 -



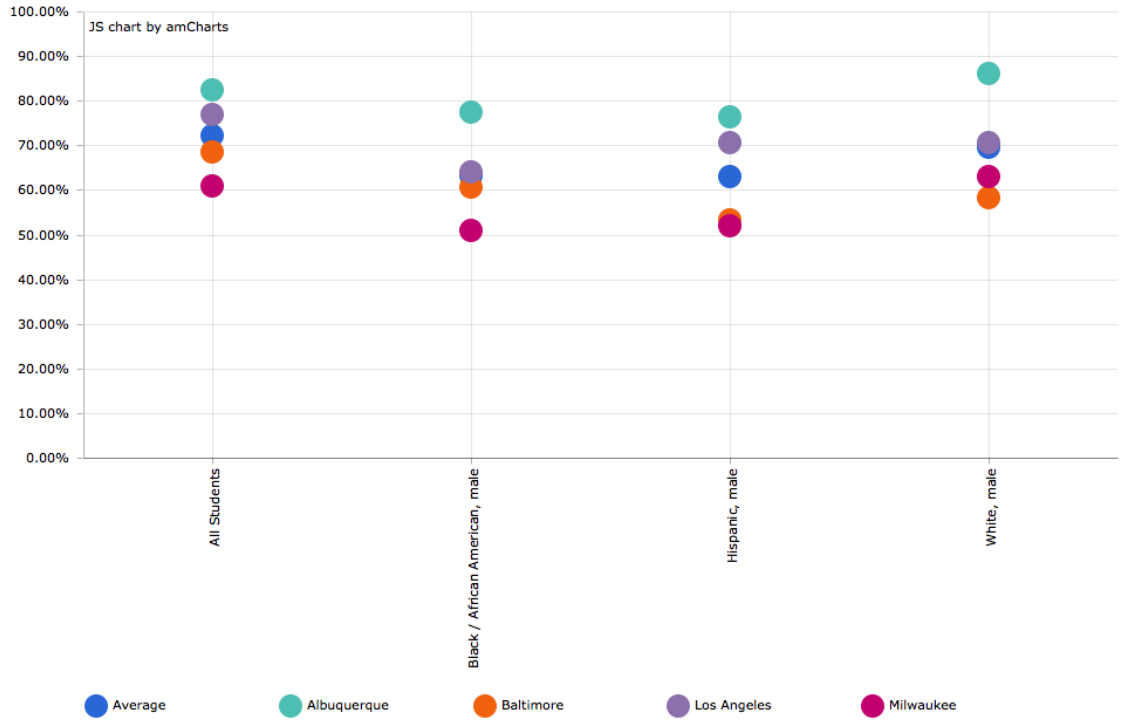
MBK: High School Students Enrolled in AP-Equivalent Courses, by Subgroup

- Survey Year: 2014 -



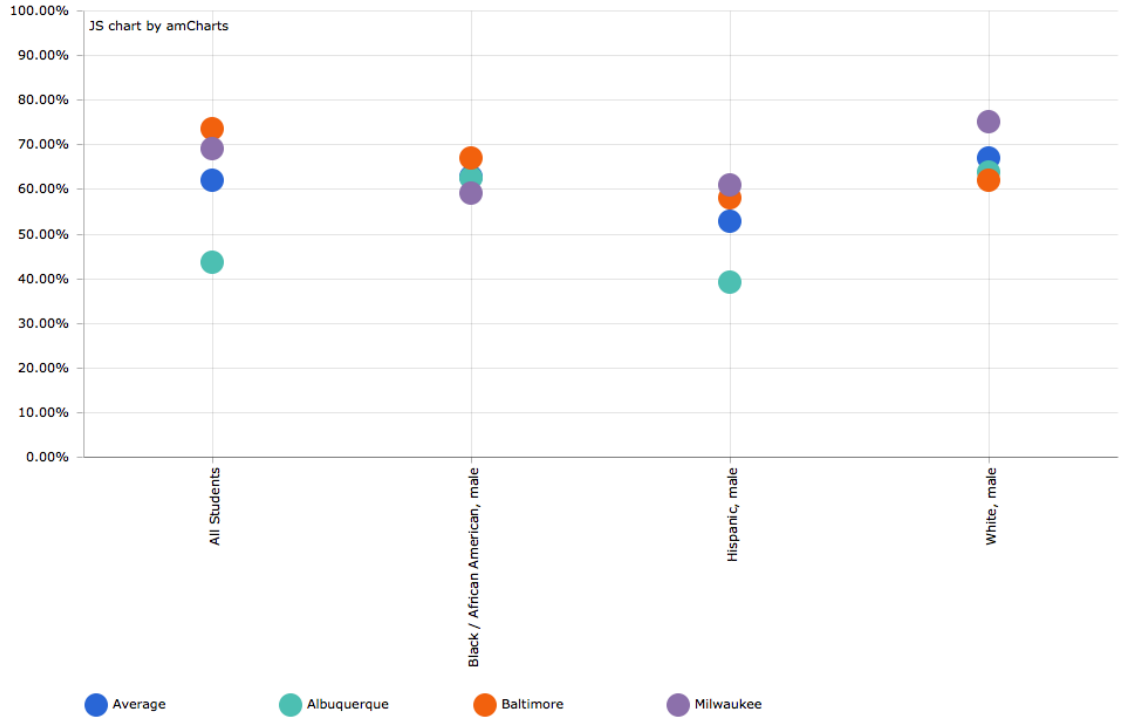
MBK: Four-Year Graduation Rate, by Subgroup

- Survey Year: 2014 -



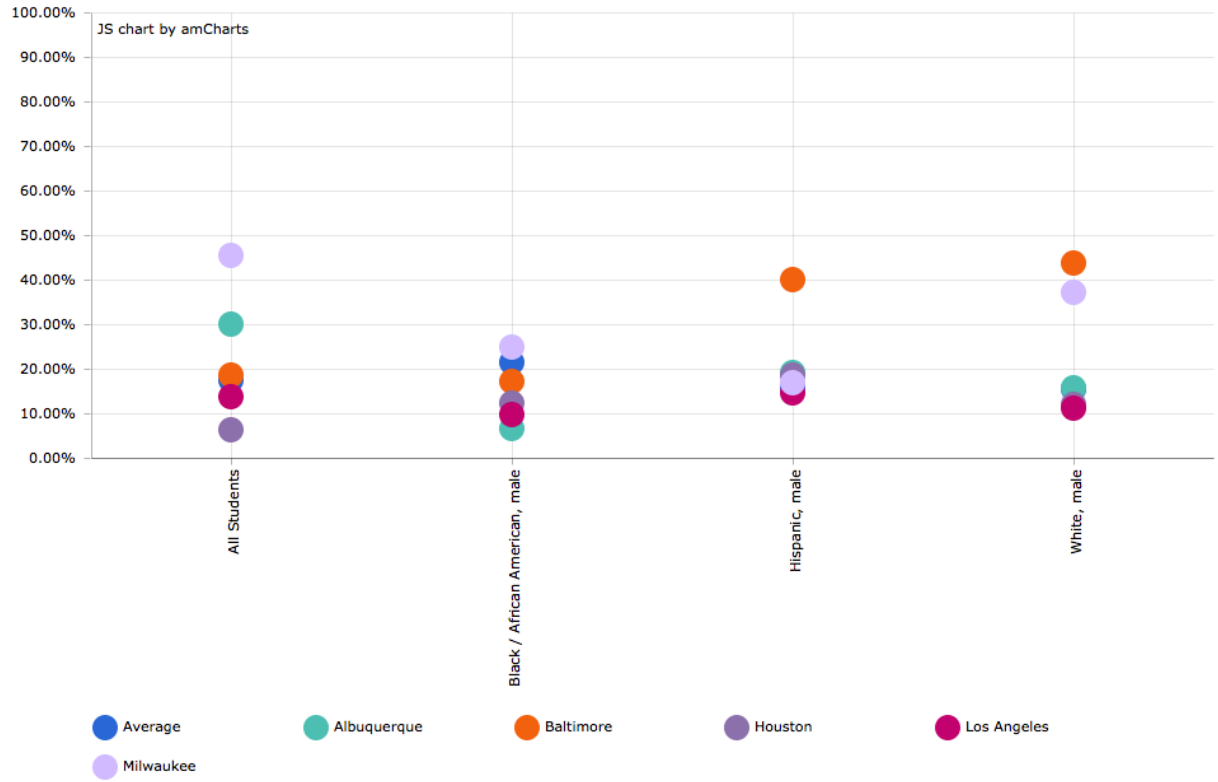
MBK: Five-Year Graduation Rate, by Subgroup

- Survey Year: 2014 -



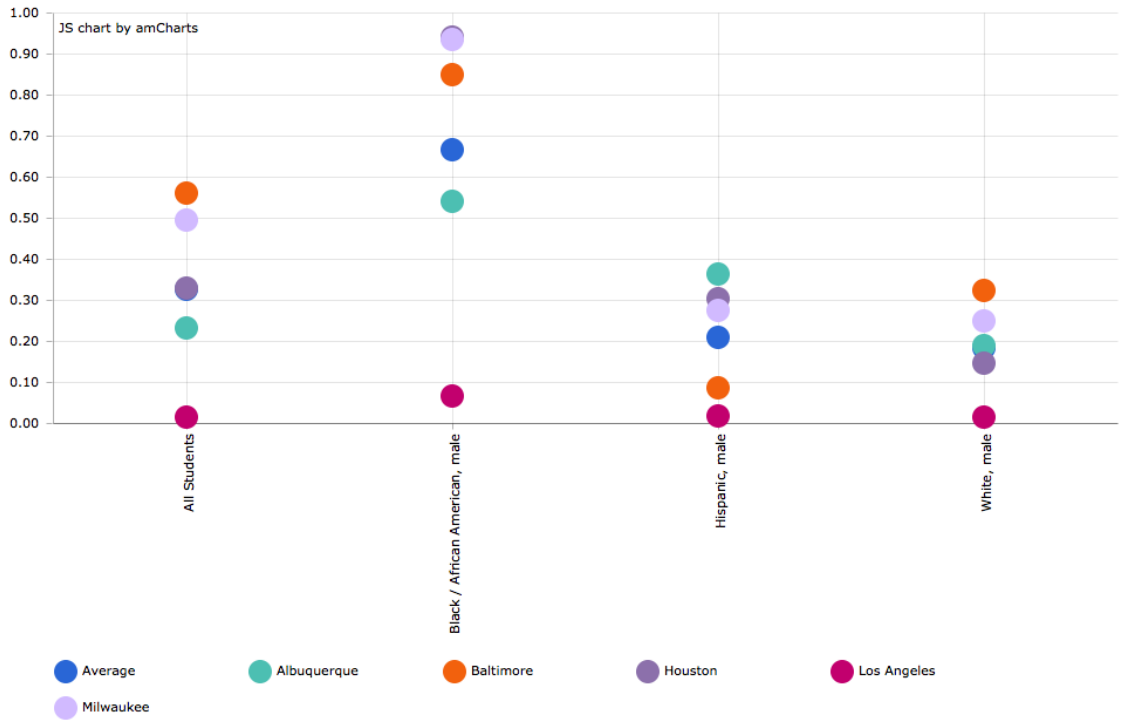
MBK: Percent of Students with 20+ Annual Absence Days, by Subgroup

- Survey Year: 2014 -



MBK: Days Missed per Student Due to Suspensions, by Subgroup

- Survey Year: 2014 -



DISTRICT INITIATIVES

Males of Color Initiatives in America's Great City Schools:

Follow Through on the Pledge

COUNCIL OF THE GREAT CITY SCHOOLS

Males of Color Initiatives in America's Great City Schools
By the
Council of the Great City Schools

City School System	Developed Strategic Plan and/or Hired Staff	Held Citywide Summit and/or Coordinating with City Hall or other partners	Launched or Expanded Pre-k (1)	Bolster Elementary and Middle School Pipeline of Academically Successful Students (2)	Developed Data Systems for Tracking (3)
Albuquerque		Convened "My Brother's Keeper Community Challenge Student Summit in January 2015 to assess needs, set priorities, and define goals.			
Anchorage	Named Mike Graham as the lead. Graham_Michael@asdk12.org (907) 742-4412 Developed "Actions and Measures" around each aspect of the Council's pledge.	Held a community dialogue on issues with the NAACP on February 18, 2015.	Actions on preschool will target students with highest needs, smaller class size, gender balance in programming, collaboration with Kids Corps/Head Start, and collaborating on kindergarten readiness with ARISE	Middle school actions will include providing access to school counselors and extra school staff and before and after school interventions, provide special classes for students of color through Cook Inlet Tribal Council, gender balance in programming, after school programs	Specific and detailed data from the 2014-15 school year on each pledge element will serve as the baseline for district efforts and progress. The district's academic services department will provide quarterly updates on progress.

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City School System	Developed Strategic Plan and/or Hired Staff	Held Citywide Summit and/or Coordinating with City Hall or other partners	Launched or Expanded Pre-k (1)	Bolster Elementary and Middle School Pipeline of Academically Successful Students (2)	Developed Data Systems for Tracking (3)
			community coalitions.	with 21st century learning centers, and focusing on SEL skills and responsive teaching at two middle schools. High school actions include core team planning to support individual students, partnering with ANSEP on science and engineering academies, pre-AP training for teachers at ASD summer academy, CITC classes and interventions, professional development in math, after school and SEL programming.	Continue data collection through RTI and SEL programming.
Atlanta			Use state early learning standards to address social and emotional needs of pre-k	Develop and implement a district SEL initiative with common standards, culture, assessments,	Ensure dashboards include data on attendance, test scores, behavior, grades, and course

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City School System	Developed Strategic Plan and/or Hired Staff	Held Citywide Summit and/or Coordinating with City Hall or other partners	Launched or Expanded Pre-k (1)	Bolster Elementary and Middle School Pipeline of Academically Successful Students (2)	Developed Data Systems for Tracking (3)
			students—and plan lessons around them.	interventions, and curriculum. Enhance the district's multi-tiered systems of supports (RTI), including RTI specialists, interventions, training, and supports. Review the district's wrap-around services and enhance where needed.	completion—and disaggregate by race and gender.
Austin	Created the districtwide "No Place for Hate" initiative. Established principals' council subcommittee on race and equity. Named Raul Alvarez as lead. (512) 414-8729 Raul.alvarez@austinisd.org	Communicated to all media and meeting opportunities about issues related to Males of Color. Partnering with Greater Calvary Rites of Passage, Inc. to prevent destructive behaviors; the	Expanding birth to 3 partnership with AVANCE, Head Start.	Established the Gus Garcia Young Men's Leadership Academy, an all-male public school. Increased the number of culturally-sensitive mentors. Share promising practices for	

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City School System	Developed Strategic Plan and/or Hired Staff	Held Citywide Summit and/or Coordinating with City Hall or other partners	Launched or Expanded Pre-k (1)	Bolster Elementary and Middle School Pipeline of Academically Successful Students (2)	Developed Data Systems for Tracking (3)
		African American Youth Harvest Foundation on culturally relevant family services; University of Texas at Austin on Project Males (Mentoring to Achieve Latino Educational Success; Communities in Schools on leadership development and support; Austin Voices for Education and Youth on youth empowerment; the Austin Urban League on the Young Men's Leadership Academy; the University of Texas on equity symposia; Prairie View A&M University and		working with males of color at expanded monthly cabinet meetings. Develop curricular resources that address needs of Males of Color. Student motivational and inspirational assemblies with Manny Scott, and character-centered leadership workshops, and student roundtables. Establish Males of Color Council.	

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City School System	Developed Strategic Plan and/or Hired Staff	Held Citywide Summit and/or Coordinating with City Hall or other partners	Launched or Expanded Pre-k (1)	Bolster Elementary and Middle School Pipeline of Academically Successful Students (2)	Developed Data Systems for Tracking (3)
		justice system on changing counterproductive behaviors.			
Baltimore	Initiated the City Schools MBK Model around readiness to learn, reading on grade level, graduating college and career ready, completing postsecondary education, entering the workforce, and reducing violence. Has hired a project manager to support the integration of various strategies, plan activities, conduct a community resource audit, and engage philanthropic groups.			Expose Males of Color to professional men of color, build relations, and receive guidance. (Reading buddies, career day, lunch mentors) Allow Males of Color to spend time in various setting with professional men of color. (Career day, company visits, job shadowing, professional men of color clubs, hero networks, sports figures.)	
Bridgeport	The Bridgeport Board of Education established an ad hoc committee to address the objectives in the pledge. The				

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City School System	Developed Strategic Plan and/or Hired Staff	Held Citywide Summit and/or Coordinating with City Hall or other partners	Launched or Expanded Pre-k (1)	Bolster Elementary and Middle School Pipeline of Academically Successful Students (2)	Developed Data Systems for Tracking (3)
	committee is reviewing data along with the board's curriculum committee, disaggregating data for males of color, and developing recommendations to the full board. Named Gladys Walker Jones gjones@bridgeportedu.net and Melissa Jenkins mjenkins@bridgeportedu.net as leads				
Broward County	Developed the Mentoring Tomorrow's Leaders (MTL) program for minority males attending Deerfield Beach High School and Nova High School. Developed a video message from the superintendent to schools outlining mission to change disciplinary practices.[1]	Developed work groups with internal and external stakeholders, e.g., the Committee for Eliminating the School-House to Jail-House Pipeline.[1]		Establishing the "Mentoring Tomorrow's Leaders initiative for Males of Color at two high schools.	Developing district oversight mechanisms for data collection and to monitor school practices.[1]
Charlotte-Mecklenburg	Named Earnest Winston as lead. 980-344-0010 (w) 704-634-7196 (c) earnest.winston@cms.k12.nc.us				

[1] From Rethinking School Discipline, July 22, 2015.

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City School System	Developed Strategic Plan and/or Hired Staff	Held Citywide Summit and/or Coordinating with City Hall or other partners	Launched or Expanded Pre-k (1)	Bolster Elementary and Middle School Pipeline of Academically Successful Students (2)	Developed Data Systems for Tracking (3)
Chicago	Named Chanel King as lead. Clking1@cps.edu				
Cincinnati	Created the M.O.R.E. (Men Organized, Respectful, and Educated) program in 2011 to support the district's males of color. District has a M.O.R.E. Program Coordinator.			Have placed M.O.R.E. clubs in 15 elementary and 11 middle and high schools. Programs focus on students in grades 4-12 to promote higher student achievement, grade-level promotion, graduation, conflict resolution, self-esteem, and college readiness. Programs include after-school efforts that focus on leadership, citizenship, financial literacy, health/wellness, college and career awareness, academic support, social skills, and more. Clubs meet twice	Data on all M.O.R.E. club participants is entered into data system and tracks progress of students on grades, attendance, tardy rate, disciplinary referrals, reading, math, social studies, science, GPA, failing courses, and ACT and SAT scores. Data are reviewed quarterly. Data show that program participants have better outcomes.

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City School System	Developed Strategic Plan and/or Hired Staff	Held Citywide Summit and/or Coordinating with City Hall or other partners	Launched or Expanded Pre-k (1)	Bolster Elementary and Middle School Pipeline of Academically Successful Students (2)	Developed Data Systems for Tracking (3)
				per week with 20-25 male students.	
Clark County (Las Vegas)	Strategic Plan includes Cultural Competency Training for all school district administrators and school police.	Working cooperatively with City of Las Vegas around "My Brother's Keeper" Initiative which aims to close achievement gaps and address the disproportionate number of African-American and Hispanic men who are unemployed or in the criminal justice system.	Pre-K provided to schools with high numbers of students of poverty and English Language Learners. These classes are capped at a ratio of 10 students to 1 adult.	Increased the rigor of the Nevada Academic Content Standards Increase of K-8 dialogue and collaboration through monthly Performance Zone meetings. Mentoring program for males of color in select schools. Men Mentoring Men	Beginning stages of implementing a Data Dashboard to strategically track students of color (Credit sufficiency, counselor contacts, hard and soft expulsions, and other discipline data. Transparent gap data by school and Performance Zone posted online.
Cleveland			Working to ensure that preschool efforts better serve Males of Color. Increase number of seats rated 3 stars by adding	Implementing elementary and middle school efforts to increase pipeline of young Males of Color succeeding academically and socially.	Monitor progress of Males of Color and appropriately intervene at earliest signs. Use NWEA, RIMPS (grades 1-3), on-track

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City School System	Developed Strategic Plan and/or Hired Staff	Held Citywide Summit and/or Coordinating with City Hall or other partners	Launched or Expanded Pre-k (1)	Bolster Elementary and Middle School Pipeline of Academically Successful Students (2)	Developed Data Systems for Tracking (3)
			staff and forming partnerships.	Expand PATRHS—teaching 5 competencies of SEL, CTAO feeder school work, summer literacy program for intensive intervention.	cohorts (grades 9-12), credit recovery, OGT prep, active counseling, blended learning, and intervention courses.
Columbus	Developed the "Males of Color Pledge Implementation Report" Board of Education passed a resolution approving the Council's pledge on June 3, 2014.	Partner on early-childhood initiatives with Ohio State University, the city's Early –Start Columbus initiative, the YMCA Head Start program, and the Franklin County Early Childhood center Partnering with American Electric Power and Columbus State Community College on dual enrollment STEM	District offers 750 four year olds developmentally appropriate early childhood programs in 41 elementary schools aligned with the State Early Learning Content Standards taught by teachers with either pre-k certification or a master's degree in early childhood education. Program also provides family outreach, health and social	Participate in the state's Third-Grade Reading Guarantee that requires districts to assess third grader's reading proficiency and develop plans for students below grade level that includes summer school and literacy coaching. Students below the state-determined cut score are retained, but beforehand are provided with 120 minutes per day in literacy instruction and 60 minutes of	

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City School System	Developed Strategic Plan and/or Hired Staff	Held Citywide Summit and/or Coordinating with City Hall or other partners	Launched or Expanded Pre-k (1)	Bolster Elementary and Middle School Pipeline of Academically Successful Students (2)	Developed Data Systems for Tracking (3)
		courses at two schools. Partnering with Diplomas Now, Communities in Schools, City Year, Directions for Youth and Families, I Know I Can, Project Key, Learn 4 Life, and Learning Circle on attendance, discipline, and academic issues. Superintendent was appointed to Greater Columbus Infant Mortality Task Force, and district partners with children's hospital, and others on children's health issues.	services, and kindergarten transitions. Literacy data show participants need less intervention in kindergarten than non-participants.	intervention. Have 30 teachers trained in Reading Recovery, and 800 volunteer Reading Buddies who read with students twice a week. Data show that more students are being promoted to the fourth grade. Data on OGT show that African American students improving reading, writing, and social studies achievement faster than district rates, narrowing gaps.	
Dayton	Board approved district participation in Males of Color initiative.	Participate in the City of Learners initiative and align			

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City School System	Developed Strategic Plan and/or Hired Staff	Held Citywide Summit and/or Coordinating with City Hall or other partners	Launched or Expanded Pre-k (1)	Bolster Elementary and Middle School Pipeline of Academically Successful Students (2)	Developed Data Systems for Tracking (3)
		activities to district goals, metrics, and reporting. Collaborate with the city on a Males of Color Go Back to School Event.			
Denver			Increase mill levy to expand full day ECE for all 4-year olds, and expand seats for 3-year olds in partnership with community providers targeting underserved areas. Partner with community to increase quality, establish standards and assessments, and increase resources for summer reading-loss programs, particularly for ELLs	Increase rigor of common core implementation. Increase tutoring. Expand partnerships, enrichment, and engagement. Expand social emotional supports, mentoring, pre-collegiate information, CTE offerings, and pilot a personalized learning project.	Conduct opportunity quartile study to identify groups for intervention and targeted investment.

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City School System	Developed Strategic Plan and/or Hired Staff	Held Citywide Summit and/or Coordinating with City Hall or other partners	Launched or Expanded Pre-k (1)	Bolster Elementary and Middle School Pipeline of Academically Successful Students (2)	Developed Data Systems for Tracking (3)
District of Columbia	Developed a five-point plan called "A Capital Commitment" to increase achievement rates, improve literacy, invest in 40 lowest performing schools, increase attendance and graduation rates, improve student satisfaction, increase AP participation, college admissions, and career preparation, and increase enrollment. Hired Robert Simmons as lead. (202) 299-3323 (w) (202) 596-4901 (c) Robert.Simmons@dc.gov	Announced $20 million "Empowering Males of Color" initiative with the mayor and partners on January 21, 2015. Built around a three-pronged theory of action: Engage students, family and community; improve and expand implementation of research-based strategies; innovate and challenge approaches to improving achievement. Held fund-raiser lunch for a male academy and follow-up activities.	Established a three-school pilot program with professional development to support school readiness for Males of Color.	Set up "500 for 500: Mentoring through Literacy" program to ensure reading on grade level by grade three. Collaborating with external organizations to decrease summer learning loss. Set up Honor Roll Luncheons to recognize students for success and encourage progress. Revised elementary and middle school promotion/retention polices to rely more on data and less on teacher judgment. Provide two-year grants to schools through the DC Education Fund to support efforts to	Developed Equity Scorecard with measures that all schools will use to compare student performance. Measures include student proficiency, AP enrollment and performance, graduation rates, suspension rates, attendance, and student satisfaction.

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City School System	Developed Strategic Plan and/or Hired Staff	Held Citywide Summit and/or Coordinating with City Hall or other partners	Launched or Expanded Pre-k (1)	Bolster Elementary and Middle School Pipeline of Academically Successful Students (2)	Developed Data Systems for Tracking (3)
				improve social and emotional well-being of Males of Color, community and family engagement, or academic enrichment.	
Duval County	Named Larry Roziers roziersl@duvalschools.org as lead.		Introduced Success by Six at two schools. Expanded access to three-year old programs in low-income areas from 800 to 1,450 students Partnered with Head Start in public schools.	Revised elementary and middle school promotion and retention policies to ensure high expectations based on data-driven measures aside from "teacher judgment." Redesign summer school offerings and regular school schedules based on early warning system to provide ready access to coursework for students at risk of dropping out. Expanding overage schooling for	Developed modern, integrated early-warning tracking system (Performance Matters) to ensure all students on-track for graduation. Tracks attendance, suspensions, grade, and state test results. Allows teachers to follow students if they change schools.

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City School System	Developed Strategic Plan and/or Hired Staff	Held Citywide Summit and/or Coordinating with City Hall or other partners	Launched or Expanded Pre-k (1)	Bolster Elementary and Middle School Pipeline of Academically Successful Students (2)	Developed Data Systems for Tracking (3)
				students in grades 5-10 to individualize course recovery.	
El Paso	MBK District Points of Contact: Manuel Castruita, Director, Guidance Services (mcastrui@episd.org) Ray Lozano Executive Director, School Leadership Operations (rslozano@episd.org) Campus Points of Contact (POCs) lead efforts at the campus level. Student mentorship programs established at all comprehensive high schools. Mentorship at all middle schools will begin in Fall 2015. Students mentored by District personnel. Will explore mentorship opportunities by non-District personnel in Fall 2015. In the process of creating a Social-Emotional Learning Department to support implementation of Positive Behavior Interventions and	One of three districts statewide selected for participation in Project MALES (Mentoring to Achieve Latino Educational Success). Project is led by The University of Texas and Texas A&M. Engaged in partnership with the University of Texas at El Paso to establish a collaborative mentorship program at one high school. The university will select graduates from the selected high school for continued	District will launch Pre-K center in August 2015.	Implementing AVID at selected middle schools to promote college awareness and readiness. Analyzed advanced course enrollment and success rates at all middle and high schools and identified opportunities for increased enrollment. Offering PSAT grades 9th through 11th and SAT to all 11th grade students to bolster advanced course enrollment. Exploring curriculum support options for advanced courses in middle and high schools at	Data tracking system is in development.

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City School System	Developed Strategic Plan and/or Hired Staff	Held Citywide Summit and/or Coordinating with City Hall or other partners	Launched or Expanded Pre-k (1)	Bolster Elementary and Middle School Pipeline of Academically Successful Students (2)	Developed Data Systems for Tracking (3)
	Supports at 43 Demonstration Schools.	mentorship at the university level. Attended Texas Consortium for Male Students of Color Summer Leadership Summit in June 2014. Scheduled to attend in August 2015. Met with El Paso Community College Project MALES representatives to discuss opportunities for collaboration on student mentorship. In the process of establishing a partnership with the United Way to support the Campaign for Grade Level Reading		selected feeder patterns. Exploring venues to increase college matriculation.	

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City School System	Developed Strategic Plan and/or Hired Staff	Held Citywide Summit and/or Coordinating with City Hall or other partners	Launched or Expanded Pre-k (1)	Bolster Elementary and Middle School Pipeline of Academically Successful Students (2)	Developed Data Systems for Tracking (3)
		Alternative High School contracts with the El Paso Child Guidance Center to provide trauma counseling to students assigned to the campus. In the process of developing a leadership academy for mentored students.			
Fort Worth	Has formed a My Brother's Keeper Task Force to develop action plan. Using a cross- functional team with the annual planning process to identify equity issues. Using district goals and targets to address equity issues. Named Jerry Moore and Ashley Paz as leads. (817) 814-2703	Held "My Brother's Keeper Summit on February 21, 2015	Began a Universal Pre-K program in 2014 and added 12 additional Pre-K classrooms in 2015. Pre-K enrollment available for all students in Fort Worth ISD.	Hired Gifted and Talented Specialists at all Elementary campuses to support advanced learning opportunities for at least 10% of students in each student group at each campus.	Developed a Principal Daily Dashboard that automates and tracks grades, attendance, discipline, safety measures, and teacher attendance for each campus that can drill down to specific student groups and students.

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City School System	Developed Strategic Plan and/or Hired Staff	Held Citywide Summit and/or Coordinating with City Hall or other partners	Launched or Expanded Pre-k (1)	Bolster Elementary and Middle School Pipeline of Academically Successful Students (2)	Developed Data Systems for Tracking (3)
Hillsborough County	Hillsborough County Public Schools Males of Color Implementation Pan, 2014-2015 Named Lewis Brinson as lead. (813) 272-4368 Lewis.brinson@sdhc.k12.fl.us		District will monitor observation, assessment and evaluation data on pre-k and Head Start teachers to determine areas of strength and need. Correlate VPK assessment results with Kindergarten Readiness Assessment to determine impact of program. Evaluate effect of new pre-k and Head Start expansion into high-poverty schools. Monitor implementation of pre-k professional development during walk-throughs.	Monitor outcomes of the Extended Reading Time initiative through observations in project schools.	Use early warning system to monitor RTI/MTSS implementation and effects. Provide additional training on the use of the early warning system. Initiate cross-divisional meetings to better monitor outcomes and needed supports in schools.

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City School System	Developed Strategic Plan and/or Hired Staff	Held Citywide Summit and/or Coordinating with City Hall or other partners	Launched or Expanded Pre-k (1)	Bolster Elementary and Middle School Pipeline of Academically Successful Students (2)	Developed Data Systems for Tracking (3)
Houston	Named Annvi S. Utter to lead. autter@houstonisd.org 713-556-7104 Formed Equity Council to support district's efforts to ensure equitable access to educational opportunities for all students.[2] Collaborated on "Improving the Quality of Life for Young Men of Color in Houston: Local Action Plan, 2015."	Partnering with the mayor and city department of health to implement MBK. Management team created. Goals include having males of color entering school ready to learn, reading at grade level by third grade, graduating from high school ready for college and career, completing post-secondary education or training, successfully entering the workforce, and reducing crime and violence and providing a second chance.	Will convene key stakeholders to agree on best practices for a continuum of care to facilitate whole child development to ensure school readiness. Develop evidence-based metrics to evaluate school readiness. Implement recognized standards to ensure the quality of childcare providers and teacher. Will expand the number of children participating in high-quality full-day pre-K programs.	Will build and enhance partnerships that support achievement and ensure that concerns and strengths of community groups are addressed. Will work with community organizations to promote in-school efforts. Will strengthen existing community partnerships that include wrap-around services, after-school, summer school, and tutoring programs. Will connect in-school literacy efforts to out-of-school services to advance children's literacy.	Will determine baseline performance criteria and set measurable targets to meet goals. Will establish an early warning and intervention system that will prevent academic and disciplinary challenges from deteriorating into irreversible negative outcomes. Will set up an evaluation framework to assess effectiveness of the initiative.

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City School System	Developed Strategic Plan and/or Hired Staff	Held Citywide Summit and/or Coordinating with City Hall or other partners	Launched or Expanded Pre-k (1)	Bolster Elementary and Middle School Pipeline of Academically Successful Students (2)	Developed Data Systems for Tracking (3)
		Was involved in MBK summit in Houston on November 134, 2014. Follow up involved 12 focus groups.		Will increase access to print and electronic books to K-3 children by connecting families to donations and reading support services. Determine target-area pilot schools.	
Indianapolis	Have developed "Your Life Matters: Plan of Action."	Partnering with the mayor, Indiana Black Expo, and the Indiana Civil Rights Commission on the Your Life Matters (YLM) Task Force. The task force includes 115 organization, agencies, and offices—and includes teams on education, employment, health, justice, and mentoring. The Indiana Black Expo (IDE) handles		Partner with the Indiana Youth Institute, Big Brothers/Big Sisters, and 100 Black Men to expand mentoring opportunities for African American male youth.	Are developing with the task force measures of high school graduation, out-of-school suspensions, attendance rates, behavioral issues, employment status of African American males ages 16-24, risk of referral to juvenile court, percentage of African American males returning to IDOC within 12 months, and deaths by

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City School System	Developed Strategic Plan and/or Hired Staff	Held Citywide Summit and/or Coordinating with City Hall or other partners	Launched or Expanded Pre-k (1)	Bolster Elementary and Middle School Pipeline of Academically Successful Students (2)	Developed Data Systems for Tracking (3)
		project management, data, management, and communications.			homicide among African American males ages 15-25
Jackson	Named William Merritt as lead. wmerritt@jackson.k12.ms.us			Implementing and providing professional development for teachers and parents on the IMMC's "New Strategies for Teaching African and African American History to African Americans." Includes teaching African American history, culture, and leadership models to students in after-school and summer school program.	
Kansas City	Males of Color Implementation Plan Named Luis Cordoba and Derald Davis (816) 418-7322 jcordoba@kcpublicschools.org	Held the "Am I My Brother's Keeper" conference with 150 high school student.		Initiated "Each One, Teach One" mentoring program for males of color involving high school students	Created data dashboard to monitor progress of Males of Color on pledge elements and provide support.

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City School System	Developed Strategic Plan and/or Hired Staff	Held Citywide Summit and/or Coordinating with City Hall or other partners	Launched or Expanded Pre-k (1)	Bolster Elementary and Middle School Pipeline of Academically Successful Students (2)	Developed Data Systems for Tracking (3)
	dedavis@kcpublicschools.org as leads.	Working with Citywide Gateway Crime Task Force Convened a Student Diversity Leadership Conference: Building An Appetite for Diversity for seniors from four high schools. Held a Multicultural Leadership Symposium with Metropolitan Community College and participated in the Big XII Conference on Black Student Government.		mentoring elementary students.	Metrics include graduation, attendance, college and career readiness, suspensions, expulsions, special education classifications, AP, and G/T
Long Beach		Held "Students of Color Town Hall Meeting" on February 28, 2015		Expand the Long Beach Male Academy.	

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Los Angeles	School Board passed a resolution directing the superintendent to develop a districtwide plan for culturally and linguistically responsive education.				
Louisville			Continue CADRE menu of professional development of professional development geared toward the needs of "at promise" students.	Strengthen after school programs: Men of Quality Street Academy, REACH Program. Continue Louisville Linked program that provides wraparound services to students.	Establish dashboard to monitor the grades, attendance, behavior, and performance of students of color. Design interventions to "catch" students that are falling behind. Present quarterly reports on each element of the pledge on Males of Color
Miami-Dade County	Implementing a Districtwide Equity Parity Plan.[2]		Collaborate with community groups to provide curriculum support, training,	Implement a mentoring, life skills tutoring, career preparation and academic coaching	Establish a data base to monitor diversity, equity, and access to educational

[2] From Rethinking School Discipline, July 22, 2015.

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City School System	Developed Strategic Plan and/or Hired Staff	Held Citywide Summit and/or Coordinating with City Hall or other partners	Launched or Expanded Pre-k (1)	Bolster Elementary and Middle School Pipeline of Academically Successful Students (2)	Developed Data Systems for Tracking (3)
			and advice to early childhood providers on how to better serve Males of Color. Leverage the Teenage Parent Program to provide information on pre-school opportunities to better serve Males of Color.	model for Males of Color to provide successful transition to high school. Provide school-site guidance services to help Males of Color transition into high school STEM programs. Provide open houses and vocational fairs to better serve Males of Color. Provide information to stakeholders, businesses, and civic partners to Males of Color receive more mentoring and opportunities. Advertise schools of choice and parental options for Males of Color.	practices for Males of Color—"District Data Tracking Dashboard." Monitor performance of Males of Color to identify student needs in the areas of attendance, suspensions, and mobility—and provide needed interventions.
Minneapolis	Hired Michael Walker as lead. (612) 668-0189	Partnered with the University of		Piloting second year work (2015-16) at 8	

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City School System	Developed Strategic Plan and/or Hired Staff	Held Citywide Summit and/or Coordinating with City Hall or other partners	Launched or Expanded Pre-k (1)	Bolster Elementary and Middle School Pipeline of Academically Successful Students (2)	Developed Data Systems for Tracking (3)
	Michael.Walker@mpls.k12.mn.us Set up Office of Black Male Student Achievement with start-up budget of $200,000 and five staff members.	Minnesota to develop a special curriculum for African American males centered around the Black male experience and history with a focus on character development and leadership. BLACK (Building Lives Acquiring Cultural Knowledge) courses will be taught by local community experts in classes no larger than 20 students.		elementary schools, 4 middle schools, and 4 high schools. Developing professional development at project sites focused on engaging Black males, linking communities, Black male voices, unconscious bias, and the pedagogy of confidence. Expanding funds for AVID	
Nashville	Named Tony Majors as lead. Tony.Majors@mnps.org				
New York City	Named Ainsley Rudolfo as lead. (917) 940-6496 (c) Arudolfo@schools.nyc.gov				
Oklahoma City	Named Aurora Lora as lead. aalora@okcps.org (405)587-0448				

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City School System	Developed Strategic Plan and/or Hired Staff	Held Citywide Summit and/or Coordinating with City Hall or other partners	Launched or Expanded Pre-k (1)	Bolster Elementary and Middle School Pipeline of Academically Successful Students (2)	Developed Data Systems for Tracking (3)
Orange County	Has developed a comprehensive plan around each element of the pledge called "Building Ladders of Opportunity for Boys and Young Men of Color." Created the Minority Achievement Office (MAO) to narrow the achievement gap, improve academic outcomes, reduce discipline referrals, and increase graduation rates. Empowering Environments strategic plan.[7] Named James Lawson as lead. (407) 317-3470 James.lawson@ocps.net		Researched best practices in promoting academic success at pre-k level. Gathered best practices from most successful pre-k teachers. Discuss ways to better serve pre-k males of color Compiled academic and social development strategies and communications plan. Offered enhanced professional development for pre-k teachers.	Compiled all data from standardized tests and disaggregated it to show performance of males of color in all grades. Convened a committee to develop a protocol for tracking performance of Males of Color. Solicited input on plan from principals, curriculum, Title I, Multi-lingual, and ESE Set up early warning indicators for intervention. Set up procedure where committee is called if data suggest adjusting the protocol	Collaborated with associate superintendent of accountability, research, and assessment to develop protocol to disseminate data regularly. Gathered team to discuss the data and establish timelines. Meet with principals at all grade levels to establish intervention procedures based on early warning data Implement protocols for monitoring data and intervening with students not on track.

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City School System	Developed Strategic Plan and/or Hired Staff	Held Citywide Summit and/or Coordinating with City Hall or other partners	Launched or Expanded Pre-k (1)	Bolster Elementary and Middle School Pipeline of Academically Successful Students (2)	Developed Data Systems for Tracking (3)
			Monitored implementation, and tracked performance of pre-k males of color.	Shared protocol with area superintendents and all principals. Expanded MTSS system to 21 elementary and 4 middle schools. Established an accelerated reading program at the third grade in 25 elementary schools Monitoring progress of elementary and middle school students Initiated the summer Scholars of Orange County Calculus Project at two middle schools, On the Record Reading at two middle schools, and 5th	Execute appropriate interventions.

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City School System	Developed Strategic Plan and/or Hired Staff	Held Citywide Summit and/or Coordinating with City Hall or other partners	Launched or Expanded Pre-k (1)	Bolster Elementary and Middle School Pipeline of Academically Successful Students (2)	Developed Data Systems for Tracking (3)
				grade math at 10 elementary schools.	
Palm Beach County		Convened "My Brother's Keeper Community Challenge Student Summit in January 2015 to assess needs, set priorities, and define goals. The Summit was led by the Chair of the County Commission in partnership with the School District	Partnership with Head Start to ensure that all students, particularly boys of color, have received quality pre-K preparation by providing professional development for Head Start teachers to ensure that the instruction is aligned with State Standards.	The School District has purchased 8th and 9th grade PSAT for all 8th and 9th grade students to assess potential for Advanced Placement; AICE, and International Baccalaureate participation. The District has also expanded AVID to start in elementary/middle. Creation of JumpStart to High School Program for twice-retained students. In two years we have been able to successfully promote 237 students, 80% being Black or Latino males, to high school. 68% of them	Created data dashboard to monitor progress of males of color. Metrics include graduation, attendance, college and career readiness, suspensions, and expulsions.

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City School System	Developed Strategic Plan and/or Hired Staff	Held Citywide Summit and/or Coordinating with City Hall or other partners	Launched or Expanded Pre-k (1)	Bolster Elementary and Middle School Pipeline of Academically Successful Students (2)	Developed Data Systems for Tracking (3)
				maintained at least a 2.0 GPA or higher.	
Philadelphia		Working with the office of the mayor on a citywide strategy		Working with City Year in 11 schools to enhance learning environment and provide tutoring for students with low attendance, multiple suspensions, and low grades	
Portland	Names Jeanine Fukuda and Bonnie Gray as leads. (503) 916-3769 jfukuda@pps.net bgray1@pps.net	Partnering with Portland Trailblazers of NBA on third-grade reading. Partnering with Mayor's Black Male Achievement Initiative, AT&T, Aspire, Cisco, JP Morgan Chase, College Board, and Youth Gang Task Force. Vetting entire plan with office of the	Are creating early learning hubs in four targeted communities with partner agencies (including key culturally specific partners—Albina Head Start, Indian Education, Neighborhood House, Teen Parent Program, Oregon Community Foundation, Concordia University,	Have set goal to have 100% of students meeting or exceeding reading benchmarks on Smarter Balanced Reading Assessments by the end of third grade. Using culturally aware classroom observation tools and third grade reading campaign, as well as engaging families of color in	Will disaggregate all data by race, gender, and language. Designate staff from the Strategic Planning and Performance department whose primary focus is on data. Implement Early response System to identify students at risk and take appropriate action

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City School System	Developed Strategic Plan and/or Hired Staff	Held Citywide Summit and/or Coordinating with City Hall or other partners	Launched or Expanded Pre-k (1)	Bolster Elementary and Middle School Pipeline of Academically Successful Students (2)	Developed Data Systems for Tracking (3)
		mayor, school board, executive leadership team, District Equity and Inclusion Council, Superintendent's Student Advisory Council, Portland Association of Teachers, PTA, Pacific Educational Group,, Coalition of Communities of Color, Black Male Advisory Group, Coalition of Black Men, Delta Sigma Theta, Multnomah County Chair, All Hands Raised, Portland Business Alliance, City Club, Portland metro Education Collaborative.	Multnomah Education Service District, Native American Youth and Family Center, Home Forward, and Oregon Solutions).	reading events and home libraries.	by NAME. (Indicators include attendance, behavior, and achievement.)
Providence	School Board approved a Males of Color Pledge Implementation Plan and will develop a policy on institutionalized racial equity.		Expand the number of pre-k seats for males of color by moving the early	Infuse greater cultural relevance into the district's academic curriculum and	Compile a comprehensive, disaggregated data set on Males of Color to better

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City School System	Developed Strategic Plan and/or Hired Staff	Held Citywide Summit and/or Coordinating with City Hall or other partners	Launched or Expanded Pre-k (1)	Bolster Elementary and Middle School Pipeline of Academically Successful Students (2)	Developed Data Systems for Tracking (3)
	Will conduct a thorough examination of policies and practices to improve outcomes for Males of Color.		childhood program from Gregorian Elementary School to Asa Messer Elementary School. Work with state and city officials to expand the availability of pre-k opportunities.	identify content that betters responds to and engages Males of Color. Review policies to increase the access of adult male volunteers of color in the schools. Review policies to ensure that district buildings allow for more after-school community programs for Males of Color. Review human resource policies to increase recruitment, hiring, and retention of more educators of color. Identify and enhance initiatives that spur the academic growth and social development of	understand and measure academic status, progress, and social/emotional development. Develop a set of key indicators of student outcomes on academic achievement, graduation rates, dropout rates, AP participation, FAFSA completion, pre-k enrollment, attendance data, discipline referrals, special education placements, and other. Will establish goals and targets in each area and monitor progress.

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City School System	Developed Strategic Plan and/or Hired Staff	Held Citywide Summit and/or Coordinating with City Hall or other partners	Launched or Expanded Pre-k (1)	Bolster Elementary and Middle School Pipeline of Academically Successful Students (2)	Developed Data Systems for Tracking (3)
				Males of Color, such as the Gilbert Stuart Gentlemen's Association.	
Rochester	"We Will Treat Every Child Like One of Our Own: An Action Plan for the Rochester City School District"		District currently offers universal pre-k for every four year old at no cost to families—was mostly half-day programming in previous years.	Move aggressively to ensure that all students are reading by the third grade. Expand summer school opportunities in order to cut summer learning loss, provide interventions, and offer enrichment. Continue Summer of Reading program that supplies students with backpacks of books and reading lists. Continue increasing the numbers of dedicated reading teachers. Improve literacy content and instruction in	

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City School System	Developed Strategic Plan and/or Hired Staff	Held Citywide Summit and/or Coordinating with City Hall or other partners	Launched or Expanded Pre-k (1)	Bolster Elementary and Middle School Pipeline of Academically Successful Students (2)	Developed Data Systems for Tracking (3)
				multiple subject areas. Increase learning time by eliminating early dismissal of students every Wednesday and increase expanded-day schedules in elementary and secondary schools.	
San Francisco	Developed the African American Achievement and Leadership Plan Hired Landon Dickey as Special Assistant to the Superintendent for African American Achievement and Leadership DickeyL@sfusd.edu (415) 515-5247 Approved a school board resolution in support of African American achievement. Launched an African American Internal Oversight Committee to monitor district efforts, and an African American Community Council (AAAC) to provide	Convened My Brother's Keeper Local Action Summit in January, 2015 with the mayor and local foundations. Partnering with the mayor's office and the San Francisco Foundation.	Developed plan to enhance Tier 2 and Tier 3 Behavioral RTI supports for PK – 3rd grade students	Launched African American Internal Oversight Committee to monitor a cohort of elementary and middle schools with African American students as a focal population Identified elementary, middle, and high schools with high African American achievement. Planning to case	Convened staff team to evaluate African American student outcomes districtwide Launched African American Internal Oversight Committee to monitor a cohort of elementary and middle schools with African American students as a focal population

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City School System	Developed Strategic Plan and/or Hired Staff	Held Citywide Summit and/or Coordinating with City Hall or other partners	Launched or Expanded Pre-k (1)	Bolster Elementary and Middle School Pipeline of Academically Successful Students (2)	Developed Data Systems for Tracking (3)
	external oversight of district efforts in support of black students. District will provide an "African American Student Report" to share progress. Budgeted $800,000 to fund an African American Achievement and Leadership Initiative (AAALI) to support parent engagement, a postsecondary pathways program (that will connect all graduating African American 12th graders through LinkIn, provide alumni tracking, and provide coaching) provide school-site support and summer-school support.			study schools over 2015 – 2016 Transitioned support of the African American Parent Advisory Council (AAPAC) to the Superintendent's Office and Special Assistant to the Superintendent, to help coordinate accessibility of resources and information for African American parents Launched MBK/SF Summer STEAM Program for K – 5th grade students Partnered with community-based organizations to pilot a summer reading program with a cohort of black families	Identified academic, behavioral, culture and climate, and demographic measures to monitor acceleration of African American student achievement Developed CORF and BASIS data systems for tracking student referrals and behavioral interventions implemented at school sites, to reduce disproportionality of African American suspensions and expulsions Rolled out *Illuminate* data system

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City School System	Developed Strategic Plan and/or Hired Staff	Held Citywide Summit and/or Coordinating with City Hall or other partners	Launched or Expanded Pre-k (1)	Bolster Elementary and Middle School Pipeline of Academically Successful Students (2)	Developed Data Systems for Tracking (3)
				Launched Racial Equity Professional Learning Community at elementary school sites	districtwide which allows for more flexible analysis of school level and student level data
Toledo			RttT, SIG, Academic Turnaround, EWS, Inclusion, gender-based k-12.	Initiated the Young Men of Excellence mentoring program with 2,000 students Expanding credit recovery.	EWS, PBIS, Safe schools ordinance, mental health intervention.

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Males of Color Initiatives in America's Great City Schools (continued 2)

City School System	Addressed chronic absenteeism (4)	Revised Suspension and Discipline Policies (5)	Expanded AP and gifted/talented programs (6)	Spurring Colleges of Education (7)	Expanding FAFSA (8)	Addressed SPED Over-identification (9)
Anchorage	Continue attendance policy implementation; make phone calls to student homes during absences; and continue school business partner recognition of students with good attendance. Track results.	Implement new drug/alcohol policy for reducing suspensions and expulsions through alternative placements; implement RTI social emotional framework; and produce quarterly and annual suspension reports.	Continue focus on recruiting under-represented students for gifted programs; intentional core team planning for under-represented students with potential for AP; provide AP training for 300 secondary teachers; continue NMSI grant at two high schools; promote performance scholarships; continue TRIO in three high schools; and continue college and career guides at	Participate in Education Matters Summit with focus on improving teacher preparation; continue ongoing meetings with University of Alaska and Alaska Pacific University; continue dual credit opportunities; and partner with ANSEP.	Continue ELL workshops for families; conduct Title VII workshops for families; promote FAFSA through TRIO in three high schools; provide support through CTE/counselor coordinators and promote FAFSA completion in three high schools.	Examine disaggregated data to inform instructional decisions and use RTI and intervention data with individual students.

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City School System	Addressed chronic absenteeism (4)	Revised Suspension and Discipline Policies (5)	Expanded AP and gifted/talented programs (6)	Spurring Colleges of Education (7)	Expanding FAFSA (8)	Addressed SPED Over-identification (9)
			three high schools.			
Atlanta		Have set goal with state department of education to eliminate disproportionate suspensions of African American males by the end of the year. Expand PBIS from 123 schools to 24. Newly formed PBIS committee will review discipline and interventions. Provide weekly discipline updates to associate superintendents and principals to review and make adjustments.	PLCs of AP and IB coordinators are focusing on increasing enrollment, retention, and success of African American males in advanced courses.			Provide more inclusive environments for students with disabilities and provide additional training to lead and regular teachers. District is currently not disproportionate in special education. Using RTI to review and train staff around 504 accommodations. Continue monitoring to ensure that students are placed in LRE.
Austin		Worked to reduce numbers of Males of Color suspensions and expulsions.				Hold special education workshops for staff and teachers

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City School System	Addressed chronic absenteeism (4)	Revised Suspension and Discipline Policies (5)	Expanded AP and gifted/talented programs (6)	Spurring Colleges of Education (7)	Expanding FAFSA (8)	Addressed SPED Over-identification (9)
		Establish partnership with Greater Calvary Rites of Passage and other groups to develop alternatives to out-of-school suspensions.				to build strategies for working with Males of Color during the admission and dismissal processes.
Baltimore		Diversion program and community conferencing.[3] Professional development in de-escalation and portfolio of school-based climate supports.[4] Re-engagement/intervention centers.[4]				
Bridgeport		Goal to reduce out-of-school suspensions by 5% over two years.[4] Develop a systemwide approach to meeting students' behavioral, social, and emotional				

[3] From Rethinking School Discipline, July 22, 2015.
[4] From Rethinking School Discipline, July 22, 2015.

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City School System	Addressed chronic absenteeism (4)	Revised Suspension and Discipline Policies (5)	Expanded AP and gifted/talented programs (6)	Spurring Colleges of Education (7)	Expanding FAFSA (8)	Addressed SPED Over-identification (9)
		needs in order to reduce chronic absenteeism.[5] Implement RULER, an emotional intelligence program developed by Yale University.[5] Reduce school-based arrests through partnerships with police department and community agencies.[5]				
Broward County		Ended suspensions for non-violent activities, put interventions in place, and initiated the PROMISE (Preventing Recidivism through Opportunities, Mentoring, Interventions, Support and Education) program. Revising Code of Student Conduct policy and discipline matrix that require police				

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		involvement and to clarify expectations.[5]				
Buffalo		Implement restorative justice practices.[6] Revising agreements between district and school resource officers to lower the number of non-violent misdemeanor arrests for school-based behavior.[7] Implement Student Support Teams and Social-emotional clinics in all schools.[7] Develop a new code of conduct to emphasize intervention over punishment and exclusion.[7]				
Chicago		Developed the Suspension and Expulsions Plan to reduce out-of-school suspensions, encourage				

[5] From Rethinking School Discipline, July 22, 2015.
[6] From Rethinking School Discipline, July 22, 2015.

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		positive school climate, and peer councils to handle discipline issues.				
Cincinnati	M.O.R.E. clubs incentivize good attendance and GPA with field trips and outings.	Set goal of reducing disciplinary incidents by 560 percent through M.O.R.E clubs.			FAFSA completion is built into M.O.R.E. high school clubs.	
Clark County (Las Vegas)	Working collaboratively with City on Downtown Achieves (DA) Schools to expand a successful attendance incentive pilot across on DA schools. The goal of the City and District is a 50% increase in the number of students who miss less than 10 days in DA elementary schools.	Monthly data tracking of hard and soft expulsions. District Policy revised to align with State regulations and policies.	AP Goal establishment to target students of color Increase in the number of schools which offer IB programs at elementary, middle, and high schools. Strategic PSAT Indicator Analysis at the 10th Grade Level to find future AP class enrollees in all subgroups that	A working group has been established at the State level on how best to address the concerns laid out by a Multicultural Education Bill that passed this past legislative session. The working group will present potential regulations before the Commission on Professional Standards. The rationale being that if teachers	Historic Black College and University Tours Affiliations with Fraternal and Sorority programs at schools. Gear Up Partnerships	Implement instructional strategies that are culturally responsible to teaching and assessment practices. Appropriate and tiered interventions at the elementary level.

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			may not have been previously identified.	take a multicultural education course during their, they would likely be more effective in reaching their students who come from different backgrounds to increase their learning.		
Cleveland	Launched the "Get to School: You Can Make It" campaign. Partnering with the Cleveland Browns foundation. Adopt and implement promising and proven approaches to reducing absenteeism.	Retain Males of Color in school and reduce disproportionate suspension and expulsion rates. Expand use of Planning Centers at each school to reduce suspensions with staff trained in de-escalation strategies.	Increase numbers of Males of Color participating in honors, AP, and G&T classes. Develop new school models open to all.	Adopt curriculum addressing academic, social, and cultural needs of Males of Color in colleges of education.	Increase number of Males of Color who complete the FAFSA. Expand College Now program.	Reduce disproportionate numbers of Males of Color in special education courses. Reduce number of ED classes in district by 5% in one year.

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	Expand use of Planning Centers at each school to reduce suspensions with attendance liaisons.					
Columbus	Has developed an Attendance Tool Kit with attendance-related policies and information. Have reduced tardiness and truancy by 76% and suspensions due to tardiness and truancy by 36%. Provide in-school immunizations, school nurses, health screenings, and chronic disease management for students with	District has implemented Positive Behavior Intervention and Supports (PBIS) and the Student Assistance and Intervention for Learning (SAIL) process in an MTSS framework. Use school counselors and social workers at schools to address social, emotional, and mental health concerns. Has implemented a Truancy Intervention Center and a Positive Alternative Learning for Students (PALS) program along with I-PASS (an alternative to suspension program).	District is attempting to expand access to gifted and talented programs by tailoring instruction for identified students; provide opportunities for gifted students to work with each other; and enhancing primary grade programs. District has 29 site coordinators who work with teachers on			Are working to increase the number of students with disabilities in inclusive settings, expand co-teaching in regular classroom settings, and ensuring access to the least restrictive environments for students of color. Offering professional development on inclusion, culturally relevant teaching, universal design for learning, racial identity

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	chronic conditions. Has a District Wellness Initiative for students.		analyzing data and preparing lessons for gifted students. District is piloting a critical thinking program in k-2, a career awareness program, Career Café, for gifted 8th graders, and works on a number of enrichment activities.			development, and other factors to reduce mis-identification of males of color as disabled.
Dallas			Increased numbers of African-American and Hispanic students taking AP exams in math & science and numbers scoring 3 or above. (See graphs)			

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			Continue expanding NMSI College Readiness Program.			
Dayton	Monitor attendance and discipline data monthly.	Convene stakeholders to review student code of conduct and recommend changes. Have board approve. Research alternative programs to reduce suspensions. Post discipline data on district website and communicate to stakeholders. Restorative justice now implemented in eight schools.	Increase the numbers of students identified as gifted and provide services.		Create baseline for all students completing FAFSA and disaggregate by gender and ethnicity. Participate in country's first "Signing Day" for college acceptance.	
Denver	Implement early warning system and target resources for immediate intervention. Expand mentoring	Focus on culturally responsive education. Implement restorative justice practices. Goal: Ensure that rates of out-of-school suspensions and expulsions for Black,	Identify criteria that might qualify students for advanced programs and target recruitment activities in every	Implement Strategic Plan for Equity and Inclusion Training and Leadership Development in all schools.	Strengthen partnerships with higher education and pre-collegiate mentoring providers. Establish accountability	Implement intentional strategies to focus on culturally responsive teaching and assessment practices.

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	Increase advisories that match students with caring adults to support social and emotional growth.	Latino, and White students are proportionate with population.[7] Goal: All schools will be LTE 3% unduplicated out-of-school suspensions for Black students.[8]	secondary school. Monitor enrollment by school. Strengthen partnerships with higher education. Increase training and recruitment for teachers with advanced certification.	Incorporate culturally responsive practices into LEAP teacher professional development and evaluation program.	for FAFSA and post-secondary applications. Start identifying middle-school students.	
District of Columbia			Working to ensure that AP courses and SAT prep opportunities are equitable and available throughout the district.	Expanding the teacher residency partnership to attract more Males of Color to teach and lead in the district.		
Duval County	Built the Performance Matters data base with an	Revised student code of conduct to incorporate restorative justice, in-school suspensions,	Redesigned the eligibility protocol to gifted programs	Meeting with local colleges of education on academic,	Will begin collecting quarterly data on numbers of	Implementing the GRASP Academy for dyslexic students

[7] From Rethinking School Leadership, July 22, 2015.

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	early warning system that includes attendance needs. Attendance plan and policies will identify students with excessive absences for early intervention. Shifting all truancy officers from the district office to school sites to work directly with students and parents. Provide quarterly reports to the board on attendance and annual reports on achievement gaps.	parent conferences, and teacher PD Implementing mental health, positive behavior support, and classroom management training for all teachers and administrators. Early warning system will highlight discipline needs related to suspensions and expulsions, and identify when interventions are needed.	to expand minority participation. Expanded accelerated courses in every district high school—including AP, IB, AICE, dual enrollment, and industry certification. Saw participation by Black students in accelerated courses increase 42%.	cultural, and social needs of Males of Color Beginning to collect data on effectiveness of teacher college graduates with Males of Color. Expanding "Call Me Mister" program to recruit Black males into teaching. Implementing the Jacksonville Teacher Residency Program to recruit high-performing Males of Color to teach math and science in urban schools.	Males of Color who have completed FAFSA form. Set goals to have District School Counseling Office to increase attendance at Financial Aid Nights at each high school as well as College Goal Sunday held each spring.	Implementing Tier III reading and math intervention programs in all elementary schools. Electronic data system will allow tracking of academic and behavioral interventions even if they change schools. Will continue gathering data and conducting analysis of data by race on ESE students.

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Fort Worth	FWISD has established a comprehensive truancy program in collaboration with city resources. Stay in School Coordinators are assigned to each high school feeder pattern to provide outreach support for students with excessive absences. These staff members maintain communication between school and parents and council students with school resources to keep students attending school on a regular basis.	The student code of conduct was revised with the following state mandate provision, based on changes from the 84th legislative session; Before ordering an in-school or out-of-school suspension, placement in a DAEP, or expulsion to JJAEP, the principal or designee must consider: 1. whether the student acted in self-defense, 2. the intent or lack of intent at the time the student engaged in the conduct, and 3. the student's disciplinary history, regardless of whether the decision of the principal or designee concerns a mandatory or discretionary action.	AP and Dual Credit is now a District measure. FWISD monitors the number of AP exams scoring 3 or higher, AP exams taken, AP exam takers, and dual credits received. All of this information is monitored at campus and student group levels. Enrollment in all AP classes is monitored and reviewed for equity. We have added additional counselors at the high school level to support students enrolling in AP opportunities.	FWISD has a comprehensive college and career readiness initiative that promotes a college bound and workforce ready culture from elementary to post-secondary opportunities. Primarily at the secondary level, FWISD has GO centers which are college and resource rooms where students can research colleges and careers. FWISD has extensive programming such as College Night which has over 300 college representatives present to talk to students.	FWISD has college days, which helps students and parents with college admittance. There is a monthly scholarship bulletin made available district-wide that outlines criteria for scholarships from elementary to college. FWISD has district-wide college financial aid nights hosted at each traditional high school from January through March. In the college and career classes and programming, financial aid workshops are	The Special Education department has set up a system of monitoring Special Education referral data by ethnicity on a monthly basis. All schools with a large number of Special Education referrals (particularly with students of color) received cultural responsibility pedagogy and professional learning and training.

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					given for both parents and students in both English and Spanish. FWISD has strong educational partnerships with every major college and university in the north Texas area that provides peer-to-peer mentoring for college access. FWISD works with UNCF and MACE to help students receive scholarships. UNCF provided over 50% of the scholarships to young men of color.	
Fresno		Implemented restorative practices in several schools in 2013 and				

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		authorized $500,000 for districtwide strategy.[8] Saw students implement an advocacy group—Students United to Create a Climate of Engagement, Support, and Safety (SUCCESS).[9]				
Hillsborough County	Continue implementing and monitoring the Student Success Program in all targeted middle and high schools with focus on reducing achievement gap, lowering suspensions, increasing attendance, and reducing dropouts.	Initiate and implement Project Prevent grant that will assist 21 high poverty schools break the cycle of violence. Continue and evaluate Project Promise for Title I schools to purchase or support programs to improve discipline and attendance.	Continue successful effort to use PSAT and other data to encourage eligible student of color to participate in AP courses. Expand and monitor the use of AVID with ELLs in grade 6 to prepare them for AP and honors placement.	Continue the partnership with the University of South Florida Urban Residency Program to place and support intern teachers, monitor their impact on student outcomes, and compare their results with other new hires.	Continue the partnership with the Florida HBCU Alliance to increase numbers of students of color who enroll in college. Promote and increase participation in the Black/Brown College Bound program in partnership with Hillsborough	Support MTSS implementation in all schools K-12. Implement and monitor new Project AWARE grant to provide mental health services. Implement new School Climate Transformation grant to improve behavior and climate in 25 Title I schools.

[8] From Resource Guide for Superintendent Action, July 2015.

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			Continue to use MTSS framework to identify gifted and talented students of color.	Continue the collaboration with area colleges and universities to provide leadership development and "think tanks" around diversity and cultural awareness.	Community College. Strengthen marketing to all high schools and CTE schools of College Goal Sunday, a student and parent workshop geared to increase FAFSA completion rates.	
Houston		Will develop a school-based early-detection and intervention system that connect students and parents to services. Exploring evidence-based practices in intervening to positively impact student behavior without excluding students from school.[9] Developing a districtwide framework that supports positive school environments by				

[9] From Rethinking School Discipline, July 22, 2015.

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		providing teacher and administrators with practical strategies to manage challenging student behavior.[10] Providing schools with classroom management tools like *The Leader in Me* and "Safe and Civil Schools' Classroom Management" Training.[10]				
Indianapolis		Surveying other county schools to learn about alternatives to suspensions and best practices. Reviewing suspension codes to see if the grounds for suspensions can be reduced. Implementing a new Student Code of Conduct designed to increase equity in disciplinary practices.[11]		Are engaging teacher training at universities in Indiana on culturally responsive instruction and classroom management techniques.		

[10] From Rethinking School Discipline, July 22, 2015.
[11] From Rethinking School Discipline, July 22, 2015.

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		Increasing building and district supports to instructionally respond to inappropriate behavior (e.g., restorative practices, PBIS, MTSS).[11] Working with Marion County Superior Court on conditions under which the court will accept or reject school referrals and arrests for misdemeanor and status offenses. Beginning to coordinate with other community organizations on alternatives to court referrals and other services.				
Jackson						
Kansas City	Have set up truancy intervention efforts to reduce absenteeism with Males of Color, e.g., SEL support, Knock-	Began "No Out of School Suspension Absences" initiative. Eliminating "willful defiance" and insubordination" as grounds for suspension.				

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	N-Talk, Attendance Ambassadors, Truancy Court, Success Court, letters to parents	PBIS and Behavior Intervention Support Teams Shifting all truant officers into the schools from central office. Regularly report on progress on reducing suspensions and expulsions.				
Long Beach	Continue efforts to encourage and incentive attendance and meeting attendance goals. Currently attendance is 97% districtwide.	Continue and strengthen district efforts to use conflict resolution, early intervention, training in appropriate behaviors, and alternatives to suspensions. Suspensions have dropped over 30%.	District will pay for all but $5 of AP exam costs in grades 8-12, expand AP test-prep, summer bridge classes, and pre-AP workshops. AP participation increased 20% over last year and 154% over 20 years. Continue Claremont College Long Beach Math			

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			Initiative by allowing high school students in a summer residential math program. Under-represented students are paired with mentors.			
Los Angeles		Eliminated "willful defiance" as grounds for suspensions. Approved policy to require the use of alternative disciplinary practices such as restorative justice. Continued implementation of PBIS. Goals: Decrease the number of instructional days lost to suspension, decrease suspension rates, and decrease expulsion rate.[12]				

[12] From Rethinking School Discipline, July 22, 2015.

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Louisville	Strengthen Equity Institutes to address disengaged students and teachers. These institutes are led by school officials and local and national experts.	Institute districtwide restorative justice training. Make modifications in the Code of Conduct. Develop equity scorecards Conduct school-level data dives and reports.	Enhance the Advance Program Institute designed to address the non-traditional gifted student. Next cohort is set to be all Males of Color from high-poverty schools	CARDS Program. Partner with University of Louisville and Kentucky State University to design curriculum that focuses on diversity, equity, and inclusion.	Design new dashboard that charts participation in scholarships and FAFSA	Advance Program Sustaining and Improving Initiative
Memphis	Launched the "Represent Everyday" campaign with the Memphis Grizzlies to develop a robo-call to students about attending school.					
Miami-Dade County	Provide hourly case workers to follow up on the truancy referral process with the attendance office for Males of Color.	Implementing the Alternative to Suspension program to reduce suspension and expulsion rates for Males of Color. Plan to eliminate out-of-school suspensions in	Provide data and strategies on programs to increase participation of Males of Color in AP, dual enrollment, AICE, gifted	Partner with local universities to establish curricula, financial aid assistance, and admissions guidance to Males of Color.	Create opportunities for universities and colleges to present information on college readiness, financial aid	Implement a tracking system with multiple levels of review to monitor the placement of Males of Color in special education courses.

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		2015-16 school year and instead will send students to Student Success Centers for counseling and social services.[13] Leveraging community partnerships that focus on providing wrap-around services.[14]	and talented, CTE, and other programs. Provide information to Males of Color on magnet school opportunities.	Monitor teacher effectiveness with Males of Color using value-added scores.	applications, FAFSA completion, and admissions requirements to Males of Color. Require 12th grade Males of Color to complete FAFSA forms at school computer labs. Meet monthly with school-level student services staff to monitor FAFSA submissions.	
Milwaukee	Partnering with the Milwaukee Bucks to encourage students to attend school every day.					
Minneapolis		Revamping discipline policies based on				Conducting a program audit to

[13] StateImpact, July 29, 2015.
[14] From Rethinking School Discipline, July 22, 2015.

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		suspension data with new emphasis on interventions, restorative justice, and SEL.				determine over-identification in SPED.
New York City		Expand the use of restorative approaches instead of exclusionary discipline.[15] Promote a multi-tiered approach to promoting positive behavior.[14] Reduce reliance on suspensions and calls to EMS for behavioral incidents.[14]				
Oakland		Community schools strategy.[16] New district discipline policy to end willful defiance as grounds for suspensions.[15] Restorative justice and trauma-informed services.[15]				

[15] From Rethinking School Discipline, July 22, 2015.
[16] From Rethinking School Discipline, July 22, 2015.

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		Culturally responsive positive behavior interventions and supports.[15] Culturally specific approaches for African American males, Latino males, and females of color.[15] Social Emotional Learning.[15] Student leadership/student voice (all city council, wellness council, AAMA youth council).[15]				
Oklahoma City						
Orange County	Convened a committee to study attendance of students who were chronically absent.	Researched the suspension rates of all students and determined schools with most racially disproportionate suspensions and expulsions.	Prepared a breakdown by race and gender of all honors and AP courses.	Initiated a relationship among three local colleges of education around the Males of Color initiative.	Work with guidance offices and directors to develop a protocol to report on progress of Males of Color	Review data on the percentages of Males of Color and other subgroups identified in ESE programs.

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	Established monitoring procedures to routinely evaluate student attendance and intervene before students become chronically absent. Create a multi-pronged prevention and intervention system to decrease absenteeism Establish incentives for good or perfect attendance. Meet with teams of social workers to establish individualized	Held meetings with administrators from these schools along with area administrators. Meet with selected schools on a monthly basis to review data, refine discipline procedures with students of color, and share effective strategies. Provide training to all administrators on how to analyze disaggregated data, use best practices, and motivate good behavior. Set up a Behavior Leaders Consortia in 11 high schools and 17 middle schools Restorative justice.[17] Positive Alternatives to School Suspension (PASS).[16]	Convened a high-level staff meeting to develop stronger procedures for reporting participation in advanced courses by Males of Color. Involved principals in the discussions. Continue the second-grade universal screening process designed to capture more students of color. Presented plans to area superintendents and principals.	Set up discussions about strengthening pipeline of minority teacher candidates. Exploring the development of a local "Call Me Mister" program. Exploring the development of a curriculum at local colleges of education that addresses the academic, cultural, and social needs of Males of Color. Meet with local colleges of education to develop a data monitoring system on how teachers perform	who complete the FAFSA process. Meet with parent groups on the importance of the FAFSA forms. Schedule annual meetings for parents of students who are in junior class. Meet with sponsors of the Minority Leadership Scholars to increase the numbers of Males of Color who complete FAFSA. Monitor effects of the effort and make adjustments.	Meet with senior leadership team to discuss disproportionality and assign personnel to monitor and coordinate efforts. Review cases of students who may have been improperly identified. Assign staff to monitor efforts to reduce disproportionality. Track progress of efforts.

[17] From Rethinking School Discipline, July 22, 2015.

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	intervention systems for students whose attendance does not improve. Monitor and evaluate intervention systems for effectiveness. Monitor students who are chronically absent.	Alternatives to Suspension Centers.[16]	Monitoring progress of efforts.	with Males of Color. Monitor program progress.		
Palm Beach		Implemented restorative Justice practices in Title schools. Revised Code of Conduct Policy and discipline matrix. Work with School Police to reduce the number of campus arrests. Active youth Court program. Implemented SwPBS in all schools in the District.	Increased Boys of Color participation in AP classes by using the AP Potential. Started a new IB Program in Majority Hispanic School with an aggressive recruitment of Boys of Color.		We have required all high school students to participate in FAFSA workshops facilitated by school guidance counselors. At our Title I schools the graduation coach ensures that all males of color complete the FAFSA form.	Multi-Tiered Support Systems (MTSS) implementation in all school, K-12. Review data on percentage of males of color identified in ESE programs. Assigned staff to monitor efforts to reduce disproportionality.

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			Creating new Gifted cluster sites at majority minority schools to increase access for Boys of Color.			
Philadelphia	Analyzed data on the link between attendance and dropping out, state test scores, and graduation Created attendance awareness campaign focused on the 50% of students who miss the most days. Target communications to parents and guardians about importance of	Develop a structure to support climate transformation. Promote fair and effective disciplinary practices. Develop multi-tiered behavior framework in 14 existing schools and 28 new schools. Collaborate with state and national partners to promote a system of change and improvement. Eliminating zero tolerance policies.[18]				

[18] From Rethinking School Discipline, July 22, 2015.

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	school attendance.	School Climate Transformation Grant.[17] School Diversion Program.[17] Trauma-informed schools.[17]				
Pittsburgh		Implementing restorative justice practices in 23 schools, designed to enhance relationships between students, staff, and parents to improve student behavior and reduce incidents.				
Portland	Continue participating in Attendance Matters with All Hands Raised partners SUN, Department of Human Services—providing onsite social workers.	Goal to reduce overall exclusionary discipline by 50% and reduce disproportionately in exclusionary disciple by 50% in two years.[19] Integration of PBIS, restorative practices, and collaborative action research for equity.[18]	Continue Advanced Scholars program at Franklin that targets students of color to take at least 4 AP classes—has increased graduation rate and college-going rate.	Continue partnership with Portland Teacher Project, Portland Community College, and Portland State University to recruit and prepare culturally responsive	Have GEAR UP and AVID participants complete FAFSA. Have counselors at schools not participating in GEAR UP or AVID provide needed support to Black and	Will align service delivery model with National Association of School Psychologists' 10 domains of practice, which shifts focus to prevention and culturally response interventions prior

[19] From Rethinking School Discipline, July 22, 2015.

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	Establishing attendance protocols and attendance toolkit. Expanding attendance efforts to entire Roosevelt Cluster and beyond.	Revising Student Handbook to reflect restorative practices.[18] Restructuring expulsion hearing process.[18] Targeted school-based culturally specific services.[18] CARE teams to improve school climate. Providing culturally specific Student Assistance Coordinators to support males of color in pilot schools. Provide mentorships through Coalition of Black Men, Latino Network, and Indian Education. Establish Parent College to support disciplinary efforts of Latino parents. Partnering with Portland Parent Union and Community Education	Expand over time. Continue partnership between Portland Community College and Jefferson Middle School on dual high school/college credits. Partner with local universities on scholarships beyond community college. Expanding dual credit opportunities, AP, and IB in all high schools. Asking each high school to set targets for recruiting	teachers and to increase diversity of teacher pool. Continue Portland Metro Education Partnership, which includes 10 teacher preparation programs to improve pre-service and in-service teacher training. Use Master Teachers with strong culturally responsive practices to co-teach with student teachers.	Latino males in completing FAFSA.	to special education placement. Pilot "blind panel" for special education eligibility screening.

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City School System	Addressed chronic absenteeism (4)	Revised Suspension and Discipline Policies (5)	Expanded AP and gifted/talented programs (6)	Spurring Colleges of Education (7)	Expanding FAFSA (8)	Addressed SPED Over-identification (9)
		Partners to identify areas where suspension moratoria are viable (e.g., pk-2, subjective offenses) and establish restorative justice practices. Pilot "blind hearing" concept for disciplinary hearings.	Black and Latino males into programs. Expand AVID to more high schools and their middle schools and partner with University Partners to expand pool of AVID tutors. Collaborate with higher education partners to develop honors courses that focus on African American, Latino and indigenous cultures.			
Providence	Improve data collection on student attendance.	Conduct a thorough examination of the Student Discipline and Code of Conduct to	Set targets and goals for increased participation of			

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City School System	Addressed chronic absenteeism (4)	Revised Suspension and Discipline Policies (5)	Expanded AP and gifted/talented programs (6)	Spurring Colleges of Education (7)	Expanding FAFSA (8)	Addressed SPED Over-identification (9)
	Target attendance strategies first on students in grades k to 3. Enlist community partners like city and county government, the United Way, and others to make home visits to residences of chronically absent students. Focus the work of parent liaisons at each school on attendance. Continue community impact campaign linking attendance and poor achievement.	ensure that policies are fair and equitable. Begin phasing in more restorative justice practices rather than out-of-school suspensions. Work with the Providence Police on the role and authority of School Resource Officers to curtail student involvement with law enforcement. Provide professional development on applying restorative justice and conflict resolution.	Males of Color in AP courses Expand the number of middle school students the district works with to prepare them for AP in high school.			

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City School System	Addressed chronic absenteeism (4)	Revised Suspension and Discipline Policies (5)	Expanded AP and gifted/talented programs (6)	Spurring Colleges of Education (7)	Expanding FAFSA (8)	Addressed SPED Over-identification (9)
Rochester		Developed a community task force on student behavior that was convened by the Rochester Area Community Foundation and is focused revamping the district's code of conduct and will track progress. Expanded positive engagement activities (e.g., art, music, sports, extra-curricular activity.)[20] Expanded learning time in 22 schools.[19]				Continue expanding the continuum of services for students with disabilities to reduce over-classifications and improve LRE placements. Expand use of consulting teachers in general education classes. Expand language enrichment and intervention efforts with young students to reduce inappropriate placements in speech and language impairment. Expand use of IDEA funding for reading

[20] From Rethinking School Discipline, July 22, 2015.

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City School System	Addressed chronic absenteeism (4)	Revised Suspension and Discipline Policies (5)	Expanded AP and gifted/talented programs (6)	Spurring Colleges of Education (7)	Expanding FAFSA (8)	Addressed SPED Over-identification (9)
						intervention programs.
San Francisco		Implemented a districtwide professional development program in 2009 on implementing restorative justice practices. Built the approach into the teacher contract. Saw suspensions drop from 3,098 in 2009-10 to 1,921 in 2012-13.[21]				
Toledo	Started the Truancy Prevention Program PBIS Pathways to Success.	Initiating PBIS and SEL programs	Expanding AVID, gifted and talented, & AP courses EHSO		Naviance Graduation coaches	EHS

[21] From Resource Guide for Superintendent Action, July 2015.

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Males of Color Initiatives in the Great City Schools (continued 3)

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
Anchorage	Provide college and career guides at three high schools; expand freshman houses, academies, and small learning communities to personalize attention on students at risk; continue SEL programs; and focus professional development on student engagement.	Provide parent engagement training and parent meetings with focus on under-served populations. Conduct regular ELL parent meetings and classes for refugee parents. Continue soliciting concerns from Alaska Native and American Indian community groups	Collaborate with broad range of community organizations, e.g., MECAC, NAC, Title I family groups, ARISE, United Way, Big Brothers-Big Sisters, CITC, UAA, and others.			

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City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
Atlanta	Create at-risk indicators for dropping out that would be used to determine student case-loads for graduation coaches. BEST Academy is used for a supportive single-gender environment serving mostly African American males. Currently developing an African American male support initiative for high schools Continue partnerships					

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City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
	with Brothers Building Up Brothers, Dukes Foundation, and 100 Black Men.					
Austin	Worked to reduce the number of male drop outs. Altered approach to discretionary removals at each campus. Plan Students with a Graduation Goal (SWAGG) Conference—with male component.	Re-established programs that give books to families. Held Vertical Team Parent Focus Groups with African American parents. African American Parent Engagement Conference in April 2015	Providing cultural sensitivity training and training on differing learning styles for all staff. Partner with University of Texas Department of Diversity and Community Engagement. Speaker series for administrators on reaching Males of Color; book studies; on-line professional development with Jawanza Kunjufu and Robin Jackson. Power of One Institutes			

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City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
Baltimore	Engage students in activities that will define their future selves while receiving supports. (Mentor match, college visits, college planning, SAT prep.)		Will hold a conversation about race, Black male identity development and support on MLK birthday. Expand into monthly discussions			
Broward County	Started the "Mentoring Tomorrow's Leaders" peer-to-peer program for minority males in two high schools in partnership with Broward College. Provide peer mentoring, leadership support, and dropout prevention efforts to help					

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City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
	students transition to college or workforce.					
Cincinnati	M.O.R.E. programs in high schools focus on academic success, career readiness, building a resume, FAFSA, college requirements, college visits, preparing for SAT and ACT, public book studies, speaking, and health and wellness.					
Clark County (Las Vegas)	Lowest performing high schools placed in Turnaround Zone to receive "triage" to increase	Parent Engagement Centers located geographically across the District.	Cultural Competency Training for Administrators with ongoing PD			

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City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
	graduation rates by allowing schools flexibility in scheduling, resources, hiring, and curriculum. Star On Programs. Community Resource Advocates New Heights Intervention Program JAG Community Role Models Guest Speaking. On-site mentoring Peer Mediation	Newly-Created Family Engagement Department.	Case Study Learning/Bennett Model Look Fors and Instructional Rounds			

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City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
	In-house Academic Center Placements. Graduation Advocates provided by the School Partnership Office					
Cleveland	Transform high schools with low graduation rates. (100 mentors matched with 100 mentees)	Provide literacy and engagement initiatives with parents. Expand use of parent/teacher conference days, Father's Walks, Parent University, and Student Advisory Councils.	Engage in broader discussion and examination of how issues of race, language, and culture affect the work of the district.			

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City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
		Improve cultural proficiency of IEP teams.				
Columbus	District has rich portfolio of activities to engage middle and high school students in athletics, performing arts, career and technical education, and academics to spur attendance and engagement despite budget cuts. District is expanding career and technical offerings at Career Centers and neighborhood schools,	Implemented Parent Literacy Academies to help parents work on literacy with their children at home. Have parent consultants at 40 schools to improve parent engagement.				

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City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
	apprenticeships, and internships District is implementing a number of initiatives focused on character development, e.g., "Boys Won't Be Boys," REAL Young Men, ELITE, Young Leaders of Today and Tomorrow, and I-Men.					
Dallas						
Dayton	Monitor grade distribution in grades 7-12. Monitor course enrollment in AP, IB, 8th grade algebra, special education, CTE					

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City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
	courses each semester and annually. Monitor graduation rates.					
Denver	Increase multiple pathways to graduation. Promote innovations in competency-based credit and credit-recovery programs. Increase CTE offerings. Monitor students not on track at every grade level from 4th through high school Increase student voice in policy	Prepare materials and outreach strategies to help families understand trajectories to college and careers—and what students need to be ready. Conduct outreach to families on common core, and career readiness opportunities.	Implement Strategic Plan for Equity and Inclusion Training and Leadership Development in all schools, including student voice. Increase leadership opportunities, particularly for students not typically engaged. Implement Black Male Achievement Initiative (BMAI)			

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City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
	program implementation.	Expand teacher home visits. Connect school performance framework with family practices. Expand birth to three initiative to more school clusters. Partner with community to increase family supports.				
District of Columbia	Establishing an Urban Prep Academy DC to spur academic success of Males of Color. Establishing "Championing Academic	.				

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City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
	Success" modeled after college football signing day to celebrate each graduate's next steps toward college or career training.					
Duval County	Have launched the "5000 Role Models of Excellence Project" to improve academic achievement among males of color. District is recruiting 500 local businesses and community leaders to serve as role models to 500 African American boys in 10 middle and high schools.	Are implementing Parent Academy Courses promoting literacy and parent engagement for families of color	Are requiring all district and school-based administrators to participate in cultural sensitivity training.			

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City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
	Have placed graduation coaches in all Title I schools and now require all counselors in schools without graduation coaches to attend regular meetings on how to ensure that all students graduate.					
Fort Worth	Developed District Focus Goals at all campuses to address matriculation rates but specifically at high schools for 1st year Freshmen.	Family Communication Liaisons identify needs on every campus. Parenting classes organized by pyramids. "Strong Fathers Strong Families" model used.	Began training for administrators in "Courageous Conversations about Race" with a follow-up plan to expand into campuses in 2015. Began Racial Equity Conversations in school feeder patterns experiencing most			

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City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
	District Level Targets identified and monitored to increase student achievement on state assessments and increase graduation rates.	Parents as Teachers Liaisons at every elementary campus. "Ready Rosie" early childhood modeling program used. Social media used to connect with families (Facebook, Twitter, Instagram, Vine, Pinterest, as well as a FWISD App). Parent Link and Parent Portal used to communicate with parents. Morningside Children's Project and	opportunity for growth.			

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City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
		Historic Stop Six Projects. SMART goals written with data and assessments planned as well as connected to other programs.				
Hillsborough County	Launch the Gear-up Grant to increase the performance of secondary and post-secondary students, increase graduation rates, and improve family knowledge of post-secondary opportunities.	Host and monitor Parent University, a districtwide initiative held four times a year to better engage parents, provide health information, and conduct workshops.				

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City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
		Expand district parent nights for Hispanic families to inform parents about the educational and post-secondary process. Nine planned this year.				
Houston	Will develop policies and practices around an early warning and response system that include whole-child indicators and interventions, focused on reducing chronic absenteeism and	Will facilitate parental participation by providing caregivers tools to support their children's academic and developmental progress and identify resources to meeting psycho-social and				

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City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
	exclusionary discipline. Will develop an evidence-based list of interventions to improve school environments that will better prepare students for college and career. Will partner with community-based organizations and businesses to increase experiential learning for student academic success. Increase the number of high school students	development needs				

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City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
	of color who have access to college preparation services, counselors, and financial aid. Will expand and align career and technical education training received by young men of color with local growth industries. Will increase the numbers of mentorships, coaching opportunities, and other support services for young men of color.					

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City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
Indianapolis			Working with IBE and Mind Trust on community conversations about how to address the needs of educators as they balance the educational, social, and emotional needs of African American males. Participate in a summer IBE conference on cultural competencies.			
Jackson						
Kansas City						
Long Beach	Continue high school reforms and improvements that have led to overall graduation rates of 80.6 districtwide, including					

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City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
	79.1% for African American students and 76.6% for Hispanic students. Working to replicate the California Academy of Math and Science, a nationally ranked "beating the odds" school. Expand the district's high school summer school initiative that included 7,000 students last year. Focuses on math prep, bridge classes, credit recovery,					

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City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
	and other efforts.					
Los Angeles						
Louisville	Ensure that Equity Scorecards itemize college and career readiness rates for all groups in every school. ACT boot camps for Males of Color.		Student voices and interviews with a cohort of Males of Color. Community conversations using district studios. Districtwide book studies centered on race, culture, bias, and males of Color. Develop Equity Council.			
Miami-Dade County	Place graduation coaches in high schools with persistently low rates of graduation among Males of Color.		Initiate meetings with community groups, universities and colleges, municipalities, advisory groups, civil service organizations, agencies, and others to examine ways to provide			

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City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
			greater equity, access, and diversity in educational opportunities for Males of Color.			
Minneapolis		Developing a Parent University starting with families of students taking the BLACK course. Focus for parents will be on understanding and navigating the school system, engaging in school culture and teacher success, collaboration with school, student success at	Established a Collaborative Action Research Cohort (CARC) to project sites focusing initially on the book Pedagogy of Confidence that is built into professional development time.			

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City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
		home and school, social and emotional learning, college readiness, and advocacy.				
Oklahoma City						
Orange County	Review district data on graduation rates among Males of Color. Devise a plan for addressing findings from data review with area superintendents and guidance staff. Meet with staff of schools where Males of Color are not graduating and	Meet with sponsors of Minority Leadership Scholars and discuss roles they can play with parents. Meet with parents in high schools where graduation rates are not high to encourage student achievement.	Research professional development that is effective in raising awareness of issues. Met with consultant to determine appropriate culturally responsive training for teachers who contribute to high suspension rates. Determined which teachers needed training and began the Behavioral			

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City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
	plan parent meetings. Monitor course passage rates among Males of Color in schools with low graduation rates. Monitor school efforts and actions when informed of data. Established an acceleration initiative in Algebra I in 19 high schools. Setting up the Minority Leadership Scholars program and the Ethnic Minority Enrichment in Research and		Leaders Consortium. Begin training on Culturally Responsive Instruction for administrators, principals, deans, counselors and selected teachers. Monitor effects and progress.			

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City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
	Graduate Education.					
Palm Beach	Have placed graduation coaches in all Title I high schools. The District also sponsors every student to take the SAT in the 10th grade at no cost to the student. We have a Superintendent's Graduation Task Force to increase graduation and decrease suspensions of African American males.	We have created an office of Parent and Community Engagement. We are working on plans to launch a District-wide Parent Academy.	All senior District leadership and a majority of high school principals have gone through the Undoing Racism training levels 1 & 2. We have also begun "Courageous Conversations" meetings with key District staff and stakeholders. Complete the data analysis portion of an equity audit done by leading expert, Pedro Noguera.			
Philadelphia	Work with City Year in high-needs high schools on individualized English and					

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City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
	math tutoring, attendance, and behavior. Focusing on students with attendance below 90%, more than one out-of-school suspension, and an F grade in math or English.					
Portland	(See items under advanced placement.)	Continue offering family learning events through the Office of School and Family Partnerships. Partner with Black Parent Initiative and 8 other community	Board passed Racial Educational Equity Policy and developed five-year plan for implementation. Continue partnership with Pacific Educational Group. Continue "Courageous Conversations about Race"			

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City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
		partners on third-grade reading initiative. Offer Parent University classes through the Black parent Initiative.	diversity training with school board, executive leadership, building leadership, teachers, classified staff, bus drivers, and custodians. Have started with parents as well. Named "Equity Teams" that is responsible for ongoing professional development around equity at every school and central office department. Named CARE teams (Collaborative Action Research for Equity) teams at pilot sites that will be expanded to			

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City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
			all schools in order to strengthen culturally responsive teaching practices. Developed and implemented an "Equity Formula" for staffing and differentiated resource allocations by student subgroup. Using "Equity Lens" tool for school board and central office decision making. School board approved an "Equity in Public Purchasing and Contracting" policy that includes a provision for contractors to engage students in internships.			

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City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
			School board passed a revised "Affirmative Action" policy with the goal of recruiting and hiring staff that better reflects demographics of student body. Continue hosting monthly films/lectures/panel discussions on race and culture for staff, parents, and community. Partner with City Club to engage broader audience in "Courageous Conversations."			
Providence	Continue expanding CTE opportunities to district middle		Engage a broad community discussion and examination of how issues of race,			

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City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
	and high schools.		language, and culture affect the work of the district. Will use town hall forums and public hearings. Name a working group of adult men of color to serve as an advisory group to the district.			
Rochester	Continue expanding sports programs to better engage Males of Color. Increase the number of offerings in art, music, band, physical education, and other extra-curricular activities. Continue the district's Latin America					

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City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
	Literature elective along with the current African American program. Considering a "Males in Mind" science fiction course in English to engage Males of Color. Expand credit recovery. Expand paying CTE costs for students in cooperative educational service course. Expand the P-TECH Rochester program preparing students for					

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City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
	computer technology jobs along with providing mentors, work experience, and college credit. Continue the Leadership Academy for Young Men, a single-gender high school with grades 7-12 that focuses on discipline, respect, and academics. Continue All City High, which provides alternative paths to graduation in a non-traditional setting.					
San Francisco	Have launched the African American					

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City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
	Postsecondary Pathway (AAPP) program that connects all graduating African American 12th graders to a postsecondary support system. Partnering with Beyond 12 to connect all African American seniors, provide coaching and mentors, and provide B12 MyCoach mobile apps to keep students informed about specific postsecondary education deadlines and resources.					

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City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
	LinkedIn has provided profiles and workshops on career goals. Partnered with local Chamber of Commerce on summer jobs and career opportunities, and partnered with Salesforce to provide 45 internships that will be expanded to 150.					
Toledo	Turnarounds, RttT, and SIG		Bridges out of Poverty Forums on Racism			

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ACHIEVEMENT TASK FORCE

COUNCIL OF THE GREAT CITY SCHOOLS

Task Force on Achievement

2015-2016

Task Force Goal

To assist urban public school systems in teaching all students to the highest academic standards and in closing identifiable gaps in the achievement of students by race.

Task Force Chairs

Eric Gordon, Cleveland CEO
Paula Wright, Duval County School Board

ACADEMICS DEPARTMENT OVERVIEW

Academic Department Overview

October 2015

Overall Academic Department Goals/Priorities

The goal of the academic department is to support the work of urban districts to improve student achievement for all students in our member districts. The department collaborates with researchers to determine district systems and resources that correlate with improved student achievement. These results inform our recommendations to instructional leaders.

We share high-leverage information through videos and publications, and we provide on-site strategic support teams, webinars, job-alike conferences and workshops. Additionally, we facilitate networking and collaboration among our members.

Major efforts this year focus on supporting our members with the implementation of the Common Core State Standards and college and career-ready standards, testing the functionality of academic key performance indicators, providing additional opportunities for regional networking as districts implement college and career readiness standards, and piloting tools for alignment of instructional materials.

Update on Activities/Projects

- ***Academic Key Performance Indicators***

Overview

The Council received a grant from the Bill and Melinda Gates Foundation to develop 20-25 academic key performance indicators (KPIs). The process is similar to the one used to develop operational KPIs. Three sub-committees met to engage members in drafting KPIs for general education, special education, and English language learners.

Update

The list of 200 potential KPIs were narrowed and prioritized. Indicators, where possible, link to costs and/or outcomes. A pilot survey form gathered district data from volunteer districts checking the clarity of data requests and the usefulness of initial academic key performance indicators. Draft reporting data graphs were presented to the Achievement Task Force at the March Legislative Conference, and were discussed at the Curriculum and Research Directors Meeting, July 2015.

These indicators will be discussed at the Achievement and Professional Development Taskforce on October 6, 2015, to narrow the number of indicators to those that members value for their predictive ability as well indicators of cost, and those that link to progress measures for the Minority Male Initiative pledge.

- ***Implementing the Common Core State Standards and College- and Career-Readiness Standards***

Overview

The Council has long advocated for shared standards across states. The Council has received several grants to assist our members in implementing the new standards. The Council is working with member districts and strategic partners to coordinate and deepen successful implementation of the new K-12 standards in mathematics, English language arts and literacy, and science. The Council uses grant funding to enhance its academic support to members and to create and share a powerful selection of tools and videos for internal and external stakeholders.

Update

Hewlett Grant for the development of Grade-Level Instructional Materials Tool--Quality Review (GIMET-QR)

In August 2013, CGCS received a two-year grant from the Hewlett Foundation to develop grade-by-grade rubrics to further operationalize the Publisher's Criteria in English language arts and literacy and in mathematics. Student Achievement Partners used the Publisher's Criteria to design its Instructional Materials Evaluation Tools (IMET). Those rubrics address spans of grade levels and include a set of non-negotiables and alignment criteria.

We believe there will never be a perfect textbook that meets all the needs of every district. Even when a textbook series meets the non-negotiables in the IMET, districts will still need to examine the screened materials for the level of alignment within each grade level and the quality with which the materials address the learning aligned to the standards. The Council developed and published grade-by-grade rubrics consistent with textbook adoption procedures used in urban districts. For each grade level, these rubrics amplify selected non-negotiable areas and alignment criteria so that districts can discriminate which sets of materials best fit their needs. They will also help districts determine priority areas to support the use of the classroom materials the district decides to adopt. The rubric, called the ***Grade-Level Instructional Materials Tool-Quality Review (GIMET-QR)***, dovetails with the set of requirements for English language learners, ***A Framework for Raising Expectations and Instructional Rigor for English Language Learners***, concurrently developed under the leadership of Gabriela Uro.

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 GIMET-QR tools can be found on www.commoncoreworks.org under *Quick Links* and on www.cgcs.org under *Press Releases*. The Council has just released a companion document that explains the various uses of the tool. Additionally, the Council will be announcing an Android and an Apple APP that will enable teams to utilize GIMET-QR more efficiently and effectively. Examples of evidence of GIMET indicators that reviewers find in materials under review can be uploaded into the APP for easier sharing and discussion with team members.

Gates Working Groups Grant

The Council is the recipient of a 2014 grant from the Bill and Melinda Gates Foundation to help districts align common core implementation with other key reforms in effective teaching, as well as with efforts to prepare for new online assessments aligned to college and career-ready standards. The project brings together cross-functional teams of academic, research, assessment, technology, and operations staff from member school systems supported by Council staff. The Council also identified experts in key areas that could advance the work and an external consultant for project management.

The first working group developed recommendations published as *Implementing the Common Core Assessments: Challenges and Recommendations* with recommendations for districts that administer on-line tests by PARCC or Smarter Balanced. This document provides a summary of the PARCC and SBAC assessments, challenges in implementing large scale on-line assessment, and recommendations for successfully implementing them.

The second working group convened to discuss and inform the development of indicators districts might use to track their progress on implementation of college- and career-readiness standards. The draft of this document will be shared for member comments and feedback at the Achievement and Professional Development Taskforce Meeting in October 2015.

- ***Common Core Website***

The Council launched www.commoncoreworks.org, a website where districts and organizations can share high quality materials. This website includes the following materials developed by the Council.

- A set of grade-level rubrics that define the key features for reviewers to consider in examining the quality of instructional materials in English Language Arts K-12. This tool is known as the Grade-Level Instructional Materials Evaluation Tool-Quality Review (GIMET-QR).

  http://www.cgcs.org/Page/474

- A set of grade-level rubrics 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. This tool is known as the Grade-Level Instructional Materials Evaluation

Tool–Quality Review (GIMET-QR).

http://www.cgcs.org/Page/475

- A series of questions about on-going Common Core implementation called a "Calendar of Questions" arranged by month, focusing on particular aspects of implementation for staff roles at various levels of the district, as well as for parents and students.

  http://cgcs.org/Page/409

- A resource guide "Communicating *the Common Core State Standards: A Resource for Superintendents, School Board Members, and Public Relations Executives*", that helps district leaders devise and execute comprehensive communication plans to strengthen public awareness about and support for college and career-readiness standards.

- Two 30-second Public Service Announcements (one in English and one in Spanish) that tells the public what the Common Core Standards are.

  http://www.commoncoreworks.org/Page/379

- Two three-minute videos (one in English and one in Spanish) that explains the Common Core in a slightly longer form. This is particularly good for presentations to community and parent groups.

  http://www.commoncoreworks.org/Page/378

- Two three-minute videos for 2015 (one in English and one in Spanish) to explain how the Common Core State Standards will help students achieve at high levels and help them learn what they need to know to get to graduation and beyond.

  http://www.cgcs.org/Page/467

- Two 30-second Public Service Announcements (one in English and one in Spanish) to increase public awareness regarding Common Core for English Language Arts. Also, two 30-second Public Service Announcements (one in English and one in Spanish) to increase public awareness regarding Common Core for Mathematics.

  http://www.cgcs.org/Page/468

- A 45-minute professional development video for central office and school-based staff and teachers on the shifts in the Common Core in English language arts and literacy. The video can be stopped and restarted at various spots to allow for discussion.

  http://www.commoncoreworks.org/domain/127

- A 45-minute professional development video for central office and school-based staff and teachers on the shifts in the Common Core in mathematics. The video can be stopped and restarted at various spots to allow for discussion.

  http://www.commoncoreworks.org/Page/345

- A series of parent roadmaps to the Common Core in English languages arts and literacy, grades k-12 in English and grades k-8 in Spanish.

  http://www.commoncoreworks.org//site/Default.aspx?PageID=330
  (English)

  http://www.commoncoreworks.org//site/Default.aspx?PageID=365
  (Spanish)

- A series of parent roadmaps to the Common Core in mathematics, grades k-12 in English and k-8 in Spanish.

  http://www.commoncoreworks.org//site/Default.aspx?PageID=366
  (English)

  http://www.commoncoreworks.org//site/Default.aspx?PageID=367
  (Spanish)

- Classroom tools for adapting basal texts to the rigor of the Common Core in English language arts and literacy (scroll down to the bottom for directions on signing into EdModo):

  http://www.commoncoreworks.org/domain/112

- Classroom tools and videos for teaching fractions across grades three through six.

  http://www.commoncoreworks.org/domain/120

- A white paper outlining the key components of an integrated, multi-tiered system of supports and interventions needed by districts in the implementation of the common core. “Common Core State Standards and Diverse Urban School Students: Using Multi-tiered Systems of Support”

  http://www.commoncoreworks.org/domain/146

- A 10-minute video of a New York City kindergarten ELL classroom illustrating Lily Wong Fillmore’s technique for ensuring that all students can access complex text using academic vocabulary as students study the metamorphosis of butterflies.

  http://www.commoncoreworks.org/domain/135

Note: Other organizations have also linked our materials to their websites including the Council of Chief State School Officers, Math Forum, Student Achievement Partners, and NBC's Education Nation. We have also provided our members with links to important information including the mathematics progressions that provide greater detail and clarity about college- and career-readiness standards for mathematics.

- ***Building Awareness and Capacity of Urban Schools***

The department focuses strategically on projects that will benefit our members as they move forward with common core and with improving student achievement. First, we worked directly with the writers to ensure a shared understanding of the intent of the standards and the instructional and curricular shifts that they require. Now, we focus on enhancing the knowledge base of district curriculum leaders to inform their implementation planning and action steps regarding major implementation systems, including professional development, assessments, instructional resources, and student work products.

English Language Arts Writing

- The Council conducts two-day writing conferences including a component to address writing in mathematics as well. The literacy component focuses on practical approaches for teaching argumentative writing, deepening the knowledge of writing instruction that has been presented at previous writing retreats. Districts that are interested in hosting such conferences can contact the Council's Director of Language Arts and Literacy, Robin Hall (rhall@cgcs.org).

- The Council and Student Achievement Partners continue to co-sponsor the Text-Set Project. The project focuses on how to use multiple reading selections on a theme or subject to deepen student understanding of the world, while systematically building their vocabulary and knowledge of language structure.

  The Text-Set Project is a professional learning opportunity that involves coaching and support in selecting the books and articles that could form a solid text set, learning how to sequence the set effectively, and how to support students in building knowledge about the world, words, and language structure as they read the texts for themselves. District teams will produce text sets that are comprised of annotated bibliographies, suggested sequencing of texts, as well as suggested to provide a coherent learning experience for students. This is accompanied by teacher instructions and supports, as well as a variety of suggested tasks for ensuring students have learned from what they have read.

  Expert reviewers will work with each production team remotely to review the materials and coach the team until the Text Sets are ready to be published free of charge on line. These sets are currently available on Edmodo. Text-Set conferences have been held in many member districts and additional such learning opportunities can be requested through the Council.

  Additional Free Online Resources

- The Council together with Student Achievement Partners has launched several projects to assist districts in locating useful materials and updating current materials to meet the instructional shifts required by Common Core and College and Career Readiness Standards.

    - For grades K-2, the Read-Aloud Project (RAP); participating districts bring teams of curriculum, English language learning specialists, and Special Education staff for two days of training and then take ownership for writing text-dependent questions to go with chapter and picture books they select. Vetted RAP resources are currently posted on Edmodo. There are more than 100 RAP lessons that have been vetted and posted on Edmodo. The RAP group has grown to nearly 3500 members.
    - For grades 3-5, the Basal Alignment Project; the Basal Alignment Project Group has grown to over 40,000 members with over 300 revisions to the questions currently published for textbook readings posted on Edmodo. Additional units are being added within RAP, BAP, and AAP project groups as they are vetted.
    - For grades 6-10, The Anthology Alignment Project group has over 9,000 members with approximately 200 AAP revisions posted.

Mathematics and Science

- The Council partnered with a University of Chicago team at the Center for Elementary Mathematics and Science Education to provide feedback on a toolbox for K-12 teachers, administrators and district leaders. This toolbox will help urban districts make decisions about improving computer science education at scale. The Council will notify members upon the launch of the toolbox. Additionally, members will be notified about an upcoming conference that has been funded by the National Science Foundation to encourage computer science education.

➢ ***Curriculum and Research Directors Conference***

The Curriculum and Research Directors' Conference took place in Chicago, July 14-18, 2015. The conference engaged participants on how to communicate across silos to improve alignment and coherence while leveraging resources toward building a shared vision. This year, the Council extended invitations to lead principal supervisors in order to jointly discuss developing and maintaining productive communications across teaching and learning and school divisions leading to improved student achievement. The next conference will be held July 13-16, 2016, at a location to be announced.

WORKING GROUPS PROJECT: STANDARDS IMPLEMENTATION INDICATORS FOR DISTRICTS

Vision and Goal-Setting

Vision and Beliefs

1. Has the district defined a vision for high quality school and classroom practice? Does this vision reflect college- and career-readiness standards and high expectations for students?		
Off Track	**On Track**	**Evidence**
There is no common, unifying vision for instruction throughout the district, leaving schools to adopt practices and approaches that vary in quality and do not always reflect the instructional shifts and higher expectations of college- and career-readiness standards.	The district has defined and sustained a unifying vision for instructional practice aligned to college- and career-readiness standards that sets high expectations for students.	School board policy and written documentation of the district's instructional vision, such as a vision statement or strategic plan; focus groups of central office and school-level staff

2. Does the district expect that *all* students will meet college- and career-readiness standards?		
Off Track	**On Track**	**Evidence**
The needs of ELLs, struggling students, students facing discrimination, and students with disabilities were not explicitly factored into the initial plan for rolling out college- and career-readiness standards. English language learner, special education, and other specialized staff devoted to unique student groups work in silos both at the central office level and within schools, and are rarely consulted or involved in planning or professional development opportunities around college- and career-readiness standards.	The district believes that all students can succeed and should have access to high quality instruction and college- and career-readiness standards at each grade level. District leadership has involved ELL, special education, other specialized staff devoted to unique student groups in planning and implementing the new standards to ensure that the appropriate support, training, and scaffolds are available and that all students have access to college- and career-readiness standards.	Focus groups with ELL staff and teachers; a standards implementation plan that includes explicit steps to ensure that ELLs, students with disabilities, students facing discrimination, and struggling students have access to college- and career-readiness standards

Vision and Goal-Setting

Communication and Outreach

3. Has the district clearly communicated throughout the organization a vision for instruction aligned to college- and career-readiness standards?		
Off Track	**On Track**	**Evidence**
District leadership may have a vision for how they want to support and advance college- and career-readiness systemwide for all students, but the district's instructional expectations and vision are not widely understood or shared by various central office instructional units, school administrators, principals, and teachers.	The district has clearly and consistently communicated its vision for instructional quality throughout the organization. Staff throughout the district, from the central office to school leaders and teachers, hold a clear, shared understanding of the district's instructional standards and expectations for all students.	A strong internal communications plan; materials and targeted outreach for different audiences; focus groups and surveys of central office and school staff

4. Has the district developed an outreach plan for informing and engaging families, the community, and external stakeholders about instructional standards and expectations?		
Off Track	**On Track**	**Evidence**
The district pursues instructional programming and reform without informing or engaging students, their families, or the community. The district takes a passive approach to communications. For example, information about the curriculum or materials may be posted on the district's website, but the district has made no effort to ensure that the materials are widely understood, accessible, and disseminated.	The district has an outreach and communications plan that effectively informs students, families, the community, and a range of stakeholders about changes in the district's instructional programming as a result of college- and career-readiness standards, and has a monitoring system to know how well the community understands the implications and rationale for those changes.	Parent surveys; focus groups of teachers, parents, stakeholders; agendas from community forums such as parent meetings; district and board policy statements or resolutions

Vision and Goal-Setting

Execution of Beliefs

5. Does the district have an implementation plan that establishes college- and career-readiness standards as a district priority?		
Off Track	**On Track**	**Evidence**
The district has announced the adoption of college- and career-readiness standards, but it has not made it clear why the standards are important, what they will achieve, or how they will be implemented throughout the district.	The superintendent and school board serve as public champions of college- and career-readiness standards, making it clear that implementation of the standards will improve educational outcomes for students. A clear, detailed standards implementation plan has been shared widely throughout the organization that lays out implementation benchmarks, identifies the roles of multiple levels of staff, allocates the resources necessary to build internal capacity, and holds leadership accountable for meeting the district's expectations for strong implementation.	A clear, specific standards implementation plan; cross-functional teams tasked with overseeing and supporting strong implementation of college- and career-readiness standards and instructional shifts

6. Has the district mapped out its core initiatives to ensure that all of the varying efforts and expectations of teachers and school leaders are consistent with the district's overall vision and are helping to advance implementation of college- and career-readiness standards?		
Off Track	**On Track**	**Evidence**
Numerous, inconsistent, or redundant reform initiatives compete for the time and resources of central office staff, school leaders, and classroom teachers. Alignment to college- and career-readiness standards or instructional shifts is not taken into account when selecting and pursuing new reform initiatives or projects.	The district has a well-defined core set of initiatives that work in tandem to advance the district's strategic priorities and vision for instructional quality and improvement, which is centered around strong implementation of college- and career-readiness standards.	A strategic plan that lays out all current initiatives and articulates their connection to overall district goals and implementation of college- and career-readiness standards; focus groups of central office staff, principals, teachers

Vision and Goal-Setting

Execution of Beliefs

7. Do school improvement plans reflect the district's expectation that schools implement college- and career-readiness standards?		
Off Track	**On Track**	**Evidence**
School improvement plans are often developed in an ad hoc manner, and there is no expectation that these plans reflect the goals or strategic direction of the district as a whole, including implementation of college- and career-readiness standards.	The systematic process employed in the development of school improvement plans ensures that they are aligned to district strategic goals and incorporate indicators of successful implementation of college- and career-readiness standards in all classrooms and for all students.	A sample of school improvement plans; documentation of the district's review process for developing and revising school improvement plans; interviews or focus groups with principals and principal supervisors

8. Does the formal or informal principal evaluation process reflect the district's expectation that principals provide leadership and build site-based capacity for implementing college- and career-readiness standards?		
Off Track	**On Track**	**Evidence**
Principal evaluations do not incorporate indicators of a principal's leadership and commitment to providing teachers with the support, tools, and professional development necessary to provide all students with instruction aligned to college- and career-readiness standards at each grade level.	Principal evaluations hold principals responsible for identifying areas of instructional need or weakness among their teachers and helping them develop the content knowledge and pedagogical skills necessary to implement college- and career-readiness standards for all students in their classrooms.	Formal or informal principal evaluation forms/rubrics; school walk-throughs; principal and principal supervisor focus groups or surveys

Vision and Goal-Setting

Execution of Beliefs

9. Does the formal or informal teacher evaluation process reflect the district's expectation that teachers apply college-and career-readiness standards in their classroom instruction to meet the needs of all learners?		
Off Track	**On Track**	**Evidence**
Formal or informal teacher evaluations do not incorporate any indicators of teacher knowledge of college- and career-readiness standards or skill in adapting their teaching practice to reflect the instructional shifts called for by the standards.	Teacher evaluations hold teachers accountable for cultivating a deep knowledge of grade-level standards and integrating college- and career-readiness standards into their classroom instruction to meet the needs of all learners.	Formal and informal teacher evaluation forms/rubrics; school and classroom walkthroughs; principal and teacher focus groups or surveys

10. Do school and classroom walk-throughs gauge the level of college- and career-readiness standards implementation, and are the results used to improve instruction for *all* learners?		
Off Track	**On Track**	**Evidence**
School and classroom walk-throughs do not yield any data on the quality of implementation of college- or career-readiness standards, or results are not used to improve instructional practice.	The rubrics, guidance, and protocols provided to district and school staff for conducting school and classroom walk-throughs explicitly incorporate indicators related to the quality of standards implementation. There is a process in place for then sharing the data and following up with teachers and school leadership to help strengthen instruction and implementation of the standards.	Walk-through rubrics and published protocols; training materials used to prepare staff for school or classroom walk-throughs; focus groups and interviews of teachers, principals, principal supervisors, and central office curriculum staff

Vision and Goal-Setting

Execution of Beliefs

11. Do district data systems, such as dashboards, provide district and school leaders with indicators of students' college- and career-readiness? Are district and school leaders using the data to inform standards implementation efforts?		
Off Track	**On Track**	**Evidence**
No data dashboard or reporting mechanism exists to regularly inform district or school leaders of growth in college- and career-readiness. Or, a data dashboard exists, but it is not readily accessible and does not incorporate relevant indicators that would help gauge and inform standards implementation.	The district's data systems provide school- and district-level staff with real-time data on college- and career-readiness. School and district staff use this information to improve standards implementation and student outcomes.	District data systems; surveys and focus groups of district staff, principals, and teachers

Next Steps

Curriculum

Alignment and Quality

1. Are the district's curriculum documents clear about what must be taught and at what depth to reflect college- and career-readiness standards at each grade level?		
Off Track	**On Track**	**Evidence**
The curriculum does not guide teachers in teaching to grade-level standards and setting clear expectations that all students will attain those standards. Teaching the curriculum is considered optional and is implemented with great variability across the district.	The curriculum clarifies for teachers the grade-level and course-specific expectations for all student groups. District policies and procedures specifically require teaching the curriculum, and resources are devoted to ensuring broad understanding of why it is important to implement the curriculum with fidelity.	Exemplars, anchor units, or other evidence from curriculum documents and guidance materials; focus groups of teachers; analysis of curriculum guidance using tools such as the Grade-Level Instructional Materials Tool—Quality Review (GIMET-QR); a review of district instructional policy and procedures; school and classroom walk-throughs

2. Does the curriculum build instructional coherence within and across grade levels that is consistent with college- and career-readiness standards?		
Off Track	**On Track**	**Evidence**
Curriculum materials and pacing guides present the standards in isolation and do not sufficiently show how the they connect with one another and how the standards, concepts, and skills build on one another throughout the school year and from one year to the next.	Curriculum materials provide explicit guidance on how to connect multiple concepts and build upon prior learning within and across grades. Exemplars of lessons and units of study show the progression of learning from grade to grade, and curriculum and pacing guidance demonstrates for teachers how to incorporate content and increase rigor in their instruction throughout the school year.	Curriculum documents and guidance; pacing guides; teacher focus groups; school and classroom walk-throughs

Curriculum

Alignment and Quality

3. Has the district articulated how college- and career-readiness standards should be applied across subject areas?		
Off Track	**On Track**	**Evidence**
Teachers and administrators are not provided with sufficient guidance to help them identify specific connections between content-area standards or apply college- and career-readiness standards in courses other than English language arts and mathematics to build coherence in instructional standards across the curriculum.	All content area teachers are provided written guidance or other support to help them connect their course content to key mathematics, reading, writing, listening and speaking standards. Similarly, informational texts and excerpts read in English language arts classes are approached as an opportunity to deepen content understanding and the use of academic language in history, science, mathematics, social studies, and other content areas.	Guidance in curriculum documents or digital materials that articulate links between subjects or shared instructional standards; tools/text sets for teachers to easily identify grade-level texts across the curriculum

4. Does the curriculum explicitly articulate standards-aligned expectations for all learners, by grade-level, for student work at different points during the school year?		
Off Track	**On Track**	**Evidence**
There are no rubrics, guidance materials, or tools such as annotated student work to build a shared understanding of grade-level expectations.	Curriculum materials provide explicit guidance in how district expectations should be reflected in student work. Exemplars of work by quarter or semester show how student mastery and the complexity of student tasks are expected to develop over the school year for the grade level or course. Exemplars of work also illustrate different levels of English proficiency, as well as work completed with necessary accommodations for students with disabilities. Curriculum and pacing guides show how to convey the content and rigor of the standards so that learning is developed at ever more complex levels throughout the school year.	Student work samples from across the district that reflect the rigor of assignments by grade level or course; results from benchmark assessments; IEP-specified assessments

Curriculum

Delivery and Usage

5. Does the curriculum contain scaffolds or other supports that address gaps in student knowledge and the needs of ELLs and students with disabilities to ensure broad-based student attainment of grade-level standards?		
Off Track	**On Track**	**Evidence**
Curriculum resources related ELLs and students with disabilities do not reflect the expectation of grade-level rigor and strategic scaffolding; rather, they lean heavily upon watered-down content and an overly-simplified set of discrete strategies.	Instructional design and the curriculum resources related to ELLs and students with disabilities consistently demonstrate grade-level rigor, employing academic conversations, reasoning skills, and engagement with complex text. Instruction is reinforced with scaffolds that acknowledge students' assets as well as their specific needs.	Specific scaffolds or resources provided in curriculum documents; classroom walk-throughs; focus groups or surveys of school-based instructional staff and coaches

6. Has the district identified instructional tools, methods, or models to enhance the delivery of college- and career-readiness standards?		
Off Track	**On Track**	**Evidence**
Few models—if any—are provided to clarify district expectations for instructional delivery of college- and career-readiness standards. The models that are provided lack the quality to illustrate the instructional shifts and depth of content knowledge development that the standards require.	The district has clearly defined instructional methods, models, and tools that can be used to implement college- and career-readiness standards in all classrooms. The district has ensured widespread dissemination of these models and provided professional development, guidance, and support to ensure the effective application of these methods in the classroom.	Anchor units with assessment tasks; curriculum documents; teacher surveys and focus groups; school and classroom walk-throughs

Curriculum

Instructional Programs and Materials

7. Does the district track what instructional materials are being used in schools to implement college- and career-readiness standards?		
Off Track	**On Track**	**Evidence**
The district does not track the use or effectiveness of instructional programming or materials to implement college- and career-readiness standards in schools.	The district systematically tracks which resources are in use at each school site, and the degree of success schools have had with those materials among various student groups.	A database of the instructional materials used across the district; rubrics for determining the success of schools' use of materials; program evaluation design/reports

8. Is the district using its technological capacity to provide teachers ready access to high quality digital tools to advance implementation of the standards?		
Off Track	**On Track**	**Evidence**
The district does not vet digital tools designed to advance the implementation of the standards. Schools and teachers are left to independently pursue such tools and training, leading to variations in access to resources and interpretation of the standards across the district.	The district has a cross-functional team with expertise in the standards that is charged with vetting digital tools to advance implementation of the standards. Tools in use are annotated to indicate their strengths and areas of weakness. The district has a mechanism for informing principal supervisors, principals, coaches, and teachers of what these vetted tools offer and whether their use is mandatory or voluntary.	Annotated list of digital tools; tracking of access and usage data; surveys of users regarding their perceptions of the usefulness of the tools

Curriculum

Instructional Programs and Materials

9. Are ELA and math instructional materials high quality and aligned to college- and career-readiness standards, and do they address the needs of special populations?		
Off Track	**On Track**	**Evidence**
The district has not analyzed adopted materials to assess their level of quality and alignment to college- and career-readiness standards. The district also does not assess whether or not instructional materials sufficiently address students with specialized learning needs, such as ELLs or students with disabilities.	The district makes use of tools such as the Grade-level Instructional Materials Evaluation Tool–Quality Review (GIMET-QR), English Language Development (ELD) 2.0, Instructional Materials Evaluation Tool (IMET), and the EQuIP rubric to ensure that instructional materials used in schools are high quality, aligned to grade-level college- and career-readiness standards, and meet the needs of all learners. The results of the district's review of materials are used to make adjustments and/or acquire additional materials to address any gaps or areas of weakness that have been discovered.	Completed rubrics or other written analysis of instructional materials; focus groups and surveys of district and school staff

10. Is the district providing guidance and training to teachers and administrators in the selection or development of instructional materials aligned to college- and career-readiness standards?		
Off Track	**On Track**	**Evidence**
School staff are left on their own to select or design instructional materials, leaving each school to invent their own solutions without any mechanism to share results or achieve efficiencies.	The district provides teachers and administrators with explicit guidance in the selection or development of instructional materials, including tools for gauging alignment with district standards, examples of aligned or misaligned materials, and the characteristics of materials likely to accelerate attainment of the standards by ELLs and students with disabilities. The district ensures that teachers and administrators know by grade level and content area which standards are most likely to need additional support beyond the adopted materials.	Guidance materials; samples of selected or developed materials analyzed for alignment and effectiveness; focus groups and surveys of teachers and principals

Curriculum

Instructional Programs and Materials

11. Are *supplemental* materials, programs, and interventions, including materials that address the needs of special populations, high quality and aligned to college- and career-readiness standards?		
Off Track	**On Track**	**Evidence**
The district does not vet the supplemental materials and interventions used in schools to ensure their quality or alignment to district instructional standards. The district also does not assess whether or not supplemental materials or programming sufficiently addresses students with specialized learning needs, such as ELLs or students with disabilities.	The district has a schedule of evaluation projects to assess supplemental materials and interventions for their alignment with district standards and general curriculum materials, as well as their effectiveness in addressing specific student needs and advancing academic attainment. Interventions and materials for special populations, in particular, are assessed on the basis of whether they equip students with the knowledge and skills necessary to access grade-level content.	Match of supplemental materials to gaps in adopted materials or areas of low performance; completed screening rubrics; evaluation studies; guidance for how supplemental materials should complement or enhance general education materials

12. Does the district provide guidance and support to schools and teachers in the selection and use of supplemental materials, programs, and interventions for students who are struggling to meet college and career readiness standards?		
Off Track	**On Track**	**Evidence**
Schools and teachers are left to select supplemental materials, programs, and interventions on their own without sufficient support or guidance. For example, there is no guidance in how to diagnose the root causes of a student's learning challenges and to then select the intervention that will best meet their specific needs.	The district provides teachers with guidance and training in identifying the root causes of students' learning challenges and tailoring interventions and materials to meet these specific needs. This support is developed and delivered through the collaboration of general, ELL, and special education staff.	Published guidance or professional development in selecting supplemental materials; surveys or focus groups of school-based instructional staff

Curriculum

Communication and Outreach

13. Is the district regularly reaching out across departments and to teachers and administrators to gauge the quality and alignment of the curriculum to college- and career-readiness standards?		
Off Track	**On Track**	**Evidence**
The district has no process for collecting feedback from district staff, teachers, or administrators to assess whether the curriculum is clear, coherent, and aligned to the district's college- and career-readiness standards at each grade level.	The district employs a robust outreach strategy for soliciting feedback about the curriculum from key instructional staff within the central office, including ELL and special education leaders, as well as principal supervisors, school administrators, coaches, and teachers in order to ensure close alignment with grade-level college- and career-readiness standards and to address any issues regarding implementation. To facilitate the process of collecting this feedback, the district provides school-based staff with written guidance on factors to consider in gauging the utility and quality of the curriculum and for identifying where adjustments or additional support is needed.	Teacher/administrator surveys; focus groups of school and district staff

14. Does the district use data and feedback to revise the curriculum and build greater alignment to college- and career-readiness standards?		
Off Track	**On Track**	**Evidence**
There is no formal process for making or tracking changes in the curriculum. Changes are made centrally, and there is no specific evidence that performance data or feedback from staff across departments or in schools help shape the revision process or lead to greater alignment with college- and career-readiness standards.	The district systematically uses feedback and assessment results as an opportunity to refine and improve the curriculum, ensuring close alignment with grade-level college and career-readiness standards. The district clearly communicates all changes to the curriculum to teachers, administrators, and staff.	Teacher/administrator surveys; classroom observations and walk-throughs; school visits; copies of staff surveys or notes from focus groups used in the curriculum revision process

Professional Development

Quality, Alignment, and Implementation

15. Does the district have a professional development plan in place to ensure that central office and school-based leaders and staff develop the content knowledge and instructional skills necessary to implement the district's college- and career-readiness standards?		
Off Track	**On Track**	**Evidence**
There is no coherent, sustained professional development plan in place to build districtwide capacity for implementing the district's college- and career readiness standards. Professional development is mainly voluntary and amounts to a series of disconnected offerings that do not place a strong enough emphasis on developing content knowledge and mastering the instructional shifts called for by the standards. While Professional Learning Communities (PLCs) or other shared professional development opportunities are available, they are frequently used as extra planning time rather than opportunities to collaboratively build knowledge of content standards and instructional skills.	A comprehensive professional development plan is in place to systematically build central office and school-level capacity for implementing college- and career-readiness standards. In recognition of the complexity of the standards and the need for deep content knowledge and expertise in order to teach to these standards, professional development is rigorous, focused on enhancing content expertise, and sustained throughout the school year. School-based coaches and administrators then follow up directly with teachers to build on the training they receive, illustrating how new knowledge and skills can be integrated into instructional practice. Professional Learning Communities and other opportunities for collaboration are systematically used to build a shared understanding of standards-based content and instruction, to gauge the level of student work, and to determine next steps for improving student performance.	District professional development plan and calendar; principal and teacher surveys; classroom walk-through observations with indicators for gauging the application of professional development

Professional Development

Quality, Alignment, and Implementation

16. Is professional development differentiated to meet the needs of all central office and school-based staff in implementing college- and career-readiness standards?		
Off Track	**On Track**	**Evidence**
Professional development sessions are planned and delivered in the same way for all staff, not taking into account the various needs and roles played by central office staff, principal supervisors, principals, teachers and coaches in the implementation of college-and career-readiness standards.	The district provides professional development in standards implementation that is tailored to meet the unique needs of central office or school-based staff based on experience, performance, grade level, subject area, and specialized role within the district or at a school. For example, teachers have professional learning opportunities focused on developing deep knowledge of subject area content and instruction, while principals and central office staff learn how to identify standards-aligned instruction in classrooms and how to differentiate instructional support for teachers.	Professional development plan and calendar; school and central office staff surveys and focus groups

17. Does the district's professional development provide all teachers with the skills necessary to meet the needs of special groups such as English language learners and students with disabilities, ensuring that all students have access to high instructional standards and expectations?		
Off Track	**On Track**	**Evidence**
Professional development is designed and offered without the input or involvement of key instructional divisions, including the ELL and special education departments. Professional development offerings are therefore not optimized to meet the specialized learning needs of ELLs, students with disabilities, struggling students, and other student groups as they work to attain grade-level college- and career-readiness standards.	Professional development is designed to equip *all* teachers with the instructional skills, strategies, and resources necessary to ensure that ELLs, students with disabilities, and other students with specialized learning needs gain the academic knowledge and literacy they need to access grade-level college- and career-readiness standards and content. There is a strong emphasis on setting common high expectations and building a sense of shared responsibility for all students.	Surveys or focus groups of ELL and special education staff within the central office; surveys and focus groups of principals and teachers, including ELL and special education teachers

Professional Development

Quality, Alignment, and Implementation

18. Does the district ensure that both internally- and externally-provided professional development is consistent with the district's instructional vision and aligned to college- and career-readiness standards?		
Off Track	**On Track**	**Evidence**
The district invests substantial funds with the same external and internal professional development providers every year without evaluating their alignment with the district's instructional vision or the consistency of the information they convey about college- and career-readiness standards. Professional development offerings may therefore vary in content and rigor.	The district's professional development plan mandates strategic investments in high quality professional development that is consistent across the board and aligned with the vision and instructional priorities of the district—namely, the implementation of college- and career-readiness standards. In addition, the district works directly with external providers to ensure that their professional development activities build up the capacity of district and school-based staff to eventually provide the same services and support.	The district's professional development plan; contracts with external providers; a sample of school professional development plans; classroom observations; instructional staff surveys; student achievement data in targeted areas; sample student work

19. Does the district evaluate the effectiveness of professional development in improving instructional practice and increasing student college- and career-readiness levels?		
Off Track	**On Track**	**Evidence**
The district does not have a structured process for evaluating the effectiveness of professional development in improving instructional practice or increasing student college- and career-readiness levels. The district does not go beyond taking attendance and asking for personal opinions about professional development offerings.	The district regularly evaluates the effectiveness of professional development, assessing whether teacher practice reflects the content and instructional shifts of the college-and-career readiness standards and whether these changes positively impact student performance.	School and classroom walk-throughs; student achievement patterns; student work products reflective of grade-level college- and career-readiness standards; teacher and principal focus groups

Next Steps

ACADEMIC KEY PERFORMANCE INDICATORS

ACADEMIC KEY PERFORMANCE INDICATORS IN AMERICA'S GREAT CITY SCHOOLS

PROJECT UPDATE
THE BILL & MELINDA GATES FOUNDATION

2015
Council of the Great City Schools

Project Objectives and Overview

- Design and field test a set of instructional metrics for benchmarking and predicting academic performance in the nation's large urban school systems.
- Design and field test a set of metrics for capturing instructionally related costs at the activity level in the nation's large urban school systems.
- Design and field test indictors that have both an academic performance and activity cost dimension.
- Develop and test the viability of determining cost effectiveness in district academic activities.

Methodology

- Reviewed work of other organizations to identify previous efforts to benchmark performance and costs
- Reviewed research literature to see what factors were predictive of positive student outcomes and what other groups suggested measuring.
- Established three core academic teams in general education, special education, and bilingual education with district CFO support.
- Convened district teams in each area multiple times to determine what could be measured and how.

Methodology (continued)

- Identified an initial set of over 200 key performance indicators across all three performance areas.
- Reviewed all potential indicators for their predictive value and ability to capture cost data
- Reviewed all potential indicators for viability, data burden, and ability to disaggregate.
- Narrowed the list of potential indicators to approximately 100.

Methodology (continued)

- Prepared Metric Data Worksheets for each potential KPI with—
  - Statement of purpose
  - Variables that made up the KPIs and definitions
  - Metrics for each variable and formulas for calculating each indicator
  - Description of external factors likely to influence the results—not all measurable
  - Defined preliminary steps in analysis
- Further narrowed potential KPIs to 58

Current KPIs

General Education (Performance)

- Percent of students advancing from pre-k to k*
- Percent of 3rd graders proficient in reading*
- Algebra I completion rate for credit by grade 9*
- Ninth grade course failure rate—one core course*
- Ninth graders with B average (GPA) or better*
- Absentee rate by grade level*
- Suspension rate*
- Instructional days missed per student due to suspensions*
- ELP acquisition rate for ELLs by initial ELP level, grade, and time in program

continued

- Credit recovery success rate for high school summer school*
- Pass rate for high school summer school*
- Credit recovery success rate in virtual courses*
- Pass rate in virtual courses*
- Credit recovery success rates through reenrollment*
- AP participation rate*
- AP-equivalent participation rate*
- AP exam pass rate*
- Early college enrollment*
- Four-year graduation rate*
- Five-year graduation rate*

Current KPIs (continued)

General Education (Costs)

- Early childhood education costs per pupil
- Class size reduction costs per pupil (grades 1-3)
- New teacher induction program costs per participant
- Cost per student for high school summer school credit recovery
- Cost of summer school per high school student
- Cost per student of virtual courses for credit recovery
- AP course costs per passing AP score
- Early college costs per participant

continued

- Cost of extended learning time initiatives as percent of district budget
- Cost of intervention programs as a percent of district budget
- Cost of instructional coaches as a percent of district budget
- Cost of supplemental education services as a percent of district budget
- Cost of supplemental education services per student served
- Cost of supplemental education services per student served (district operated)

Current KPIs (continued)

(continued)

- Cost of supplemental education services per student served (contractor operated)
- Cost of substitute teachers as a percent of district budget
- ELL central office cost per ELL student
- ELL professional development costs for central office staff per ELL student

Special Education (Performance)

- Percent of students placed in each general educational setting by percent of time
- Percent of students with disabilities placed in private or separate settings
- Percent of referrals that result in evaluations
- Percent of evaluations that result in eligibility
- Percent of referrals of ELLs that result in evaluations
- Percent of evaluations of ELLs that result in eligibility

Current KPIs (continued)

Special Education (Costs)

- SPED budget—cost per student with IEP
- SPED budget—percent of district expenditures
- Professional development costs as percent of SPED budget
- Private or separate setting placement costs as a percent of SPED budget
- Private or separate setting placement costs per student
- Average cost per initial evaluation
- Cost of initial evaluations per new IEP

continued

- Cost of reevaluations as a percent of SPED budget
- Average cost per SPED reevaluation
- Average cost for IEP meetings as percent of SPEDE budget
- Average cost per IEP meeting
- Total litigation/due process costs as percent of SPED budget
- Litigation/due process administrative costs as percent of SPED budget
- Litigation/due process awards, concessions & settlement costs as percent of SPED budget

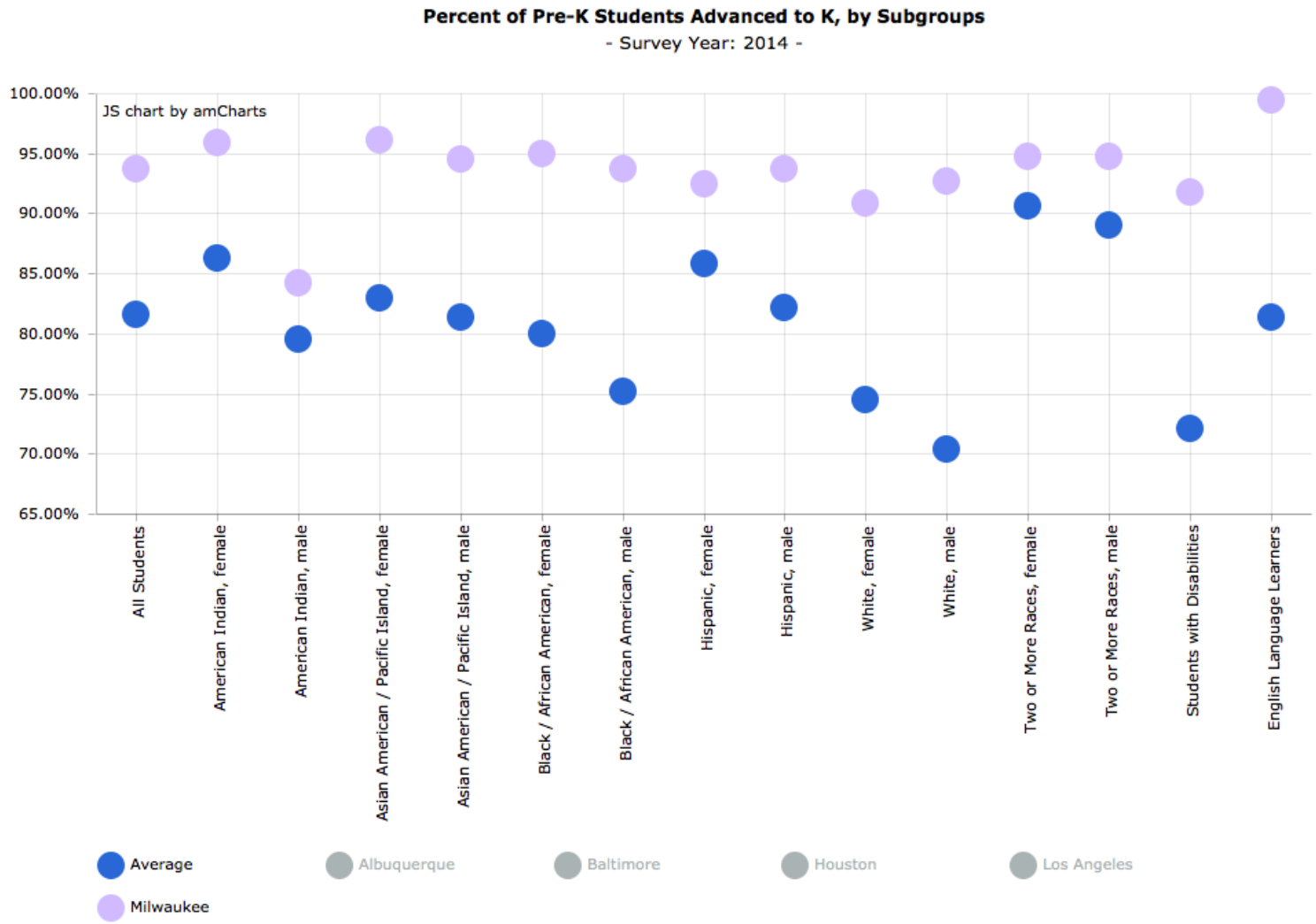
Piloting of Indicators

- Conducted visualizations of potential data and mock data analysis and graphing of indicators
- Requested variables on student subgroups placed into spreadsheets for data collection from pilot districts.
- Requested performance and cost variables placed into online survey
- Pilot districts—Albuquerque, Atlanta, Austin, Baltimore, Houston, and Los Angles. Kansas City and Milwaukee data due early May.

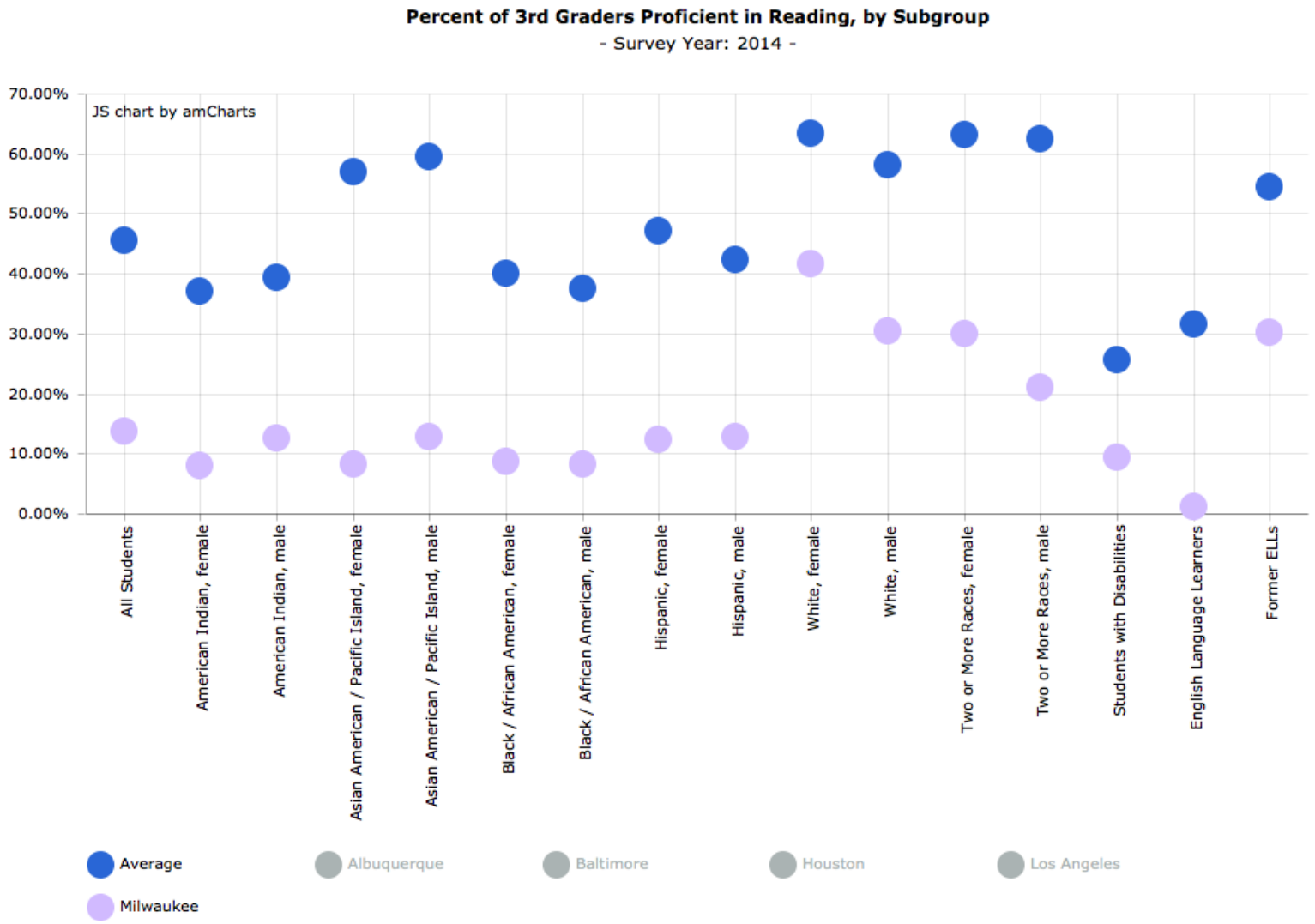
Piloting (continued)

- Placed pilot data into database system
- Developed software for browsing, pivoting and filtering data—still in process
- Continue to recruit additional districts to pilot data
- Exploring additional ways to link performance (or predictive) measures with cost data
- Exploring activities and costs of high-performing and low-performing districts to provide face validity.

Sample Results from Performance Measures



Sample Performance Measures (continued)



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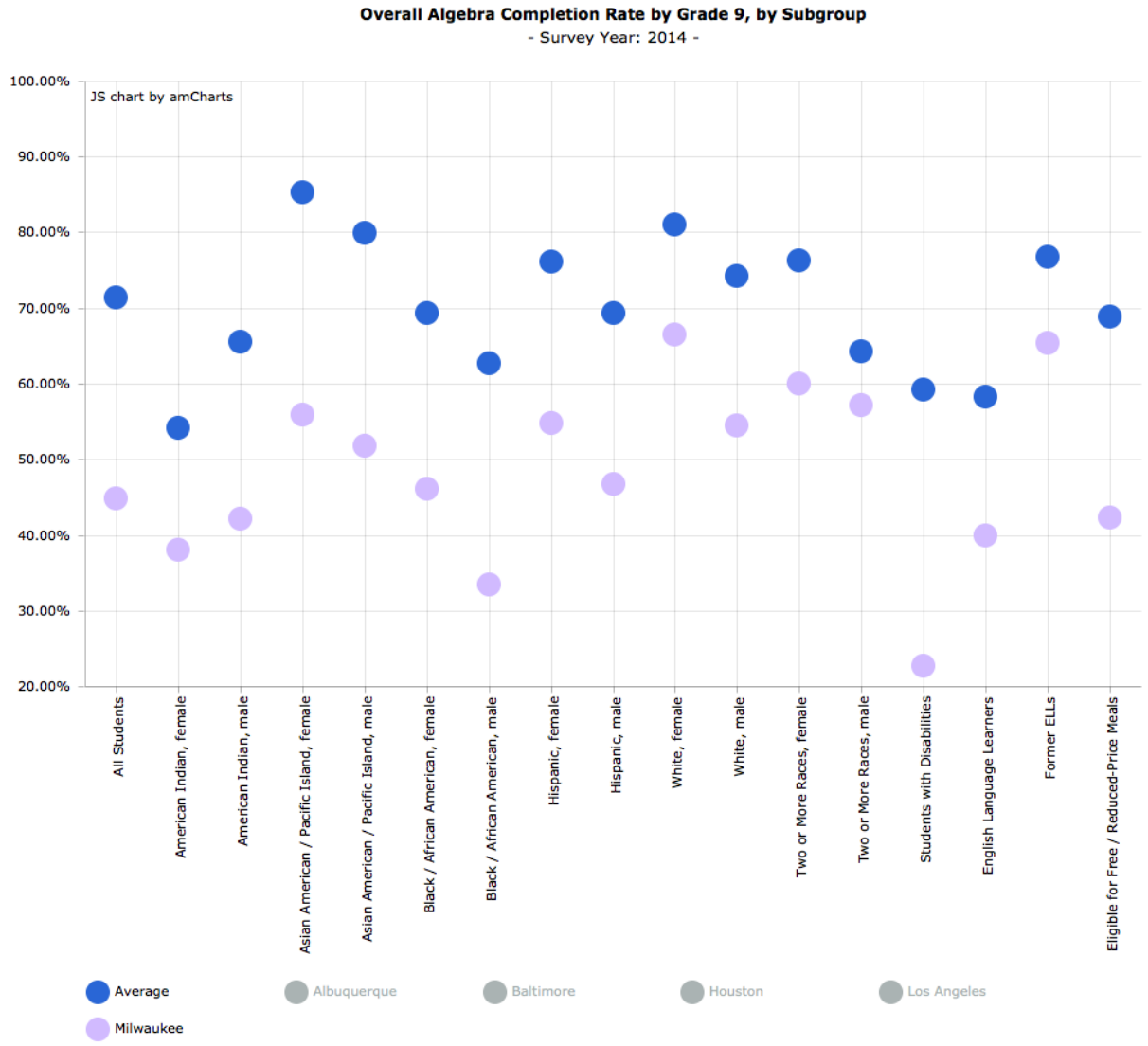

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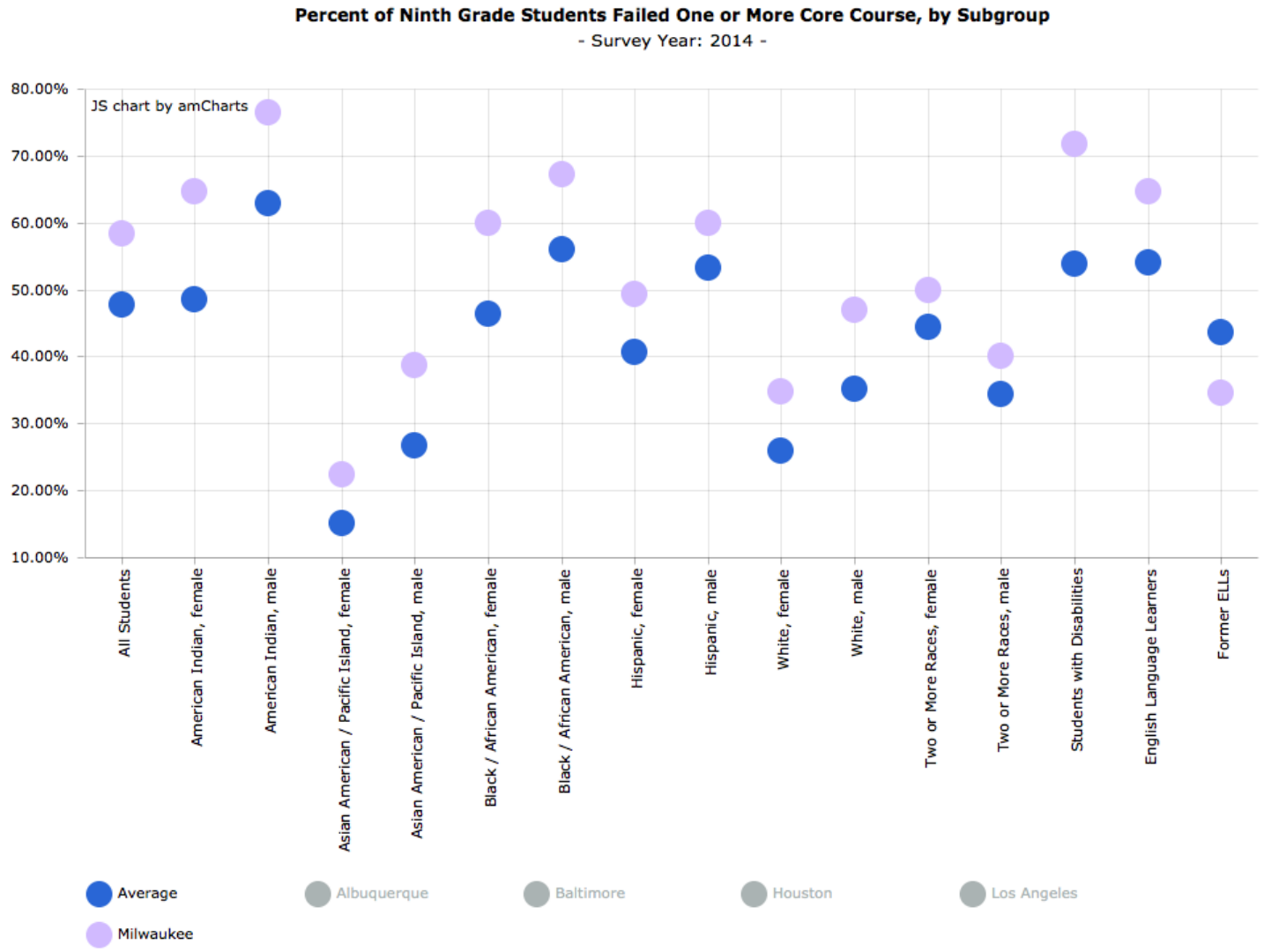
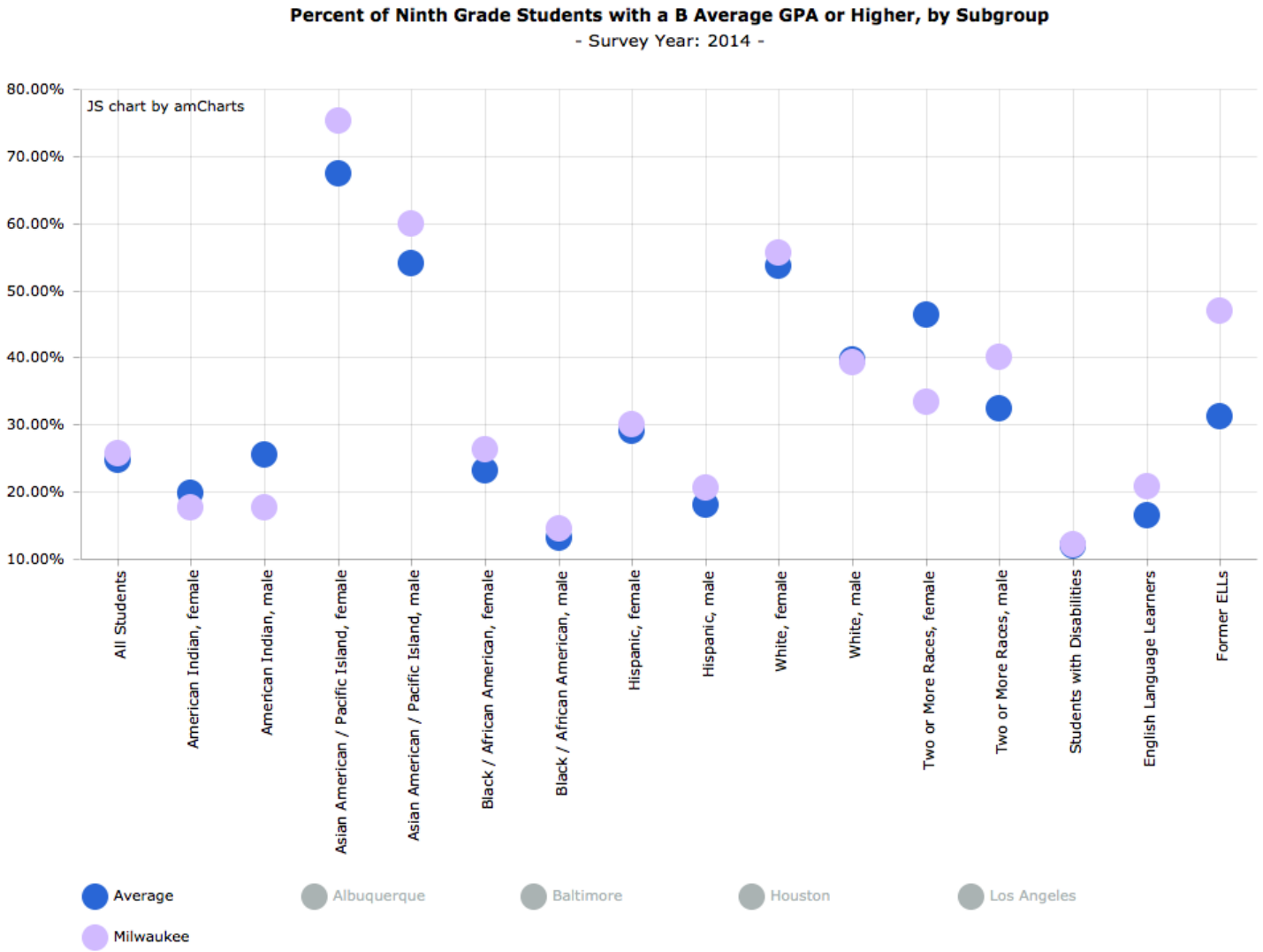


Sample Performance Measures (Continued)



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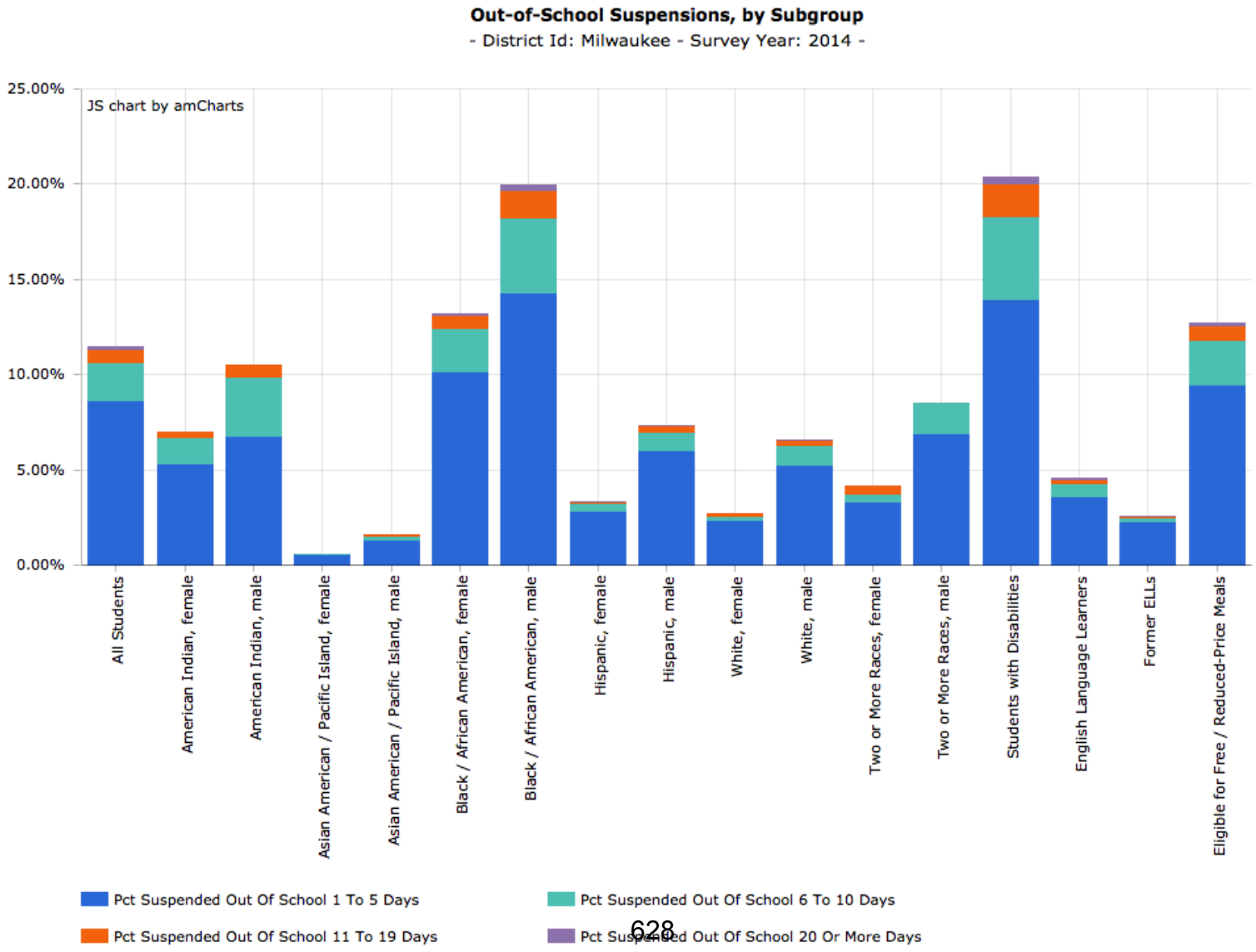
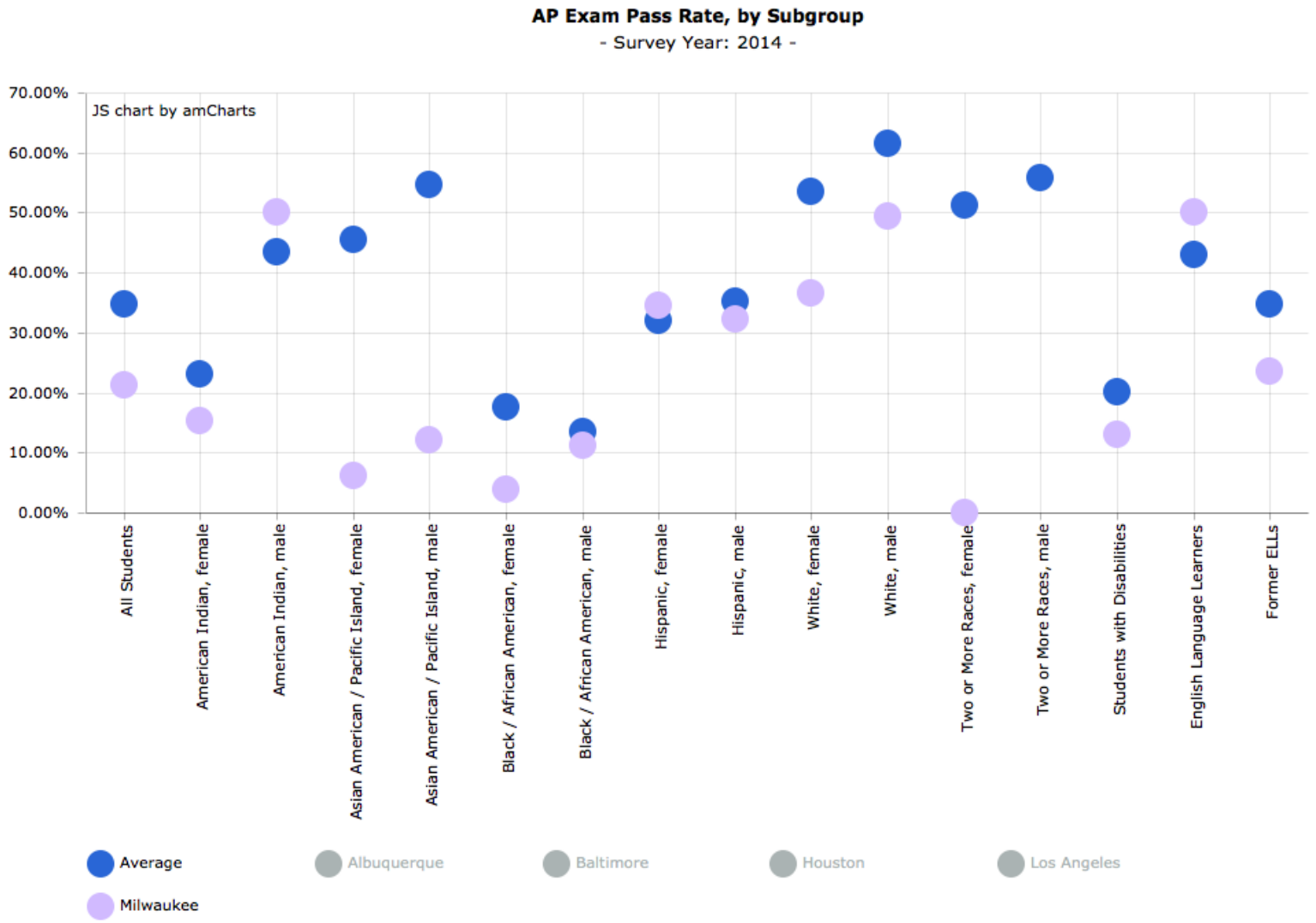


Sample Performance Measures (Continued)



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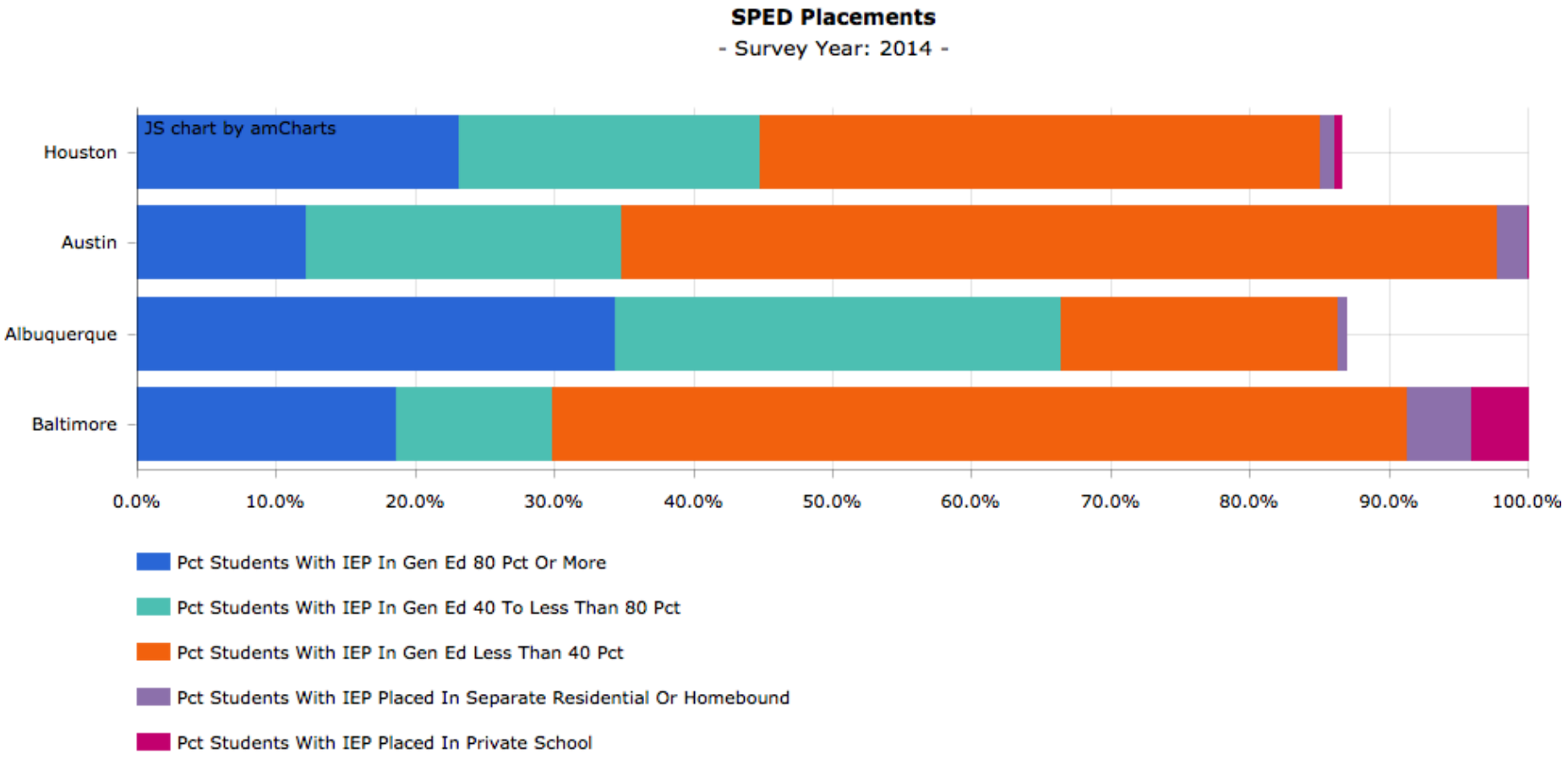
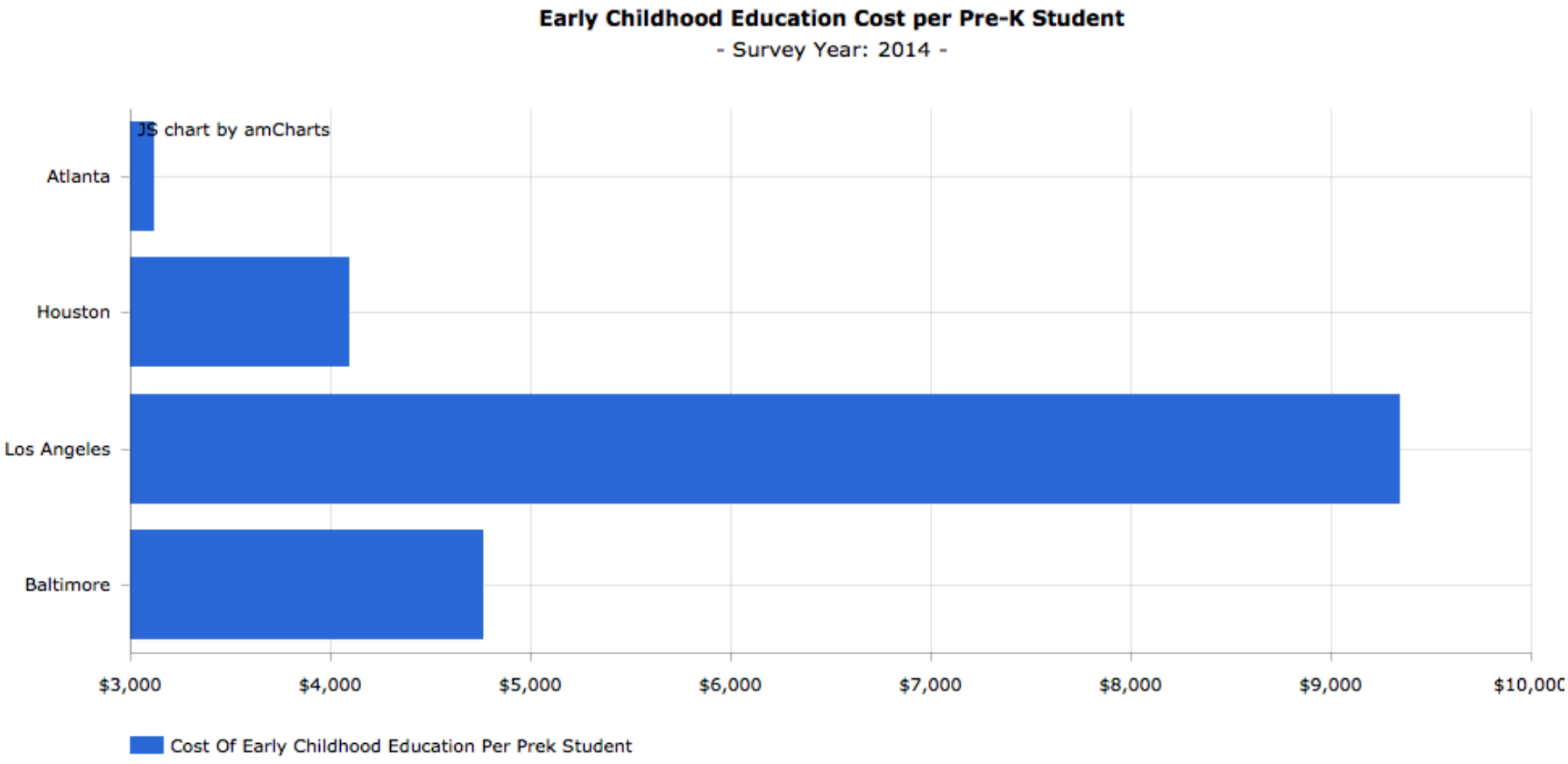


Sample Cost Measures



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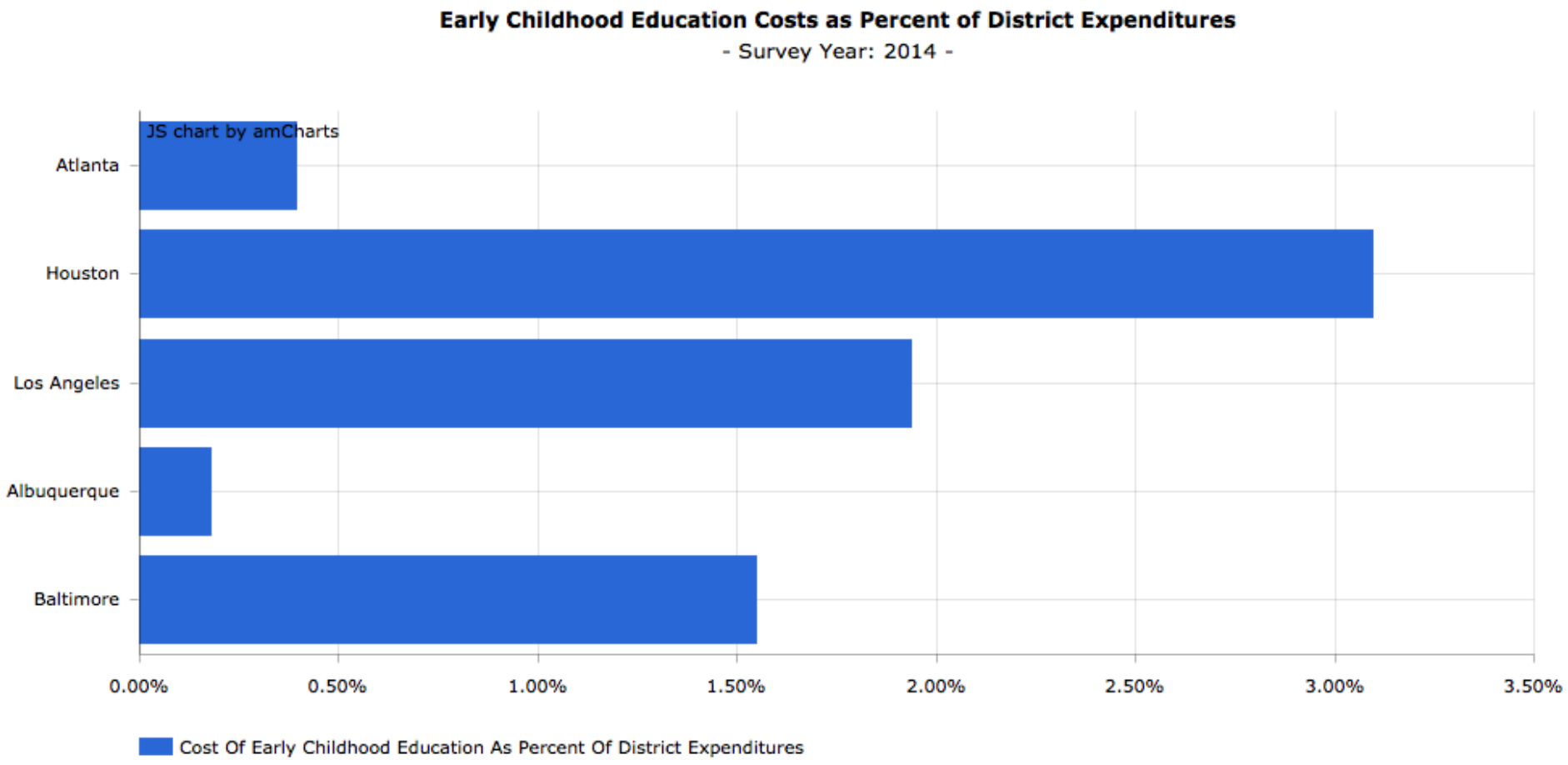

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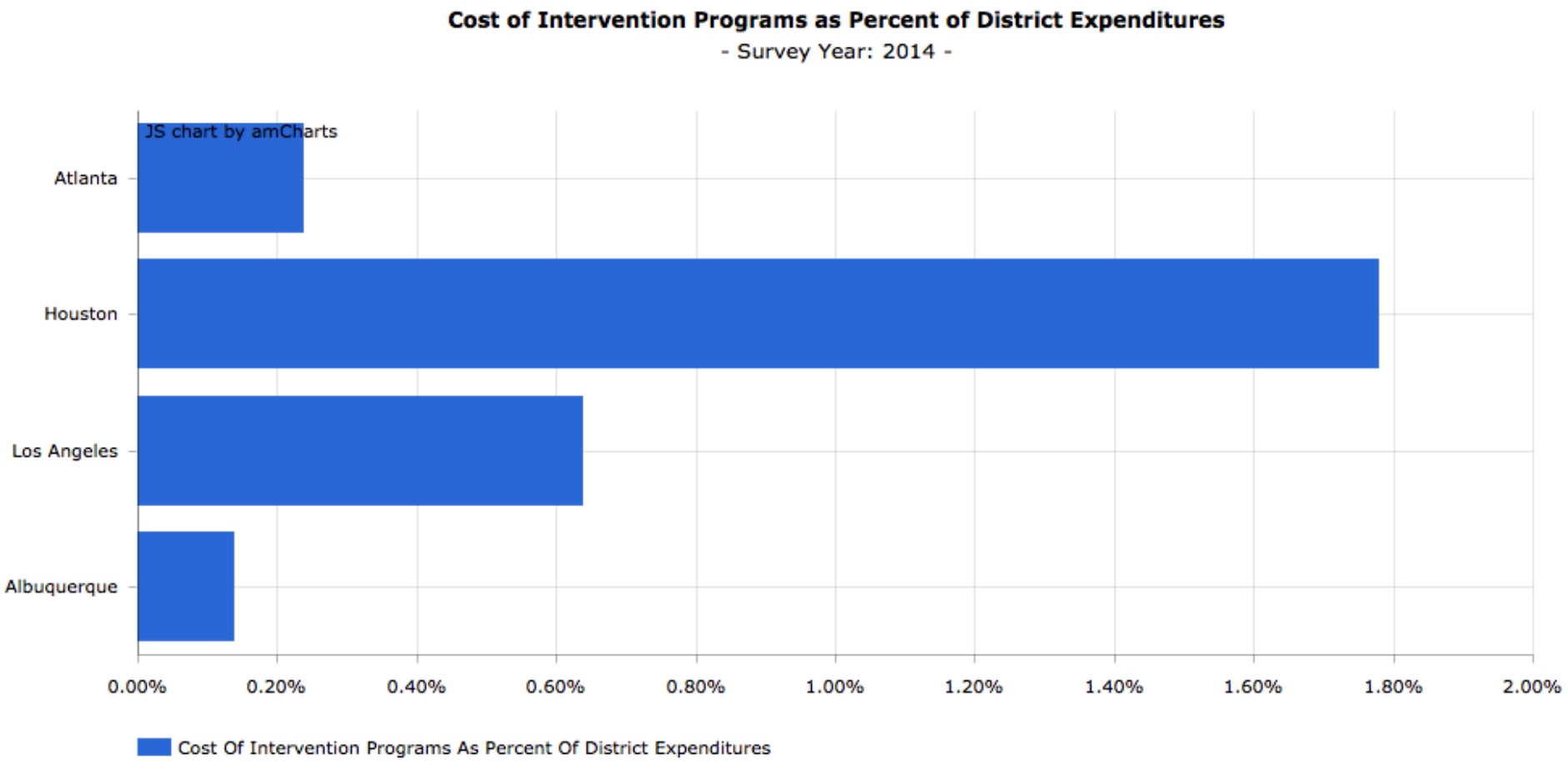

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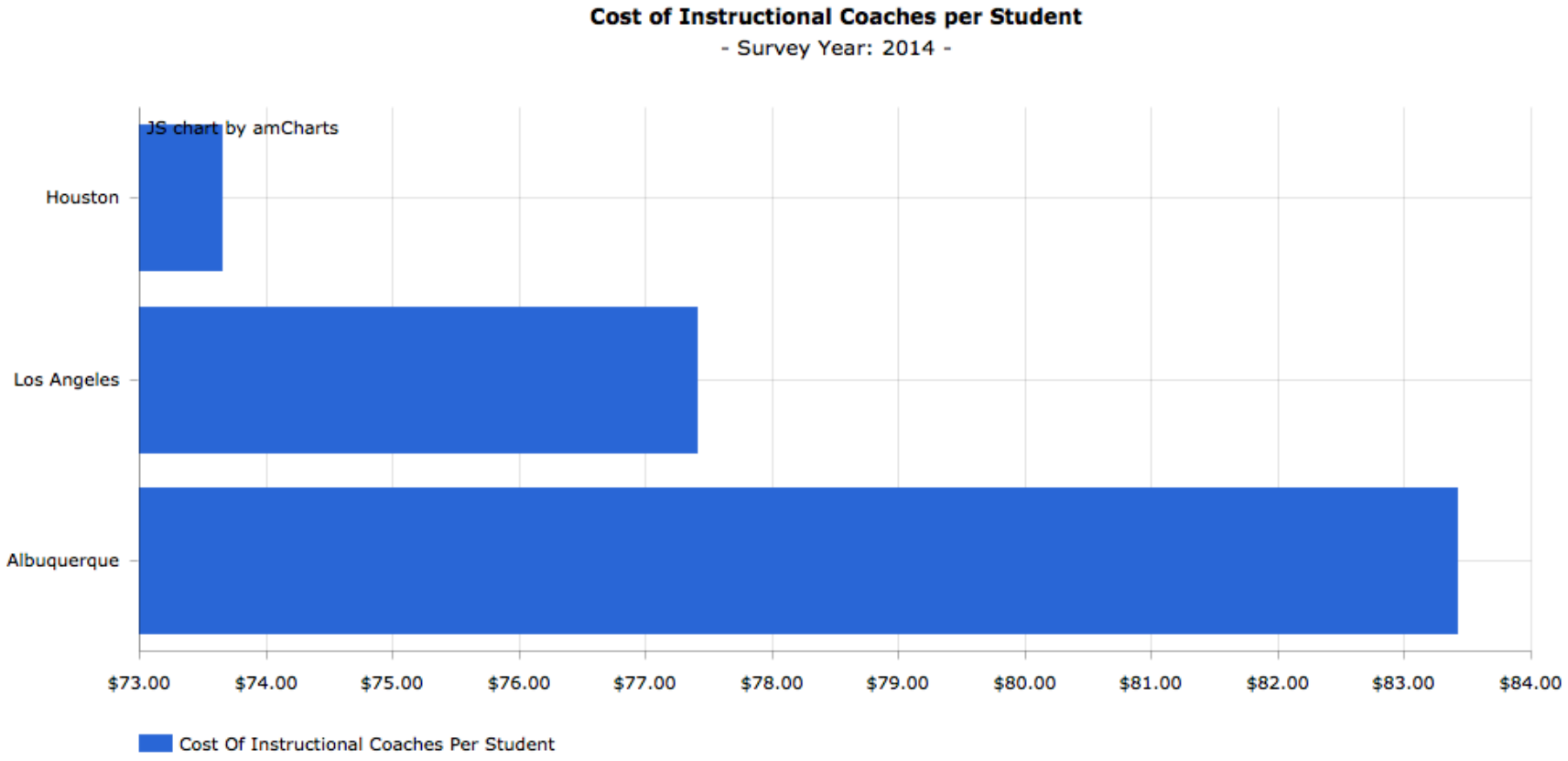

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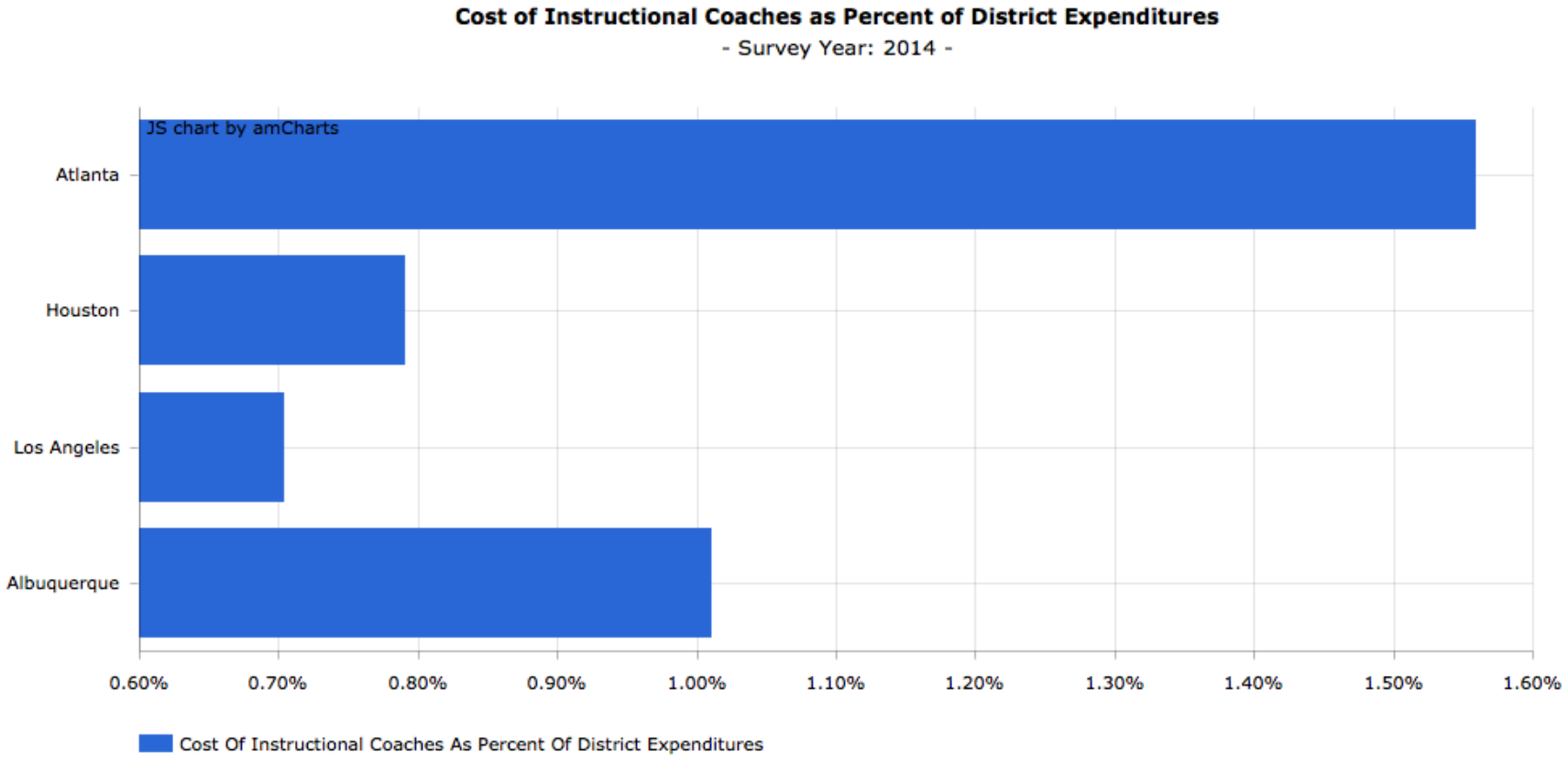

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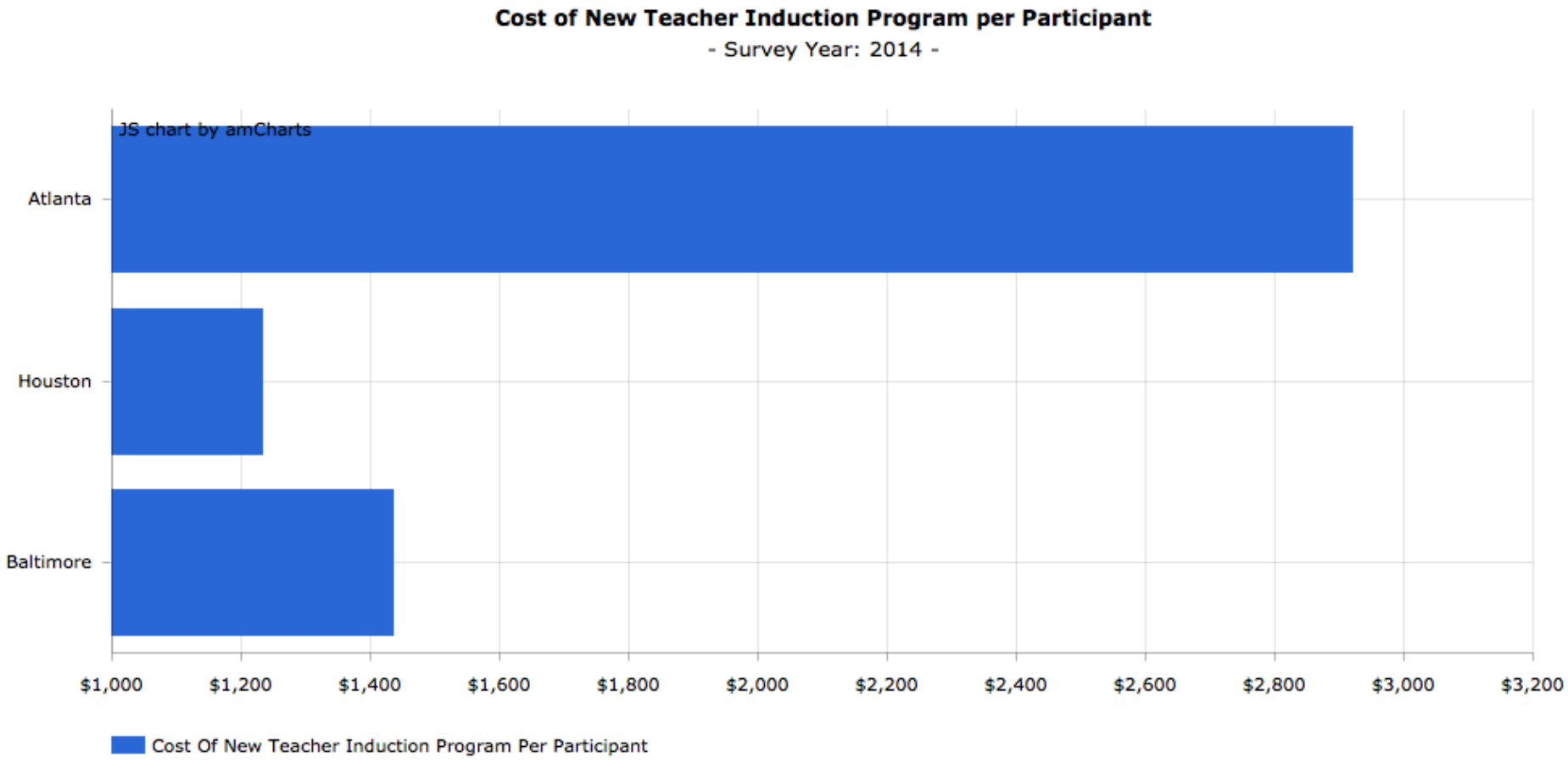

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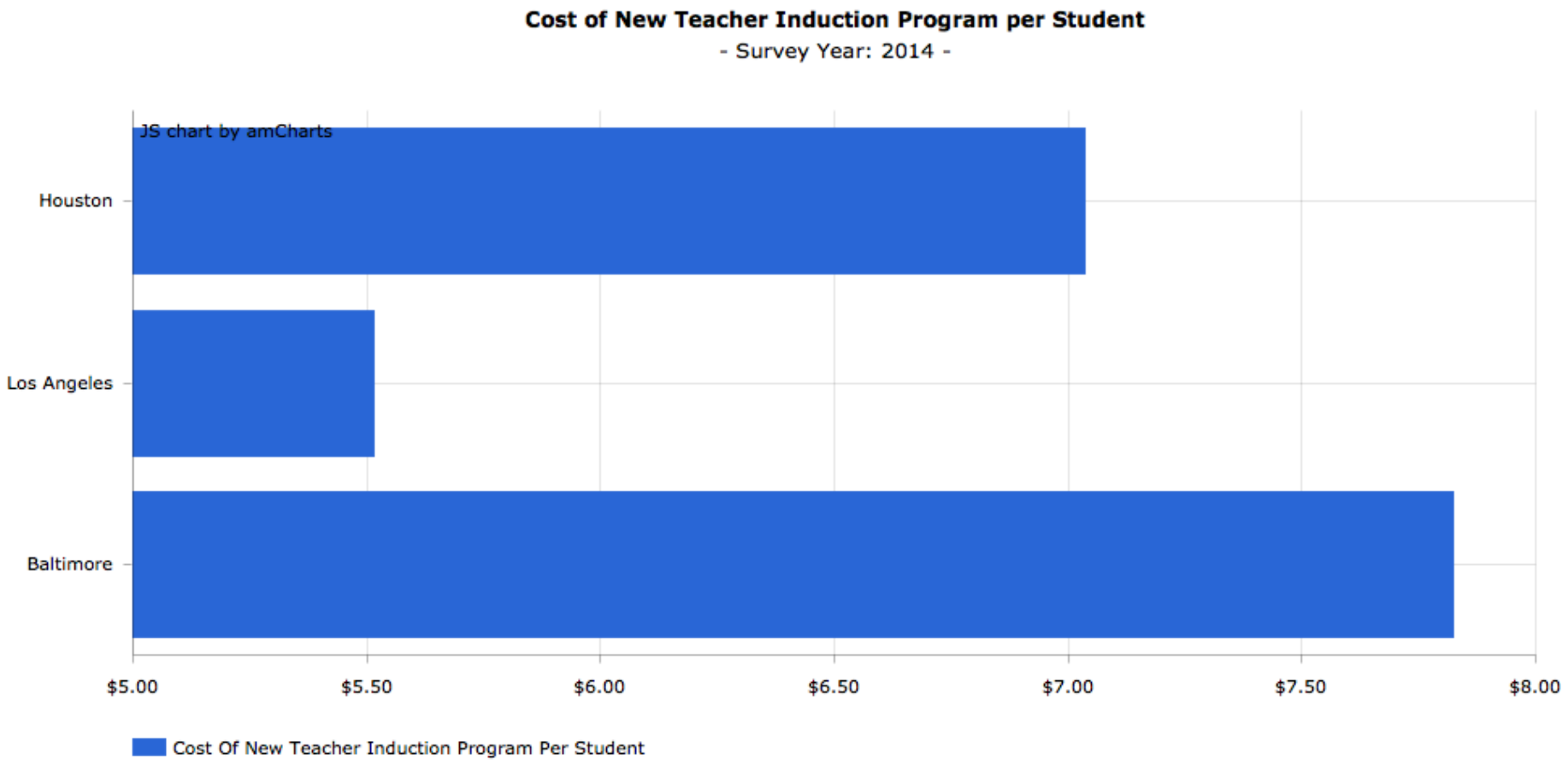

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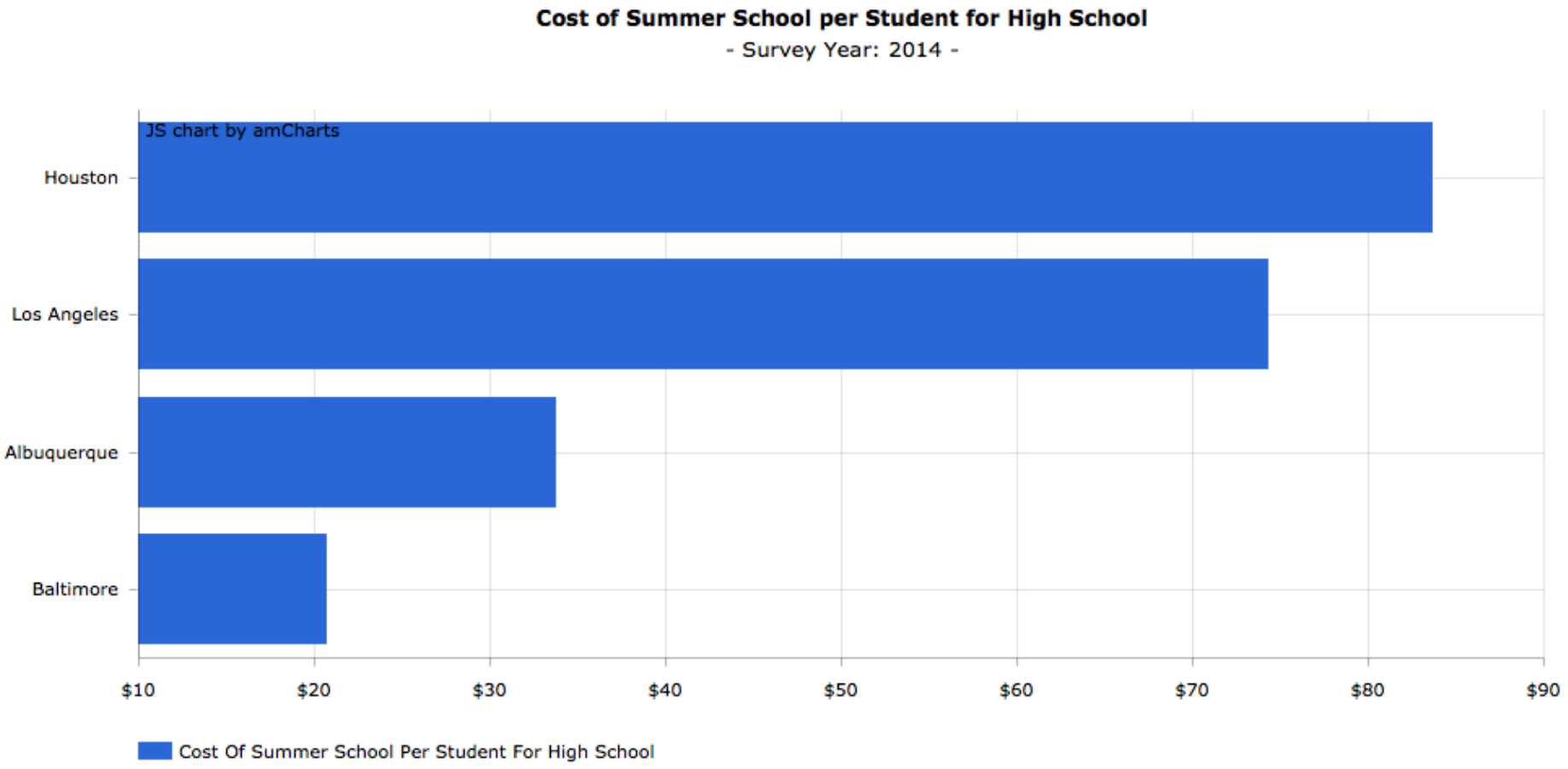

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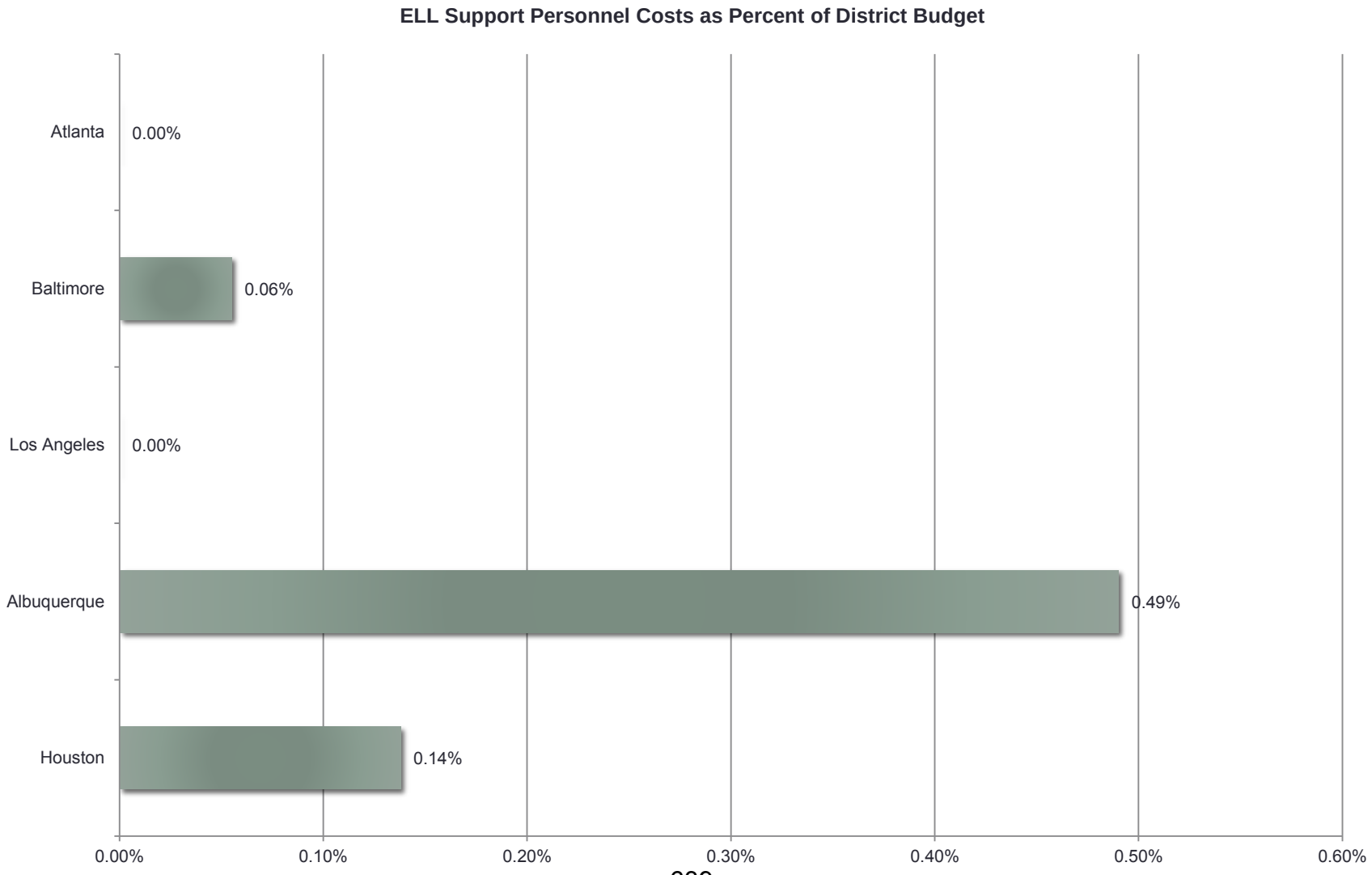

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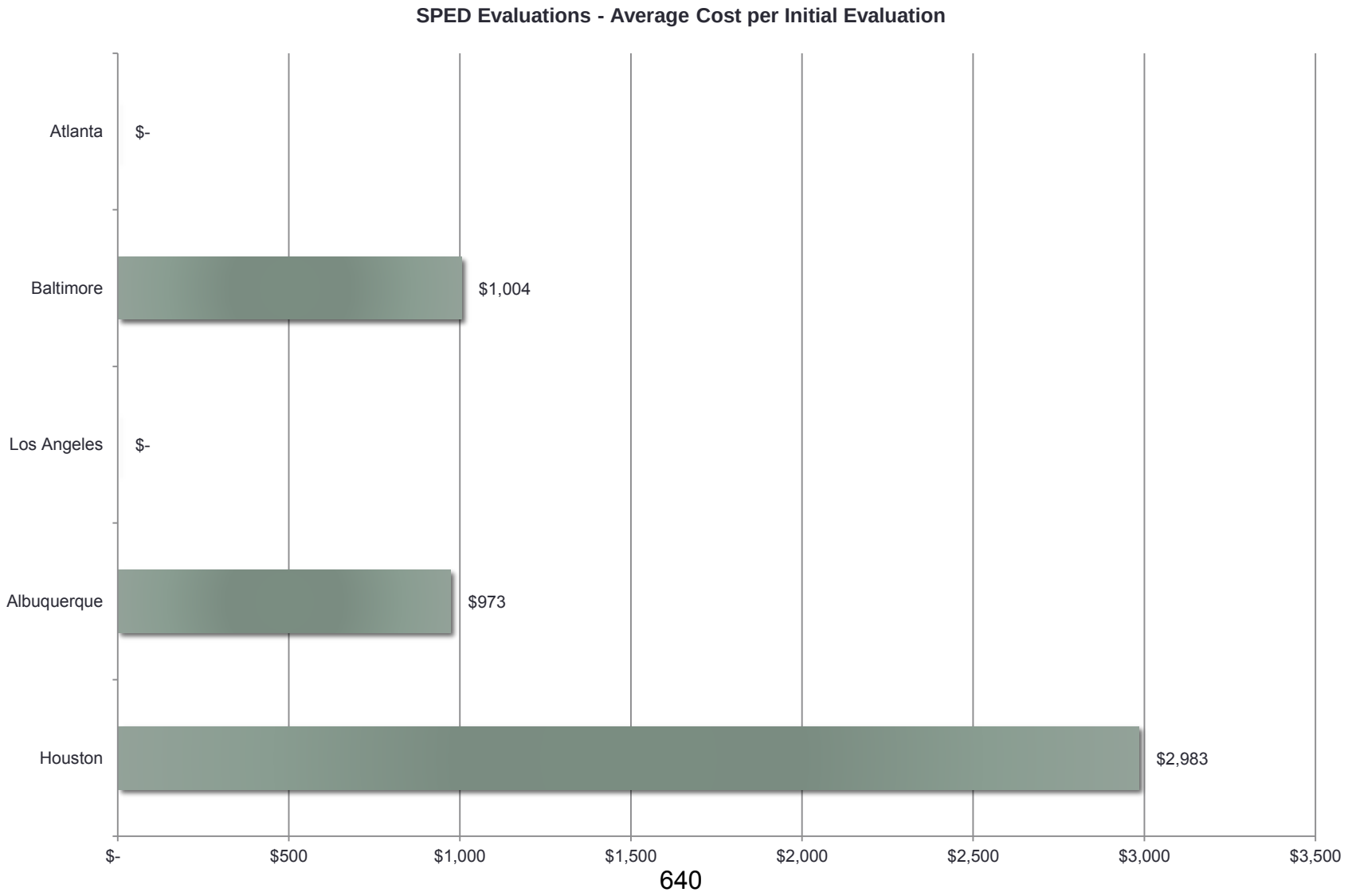

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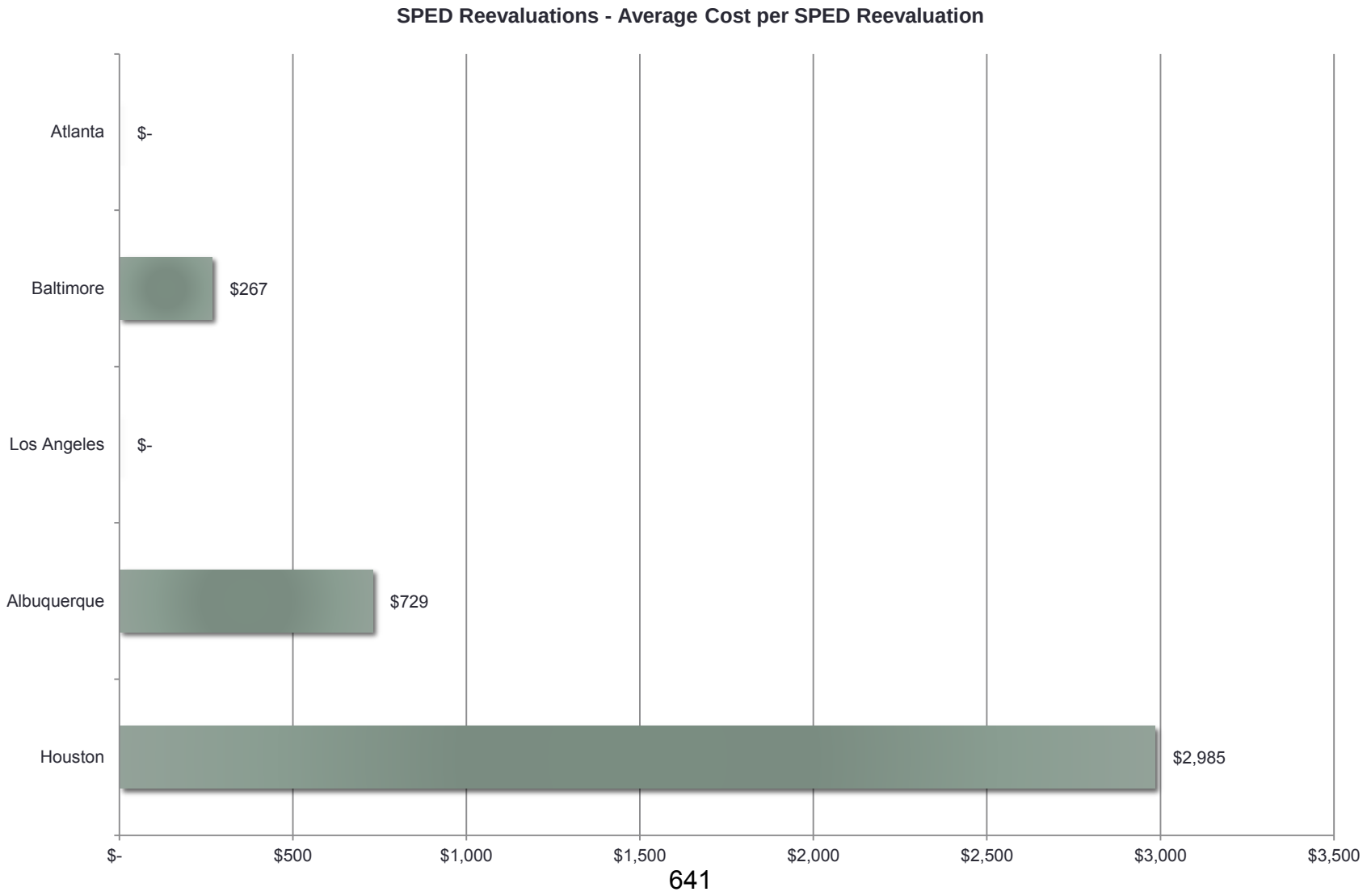

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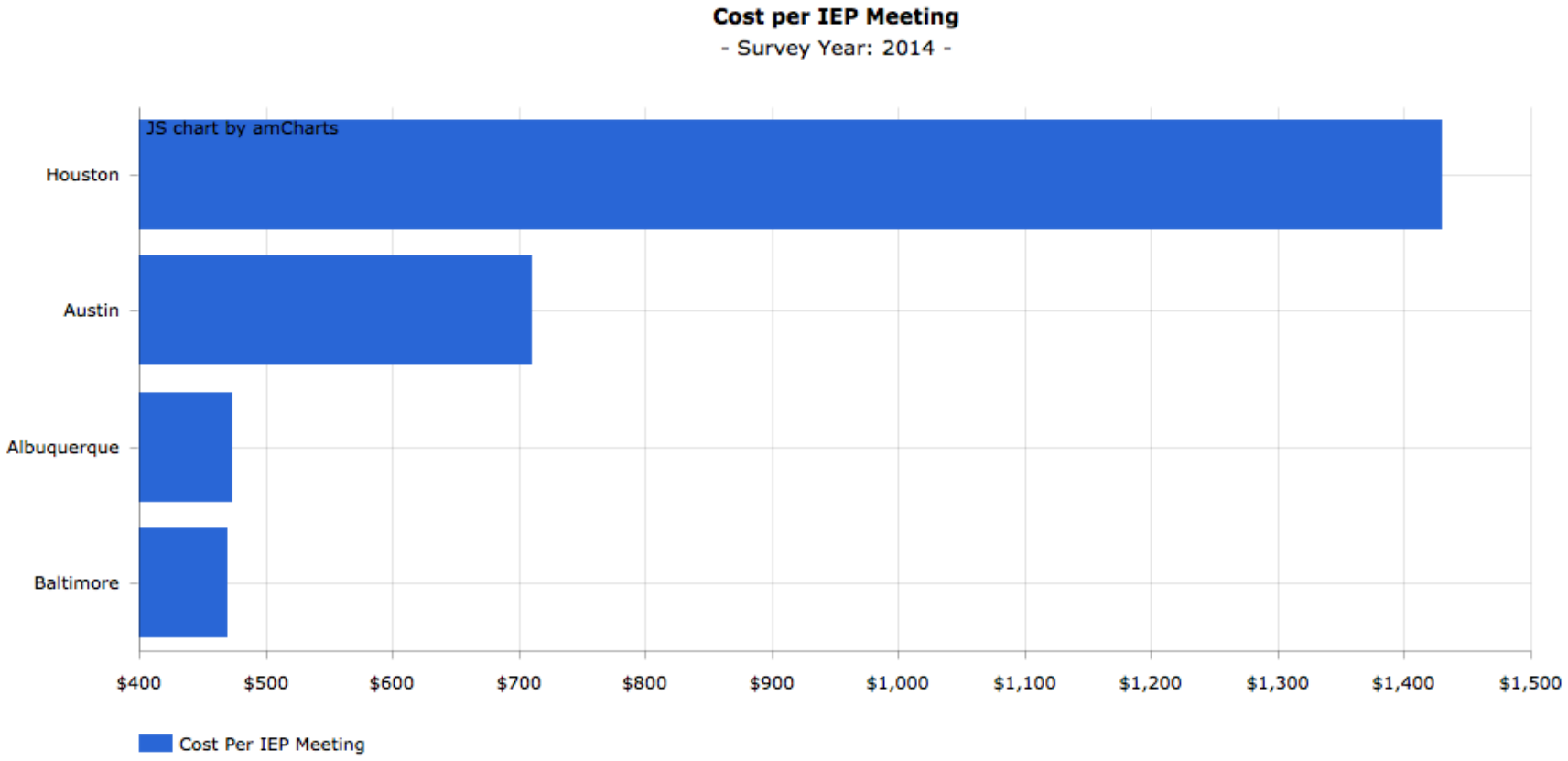
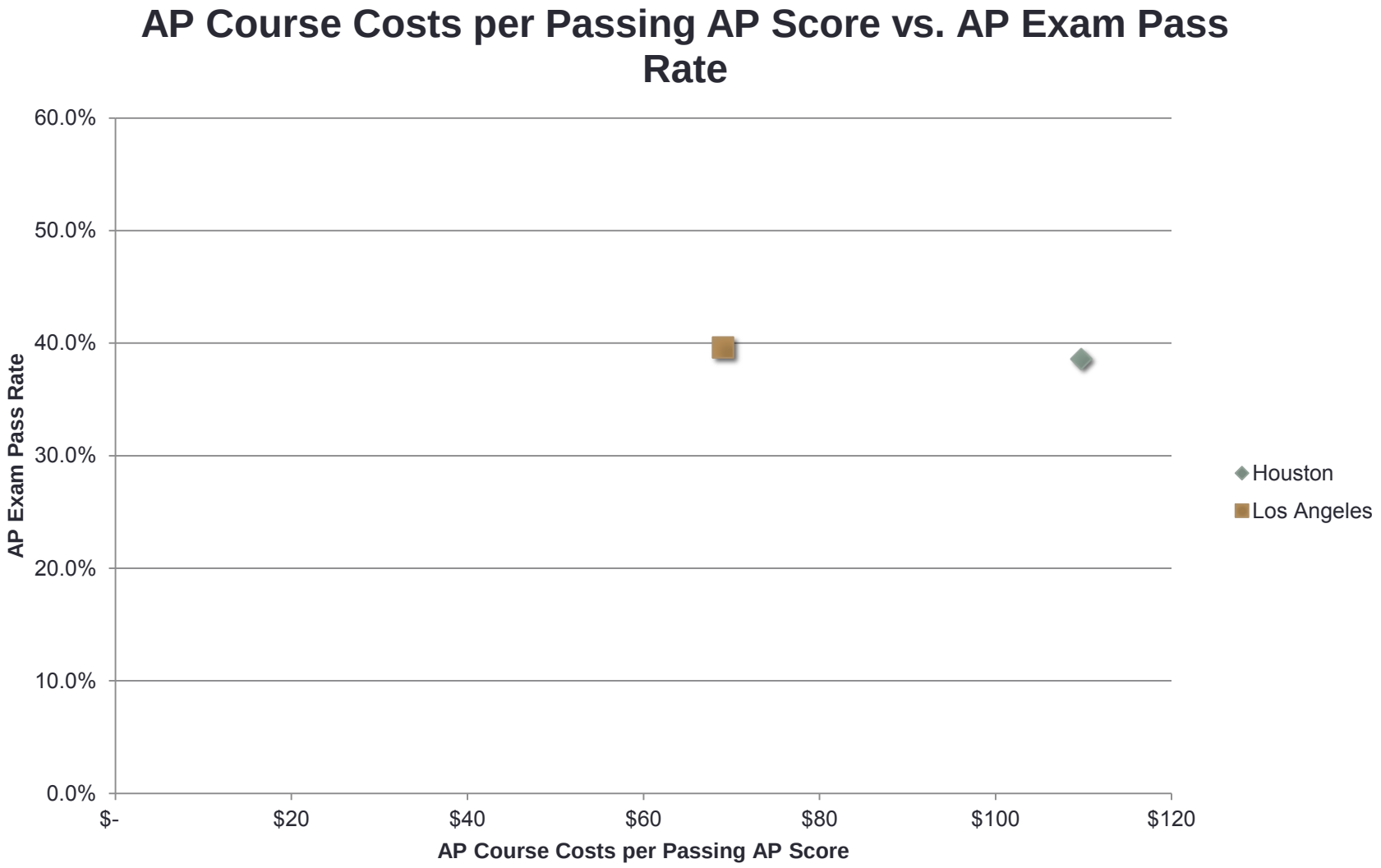


Sample Pairing of Indicators



Sample Return on Investment—Real Data on Atlanta

	Instructional Coaches	Class Size	Early Childhood
Cost per child	$78.16	$439.98	$3,111
Effect size in reading	0.06	0.18	0.17
Cost to move one student by one percentile point	$32.57	$61.11	$441.18
Effect in percentile point gain of $1,000 investment	30.70	16.36	2.27

Next Steps

- Increase numbers of pilot districts providing sample data
- Finish data analysis
- Review indicators to see which ones need revisions, which ones can be kept, and which ones should be rejected
- Make determinations about which indicators should be kept but will require coding changes at the district level
- Present work to the organization's executive committee and chief financial officers to get additional buy-in for moving forward
- Further develop analysis tools and software
- Begin regular collection and use of data across membership

GRADE-LEVEL INSTRUCTIONAL MATERIALS EVALUATION TOOL

A COMPANION GUIDE

Grade-Level Instructional Materials Evaluation Tool– Quality Review (GIMET-QR)

ELA/Literacy Grade-Level Instructional Materials Evaluation Tool—Quality Review:
http://www.cgcs.org/Page/474

Mathematics Grade-Level Instructional Materials Evaluation Tool—Quality Review:
http://www.cgcs.org/Page/475

Council of the Great City Schools™

Textbooks and materials used in classroom instruction have the ability to support or limit student attainment of grade-level standards. The introduction of new, more rigorous standards, such as the Common Core State Standards (CCSS) or other college- and career-readiness standards, coupled with education budget reductions across the country make the need to carefully assess the alignment and quality of proposed materials more important than ever.

The Instructional Materials Evaluation Tool (IMET), released by Student Achievement Partners (www.achievethecore.org), was the first effort to support states, districts, and schools in their endeavors to screen textbooks and materials claiming alignment to the CCSS. For both English language arts (ELA) and mathematics, IMET presents non-negotiables, alignment criteria, and indicators of quality to determine if the materials reflect the instructional shifts and major features of the standards. The tool is used to screen materials that span grade-level bands (e.g., K-2 and 3-12 in English language arts, and K-8 and high school in mathematics).

The Council of the Great City Schools recognized the need for an even deeper look at the quality and alignment of materials. The Council's introduction of the Grade-Level Instructional Materials Evaluation Tool – Quality Review (GIMET-QR) enhances the process by providing rubrics for evaluating materials at each grade level. Once the initial IMET screening is complete, the GIMET-QR prompts reviewers to collect evidence of the quality and alignment of grade-level materials. Additionally, it provides a close examination of the quality of teacher support, as well as the tasks that students are asked to complete.

This companion document will provide users with an overview of the GIMET-QR tool within the context of the critical components of any textbook/instructional materials adoption, including reviewer training and calibration. It will then present some other potential uses of the GIMET-QR beyond textbook selection, including assessment of current materials, identification of gaps and omissions in learning progressions, and professional development.

WHAT IS GIMET-QR?

The GIMET-QR is a tool designed as a framework for judging not only the alignment of materials to grade-specific and end-of-year expectations as delineated in the Common Core State Standards and/or college- and career-readiness standards, but the quality of the content and instructional design of materials. The GIMET-QR requires reviewers to cite specific evidence from textbooks and materials rather than relying on the table of contents or the topic headings, and provides greater detail on the criteria by grade level. Reviewers can record and save their evidence directly in the online tool.

The GIMET-QR addresses two content areas – English language arts (ELA) and mathematics. Each content area has a unique set of rubrics tailored to address key components and shifts required by the CCSS and college- and career-readiness standards.

Both the GIMET-QR for ELA and mathematics are also attuned to the academic language and vocabulary development needs of English language learners and students with disabilities. The intentional integration of strategies for differentiating instruction for diverse learners is critical. A fine balance is needed to ensure that any scaffolding provided for English learners and students with disabilities does not compromise or undermine access to language-rich activities. Teaching supports must provide multiple entry points for students that allow them to better understand the grade-level standards they are learning. Considerations for these student groups are thus incorporated within the respective rubrics even when they are not explicitly designated as such, and can be useful in determining the quality of instructional materials for all learners.

The Council's *Framework for Raising Expectations and Instructional Rigor for English Language Learners* (ELD 2.0) and the language implications of this framework for each section of the GIMET tool are referenced throughout the document, and active links are provided for further information.

GIMET-QR – ENGLISH LANGUAGE ARTS

The GIMET-QR for ELA is designed to help districts judge the quality of the content and instructional design of English language arts and literacy materials that have passed the initial IMET screen for overall alignment to the CCSS. Materials under review are categorized under three areas: non-negotiables, alignment criteria, and quality. The rating scales identify the value judgments to be made, and guiding statements in each section provide the basis for making those judgments.

GIMET-QR for ELA does not attend to *all* grade-level standards, focusing instead on the standards that are most distinctive for that grade level and that establish the depth of knowledge and level of rigor that students will be expected to demonstrate in class and on individual and group assignments. It is important to keep in mind that 'quality' is not defined solely as compliance or alignment to the standards. The characteristics of instructional materials that appeal to users such as style, humor, empathy, drama, and cultural responsiveness should be considered along with the substance (e.g., language arts/literacy content and cognitive demand).

GIMET-QR for ELA is intentionally neutral on the issue of the specific pedagogy to be used during instruction, as teachers are best suited to the task of determining what is most appropriate to meet the instructional needs of their students. However, an important consideration of any instructional material review is the prevalence of tools that will support teachers in the effective delivery of high-quality content. As a part of the GIMET-QR-ELA, critical guiding statements and consideration are given to how the materials assist teachers in developing student knowledge and advancing instructional practice. For example, the materials under review should help teachers develop a deeper understanding of the grade-level knowledge, concepts, and skills they are teaching.

As noted above, the GIMET-QR requires reviewers to rate each criterion based on the evidence cited from the materials corresponding to each of the guiding statements. Committee members do not need to review each of the criteria. Rather, reviewers can be assigned individual sections

to evaluate. Reviewers can then collectively discuss each respective criterion and the corresponding evidence. The information and evidence gathered by each reviewer should be refined through the process of discussion with the larger review committee.

Particular attention is given to the explanations and illustrations that the materials provide to enhance the learning process, as well as the types of assignments and opportunities students have to demonstrate their learning. In the Summary Rating section, reviewers are prompted to cite the strengths and weaknesses of textbooks or instructional materials, and to indicate gaps and omissions that may need to be considered or addressed prior to making a recommendation for purchase.

After the summaries are compared and discussed, there is a Decision Recording Sheet provided for reviewers to capture the entire material review.

GIMET-QR – MATHEMATICS

As with the GIMET-QR for ELA, the GIMET-QR for mathematics is designed for use as a framework for judging the quality of the content and instructional design of mathematics materials that have been shown to be aligned to the CCSS. Specifically, it is designed to help reviewers identify the extent to which the materials under review promote a balance of the three components of rigor (conceptual understanding, applications, and fluency) along the K-8 progression to algebra continuum. The tool uses some of the Mathematics Progressions from Illustrative Mathematics (https://www.illustrativemathematics.org/progressions) to provide additional specificity and clarity for reviewers.

The GIMET-QR – Mathematics does not address all grade-level standards, focusing instead on those within the progression to algebra continuum. The GIMET-QR operates at a very fine grain size, providing a process for reviewing a smaller set of clusters leading to the grade eight Common Core State Standards. It does look for coherence within a grade when considering the quality of materials and assignments, rather than coherence across grade levels. However, it is not a checklist that fragments the CCSS for math; rather, it deliberately focuses on how well the materials reflect the overall intent of CCSS and college- and career-readiness standards for math proficiency.

The GIMET-QR – Mathematics requires reviewers to make judgments about both the quality of the math textbook/materials as well as the quality of the assignments. The math review committee should use the entire rubric to rate the grade-level material, regularly convening to share and discuss findings and supporting evidence. Together, they should summarize the strengths, weaknesses, gaps, and omissions of the materials, and reflect upon this collection of evidence to answer the question, "How well do the materials reflect and support the rigor of CCSS-M?" The rating scales identify the value judgments to be made, and the characteristics of the highest rating – *High Quality/Exciting* – is provided to serve as a benchmark for making those judgments. Evaluation of the overall set of materials takes place after this review and discussion process, so an Adoption Committee Recording sheet is provided at the end.

HOW TO USE THE GIMET-QR

There are several ways the GIMET-QR can be used during the adoption process. At the central office or state level, the IMET from Student Achievement Partners can be used as an initial screen for overall CCSS alignment to reduce the many choices of textbooks and instructional materials. Then the review committee can use the GIMET-QR to further evaluate the remaining selections by grade level. For example, in some states eligible texts/materials are reviewed and vetted at the Department of Education level. A list of state-approved texts/materials are then published for school districts to choose from. The GIMET-QR can be used at the district level to conduct this secondary review of materials for specific grade levels.

Another method is to have curriculum and instruction personnel at the school district level use the IMET to narrow the prospective materials to those which are CCSS-aligned for deeper review by the district adoption committee. This committee could complete the IMET non-negotiable sections and then certain members could take different sections of the IMET to complete the initial screening of potential materials under consideration. District leaders might also contact other districts that have used the IMET in order to identify potential materials for adoption. The textbook/materials that are considered viable for further review would then be evaluated by the district's adoption committee using the GIMET-QR for ELA and/or mathematics accordingly.

Review committees can also be organized by GIMET Alignment Criteria (ELA) and Cluster Headings (mathematics) within a grade rather than looking at all criteria at once. This would allow time for reviewers to focus more intently on collecting the kind of evidence that will inform the rating of materials.

IMPORTANT CONSIDERATIONS FOR THE GIMET-QR REVIEW PROCESS

Planning for the Adoption Year

Prior to the adoption year, it is recommended that districts review and update adoption rules, policies, and procedures as necessary to reflect a more in-depth approach to the review of textbooks/materials. Critical to this process is the examination of student achievement data in the core content areas across grade levels and student groups to determine any areas where trends indicate a need for support and stronger instructional guidance.

It is also critical to balance the amount of professional development (PD) that is required to adopt and implement various instructional materials with the reality of what can be delivered and budgeted. For example, a specific textbook series may be an excellent fit for a district, but the effort to implement it could create a hardship for the district based on the lack of PD funds and/or coaches to provide training. Moreover, while successful implementation may require access to all teachers, it may simply not be feasible.

However, this does not necessarily mean that high-quality materials that require extensive training should be eliminated. It does mean the district should proactively plan the roll-out of the materials in order to address these needs and mitigate any potential challenges. Alternatively, PD plans can include coaches and other school-based leaders, as well as cross-functional teams that can provide PD and ensure strong support for implementation. These considerations should be addressed during the review process to ensure a successful adoption.

Selection of the Adoption Committee

The selection of adoption committee members is the first and most critical step in the review process. Careful consideration must be given to the selection of reviewers that offer wide and varied instructional expertise and are well grounded in their knowledge of CCSS or the college- and career-readiness standards for their state.

With this in mind, it is important to include reviewers with content knowledge and expertise in the specific grade-level standards under review. For example, if a K-2 adoption is being considered, teachers from each grade level should be represented on the adoption committee. Intentional consideration should also be made to ensure materials are vertically aligned. Therefore, in a K-2 adoption, Pre-K as well as grade three teachers should be included to ensure a thorough pathway of standards and instruction from grade level to grade level. The GIMET-QR provides for this important practice of within grade and across grade review, discussion, and collaboration in selecting textbooks/instructional materials.

Key partners also include teachers that are representative of the student population, including English learners, students with disabilities, diverse ethnicities, and advanced learners. It may also be important to ensure that committee members represent the geographic regions/ areas of the district. Finally, including parents in the adoption process may be both helpful and informative, especially for the adoption of materials which support the home and school connection.

Training and Calibration on the GIMET-QR and Adoption Process

A recent survey conducted by the Council of the Great City Schools (2014) revealed wide variation in training on scoring and calibration for reviewers prior to the adoption process. The process of reviewing materials using the GIMET-QR must begin with intentional training and practice using the tool.

For example, one of the requirements for quantifying the quality of the materials is citing and documenting evidence that indicates to what extent the materials meet grade-level standards. It is truly a different way to review materials for use. Therefore, it is critical that sufficient time is given to reviewers to explore the tool together and discuss each section. This allows them to calibrate and reach consensus ahead of time about what they are looking for, what is valid evidence, and why those features are important. The team should also discuss the rating scale from GIMET-QR – Mathematics Appendix A.

USES OF THE GIMET-QR

While there is no perfect set of textbooks or materials, the GIMET-QR was developed to help school districts differentiate among the options that have passed the IMET CCSS alignment screen to identify high-quality materials that meet district needs and provide a coherent learning experience for students and teachers. Prior to adoption, the GIMET-QR allows districts to:

- Make cross-publisher comparisons based on identified strengths and weaknesses.
- Assess whether it will be necessary to produce or purchase supplemental materials to fill in identified gaps in content or instructional guidance, or to address areas where materials are weak.
- Plan professional development support or activities for professional learning communities.
- Examine historic trends in student achievement by grade level to know where their students will need the most support.

While GIMET-QR was designed to support textbook adoption, it can also be used by districts to:

Assess the level of alignment of and identify gaps or omissions in current instructional materials. GIMET-QR can be used to evaluate current materials to find strengths, weaknesses, and gaps. This provides the district's staff with data to help prioritize which areas to address with supplemental materials or professional development, beginning with those that have the greatest leverage to improve student achievement and build a solid foundation for student growth.

A key consideration in reviewing omissions and gaps is how easily the teachers, schools, or the district can fill them. Gaps that reveal a lack of high-quality instructional tasks (e.g., problem solving, critical thinking, mathematical practices) across many grade-level standards is a tall order for any teacher to fill, and lends itself to inconsistent or incoherent teaching and learning. However, providing additional practice on a skill may be readily and easily addressed. In the same manner, omissions

critical to the delivery of instructional content need to be considered in terms of what will be required of the district in order to complete a coherent curriculum.

Assess the rigor and quality of instructional tasks and assessments. The GIMET-QR also lends itself as a study and guidance document for school or district teams to gain a shared understanding of what the Common Core State Standards or other college- and career-readiness standards require for student learning, and how those requirements translate into classroom practices and student work. When looking at student work and/or observing classroom discussions, whether in Professional Learning Communities (PLCs), walkthroughs, or grade-level or content-level meetings, the rubrics can be used by staff to examine the work and rigor of instruction to determine if they are at the appropriate level. For example, classroom observations could focus on the quality of text-dependent questions used during ELA instruction, as well as the complexity of student explanations in mathematics.

Assess the alignment of district scope and sequence documents. Additionally, the tool can be used to determine the degree of alignment in the current scope and sequence of ELA and/or math to ensure standards criteria are addressed. For example, in ELA there are specific grade-level standards that require comparing more than one text by a single author, pairing informational and literary text for comparing and contrasting, or using text sets to develop knowledge needed for writing effective arguments that include opposing views. This level of specificity provides reviewers the opportunity to evaluate the quality and alignment of current texts/material and student tasks which facilitate the identification of areas where additional supports and resources are needed. In mathematics, there is an emphasis on attending to the academic language and language structure in applications of math concepts and modeling. This includes providing specific examples of typical misconceptions/student error patterns and how the materials should address them.

Provide professional development that builds capacity and a shared understanding of the CCSS in ELA/Literacy and/or mathematics. Another potential use of the GIMET-QR is to help teachers, supervisors, and principals become deeply knowledgeable about the grade-level ELA and mathematics standards. While it is important to have a basic level of knowledge about the standards, it is equally important to recognize how the delivery of standards-based instruction is impacting student work. The GIMET-QR can be used to provide insights on instructional delivery in light of the evidence of learning found in student work.

Staff can also use the tool in combination with student performance data to prioritize annual focus areas for each grade level in English language arts and in mathematics K-8, and to align teacher practices to ensure student evidence and tasks are rigorous.

Thus, the GIMET-QR serves several purposes in the review of both current and prospective materials. It provides a lens for districts, prior to adoption, to assess whether it will need to produce or purchase materials to fill in gaps or omissions in grade-level expectations. It also provides valuable data for districts to use in assessing current materials and building instructional capacity to provide high-quality standards-based instruction.

ELA/Literacy Grade-Level Instructional Materials Evaluation Tool

Quality Review

Council of the Great City Schools™

Textbooks and their digital counterparts are not only vital classroom tools but also a major expense, and it is worth taking time to find the best quality materials for students and teachers. While there is no perfect set of materials or textbooks, this Grade-Level Instructional Materials Evaluation Tool-Quality Review (GIMET-QR) is designed for use by professionals as a framework for evaluating the quality of instructional materials and choosing materials that are best suited to provide a coherent learning experience for students.

The district should begin its textbook adoption process by screening an entire publisher series with the Instructional Materials Evaluation Toolkit (IMET), developed by Student Achievement Partners, to see which ones are worthy of deeper consideration. The IMET, built on the Publishers' Criteria for ELA/Literacy and Mathematics, has two major non-negotiable sections and seven alignment sections. The GIMET-QR mirrors that structure, providing key criteria for each individual grade. But rather than providing an exhaustive list of grade-level standards, GIMET-QR focuses on the most distinctive, key features of the standards by grade, allowing for more in-depth analysis of the quality of the content and the instructional design of the materials—the rigor called for in the Common Core State Standards (CCSS)-English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects.

This document contains Guiding Statements along with references to the CCSS. In response to each Guiding Statement, reviewers are asked to cite specific supporting evidence from the materials themselves, rather than relying on the table of contents or the topic headings. Evidence should include scaffolding to support ALL students including English language learners, students with identified disabilities, and struggling readers with the expectation that they learn and achieve the grade-level standards. This supporting evidence can then be used to rate whether and to what degree the criteria have been met. In some cases, reviewers will want to click on the reference links to obtain more detailed information from the Reading, Writing, Speaking and Listening, and Language strands of the CCSS, as well as the CCSS Appendices.

The review process culminates with a summary in which reviewers cite strengths and weaknesses of the product, thus providing explicit details for the overall assessment. The summary may also indicate any areas that district curriculum leaders may need to augment or supplement prior to making a recommendation for purchase.

Please note: Acrobat Reader or Adobe Acrobat is required to complete this form electronically and save any data entered by users.

NON-NEGOTIABLE 1: TEXT COMPLEXITY

Even though the materials under review have already met the quantitative and qualitative measures of the IMET for grade-band analysis, the guiding statements provided in this section will examine text complexity in order to differentiate quality and richness among the texts your district is considering for adoption. To address the grade three standards, the submitted materials need to create the conditions for rich and robust discussion and writing for ALL students (struggling readers, students with identified academic disabilities, English language learners, students who are performing at grade level, and advanced students).

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
Literature and Informational Text NN1a. The texts present rich and embedded relationships between and among characters, ideas, and concepts that are conveyed through masterful style and structure. (See exemplars in CCSS, Appendix B.)		4) extensive 3) sufficient 2) some 1) weak Rating Pending
NN1b. The materials consistently include short, challenging, and complete texts that contain rich content, ideas, and academic language worthy of close reading. (See exemplars in CCSS, Appendix B.)		4) extensive 3) sufficient 2) some 1) weak Rating Pending

NN1c. The materials consistently provide opportunities to read both literary and informational texts in the grades three through five text complexity band with scaffolding as needed at the high end of the range.		4) extensive 3) sufficient 2) some 1) weak Rating Pending
NN1d. Materials provide strategies for grade-level vocabulary acquisition.		4) extensive 3) sufficient 2) some 1) weak Rating Pending

OVERALL RATING: 4) extensive evidence 3) sufficient evidence 2) some evidence 1) weak evidence

SUMMARY STATEMENT (Explain why the materials received this overall rating):

NON-NEGOTIABLE 2: QUESTIONS AND TASKS

At least 80% of all questions in the submission are high-quality text-dependent and text-specific questions. The overwhelming majority of these questions reference specific text and draw student attention to the text they are reading. This requirement is already met if the district used the IMET screen. Text-dependent questions that address the grade three standards will be described in greater depth in Alignment Criterion II.

ALIGNMENT CRITERION I: RANGE AND QUALITY OF TEXTS

Materials must reflect a wide range of text types and genres, as required by the standards. In grade three, and across all other grade levels, there should be ample texts on topics that can support sustained study. Knowledge built at one grade level should be expanded in other grade levels. Topics should take into account individual student academic needs and interests in order to foster independent reading. It is also imperative that the included topics and themes are compelling enough to read multiple times and are aligned to district needs. Pay particular attention to the guidance provided in Appendix B of the Common Core State Standards.

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
Literature and Informational Text 1a. The range of materials, both **print** and **digital**, allows teachers and students to explore content that coherently and systematically builds knowledge and vocabulary across subjects, themes, and topics. (See CCSS Appendix B for examples of grade-level knowledge demands.) Text sets also address a wide variety of student interests, and are likely to foster independent reading.		4) extensive 3) sufficient 2) some 1) weak Rating Pending
1b. Text sets include a diverse range of high-quality, culturally-responsive, and appropriate topics and themes. Texts from diverse cultures reflect the same high-quality features that are demanded of all texts.		4) extensive 3) sufficient 2) some 1) weak Rating Pending

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
1c. Materials include a rich and diverse sampling of literary texts including, but not limited to: • Fables, folktales, and myths from diverse cultures • Stories, drama, and poetry • Multiple stories by the same author		4) extensive 3) sufficient 2) some 1) weak Rating Pending
1d. The range of informational texts include selections that: • Present historical events • Describe technical procedures • Present scientific ideas or concepts • Contain relevant visual representations of information • Contain at least two texts on the same topic		4) extensive 3) sufficient 2) some 1) weak Rating Pending
1e. Student reading materials contain a range of increasingly challenging selections that allow teachers to build students' ability to comprehend complex text and expand vocabulary throughout the school year.		4) extensive 3) sufficient 2) some 1) weak Rating Pending
OVERALL RATING: 4) extensive evidence 3) sufficient evidence 2) some evidence 1) weak evidence		
SUMMARY STATEMENT (Explain why the materials received this overall rating):		

ALIGNMENT CRITERION II. QUESTIONS AND TASKS SUPPORT STUDENT LEARNING

Questions posed to students in the materials under review should support student learning in building reading comprehension, in finding and producing the textual evidence to support responses, and in developing grade-level academic language (IMET) and domain-specific words and phrases. Text for grade three students must include text-dependent questions that require the use of higher order thinking skills. There should be a range of questions that require students to attend to the author's language as his/her vehicle for conveying meaning, as well as to support specific inferences with explicit details from the text. Most questions should require that the student refer to the text in several places in order to devise an answer—rather than asking only literal, "right there" types of questions—and should also require the student to begin comparing texts, authors, and opinions (CCSS).

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
Literature and Informational Text 2a. *Key Ideas and Details.* Questions and tasks require students to explicitly attend to the text, including, but not limited to: • Asking and answering questions to demonstrate understanding of a text, referring to the text as the basis for answers • Recounting stories, including fables, folktales, and myths from diverse cultures • Determining the central message, theme, or idea of a text, recounting key supporting details • Describing the characters in a story and explaining how their actions contribute to the sequence of events • Describing the relationship between a series of historical events, scientific concepts, or steps in technical procedures		4) extensive 3) sufficient 2) some 1) weak Rating Pending

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
2b. *Craft and Structure*. Questions and tasks require students to explicitly attend to the text, including, but not limited to: • Determining the meaning of words and phrases used in a text, including general academic and domain-specific words, and distinguishing literal from nonliteral language • Referring to parts of stories, dramas, or poems, using terms such as chapter, scene, and stanza, and how the parts build on earlier sections • Distinguishing their own point of view from that of the author, narrator, or characters in a text • Using text features and search tools such as key words and side bars		4) extensive 3) sufficient 2) some 1) weak Rating Pending
2c. *Integration of Knowledge and Ideas.* Questions and tasks require students to explicitly attend to the text, including, but not limited to: • Comparing and contrasting the most important points and details presented in two texts on the same topic • Comparing and contrasting the themes, settings, and plots of stories • Explaining how specific aspects of a text's illustrations contribute to what is described in words • Using information gained from illustrations		4) extensive 3) sufficient 2) some 1) weak Rating Pending

OVERALL RATING: 4) extensive evidence 3) sufficient evidence 2) some evidence 1) weak evidence

SUMMARY STATEMENT (Explain why the materials received this overall rating):

ALIGNMENT CRITERION III. WRITING TO SOURCES AND RESEARCH

The writing standards for each grade level highlight distinctive expectations about student writing. For details on grade-level writing expectations and writing exemplars for grade three, see the Common Core State Standards for English Language Arts and Literacy. The metrics below show key characteristics to look for in your review of materials.

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
3a. Writing assignments are explicitly connected to what students are reading, and routinely include writing over shorter time frames (a single sitting or a day or two) and extended time frames (for research, reflection, and revision) for a range of discipline-specific tasks, purposes, and audiences.		4) extensive 3) sufficient 2) some 1) weak Rating Pending
3b. Text-dependent questions generally create the foundation for students to address culminating writing tasks, including: • Writing opinion pieces on topics or texts, supporting a point of view with reasons • Writing informative/explanatory texts to examine a topic and convey ideas and information clearly • Writing narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear sequences of events		4) extensive 3) sufficient 2) some 1) weak Rating Pending
3c. Reading materials can serve as models to explore writer's craft, demonstrate use of domain-specific words and phrases, and support student production of grade-level narrative, informational, and opinion writing.		4) extensive 3) sufficient 2) some 1) weak Rating Pending

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
3d. Materials include explicit support to teachers, either in the teacher's edition or classroom materials, for writing instruction linked to the grade three writing standards, including: • Producing writing in which the development and organization are appropriate to the task and purpose • Developing and strengthening writing by planning, revising, and editing • Using technology to produce and publish writing, as well as to interact and collaborate with others Materials should also guide the teaching of specific components of grade three writing standards 1-3 (See CCSS).		4) extensive 3) sufficient 2) some 1) weak Rating Pending
3e. Materials provide opportunities and resources for students to conduct short research projects that build knowledge about a topic, including: • Recalling information from experiences • Gathering information from print and digital sources • Taking brief notes on sources and sorting evidence into provided categories		4) extensive 3) sufficient 2) some 1) weak Rating Pending
OVERALL RATING: 4) extensive evidence 3) sufficient evidence 2) some evidence 1) weak evidence		
SUMMARY STATEMENT (Explain why the materials received this overall rating):		

ALIGNMENT CRITERION IV: FOUNDATIONAL SKILLS

Materials provide guidance and support for explicit and systematic instruction and diagnostic support in grade-level phonics, vocabulary development, syntax, and reading fluency. Students must be able to recognize and pronounce words fluently in order to focus on the major goal of reading, which is comprehension. Effective foundational skills instruction in grade three includes an explicit and systematic focus on phonics and practice in applying phonics for students who are struggling. Building word analysis skills and fluency must also be contextualized within the materials.

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
4a. Materials provide teachers with guidance and support for explicit and systematic instruction of the grade three *Reading Standards for Foundational Skills*, including phonics, word analysis, and reading with fluency to support comprehension. (Refer to CCSS, Appendix A for the research detailing the advancement of foundational skills in reading.)		4) extensive 3) sufficient 2) some 1) weak Rating Pending
4b. Materials include a variety of opportunities for students to develop and apply word analysis and decoding skills, including: • Understanding grade-level vocabulary • Identifying and knowing the meaning of most common prefixes and derivational suffixes • Decoding words with common Latin suffixes • Understanding multisyllabic words in context and out of context • Reading grade-appropriate irregularly-spelled words • Self-correcting using word recognition skills and context to confirm understanding		4) extensive 3) sufficient 2) some 1) weak Rating Pending

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
4c. Materials provide regular practice in reading grade-level prose and poetry with accuracy, at an appropriate rate, and with appropriate expression.		4) extensive 3) sufficient 2) some 1) weak Rating Pending
4d. Materials guide students in reading grade-level texts with purpose and understanding, making frequent connections between the acquisition of foundational skills and access to the meaning of texts (including a set of text-dependent or text-specific questions to check for understanding).		4) extensive 3) sufficient 2) some 1) weak Rating Pending
OVERALL RATING: 4) extensive evidence 3) sufficient evidence 2) some evidence 1) weak evidence		
SUMMARY STATEMENT (Explain why the materials received this overall rating):		

ALIGNMENT CRITERION V: LANGUAGE

The Common Core State Standards for language focus on ensuring that students gain adequate mastery of a range of language skills and applications. Students are expected to meet each year's grade-specific standards and retain or further develop skills, knowledge, and vocabulary gained in preceding grades (CCSS).

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
Conventions of Standard English 5a. There is evidence that grade-level grammar and conventions are addressed using an integrated and contextualized approach in daily instruction. Materials and tasks in grade three are designed to help build student understanding and use of: • Nouns (abstract, regular, and irregular) • Possessive pronouns • Regular and irregular verbs, and the simple verb tenses • Comparative and superlative adjectives and adverbs • Coordinating and subordinating conjunctions in writing compound and complex sentences • Commas (such as in addresses and with quotations in dialogue) • Correct spelling and capitalization, applying knowledge of spelling patterns and generalizations in writing words		4) extensive 3) sufficient 2) some 1) weak Rating Pending
Knowledge of Language 5b. The materials support instruction on: • Choosing words and phrases for effect • Recognizing differences between the conventions of spoken and written English		4) extensive 3) sufficient 2) some 1) weak Rating Pending

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
Vocabulary Acquisition and Use 5c. The materials provide context, support, and strategies for developing vocabulary acquisition skills, including: • Using sentence-level context clues to unlock the meaning of words • Using affixes and roots as clues to the meaning of words • Consulting glossaries or beginning dictionaries to determine the meaning of words		4) extensive 3) sufficient 2) some 1) weak Rating Pending
5d. The materials provide embedded opportunities for students to encounter and develop an understanding of word relationships and nuances in word meanings.		4) extensive 3) sufficient 2) some 1) weak Rating Pending
OVERALL RATING: 4) extensive evidence 3) sufficient evidence 2) some evidence 1) weak evidence		
SUMMARY STATEMENT (Explain why the materials received this overall rating):		

ALIGNMENT CRITERION VI: SPEAKING AND LISTENING

To be CCSS-aligned, speaking and listening must be integrated into lessons, items, and tasks. These must reflect a progression of communication skills required for eventual college- and career-readiness, as outlined in the standards (see IMET). If grade three students are able to listen to others, discuss what they are learning, and voice their own confusion or misunderstandings, their learning becomes deeper and more meaningful. They are exposed, at this level, to points of view that may differ from their own, and they learn how to agree and disagree, express their own thoughts, and ask questions when they don't understand or need more clarification (CCSS).

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
6a. *Comprehension and Collaboration.* Materials provide a language framework that guides student participation in academic conversations, including the ability to: • Come to a discussion prepared • Follow agreed upon rules/roles • Pose and respond to specific questions to clarify or follow up on information • Review key ideas and explain their own ideas • Differentiate between contexts for formal English and situations where informal discourse is appropriate • Use accurate, grade-appropriate conversational, general academic, and domain-specific words and phrases		4) extensive 3) sufficient 2) some 1) weak Rating Pending

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
6b. *Presentation of Knowledge and Ideas.* Materials provide a language framework for student planning of effective presentations, focusing on: • How to report on a topic using evidence to present findings from their research • How to tell a story or recount an experience • How to use appropriate facts and relevant details to support ideas • How to speak in complete sentences when appropriate to the task and situation		4) extensive 3) sufficient 2) some 1) weak Rating Pending

OVERALL RATING: 4) extensive evidence 3) sufficient evidence 2) some evidence 1) weak evidence

SUMMARY STATEMENT (Explain why the materials received this overall rating):

ALIGNMENT CRITERION VII: SCAFFOLDING AND SUPPORTS

While scaffolds are not a part of the standards themselves, it is important to support teachers in meeting the needs of the range of students in their classrooms.[1] In order to meet the reading, speaking, and writing needs of ***all*** *grade three students, the materials must include supports for students to comprehend texts at the grades three through five complexity band as required, and at the high end of this complexity band with scaffolding. Supports and scaffolds should draw students back to the text and provide strategies for vocabulary acquisition. All scaffolding and support requires ongoing formal and informal assessments that provide multiple opportunities for students to demonstrate their proficiency and inform instruction.*

As stated in the IMET, it is important to note that scaffolding is not just intended for struggling students, but also for students who are ready for above grade-level work. As text complexity increases and tasks get increasingly challenging, the need for appropriate scaffolds for above grade-level access is equally important (CCSS).

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
7a. The texts promote differentiated instruction and instructional conversations about text to support student learning of: • Academic language • Linguistic frames • Repeated grammatical structures and language		4) extensive 3) sufficient 2) some 1) weak Rating Pending
7b. The materials include student supports such as: • Multiple digital and media versions of texts • Illustrations • Graphs and charts • Maps and photographs • Visual cues/notes that draw attention to words in the text that signal sequence or offer clues to meaning (such as where, when, and how key events occur)		4) extensive 3) sufficient 2) some 1) weak Rating Pending

1 For additional considerations for ELLs, see A Framework for Raising Expectations and Instructional Rigor for English Language Learners

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
7c. The materials are designed to support teacher instruction by use of: • Explicit instructional directions accompanied by materials that are clearly aligned to stated goals and objectives that build student ability to read and comprehend grade-level text • Strategies to gradually increase difficulty as students' comprehension skills strengthen • Strategies to support student acquisition of knowledge supporting specific common core standards • Clear and detailed teacher directions and guidance for introducing new concepts and skills • Clear guidance for documenting student progress toward meeting grade-level standards		4) extensive 3) sufficient 2) some 1) weak Rating Pending
7d. The materials provide support for student learning through varying modalities (i.e., there are provisions for print, digital, and other multimedia sources for information attainment).		4) extensive 3) sufficient 2) some 1) weak Rating Pending

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS	EVIDENCE RATING
7e. The materials include assessments along with: • Suggestions for next steps to address a spectrum of performance levels and needs based on assessment results • Opportunities for students to demonstrate their expertise through the use of performance tasks • Pieces of challenging and complete text that can be used to assess student understanding and next instructional steps • Reading selections and questions that progress in a logical sequence for gradual release[2] • Enrichment tasks for students who are on target for meeting grade-level expectations • Steps to take when evidence suggests that students are starting to fall behind		4) extensive 3) sufficient 2) some 1) weak Rating Pending
OVERALL RATING: 4) extensive evidence 3) sufficient evidence 2) some evidence 1) weak evidence		
SUMMARY STATEMENT (Explain why the materials received this overall rating):		

2 Gradual release: scaffolding of instruction so that students develop the ability to read and complete tasks and assignments independently and proficiently.

DECISION RECORDING SHEET

Completed by: _____ Date: _____

Based on the substantial evidence collected and the analysis you have done as you reviewed these materials, complete the following form. Please add comments about what influenced your decision in each of the areas listed below.

RUBRIC SECTION	QUALITATIVE SUMMARY OF EVIDENCE	RATING
Non-Negotiable 1: Text Complexity		4) extensive 3) sufficient 2) some 1) weak
Non-Negotiable 2: Questions and Tasks		meets does not meet
Alignment Criterion I: Range and Quality of Texts		4) extensive 3) sufficient 2) some 1) weak
Alignment Criterion II: Questions and Tasks Support Student Learning		4) extensive 3) sufficient 2) some 1) weak
Alignment Criterion III: Writing to Sources and Research		4) extensive 3) sufficient 2) some 1) weak

RUBRIC SECTION	QUALITATIVE SUMMARY OF EVIDENCE	RATING
Alignment Criterion IV: Foundational Skills		4) extensive 3) sufficient 2) some 1) weak
Alignment Criterion V: Language		4) extensive 3) sufficient 2) some 1) weak
Alignment Criterion VI: Speaking and Listening		4) extensive 3) sufficient 2) some 1) weak
Alignment Criterion VII: Scaffolding and Supports		4) extensive 3) sufficient 2) some 1) weak
OVERALL RATING: 4) extensive evidence 3) sufficient evidence 2) some evidence 1) weak evidence		
GENERAL COMMENTS:		

ADOPTION COMMITTEE RECOMMENDATION FORM

Based on the substantial evidence collected, please rank all the grade three materials you reviewed in the order in which you would recommend them for adoption. The program or materials with your highest recommendation should be listed as number one below. Please provide any comments you deem pertinent. Include answers to the following questions based on the evidence cited in your materials review:

- **What are the top three strengths of this text?**
- **What areas need improvement?**
- **What additional supports would be needed to implement the textbook series or digital materials?**

RECOMMENDED		
	PROGRAM NAME/EDITION:	COMMENTS:
1		
2		
3		

continued >

NOT RECOMMENDED		
	PROGRAM NAME/EDITION:	COMMENTS:
1		
2		
3		

Completed by: _____ Date: _____

Mathematics Grade-Level Instructional Materials Evaluation Tool

Quality Review

Council of the Great City Schools™

Textbooks and their digital counterparts are vital classroom tools but also a major expense, and it is worth taking time to find the best quality materials for students and teachers. While there is no perfect set of materials or textbooks, this Grade-Level Instructional Materials Evaluation Tool-Quality Review (GIMET-QR) is designed for use by professionals as a framework for evaluating the quality of instructional materials and choosing materials that are best suited to provide a coherent learning experience for students.

The district should begin its textbook adoption process by screening an entire publisher series with the Instructional Materials Evaluation Toolkit (IMET), developed by Student Achievement Partners, to see which ones are worthy of deeper consideration. The GIMET-QR can then be used to evaluate materials *for each individual grade*. But rather than providing an exhaustive list of grade-level standards, GIMET-QR starts with the progression to algebra continuum as the major area of focus, allowing for the in-depth review of a smaller set of mathematical concepts covered in the Common Core State Standards Mathematics (CCSS-M) at each grade level.

The GIMET-QR focuses on both the quality of the *content* and the instructional *design* of materials—with a specific focus on evaluating whether materials contain a balance of the three components of rigor (conceptual understanding, applications, and fluency) called for in CCSS-M. Unlike many tools that evaluate the presence or absence of required content, the GIMET-QR prompts reviewers to ask, "How *well* do the materials and assignments reflect and support the rigor of the CCSS-M?"

To answer this question, GIMET-QR contains Guiding Statements along with references to the CCSS for each statement. In response to each Guiding Statement, reviewers are asked to cite specific supporting evidence from the materials themselves, rather than relying on the table of contents or the topic headings. This supporting evidence can then be used to rate whether and to what degree the criteria have been met so that all students have access to a quality mathematics program.

It is important to keep in mind that quality is not defined as "compliance" or a mere checklist of topics. The GIMET-QR aims to help schools and districts choose materials that will provide the best overall learning experience for their students. The distinctive features of instructional materials, like style and appeal that contribute to engaging students in mathematics, should therefore be considered along with the mathematical content and cognitive demand.

The review process culminates with a summary in which reviewers cite strengths and weaknesses of the product, thus providing explicit details for the overall assessment. The summary may also indicate, prior to making a recommendation for purchase, any areas that district curriculum leaders may need to augment or supplement.

Please note: Acrobat Reader or Adobe Acrobat is required to complete this form electronically and save any data entered by users.

THE STRUCTURE OF GIMET-QR

The GIMET-QR for Mathematics is divided into four sections:

I. "CCSS-M" clusters and standards along the "progression to algebra continuum" for grade three

This first section focuses on the content of the materials under review and on the quality of the explanations and connections that develop the concepts and skills for the algebra continuum in grade three. This section features "guiding statements" that require reviewers to examine the quality of the materials, as well as the assignments that address the level of rigor in CCSS-M. The statements about materials and assignments are similar, but their focus is different. While the materials statements ask the reviewer to show evidence about the quality of how concepts and skills are attended to in the text or digital resource under review, the assignments statements ask the reviewer to cite evidence that students are given the opportunity to apply their understanding of those concepts and skills.

The statements in bold print in GIMET-QR refer to the CCSS-M clusters (i.e., 3.NBT.1-3) for reviewers to use in considering the quality of materials and assignments. The reviewer may notice that the wording of the cluster heading is somewhat different than what is written in CCSS-M. This was done to address what materials and assignments could offer in support of the cluster standards. However, the essential wording of the cluster headings is maintained. The standards indicated within GIMET-QR are listed as written in CCSS-M. In grade three, the "CCSS progression documents," from the Institute of Mathematics,[1] were used to provide additional specificity and clarity for the reviewers about what to look for in *Operations and Algebraic Thinking*, *Number and Operations – Fractions (Grades 3-5)*, and *K-5 Measurement*. This progression information within the document is indicated using an indentation and preceded by the symbol (▶).

II. Decision Recording Sheets: Quality Criteria for Conceptual Understanding, Applications, and Fluency with an accompanying rubric for high quality/exciting materials and assignments

The second section asks the reviewer to reflect on the findings from the first section to answer the question of how well the materials reflect and support the rigor of the CCSS-M. Reviewers are asked to consider how well the materials support teachers and engage students. Judgments are made after organizing the evidence around each of three dimensions of rigor—**conceptual understanding**, **applications**, and **fluency**. Reviewers assign one of three ratings: **High Quality/Exciting**, **Good Quality** or **Minimal Quality**. The section also includes a rubric which describes high quality/exciting materials and establishes the highest criteria for both materials and assignments.

III. Adoption Committee Recommendation Form

The third section, to be completed after reviewing multiple submissions for adoption, is an *Adoption Committee Recommendation Form*. This provides reviewers with an opportunity to list their top three choices and cite specific strengths and weaknesses for all of the materials being reviewed.

IV. Appendix

The fourth section is an Appendix that includes two items: *The Progression to Algebra Continuum* and a table of *Common Addition and Subtraction Situations*.[2]

GIMET-QR does not attend to all the grade three standards but rather only those listed within the progression to algebra continuum. GIMET-QR does not attend to coherence across grade levels but does look for coherence within a grade when considering the quality of materials and assignments. Similar to CCSS-M, GIMET-QR operates at a very fine grain size, while individual lessons and units under review might work across clusters. GIMET-QR is not a checklist that would fragment the CCSS-M, rather the "fine grain size" deliberately focuses on how well the materials reflect the intent of the CCSS-M.

1 University of Arizona Institute of Mathematics, http://ime.math.arizona.edu/progressions/

2 From pages 89-90 of the Common Core State Standards for Mathematics. Adapted from Box 2-4 of *Mathematics Learning in Early Childhood*, National Research Council (2009, pp. 32-33).

GETTING STARTED

Completing the GIMET-QR entails a five-step process. Reviewers are expected to read through each of the steps and their explanations, and locate all the pertinent tables and pages before starting. Then complete each step.

Step one – Individual reviewers will evaluate how well the materials and their accompanying assignments develop the algebra continuum content for each grade level. Use the tables that start on page four to capture the evidence of how and where the materials do this. The purpose for noting specific examples as evidence is to contribute to discussions with other reviewers in steps two through four. Cite specific examples of the explanations, diagrams, and pictorial representations in the materials and assignments that prompt students to show their understanding. Additionally, reviewers should consider the interaction of students with the materials in two areas: 1) students as receptive learners (interactions with the explanations and illustrations in the materials) and 2) students producing and showing their understanding (interacting and completing the assignments in the materials).

Step two – Discuss your findings and evidence with other reviewers. Reviewers should discuss the evidence cited and use it to confirm or assist you (individually) in reviewing and revising your findings.

Step three – Next, reviewers need to consider the interaction of students and teachers with the content of the materials along three dimensions of rigor—**conceptual understanding**, **applications**, and **fluency**—to assign a judgment of quality to each dimension. Reviewers should answer the question: How well do the materials reflect and support the rigor of the CCSS-Mathematics overall? Reviewers will use the guiding questions found in the **Decision Recording Sheet** together with the rubric describing **high quality** to assign ratings. Consider the totality of the collected evidence along the dimensions of rigor, and record your rating at the bottom of each table.

The highest level of quality is described using the words "**High Quality/ Exciting**." We use these words to indicate a high degree of excitement about the materials and the assignments. As the reviewer considers the descriptors, keep in mind that these criteria apply to each dimension of rigor for both the materials and the assignments they present to students. To earn this rating, the evidence must demonstrate grade-level rigor of the CCSS-M in an engaging way.

The other levels represent varying degrees of quality. For example, "**Good Quality**" indicates that the materials and assignments are workable or sufficient. "**Minimal Quality,**" meanwhile, indicates that the materials are sufficient on their own, but would not be conducive to motivating students.

These descriptions will be used for rating the overall quality of the program.

Step four – Discuss your findings and conclusions with other reviewers. Include the following questions as a part of the discussion:

- What are the top three strengths of the texts?
- What areas need improvement?
- What additional supports would be needed to implement the textbook series or digital materials?

Step five – After discussion, reach consensus and make final recommendations on the **Adoption Committee Recommendation Form.**

I. CCSS-M CLUSTERS AND STANDARDS

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS
3.0A.1-4 Materials demonstrate and show how to represent and solve problems involving multiplication and division by: ■ Showing how to interpret products of whole numbers as equal groups or arrays, e.g., interpret 5 x 7 as the total number of objects in 5 groups of 7 objects each *(for example, describe a context in which a total number of objects can be expressed as 5 x 7)*. ▶ Including a variety of multiplication and division problems for each of the following: ***unknown product***, e.g., 3 x 8 = ☐; ***group size unknown***, e.g., If 18 inches of string are cut into three equal pieces, how long is each piece of string?; ***number of groups unknown***, e.g., If 18 pieces of candy are to be packed six to a bag, how many bags are needed?; showing how to determine the unknown number that makes the equation true in each of three equations: 8 x ☐ = 48; 5 = ☐ ÷ 3; 6 x 6 = ☐? ■ Illustrating whole-number quotients, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. ■ Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., using drawings and equations with a symbol for the unknown number to represent the problem. ▶ Illustrating the "equal groups" and "arrays, area" to lay the foundation for extending multiplication and division to algebraic expressions (for example, connecting ***unknown product with equal groups,*** e.g., There are three bags with six plums in each bag. How many plums in all?; ***equal group with group size unknown,*** e.g., If 18 plums are shared equally into three bags, how many plums will be in each bag?; ***arrays showing an unknown product, group size unknown,*** e.g., There are three rows of peaches with six in each row. How many peaches are there?). *continued on next page >*	

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS
continued from previous page > ■ Showing how to determine the unknown whole number in a multiplication or division equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 x ? = 48, 5 = ☐ ÷ 3, 6 x 6 = ?.* ▶ Attending to and developing the academic language students need to explain their reasoning about unknown products, group size unknown, number of groups unknown, and the relationship between all three. Students often have difficulty recognizing that each multiplication or division problem involves three quantities, each of which could be the unknown. Similarly, students must understand that in equal groups, the roles of the factors differ – which may present potential problems. One factor is the number of objects in a group (like any quantity in addition and subtraction situations), and the other is a multiplier that indicates the number of groups. So, for example, 4 groups of 3 objects is arranged differently than 3 groups of 4 objects. Thus, there are two kinds of division situations depending on which factor is the unknown (the number of objects in each group or the number of equal groups). Whereas in the array situations, the roles of the factors do not differ. One factor tells the number of rows in the array, and the other factor tells the number of columns in the situation. However, rows and columns do depend on the orientation of the array. "Row" and "column" language may be difficult for students, e.g., "The apples in the grocery window are in 3 rows and 6 columns," is difficult because of the distinction between the number of things in a row and the number of rows. There are 3 rows but the number of columns (6) tells how many are in each row. There are 6 columns, but the number of rows (3) tells how many are in each column. Students do need to be able to use and understand these words, but this understanding can grow over time while students also learn and use the language in the other multiplication and division situations. ▶ Laying the foundation for students to "see" the commutative property for multiplication in rectangular arrays and area through row and column language, e.g., when an array is rotated 90°, the rows become columns and the columns become rows. ▶ Focusing on the common structure across different problems.	

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/ MATERIALS
3.0A.1-4. Assignments ask students to represent and solve problems involving multiplication and division by: ■ Interpreting products of whole numbers, e.g., interpret 5 x 7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5 x 7.* ▶ Solving a variety of multiplication and division problems for each of the following: ***unknown product***, e.g., 3 x 8 = ☐; ***group size unknown***, e.g., If 18 inches of string are cut into three equal pieces, how long is each piece of string?; ***number of groups unknown***, e.g., If 18 pieces of candy are to be packed six to a bag, how many bags are needed?; and determining the unknown number that makes the equation true in each of three equations: 8 x ☐ = 48, 5 = ☐ ÷ 3, 6 x 6 = ☐?. ■ Interpreting whole-number quotients, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example, describe a context in which a total number of objects can be expressed as 5 x 7 or in which a number of shares or a number of groups can be expressed as 56 ÷ 8.* ■ Using multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. ▶ Showing an understanding of "equal groups" and "arrays, area" by connecting multiplication and division. ■ Determining the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of three equations: 8 x ? = 48, 5 = ☐ ÷ 3, 6 x 6 = ?. ▶ Using academic language to reason about unknown products, group size unknown, and number of groups unknown; and describing the relationship between all three. ▶ Describing and illustrating connections between and across a variety of problem situations. ▶ Reading to understand the problem situation, representing the situation and its quantitative relationships with expressions and equations, and then manipulating that representation if necessary, using properties of operations and/or relationships between operations. ▶ Linking equations to concrete materials, drawings, and other representations of problem situations. (Note: These will help students develop an algebraic perspective many years before they will use formal algebraic symbols and methods).	

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS
3.0A.5-6. Materials show explicit connections between the properties of multiplication and the relationship between multiplication and division by: ■ Illustrating how properties of operations are used as strategies to multiply and divide. Examples: *if 6 x 4 = 24 is known, then 4 x 6 = 24 is also known (Commutative property of multiplication). Similarly, 3 x 5 x 2 can be found by 3 x 5 = 15 then 15 x 2 = 30 or by 5 x 2 = 10, then 3 x 10 = 30 (Associative property of multiplication). Knowing that 8 x 5 = 40 and 8 x 2 = 16, one can find 8 x 7 as 8 x (5 + 2) = (8 x 5) + (8 x 2) = 40 + 16 = 56 (Distributive property).* ▶ Students need not use formal terms for these properties. ▶ Materials explain and exemplify the use of the properties of operations for multiplication and division to: 1) accomplish a purpose in a calculation, and 2) justify a step. ■ Providing illustrations of division as an unknown-factor problem. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.	
3.0A.5-6. Assignments push students to model and apply the properties of multiplication and the relationship between multiplication and division by requiring them to: ■ Apply properties of operations as strategies to multiply and divide. Examples: *if 6 x 4 = 24 is known, then 4 x 6 = 24 is also known (Commutative property of multiplication). Similarly, if 3 x 5 x 2 can be found by 3 x 5 = 15 then 15 x 2 = 30 or by 5 x 2 = 10, then 3 x 10 = 30 (Associative property of multiplication). Knowing that 8 x 5 = 40 and 8 x 2 = 16, one can find 8 x 7 as 8 x (5 + 2) = (8 x 5) + (8 x 2) = 40 + 16 = 56 (Distributive property).* Students need not use formal terms for these properties but are required to: ▶ Model, apply, and justify a calculation using the properties of operations for multiplication and division. ▶ Illustrate with drawings and equations how to apply the properties of operations as strategies to multiply and divide. ▶ Make the connection that two of the factors are quotients of the related division problems and that for every product there are two divisions. ▶ Relate the product, factors, or quotient to what it means in the context of a problem situation.	

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS
3.0A.7. Materials develop and support students in fluently multiplying and dividing within 100 using strategies such as the relationship between multiplication and division by: ■ Supporting the development of fluency (by the end of grade three, know from memory all products of two one-digit numbers). ▶ Illustrating and modeling decomposing and composing products that are known to find an unknown product, i.e., 7 x 5 can be found by finding 5 x (6 + 1); since 5 x 6 + 5 x 1 so 7 x 5 = 30 + 5 more which is 35. ▶ Organizing practice to focus on products that are understood but not yet known with reasonable speed and accuracy.	
3.0A.7. Assignments require that students fluently multiply and divide within 100 by: ■ Applying strategies such as the relationship between multiplication and division (e.g., by knowing that 8 x 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations). By the end of grade three, know from memory all products of two one-digit numbers. ▶ Describing relationships within products by modeling decomposing and composing products that are known to find an unknown product, i.e., 7 x 5 can be found by finding 5 x (6 + 1); since 5 x 6 + 5 x 1 so 7 x 5 = 30 + 5 more which is 35. ▶ Explaining the relationship between area and multiplication and addition, representing the relationship in multiple ways (i.e., pictures, graphs, concrete materials, tables, etc.); and applying this to problems involving multiplication and area.	

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS
3.0A.8-9. Materials show how to solve problems involving the four operations, and identify and explain patterns in arithmetic by: ■ Showing how to solve two-step word problems using the four operations; representing these problems using equations with a letter standing for the unknown quantity; and assessing the reasonableness of answers using mental computation and estimation strategies including rounding. ■ Showing and re-focusing attention on arithmetic patterns (including patterns in the addition table or multiplication table), and explaining them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.*	
3.0A.8-9. Assignments require that students solve problems involving the four operations, and identify and explain patterns in arithmetic by: ■ Solving two-step word problems using the four operations, representing these problems using equations with a letter standing for the unknown quantity, and assessing the reasonableness of answers using mental computation and estimation strategies including rounding. ■ Describing and illustrating arithmetic patterns (including patterns in the addition table or multiplication table) and explaining them using properties of operations. For example, *observe that 4 times a number is always even, and explain why 4 times a numbers can be decomposed into two equal addends*. ▶ Focusing on products that are understood but not yet known with reasonable speed and accuracy. ▶ Requiring that students: 1) use extended reasoning and modeling as they apply the four operations in problem situations involving properties, measurement (length and area), and estimation of intervals of time, liquid volumes, or masses of objects, and 2) write explanations with embedded symbols, graphs, etc.	

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS
3.NF.1-3. Materials develop and support students' understanding of fractions as numbers by: ■ Showing a fraction *1/b* as the quantity formed by 1 part when a whole is partitioned into *b* equal parts; showing a fraction *a/b* as the quantity formed by *a* parts of size *1/b*. ▶ In grades one and two, students used fraction language to describe partitions of shapes into equal shares. In grade three, students apply the idea of equal shares as they develop the idea of a fraction more formally, building on the idea of partitioning a whole into equal parts. The whole can be a shape such as a circle or rectangle, a line segment, or any one finite entity susceptible to subdivision and measurement. ▶ Grade three students start with a unit fraction formed by partitioning a whole into equal parts and taking one part, e.g., if a whole is partitioned into 4 equal parts then each part is ¼ of the whole, and 4 copies of that part make the whole. ▶ Students begin visualizing unit fractions as the basic building blocks of fractions, in the same sense that the number 1 is the basic building block of whole numbers. Just as every whole number is obtained by combining a sufficient number of ones, every fraction is obtained by combining a sufficient number of unit fractions. ■ Showing a fraction as a number on the number line and representing fractions on a number line diagram. ● Representing a fraction *1/b* on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into *b* equal parts. Showing that each part has size *1/b* and that the endpoint of the part based on 0 locates the number *1/b* on the number line. ▶ There are two important aspects that link to attending to precision (MP.6 - *Mathematical Practice 6*): specifying the whole and explaining what is meant by equal parts. ● Representing a fraction *a/b* on a number line diagram by marking off *a* lengths *1/b* from 0. Recognize that the resulting interval has size *a/b* and that its endpoint locates the number *a/b* on the number line. *continued on next page >*	

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS
continued from previous page > ▶ Materials develop and support student understanding that **fractions are numbers, unit fractions can be the measure of a length** (1/4 inch) just like a whole number (2 inches), **a fraction names a point on the number line**—just like a whole number does, and **fractions, like whole numbers, express the length from zero on the number line**. ▶ A common misconception for students is perceiving the unit on a number line diagram. When locating a fraction on a number line diagram, they might use as the unit the entire portion of the number line. *For example, on a number line marked from 0 to 4, they may indicate the number 3 when asked to find 3/4.* ▶ Materials alert teachers to common student misconceptions about fractions. ■ Showing equivalence of fractions in special cases, and comparing fractions by reasoning about their size. ● Understanding two fractions as equivalent (equal) if they are the same size, or the same point on a number line. ● Recognizing and generating simple equivalent fractions, e.g., *½ = 2/4, 4/6 = 2/3*). Explaining why the fractions are equivalent, e.g., by using a visual fraction model. ● Expressing whole numbers as fractions, and recognizing fractions that are equivalent to whole numbers. *Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.* ● Comparing two fractions with the same numerator or the same denominator by reasoning about their size. Recognizing that comparisons are valid only when the two fractions refer to the same whole. Recording the results of comparisons with the symbols >, =, or <, and justifying the conclusions, e.g., by using a visual fraction model.	

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS
3.NF.1-3. Assignments require that students show and describe their understanding of fractions as numbers by: ■ Showing a fraction *1/b* as the quantity formed by 1 part when a whole is partitioned into *b* equal parts; showing a fraction *a/b* as the quantity formed by *a* parts of size *1/b*. ▶ The assignments prompt students to use and produce visual and concrete representations of unit fractions and equivalent fractions with particular emphasis on the number line. ▶ Students use appropriate academic language in describing partitions of shapes and build on the idea of partitioning a whole into equal parts. ▶ Students use various representations to illustrate connections between and among partitioning circles or rectangles, a line segment, or any one finite entity susceptible to subdivision and measurement. ▶ Students illustrate/show unit fractions as the basic building blocks of fractions, in the same sense that the number 1 is the basic building block of whole numbers; and just as every whole number is obtained by combining a sufficient number of ones, every fraction is obtained by combining a sufficient number of unit fractions. ■ Showing a fraction as a number on the number line and representing fractions on a number line diagram. ● Representing a fraction *1/b* on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into *b* equal parts. Showing that each part has size *1/b* and that the endpoint of the part based on 0 locates the number *1/b* on the number line. ● Representing a fraction *a/b* on a number line diagram by marking off *a* lengths *1/b* from 0. Recognize that the resulting interval has size *a/b* and that its endpoint locates the number *a/b* on the number line. ▶ Students use number line diagrams to show that **fractions are numbers, unit fractions can be the measure of a length** (1/4 inch) just like a whole number (2 inches), **a fraction names a point on the number line** just like a whole number does, and **fractions, like whole numbers, express the length from zero**. *continued on next page >*	

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS
continued from previous page > ■ Showing equivalence of fractions in special cases, and comparing fractions by reasoning about their size. ● Understanding two fractions as equivalent (equal) if they are the same size, or the same point on a number line. ● Recognizing and generating simple equivalent fractions, e.g., ½ = *2/4*, *4/6 = 2/3*). Explaining why the fractions are equivalent, e.g., by using a visual fraction model. ● Expressing whole numbers as fractions, and recognizing fractions that are equivalent to whole numbers. *Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.* ● Comparing two fractions with the same numerator or the same denominator by reasoning about their size. Recognizing that comparisons are valid only when the two fractions refer to the same whole. Recording the results of comparisons with the symbols >, =, or <, and justifying the conclusions, e.g., by using a visual fraction model.	

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS
3.MD.1-2. Materials show students how to solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects by: ■ Showing how to tell and write time to the nearest minute and measure time intervals in minutes. Solving word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problems on a number line diagram. ■ Showing how to measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Adding, subtracting, multiplying, or dividing to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using diagrams (such as a beaker with a measurement scale) to present the problem. This excludes multiplicative comparison problems (problems involving notions of "times as much").	
3.MD.1-2. Assignments require students to solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects by: ■ Telling and writing time to the nearest minute and measuring time intervals in minutes. Solving word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problems on a number line diagram. ■ Measuring and estimating liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Adding, subtracting, multiplying or dividing to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using diagrams (such as a beaker with a measurement scale) to present the problem. This excludes multiplicative comparison problems (problems involving notions of "times as much").	

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS
3.MD.5-7. Materials illustrate concepts of area and relate area to multiplication and addition by: ■ Showing area as an attribute of plane figures and illustrating concepts of area measurement. ● A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area. ● A plane figure which can be covered without gaps or overlaps by *n* unit squares is said to have an area of *n* square units. ▶ Materials should help students conceptualize area as the amount of two-dimensional space in a bounded region and to measure it by choosing a unit of area, often a square. ● Showing students how to measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). ■ Representing and connecting area to the operations of multiplication and addition. ● Showing how to find the area of a rectangle with whole-number side lengths by tiling it, and showing that the area is the same as would be found by multiplying the side lengths. ● Showing how to multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems. ● Showing how to use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths *a* and *b* + *c* is the sum of *a* x *b* and *a* x *c*. ● Showing area as additive by illustrating the area of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to show how to solve real-world problems. ▶ This includes showing students how to decompose (cutting and/or folding), re-compose, and eventually analyze with area-units by covering each with unit squares (tiles) and clearly distinguishing the attribute of area from other attributes, notably length. ▶ Developing the interpretation of the measurement of rectangular regions as a multiplication relationship of the number of square units in a row and the number of rows. This relies on the development of spatial structuring. To build from spatial structuring to understanding the number of area-units as the product of number of units in a row and number of rows, materials ask students to draw rectangular arrays of squares and learn to determine the number of squares in each row with increasingly sophisticated strategies, such as skip-counting the number in each row and eventually multiplying the number in each row by the number of rows.	

GUIDING STATEMENTS	SPECIFIC EVIDENCE FROM THE TEXT/MATERIALS
3.MD.5-7. Assignments ask students to illustrate concepts of area and relate area to multiplication and addition by: ■ Applying area as an attribute of plane figures and illustrating concepts of area measurement. ● A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area. ● A plane figure which can be covered without gaps or overlaps by *n* unit squares is said to have an area of *n* square units. ■ Measuring areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). ■ Representing and connecting area to the operations of multiplication and addition. ▶ The assignments push students to explain and connect area to multiplication and addition. Students represent this relationship in multiple ways (i.e., pictures, graphs, concrete materials, tables, etc.) and apply this to problem situations involving multiplication and area. ● Finding the area of a rectangle with whole-number side lengths by tiling it, and showing that the area is the same as would be found by multiplying the side lengths. ● Multiplying side lengths to find areas of rectangles with whole-number side lengths in the context of solving real-world and mathematical problems. ● Tiling to show in a concrete case that the area of a rectangle with whole-number side lengths *a* and *b* + *c* is the sum of *a* x *b* and *a* x *c*. ● Illustrating area as additive by finding the area of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to show how to solve real world problems. ▶ Prompting students to determine the area of rectilinear figures in increasingly sophisticated ways by composing and decomposing them into non-overlapping areas and adding the areas of the non-overlapping parts, applying this technique to solve real-world problems.	

II. DECISION RECORDING SHEET

Completed by: _____ Date: _____

Use the evidence that you collected for grade three to begin judging the overall quality of the program. Begin by answering the overarching question: ***How well do the materials reflect and support the rigor of the CCSS-M?*** *Use the accompanying rubric which describes the criteria for high quality/exciting materials and assignments that engage both students and teachers.*

Rigor requirement (balance): A program that emphasizes only fluency is not rigorous. Likewise, a program that only focuses on applications or conceptual understanding is not rigorous. For a program to be rigorous, there must be a balance of all three (conceptual understanding, applications, and fluency) as indicated in the grade level standards. By the end of grade three, there are specific fluency requirements for students (know from memory all products of two one-digit numbers and fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction), and standards addressing procedural skill (procedural skill refers to knowledge of procedures, knowledge of when and how to use them appropriately, and skill in performing procedures flexibly, accurately, and efficiently).

Criteria for Rigor and Quality in Conceptual Understanding, Applications, and Fluency

CONCEPTUAL UNDERSTANDING: **CONNECTIONS**	
Materials: ■ How well do the materials develop conceptual understanding of operations and algebraic thinking as defined in the CCSS-M and in the *Progression to Algebra (Appendix A)*? ■ How well do the materials connect to and extend prior knowledge? ● The materials present and describe explicit connections to prior knowledge, connections among mathematical ideas, and connections among different mathematical representations, using appropriate academic language. ■ How well do the materials develop academic language (including words, phrases, and sentences using symbols, graphs, and diagrams)?	**Assignments:** How well do the assignments prompt students to produce explanations and viable arguments? ● The set of assignments challenge students to use their mathematical knowledge, academic language, and skills to solve problems and formulate mathematical models in a variety of contexts. ■ How well do the assignments ask students to make explicit connections to prior knowledge, connections among mathematical ideas, and connections among different mathematical representations?

CONNECTIONS: CRITERIA FOR MEETING THE RATING OF **"HIGH QUALITY/EXCITING"**		
	Materials *The materials present and describe explicit connections to prior knowledge, connections among mathematical ideas, and connections among different mathematical representations, using appropriate academic language.*	**Assignments** *The assignments in the materials encourage and challenge students to use their mathematical knowledge, academic language, and skills to solve problems and formulate mathematical models in a variety of contexts.*
Student	*Using high quality/exciting materials, my students will:* ■ comprehend the concepts and connections in the materials. ■ make sense of the mathematics. ■ be excited to try the problems and learn from working on them. ■ want to learn the mathematical concepts and gain confidence that effort to learn will pay off.	*Using high quality/exciting assignments, my students will:* ■ engage in the challenge of comprehension and discussion. ■ make sense of the mathematics. ■ be excited to try the problems and learn from working on them. ■ want to learn the mathematical concepts and gain confidence that their effort to learn will pay off.
Teacher	*Using high quality/exciting materials will help me:* ■ see and understand the mathematical goals of the lesson/unit. ■ understand better the mathematics that I am teaching, learn more mathematics from the materials, and want to learn more from interacting with students. ■ be excited about teaching the lessons and see how students respond to the connections in the lesson/unit. ■ focus students' efforts on the mathematical connections and give them feedback on how to do better. ■ anticipate typical misconceptions, missing connections, and which struggles will be most productive for students. ■ be confident students will be motivated to learn from and connect the mathematics, as well as gain confidence that their efforts to learn will pay off.	*Using high quality/exciting assignments will help me:* ■ want to learn more from interacting with students, analyzing their work on assignments, and re-engaging them in the concepts related to the assignments. ■ use students' responses to focus their efforts on the mathematical connections and give them feedback on how to do better. ■ anticipate typical misconceptions, missing connections, and which struggles will be most productive for students. ■ know students will be motivated to learn from and connect the mathematics as well as gain confidence that their efforts to learn will pay off.

RATING – Compared to the criteria listed above, the materials I have just reviewed would be considered:

3) High Quality/Exciting 2) Good Quality 1) Minimal Quality

CONCEPTUAL UNDERSTANDING: **EXPLANATIONS**	
Materials: ■ How well do the materials provide example explanations connecting different representations to show why a statement or steps in an argument or solution is true and under what conditions it is true? ● The materials provide example explanations, using appropriate concepts and academic language for the grade level, to show how a way of thinking about a problem makes sense using several representations and explicitly identifying correspondences across representations. ■ How well do the materials use abstractions and generalizations to communicate the mathematical structure that organizes seemingly scattered individual events or results?	**Assignments:** How well do the assignments require that student provide explanations using appropriate content and grade-level academic language? ● The set of assignments requires students to use appropriate content and grade-level academic language to explain why reasons and justifications for steps in a solution or an argument are valid and how the mathematical structure represents generalizations about a problem situation (context) mathematically to their peers and the teacher. ■ How well do the assignments ask students to use the mathematical structure to organize individual, seemingly scattered statements or results to represent generalizations mathematically to their peers and the teacher?

EXPLANATIONS: CRITERIA FOR MEETING THE RATING OF **"HIGH QUALITY/EXCITING"**		
	Materials *The materials provide example explanations, using appropriate concepts and academic language for the grade level, to show how a way of thinking about a problem makes sense using several representations and explicitly identifying correspondences across representations.*	**Assignments** *The assignments require students to use appropriate grade-level concepts and academic language to explain why reasons and justifications for steps in a solution or an argument are valid and how the mathematical structure represents generalizations about a problem situation (context) mathematically to their peers and the teacher.*
Student	*Using high quality/exciting materials, my students will:* ■ comprehend the explanations presented in the materials. ■ make sense of the mathematics of the lesson/unit. ■ be excited to try the problems and learn from working on them. ■ want to learn the related mathematical concepts and gain confidence that their effort to learn will pay off.	*Using high quality/exciting materials, my students will:* ■ engage in the challenge of comprehension and explanation with their peers and with me. ■ make sense of the mathematics of the lesson/unit. ■ be excited to try the problems and learn from working on them. ■ want to learn the related mathematical concepts and gain confidence that their effort to learn will pay off.

4 University of Arizona Institute of Mathematics, *K-3 Categorical Data; Grades 2-5 Measurement Data*, http://ime.math.arizona.edu/progressions/

Teacher	*Using high quality/exciting materials will help me:* ■ see and understand the mathematical goals of the lesson/unit. ■ understand better the mathematics that I am teaching, learn more mathematics from the materials, and want to learn more from interacting with students. ■ be excited about teaching the lessons and see how students respond to the explanations in the lesson/unit. ■ focus students' efforts on the mathematical explanations and give them feedback on how to do better. ■ anticipate typical misconceptions, struggles that are most productive for students, and ways to help students to revise their explanation.	*Using high quality/exciting materials will help me:* ■ want to learn more from interacting with students, analyzing their work on assignments, and re-engaging them on the concepts related to the assignments. ■ use students' responses to focus their efforts on the mathematical connections and give them feedback on how to do better. ■ anticipate typical misconceptions, struggles that are most productive for students, and ways to help students revise their explanations. ■ know students will be motivated to learn from and connect the mathematics as well as gain confidence that their efforts to learn will pay off. ■ prompt students to make their mathematical explanations clear in a way that others can understand and critique them.

RATING – Compared to the criteria listed above, the materials I have just reviewed would be considered:

3) High Quality/Exciting 2) Good Quality 1) Minimal Quality

APPLICATIONS

Materials

How well do the materials develop students' expertise in the application of concepts appropriate for this grade level?

- The materials show how to use mathematics to analyze problem situations, appropriate for the grade level, and provide examples of deploying the Standards for Mathematical Practice to make sense of problems.

■ How well do the materials support students' understanding of how to analyze problem situations, showing how to use mathematics to help make sense of problems?

Assignments

How well do the assignments develop the application of grade-level concepts?

- The assignments prompt students to use mathematics and the Standards for Mathematical Practice to help them make sense of a variety of problems and formulate mathematical models of real-world phenomena appropriate for this grade level.

■ How well do the assignments support students' understanding of how to formulate mathematical models of real-world phenomena, including explaining assumptions and explaining why the model serves its purpose in a reasonable way?

APPLICATIONS: CRITERIA FOR MEETING THE RATING OF **"HIGH QUALITY/EXCITING"**		
	Materials *The materials show how to use mathematics to analyze problem situations appropriate for the grade level and provide examples of deploying the Standards for Mathematical Practice to make sense of problems.*	**Assignments** *The assignments prompt students to use mathematics and the mathematical practice standards to help them make sense of a variety of problems, appropriate for this grade level, by asking students to formulate mathematical models.*
Student	*Using high quality/exciting materials, my students will:* ■ apply the concepts and connect them to each other and their different representations. ■ make sense of the mathematics of the lesson/unit. ■ be excited to try the problems and learn from working on them. ■ understand how to formulate and model problem situations mathematically. ■ gain confidence that their effort to learn will pay off.	*Using high quality/exciting assignments, my students will:* ■ be challenged to use their mathematics to comprehend, analyze, and make sense of the problem situation. ■ make sense of quantities and their relationship in the math problem. ■ represent the problem concretely and pictorially and represent it as an equation and explain how the two representations relate to each other. ■ identify important quantities in a practical situation and map their relationships using such tools as concrete models, diagrams, and equations. ■ formulate and model problem situations mathematically. ■ engage in discussions with their peers and the teacher to make sense of the problem and learn from them. ■ be excited to try the problems and learn from working on them. ■ gain confidence that their effort to learn will pay off.
Teacher	*Using high quality/exciting materials will help me:* ■ see and understand the mathematical goal of the lesson/unit. ■ understand better the mathematics that I am teaching, learn more mathematics from the materials, and want to learn more from interacting with students. ■ be excited about teaching the lessons and see how students respond to the problems/tasks in the lesson/unit. ■ be confident I can focus students' efforts on the mathematical tasks/problems and give them feedback on how to do better. ■ anticipate typical misconceptions, missing connections, and which struggles will be most productive for students. ■ be confident students will be motivated to learn.	*Using high quality/exciting assignments will help me:* ■ prompt students to make their mathematical thinking clear in a way that others can understand and critique it. ■ want to learn more from interacting with students, analyzing their work on problems/tasks, and re-engaging them on making use of concepts related to them. ■ use the student's responses to focus their efforts on strategic thinking and give them feedback on generalizing to other related applications. ■ anticipate typical misconceptions, missing strategies, and which productive struggles will be most beneficial for students. ■ gain confidence that their efforts to learn will pay off.

RATING – Compared to the criteria listed above, the materials I have just reviewed would be considered:

3) High Quality/Exciting 2) Good Quality 1) Minimal Quality

FLUENCY	
Materials: ■ How well do the materials focus on developing critical procedural skills and fluency (*adding and subtracting within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction, and knowing from memory all products of two one-digit numbers)* by the end of grade three? ● *Materials show how procedural skills and the standard for fluency for this grade level (*adding and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction, and knowing from memory all products of two one-digit numbers*) work and provide consistent opportunities for students to practice using the algorithm or procedure.*	**Assignments:** ■ How well does the set of assignments focus on developing critical procedural skills and fluency? ● *The set of assignments prompts students to develop and demonstrate fluency for adding and subtracting within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction, and knowing from memory all products of two one-digit numbers by the end of grade three.*

FLUENCY: CRITERIA FOR MEETING THE RATING OF **"HIGH QUALITY/EXCITING"**		
	Materials *Materials show how the standard for fluency, adding and subtracting within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction, and knowing from memory all products of two one-digit numbers, works and provide opportunities for students to practice using the algorithm, procedure or formula.*	**Assignments** *The set of assignments prompts students to develop and demonstrate fluency when adding and subtracting within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction, and knowing from memory all products of two one-digit numbers.*
Student	*Using high quality/exciting materials, my students will:* ■ have a variety of different ways to practice using an algorithm, procedure, or formula to develop fluency. ■ self-assess areas of weakness and strengths in *adding and subtracting within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction, and knowing from memory all products of two one-digit numbers* and receive feedback on which area(s) to improve.	*Using high quality/exciting assignments, my students will:* ■ build skills in *adding and subtracting within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction, and knowing from memory all products of two one-digit numbers* flexibly, accurately, efficiently, and appropriately. ■ gain confidence that their efforts to learn will pay off.

Teacher	*Using high quality/exciting materials will help me:* ■ see and understand how the work on procedural fluency supports the mathematical goal of the lesson/unit. ■ be confident that I can focus students' efforts on building fluency, help students understand and correct their mistakes. ■ be confident students will be motivated to learn.	*Using high quality/exciting assignments will help me:* ■ want to learn more from interacting with students. ■ use students' responses to focus their efforts on building fluency and give them feedback on how to do better. ■ see how to help students understand and correct their mistakes. ■ be confident students will be motivated to learn.

RATING – Compared to the criteria listed above, the materials I have just reviewed would be considered:

3) High Quality/Exciting 2) Good Quality 1) Minimal Quality

III. ADOPTION COMMITTEE RECOMMENDATION FORM

Based on the substantial evidence collected, please rank all the grade three materials you reviewed in the order in which you would recommend them for adoption. The program or materials with your highest recommendation should be listed as number one below. Please provide any comments you deem pertinent. Include answers to the following questions based on the evidence cited in your materials review:

- **What are the top three strengths of this text?**
- **What areas need improvement?**
- **What additional supports would be needed to implement the textbook series or digital materials?**

RECOMMENDED		
	PROGRAM NAME/EDITION:	COMMENTS:
1		
2		
3		

continued >

NOT RECOMMENDED		
	PROGRAM NAME/EDITION:	COMMENTS:
1		
2		
3		

Completed by: _____ Date: _____

IV. APPENDIX A: PROGRESS TO ALGEBRA IN GRADES K–8

K	1	2	3	4	5	6	7	8
Know number names and the count sequence Count to tell the number of objects Compare numbers Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from Work with numbers 11-19 to gain foundations for place value	Represent and solve problems involving addition and subtraction Understand and apply properties of operations and the relationship between addition and subtraction Add and subtract within 20 Work with addition and subtraction equations Extend the counting sequence Understand place value Use place value understanding and properties of operations to add and subtract Measure lengths indirectly and by iterating length units	Represent and solve problems involving addition and subtraction Add and subtract within 20 Understand place value Use place value understanding and properties of operations to add and subtract Measure and estimate lengths in standard units Relate addition and subtraction to length	Represent & solve problems involving multiplication and division Understand properties of multiplication and the relationship between multiplication and division Multiply & divide within 100 Solve problems involving the four operations, and identify & explain patterns in arithmetic Develop understanding of fractions as numbers Solve problems involving measurement and estimation of intervals of time, liquid volumes, & masses of objects Geometric measurement: understand concepts of area and relate area to multiplication and to addition	Use the four operations with whole numbers to solve problems Generalize place value understanding for multi-digit whole numbers Use place value understanding and properties of operations to perform multi-digit arithmetic Extend understanding of fraction equivalence and ordering Build fractions from unit fractions by applying and extending previous understandings of operations Understand decimal notation for fractions, and compare decimal fractions	Understand the place value system Perform operations with multi-digit whole numbers and decimals to hundredths Use equivalent fractions as a strategy to add and subtract fractions Apply and extend previous understandings of multiplication and division to multiply and divide fractions Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition Graph points in the coordinate plane to solve real-world and mathematical problems*	Apply and extend previous understandings of multiplication and division to divide fractions by fractions Apply and extend previous understandings of numbers to the system of rational numbers Understand ratio concepts and use ratio reasoning to solve problems Apply and extend previous understandings of arithmetic to algebraic expressions Reason about and solve one-variable equations and inequalities Represent and analyze quantitative relationships between dependent and independent variables	Apply and extend previous understanding of operations with fractions to add, subtract, multiply, and divide rational numbers Analyze proportional relationships and use them to solve real-world and mathematical problems Use properties of operations to generate equivalent expressions Solve real-life and mathematical problems using numerical and algebraic expressions and equations	Work with radical and integer exponents Understand the connections between proportional relationships, lines, and linear equations Analyze and solve linear equations and pairs of simultaneous linear equations Define, evaluate, and compare functions Use functions to model relationships between quantities*

From the K, Counting and Cardinality; K–5, Operations and Algebraic Thinking Progression p. 9

APPENDIX B: COMMON MULTIPLICATION AND DIVISION SITUATIONS[1]

	UNKNOWN PRODUCT	GROUP SIZE UNKNOWN ("HOW MANY IN EACH GROUP?" DIVISION)	NUMBER OF GROUPS UNKNOWN ("HOW MANY GROUPS?" DIVISION)
	3 x 6 = ?	**3 x ? = 18**, and **18 ÷ 3 = ?**	**? x 6 = 18**, and **18 ÷ 6 = ?**
EQUAL GROUPS	There are 3 bags with 6 plums in each bag. How many plums are there in all? *Measurement example.* You need 3 lengths of string, each 6 inches long. How much string will you need altogether?	If 18 plums are shared equally into 3 bags, then how many plums will be in each bag? *Measurement example*. You have 18 inches of string, which you will cut into 3 equal pieces. How long will each piece of string be?	If 18 plums are to be packed 6 to a bag, then how many bags are needed? *Measurement example.* You have 18 inches of string, which you will cut into pieces that are 6 inches long. How many pieces of string will you have?
ARRAYS[2], AREA[3]	There are 3 rows of apples with 6 apples in each row. How many apples are there? *Area example.* What is the area of a 3 cm by 6 cm rectangle?	If 18 apples are arranged into 3 equal rows, how many apples will be in each row? *Area example.* A rectangle has area 18 square centimeters. If one side is 3 cm long, how long is a side next to it?	If 18 apples are arranged into equal rows of 6 apples, how many rows will there be? *Area example.* A rectangle has area 18 square centimeters. If one side is 6 cm long, how long is a side next to it?
COMPARE	A blue hat costs $6. A red hat costs 3 times as much as the blue hat. How much does the red hat cost? *Measurement example.* A rubber band is 6 cm long. How long will the rubber band be when it is stretched to be 3 times as long?	A red hat costs $18 and that is 3 times as much as a blue hat costs. How much does a blue hat cost? *Measurement example.* A rubber band is stretched to be 18 cm long and that is 3 times as long as it was at first. How long was the rubber band at first?	A red hat costs $18 and a blue hat costs $6. How many times as much does the red hat cost as the blue hat? *Measurement example.* A rubber band was 6 cm long at first. Now it is stretched to be 18 cm long. How many times as long is the rubber band now as it was at first?
GENERAL	**a x b = ?**	**a x ? = p** and **p ÷ a = ?**	**? x b = p**, and **p ÷ b = ?**

Source: http://www.corestandards.org/Math/Content/mathematics-glossary/Table-2/

1 The language in the array examples shows the easiest form of array problems. A harder form is to use the terms rows and columns: The apples in the grocery window are in 3 rows and 6 columns. How many apples are in there? Both forms are valuable.

2 Area involves arrays of squares that have been pushed together so that there are no gaps or overlaps, so array problems include these especially important measurement situations.

3 The first examples in each cell are examples of discrete things. These are easier for students and should be given before the measurement examples.

You asked for an easier way to capture evidence of the quality of grade-level alignment of instructional materials to the college- and career-readiness standards. And we listened!

COMING SOON!

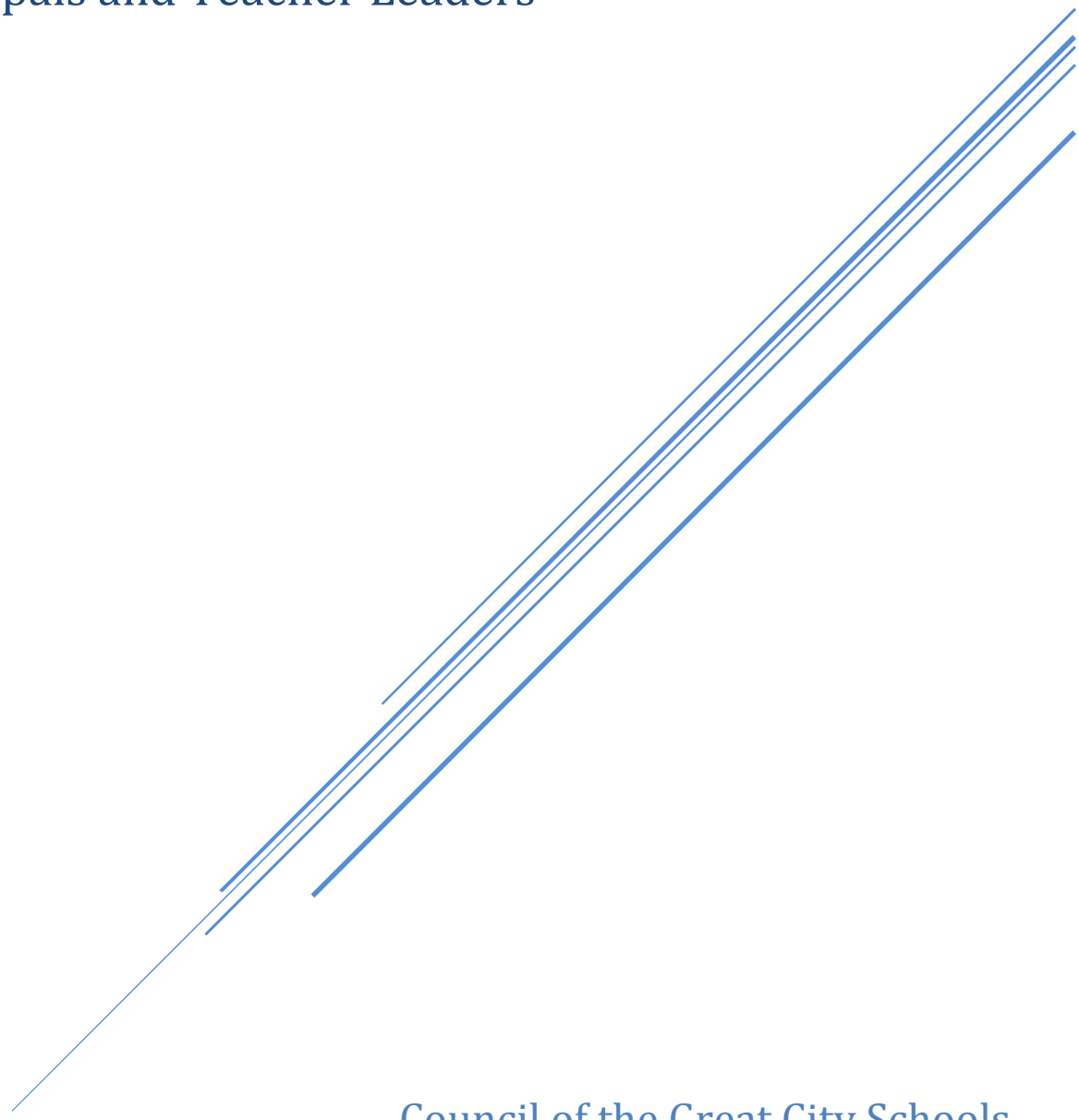
THE COUNCIL OF THE GREAT CITY SCHOOLS *APP FOR THE GRADE-LEVEL INSTRUCTIONAL MATERIALS EVALUATION TOOL- QUALITY REVIEW (GIMET-QR).**

APP prototype for Android will be released during the CGCS Annual Fall Conference. The app prototype for IPHONE will be announced shortly after the conference.

ASSISTANT PRINCIPALS REPORT

Building Leadership Pipelines in America's Great City Schools

Results from a Survey on the Role of Assistant Principals and Teacher Leaders



Council of the Great City Schools
2015

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Building Leadership Pipelines in America's Great City Schools:

Results from a Survey on the Role of Assistant Principals and Teacher Leaders

Introduction

The recent focus on school-based leadership has highlighted the critical role principals play in turning around schools and improving student outcomes. Increasingly, principals are expected to move beyond building management to serve as the instructional leaders of their school sites. Districts, in turn, are rethinking and restructuring their accountability measures and systems of support for these leaders.

This heightened focus on the principal has also given rise to efforts across the country to build pipelines for identifying and nurturing the next generation of school leaders. With support from the Wallace Foundation and others, some school districts have taken concrete steps to construct such principal pipelines, including establishing aspiring principal academies and programs—either in partnership with local universities or as district-developed initiatives—with the aim of taking talented staff and equipping them with the skills and experience they will need as instructional leaders.

The most obvious focus for these and other principal-succession efforts are assistant principals—a role that presumably serves as a training ground for staff who aspire to move into the principalship. Certainly, these staff members get hands-on experience in the day-to-day challenges of managing a school site and, ideally, with improving the social and academic outcomes of students.

But discussions with district staff and principals reveal that the value of this role in terms of preparation for instructional leadership varies, and in some instances assistant principals are left to perform *ad hoc* tasks at the discretion of the principal and fill in administrative gaps at the school site.

Teacher leaders are another school-based role that might provide a way for districts to identify staff with the instructional expertise and leadership skills necessary to someday serve as principals. However, as with assistant principals, little is known nationally about if or how such staff are strategically identified, supported, and developed.

In the absence of clear data on the way districts are leveraging these two important school support positions in their principal pipeline work, a number of questions arise. What steps should districts be taking to create a bench of potential leaders who will be ready to fill this role? What support and training are they currently providing for assistant principals and/or teacher leaders, and in what ways could these professional learning opportunities be strengthened? These questions and others are the topics of this report.

Purpose and Methodology

To begin to address these questions, the Council launched an online survey of its membership of large urban school districts in the winter of 2015. The survey was designed to gauge the prevalence of assistant principals in big city schools, the criteria major city school districts use to hire and deploy assistant principals in their schools, the role they play at the building level, and the types of professional development and support assistant principals receive.

The survey also sought to identify the extent to which major city school districts explicitly use assistant principals as a pipeline to the principalship and other leadership positions. Finally, respondents were also asked a set of questions on the use of and supports for teacher leaders in big city schools.

The survey went out to human resource directors and other central office academic staff and ran for six weeks. Responses were received from some 40 districts--a response rate of approximately 60 percent. Once these surveys were complete, Council staff analyzed the results and conducted follow up interviews with assistant principals in two Council-member cities to help provide additional insight and perspective on the data.

Findings

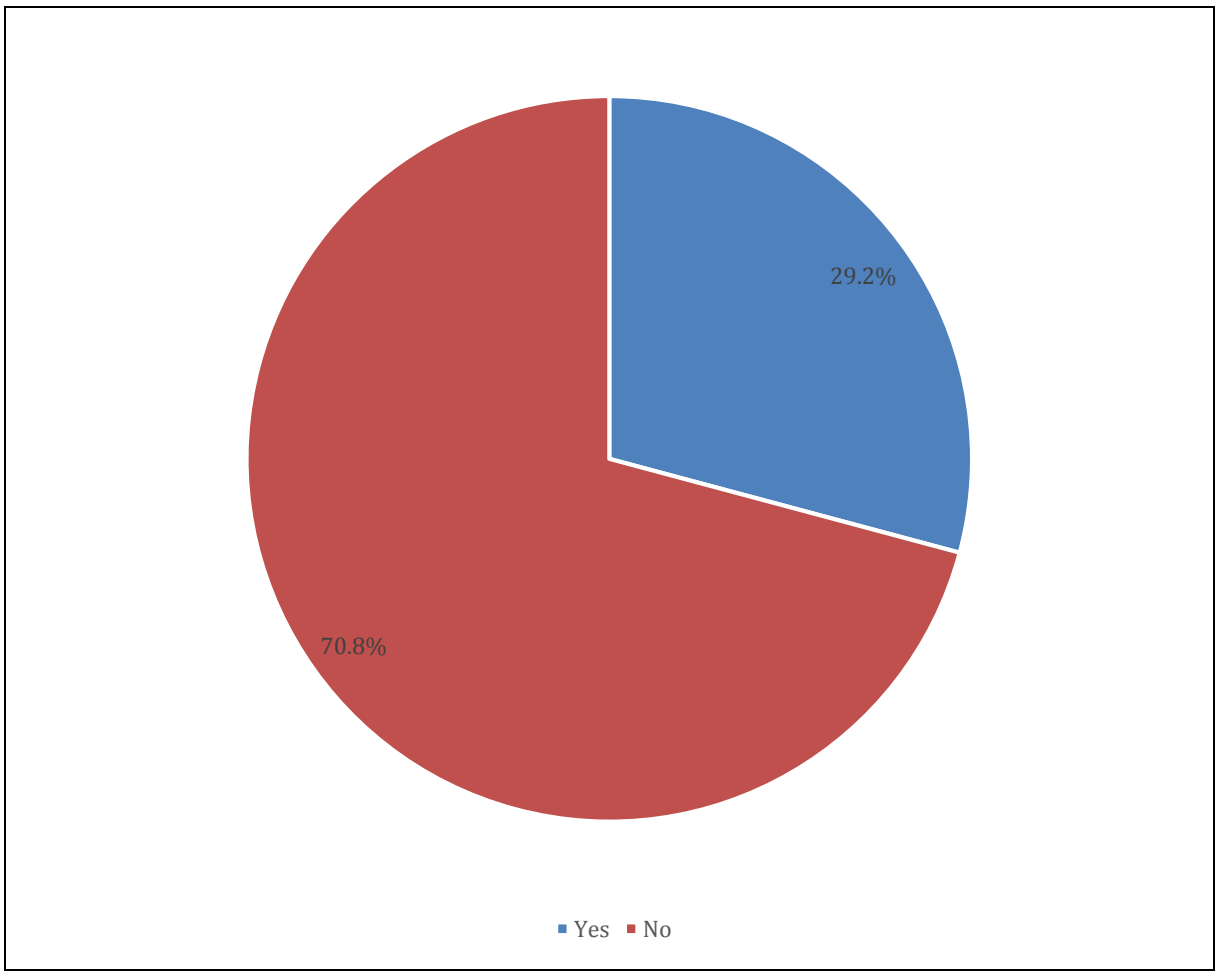
- Prevalence of Assistant Principals

All of the districts who responded to the survey reported having an assistant principal position or equivalent position reporting directly to principals at the school level. We asked about whether this position even existed because we thought there was some possibility with extensive budget cuts over the years that the position might have been eliminated in some cities. This turned out not to be the case.

Some districts referred to the position by names other than assistant principals. Some referred to them as assistant directors, assistant headmasters, deans or business managers, but they existed in every city that responded.

However, only about 29.2 percent of districts reported that every school had at least one assistant principal (see Figure 1). Conversely, some 71 percent of districts indicated that they did not have assistant principals in every school.

Figure 1. Percentage of districts that indicated that every school has at least one assistant principal or equivalent



Districts were also asked how many assistant principals they had in total. We then divided the responses by the number of schools in each district. This gave us a proxy for how assistant-principal-rich the districts were. City school districts in Texas and Florida tended to have more assistant principals than districts in other states.

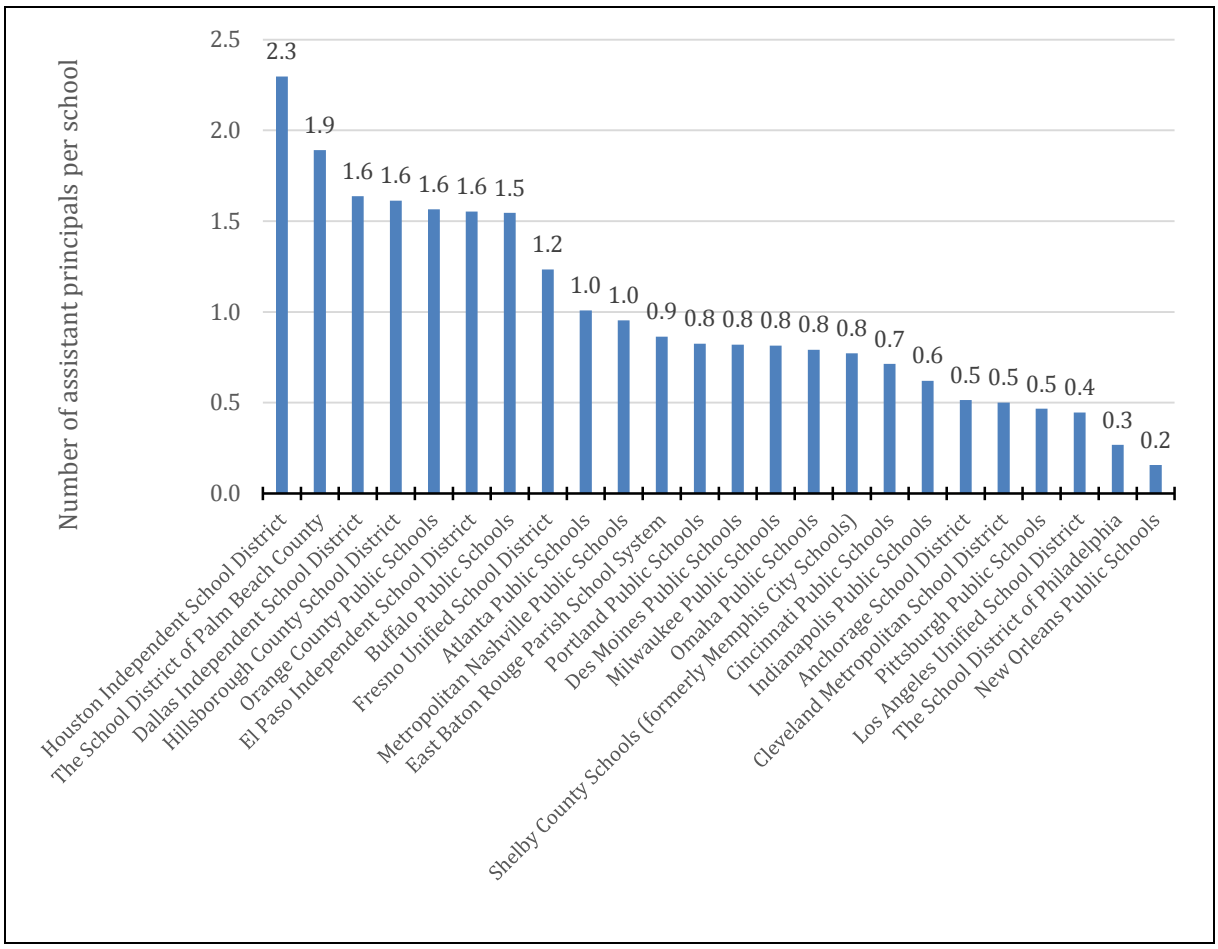
For instance, Houston had an average of 2.3 assistant principals for every school; Palm Beach County had 1.9 per school; and Dallas and Hillsborough County (Tampa) had 1.6 (see Figure 2).

In contrast, Pittsburgh had twice as many schools as they had assistant principals, and both Los Angeles and Philadelphia had even fewer.

That does not mean that Los Angeles, for instance, did not have a considerable number of assistant principals; they did—436, in fact. But Houston had more—650 assistant

principals—even though they had a smaller number of schools and a smaller enrollment than Los Angeles.

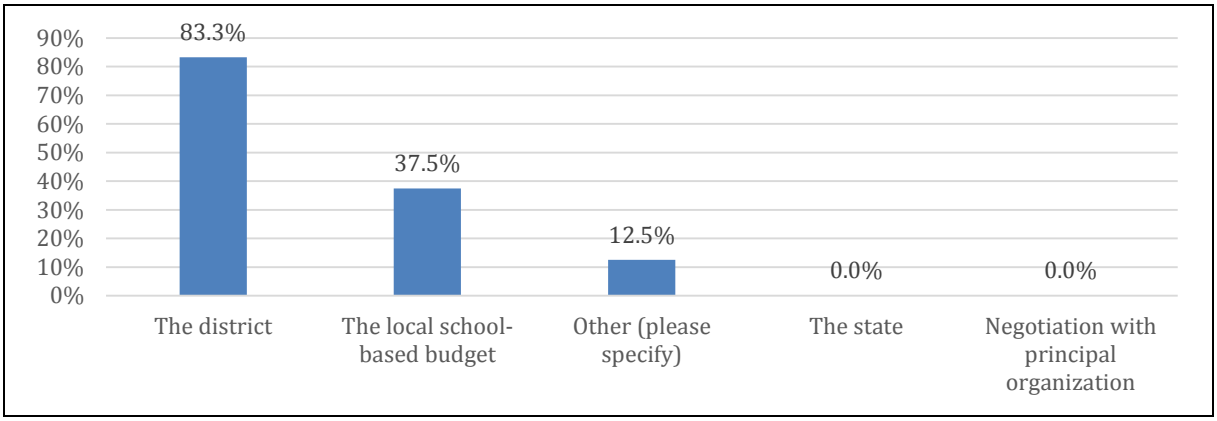
Figure 2. Average number of assistant principals or equivalents per school



➢ Distribution and Assignment of Assistant Principals

We were also interested in what factors were used in deciding which schools get assistant principals and in what numbers. According to a majority (83.3 percent) of survey respondents, the allocation of assistant principals school-by-school is usually a district-level decision. However, over a third (37.5 percent) of respondents also cited local school-based budgets as a factor driving the allocation or deployment of assistant principals at a school. No respondents cited the state or negotiations with principal organizations as playing a major role in these decisions (see Figure 3).

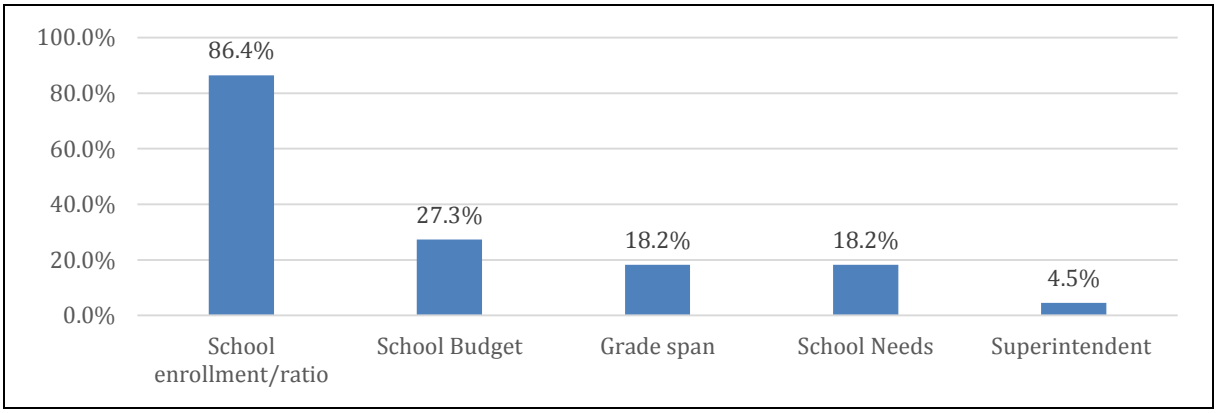
Figure 3. Entity that determines the assistant principal allocation system



The main factor that drove these district-level decisions regarding the distribution of assistant principals among schools was school size or the enrollment at a particular school site, according to 86.4 percent of respondents (see Figure 4).

School budgets were also cited as a determining factor, along with school needs and the grade span of a school. To a lesser extent, survey respondents reported that superintendents sometimes drove decisions about the assignment and distribution of assistant principals. School needs that determined whether a site received an assistant principal included whether or not the school was a high school (more likely to have an assistant principal) or an elementary school, numbers of students with disabilities or low-income students, and whether the school was in turn-around status or was chronically low-performing.

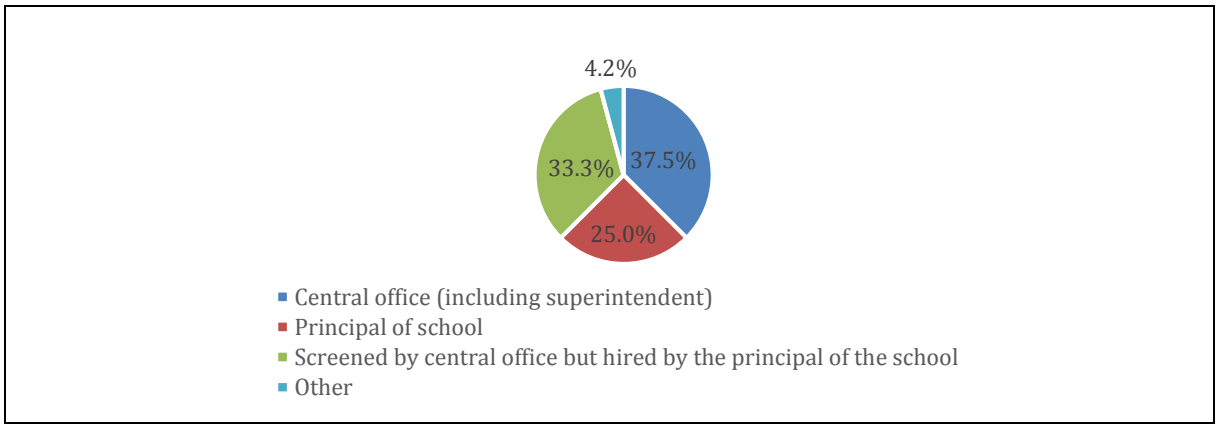
Figure 4. Factors that determine which schools get assistant principals and how many per school



Although the allocations of assistant principals is largely driven by the district, when it comes to making the final decision to fill an assistant principal position, the schools themselves clearly play an important role. While 37.5 percent of survey responses

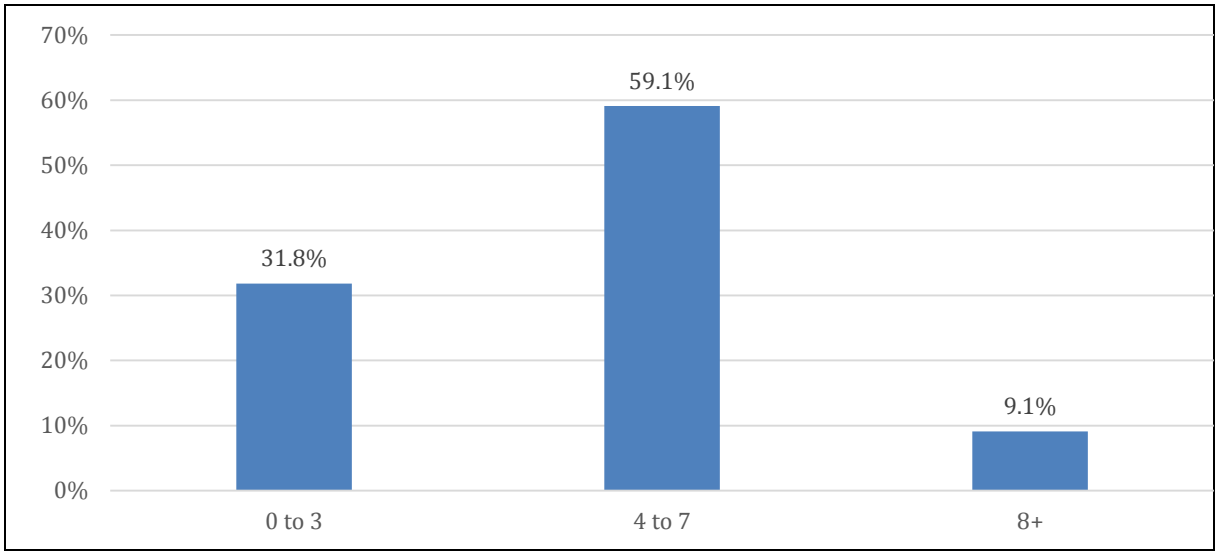
reported that these final decisions were made by the central office, 58.3 percent reported that these hiring decisions were ultimately made by the principal, even if the district had handled the initial screening process (see Figure 5). In other words, when it comes to filling a principal position, the decision is often made by the superintendent, the chief of schools, or sometimes the principal supervisor, but in the case of assistant principals, the principal often makes the final hiring decision themselves

Figure 5. Entity that makes the final decision to fill an assistant principal position



In terms of tenure, respondents were asked about how long the average assistant principal had been in their present jobs in their current schools. Results showed that a majority (59 percent) of assistant principals have been in their current posts for four to seven years. It is rare for an assistant principal to have served in their current roles for more than eight years (Figure 6), but about a third had been in their jobs for three years or under. The results affirm what we heard in focus groups: assistant principals do not see their current jobs as the pinnacle of their careers. In fact, neither central office personnel nor assistant principals themselves saw these school posts as terminal positions.

Figure 6. Average length of time (in years) the average assistant principal has been in their current roles in their current schools



This finding was echoed in our interviews with assistant principals, a majority of whom aspired to become principals or more at some point in their careers. No one reported wanting to stay in their current posts for the remainder of their work lives. In addition, the Council has seen no programs or policies that were built around the assumption that some people would want to remain in an assistant principal position on a permanent basis.

- Role of Assistant Principals

The Council was also interested in knowing what major functions or activities assistant principals were conducting. A majority of respondents (91.7 percent) reported that assistant principals handled school discipline procedures and served as part of a school's leadership team. But they also had a wide variety of responsibilities. In terms of time spent, assistant principals served as a key point of contact for evaluating teachers and paraprofessionals, conducting classroom monitoring activities, and addressing parent and community concerns (see Figure 7). Activities that absorbed the least amount of time included fundraising, serving as test coordinators, and leading child study teams.

Generally, in schools where there is more than one assistant principal, it is the principal in 79.2 percent of cases who determines the differing functions these staff members will serve (Figure 8). In only a few cases did the district determine what role assistant principals would play when there was more than one per school.

Figure 7. Top five functions or activities (in terms of time) of the average assistant principal

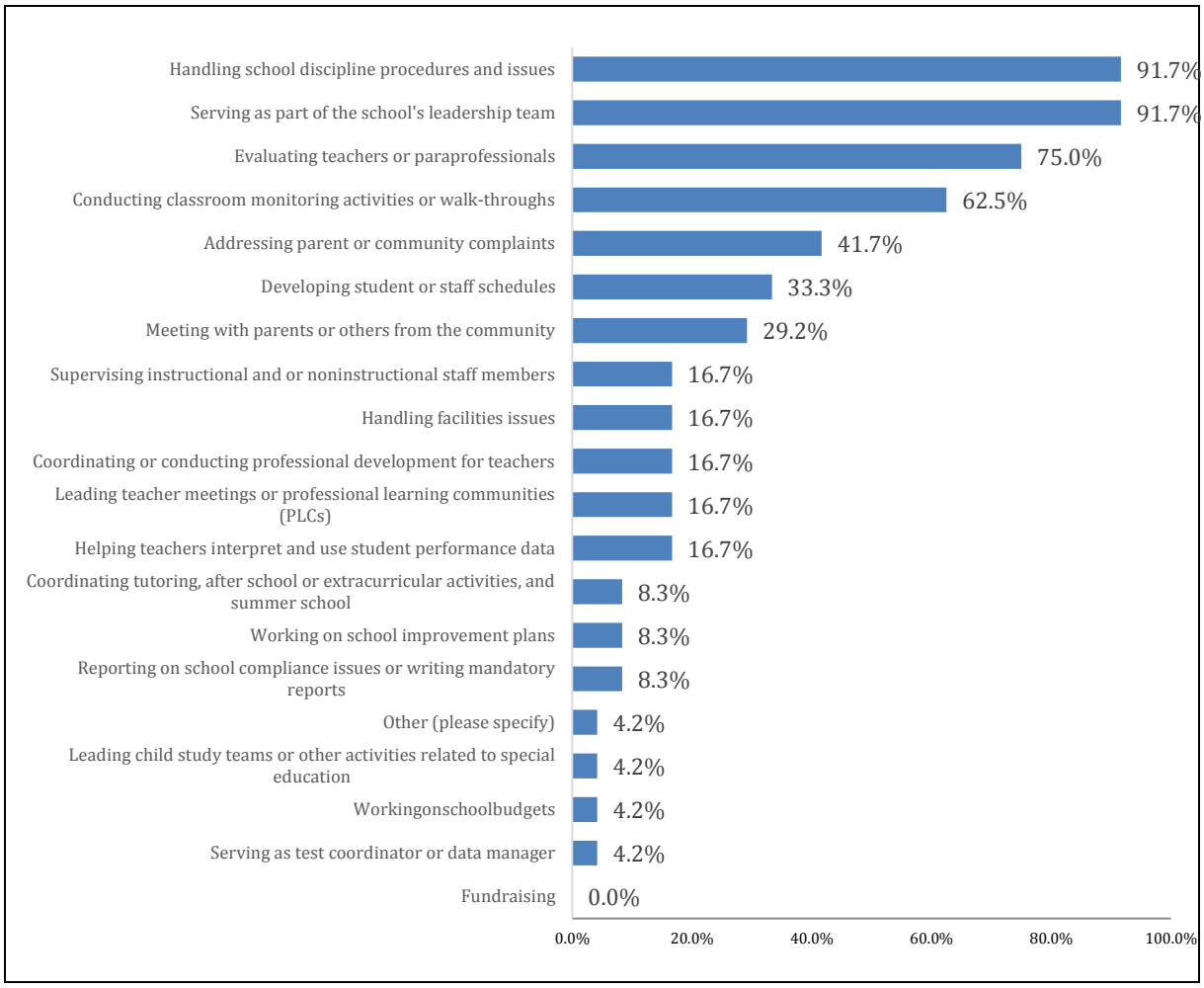
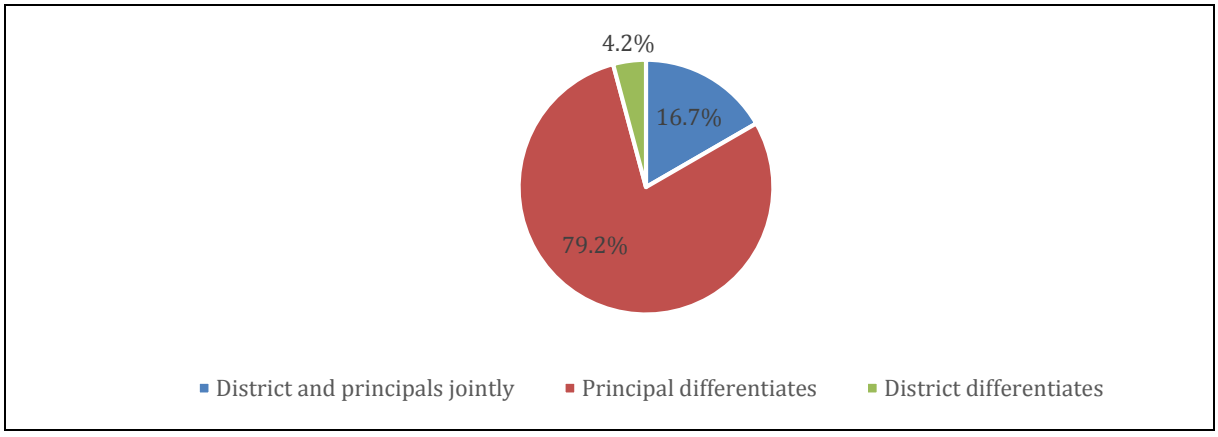


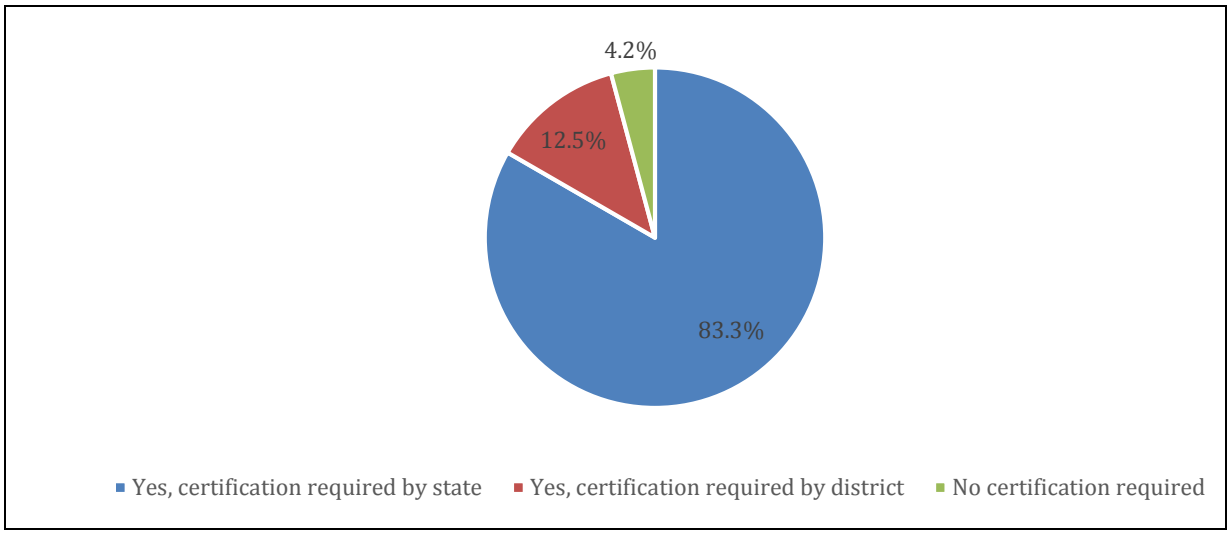
Figure 8. If you have more than one assistant principal in a school, who differentiates their roles at the school level?



➢ Qualifications of Assistant Principals

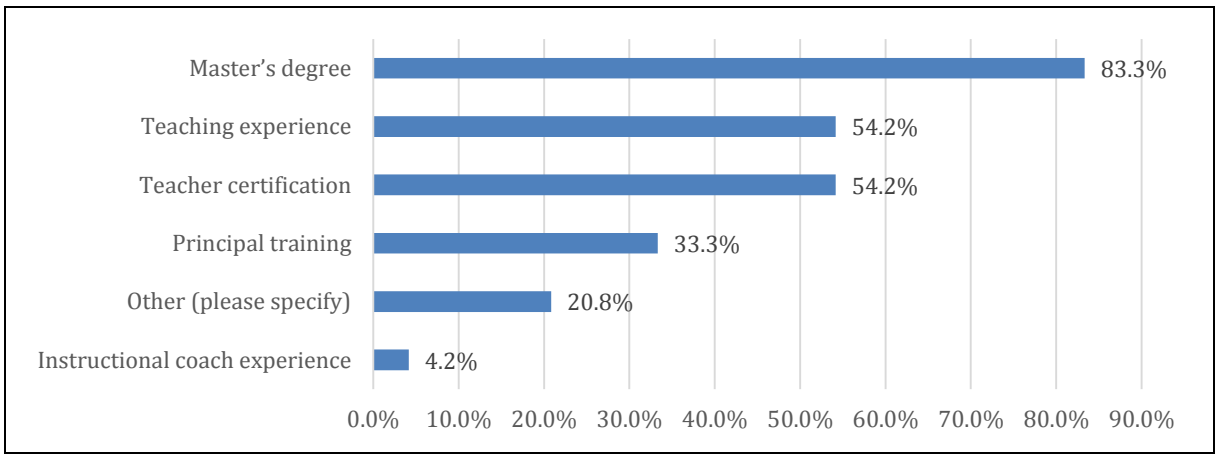
The Council was also interested in knowing about whether assistant principals were required to have some sort of certification beyond teacher certification or licensure. Responses indicated that assistant principals in a majority of districts must be certified, as required either by the state (83.3 percent) or the district (12.5 percent) (Figure 9).

Figure 9. Are assistant principals required to have some sort of certification beyond teacher certification or licensure?



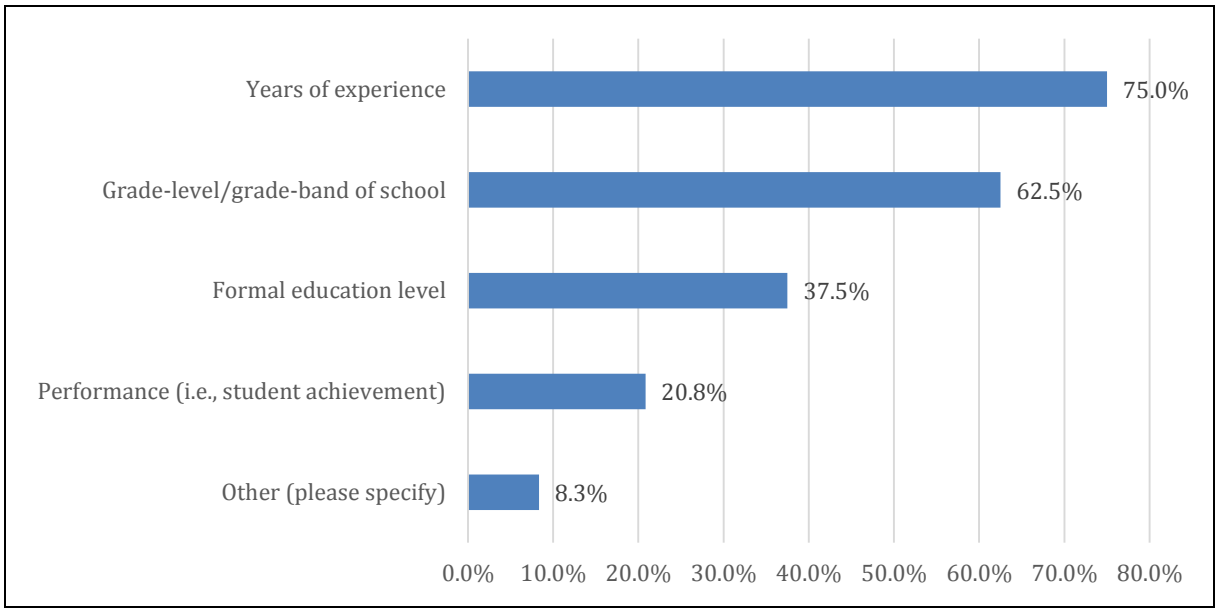
However, districts also look at a number of other qualifications in order to hire and place assistant principals. Some 83.3 percent of districts require their assistant principals to have master's degrees, and 54.2 percent of districts require assistant principals to have teacher certification and/or experience. (Figure 10).

Figure 10. Minimum requirements used by districts to hire and place someone into an assistant principal position



Experience also plays an important role in determining or differentiating the salaries of assistant principals. Three quarters of survey respondents cited experience as the main factor driving differences in assistant principal pay, along with the grade level or grade band of the school (62.5 percent). Only about one in five respondents indicated that assistant principal pay is mainly differentiated on student achievement at a school site (Figure 11).

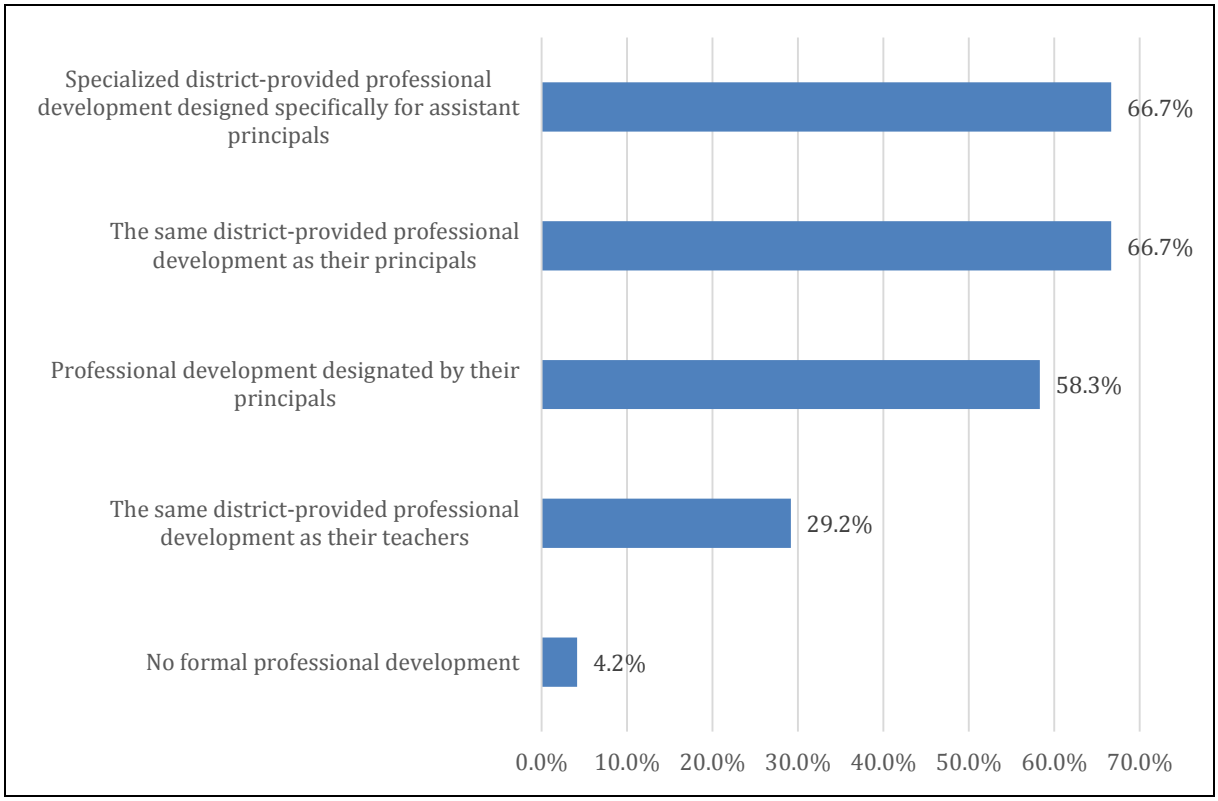
Figure 11. Are the salaries of assistant principals in your district differentiated by any of the following?



- Professional Development

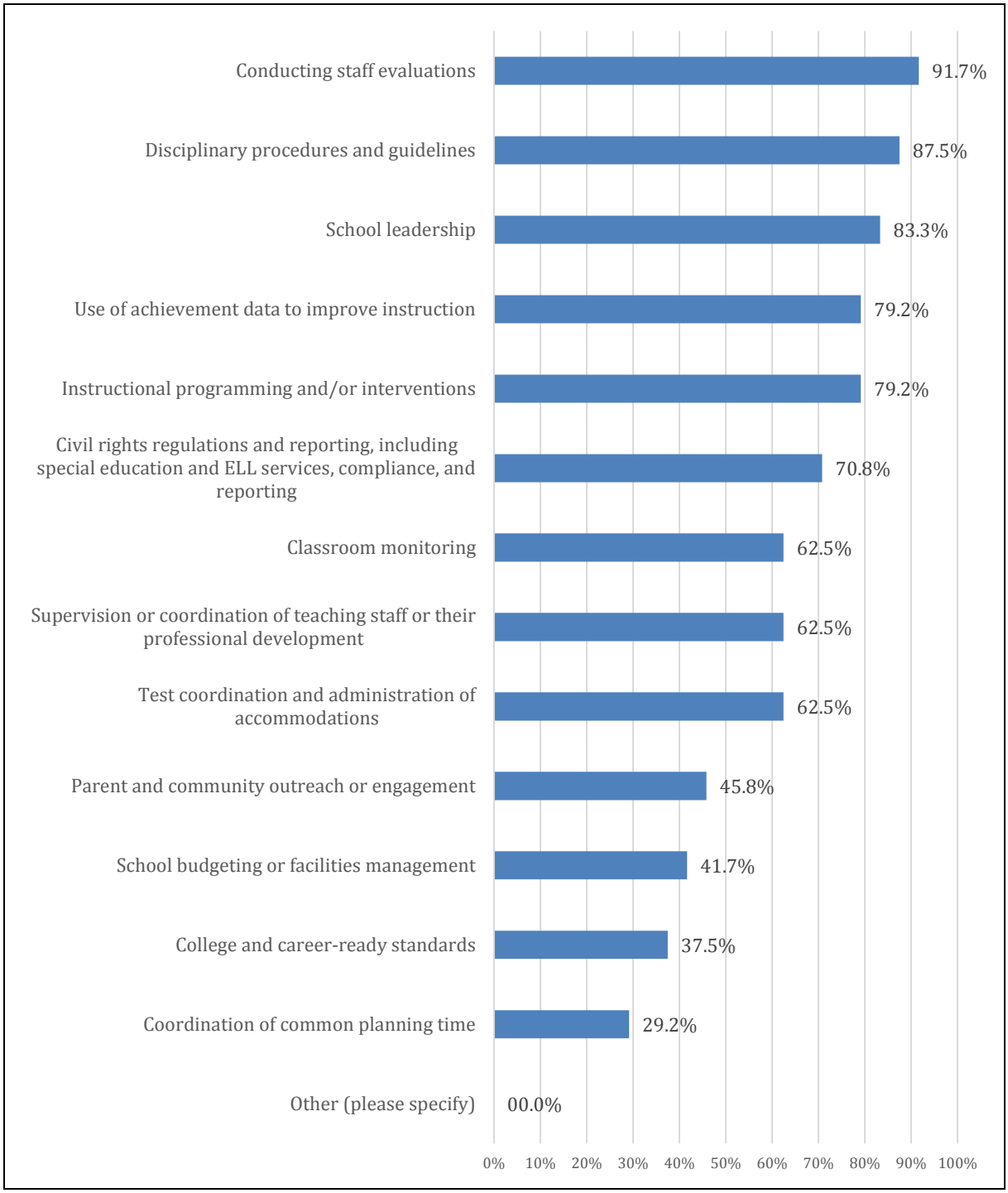
We were particularly interested in knowing about the supports that assistant principals were receiving. About two thirds of respondents reported that their districts provided assistant principals with specialized professional development—the same number that reported that assistant principals received the same professional development as principals. Less frequently, assistant principals received the same professional development as teachers (29.2 percent). And only 4.2 percent of respondents indicated that assistant principals received no formal professional development at all (Figure 12).

Figure 12. What types of professional development do assistant principals receive?



There was also a large degree of overlap between the main functions of assistant principals and the types of professional development districts provide. Specifically, a majority of districts provided professional development in the three top functions specified previously in Figure 7, including school leadership (83 percent), disciplinary procedures and guidelines (88 percent), and conducting staff evaluations (92 percent). Interestingly, far less professional development was provided to assistant principals on college- and career-ready standards that schools are being asked to implement than on other topics, raising the question about how instructionally focused these staff members really are (Figure 13).

Figure 13. Percentage of districts that provide professional development in specified areas to their assistant principals



This finding is also consistent with what Council staff members often see on site visits: district reform efforts tend to focus more on organizational, structural, and procedural issues than on building knowledge of academic content, which is what actually drives better student outcomes.

Apart from the professional development assistant principals receive, only 41 percent of districts provide assistant principals with coaches or mentors other than the mentoring they may receive from their own principals (Figure 14). And less than 30 percent of survey respondents indicated that principals in their districts were provided with professional development on how to mentor and supervise their assistant principals (Figure 15).

Figure 14. Does your district provide coaches or mentors for assistant principals other than the coaching they may receive from their own principals?

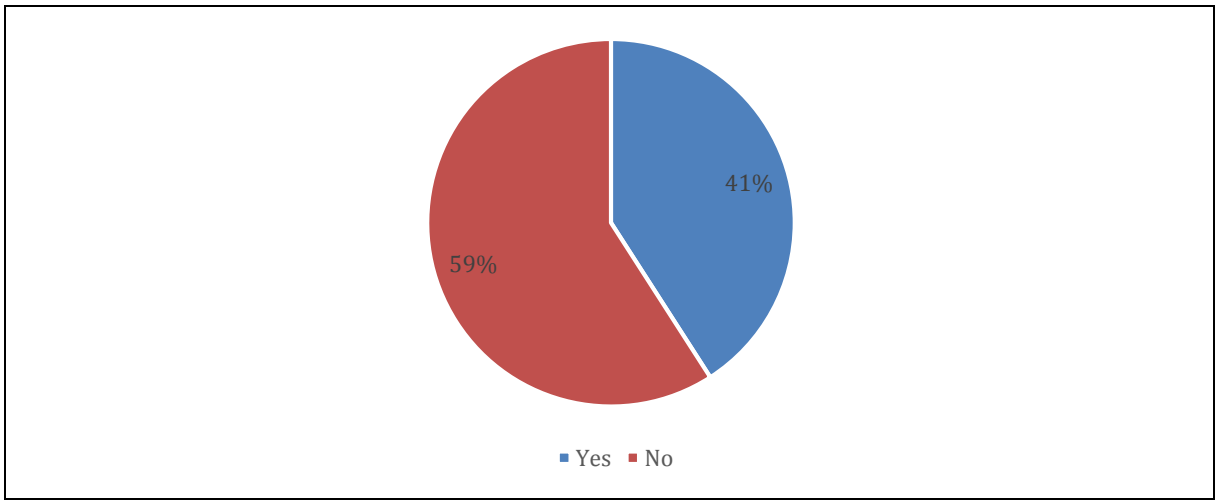
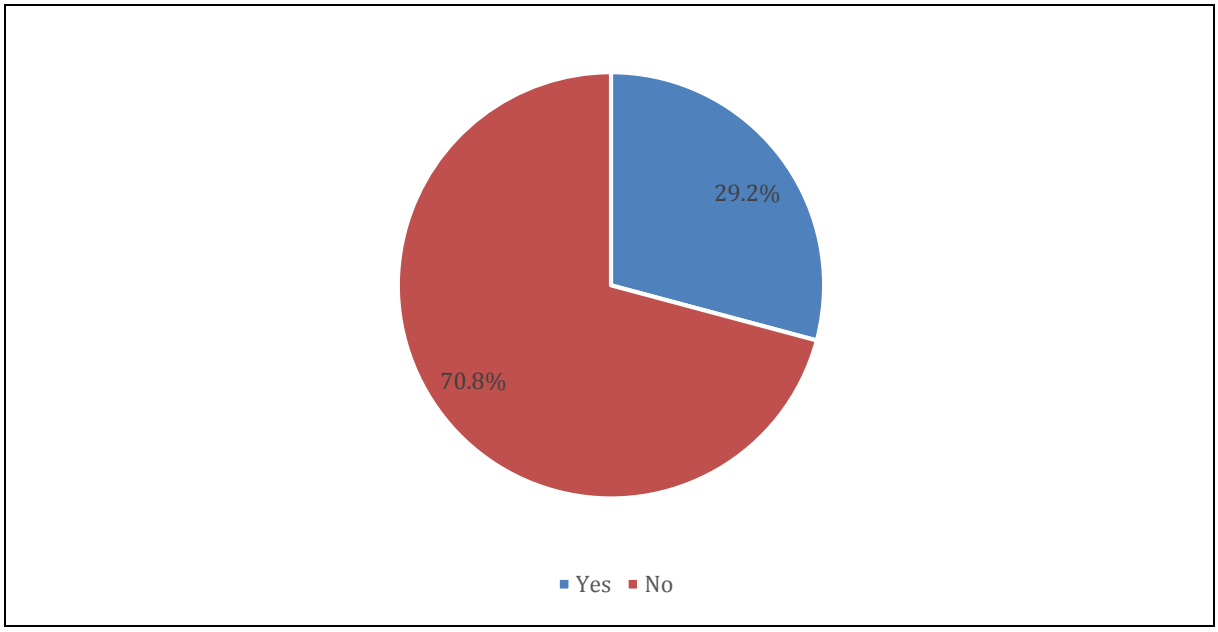


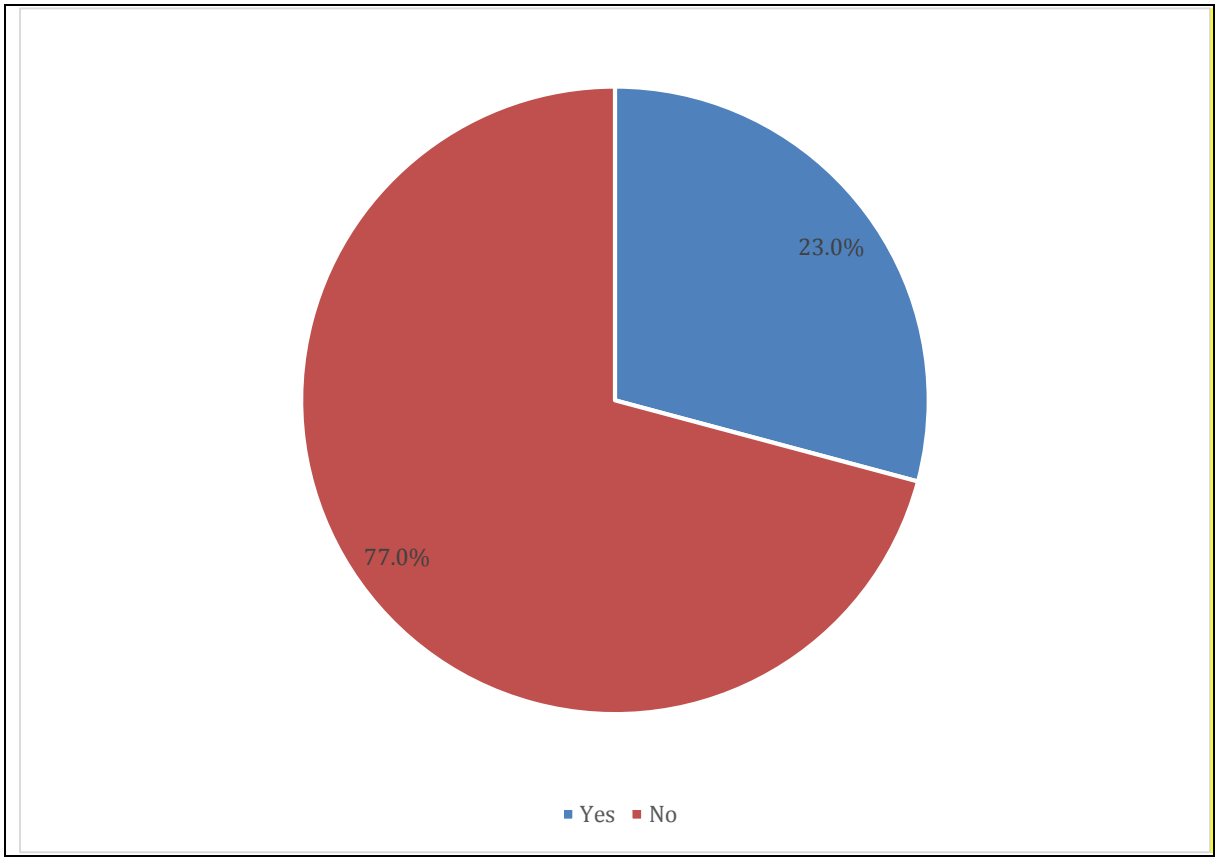
Figure 15. Do your principals receive professional development on how to supervise and mentor their assistant principals?



- Assistant Principals and Collective Bargaining

Finally, the Council asked about whether assistant principals had collective bargaining rights. We thought that assistant principals might be receiving some level of support from organized labor, but the results indicated that assistant principals in 77 percent of districts did not have collective bargaining rights. Nonetheless, it could be that assistant principals receive supports from other organizations and groups other than the districts themselves (See Figure 16.)

Figure 16. Percentage of Districts where Assistant Principals Have Collective Bargaining Rights



- Assistant Principals as a Part of District Pipelines

A majority of districts report that holding the position of assistant principal was not the only path to the principalship. In fact, 86 percent report that their aspiring principal programs are open to candidates with other backgrounds (Figure 17).

Among the other positions that districts cite as part of their principal pipelines are instructional coaches (according to 54 percent of respondents), central office personnel (50 percent), and teacher leaders (46 percent) (Figure 18).

Figure 17. Percentage of districts indicating that their aspiring-principal programs focus solely on assistant principals or include others

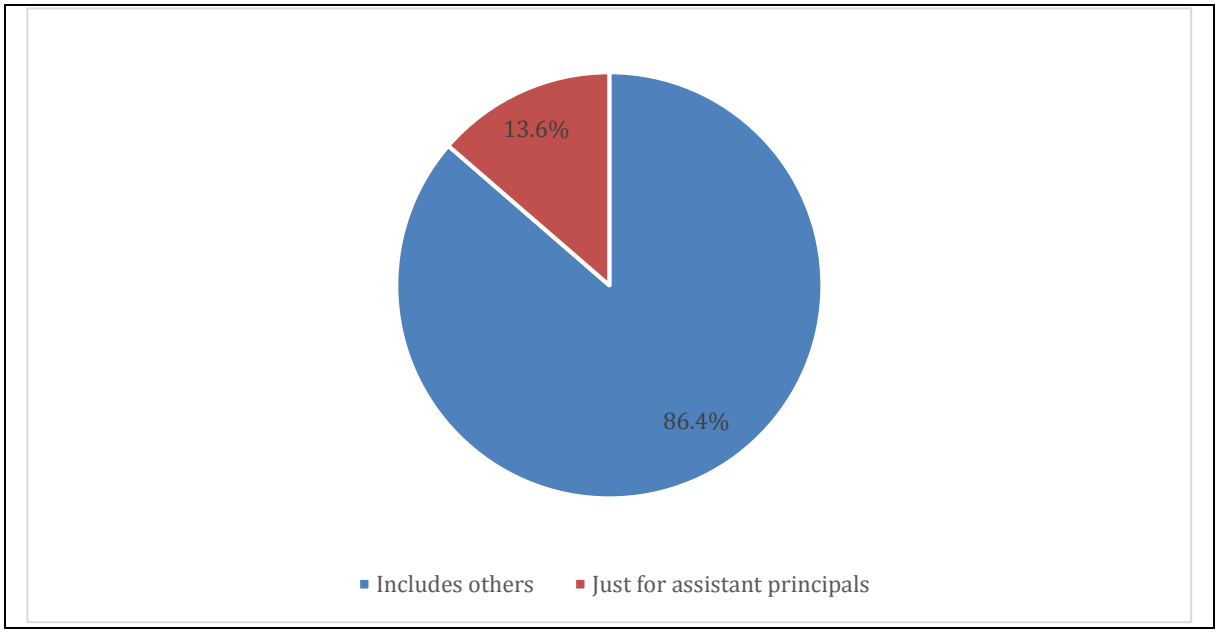
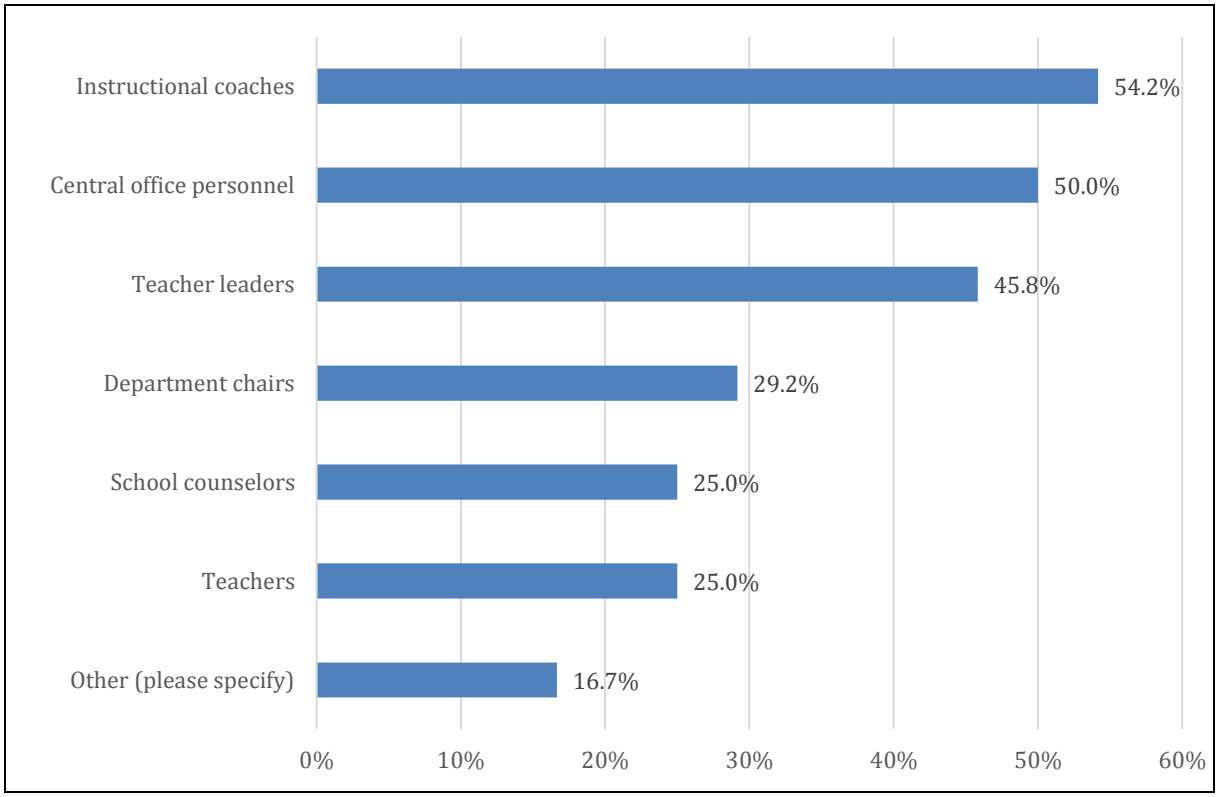


Figure 18. Percentage of districts that report using other positions as part of their direct pipelines to the principalship



The positive aspect of this finding was that districts were drawing from a variety of personnel to become principals. The downside was that widening this pipeline was often the only step districts were taking to create a principal succession plan—an effort that should also entail extensive professional development, in-service training, support, and mentoring for future school leaders.

- Teacher Leaders

In addition to questions concerning assistant principals, survey respondents were asked to address a number of questions concerning teacher leaders. Here, we were not looking for teachers who were on special assignment to the central office but teachers who were taking on leadership roles in their schools. A majority—86 percent—of responding districts reported having a formal teacher leader or equivalent position at the school building level (Figure 19).

In addition, some 55 percent reported having a formal pipeline program to identify and develop these teacher leaders (Figure 20). Of course, these data say nothing about the quality or effectiveness of such programs, but they do suggest that districts are putting these initiatives into place.

Figure 19. Percentage of districts with a formal teacher leader or equivalent position at the school building level

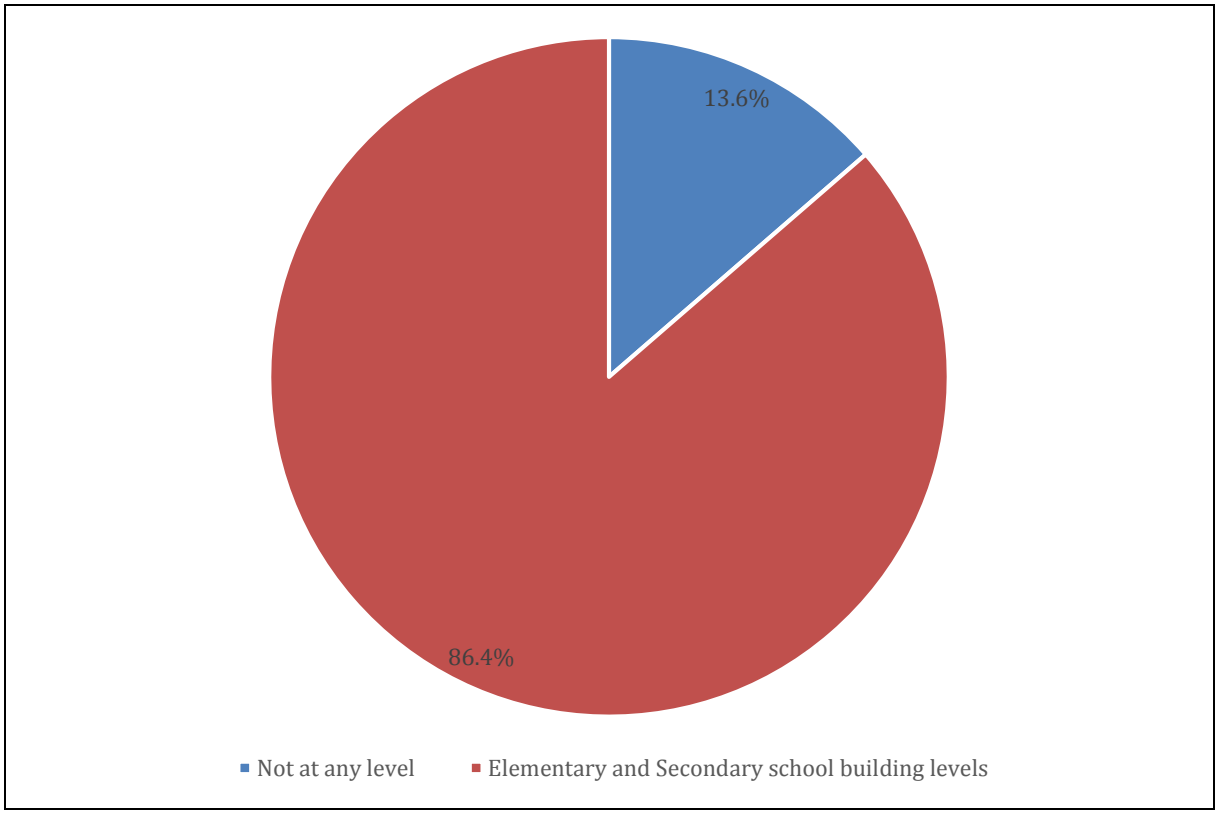
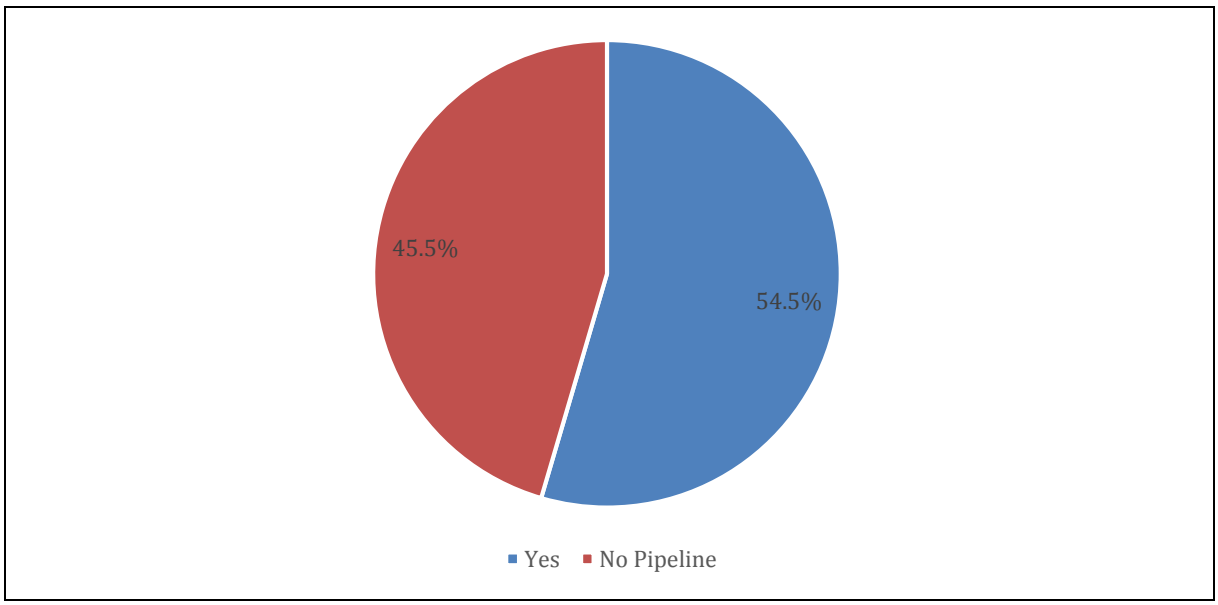
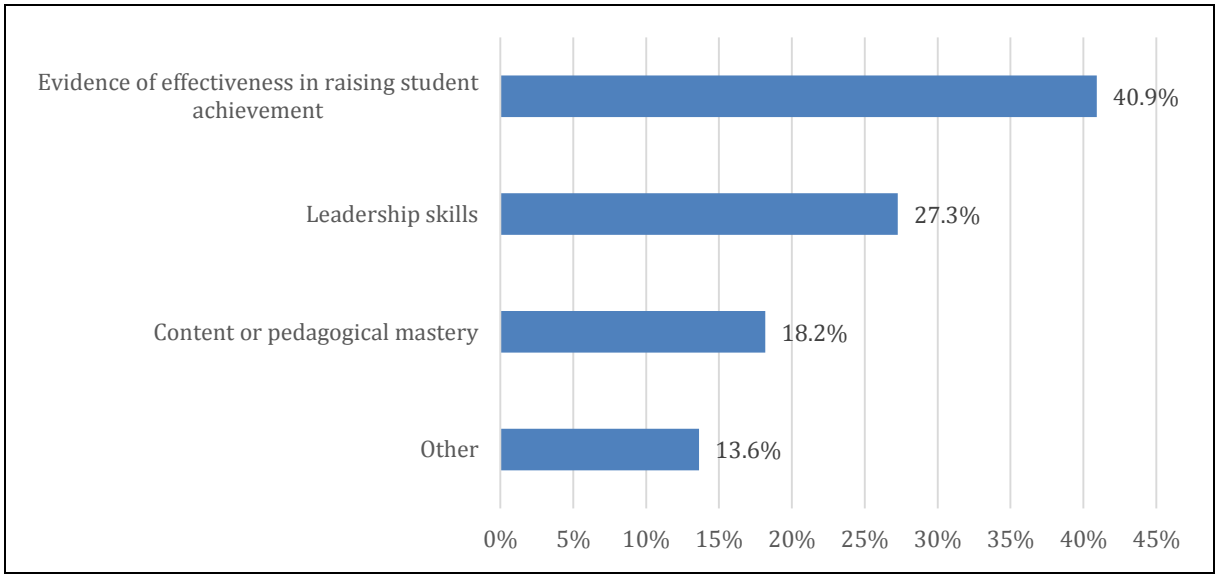


Figure 20. Percentage of districts with a formal pipeline program to identify and develop teacher leaders



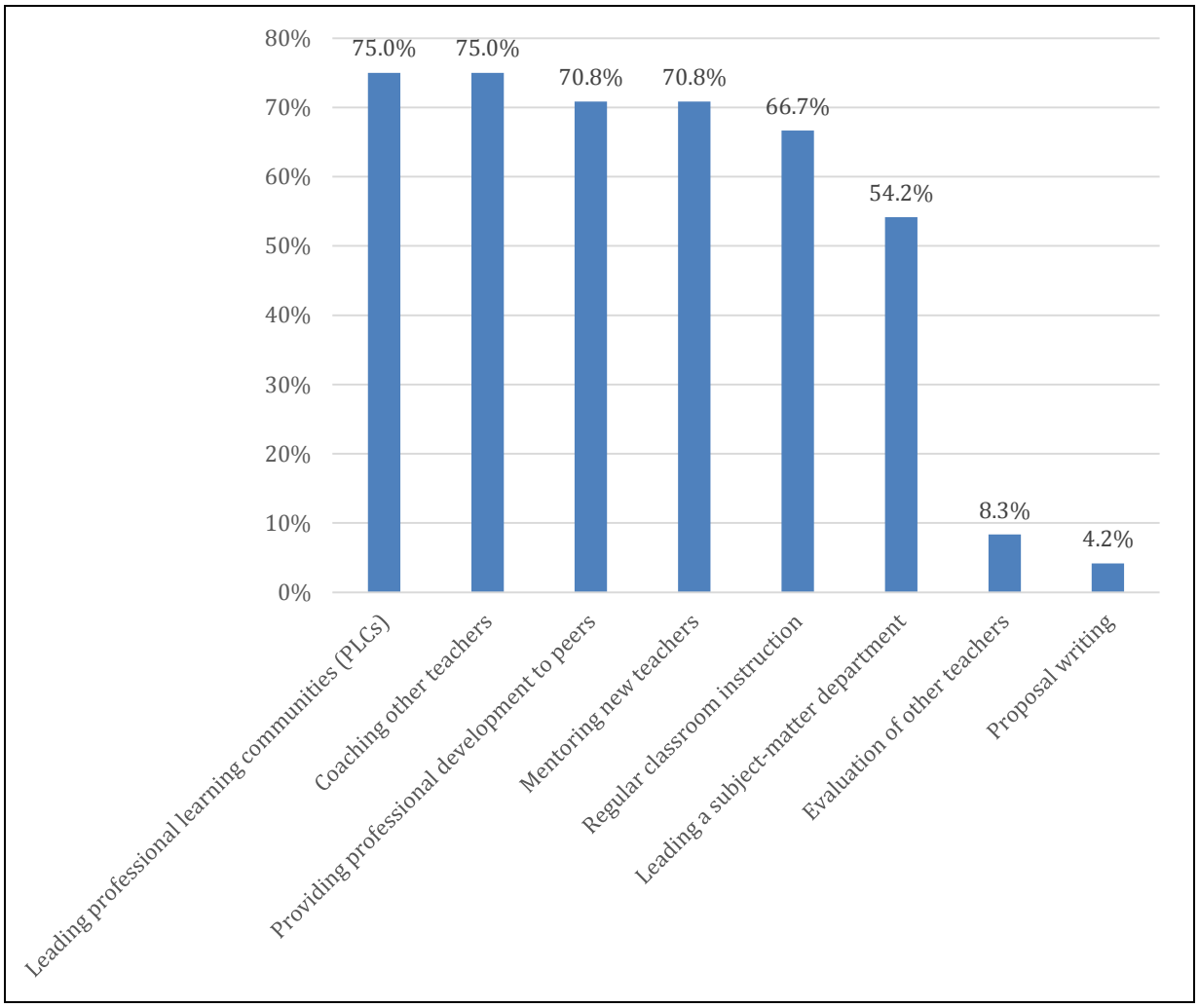
When selecting teacher leaders, districts generally report looking most frequently at evidence of effectiveness in raising student achievement, along with leadership skills and mastery of content or pedagogy to a lesser extent (Figure 21). It was somewhat surprising, however, that only 41 percent of the districts indicated using evidence of effectiveness in raising student achievement as one of the qualities they looked for.

Figure 21. Qualities Used When Selecting Teacher Leaders



Teacher leaders also appear to play a critical role in building teacher capacity. The Council survey asked about the general responsibilities of teacher leaders. Over 70 percent of respondents reported that teachers in these positions lead professional learning communities and provide professional development, coaching, and mentoring for other teachers (Figure 22). Only eight percent indicated teacher leaders were involved in the evaluation of other teachers.

Figure 22. General responsibilities of teacher leaders



Given these roles, it is somewhat surprising that only about two thirds of respondents (68 percent) reported that teacher leaders receive any specialized or differentiated professional development from their districts (Figure 23).

A larger majority (82 percent) of districts, however, reported offering teacher leaders reduced teaching loads, additional pay, or both (Figure 24). In other words, districts provided good incentives for these positions but not much help or support to help teacher leaders do their jobs well.

Figure 23. Percent of districts that offer specialized or differentiated professional development for teacher leaders

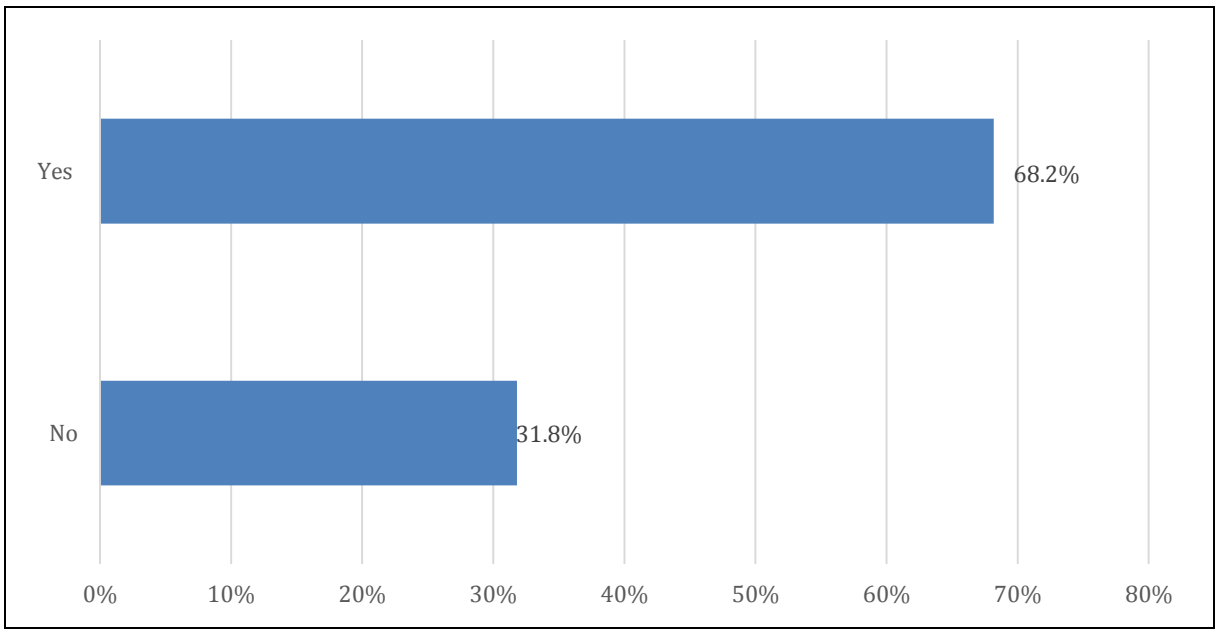
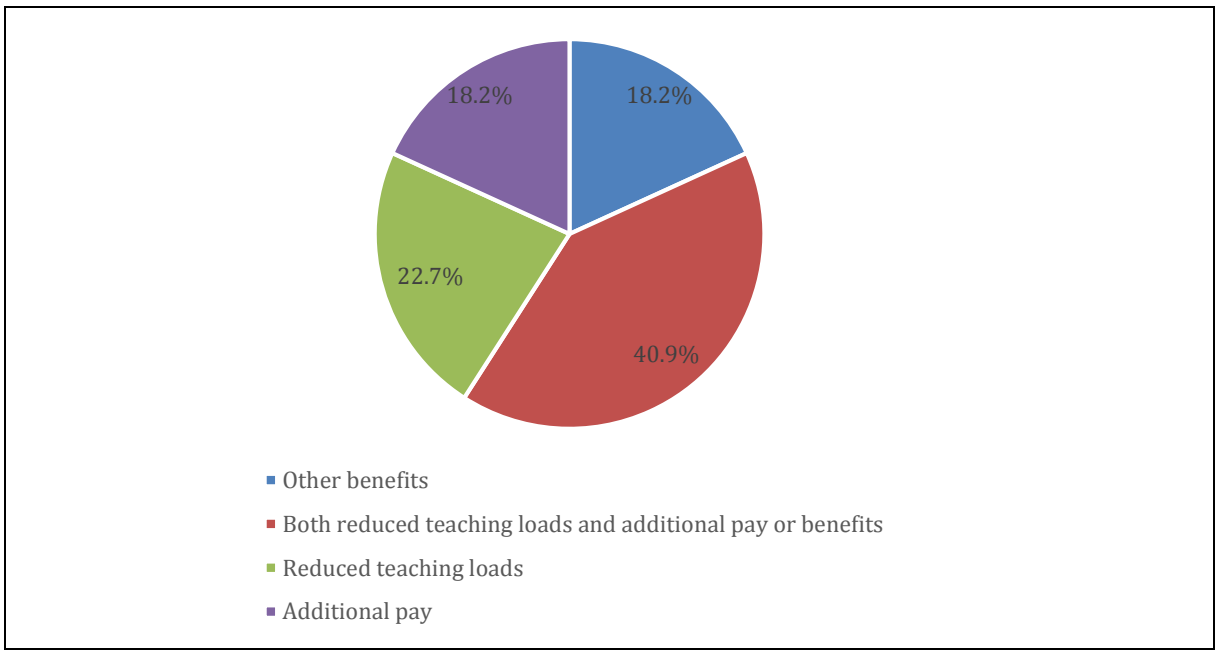


Figure 24. Percentage of districts that reduce teaching loads and/or provide additional compensation for teacher leaders



Discussion

The data collected on the selection, function, and support of assistant principals and teacher leaders raise a number of interesting questions. For example, while most survey respondents reported that assistant principals serve as part of the school leadership team, a number of their most time-consuming tasks are decidedly administrative—including handling school discipline procedures and issues, evaluating teachers and paraprofessionals, addressing parent or community complaints, and developing student or staff schedules. Respondents also cited classroom monitoring activities as a major function, but it is unclear what such monitoring or walk-throughs entail.

Is there reason to redefine the work of assistant principals around instruction in the same way that many districts are redefining the roles of principal supervisors, and how would that be done without neglecting operational and reporting responsibilities at the building level? Would supporting the work of teacher leaders be more effective in improving outcomes for students than redefining the work of principals or assistant principals around instruction?

Meanwhile, in terms of the professional development assistant principals receive, the top three areas cited—conducting staff evaluations, disciplinary procedures and guidelines, and general school leadership—were largely non-instructional in nature, although a substantial number—79 percent—of respondents did also identify the use of student achievement data and instructional programming as areas of professional development.

Certainly, there was a good deal of overlap between the reported functions of assistant principals and the training they receive, which indicates that districts are providing the training assistant principals need to be effective in their current position. But at a time when principals are increasingly expected to play an instructional leadership role in their buildings, should schools be redefining the work and professional development of assistant principals around instruction? Or has it become even more vital for principals to have staff they can delegate operational and reporting responsibilities to so they can focus on advancing teaching and learning? Could districts square the operational responsibilities assistant principals must handle and their involvement in improving instruction?

The data also point to a disconnect in terms of the role assistant principals are expected to play in the principal pipeline, and the way they are selected, supported, and held accountable during their time in this role. In conversations with leaders and staff in districts across the country, interviewees often cite the position of assistant principal as hands-on training for future school leaders, and many have established aspiring principal—and even aspiring assistant principal—programs to develop these leaders. However, assistant principals often rely solely on their principals for coaching or mentoring, and most districts do not offer principals any targeted training in how to provide this support or mentorship. In fact, in discussions with focus groups of

principals in a number of districts, this type of professional development was cited as something principals were eager to receive.

Meanwhile, only 54.2 percent of districts responding to this survey report requiring any teaching experience when hiring staff to serve as assistant principals, and only 20.8 percent reported that student achievement or school performance helped determine assistant principal salaries.

Certainly, if assistant principals do move into principal positions, as many report that they aspire to do, this lack of mentorship, background experience, and experience with being held accountable for performance will pose a number of challenges for them in their new role. But in order to provide the assistant principalship with more meaningful preparation for school leadership, what kind of mentoring and professional development would be most effective? Should principal training programs be expanded to include skills on how to mentor and support assistant principals? And how do districts strike a balance between providing the training assistant principals need for their future roles, and the training they need to perform their current roles?

At the same time, the data suggest that holding an assistant principal position is hardly the only route that aspiring principals might take. Most districts report that their aspiring principal programs are open to staff in other positions, and that instructional coaches, central office staff, and teacher leaders are also positions seen as direct pipelines to the principalship.

Maybe the question, then, is more general—what would better succession planning look like for principals? Given the survey's findings around the critical role teacher leaders play in building instructional capacity at the school level, for example, would emphasizing and supporting the work of teacher leaders be more effective in improving outcomes for students than redefining the work of assistant principals—or even principals—around instruction?

Of course, the data do not point to any clear black and white answers. Given the critical role principals play and the hard-to-define mix of experience and leadership qualities that make a principal effective, the principal pipeline should remain open to a wide range of talented staff in various positions. Moreover, districts would likely benefit from strengthening their support not only for principals, but for other key building-level leaders, including assistant principals and teacher leaders. For example, principals should receive the professional development they need to serve as mentors and coaches for the assistant principals they oversee. Districts should also rethink the professional development and incentives they offer teacher leaders in order to attract high-performing teachers to these key roles.

Moving forward, there is also a clear need to begin tracking the respective impact that these school-based staff leaders have on student outcomes. Such data would allow district leadership to improve their approach to hiring, deploying, training, and supporting such staff, as well as their approach to identifying and nurturing school—

and district—leaders with the skills and experience to improve educational outcomes for students. We hope that this report serves as a first step in strengthening the role of our assistant principals and teacher leaders in the continued academic growth of our children.

RETHINKING LEADERSHIP ADDENDUM

Wallace Foundation
Addendum to *Rethinking Leadership*

Introduction: The Principal Supervisor Initiative

Following the release of *Rethinking Leadership: The Changing Role of Principal Supervisors* in the fall of 2013, The Wallace Foundation and the Council of the Great City Schools embarked on a follow-up effort to advance district planning around the strategic uses of principal support and supervisory structures. After inviting 23 districts with the willingness and potential to change their principal supervisor positions to submit proposals, The Wallace Foundation chose six core districts to participate in a second round of grants, named the Principal Supervisor Initiative (PSI). The selected districts included Broward County, FL; Cleveland, OH; DeKalb County, GA; Des Moines, IA; Long Beach, CA; and Minneapolis, MN.

In addition, two other districts were selected —Tulsa Public Schools and the District of Columbia Public Schools—that had already taken steps to strengthen the role of principal supervisors by reducing the number of principals they oversee, downplaying compliance, and building supervisors' skills. These districts received smaller grants to advance their work in this area.

The Principal Supervisor Initiative aims to support these districts over the course of four years as district and project leaders work to change the position description and orientation of the principal supervisor role from one of administrative compliance to one of instructional support for principals. The initiative was also designed to yield important lessons about how district central offices can be changed to support principal supervisors, and to assess the effectiveness and impact of these activities on principal effectiveness across districts.

Purpose and Methodology of Site Visits to PSI Districts

In early 2015, Wallace enlisted the Council of the Great City Schools to visit each new PSI school district. The purpose of these visits was to gather information on where the districts were at an early stage in the work and to offer strategic observations and advice to help each project team plan out priorities and next steps.

In advance of the site visits, the Council team reviewed a variety of documents and information, including district organizational charts, job descriptions for principal supervisors and principals, documentation of the selection process for principal supervisors and principals, agendas from district-wide meetings with principals, evaluation instruments, and documents used by principal supervisor to provide feedback to principals. The team then worked with project staff to develop an agenda and schedule numerous one-on-one interviews and focus groups over the course of a two-day visit. In each district, the Council team spoke with the superintendent, Wallace PSI project staff, curriculum staff (including the chief academic officer, subject area directors (e.g., math,

ELA, science) and/or grade level directors (elementary, secondary), ELL and special education directors and staff, principal supervisors, and principals.

After completing these meetings, the Council team held a debriefing session with district staff to share their observations and provide recommendations to help district and project leaders meet their objectives in strengthening the role of principal supervisors and in meeting their broader academic goals.

Findings

This unique opportunity to visit districts at the onset of the grant initiative made these visits different from the visits to Principal Pipeline Initiative sites chronicled in *Rethinking Leadership*. These visits were forward-looking in nature, rather than summative, and they were intended to provide districts with real-time technical assistance and course corrections where necessary, rather than to yield any concrete findings or conclusions. However, as with the Council team's visits to the Principal Pipeline districts two years earlier, the team observed certain common overarching themes.

To start with, the span of control for principal supervisors was generally already more narrow across PSI districts than in many other districts, meaning that these districts had already taken steps to limit the number of school sites each supervisor oversaw. Each district had also taken a hard look at the deployment of principal supervisors—both how schools were grouped, and how principal supervisors could be strategically assigned to school sites based on their background and expertise. Finally, principals across these districts reported that they were already starting to notice a more instructional focus in their meetings and conversations with their supervisors.

All of these findings were promising, and reflected the fact that districts were chosen to participate in the initiative based on their demonstrated interest and commitment to shifting the role of principal supervisors from one of administrative operation and compliance to one of academic and instructional leadership.

However, as with the first round of site visits that informed the *Rethinking Leadership* report, the Council's site visits to the new PSI districts revealed several common areas in need of improvement. Specifically, the Council observed a set of 8 overarching needs shared by all or most of the PSI districts.

1. ***A shared need for greater clarity in the role of principal supervisors.*** To start, a majority of the PSI districts recognized the need to better articulate and communicate throughout the organization the role of principal supervisors—both what these staff are responsible for, and what they *aren't*. The lack of clarity observed in many of these districts led to competing demands on principal supervisors' time and attention—demands that often limited the amount of time they could spend in schools providing hands-on, instructionally-focused support for principals. While some districts had taken steps such as carving out only one day a week for all central office meetings, principal supervisors across these districts still reported struggling to balance their new site-based instructional leadership roles with traditional administrative responsibilities and their roles as central office leaders.

2. ***The need for strategic planning and consistency in the deployment of principal supervisors.*** Over the course of the site visits, the site visit team saw varying configurations and approaches to principal supervisor school assignments. While some districts have been purposeful in these decisions, others still need to do more work to strategically match the expertise of principal supervisors to the needs of their schools.

   The need to build greater consistency in the quality and focus of principal supervisors' work with schools was a commonly observed theme. At times the team observed great variation in the background knowledge and instructional expertise of principal supervisors within a district, and these differences translated into principals receiving very different levels and quality of support. As the Council noted in the conclusion to *Rethinking Leadership*, principal supervisors have the potential to provide a critical link between central office leadership and resources and building-level personnel, but may easily be overlooked or squandered amidst competing priorities and constraints of time or skill. In order to take full advantage of these resources, districts need to ensure that the quality of support being provided to schools and principals are consistent throughout the school system.

3. ***A shared need for support and ongoing professional development targeted to principal supervisor roles.*** While principal supervisors have generally been selected on the basis of having been strong school leaders, they still require substantial professional development in order to effectively provide instructional leadership and support for the schools and principals they oversee. For example, principal supervisors are often expected to serve as coaches, but with little to no specific training for the coaching aspect of their work.

   Moreover, the Common Core State Standards and other college and career-readiness benchmarks have changed the landscape of teaching and learning dramatically in recent years, making instructionally-focused professional development more crucial than ever. As instructional leaders, staff in these roles need to have a deep enough understanding of these standards to know what to look for in school and classroom walk-throughs, and how to help principals advance implementation of the standards in all classrooms and for all students. However, in nearly all the PSI districts the team observed limited professional development opportunities for principal supervisors focused specifically on advancing their knowledge of content and instruction.

4. ***The need for further development of leadership pipelines.*** The Council team observed that principal and leadership pipeline systems are also at very different stages across districts, and still a work in progress in many districts. Preparing future school and district leaders is often cited as a school system priority, but not one that is built in to the work and expectations of principal supervisors—or principals for that matter. For example, few principals reported that mentoring or developing assistant principals and other school-level administrators for the principalship was a part of their role or an aspect of their performance evaluations.

5. ***A shared need to improve communications between central office departments and in district outreach to schools.*** One of the most consistent observations across districts was a need to improve the lines of communication between school management units and curriculum units. The all-too-common lack of coordination between these departments ended up diluting the instructional focus of the support principal supervisors offered principals, as well as marginalizing the expertise and resources of the curriculum department. In fact, as districts work on structural reforms related to school leadership, instructional *content* is often the missing piece. Although the Council team heard the phrase "greater instructional focus" often during site visits, this focus ended up being heavy on process and pedogical strategy, but light on the actual content—a dynamic that wasn't all that surprising given the wide gulf that exists between curriculum staff and principal supervisors.

   To this end, a recommendation the team gave to a number of districts was to establish cross-functional teams and to conduct school and classroom walk-throughs together in order to develop a shared understanding of instructional quality and promote greater collaboration.

   The team also observed a common need for districts to build better mechanisms for collecting and acting on feedback from principals, and to more clearly charge principal supervisors with representing the needs and perspectives of principals at the district level.

6. ***The need to pick up the pace of developing principal supervisor evaluation systems.*** While some PSI districts have made more progress developing principal supervisor evaluation rubrics and protocols, this was commonly cited as a next step in the work being undertaken as part of the Wallace Foundation. These evaluations are crucial for clarifying expectations and roles, and for holding principal supervisors accountable for meeting the needs of principals.

   While each district will need to develop evaluations that reflect district priorities, the team did share some common recommendations with the PSI districts that reflected the lessons and findings of the initial report. For example, principal supervisor evaluations should link to the evaluation procedures used for teachers and principals in order to build consistency in the expectations the district holds for both school and central office staff and leaders. Principal feedback should also be incorporated into the evaluation process for supervisors.

7. ***The need to reconcile a district's site-based theory of action, and what role principal supervisors should play in helping to carry out this theory of action.*** Many districts report having moved to a principal-centered system of support, but this system often lacks coherence or breaks down in practice. For example, principals in a number of districts voiced their frustration that, under new district support structures, they are no longer clear about who they should reach out to for either instructional or operational support.

In fact, with the shift to a more instructional focus for supervisors, the team observed that in a number of districts operational responsibilities remain or fall back on the principals themselves, which would seem to defeat the purpose of reforming principal support and supervisory structures. It is not enough to decree that principals should now be instructional leaders—districts need to help them figure out how to juggle or delegate the other responsibilities they face as leaders and managers of school sites, from managing a budget to handling operational crises. Principal supervisors, for their part, should be tapped to help build this school-level capacity by clarifying for principals what resources exist at the central office and how traditional administrative responsibilities should be handled or re-assigned.

8. ***The need to set districtwide reform priorities and communicate a clear, actionable set of core objectives.*** Finally, another finding that echoes what Council staff observed in our site visits to the Principal Pipeline districts was a shared need to establish core district priorities and ensure that school and district resources are tightly aligned to these priorities. This includes setting guidelines for a district's work with external partners, and ensuring that they directly serve the district's needs. Staff across districts reported being overloaded with disconnected, overlapping, or inconsistent initiatives—whether internally-driven or through external partnerships—and this lack of focus impeded district efforts to support and refocus the work of principals and principal supervisors.

Conclusion

The Council's first round of site visits to the PSI districts afforded the project leadership teams in each of these school systems a rare opportunity to share their experiences at an early stage of project implementation, to assess their progress to date, and to use this information to shape their strategy moving forward. While these districts are diverse in terms of their management structures and overall district and state contexts, many of the challenges they face at this point in the Principal Supervisor Initiative they share with the other PSI districts, and with districts across the country.

While each district has taken at least the first steps to redefine the role of principal supervisors around instructional leadership, they have more work to do in articulating and communicating this new focus, in deploying these staff strategically and ensuring consistency in the quality of support for principals, and in equipping principal supervisors with the skills and *instructional* expertise they will need to perform effectively in these roles. This will require breaking down central office silos and ensuring that curriculum staff and school management staff work closely together to provide schools with clear, consistent guidance for implementing the district's vision for high-quality instruction. Districts must also continue to build school and district leadership pipelines and to develop supervisor evaluation systems that reflect district expectations. Finally, districts should be clear about how their efforts to strengthen principal support and supervision—as well as the full range of other reform initiatives and partnerships they pursue—ultimately serve the district's needs and fit within their theory of action for improving student achievement.

The Wallace Foundation's Principal Supervisor Initiative offers these districts an opportunity to address each of these areas and to build systemwide capacity for setting and meeting broader district objectives. It also builds on much of the work and results that came out of the first round of Principal Pipeline district investments and were covered in *Rethinking Leadership*. Through regular contact, support, and monitoring of the PSI districts, the initiative will provide us with a first-hand look at how these districts manage the process of changing principal supervision, the implications of these changes for other district systems and structures, and the ultimate impact it has on school performance and student outcomes.

DES MOINES REPORT

IMPROVING
SPECIAL EDUCATION SERVICES
IN THE
DES MOINES PUBLIC SCHOOLS

Submitted to the
Des Moines Public Schools
by the
Strategic Support Team
of the
Council of the Great City Schools

May 2015

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CHAPTER 1. OVERVIEW AND BACKGROUND

The Des Moines Public Schools (DMPS) is the largest school district in Iowa, educating about 31,600 students in 65 schools. The district is composed of 39 elementary schools, including one that enrolls only students with disabilities; 12 middle schools; 10 high schools, including one that enrolls only students with disabilities; and four schools that are alternative, hospital, or interagency in nature. Some 43.2 percent of the district's students are white, 24.5 percent are Hispanic, 18 percent are African American, 7.3 percent are Asian American, 6.5 percent are multiracial, and the remaining (0.6 percent) are Native American and Pacific Islander. English language learners (ELL) account for 19.5 percent of the district's total student enrollment. Of all DMPS students, 15.3 percent receive special education services, and 12.3 percent of all students who are ELL receive special education services.

Unlike most other members of the Council of the Great City Schools, DMPS is in a state that has not adopted the Common Core State Standards. Instead, Iowa uses its Iowa Core Standards and the Iowa Core Essential Standards for students with significant cognitive disabilities to guide instruction for the state's public school students. Iowa assessments are used for annual statewide testing, along with two alternate assessments: the Dynamic Learning Maps (DLM) English Language Arts and Math for grades 3-8, 10, and 11; and the Iowa Alternate Assessment Science (IAAS) for grades 5, 8, and 11. The DLM is one of two alternate assessments that were recently developed with funds from the U.S. Department of Education.

DMPS has 40 schools that are "in need of assistance" under federal *No Child Left Behind* standards for reading and 43 schools for math. Two elementary schools were removed from the reading or math category.

Eight states, including Iowa, have not been granted an NCLB waiver by the U.S. Department of Education. Such a waiver would have exempted the state from some requirements of federal law in exchange for a state-developed plan to improve student outcomes. The Council's team was told that Iowa's barrier to a waiver related to its lack of policies and practices that would tie teaching evaluations to student test scores.[1]

The superintendent and leadership of the district asked the Council's team to focus on the following issues.

- The processes used for referring students for evaluation and determining special education eligibility and the extent to which these processes were implemented with fidelity.

[1] The *Des Moines Register*, September 16, 2014 at http://www.desmoinesregister.com/story/news/education/2014/09/16/no-child-left-behind-iowa-2014/15715005/.
[2] Students with disabilities who have individualized education programs (IEPs) and receive special education services are also referred to as students with IEPs.
[3] Most of the data were provided by school districts that responded to a survey conducted by the Urban Special Education Leadership Collaborative; the Council team or members of the team obtained the remaining data during district reviews. The rates by district are provided in Appendix A. Incidence Rates and Staffing Survey Results.
[4] U.S. Department of Education, National Center for Education Statistics. (2013). *Digest of Education Statistics, 2012* (NCES 2014-015), Chapter 2. The rates are based on 2010-11 data based on students 3 through 21 years of age. http://nces.ed.gov/fastfacts/display.asp?id=64
[5] Iowa Administrative Rules of Special Education at 281-41.312(256B)

- The extent to which these processes are applied to ELLs, along with appropriate consideration of language acquisition.
- The "terminal" nature of special education in DMPS and its low exit rates (except for students needing only speech/language services).
- The academic performance of students receiving special education services and potential areas for improvement.
- The organization of Student and Family Services (SFS), including how personnel were organized to support teaching and learning, and the extent to which SFS and personnel from other departments interact and collaborate to support schools.
- The extent to which SFS personnel focus on support for teaching and learning in contrast to compliance-related activities.
- Assessment of DMPS staffing ratios for personnel involved with special education and support services compared to other urban school districts.

CHAPTER 2. PURPOSE AND ORIGIN OF THE PROJECT

Des Moines Public Schools Superintendent Dr. Thomas Ahart asked the Council of the Great City Schools to review the district's services for students with disabilities and to provide recommendations that would improve services and narrow the achievement gap between students with disabilities and their nondisabled peers. It was clear that the superintendent and his staff have a strong desire to improve student outcomes in this area. This report was designed to help DMPS achieve this goal and to maximize the district's capacity to educate all students effectively.

The Work of the Strategic Support Team

To conduct its work, the Council assembled a team of experts who have successfully administered and operated special education programs in other major urban school districts around the country. These individuals also have firsthand expertise with the Individuals with Disabilities Education Act (IDEA) and are well versed in best practices in the administration and operation of special education programming.

The Council's Strategic Support Team (the Council team or the team) visited the district on January 26-28, 2015. During these three days, the Council team pursued its charge by conducting interviews and focus groups with district staff members and with personnel from the Iowa Department of Education, the Heartland Area Education Agency 11 (AEA), parents, parent attorney, and many others. (A list of those interviewed is presented in the appendices of this report.) In addition, the team reviewed numerous documents and reports, analyzed data, and developed initial recommendations and proposals before finalizing this report. (See the appendices for a list of documents reviewed.) At the conclusion of its visit, the team provided the superintendent and staff members responsible for special education with the team's initial conclusions and preliminary recommendations.

This approach of providing technical assistance to urban school districts by using senior managers from other urban school systems across the nation is unique to the Council and its members. The organization finds it to be effective for a number of reasons.

First, it allows the superintendent and staff members to work with a diverse set of talented, successful practitioners from around the country. The teams comprise a pool of expertise that superintendents and staff can call on for advice as they implement the recommendations, face new challenges, and develop alternative solutions.

Second, the recommendations from urban school peers have power because the individuals who developed them have faced many of the same challenges encountered by the district requesting the review. No one can say that these individuals do not know what working in an urban school system is like or that their proposals have not been tested under the most rigorous conditions.

Third, using senior urban school managers from other urban school communities is faster and less expensive than retaining large management consulting firms that may have little to no

programmatic experience. The learning curve is rapid, and it would be difficult for any school system to buy on the open market the level of expertise offered by these teams.

Members of the Strategic Support Team for this project included the following individuals –

Sue Gamm, Esq. Former Chief Specialized Services Officer Chicago Public Schools	***Neil Guthrie*** Assistant Superintendent, Student Support Services Wichita Public Schools
Julie Wright Halbert, Esq. Legislative Counsel Council of the Great City Schools	***Sowmya Kumar*** Assistant Superintendent, Office of Special Education Services Houston Independent School Distric

Methodology and Organization of Findings

The findings in this report are based on multiple sources, including documents provided by DMPS and other sources; electronic student data provided by DMPS; group and individual interviews; email documents; and legal sources, including federal and state requirements and guidance documents. A list DMPS staff members, parents, and other individuals who were interviewed for this report is provided in Appendix D. No one is personally referred to or quoted in the report, although school district position titles are referenced when necessary for contextual reasons.

Chapter 3 of this report presents the Strategic Support Team's findings and recommendations. These observations and proposals are divided into four broad categories:

I. Special Education Demographics and Eligibility for Services

II. General Education Instruction and Interventions

III. Teaching and Learning for Students with IEPs

IV. Support for Teaching and Learning for Students with IEPs

Each category contains a summary of relevant information, along with observations that outline areas of strength, opportunities for improvement, and recommendations. Chapter 4 lists all recommendations for easy reference and provides a matrix showing various components or features of the recommendations. Finally, Chapter 5 presents a brief synopsis of the report and discusses the team's overarching impressions. The appendices include the following information:

- Appendix A compares incidence rates and staffing ratios in 62 major school systems across the country.
- Appendix B contains a proposed organizational chart for special education operations.
- Appendix C lists documents reviewed by the team.
- Appendix D lists individuals the team interviewed individually or in groups and presents the team's working agenda.

- Appendix E presents brief biographical sketches of the team members.
- Appendix F presents a brief description of the Council of the Great City Schools and a list of the Strategic Support Teams that the Council has fielded over the last 15 years.

PROFESSIONAL DEVELOPMENT TASK FORCE

COUNCIL OF THE GREAT CITY SCHOOLS

Task Force on Professional Development

2015-2016

Task Force Goal

To improve the quality of professional development for teachers and principals in urban public education.

To alleviate the shortage of certified teachers and principals in urban schools.

To improve the recruitment and skills of urban school principals.

Task Force Chairs

Darienne Driver, Milwaukee Superintendent
Felton Williams, Long Beach School Board
Deborah Shanley, Brooklyn College CUNY

LEADERSHIP FOR AMERICA'S URBAN SCHOOLS: A PROPOSAL BY CAROL JOHNSON

LEADERSHIP FOR AMERICA'S URBAN SCHOOLS: Submitted by Carol Johnson, Harvard Advanced Leadership Fellow

BACKGROUND:

Urban school districts serve the most economically, racially and linguistically diverse populations in our nation. The Council of Great City Schools, an organization founded in 1956, to bring together the nation's urban public school systems in a coalition dedicated to improving the educational opportunities for students in urban communities, reported in 2014 that, overall the students in these 60 plus school districts are 70% black and Latino, 68% eligible for free or reduced priced lunch and serve a disproportionate number of students in their states that are English Language Learners and receive special education services. Despite some progress across the nation and in these districts (as evidenced by NAEP scores, proficiency, graduation rate increases and reductions in the number of students dropping out of high school), significant achievement and performance gaps persist. These districts are disproportionately impacted by high mobility, homeless families and new arrivals to this country, as well as frequent turnover in district leadership.

It is true that too many of the students in these communities enter school without the prerequisite early learning experiences that middle income and affluent families routinely offer their children, skill development that leads to early reading success; too many are the first in their family, in some cases to complete high school and enter and complete post-secondary and too often these same families are ill-equipped to navigate the educational system's bureaucracy or provide the advocacy necessary to ensure their child's opportunity to learn. But it is also true, that time and time again, public education has proven its' capacity to overcome the conditions of poverty and family circumstance, to bring students who would otherwise have no future, a pathway to college, careers and the fulfillment of the American dream. Nothing is more important to our overall wellbeing, our democratic form of government, our economic prosperity and community safety than eliminating the barriers that stand in the way of our children's access to a great education.

Recent reform efforts have focused on a combination of structural and instructional changes; school size (small high schools), more tests, higher standards (Common Core & PARCC/Smarter Balance), effective teaching (MET study), added time (extended learning and summer learning loss), competition/governance and autonomy (charters, mayoral control) and universal design (inclusion, two way bilingual). Indeed, there is evidence across the country that some and combinations of these interventions have made a difference and shifted the conversation to a more intentional and deliberate focus on outcome and not just inputs. We are more attentive to who is and isn't learning, from curriculum to rigorous content, from what is actually taught to how students are able to use and apply knowledge in more integrated ways. We have better data and know more than ever before about why some schools fail while others succeed, how to observe and document good teaching, how to more effectively design schools for the diverse learners who arrive, and how to create alternative

and blended learning opportunities through technology. We are also growing in our knowledge and understanding of the connections between learning and the development of the brain through neuroscience.

This work, the most important undertaking in America's history, to educate all at high levels, requires a sustained and focused effort. The local demand and the international competition require school districts, particularly our urban districts, serving the most vulnerable of our students, to make rapid and significant academic improvements, build strong coalitions with non-profit partners, politicians, corporate leaders, and philanthropists, and be accessible and responsive to a community filled with competing interests. Byrk, et al (Chicago,2010) delineated 5 key elements to successful schooling that include leadership, professional capacity, instructional guidance/ curriculum, student-centered climate, and strong parent and community support/ties. In reviewing hundreds of schools, this research found that schools that have strong indicator reports of these elements were up to (10) times more likely to improve students' reading and mathematics performance than schools where (3) or more of these indicators were weak. Similarly another analysis (Chenoweth, 2007) of disparate schools nationwide, serving many poor, students of color with unexpectedly high student achievement found that those schools shared similar characteristics.

While these elements seem to make common sense, creating the necessary sustained and concentrated drive to produce these conditions and put the elements in place, requires persistent, prepared and focused leadership and even then, any number of contextual changes can make success difficult. Urban school communities are flush with a myriad of intermediate distractions, including constant public and media scrutiny, diminishing resources, and changing governance structures and leaders. Realistically our urban school communities will always be dynamic and filled with distractions and the value we place on our public institutions will continue to demand elected representation, opportunities for community-wide input from a diverse stakeholder base, and resolving alignment disputes and conflicts between state, federal and local policies and policy makers.

What we are more likely to control in an immediate and consequential way, is to ensure that we develop, recruit, support and sustain the district leadership, prepared to effectively lead a complex academic enterprise, where the outcomes for the most important customers (our students) are as consequential to both them as individuals now and to us as a nation in the future.

Numerous research studies document the importance of district leadership, (Alsbury, 2008, Waters & Marzano, 2009, Ansingh, 2012). A more recent study (TBN) failed to create a direct correlation between the role of school district superintendents and student achievement. Despite the study's conclusions, most educational research concludes that while no individual variable improves performance alone, leadership is always included in the list of variables that when combined with other elements produces results, and effective leadership is absolutely required to coordinate and facilitate the other elements.

CURRENT APPROACH:

Data from the Council of Great City Schools (2014) suggests that less than 25% of urban school superintendents remain in their leadership roles for more than five years. In fact, the average tenure dropped in 2014 from a high over the last decade of 3.6 years to 3.2 years. Few superintendent leadership programs are designed for the urban context, and what is more typical is a series of courses offered by local higher education institutions that upon completion provide the "Superintendent's Licensure," and endorsement usually required by the state for leaders to serve in the position. Most of the approximately 15,000 school superintendents across the nation (exception, elected superintendents, in some states) self-select to acquire this endorsement and maybe placed without any prerequisite "induction" or preparation process similar to what we would normally even require for teachers (student teaching). Many may have served in district level assistant superintendent or director level positions prior to their appointment, others come to the position through non-traditional routes, superintendent preparation or doctoral/ leadership programs (i.e. the former Harvard Urban Superintendents' program, Vanderbilt and Columbia Universities). Current efforts like the Broad Institute, the Aspen Leadership Group have provided targeted support, particularly to recruit non-traditional leaders, and in the case of the latter, support to superintendents after being selected. The impact has only been for a small select group of districts.

Over the last decade, the Harvard Business School and the Graduate School of Education have partnered to host seminars "PELP" to develop urban district leadership teams and work on problems of practice identified by the district. Funders like the Bill & Melinda Gates Foundation, Wallace Foundation, Annenberg and Carnegie have brought together district leaders based on project specific efforts, small schools, extended learning, arts, organizational improvement, etc., and indeed these have created learning opportunities and strengthened teams of district leaders. But these efforts rely heavily on selected district partnerships versus a comprehensive strategy for transforming the overall leadership landscape. The American Association of School Administrators and their local affiliates, as well as NWEA, Proact/Superintendents' Academy offer leadership development opportunities, but they are often general rather than specific or one-time meetings versus over an extended period of time. Statewide efforts tend to be more generally aligned to the states reform efforts but are not intentionally designed for urban districts. While these examples are all noteworthy, they have limited capacity to impact in a more intentional way the "constant churn" of leadership in urban districts, and the real time entry level support that is so critically needed in the first one to three years in the position.

What is required is a new and different structure to support newly appointed urban school superintendents early in their career trajectory. Superintendents need access to a network of experienced mentors from a broad array of fields who are able to assist them as they navigate the academic, the fiscal, community and political dynamics of the position. We have accepted as intractable and normal the notion that urban district leadership will always be mobile and have the "constant churn". Without a doubt there are clearly political and mismatch realities

that may limit a more lengthy tenure. But we have too often attributed these frequent transitions to ineffective board leadership, elected governance structures and not always to how we better recruit, prepare, develop, and support those with potential to lead this critically important and consequential work. This assumption is not meant to underestimate the formidable challenges of competing interests like those we have most recently witnessed in cities like Los Angeles, Birmingham or Albuquerque, nor to dismiss or ignore that some governance structures maybe more or less effective. Rather, it affirms the need to have effective and strong representative governance, and also affirms that there are specific and highly complex leadership skills and "know-how" associated with staying long enough to effectuate meaningful changes and implementation of a reform agenda that will ensure educational opportunity for all.

Newly appointed school superintendents (first one to three years) face many challenges. Without the support necessary to promote a sustained focus on academic achievement, build productive community collaborations and create a leadership team to help navigate the tumultuous and ever changing context of labor relations, legislative priorities, competition and deal with the financial constraints of operating efficiently, these leaders will be poorly positioned to demonstrate their competence or effectiveness. Constant changes in urban school district leadership work against improvements in academic performance and a sustained focus on closing achievement gaps. Without new and different support, progress will be extremely difficult, if not impossible.

WHY IS THIS IMPORTANT?

Over the last decade (2000-2010), the United States population grew from approximately 281 to 308 people and as of May, 2014, the census reports that there are 318 million Americans. America is growing and the face of America is projected to become more diverse by 2050. Eighty-two percent of the United States' population live in cities and surrounding metropolitan communities, and urban communities have the greatest density of the population. Between 2000-2010, the overall population of the United States grew by slightly less than 10%, but the Hispanic and Asian growth was 43% each, and the Black and White populations were 12% and 5% respectively. Today, approximately 25-30% of Americans are children, but the majority of children under age one are children of color. By 2020 more than 50% of all students in the United States will be students of color and 20% of the nation's population under age 5 come from households where another language other than English is spoken at home. In many urban school districts across the nation, like Boston (45%) that rate is double. The United States Census projects that by 2050 the share of the United States population by 2050 will shift from a majority white population of 64% to 46%, while the Hispanic/Latino population currently at 16% will almost double. These facts have particular significance since a large share of these growing populations are in urban cities and many of these students have been under-represented in the positive outcomes of graduation rates, college entrance and completion rates and over-represented in the negative outcomes of drop outs, youth unemployment, and corrections/incarcerations.

Ensuring a robust and sustainable economy is only possible, if we as a nation maximize the human talent represented by all, not just some, of our students. Analysis by the Center for American Progress suggests that by closing racial gaps, we would raise overall incomes by eight percent and increase GDP by 1.2 trillion. They further suggests that "equity, inclusion, and fairness are no longer moral imperatives, they are also economic ones. America needs a new growth model that is driven by the twin goals of both equity and excellence." Developing the next generation of leaders to move a bold and more aggressive agenda for educating well a more diverse student population, (that has been traditionally under served in our schools) is critical.

The growing and more diverse population of the United States does not mirror the population of our current education workforce. In 1990, the majority of US teachers were 71% female and 29% male. Data from 2011 reports that the teaching workforce is 84% female and 16% male. In 1990, the teaching workforce nationally was 92% White, 5% Black, 2% Hispanic and 1% other. By 2011, teachers were 84% White, 7% Black, 6% Hispanic and 4% other (includes Asian, Native American). There has been a shift from traditional teacher education programs, to alternative routes to teaching, but 2/3 of teachers are still prepared in traditional higher education programs. Of those becoming teachers through alternative routes, 53% Hispanic, 39% Black, and 18% White. There are also significant disparities in the representation of superintendent leaders in the United States by gender and race. As of 2011, while over 84% of all teachers in America were women, in the approximately 14,000 school districts in this country, the percent of female superintendents has hovered between 15-20%. Even in the sixty largest urban districts where women have moved more quickly into leadership positions, 72% are male and 28% female. There is currently only one Hispanic female among the sixty largest urban superintendents and less than 2% of urban superintendents are Hispanic and Asian. Superintendents in the Council of Great City Schools are more racially diverse, 47% White, 41% Black, 15% Hispanic, but gender gaps persists and given the student demographic shifts, Hispanic, Native Americans and Asians will still be under-represented. The tenure of Black superintendents is much lower than it is for their White superintendent peers.

This effort will undertake a strategy for developing and diversifying the leadership pool of superintendents and providing the networking opportunities that prepare them to be successful in roles where they have been traditionally under-represented. The potential pool of candidates most likely will come from many of the district level leaders in the urban districts with the greatest racial and gender diversity, but more has to be done to identify and nurture this untapped and under-developed talent. As the student population becomes more diverse, the need to recruit, develop and retain diverse leaders will increase.

ACADEMIC CHALLENGES

The Common Core Standards (CCSS) initiative was launched in 2009 by the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO). Its purpose is to establish consistent educational standards across states in Grades K-12 and to

ensure that students graduate from high school prepared to enter credit-bearing courses in post-secondary institutions or to enter the workforce. The team charged with developing the standards has as its stated purpose to "…provide a consistent, clear understanding of what students are expected to learn, so that teachers and parents know what they need to do to help them." Additionally, "…the standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers" (NGA Center for Best Practices, 2010), thereby, enabling American students to compete in a global economic.

In an effort to align assessments with the new standards, two consortia were established to develop CCSS assessments. Partnership for Assessment of Readiness for College and Careers (PARCC) and Smarter Balanced Assessment Consortium (Smarter Balanced) have designed and tested assessments that will not only provide a more accurate measure of students' knowledge and skills in English Language Arts and Mathematics, but also facilitate comparisons of achievement data across students, schools, districts and states.

The introduction of CCSS and the related assessments have resulted in the most substantive changes in teaching and learning in decades and will transform classrooms across the nation. The research and evidence based standards have altered both the content (what is taught) and the strategies (how content is taught). In ELA, for example, the standards focus on the use of critical types of content – classic myths and stories, historical documents, and seminal works – to introduce increasingly complex text, academic vocabulary, and from which students cite evidence to demonstrate their understanding and apply their knowledge of the content. The mathematics standards provide a deeper focus on fewer topics at each grade level and stronger coherence of topics across grade levels. In addition, the standards require that the instruction focus equally on conceptual understanding; procedural skills and fluency; and application. In addition, the use of technology, both in instruction and assessment, has created a need for enhanced teacher development, improved infrastructure, and additional resources.

The Council of the Great City Schools embarked upon a multi-year initiative to support its member districts in implementing CCSS and a CGCS Survey (August 2013), curriculum directors indicated the following:

- Approximately 90% respondents stated that their districts planned to fully implement CCSS during last school year (2013-14);
- The majority of those resp9onding indicated that their district's progress in implementing CCSS as either good or excellent; and
- The areas that were most likely to be rated "poor" included addressing the needs of special populations (39.6%); adopting computer-based and computer-adaptive assessments (37.8%), and integrating technology into the classroom (34.2%).

Neither the programs for preparing superintendents, nor the current models of teacher training have kept pace with the seismic shifts in what educators must know and be able to do to meet the demands that are required to effectively implement the more rigorous standards. The capacity of school district leaders to understand the contextual implications of the standards reform and the ability to manage the shifts in policy, curriculum, instruction, and resource allocation are critical to ensuring both the effectiveness of the CCSS implementation, but more importantly, the success of all students.

PROPOSED PROJECT:

If urban school district leaders were provided early mentoring support and guidance, and assisted to build leadership teams and supportive networks focused on developing human capital and creating schools of excellence and equity, they will be able to provide concentrated and sustained leadership, thereby resulting in improved student performance and the closing of achievement gaps.

ASSUMPTION:

Few superintendent leadership development programs provide sufficient preparation in real-time entry level support to ensure that urban district leaders are able to successfully lead and navigate the academic, community, fiscal and political demands of the position. This lack of preparedness results in high turnover, constantly changing priorities, personnel changes, and an inability to create a sustained focus on academic achievement. The proposal assumes a shift from a reactive mode of support to one that identifies and provides planning, coaching and technical assistance in the predictable areas that create challenges for newly appointed urban superintendents and limits their long-term tenure and success in student achievement and threatens any chance of school improvement.

STRATEGY:

Target Audience: Urban school district superintendents, cabinet level leaders or non-traditional leaders in the nation's largest urban school districts who are newly appointed are in their positions for less than three years.

PURPOSE:

To provide a network of pre-and entry-level support and technical assistance to newly appointed school superintendents, to ensure early assessments and actions that build on the assets of the existing context, maximize the leaders' talents, and assist the leadership team to move forward an aggressive and productive academic agenda, while building a collaborative environment for district progress and leadership stability.

To support school districts in developing talent and assembling a team of leaders to build internal coherence and alignment, and professional capacity to transform systems and structures for academic success.

To assist school leaders in developing and executing a theory of action that increases the likelihood that students' academic performance will improve and achievement gaps will close.

To offer newly appointed superintendents access to an ongoing cadre and network of experienced leaders who serve as advisers, critical friends and mentors and offer feedback and counsel to newly appointed leaders in urban districts.

These networks will provide a confidential and safe space to problem solve, think out loud, innovate and experiment with new ideas, address problems of practice and exchange successful strategies.

IMPLEMENTATION STRUCTURE:

The Council of Great City Schools brings together the nation's largest urban school systems in a coalition dedicated to the improvement of education for children in the largest city communities. The organization does its work through advocacy, legislation, communications, research and technical assistance. It also helps to build capacity in urban educational programs, to boost academic performance and narrow achievement gaps, improve professional development, district leadership governance and management. The Council accomplishes its mission by connecting urban school district leaders across the country and upon request, from districts also conducting strategic reviews in particular areas of work including curriculum and instruction, operations, fiscal and operational areas, and services to special populations of students (i.e., special-education English language learners). The Council's Board of Directors is composed of the Superintendent and one member of the Board of Education from each member district, making the Council the only national educational organization so constituted and the only one comprised of district leaders and policymakers.

The Council of Great City Schools is recognized as a leader in urban education and has a long and distinguished history of working effectively with superintendents, elected and appointed school board members from the nation's largest districts. The organization has provided strategic reviews related to district challenges, hosted annual job-alike seminars in topical areas such as teacher effectiveness and benchmarking district operations, and provided leadership federal initiatives (CCSS, RTTT, My Brother's Keeper). Because of the Council's established relationships and strategic work with urban districts and its willingness to question and confront the status quo, the organization is uniquely positioned to create the host infrastructure to identify potential leaders who would most likely benefit from this support.

FORMAT:

The format for the project includes a blended model of webinars and face-to face network meetings and 1:1 on site and virtual coaching. The districts will have access to relevant research; participate in contextual assessments and strategic reviews; receive technical assistance and resources to address their specific needs. Through its existing K-12 educator network and the College of Education Deans, the CGCS has the capacity and experience to customize services and match the needs of district leaders and selected facilitators and resources.

SERVICES PROVIDED:

Districts participating in the program will receive the following services:

1. Mentoring support from leaders with urban superintendent or executive level personnel with experience in leading and developing complex organizations.
2. Coaching, technical assistance and support from retired leaders from education, business, legislative or other related fields.
3. Participate in job-alike opportunities, bi-annual meetings, and networking hosted by Council of Great City Schools.
4. Research support from Council of Great City Schools Urban Dean's Advisory group and selected case studies of district leadership Challenges (Harvard/PELP)
5. Develop a network of support for increasing the pool of under-represented leaders (race, gender, etc.).

LEADING AMERICA CONTENT /COACHING MANUAL

Over the next year, a set of modules and a coaching manual which represent key leadership components for this program will be developed. Among the topics to be included are the following:

INTERNALLY FOCUSED:

- Team Building: Entry Planning and Assembling a Diverse Team
- Human Capital and Executive Level Leadership
- Vision and Direction: Communication Within the District
- Operations and Infrastructure: The Nuts and Bolts of Facilities, Nutritional Services, and Transportation
- Labor Relations: Getting to Win
- Management Development- Principals and Middle Management Professional Growth
- Equity and Academic Excellence for All
- Fiscal management, equitable funding models, federal funds, fund raising
- Creating a Culture of Innovation and Reform

- Academic Focus and Rigor: Standards, Curriculum, Instruction and Assessment
- Activating Teachers' Voices
- Authentic Parent and Community Engagement – Creating Meaningful Opportunities to Involve Parents and Community in Educating Students

EXTERNALLY FOCUSED:

- Maximizing Organizational Resources – Council of Great City Schools, AASA, NSBA, NPTA, CUBE, Local and Regional Organizations
- Partnering with the Community – Developing and Sustaining Partnerships Focused on District Priorities
- Working with Policymakers: Legislative, Legal and Public Policy Issues
- Media Relations and Communications – Telling the District's Story
- Competition: Learning from Charters, Private Schools and Schools that Work
- Governance: School Board Development, Conflicts of Interest and Ethical Dilemmas
- Creating a Customer Oriented and Family Focused Organization
- Accountability for Performance – Superintendent's Evaluation and Public Confidence.

STAKEHOLDERS AND CONSTITUENT ANALYSIS:

The target audiences for these services are newly appointed superintendents and their leadership teams. School boards (elected and appointed) seek competent and consistent leadership and they will see the benefit of these leaders receiving ongoing coaching support and technical assistance from experienced leaders as they successfully direct and guide high-performance district teams.

The entire community shares the responsibility of educating its children. The economic well-being and vitality of the city depend on a well-educated workforce. Families often make housing decisions based on the perceived quality of the schools and the confidence they have in teachers and school leaders. The entire community becomes a stakeholder in the success of the schools and the confidence the community places in district leaders. It is difficult for the business community, civic leaders, families and educators to have confidence in the school community with the constant turnover in district leadership. The investments, new initiatives and relationship building necessary to create high-performing schools in our most vulnerable urban communities in particular, are less likely to be fully developed with frequent leadership changes. This project will need to engage:

1. Urban school district leaders;
2. School Board members and policy makers;
3. Philanthropy/foundations;
4. Education organizations

RESISTANCE AND FORCES OF INERTIA:

The major resistance will be the tendency to believe "that's just the way it is and there's nothing we can do to alter the current state". This can be a huge hurdle since many school board members and superintendents when confronted with conflicts or political issues view the necessity for frequent changes as a simple mismatch between the superintendent and the local school board and not the result of a lack of more carefully developed strategies on both sides for problem solving in a more collaborative way. Overcoming the resistance requires a careful examination of the data given the current environment. A key strategy will be to examine the school district leaders that have served for over a decade and have had a proven track record and evidence of success. Examples might include: Long Beach, CA, Hillsborough/Tampa, FL, and Omaha Nebraska

PILOT-PROOF OF CONCEPT AND SCALING

Discussions are underway and two (2) pilot sites are being explored.

1. State specific – Tennessee
2. National – urban districts Council of Great City Schools

STATE:

The eight (8) largest districts in the state of Tennessee represent over 50% of the students in the state. The largest populations reside in these four (4) districts: Memphis, Nashville, Knoxville and Chattanooga. For the entire state to improve, these four districts representing the greatest diversity in the state must make substantial and sustained progress. The Tennessee Department of Education has recently created a new division, specifically designed to reach out and support the district leaders and schools in these districts.

NATIONAL:

The average tenure of current school superintendents in the nation's largest urban school districts dipped again in 2014 from three point six to three point two. Urban districts with changes expected in the next six months include: Albuquerque, Birmingham, Boston, Charlotte, Nashville and Los Angeles. A preliminary project plan has been submitted to the Council of Great City Schools for further discussion and review.

MEASURES AND INDICATORS:

While creating greater stability and a sustained academic agenda can be measured by longevity in the superintendents' position, and appear to be worthy goals, the ultimate goal is not just about how long the Superintendent serves, but also ensuring that the stability and continuity of leadership will lead to improvements in the academic performance of students and closing of the access and opportunity gaps that result in some students achieving and succeeding, while others fail. The following data points will contribute to our understanding and strategy:

1. This project will use district level data to identify experienced mentors and coaches most likely to add value in supporting the superintendents and their leadership teams as they work on school and student performance.
2. This project will collect data when possible on the reasons for the short tenure and assess what contributes or works against superintendents' short or long term tenure in urban school districts.
3. This project will annually collect data on the superintendent turnover in the largest urban districts and determine if the school districts with greater leadership longevity produce better and more sustained academic results.

120 DAY TIMELINE:

September-December, 2014:

Develop and submit to ALI project proposal;
Solicit feedback from select individuals regarding the viability of proposed strategy;
Develop fiscal proposal for initial startup;
Make initial contact with key state and national stakeholders;

January 2015 to March 2015

Develop an advisory committee to further develop and support the project;
Work with the Tennessee Department of Education to identify key support strategies for largest urban districts;
Review results and key characteristics/elements in place in districts with decade-long leadership stability;
Develop curriculum modules for leadership professional development;
Submit proposal to the Council of Great City Schools executive board for consideration;
Develop initial list of prospective mentors and coaches;
Gather feedback from key stakeholders, current Superintendents and recent retirees;

April 2015 to June 2015

Revise and finalize complete proposal including fiscal plan and implementation timeline;
Develop and begin contacting a list of prospective funders;
Convene first official advisory committee;
Secure funding and identify staff and operational resource needs to commence the project.

EXECUTIVE SUMMARY:

Public schools have been the primary vehicle for educating America's students, closing achievement gaps and ensuring access to educational opportunity for all. Urban schools are disproportionately challenged to educate the most economically, racially and linguistically diverse student populations. Less than 25% of urban school superintendents remain in their leadership roles more than 5 years. The result has been frequent turnover and sometimes unnecessary turmoil in the very district school communities with the greatest need for stability, forward thinking and sustained leadership.

Few superintendent preparation programs are specifically designed for urban school leaders, and few newly appointed urban superintendents have access to a network of experienced leaders who can provide the ongoing support and technical assistance to increase the likelihood that they will remain in place long enough to develop and execute a theory of action for sustainable improvement. "Leadership for America's Urban Schools" is designed to connect newly appointed school district leaders to experienced leaders, to provide direct and contextualized entry-support and avoid the predictable traps that often derail and shorten the tenure of urban school superintendents.

Every new leader redefines priorities, assembles a new district team, and schools and teachers are left with incomplete or fragmented initiatives, conflicting messages, and confusion about the districts' direction. The many starts and stops associated with leadership changes leave people within the organization wondering if they should trust the new direction. External partners and potential business investors outside of the organization are less willing to step up and make needed commitments when leadership stability seems uncertain and the direction seems to shift every couple of years. In meeting the needs of a more diverse student population, we must also recruit and develop a more diverse pool of leaders (and teachers) to address growing disparities and gender and race under-representation in our educator workforce.

"Leadership for America's Urban Schools" will assist district leaders to focus on their academic agenda and to navigate and better understand the community and political context, as well as the fiscal challenges they face through a system of guided support and networking opportunities. If urban school district leaders were provided early mentoring support and guidance, and assisted to build leadership teams and supportive networks focused on developing human capital and creating schools of excellence and equity, they will be able to provide concentrated and sustained leadership, thereby resulting in improved student performance and the closing of achievement gaps.

In the Wallace Foundation's Leadership Perspectives research report, "Guiding Schools to Better Teaching and Learning", five key practices were identified in fostering, developing and supporting school leaders. While this report was designed to focus on the role of principals there are parallels to superintendent's leadership.

- Shaping a vision of academic success for all students,
- Creating a climate hospitable to education,
- Cultivating leadership in others,
- Improving instruction, and
- Managing people, data and process to foster school improvement.

Embedded in this list are crucial elements for fostering the conditions for school district success and a guiding principle of this project is that school district leaders through personalized coaching, shared network experiences, and real time authentic entry supports

will be better prepared to effectively lead our most challenging school districts to be accountable places where academic progress is sustained overtime and all students succeed.

There is no more important work in America today than the education of its children. The school-age population is growing and becoming more diverse and we as a nation must provide competent, caring and stable leadership equipped with the tools to ensure that all, not just some, of our citizens are educated well and succeed in life. This is ultimately about "Saving America".

ENGLISH LANGUAGE LEARNERS AND BILINGUAL EDUCATION TASK FORCE

COUNCIL OF THE GREAT CITY SCHOOLS

Task Force on English Language Learners and Bilingual Education

2015-2016

Task Force Goal

To assist urban public school systems nationally in improving the quality of instruction
for
English Language Learners and immigrant children.

Task Force Chairs

Keith Oliveira, Providence School Board
Valeria Silva, St. Paul Superintendent

BRIGHT SPOTS IN HISPANIC EDUCATION

Dear Stakeholder,

This year's Hispanic Heritage Month marks the 25th anniversary of the White House Initiative on Educational Excellence for Hispanics and in honor of this historic celebration, the Initiative, throughout the month will highlight the tremendous progress Latinos are making in education.

Today, nearly one in four students in our nation's public schools is a Hispanic youth. Making sure these young people have the opportunity to achieve their dreams isn't just the right thing to do—it's also a matter of our shared success as a country. In just the next few decades, Hispanics will represent nearly one in three American workers. It's clear; the future of our nation is closely connected to the future of our Hispanic communities.

Today, the Initiative released the *"Latinas in the U.S., 2015"* report and the *"Bright Spots in Hispanic Education"* online national catalog, echoing the week's theme, "Latino Progress: Then and Now."

- The Latinas report highlights the condition of Hispanic girls and women in the country and their participation in areas such as: education, health, labor, housing and politics. The report can inform key programmatic, policy and advocacy efforts at the local, state and national levels seeking to better increase the educational attainment and life outcomes of Latinas.
- The Bright Spots catalog features over 230 programs, models, organizations and initiatives that are supporting and investing in the educational attainment of Hispanics, from cradle-to-career. The Initiative seeks to leverage these Bright Spots to encourage collaboration between stakeholders focused on similar issues in sharing data-driven approaches, promising practices, peer advice, and effective partnerships, ultimately resulting in increased support for the educational attainment of the Hispanic community.

To learn more about the Latinas report, the Bright Spots catalog, and the Initiative's anniversary efforts, visit: www.ed.gov/HispanicInitiative and stay updated on all the announcements that will be released throughout Hispanic Heritage Month by signing up for emails here. Below, we have included sample content for social media amplification. We encourage you to share widely with your networks.

When we lift up the Hispanic community, we strengthen our nation. When we create more ladders of opportunity, we provide the chance for all Americans to reach their greatest potential. Thank you for all you on behalf of our nation's students and families, including the nation's Latino community and for your support and partnership over the years.

Sincerely,

The White House Initiative on Educational Excellence for Hispanics

Fulfilling America's Future: Bright Spots in Hispanic Education
NOMINATION FORM

Thank you for nominating a *Bright Spot in Hispanic Education (Bright Spot)*. Please provide responses to the questions below to the best of your ability. Please note that the information captured on this form may be shared within the federal government and made public. In order to fully consider your nomination we would like to receive responses to all of the following questions, however, your response to each question is voluntary.

BRIGHT SPOT REQUIREMENTS

As you consider nominating *Bright Spots*, please ensure they address each of the following educational priorities and requirements before submitting your nomination:

- □ Targets or serves the Hispanic community;
- □ Mission aligns with the Initiative's key educational priorities: Early Learning, College Access, College Completion, Latino Teacher Recruitment, STEM Education; if other, please indicate in summary below.
- □ Has measurable goals that evaluate its effectiveness and impact; and
- □ Demonstrates an evidence-based approach.

BRIGHT SPOT NOMINATOR CONTACT INFORMATION

Please provide contact information for the Bright Spot nominator:

Name: Dr. Luis Valentino and Albuquerque Public Schools Board of Education
Title: Albuquerque Public Schools Superintendent and Albuquerque Public Schools Board of Education
Organization: Albuquerque Public Schools (APS)
Email: Luis.Valentino@aps.edu ; boarded@aps.edu
Organization Phone Number: 505-328-6290 (Valentino); 505-880-3731 (Board Services Office)
How did you learn about the nominated Bright Spot. E-mail from NALEO organization: **www.naleo.org**

BRIGHT SPOT CONTACT INFORMATION

To the extent that you have information about the person, organization, or process you are nominating, we would appreciate receiving the same kind of contact information about the nominee as you provided about yourself in response to the previous question.

Name: Michael Casserly and Gabriela Uro
Title: Executive Director and Director of ELL Policy and Research
Organization: Council of the Great City Schools
Email: mcasserly@cgcs.org and guro@cgcs.org
Organization Phone Number: (202) 393-2427

BRIGHT SPOT ORGANIZATION INFORMATION

We would appreciate receiving additional information about the nominated Bright Spot.

The Council of the Great City Schools (www.cgcs.org, @GreatCitySchls) is a coalition of sixty-seven (67) major urban public school systems nationwide that serve a quarter of all English Language Learners across the country and 20 percent of all Hispanic students. Members include the school districts of Albuquerque, Anchorage, Atlanta, Austin, Baltimore City, Birmingham, Boston, Bridgeport, Broward County, Buffalo, Charleston County, Charlotte-Mecklenburg, Chicago, Cincinnati, Clark County, Cleveland, Columbus, Dallas, Dayton, Denver, Des Moines, Detroit, Duval County, El Paso, Fort Worth, Fresno, Guilford County, Honolulu, Hillsborough County, Houston, Indianapolis, Jackson, Jefferson County, Kansas City (MO), Long Beach, Los Angeles, Miami-Dade County, Milwaukee, Minneapolis, Nashville, New Orleans, New York City, Newark, Norfolk, Oakland, Oklahoma City, Omaha, Orange County, Palm Beach County, Philadelphia, Pittsburgh, Portland, Providence, Richmond, Rochester, Sacramento, San Antonio, San Diego, San Francisco, Santa Ana, Seattle, Shelby County, St. Louis, St. Paul, Toledo, Washington, DC, and Wichita. The Council was founded in 1956 by Sargent Shriver and others.

Bright Spot Issue Areas: Early Learning and College and Career Readiness
Executive Director: Michael Casserly

Vision: "We—the leaders of America's Great City Schools—see a future where the nation cares for all children, expects their best, appreciates their diversity, invests in their futures, and welcomes their participation in the American dream."

Mission: "It is the special mission of America's urban public schools to educate the nation's most diverse student body to the highest academic standards and prepares them to contribute to our democracy and the global community."

BRIGHT SPOT SUMMARY

Please provide a high-level summary of no more than four to six sentences, explaining why you are nominating this proposed Bright Spot.

We are nominating the Council of the Great City Schools because of its extraordinarily aggressive and effective efforts to improve the academic attainment of Hispanic students in the nation's major urban public schools. The Council was founded to help improve the quality of education in the inner cities and remains uniquely dedicated to enhancing achievement and narrowing gaps among Hispanic students, African American students, poor students, and English learners. The organization does this through direct technical assistance to its members, the development of model instructional programs, training on college and career readiness among Hispanic students, research on program effectiveness, incentivizing the production of high-quality instructional materials for ELLs, advocacy for high standards, meetings on best practices, and other strategies. The array of concentrated efforts have been pivotal in the improvement of achievement among Hispanic students in the nation's urban public schools.

BRIGHT SPOT ISSUE AREA(S)

Please describe how the Bright Spot is addressing one or more of the educational priorities for Hispanics: Early Learning, College Access, College Completion, Latino Teacher Recruitment, and STEM Education. If other, please indicate in this section.

The Council of the Great City Schools is particularly focused on spurring early learning and college access for Hispanic students in its urban schools. It does this by focusing on the quality of instruction, professional

development, materials, and assessments used with Hispanic students. The organization supplements this work with training, technical assistance, strategic reviews, scholarships specifically for Hispanic and African American students graduating from the Great City Schools, and examples of best practices in its member urban school systems. For instance, the Council has incented some of the nation's major publishers to improve the quality of instructional materials for Hispanic students and ELLs. It has developed criteria for judging whether instructional materials are consistent with college- and career-readiness standards. In addition, the Council has provided direct technical assistance to member school systems on how to improve instructional programming for Hispanic and ELL students.

Major studies by the Council include: *Today's Promise, Tomorrow's Future: The Social and Educational Factors Contributing to the Outcomes of Hispanics in Urban Schools*; *English Language Learners in America's Great City Schools: Demographics, Achievement, and Staffing*; *A Framework for Raising Expectations and Instructional Rigor for English Language Learners*; and *Succeeding with English Language Learners: Lessons Learned from the Great City Schools*. The Council was also active in welcoming recently-arrived unaccompanied minors into the nation's urban schools and providing technical assistance to its members in addressing their needs. Moreover, the Council has developed a series of Key Performance Indicators (KPIs) to track the academic performance of Hispanic students and ELLs in the nation's urban public schools. Finally, the Council wrote and circulated nationwide a series of Spanish-language guides for parents on college- and career-readiness standards that have been downloaded millions of times over the last three years, and it produced two Telly Award-winning Spanish-language Public Service Announcements (PSA) on the benefits of college- and career-readiness standards, the first of which was seen or heard some 77.4 million times over an 18-month period on Spanish-language television or radio, and the second of which has been seen or heard over 40 million times in the first five months of its current television and radio run.

INITIATIVE CROSS-CUTTING CRITICAL AREAS

The Initiative focuses on the following educational priorities: Early Learning, College Access, College Completion, Latino Teacher Recruitment, and STEM Education. Yet the Initiative recognizes the need for investments and efforts targeting the full educational cradle-to-career spectrum for Hispanic students. If the Bright Spot focuses on and supports other areas, such as: Hispanic boys and young men, family engagement, English language learners, Hispanic girls and women in STEM education, or student support services, we would appreciate receiving your description of these efforts in your application.

The Council focuses its work on Hispanic students but also on English language learners (ELLs) and males of color—both Hispanic and African American. The organization has also made a major pledge as part of the Administration's "My Brother's Keeper" initiative to improve outcomes for males of color from the pre-k level through high school graduation. The pledge focuses on early childhood initiatives, enhanced student achievement in elementary and secondary grades, tracking of statistical progress, absenteeism, suspensions and expulsions, advanced placement participation, FAFSA completion, turnaround schools, disproportionate special education placement, and graduation rates.

BRIGHT SPOT IMPACT

In order to determine which nominees are most effective, we need statistically significant data demonstrating the effectiveness of the nominated Bright Spot. We are interested in learning how the Bright Spot's success and impact has been captured or measured. To the extent that you have data demonstrating effectiveness, we would appreciate a description of the metrics used to measure the effectiveness of the nominee, the statistical data that were collected regarding effectiveness, and evaluation information that highlights the program's success. We would also appreciate learning whether the program has been expanded, replicated or scaled, how many individuals have been served, whether the number of the population served has increased since the program's inception, and any other information that will help demonstrate its effectiveness. If this information can be found online or if you have additional documents,

we would be greatly aided if you would provide a link to the supporting data or attach the supporting information to the nomination.

The academic attainment of Hispanic students in the large cities—a variable that almost entirely overlaps with the membership of the Council—has improved significantly on the National Assessment of Educational Progress between 2003 and 2013. For instance, fourth grade reading scores for Hispanic students in large city public schools improved from a scale score of 197.4 in 2003 to 204.4 in 2013. Eighth grade reading scores improved from 240.7 to 252.5 over the same period. In math, Hispanic fourth grade students in the large city public schools improved from 219.2 to 229.2 between 2003 and 2013, and eighth graders improved from 255.6 to 269.4 over the ten year period. In all cases, the improvements in reading and math among Hispanic students in the large city public schools on NAEP were significantly greater than the gains of students nationwide.

Where the Council provides technical assistance to its members on improving instructional programming for Hispanic students and ELLs, districts often see gains in achievement. For instance, the Seattle Public Schools saw all of its schools meet their AMAOs after the district implemented proposals recommended by the Council.

BRIGHT SPOT PARTNERS

In determining the scope of the nominated Bright Spot's impact, we would appreciate receiving information about any other partners (i.e., advocacy groups, companies, organizations) with which the Bright Spot has worked to achieve its goals.

The Council of the Great City Schools works with its member school districts to achieve its goals. CGCS also works in collaboration with many other organizations, serving on task forces, working groups, and making presentations. Additionally, their resources are available to other organizations.

US DEPARTMENT OF EDUCATION (ED) OR FEDERAL GOVERNMENT INVOLVEMENT

We are interested in learning if the nominated Bright Spot has been involved with the U.S. Department of Education (ED) and/or other federal agencies, e.g., did the nominee apply for a Federal grant, receive federal funding, or was it visited or highlighted by ED or another federal agency.

The Council of the Great City Schools has not received any federal funds to pursue its work in this area, nor has it applied for any federal funds in this area. The Council has described some of its efforts and initiatives to leadership and staff at the U.S. Department of Education.

PRESS ATTENTION

If the nominee has received attention in the press, our understanding of the nominee's activities would be greatly aided if you could provide information about that attention, such as clips/links that highlight the proposed Bright Spot, e.g., articles, blogs, and TV or radio coverage.

The Council has received extensive trade and national press for its work with Hispanic and ELL students and the progress they are making. Below is a sample.

Washington Post (November 10, 2014). "Hispanic Students Making Steady Progress in Math."
Education Week (November 16, 2012). "Common Core and ELLs: New Resources from Urban Schools Group."
Education Week. (April 14, 2015). "Common Core Alignment Tool: Looking at Grade-level Textbooks."
Education Week. (September 10, 2014). "Urban Districts Develop Common-Core Guide for Teaching ELLs."*Education Week*. "Common-Core Math Standards Put New Focus on English Learners."

ELL INSTRUCTIONAL MATERIALS PROJECT

Spurring the Improvement of Instructional Materials for English Language Learners:

A Project of the Council of the Great City Schools

Funded by the Bill & Melinda Gates Foundation and the Televisa Foundation

Preface/Overview of Issues

In the spring of 2014, the Council of the Great City Schools launched an ambitious and groundbreaking effort, with the support of The Bill & Melinda Gates Foundation and the Televisa Foundation, to spur the improvement of instructional materials for English Language Learners (ELLs). The need for quality instructional materials for ELLs has been a long-standing concern of Council's members, who educate over one-quarter of the nation's ELLs. The adoption of new college and career-ready standards has exacerbated this need, particularly given the heightened language demands of the new standards. This document synthesizes and describes the results of a collaborative project in which the Council brought together urban school practitioners, ELL experts, and selected publishers to make concrete improvements to instructional materials for ELLs.

Overview of Issues

A gap exists: A survey of the Council's membership confirmed that there is a serious lack of instructional materials that are compatible with more rigorous CCSS/CCR standards and appropriate for teachers serving English Language Learners (ELLs).[1] In response to this dearth of materials, teachers have begun to develop their own materials. In fact, our 2013 survey showed that 59 percent of teacher respondents (n= 284) indicated that they develop their own instructional materials for ELLs. This finding appears to continue, especially the development of ELL instructional materials that are aligned to college and career-ready standards. According to a 2014 report by the Center for Education Policy, "in more than 80% of districts in CCSS-adopting states, curricular materials aligned to the CCSS are being developed locally, often by teachers or the district itself."[2] This situation is leading to uneven instructional quality within and across districts.

The publishing process is complex and expensive, and publishers appear reluctant to "shake up" established systems and perceptions. However, publishers do appear to have staffing and resources to invest in materials development, as evidenced by the breadth and extent of their offerings. The cost to publishers of developing a complete K-6

[1] See *Instructional Materials for English Language Learners in Urban Public Schools*, published March 2013, available at www.cgcs.org

[2] See the Center on Education Policy's report: *Common Core State Standards in 2014: Curriculum and Professional Development at the District Level*, published October 2014.

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or K-8 literacy program can be tens of millions of dollars.[3] The development process typically requires dozens of staff in a variety of roles and can take up to 2-3 years to develop a "core" curriculum (though this appears to be evolving, and the timeframe can be significantly less for a digital or supplemental offering).

Publishers usually begin their development process by designing/creating a prototype unit at one grade level (or two), then building out other grade levels using the prototype(s) as a model/template once the prototype is finalized (after much discussion/review/focus testing). Companies are often hungry for direct, practical, and specific input from ELL experts and district practitioners during the development process, as they strive to produce market-viable, effective instructional materials.

Our project thesis: There is a widely acknowledged need for publishers to improve their instructional materials for ELLs. A new generation of more rigorous standards calls for more rigorous instructional materials. However, districts and publishers have traditionally not communicated very specifically about specific instructional needs. Publishers need concrete input and guidance from ELL experts to help them shape new materials - or revised existing ones – to achieve an appropriate level of rigor.

In addition, there is a widespread and openly expressed fear among publishers that instructional materials "will not sell if they look too hard." To them, it appears risky to develop rigorous materials before teachers are fully trained to effectively implement them. We propose that a clearly expressed aggregate demand from the Council's large urban districts (the publishers' largest customers) might mitigate that fear and encourage publishers to move forward in developing more rigorous instructional materials for ELLs.

Of course, publishers cannot – and should not – create instructional materials in a vacuum. Because of that, the Council's project brought together district practitioners, ELL experts, and educational publishers for joint discussions designed to shape a new generation of instructional materials that were more rigorous, well-aligned to the CCSS/CCR standards, and attentive to the specific needs of ELLs.

Project Methodology

The timeline for this project was strategically aligned with upcoming textbook adoptions that were particularly relevant to ELLs, such as California's 2015 ELA adoption. This convergence opened the door to timely collaboration with publishers, who were already in the process of developing new programs for upcoming adoptions. The project was also designed to parallel publishers' development methodology: fine-tuning key "prototype"

[3] Retrieved online 8/14/2015 at http://www.edutopia.org/textbook-publishing-controversy

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units- with input from district practitioners and ELL experts – that might be used as templates for further development.

As a first step, the Council published and disseminated a "Request for Proposals (RFP)" in the spring of 2014. This document articulated parameters for proposals from publishers. For example, it specified that the project would focus on instructional materials aligned to new Common Core/College & Career-Ready Standards in English Language Arts, with a particular focus on English Language Development for ELLs in grades K-8. The RFP also called for publishers to work across language development domains, devising an instructional path that integrated reading (receptive) and writing (productive) standards. *See **Appendix One** for guidelines from the "Call for Proposals".*

The dissemination of this RFP raised awareness among publishers about the importance of this work (accelerating rigor and achievement for ELLs) to Council members, and highlighted the need for greater collaboration among publishers, practitioners, and experts. Consequently, 12 publishers submitted 13 program proposals. In early summer 2014, a panel composed of district practitioners, ELL experts, and CGCS staff reviewed the proposals and selected six publishers to participate in the project; five moved forward with the process. (Amplify, Benchmark Education, Houghton Mifflin Harcourt, Imagine Learning, and National Geographic Learning moved forward; Lexia declined the invitation to participate.)

After an initial meeting in which key editorial staff from the five participating publishers brought existing instructional materials for review and feedback from a panel of practitioners, experts, and Council staff, four publishers moved forward with investing in and developing sample units and agreeing to participate in additional discussions. Imagine Learning dropped out of the project at this point. *See **Appendix Two** for a list of ELL experts and districts participating in the review of materials.*

In two subsequent meetings, the remaining publishers brought prototypes for additional review. The Council team provided direct, program-specific feedback to the publishers about how their materials could be improved. After these discussions and feedback, three publishers (Benchmark Education, Houghton Mifflin Harcourt, and National Geographic Learning) moved forward to a pilot phase within seven Council member districts. (Amplify did not pilot.)

The pilot phase was scheduled for the spring semester 2015. A several-month "pilot window" allowed districts to work around high-stakes testing. Most participating districts piloted towards the end of the school year when each participating teacher taught one prototype unit (from two to four weeks in duration) in their classes of ELLs.

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Upon conclusion of the pilot, two post-pilot surveys were administered--one for pilot teachers and coordinators to gather perceptions about the pilot and piloted units, and one for all project participants (practitioners, ELL experts, publishers) to get feedback on the structure and objectives of the project in general. *See **Appendix Three** for the survey questions.*

Findings

There was compelling evidence that the instructional materials for ELLs of the remaining participating publishers have evolved significantly. In addition, the pilot process was helpful in identifying strengths and improvements in piloted materials, particularly compared to instructional materials that districts were currently using. In this section, we discuss key findings.

Promising Practices/Positive Outcomes:

Over the course of multiple discussions with district practitioners and ELL experts, a number of instructional priorities emerged. These priorities were organized around four key categories, which were clearly communicated to participating publishers, and used as the basis of the evaluation rubric:*

***Instructional Design**:* Materials should be organized around rich, compelling text sets. The instruction should be visibly aligned to grade-level standards, and vertically aligned to ensure ongoing opportunities to learn, grow, and demonstrate knowledge.

Rigor: The materials should reflect rigorous learning outcomes for ELLs. Texts should increase in complexity, encouraging productive struggle.

Text: The materials should include complex text, chosen on both quantitative and qualitative measures. Texts should be respectful and inclusive of all students' backgrounds.

Academic Language: The materials should focus on developing the language skills required for academic growth. They should go beyond word level, exploring linguistic structures and mastering sophisticated linguistic demands. Primary languages should be regarded as an asset rather than a barrier.

See **Appendix Four for the full evaluation rubric, articulating instructional priorities.*

Pilot teachers who worked with the new instructional materials were asked to rate the effectiveness of the materials compared with currently adopted/implemented instructional ELL materials. The metrics used were parallel to those established by the practitioners and ELL experts participating in the collaborative discussions. Though results varied across individual teachers and/or publishers, the following tables indicate that teachers

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overwhelmingly reported that pilot materials were more effective than their current materials on the following metrics *(actual survey comments in blue/ital.):*

- Use of rich text *"Teachers really liked the texts and read-alouds …"*
- Use of interesting text *"The materials were of high interest." "The kids were excited about reading."*
- Use of complex text
- Grade-level core content *"The materials are on grade level …"*
- Contextual vocabulary instruction (as apposed to vocabulary in isolation)
- Contextual grammar instruction (as apposed to grammar in isolation)
- Opportunities for academic conversations *"(Students) were really engaged in discussions"*
- Opportunities to develop academic language *"… a beautiful way to present a language program."*

The charts below present aggregated responses to Questions 8 and 11 of the survey, which asked teachers for their opinions about how well the materials helped ELLs to develop English proficiency. Teachers were also asked about the relative quality of materials based on thirteen specified metrics.

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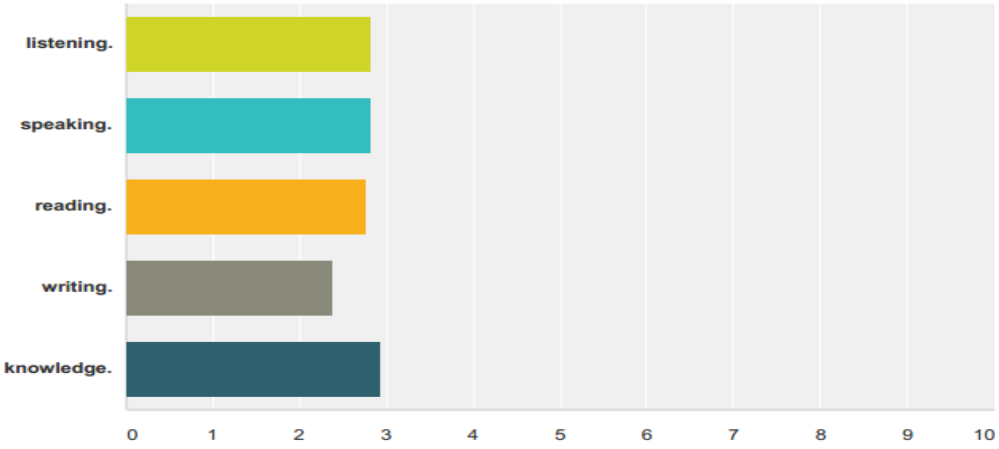
Q8 Compared to the English language arts/English language development (ELA/ELD) materials you were using before, the pilot materials helped your students learn at a faster rate in:

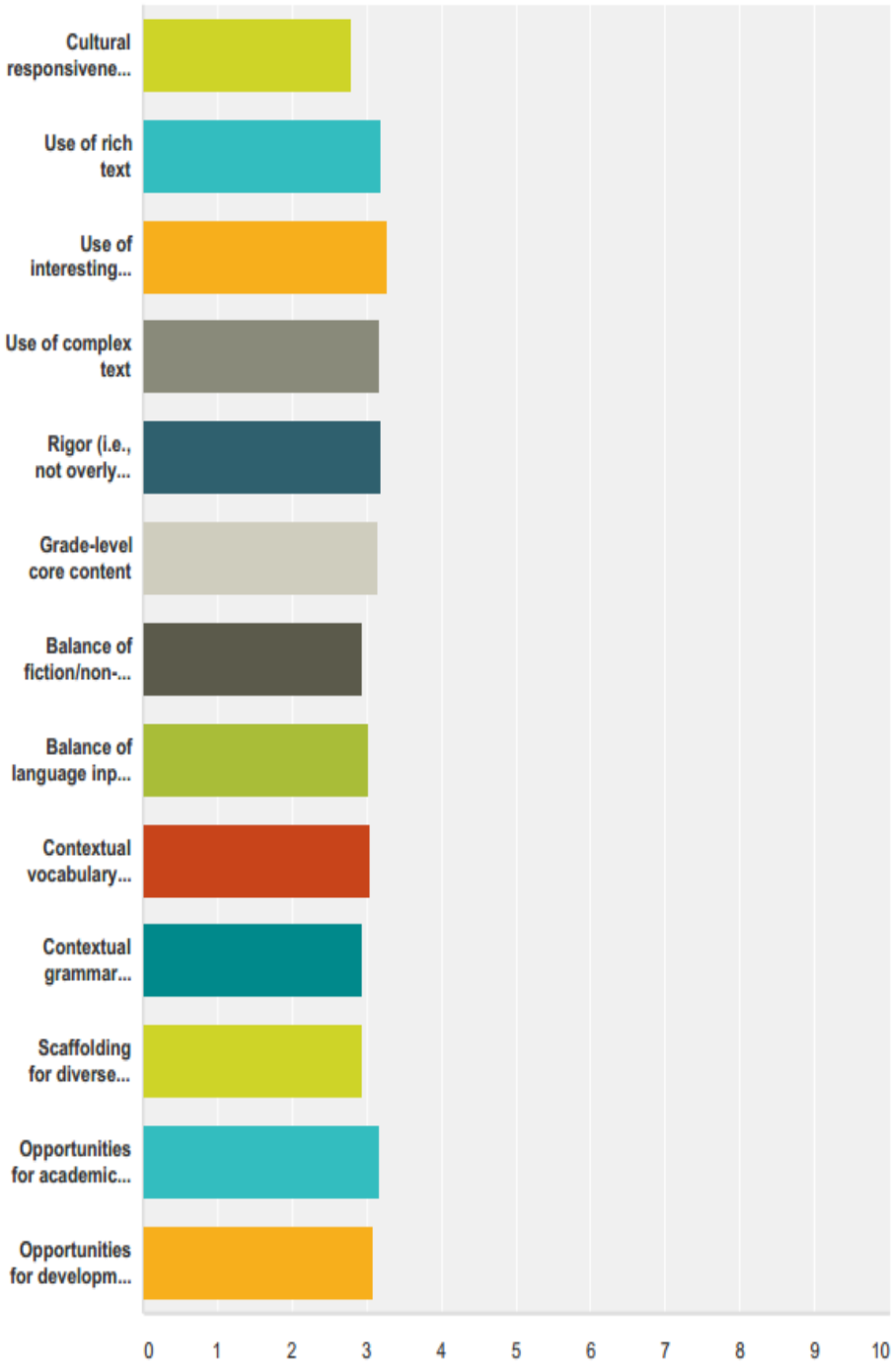
Answered: 44 Skipped: 0



	Strongly agree	Agree	Disagree	Strongly disagree	Total	Weighted Average
listening.	11.36% 5	63.64% 28	20.45% 9	4.55% 2	44	2.82
speaking.	15.91% 7	54.55% 24	25.00% 11	4.55% 2	44	2.82
reading.	13.64% 6	54.55% 24	27.27% 12	4.55% 2	44	2.77
writing.	2.27% 1	40.91% 18	50.00% 22	6.82% 3	44	2.39
knowledge.	18.18% 8	61.36% 27	18.18% 8	2.27% 1	44	2.95

Q11 Relative to the ELD materials you used this year, would you agree that the pilot materials were more effective in providing:

Answered: 44 Skipped: 0



	Strongly agree	Agree	Disagree	Strongly disagree	Total	Weighted Average
Cultural responsiveness (i.e., inclusive and respectful)	13.64% 6	54.55% 24	29.55% 13	2.27% 1	44	2.80
Use of rich text	36.36% 16	50.00% 22	11.36% 5	2.27% 1	44	3.20
Use of interesting text	43.18% 19	43.18% 19	11.36% 5	2.27% 1	44	3.27
Use of complex text	36.36% 16	47.73% 21	13.64% 6	2.27% 1	44	3.18
Rigor (i.e., not overly simplified or watered down)	36.36% 16	50.00% 22	11.36% 5	2.27% 1	44	3.20
Grade-level core content	31.82% 14	54.55% 24	11.36% 5	2.27% 1	44	3.16
Balance of fiction/non-fiction texts	22.73% 10	52.27% 23	22.73% 10	2.27% 1	44	2.95
Balance of language input (listening, reading) and output (speaking, writing)	22.73% 10	56.82% 25	20.45% 9	0.00% 0	44	3.02
Contextual vocabulary instruction (as opposed to vocabulary in isolation)	27.27% 12	54.55% 24	13.64% 6	4.55% 2	44	3.05
Contextual grammar instruction (as opposed to grammar in isolation)	25.00% 11	47.73% 21	25.00% 11	2.27% 1	44	2.95
Scaffolding for diverse English proficiency levels	22.73% 10	54.55% 24	18.18% 8	4.55% 2	44	2.95
Opportunities for academic conversations	34.09% 15	50.00% 22	15.91% 7	0.00% 0	44	3.18
Opportunities for development of academic language	31.82% 14	47.73% 21	18.18% 8	2.27% 1	44	3.09

Improvements Still Needed:

Despite the generally positive response, pilot teachers indicated that materials still needed improvements. For instance, teachers reported that materials were somewhat less effective in demonstrating or providing for—

- Cultural Responsiveness
- Balance of language input (listening, reading) and output (speaking, writing)
- Scaffolding for diverse English proficiency levels, especially for earlier levels of proficiency and/or Long Term English Learners (LTELs) *"…it did not address all levels of ELLs and LTELs appropriately."*
- Writing *"…the focus should be on developing the writer rather than the writing piece." "There was not enough direct writing instruction …"*

Many pilot teachers commented that pilot units seemed to take more time to cover than pacing guides suggested; and teachers felt rushed to get through. Despite their "rushed" perception, pilot teachers stated that they would like to see—

- More time to do a deep dive, with rich academic conversations around the text
- More reading across connected text sets
- More connected/integrated writing instruction/supports
- More contextual language/vocab/grammar development … not multiple discrete activities
- A clearer notion of how to integrate all dimensions of language development with the text explorations *"ELD lessons should connect the language taught with the focused reading comprehension skill."*

Project Constraints and Challenges

The project was ground-breaking in nature; it is the first to facilitate direct collaboration between multiple large urban school districts and major publishers of instructional materials. As such, there were also constraints and challenges, some anticipated, and others not. In terms of constraints, we deliberately limited the number of participating publishers and districts in order to successfully manage each stage of this ambitious project and to ensure we could operate within project-budget parameters. We also limited the scope of the effort to grades K-8 for similar reasons.

We also recognized the inherent challenge in being able to "move the needle" on student achievement since the pilots were short in duration (1 prototype unit in 2-4 weeks), and had to rely on publisher-created assessment instruments. Moreover, we knew that our timeline posed a challenge for everyone, given that pilots occurred late in the school year and faced competing priorities (e.g., high-stakes testing, etc.). Finally, implementation was often inconsistent from district-to-district both in terms of context (push-in, pull-out, self-contained, co-teaching) and time spent (anywhere from 30 to 120 minutes per

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session) because of the need to accommodate differing district instructional approaches and models.

Still, we did not anticipate the challenges we encountered in completing district protocols around pilot approvals (e.g., research departments required, in some cases, completion of two courses, fingerprinting and background checks, etc.) In one instance, the lengthy list of requirements actually prevented a district from piloting the materials, though they were eager to do so. In another, the district was prevented from piloting new materials because of guardrails around an ongoing textbook adoption.

These constraints led to some key take-aways around the establishment of procedures and "guardrails" for any subsequent work on instructional materials. These take-aways were confirmed by the post-pilot survey--

- Start district approval protocols EARLY
- Do NOT schedule pilots at the end of the year *"There is no perfect time to pilot, just don't do it at the end of the year." "Fall or winter is best."*
- Assign pilot coordinators, possibly at the building level, who have been involved in preliminary stages of the project and are committed to project objectives *"As a district level employee, it was challenging making my schedule work with the teachers at the school."*
- Narrow project scope to 1-2 grade levels with targeted standards and objectives. This will allow districts to administer one common assessment for all based on NAEP/PARCC/SBAC. Individual publishers collected and analyzed student samples and summative data for their own pilot classrooms, but assessment data submitted to the Council lacked consistency across pilots, and lacked the ability to allow for valid interpretation and analysis. There are potentially several reasons, including—

    - Flexible project parameters in terms of grade levels and objectives,
    - Inconsistent pre/post assessment,
    - Varying implementation, and
    - Unknown student demographic information and instructional context.

Ongoing Challenges Revealed Through the Project

Each stage of the project encountered new challenges. Some of these challenges were related to districts, others to publishers, and some will be best tackled jointly by all the relevant stakeholders. For example--

Discordant messages regarding expectations. There was a significant disconnect between discussions/expectations at the district level and the reality at the building level. While district ELL leaders strongly encouraged instructional materials that demonstrated a higher level of rigor, teacher comments suggested that pilot materials were, in fact, too rigorous.

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Varying level of understanding of new standards. There were other challenges related to district and/or teacher capacity. For example, based on comments made on the post-pilot survey, it was clear that some pilot teachers had little training or experience on the new standards, and many held varying expectations about ELLs.

Need for greater understanding of scaffolding. Both teachers and publishers needed a deeper understanding of and common vocabulary around **scaffolding**. There was great variability in their use of scaffolds (e.g., when is "direct instruction" required? When is independent work appropriate? What does 'independent' work look like across language proficiencies, given more rigorous standards and more complex text?). With this in mind, our panel of practitioners and experts recommended the following:

- Materials should supply more explicit scaffolding for teachers (in TE) as well as for students (in instruction).
- Scaffolding must be purposively implemented to build towards a goal/outcome, not just for the sake of the activity.
- Scaffolding must be based upon deep knowledge of students' context and assets.
- Scaffolding must based upon need: low, medium, or high levels of support - **NOT** beginner, intermediate, or advanced language proficiency.

Teacher-developed materials. Because many teachers do not perceive some commercially available instructional materials to be viable, they are creating their own curricula and/or instructional materials. Often, however, they have neither the time nor the expertise needed to weave together the myriad of elements required for comprehensive standards coverage. Where this is occurring, how can we support districts in creating curriculum maps, associated resources, and a scope and sequence that is consistent, coherent, and uniformly implemented district-wide?

Metrics for measuring achievement. There was also a need for better, more thoughtful/purposeful assessments to gauge the effectiveness of materials and metrics to serve teachers (formative assessments) and, if possible, measure student achievement.

Conclusions and Next Steps

This project has demonstrated an impact well beyond the four participating publishers in bringing about improvements in the nature, rigor, and features of instructional materials for ELLs. It has successfully created a new protocol for urban districts and ELL experts to collaborate with publishers on materials development and selection. It has also provided valuable professional development for all parties around how to articulate and apply clear criteria for the development and selection of instructional materials.

For example, non-participating publishers are now requesting to participate in new iterations of the project, and are seeking assistance from Council staff in reviewing their

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instructional materials. In addition, the organization had a record number of publishers sponsoring the annual meeting of ELL Program Directors (BIRE). This was no small feat, given the fragmented market, and the fact that ELLs represent only 10 percent of the total enrollment of US public schools. In short, publishers are showing a heightened interest in developing effective instructional materials for ELLs.

The Council is also becoming increasingly known for quality, groundbreaking work in improving education and achievement for ELLs. Publishers and districts have confidence in the Council's protocols and processes because they respect and understand both the publishers' world and school districts. And along the way, urban school districts have become more assertive in demanding high-quality materials from publishers.

Conclusions and Recommendations Specific to Publishers:

In post-project debriefings with participating publishers and in post-project survey results, publishers unanimously indicated that the project provided valuable insights and feedback during a critical development phase. As one publisher commented, *"The council has succeeded in educating publishers and pilot districts in the need to increase the cognitive demands we place on ELLs and do a better job of scaffolding our instruction rather than simplifying our resources."*

And, a district participant concurred, *"The project has created and cemented the parameters of instructional rigor for ELLs … (and) the imperative of equal access to rigorous curriculum for all students."*

This establishes a powerful rationale for publishers to move forward under a new paradigm and, with the Council's continued guidance and feedback, the possibility that we can--

- Continue to invest in developing rigorous, grade-level appropriate materials for ELLs (resist the temptation to simplify or reduce expectations)
- Revisit and revise specific components to better align critical elements (theory of action), presenting grammar and vocabulary *in context,* offering valid assessment practices that can inform instruction and measure progress, through a consistent lens of expanding language
- Rethink standard approaches to instructional paths. (What's in the "wrap" and "trough"? What does appropriate scaffolding look like? How is it labeled?)
- There is a powerful need for a new paradigm for implementation/training on how to use materials to accelerate achievement – i.e., professional development that goes well beyond simply walking teachers through organization and features of new materials. In the past, as new materials were introduced and training provided by adopting districts, many publishers used quite prescriptive or dogmatic, training teachers that districts will expect teachers to march through their full scope &

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sequence, in order, using the textbook as their primary (or sole) curriculum resource. We propose that this training paradigm must be disrupted/shifted.[4]

Conclusions and Recommendations Specific to Districts:

Ongoing project discussions and survey results indicated a number of opportunities by which districts could prepare for and implement more rigorous standards. In fact, the post-pilot survey showed that 47 percent of respondents did not believe that their district's ELA and ELD departments had a shared vision for how ELD fits into the ELA instructional progression.

In light of this, districts are strongly encouraged to—

- Articulate a vision for their ELD model[5] and how it is implemented, and for a district-wide alignment of ELA and ELD instruction
- Share and communicate high expectations for instructional practice in service to ELLs
- Articulate the appropriate role of instructional materials (materials themselves are NOT "a curriculum". They are linked to the district curriculum, and brought to life with effective instructional practice.
- Review professional development within the context of the district's current needs, and build upon teacher capacity and agency so they know **what to look for**, **what to do, and how to do it** to support students in attaining new levels of rigor. Silos need to be broken down, and all educators must share common understandings and a common vocabulary
- Train staff involved in the selection of instructional materials on the needs of ELLs and the expectations of rigorous instruction *(73 percent of post-pilot survey respondents stated that their district currently does not provide adequate professional development for the evaluation and selection of instructional materials for ELLs.)*

Conclusions and Recommendations Specific to The Council:

The Council remains committed to shining a spotlight on the need for improved instructional materials, higher expectations, and more rigor for ELLs. Continuing this work will remain a high priority of the organization in the year to come. As such, the Council will—

- Continue to disseminate ELD 2.0 Framework (http://cgcs.org/site/default.aspx?PageType=3&ModuleInstanceID=312&ViewID=7b97f7ed-8e5e-4120-848f-a8b4987d588f&RenderLoc=0&FlexDataID=1647&PageID=257) that punctuates the

[4] The Council is also undertaking a separate, but related, project exploring a reconceptualization of online, job-embedded professional development for teachers of ELLs who are working with the new, more rigorous standards and instructional materials.

[5] See *A Framework for Raising Expectations and Instructional Rigor for English Language Learners*, available on the Council's website at www.cgcs.org

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importance of incorporating BOTH Designated (FLS)/Integrated (DALE), and supports educators need to understand the purpose for each
- Provide ongoing support for the use of necessary tools (webinars, presentations, etc.)
- Continue to develop and disseminate guidance related to scaffolding for ELLs: When is scaffolding appropriate? How do you recognize productive struggle? What does appropriate scaffolding look like? When do you pull back?
- Continue to advocate for consistently high expectations and effective models and instructional practices for ELLs, SWD, and other high-needs students
- Continue development of online, job-embedded professional development that helps to operationalize higher expectations for ELLs
- Explore the possibility of aggregating purchasing power (not just demand) among large urban districts

List of Appendices

Call for Proposals guidelines for publishers
List of district participants, ELL experts
Post-pilot and post-project survey questions
Evaluation Rubric with Instructional Priorities
"How-to" for Districts (e.g., consensus, confidentiality, etc.)

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UNACCOMPANIED MINORS

Unaccompanied Minors and DACA Recipients in Great City Schools

Background

The surge seen in the number of unaccompanied minors entering the U.S. in the fall of 2013 represents only a fraction of the immigrant children that many of the Council member districts have seen over the last few years. In fact, the estimated 93,000 unaccompanied minors who entered the country in 2014-15 represent only 11 percent of the estimated 840,000 immigrant children and youth in our schools. (Source: U.S. Department of Education.)

In the majority of cases, the newly arriving children are not recorded as 'unaccompanied minors' (UM), as school districts generally know they must refrain from asking about immigration status. Most likely, the majority of these students fall under the 'immigrant children and youth' definition pursuant to Title III Part C of the ESEA *No Child Left Behind Act*.

The lack of a clear definition for 'unaccompanied minors' in the ESEA at the same time that districts are required under *Plyler* to serve them poses significant challenges to being able to provide accurate counts of such students last school year or in the new one. Nonetheless, we encourage districts to track, as best they can, the number of enrolled students who fall under the ESEA definition of immigrant children and youth since the counts could affect Title III funding.

Federal 2015 Appropriations and 2016 Proposed Federal Budget

The 2015 federal appropriations included a $14 million appropriation for UM. These funds were to be allocated to states under Title III provisions related to immigrant children and youth. Council member districts provided information on their increased enrollments of immigrant children and examples of services provided for such students. This information was invaluable to securing the increased appropriations. The President's budget for FY 2016 included the $14 million in Title III funding and requested an additional $36 million. However, the Senate Appropriations Committee has proposed decreasing Title III funding by $25 million in FY 2016, and the House committee proposed a freeze at the FY 2015 level.

Enrollment and projections of immigrant children and youth in CGCS member districts

Based on the Council's 2014 survey of our districts we found that—

- Over 60 percent of the reporting districts (34 reporting districts) experienced a noticeable increase in the enrollment of immigrant children and youth in 2013-14. Some districts saw increases of up to 1,000 additional such students. These children and youth included those who might be classified as UM and those who are arriving only with their mothers.
- For more than seven districts, the increase occurred mostly in the second half of the school year (Jan-May 2014).
- About half of the responding districts reported that immigrant students were coming from Guatemala, El Salvador, and Honduras.
- At the time of the 2014 survey, over 81 percent of the 34 responding districts anticipated an increase in enrollment in fall 2014-15.

Enrollment estimates of unaccompanied minors at the national level—FY 2015 update

The district-reported increase in the enrollment of immigrant children and youth coming from Guatemala, El Salvador, and Honduras likely includes unaccompanied minors. These patterns in district data are consistent with U.S. Customs and Border Protection data that indicate the number of UM from El

Salvador, Guatemala, Honduras, and Mexico crossing the U.S. border increased by 270 percent--18,200 in FY 2009 to 67,300 in FY2014. (See Table I. below.) In the first quarter of FY2015, a total of 30,409 individuals crossed the southwest border.

Table I. Arrival of Unaccompanied Minors in Fiscal Years 2009-2014 and Fiscal Year 2015 (Oct.1 '14-July 31 '15). (Source: U.S. Customs and Border Protection)

Country	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2105 (Oct. '14-July '15)
El Salvador	1,221	1,910	1,394	3,314	5,990	16,404	6,669
Guatemala	1,115	1,517	1,565	3,835	8,068	17,057	10,756
Honduras	968	1,017	974	2,997	6,747	18,244	3,838
Mexico	16,114	13,724	11,768	13,974	17,240	15,634	9,146
Total	**18,197**	**18,168**	**15,701**	**24,120**	**38,045**	**67,339**	**30,409**

State and county level data of UM placed with sponsors

In response to the Council's advocacy, the Office of Refugee and Resettlement disclosed state and county-level numbers of UM who had been placed with a sponsor. Specifically, over the course of FY14 (October 2013-September 2014) and FY15 (October 2104-July 2015), a total of 73,939 UM were placed with a sponsor. Based on county-level figures, some 58,484 UM have been placed in 163 counties with 50 or more UACs. Forty-seven of these counties are served by Council-member districts and have welcomed close to 51 percent of the 58,484 UM. (See CGCS Table of UM in CGCS districts.)

Family units apprehended

In addition to UM, there are other children and youth who have been apprehended with a family member by Border Protection. These individuals are designated a 'Family Unit.' As of September 16, 2015, the U.S. Customs and Border Protection (CBP) indicated that 62,848 Family Units were apprehended at the southwest border in FY2014. (Note: In July 2015, the reported number on CBP's website for families apprehended in FY2014 was 68,455.) An additional 28,489 were apprehended in FY2015 (Oct. 1, 2014-July 31, 2015). The majority of Family Units apprehended in 2015 were from Honduras (7,817), El Salvador (7,504), Guatemala (9,674), and Mexico (3,494).

School District Challenges

Council-member districts have relayed to federal officials the myriad of challenges they are facing in ramping up services and programs for newly arriving students. Challenges include—

- School districts are not given advanced notice of when and how many UM will be enrolling in their schools, making planning and staffing very difficult.
- The 2015 federal appropriations included $14 million to help districts meet the needs of UM, but states are not making much effort to ensure that funds reach school districts where UM are enrolled.
- Accurate identification and tracking of enrolled UMs is difficult because of the requirement to keep immigration-status information private. In addition, school district data systems often lack designated data-fields and terms to code newcomers, SIFE, and refugee students.
- Local, state, and federal federal agencies rarely work with school districts to address the need of immigrant students.

- Meeting the social, emotional, and academic needs of newcomers, SIFE, and refugee students, including professional development for school administrators, teachers, and staff is complex and intensive--adding significantly to district funding burdens.
- State and federal school accountability systems, policies, and practices often fail to use measures that are valid and meaningful in assessing the academic progress of immigrant students. For example, indicators such as attendance and graduation rates do not take into consideration the unique circumstances of refugee and immigrant students.

Additional Sources of Information
The Council has compiled a list of sources with information about UM along with information on immigration and refugee services and supports. These resources include--

The Office of Refugee Resettlement (ORR) has compiled a comprehensive list of links to resources for UM and their providers. Please visit:
http://www.acf.hhs.gov/programs/orr/resource/unaccompanied-childrens-services
http://www.acf.hhs.gov/programs/orr/resource/in-country-refugee-parole-processing-for-minors-in-honduras-el-salvador-and-guatemala-central-american-minors-cam

The Central American Minors Refugee/Parole Program at the Department of State allows certain parents lawfully in the U.S. to request access to the U.S. Refugee Admissions Program for their children in El Salvador, Guatemala and Honduras. Please visit:
http://www.uscis.gov/tools/multilingual-resource-center

U.S. Department of Education guidance:
http://www2.ed.gov/policy/rights/guid/unaccompanied-children.html

U.S. Health and Human Services website:
http://www.acf.hhs.gov/programs/orr/programs/ucs/about

The Center for Health and Health Care in Schools website:
www.healthinschools.org/en/School-Based-Mental-Health/Immigrant%20Children%20and%20Unaccompanied%20Minors.aspx

U.S. Citizenship and Immigrant Services' Multilingual Resource Page offers guidance to immigration benefits and humanitarian benefits. Please visit:
http://www.uscis.gov/tools/multilingual-resource-center

Deferred Action for Childhood Arrivals (DACA) & Deferred Action for Parents of Americans and Lawful Residents (DAPA) Sources of Information
On November 20, 2014, President Obama announced the creation of DAPA, a program that would grant certain undocumented parents of U.S. citizens and parents of lawful permanent residents temporary permission to remain in the U.S. The President also announced the expansion of DACA for a period of three-years. Currently, the U.S. Citizenship and Immigration Services (USCIS) is not accepting applications for the expanded DACA or DAPA due to a federal district court order in Texas that temporarily blocked the implementation of either program.

DACA extensions affected by court injunction

As of February 16, 2015, when the court issued an injunction to processing DACA extensions, some 108,000 three-year work-permits had been approved by USCIS. Any subsequent DACA extensions (three-year work-permits) issued after the injunction were not valid, and consequently USCIS announced that affected recipients must return their permits by July 31, 2015 in order to receive a valid two-year work permit and deferral status. Recipients who failed to return their work-permits risked losing them and their deferral status and risking the ability to reapply.

USCIS Fact Sheet on DACA recipients who are required to return their work-permit.

For more information on DACA recipients who must return their work-permits, please visit the USCIS webpage below or call the USCIS National Customer Service Center at 1-800-375-5283 and select Option 8.

http://www.uscis.gov/humanitarian/consideration-deferred-action-childhood-arrivals-process/important-information-some-daca-recipients-who-received-three-year-work-authorization-fact-sheet

Even though individuals are not be able to apply for expanded DACA or DAPA status until a court issues an order allowing the initiatives to go forward, we are providing a list of sources where you can find information on the current status of the expanded DACA and DAPA, and how to apply for DACA under the criteria announced in June 2012.

Think About It or Piénsalo is an initiative funded by the Televisa Foundation that highlights success stories of DACA recipients in addition to providing resources for DACA eligible individuals. The website is available in English and Spanish.

English: http://thinkaboutit.us/

Spanish: http://thinkaboutit.us/esp.php

The National Immigration Law Center has compiled a comprehensive list of links to resources on DACA and DAPA requirements, eligibility, benefits, risks, expansion, and myths:

http://www.nilc.org/dapa&daca.html

We Own the Dream

http://www.weownthedream.org/deferred-action/

Cooperative Latino Credit Union

http://latinoccu.org/dreamer/

Updated: September 16, 2015

UAC Placed with Sponsors by State and County Levels

The data in the following table below shows the total number of unaccompanied minors placed with sponsors by state, by counties where 50 or more children have been placed with a sponsor, and by counties with CGCS member districts.

	UAC Placed with Sponsors in FY 2014 (Oct. '13-Sept. '14)	UAC Placed with Sponsors in FY 2015 (Oct. '14-July'15)	UAC Placed with Sponsors FY '14 & FY '15
UAC Placed by State-Level	53,518	20,421	73,939
UAC Placed by County-Level	44,361	14,123	58,484
UAC Placed in Counties with CGCS Member Districts	21,892	7,710	29,602

	FY 2014	FY 2015	FY '14 & FY '15
CGCS as % of UAC State total	40.9%	37.8%	40.0%
CGCS as % of UAC County-data total	49.3%	54.6%	50.6%

As of July 31, 2015, state-level data of UAC indicates that 40 percent of UAC have been placed with sponsors living in a Council member district. Over 50 percent of UAC placed in counties with 50 or more UAC, are in a CGCS member area.

UAC Placed in Counties Served by CGCS Member Districts

Out of the total 163 reported counties in which 50 or more UAC have been placed with sponsors in FY 2014 and FY 2015, 47 counties are served by a Council member district. These 47 counties represent 29 percent of the counties but have welcomed close to half of all UAC placed in one of the 163 counties.

	State	District	County Name and State	UAC Placed in FY 2014 (Oct.'13-Sept.'14)	UAC Placed in FY 2015 (Oct.'14-July'15)	UAC Placed by County FY 14 & FY 15
1	AL	BIRMINGHAM CITY SCHOOLS	JEFFERSON COUNTY, AL	114	73	187
2	CA	FRESNO UNIFIED SCHOOL DISTRICT	FRESNO COUNTY, CA	133	56	189
3	CA	LONG BEACH UNIFIED SCHOOL DISTRICT	*LOS ANGELES COUNTY, CA*	*2,949*	*1,160*	*4,109*
4	CA	LOS ANGELES UNIFIED SCHOOL DISTRICT				
5	CA	OAKLAND UNIFIED SCHOOL DISTRICT	ALAMEDA COUNTY, CA	367	225	592
6	CA	SAN DIEGO UNIFIED SCHOOL DISTRICT	SAN DIEGO COUNTY, CA	130	107	237
7	CA	SAN FRANCISCO UNIFIED SCHOOL DISTRICT	SAN FRANCISCO COUNTY, CA	261	109	370
8	CA	SANTA ANA UNIFIED SCHOOL DISTRICT	ORANGE COUNTY, CA	284	121	405
9	CO	DENVER PUBLIC SCHOOLS	DENVER COUNTY, CO	76	-	76
10	CT	BRIDGEPORT SCHOOL DISTRICT	FAIRFIELD COUNTY, CT	344	-	344
11	FL	BROWARD COUNTY PUBLICS SCHOOLS	BROWARD COUNTY, FL	513	142	655
12	FL	DUVAL COUNTY PUBLIC SCHOOLS	DUVAL COUNTY, FL	192	60	252
13	FL	HILLSBOROUGH COUNTY SCHOOL DISTRICT	HILLSBOROUGH COUNTY, FL	230	84	314
14	FL	MIAMI-DADE COUNTY PUBLIC SCHOOLS	MIAMI-DADE COUNTY, FL	1,492	502	1,994
15	FL	ORANGE COUNTY PUBLIC SCHOOLS	ORANGE COUNTY, FL	309	76	385
16	FL	DISTRICT OF PALM BEACH COUNTY	PALM BEACH COUNTY, FL	1,170	540	1,710
17	GA	ATLANTA PUBLIC SCHOOLS	FULTON COUNTY, GA	100	-	100
18	IL	CHICAGO PUBLIC SCHOOLS	COOK COUNTY, IL	273	107	380
19	IN	INDIANAPOLIS PUBLIC SCHOOLS	MARION COUNTY, IN	188	60	248
20	KY	JEFFERSON COUNTY PUBLIC SCHOOLS	JEFFERSON COUNTY, KY	120	59	179
21	LA	NEW ORLEANS PUBLIC SCHOOLS	ORLEANS PARISH, LA	317	-	317
22	MD	BALTIMORE CITY PUBLIC SCHOOLS	BALTIMORE CITY, MD	379	102	481
23	MA	BOSTON PUBLIC SCHOOLS	SUFFOLK COUNTY, MA	508	199	707
24	NE	OMAHA PUBLIC SCHOOLS	DOUGLAS COUNTY, NE	122	68	190
25	NV	CLARK COUNTY SCHOOL DISTRICT	CLARK COUNTY, NV	212	107	319
26	NJ	NEWARK PUBLIC SCHOOLS	ESSEX COUNTY, NJ	344	110	454

	State	District	County Name and State	UAC Placed in FY 2014 (Oct.'13-Sept.'14)	UAC Placed in FY 2015 (Oct.'14-July'15)	UAC Placed by County FY 14 & FY 15
27	NY	NEW YORK CITY GEOGRAPHIC DISTRICT # 7	*BRONX COUNTY*	*495*	*144*	*639*
		NEW YORK CITY GEOGRAPHIC DISTRICT # 8				
		NEW YORK CITY GEOGRAPHIC DISTRICT # 9				
		NEW YORK CITY GEOGRAPHIC DISTRICT #10				
		NEW YORK CITY GEOGRAPHIC DISTRICT #11				
		NEW YORK CITY GEOGRAPHIC DISTRICT #12				
28		NEW YORK CITY GEOGRAPHIC DISTRICT #13	*KINGS COUNTY*	*535*	*223*	*758*
		NEW YORK CITY GEOGRAPHIC DISTRICT #14				
		NEW YORK CITY GEOGRAPHIC DISTRICT #15				
		NEW YORK CITY GEOGRAPHIC DISTRICT #16				
		NEW YORK CITY GEOGRAPHIC DISTRICT #17				
		NEW YORK CITY GEOGRAPHIC DISTRICT #18				
		NEW YORK CITY GEOGRAPHIC DISTRICT #19				
		NEW YORK CITY GEOGRAPHIC DISTRICT #20				
		NEW YORK CITY GEOGRAPHIC DISTRICT #21				
		NEW YORK CITY GEOGRAPHIC DISTRICT #22				
		NEW YORK CITY GEOGRAPHIC DISTRICT #23				
		NEW YORK CITY GEOGRAPHIC DISTRICT #32				
29		NEW YORK CITY GEOGRAPHIC DISTRICT # 1	*NEW YORK COUNTY*	*77*	*-*	*77*
		NEW YORK CITY GEOGRAPHIC DISTRICT # 2				
		NEW YORK CITY GEOGRAPHIC DISTRICT # 3				
		NEW YORK CITY GEOGRAPHIC DISTRICT # 4				
		NEW YORK CITY GEOGRAPHIC DISTRICT # 5				
		NEW YORK CITY GEOGRAPHIC DISTRICT # 6				
30		NEW YORK CITY GEOGRAPHIC DISTRICT #24	*QUEENS COUNTY*	*902*	*373*	*1,275*
		NEW YORK CITY GEOGRAPHIC DISTRICT #25				
		NEW YORK CITY GEOGRAPHIC DISTRICT #26				
		NEW YORK CITY GEOGRAPHIC DISTRICT #27				
		NEW YORK CITY GEOGRAPHIC DISTRICT #28				
		NEW YORK CITY GEOGRAPHIC DISTRICT #29				
		NEW YORK CITY GEOGRAPHIC DISTRICT #30				
			NYC Total	*2,009*	*740*	*2,749*
31	NC	CHARLOTTE-MECKLENBURG SCHOOLS	MECKLENBURG COUNTY, NC	683	163	846
32	OH	CINCINNATI PUBLIC SCHOOL	HAMILTON COUNTY, OH	205	120	325
33		COLUMBUS CITY SCHOOLS	FRANKLIN COUNTY, OH	164	77	241
34	OK	OKLAHOMA CITY PUBLIC SCHOOLS	OKLAHOMA COUNTY, OK	140	59	199
35	PA	THE SCHOOL DISTRICT OF PHILADELPHIA	PHILADELPHIA COUNTY, PA	207	82	289
36	RI	PROVIDENCE PUBLIC SCHOOL DISTRICT	PROVIDENCE COUNTY, RI	174	142	316
37	TN	METRO-NASHVILLE PUBLIC SCHOOLS	DAVIDSON COUNTY, TN	353	135	488
38		SHELBY COUNTY SCHOOLS	SHELBY COUNTY, TN	285	110	395
39	TX	AUSTIN ISD	TRAVIS COUNTY, TX	477	128	605
40		DALLAS ISD	DALLAS COUNTY, TX	1,196	342	1,538
41		FORT WORTH ISD	*TARRANT COUNT, TX*	*282*	*84*	*366*
42		ARLINGTON ISD				
43		HOUSTON ISD	HARRIS COUNTY, TX	4,028	1,249	5,277
44		SAN ANTONIO	BEXAR COUNTY, TX	175	64	239
45	VA	NORFOLK PUBLIC SCHOOLS	NORFOLK CITY, VA	75	-	75
46		RICHMOND CITY SCHOOLS	RICHMOND CITY, VA	159	75	234
47	WA	SEATTLE PUBLIC SCHOOLS	KING COUNTY, WA	153	73	226
			Total UAC Placed in Counties Served by CGCS Member District	**21,892**	**7,710**	**29,602**

Source: Unaccompanied Children Release Data, Office of Refugee Resettlement. Accessed 9/16/15. Data by county: www.acf.hhs.gov/programs/orr/unaccompanied-children-released-to-sponsors-by-county. Data by State: www.acf.hhs.gov/programs/orr/programs/ucs/state-by-state-uc-placed-sponsors

CHICAGO ELL REPORT

2015

Raising the Achievement of Latino Students and English Language Learners in the Chicago Public Schools

A REPORT OF THE STRATEGIC SUPPORT TEAM OF THE COUNCIL OF THE GREAT CITY SCHOOLS

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Raising the Achievement of Latino Students and English Language Learners in the Chicago Public Schools:

Report of the Strategic Support Team of the Council of the Great City Schools

I. Purposes and Origins of the Project

Introduction

Historically, the Chicago Public Schools have been known as one of the more innovative major urban school districts in the country. It has experimented with the country's first mayoral-controlled governance systems; it took the lead in site-based decision making and school site councils; and it introduced scores of experimental instructional programs over the years.

Over the last five or six years, however, the school system has struggled. It has seen extensive turn-over at the top of the system and major staff turn-over throughout the central office; it has changed its theory of action and direction of its reforms several times in succession; it has experienced teacher strikes and needed to close dozens of its schools; and it has suffered substantial financial problems that threaten the long term health of the system.

Along the way, the district has undergone substantial demographic changes as it worked to stabilize itself and implement new academic standards. But it was the need to improve the academic performance of the city's children, particularly its English language learners and Latino students whose numbers have burgeoned over the years, that prompted the leadership of the school district to ask for this review.

The subject of this report is raising academic achievement among English language learners (ELL) and Latino students in the Chicago Public Schools. The challenges facing ELLs and Latino students have been studied before in the district, but it is not clear that the district has moved aggressively on previous reviews. We hope this time will be different.

Still, the broader instructional reforms in the district appear to be having some effects on student achievement. And the question at hand is whether the improvements have accrued to the benefit of the growing number of ELLs in the district and what might be done to spur that progress. Hence, CEO Barbara Byrd-Bennett contacted the Council about having the group analyze the district's instructional program and its impact on ELLs

and Latino students. She also requested the organization's best recommendations for boosting outcomes for these critical students. This report is the result of that request.

Overview of the Project

The chief executive officer of the Chicago Public Schools, Barbara Byrd-Bennett, initially asked the Council of the Great City Schools to conduct a review of the instructional programming for Latino students and English language learners in the late fall of 2013. The Council, a coalition of the nation's largest urban school systems, has extensive experience with instructional reforms and English language programming in the nation's major cities. The group has conducted over 250 instructional, management, and operational reviews in more than 50 big-city school systems across the nation over the last 15 years.

The Council, in turn, began assembling a Strategic Support Team of senior instructional and bilingual education leaders from other large urban school systems with a strong track record of raising student achievement among English language learners and Latino students in their own communities. These individuals, along with staff from the Council, paid several visits to Chicago, interviewed scores of individuals both inside and outside the school system, reviewed relevant documents, analyzed performance data, visited schools and classrooms, and compiled this report.

PROJECT GOALS

Barbara Byrd-Bennett and the board of education of the Chicago Public Schools asked the Council of the Great City Schools to review the school district's programs for English Language and Latino students to determine why students were achieving at the levels they were and to make recommendations and proposals for improving the academic performance of these and other students in the school district. The CEO asked the Council and its team to pay special attention to the school district's overall strategy for improving achievement with Latino students and ELLs; central office guidance to networks and schools around the academic performance of these students; how well defined and integrated the instructional programming for ELLs and other students was across the district; and what reforms and changes might be considered as the district worked to improve achievement among Latino students and English language learners.

WORK OF THE STRATEGIC SUPPORT TEAM

The Council's team made its first visit to Chicago on December 9, 2013. During that visit, the team interviewed senior school system staff and members of the board of education to get a high-level view of the school system and the issues it faced with English language learners and Latino students. This initial team was composed of Council staff members Michael Casserly, Gabriela Uro, and Ray Hart along with Jana Hilleren-Bassett of the Minneapolis Public Schools. (A list of team members is shown in the table below and brief

biographical sketches are found in Appendix K.)

The second site visit to Chicago was made on January 27-30, 2014. This site visit team was composed of Council staff members Michael Casserly, Gabriela Uro, Ray Hart, and Moses Palacios. Joining the Council staff were staff members from the New York state department of education, the Minneapolis public schools, the Seattle public schools, the Houston independent school district, and the Oakland unified school district. The purpose of this visit was to conduct interviews with a broader range of senior school system staff, including staff members from the teaching and learning department, the Office of Language and Cultural Education (OLCE), the office of innovation, professional development, English language arts and math staff, the teachers union, sample teachers, network staff, research and assessment, sample principals, instructional coaches, early childhood education staff, and many others. We also interviewed members of the school board and members of the external Latino advisory committee.

The third site visit to Chicago was made on April 27-29, 2014. The purpose of this visit was to conduct school and classroom visits and to interview additional teachers and staff at the building level. The team visited some 22 schools, observed over 100 classrooms in those schools, and held focus groups of teachers and staff. (A list of schools visited is presented in Appendix L.) The schools were selected at random based on ELL and Latino enrollments, the academic performance of ELLs and Latino students, the overall performance of the schools, and the types of instructional programs being used with ELLs.

Classroom visits included general education classes, English-as-a-second-language classes, dual language classes, and other settings. Each classroom visit was short and may not have reflected a typical day. Still, the team felt it was seeing a representative sample of instruction for English language learners. Members of this team included Council staff members Gabriela Uro, Ray Hart, Moses Palacios, and Debra Hopkins along with staff members from the Minneapolis and Oakland school systems.

A fourth site visit was made to Chicago on September 11, 2014 by Council staff members Gabriela Uro and Ray Hart. This visit was devoted to interviewing the new director of OLCE and to seeking more detailed assessment data from the district's research department.

Finally, numerous phone calls were made to district staff over the intervening months to collect additional information and to clarify points for this report.

The exhibit below lists all members of the Council's Strategic Support Team

Exhibit 1. Members of the Council's Strategic Support Team

Michael Casserly Executive Director Council of the Great City Schools	Gabriela Uro Director of Language Programs and Policy Council of the Great City Schools
Ray Hart Director of Research Council of the Great City Schools	Angelica Infante Associate Commissioner for Bilingual Education and Foreign Language Services New York State Department of Education
Jana Hilleren-Bassett Executive Director of Multilingual Services Minneapolis Public Schools	Veronica Gallardo Director of English Language Learner and International Programs
Matilda Orozco School Support Officer Houston Independent School District	Nicole Knight Executive Director of English Language Learner and Multilingual Achievement Oakland Unified School District
Debra Hopkins English Language Learner Project Coordinator Council of the Great City Schools	Moses Palacios Research Specialist Council of the Great City Schools

The Council team conducted numerous interviews with central-office staff members, school board members, principals, teachers, and representatives of outside organizations, parents, and others.[1] A list of those interviewed individually or in groups is found in Appendix N.

Moreover, the team reviewed numerous documents and reports and analyzed data on student performance. A list of the materials, reports, and documents that the Council team reviewed is included in Appendix M.

Finally, the team examined the district's broad instructional strategies, materials, core reading and math programs, assessment programs, and professional development efforts. It also examined the district's strategic plan, instructional priorities, and analyzed how the district's broad reforms and programs supported achievement among English

[1] The Council's peer reviews are based on interviews of staff and others, a review of documents provided by the district, observations of operations, and our professional judgment. The team conducting the interviews relies on the willingness of those interviewed to be truthful and forthcoming, and makes every effort to provide an objective assessment of district functions, but the team cannot always judge the accuracy of statements made by all interviewees.

language learners and Latino students. The team also looked for evidence that the district was pursuing systemic and integrated instructional approaches for ELLs, and it looked for evidence of differentiated instruction, assignment of appropriate work, student engagement, English-language development strategies, high expectations and instructional rigor in general education classrooms where ELLs were present, and evidence of practice that spurred academic-language acquisition and vocabulary development. In addition, the team looked for evidence that management, principals, and teachers were using data to inform and monitor instruction—and to gauge program effectiveness.

The reader should note that this project did not examine the entire school system or every aspect of the district's instructional program. Instead, we devoted our efforts to looking strictly at initiatives affecting the academic attainment of English language learners and Latino students. We did not try to inventory or count all those instructional efforts or examine non-instructional issues that might affect the academic attainment of English language learners. This report is not an audit or an attempt to determine the district's degree of compliance with various state and federal bilingual requirements. That responsibility belongs to state and federal authorities. Rather, we looked at strategies, programs, and other activities that would help explain why the city's English language learners are learning at the levels they were, and what might be done to improve it.

The approach of using urban education peers to provide technical assistance and advice to school districts is unique to the Council and its members, and it has proved effective over the years for a number of reasons. First, the approach allows the superintendent and staff to work directly with talented, successful practitioners from other urban districts that have a record of accomplishment. Second, the recommendations that these peer teams develop have validity because the individuals who developed them have faced many of the same problems now encountered by the school system requesting the review. These individuals are aware of the challenges that urban schools face, and their strategies have been tested under the most rigorous conditions. Finally, using senior urban school managers from other communities is less expensive than retaining an outside management-consulting firm.

CONTENTS OF THIS REPORT

This report begins with the above overview of the project. Chapter II presents an overview of the Chicago Public Schools and the demographics of the school system. Chapter III presents an analysis of academic achievement of English language learners and Latino students in Chicago. Chapter IV summarizes the Strategic Support Team's findings and observations regarding the ELL program and the instructional program affecting Latino students in the school district. Chapter V presents the team's recommendations and proposals for improving the program. Chapter VI presents a brief synopsis of the report and its major themes.

The appendices of this report are extensive and contain additional information that may be of interest to the reader. Appendix A presents National Assessment of Educational Progress Snapshots on the district. Appendix B lists the networks in the Chicago Public Schools with the largest concentrations of English language learners and what languages are most prevalent. Appendix C presents a short discussion of state law and regulations that have a bearing on the ELL programs in Chicago. Appendix D presents NAEP data for Hispanic students and ELLs in Chicago in comparison with other major cities. Appendix E lists a number of schools that the Council included in its enrollment analyses but which were not included on the school system's website. Appendix F lists all the schools in the districts with fewer than 30 ELLs. Appendix G describes relevant background on the Chicago consent decree that shaped how and why ELL services look like they do. Appendix H presents sample high school graduation pathways from schools districts in Dallas, St. Paul, and San Diego. Appendix I summarizes the literacy model for ELLs used in the San Diego Unified School District. Appendix J presents a brief history of linguistic diversity in the city of Chicago. Appendix K presents brief biographical sketches of members of the Council's Strategic Support Team. Appendix L lists all of the schools that the Strategic Support Team visited. Appendix M lists all the materials that the team reviewed as part of this project. Appendix N lists the individuals who were interviewed either personally or as part of a focus group. And Appendix O describes the Council of the Great City Schools and lists the Strategic Support Teams it has mounted over the years.

BILINGUAL, IMMIGRANT, AND REFUGEE EDUCATION DIRECTOR'S MEETING

BILINGUAL, IMMIGRANT, AND REFUGEE EDUCATION
DIRECTORS MEETING 2015

AGENDA

WEDNESDAY May 13, 2015

7:45 am – 3:15 pm	**SCHOOL SITE VISITS - FOR SCHOOL DISTRICTS ONLY** **(BREAKFAST ON YOUR OWN)** Meet in lobby of the Westin Charlotte at 7:45 am. Lunch provided at school sites.
5:00 pm – 6:30 pm	CHARLOTTE-MECKLENBURG SCHOOLS VISIT DEBRIEF **(HARRIS ROOM, ALL INVITED)** Debrief and light refreshments at the Westin Charlotte Hotel.

THURSDAY May 14, 2015

7:00 am – 4:00 pm	REGISTRATION
7:00 am – 8:00 am	BUFFET BREAKFAST (**GRAND BALLROOM A**)
8:00 am – 8:20 am	WELCOME **(GRAND PROMENADE D)** *Ann Clark*, Superintendent of Charlotte-Mecklenburg Schools *Michael Casserly,* Executive Director of the Council of the Great City Schools
8:20 am – 8:30 am	INTRODUCTION AND MEETING GOALS Participants will learn about goals and protocols for the 2015 BIRE meeting.
Presenter:	*Gabriela Uro*, Director of ELL Policy and Research, CGCS
8:30 am—9:15 am	RAISING RIGOR FOR ELLS During this session, participants will learn the importance of raising instructional rigor for ELLs. *What does rigor look like for early level ELLs? How do we bring all ELLs up to grade-level, rigorous content & standards?* **Lily Wong Fillmore** will be joined by **Maria Maldonado** from Fresno; together they will share concrete examples of their collaborative work to raise instructional rigor in Fresno Unified School District.
Panelists:	*Lily Wong-Fillmore*, Professor Emerita, University of California, Berkeley *Maria Maldonado*, Assistant Superintendent of EL Services, Fresno Unified School District
9:15 am—10:00 am	AN UPDATE FROM THE SCAFFOLDING TEAM Scaffolding for ELLs is a complex issue. What is the difference between scaffolding and good instruction? How do you know when to scaffold, how, and for whom? When is struggle "productive"? The Scaffolding Team has been exploring these issues, and will share their work-in-progress. Then, participants will have an opportunity to reflect on their own ideas around scaffolding, and to offer suggestions for moving the work forward.
Coffee Service 9:30 am – 11:00 am	
Panelists:	*Angienette Estonina,* Elementary Supervisor Multilingual Department, San Francisco Unified School District *Terry Walter*, Director of Special Instructional Projects, Leadership and Learning Division, San Diego Unified School District
Moderator:	*Debra Hopkins,* ELL Project Coordinator, CGCS
10:00 am – 10:45 am	MAXIMIZING RESULTS: USING DATA EFFECTIVELY In this session, participants will get a brief update on the Council's KPI project, particularly focused on the lessons learned related to high leverage ELL indicators. The presenter will also offer recommendations regarding protocols & procedures for collecting, analyzing, and effectively using ELL data: How do you get the data and what does it tell you? With whom do you share it?
Presenter:	*Ray Hart,* Director of Research, CGCS
Moderator:	*Gabriela Uro*, Director of ELL Policy and Research, CGCS

10:45 am – 11:00 am	**BREAK**
11:00 am – 12:30 pm	IMPLEMENTING A FRAMEWORK THAT RAISES EXPECTATIONS FOR ELLS: STORIES FROM THE FIELD **Olivine Roberts and Vanessa Girard** will discuss their experiences implementing a framework designed to raise expectations for ELLs in Sacramento, sharing how they broke down systemic silos and encouraged all staff to embrace responsibility for ELL achievement. Olivine will offer a Chief Academic Officer's perspective on the importance of raising expectations for ELLs system-wide, discussing how ELL directors and CAOs can work together to accelerate achievement. **Allison Still and Janicka Newbill** will share their experiences implementing the Council's ELD 2.0 Framework in Philadelphia, addressing how the framework helped them evolve their own instructional model and improve processes for the evaluation of instructional materials. Participants will then engage in a work session, identifying key stakeholders and next steps for breaking down silos and implementing higher expectations and increased rigor for ELLs in your own districts.
Panelists:	*Olivine Roberts*, Chief Academic Officer, Sacramento Unified School District *Vanessa Girard*, Director of Multilingual Literacy, Sacramento Unified School District *Janicka Newbill*, Staff Development Specialist, The School District of Philadelphia *Allison W. Still*, Director of Multilingual Programs, The School District of Philadelphia
Moderator:	*Debra Hopkins*, ELL Project Coordinator, CGCS
12:30 pm – 1:30 pm	**LUNCH (GRAND BALLROOM A)**
1:30 pm – 2:30 pm	REFUGEES AND UNACCOMPANIED MINORS: INNOVATIVE MODELS AND RESOURCES In this session, participants will hear powerful examples of data-driven services and instructional programs designed to maximize achievement for refugees and unaccompanied minors. **Nicole Knight** will share the innovative work being done in Oakland Unified, and **Jennifer Pearsall** will share effective initiatives in place in Charlotte-Mecklenburg. **Carol Aguirre** will share an update on numbers, funding, and resources available to support these students.
Panelists:	*Nicole Knight*, Executive Director of ELL and Multilingual Achievement Office, Oakland Unified School District Jennifer Pearsall, Director of ESL Studies, Charlotte-Mecklenburg Schools
Moderator:	*Carol Aguirre,* ELL Policy Specialist, CGCS
2:30 pm – 3:30 pm Coffee Service 2:30 pm – 4:00 pm	AN UPDATE FROM THE OFFICE OF ENGLISH LANGUAGE ACQUISITION During this session, participants will get an update from **Libia Gil**, Assistant Deputy Secretary and Director of OELA, regarding the latest developments in the Department of Education related to ELLs. Topics will include the Toolkit to accompany the OCR guidance for ELLs, and other key areas of interest.
Presenter:	*Libia Gil,* Assistant Deputy Secretary and Director, Office of English Language Acquisition, U.S. Department of Education
Moderator:	*Gabriela Uro*, Director of ELL Policy and Research, CGCS
3:30 pm – 3:45 pm	**BREAK**
3:45 pm – 4:30 pm	AN UPDATE FROM THE CGCS CURRICULUM TEAM Participants will learn about a number of important projects that the Curriculum Team has underway, including the latest on the **GIMET**, as well as Student Achievement Partners' new Instructional Materials Toolkit. The team will also share findings on the Wallace-funded work around principals and principal supervisors, and will seek feedback from participants on issues that have emerged from this work.
Panelists:	*Ricki Price-Baugh*, Director of Academic Achievement, CGCS *Denise Walston*, Director of Mathematics, CGCS *Robin Hall*, Director of Language Arts and Literacy, CGCS
4:30 pm – 4:45 pm	**BREAK**

4:45 pm – 5:30 pm	**BREAK-OUT SESSIONS—THREE CONCURRENT SESSIONS**
Break-out 1	ELA/ELD FRAMEWORK FOR CALIFORNIA DISTRICTS **(TYRON ROOM)** In this session, **Dr. Spycher** will set the stage by sharing her thoughts on the CA ELD/ELA framework and implications for professional development. Then, California member districts will have an opportunity to collaborate and discuss how they may work together and support each other moving forward.
Panelists:	*Dr. Pamela Spycher*, Senior Research Associate, WestEd
Moderator:	*Maria Maldonado*, Assistant Superintendent of EL Services, Fresno Unified School District
Break-out 2	INTEGRATING WIDA STANDARDS WITH ELA STANDARDS **(HARRIS ROOM)** Using the CCSS speaking and listening standards as an example, the presenter will demonstrate how to tie them to WIDA's speaking **MPIs** (the smallest grain size of the WIDA ELD standards). She will also touch on the new computerized speaking test, and will address the role of academic conversations in ELL classrooms.
Presenter:	*Laura Wright*, Researcher, Wisconsin Center for Education Research, Wisconsin-Madison University
Moderator:	*Debra Hopkins*, ELL Project Coordinator, CGCS
Break-out 3	DISTRICT & COLLEGE PARTNERSHIPS WITH TEACHER/LEADERSHIP PREPARATION PROGRAMS **(GRAND BALLROOM B)** Panelists will discuss how Colleges of Ed and Teacher Preparation programs are ensuring that teachers of ELLs feel confident and know how to work with ELL towards mastering the new higher standards. Participants will be encouraged to exchange ideas and provide feedback on this very important topic.
Panelists:	*Dr. Rebecca Blum-Martínez,* Director, Multicultural Education Center; Latin American Programs in Education, University of New Mexico *Dr. Laura Baecher,* Associate Professor, Hunter College CUNY *Dr. Vanessa Y. Perez,* Associate Professor, Brooklyn College CUNY
Moderator:	*Dr. Deborah Shanley,* Dean of School of Education, Brooklyn College, CUNY
6:00 pm – 8:00 pm	**DINNER RECEPTION AT LEVINE MUSEUM OF THE NEW SOUTH** 200 East Seventh Street Charlotte, NC 28202 (Meet in the Lobby at 5:45pm to walk to the Museum)
FRIDAY May 15, 2015	
7:00 am – 8:00 am	REGISTRATION
7:00 am – 8:00 am	BUFFET BREAKFAST **(GRAND BALLROOM A)**
7:30 am – 8:00 am	Dean of CUNY School of Education, **Deborah Shanley**, will report on feedback received and insights gained during the District & College Partnerships with Teacher/Leadership Preparation Programs breakout.
8:00 am – 9:00 am	ACCELERATING ACHIEVEMENT FOR LONG-TERM ELLS (LTELS) **(GRAND PROMENADE D)** Supporting LTELs in mastering grade-level academic language and content continues to be a challenge for districts nationwide. In this session, participants will hear from two districts with strong programs to support LTELs: **Miriam Atlas** will share the innovative work being done in San Diego, including their *Academic Language Development (ALD)* course designed specifically for LTELs, and **Nicole Knight** will share successful processes, tools, and learnings from their work in Oakland Unified.
Panelists:	*Miriam Atlas*, EL Resource Teacher, San Diego Unified School District *Nicole Knight*, Executive Director of ELL and Multilingual Achievement Office, Oakland Unified School District
Moderator:	*Margarita Pinkos,* Executive Director, Department of Multicultural Education, The School District of Palm Beach County

9:00 am – 10:30am Coffee Service 9:30 am – 11:00 am	ELLs and Special Education: A Roadmap to Collaboration In this session, participants will gain insight into various findings related to Sped/ELL issues in urban districts. **Estella Almanza de Schonewise,** a contributing author of *"Why Do ELLs Struggle with Reading?"* will share research findings important to distinguishing between language acquisition and reading difficulties. **Soledad Barreto & Lisa Vargas-Sinapi** will share how the purposeful joint work of the offices of Special Education and English Language Learners of Providence Schools has resulted in improved diagnosis and services for ELLs with special needs.
Panelists:	*Soledad Barreto*, Director of ELL, Providence Public School District *Lisa Vargas-Sinapi*, Special Education Director, Providence Public Schools *Estella Almanza De Schonewise*, Adjunct Professor, Regis University
Moderator:	*Sue Gamm,* Council of the Great City Schools Consultant
10:30 am – 10:45 am	**BREAK**
10:45 am -11:45 am	Promoting Development and Improving Outcomes for Young Dual/English Language Learners In this session, participants will learn about the latest research regarding young ELLs and will discuss the implications for Pre-K programs serving greater number of ELLs. The presenter will also briefly discuss the work of National Academy of Sciences Committee on ELL/DLLs.
Presenter:	*Dr. Linda M Espinosa,* Professor Emeritus, University of Missouri-Columbia
Moderator:	*Jennifer Pearsall*, Director of ESL Studies, Charlotte-Mecklenburg Schools
11:45 am – 12:45 pm	**McGraw-Hill Education Award For Outstanding Contribution to ELL Achievement Luncheon (Grand Ballroom A)**
12:45 pm – 2:00 pm	Spurring the Improvement of Instructional Materials for ELLs: Evolution-in-Progress Participants will also hear an update from participating publishers, each of whom will briefly share how the development of their ELD/ELA materials for ELLs has been powerfully influenced by the input of CGCS member district panelists and experts.
Panelists:	*Angela Terry-Boggs,* National Geographic Learning *Jesus Cervantes,* Benchmark Education *Michele Burns,* Houghton Mifflin Harcourt
Moderator:	*Debra Hopkins,* ELL Project Coordinator, CGCS
2:00 pm – 3:00 pm Coffee Service 2:00 pm – 3:30 pm	Effective SEA/LEA relations on behalf of ELLs In this session, **Jennifer Pearsall** and **Nadja Trez** will share how SEAs and LEAs can build a culture of collaboration, helping to share best practices and build strong networks of support across a state. They will also address how collaborative data discussions can lead to program improvement, and how SEAs can further offer technical assistance to districts. The session will incorporate processing time so that participants can discuss, with your teams or at your tables, how your own SEA/LEA relationship works and how it could be improved.
Panelists:	*Charlotte "Nadja" Trez*, Title III Director and ESL Consultant, NC Department of Public Instruction *Jennifer Pearsall*, Director of ESL Studies, Charlotte-Mecklenburg Schools
Moderator:	*Gabriela Uro*, Director of ELL Policy and Research, CGCS
3:00 pm – 3:15 pm	**BREAK**
3:15 pm – 3:45 pm	Legislative Update: What's Happening "On the Hill"? Participants will learn about all the latest legislative action in Washington D.C., including the very latest developments regarding ESEA Reauthorization.

Panelists:	*Jeff Simering,* Director of Legislative Services, CGCS *Gabriela Uro*, Director of ELL Policy and Research, CGCS *Carol Aguirre*, ELL Policy Specialist, CGCS
4:00 pm – 5:00 pm	**BREAK-OUT SESSIONS—TWO CONCURRENT SESSIONS**
Break Out 1	DISTRICTS WITH NEWER ELL POPULATIONS AND/OR GROWING DIVERSITY **(HARRIS ROOM)** This session is designed for those districts that are experiencing dramatic growth and/or change in your ELL population. **Jacqueline Iribarren** will highlight some of the work being done in Milwaukee Public Schools where ELL achievement has shown promise.
Panelists:	*Jacqueline Iribarren*, Title III Program Coordinator, Milwaukee Public Schools
Moderator:	*Terry Walter*, Director of Special Instructional Projects, Leadership and Learning Division, San Diego Unified School District
Break Out 2	ESTABLISHING EFFECTIVE SYSTEMS TO SUPPORT DUAL LANGUAGE INSTRUCTION **(GRAND BALLROOM B)** Dual Language programs are on the upswing, and it's important to ensure that you have the necessary systems, staffing, and PD plan in place before launching a dual-language initiative. **Olivia Hernandez** will share successes achieved and lessons learned while implementing system-wide dual-language initiatives in Austin, Texas. Participants will have the opportunity to ask questions, to discuss, and to consider next steps as you move your own dual language initiatives forward.
Panelists:	*Olivia Hernandez,* Director of ELL, Austin Independent School District
Moderator:	*Debra Hopkins,* ELL Projects Coordinator, CGCS
5:00 pm – 5:15 pm	ANNOUNCEMENT OF WINNERS OF THE PUBLISHER PASSPORT ACTIVITY **(GRAND PROMENADE D)**
5:15 pm – 6:00 pm	SOUTHERN DISTRICTS: NETWORKING AND COLLABORATION **(SHARON ROOM)**
	EVENING ON YOUR OWN
SATURDAY May 16, 2015	
8:00 am	BUFFET BREAKFAST **(GRAND PROMENADE D)**
8:30 am – 9:30 am	ELL PROGRAM REVIEW, UPDATES & PLANNING **(GRAND PROMENADE D)**
Facilitator:	*Gabriela Uro*, Director of ELL Policy and Research, CGCS
9:30 am – 10:00 am	2015 BIRE DEBRIEF Goals and objectives, issues, and venue for future meetings will be discussed.
10:00 am	BIRE MEETING ADJOURNS

LEADERSHIP, GOVERNANCE & MANAGEMENT TASK FORCE

COUNCIL OF THE GREAT CITY SCHOOLS

Task Force on Urban School Leadership, Governance, and Management

2015-2016

Task Force Goals

To improve the quality of leadership in urban public education.
To improve the effectiveness of urban school boards
To lengthen the tenure of urban school superintendents
To enhance accountability, management, and operations of the nation's urban public school systems.

Task Force Co-Chairs

Jose Banda, Sacramento Superintendent
Bill Isler, Pittsburgh School Board

SCHOOL BOARD SURVEY

Draft School Board Survey Results

Based on School Board, Superintendent and School Board Secretary Responses

Council of the Great City Schools

Fall 2015

Purpose

- Determine the major characteristics and features of school boards in the Great City Schools
- Assess the perceptions among school board members and superintendents about the work of the boards
- Ascertain opportunities where the Council of the Great City Schools could assist its member school boards
- Begin development of Key Performance Indicators (KPI) on how well boards function

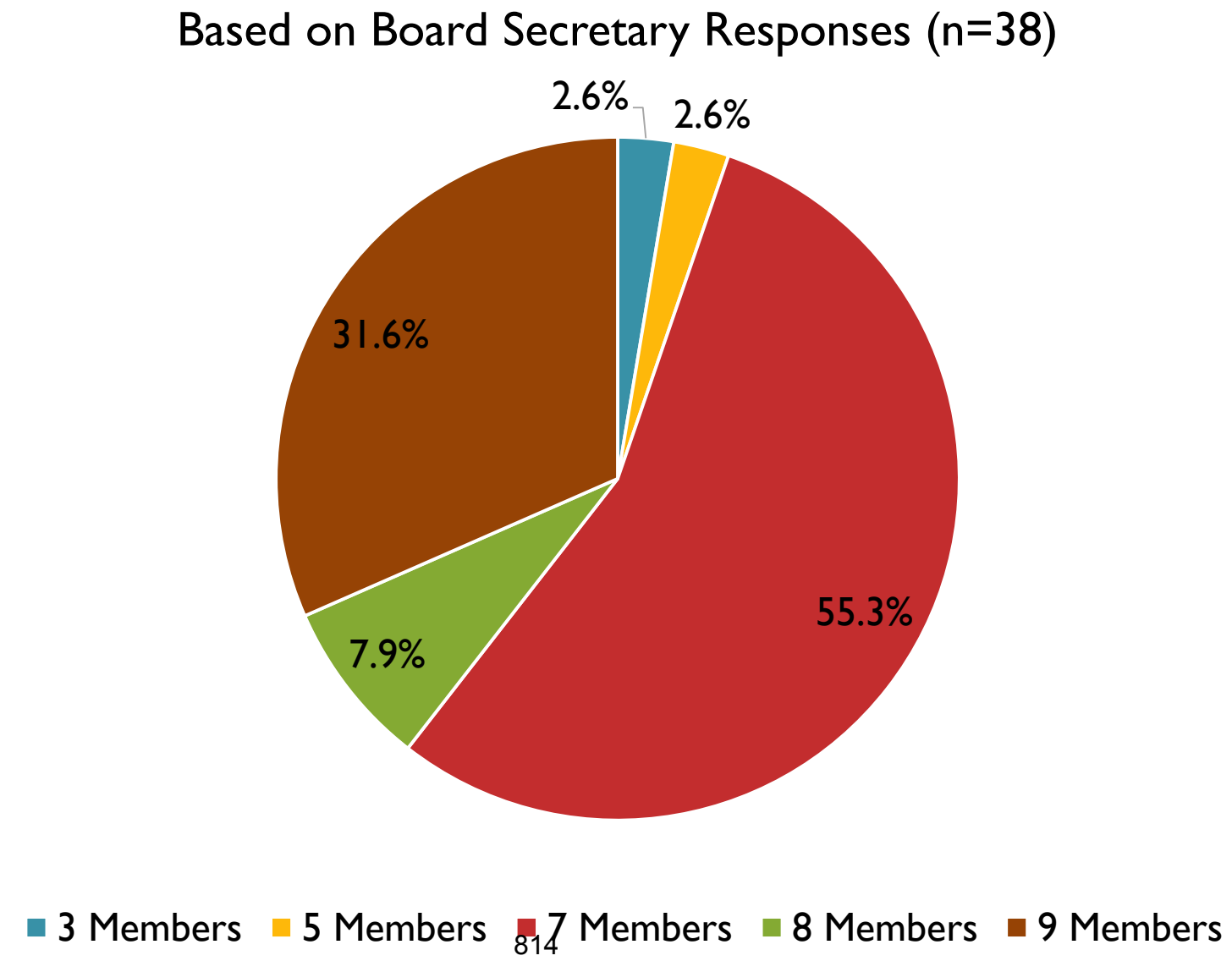
Methodology

Conducted a survey in the summer of 2015 of school board members, superintendents, and board secretaries in 68 Council district

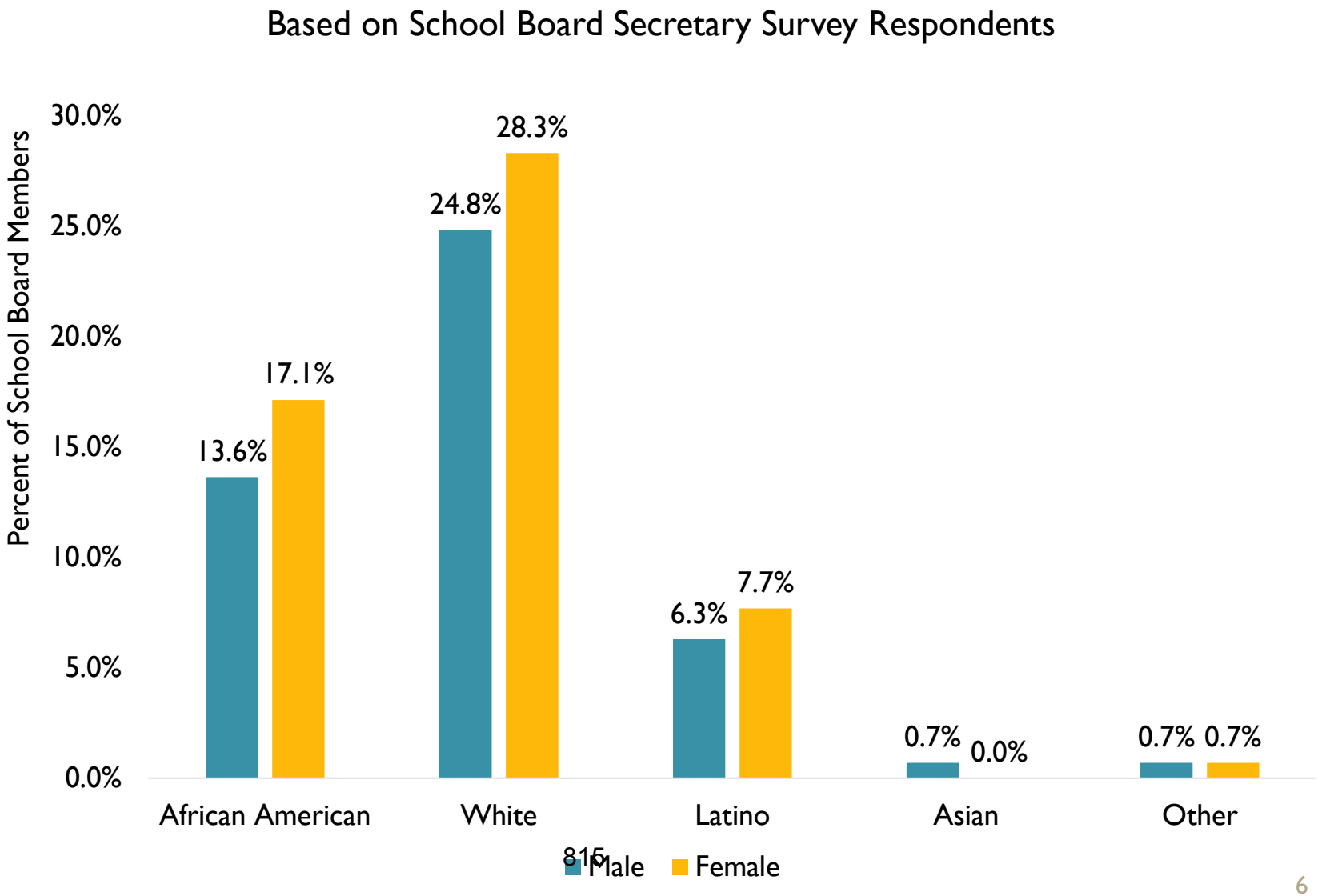
- 55 superintendents completed the survey
- 38 board secretaries completed the survey
- 193 board members completed the survey
- 57 of 68 districts were represented in survey

SCHOOL BOARD MEMBER CHARACTERISTICS

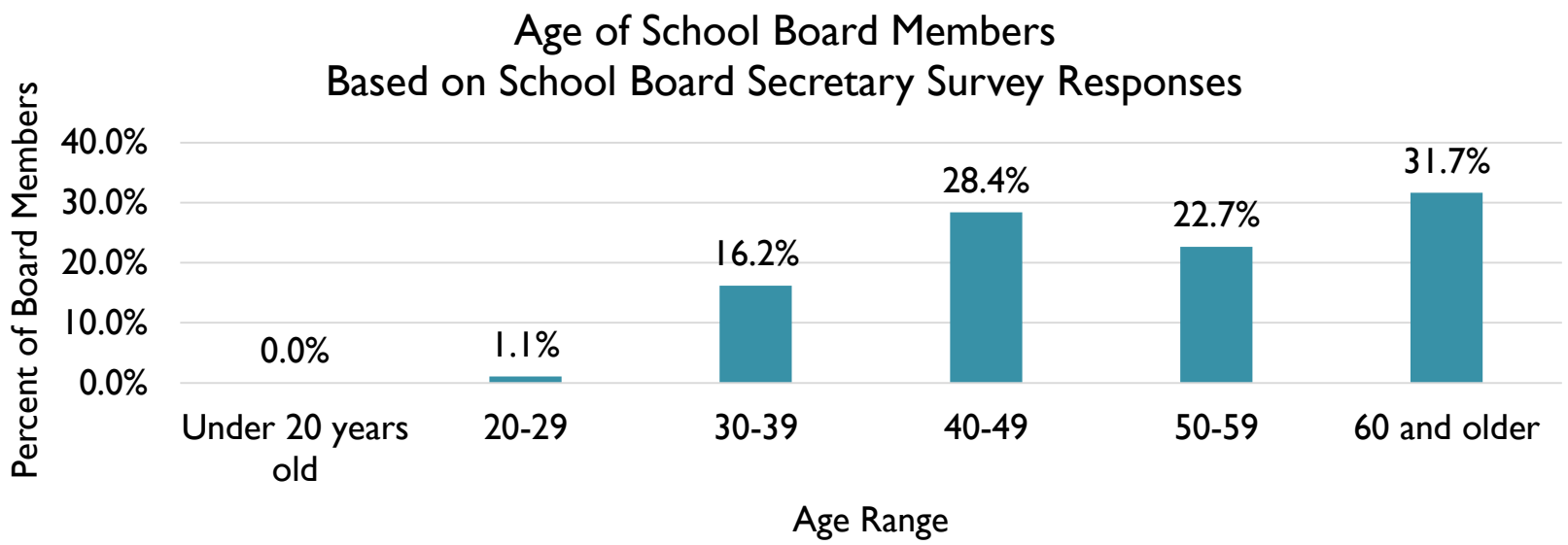
Number of School Board Members

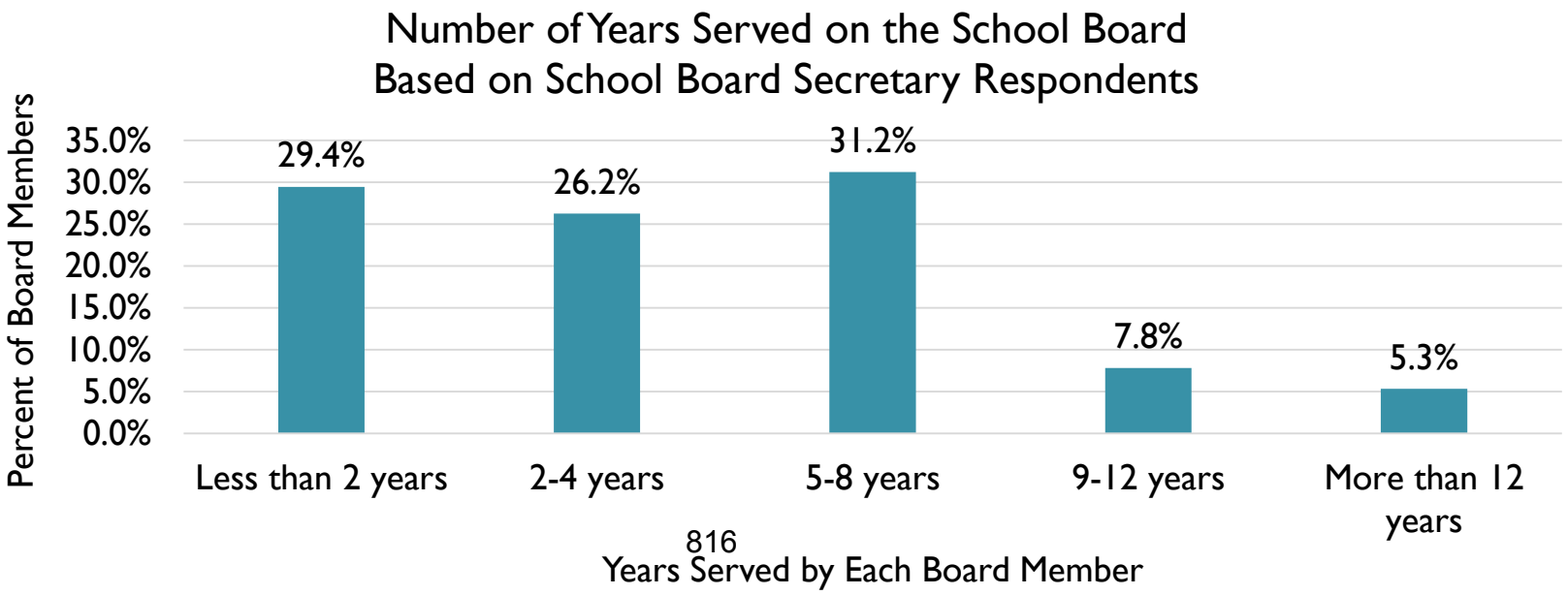


Race and Gender of School Board Members



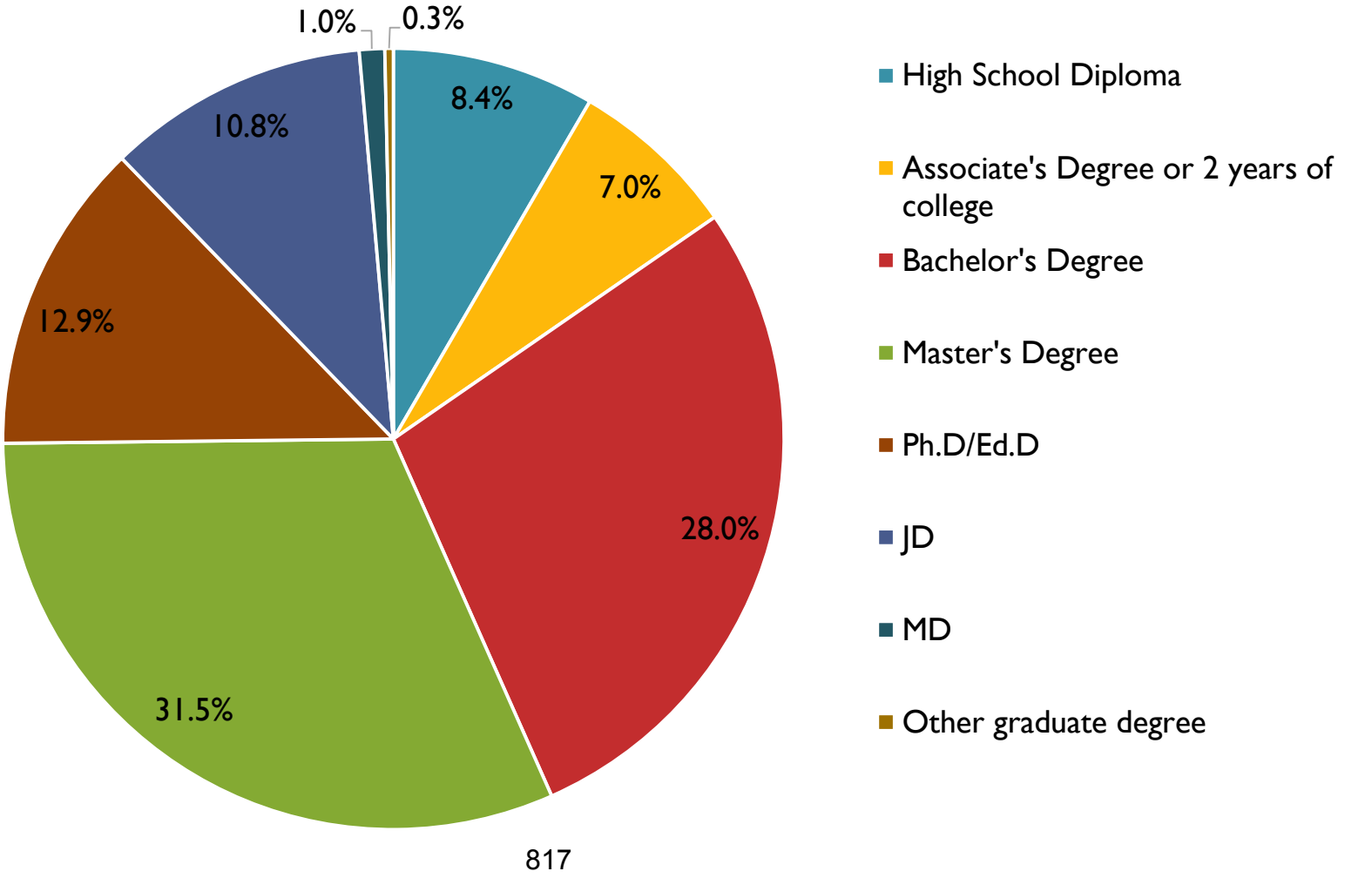
Age and Tenure of School Board Members





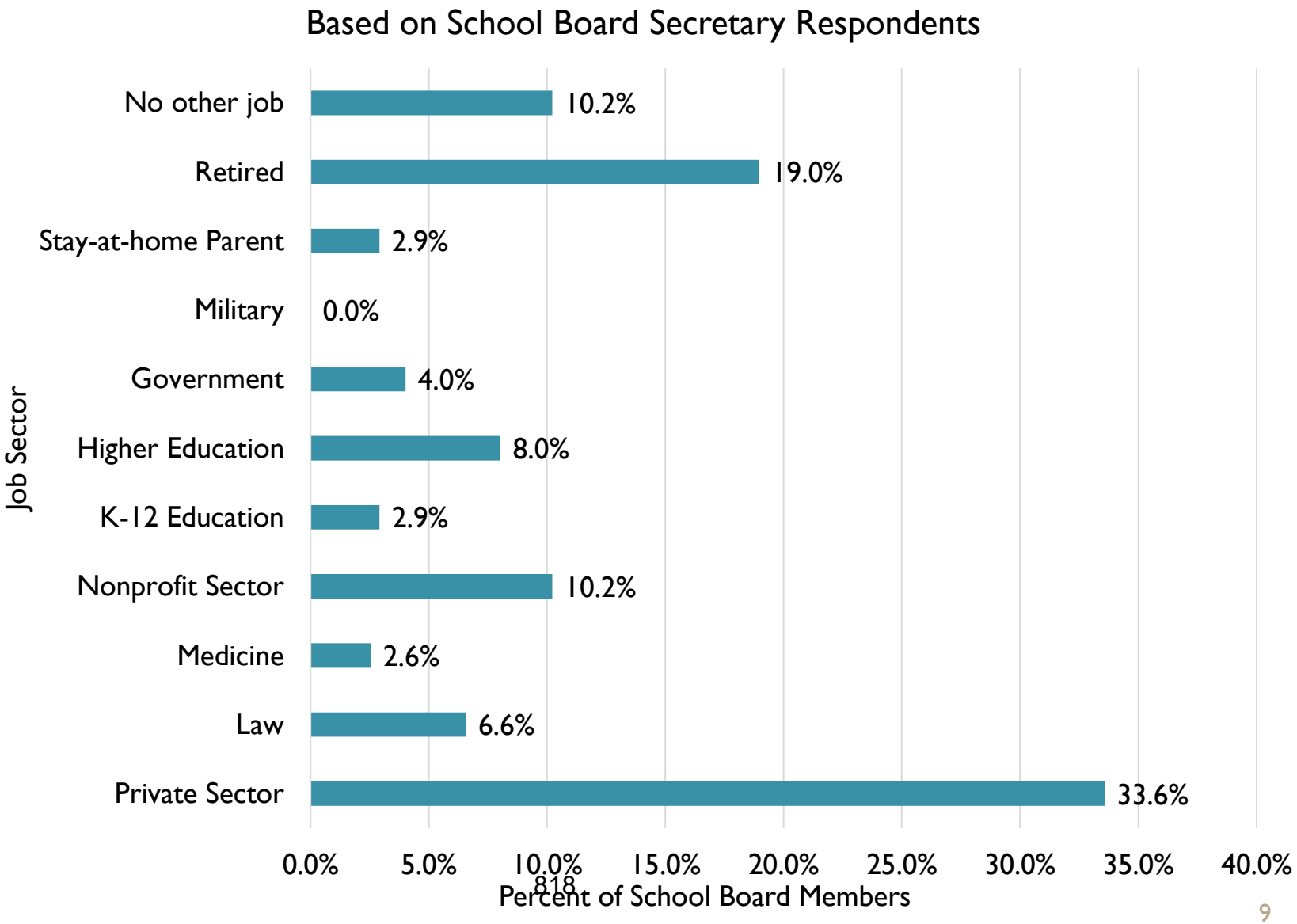
Highest Level of Educational Attainment of School Board Members

Based on School Board Secretary Respondents



817

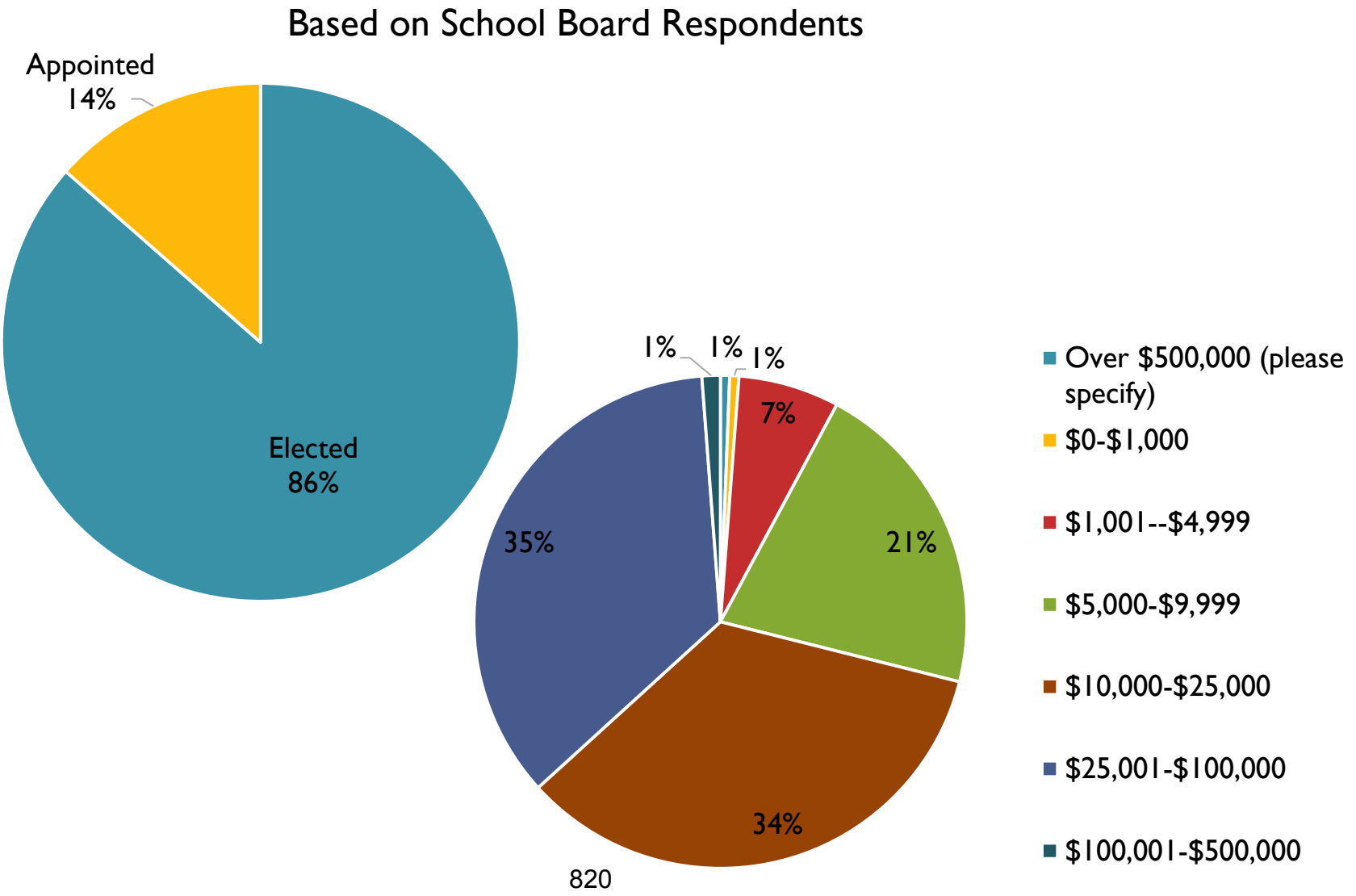
Outside Jobs of School Board Members



SCHOOL BOARD ELECTIONS AND APPOINTMENTS

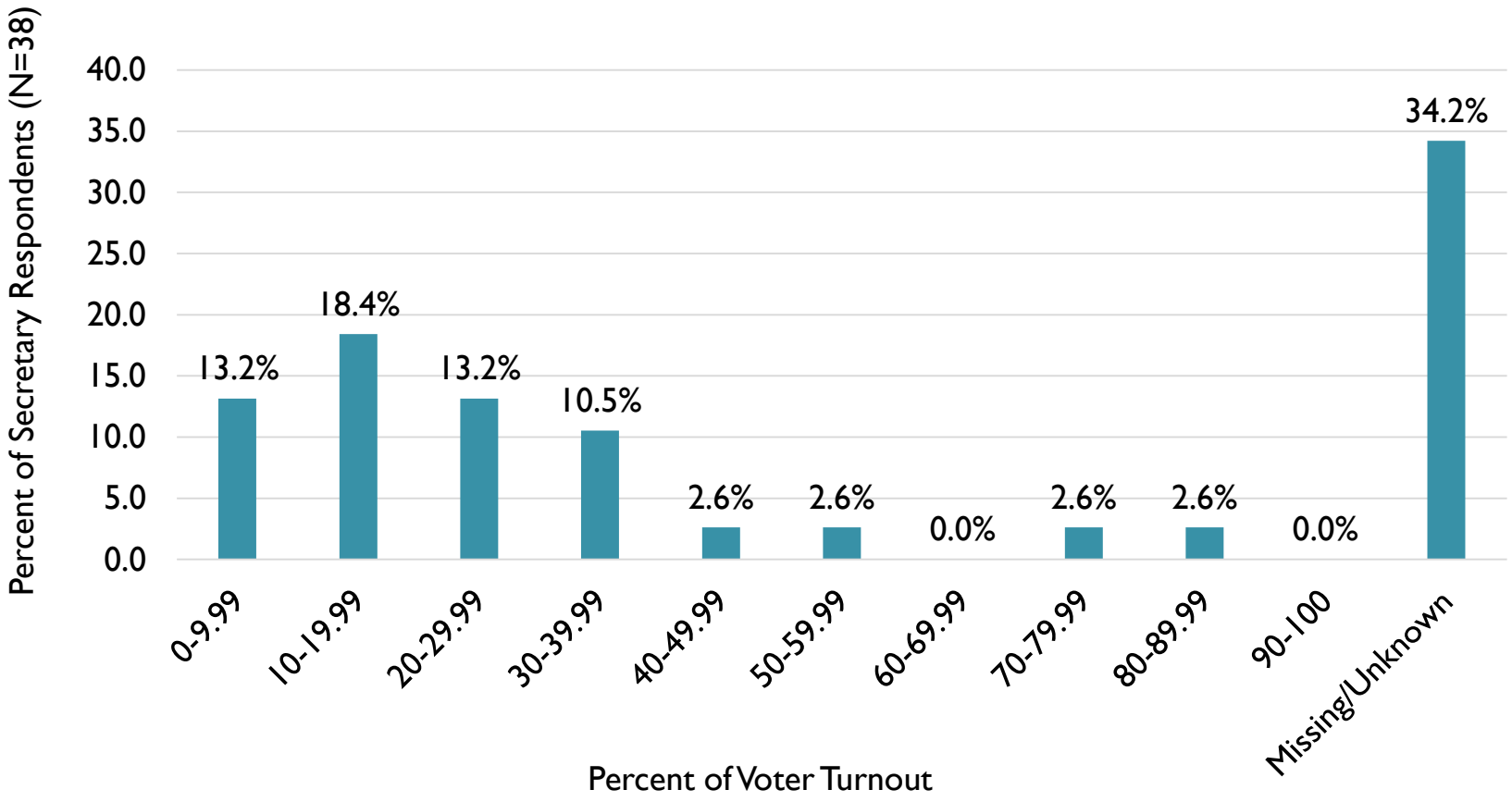
819

Elected vs. Appointed School Board Members and Election Expenses



Estimated Voter Turnout in School Board Elections

Based on School Board Secretary Responses



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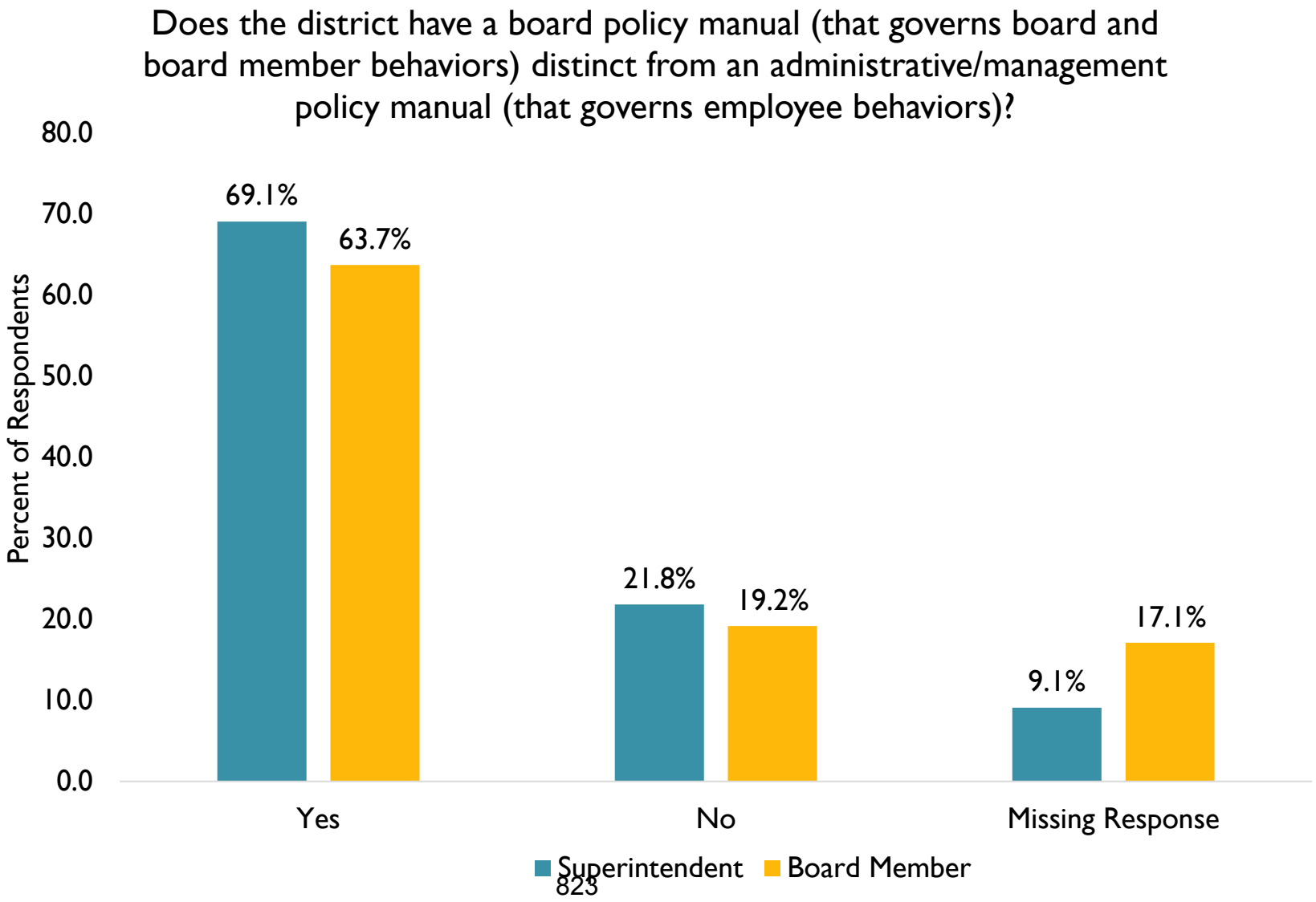
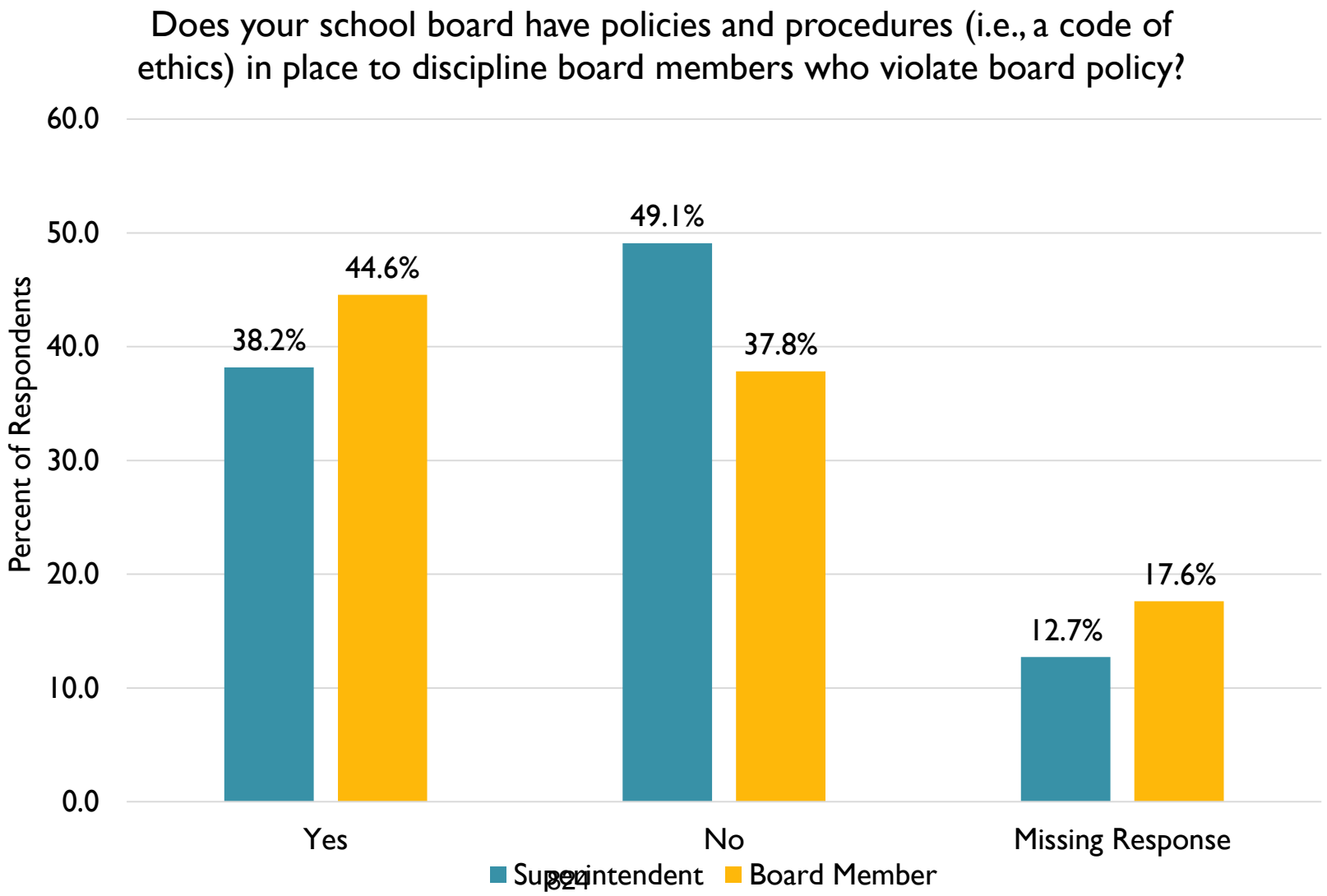
SCHOOL BOARD POLICY MAKING

822

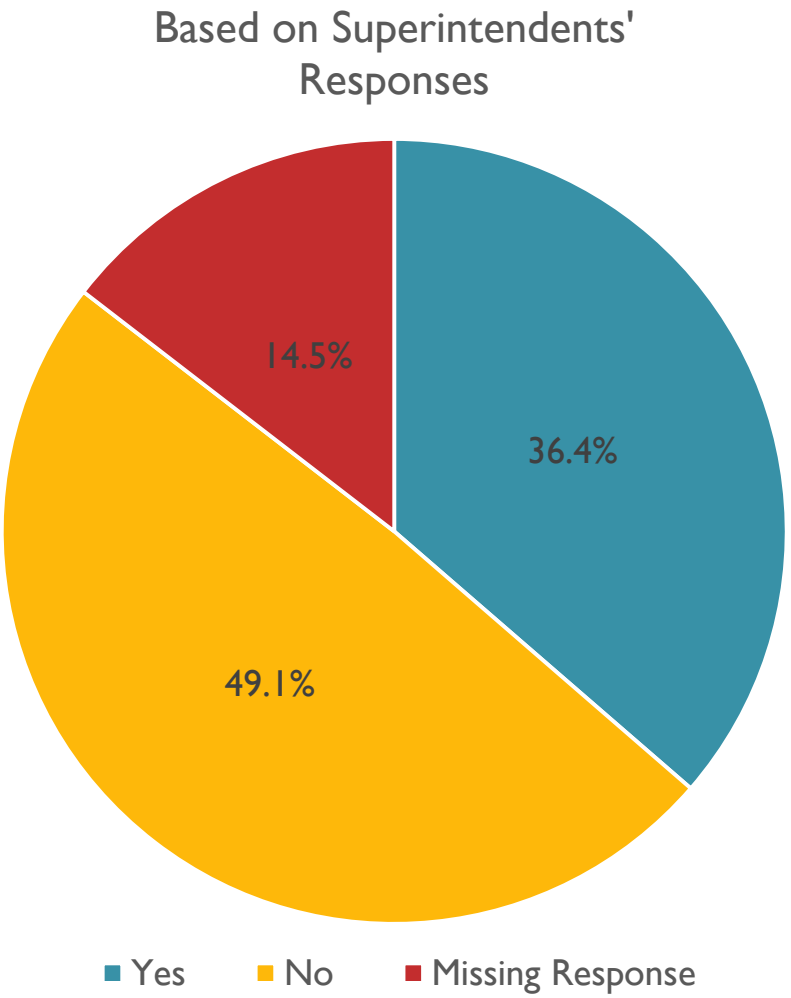
Board Policy Manual

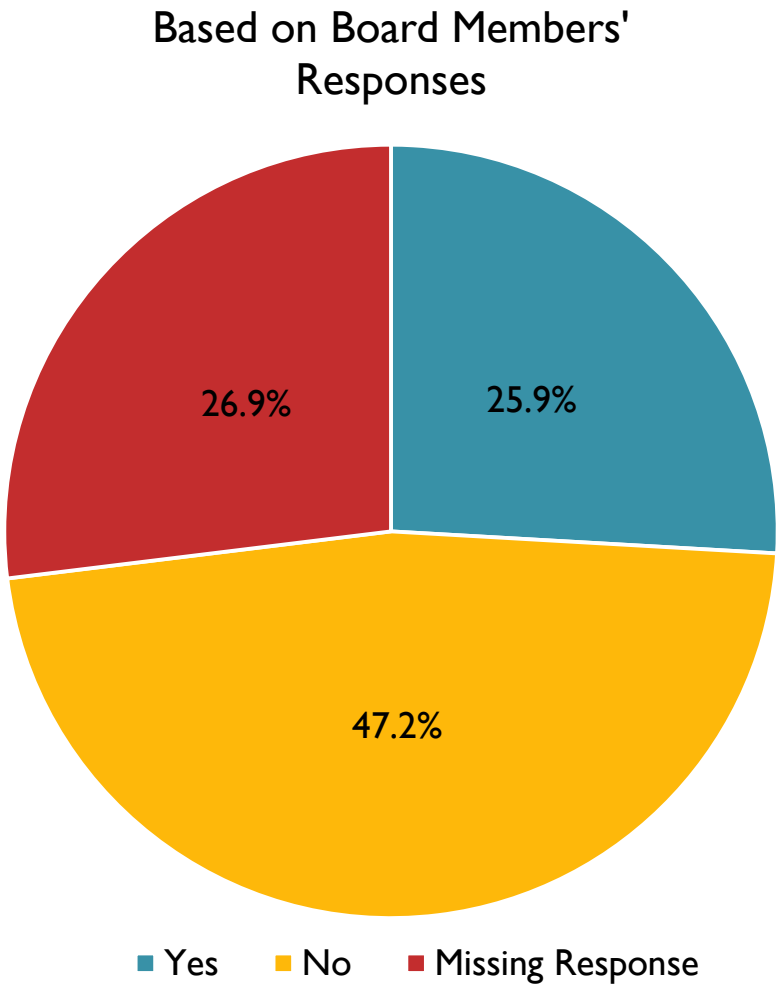


School Board Code of Ethics



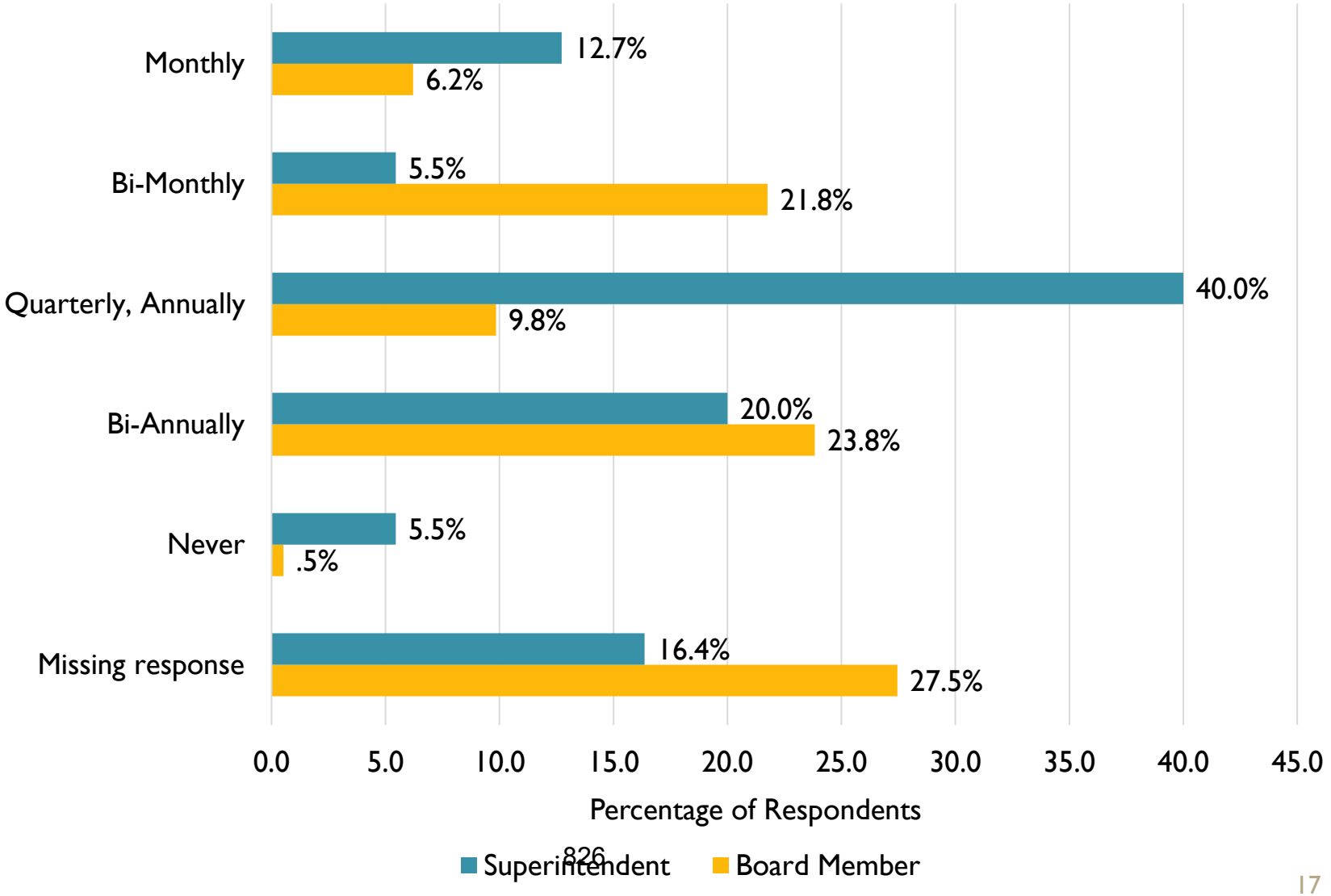
School Board-Adopted SMART Goals on Student Achievement for SY 15-16



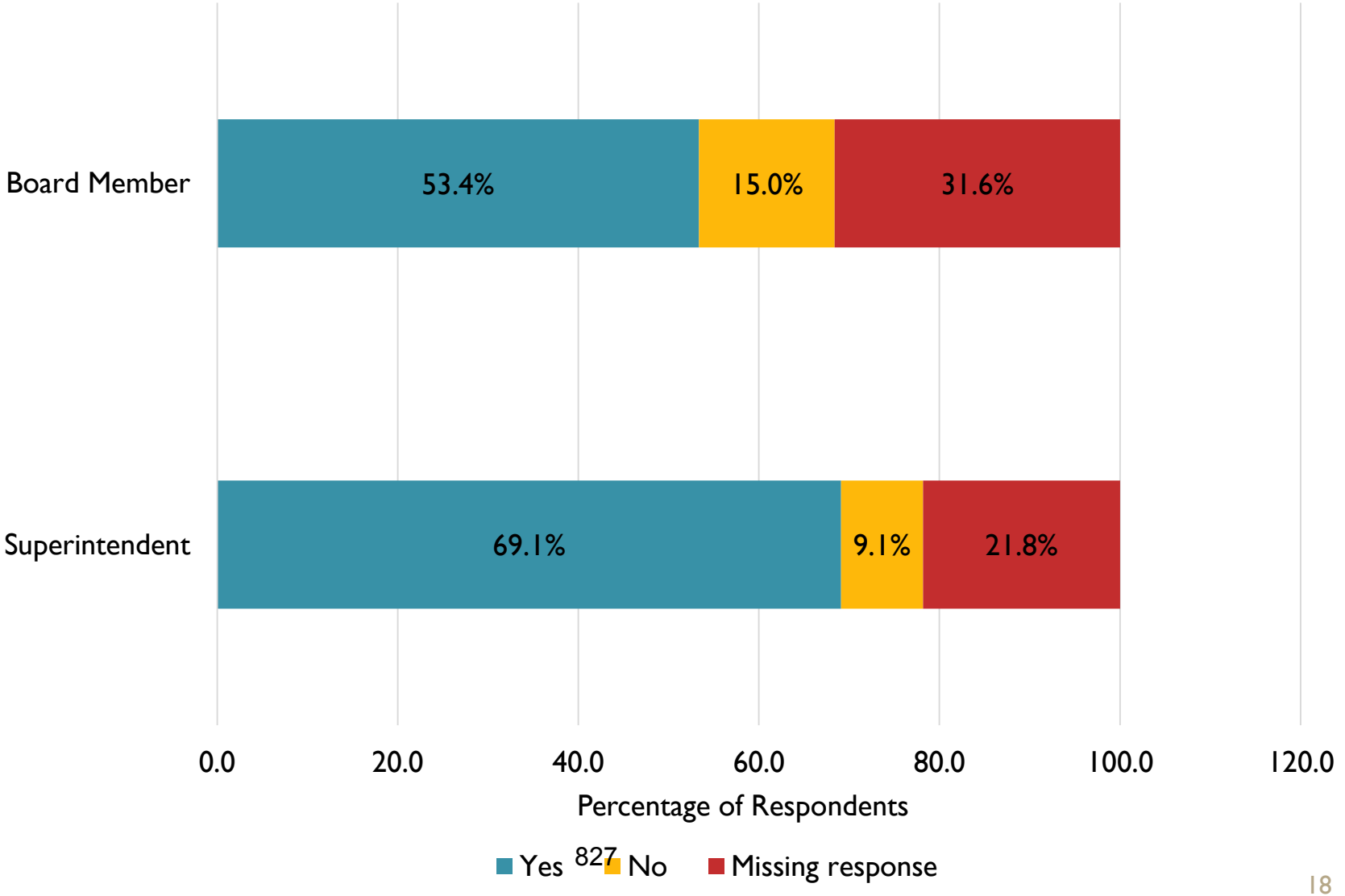


825

School Board Monitoring of Progress Toward Student Achievement Goals



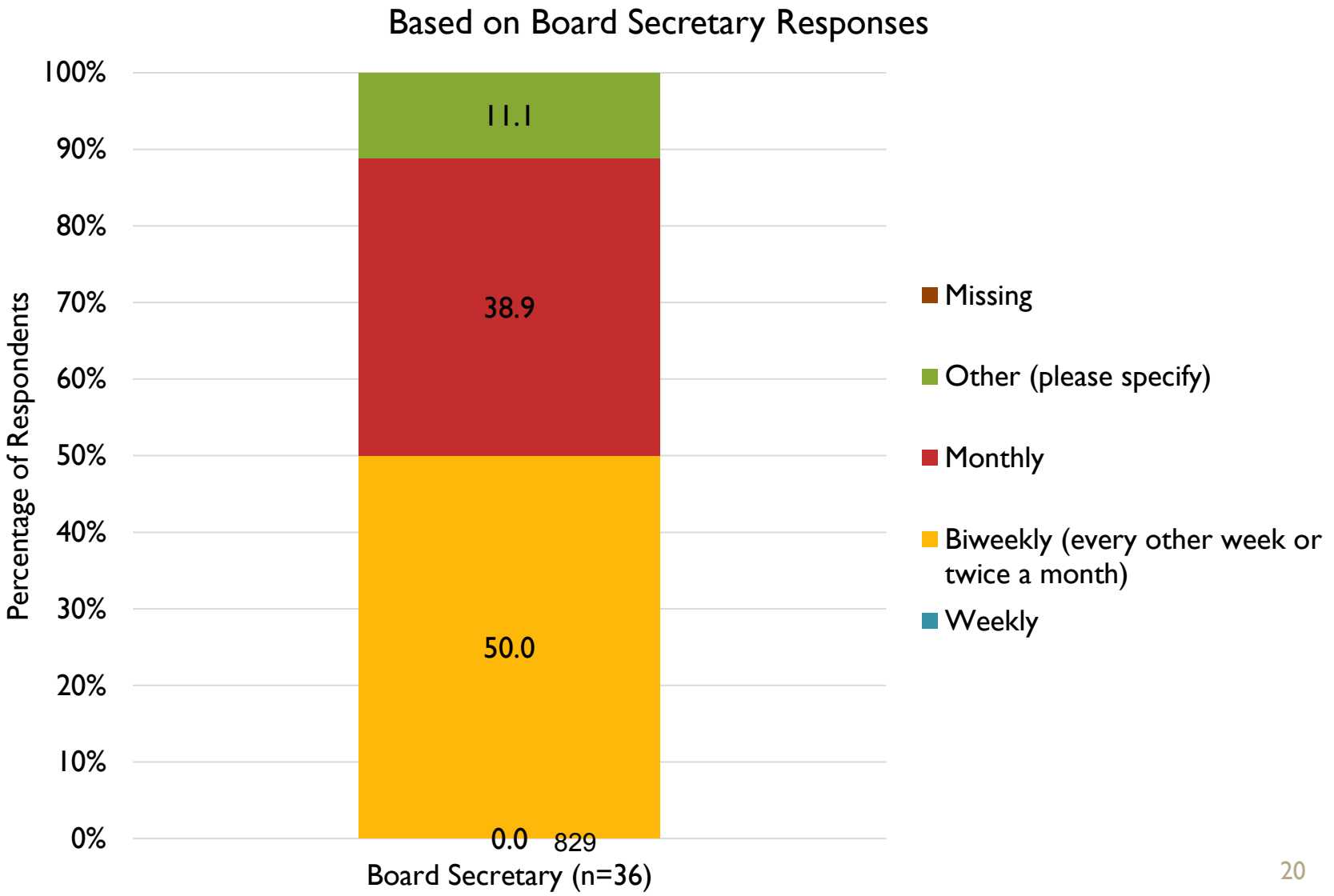
Role of Board Chair is Distinct from Other School Board Members



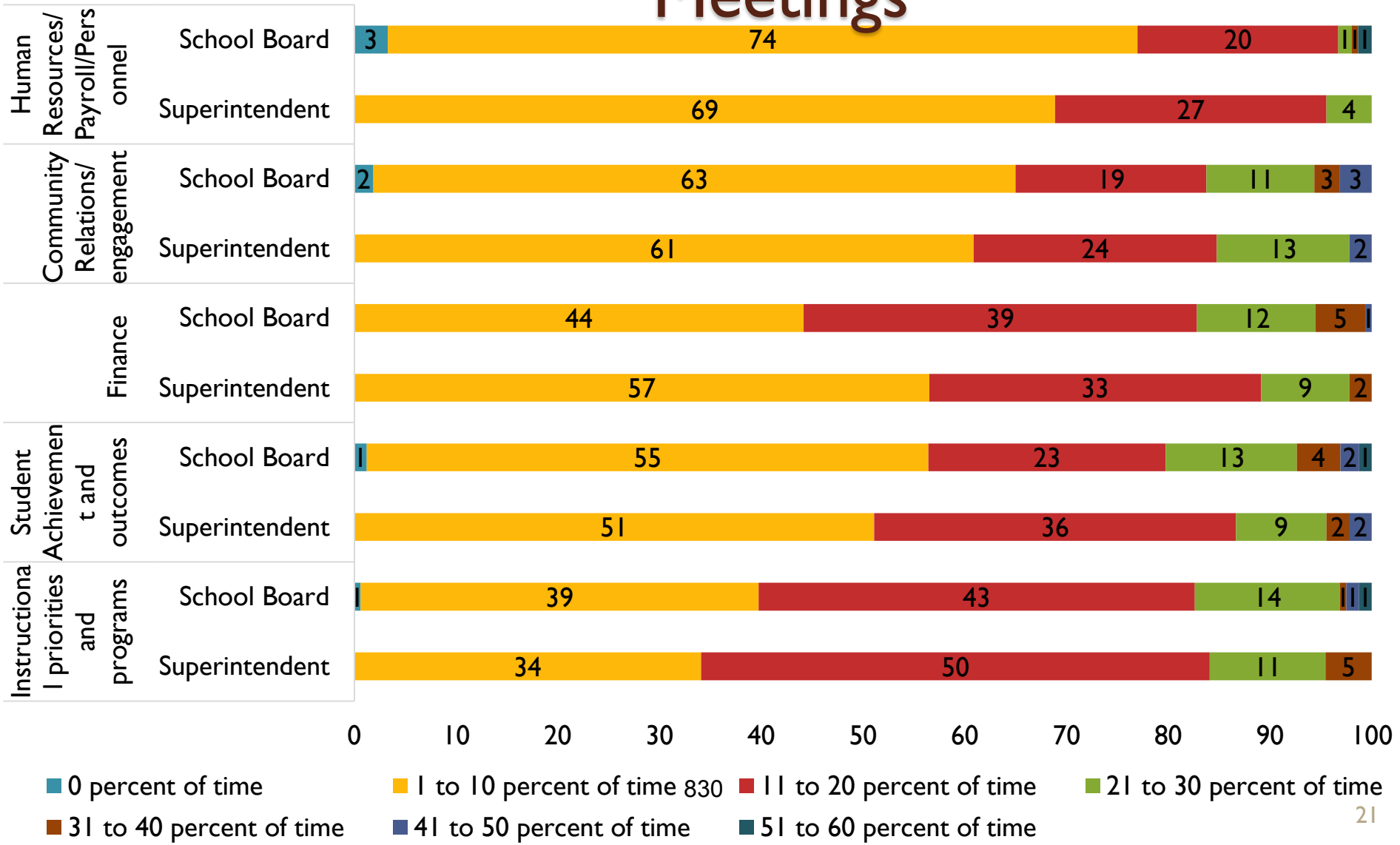
827

SCHOOL BOARD MEETINGS AND OPERATIONS

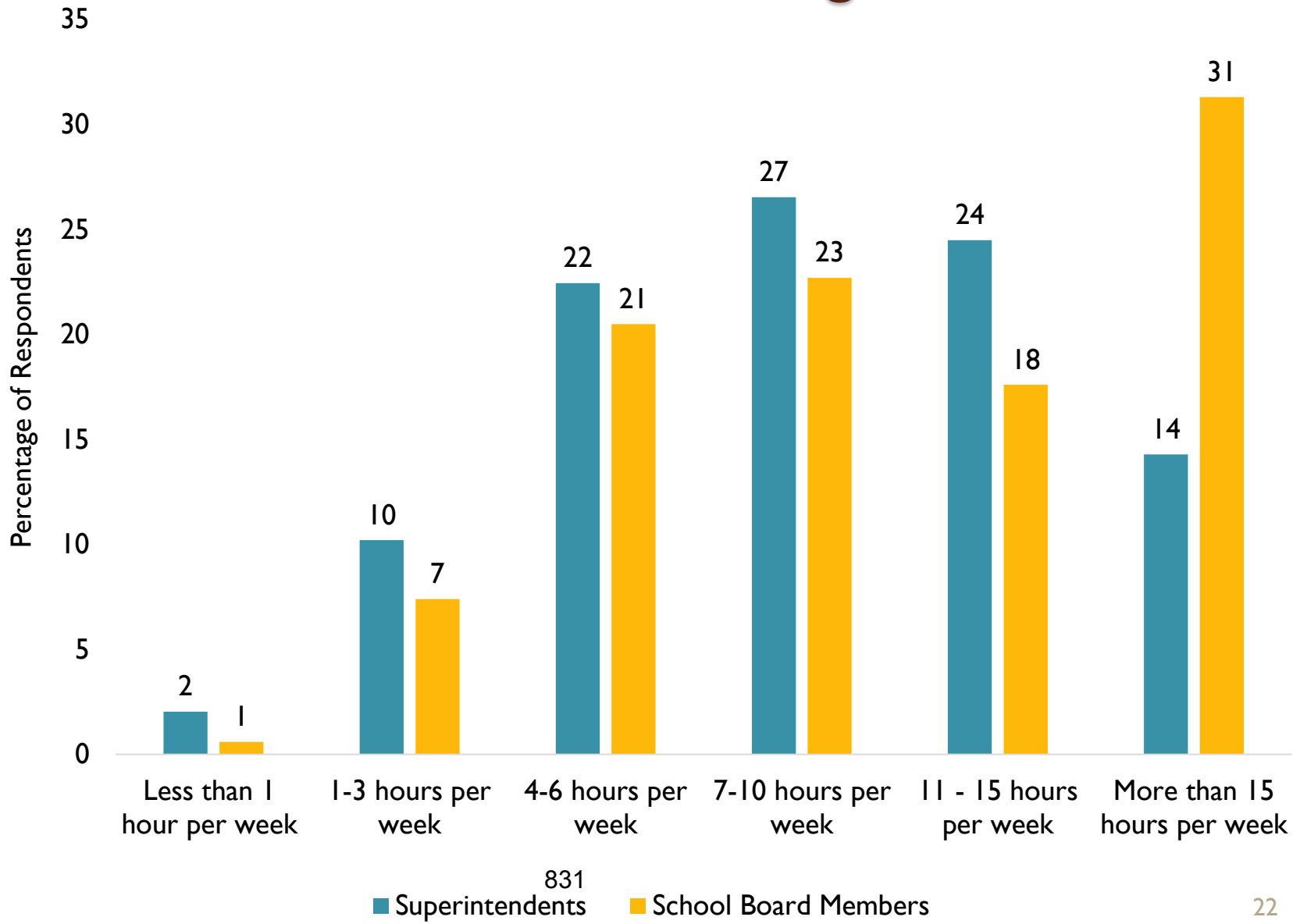
Regularly Scheduled School Board Meetings



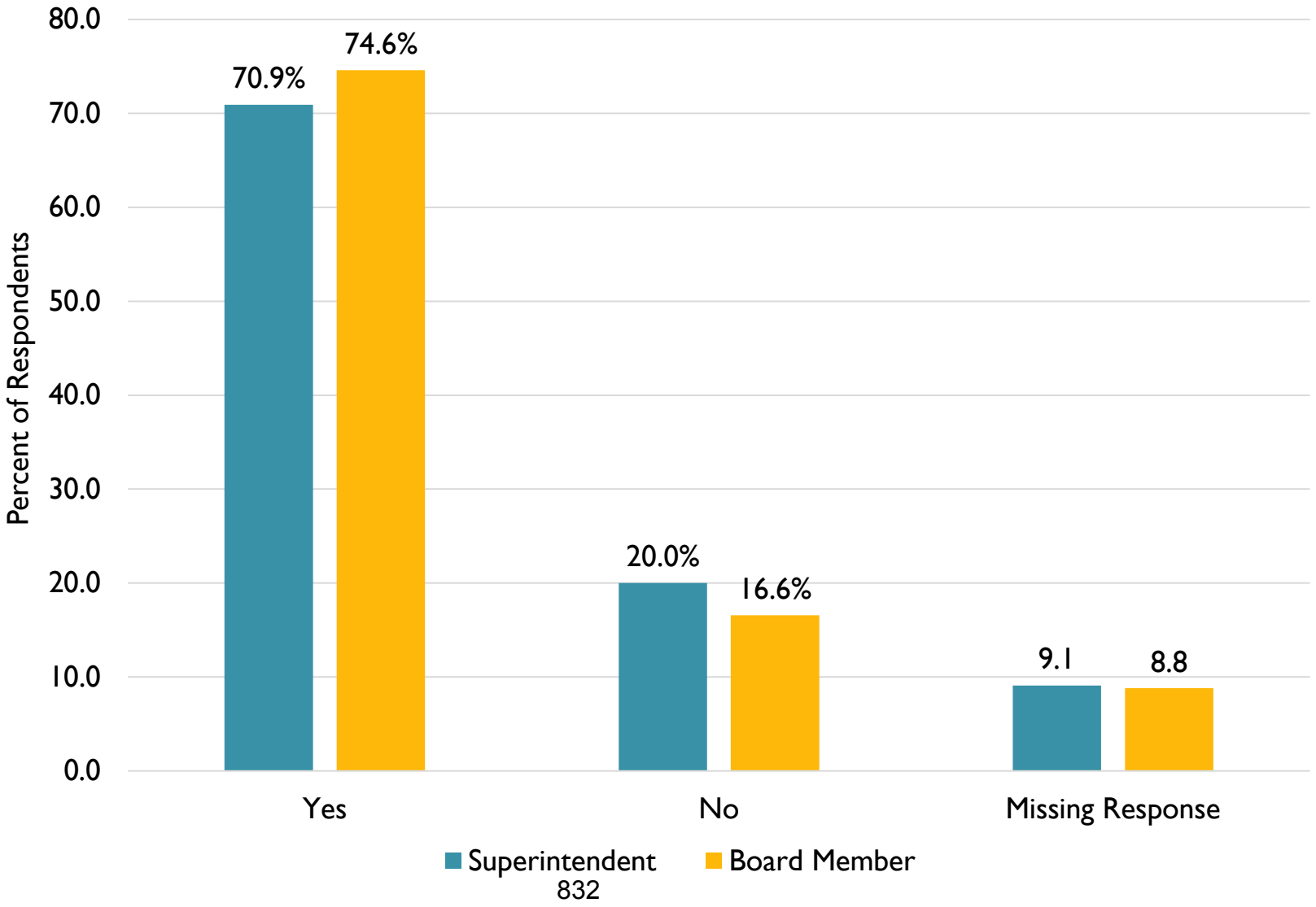
Percentage of Time Devoted to Various Topics During Regularly Scheduled Board Meetings



Average Time Spent on School Board Business Other Than Formal Meetings Each Week



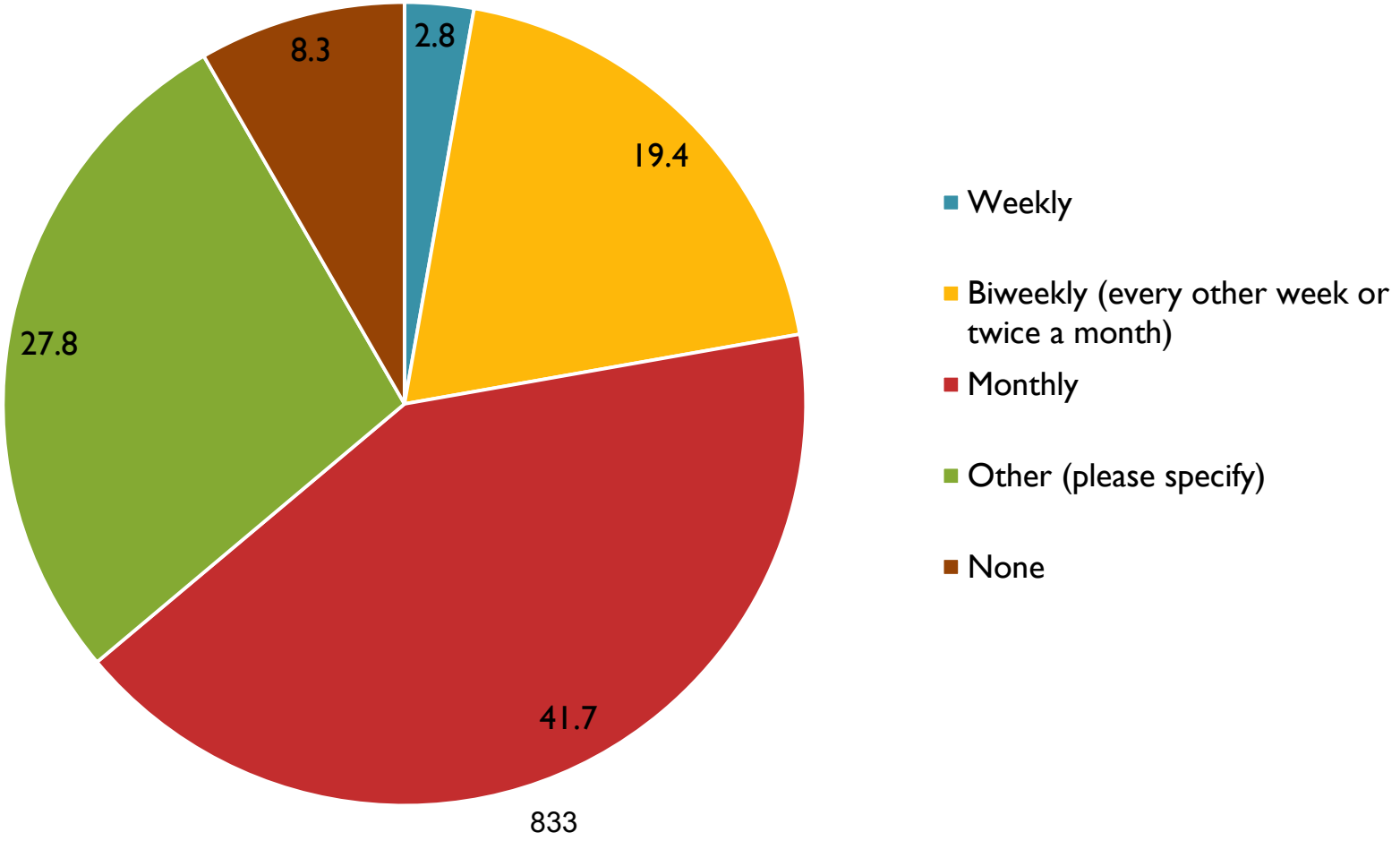
Existence of School Board Work Sessions



832

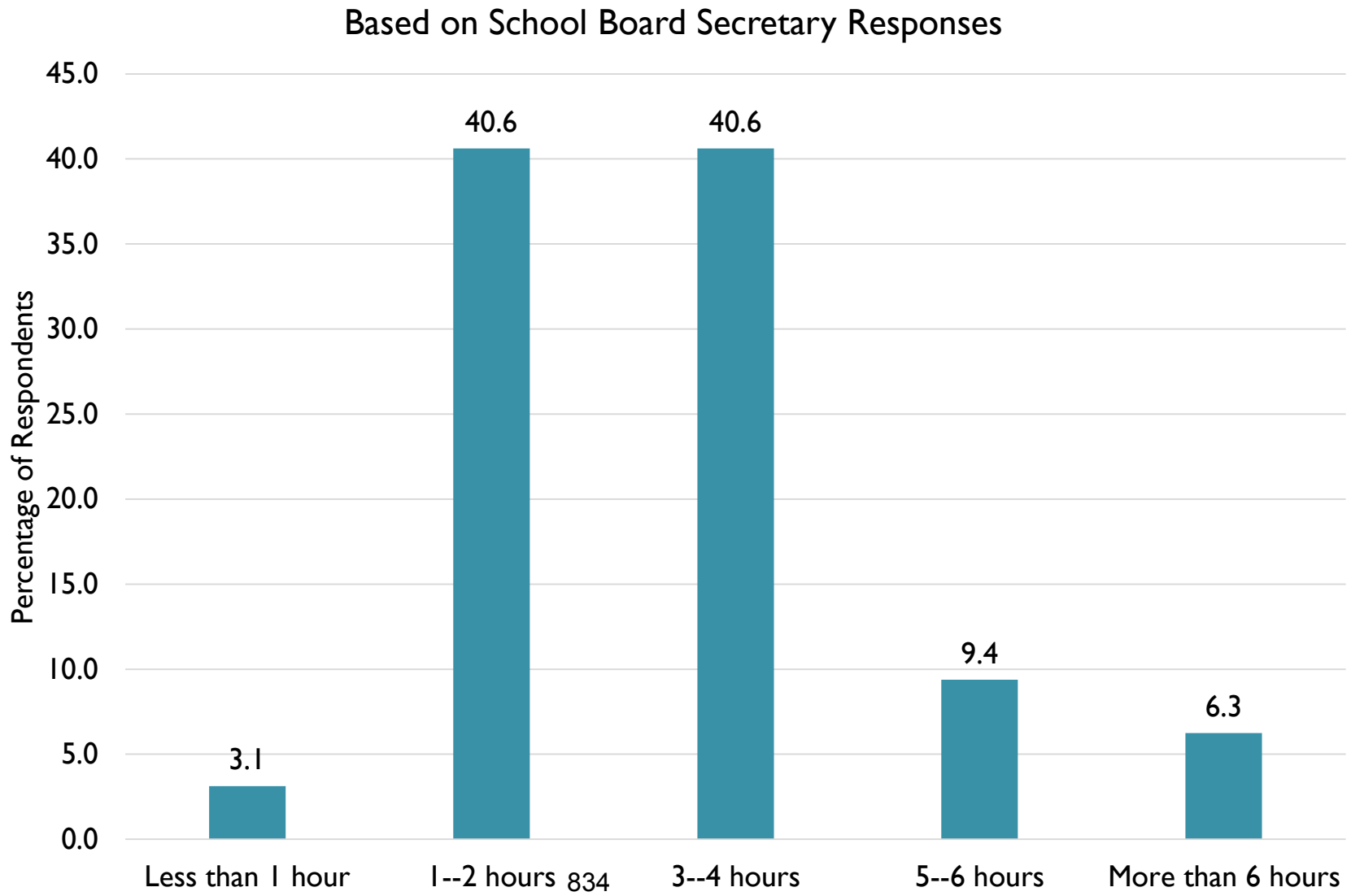
Frequency of School Board Work Sessions

Based on School Board Secretary Responses

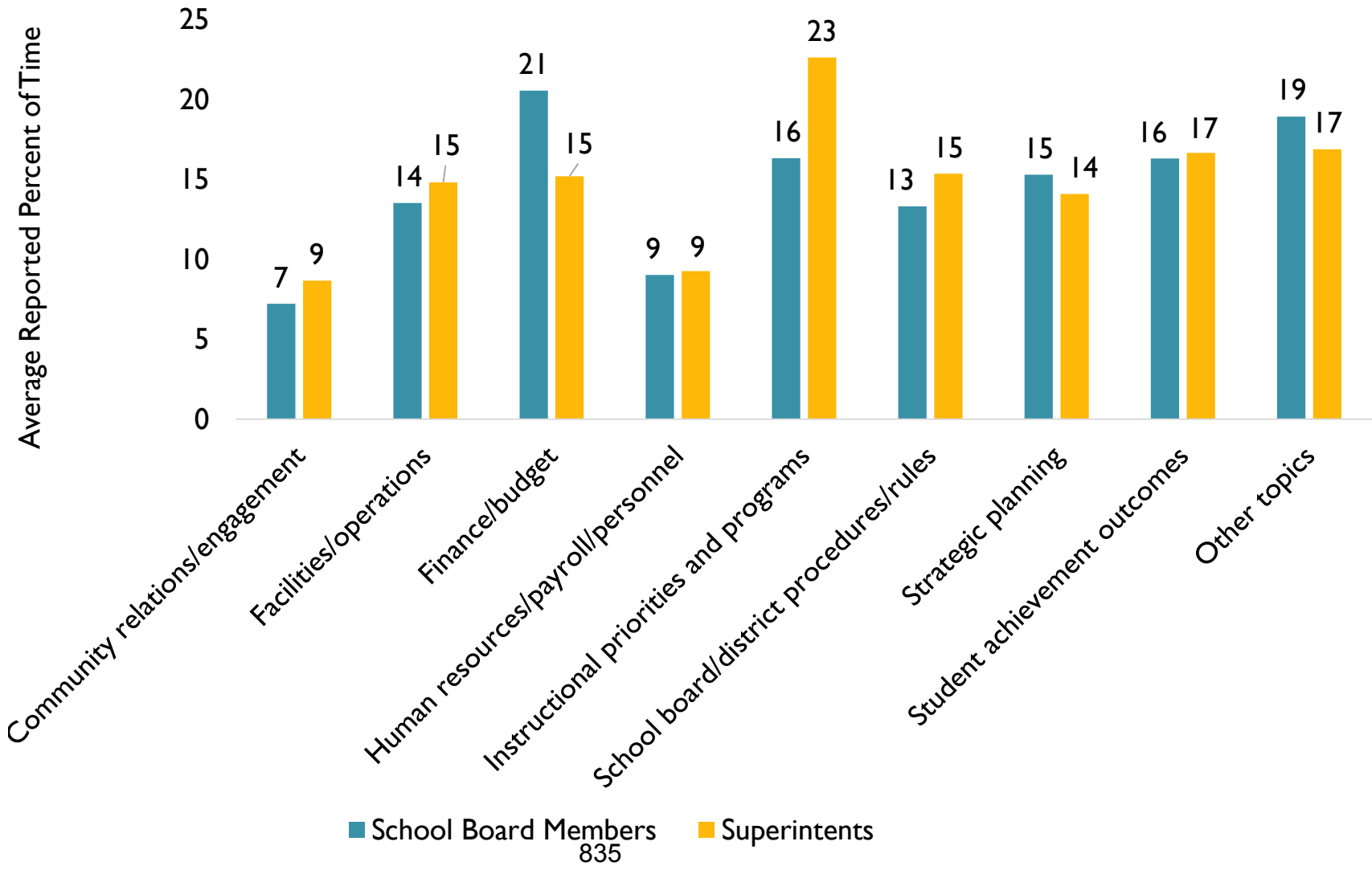


833

Length of a Typical School Board Work Session



Percentage of Time Devoted to Specific Topics During Typical School Board Work Sessions



835

Focus of School Board Time and Energy

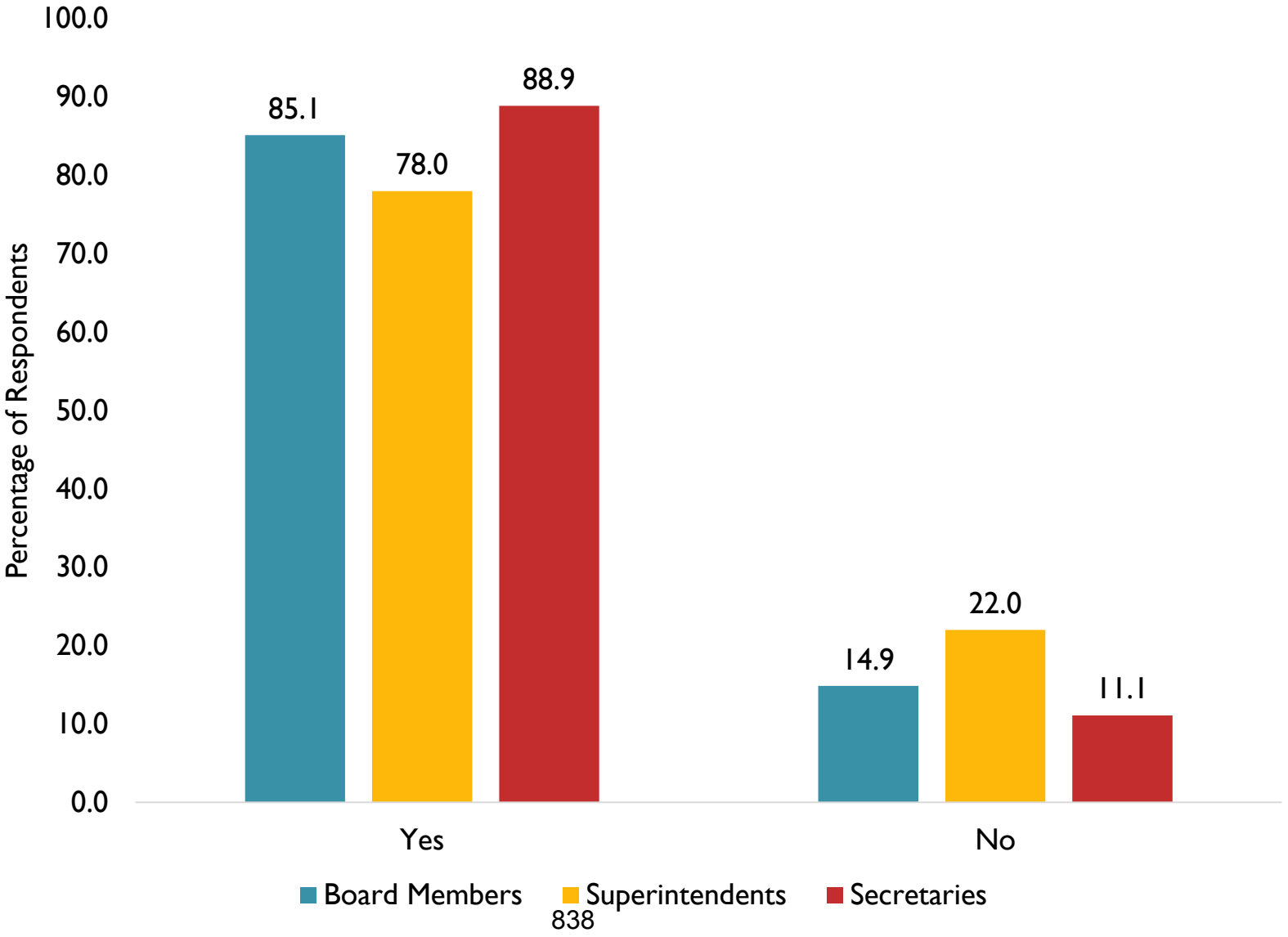
- School Board Members Reported They Spend Most Time on:
  - Budget/Finances
  - Board Policies and Procedures
  - Student Achievement/Academic Performance
- Superintendents Reported that School Board Members Spend Most Time on:
  - Budget/Finances
  - Student Achievement
  - Constituent Concerns/Issues

On-Boarding Process and Committees

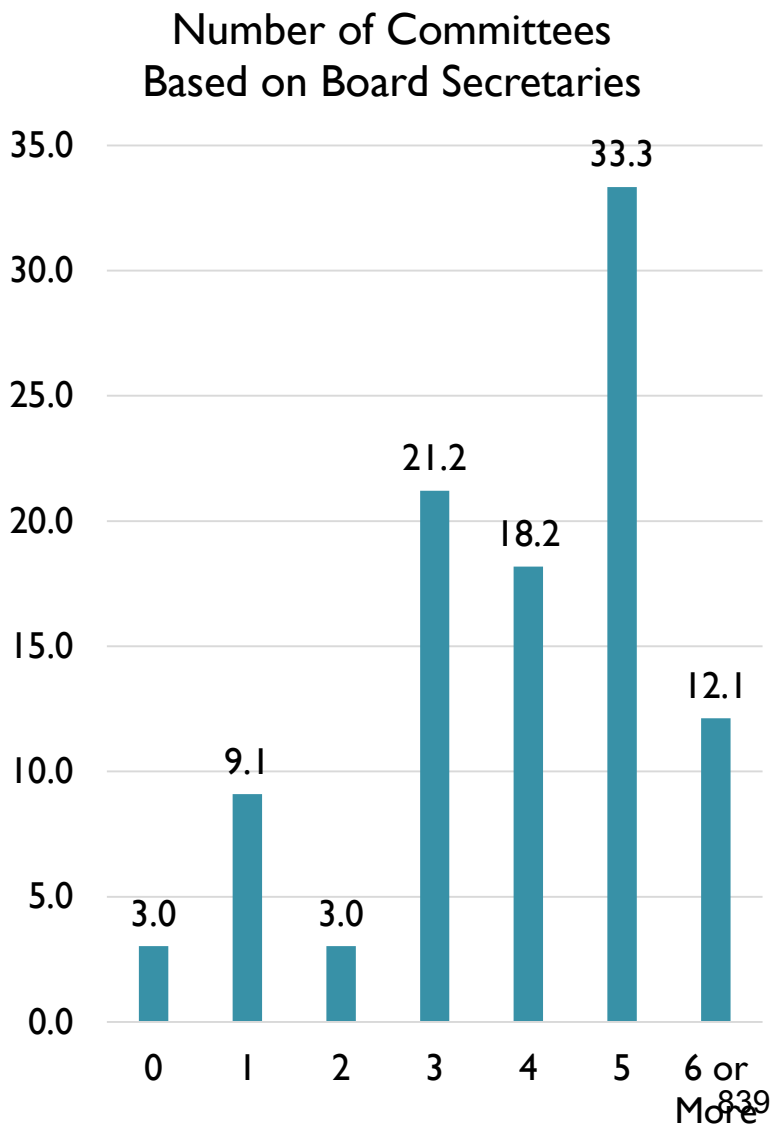
- About 73% of school board members said they have an on-boarding process
  - 40 of 52 board members who stated they did not have an on-boarding process were from districts where at least one colleague said they did.
- Some 85.1% of school board members said they had a school board committee structure in place.
  - 164 board members (48.2%) reported they were chairs of a board committee.

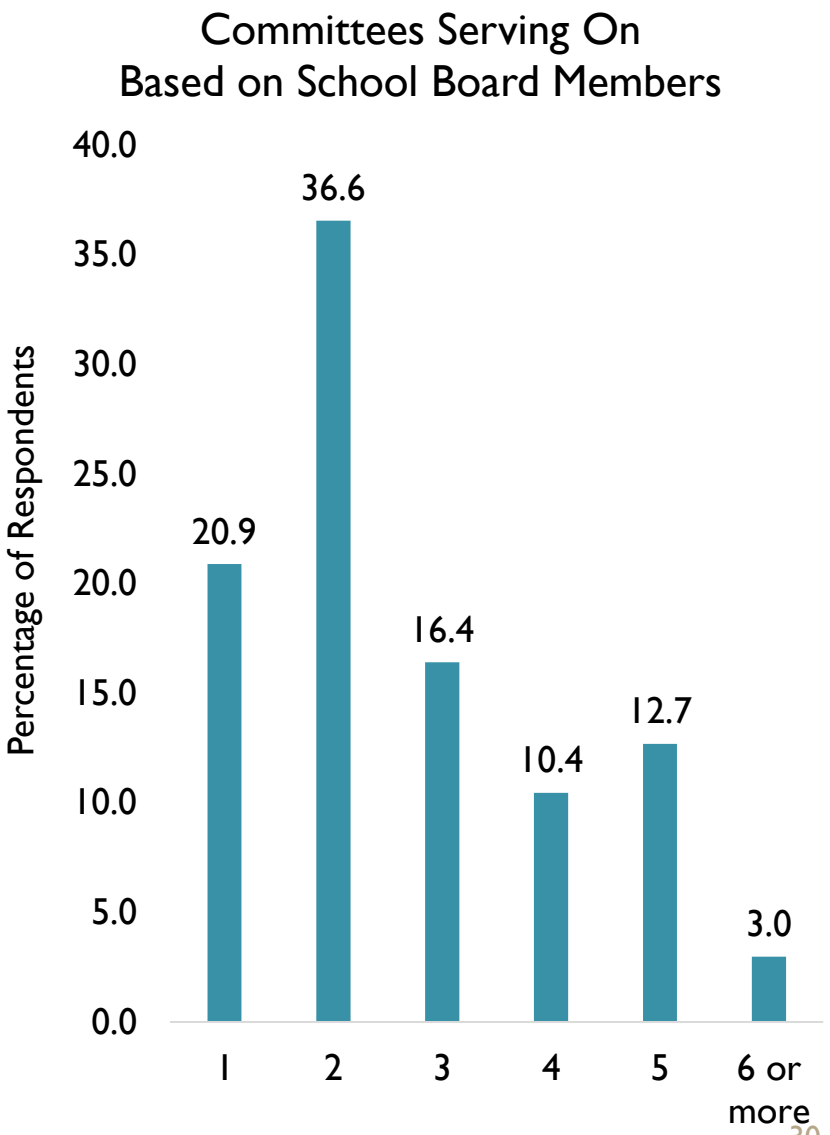
837

Existing Committee Structure



Number of School Board Committees and Number of Committees School Board Members Serve On





SCHOOL BOARD FOCUS

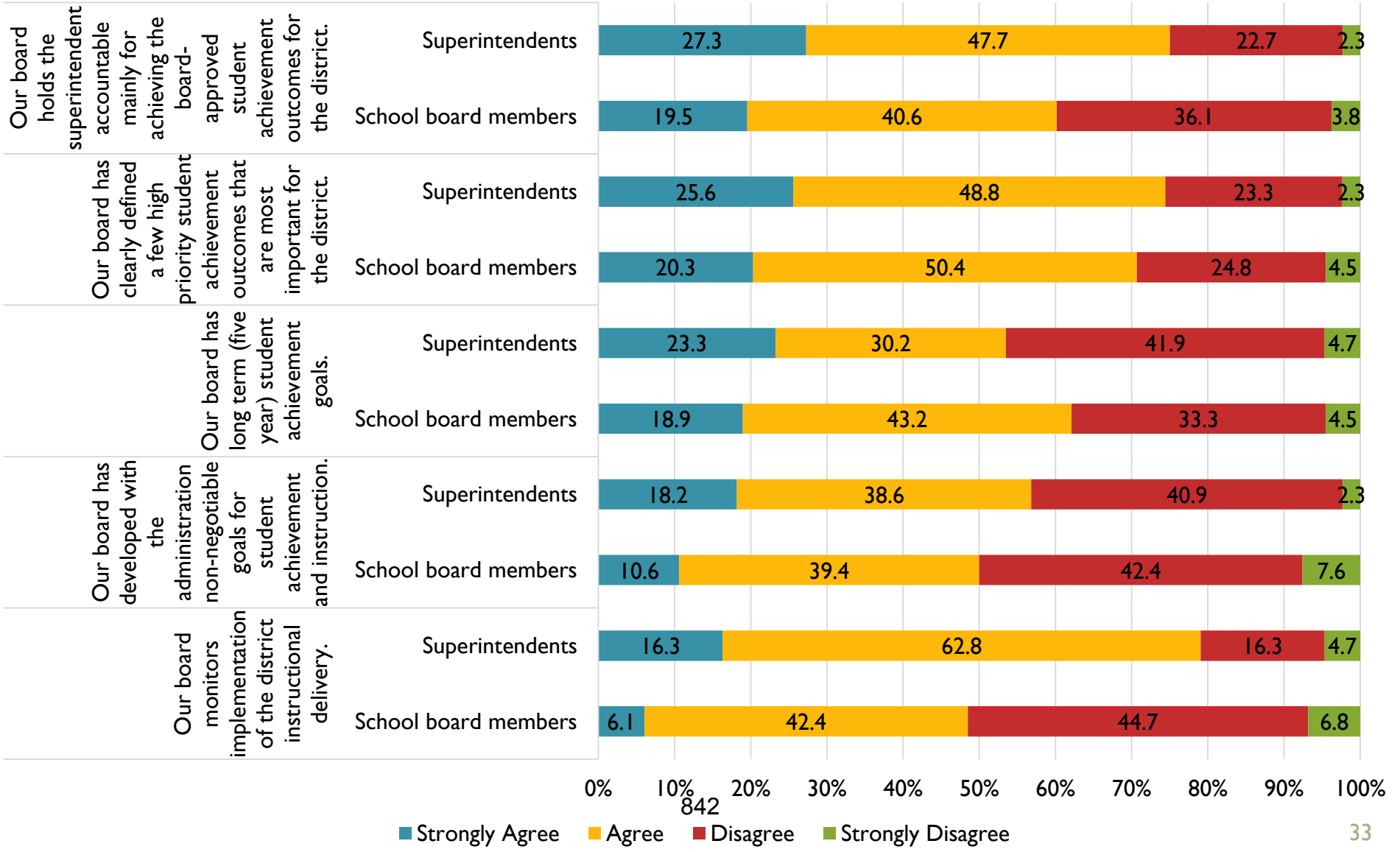
840

School Board and Superintendent Goals

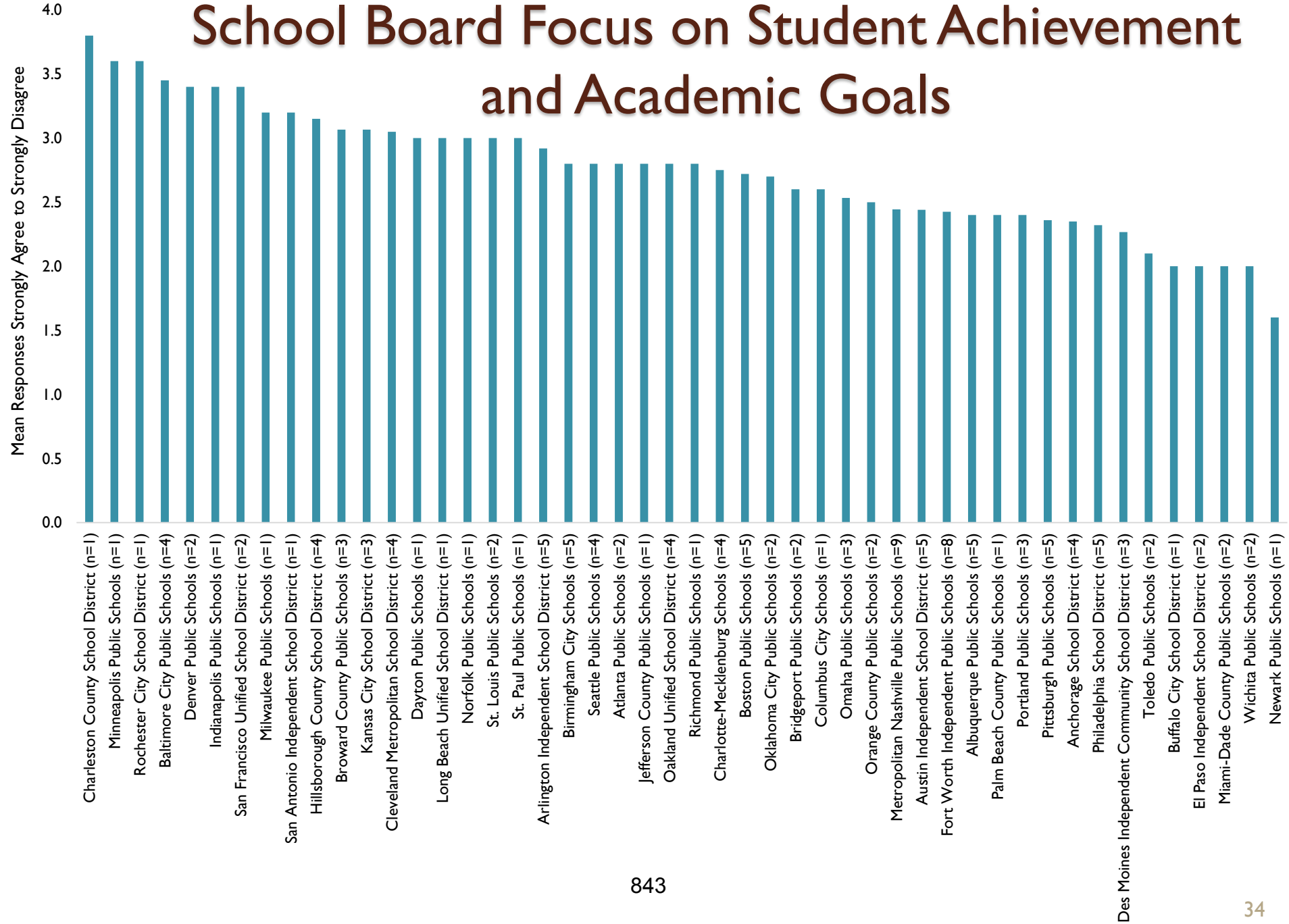
- School Board Members Reported Their Top 3 Goals for Students were:
  - Closing the achievement gaps
  - Graduation rates
  - Increase Student Achievement on State Assessments

- Superintendents Reported Their Top 3 Goals for Students were:
  - 3rd grade read proficiency
  - Graduation rates
  - Closing the achievement gap

School Board Focus on Student Achievement and Academic Goals

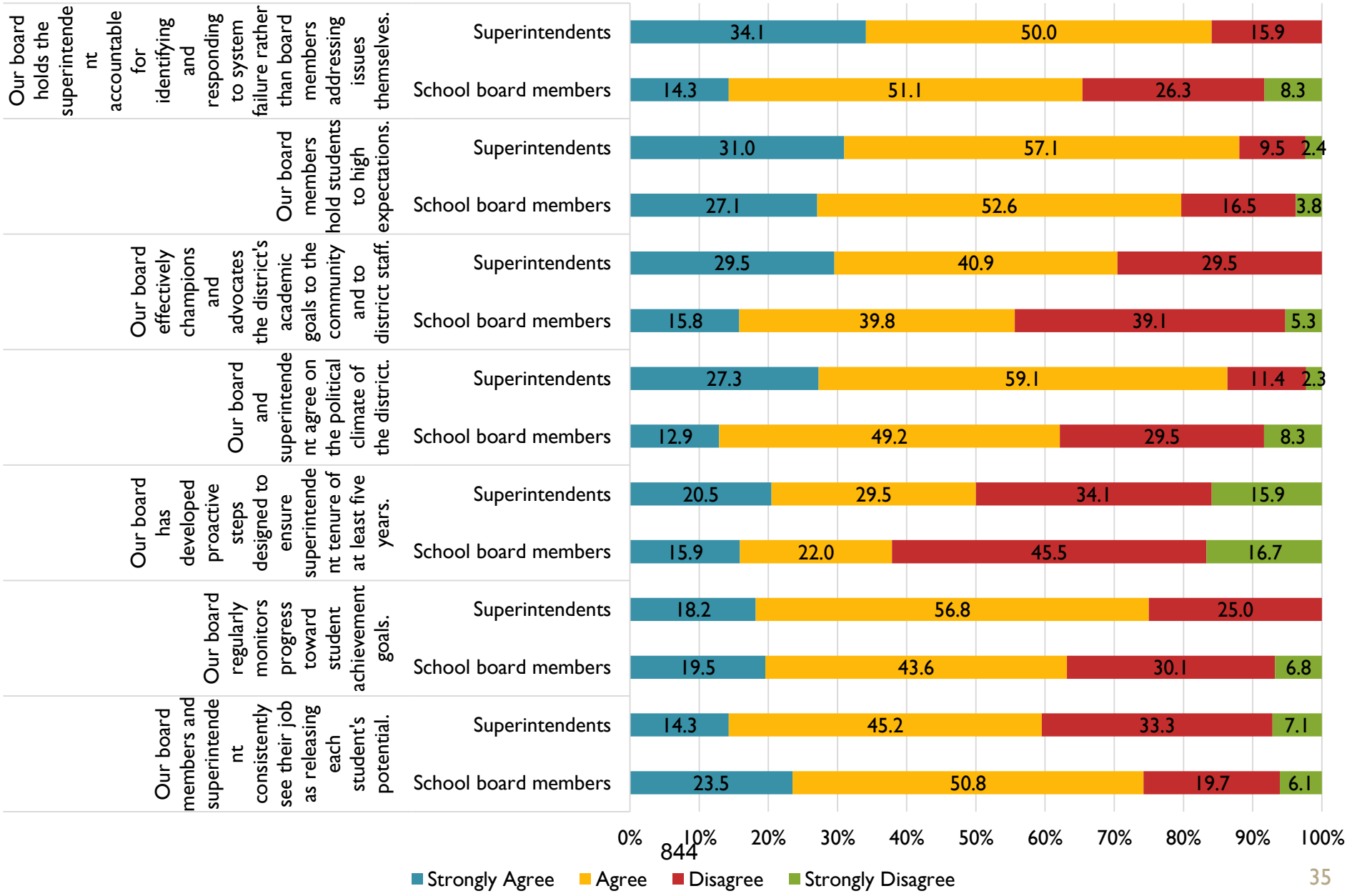


School Board Focus on Student Achievement and Academic Goals

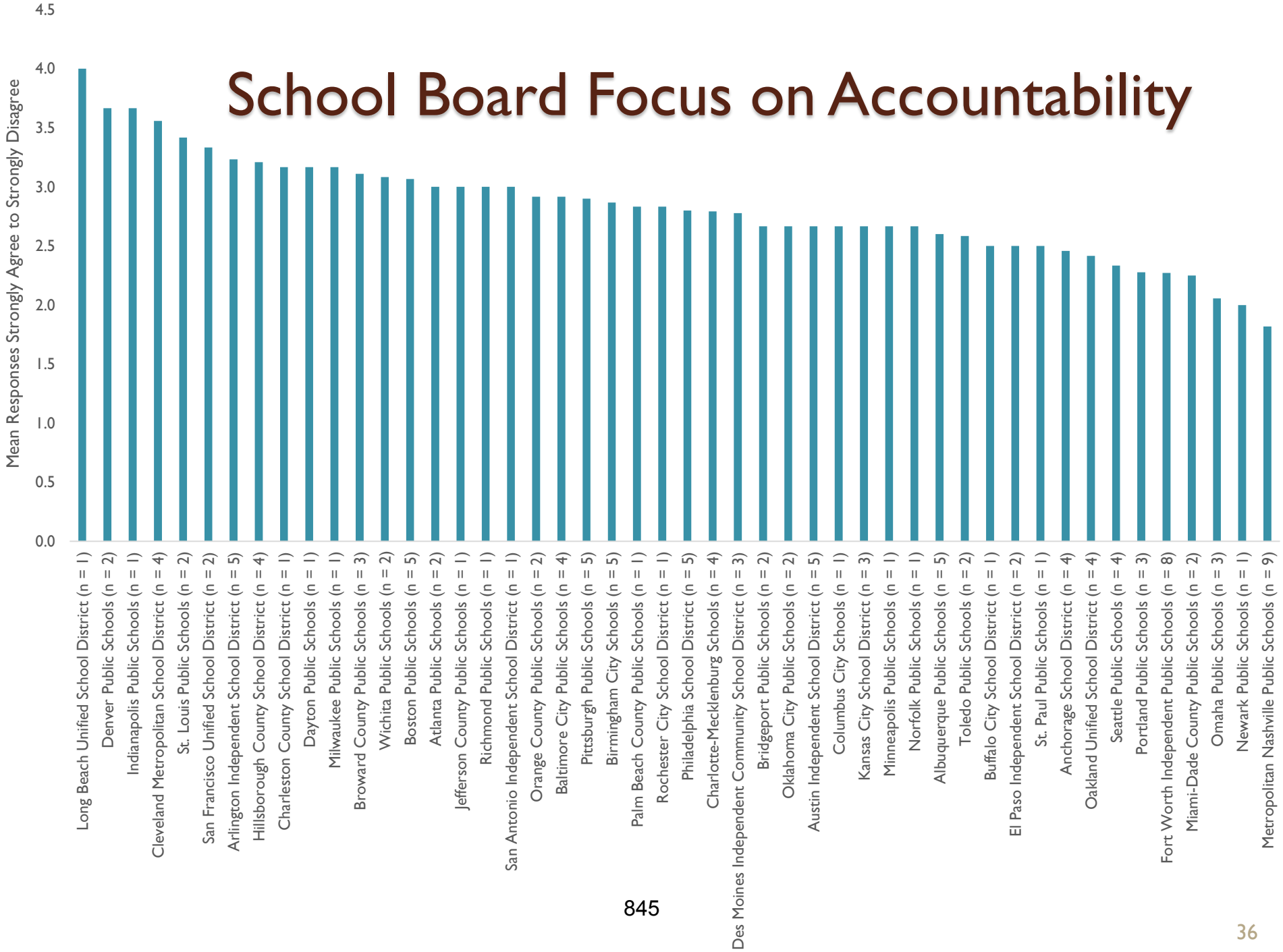


843

School Board Focus on Accountability

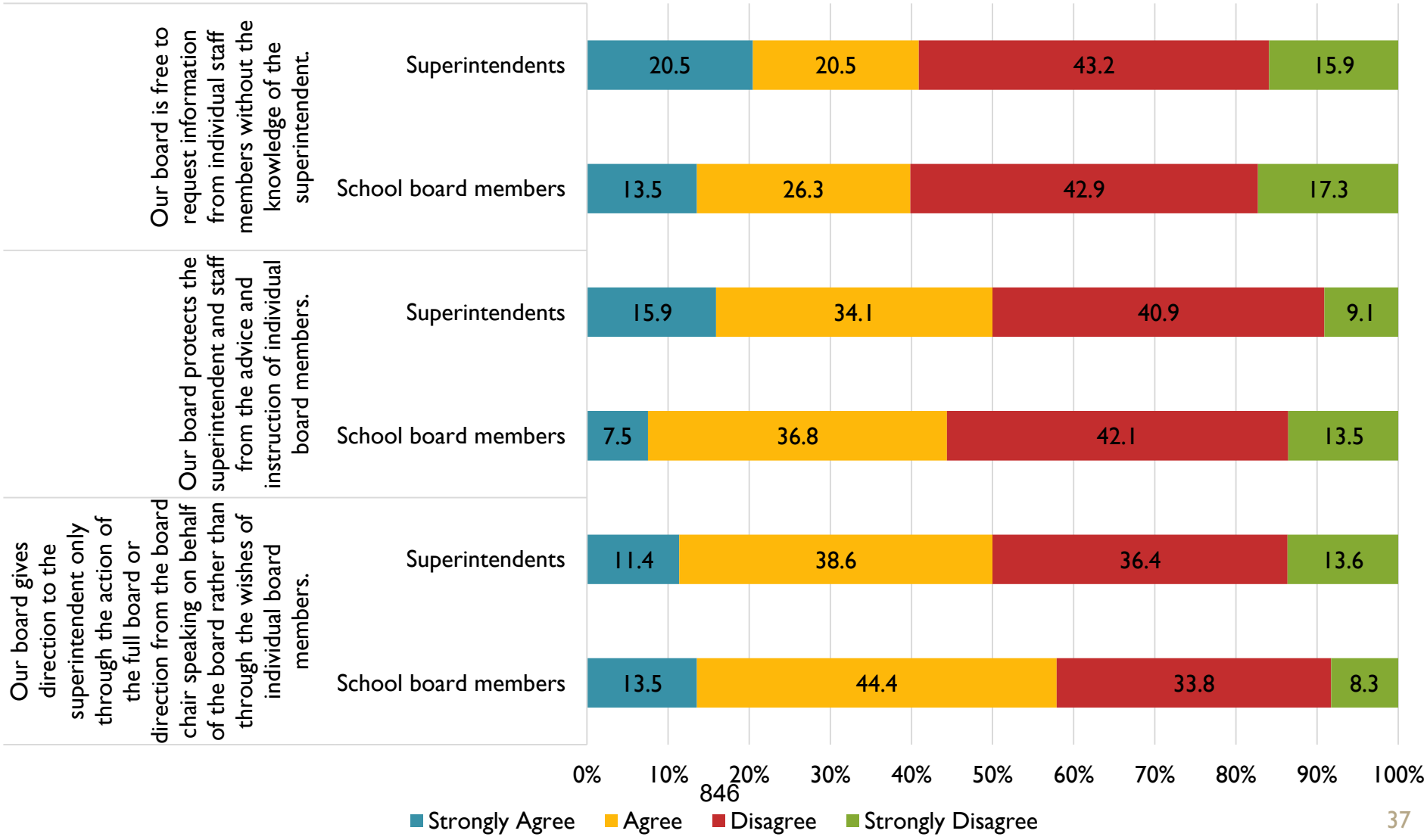


School Board Focus on Accountability

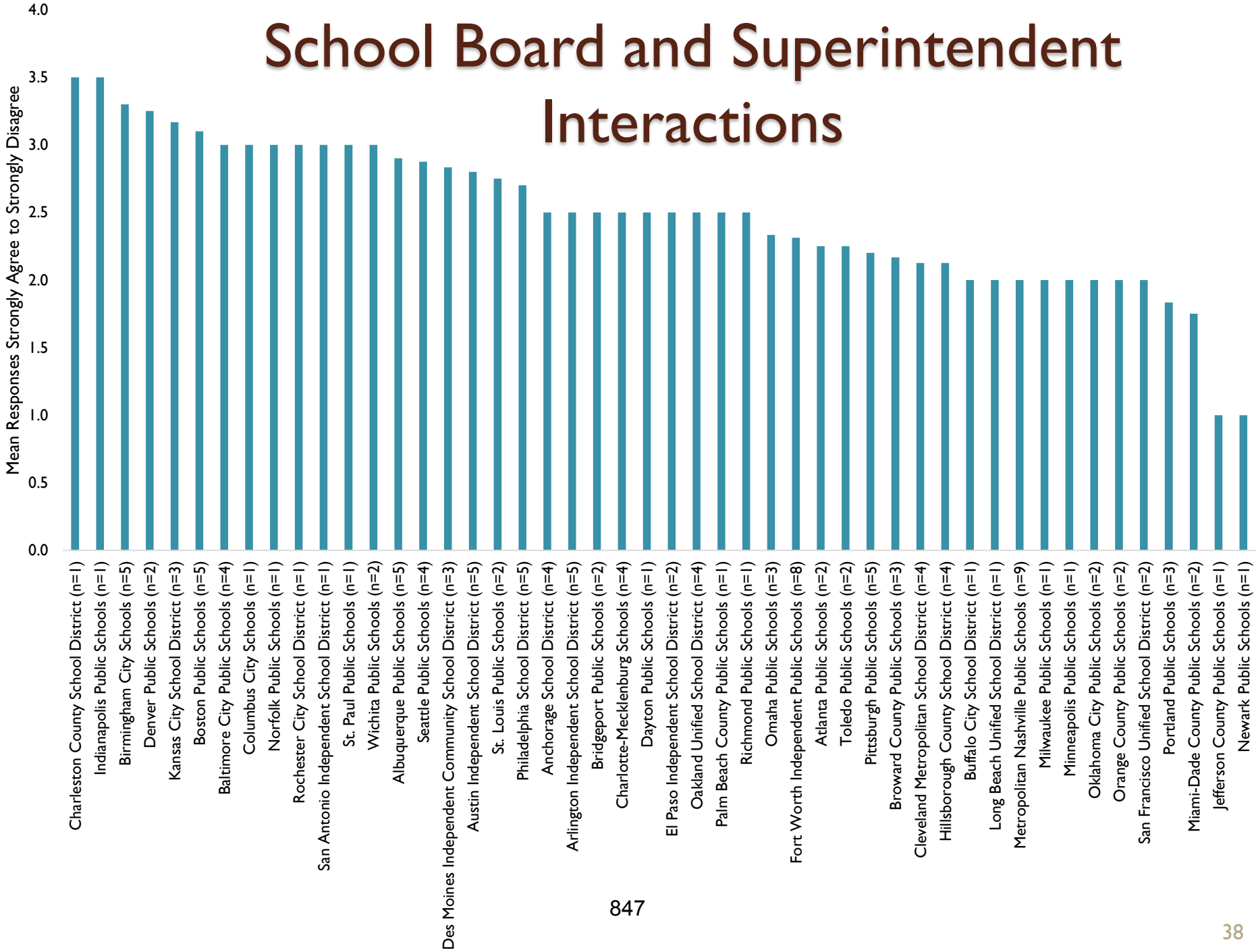


845

School Board and Superintendent Interactions

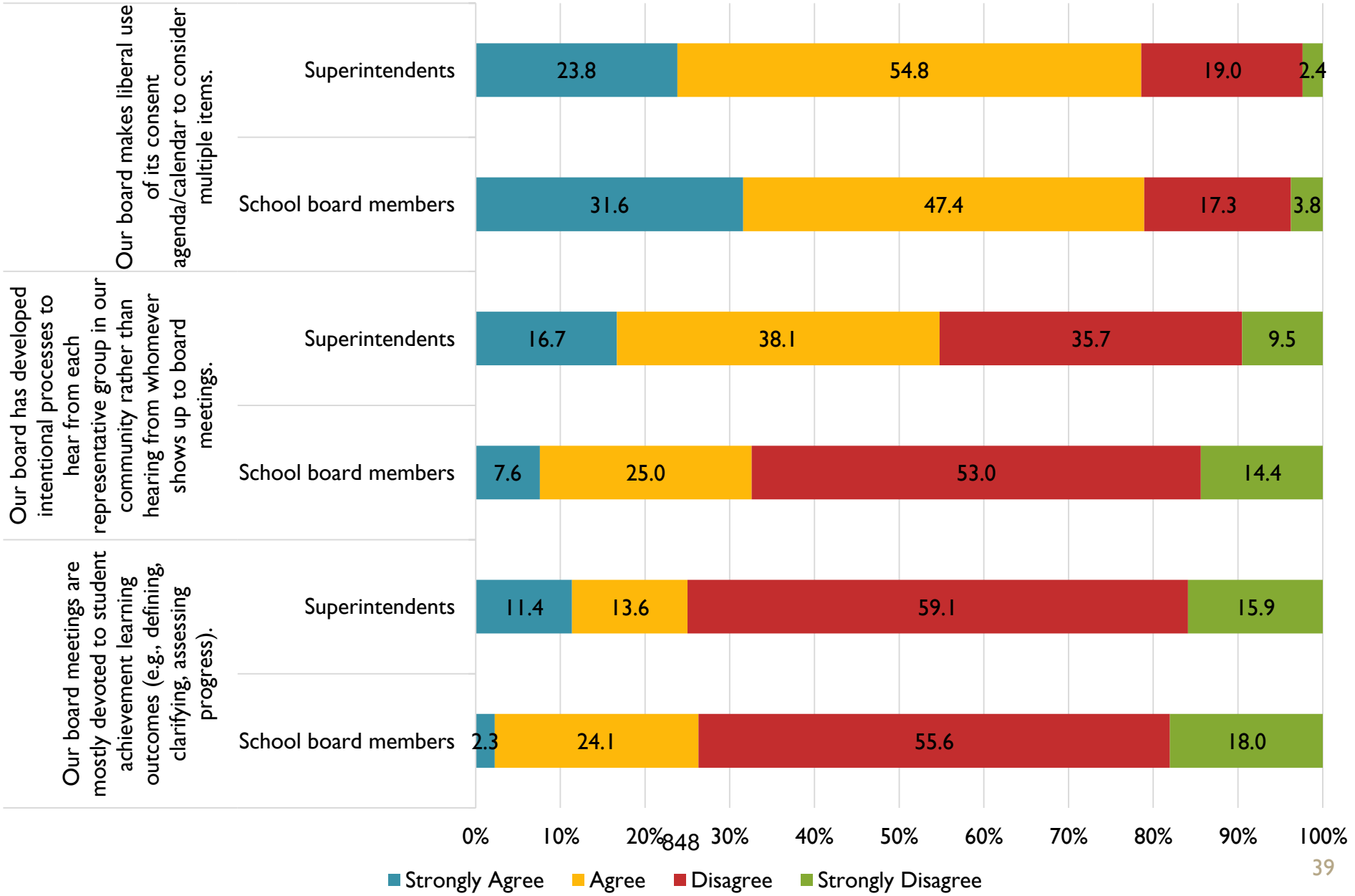


School Board and Superintendent Interactions

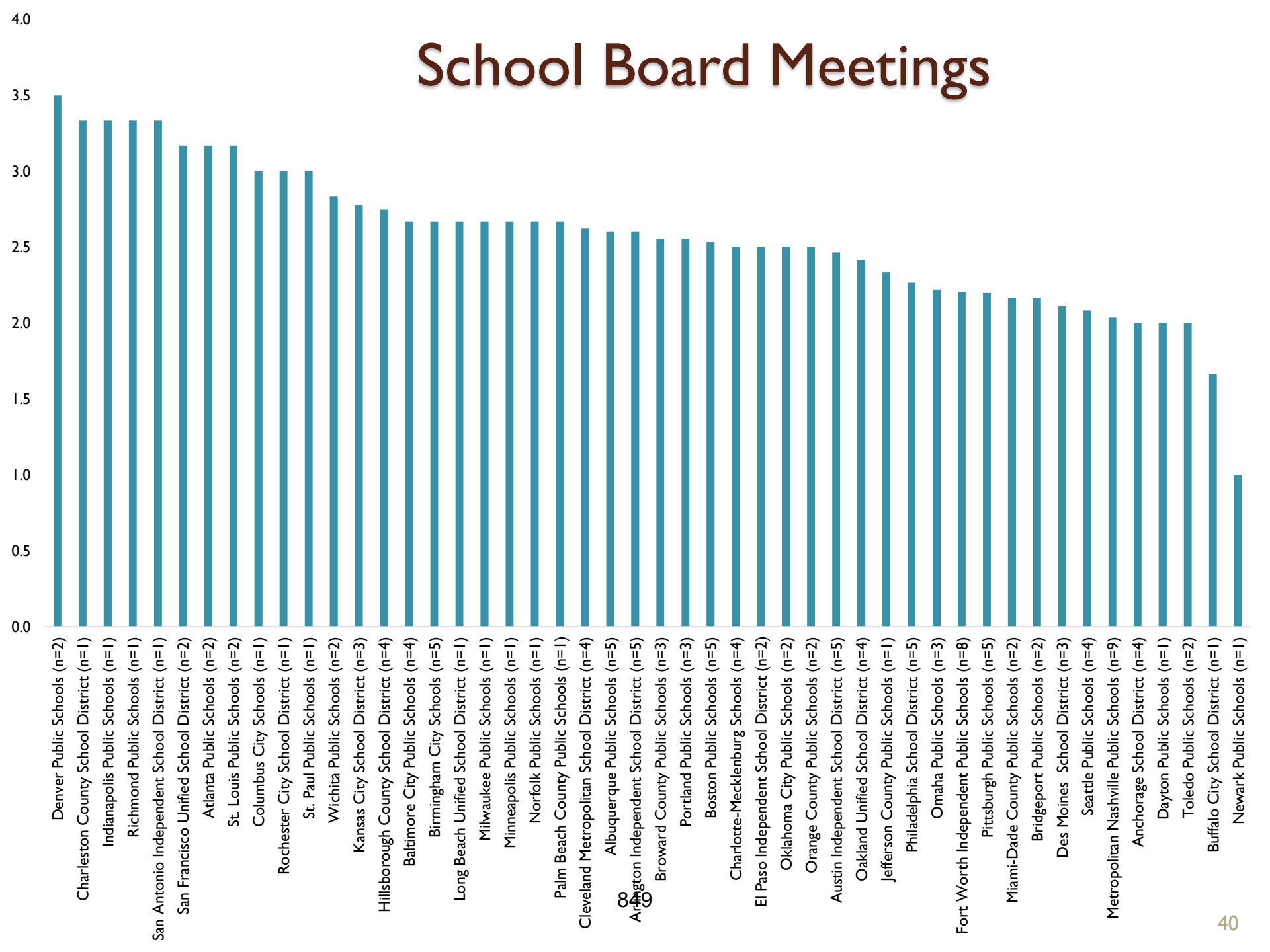


847

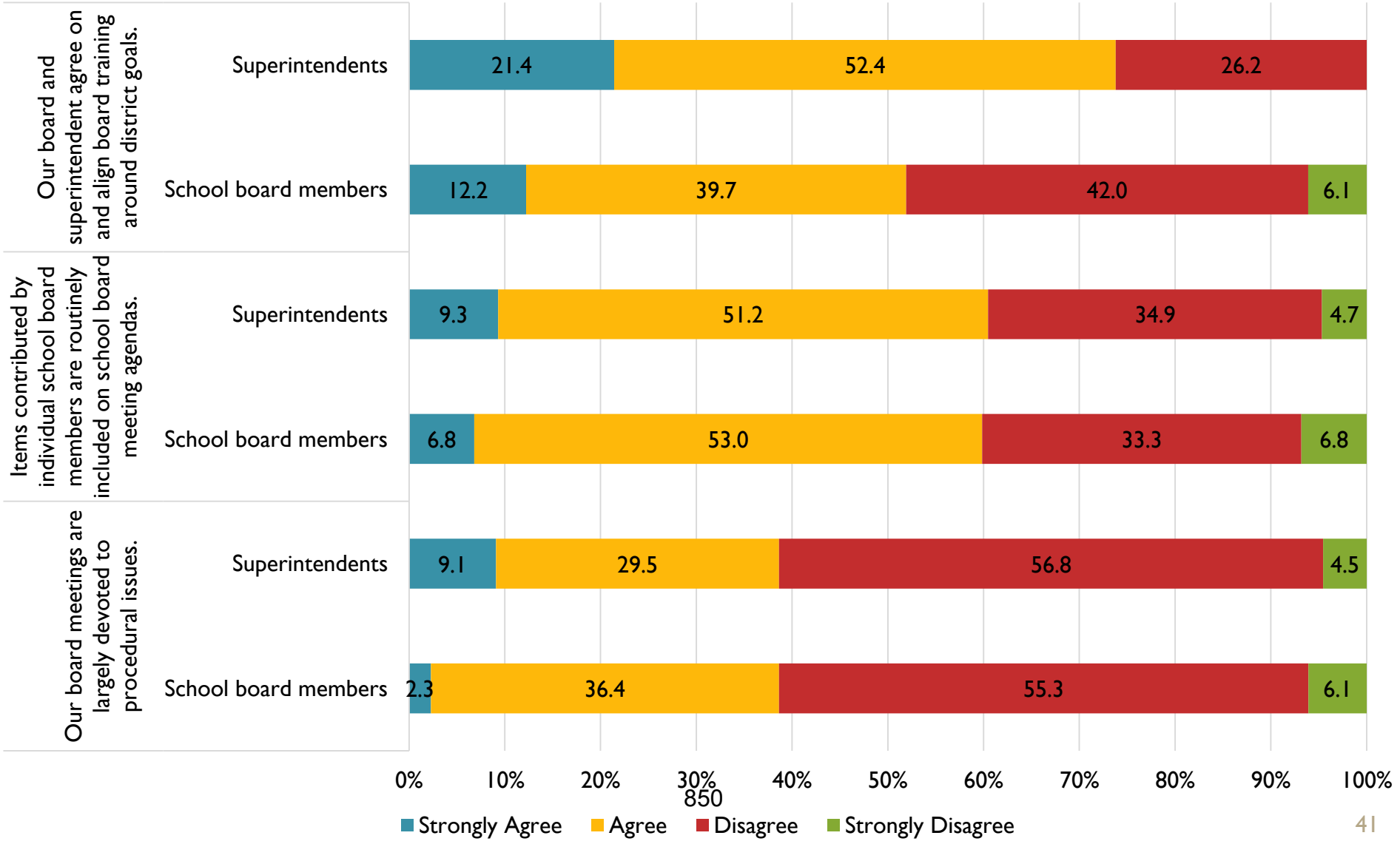
School Board Meetings



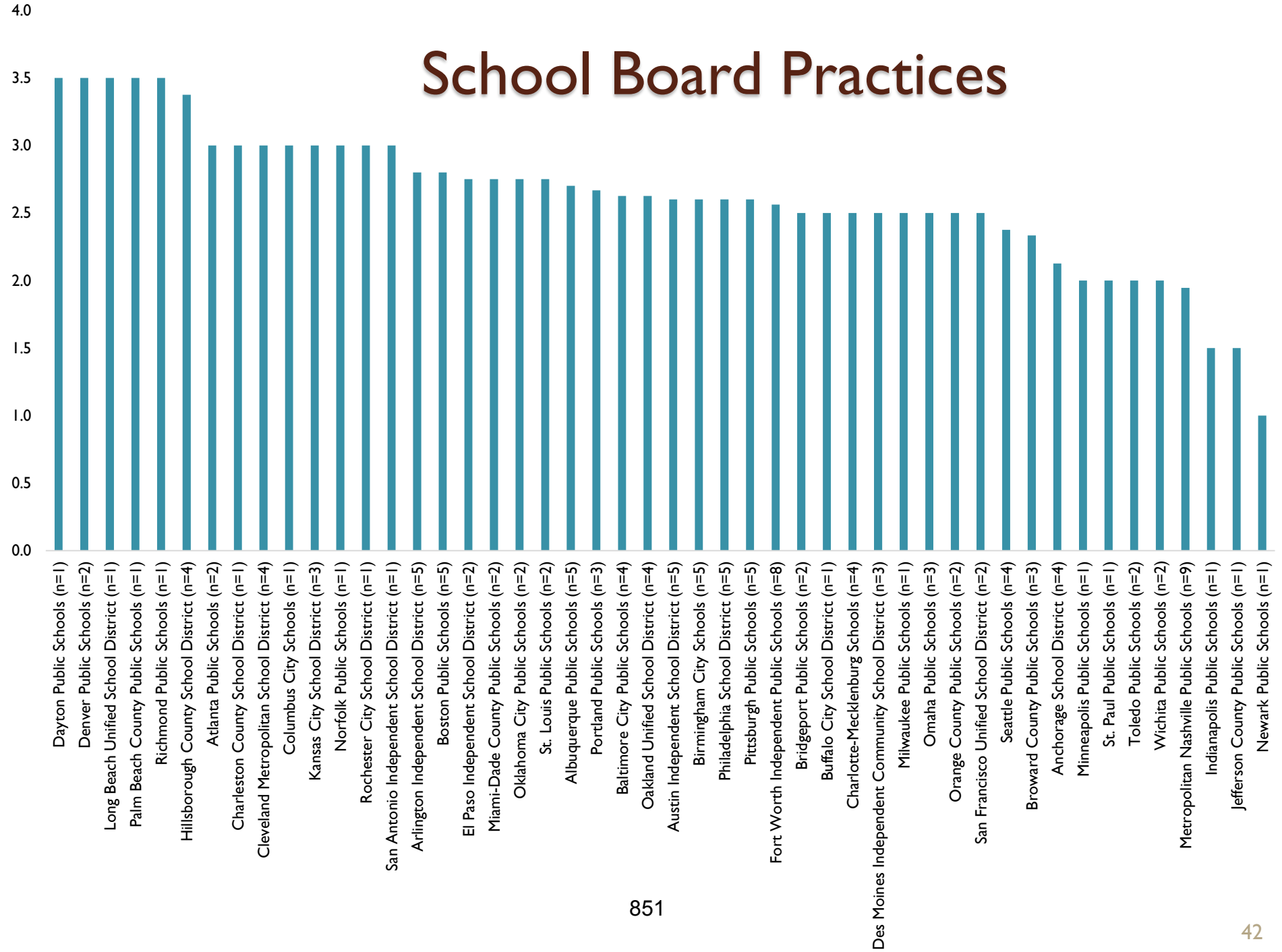
School Board Meetings



School Board Practices

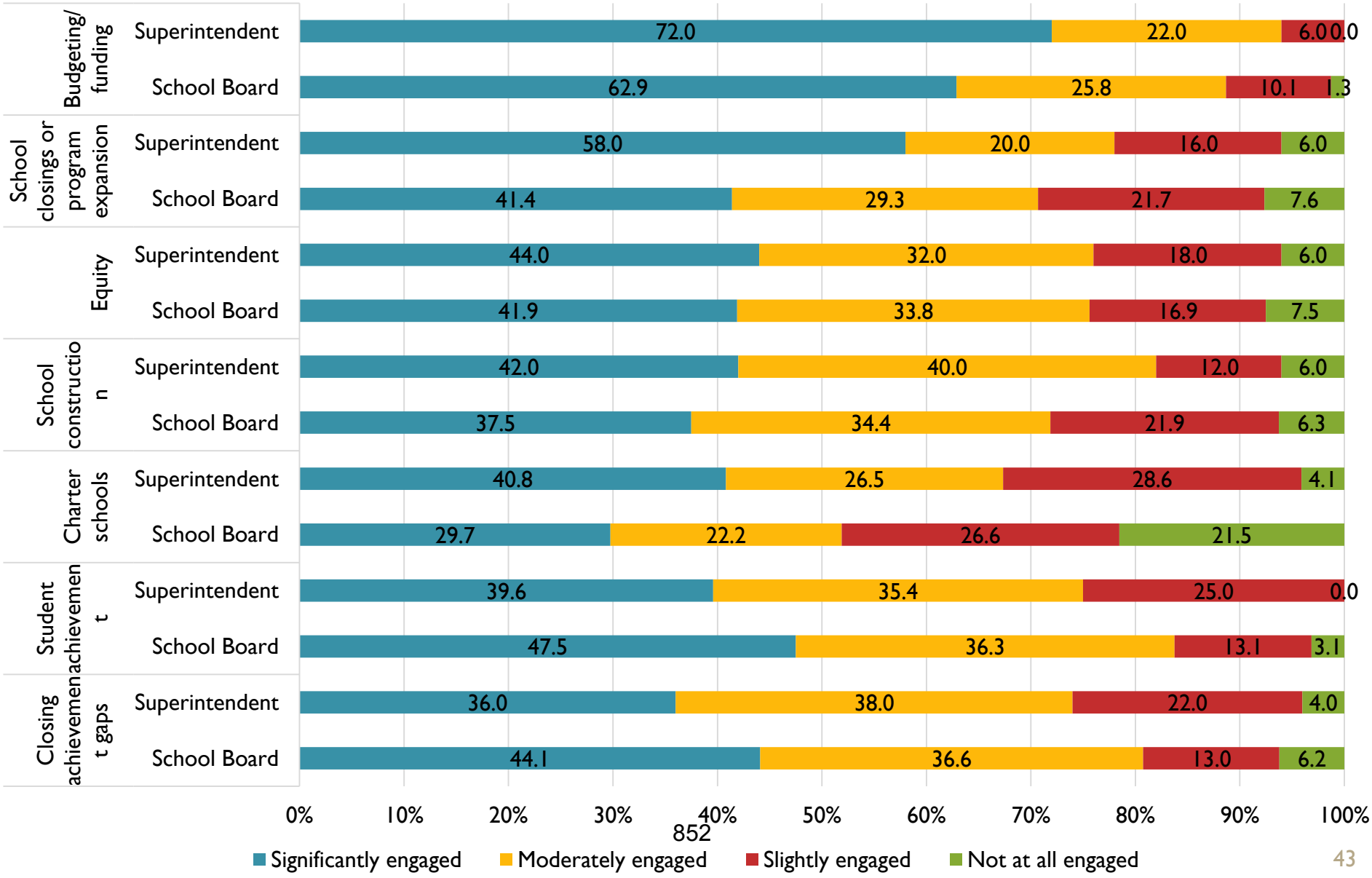


School Board Practices

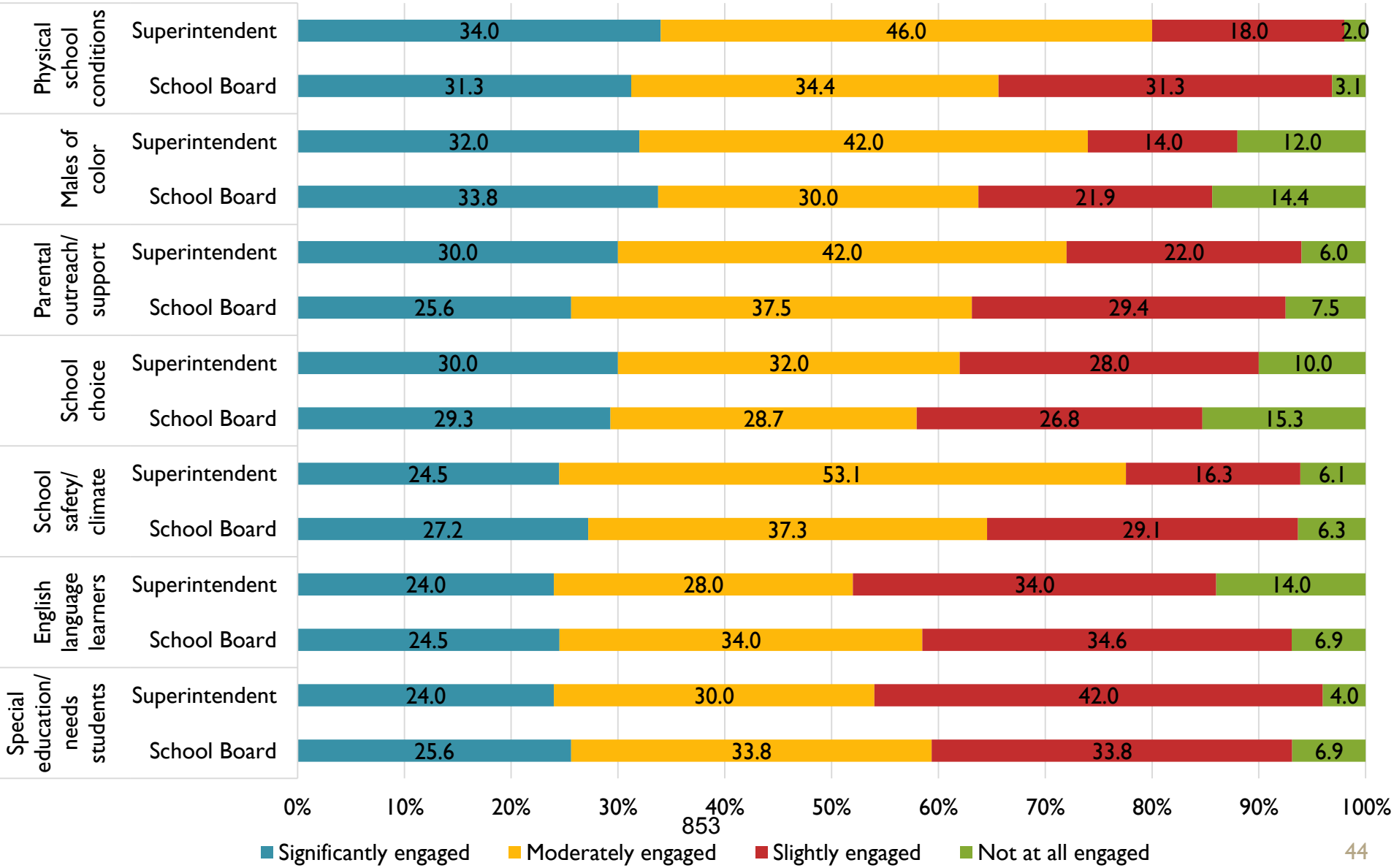


851

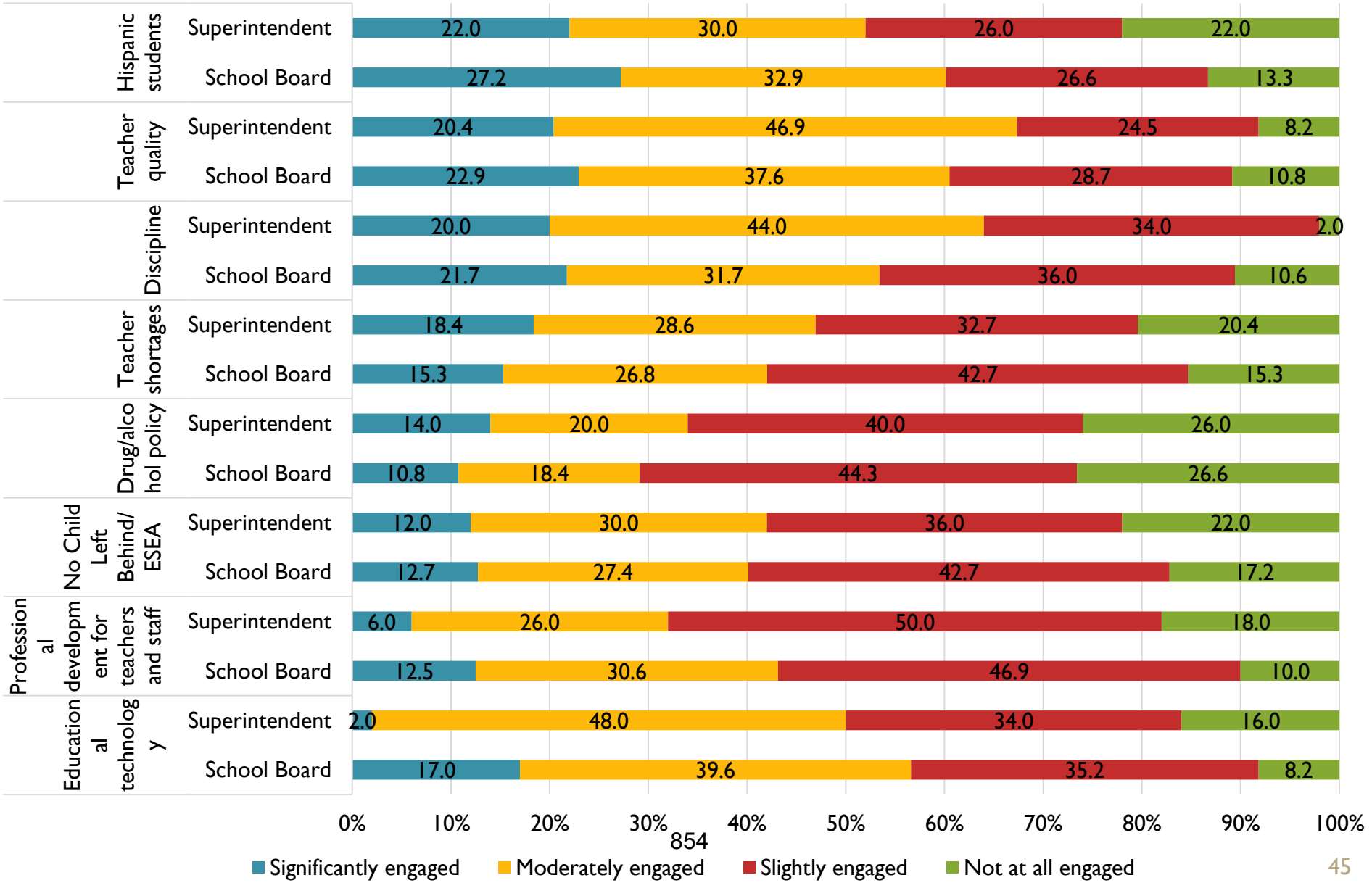
School Board Engagement in Various Topics (1)



School Board Engagement in Various Topics (2)



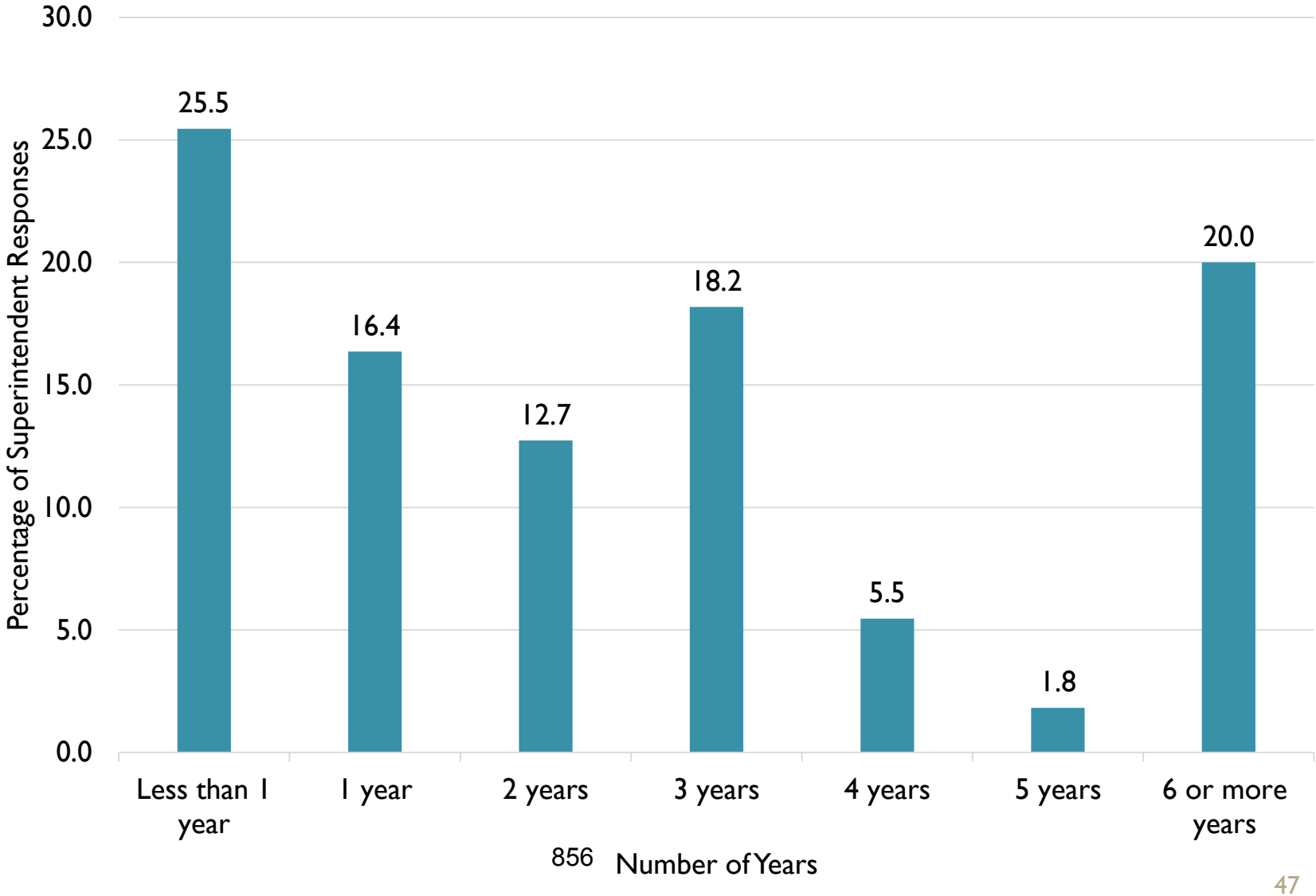
School Board Engagement in Various Topics (3)



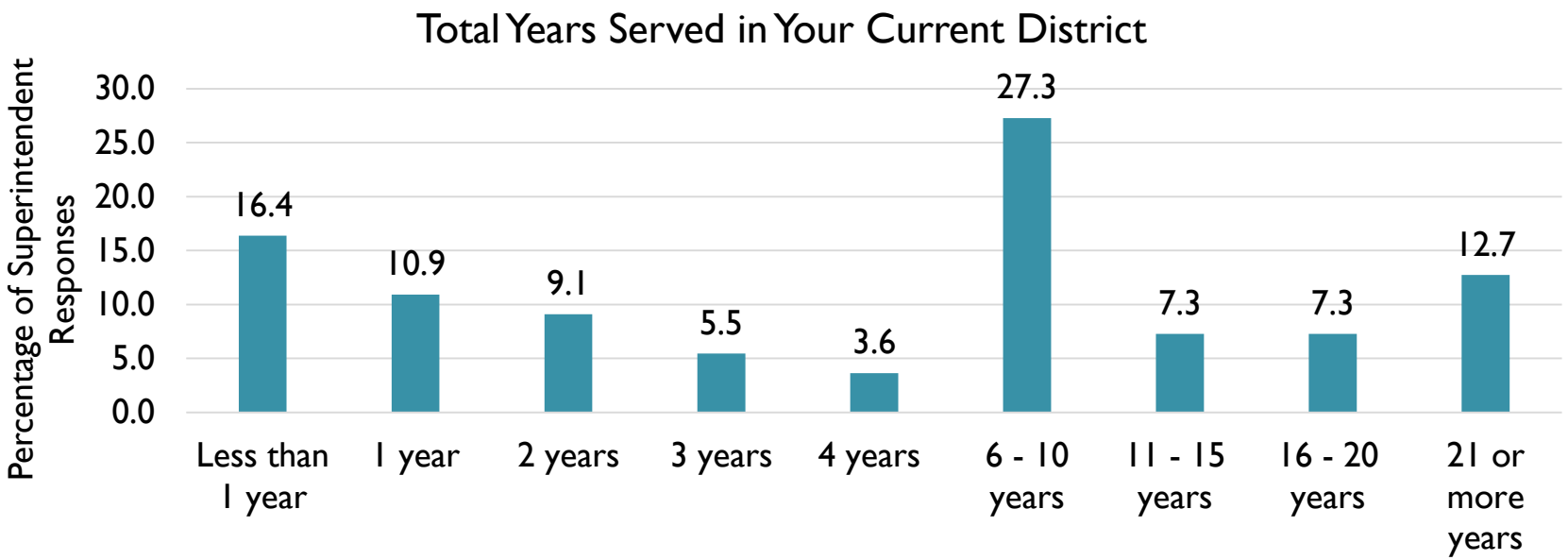
SUPERINTENDENT TENURE

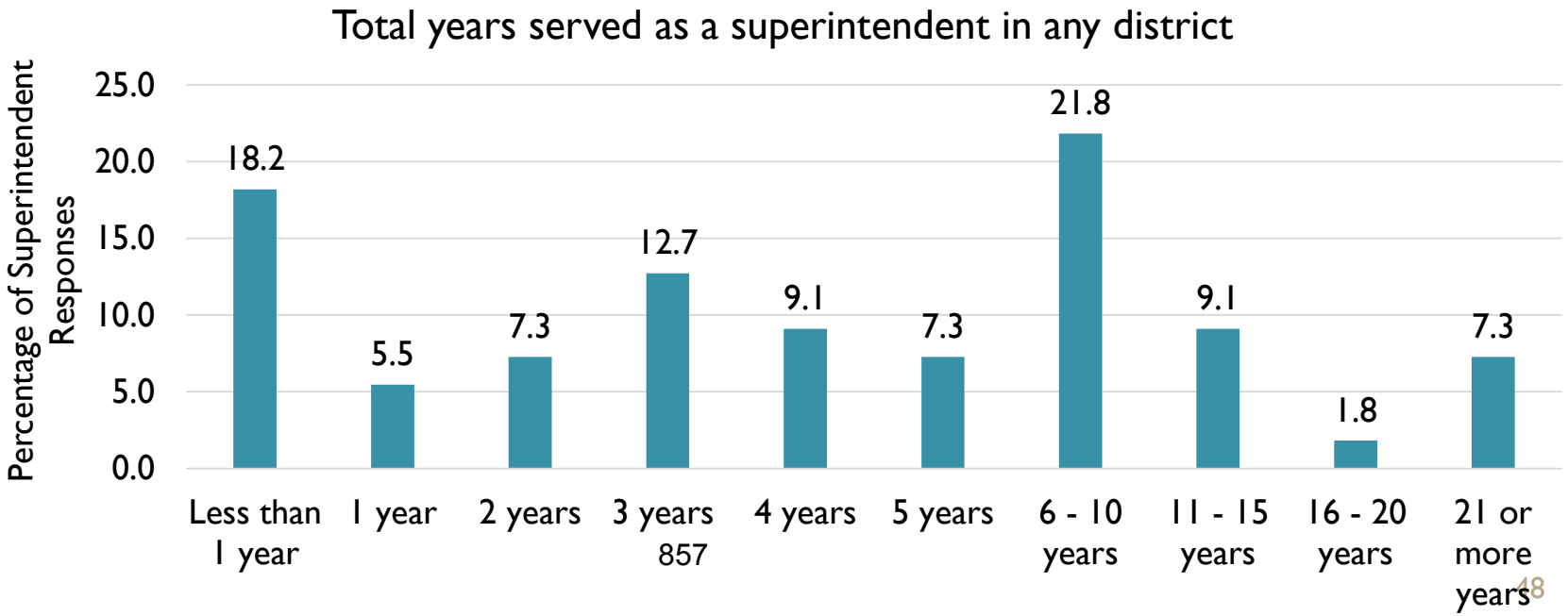
855

Number of Years Serving as Superintendent in Current District

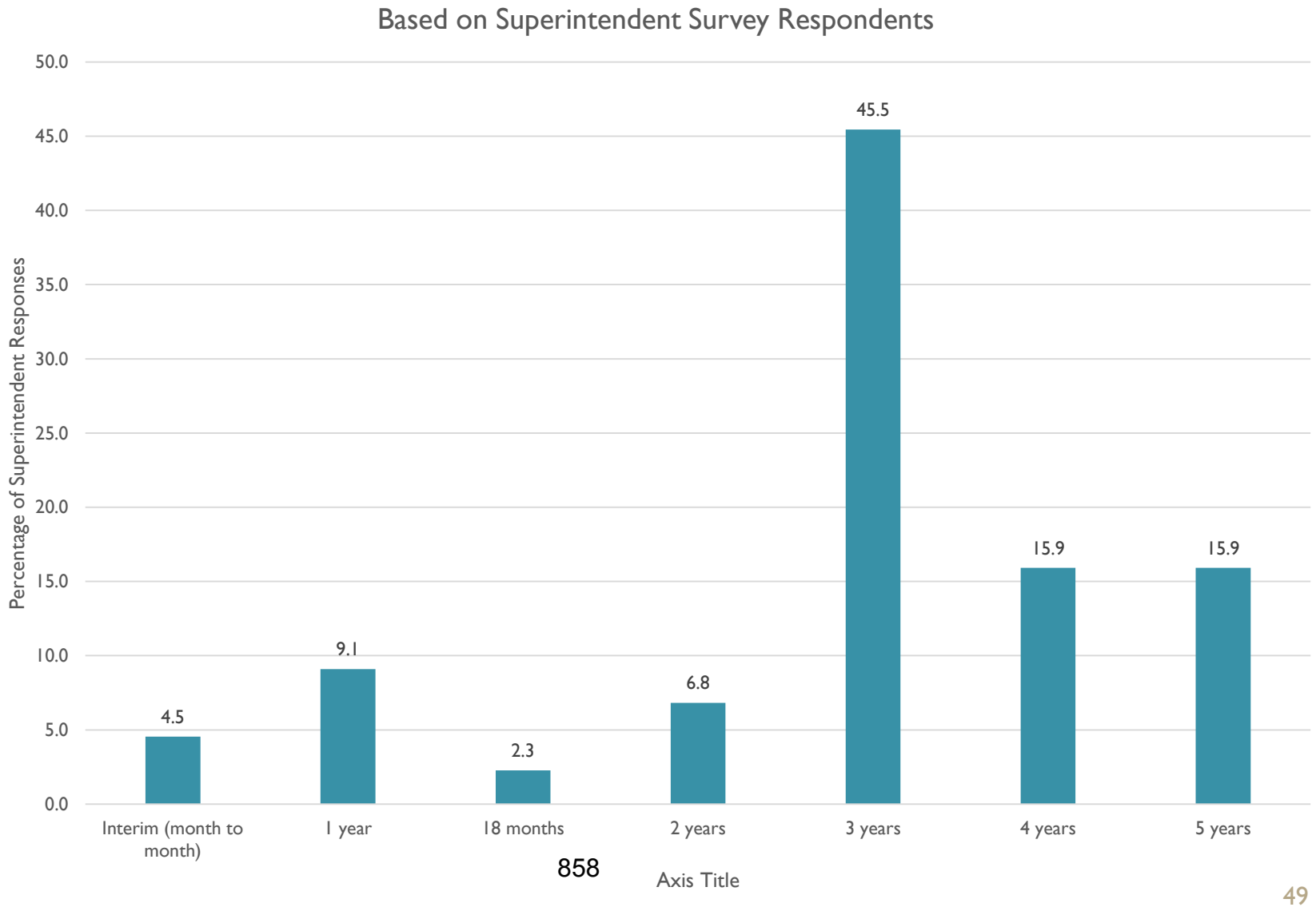


Service Of Superintendents - Overall





Length Of Current Superintendent Contract



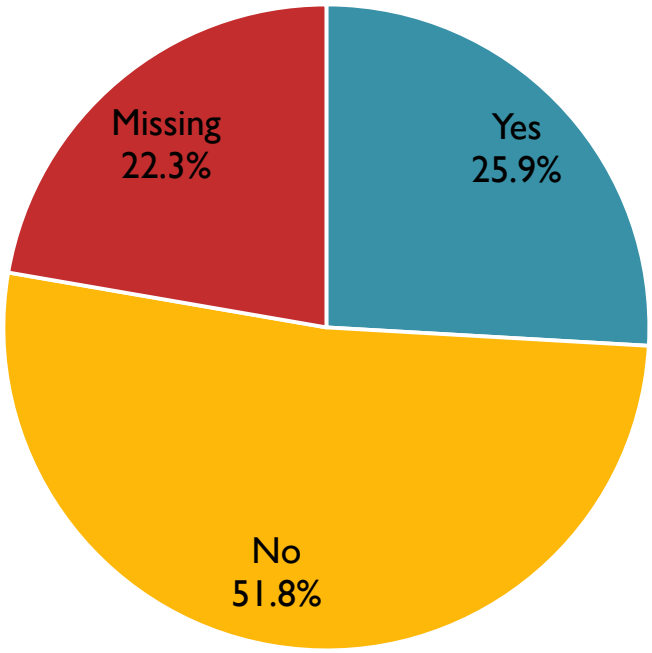
Superintendent Tenure and Evaluation

- The tenure of the average current superintendent is about 2.69 years and full tenure of the previous two superintendents was an average of 3.58 years and 4.46 years, respectively.
- 132 school board members reported that their last superintendent review was conducted about 8.36 months ago--with a range of one month to 48 months

Superintendent Evaluations Using Research-Based Rubric and Exit Interviews

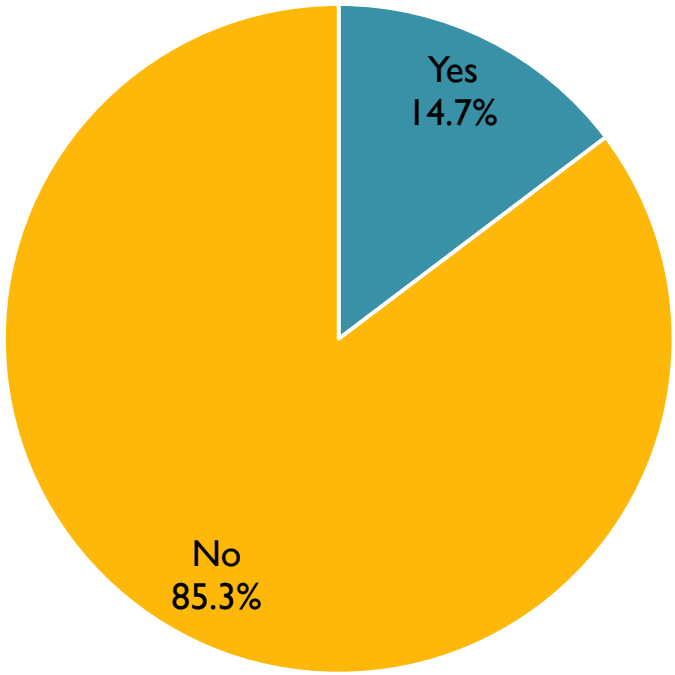
Percent of Superintendent Evaluations Using a Research-based Rubric

Based on School Board Member Responses



Percent of Exit Interviews Conducted When Superintendent Leaves

Based on Board Secretary Responses



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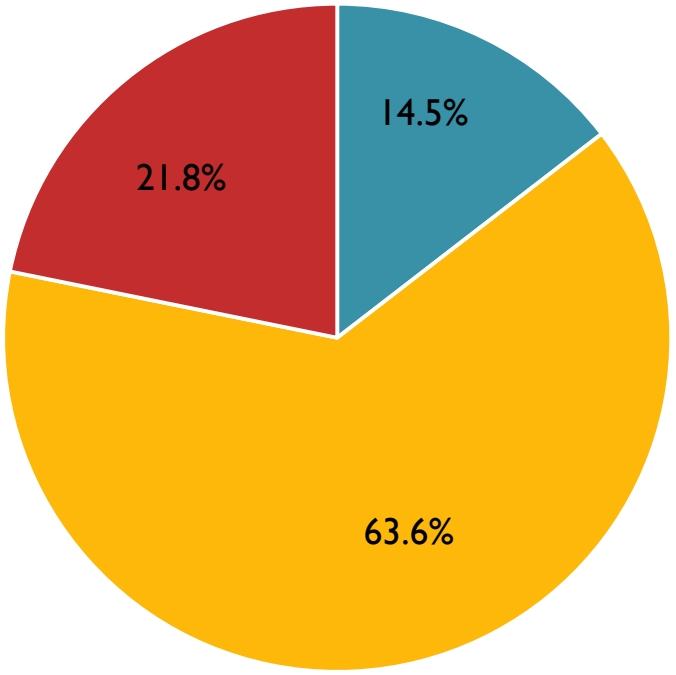
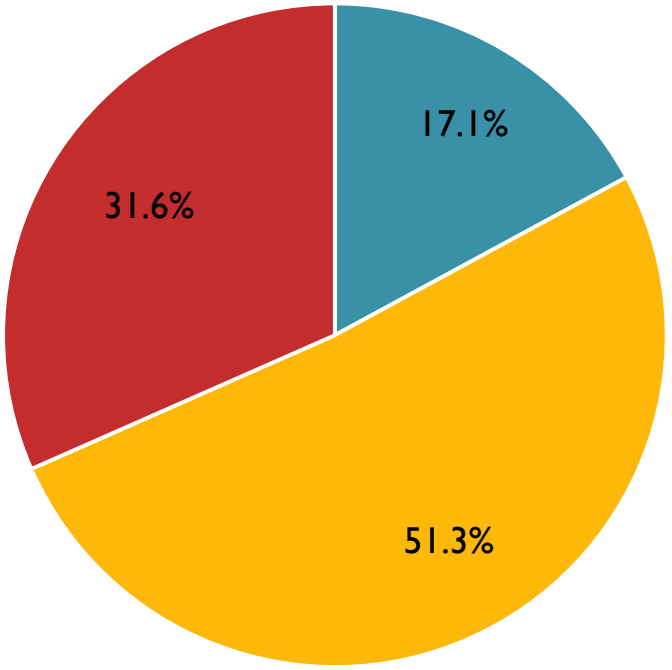
School Board Succession Plan for the Superintendent and Staff

Based on Superintendents' Responses



861

Based on Board Members' Responses



POTENTIAL SCHOOL BOARD KPI

862

Potential School Board KPIs

Superintendent turnover or tenure

School board member tenure

Voter turnout for school board elections

Self-evaluation process

Frequency of meetings

Percent of members elected at large

School board manual governing behavior

Number of school board committees

URBAN SCHOOL EXECUTIVES PROGRAM

Urban School Executives Program

1301 Pennsylvania Avenue, N.W., Suite 702
Washington, DC 20004

The Council of the Great City School is accepting nominees for its ***Urban School Executives (C'USE) Program.*** The program which was launched in 2011 is designed for mid-level managers who meet the highest professional standards and have the attributes, if given the opportunity, to assume senior executive positions as Chief Financial Officers and take on the challenges that large urban school districts face. There are executive programs out there, but none that focus exclusively on the unique needs of these school districts.

The ***C'USE Program*** is based on the lessons learned from reviews that the Council has conducted in its member districts that illustrate the political, strategic, organizational, leadership, management and operational issues and challenges that Chief Financial Officers face.

C'USE requirements include the following--

- Candidates attend the Council's annual meeting of Chief Financial Officers to hear current challenges, and participate in discussions and work session on current issues.

- Candidates participate in monthly group discussions that relate to current issues and challenges.

- Candidates develop 90-day, one year and longer-term strategic business plans that address the systemic issues and challenges with 15 minute overviews of those plans at the annual meeting of the Chief Financial Officers in the following year.

C'USE Certificates of Achievement presented to those judged by subject-matter experts selected by the Council and references provided for those qualified to assume senior executive positions to take on the challenges that large urban school districts face when they become available.

For More Information Contact:

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Director, Management Services
Phone ➢ (202) 465-1897 Email ➢ rcarlson@cgcs.org

MANAGING FOR RESULTS

Managing for Results
in America's Great City Schools
2015

RESULTS FROM FISCAL YEAR 2013-14

ActPoint KPI
PERFORMANCE MANAGEMENT SYSTEM

A REPORT OF THE PERFORMANCE MEASUREMENT AND BENCHMARKING PROJECT

OCTOBER 2015

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INTRODUCTION

OVERVIEW

The Performance Management and Benchmarking Project

In 2002 the Council of the Great City Schools and its members set out to develop performance measures that could be used to improve business operations in urban public school districts. The Council launched the Performance Measurement and Benchmarking Project to achieve these objectives. The purposes of the project were to:

- Establish a common set of **key performance indicators** (KPIs) in a range of school operations, including business services, finances, human resources, and technology;
- Use these KPIs to benchmark and compare the performance of the nation's largest urban public school systems;
- Use the results to improve operational performance in urban public schools.

Since its inception, the project has been led by two Council task forces operating under the aegis of the organization's Board of Directors: the Task Force on Leadership, Governance, and Management, and the Task Force on Finance. The project's work has been conducted by a team of member-district managers, technical advisors with extensive expertise in the following functional areas: business services (transportation, food services, maintenance and operations, safety and security), budget and finance (accounts payable, financial management, grants management, risk management, compensation, procurement and cash management), information technology, and human resources.

Methodology of KPI Development

The project's teams have used a sophisticated approach to define, collect and validate school-system data. This process calls for each KPI to have a clearly defined purpose to justify its development, and extensive documentation of the **metric definitions** ensures that the expertise of the technical teams is fully captured. (The definitional documentation for any KPI that is mentioned in this report is included in the "KPI Definitions" section of each functional area.)

At the core of the methodology is the principle of **continuous improvement**. The technical teams are instructed to focus on operational indicators that can be *benchmarked* and are *actionable,* and thus can be strategically managed by setting improvement targets.

From the KPI definitions the surveys are developed and tested to ensure the comparability, integrity and validity of data across school districts.

Power Indicators and Essential Few

The KPIs are categorized into three levels of priority—Power Indicators, Essential Few, and Key Indicators—with each level having its own general purpose.

- **Power Indicators:** Strategic and policy level; can be used by superintendents and school boards to assess the overall performance of their district's non-instructional operations.
- **Essential Few:** Management level; can be used by chief executives to assess the performance of individual departments and divisions.
- **Key Indicators:** Technical level; can be used by department heads to drive the performance of the higher-level measures.

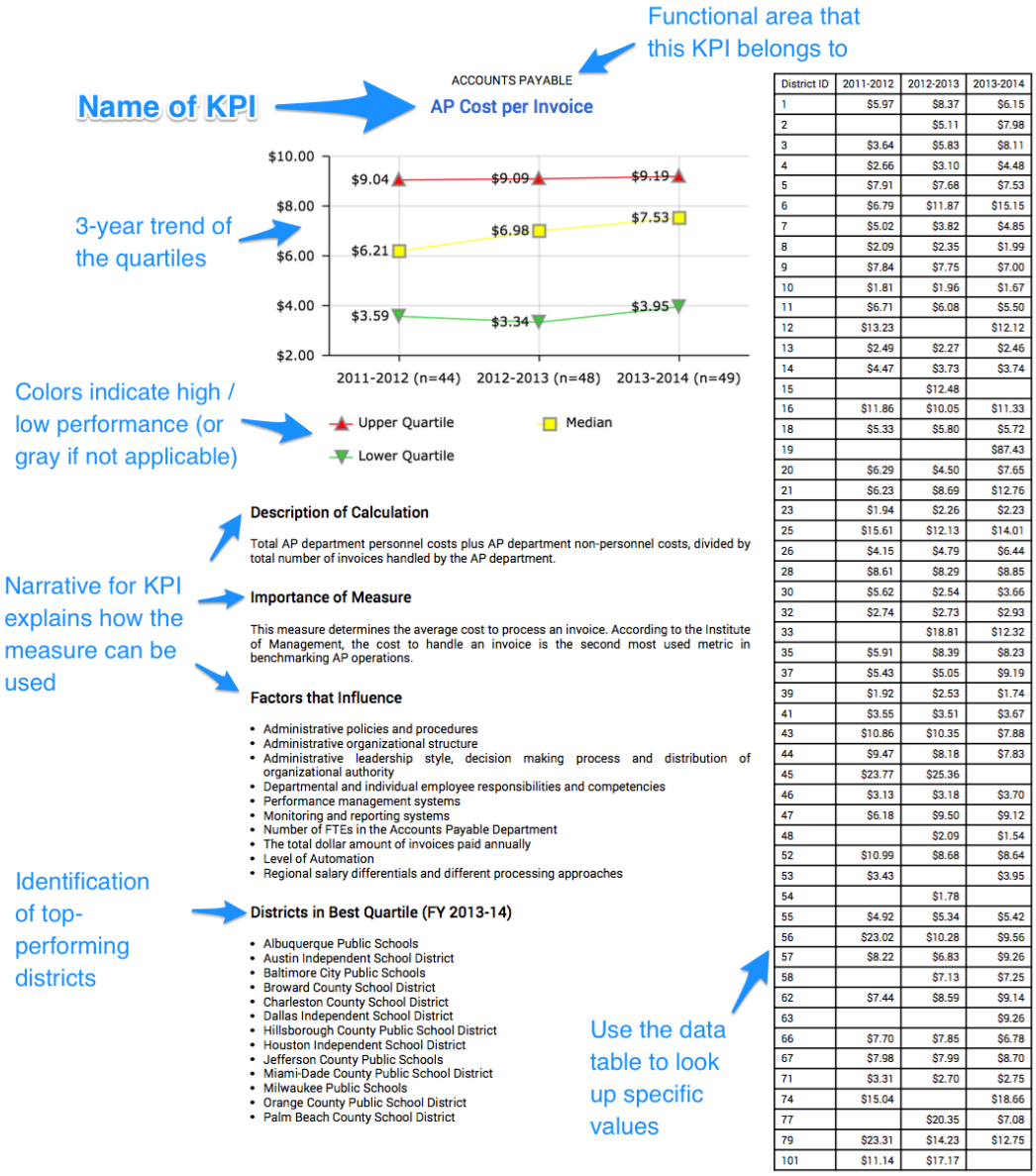
This division is more or less hierarchical, and while it is just one way of many to organizing the KPIs, it is helpful for highlighting those KPIs that are important enough to warrant more attention being paid to them.

A Note on Cost of Living Adjustments

We adjust for **cost of living** in most cost-related measures. Regions where it is more expensive to live, such as San Francisco, Boston, New York City and Washington, D.C., are adjusted downward in order to be comparable with other cities. Conversely, regions where the costs of goods are lower, such as Columbus, OH, and Nashville, TN, are adjusted upwards.

GUIDANCE FOR READING THIS REPORT

Each page of this report shows detailed information for a single KPI measure. The figure below shows the key components.



District ID	2011-2012	2012-2013	2013-2014
1	$5.97	$8.37	$6.15
2		$5.11	$7.98
3	$3.64	$5.83	$8.11
4	$2.66	$3.10	$4.48
5	$7.91	$7.68	$7.53
6	$6.79	$11.87	$15.15
7	$5.02	$3.82	$4.85
8	$2.09	$2.35	$1.99
9	$7.84	$7.75	$7.00
10	$1.81	$1.96	$1.67
11	$6.71	$6.08	$5.50
12	$13.23		$12.12
13	$2.49	$2.27	$2.46
14	$4.47	$3.73	$3.74
15		$12.48	
16	$11.86	$10.05	$11.33
18	$5.33	$5.80	$5.72
19			$87.43
20	$6.29	$4.50	$7.65
21	$6.23	$8.69	$12.76
23	$1.94	$2.26	$2.23
25	$15.61	$12.13	$14.01
26	$4.15	$4.79	$6.44
28	$8.61	$8.29	$8.85
30	$5.62	$2.54	$3.66
32	$2.74	$2.73	$2.93
33		$18.81	$12.32
35	$5.91	$8.39	$8.23
37	$5.43	$5.05	$9.19
39	$1.92	$2.53	$1.74
41	$3.55	$3.51	$3.67
43	$10.86	$10.35	$7.88
44	$9.47	$8.18	$7.83
45	$23.77	$25.36	
46	$3.13	$3.18	$3.70
47	$6.18	$9.50	$9.12
48		$2.09	$1.54
52	$10.99	$8.68	$8.64
53	$3.43		$3.95
54		$1.78	
55	$4.92	$5.34	$5.42
56	$23.02	$10.28	$9.56
57	$8.22	$6.83	$9.26
58		$7.13	$7.25
62	$7.44	$8.59	$9.14
63			$9.26
66	$7.70	$7.85	$6.78
67	$7.98	$7.99	$8.70
71	$3.31	$2.70	$2.75
74	$15.04		$18.66
77		$20.35	$7.08
79	$23.31	$14.23	$12.75
101	$11.14	$17.17	

The quartiles plotted on the chart are reasonable benchmarks ("high, middle, low") for measuring performance. Showing the three-year trend is useful for thinking about national trends over time.

Reports from previous years showed only the latest year of data as a single bar chart for each measure. The new format makes it easier to see the broad trends for a measure. And because the data table is sorted by district ID number, it is also easier to look up a single district's data.

ANCHORAGE FACILITIES REPORT

Review of the Facilities Operations of the Anchorage School District

December 2014

The Anchorage School District (ASD) Board of Education requested that the Council of the Great City Schools (CGCS) provide a high-level management review of the district's facilities operations.[1] Specifically, the board requested that the Council—

- Review and evaluate the leadership and management, organization, and operations of the district's facilities operations, including the Facilities Department and the Maintenance & Operations Departments.

- Develop recommendations that would help the facilities operations achieve greater operational efficiencies and effectiveness.

In response to this request, the Council assembled a Strategic Support Team (the team) of senior managers with extensive experience in facilities operations from other major urban school systems across the country. The team was composed of the following individuals. (Attachment A provides brief resumes for each of the team members.)

Robert Carlson, Project Director
Director, Management Services
Council of the Great City Schools

David Koch, Principal Investigator
Chief Administrative Officer (Retired)
Los Angeles Unified School District

John Dufay
Executive Director, Maintenance & Operations
Albuquerque Public Schools

Joe Edgens
Executive Director, Facility Services (Retired)
Metropolitan Nashville Public Schools

[1] The Council has conducted over 250 instructional, management, and operational reviews in over 50 big-city school districts over the last several years. The reports generated by these reviews are often critical, but they also have been the foundation for improving the operations, organization, instruction, and management of many urban school systems nationally. In other cases, the reports are complimentary and form the basis for identifying "best practices" for other urban school systems to replicate. (Attachment E lists the reviews that the Council has conducted.)

Karin Temple
Associate Superintendent, Operations and Facilities
Fresno Unified School District

Jaime Torrens
Chief Facilities Officer
Miami-Dade Public Schools

Steve Young
Chief, Facilities Management (Retired)
Indianapolis Public Schools

The team conducted its fieldwork for the project during a four-day site visit to Anchorage on December 2-5, 2014. The general schedule for the site visit is described below. (The Working Agenda for the site visit is presented in Appendix B.)

The team met with two members of the school board on the evening of the first day of the site visit to discuss expectations and objectives for the review and to make final adjustments to the work schedule. The team used the second and third days to conduct interviews with staff members and other individuals (a list of individuals interviewed is presented in Attachment C), and to review documents, reports, and data provided by the district (a list of documents reviewed by the team is presented in Appendix D).[2] The final day of the site visit was devoted to synthesizing and refining the team's findings and recommendations.

The Council sent a draft of this document to team members for their review to ensure the accuracy of the report and to obtain their concurrence with the final observations and recommendations. This management letter contains proposals that have been designed by the team to help improve the efficiency and effectiveness of the district's facilities functions.

The Anchorage School District Facilities Operations

The Anchorage School District (ASD) district is the largest public school system in Alaska and the 93rd largest system in the United States. The district operates more than 100 schools with approximately 48,000 students and nearly 5,000 staff members.

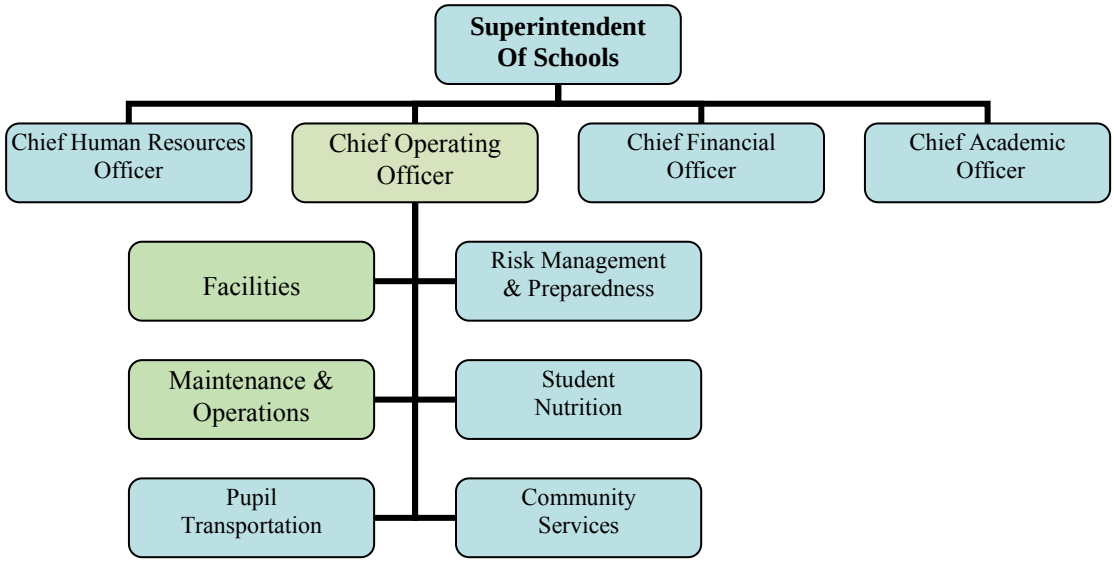
ASD is a dependent school system, as it is a component unit of the municipality of Anchorage. The district is governed by a seven member Board of Education, which is elected at-large from the community. The ASD Superintendent is hired by and acts under the direction of the board and is responsible for running the day-to-day district activities.

Exhibit 1 below displays the overall District organization and the direct reports to the Superintendent which include the Chief Operations Officer (COO), the Chief Financial Officer

[2] The Council's peer reviews are based on interviews with school district staff and others, a review of documents provided by the district, the development or review of comparability data, and the teams' professional judgments. In conducting interviews the teams must rely on the willingness of those being interviewed to be factual and forthcoming, but cannot always judge the accuracy of their statements.

(CFO), Chief Human Resources Officer (CHRO), and the Chief Academic Officer (CAO). The COO's direct reports include Facilities, Maintenance & Operations, Pupil Transportation, Risk Management & Preparedness, Student Nutrition, and Community Services Departments.

Exhibit 1. ASD Organization Chart – May 2014



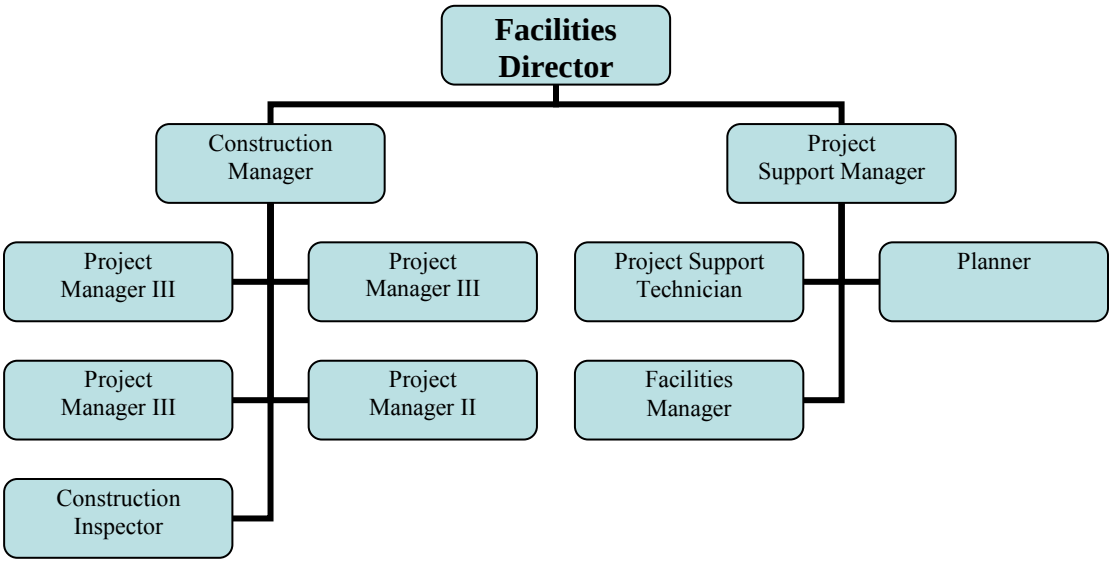
Source: Prepared by CGCS based on information provided by the ASD

The Facilities Department is headed by the Facilities Director (See Exhibit 2 below) with two direct reports--the Construction Manager and the Project Support Manager. The Facilities Director position has been vacant for approximately three years and, as a result, the day-to-day management and supervision of the department has been assumed by the COO.

The Construction Manager has a staff of approximately 17 (including five direct reports) regular Project Managers, Construction Inspectors, and Engineering Assistants who oversee the district's various new construction, renovation, and major deferred maintenance projects. (The Construction Manager's organization also includes five temporary positions not shown in the chart below.)

The Project Support Manager, who has a regular staff of five (including three direct reports), provides planning, design, budgetary, and reporting support to the Project Managers in Construction Branch of the Facilities Department. (The Project Support Manager's organization also includes four temporary positions not shown in the chart below.)

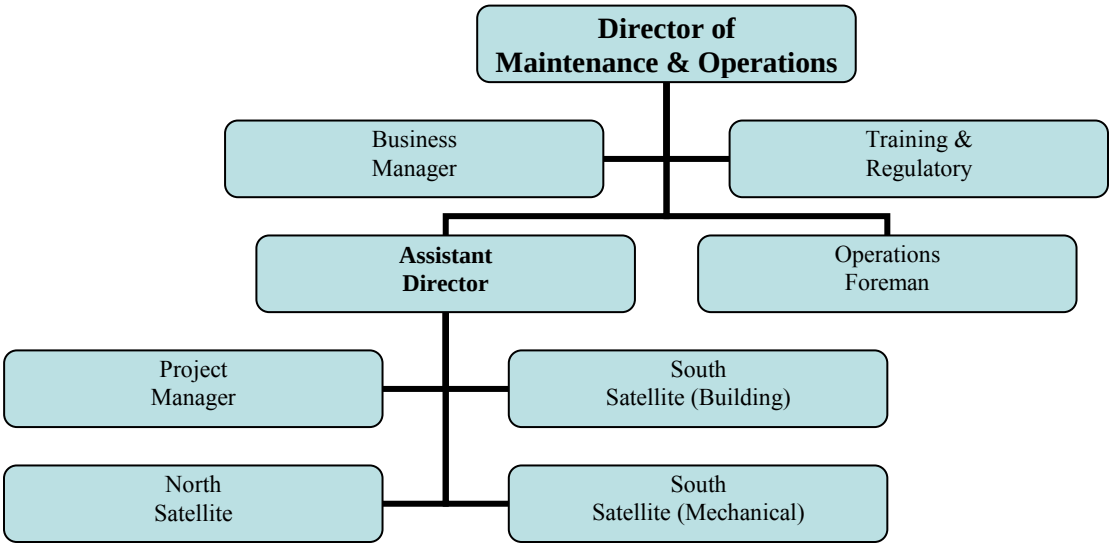
Exhibit 2. Facilities Department Organization Chart



Source: Prepared by CGCS based on information provided by the ASD

The Maintenance & Operations Department has almost 200 employees and is headed by the Director (See Exhibit 3 below). The Director of Maintenance & Operations has four direct reports, including the Assistant Director, a Business Manager, the Training and Regulatory Manager, and the Foreman of Operations. Under the Assistant Director are the Supervisors of the North Satellite, the South Satellite – Building, and the South Satellite - Mechanical. The Assistant Director also has a Project Manager reporting to him. Each of the Satellite Supervisors has a cadre of skilled crafts, including carpentry, electrical, glass, HVAC, plumbing, lock & key, welding, painting, roofing, fire/security alarms, and general maintenance.

Exhibit 3. Maintenance & Operations Department Organization Chart



Source: Prepared by CGCS based on information provided by the ASD

The FY 2015 General Fund operating budget amounts to approximately $567.6 million. In addition, $12.3 million is budgeted in a separate Capital Projects fund. About $38.0 million of the General Fund is allocated to the Maintenance & Operations Department including approximately $20.0 million for maintenance personnel, supplies and equipment, and $18.0 million to provide custodial services. The costs of the Facilities Department are allocated to projects on a time and materials basis estimated as a percentage of the overall project cost.

Findings and Observations

The Council's Strategic Support Team findings and observations are organized into four general areas: Commendations, Leadership and Management, Organization, and Operations. These finding and observations are followed by a series of corresponding recommendations.

Commendations

- The district has a Strategic plan that includes a goal that all departments will rank in the top quartile for operational efficiency.
- The staff members of the Facilities and the Maintenance & Operations (M&O) Departments were found to be competent, hard-working, and dedicated to their assigned tasks and responsibilities.
- The district has a Facility Condition Index that reports the physical status of each of the district's sites.
- The district has a rolling Six-Year Facilities Plan.
- The district has comprehensive educational specification documents for elementary, middle, and high schools that describe design requirements for both new schools and renewal projects.
- School principals generally expressed satisfaction with service levels and response times of the M&O Department and the Facilities Department.
- The M&O Department has established a robust Preventive Maintenance program.
- The Planning Unit of the Facilities Department demonstrated in-depth institutional knowledge and perspective.
- The M&O Department appeared to have vigorous training programs, including safety, certifications, and compliance.
- The Facilities and Purchasing Departments appear to have achieved a well-integrated working relationship.
- The leadership of the M&O Department appears to be capable and well-equipped to improve the efficiency and effectiveness of the district's maintenance and custodial services.

Leadership and Management

- The district's capital program is primarily driven by an annual bond-levy process that, because of its limited one year cycle, does not readily support larger, multi-year projects.

- The Facilities Department has endured an extended period (three years) without dedicated leadership because of the vacancy in its Director position. As a result –

  - The department does not have an executive with facilities expertise to champion capital projects and maintenance issues.

  - Organizational stovepipes have developed that hinder communications and impede effectiveness.

  - Management bottlenecks have developed that impact timely decision-making and organizational responsiveness.

- The school board has recently embarked on a unique project management model for capital projects in the West High School/Romig Middle School complex that consists of an *ad hoc* steering committee (composed of three board members and several community representatives) that blurs lines of governance, administration, and management—and may create risks for the district in terms of performance and fiscal accountability. Specifically –

  - The team was unable to determine whether this steering committee has a board-approved charter that would define its membership, duties, responsibilities, accountability, budget, timelines, and scope.

  - The steering committee has engaged (under a district contract) a project management firm for a 9½ month period (11/14/14 thru 8/1/15) for $221,295 to perform certain project-management (P/M) tasks with which the team has the following concerns –

    - The services of the contracted project manager apparently exclude a standard P/M task of cost estimation. (The team was advised that the cost-estimating task would be performed by the project architect, contrary to industry best practices, and as a result could create a conflict of interest).

    - The P/M tasks performed by the contractor are not likely to relieve the internal staff's workload and may result in duplicative work and additional cost.

  - The projects envisioned for the West High/Romig Middle School complex, if funded, are likely to require the total resources of the annual bond levy for several years, at the expense of all other district projects.

- The team noted several significant gaps in strategic thinking and forward planning in the facilities and capital program areas. For example –

  - The team saw no evidence of strategic business plans for the Facilities and M&O Departments.

- It was unclear whether capital projects were driven by the scope of work or by funding.
- There appears to be little connection between the Six Year Facilities Plan and the legislative facilities requests (as listed on the district's web–site).
- Capital-grant requests to the State are not prioritized by the district and are not consistently monitored or managed centrally.
- There is no formal process that identifies, prioritizes, and funds deferred maintenance projects.
- The Facilities Department's Project Managers and M&O's Supervisors do not have a formal process for coordinating project planning and design review.

- The Facilities and the M&O Departments use a variety of indices, including the Facility Condition Index (FCI), the Educational Adequacy Index (EAI), and the Maintenance Work Order System (Maximo). However, the district does not routinely use other important metrics. For example–
  - Analytical tools and techniques (such as return on investment, cost benefits, total cost of ownership, life cycle costing, risk analysis, repair vs. replace analysis, and business case justification) are not always used to drive decision-making.
  - The team saw little evidence that management has developed systems that use data related to the backlog of maintenance work orders or employee workloads to develop staffing allocations among the skilled crafts.
  - The team saw little indication that standards have been established to measure cleanliness, functionality, or response time.
  - There are no service-level agreements or Memoranda of Understanding (MOUs) for specific projects between principals and the facilities departments' managers.
  - Employee productivity is not measured (e.g., there is no attempt to distinguish productive work time from time spent traveling to/from job sites).

- The 'soft' costs of designing and engineering ASD capital projects approximate 30 percent of total project cost (with 70 percent going to actual construction), which appears to be high based on the team's experience. Specifically, architectural costs for ASD projects appear to be almost double industry standards. For example, based on the 2014 CGCS KPI reporting project[3, 4]–

[3] *Managing for Results in America's Great City Schools, A Report of the Performance Measurement and Benchmarking Project, Results from Fiscal Year 2012-13, Council of the Great City Schools, October, 2014*.

[4] ASD soft costs apparently include costs for art, FF&E, and other project elements that are not included in the Council's KPI on "Major Maintenance-Design to Construction Cost Ratio" and the Renovations-Design to Construction Cost Ratio." ASD could back out these costs for a more comparable measure, something the team could not do with the data it had.

- The district reported its Design-to-Construction Cost Ratio at 22.6 percent for major maintenance projects, compared to a median of 7.1 percent among CGCS districts.
- The district reported its Design-to-Construction Cost Ratio at 25.0 percent for renovation projects, compared to a median of 12.6 percent among CGCS districts.
- The district did not report its Design-to-Construction Cost Ratio for new construction projects; however, staff estimated it to be between 15 and 20 percent, compared to a median of 8.2 percent among CGCS districts.

- Internal and external communications issues were identified both within and between the Facilities and the M&O Departments. For example –
  - The district does not appear to actively promote its achievements and improvements in the facilities area.
  - It was reported to the team that the status of capital projects (including the scope, schedules, and budgets) are not clearly communicated to the school board, schools, or the community.
  - There appears to be no formal process for reporting budgeted vs. actual expenditures, along with relevant explanations, for bond or legislative grant projects.
  - Principals do not receive regular status reports on open M&O work orders.
  - There is no customer sign-off on completed work orders or capital projects.
  - Neither the Facilities nor the M&O Department uses customer surveys to gauge perceptions of their performance.
  - The M&O Department does not maintain a presence on the district's web-site that includes FAQs and other useful information.
  - There has been insufficient coordination between Facilities and M&O during the planning, development, and execution of construction projects.
  - Principals indicated they often do not know whether to call Facilities or M&O with questions, concerns, and problems.

- The Facilities Department lacks formal training programs for the development of management skills or the improvement of technical competences among its employees.

- It was reported to the team that staff morale was low in both the Facilities and the M&O Departments. This situation could be attributed to --

- Salary levels and pay scales that are not competitive with other arms of the municipality or the private sector[5]
- Budget uncertainties that create job insecurity
- A general sense of not being appreciated or respected.

Organization

- There is no School Board-level Facilities Committee or other School Board sub-committee with a dedicated focus on facilities construction, renewal, and maintenance issues.
- The district has no Chief Facilities Officer or other single position that focuses exclusively on the full range of facilities issues.
- The roles of Project Managers and Construction Inspectors are not clearly differentiated and tend to overlap in practice.
- The assignment of multiple Project Managers to the various capital projects at an individual school creates confusion, weak coordination, and unneeded disruption.
- The team heard concerns related to the lack of quality controls on work due to vacancies and increased workloads.
- The overall staffing of custodial personnel appears to be reasonable based on a comparison with peer districts. For example, ASD reported an average of one custodian for every 26,593 square feet, compared to the mean square footage per custodian among CGCS districts of 25,501.[6]

Operations

- The team did not always see standard procedures in either the Facilities Department or the M&O Department to support School Board Policies. For example --
  - The team did not see guidelines regarding the appropriate use of alternative contracting methods, such as Design/Build and Construction Management at Risk.
  - The District does not use Master Specifications and for its capital projects.
- District contracts do not appear to hold architects and engineers accountable for design errors, and construction contractors do not appear to be assessed liquidated damages for delays.
- The thresholds for approval of construction change-orders appear to higher than typical. For example --

[5] The Council team did not conduct an independent salary survey.

[6] *Managing for Results in America's Great City Schools, A Report of the Performance Measurement and Benchmarking Project, Results from Fiscal Year 2012-13, Council of the Great City Schools, October, 2014*.

  - Change orders for up to $100,000 can be approved by the Facilities Director.
  - Change orders for up to $250,000 can be approved the Superintendent.

- The district's work-order system is outdated, inadequate, and underutilized. For example –
  - The system does not provide for adequate description of the work being requested.
  - School administrators are unable to track the status of open work orders.
  - Customers are unable to prioritize outstanding work requests.
  - Actual costs are not automatically or routinely compared to cost estimates.
  - The system does not produce productivity reports or cost summaries by craft or school location.
- The district does not have a fully digitized set of as-built drawings for each of its facilities.
- Formal evaluations of work done previously by architects, engineers, and contractors are not used in the assessments of their responses to RFPs and bids.
- The team heard concerns about the ability of the Facilities Department to accurately estimate the cost of capital projects. For example --
  - Project Managers indicated they include a 10 percent to 15 percent contingency allowance in estimates for unforeseen conditions.
  - A limited review of six bid documents by the team found that district estimates were approximately 35 percent higher than the related bids.
  - Principals indicated that Facilities Department estimates for legislative grant projects often understate the eventual cost.
- The team was advised that tasks associated with commissioning are not included in the concept-to-completion continuum.
- The team noted a number of processes and procedures that inhibited the efficiency of maintenance workers. For example --
  - The Department does not make use of Open Purchase Orders or Requirements Contracts to reduce workers' travel time in obtaining supplies and parts.
  - The Department does not utilize multi-craft mobile maintenance methods to address the backlog of lower priority work orders.
  - Maintenance personnel do make effective use of P-Cards.

- Maintenance staff report to central or satellite locations at the beginning and end of each work day, rather than going directly to/from the locations of their assigned work.

- Facilities-related KPIs indicate the district generally exceeds the median of other CGCS districts, which may reasonably be due to its geographic and environmental uniqueness. (See Exhibit 4 below, which displays selected KPIs from the CGCS annual report: *Managing for Results in America's Great City Schools*[7] for 2014.)

Exhibit 4. Comparison of Selected CGCS KPIs

KPI	Anchorage	CGCS Median	CGCS 1st Quartile
M&O Cost per Student	$1,193	$1,080	$770
M&O Cost Ratio to District Budget	9.5%	9.3%	6.7%
Work Order Completion Time[8]	23	9	4
Routine Maintenance cost per square foot	$1.47	$1.06	$0.85

Recommendations[9]

1. Establish a Board Facilities Committee with a dedicated focus on facilities funding, construction, renewal, and maintenance issues.

2. Merge all facilities related departments, offices, and programs into a new Facilities Department. including --

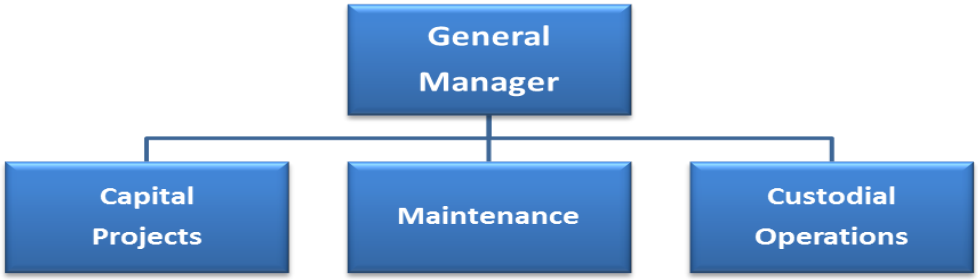
   a. The current Facilities Department (capital program functions)

   b. The Maintenance & Operations Department (including skilled crafts and custodial operations)

   The new Facilities Department should to be headed by a General Manager of Facilities or a Chief Facilities Officer. The following organization chart (Exhibit 5) displays a high level sample of a functional organization recommended by the team.

[7] *Managing for Results in America's Great City Schools, A Report of the Performance Measurement and Benchmarking Project, Results from Fiscal Year 2012-13, Council of the Great City Schools, October, 2014*.
[8] The Council's KPI on "Work Order Completion Time" is the average time (in days) it takes to complete a work order. The district's higher than average completion time may be due to its including preventive maintenance work.
[9] The Council is in the process of gathering additional information to help guide the district in the implementation of these recommendations.

Exhibit 5. Sample New Facilities Organization Overview



Prepared by CGCS

3. Fill all critical facilities personnel vacancies on a timely basis.

4. Clarify the roles and responsibilities of staff positions and determine that the right people with the appropriate skill sets are in the proper positions in the new facilities organization.

5. Review funding stream options for the capital program to assess the viability of a more stable, longer-term financing mechanism that would accommodate larger, multi-year projects.

6. Clearly define the scope and responsibilities of any capital project steering committees so that lines of governing authority, management performance, conflict of interest guidelines, and fiscal accountability are precisely delineated.

7. Develop a comprehensive strategic business plan for the new Facilities Department, including –

   a. A departmental vision

   b. Achievable goals and objectives linked to the district's strategic plan

   c. Implementation timelines

   d. Identified responsibilities and accountabilities

   e. Defined performance measures, including Key Performance Indicators (KPIs) and industry standards, for each of the organization's units.

8. Create a data-driven organization by adopting a decision-making model that relies upon fact-based and analysis-centric business-case justifications, including the use of tools and techniques such as –

   a. Full life-cycle costing

   b. Return on investment and cost-benefit analysis

   c. Repair vs. replace (using service-record data in the maintenance work-order system) and buy vs. build analysis.

d. Sustainability analysis

9. Create an ongoing program to review, evaluate, update, document, and disseminate service-level standards and employee productivity measures.

10. Centralize, coordinate, and prioritize all capital funding requests to ensure that limited resources are dedicated to the most critical projects.

11. Create a deferred-maintenance backlog report for use in prioritizing projects.

12. Establish formal processes for project managers and M&O supervisors to coordinate activities, project planning, and design reviews.

13. Devise strategies to address the high ratio of architectural and engineering "soft" costs, including standardized designs and expanded provider competition.

14. Expand internal and external communications efforts, including-

    a. publicizing and disseminating facilities improvements and achievements

    b. Enhancing status reports on capital projects

    c. Providing explanations of variances between budget and actual project expenditures

    d. Providing status reports on open work orders

    e. Obtaining customer sign-off on completed projects and work orders

    f. Utilizing surveys to gauge customer satisfaction

    g. Establishing web presence for the maintenance and custodial operating units.

15. Establish formal training and professional development programs to enhance management skills and technical competences of facilities employees.

16. Compare the competitiveness of facilities salary levels and pay scales with other arms of the municipality and other employers.

17. Develop standard operating procedures and manuals for the new facilities organization.

18. Enhance contract language to hold contractors accountable for errors and delays.

19. Review the appropriateness of change-order approval thresholds.

20. Enhance or replace the current work order system so that –

    a. The cost and status of jobs can be easily tracked

    b. Customers can prioritize requests

c. Cost data are linked to actual payroll information and vendor invoices

d. Resources utilization by location, craft, and project types can be readily evaluated.

21. Establish an archival function for building plans and 'as built" drawings utilizing digital technology.

22. Establish standards and processes for the evaluation of contractors' performance.

23. Enhance estimation techniques to ensure the accuracy of project-cost projections.

24. Include commissioning tasks in the concept-to-completion continuum.

25. Better utilize modern procurement tools, including P-cards, master contracts, open purchase orders, term bids, and Job Order Contracting, to expedite repairs and improve productivity.

26. Consider the advantages of mobile maintenance strategies to address the back-log of maintenance work orders.

27. Review the time-saving advantages of having workers report directly to job-sites rather than to maintenance yards.

28. Improve the coordination of site work by assigning projects to Project Managers based on location.

OMAHA FACILITIES REPORT

Review of the Buildings and Grounds Operations of the Omaha Public Schools

Mark Evans, Superintendent of the Omaha Public Schools (OPS), requested that the Council of Great City Schools (CGCS) provide a high-level management review of the school district's Building & Grounds (B&G) Division. He asked that the review include an[1]--

- Evaluation of the organization and management of the district's B&G division.
- Recommendations that would help achieve greater operational efficiencies and effectiveness in the B&G Division.

In response to this request, the Council assembled a Strategic Support Team of senior managers with extensive experience in facilities operations from other major city school systems across the country. The team was composed of the following individuals. (Attachment A provides brief resumes of team members.)

Robert Carlson, Project Director
Director, Management Services
Council of the Great City Schools

Terry Burgess, Principal Investigator
Special Assistant to the Superintendent
Charlotte Mecklenburg Schools

Joe Edgens
Executive Director, Facility Services (Retired)
Metropolitan Nashville Public Schools

John Dufay
Executive Director, Maintenance & Operations
Albuquerque Public Schools

William Lewis
Chief of Capital Programs (Retired)
Charleston County School District

[1] The Council has conducted over 250 instructional, management, and operational reviews in more than 50 big-city school districts over the last 15 years. The reviews have been the foundation for improving the operations, organization, instruction, and management of many urban school systems. The reports often form the basis for identifying "best practices" for our Great City School nationwide to replicate.

Lee Dulgeroff
Executive Director, Facilities Planning
San Diego Unified School District

Lester Herndon
Assistant Supt., Capital Facilities & Enrollment Planning
Seattle Public Schools

The team conducted its fieldwork for the project during a four-day site visit to Omaha on January 4-7, 2015. The general schedule for the site visit is described below. (A working agenda is presented in Appendix B.)

The team met with the Superintendent and Executive Director of District Operational Services on the first day of the site visit to discuss expectations and objectives for the review and to make final adjustments to the work schedule. The team used the first two full days of the site visit to conduct interviews with staff members.[2] (A list of individuals interviewed is imbedded in the working agenda in Attachment B). The team also reviewed documents, reports, and data provided by the district. The documents, reports and data are presented in Appendix C. The final day of the visit was devoted to synthesizing and refining the team's findings and recommendations and providing the Executive Director with a preliminary briefing.

The Council sent a draft of this document to team members for their review in order to ensure the accuracy of the report and obtain their concurrence with the final recommendations. This management letter contains the findings and recommendations that have been designed by the team to help improve the operational efficiency and effectiveness of the district's management of the B&G Division.

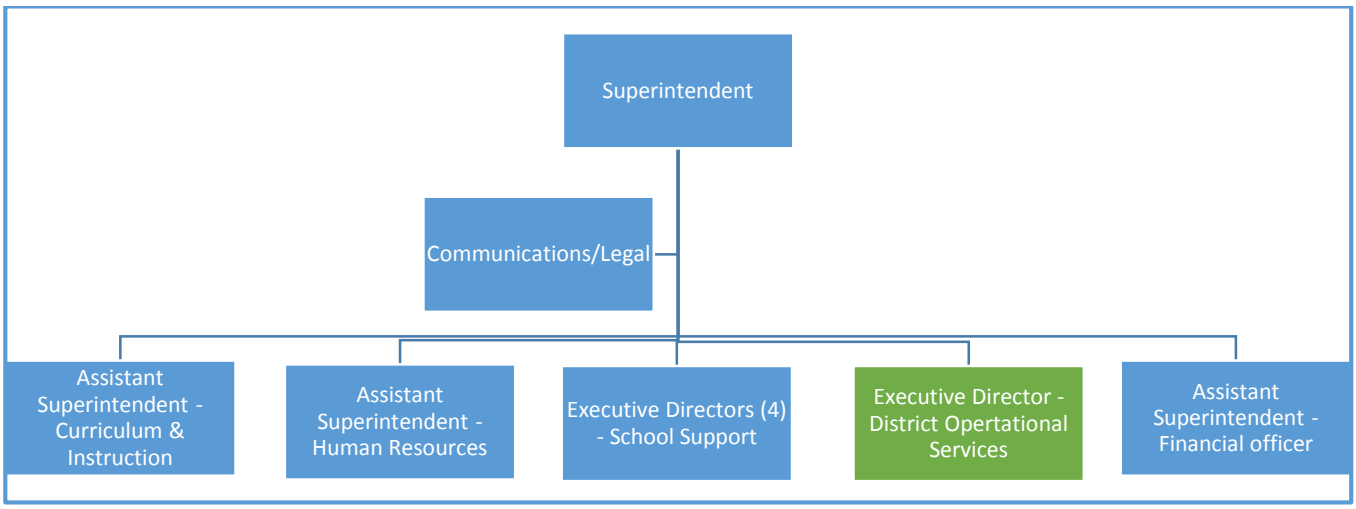
The Omaha Public Schools

The Omaha Public Schools is the largest school district in the state of Nebraska. The district operates 93 schools with over 51,000 students supported by over 7,000 certificated and non-certificated employees. The general fund operating budget is approximately $507 million.

The school district is governed by a nine member Board of Education elected from geographical sub-districts. The board hires the Superintendent to serve as Chief Executive Officer of the district. The Superintendent is responsible to the Board for the effective operation of the school system, including implementation of the district's Strategic Plan 2014. An abridged overview of the Superintendent's administrative organizational structure is displayed below in Exhibit 1.

[2] The Council's peer reviews are based on interviews of staff, review of documents and the teams' professional judgment. In conducting interviews the teams must rely on the willingness of those interviewed to be factual and forthcoming, and cannot always judge the accuracy of their statements.

Exhibit 1. Superintendent's Administrative Organization

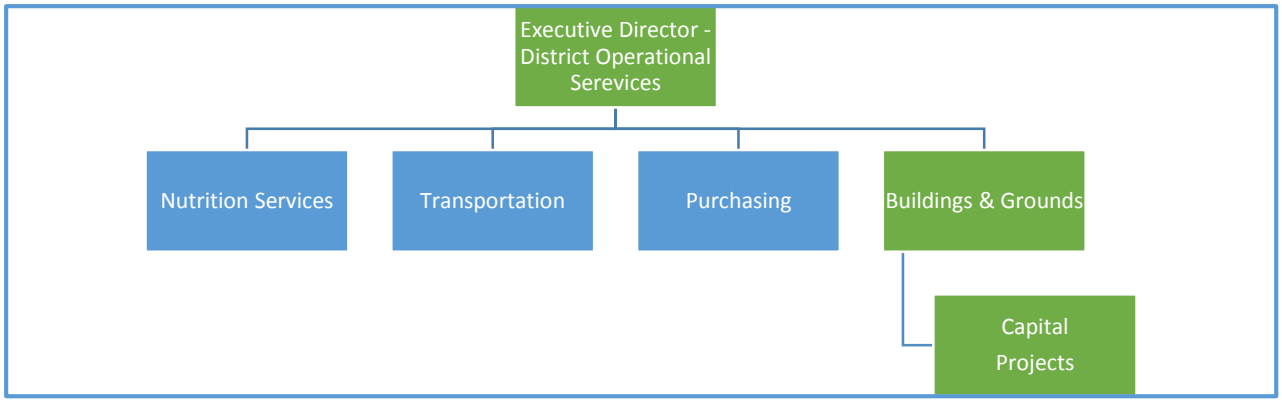


Source: Prepared by CGCS based on information provided by the OPS

Operations Services

The Executive Director of Operations is a direct report to the Superintendent and is responsible for nutrition services, transportation, purchasing, and the B&G divisions. The Executive Director's organization is shown below in Exhibit 2.

Exhibit 2. Executive Director's Operations Organization

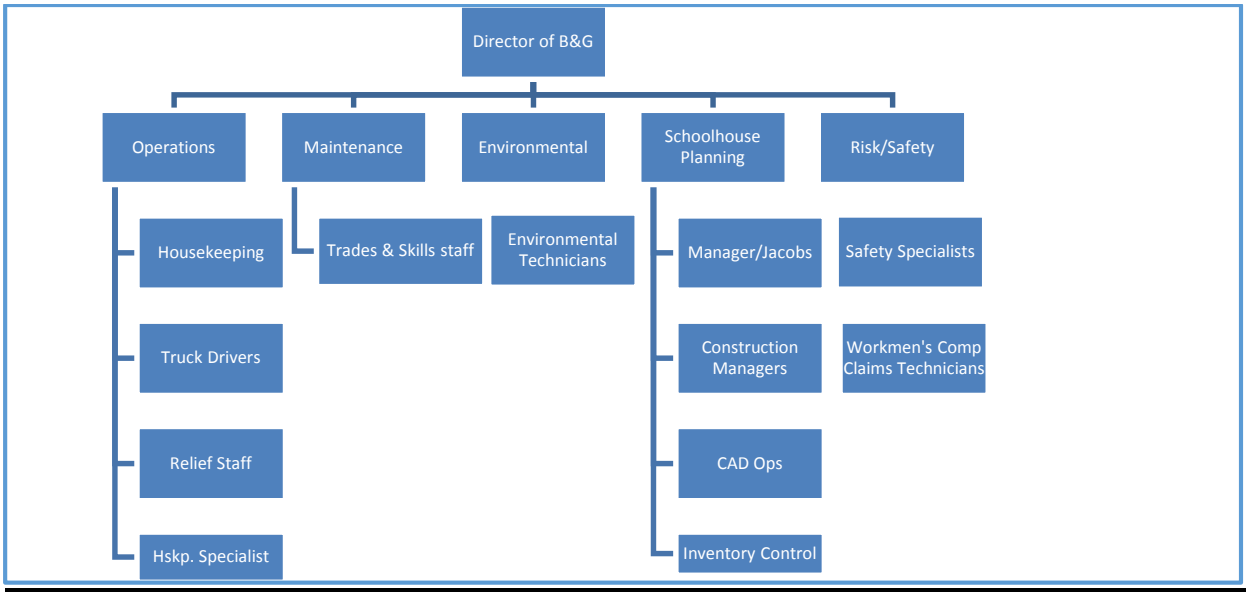


Source: Prepared by CGCS based on information provided by the OPS

Building & Grounds Division

The Director of the Building and Grounds Division (B&G) oversees a budget of approximately $50.4 million, which comprises 9.3 percent of the district's general fund (FY 2015). The director is responsible coordinating activities performed by plant operations, plant maintenance, schoolhouse planning, risk management, and the environmental work center. (The organization of the B&G Division is presented in Exhibit 3 below.)

Exhibit 3. Buildings & Grounds Division



Source: Prepared by CGCS based on information provided by the OPS

The Supervisor and Manager of Plant Operations oversees a staff of eight truck drivers and tractor operators, five housekeeping specialists, and 400 school building engineers and custodians, who are responsible for maintaining clean, healthy, and safe buildings and grounds. The Supervisor and Manager of Plant Maintenance oversees an energy systems specialist, a preventative maintenance technician, and a staff of approximately 80 trades employees, who are responsible for the maintenance, repair, and upgrading of the district's physical properties, buildings, and equipment. A construction manager coordinates the work of the schoolhouse planning unit with two full-time and one part-time CAD operators, and two inventory control and facilities management technicians, who are responsible for the overall design, planning, and any modifications to the district's campuses, building and grounds.[3]

The Risk Management Office is supervised by a manager, who oversees a fire safety specialist, a safety and health specialist, and a claims specialist, who are responsible for functions related to fire-drill planning and compliance, insurance and workers compensation, occupational safety, and fire prevention and assessment. The Environmental Work Center is supervised by an environmental specialist, who oversees three environmental technicians. These technicians are responsible for the development and implementation of all programs governed by environmental regulations or directives and for the control of substances that can or potentially can have a negative effect on human health.

[3]The supervisory functions of the unit had been assumed by the B&G Director because the authorized position of school planning manager (supervisor) had not been filled at the time of the site visit.

Findings and Observations

The Council's Strategic Support Team findings and observations are organized into the following sections: Commendations, a priority issue, and issues related to the capital program and the Building and Grounds (B&G) Division. This section will be followed by another with the team's recommendations and proposals.

Commendations

- The team was impressed by the professionalism and dedication of the employees who were interviewed. For example –
    - The director, managers, and staff of the Building and Grounds Division are competent, capable, engaged in their work and proud to be OPS employees.
    - The B&G Division is open to making operational changes that would improve efficiencies and accountability.
- The Superintendent and district Director of Communications have done an admirable job of building public trust and confidence.
- The Superintendent has a created a well-defined road map for the district.
- The district's use of ground-source geothermal heating pumps to boost efficiency and reduce the operational costs of heating and cooling systems is commendable.

Priority Issue

- The B&G Director's span of control is too broad. In addition to overseeing a $50 million budget and day-to-day activities associated with the operation and maintenance of all school properties, the director has assumed responsibility for all aspects of capital project functions funded by the $421 million dollar bond levy.

Capital Program

- The leadership of the schoolhouse planning unit is not at a sufficiently high level in the organization to ensure adequate oversight of the capital program funded by the new $421 million bond levy.
- The key position of schoolhouse planning manager (supervisor) has not been filled for over two years and the unit is understaffed.
- There is no cross-functional project-management office (PMO) to ensure coordination of the capital program and operational and maintenance projects.
- A budget analyst in the finance office has not been assigned to the capital program.

- There is no detailed capital-program execution plan.
- There appears to be no cash-flow plan that incorporates expenditure projects and a bond sale calendar for the capital program.
- There is no communications plan in the capital program to help lay the foundation for continued public support for capital projects.
- The team saw no evidence of a formal process to provide monthly status reports to the Superintendent and the School Board on the new bond program.
- There is limited knowledge of the construction manager at-risk process (CMaR).[4]

Buildings and Grounds Division

- The team noted several weaknesses in the internal controls in the Buildings and Grounds Division that expose the district to potential fraud, waste, and abuse. For example –
    - There is no annual external financial and contract auditing process.
    - B&G managers serve as contract officers, resulting in a lack of appropriate separation of contracting duties and responsibilities (e.g., the award of contracts, the initiation of changes to contracts, and the authorize payments for goods received or services rendered).
    - There is no asset-tagging or asset-inventory system, which would allow for improved predictive and preventive maintenance or planning for capital replacement.
    - Warehouse inventory systems are not used for all storage locations and may be inadequate in other key warehouse locations.
- By and large, B&G is not a data driven organization. For example, performance information is not collected for many of its functions and key performance indicators (KPIs) are not used to measure performance or compare with others.
- The team noted a general lack of planning in the B&G Division. For example –
    - The division has no strategic business plan with goals and objectives, targets and benchmarks, or performance measures.
    - There is no preventative, predictive, corrective, or scheduled asset replacement plan in B&G.

[4] CMaR is a delivery method that entails a commitment by the construction manager to deliver the project within a Guaranteed Maximum Price (GMP).

- The division does not use customer surveys to determine the level of customer satisfaction for the services it provides.

- The division does not have a formal quality-assurance function for validating business processes or developing and enforcing sound management practices.

- The B&G division lacks independent hiring/termination authority, which prevents managers from moving quickly on personnel issues and burdens them with excessive bureaucracy.

- The B&G division lacks a defined line-item budget or funding stream to address the district's deferred maintenance backlog.

- B&G staff do not have on-going professional development or training opportunities to keep staff informed and at high-capacity. For example –

    - B&G staff members' knowledge of school board policies and administrative procedures appears limited (e.g., who has authority for approval or denial of change orders).

    - Housekeepers who respond to night calls are not trained in safety and security procedures.

- The risk-management function is too narrowly defined and too deeply embedded within the organization to perform at an enterprise-wide or strategic level.

- The division does not have a construction-management software system.

- The TMA system, which could provide greater control and planning for predictive and preventive maintenance is not fully implemented.[5]

- The division does not have a system for tracking warranties resulting in work being done by staff that should be the responsibility of vendors or contractors.

Recommendations

Capital Program

1. Create a Capital Programs Division under the leadership of a new director with adequate staff reporting to the Executive Director of Operations to ensure oversight and responsibility for providing regular status reports and capital-related issues to the Board of Education, Superintendent, and community.

[5] The TMA System is a comprehensive maintenance management software application for managing work orders and developing a preventive maintenance program.

2. Develop a comprehensive and detailed capital programs execution plan including-

    a. Achievable goals and objectives linked to the district's strategic plan

    b. Identified responsibilities and accountabilities

    c. Cash flow plan incorporating expenditure projections and a bond-sale calendar.

3. Create a Program Management Office (PMO) – a staff position reporting to the Executive Director – to ensure cross-functional coordination of the capital program and all operational and maintenance projects, and assign a budget analyst in the district's finance office to oversee the financial aspects of the capital program.

4. Evaluate the advantages and disadvantages of the construction manager at-risk (CMaR) option to determine under what conditions it might be used to most effectively benefit the district.

Building and Grounds

5. Evaluate the internal controls in the B&G Division and modify existing policies, procedures, and practices to limit the district's exposure to potential fraud, waste and abuse.

6. Implement a Quality Assurance Management system in the B&G division that would assist it to become a data-driven organization, including, for example--

    a. Development of a business plan with goals, objectives, targets and benchmarks to guide decisions.

    b. Key performance indicators (KPIs) for measuring and reporting performance on a quarterly basis in all major functional areas.

    c. An ISO 9000 or equivalent program that would provide techniques and tools for process improvements.

7. Use surveys to assess the level of customer satisfaction with B&G services.

8. Fully implement the TMA system so B&G can better manage the district's facilities, buildings, areas, users, security, assets, equipment, vehicles, technicians, etc.

9. Establish a system to track warranty information so that vendors and contractors are held responsible for their contractual obligations.

10. Provide the B&G division with greater input and authority to hire, promote, and terminate its employees.

11. Provide the B&G division with a defined line-item budget or funding stream to address the district's deferred maintenance backlog.

12. Establish a formal training and professional development program so B&G staff have a clear understanding of district policies and administrative procedures.

13. Realign the risk safety management unit as a direct report to the Executive Director of Operations so its responsibilities and scope is at an enterprise-wide level.

BIRMINGHAM FINANCIAL OPERATIONS REPORT

Review of the Financial Operations of the Birmingham City Schools by the Council of the Great City Schools

June 2015

The Board of Education of the Birmingham City Schools (BCS) requested that the Council of the Great City Schools (CGCS) provide a high-level management review of the school district's financial operations.[1] Specifically, the board requested that the Council—

- Review and evaluate the leadership and management, organization, and operations of the district's financial operations.
- Develop recommendations that would help the district's financial operations achieve greater operational efficiencies and effectiveness.

In response to this request, the Council assembled a Strategic Support Team of senior managers with extensive experience in budgeting and financial operations from other major urban school systems across the country. The team was composed of the following individuals. (Attachment A provides brief biographical sketches of each of the team members.)

Robert Carlson, Project Director
Director, Management Services
Council of the Great City Schools

David Koch, Principal Investigator
Chief Administrative Officer (Retired)
Los Angeles Unified School District

Ken Huewitt
Chief Financial Officer
Houston Independent School District

Donald Kennedy
Chief Financial Officer
Baltimore County Public Schools

[1] The Council has conducted over 250 instructional, management, and operational reviews in over 50 big-city school districts over the last several years. The reports generated by these reviews are often critical, but they also have been the foundation for improving the operations, organization, instruction, and management of many urban school systems nationally. In other cases, the reports are complimentary and form the basis for identifying "best practices" for other urban school systems to replicate. (Attachment E lists the reviews that the Council has conducted.)

Judith M. Marte
Chief Financial Officer
Miami-Dade County Public Schools

Fred Schmitt
Chief Financial Officer (Retired)
Norfolk Public Schools

The team conducted its fieldwork for the project during a four-day site visit to Birmingham on June 21-24, 2015. The general schedule for the visit is described below. (The Working Agenda for the site visit is presented in Attachment B.)

The team was scheduled to have an initial meeting with the Interim Superintendent and General Council on the first day of the site visit to discuss expectations and objectives for the review and to make final adjustments to the work schedule. The team was notified two days prior to the site visit that the meeting would be cancelled due to scheduling conflicts.

Absent this opening interview, the team proceeded with its work based on the memorandum, "Outline [of] the district's expectations for the review" provided by the General Counsel. Unfortunately, this document contained a number of issues, which, the team later learned, had already been resolved to the satisfaction of the School Board. In addition, the team learned after its fieldwork began that the Chief Financial Officer had tendered his resignation months earlier. This failure to update the specific objectives for the review and to inform the team of changes in the district's management compromised the team's productivity.

Nonetheless, the team proceeded with its work and used the second and third days of its visit to conduct interviews with staff members (a list of those interviewed is included in Attachment C); to review documents, reports, and data provided by the district (a list of documents reviewed by the team is presented in Attachment D[2]); and to observe the district's financial operations.[3] The final day of the site visit was devoted to synthesizing and refining the team's findings and to debriefing the new incoming Superintendent.

The Council sent a draft of this document to team members for their review in order to ensure the accuracy of the report and obtain their concurrence with the final recommendations. This management letter contains the findings and recommendations that were designed by the team to help improve the efficiency and effectiveness of the district's financial functions.

[2] Other documents provided by the district were misdirected and, therefore, were not available to the team on a timely basis.

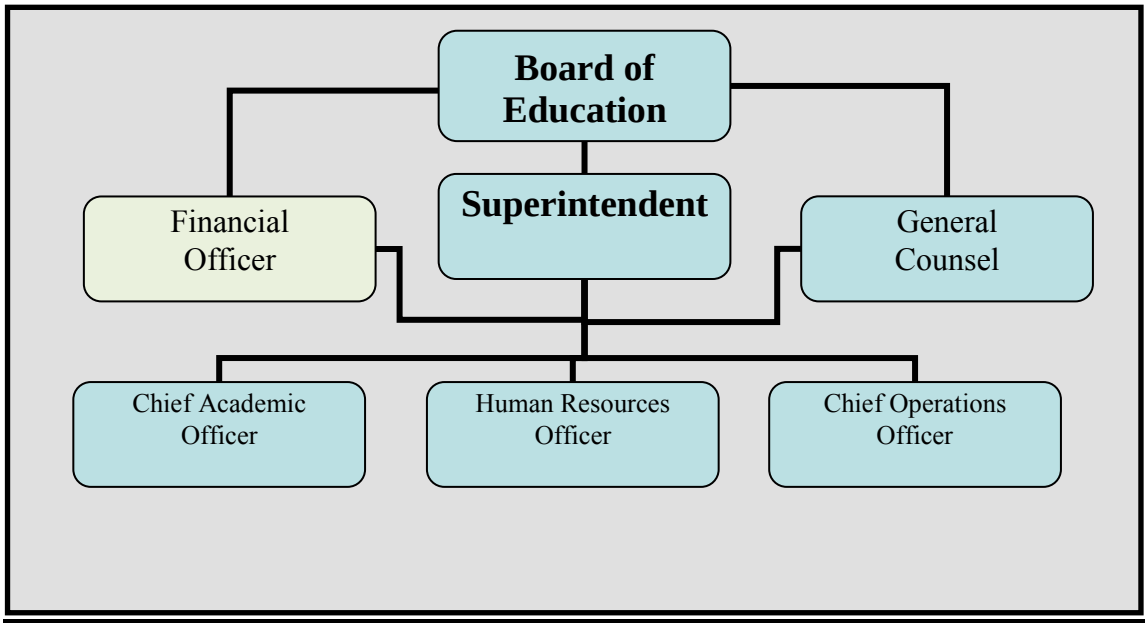
[3] The Council's peer reviews are based on interviews of staff and others, a review of documents provided by the district, development or review of comparability data, observations of operations, and the teams' professional judgment. In conducting interviews the teams must rely on the willingness of those interviewed to be factual and forthcoming, but cannot always judge the accuracy of their statements.

Birmingham City Schools
Financial Operations

The Birmingham City School District is the fourth largest public school system in Alabama. The school district operates 43 schools and has a declining enrollment[4] of 24,466 students. The district employs more some 2,695 people. In FY 2015[5] the General Fund operating budget amounted to almost $200 million, the Special Revenue Fund[6] was about $50 million, and the Capital Project Fund was approximately $25 million--for a combined total expenditure of almost $275 million.

Exhibit 1 below shows the overall administrative organization of the school district. The Chief Financial Officer and the General Counsel report to both the Superintendent and to the Board of Education. The other direct reports to the Superintendent include the Chief Academic Officer, the Human Resources Officer, and the Chief Operations Officer.

Exhibit 1. BCS Organization Chart (March 17, 2014)

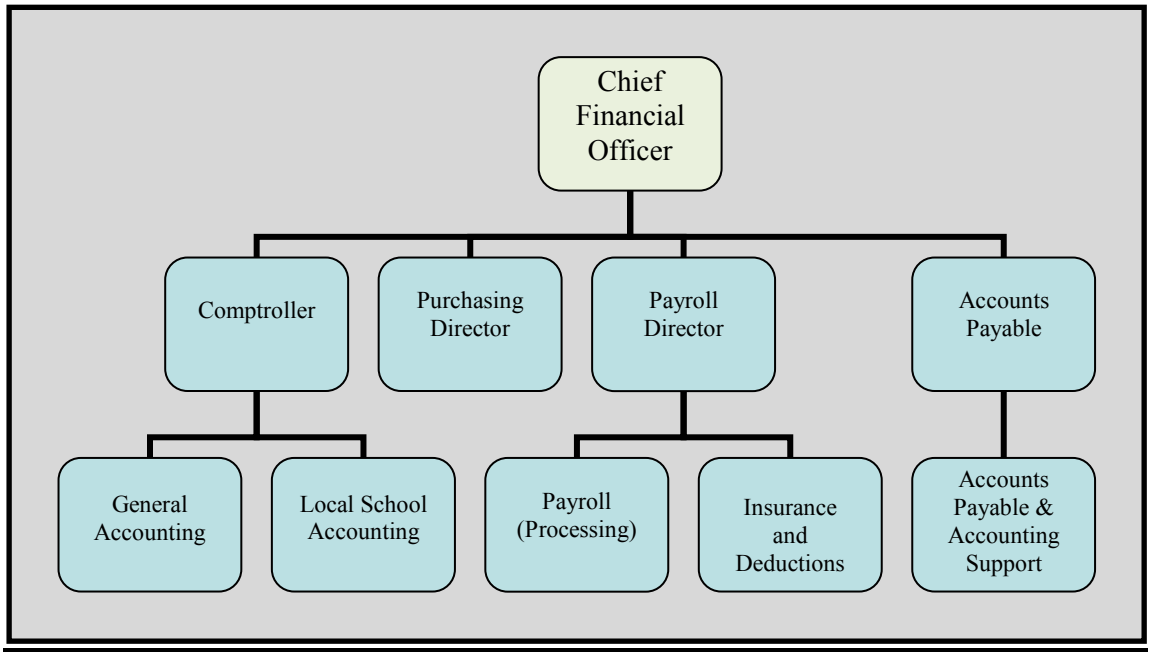


Source: Prepared by CGCS based on information provided from the BCS web site.

The Finance Department is headed by the Chief Financial Officer (CFO). The CFO's direct reports include the Comptroller, Purchasing Director, Payroll Director, and Accounts Payable as shown in Exhibit 2 below.

[4] The district's decline in enrollment has begun to stabilize in recent years.
[5] The district fiscal year is from October 1 to September 30.
[6] Special revenues include federal funds with specific spending guidelines and limitations.

Exhibit 2. Finance Department Organization Chart (March 17, 2014)



Source: Prepared by CGCS based on information provided from the BCS web site.

Findings and Observations

The overarching finding of the Council's Strategic Support Team is that the "***Birmingham City Schools is an organization at risk."*** Specifically, the team's findings and observations are organized into four general areas: Commendations, Leadership and Management, Organization, and Operations.

Commendations

- School principals interviewed by the team were very satisfied with services and response times provided by the Finance Department.
- The staff of the Finance Department appeared to be hard working and dedicated to their assigned tasks.
- The school district's biometric time and attendance payroll reporting system, which uses palm print recognition, provides an efficient method for automatic identification and data capture.
- The annual budget document contains the strategic plan and other narrative about the district's goals and objectives.
- The school district has achieved direct payroll deposit for 100 percent of its employees.
- Payroll processing appears to operate with a high degree of accuracy, based on the small number of payments that must be recalculated each pay period.

- The incoming Superintendent appears to be prepared to implement positive changes in the school district.

Leadership and Management

- It was readily apparent to the team that the district has done little to implement the recommendations contained in the three prior Council of the Great City School reports. These reports included -
    - "Review of the Human Resources Operations," September 2014
    - "Review of the Facilities Operations," November 2010
    - "Review of the Administrative Structure and Resource Allocations," November 2007
- The school district has glaring weakness in its internal controls. For example –
    - In spite of continued recommendations from the Council of the Great City Schools (see above), the district has yet to create an internal audit function.
    - BCS has no position control system, is unlikely to be able to develop one within the current ERP system, and does not actively manage its personnel vacancies.
    - The school district has no project management system to monitor and control capital expenditures.
    - Staff members in the Accounts Payable unit can both create purchase orders and authorize payments, thereby violating the internal control principle of separation of duties.
    - Accounts Payable staff has the ability to change the on-line vendor files and purchase orders exposing the district to potential fraudulent activity.
    - Excessive sign-off processes (five or more signatures) and low approval thresholds (purchase orders over $10,000 must be approved by the Superintendent) create a false sense of operational security.
    - The team observed that personnel service invoices were approved for payment by the CFO, but the end users of these services (at the school or department level) did not sign-off on invoices or submit receiving reports in all cases.
    - The number of recurring school-level audit exceptions in reports from the State's Department of Examiners of Public Accounts highlights the need to reinstate dedicated School Auditor positions.
- The school district budget-development process lacks transparency. For example –

- The administrative budget-development process consists of one-on-one meetings between the CFO and Chief-level staff members without the benefit of executive staff discussions or priority setting.

- The budget-development process includes a series of private meetings with two or three individual School Board members (less than a quorum) that appear to be an attempt to avoid violating the Alabama Open Meetings Act.[7]

- The management of the school district fails to provide the School Board and public with adequate financial reports. For example –

  - Monthly financial reports do not contain explanatory narratives.

  - Monthly financial statements do not project expenditures for the remainder of the year or ending balances.

  - Year-end reporting appears to be limited to the Department of Examiners of Public Accounts audit report, which is usually published a year or more after the close of the fiscal year.[8]

- The school district is exposed to single points of failure by the lack of succession planning, insufficient cross-training, and an unhealthy reliance on a sole hub for approvals, decision making, and transactional processing. For example—

  - The CFO (who tendered his resignation March 1, 2015 and does not have a designated deputy or back -up) is viewed as practically indispensable because he personally touches virtually every aspect of the school district's operations without appropriate delegation of authority.

  - No one has been cross-trained to handle coordination and control of the employee payroll deductions functions, so processing stops when the responsible employee is not present.

- An excessive number of key administrative positions are either vacant or filled with interim appointments, which has impeded progress on projects and goals. For example –

  - A new Superintendent has been recently hired and will begin her duties July 1, 2015, after six months of having this position being filled with an interim assignment.

  - The Chief of Staff position is currently vacant.

  - The Chief of Human Resources, the Director of Payroll, and the Federal Programs manager are all on interim assignments.

[7] SB101, Act No. 2005-40, approved by the Alabama Legislature and signed by the Governor in 2005.
[8] The audit for the latest year (ended September 30, 2014) has been completed but not yet released. The district Comptroller refused to discuss with the team the results of that audit presented by the State auditors in their exit interview with district staff.

  - The school district has been slow to begin the process of filling the upcoming vacancy in the CFO's position.

- There appears to be inadequate training of central office administrators in the use of the district's financial systems. For example –

  - Management of facilities operations complained about the lack of available financial reports (although the team observed that appropriate financial information was available to the managers on-line).

  - The manager of federal programs indicated she did not know what financial information was available to her.

  - The team was told that employees are expected to learn their jobs "on the fly".

- The team saw no evidence that the financial management organization has a business plan with specific goals, objectives, timelines, resource allocations, accountabilities, or a reporting mechanism that is linked to the district's strategic plan.

- The school district's administration has no process-improvement initiatives or methodology. For example –

  - District managers seem slow to embrace readily available tools, such as P-Cards and E-Procurement, to improve processes and productivity.

  - The implementation of an electronic workflow for requisitions is simply automating the current approval process rather than taking advantages of the system's capabilities.

- The team noted both internal and external communication issues with the Finance Department. For example –

  - There appears to be lingering tensions at the senior level, which have not been addressed and impede effective management.

  - The Department does not convene regular staff meetings or have other formal staff communications mechanisms.

Organization

- The financial organization has no position dedicated to the development and management of the school district's budget.

- The Accounts Payable and Payroll functions report directly to the CFO rather than through the Comptroller.

- While some areas of the financial organization appeared to be understaffed, the most recent Great City Schools KPI study indicated that the ratio of payments processed per

payroll (FTE) in BCS was 632 to 1, compared to the medium of 1,451 to 1 for member reporting districts (this could indicate possible overstaffing in some areas).

- There is no risk management function in the school district.

Operations

- The team saw no evidence (based on a limited test of transactions) nor did it hear in interviews that there were expenditures within the $10,000 to $60,000 spending authority of the Superintendent that were made without his signed approval.

- The school district apparently lacks a policy for emergency or urgent procurements.

Recommendations

1. Revisit previous Great City Schools reports and take actions to implement those recommendations that are deemed to be appropriate.

2. Conduct a comprehensive review and evaluation of the school district's system of internal controls and implement immediate corrective actions, including -

    a. Establish a comprehensive internal audit function, including an Internal Audit unit (addressing both central office and school-level examinations) reporting directly to a School Board appointed Audit Committee

    b. Implement an all-inclusive position control system (This will require looking outside the current ERP system since the team does not think that this system is able to provide a robust and accurate method to control positions).

    c. Adopt a project-management system to control capital expenditures

    d. Establish appropriate separations of duties and responsibilities

    e. Restrict the ability to modify financial documents and records to appropriately authorized personnel.

    f. Institute a formal three-way match system for disbursements that includes a district purchase order, a vendor's invoice, and evidence of receipt of goods or services by the end-user.

3. Structure a transparent budget-development process that includes group priority-setting involving the executive staff and open discussion of augmentations and reduction options at the School Board level.

4. Enhance the school district's financial reporting by-

    a. Augmenting monthly reports so they to include explanatory narratives and projections of year end balances

b. Preparing an annual report (in addition to the annual audit report) that summarizes the financial activity for the year and publish it in a timely basis.

5. Create a succession plan, provide cross-training, and design a system of delegation-of - authority to avoid creating organizational dependence on individuals and single points of potential failure.

6. Reduce or eliminate the number of vacant or interim positions in the district's administration.

7. Conduct training on the school district's financial management and reporting systems for departmental managers and program supervisors.

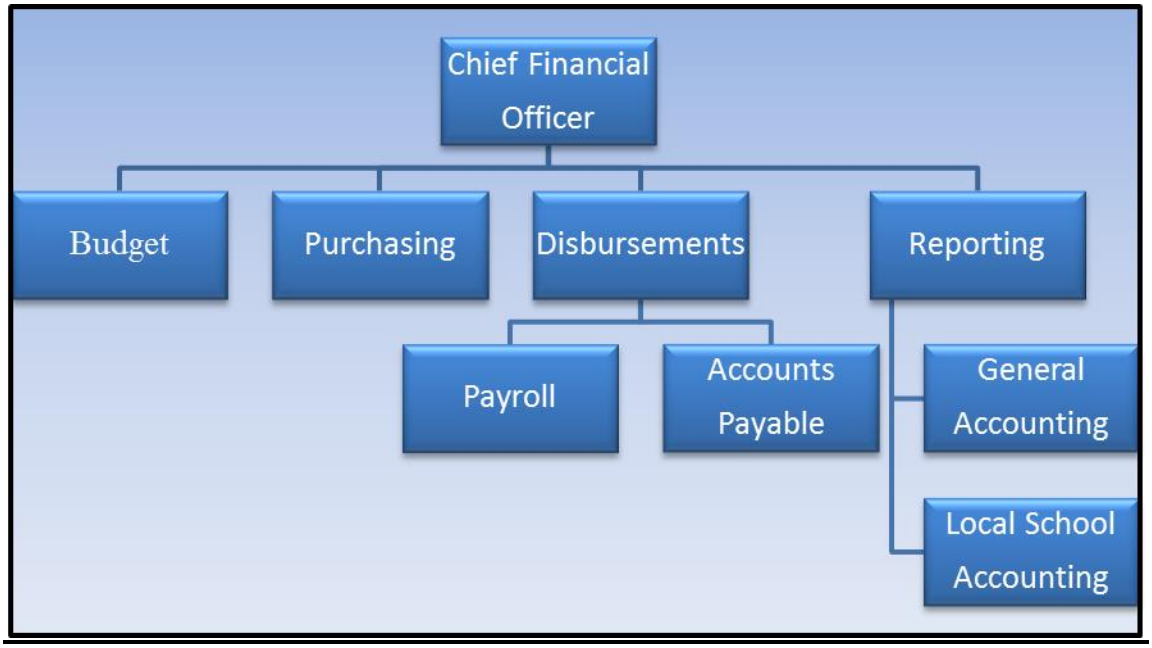
8. Develop a business plan for the Finance Department with specific goals, objectives, timelines, resource allocations, accountabilities, and a reporting calendar that is linked to the district's strategic plan.

9. Establish process-improvement plans for each Departmental unit and include readily available techniques and technologies that will improve the efficiency and effectiveness of the district's systems, processes, and procedures.

10. Improve internal and external communications with regularly scheduled meetings.

11. Re-organize the Finance Department by function to include a budget unit, a procurement unit, a disbursements unit (the Comptroller with Accounts Payable and Payroll), and a reporting unit with general accounting and local-school accounting. Exhibit 3 below displays a sample organization chart by function.

Exhibit 3. Sample Functional Organization Chart



Source: Prepared by CGCS.

12. Examine the staffing level in each unit of the Finance Department to ensure they are right-sized.

13. Establish a risk-management function in the district to identify, assess, prioritize, and mitigate risks through elimination, avoidance, and insurance.

14. Establish policies and procedures to appropriately handle emergency and urgent procurement issues.

HISTORY OF STRATEGIC SUPPORT TEAMS

History of Council Strategic Support Teams

City	Area	Year
Albuquerque		
	Facilities and Roofing	2003
	Human Resources	2003
	Information Technology	2003
	Special Education	2005
	Legal Services	2005
	Safety and Security	2007
	Research	2013
Anchorage		
	Finance	2004
	Communications	2008
	Math Instruction	2010
	Food Services	2011
	Organizational Structure	2012
	Facilities Operations	2015
	Special Education	2015
Atlanta		
	Facilities	2009
	Transportation	2010
Austin		
	Special Education	2010
Baltimore		
	Information Technology	2011
Birmingham		
	Organizational Structure	2007
	Operations	2008
	Facilities	2010
	Human Resources	2014
	Financial Operations	2015
Boston		
	Special Education	2009
	Curriculum & Instruction	2014
	Food Service	2014
Bridgeport		
	Transportation	2012
Broward County (FL)		
	Information Technology	2000
	Food Services	2009
	Transportation	2009
	Information Technology	2012
Buffalo		
	Superintendent Support	2000
	Organizational Structure	2000
	Curriculum and Instruction	2000
	Personnel	2000

	Facilities and Operations	2000
	Communications	2000
	Finance	2000
	Finance II	2003
	Bilingual Education	2009
	Special Education	2014
Caddo Parish (LA)		
	Facilities	2004
Charleston		
	Special Education	2005
	Transportation	2014
Charlotte-Mecklenburg		
	Human Resources	2007
	Organizational Structure	2012
	Transportation	2013
Cincinnati		
	Curriculum and Instruction	2004
	Curriculum and Instruction	2009
	Special Education	2013
Chicago		
	Warehouse Operations	2010
	Special Education I	2011
	Special Education II	2012
	Bilingual Education	2014
Christina (DE)		
	Curriculum and Instruction	2007
Cleveland		
	Student Assignments	1999, 2000
	Transportation	2000
	Safety and Security	2000
	Facilities Financing	2000
	Facilities Operations	2000
	Transportation	2004
	Curriculum and Instruction	2005
	Safety and Security	2007
	Safety and Security	2008
	Theme Schools	2009
Columbus		
	Superintendent Support	2001
	Human Resources	2001
	Facilities Financing	2002
	Finance and Treasury	2003
	Budget	2003
	Curriculum and Instruction	2005
	Information Technology	2007
	Food Services	2007
	Transportation	2009
Dallas		

	Procurement	2007
	Staffing Levels	2009
Dayton		
	Superintendent Support	2001
	Curriculum and Instruction	2001
	Finance	2001
	Communications	2002
	Curriculum and Instruction	2005
	Budget	2005
	Curriculum and Instruction	2008
Denver		
	Superintendent Support	2001
	Personnel	2001
	Curriculum and Instruction	2005
	Bilingual Education	2006
	Curriculum and Instruction	2008
	Common Core Implementation	2014
Des Moines		
	Budget and Finance	2003
	Staffing Levels	2012
	Human Resources	2012
Detroit		
	Curriculum and Instruction	2002
	Assessment	2002
	Communications	2002
	Curriculum and Assessment	2003
	Communications	2003
	Textbook Procurement	2004
	Food Services	2007
	Curriculum and Instruction	2008
	Facilities	2008
	Finance and Budget	2008
	Information Technology	2008
	Stimulus planning	2009
	Human Resources	2009
Fresno		
	Curriculum and Instruction	2012
Guilford County		
	Bilingual Education	2002
	Information Technology	2003
	Special Education	2003
	Facilities	2004
	Human Resources	2007
Hillsborough County		
	Transportation	2005
	Procurement	2005
	Special Education	2012
Houston		

	Facilities Operations	2010
	Capitol Program	2010
	Information Technology	2011
	Procurement	2011
Indianapolis		
	Transportation	2007
	Information Technology	2010
	Finance and Budget	2013
Jackson (MS)		
	Bond Referendum	2006
	Communications	2009
Jacksonville		
	Organization and Management	2002
	Operations	2002
	Human Resources	2002
	Finance	2002
	Information Technology	2002
	Finance	2006
Kansas City		
	Human Resources	2005
	Information Technology	2005
	Finance	2005
	Operations	2005
	Purchasing	2006
	Curriculum and Instruction	2006
	Program Implementation	2007
	Stimulus Planning	2009
Little Rock		
	Curriculum and Instruction	2010
Los Angeles		
	Budget and Finance	2002
	Organizational Structure	2005
	Finance	2005
	Information Technology	2005
	Human Resources	2005
	Business Services	2005
Louisville		
	Management Information	2005
	Staffing study	2009
Memphis		
	Information Technology	2007
Miami-Dade County		
	Construction Management	2003
	Food Services	2009
	Transportation	2009
	Maintenance & Operations	2009
	Capital Projects	2009
	Information Technology	2013

Milwaukee		
	Research and Testing	1999
	Safety and Security	2000
	School Board Support	1999
	Curriculum and Instruction	2006
	Alternative Education	2007
	Human Resources	2009
	Human Resources	2013
	Information Technology	2013
Minneapolis		
	Curriculum and Instruction	2004
	Finance	2004
	Federal Programs	2004
Nashville		
	Food Service	2010
	Bilingual Education	2014
Newark		
	Curriculum and Instruction	2007
	Food Service	2008
New Orleans		
	Personnel	2001
	Transportation	2002
	Information Technology	2003
	Hurricane Damage Assessment	2005
	Curriculum and Instruction	2006
New York City		
	Special Education	2008
Norfolk		
	Testing and Assessment	2003
	Curriculum and Instruction	2012
Orange County		
	Information Technology	2010
Philadelphia		
	Curriculum and Instruction	2003
	Federal Programs	2003
	Food Service	2003
	Facilities	2003
	Transportation	2003
	Human Resources	2004
	Budget	2008
	Human Resource	2009
	Special Education	2009
	Transportation	2014
Pittsburgh		
	Curriculum and Instruction	2005
	Technology	2006
	Finance	2006
	Special Education	2009

Portland		
	Finance and Budget	2010
	Procurement	2010
	Operations	2010
Prince George's County		
	Transportation	2012
Providence		
	Business Operations	2001
	MIS and Technology	2001
	Personnel	2001
	Human Resources	2007
	Special Education	2011
	Bilingual Education	2011
Reno		
	Facilities Management	2013
	Food Services	2013
	Purchasing	2013
	School Police	2013
	Transportation	2013
	Information Technology	2013
Richmond		
	Transportation	2003
	Curriculum and Instruction	2003
	Federal Programs	2003
	Special Education	2003
	Human Resources	2014
Rochester		
	Finance and Technology	2003
	Transportation	2004
	Food Services	2004
	Special Education	2008
San Diego		
	Finance	2006
	Food Service	2006
	Transportation	2007
	Procurement	2007
San Francisco		
	Technology	2001
St. Louis		
	Special Education	2003
	Curriculum and Instruction	2004
	Federal Programs	2004
	Textbook Procurement	2004
	Human Resources	2005
St. Paul		
	Special Education	2011
	Transportation	2011
Seattle		

	Human Resources	2008
	Budget and Finance	2008
	Information Technology	2008
	Bilingual Education	2008
	Transportation	2008
	Capital Projects	2008
	Maintenance and Operations	2008
	Procurement	2008
	Food Services	2008
	Capital Projects	2013
Toledo		
	Curriculum and Instruction	2005
Washington, D.C.		
	Finance and Procurement	1998
	Personnel	1998
	Communications	1998
	Transportation	1998
	Facilities Management	1998
	Special Education	1998
	Legal and General Counsel	1998
	MIS and Technology	1998
	Curriculum and Instruction	2003
	Budget and Finance	2005
	Transportation	2005
	Curriculum and Instruction	2007
	Common Core Implementation	2011
Wichita		
	Transportation	2009

FINANCE TASK FORCE

COUNCIL OF THE GREAT CITY SCHOOLS

Task Force on Urban School Finance

2015-2016

Task Force Goals

To challenge the inequities in state funding of urban public schools.

To increase federal funding and support of urban public schools.

To pass new federal school infrastructure legislation to help repair, renovate and build urban public school buildings.

To enhance the ability of urban schools to use Medicaid for health services to students.

Task Force Co-Chairs

Thomas Ahart, Des Moines Superintendent
Larry Feldman, Miami-Dade County School Board

AWARD FOR EXCELLENCE IN FINANCIAL MANAGEMENT

1301 Pennsylvania Avenue, NW, Suite 702
Washington, DC 20004

The Council of the Great City Schools

Award for Excellence in Financial Management

- ✓ **While organizations such as GFOA and ASBO provide standards for excellence in financial reporting and budget presentation, there are no national standards for recognizing excellence in financial accountability and controls that are needed to safeguard and protect the financial integrity of a school district.**
- ✓ **Unlike the GFOA and ASBO awards, which focus on data content and format, the CGCS *Award for Excellence in Financial Management* focuses on policies, procedures and outcomes across a broad range of financial areas.**
- ✓ **A rigorous "Best of Financial Management Practices Peer Review" process assesses a district's financial management practices; and "Key Performance Indicators" are used as an evaluative research and objective analytical baseline to demonstrate the efficient and effective use of financial resources.**
- ✓ **The Council recognizes the Office of Program Policy Analysis and Governmental Accountability (OPPAGA) in Florida and The Stupski Foundation for sharing criteria used for this award.**

For Service or More Information Contact:

Robert Carlson
Director, Management Services
Office ➢ (202) 393-2427 Cell ➢ (202) 465-1897 Email ➢ rcarlson@cgcs.org

1301 Pennsylvania Avenue, NW, Suite 702
Washington, DC 20004

2016 Award for Excellence in Financial Management

An Electronic Copy of the Assessment Form and Supporting Document should be emailed to

Robert Carlson at rcarlson@cgcs.org
Director of Management Services
Council of the Great City Schools (CGCS)

(PLEASE TYPE OR PRINT)

1. NAME _____
2. POSITION _____
3. DISTRICT _____
4. ADDRESS _____
   STREET CITY STATE ZIP CODE
5. PHONE _____

For Service or More Information Contact:

Robert Carlson
Director, Management Services
Office ➢ (202) 393-2427 Cell ➢ (202) 465-1897 Email ➢ rcarlson@cgcs.org

1301 Pennsylvania Avenue, NW, Suite 702
Washington, DC 20004

Award for Excellence in Financial Management

About the Program

The Council of the Great City Schools' (CGCS) established the ***Award for Excellence in Financial Management*** in 2008 to recognize Council member districts that support the highest standards in financial accountability and controls that are needed to safeguard and protect the financial integrity of the district. These efforts reflect an extraordinary dedication to excellence in financial management and demonstrate outstanding stewardship of taxpayer dollars with the ultimate beneficiaries being the children of their districts.

Review Process

Council member school districts participating in the awards program complete an assessment form and supply supporting documentation to demonstrate they comply with a series of management practices that represent the highest standards in financial accountability and control in nine categories. After a preliminary review, a panel of highly respected subject-matter experts from major urban school systems across the country is chosen to review the assessment form and supporting documentation. The review process also entails a site visit to interview the district's administrative staff and review any additional documentation that may be required.

Review Period

Applicants must email the official assessment form and supporting documentation to Robert Carlson, Director of Management Services at rcarlson@cgcs.org by February 28, 2016. The program staff will provide participants with notification of award or reasons for denial.

For Service or More Information Contact:

Robert Carlson
Director, Management Services
Office ➢ (202) 393-2427 Cell ➢ (202) 465-1897 Email ➢ rcarlson@cgcs.org

Financial Management Practices

A. GENERAL FINANCIAL MANAGEMENT STANDARDS	YES	NO	Documentation[1]
1. Mandatory Structure, Staffing and Training Practices			
1.a. The Financial Services Department has an approved organizational structure with functions appropriately segregated to control for each of the following --			
• Budgeting			
• Expenditure control and reporting			
• Financial Reporting			
• Procurement, receipt of goods and services, and accounts payable			
• Salary setting, attendance reporting and payroll processing			
• Risk Management and Treasury functions			
1.b. The position descriptions for financial services positions contain appropriate education and experience requirements.			
1.c. Financial services units are appropriately staffed to ensure effective delivery of financial services.			
Recommended Structure, Staffing and Training Practices			
1.d. Financial services staff are cross-trained for critical accounting processes.			
1.e. Financial services staff and decentralized managerial and accounting staff receive periodic training and professional development.			
1.f. District staff periodically analyzes cost savings of alternative financial delivery, e.g., outsourcing of selected functions.			
1.g. Staff receive periodic communications to emphasize goals and objectives			
1.h. Other Structure, Staffing and Training Practices of the Department (Enumerate and document)			
2. Mandatory Policies and Procedure Practices			
2.a. Written procedures have been developed for each of the following--			
• Identification and description of principal accounting records			
• Standard accounting and journal entries including requirements for support documentation			
• Identification of positions that approve accounting and journal entries prior to entry			
• Instructions for determining cut-off and closing of accounts for each accounting period.			
2.b. The district has approved ethics policies for district financial staff.			
2.c. The district periodically evaluates and updates its Procedures Manuals for each financial area			
Recommended Policies and Procedure Practices			

[1] **Supporting documentation (e.g., policies, procedures, etc.) is required to substantiate the practice.**

2.d. The district has established written procedures for confidential reporting of alleged improprieties.			
2.e. Other Policies and Procedure Practices of the Department (Enumerate and document)			
3. Mandatory Financial Systems and Reporting Practices			
3.a. The district's financial components have integrated software systems that minimize manual processes for each of the following functions--			
• Efficient decentralized and one-time data entry			
• Capital projects tracking by and across fiscal years			
• Automated reconciliations between control accounts and subsidiary records			
• Direct deposit program for payrolls			
• Availability of a position control system for full-time positions reconciled to the approved budget			
• The capacity to generate a variety of ad-hoc analyses and simulations.			
3.b. The accounting system facilitates accountability for restricted sources of funds through fund/grant/project control.			
3.c. District financial staff provide the board and district management with monthly and annual financial reports in an easy-to-understand summary format.			
3.d. District financial staff provide effective information to the board and management on funding sources, budget limitations, and financial impacts relating to major program and contract proposals.			
Recommended Financial Systems and Reporting Practices			
3.e. The district uses computerized requisition control procedures and minimizes multiple non-originator approvals of requisitions within defined dollar thresholds.			
3.f. District staff analyze financial accounting, control, and reporting procedures to minimize duplication of efforts and non-value added activities.			
3.g. District managers receive periodic (at least monthly) reports and can electronically view data showing budget vs. expenditure information for their area of responsibility.			
3.h. District financial staff analyze contract proposals and other financial negotiations, especially those involving significant dollar limitations to the district.			
3.i. District financial staff analyze major expenditures in cost and report findings to management.			
3.j. Other Financial Systems and Reporting Practices of the Department (Enumerate and document)			
B. INTERNAL CONTROL STANDARDS	**YES**	**NO**	**Documentation**
4. Mandatory Internal Control Practices			
4.a. The district has an Internal Audit function or Inspector General which examines both central office and school based financial operations.			
4.b. The district takes steps to resolve or correct, and prevent the reoccurrence of any significant weakness in internal, controls, fraud, mismanagement, or financial misstatement identified by the district's external auditor, any federal or state audit, internal audit, law enforcement agency, or other review group.			
4.c. The district has established significant controls over receipting processes for each of the following functions--			

• Timely depositing and recording of collections			
• Recording of collections to the correct accounting codes			
• Compliance with federal, state, and local (if applicable) laws, rules, and policies			
4.d. The district has established effective controls over payroll processes for each of the following functions--			
• Appropriate and timely reporting of federal and state payroll taxes			
• Appropriate and timely reporting of other payroll deductions, e.g., insurance premiums			
• Proper charging of salary costs to the correct account codes			
4.e. The district has established effective controls over accounts payable for each of the following functions--			
• Payments are for authorized purposes, have sufficient budgetary authority with pre-purchase order verification of funds availability			
• Payments are supported by evidence that goods and services were received			
• Payments are supported by original vendor invoices			
• Disbursements are charged to the proper account codes			
4.f. The district has instituted procedures to minimize the incidence of check fraud through each of the following measures--			
• Use of check stock with security features			
• Positive pay			
• The securing of check stock			
4.g.. The district has written policies and procedures with instructions on employee responsibilities for P-card transactions with written acknowledgements signed by employee.			
Recommended Internal Control Practices			
4.h.. Vendor invoices and potential upcoming payments are systematically aged and periodically reviewed to maintain a reasonable vendor paying cycle.			
4.i. The district has a contract with a Bad Check Collection Agency			
4.j. The district has a systematic processes to identify duplicate invoicing			
4.k. The district utilizes electronic procedures for the payment of significant vendor, deduction, and retirement transactions, including the use of appropriate controls.			
4.l. The district uses automatic pay-deposit for its payrolls.			
4.m. The district has a comprehensive ethics policy.			
4.n. Other Internal Control Practices of the Department (Enumerate and document)			
C. BUDGET, STRATEGIC PLANNING AND MANAGEMENT STANDARDS	**YES**	**NO**	**Documentation**
5. Mandatory Budget Practices			
5.a. The district produces and adopts an annual budget that provides useful and understandable information to board members and stake-holders.			
• Budgets are prepared and adopted pursuant to applicable state law and local ordinances (if fiscally dependent).			
• District staff use appropriate revenue-estimating practices, including prior-year comparisons, program and enrollment criteria, and formal historic trend analyses.			

• The district uses an annual and long-range (three-five years) budget planning process and timeline that is clearly communicated to involved stakeholders, including a clear statement of program and financial assumptions and proposed policies.			
• The district systematically reviews and analyzes interim fiscal year expenditure activity and school and departmental budget amendments and prepares formal budget amendments for board approval at least on a quarterly basis.			
• The district prepares, adopts, and formally updates on an annual basis a five-year capital spending plan, providing both revenue estimates and proposed capital projects, including the effects of proposed capital projects on the operating budget.			
5.b. The district allocates resources to schools based upon objective district wide program and enrollment criteria adopted by the board and available for review by all stakeholders.			
5.c. Schools and department level budgets and expenditure data are available to all stakeholders in an understandable format.			
Recommended Budget Practices			
5.d. The district's strategic plan for improving student achievement and performance is clearly present in district budget planning.			
5.e. The district permits schools and departments to effect budget amendments online (within fund and designated programs) up to defined dollar thresholds using automated procedures with embedded decision rules.			
5.f. The district successfully participates in juried budget presentation reviews, such as the Government Finance Officers Association (GFOA) Outstanding Budget Presentation Award or the equivalent program administered by the Association of School Business Officials (ASBO).			
5.g. Other Budget Practices of the Department (Enumerate and document)			
6. Mandatory Strategic Planning Practices			
6.a. The district's strategic plan includes a provision for maintaining adequate levels of unreserved fund balance adopted by the board.			
Recommended Strategic Planning Practices			
6.b. The district's strategic plan objectives can be tied to specific departments or projects and provide guidance for budget decisions.			
6.c. School principals and the district budget officials include relevant stakeholder and community input when developing school-level and district plans and budgets.			
6.d. The district has incorporated review of school-level and departmental performance measures and results as a component of district-wide budgetary decision making.			
6.e. The budget document includes a discussion of how the Strategic Plan relates to budget.			
6.f. Evidence that results relating to performance measures is included in the departmental section of the budget document.			
6.g. Other Strategic Planning Practices of the Department (Enumerate and document)			
D. INTERNAL AND FINANCIAL (External) AUDITING STANDARDS	**YES**	**NO**	**Documentation**
7. Mandatory Internal and Financial (External) Auditing Standards			
7.a. The district has established an internal audit function with its primary mission that (1) provides assurance that the internal control processes in the district are adequately			

	designed and functioning effectively and (2) offers recommendations and counsel to management that will improve performance where appropriate.			
	• Employees performing the internal audit functions have adequate education and technical training necessary to ensure that due professional care is exercised in the performance of their audits			
	• For the purposes of safeguarding cash and the protection of employees, armored car ser are used for the collection of funds from sites.			
	• Internal auditors are not limited in their access to records or on the scope of their activities			
	• Audit programs are used by the internal auditors for each activity reviewed to documen nature, timing, and extent of their audit work.			
	• Internal auditors are functionally independent of the activities they are auditing.			
	• Reports are issued by the internal auditors that document the scope of their work, findings management response.			
7.b.	The district ensures that it receives an annual external audit and uses the auditor manage internal control findings to improve its operations.			
	• Audit reports have been filed with appropriate oversight bodies in accordance with appli state, federal, and local (if fiscally dependent) filing requirements			
	• Audit reports indicate that the audits were completed in accordance with Government Au Standards.			
7.c.	The district provides for timely follow-up of findings identified in the external audit.			
	• Procedures have been established to provide for the timely review of findings included in the external audit, development of a corrective action plan, and assurance that corrective actions are implemented.			
	• The district performs timely follow-up of findings, develops corrective action plans, and ensures that corrective actions are implemented.			
	• Audit findings and corrective actions are presented to the board, its designee, or the audit committee (if established) for review and approval.			
7.d.	The district obtains and reviews financial information relating to school internal accounts, direct service organizations (DSOs), charter schools, and submits summary information to the School Board for action.			
	• The district has policies and procedures to administer the school and activity funds, commonly called the school internal accounts.			
	1) The district has adopted policies and procedures for governing the receipt and disbursement of funds in the school internal accounts.			
	2) The district provides for an annual audit of the school internal accounts.			
	• The charter agreement between the district and each charter school requires each charter school to provide for an annual audit of its records and specific time frames for completion of the audits.			
	Recommended Internal and Financial (External) Auditing Practices			

7.e. The district has established an external audit committee comprised of knowledgeable non-district persons, along with school board members, that meets quarterly to approve the annual audit plan, to review and receive internal audit reports, and provide resulting recommendations to the board.			
7.f. The organizational structure of the district provides that employees performing the internal audit function report directly to the district school board, or its designee (which can be the Superintendent), or the audit committee (if established) to ensure broad audit coverage and adequate consideration of, and action on the findings and recommendations of the internal auditors.			
7.g. Section of the auditing firm must be done pursuant to an RFP. Plan for the external auditor firm rotation every five years. If the RFP is in excess of 5 years, the partner and manager must rotate.			
7.h. The recommended external auditor meets with the school board or the audit committee prior to the start of the audit to have the audit plan, timeline, and costs reviewed and approved. Allow school board members (audit committee) to discuss areas of concern			
7.i. The district publishes an audited Comprehensive Annual Financial Report (CAFR) within six months of the conclusion of its fiscal year.			
7.j. The district successfully participates in a juried review of its CAFR such as the Excellence in Financial Reporting Award of the Government Finance Officers Association (GFOA) or the equivalent program administered by the Association of School Business Officials (ASBO).			
7.k. Audits of the school internal accounts are presented to the school board (or audit committee) in session and are filed as part of the public record.			
7.l. Corrective action plans are developed to timely correct audit findings noted in their audit reports for school internal accounts.			
7.m. Multi-year, risk based, audit programs; are prepared for the school board (or audit committee) for review and approval. A budget for the proposed costs are defined and year one's budget is approved.			
7.n. Other Internal and Financial (External) Auditing Practices of the department (Enumerate and document)			
E. TREASURY STANDARDS	**YES**	**NO**	**Documentation**
8. Mandatory Treasury Practices			
8.a. The district has appropriate written policies and procedures for cash management (if its financial functions include cash management) that include each of the following--			
• Central authority over payment activities is established including opening bank acco determining payment methods, segregation of duties, set-up and origination of elect payments, security administration over banking systems, etc.			
• The district maintains its cash deposits in qualified public depositories with collateral he independent third party institutions at adequate margin levels either through a statewide or program.			
• All collections are timely deposited and invested with adequate dual control utilize v deposited manually.			
• District staff that do not have the ability to execute transactions or update accounting rec perform bank reconciliations.			

• When corrections to accounting records are required they are performed in a timely mann staff not preparing bank reconciliations.			
• Appropriate management staff periodically review bank reconciliations and investigate unu reconciling items.			
• The district has prepared and utilizes a cash budget, forecasting its incoming revenue rec and cash disbursements on a daily/weekly basis depending on volume and mat investments with anticipated cash flow requirements.			
• Banking agreements should be reviewed by District's attorney to clearly delir responsibilities and liabilities, especially as it relates to fraudulent transactions, whereby shifting of liabilities from the bank to the District should be avoided			
• Discrepancies are investigated timely and when bank fraud or errors are determined they reported promptly to bank and to appropriate management staff			
• Banking contracts are periodically analyzed to review terms and fee schedules.			
8.b. The district has written investment guidelines when it invests its surplus cash (if a district function) that include each of the following--			
• The district's investment policy provides specific direction regarding the use of derivatives and other synthetic investments as well as authorized investments types, and maturities and concentration limits. with maturities greater than six months.			
• The district periodically reports to the board the results of its investing activities at least on a quarterly basis.			
• District staff analyzes the credit, concentration and interests rate risk of the investment versus its projected returns.			
Recommended Treasury Practices			
8.c. Banking services contracts are periodically negotiated to protect the school district and ensure that their terms and conditions are more beneficial that those previously offered.			
8.d. Banking contracts are rebid or compared to recent contracts of comparable governmental entities at least every five years with district responsibilities and liabilities clearly delineated and communicated to appropriate staff.			
8.e. The district has established an investment advisory committee comprised largely of informed non-district persons to advise the district on investment policies and to review investment activities.			
8.f. District staff is knowledgeable and receive training at least annually on treasury practices such as investments, cash management, and banking services.			
8.g. The district annually reviews all recommended bank products and services to ensure new technologies and solutions, such as automatic account reconciliation services, are being considered for adoption by Treasury staff			
8.h. Bank fees and charges are itemized and invoiced, rather than offset with compensating balances.			
8.i. Other Treasury Practices of the Department (Enumerate and document)			
F. CAPITAL ASSET MANAGEMENT STANDARDS			**Documentation**
9. Mandatory Capital Asset Management Practices			

9.a. The district has established written policies and procedures and periodically updates them to provide for effective management of capital assets.			
• The district is compliant with the provisions of GASB 34.			
• The district has implemented effective procedures to ensure that capital outlay purchases appropriately capitalized that include each of the following--			
1) District capitalization thresholds are consistent with federal requirements for assets purchased with federal funds and state requirements for all other assets.			
2) The district reconciles capital asset expenditures with additions to capital assets.			
• The district has established effective policies and procedures for the disposal of excess, surplus, and salvage capital assets.			
• The district maintains detailed subsidiary records of capital assets.			
• The district physically safeguards and tags capital assets.			
• The district has established and carries out appropriate procedures to follow up on missing capital items.			
• The district appropriately accounts for capital assets acquired with federal and restricted source funds.			
Recommended Capital Asset Management Practices			
9.b. The district annually conducts a physically inventory of capital assets using cost-effective methods, such as bar-coding.			
9.c. Other Capital Asset Management Practices of the Department (Enumerate and document)			
G. DEBT MANAGEMENT STANDARDS	**YES**	**NO**	**Documentation**
10. Mandatory Debt Management Practices			
10.a. The district has established written policies and procedures regarding the issuance of debt and periodically updates them to provide for effective debt management (if this is a district function) that include each of the following--			
• The district tracks debt services requirements and ensures timely payment.			
• The district is knowledgeable about debt service reporting requirements, e.g., continuing financial disclosures pursuant to Securities and Exchange Commission requirements, and has established procedures to ensure adequate and timely reporting.			
• The district complies with federal (Internal Revenue Service) arbitrate requirements..			
• The district complies with bond covenants.			
• The district employs debt affordability periodic reviews that include targeted projected maximum annual debt service payments as a percentage of projected revenues and targeted debt amortization percentages.			
Recommended Debt Management Practices			
10.b. The district's debt management practices are consistent with rating agency's analysis of debt affordability.			
10.c. The district maintains a balance in its reserves for debt services equivalent to at least one year's debt services in advance.			

10.d. The district maintains contact with credit-rating agencies and bond insurers to provide continuing financial information about its credit-worthiness.			
10.e. Other Debt Management Practices of the Department (Enumerate and document)			
H. RISK MANAGEMENT STANDARDS			**Documentation**
11. Mandatory Risk Management Practices			
11.a. The district has established written policies and procedures regarding the issuance and types of insurances purchases, the funding and administration of any and all self-insurance program, and the contract terms for all insurance contracts.			
• The district's policies require clear and complete contract terms for all insurance contracts.			
• District staff and/or consultant hired by the district analyzes current insurance plans including deductible amounts, co-insurance levels, and types of coverage provided. Said analysis should include data obtained from contiguous and comparable size districts.			
• The district has developed an adequate insurance/self insurance program consisting of liability, property, casualty, employee and public officials bonds, errors and omission, and workers compensation.			
• District policy requires the periodic bidding and evaluating the types and number of companies and benefits offered to employees (tax shelter annuities, etc.)			
• The staff analyzes or employs or engages a consultant to ensure federal requirements and risk management best practices are being complied with by the district with regard to actuarial projections for self-funded healthcare programs, Federal Healthcare requirements, Section 125 IRS requirements, department eligibility audits, etc..			
Recommended Risk Management Practices			
11.b. The district effectively links Strategic and Risk Management.			
11.c. The district effectively defines its appetite and tolerance for risk.			
11.d. The district's risk management approach results in silo elimination and increased coordination and accountability			
11.e. The district's workers' compensation program utilizes a managed care component.			
11.f. District staff perform necessary risk analyses to ascertain risks for which the district must be protected and makes recommendations regarding retaining such risks through self insurance, transferring such risks through the purchase of appropriate insurance products, or determine the risks to be too great for either and recommends disbanding the program(sl which is creating the risk issue.			
11.g.. Risk management staff is knowledgeable about insurance plan design and alternative coverage and the district engages a suitable insurance broker and consultant to provide appropriate technical support for determination of needed coverage and financial services in conjunction with seeking competitive proposals through the issues of a Request for Proposal (RFP), Broker Selection, or renewal negotiations for insurance contracts/third party claims administration contracts/Broker selection contracts.			
11.h. The district periodically benchmarks the costs of its insurance coverage against contiguous and comparable size districts and reports the results of such comparisons to the board.			
11.i. The district periodically analyzes the cost-benefits of self-insurance versus fully-insured coverage.			

11.j. Other Risk Management Practices of the Department (Enumerate and document)			
I. PURCHASING STANDARDS	**YES**	**NO**	**Documentation**
12. Mandatory Purchasing Practices			
12.a. The district has established written policies and procedures to take maximum benefit of competitive bidding, volume discounts, and special pricing agreements that include each of the following--			
• The district procedures include a repetitive purchasing report to enable the development of term bids to maximize economies of scale.			
• Procurement cards with appropriate dollar, transaction, and merchant controls are used for small dollar purchases.			
• Pcards are utilized to return a rebate on purchased amount where appropriate and advantageous to the district for large volume vendors,			
• Effective quotation procedures are used for purchases above the procurement card threshold, but less than dollar limits for formal bidding.			
• If permitted by state law, the district utilizes state bids, the bids of other school districts or local governments, purchasing consortiums such as US Communities, if advantageous to the district.			
Recommended Purchasing Practices			
12.b. The district restricts the submission of requisitions to centralized purchasing to those not permitted to be effected by the procurement card or other purchasing delegated authority.			
12.c. The district implements a periodic cost savings report to the Board and senior management reflecting the efforts and value-added impact of the purchasing department			
12.d The Board has a policy that during the bidding process, a code of silence should exist between the Board, staff, and potential vendors to eliminate the possibility of a bid protest			
12.e. The district maximizes the use of technology to reduce the mailing costs of bids, proposals, and vendor applications on the internet			
12.f. The district has an electronic requisitioning system to ensure budgeted funds are available prior to encumbrances.			
12.g. The district uses an electronic requisition process.			
12.h. The district has implemented an automated procurement process for contract purchases			
12.i. The district has an e-procurement system to leverage strategic sourcing opportunities			
12.j. Other Purchasing Practices of the Department (Enumerate and document)			

SUBCOMMITTEE ON MEMBERSHIP

COUNCIL OF THE GREAT CITY SCHOOLS

Subcommittee on Membership

2015-2016

Subcommittee Goal

To review criteria and applications for membership, and recruit and retain members.

Chair

Pam Knowles, Portland School Board

Members

Thomas Ahart, Des Moines Superintendent
JoAnn Brannon, Nashville School Board
Juan Cabrera, El Paso Superintendent
Darienne Driver, Milwaukee Superintendent
Terry Grier, Houston Superintendent
Airick West, Kansas City School Board

Ex Officio

Richard Carranza, San Francisco Superintendent

COUNCIL OF THE GREAT CITY SCHOOLS

Membership by Region

September, 2015

East (E)	Midwest (MW)	Southeast (SE)	West (W)
Boston	Arlington (TX)	Atlanta	Albuquerque
Bridgeport	Austin	Baltimore	Anchorage
Buffalo	Chicago	Birmingham	Fresno
Cincinnati	Dallas	Broward County	Hawaii
Cleveland	Denver	Charleston	Las Vegas
Columbus	Des Moines	Charlotte	Long Beach
Dayton	El Paso	Greensboro	Los Angeles
Detroit	Ft. Worth	Jackson	Oakland
Newark	Houston	Jacksonville	Portland
New York City	Indianapolis	Louisville	Sacramento
Philadelphia	Kansas City	Memphis-Shelby Cty	San Francisco
Pittsburgh	Milwaukee	Miami-Dade County	Seattle
Providence	Minneapolis	Nashville	San Diego
Rochester	Oklahoma City	New Orleans	Santa Ana
Toledo	Omaha	Norfolk	
	San Antonio	Orlando	
	St. Louis	Richmond	
	St. Paul	Palm Beach	
	Wichita	Tampa	
		Washington	
15	19	20	14

DISTRICT APPLICANTS DENIED MEMBERSHIP, 2009-2015

District Applicants 2009-2015

District	Year	Status
Rockford (IL)	2009	Denied
Socorro (TX)	2009	Denied
Salem (OR)	2009	Denied
Clayton County (GA)	2009	Denied
Durham Public Schools (NC)	2010	Denied
Washoe County	2010	Denied
Pinellas County (FL)	2010	Denied
Michigan Education Achievement Authority	2011	Denied
Durham Public Schools (NC)	2011	Denied
Dekalb County (GA)	2011	Denied
Eugene (OR)		Denied
Knox County (TN)		Denied
Fort Wayne (IN)	2012	Denied
Portland (ME)	2012	Denied
District U-46 (Elgin, IL)	2012	Denied
Newport News (VA)	2012	Denied
Sweetwater Union High School District (CA)	2013	Denied
Grand Rapids (MI)	2014	Denied
Dallas County Intermediate	2014	Denied
Savannah Chatham County	2014	Denied
Jennings (MO)	2014	Denied
Durham Public Schools (NC)	2015	Denied
Arlington (TX)	2015	Denied

SUBCOMMITTEE ON BY-LAWS

COUNCIL OF THE GREAT CITY SCHOOLS

Subcommittee on By-Laws

2015-2016

Subcommittee Goal

To define the mission, responsibilities and composition of the Council's structural components within the framework of applicable laws and regulations.

Chair

Keith Oliveira, Providence School Board

Members

Jose Banda, Sacramento Superintendent
Larry Feldman, Miami-Dade County School Board
Eric Gordon, Cleveland CEO
Michael O'Neill, Boston School Committee
Bolgen Vargas, Rochester Superintendent
Paula Wright, Duval County School Board

Ex Officio

Richard Carranza, San Francisco Superintendent

CURRENT BY-LAWS

BY-LAWS
OF THE
COUNCIL OF THE GREAT CITY SCHOOLS

ARTICLE I: NAME

Section 1.01 Name. The Corporation shall be organized as non-profit and be known as the Council of the Great City Schools.

ARTICLE II: PURPOSE AND MISSION

Section 2.01 Purpose. The purpose of this Corporation shall be to represent the needs, challenges, and successes of major-city public school districts and their students before the American people and their elected and appointed representatives; and to promote the improvement of public education in these districts through advocacy, research, communications, conferences, technical assistance, and other activities that may also benefit other schools, school districts and students across the country.

Section 2.02 Mission. The Council of the Great City Schools, being the primary advocate for public urban education in America, shall:

- Articulate the positive attributes, needs and aspirations of urban children and youth;
- Promote public policy to ensure improvement of education and equity in the delivery of comprehensive educational programs;
- Provide the forum for urban educators and board members to develop strategies, to exchange ideas and information and to conduct research; and
- Create a national focus for urban education in cooperation with other organizations and agencies.

to ensure that the members of the Great City Schools meet the needs of the diverse urban populations they serve.

ARTICLE III: OFFICES

Section 3.01 Principal Office. The principal office of the Corporation shall be at 1301 Pennsylvania Avenue, Northwest, Suite 702, Washington, D.C. The location of the registered office of the Corporation shall be in the offices of the Corporation Trust System in Chicago, Illinois at 228 South LaSalle Street, Chicago, Illinois.

The Registered Agent of the Corporation shall be the Corporation Trust System in Chicago, Illinois and Washington, D.C.

ARTICLE IV: MEMBERSHIP

Section 4.01 Membership. A Board, Committee or Commission (hereafter referred to as "Board of Education") responsible for public education in cities with a population of two hundred fifty thousand (250,000) or more, and an enrollment in public elementary and secondary schools of thirty five thousand (35,000) or more in 1980 or which is the predominant Board of Education serving the largest urban city of each state regardless of the enrollment of the school district. If the Board of Education has jurisdiction over areas outside

the central city, then the enrollment of those areas may also be included for purposes of eligibility, but the population outside the central city shall not.

Provided the above criteria are met, the Executive Committee will examine the urban characteristics of each applicant city brought to it by the membership committee prior to submitting a recommendation for membership to the Board of Directors for final approval.

Such urban characteristics may include: children eligible for Title I of the Elementary and Secondary Education Act; children in families qualifying for T.A.N.F.; children who are English language learners; and children who are African American, Hispanic, Asian American, Native American, Alaskan Native or other racial minorities as classified by federal Civil Rights statutes.

The enrollment of school districts for purposes of membership in the organization shall be based on the official district enrollment reported to the state, however calculated.

A Board of Education may retain its membership by meeting its dues-paying obligations without regard to changes in population or enrollment. To remain in good standing, dues must be paid.

A district that has not paid its dues will be notified after one year of nonpayment that it will not receive services from the organization in the subsequent year. A district will be dropped from membership after two consecutive years of non-payment of dues and will be required to reapply for membership should it wish to rejoin the organization. The Executive Committee retains the right to levy a "reinstatement fee" in an amount the committee will determine as a condition of a district's rejoining the organization after its membership has otherwise lapsed or to waive such fees depending on the circumstances of the district. The Committee will annually review the status of all district dues and make determinations for needed action.

Section 4.02 Participation of Non-Member Cities. Non-member districts may, on approval of the Executive Committee, be involved in studies or other projects of the Council of the Great City Schools. Conditions for such participation shall be established by the Executive Committee.

Section 4.03 Participation of Former Board of Directors Members. Former members of the Board of Directors may be involved as non-voting members at conferences and may receive publications of the organization under conditions established by the Executive Committee.

Section 4.04 Colleges of Education. Colleges of Education located in or serving cities that are members of the Council of the Great City Schools may be represented *ex officio* on the Executive Committee and Board of Directors and may meet and confer with the Council on issues of joint concern as necessary.

ARTICLE V: ORGANIZATION AND ELECTIONS

Section 5.0l Board of Directors. The affairs of the Corporation shall be operated by the Board of Directors. Members of the Board of Directors are the officers of the corporation and the Superintendent of Schools and a member of the Board of Education officially designated by each Board of Education and the Chair of the Great City Colleges of Education. Each member of the Board of Directors shall vote as an individual. No proxies may be appointed to the Board of Directors for the purposes of constituting a quorum of the Board of Directors

or for purposes of voting on matters coming before the Board of Directors. A member of the Board of Directors who is unable to attend a board meeting may, in writing, addressed to the Chair, appoint a representative to attend such meeting for the sole purpose of reporting back to the board member on the business of the meeting.

Section 5.02 Officers.

(a) Elected Officers. The elected officers of the Corporation shall be the Chair, Chair-Elect, and Secretary/Treasurer. No person shall be elected to the same position for more than two successive years. The officers shall be elected annually by the Board of Directors from persons who have served on the Executive Committee. Officers and shall take office on the 1st of July following their election. If an officer is unable to complete a term, the Board of Directors shall fill the vacancy at the next meeting of the Directors. The Office of the Chair shall alternate generally between superintendents and Board of Education members. Where the Chair or Chair-Elect is a Board of Education member, he or she may continue to be Chair, or Chair-Elect and then Chair, as the case may be, even though he or she is no longer the designated Board of Education member for his or her school district; provided, however, that only the designated Board of Education member from his or her district shall be entitled to vote at Board of Directors meetings.

(b) Non-Elected Officers. The immediate past Chair shall serve as a non-elected, but voting officer of the Corporation. The Executive Director shall serve as a non-elected and non-voting officer of the Corporation.

Section 5.03 Executive Committee

(a) Voting Members. The voting members of the Executive Committee shall consist of the Chair, Chair-Elect, Secretary/Treasurer, Immediate Past Chair, and twenty (20) persons elected by the Board of Directors. The Executive Committee shall be elected by the Directors at the Annual Meetings of the membership on a staggered basis for terms of three years and shall take office on the 1st of July following their election. The maximum consecutive number of years that a member of the Board of Directors can serve on the Executive Committee shall be limited to the total of (i) the balance of an unexpired term to which, pursuant to subsection 5.03(e), he or she is appointed by the Executive Committee and is then elected by the Board of Directors; (ii) two three-year terms; and (iii) any additional consecutive years during which he or she serves as an officer of the Corporation.

(b) Proxies. No proxies may be appointed to the Executive Committee for purposes of constituting a quorum of the Executive Committee or for purposes of voting on matters to come before the Executive Committee. A member of the Executive Committee who is unable to attend a committee meeting may in writing, addressed to the Chair, appoint a representative to attend such meeting for the sole purpose of reporting back to the committee member on the business of the meeting.

(c) Composition. The Executive Committee and Officers of the Corporation shall have equal proportion of Superintendents and Board of Education Members; shall include geographic representation, race, gender, ethnicity, and attendance at Board of

Directors meetings as criteria for membership on the Executive Committee and for Officers of the Corporation. Attendance at Executive Committee meetings will be a criterion for renomination to the Executive Committee and for Officers of the Corporation. Failure to attend both the summer and winter meetings of the Executive Committee in any single calendar year may result in a member's replacement. No more than one person from each member district shall be nominated to the Executive Committee. In addition, the Chair of the Great City Colleges of Education shall serve as an *Ex Officio* non-voting member of the Executive Committee.

(d) Responsibilities and Powers of the Executive Committee. Except as to matters for which the General Not For Profit Corporation Act of 1986 of the State of Illinois, as amended from time to time, requires the approval of the members and to the extent not otherwise limited in these By-Laws and by resolution from time to time adopted by the Board of Directors, the Executive Committee shall have and may exercise all the authority of the Board of Directors, when the Board of Directors is not in session. The Executive Committee shall have power to authorize the seal of the Corporation to be affixed to all papers where required. Copies of the recorded minutes of the Executive Committee shall be transmitted to the Board of Directors. The Executive Committee shall have the power to contract with and fix compensation for such employees and agents as the Executive Committee may deem necessary for the transaction of the business of the Corporation, including but not limited to the Executive Director who shall serve as Assistant Secretary/Treasurer and disbursing agent of the Corporation. All salary rates shall be approved annually by a vote of the Executive Committee.

(e) Vacancies. Between meetings of the Board of Directors, the Executive Committee shall have and exercise the authority to fill vacancies on the Executive Committee on a temporary basis and to declare a vacancy on the Executive Committee if a member shall be unable to attend meetings of the Committee, or should no longer hold a Superintendency or be a member of a Board of Education in the membership. Appointments to such vacancies shall be confirmed by the Board of Directors at their next regular meeting.

(f) Subcommittees of the Executive Committee. There shall be three subcommittees of the Executive Committee: Audit, By-Laws, and Membership. These Committees and their chairpersons will be appointed by the Executive Committee upon the recommendations of the Chair.

Section 5.04 Task Forces of the Board of Directors. The Board of Directors may from time to time create Task Forces to address critical issues facing urban public education. A Chair and Co-Chair of each Task Force shall be appointed by the Chair of the Board and shall include one Superintendent and one School Board member, and may also include a representative of the Great City Colleges of Education. The mission, goals, products, and continuation of each Task Force shall be subject to annual review and concurrence by the Board of Directors. Recommendations of the Task Forces shall be posted and circulated to the Board of Directors within a reasonable time before its meetings in order to be considered.

Section 5.05 Nominations Committee.

(a) Composition. A Nominations Committee shall be chosen annually by the Chair to nominate officers and members of the Executive Committee. In order to ensure racial, ethnic and gender representation on all committees and subcommittees, the Chair shall use these criteria in establishing the Nominations Committee and all other committees and subcommittees. The Nominations Committee shall consist of the Immediate Past Chair of the Organization, who shall act as Chair of the Committee, and at least four other persons appointed by the Chair. The elected officers of the Corporation shall not serve on the Nominations Committee.

A majority of the members of the Nominations Committee shall be members of the Board of Directors who do not serve on the Executive Committee. The Nominations Committee shall have, to the extent possible, an equal number of Superintendents and Board of Education members, and in addition to being geographically representative, shall be balanced by race, ethnicity and gender.

(b) Responsibilities and Procedures. The Nominations Committee shall announce nominations at least 14 days before the date of the Board of Directors meeting at which such election will occur. Additional nominations may be made by written petition submitted to the Chairperson of the Nominations Committee at least 24 hours in advance of the start of the Business Meeting at which the election will take place. A written petition must have at least five written signatures from five Board of Directors members from at least five different member cities.

ARTICLE VI: EXECUTIVE DIRECTOR

Section 6.01 Duties and Responsibilities. An Executive Director shall be employed by the Executive Committee. In general, the responsibilities of the Executive Director shall be to organize and to coordinate the activities that form the basic program of the Corporation. The Executive Director shall function as the Chief Administrative Officer of the Corporation in accordance with policies established by the Executive Committee. The Executive Director shall be responsible for executing contracts in the name of the Corporation. The Executive Director shall serve as Assistant Secretary/Treasurer and disbursing agent of the Corporation.

Section 6.02 Fidelity Bond. The Executive Director shall be responsible for the acquisition and maintenance of a fidelity bond for all corporate officers and employees.

ARTICLE VII: CONFERENCE MEETINGS

Section 7.01 Conferences. The Board of Directors shall provide for at least one conference annually at which its members and staff shall meet to plan, discuss and hear reports of the organization. These meetings shall be determined and planned by the Executive Committee. The Conference may recommend to the Board of Directors problems and items for the Corporation's consideration.

Section 7.02 Time and Place of Meetings. Meetings of the Board of Directors and/or the Executive Committee shall be held at the call of the Chair, a majority of the Executive Committee, or one-third of the Board of Directors, and shall be held in the city of the registered office of the Corporation, or in member cities. The Board of Directors shall meet at least twice annually, once in the spring and once in the fall.

Section 7.03 Spring Directors Meeting. The spring meeting of the Board of Directors shall be held to elect officers, approve the annual budget, and transact such other matters of business as are necessary.

Section 7.04 Notices of Meetings. Written notices of the meetings of the Board of Directors and the Executive Committee shall be given at least fourteen (14) days prior to the date of the meeting.

Section 7.05 Quorum. The presence of one-third of the Board of Directors or a majority of elected Executive Committee members, respectively, shall constitute a quorum for the transaction of business, and unless otherwise provided in these By-Laws or by law, the act of a majority of The Board of Directors present or the act of a majority of elected Executive Committee members present at a meeting at which a quorum is present shall be an act of the Corporation.

Section 7.06 Organization. At every meeting of the Executive Committee, the Chair of the Board of Directors shall act as Chair. The Chair-Elect of the Board or other person designated by the Chair may chair the Executive Committee when the Chair is absent. The Executive Director or his or her designee shall serve as the Recording Secretary at all meetings of the Executive Committee and the Board of Directors.

Section 7.07 Press Policy. All meetings of the Corporation shall be open to the press and to the public. The Board of Directors or the Executive Committee, however, may by a majority vote declare a meeting closed.

ARTICLE VIII: FISCAL YEAR

Section 8.01 Fiscal Year. The fiscal year of the Corporation shall be from July 1st of each year to June 30th of the succeeding year.

Section 8.02 Audit. The accounts of the Corporation for each fiscal year shall be audited, and the financial reports verified annually by the Audit Committee of the Executive Committee. A written report of the Audit Committee shall be filed in the minutes of the meeting of the Corporation at which the report is submitted.

Section 8.03 Bond. The Officers and employees responsible for handling funds for the organization shall be bonded in an amount to be determined by the Executive Committee and premium shall be paid by the Corporation.

ARTICLE IX: FINANCES

Section 9.01 Financial Support. The Board of Directors shall determine the amount of the service charges and/or membership dues to be paid to the Corporation by Boards of Education in the membership. The Executive Committee shall review the membership dues structure and amounts in years ending in zero or five, and may recommend modifications to the Board of Directors.

Section 9.02 Grants. The Board of Directors shall be empowered to receive grants from foundations or other sources tendered to the Corporation.

Section 9.03 Receipts. All funds received are to be acknowledged by the Executive Director or his or her designee, and a monthly financial report is to be created internally for

management purposes and quarterly financial reports are to be submitted to the Executive Committee. Earmarked funds are to be carried in a separate account.

Section 9.04 Checks, Drafts, and Order for Payment of Money. Orders for payment of money shall be signed in the name of the corporation by such officers or agents as the Executive Committee shall from time to time designate for that purpose. The Executive Committee shall have the power to designate the officers and agents who shall have authority to execute any instruments on behalf of the Corporation.

Section 9.05 Disbursements. Checks written for amounts not exceeding $100,000 shall be signed by the Executive Director or other persons authorized by the Executive Committee. Checks written in excess of $100,000 shall be countersigned by the Executive Director and an officer.

Section 9.06 Contracts and Conveyances. When the execution of any contract or conveyance has been authorized by the Executive Committee, the Executive Director shall execute the same in the name and on behalf of the Corporation and may affix the corporate seal thereto.

Section 9.07 Borrowing. The Executive Committee shall have the full power and authority to borrow money whenever in the discretion of the Executive Committee the exercise of said power is required in the general interest of the Corporation. In such case, the Executive Committee may authorize the proper officers of the Corporation to make, execute and deliver in the name and on behalf of the Corporation such notes, bonds, and other evidence of indebtedness as the Executive Committee shall deem proper. No pledge or mortgage of the personal or real property of the Corporation is authorized unless by a resolution of the Board of Directors.

ARTICLE X: MISCELLANEOUS

Section 10.01 Amendments. These By-Laws may be altered, amended, or repealed, and new By-Laws may be adopted by a vote of a majority of the Board of Directors at any meeting for which there has been written notification fourteen (14) days prior to the meeting at which the By-Laws are proposed to be amended.

Section 10.02 Rules of Order. The parliamentary procedures governing meetings of the Board of Directors and the meetings of its committees and subcommittees shall to the extent not otherwise covered by these By-Laws, be those set out in the most current edition of *Robert's Rules of Order*.

APPROVED

April 19, 1961 Chicago, Illinois

REVISED

April 23, 1961	Philadelphia, Pennsylvania
March 25, 1962	Chicago, Illinois
November 4, 1962	Detroit, Michigan
April 12, 1964	Chicago, Illinois
November 20, 1964	Milwaukee, Wisconsin
March 20, 1966	Chicago, Illinois
April 9, 1967	Chicago, Illinois
November 10, 1967	Cleveland, Ohio
May 4, 1968	Boston, Massachusetts
December 7, 1968	Philadelphia, Pennsylvania
March 29, 1969	San Diego, California
May 9, 1970	Buffalo, New York
May 8, 1971	San Francisco, California
November 16, 1972	Houston, Texas
March 21, l974	Washington, D.C.
October 18, 1974	Denver, Colorado
May 21, 1975	Washington, D.C.
November 21, 1976	Chicago, Illinois
May 20, 1979	Los Angeles, California
November 4, 1979	New York City, New York
May 21, 1983	Philadelphia, Pennsylvania
March 18, 1984	Washington, D.C.
March 8, 1987	Washington, D.C.
March 11, 1989	Washington, D.C.
November 9, 1990	Boston, Massachusetts
Revised- March 17, 1991	Washington, D.C.
March I5, l992	Washington, D.C.
October 30, 1992	Milwaukee, Wisconsin
March 14, 1993	Washington, D.C.
October 29, 1993	Houston, Texas
July 8, 1995	San Francisco, California
March 21, 1999	Washington, D.C.
October 14, 1999	Dayton, Ohio
March 18, 2001	Washington, D.C.
March 12, 2005	Washington, D.C.
July 29, 2005	Portland, Oregon
March 16, 2008	Washington, D.C.
October 21, 2010	Tampa, Florida
October 26, 2011	Boston, Massachusetts
March 19, 2012	Washington, D.C.
March 23, 2014	Washington, D.C.

SUBCOMMITTEE ON AUDIT

COUNCIL OF THE GREAT CITY SCHOOLS

Subcommittee on Audit

2015-2016

Subcommittee Goal

To review and report on Council budgetary matters, and ensure the proper management of Council revenues.

Chair

Kaya Henderson, District of Columbia Chancellor

Members

Paul Cruz, Austin Superintendent
Michael Hanson, Fresno Superintendent
Jumoke Hinton Hodge, Oakland School Board
Bill Isler, Pittsburgh School Board
Barbara Jenkins, Orange County Superintendent
Felton Williams, Long Beach School Board

Ex Officio

Richard Carranza, San Francisco Superintendent

2014-2015 BUDGET

COMBINED REPORT
GENERAL OPERATIONS
AND
CATEGORICAL PROGRAMS

ESTIMATED TOTALS
FOR
FISCAL YEAR 2014-2015

ENDING JUNE 30, 2015

(09/25/15)
(Preliminary 4th Qtr Report.xls)

THE COUNCIL OF THE GREAT CITY SCHOOLS
PRELIMINARY REVENUE AND EXPENSE REPORT FOR FY14-15

COMBINED GENERAL OPERATIONS AND CATEGORICAL PROGRAMS

	GENERAL OPERATIONS FY14-15	CATEGORICAL PROGRAMS FY14-15	PRELIMINARY COMBINED TOTAL
REVENUE			
MEMBERSHIP DUES	$2,730,360.00	$ 9,000.00	$ 2,739,360.00
GRANTS AND CONTRACTS	$0.00	$ 797,363.94	$ 797,363.94
SPONSOR CONTRIBUTION	$40,000.00	$ 1,201,185.00	$ 1,241,185.00
REGISTRATION FEES	$0.00	$ 421,645.00	$ 421,645.00
INTEREST AND DIVIDENDS	$524,148.33	$ -	$ 524,148.33
ROYALTIES AND OTHER INCOME	$0.00	$ 41,383.33	$ 41,383.33
TOTAL REVENUE	$ 3,294,508.33	$ 2,470,577.27	$ 5,765,085.60
EXPENSES			
SALARIES & FRINGE BENEFITS	$1,700,122.59	$ 1,306,059.78	$ 3,006,182.37
OTHER INSURANCE	$20,245.68	$ -	$ 20,245.68
TRAVEL & MEETINGS	$58,850.02	$ 1,129,633.53	$ 1,188,483.55
GENERAL SUPPLIES	$22,301.41	$ 377.79	$ 22,679.20
SUBSCRIPTION & PUBLICATIONS	$15,192.28	$ 3,641.53	$ 18,833.81
COPYING & PRINTING	$125,785.83	$ 70,560.85	$ 196,346.68
OUTSIDE SERVICES	$586,399.08	$ 1,613,428.38	$ 2,199,827.46
TELEPHONE	$36,973.00	$ 4,978.47	$ 41,951.47
POSTAGE & SHIPPING	$4,472.81	$ 15,473.96	$ 19,946.77
EQUPT LEASE MAINT & DEP	$17,336.05	$ -	$ 17,336.05
OFFICE RENT & UTILITIES	$311,438.00	$ -	$ 311,438.00
UNCOLLECTED REVENUE	$150,000.00	$ -	$ 150,000.00
EXPENSES ALLOCATED TO PROJECTS	($578,305.42)	$ 578,305.42	$ -
TOTAL OPERATING EXPENSES	$ 2,470,811.33	$ 4,722,459.71	$ 7,193,271.04
REVENUE OVER EXPENSES	$ 823,697.00	$ (2,251,882.44)	$ (1,428,185.44)
ADJUSTMENTS:			
NET ASSETS, BEGINNING OF YEAR	$ 5,076,039.62	$ 5,265,411.50	$ 10,341,451.12
NET GAIN/(LOSS) ON INVESTMENT	$ (307,805.36)	$ -	$ (307,805.36)
PROJECTS IN-KIND CONTRIBUTION	$ (107,142.38)	$ 107,142.38	$ -
COMPLETED PROJECTS	$ 373,295.91	$ (373,295.91)	$ -
NET ASSETS, END OF YEAR	$ 5,858,084.79	$ 2,747,375.53	$ 8,605,460.32

GENERAL OPERATIONS
BUDGET REPORT

ESTIMATED TOTALS
FOR
FISCAL YEAR 2014-2015

ENDING JUNE 30, 2015

COUNCIL OF THE GREAT CITY SCHOOLS

FY 2014-15 Membership Dues

STATUS OF MEMBERSHIP DUES AS OF June 30, 2015

	DISTRICT	NOT PAID	PAID	Date Rec'd FY14-15		Date Rec'd FY13-14		Date Rec'd FY12-13		Date Rec'd FY11-12	
1	Albuquerque		$41,793	7/21/2014		7/22/2013		6/19/2012	***	6/21/2011	***
2	Anchorage		$36,571	6/3/2014	***	7/2/2013		6/14/2012	***	7/7/2011	
3	Atlanta		$36,571	8/11/2014		7/16/2013		6/15/2012	***	5/25/2011	***
4	Austin		$41,793	3/2/2015		6/11/2013	***	6/14/2012	***	5/25/2011	***
5	Baltimore		$41,793	7/23/2014		8/13/2013		7/18/2012		7/11/2011	
6	Birmingham		$36,571	6/30/2014	***	5/30/2013	***	2/27/2013		6/16/2011	***
7	Boston		$41,793	8/11/2014		8/7/2013		8/24/2012		8/9/2011	
8	Bridgeport		$29,548	6/26/2014	***	6/17/2013	***	3/20/2012	***		
9	Broward County		$53,983	9/23/2014		8/2/2013		9/6/2012		9/14/2011	
10	Buffalo		$36,571	8/18/2014		8/6/2013		10/24/2012		9/16/2011	
11	Charleston County		$36,571	3/2/2015		8/6/2013		3/13/2013		9/9/2011	
12	Charlotte-Mecklenburg		$47,016	6/13/2014	***	6/7/2013	***	6/19/2012	***	5/25/2011	***
13	Chicago		$53,983	2/17/2015		10/4/2013		11/14/2012		6/23/2012	
14	Cincinnati		$36,571	2/10/2015		10/23/2013		7/12/2012		1/11/2012	
15	Clark County		$53,983	7/31/2014		2/11/2014		7/24/2012		7/7/2011	
16	Cleveland		$36,571	6/30/2014	***	6/17/2013	***	7/30/2012		11/15/2011	
17	Columbus		$41,793	8/29/2014		7/22/2013		9/12/2012		3/22/2012	
18	Dallas		$47,016	7/21/2014		7/19/2013		6/19/2012	***	6/2/2011	***
19	Dayton		$36,571	9/18/2014		4/4/2014		8/24/2012		8/9/2011	
20	Denver		$41,793	8/4/2014		7/22/2013		7/12/2012		8/29/2011	
21	Des Moines*		$29,548	6/17/2014	***	7/16/2013		7/18/2012		11/30/2011	
22	Detroit		$47,016	11/21/2014		5/23/2014		1/3/2013		10/14/2011	
23	Duval County		$47,016	8/4/2014		9/3/2013		8/8/2012		8/29/2011	
24	East Baton Rouge		$36,571	8/8/2014		10/7/2013		did not pay		did not pay	
25	El Paso		$41,793	2/17/2015		4/22/2014		not a member			
26	Fort Worth		$41,793	2/25/2015		10/7/2013		8/31/2012		3/8/2012	
27	Fresno		$41,793	9/3/2014		8/27/2013		8/24/2012		9/14/2011	
28	Greensboro(Guilford Cty)		$41,793	10/3/2014		10/23/2013		8/14/2012		5/15/2012	
29	Hawaii		$47,016	11/25/2014		new		not a member			
30	Hillsborough County (Tampa)		$47,016	7/23/2014		7/22/2013		7/24/2012		8/9/2011	
31	Houston		$53,983	7/7/2014		7/19/2013		8/14/2012		8/2/2011	
32	Indianapolis		$36,571	7/7/2014		11/6/2013		7/12/2012		7/11/2011	
33	Jackson. MS		$36,571	8/11/2014		2/10/2014		did not pay		did not pay	
34	Jefferson County		$41,793	8/4/2014		8/13/2013		8/6/2012		8/12/2011	
35	Kansas City, MO		$36,571	9/15/2014		3/19/2014		8/31/2012		5/31/2011	***
36	Long Beach		$41,793	8/11/2014		9/10/2013		8/1/2012		8/12/2011	
37	Los Angeles		$53,983	8/8/2014		3/13/2014		3/15/2013		3/26/2012	
38	Miami-Dade County		$53,983	8/4/2014		7/22/2013		8/24/2012		8/9/2011	
39	Milwaukee		$47,016	6/23/2014	***	7/31/2013		6/19/2012	***	6/21/2011	***
40	Minneapolis		$36,571	9/18/2014		11/6/2013		9/25/2012		9/7/2011	
41	Nashville		$41,793	7/23/2014		8/1/2013		7/24/2012		7/14/2011	
42	New Orleans	$41,793		did not pay		did not pay		did not pay		did not pay	
43	New York City		$53,983	10/1/2014		2/24/2014		1/18/2013		12/23/2011	
44	Newark		$36,571	2/6/2015		11/26/2013		12/16/2013		4/26/2012	
45	Norfolk		$36,571	9/15/2014		4/4/2014		2/27/2013		9/9/2011	
46	Oakland		$36,571	6/19/2014	***	7/16/2013		9/17/2012		2/3/2012	
47	Oklahoma City		$36,571	8/12/2014		did not pay		8/14/2012		8/12/2011	
48	Omaha		$36,571	6/20/2014	***	6/25/2013	***	7/13/2012		6/7/2011	***
49	Orange County, FL		$47,016	6/2/2014	***	6/4/2013	***	7/31/2012		6/7/2011	***
50	Palm Beach County		$47,016	2/10/2015		2/18/2014		9/12/2012		3/13/2012	
51	Philadelphia		$53,983	2/12/2015		10/4/2013		9/28/2012		11/18/2011	
52	Pittsburgh		$36,571	7/11/2014		5/24/2013	***	6/28/2012	***	5/25/2011	***
53	Portland		$36,571	6/20/2014	***	7/11/2013		6/14/2012	***	5/31/2011	***
54	Providence*		$29,548	1/21/2015		2/18/2014		9/18/2012		7/25/2011	
55	Richmond		$36,571	6/11/2014	***	3/31/2014		6/15/2012	***	5/25/2011	***
56	Rochester		$36,571	6/11/2014	***	6/11/2013	***	6/14/2012	***	5/25/2011	***
57	St. Louis		$36,571	8/11/2014		3/27/2014		8/13/2013		did not pay	
58	St. Paul		$36,571	7/3/2014		7/5/2013		6/15/2012	***	5/25/2011	***
59	Sacramento		$36,571	8/1/2014		10/15/2013		8/8/2012		7/25/2011	
60	San Diego		$47,016	8/1/2014		8/1/2013		3/1/2013		8/26/2011	
61	San Francisco		$41,793	7/31/2014		8/1/2013		8/17/2012		7/27/2011	
62	Santa Ana		$41,793	8/11/2014		3/4/2014		8/8/2012		not a member	
63	Seattle		$36,571	7/23/2014		6/4/2013	***	3/1/2013		6/27/2011	***
64	Shelby County		$47,016	8/11/2014		did not pay		8/24/2012		8/29/2011	
65	Toledo		$36,571	8/11/2014		7/18/2013		8/14/2012		9/9/2011	
66	Washington, D.C.		$41,793	7/23/2014		7/5/2013		9/27/2012		5/30/2012	
67	Wichita		$36,571	6/17/2014	***	6/17/2013	***	6/19/2012	***	6/16/2011	***
	Total	$41,793	$2,730,360		14		11		14		17

*Largest city in the state

*** Prepaid members

09/25/15
(4TH QTR Report.xls)

THE COUNCIL OF THE GREAT CITY SCHOOLS
GENERAL OPERATING BUDGET
FOR FY 2014-15

BY FUNCTION

	AUDITED REPORT FY13-14	REVISED BUDGET FY14-15	PRELIMINARY TOTALS FY14-15
GENERAL OPERATING REVENUE			
MEMBERSHIP DUES	$2,510,078.50	$2,730,360.00	$2,730,360.00
GRANTS AND CONTRACTS	0.00	0.00	0.00
SPONSOR CONTRIBUTION	10,000.00	40,000.00	40,000.00
REGISTRATION FEES	0.00	0.00	0.00
INTEREST AND DIVIDENDS	229,638.40	425,000.00	524,148.33
ROYALTIES AND OTHER INCOME	361.23	300.00	0.00
TOTAL REVENUE	$2,750,078.13	$3,195,660.00	$3,294,508.33
GENERAL OPERATING EXPENSES			
ADMIN AND FINANCIAL MANAGEMENT	$1,097,913.69	$1,172,883.66	$1,154,268.17
EXECUTIVE LEADERSHIP	$491,994.63	570,198.35	479,613.25
FUNDRAISING ACTIVITIES	$45,075.20	48,000.00	22,030.85
LEGISLATIVE ADVOCACY	$482,306.96	511,062.39	636,851.89
CURRICULUM & INSTRUCTION	$59,187.37	149,000.00	82,160.00
PUBLIC ADVOCACY	$411,118.96	492,178.29	451,869.25
MEMBER MANAGEMENT SERVICES	$200,521.30	231,413.49	131,949.37
POLICY RESEARCH	$255,549.17	251,563.82	90,373.98
INDIRECT EXPENSES FROM PROJECTS	($475,733.72)	(830,640.00)	(578,305.42)
TOTAL OPERATING EXPENSES	$2,567,933.56	$2,595,660.00	$2,470,811.33
REVENUE OVER EXPENSES	$182,144.57	$600,000.00	$823,697.00
ADJUSTMENTS:			
OPERATIONS CARRYOVER BALANCE	$7,765,234.25		$10,341,451.12
CATEGORICAL PROG NET REVENUE	$1,935,654.75		$ (2,251,882.44)
NET GAIN/(LOSS) ON INVESTMENT	$458,417.55		$ (307,805.36)
ENDING BALANCE	$10,341,451.12		$8,605,460.32

THE COUNCIL OF THE GREAT CITY SCHOOLS
GENERAL OPERATING BUDGET
FOR FY 2014-15

BY EXPENSE LINE

	AUDITED REPORT FY13-14	REVISED BUDGET FY14-15	PRELIMINARY TOTALS FY14-15
GENERAL OPERATING REVENUE			
MEMBERSHIP DUES	$2,510,078.50	$2,730,360.00	$2,730,360.00
GRANTS AND CONTRACTS	0.00	0.00	0.00
SPONSOR CONTRIBUTION	10,000.00	40,000.00	40,000.00
REGISTRATION FEES	0.00	0.00	0.00
INTEREST AND DIVIDENDS	229,638.40	425,000.00	524,148.33
ROYALTIES AND OTHER INCOME	361.23	300.00	0.00
TOTAL REVENUE	$2,750,078.13	$3,195,660.00	$3,294,508.33
GENERAL OPERATING EXPENSES			
SALARIES & FRINGE BENEFITS	$1,888,295.84	$2,150,000.00	$1,700,122.59
OTHER INSURANCE	17,829.86	20,000.00	20,245.68
TRAVEL & MEETINGS	62,243.69	70,000.00	58,850.02
GENERAL SUPPLIES	21,605.04	30,000.00	22,301.41
SUBSCRIPTION & PUBLICATIONS	19,054.75	20,000.00	15,192.28
COPYING & PRINTING	130,589.71	150,000.00	125,785.83
OUTSIDE SERVICES	376,311.10	498,000.00	586,399.08
TELEPHONE	37,865.69	40,000.00	36,973.00
POSTAGE & SHIPPING	5,983.40	10,000.00	4,472.81
EQPT LEASE MAINT & DEPRECIATION	14,767.82	20,000.00	17,336.05
OFFICE RENT & UTILITIES	280,620.38	318,300.00	311,438.00
ALLO FOR UNCOLLECTED REVENUE	188,500.00	100,000.00	150,000.00
INDIRECT EXPENSES FROM PROJECTS	(475,733.72)	(830,640.00)	(578,305.42)
TOTAL OPERATING EXPENSES	$2,567,933.56	$2,595,660.00	$2,470,811.33
REVENUE OVER EXPENSES	$182,144.57	$600,000.00	$823,697.00
ADJUSTMENTS:			
OPERATIONS CARRYOVER BALANCE	$7,765,234.25		$10,341,451.12
CATEGORICAL PROG NET REVENUE	$1,935,654.75		($2,251,882.44)
NET (GAIN)/LOSS ON INVESTMENT	$458,417.55		($307,805.36)
ENDING BALANCE	$10,341,451.12		$8,605,460.32

(07/01/15)
(4th QTR FY2014-15)

THE COUNCIL OF THE GREAT CITY SCHOOLS
GENERAL OPERATING BUDGET
FOR FY 2013-14
AUDITED TOTALS FOR FISCAL YEAR ENDING JUNE 30, 2014

	FINANCE & ADMIN (10)	EXECUTIVE SUPPORT (11)	FUNDRAISING ACTIVITIES (12)	LEGISLATIVE ADVOCACY (13)	CURRICULUM & INSTRUCTION (14)	PUBLIC ADVOCACY (15)	MEMBER MGT SERVICES (16)	RESEARCH ADVOCACY (17)	AUDITED TOTAL (7/1/13-06/30/14)
SALARIES & FRINGE BENEFITS	$381,533.41	$438,836.89	$45,075.20	$356,196.06	$0.00	$293,207.50	$151,018.53	$222,428.25	$1,888,295.84
OTHER INSURANCE	17,829.86	0.00	0.00	0.00	0.00	0.00	0.00	0.00	17,829.86
TRAVEL & MEETINGS	7,323.87	33,964.69	0.00	1,814.05	0.00	3,352.98	2,526.47	13,261.63	62,243.69
GENERAL SUPPLIES	21,605.04	0.00	0.00	0.00	0.00	0.00	0.00	0.00	21,605.04
SUBSCRIPTION & PUBLICATIONS	2,223.70	1,099.00	0.00	9,517.33	0.00	4,046.84	0.00	2,167.88	19,054.75
COPYING & PRINTING	26.20	8,867.91	0.00	0.00	0.00	104,670.20	6,407.12	10,618.28	130,589.71
OUTSIDE SERVICES	166,654.27	1,128.00	0.00	110,156.38	59,089.12	1,834.35	36,855.00	593.98	376,311.10
TELEPHONE	13,995.49	6,492.97	0.00	4,370.08	24.66	3,136.14	3,645.49	6,200.86	37,865.69
POSTAGE & SHIPPING	2,833.65	1,605.17	0.00	253.06	73.59	870.95	68.69	278.29	5,983.40
EQPT LEASE MAINT & DEP	14,767.82	0.00	0.00	0.00	0.00	0.00	0.00	0.00	14,767.82
OFFICE RENT & UTILITIES	280,620.38	0.00	0.00	0.00	0.00	0.00	0.00	0.00	280,620.38
ALLO FOR UNCOLLECTED REVENUE	188,500.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	188,500.00
EXPENSES ALLOCATED TO PROJECTS	(475,733.72)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	(475,733.72)
TOTAL OPERATING EXPENSES	$622,179.97	$491,994.63	$45,075.20	$482,306.96	$59,187.37	$411,118.96	$200,521.30	$255,549.17	**$2,567,933.56**
	$475,733.72								
	$1,097,913.69								

(07/01/15)
(4th Qtr Report Fy14-15.xls)

THE COUNCIL OF THE GREAT CITY SCHOOLS
GENERAL OPERATING BUDGET
REVISED BUDGET FOR FISCAL YEAR 2014-15

	FINANCE & ADMIN (10)	EXECUTIVE SUPPORT (11)	FUNDRAISING ACTIVITIES (12)	LEGISLATIVE ADVOCACY (13)	CURRICULUM & INSTRUCTION (14)	PUBLIC ADVOCACY (15)	MEMBER MGT SERVICES (16)	RESEARCH ADVOCACY (17)	ONE YEAR TOTAL
GENERAL OPERATING EXPENSES									
SALARIES & FRINGE BENEFITS	$470,283.66	$512,698.35	$47,000.00	$377,362.39	$0.00	$335,678.29	$182,413.49	$224,563.82	$2,150,000.00
OTHER INSURANCE	20,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	20,000.00
TRAVEL & MEETINGS	2,500.00	42,500.00	0.00	10,000.00	0.00	6,000.00	3,000.00	6,000.00	70,000.00
GENERAL SUPPLIES	30,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	30,000.00
SUBSCRIPTION & PUBLICATIONS	1,200.00	0.00	0.00	10,200.00	0.00	5,000.00	100.00	3,500.00	20,000.00
COPYING & PRINTING	500.00	5,000.00	0.00	3,000.00	0.00	130,500.00	1,000.00	10,000.00	150,000.00
OUTSIDE SERVICES	205,100.00	3,000.00	0.00	100,000.00	149,000.00	$0.00	39,900.00	1,000.00	498,000.00
TELEPHONE	4,500.00	6,500.00	500.00	10,000.00	0.00	7,500.00	5,000.00	6,000.00	40,000.00
POSTAGE & SHIPPING	500.00	500.00	500.00	500.00	0.00	7,500.00	0.00	500.00	10,000.00
EQPT LEASE MAINT & DEP	20,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	20,000.00
OFFICE RENT & UTILITIES	318,300.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	318,300.00
ALLO FOR UNCOLLECTED REVENUE	100,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	100,000.00
EXPENSES ALLOCATED TO PROJECTS	(830,640.00)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	(830,640.00)
TOTAL OPERATING EXPENSES	$342,243.66	$570,198.35	$48,000.00	$511,062.39	$149,000.00	$492,178.29	$231,413.49	$251,563.82	**$2,595,660.00**
	$830,640.00								
	$1,172,883.66								

(09/25/15)
(4th Qtr Report.xls)

THE COUNCIL OF THE GREAT CITY SCHOOLS
GENERAL OPERATING BUDGET
FOR FY 2014-15
PRELIMINARY TOTALS FOR FISCAL YEAR ENDING JUNE 30, 2015

	ADMIN & FINAN MANAGEMENT (10)	EXECUTIVE SUPPORT (11)	FUNDRAISING ACTIVITIES (12)	LEGISLATIVE SERVICES (13&31)	CURRICULUM & INSTRUCT (14)	PUBLIC ADVOCACY (15)	MEMBER MGT SERVICES (16)	POLICY RESEARCH (17)	4TH QUARTER TOTAL (7/1/14-6/30/15)
GENERAL OPERATING EXPENSES									
SALARIES & FRINGE BENEFITS	$406,719.24	$388,386.48	$22,001.36	$383,007.67	$0.00	$313,775.56	$125,107.91	$61,124.38	$1,700,122.59
OTHER INSURANCE	20,245.68	0.00	0.00	0.00	0.00	0.00	0.00	0.00	20,245.68
TRAVEL & MEETINGS	5,927.00	38,692.11	0.00	3,695.79	0.00	2,985.60	2,472.75	5,076.77	58,850.02
GENERAL SUPPLIES	21,703.07	0.00	0.00	0.00	0.00	598.34	0.00	0.00	22,301.41
SUBSCRIPTION & PUBLICATIONS	2,901.90	0.00	0.00	3,054.35	0.00	5,002.18	0.00	4,233.85	15,192.28
COPYING & PRINTING	998.16	2,989.76	0.00	198.00	0.00	105,054.91	1,153.70	15,391.30	125,785.83
OUTSIDE SERVICES	199,450.17	42,073.44	0.00	242,252.97	82,160.00	20,462.50	0.00	0.00	586,399.08
TELEPHONE	15,666.88	6,550.21	29.49	4,263.91	0.00	3,235.67	3,122.94	4,103.90	36,973.00
POSTAGE & SHIPPING	1,882.02	921.25	0.00	379.20	0.00	754.49	92.07	443.78	4,472.81
EQPT LEASE MAINT & DEP	17,336.05	0.00	0.00	0.00	0.00	0.00	0.00	0.00	17,336.05
OFFICE RENT & UTILITIES	311,438.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	311,438.00
ALLO FOR UNCOLLECTED REVENUE	150,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	150,000.00
INDIRECT EXPENSES FROM PROJECTS	(578,305.42)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	(578,305.42)
TOTAL OPERATING EXPENSES	$575,962.74	$479,613.25	$22,030.85	$636,851.89	$82,160.00	$451,869.25	$131,949.37	$90,373.98	**$2,470,811.33**
	$578,305.42								
	$1,154,268.17								

07/01/15

INVESTMENT SCHEDULE - FY14-15
ENDING 6/30/15
Balances are from date of purchase

INVESTMENT ACCOUNTS	ENDING BALANCE 6/30/2015	PURCHASES (7/1/14 - 6/30/15)	SOLD (7/1/14 - 6/30/15)	UNREAL GAINS/(LOSS) (7/1/14 - 6/30/15)	REAL GAINS/(LOSS) (7/1/14 - 6/30/15)
Amer Cent Fds	$386,035	$73,602	-$17,659	-$39,364	$0
Artisan FDS Inc Sm Cap	$0	$0	-$169,474	-$33,449	$28,297
Dodge&Cox Intl Stock	$225,688	$10,779	-$9,519	-$7,737	$1,634
Dreyfus Emerging Markets FD	$212,575	$14,301	-$8,025	-$15,589	-$478
Eaton Vance Inc Fd	$91,508	$8,360	$0	-$2,756	$0
Eaton Vance Large Cap Val Fd	$469,027	$134,833	-$23,586	-$113,087	$6,711
First Eagle Fds Sogen Overseas	$181,393	$12,477	$0	-$7,679	$0
Goldma Sachs TRUST Strat Inc Fd	$132,493	$15,501	$0	-$5,493	$0
Goldman Sachs Treas Instr	$44,792	$5,700	$0	$0	$0
Harbor Fund Cap Appr	$492,595	$28,525	-$35,372	$18,249	$16,179
Harris Assoc Invt Tr Oakmk Equity	$510,335	$42,646	$0	-$21,297	$0
JANUS Intl FD FL BD	$351,931	$184,131	$0	-$223	$0
JPMorgan Core Bd FD Selct	$397,347	$106,405	$0	$1,942	$0
Victory Portfolios Munder MIDCAP	$146,766	$13,991	-$5,207	-$8	$2,260
Nuveen INVT Fds Inc RE Secs*	$95,038	$6,501	-$5,766	-$70	$1,782
PIMCO Fds PAC Total Return	$0	$19,561	-$267,675	-$5,708	$3,963
PIMCO Fds SER Comm Real	$110,792	$7,596	-$26,451	-$33,635	-$9,192
Inv Mgrs Pioneer Oak Ridge Sm Cp	$199,046	$17,156	.	$8,160	$0
Ridgeworth Fds Mid-cap Val Eqty Pd	$136,591	$138,354	$0	-$1,762	$0
Royce Value Plus FD CL	$95,318	$16,610	-$584	-$11,372	$269
Victory Portfolios Sm Co Oppty	$188,095	$195,114	$0	-$7,019	$0
Virtus Emerging Mkts Opportunites	$127,378	$47,149	$0	-$6,234	$0
Crm WT Mut Fd Midcap	$0	30,391.06	-$142,679	-$26,948	$2,998
Alliance GLO Govt Tr A	$1,344,869	$47,824	$0	$5,025	$0
Alliance Interm Bd A	$114,098	$1,921	$0	-$913	$0
Alliance Interm Bd C	$91,805	$1,283	$0	-$736	$0
Fidelity	$11,377	$185	$0	-$103	$0
TOTAL:	**$6,156,893**	**$1,180,896**	**-$711,997**	**-$307,805**	**$54,424**

Components of Operational Expense Types

Salaries and Fringe Benefits
- Basic salaries
- Life and disability insurance
- 403 (b) employer contribution
- Health benefits
- Unemployment compensation
- Employment taxes
- Paid absences

Other Insurances
- Officers and Directors Liability
- Umbrella Liability
- Workmen's Compensation

Travel and Meetings
- Staff Travel (unreimbursed)

General Supplies
- Paper
- Letterhead
- Mailing labels
- Envelops
- Folders
- Binders
- Computer supplies

Subscriptions and Publications
- New York Times
- USA Today
- Education Weekly
- Education Daily
- Committee for Education Funding membership
- AERA membership
- NABJ membership
- Bank card

Copying and Printing
- Report printing
- Urban Educator printing

Outside Services
- Auditing Services
- Technology and internet support
- Database maintenance
- Corporate registration
- Banking services and charges
- Temporary services
- Editing services
- Legal services
- ADP payroll services
- Transact license
- Ricki Price-Baugh
- Julie Wright-Halbert
- Strategic Support Team Member expenses

Participant Support Costs
- SubGrantee Expenses

Telephone
- Monthly telephone
- Conference calls
- Cell phones

Postage and Shipping
- Mailings
- Messenger services
- Federal Express
- UPS

Equipment Lease, Maintenance and Deprecation
- Postage meter
- Copier Maintenance
- Computers
- Printers
- Fax machine

Office Rent and Utilities
- Office rent
- Off-site storage

Project In-kind Contribution
- Matching

Expenses Allocated to Projects
- Indirect costs

CATEGORICAL PROGRAMS
BUDGET REPORT

ESTIMATED TOTALS
FOR
FISCAL YEAR 2014-2015

ENDING JUNE 30, 2015

THE COUNCIL OF THE GREAT CITY SCHOOLS
REVENUE AND EXPENSE REPORT
PRELIMINARY TOTALS FOR FISCAL YEAR ENDING JUNE 30, 2015

CATEGORICAL PROJECTS
PAGE 1 OF 2

	MEETINGS AND CONFERENCES (20)	STRATEGIC SUPPORT TEAMS (21)	SPECIAL PROJECTS ACCOUNT (22)	SEF GRANT (24)	HEWLETT COMMON CORE GRANT (27)	KPI BUSINESS PLAN (29)	GATES SOLUTIONS TO COMMON CORE (32)	HELMSLEY GRANT (34)	URBAN DEANS NETWK (40)
OPERATING REVENUE									
MEMBERSHIP DUES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$9,000.00
GRANTS AND CONTRACTS	0.00	230,558.94	0.00	17,000.00	0.00	0.00	0.00	0.00	0.00
SPONSOR CONTRIBUTION	1,200,585.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
REGISTRATION FEES	421,645.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
INTERESTAND DIVIDENDS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
ROYALTIES & OTHER INCOME	0.00	0.00	0.00	0.00	0.00	41,383.33	0.00	0.00	0.00
TOTAL REVENUE	$1,622,230.00	$230,558.94	$0.00	$17,000.00	$0.00	$41,383.33	$0.00	$0.00	$9,000.00
OPERATING EXPENSES									
SALARIES & FRINGE BENEFITS	$97,553.96	$0.00	$0.00	$22,984.65	$146,147.27	$0.00	$57,992.20	$60,666.17	$22,741.10
OTHER INSURANCE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TRAVEL AND MEETING EXPENSES	925,194.47	34,666.52	16,934.15	10,734.29	6,977.30	0.00	4,181.04	14,296.17	1,710.51
GENERAL SUPPLIES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
DUES, SUBSCR & PUBLICATION	0.00	0.00	0.00	0.00	0.00	0.00	1,052.50	40.19	0.00
COPYING & PRINTING	46,926.76	0.00	0.00	0.00	5,312.00	0.00	0.00	0.00	0.00
OUTSIDE SERVICES	215,480.60	132,010.18	200.00	29,025.11	106,373.61	24,512.92	586,528.16	69,887.70	4,960.96
TELEPHONE	2,533.79	0.00	0.00	0.51	31.84	0.00	34.45	106.67	136.86
POSTAGE & SHIPPING	13,987.36	0.00	0.00	0.00	0.00	0.00	0.00	0.00	272.36
EQPT LEASE MAINT & DEP	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
OFFICE RENT & UTILITIES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
ALLO FOR UNCOLLECTED REVENUE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
EXPENSES ALLOCATED TO PROJECTS	100,000.00	68,621.41	0.00	4,255.44	66,210.51	0.00	97,468.25	15,003.10	$4,473.27
TOTAL PROJECT EXPENSES	$1,401,676.94	$235,298.11	$17,134.15	$67,000.00	$331,052.53	$24,512.92	$747,256.60	$160,000.00	$34,295.06
REVENUE OVER EXPENSES	$220,553.06	($4,739.17)	($17,134.15)	($50,000.00)	($331,052.53)	$16,870.41	($747,256.60)	($160,000.00)	($25,295.06)
CLOSEOUT OF COMPLETED PROJECTS	($300,000.00)	($30,094.34)	$0.00	$0.00	$6,620.39	$0.00	$0.00	$0.00	$0.00
IN-KIND CONTRIBUTION	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
CARRYOVER BALANCE 06/30/14	$687,721.92	$34,833.51	$203,130.90	$50,000.00	$324,432.14	($35,637.80)	$1,863,069.86	$160,000.00	$18,144.02
ENDING BALANCE 06/30/15	$608,274.98	$0.00	$185,996.75	$0.00	$0.00	($18,767.39)	$1,115,813.26	($0.00)	($7,151.04)

THE COUNCIL OF THE GREAT CITY SCHOOLS
REVENUE AND EXPENSE REPORT
PRELIMINARY TOTALS FOR FISCAL YEAR ENDING JUNE 30, 2015

CATEGORICAL PROJECTS
PAGE 2 OF 2

	S Schwartz Urban Impact Award (41)	GATES FOUNDATION COMMON CORE (45)	IN-KIND COMMON CORE (45-IK)	GATES FOUNDATION ELL GRANT (47)	GATES FOUNDATION ELL MATERIALS (47-A)	GATES FOUNDATION KPI GRANT (48)	WALLACE FOUNDATION GRANTS (51/52)	WALLACE FOUND-SURVEY GRANT (53)	**4TH QUARTER TOTALS (7/1/14-6/30/15)**
OPERATING REVENUE									
MEMBERSHIP DUES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$ 9,000.00
GRANTS & CONTRACTS	0.00	0.00	0.00	0.00	299,805.00	0.00	0.00	250,000.00	$ 797,363.94
SPONSOR CONTRIBUTION	600.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	$ 1,201,185.00
REGISTRATION FEES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	$ 421,645.00
INTERESTAND DIVIDENDS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	$ -
ROYALTIES & OTHER INCOME	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	$ 41,383.33
TOTAL REVENUE	$600.00	$0.00	$0.00	$0.00	$299,805.00	$0.00	$0.00	$250,000.00	$ 2,470,577.27
OPERATING EXPENSES									
SALARIES & FRINGE BENEFITS	$0.00	$467,926.71	$93,167.29	$41,159.57	$128,525.00	$61,226.13	$102,189.82	$3,779.91	$ 1,306,059.78
OTHER INSURANCE	0.00	0.00	0.00	0.00	0.00	$0.00	0.00	0.00	$ -
TRAVEL AND MEETING EXPENSES	0.00	46,338.86	0.00	38.28	32,881.93	$0.00	34,463.80	1216.21	$ 1,129,633.53
GENERAL SUPPLIES	0.00	0.00	0.00	0.00	113.41	$264.38	-	0.00	$ 377.79
DUES, SUBSCR & PUBLICATION	0.00	988.00	0.00	0.00	931.41	$629.43	-	0.00	$ 3,641.53
COPYING & PRINTING	137.00	14,692.62	0.00	297.47	3,195.00	$0.00	-	0.00	$ 70,560.85
OUTSIDE SERVICES	0.00	112,468.79	0.00	5,890.52	157,161.14	$138,530.41	28,145.58	2252.70	$ 1,613,428.38
TELEPHONE	0.00	287.47	0.00	1,706.29	41.35	$95.24	0.00	4.00	$ 4,978.47
POSTAGE & SHIPPING	0.00	393.64	0.00	355.46	465.14	$0.00	0.00	0.00	$ 15,473.96
EQPT LEASE MAINT & DEP	0.00	0.00	0.00	0.00	0.00	$0.00	0.00	0.00	$ -
OFFICE RENT & UTILITIES	0.00	0.00	0.00	0.00	0.00	$0.00	0.00	0.00	$ -
ALLO FOR UNCOLLECTED REVENUE	0.00	0.00	0.00	0.00	0.00	$0.00	0.00	0.00	$ -
EXPENSES ALLOCATED TO PROJECTS	0.00	96,464.41	13,975.09	7,417.14	48,497.16	30,111.84	24,719.88	1,087.92	$ 578,305.42
TOTAL PROJECT EXPENSES	$137.00	$739,560.51	$107,142.38	$56,864.72	$371,811.53	$230,857.43	$189,519.08	$8,340.74	$ 4,722,459.71
REVENUE OVER EXPENSES	$463.00	($739,560.51)	($107,142.38)	($56,864.72)	($72,006.53)	($230,857.43)	($189,519.08)	$241,659.26	$ (2,251,882.44)
CLOSEOUT OF COMPLETED PROJECTS	$0.00	($40,404.87)	$0.00	($9,417.09)	$0.00	$0.00	$0.00	$0.00	$ (373,295.91)
IN-KIND CONTRIBUTION	$0.00	$0.00	$107,142.38	$0.00	$0.00	$0.00	$0.00	$0.00	$ 107,142.38
CARRYOVER BALANCE 06/30/14	$19,926.50	$779,965.38	$0.00	$66,281.81	$492,833.01	$300,710.27	$300,000.00	$0.00	$ 5,265,411.52
ENDING BALANCE 06/30/15	$20,389.50	($0.00)	$0.00	($0.00)	$420,826.48	$69,852.84	$110,480.92	$241,659.26	$ 2,747,375.55

2015-2016 BUDGET

GENERAL OPERATING BUDGET

FOR

FISCAL YEAR 2015-2016

(01/07/15)

COUNCIL OF THE GREAT CITY SCHOOLS
1301 Pennsylvania Avenue, N.W., Suite 702, Washington, D.C. 20004
Tel (202) 393-2427 Fax (202) 393-2400 Web Page: http://www.cgcs.org

MEMBERSHIP DUES STRUCTURE BY TIERS

		2014-2015 DUES	WITH 1.32% INCREASE 2015-2016 DUES
TIER I	Largest city in the state	$29,548.00	$29,938.00
Based on enrollment			
TIER II	35,000 TO 54,000	$36,571.00	$37,054.00
TIER III	54,001 TO 99,000	$41,793.00	$42,345.00
TIER IV	99,001 TO 200,000	$47,016.00	$47,637.00
TIER V	200,001 PLUS	$53,983.00	$54,696.00

COUNCIL OF THE GREAT CITY SCHOOLS

FY 2015-16 Membership Dues

STATUS OF MEMBERSHIP DUES AS OF September 25, 2015

DISTRICT	NOT PAID	PAID	Date Rec'd FY15-16		Date Rec'd FY14-15		Date Rec'd FY13-14		Date Rec'd FY12-13		Date Rec'd FY11-12	
1 Albuquerque		$42,345	8/20/2015		7/21/2014		7/22/2013		6/19/2012	***	6/21/2011	***
2 Anchorage		$37,054	6/8/2015	***	6/3/2014	***	7/2/2013		6/14/2012	***	7/7/2011	
3 Arlington		$42,345	9/8/2015		NEW							
4 Atlanta		$37,054	8/4/2015		8/11/2014		7/16/2013		6/15/2012	***	5/25/2011	***
5 Austin	$42,345				3/2/2015		6/11/2013	***	6/14/2012	***	5/25/2011	***
6 Baltimore		$42,345	8/24/2015		7/23/2014		8/13/2013		7/18/2012		7/11/2011	
7 Birmingham		$37,054	6/10/2015	***	6/30/2014	***	5/30/2013	***	2/27/2013		6/16/2011	***
8 Boston		$42,345	7/5/2015		8/11/2014		8/7/2013		8/24/2012		8/9/2011	
9 Bridgeport		$29,938	8/20/2015		6/26/2014	***	6/17/2013	***	3/20/2012	***		
10 Broward County	$54,696				9/23/2014		8/2/2013		9/6/2012		9/14/2011	
11 Buffalo		$37,054	9/9/2015		8/18/2014		8/6/2013		10/24/2012		9/16/2011	
12 Charleston County	$483	$36,571	5/7/2015	***	3/2/2015		8/6/2013		3/13/2013		9/9/2011	
13 Charlotte-Mecklenburg		$47,637	6/8/2015	***	6/13/2014	***	6/7/2013	***	6/19/2012	***	5/25/2011	***
14 Chicago	**$44,696**				2/17/2015		10/4/2013		11/14/2012		6/23/2012	
15 Cincinnati	$37,054				2/10/2015		10/23/2013		7/12/2012		1/11/2012	
16 Clark County		$54,696	9/17/2015		7/31/2014		2/11/2014		7/24/2012		7/7/2011	
17 Cleveland		$37,054	7/21/2015		6/30/2014	***	6/17/2013	***	7/30/2012		11/15/2011	
18 Columbus		$37,054	7/24/2015		8/29/2014		7/22/2013		9/12/2012		3/22/2012	
19 Dallas	$47,637				7/21/2014		7/19/2013		6/19/2012	***	6/2/2011	***
20 Dayton	$37,054				9/18/2014		4/4/2014		8/24/2012		8/9/2011	
21 Denver		$42,345	7/13/2015		8/4/2014		7/22/2013		7/12/2012		8/29/2011	
22 Des Moines*	$29,938				6/17/2014	***	7/16/2013		7/18/2012		11/30/2011	
23 Detroit	$37,054				11/21/2014		5/23/2014		1/3/2013		10/14/2011	
24 Duval County		$47,637	8/20/2015		8/4/2014		9/3/2013		8/8/2012		8/29/2011	
25 El Paso		$42,345	8/6/2015		2/17/2015		4/22/2014		not a member			
26 Fort Worth		$42,345	7/31/2015		2/25/2015		10/7/2013		8/31/2012		3/8/2012	
27 Fresno	$42,345				9/3/2014		8/27/2013		8/24/2012		9/14/2011	
28 Greensboro(Guilford Cty)	$42,345				10/3/2014		10/23/2013		8/14/2012		5/15/2012	
29 Hawaii		$47,637	7/6/2015		11/25/2014		new		not a member			
30 Hillsborough County (Tampa)		$54,696	8/4/2015		7/23/2014		7/22/2013		7/24/2012		8/9/2011	
31 Houston		$54,696	6/5/2015	***	7/7/2014		7/19/2013		8/14/2012		8/2/2011	
32 Indianapolis	$37,054				7/7/2014		11/6/2013		7/12/2012		7/11/2011	
33 Jackson. MS	$37,054				8/11/2014		2/10/2014		did not pay		did not pay	
34 Jefferson County		$42,345	8/7/2015		8/4/2014		8/13/2013		8/6/2012		8/12/2011	
35 Kansas City, MO		$37,054	7/28/2015		9/15/2014		3/19/2014		8/31/2012		5/31/2011	***
36 Long Beach		$42,345			8/11/2014		9/10/2013		8/1/2012		8/12/2011	
37 Los Angeles	$54,696		8/25/2015		8/8/2014		3/13/2014		3/15/2013		3/26/2012	
38 Miami-Dade County		$54,696	7/28/2015		8/4/2014		7/22/2013		8/24/2012		8/9/2011	
39 Milwaukee		$42,345	6/3/2015	***	6/23/2014	***	7/31/2013		6/19/2012	***	6/21/2011	***
40 Minneapolis	$37,054				9/18/2014		11/6/2013		9/25/2012		9/7/2011	
41 Nashville		$42,345	8/4/2015		7/23/2014		8/1/2013		7/24/2012		7/14/2011	
42 New Orleans					did not pay		did not pay		did not pay		did not pay	
43 New York City	$54,696				10/1/2014		2/24/2014		1/18/2013		12/23/2011	
44 Newark	$37,054				2/6/2015		11/26/2013		12/16/2013		4/26/2012	
45 Norfolk	$37,054				9/15/2014		4/4/2014		2/27/2013		9/9/2011	
46 Oakland		$37,054	7/28/2015		6/19/2014	***	7/16/2013		9/17/2012		2/3/2012	
47 Oklahoma City		$37,054	8/20/2015		8/12/2014		did not pay		8/14/2012		8/12/2011	
48 Omaha		$37,054	6/5/2015	***	6/20/2014	***	6/25/2013	***	7/13/2012		6/7/2011	***
49 Orange County, FL		$47,637	5/20/2015	***	6/2/2014	***	6/4/2013	***	7/31/2012		6/7/2011	***
50 Palm Beach County		$47,637	7/21/2015		2/10/2015		2/18/2014		9/12/2012		3/13/2012	
51 Philadelphia		$47,637	9/17/2015		2/12/2015		10/4/2013		9/28/2012		11/18/2011	
52 Pittsburgh		$37,054	6/8/2015	***	7/11/2014		5/24/2013	***	6/28/2012	***	5/25/2011	***
53 Portland		$37,054	7/20/2015		6/20/2014	***	7/11/2013		6/14/2012	***	5/31/2011	***
54 Providence*		$29,938	8/20/2015		1/21/2015		2/18/2014		9/18/2012		7/25/2011	
55 Richmond	$37,054				6/11/2014	***	3/31/2014		6/15/2012	***	5/25/2011	***
56 Rochester		$37,054	6/16/2015	***	6/11/2014	***	6/11/2013	***	6/14/2012	***	5/25/2011	***
57 St. Louis		$37,054	7/28/2015		8/11/2014		3/27/2014		8/13/2013		did not pay	
58 St. Paul		$37,054	6/30/2015	***	7/3/2014		7/5/2013		6/15/2012	***	5/25/2011	***
59 Sacramento		$37,054	6/3/2015	***	8/1/2014		10/15/2013		8/8/2012		7/25/2011	
60 San Antonio		$37,054	8/17/2015		NEW							
61 San Diego		$47,637	8/20/2015		8/1/2014		8/1/2013		3/1/2013		8/26/2011	
62 San Francisco		$42,345	8/20/2015		7/31/2014		8/1/2013		8/17/2012		7/27/2011	
63 Santa Ana	$42,345				8/11/2014		3/4/2014		8/8/2012		not a member	
64 Seattle		$37,054	8/3/2015		7/23/2014		6/4/2013	***	3/1/2013		6/27/2011	***
65 Shelby County		$47,637	9/22/2015		8/11/2014		did not pay		8/24/2012		8/29/2011	
66 Toledo	$37,054				8/11/2014		7/18/2013		8/14/2012		9/9/2011	
67 Washington, D.C.		$37,054	8/4/2015		7/23/2014		7/5/2013		9/27/2012		5/30/2012	
68 Wichita		$37,054	6/16/2015	***	6/17/2014	***	6/17/2013	***	6/19/2012	***	6/16/2011	***
Total	$826,762	$1,945,547		13		14		11		14		17

*Largest city in the state

*** Prepaid members

09/28/15
(1ST QTR Report.xls)

THE COUNCIL OF THE GREAT CITY SCHOOLS
GENERAL OPERATING BUDGET
FOR FY 2015-16

BY FUNCTION

	AUDITED REPORT FY13-14	PRELIMINARY TOTAL FY14-15	APPROVED BUDGET FY15-16	**ESTIMATED** 1ST QTR TOTALS 7/1 - 9/30/15
GENERAL OPERATING REVENUE				
MEMBERSHIP DUES	$2,510,078.50	$2,730,360.00	$2,627,034.00	$1,945,547.00
GRANTS AND CONTRACTS	0.00	0.00	0.00	0.00
SPONSOR CONTRIBUTION	10,000.00	40,000.00	35,000.00	15,000.00
REGISTRATION FEES	0.00	0.00	0.00	0.00
INTEREST AND DIVIDENDS	229,638.40	524,148.33	425,000.00	45,000.00
ROYALTIES AND OTHER INCOME	361.23	0.00	300.00	0.00
TOTAL REVENUE	$2,750,078.13	$3,294,508.33	$3,087,334.00	$2,005,547.00
GENERAL OPERATING EXPENSES				
ADMIN AND FINANCIAL MANAGEMENT	$1,097,913.69	$1,154,268.15	$1,197,380.28	$253,882.62
EXECUTIVE LEADERSHIP	491,994.63	479,613.25	686,505.46	155,163.97
FUNDRAISING ACTIVITIES	45,075.20	22,030.85	26,000.00	5,682.94
LEGISLATIVE ADVOCACY	482,306.96	636,851.89	542,383.38	121,714.02
CURRICULUM & INSTRUCTION	59,187.37	82,160.00	100,000.00	34,778.59
PUBLIC ADVOCACY	411,118.96	451,869.25	479,579.43	107,575.96
MEMBER MANAGEMENT SERVICES	200,521.30	131,949.37	224,326.16	36,369.04
POLICY RESEARCH	255,549.17	90,373.98	626,653.93	36,381.77
ALLOWANCE FOR OFFICE MOVE	0.00	0.00	315,000.00	
INDIRECT EXPENSES FROM PROJECTS	(475,733.72)	(578,305.42)	(795,494.64)	(126,803.91)
TOTAL OPERATING EXPENSES	$2,567,933.56	$2,470,811.33	$3,402,334.00	$624,745.00
REVENUE OVER EXPENSES	$182,144.57	$823,697.00	($315,000.00)	$1,380,802.00
ADJUSTMENTS:				
OPERATIONS CARRYOVER BALANCE	$7,765,234.25	$10,341,451.12		
CATEGORICAL PROG NET REVENUE	$1,935,654.75	($2,251,882.44)		
NET GAIN/(LOSS) ON INVESTMENT	$458,417.55	($307,805.36)		
ENDING BALANCE	$10,341,451.12	$8,605,460.32		

THE COUNCIL OF THE GREAT CITY SCHOOLS
GENERAL OPERATING BUDGET
FOR FY 2015-16

BY EXPENSE LINE

	AUDITED REPORT FY13-14	PRELIMINARY TOTAL FY14-15	APPROVED BUDGET FY15-16	**ESTIMATED** 1ST QTR TOTALS 7/1 - 9/30/15
GENERAL OPERATING REVENUE				
MEMBERSHIP DUES	$2,510,078.50	$2,730,360.00	$2,627,034.00	$1,945,547.00
GRANTS AND CONTRACTS	0.00	0.00	0.00	0.00
SPONSOR CONTRIBUTION	10,000.00	40,000.00	35,000.00	10,000.00
REGISTRATION FEES	0.00	0.00	0.00	0.00
INTEREST AND DIVIDENDS	229,638.40	524,148.33	425,000.00	45,000.00
ROYALTIES AND OTHER INCOME	361.23	0.00	300.00	0.00
TOTAL REVENUE	$2,750,078.13	$3,294,508.33	$3,087,334.00	$2,000,547.00
GENERAL OPERATING EXPENSES				
SALARIES & FRINGE BENEFITS	$1,888,295.84	$1,700,122.59	$2,643,328.63	$499,653.32
OTHER INSURANCE	17,829.86	20,245.68	20,000.00	5,286.36
TRAVEL & MEETINGS	62,243.69	58,850.02	70,000.00	19,160.94
GENERAL SUPPLIES	21,605.04	22,301.41	30,000.00	6,310.45
SUBSCRIPTION & PUBLICATIONS	19,054.75	15,192.28	20,000.00	6,727.80
COPYING & PRINTING	130,589.71	125,785.83	125,000.00	25,084.17
OUTSIDE SERVICES	376,311.10	586,399.08	496,000.00	94,034.21
TELEPHONE	37,865.69	36,973.00	35,000.00	7,438.43
POSTAGE & SHIPPING	5,983.40	4,472.81	10,000.00	2,160.02
EQPT LEASE MAINT & DEPRECIATION	14,767.82	17,336.05	15,000.00	9,596.59
OFFICE RENT & UTILITIES	280,620.38	311,438.00	318,500.00	76,096.62
ALLOWANCE FOR OFFICE MOVE	0.00	0.00	315,000.00	0.00
ALLO FOR UNCOLLECTED REVENUE	188,500.00	150,000.00	100,000.00	0.00
INDIRECT EXPENSES FROM PROJECTS	(475,733.72)	(578,305.42)	(795,494.63)	(126,803.91)
TOTAL OPERATING EXPENSES	$2,567,933.56	$2,470,811.33	$3,402,334.00	$624,745.00
REVENUE OVER EXPENSES	$182,144.57	$823,697.00	($315,000.00)	$1,375,802.00
ADJUSTMENTS:				
OPERATIONS CARRYOVER BALANCE	$7,765,234.25	$10,341,451.12		
CATEGORICAL PROG NET REVENUE	$1,935,654.75	($2,251,882.44)		
NET (GAIN)/LOSS ON INVESTMENT	$458,417.55	($307,805.36)		
ENDING BALANCE	$10,341,451.12	$8,605,460.32		

(09/28/15)
(1st Qtr Report.xls)

THE COUNCIL OF THE GREAT CITY SCHOOLS
GENERAL OPERATING BUDGET
FOR FY 2015-16
ESTIMATED EXPENSES FOR QUARTER ENDING SEPTEMBER 30, 2015

	ADMIN & FINAN MANAGEMENT (10)	EXECUTIVE SUPPORT (11)	FUNDRAISING ACTIVITIES (12)	LEGISLATIVE SERVICES (13&31)	CURRICULUM & INSTRUCT (14)	PUBLIC ADVOCACY (15)	MEMBER MGT SERVICES (16)	POLICY RESEARCH (17)	ESTIMATED 1ST QUARTER TOTAL (7/1/15-9/30/15)
GENERAL OPERATING EXPENSES									
SALARIES & FRINGE BENEFITS	$111,381.45	$137,558.11	$5,682.94	$98,250.94	$0.00	$75,681.66	$35,975.24	$35,122.98	$499,653.32
OTHER INSURANCE	5,286.36	0.00	0.00	0.00	0.00	0.00	0.00	0.00	5,286.36
TRAVEL & MEETINGS	$531.48	15,525.19	0.00	145.22	0.00	2,959.05	0.00	0.00	19,160.94
GENERAL SUPPLIES	6,310.45	0.00	0.00	0.00	0.00	0.00	0.00	0.00	6,310.45
SUBSCRIPTION & PUBLICATIONS	3,095.00	0.00	0.00	145.74	0.00	3,141.06	0.00	346.00	6,727.80
COPYING & PRINTING	895.81	0.00	0.00	0.00	0.00	24,163.36	0.00	25.00	25,084.17
OUTSIDE SERVICES	36,949.12	0.00	0.00	21,906.50	34,778.59	400.00	0.00	0.00	94,034.21
TELEPHONE	2,974.20	1,686.19	0.00	1,265.62	0.00	230.83	393.80	887.79	7,438.43
POSTAGE & SHIPPING	765.54	394.48	0.00	0.00	0.00	1,000.00	0.00	0.00	2,160.02
EQPT LEASE MAINT & DEP	9,596.59	0.00	0.00	0.00	0.00	0.00	0.00	0.00	9,596.59
OFFICE RENT & UTILITIES	76,096.62	0.00	0.00	0.00	0.00	0.00	0.00	0.00	76,096.62
ALLO FOR UNCOLLECTED REVENUE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
INDIRECT EXPENSES FROM PROJECTS	(126,803.91)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	(126,803.91)
TOTAL OPERATING EXPENSES	$127,078.71	$155,163.97	$5,682.94	$121,714.02	$34,778.59	$107,575.96	$36,369.04	$36,381.77	**$624,745.00**
	$126,803.91								
	$253,882.62								

CATEGORICAL PROJECTS BUDGET REPORT

FOR

FISCAL YEAR 2015-16

1ST QUARTER

ENDING SEPTEMBER 30, 2015

(09/28/15)
(1ST QTR REPORT)

THE COUNCIL OF THE GREAT CITY SCHOOLS
ESTIMATED 1ST QUARTER REVENUE AND EXPENSE REPORT
1ST QTR (7/1/15 - 9/30/15)

CATEGORICAL PROJECTS
PAGE 1 OF 2

	MEETINGS AND CONFERENCES (20)	STRATEGIC SUPPORT TEAMS (21)	SPECIAL PROJECTS ACCOUNT (22)	KPI BUSINESS PLAN (29)	GATES SOLUTIONS TO COMMON CORE (32)	HELMSLEY GRANT (34)	URBAN DEANS NETWK (40)	S Schwartz Urban Impact Award (41)	GATES FOUNDATION ELL MATERIALS (47-A)
OPERATING REVENUE									
MEMBER DUES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$11,000.00	$0.00	$0.00
SPONSOR CONTRIBUTION	538,400.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
GRANTS & CONTRACTS	0.00	0.00	0.00	0.00	0.00	1,000,000.00	0.00	0.00	0.00
INTEREST	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
REGISTRATION FEES	174,625.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SALE OF PUBLICATION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL REVENUE	$713,025.00	$0.00	$0.00	$0.00	$0.00	$1,000,000.00	$11,000.00	$0.00	$0.00
OPERATING EXPENSES									
SALARIES & FRINGE BENEFITS	$31,669.06	$0.00	$0.00	$0.00	$26,982.69	$0.00	$6,723.45	$0.00	$24,713.16
OTHER INSURANCE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TRAVEL AND MEETING EXPENSES	439,902.93	0.00	0.00	0.00	239.14	0.00	0.00	0.00	2,047.08
GENERAL SUPPLIES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
DUES, SUBSCR & PUBLICATION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	196.73
COPYING & PRINTING	22,092.06	0.00	0.00	0.00	0.00	0.00	0.00	0.00	286.42
OUTSIDE SERVICES	143,733.70	0.00	0.00	0.00	6,994.41	0.00	288.00	0.00	2,535.22
PARTICIPANT SUPPORT COST	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TELEPHONE	19.53	0.00	0.00	0.00	0.00	0.00	21.80	0.00	0.00
POSTAGE & SHIPPING	13,892.19	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
EQPT LEASE MAINT & DEP	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
OFFICE RENT & UTILITIES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
EXPENSES ALLOCATED TO PROJECTS	97,696.42	0.00	0.00	0.00	5,132.44	0.00	$1,596.55	0.00	4,466.79
TOTAL PROJECT EXPENSES	$749,005.90	$0.00	$0.00	$0.00	$39,348.68	$0.00	$8,629.80	$0.00	$34,245.40
REVENUE OVER EXPENSES	($35,980.90)	$0.00	$0.00	$0.00	($39,348.68)	$1,000,000.00	$2,370.20	$0.00	($34,245.40)
CLOSEOUT OF COMPLETED PROJECTS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
IN-KIND CONTRIBUTION	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
CARRYOVER BALANCE 6/30/15	$608,274.98	$0.00	$185,996.75	($18,767.39)	$1,115,813.26	$0.00	($7,151.04)	$20,389.50	$420,826.48
ENDING BALANCE 9/30/15	$572,294.08	$0.00	$185,996.75	($18,767.39)	$1,076,464.58	$1,000,000.00	($4,780.84)	$20,389.50	$386,581.08

(09/28/15)
(1ST QTR REPORT)

THE COUNCIL OF THE GREAT CITY SCHOOLS
1ST QUARTER REVENUE AND EXPENSE REPORT
1ST QTR (7/1/15 - 9/30/15)

CATEGORICAL PROJECTS
PAGE 2 OF 2

	GATES FOUNDATION KPI GRANT (48)	WALLACE FOUNDATION GRANT (51/52/53)	**1ST QTR TOTALS (7/1/15-9/30/15)**
OPERATING REVENUE			
MEMBER DUES	$0.00	$0.00	$11,000.00
SPONSOR CONTRIBUTION	0.00	0.00	$538,400.00
GRANTS & CONTRACTS	0.00	0.00	$1,000,000.00
INTEREST	0.00	0.00	$0.00
REGISTRATION FEES	0.00	0.00	$174,625.00
SALE OF PUBLICATION	0.00	0.00	$0.00
TOTAL REVENUE	$0.00	$0.00	$1,724,025.00
OPERATING EXPENSES			
SALARIES & FRINGE BENEFITS	$44,808.34	$58,659.00	$193,555.70
OTHER INSURANCE	$0.00	0.00	$0.00
TRAVEL AND MEETING EXPENSES	$0.00	0.00	$442,189.15
GENERAL SUPPLIES	$0.00	0.00	$0.00
DUES, SUBSCR & PUBLICATION	$73.00	0.00	$269.73
COPYING & PRINTING	$0.00	0.00	$22,378.48
OUTSIDE SERVICES	$15,858.64	0.00	$169,409.97
PARTICIPANT SUPPORT COST	$0.00	0.00	$0.00
TELEPHONE	$0.00	0.00	$41.33
POSTAGE & SHIPPING	$0.00	0.00	$13,892.19
EQPT LEASE MAINT & DEP	$0.00	0.00	$0.00
OFFICE RENT & UTILITIES	$0.00	0.00	$0.00
EXPENSES ALLOCATED TO PROJECTS	9,112.87	8,798.85	$126,803.91
TOTAL PROJECT EXPENSES	$69,852.84	$67,457.85	$968,540.46
REVENUE OVER EXPENSES	($69,852.84)	($67,457.85)	$755,484.54
CLOSEOUT OF COMPLETED PROJECTS	$0.00	$0.00	$0.00
IN-KIND CONTRIBUTION	$0.00	$0.00	$0.00
CARRYOVER BALANCE 6/30/15	$69,852.84	$352,140.18	$2,747,375.56
ENDING BALANCE 9/30/15	($0.00)	$284,682.33	$3,502,860.10