COUNCIL OF THE GREAT CITY SCHOOLS

BOARD OF DIRECTORS MEETING

NOVEMBER 2, 2013

ALBUQUERQUE

COUNCIL OF THE GREAT CITY SCHOOLS
Board of Directors Meeting
November 2, 2013
Albuquerque

AGENDA

CONVENE   8:30 a.m.

A. Introduction and Quorum Call

B. Minutes

C. Committee-of-the-Whole

 D. Report of the Executive Committee

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

2013-2014

OFFICERS

Chair of the Board:　　　　　Valeria Silva, St. Paul Superintendent

Chair-Elect:　　　　　　　　Eileen Cooper Reed, Cincinnati School Board

Secretary/Treasurer:　　　　Richard Carranza, San Francisco Superintendent

Immediate Past-Chair:　　　Candy Olson, Hillsborough County School Board

MEMBERS

Jose Banda, Seattle Superintendent
JoAnn Brannon, Metro Nashville School Board
Winston Brooks, Albuquerque Superintendent
Meria Carstarphen, Austin Superintendent
John Deasy, Los Angeles Superintendent
Lawrence Feldman, Miami-Dade School Board
Eric Gordon, Cleveland CEO
Terry Grier, Houston Superintendent
Michael Hanson, Fresno Superintendent
Kaya Henderson, District of Columbia Chancellor
Jumoke Hinton Hodge, Oakland School Board
William Isler, Pittsburgh School Board
Heath Morrison, Charlotte-Mecklenburg Superintendent
Keith Oliveira, Providence School Board
Airick West, Kansas City School Board
Felton Williams, Long Beach School Board
Craig Witherspoon, Birmingham Superintendent
VACANT
VACANT
VACANT

Ex Officio
Deborah Shanley, Brooklyn College CUNY Dean

COUNCIL OF THE GREAT CITY SCHOOLS
Board of Directors (as of October 21, 2013)

CITY	SUPERINTENDENTS	BOARD MEMBERS
Albuquerque	Winston Brooks	Martin Esquivel
Anchorage	Ed Graff	Natasha Von Imhof
Atlanta	Erroll B. Davis Jr.	Byron D. Amos
Austin	Meria Carstarphen	Vincent Torres
Baltimore	Tisha Edwards (Interim)	Shanaysha Sauls
Birmingham	Craig Witherspoon	W.J. Maye, Jr.
Boston	John McDonough (Interim)	Michael O'Neill
Bridgeport	Paul G. Vallas	Kenneth Moales, Jr.
Broward Co.	Robert W. Runcie	Laurie Rich Levinson
Buffalo	Pamela Brown	Barbara Seals Nevergold
Charleston	Nancy McGinley	Todd Garrett
Charlotte-Mecklenburg	Heath Morrison	Mary T. McCray
Chicago	Barbara Byrd-Bennett	Jesse Ruiz
Cincinnati	Mary Ronan	Eileen Cooper Reed
Clark County	Pat Skorkowsky	Carolyn Edwards
Cleveland	Eric Gordon	Denise Link
Columbus	Daniel J. Good	Carol Perkins
Dallas	Mike Miles	Adam Medrano
Dayton	Lori L. Ward	Ronald C. Lee
Denver	Tom Boasberg	Allegra Hayes
Des Moines	Thomas Ahart	Cindy Elsbernd
Detroit	Karen Ridgeway	Jack Martin
East Baton Rouge	Bernard Taylor, Jr.	David Tatman
Fort Worth	Walter Dansby	Judy G. Needham
Fresno	Michael Hanson	Lindsay Cal Johnson
Guilford County	Maurice Green	Rebecca M. Buffington
Hillsborough County	MaryEllen Elia	Candy Olson
Houston	Terry Grier	Paula Harris
Indianapolis	Lewis Ferebee	Mary E. Busch
Jackson	Cedric Gray	Kisiah Nolan
Jacksonville	Nikolai P. Vitti	Paula Wright
Jefferson County	Donna Hargens	TBD
Kansas City	Steven R. Green	Airick West
Little Rock	Marvin Burton	Katherine Mitchell
Long Beach	Christopher Steinhauser	Felton Williams
Los Angeles	John Deasy	Monica Ratliff
Miami-Dade County	Alberto Carvalho	Lawrence Feldman
Milwaukee	Gregory Thornton	Michael Bonds
Minneapolis	Bernadeia Johnson	Carla Bates
Nashville	Jesse Register	JoAnn Brannon
Newark	Cami Anderson	Shavar Jeffries
New Orleans	Stan Smith (Interim)	Woody Koppel
New York City	Dennis Walcott	N/A
Norfolk	Samuel T. King	Kirk T. Houston, Sr.
Oakland	Gary Yee (Acting)	Jumoke Hinton Hodge
Oklahoma City	Dave Lopez (Interim)	Phil Horning
Omaha	Mark Evans	Marian Fey

Orlando	Barbara Jenkins	William Sublette
Palm Beach County	E. Wayne Gent	Debra L. Robinson
Philadelphia	William R. Hite, Jr.	Robert Archie
Pittsburgh	Linda Lane	William Isler
Portland	Carole Smith	Pam Knowles
Providence	Susan Lusi	Keith Oliveira
Richmond	Jonathan Lewis (Interim)	Jeffrey Bourne
Rochester	Bolgen Vargas	Malik Evans
Sacramento	Jonathan P. Raymond	Christina Prichett
St. Louis	Kelvin Adams	Rick Sullivan
St. Paul	Valeria Silva	Jean O'Connell
San Diego	Cindy Marten	John Lee Evans
San Francisco	Richard Carranza	Hydra Mendoza
Santa Ana	Rick Miller	Rob Richardson
Seattle	Jose L. Banda	Harium Martin-Morris
Shelby County (Memphis)	Dorsey E. Hopson, II, Esq.	TBD
Toledo	Romules L. Durant (Interim)	Cecelia Adams
Washington, D.C.	Kaya Henderson	N/A
Wichita	John Allison	Jeff Davis

COUNCIL OF THE GREAT CITY SCHOOLS

Staff

Michael Casserly, Executive Director
Teri ValeCruz, Director of Administration, Finance & Conferences
Alisa Adams, Finance Manager
Marilyn Banks, Administrative Assistant
Terry Tabor, Conference Manager
Shirley Lathern, Systems and Administrative Specialist
Anna Barrera, Accounting and Conference Specialist
Jeff Simering, Director of Legislation
Julie Beth Halbert, Legislative Counsel
Manish Naik, Legislative Manager
Gabriela Uro, Manager of ELL Policy & Research
Henry Duvall, Director of Communications
Tonya Harris, Communications Manager
Danyell Taylor, Communications Specialist
Raymond Hart, Director of Research
Renata Uzzell, Research Manager
Candace Simon, Research Manager
Moses Palacios, Research Specialist
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 10, 2013

Candy Olson, Chair of the Board of Directors, called the meeting to order at 8:45 am. Present members introduced themselves, and a quorum was established.

Minutes

Candy Olson presented the minutes of the January 25-26, 2013 meeting of the Executive Committee in Miami, FL and the October 20, 2012 meeting of the Board of Directors in Indianapolis, IN. A motion to approve the minutes passed by voice vote.

Nominations

Winston Brooks reviewed the lineup of officer and member nominations, noting the goal of retaining geographic, racial, and gender diversity on the committee. Winston Brooks asked for a motion to vote on the nominated members as a group. However, he noted that the slate of candidates included Dwight Jones, who had recently resigned. A motion to accept all nominations, with the exception of Dwight Jones, passed by voice vote.

Conferences and Meetings

Michael Casserly presented the job-alike meeting lineup for the remainder of 2013 and gave an update on planning for the upcoming fall conference in Albuquerque. Information on outside venues was reviewed. One main speaker had been confirmed—NFL coach Tony Dungee, and two others were being secured. The first call for presentations had been sent out (and is available in the meeting materials), and the organization would send out another notice next week. In general, planning for the fall conference was ahead of schedule.

Casserly called the group's attention to one change being put into effect for this year's conference—the requirement that presentation proposals be submitted along with approval from superintendents. This is likely to reduce the number of proposals we get, but this step will serve as another quality check.

Communications

Casserly gave the report on the organization's communications work, starting with a review of recent press releases, articles, and op-eds. He pointed out one article in particular from the Wall Street Journal, which marked the first time the publication reported achievement gains among urban school districts.

In response to Board Chair Candy Olson's request for more storytelling on behalf of urban schools, the Council requested a proposal from GMMB to produce and manage a

new PSA campaign. This proposal is available in the board materials, and was discussed at the January meeting of the Executive Committee. Committee members voiced concerns about the limited reach of this campaign, as well as the cost. The committee discussed several alternatives to a traditional PSA campaign, including plans to incorporate more social media and member districts working with shared themes and developing localized campaigns that reflected their kids and schools. Valeria Silva presented the idea of hosting a video contest where students would be invited to develop ads that spoke about the strengths and accomplishments of their schools.

After the January executive committee meeting, Council staff started thinking through various issues in connection with hosting a student contest, including criteria and setting up a panel of judges. Before proceeding, Casserly asked the board for their input and approval. Carol Johnson applauded the idea, and pointed out that this is a great opportunity to engage students and families in different languages. Bill Isler also praised the idea, noting that the reason the last PSA campaign was so successful was that it featured students.

In response to a question from a newer member, Casserly reminded the board that all past PSAs and print advertising campaigns are available on the website, along with videos from our Black male initiative and common core implementation project. We can also re-release past PSAs if any district would like to use them in their local media.

The board of directors agreed to pursue a dual approach—making use of past PSAs while moving forward with a new student video campaign.

Casserly then reviewed usage statistics for various common core standards implementation tools, pointing out that these numbers don't account for downloads directly from district websites where the tools are also posted. The tools include the 30-second and 3-minute videos in Spanish and English, the parent roadmaps, PSAs, basal alignment project resources, and sample lesson plans available on the EdModo site.

Casserly urged the group to let us know if there are additional activities the organization should be pursuing in order to meet member needs and assist in their common core implementation efforts.

Finally, Mike Casserly announced that the Bernard Harris scholarship applications are now available, and will be due April 1. He encouraged members to have their schools participate in the competition.

Legislation

Casserly informed the group that there will be a detailed briefing on legislation following lunch today. The most immediate issue was the sequester of federal funds. Five percent cuts across the board are expected as a result, which is likely to cost our member districts upwards of $325 million, and possibly up to four thousand jobs, as of July 2013. The

Council released a report in December on sequestration, but these numbers were based on projected cuts of 8.2%, not the current 5%. The Council opposed the cuts.

Casserly then introduced a resolution from the executive committee on gun violence, available in the board materials. After reviewing the language, a motion to accept the resolution was seconded and passed by voice vote. This resolution will be given to the education secretary later today after his address to the group.

Research

Mike announced the retirement of Sharon Lewis and introduced the new research director, Raymond Hart. An overview of research department activities was available in the board materials. In addition, the executive committee requested annotations of selected Council studies, which can also be found in the board materials.

Achievement Task Force

Eric Gordon gave the report of the achievement task force. He started by calling the group's attention to the Common Core Works web site—a clearinghouse of tools that have been developed as part of the common core implementation initiative.

At the task force meeting, the Council curriculum team also introduced a calendar of questions related to common core implementation that could be used to monitor progress at various levels of the organization and at different times throughout the year. This document was very well received. A variety of other common core implementation tools were also shared and reviewed. Gordon praised these tools as extremely useful, but suggested that the common core standards should be approached as an opportunity for districts to more strategically share the materials and tools they are developing themselves, rather than just turning to the Council with requests for various items. John Deasy offered to add videos of sample lessons that have been developed by a consortia of districts to the Common Core Works site. Ricki will coordinate with him to have these materials added. The discussion also touched on the technical challenges of implementing the common core assessments.

The task force briefly reviewed the Council's Wallace Foundation project and the survey report on common core implementation, which found that implementation efforts are uneven among districts.

The Black Male Initiative Solution Brief eBook is also now available—this is a compilation of solution briefs written by some of the nation's leading scholars on strategies for improving Black male achievement. Casserly thanked Houghton Mifflin Harcourt for their support of this project. The Black male advisory committee met yesterday to devise next steps. We are planning to package the work along with a series of recommendations and distribute it to the membership, urging members to develop initiatives around these findings/and recommendations. The Council will continue to monitor this effort going forward, holding smaller convenings in order to check in on the

work being done. The advisory group agreed that it was now time for the districts to act on the data.

Winston Brooks indicated that districts needing a third party to vet common core-aligned materials. Casserly told the group that while the Council could not directly provide ratings of individual commercial materials, the group was working on developing rubrics and guidance for judging alignment of materials to the common core.

In terms of messaging around the upcoming common core assessments, Casserly urged the group to look at their NAEP results as a way of contextualizing early results on PARCC and SBAC assessments. He also indicated that the Council has been in active discussions with both testing consortia on accommodations for ELLs and students with disabilities.

Finally, Casserly called the group's attention to a list of districts who have participated in common core convenings held by the Council over the last year. Participation is high, but we will be doing additional outreach to districts moving forward.

Professional Development

Deb Shanley gave the report of the professional development task force. She informed the group about a meeting of deans in February to create a joint task force of district and university partners. The CAEP commission consisted of 40 members including deans, superintendents, school board members, and others. The group issued a report indicating that there is a need to place a greater emphasis on teacher leadership and the impact of teachers on student learning. For their part, education college deans are working to raise the grade criteria for entering teacher preparation programs in order to raise the quality of our future teaching corps. Colleges of education are also starting to address alignment of programming with the common core. We saw that few programs touch on common core, so we are trying to promote these types of programs in partnership with districts.

Casserly lauded the effort and indicated that the Council was supporting the CAEP report, saying that the organization was trying to better tie its work to the work of the colleges of education.

ELL

Gabriella Uro gave the report for the ELL task force. The Council has been working with member districts and the Department of Homeland Security to make sure that the records requests connected to the President's deferred action announcement were viable. The Council was also coordinating its work with the member districts, and disseminating best practices as they emerged.

The board materials provide an update on translations of the common core parent roadmaps. Spanish translations of the high school roadmaps will be available next. Chinese, Korean, and Haitian Creole translations are currently under development. But

we may be slowing down, as we've seen that it takes a great deal of time and expertise to ensure the quality of translations.

The task force meeting also provided members with an update on work being done with the DOJ/DOE around ELL consent decrees and compliance. In short, OCR has a very prescriptive view of ELD that is increasingly coming up against district needs to align with common core. The Council put together a panel to present to OCR what English language development needs look like in the context of complex text and other common core shifts.

Finally, the Council has released two new ELL reports at this meeting. The first—the ELL survey report, is one of the most extensive surveys of ELLs in urban districts ever done. Casserly thanked the membership for providing data and working across departments and data systems to pull together the information.

The Council also released a report on ELL instructional materials. This work was undertaken in conjunction with McKinsey, and Council staff was able to extract survey data for member districts. This report gives a good overview of the materials districts are using in the instruction of ELLs. In addition, the report indicates that there is a pressing need to work with colleges of education to create a pipeline of teachers ready to teach linguistically diverse students.

Leadership and Management

Bill Isler gave the report of the leadership and management task force, starting with an update on the KPI project. The KPI has become an invaluable management tool for member districts, and the reach has been expanded with a new contract with TransAct to monetize the tool for use by non-members. The Council has started sending out surveys for data collection for this year's KPI indicators, and should have initial results later this spring. Isler urged member districts to participate in this data collection process. Last year he Council had the highest participation rate since the beginning of the project.

Casserly indicated to the board that while the KPI system has been commercialized, it remains free for members. This was done to create enough of a revenue stream to sustain the work of the KPI system. The first quarter's royalties from initial sales totaled $13K, and TransACT projections royalty payments to the Council of about $100K.

The Council is now trying to expand KPIs to the academic arena and to provide some instructional cost measures and ROI calculations. We expect to have an initial set of these indicators ready by the end of this year, at which point we will start to pilot the measures.

The task force also touched on how to broaden the work of the task force to include a greater emphasis on leadership sustainability issues. We will be discussing how to incorporate training sessions for board members and superintendents at our annual conference.

Finance

Gene White gave the report of the finance task force. He reminded the group that applications for the financial excellence awards were available.

Audit report

Eileen Cooper Reed and Michael Casserly gave the audit report. The external audit came back with no findings or exceptions—it was a completely clean audit. While the organization appears to be carrying over a large amount of money, this simply reflects our grant funding as temporary categorical funds, which we are spending down over the course of each grant. By the end of the 2014 program year, the organization projects reducing this overage to about $3 million, which was slightly larger than the amount the organization had before it started receiving such large external grants.

Also available in the board materials is the status of the budget for the current program year, the projected 2013-14 budget, and a list of the status of dues payments.

A motion to approve the final audit along with the 2013-14 dues passed by voice vote.

By laws

No report

Membership

Casserly informed the board that the Council had received a number of applications for membership—about 7 districts over the last several months. None of them met the criteria for membership, so they have all been turned down. There has been discussion about whether the Council should alter these criteria, but the executive committee ultimately decided not to, and to keep the organization's focus on the needs of large urban districts.

Bolgen Vargas brought up a question about Syracuse, which does not meet the membership criteria by a very small margin, but is a district with similar populations to many Council members. Candy Olson reminded the group that nonmembers are welcome to attend conferences. Winston Brooks and others then discussed the importance of remaining strict with our membership criteria in order to retain our urban emphasis and sustain a high level of support for current members.

Strategic Planning and Personnel

Strategic planning/succession planning will be a permanent feature of executive committee meetings moving forward. An overview of the project completed last year is provided in the board materials.

The Chair adjourned the meeting at 11:30 am.

Respectfully submitted:

Michael Casserly
Executive Director

EXECUTIVE COMMITTEE

COUNCIL OF THE GREAT CITY SCHOOLS
MINUTES
EXECUTIVE COMMITTEE MEETING
LONG BEACH, CA
JULY 19-20, 2013

Friday, July 19, 2013

Present:

Officers:

Valeria Silva, Chair, St. Paul Superintendent
Eileen Cooper Reed, Chair-elect, Cincinnati School Board
Richard Carranza, Secretary/Treasurer, San Francisco Superintendent
Candy Olson, Immediate Past Chair, Hillsborough County School Board

Members:

Winston Brooks, Albuquerque Superintendent
Meria Carstarphen, Austin Superintendent
Larry Feldman, Miami-Dade County School Board
Eric Gordon, Cleveland Superintendent
Michael Hanson, Fresno Superintendent
Jumoke Hinton Hodge, Oakland School Board
Bill Isler, Pittsburgh School Board
Keith Oliveira, Providence School Board
Deborah Shanley, Brooklyn College, CUNY Dean
Felton Williams, Long Beach School Board
Craig Witherspoon, Birmingham Superintendent

Absent:

Joann Brannon, Metropolitan Nashville School Board
Stephanie Gatewood, Memphis School Board
Terry Grier, Houston Superintendent
Kaya Henderson, District of Columbia Chancellor
Mary Seawell, Denver School Board

Valeria Silva, Chair of the Board of Directors, called the meeting to order at 2:10 pm. Present members introduced themselves and shared a key accomplishment from their respective districts. A quorum was established.

Minutes

Valeria Silva presented the minutes of the March 9, 2013 meeting of the Executive Committee and March 10, 2013 meeting of the Board of Directors at the Legislative Conference in Washington, DC. A motion to approve the minutes passed by voice vote.

Nominations

There are five upcoming vacancies on the executive committee, and Valeria Silva offered five nominees to fill these slots—Jose Banda, John Deasy, Heath Morrison, Jesse Ruiz, and Airick West. A motion to accept all nominations passed by voice vote.

Valeria Silva then reviewed the committee and task force chairs/membership lineup for 2013-14.

Membership

No report.

By-Laws Subcommittee

No report.

Audit Subcommittee

Richard Carranza informed the group that the financial health of the organization is good. The executive director, Michael Casserly, walked everyone through the financial documents provided in the committee materials, starting with the 2012-13 budget and the organization's consolidated budget. Casserly called group's attention to the shift in resources as we spend down grant funds. The organization's reserve funds should decline to about $3 million in 2015 in the absence of further grants, about where it was before its current round of external funding. The organization continues to operate well within the guidelines of the required reserve fund of 50 percent.

The materials also include an update on membership dues payments. While it appears that Newark is in arrears, it has indicated that it will be paying two years at once. St. Louis will also be coming back in, and paying the past year's dues. Prepayment rates are lower than in previous years, however. The group then reviewed the proposed budget for 2013-14, which was approved at the March meeting. A number of questions followed about sponsorships and meeting attendance, which has remained steady during the economic downturn.

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

Annual Report

Casserly submitted to the committee the organization's annual report for 2012-13, and asked Candy Olson to say a word about the past year. She praised the Council for maintaining a strong commitment to its vision and objectives. A motion to approve the

annual report passed by a voice vote. Members then received individual reports on the services provided to them specifically, including a return on investment calculation.

Conferences and Meetings

Casserly presented the meeting lineup for the remainder of 2013, not including common core convenings. The committee materials provide details on the upcoming fall conference in Albuquerque. There have been a record number of session proposals this year. All speakers have now been confirmed. However, a moderator and topic for the town hall meeting have not yet been selected so the organization is open to suggestions.

The 2014 annual conference will be in Milwaukee, 2015 is Long Beach, and 2016 Miami-Dade. The Council has not chosen a location for 2017 or 2018 yet.

Felton Williams brought up the Trayvon Martin case and the Council's selection of Florida for an upcoming conference given its stand-your-ground policy. The group discussed the issue at length and decided to move forward with its meeting in Miami in 2016, and to hold its town hall meeting in Albuquerque on issues of race, culture, and language. A number of suggestions followed on the format of the discussion and how it might differ from town hall sessions the organization has done in the past. Casserly indicated that staff would begin looking for appropriate moderators after a number of suggestions were made.

Awards

The committee materials provide a rundown of various award programs. July 26 is the deadline for Richard Green applications, and this year the award will go to a school board member. Queen Smith Award applications are due September 19, and Shirley Schwartz Award applications are due September 6.

Casserly called the group's attention to one issue. The sponsors of the Richard Green Award have requested that the award continue to be named for the former New York City chancellor but that Ed Garner's name be added to the award to reflect the fact that the honor rotates between superintendents and school board members.

A motion to accept this change passed by a voice vote.

China Trip

Casserly and five superintendents—Eric Gordon, Barbara Jenkins, Valeria Silva, Richard Carranza, and Kaya Henderson—travelled to China in March of this year. Reflections on the trip were provided in the committee book. Casserly invited other members of the delegation to share their thoughts/reactions with the executive committee.

Task Force on Finance

Larry Feldman gave the report on finance. The materials provide two main items of information. The first is the award for excellence in financial management, which the

Council awards only when districts meet the criteria. Second, the materials provide an agenda for the upcoming CFO meeting.

Task Force on Leadership, Governance, and Management

Casserly updated the group on the status of the KPI business plan. As of September 1, 2012, the Council launched this as a commercial venture with TransAct, and we are now earning modest royalties. There is a clause in the contract that the first year's royalty must yield $100K in royalties to the organization or penalties to TransAct are incurred. TransAct has requested that we give them to the end of the calendar year 2013 to earn the first year's required royalties without penalty. Casserly recommended that we grant this four-month grace period, but still hold them accountable for paying the difference at the end of this grace period. The group agreed.

A motion to grant TransAct an extension to December 31, 2013 to make its first-year royalty threshold passed by a voice vote.

The materials also included a description of and invitation to participate in the urban school executive program. Eric Gordon informed the group that his staff participating in the program reported enormous benefits.

The meeting adjourned at 5:35 pm for dinner.

Saturday, July 20, 2013

Valeria Silva, Chair of the Board of Directors, called the meeting to order at 8:05 am.

Legislation

Jeff Simering and Manish Naik, the Council's director and manager of legislation, respectively, joined the meeting by phone. The committee gave the staff an enthusiastic round of applause for its defeat of the Thompson amendment in the House of Representatives that would have decreased member Title I funds by over $550 million annually.

Casserly, Naik, and Simering described the debate on HR 5, the reauthorization of the Elementary and Secondary Education Act (onto which the Thompson formula amendment was pending), and what the Council did to defeat it. The margin approving the underlying bill was only 12 votes. The Council opposed the bill on final passage and the Obama Administration issued a veto warning.

Simering then described the pending fights that Congress was likely to have in the fall on the continuing resolution and the debt ceiling, along with the continuation of the federal sequestration of funding. He indicated that the U.S. Department of Education had been as cooperative as it could be in delaying the effect of the sequester until July 1 at the request of the Council and waiving limits on carryover funds. The Department has also allowed districts to backfill Title I cuts with state and local money without facing MOE requirements, but has not yet solved this for IDEA funds.

Simering then reviewed committee materials, starting with Council comments on i3, district race to the top, letters to the Hill on the ESEA reauthorization, state and local waivers (including support for the CORE waiver request), and new competitive foods regulations—the application of nutrition standards to all food served on campus. Discussion then followed on the delay in teacher evaluations related to common core assessments, the CORE application, the Administration's new ConnectEd program to increase broadband access in schools and libraries across the country, and the Supreme Court's decision in the Fisher case. The session closed with another round of applause from committee members for the staff's defeat of the Thompson amendment to ESEA.

Communications

Casserly began the communications report by reviewing all recent press releases, statements, and articles. He indicated that the organization was finding that communications on the common core was not a major priority for member district communications directors because so much time and effort was being devoted to putting out fires. Executive committee members agreed, and suggested putting together a brief on how to engage the community/parents on common core implementation, with concrete outreach steps and strategies and a focus on how the new standards help students and teachers.

Turning to the Bernard Harris scholarships, Casserly shared the breakdown of how many applications were received from each district.

Casserly then updated the committee on its idea for conducting a social media student video contest to get the word out about progress in urban schools. The board of directors had agreed that we should move forward with this project at the March meeting, so communications staff members have solicited a proposal from GMMB to operationalize the effort. Henry Duvall, the Council's director of communication, and Chapin Springer from GMMB then joined the meeting by phone to review the proposal, which was included in the committee's materials.

The committee had a number of decisions to make related to whether to accept the proposal, when to start the project, and how to fund it.

A motion to accept the proposal was introduced. Candy Olson proposed an amendment that the project be supported by sponsorships to the extent possible. Two more amendments were also suggested—one specifying a new timeline with January as the official contest launch, and another amendment to ensure that students are not excluded. The motion was approved on voice vote. Casserly indicated that Council staff would now start putting together the timelines, contest rules, etc., and would share these at the October annual conference.

Achievement

Eric Gordon, task force co-chair, gave the report and introduced the various common core tools and resources that have been developed by the Council. Casserly then described grants that the organization had received from the Gates Foundation on

academic cost indicators and from the Hewlett Foundation on developing a rubric for districts to determine whether commercial products were aligned with common core.

Casserly reviewed priorities and objectives in the implementation of the common core for the coming year. A major objective was to reach out to member districts that have not participated in the organization's many common core implementation meetings. Discussion followed on the priorities with general consensus on them reached, but with some concern about how they could all be accomplished.

Casserly then called the group's attention to an updated draft of the Wallace Foundation principal supervisor report, and gave an update on school improvement grants and their effects on student achievement. This is the first large scale analysis showing that progress is possible in chronically low-performing schools. The final report should be available at the fall conference.

Professional Development

Deb Shanley gave the report on the professional development task force. A draft of the CAEP proposal for increasing standards in the colleges of education is now moving toward final form. The Council has supported this proposal. In addition, the Council has nominated a number of board members for CAEP, including Candy Olson and Lori Ward, the Dayton superintendent.

Finally, the recent NCTQ report on colleges of teacher education has been released to the public. The Council supported the original decision to mount this study.

Task Force on Bilingual Education

Valeria Silva, chair of the task force, gave the report for the bilingual education group, starting with the proposal to the Gates Foundation to address ELL access to high quality materials and instruction aligned to the common core standards. Discussion followed on upcoming common core assessments and their effects on ELLs.

Finally, the committee materials include the agenda for the recent BIRE meeting. Valeria Silva praised the quality of the presentations and the value of this convening.

Other Business

Potential locations for the January 2014 executive committee meeting were discussed. A motion to go to Birmingham on January 24-25 for the next executive committee meeting passed by voice vote.

Regarding the July 2014 executive committee meeting, the committee decided to hold the meeting in conjunction with the curriculum and research directors meeting if possible. So the committee agreed to wait to see when and where that will be held. A motion to set the time and location of the July meeting at the annual conference in Albuquerque passed by a voice vote.

Finally, the committee books include a summary of the Parthenon project and conclusions, in case the committee wants to discuss this issue at this time.

Evaluation of Executive Director and Personnel Actions

The committee then went into closed session. Casserly presented recommendations for staff salaries for the 2013-14 program year. Discussion followed and a motion was made to accept the recommendations. The officers of the organization then conducted its evaluation of the executive director using the tool the committee agreed on at its January meeting.

The Chair adjourned the meeting at 4:00 pm.

Respectfully submitted:

Michael Casserly
Executive Director

NOMINATIONS

COUNCIL OF THE GREAT CITY SCHOOLS

Nominations

October 2013

The Chair of the Board forwards the following nominations to fill vacancies on the Executive Committee of the Council of the Great City Schools.

1) Be it resolved: That Jose Banda (Seattle superintendent) serve the unexpired term of Valeria Silva (St. Paul superintendent), whose tenure as a regular member of the Executive Committee expires on June 30, 2014.

   ACTION BY COMMITTEE
   ( ) Approved
   ( ) Not Approved

   AFFIRMED

   _____
   Chair of the Board

2) Be it resolved: That John Deasy (Los Angeles superintendent) serve a new three-year term replacing Dwight Jones (Clark County superintendent), whose tenure ended on June 30, 2013. (The new three-year term would end on June 30, 2016)

   ACTION BY COMMITTEE
   ( ) Approved
   ( ) Not Approved

   AFFIRMED

   _____
   Chair of the Board

3) Be it resolved: That Heath Morrison (Charlotte-Mecklenburg superintendent) serve the unexpired term of Thelma Melendez (Santa Ana superintendent), whose tenure expires on June 30, 2014.

   ACTION BY COMMITTEE
   ( ) Approved
   ( ) Not Approved

   AFFIRMED

   _____
   Chair of the Board

4) Be it resolved: That Airick West (Kansas City school board) serve the unexpired term of Jerrelle Francois (Baltimore school board), whose tenure expires on June 30, 2014.

ACTION BY COMMITTEE
( ) Approved
( ) Not Approved

AFFIRMED

_____
Chair of the Board

Composition of Executive Committee
FY2013-14

October 17, 2013

Region	Male	Female	Board	Supt	Black	Hispanic	White	Other	Totals
East	3	1	3	1	2		2		4
Southeast	3	3	3	3	3		3		6
Midwest	2	2	1	3	2	1	2		4
West	6	1	2	5	2	2	3		7
Totals	14	7	9	12	9	3	9	0	21

Appointments by the Chair, 2013-14

Subcommittee Chairs and Members

Audit Subcommittee Chair: Richard Carranza, San Francisco Superintendent
John Deasy, Los Angeles Superintendent
Terry Grier, Houston Superintendent
Keith Oliveira, Providence School Board
Candy Olson, Hillsborough County School Board
Felton Williams, Long Beach School Board

Bylaws Subcommittee Chair: Kaya Henderson, District of Columbia Chancellor
Jose Banda, Seattle Superintendent
Larry Feldman, Miami-Dade County School Board
Eric Gordon, Cleveland CEO
Bill Isler, Pittsburgh School Board
Airick West, Kansas City School Board
Craig Witherspoon, Birmingham Superintendent

Membership Subcommittee Chair: Michael Hanson, Fresno superintendent
JoAnn Brannon, Nashville School Board
Meria Carstarphen, Austin Superintendent
Eileen Cooper Reed, Cincinnati School Board
Jumoke Hinton Hodge, Oakland School Board
Winston Brooks, Albuquerque Superintendent
Heath Morrison, Charlotte-Mecklenburg Superintendent

Task Force Chairs

Achievement Task Force Co-Chair: Eric Gordon, Cleveland EGQ
Achievement Task Force Co-Chair: Eileen Cooper Reed, Cincinnati School Board

Professional Development Task Force Co-Chair: Linda Lane, Pittsburgh Superintendent
Professional Development Task Force Co-Chair: Felton Williams, Long Beach School Board
Professional Development Task Force Co-Chair: Deborah Shanley, Brooklyn College CUNY

Bilingual Task Force Chair: Valeria Silva, St. Paul Superintendent

Leadership & Governance Task Force Co-Chair: Terry Grier, Houston Superintendent
Leadership & Governance Task Force Co-Chair: Bill Isler, Pittsburgh School Board

Finance Task Force Co-Chair: Thomas Ahart, Des Moines Superintendent
Finance Task Force Co-Chair: Larry Feldman, Miami-Dade School Board

ANNUAL REPORTS

ANNUAL REPORT 2012-13

COUNCIL of the GREAT CITY SCHOOLS

2012-2013 Annual Report

Council of the Great City Schools

Executive Committee 2012-2013

OFFICERS

Chair of the Board

Candy Olson, Hillsborough County School Board

Chair-Elect

Eugene White, Indianapolis Superintendent

Secretary-Treasurer

Eileen Cooper Reed

Immediate Past Chair

Winston Brooks, Albuquerque Superintendent

MEMBERS

Yvonne Brandon, Richmond Superintendent

JoAnn Brannon, Nashville School Board

Meria Carstarphen, Austin Superintendent

Lawrence Feldman, Miami-Dade County School Board

Kaya Henderson, District of Columbia Chancellor

Richard Carranza, San Francisco Superintendent

Jerrelle Francois, Baltimore School Board

Stephanie Gatewood, Memphis School Board

Terry Grier, Houston Superintendent

Michael Hanson, Fresno Superintendent

Jumoke Hinton Hodge, Oakland School Board

William Isler, Pittsburgh School Board

Dwight Jones, Clark County Superintendent

Thelma Melendez de Santa Ana, Santa Ana Superintendent

Mary Seawell, Denver School Board

Valeria Silva, St. Paul Superintendent

Felton Williams, Long Beach School Board

Nury Martinez, Los Angeles School Board

Keith Oliveira, Providence School Board

Craig Witherspoon, Birmingham Superintendent

Ex Officio

Deborah Shanley, Brooklyn College CUNY Dean

Cover Photo: Students from Boston Public Schools, Denver Public Schools, Jackson Public Schools, Newark Public Schools, Atlanta Public Schools

Contents Page Photo: Students from Duval County Public Schools

Page 3 Photo: Students from Rochester City School District

Page 4 Photo: Student from Newark Public Schools

Page 6 Photo: Student from Duval County Public Schools

Page 9 Photo: Student from Des Moines Public Schools

Page 10 Photo: Students from Charlotte-Mecklenburg Schools

Page 23 Photo: Students from Des Moines Public Schools

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Report Prepared by:
Tonya Harris, Communications Manager
Danyell Taylor, Communications Specialist
Ashley Chandler, Graphic Design Intern
Henry Duvall, Director of Communications

Photography by:
Alex Jones and Clarence Tabb Jr.

Message from the Chair

June 30, 2013

The Council of the Great City schools continues to lead the country in meeting the nation's challenge to ensure that all American children receive the education that prepares them for life, work, and citizenship. Member districts' reading and math scores on the National Assessment of Educational Progress continue to outpace gains of the nation as a whole, meaning our students' achievement is rapidly rising despite the many challenges they face.

Recognizing that effective teachers are crucial to our students, our districts are piloting innovative teacher evaluation and support systems and negotiating ground-breaking collective bargaining agreements. With the aid of our new Common Core website, we are leading the nation in implementing the new standards that will give students knowledge and skills they will need to thrive in a world we can barely imagine.

We have helped teachers find ways to reach every student, regardless of what he or she brings – or doesn't bring – to school. We have provided actionable solutions through strategic support teams, our annual conference (held this year in Indianapolis), a free literacy resource bank, and reports on the impact of sequestration on urban public schools and on English Language Learners. We continue to deal with achievement gaps, particularly those between African American males and other students, and this year published the first e-book of solutions briefs from leading national scholars.

Member districts used our Key Performance Indicators to streamline and deliver efficient support services such as transportation and food service. KPI has moved into a new stage as the Council launches a commercial venture to make our automated KPI system available to public school districts nationwide, with a view toward making the work self-sustaining.

Our work is challenging and sometimes painful. Only we can make the decision to continue to pioneer more effective ways to prepare children for success, rather than to focus on challenges and deficits and let things stay as they are.

Thanks to Council staff, always responsive and well informed, for another great year. The value of their work is seen in the strong relationships they maintain with Congress and other policy makers. Thanks, as well, to school board members, superintendents, and staff in member districts who collaborate to develop and fine tune solutions to our ongoing challenges.

Candy Olson
Chair, Council of the Great City Schools, 2012-2013
Member, Hillsborough County School Board

Message from the Director

June 30, 2013

I am pleased and proud to present this annual report to the membership on the activities of the Council of the Great City Schools during the 2012-13 program year.

The Council had an extraordinary year, but it was a year that presented challenges for both the organization and its members. The weak economy continued to rob our schools of badly needed resources, and everyone has had to make cutbacks. Still, the organization and its members came up with unique ways to minimize the federal sequester and to boost student achievement, improve leadership and management, and strengthen public confidence.

Singular among the Council's accomplishments this year was the amazing work the organization did in helping its members implement the new Common Core State Standards and inform the public about the promise of these new guidelines. Included in this work is the Council's Public Service Announcement on the common core that is showing on television and radio stations nationwide in English and Spanish. Our videos and Parent Roadmaps are also being picked up and used by school districts all over the country. And numerous other materials, meetings, webinars, and Internet tools have helped prepare members for the assessments that are emerging from the new standards.

The Council's crack legislative staff has also developed a creative strategy to mitigate the effects of the federal sequester that the U.S. Department of Education adopted and implemented nationwide, saving member districts millions of dollars in the 2012-13 school year. In addition, the staff warded off amendments to the Elementary and Secondary Education Act that would have stripped the nation's urban schools of hundreds of millions of federal dollars.

The Council also convened a ground-breaking summit with the U.S. Department of Education and the White House on educational excellence and opportunity for our African American male students, and published the papers presented at the summit in an e-book in partnership with Houghton Mifflin Harcourt.

Moreover, the Council published a new and improved version of its *Managing for Results* report with nearly 400 key performance indicators and launched a new commercial venture to make the indicators available to school districts nationwide in order to create a modest new revenue stream to sustain the initiative into the future.

The Council also produced a major new report on the educational status of English language learners in the Great City Schools, and continued to work on how to best implement the common core standards with this critical segment of the Council's enrollment.

Our annual fall conference in Indianapolis, hosted by the Indianapolis Public Schools, was one of the best meetings that the organization has ever held, and our spring legislative conference continued to keep the membership informed about key federal legislative and policy issues in the nation's capital.

I thank Candy Olson, member of the Hillsborough County school board, for her leadership in chairing the Council's board of directors and executive committee this year. Her energy, commitment, and guidance in the area of communications were particularly noteworthy. Finally, I thank the Council's extraordinary staff members who continue to perform at the top of their games on behalf of the membership. I am very fortunate to be surrounded by such a dedicated team of individuals who work every day with tremendous expertise to serve our urban schools and children. Thank you.

Michael Casserly
Executive Director

About the Council

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

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

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

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

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

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

Journalist Thomas Friedman discusses the education challenges the nation faces at the Council's Annual Fall Conference.

Council Executive Director Michael Casserly, Michael Strautmanis, deputy assistant to President Obama, and John Wilson, Jr., executive director of the White House Initiative on Historically Black Colleges and Universities, give opening remarks at the National Summit on Educational Excellence and Opportunity for African American Males in Washington, D.C., sponsored by the Council and the U.S. Department of Education.

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Vision

OUR VISION

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

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

OUR MISSION

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

OUR GOALS

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

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

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

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Baltimore City Schools CEO Andrés Alonso and Oakland Schools Superintendent Tony Smith present information at a session on ways to increase reading achievement in urban school districts at the Annual Fall Conference.

Houston school board members Rhonda Skillern-Jones and Harvin Moore listen intently during a conference 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, regardless of size.

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

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

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

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

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

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

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

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

Characteristics of the Great City Schools

- ❑ **Total Student Enrollment**...................................**6.9 million**
  - **Hispanic** **38%**
  - **African American**...**33%**
  - **White**..**20%**
  - **Asian/Pacific Islander**..................................**7%**
  - **Alaskan/Native American**..............................**1%**
- ❑ **Free/Reduced Price Lunch Eligibility**................**69%**
- ❑ **English Language Learners**............................**17%**
- ❑ **Students With Individualized Education Plan (IEP's)**...**14%**
- ❑ **Total Number of Teachers**..............................**430,940**
- ❑ **Student-Teacher Ratio**..................................**16:1**
- ❑ **Number of Schools**.......................................**11,605**

Source: National Center for Education Statistics

Conferences

Public Relations Executives Meeting
July 6-8, 2012
Chicago, IL

Curriculum & Research Directors Meeting
July 11-14, 2012
Las Vegas, NV

Executive Committee Meeting
July 20-21, 2012
Oakland, CA

Annual Fall Conference
October 17-21, 2012
Indianapolis, IA

HRD/Personnel Directors Meeting
February 6-8, 2013
Orlando, FL

DRIVING EDUCATION
INDY 2012
INTO THE
WINNER'S CIRCLE

October 17 - 21, 2012
Council of the Great City Schools
56th Annual Fall Conference
Hosted by
Indianapolis Public Schools

Chief Financial Officers Conference
November 12-16, 2012
Ft. Lauderdale, FL

Legislative/Policy Conference
March 9-12, 2013
Washington, DC

Chief Operating Officers Conference
April 16-19, 2013
Orlando, FL

Bilingual, Immigrant & Refugee Education Directors Meeting
May 15-18, 2013
Chicago, IL

Chief Information Officers Meeting
June 4-7, 2013
Las Vegas, NV

Annual Fall Conference

Big-city school leaders convened in Indianapolis to attend the Council's 56th Annual Fall Conference, Oct. 17-21, hosted by Indianapolis Public Schools.

Under the banner "Driving Education Into the Winner's Circle," more than 900 urban school superintendents, administrators, board members and deans of colleges of education from around the nation participated in the five-day conference, which focused on issues and challenges facing the nation's largest urban school districts.

The issue of how to prevent student bullying took center stage at a 90-minute town hall meeting moderated by Virginia Edwards, editor-in-chief of *Education Week*. The panel was composed of one superintendent, one board member, a U.S. Department of Education official, an expert on school safety and an Indianapolis high school student.

The panelists discussed what school districts can do to create effective bullying prevention programs such as building a climate of trust and providing support systems for students to report bullying incidents to adults.

Actress America Ferrera discusses the importance of education.

Addressing the issue of student bullying are, left to right, San Francisco Schools Superintendent Richard Carranza, U.S. Deparment of Education official David Esquith, Memphis school board member Stephanie Gatewood, Indianapolis student Markell Pipkins and National School Safety Center director Ronald Stephens.

A keynote address was given by Thomas Friedman, foreign affairs columnist for the *New York Times*, who believes that one of the nation's biggest challenges is the merger of globalization and the information technology revolution.

Friedman said that educators must move average standards to global heights and be measured against international benchmark standards.

Also addressing the conference was Marc Morial, the CEO of the National Urban League, who strongly believes that education is the foundation of good citizenship and a quality education for all is a civil right. He also urged educators to lend their voice to the discussion of what's needed to improve education.

Urban educators also heard an inspirational address from award-winning actress America Ferrera, who graduated with honors from the Los Angeles Unified School District. Ferrera is a global ambassador for the group Save the Children and has witnessed firsthand the radical change in children's lives that education can create.

Breakout sessions zeroed in on issues of utmost importance to urban school leaders, including closing the achievement gap, implementing Common Core State Standards and creating effective high schools.

Legislative/Policy Conference

Urban school leaders assembled in the nation's capital March 9-12 to discuss legislative issues at the Council's Annual Legislative/Policy Conference.

In an address to conferees, U.S. Secretary of Education Arne Duncan discussed the damage of across-the-board federal spending cuts, known as sequestration, on education funding and urged big-city school districts to tell their story of how the sequestration will impact their school systems.

Duncan, the former chief executive of Chicago Public Schools, praised the progress urban school systems are making in improving graduation rates and college enrollment rates and said the nation is on the right track when it comes to education.

The nation's top education official also discussed the transition to the rigorous Common Core State Standards school districts are undergoing. The secretary said it will involve a massive amount of change and that it is vitally important that districts communicate to teachers as well as parents around the new standards. But he urged school leaders to stay the course.

Also addressing the conference was Rep. Chaka Fattah (D-Pa.), who discussed disparities in

U.S. Secretary of Education Arne Duncan and Deborah Delisle, assistant secretary of education for elementary and secondary education, answer legislative questions from conferees.

education funding between wealthier suburban schools and poorer urban schools. The congressman noted that if the country wants to have the best and brightest workers, funds for education must be equally distributed.

Conferees also heard from Roberto Rodriguez, special assistant to the president for education, who said that President Obama views the strength of the nation's education system as an economic strength. Rodriguez said the Administration has announced a new program to boost early childhood education as well as provide greater access to full-day kindergarten. He also noted that studies show that there is a high return on investment in early childhood education and that a child's zip code should never predetermine access to quality pre-school programs.

Also discussing the importance of early childhood education was Deborah Delisle, the assistant secretary of education for elementary and secondary education for the U.S. Department of Education.

Delisle told urban educators that the Obama Administration plans to increase participation rates in preschool programs by providing free access for children who come from low-income families.

Rep. Chaka Fattah (D-Pa.) discusses equity issues.

Marc Morial, CEO of the National Urban League, second from left, poses with the Council leadership, left to right, Chair Candy Olson, Council Executive Director Michael Casserly, Secretary-Treasurer Eileen Cooper Reed, Past Chair Winston Brooks and Chair-elect Eugene White.

Randolph Scott, a student at Fayettteville State University, discusses the importance of mentoring as U.S. Secretary Education Arne Duncan and fellow panelist Ronald Mason, president of the Southern University System in Louisiana, listen during a town hall discussion at the National Summit on Educational Excellence and Opportunity for African American Males.

A delegation of Council superintendents, left to right, Orange County Schools Superintendent Barbara Jenkins, San Francisco Schools Superintendent Richard Carranza, District of Columbia Schools Chancellor Kaya Henderson, Cleveland Schools CEO Eric Gordon, and St. Pauls Schools Superintendent Valeria Silva, led by Executive Director Michael Casserly, right, pose at the Xiangming Middle School in China. The Council delegation spent seven days in China visiting schools and meeting school officials.

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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 2012-13, the Council—

❐ Launched a Public Service Announcement (PSA) on nationwide television and radio in support of the Common Core State Standards (CCSS).

❐ Developed a three-minute public awareness video in English and Spanish on the CCSS suitable for showing at community and parent meetings.

❐ Conducted a national Spanish-language radio tour on the Common Core State Standards that was heard by more than four million people.

❐ Participated in a National Public Radio panel discussion on the common core.

❐ Coordinated Comcast Newsmaker interviews with Council leadership and eight urban school superintendents that aired on CNN Headline News and in designated market areas.

❐ Wrote op-eds in the *Boston Globe* on the progress of the Boston Public Schools and Cleveland's *The Plain Dealer* on the merits of the new collective bargaining agreement.

❐ Wrote an article on the Council's *Pieces of the Puzzle* study for an American Enterprise Institute publication.

❐ Provided a national backdrop on urban-school progress for a *Wall Street Journal* article.

❐ Coordinated a National Town Hall Meeting on "How to Prevent Student Bullying," moderated by *Education Week* Editor-in-Chief Virginia Edwards.

❐ Fielded scores of inquiries from such national media outlets as the *New York Times*, *Washington Post*, *USA Today,* CNN and the Associated Press.

❐ Managed the Council's ExxonMobil Bernard Harris Math and Science Scholarships.

❐ Continued to establish and reinforce relations with the nation's reporters, correspondents, editors and news executives at the Education Writers Association and National Association of Black Journalists.

❐ Appeared on Education Talk Radio to discuss urban school progress in raising student achievement.

❐ Participated in NBC's *Education Nation* on behalf of urban schools.

❐ Published eight issues of the *Urban Educator*.

❐ Hosted the 12th 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 2012-13, the Council—

❐ Worked to reduce the across-the-board federal sequestration from 8.2 percent to 5.2 percent, saving some $165 million in reductions in Title I and IDEA funding in urban schools for school year 2013-14.

❐ Developed and promoted an interpretation of appropriations language that was adopted by the Department of Education that prevented sequestration of major federal education funding in the middle of the 2012-13 school year, saving the Great City Schools $325 million.

❐ Advocated successfully for waivers of Title I carryover limitations to help mitigate the effects of sequestration in 2013-14.

❐ Released a research brief on the financial impact of sequestration in urban schools that highlighted cuts to federal programs serving poor urban students, students with disabilities, and English learners.

❐ Submitted comments and recommendations to the Senate and House education committees on their respective versions of the reauthorization of the Elementary and Secondary Education Act (ESEA) in 2013.

❐ Successfully discouraged amendments to the House and Senate education committee reauthorization bills that would have cut hundreds of millions of dollars from large urban districts.

Highlights of Council Activities

❑ Promoted access to No Child Left Behind (NCLB) waivers for local school districts in states that do not participate.

❑ Provided comments and revisions to draft guidelines on the Department of Education's District Race To The Top and Investing in Innovation programs.

❑ Assisted member districts in implementing the 2010 child nutrition act; submitted comments on proposed competitive foods rules and school meal reimbursements; helped secure flexibility in school meal pricing; arranged a USDA conference call for members on commodities implementation; and convened a meeting of the Great City Schools Food Service Directors.

❑ Secured revisions in IDEA regulations to allow for previously unrecoverable Medicaid reimbursements for certain types of health services for students with disabilities.

❑ Promoted key urban finance and equity issues as a member of the federal Equity and Excellence Commission. Wrote portions of the final report.

❑ Provided recommendations to the Federal Communications Commission (FCC) on streamlining E-Rate application processes and expanding targeted program funding. Hosted monthly E-Rate calls with the Universal Service Administrative Company.

❑ Convened the Annual Legislative/Policy Conference with four days of briefings and discussions on federal budget and appropriations, reauthorization of ESEA, flexibility waivers, district-level Race To The Top grants, and state legislation.

❑ Served as an intermediary for Council districts in resolving grant problems with the Education Department, provided multiple legislative updates and alerts on critical issues, and responded to scores of questions on federal policy, grants, and legislation.

❑ Advocated for Education Department guidance to allow districts to backfill sequestration cuts without violating supplanting requirements, and to maintain school-level Title I allocations while implementing the USDA Community Eligibility Option.

❑ Fielded requests from Congress for information on common core standards, teacher quality, school improvement, funding formulas, technology, special education, bilingual education, school meals, regulatory burden, and other issues.

❑ Approved a board resolution in favor of greater gun control and other measures to improve school safety. Participated in meetings with Vice President Biden's office on gun control legislation.

❑ Conducted conference calls for member superintendents and Education Secretary Arne Duncan on a variety of issues.

❑ Provided ongoing updates to the Department of Education about the status of member districts after Hurricane Sandy, and organized assistance for the Newtown school district after the shootings.

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 2012-13, the Council—

❑ Convened the National Summit on Educational Excellence and Opportunity for African American Males with the U.S. Department of Education and the White House.

❑ Published the e-book *A Call for Change: Providing Solutions for Black Male Achievement* on Amazon.com, Kindle and Nook.

❑ Convened the 2012 annual meeting of Research and Curriculum Directors in Las Vegas, Nevada.

❑ Conducted a survey of member districts on principal supervisors in urban school districts and published the results.

❑ Conducted the first annual survey of urban school districts on the implementation of the Common Core State Standards.

❑ Represented urban school district interests and perspectives at numerous meetings of national research and policy organizations.

❑ Responded to member requests for statistical information and research assistance.

❑ Conducted webinars for member research and curriculum staff on accommodations on PARCC's and SBAC's common core assessments.

❑ Provided extensive feedback and recommendations to PARCC and SBAC on draft English Language Arts and mathematics assessments.

❑ Wrote a final report on the Council's senior urban education research fellows project, providing lessons and recommendations for building effective district research partnerships.

Highlights of Council Activities

ACHIEVEMENT AND PROFESSIONAL DEVELOPMENT

Improving the performance of all students and closing achievement gaps is one of the Council's most important priorities. In 2012-13, the Council—

❒ Facilitated two meetings of the Task Forces on Achievement and Professional Development to update members and receive feedback and direction for future work in the areas of curriculum and instruction.

❒ Conducted site visits to Charlotte-Mecklenburg, Denver, Hillsborough County and New York City for a report on principal supervisors funded by the Wallace Foundation.

❒ Provided feedback to districts on their planning documents, units of instruction, and other instructional tools.

❒ Created a website (www.commoncoreworks.org) with useful tools, videos, and links to other resources to support member district implementation of the Common Core State Standards (CCSS).

❒ Worked closely with members and national organizations on the implementation of CCSS.

❒ Developed and disseminated Parent Roadmaps to the common core at each grade level in English and Spanish.

❒ Conducted webinars on the Basal Alignment Project and Fractions Progressions initiatives.

❒ Conducted webinars with Student Achievement Partners on the use of the Publishers' Criteria for selecting instructional materials aligned to the shifts in the CCSS.

❒ Conducted webinars with member districts on draft assessment frameworks, achievement levels and performance-level descriptors developed by the two national assessment consortia (PARCC and SBAC).

❒ Worked with Student Achievement Partners and member district teams to align current basal textbooks and secondary school anthologies with the Common Core State Standards.

❒ Provided feedback to district teams on their submissions to the Council's Edmodo common core site. Over 20,000 users have accessed these materials to date.

❒ Organized a retreat focused on integrating close reading techniques and evidence-based writing in conjuction with the Vermont Writing Collaborative.

❒ Held a preconference session at the Fall Conference in Indianapolis in October 2012 with Lily Wong-Fillmore on the use of complex text with struggling readers.

❒ Wrote the *Common Core State Standards and Diverse Students: Using Multi-Tiered Systems of Support* outlining the key components of an integrated, multi-tiered system of supports and interventions in the implementation of the common core.

❒ Conducted numerous presentations and webinars for national organizations, community groups, state and federal legislators and business leaders on urban school efforts to improve student achievement.

❒ Hosted a study trip to China for a delegation of member superintendents.

❒ Gave a major speech to colleges of education pushing for more extensive reform.

❒ Received a grant from The Bill & Melinda Gates Foundation to develop academic cost indicators.

LEADERSHIP, GOVERNANCE AND MANAGEMENT, AND FINANCE

The Task Forces on Leadership, Governance and Management, and School Finance address the quality and tenure of leadership and management in and funding of urban schools. In 2012-13, the Council—

❒ Facilitated two meetings of the Finance and Leadership, Governance and Management Task Forces.

❒ Provided Strategic Support Teams and technical assistance to Charlotte (administrative oganization), Milwaukee (human resources & information technology), Seattle (capital programs), Miami-Dade County (information technology), and Des Moines (human resources).

❒ Convened annual meetings of Chief Financial Officers, Human Resources Directors, Chief Operating Officers, Chiefs of Safety & Security, Food Services Directors, Facilities Directors and Chief Information Officers.

❒ Published the eighth edition of *Managing for Results in America's Great City Schools: A Report of the Performance Measurement & Benchmarking Project* with an expanded set of indicators.

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Highlights of Council Activities

❐ Commercialized the Council's Key Performance Indicators system to create a new revenue stream to support the initiative.

❐ Completed the Council's Urban School Executive Program (C'USE) for aspiring Chief Financial Officers and awarded Certificates of Achievement to two graduates.

❐ Participated in Secretary Arne Duncan's working group to improve relations between labor and management.

❐ Fielded numerous member requests for management information.

❐ Wrote a major paper for the Bush Institute on the Council's Key Performance Indicators and their effects on urban school performance.

BILINGUAL, IMMIGRANT AND REFUGEE EDUCATION

America's urban schools serve unusually large numbers of students whose families have come to this nation to seek a better life. In 2012-13, the Council—

❐ Produced and released *English Language Learners in America's Great City Schools: Demographics, Achievement and Staffing,* the most comprehensive report on ELLs in the nation.

❐ Initiated legislative meetings at the Department of Education and on Capitol Hill on English Language Learners, and spearheaded discussions with the Office of Civil Rights (OCR) and Department of Justice (DOJ) on English Language Development and the Common Core State Standards (CCSS).

❐ Provided guidance to member districts on how to respond to and interact with OCR and DOJ on ELL interventions.

❐ Provided expertise to the Department of Education during reviews of state applications for ESEA waivers. Organized a meeting between Secretary Duncan and major civil rights groups on the accountability provisions in state waiver applications.

❐ Worked with senior leadership of the Department of Homeland Security on its review of school-related documents needed to apply for eligibility for Deferred Action for Childhood Arrivals. Provided information and technical assistance to Council members on school-related documentation needed by the U.S. Citizenship and Immigration Services.

❐ Enlisted the expertise of Dr. Lily Wong-Fillmore to help Council members, particularly Albuquerque, Fresno and Boston Public Schools, promote access to complex text among language minority students.

❐ Maintained strong relations with other organizations working on CCSS, including TESOL, the Understanding Language Initiative, Student Achievement Partners, and El Momento by Univision.

❐ Received a supplemental grant from The Bill & Melinda Gates Foundation to develop criteria for instructional materials for English Language Learners.

❐ Conducted a survey and produced a report examining member district acquisition and use of instructional materials for English Language Learners.

❐ Convened two meetings of the Task Force on English Language Learners and Bilingual Education.

❐ Convened a three-day meeting of the Great City School directors of Bilingual, Immigrant and Refugee Education.

ORGANIZATION AND ADMINISTRATION

The Council works to manage its resources and ensure the integrity of its programs. In 2012-13, the Council—

❐ Completed the organization's long-term strategic and succession-planning project.

❐ Conducted an internal audit of the organization's 2012-13 spending and received unqualified results.

❐ Arranged the Annual Fall Conference in Indianapolis as well as multiple meetings and forums throughout the year.

❐ Continued cleanup of the organization's database system.

❐ Continued to refine the online conference registration system for the member districts.

❐ Managed financials for 20 Strategic Support Team trips, five grants, 10 programs, and 16 conferences.

❐ Closed out the IES grant-funded Urban Research Fellowship Program.

❐ Responded to numerous requests for membership information and assisted membership with hotel and travel arrangements.

❐ Hosted an open-house for the membership and others during the inauguration of President Obama.

Award Programs

Richard R. Green

RICHARD R. GREEN AWARD

During the annual fall conference, the Council bestows the Richard R. Green Award upon a past or present member district superintendent or Board of Education member in recognition of exceptional contributions to urban schools and students. As the nation's highest urban education honor, the award pays tribute to the memory of Richard R. Green, former Minneapolis and New York City Public Schools superintendent, who won distinction as an outstanding educator and leader.

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

Carol Johnson, superintendent of the Boston Public Schools, received the award at the 2012 Fall Conference in Indianapolis. Johnson has led the district since 2006, and under her leadership, the district's graduation rate has risen to its highest level since records have been kept and the dropout rate is at one of the lowest levels in 20 years. In addition, she has spurred a major expansion of arts and athletic programs and implemented new programs for English language learners.

Boston Schools Superintendent Carol Johnson, left, holds a portrait of herself after winning the Richard R. Green Award. She is congratulated by Voyager's Carolyn Getridge and ARAMARK's Dennis Maple.

Boston Schools Superintendent congratulates Damien Amado (center), who received a $10,000 Richard Green college scholarship. Amado, a student at Boston's New Mission High School, was accepted to several colleges, including Howard University, and plans to major in journalism.

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Richard R. Green Award Winners

Year	Recipient	Organization
1989	W. Harry Davis, Retired Member	Minneapolis School Board
1990	James Griffin, Retired Member Timothy Dyer, Former Superintendent	St. Paul School Board Phoenix Union High School District
1991	Paul Houston, Former Superintendent	Tucson Public Schools
1992	Richard Wallace Jr., Superintendent Emeritus	Pittsburgh Public Schools
1993	Constance Clayton, Superintendent	School District of Philadelphia
1994	Holmes Braddock, Board Member	Miami-Dade County Public Schools
1995	Curman Gaines, Superintendent	St. Paul Public Schools
1996	James Williams, Superintendent	Dayton Public Schools
1997	Maxine Smith, Retired Member	Memphis City School Board
1998	Gerry House, Superintendent	Memphis City Public Schools
1999	Rod Paige, Superintendent Judy Farmer, Board Member	Houston Independent School District Minneapolis Public Schools
2000	Eric Smith, Superintendent	Charlotte-Mecklenburg Schools
2001	Barbara Byrd-Bennett, Superintendent	Cleveland Municipal School District
2002	John Simpson, Superintendent	Norfolk Public Schools
2003	Arthur Griffin, Board Member Franklin Till, Superintendent	Charlotte-Mecklenburg Schools Broward County Public Schools
2004	Tom Payzant, Superintendent	Boston Public Schools
2005	Anna Dodson, Board Member	Norfolk Public Schools
2006	Beverly Hall, Superintendent	Atlanta Public Schools
2007	Elizabeth Reilinger, Board Member	Boston Public Schools
2008	Pascal Forgione, Superintendent	Austin Independent School District
2009	Emmett Johnson, Board Member	Atlanta Public Schools
2010	Arlene Ackerman, Superintendent	The School District of Philadelphia
2011	Candy Olson, Board Member	Hillsborough County Public Schools
2012	Carol Johnson, Superintendent	Boston Public Schools

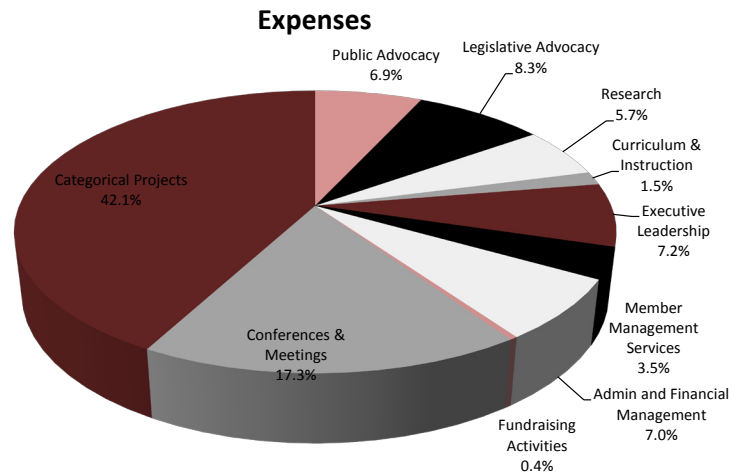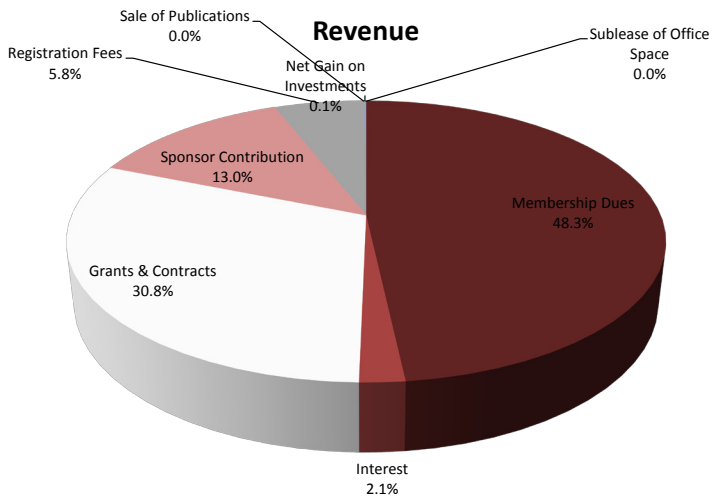## Queen Smith Award For Commitment to Urban Education

Bridget Williams, a regional superintendent for Orange County Public Schools 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 fourth annual Dr. Shirley S. Schwartz Urban Education Impact Award to Chicago Public Schools and the University of Illinois-Chicago for their Ed.D Program in Urban Education Leadership that targets the skills leaders need to transform the cultures of underperforming schools. The award honors an outstanding partnership between a university and urban school system and is named in honor of the Council's director of special projects who died in March 2009.

Financial Report

Financial Statement for the year ending June 30, 2013

Revenue

- Sale of Publications 0.0%
- Registration Fees 5.8%
- Net Gain on Investments 0.1%
- Sublease of Office Space 0.0%
- Sponsor Contribution 13.0%
- Membership Dues 48.3%
- Grants & Contracts 30.8%
- Interest 2.1%

Expenses

- Public Advocacy 6.9%
- Legislative Advocacy 8.3%
- Research 5.7%
- Curriculum & Instruction 1.5%
- Executive Leadership 7.2%
- Member Management Services 3.5%
- Admin and Financial Management 7.0%
- Fundraising Activities 0.4%
- Conferences & Meetings 17.3%
- Categorical Projects 42.1%

	Audited Report FY11-12	Preliminary Estimate FY12-13
Revenue		
Membership Dues	$2,366,160	$2,519,135
Interest	147,337	107,971
Grants & Contracts	854,495	1,606,973
Sponsor Contributions	1,064,350	676,114
Registration Fees	466,990	303,763
Sale of Publications	549	0
Net Gain on Investments	93,457	6,692
Sublease of Office Space	4,661	0
Total Revenue	**$4,811,085**	**$5,220,647**
Expenses		
Public Advocacy	$330,030	$386,176
Legislative Advocacy	404,415	466,458
Research	278,695	318,814
Curriculum & Instruction	111,790	85,516
Executive Leadership	335,152	406,128
Member Management Services	152,633	198,122
Admin & Financial Management	494,807	394,142
Fundraising Activities	29,109	20,960
Conferences & Meetings	1,193,726	970,269
Categorical Projects	3,529,173	2,362,573
Total Expenses	**$6,862,530**	**$5,609,157**
Change in Net Assets	**($2,051,445)**	**($388,510)**
Net Assets, Beginning	**$9,868,861**	**$7,817,416**
Net Assets, Ending	**$7,817,416**	**$7,428,907**

Sponsors

The Council thanks the following contributors for their support in 2012-2013.

Blue Ribbon Corporate Advisory Group

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Cambium Learning Group-Voyager
Chartwells School Dining Services
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Lexia Learning Systems
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Pearson Education
Scholastic, Inc.
SchoolCity
SchoolMessenger
Schoolwires
School Improvement Network
Texas Instruments
USA TODAY Education
Wilson Language Training

2012 Chief Financial Officers Meeting
Arthur J. Gallagher Rish Management Serv.
Catalyst Financial Group Inc.
Chartwells School Dining Services
Convectus Solutions, LLC
Ford & Associates, Inc.
Greenberg Traurig
Infor Public Sector
K12, Inc.
Mercer Health & Benefits
Preferred Meals Systems, Inc.
Public Financial Management, Inc.
Scholarchip
Schmitt Consulting
School Specialty
VALIC
Wells Fargo Bank
Workday, Inc.
TransAct

2012 Annual Fall Conference
American Reading Company
ARAMARK Education
Cambium Learning Group- Voyager
Catapult Learning
College Board
Comcast
Compass Learning
CORE
Discovery Education
Edison Learning
Edupoint Education Systems
ETS
Gaggle
Houghton Mifflin Harcourt
Imagine Learning
K12, Inc.
Kelly Staffing Services
Knowledge Delivery Systems, Inc.

Kurzweil & Intellitools
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Lexia Learning
McGraw Hill Education
MIND
Pearson
Renaissance Learning
Scholastic, Inc.
SchoolCity
SchoolMessenger
SchoolWires
School Improvement Network
Sodexo
TeachScape
Texas Instruments
Truenorthlogic
Tutor.com
USA TODAY Education
Wilson Language Training
Wireless Generation
Zaner-Bloser

National Summit on Educational Excellence and Opportunity for African American Males
Houghton Mifflin Harcourt
Scholastic Inc
Nike School Innovation Fund
Science Weekly Magazine

2012 Curriculum & Research Directors Meeting
Cambium Learning Group
Discovery Education
Gaggle
Houghton Mifflin Harcourt
Lexia Learning
MIMIO
Knowledge Delivery Systems, Inc.
McGraw Hill Education
Pearson
Renaissance Learning Company
Schoolwires
Wireless Generation

2012 Executive Committee Meeting
Houghton Mifflin Harcourt
McGraw Hill Education

2012 Public Relations Executives Meeting
eChalk, LLC
SchoolMessenger
Schoolwires

2013 HRD/Personnel Directors Meeting
Cambium Learning Group-Voyager
Infor
K12, Inc.
Kelly Educational Staffing
Knowledge Delivery Systems, Inc.
Teachscape
Truenorthlogic

2013 Legislative/Policy Conference
Houghton Mifflin Harcourt
McGraw-Hill Education
Pearson

Renaissance Learning
Scholastic, Inc
Wilson Language Training

2013 Bilingual, Immigrant & Refugee Education Directors Meeting
Benchmark Education
Houghton Mifflin Harcourt
Imagine Learning Inc.
Lexia Reading
McGraw Hill Education
MIMIO
Pearson
Renaissance Learning

2013 Chief Operating Officers Conference
AECOM
ARAMARK Education
Chartwells School Dining
DeJong-Richter
Electronic Data, Inc.
Gafcon
Heery International
Hogan Lovells
Jacobs Engineering Group, Inc.
Preferred Meal Systems, Inc.
Secure Tech Systems, Inc.
SchoolDude
Sodexo

2013 Chief Information Officers Meeting
Absolute Software
Amplify
Aruba Networks
Aspect
Cisco Systems
Dell
Desire2Learn
eLock360
Education Networks of America
Gaggle
Houghton Mifflin Harcourt
IBM
Infinite Campus
Jamf Software
Kajeet
K12, Inc.
Knowledge Delivery Systems, Inc.
Lightspeed Systems
PCG Education
Pearson
Performance Matters
Safari Montage
Scholarchip
Schoology
SchoolMessenger
Schoolwires
Uplogix, Inc.
Workday

Shirley Schwartz Urban Education Impact Award
Candy Olson
Denise Walston
Mr. and Mrs. Donald Reed
Michael Casserly
Joseph Schwartz
Teri Valecruz
Terry Tabor
Henry Duvall
Robin Hall
Shirley Lathern
Carol Comeau

Publications
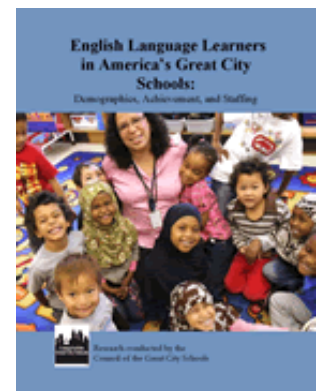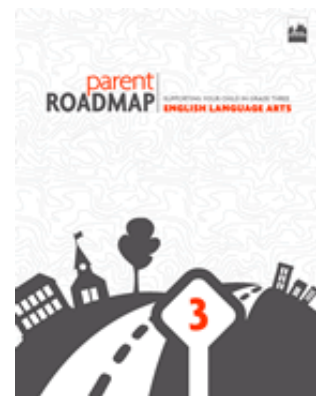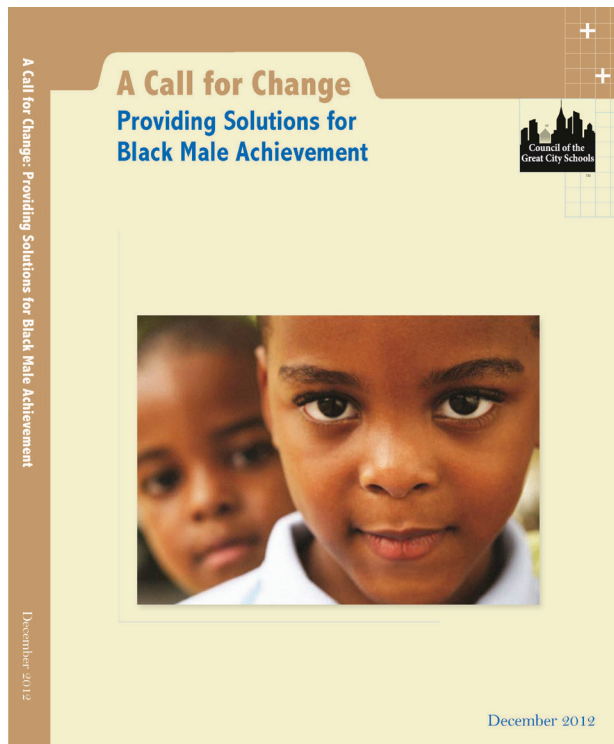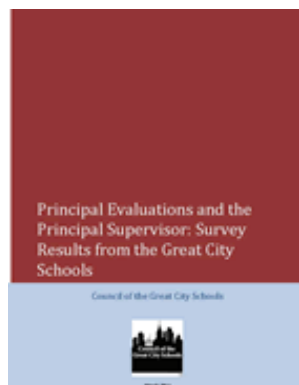
☐ **Principal Evaluations and the Principal Supervisor: Survey Results from the Great City Schools,** March 2013
This report is the result of a survey administered to Council member urban public school districts about the characteristics and roles of principal supervisors and the professional development provided to them.

☐ **English Language Learners in America's Great City Schools: Demographics, Achievement and Staffing,** March 2013
This report presents the results of a yearlong effort to compile data on English Language Learners enrollment and programs in Great City School districts.

☐ **Implementing the Common Core State Standards in Urban Public Schools- 2012,** January 2013
This report contains the results of a survey the Council administered to member public school districts to measure the implementation of Common Core State Standards.

☐ **A Call for Change, Providing Solutions for Black Male Achievement,** December 2012
The Council of the Great City Schools commissioned a series of solution briefs from some of the nation's leading scholars and experts to think through an effective set of strategies to address the academic needs of African American males. This e-book is a compilation of those papers.

☐ **Impact of Sequestration on the Nation's Urban Public Schools,** December 2012
This report contains data that the Council collected via survey from 31 major urban school districts regarding the specific program impact from sequestration, and the complications the cuts would cause.

☐ **Managing for Results in America's Great City Schools,** October 2012
This report includes data from 61 Council member districts and provides a fully tested set of indicators that superintendents and school boards can use to assess the overall performance of their district's business operations.

☐ **Parent Roadmaps to the Common Core State Standards,** June 2012
These parent roadmaps in English Language Arts and mathematics provide guidance to parents about what their children will be learning and how they can support that learning in grades kindergarten through high school.

Council Staff

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Alisa Adams, Finance Manager
Terry Tabor, Conference Manager
Anna Barerra, Accounting & Conference Specialist
Shirley Lathern, Systems & Administration Specialist

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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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Manish Naik, Manager of Legislative Services
Gabriela Uro, Manager of ELL Policy and Research
Alejandra Barrio, ELL Specialist
Julie Wright Halbert, Legislative Counsel

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Jonathon Lachlan-Haché, Special Projects Specialist

RESEARCH
Ray Hart, Director of Research
Candace Simon, Research Manager
Renata Uzzell, Research Manager
Moses Palacios, Research Specialist

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

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Council Board of Directors and Member Districts 2012-2013

School District	Superintendent	Board Member
Albuquerque	Winston Brooks	Martin Esquivel
Anchorage	Ed Graff	Natasha Von Imhof
Atlanta	Erroll Davis, Jr.	Byron Amos
Austin	Meria Carstarphen	Vincent Torres
Baltimore	Andres Alonso	Jerrelle Francois
Birmingham	Craig Witherspoon	W.J. Maye, Jr.
Boston	Carol Johnson	Michael O'Neill
Bridgeport	Paul Vallas	Kenneth Moales, Jr.
Broward County	Robert Runcie	Laurie Rich Levinson
Buffalo	Pamela Brown	Mary Ruth Kapsiak
Charleston	Nancy McGinley	Todd Garrett
Charlotte-Mecklenburg	Heath Morrison	Mary McCray
Chicago	Barbara Byrd Bennett	Jesse Ruiz
Cincinnati	Mary Ronan	Eileen Cooper Reed
Clark County	Dwight Jones	Lorraine Alderman
Cleveland	Eric Gordon	Denise Link
Columbus	Gene Harris	Carol Perkins
Dallas	Mike Miles	Adam Medrano
Dayton	Lori Ward	Ronald Lee
Denver	Tom Boasberg	Mary Seawell
Des Moines	Thomas Ahart	Teree Caldwell-Johnson
Detroit	Roy Roberts	LaMar Lemmons
District of Columbia	Kaya Henderson	N/A
Duval County	Nikolai Vitti	Paula Wright
East Baton Rouge	Bernard Taylor, Jr.	David Tatman
Fort Worth	Walter Dansby	Judy Needham
Fresno	Michael Hanson	Lindsay Cal Johnson
Guilford County	Maurice Green	Rebecca Buffington
Hillsborough County	MaryEllen Elia	Candy Olson
Houston	Terry Grier	Paula Harris
Indianapolis	Eugene White	Mary Busch
Jackson	Cedrick Gray	Kisiah Nolan
Jefferson County	Donna Hargens	Ann Elmore
Kansas City (MO)	R. Stephen Green	Airick West
Little Rock	Marvin Burton	Katherine Mitchell
Long Beach	Christopher Steinhauser	Felton Williams
Los Angeles	John Deasy	Nury Martinez
Memphis	Dorsey Hopson	Stephanie Gatewood
Miami-Dade County	Alberto Carvalho	Lawrence Feldman
Milwaukee	Gregory Thornton	Michael Bonds
Minneapolis	Bernadeia Johnson	Carla Bates
Nashville	Jesse Register	JoAnn Brannon
Newark	Cami Anderson	Shavar Jeffries
New Orleans	Stan Smith	Woody Koppel
New York City	Dennis Walcott	N/A
Norfolk	Samuel King	Kirk Houston Sr.
Oakland	Anthony Smith	Jumoke Hinton Hodge
Oklahoma City	Karl Springer	Phil Horning
Omaha	Virginia Moon	Marian Frey
Orange County	Barbara Jenkins	William Sublette
Palm Beach County	E. Wayne Gent	Debra Robinson
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Pittsburgh	Linda Lane	William Isler
Portland	Carole Smith	Pam Knowles
Providence	Susan Lusi	Keith Oliveira
Richmond	Yvonne Brandon	Jeffrey Bourne
Rochester	Bolgen Vargas	Malik Evans
Sacramento	Jonathan Raymond	Christian Prichett
Santa Ana	Thelma Melendez de Santa Ana	Rob Richardson
St. Louis	Kelvin Adams	Rick Sullivan
St. Paul	Valeria Silva	Jean O'Connell
San Diego	William Kowba	John Lee Evans
San Francisco	Richard Carranza	Norman Yee
Seattle	Jose Banda	Harium Martin-Morris
Toledo	Jerry Peck	Brenda Hill
Wichita	John Allison	Jeff Davis

Albuquerque

Anchorage

Atlanta

Austin

Baltimore

Birmingham

Boston

Bridgeport

Broward County

Buffalo

Charleston

Charlotte

Chicago

Cincinnati

Clark County

Cleveland

Columbus

Dallas

Dayton

Denver

Des Moines

Detroit

East Baton Rouge

Fort Worth

Fresno

Greensboro

Houston

Indianapolis

Jackson

Jacksonville

Kansas City

Little Rock

Long Beach

Los Angeles

Louisville

Memphis

Miami-Dade County

Milwaukee

Minneapolis

Nashville

Newark

New Orleans

New York City

Norfolk

Oakland

Oklahoma City

Omaha

Orange County

Palm Beach

Philadelphia

Pittsburgh

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Richmond

Rochester

Sacramento

St. Louis

St. Paul

San Diego

San Francisco

Santa Ana

Seattle

Tampa

Toledo

Washington, DC

Wichita

**Council of the
Great City Schools**

Council of the Great City Schools
1301 Pennsylvania Ave. N.W.
Suite 702
Washington, DC 20004

SAMPLE INDIVIDUAL CITY REPORT

Report to the Albuquerque Public Schools

on the

Benefits and Services

of the

Council of the Great City Schools

in the

2012-13 School Year

Report to the Albuquerque Public Schools
on the
Benefits and Services
of the
Council of the Great City Schools
in the
2012-13 School Year

BENEFITS TO THE ALBUQUERQUE PUBLIC SCHOOLS

1. Provided Washington's premier and most effective urban education <u>legislative advocacy</u>, resulting in the following additional federal funds to Albuquerque in the *2012-2013* school year that would not have been available without Council intervention:

   - Title I Targeting $3,768,749

   Total Extra for Albuquerque Schools in 2012-2013:   **$3,768,749[1]**

Albuquerque's Return on 2012-2013 Membership Dues:

$93 return for each $1 paid in dues.

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[1] The Total Extra amount includes the additional funding that Council members received in 2012-13 due to targeting provisions secured by the Council. The Total Extra amount does not reflect the additional stimulus funding allocated under the Education Jobs Fund of 2010 – which school districts were authorized to carry forward due to successful Council lobbying. The Council also developed an interpretation that was used by the U.S. Department of Education to delay implementation of the federal sequester until the summer of 2013, but the Total Extra amount does not reflect the resulting financial benefit that school districts received by not having their federal allocations reduced by approximately 5% in the middle of the 2012-13 school year.

2

Council of the Great City Schools

2. Provided the following other services directly to **Albuquerque** between July 1, 2012, and June 30, 2013 **--**

   - Provided monthly copies of the Council's award-winning newsletter, the *Urban Educator*, to the **Albuquerque** superintendent, all school board members, and senior staff.

   - Gave the keynote address at **Albuquerque**'s annual school administrator's conference.

   - Sent **Albuquerque** Superintendent Winston Brooks information on the availability of U.S. Department of Education District Race to the Top grants.

   - Produced three-minute videos in English and Spanish to help explain the purposes of the Common Core State Standards (CCSS) and circulated it to the **Albuquerque** superintendent, school board representative, and communications director.

   - Created "Parent Roadmaps to the Common Core Standards" in English and Spanish and circulated them to the **Albuquerque** superintendent, school board representative, and chief academic officer. Customized the roadmaps with Albuquerque's logo and website.

   - Sent an email to the **Albuquerque** superintendent, school board representative, and federal programs directors clarifying the delayed impact of a potential sequestration of federal funds on member districts.

   - Surveyed membership at the request of **Albuquerque** Communications Director Rigo Chavez regarding policies on personal email use to conduct board business.

   - Provided **Albuquerque** Chief of Staff Joseph Escobedo with information regarding District Race to the Top application requirements, particularly the potential for conflicts between a state and local teacher evaluation system, and a strategy for APS moving forward.

   - Sent the **Albuquerque** superintendent and school board representative information on applications from the U.S. Citizenship and Immigration Services (USCIS) on Deferred Action for people who were brought to the U.S. as young children.

   - Sent links to the Council's e-book on strategies to improve educational outcomes for African American males to the **Albuquerque** superintendent and school board representative.

   - Arranged for **Albuquerque** Superintendent Winston Brooks to participate in a conference call with U.S. Secretary of Education Arne Duncan to provide input on the Administration's gun control proposals.

3

Council of the Great City Schools

Report to the Albuquerque Public Schools

- Sent the **Albuquerque** superintendent a summary of the Obama Administration's proposals to curtail gun violence.

- Sent the **Albuquerque** superintendent and school board representative a detailed summary of the fiscal cliff legislation that was approved by Congress and the implications for urban schools.

- Sent the **Albuquerque** superintendent and school board representative to the Council email notices of the passing of Arlene Ackerman, Maria Goodloe-Johnson, Ed Garner, and Ben Canada. (Accompanied the superintendent to services for Arlene Ackerman.)

- Sent the **Albuquerque** superintendent and assessment director a new NCES report on "Issues and Recommendations for Best Practice in Testing Integrity."

- Sent the **Albuquerque** superintendent and school board representative a copy of a White House letter from First Lady Michelle Obama on the "Let's Move Active Schools" program.

- Included **Albuquerque** food services staff in a discussion with the US Department of Education regarding the impact of USDA's Community Eligibility Option on the distribution of Title I funds.

- Sent the **Albuquerque** superintendent and school board representative a summary of President Obama's just-released budget proposal for federal FY 2014.

- Initiated the idea of allowing school districts to roll-over more than 15 percent of their federal funds as a way of mitigating the effects of the budget sequester, and informed the **Albuquerque** superintendent of the Department of Education's approval of the tactic.

- Developed an interpretation that was used by the U.S. Department of Education to delay implementation of the federal sequester until the summer of 2013, and notified the **Albuquerque** superintendent and federal programs director.

- Sent the **Albuquerque** superintendent and school board representative notice of the Senate education committee's intent to move forward with a reauthorization of ESEA.

- Conducted a Strategic Support Team visit to review **Albuquerque**'s research department and operations and make recommendations for improvement. Briefed superintendent Winston Brooks on findings and recommendations.

- Facilitated the participation of four member districts (Santa Ana, Portland, Chicago and Fresno) in systemwide professional development offered by **Albuquerque** on instructional shifts in the common core standards and strategies to ensure language minorities have access to complex text.

4

Council of the Great City Schools

Report to the Albuquerque Public Schools

- Co-presented with Lynne Rose and Rebecca Blum-Martinez at an *Education Week* webinar focused on **Albuquerque**'s work with providing ELLs access to complex text.

- Presented **Albuquerque** Director of Language and Cultural Equity Lynne Rosen with the Council's annual award for outstanding contributions to English language learner achievement

- Organized and facilitated a pre-conference session attended by **Albuquerque** Director of Instruction and Accountability Rose-Ann McKernan at the 2012 Curriculum and Research Directors Meeting on July 11, 2012, that unveiled the online fraction professional development module and the Basal Alignment Project (BAP) for teachers of grades 3-5.

- Organized and facilitated a webinar in collaboration with the National Governors Association, the National Association of State School Boards of Education, and Achieve on October 23, 2012, that provided **Albuquerque** Elementary Math Resource Specialist Andrea Kotowski with specific criteria for the selection of materials aligned to the K-8 CCSS mathematics standards together with tools districts can use to modify their existing materials.

- Organized a hands-on workshop with Student Achievement Partners on February 6, 2013, that provided **Albuquerque** ESL Consultant Rebecca Blum-Martinez and Instructional Manager Nana Almers with a set of concrete tools to use in the selection of Common Core-aligned instructional materials at the district level.

- Organized and facilitated a webinar with Student Achievement Partners on March 19, 2013, that provided **Albuquerque** Assessment Specialist Gina Middleton with high-level guidance on CCSS formative and/or benchmark assessments in ELA/literacy and mathematics.

- Organized and facilitated a webinar on April 1, 2013, with Dr. William McCallum—one of the lead writers of the Common Core—that provided **Albuquerque** staff members Joni Lebans, Cynthia Mitchell, Bill Schrandt, Sheryle Huhnley, Laurie Johnson, Theresa Ambrogi, Robert Burke, Dorothy Muna, and Ronda Davis with a detailed review of two CCSS high school mathematics progressions, Algebra and Functions, as well as implications for the high school mathematics curriculum and professional development.

- Organized and facilitated a webinar on April 18, 2013, that provided **Albuquerque** Instructional Manager of Assessment Dorothy Muna with the opportunity to provide feedback on the PARCC draft grade and subject-specific performance descriptors. The feedback was used to submit a joint response to PARCC reflecting input from Council member districts.

- Provided **Albuquerque** Chief Financial Officer Don Moyer with information about automated systems used for managing professional contracts.

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Council of the Great City Schools

Report to the Albuquerque Public Schools

- **Albuquerque** staff members accessed the Council's EduPortal system 19 times between July 1, 2012 and June 28, 2013.

- **Albuquerque** staff members accessed the Council's Key Performance Indicators system 156 times between July 1, 2012 and June 28, 2013.

- Arranged for **Albuquerque** Superintendent Winston Brooks to be interviewed on the Comcast Newsmakers TV program in Washington.

- Presented **Albuquerque** Chief Operating Officer Brad Winters with the Council's Distinguished Service Award.

- Provided **Albuquerque** Executive Director of Communications Monica Armenta access to the Public Relations Executives listserv to post an inquiry about YouTube access in schools.

- Posted **Albuquerque** job announcement on the Council web site for Chief Academic Officer.

- Carried story on **Albuquerque** in the *Urban Educator:* "New Leadership at Council" (June/July 2012).

- Carried story on **Albuquerque** in the *Urban Educator:* "Albuquerque Students Team up With Local Police" (June/July 2012).

- Carried story on **Albuquerque** in the *Urban Educator:* "Albuquerque Graduation Rates Make News" (June/July 2012).

- Carried story on **Albuquerque** in the *Urban Educator:* "New Initiatives Mark Beginning of School Year" (September 2012).

- Carried story on **Albuquerque** in the *Urban Educator:* "10 Finalists Named for Top Award in Urban Education Leadership" (October 2012).

- Carried story on **Albuquerque** in the *Urban Educator:* "Two Urban Schools Receive Breakthrough Awards for Progress" (November/December 2012).

- Carried story on **Albuquerque** in the *Urban Educator:* "Albuquerque and Seattle Districts Win Ballot Measures" (March 2013).

- Carried story on **Albuquerque** in the *Urban Educator:* "Albuquerque COO Wins Council Award" (May 2013).

- Arranged hotel accommodations for **Albuquerque** staff members Phill Casaus, Carrie Robin Menapace, and Jamey Rickman for the Annual Conference in Indianapolis, IN.

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Council of the Great City Schools

3. Individuals from **Albuquerque Public Schools** attending Great City School conferences and meetings in 2012-13—

Math Specialty Conference in Baltimore—June 19, 2012	Legislative & Policy Conference in Washington D.C.—March 9-12, 2013
• Joni Lebens	• Joeseph D. Escobedo • Brenda Yager • Winston Brooks • David E. Peercy
Public Relations Executives Meeting in Chicago— **July 6-8, 2012**	**Language Arts and Literacy Writing Retreat in Arlington, VA —** **March 21-22, 2013**
• Johanna King • Monica Armenta	• No one
Curriculum & Research Directors in Clark County—July 11-14, 2012	**Aligning Anthologies for the Secondary Grades in Long Beach, CA—** **March 25-26, 2013**
• Thomas Genne • Linda Sink • Rose-Ann McKernan	• No one
National Summit for African American Male Achievement in Washington D.C.— **August 26-27, 2012**	**Food Services Directors, Security Directors, and Chief Operating Officers Conference in Orlando—April 16-19, 2013**
• Tim McCorkle • Eduardo B. Soto	• Brad Winter • John Dufay • Steve Gallegros
Basal Alignment Project Meeting in Cleveland—September 13-14, 2012	**Bilingual & Immigrant Education Directors in Chicago—May 15-18, 2013**
• No one	• Ana-Maria Almers • Denise G. Garcia • Darlene Pilon • Jami Jacobson

56th Annual Conference and/or Pre-Conference Institute in Indianapolis—October 17-21, 2012	Aligning Anthologies for the Secondary Grades in Birmingham—May 21-23, 2013
• Kizito Wijenje • Rose-Ann McKernan • Lorenzo Garcia • Jamey Rickman • Carrie Menapace • Monica Armenta • Joseph D. Escobedo • Darlene Saavedra • Phill Casaus • Analee Maestas • David E. Peercy • Brad Winter • Don Moya • Shelly Green • Brenda Yager • Kathy Korte • Winston Brooks	• No one
Chief Financial Officers Conference in Ft. Lauderdale—November 12-16, 2012	**Chief Information Officers Meeting in Clark County—June 4-7, 2013**
• Don Moya • Ruben Hendrickson • Tami Coleman • Mike Wilson	• Shayne Kendall • Paul Romero
Chief Human Resource Officers Meeting in Orlando—February 6-8, 2013	
• Andrea L. Trybus • Karen Rudys	

Council of the Great City Schools

GENERAL BENEFITS TO THE MEMBERSHIP

Highlights

- ➢ Secured or prevented cuts of some $870.3 million in targeted federal funds for member school districts for the 2012-13 school year.
- ➢ Warded off a major amendment in the House Committee on Education and the Workforce meant to significantly reduce federal aid to urban schools and transfer funds to rural schools.
- ➢ Played a major role in helping member districts implement the new Common Core State Standards by launching a national Public Service Announcement; producing videos explaining the standards and providing professional development; writing and disseminating Parent Roadmaps to the standards; convening numerous meetings and webinars; creating a new website with resources and tools; and developing a resource bank of lessons.
- ➢ Convened a National Summit on Educational Excellence and Opportunity for African American Males with the U.S. Department of Education and the White House. Published the papers from the summit in an eBook.
- ➢ Published a major new study on English Language Learners in America's Great City Schools.
- ➢ Published an important new edition of *Managing for Results* that benchmarked the business services of the nation's urban schools using some 370 key performance indicators. Launched a commercial venture to make the indicators available to non-member districts and to create a new revenue stream for the organization.
- ➢ Convened the Annual Fall Conference in Indianapolis featuring Thomas Friedman, America Ferrera, and Marc Morial, along with scores of sessions and workshops on how urban school districts are working to improve student achievement.
- ➢ Provided numerous technical assistance teams to member school 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 2012-13, the Council—

- Launched a Public Service Announcement (PSA) on nationwide television and radio in support of the Common Core State Standards (CCSS).

- Developed a three-minute public-awareness video in English and Spanish on the CCSS suitable for showing at community and parent meetings.

- Conducted a national Spanish-language radio tour on the Common Core State Standards that was heard by more than four million people.

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Council of the Great City Schools

- Participated in a National Public Radio panel discussion on the common core.

- Coordinated Comcast Newsmaker interviews with Council leadership and eight urban school superintendents that aired on CNN Headline News and in designated market areas.

- Wrote op-eds in the *Boston Globe* on the progress of the Boston Public Schools and Cleveland's *The Plain Dealer* on the merits of the new collective bargaining agreement.

- Wrote an article on the Council's *Pieces of the Puzzle* study for an American Enterprise Institute publication.

- Provided a national backdrop on urban-school progress for a *Wall Street Journal* article.

- Coordinated a National Town Hall Meeting on "How to Prevent Student Bullying," moderated by *Education Week* Editor-in-Chief Virginia Edwards.

- Fielded scores of inquiries from such national media outlets as the *New York Times*, *Washington Post*, *USA Today,* CNN and the Associated Press.

- Managed the Council's ExxonMobil Bernard Harris Math and Science Scholarships.

- Continued to establish and reinforce relations with the nation's reporters, correspondents, editors and news executives at the Education Writers Association and National Association of Black Journalists.

- Appeared on Education Talk Radio to discuss urban school progress in raising student achievement.

- Participated in NBC's *Education Nation* on behalf of urban schools.

- Published eight issues of the *Urban Educator*.

- Hosted the 12th 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 2012-13 the Council—

- Worked to reduce the across-the-board federal sequestration from 8.2 percent to 5.2 percent, saving some $165 million in reductions in Title I and IDEA funding for urban schools in the 2013-14 school year.

Council of the Great City Schools

- Developed and promoted an interpretation of appropriations language that was adopted by the Department of Education that prevented sequestration of major federal education funding in the middle of the 2012-13 school year, saving the Great City Schools $325 million.

- Advocated successfully for waivers of Title I carryover limitations to help mitigate the effects of sequestration in 2013-14.

- Released a research brief on the financial impact of sequestration in urban schools that highlighted cuts to federal programs serving poor urban students, students with disabilities, and English learners.

- Submitted comments and recommendations to the Senate and House education committees on their respective versions of the reauthorization of the Elementary and Secondary Education Act (ESEA) in 2013.

- Successfully discouraged amendments to the House and Senate education committee reauthorization bills that would have cut hundreds of millions of dollars for large urban districts.

- Promoted access to No Child Left Behind (NCLB) waivers for local school districts in states that do not participate.

- Provided comments and revisions to draft guidelines on the Department of Education's District Race to the Top and Investing in Innovation programs.

- Assisted member districts in implementing the 2010 child nutrition act; submitted comments on proposed competitive food rules and school meal reimbursements; helped secure flexibility in school meal pricing; arranged a USDA conference call for members on commodities implementation; and convened a meeting of the Great City Schools Food Service Directors.

- Secured revisions in IDEA regulations to allow for previously unrecoverable Medicaid reimbursements for certain types of health services for students with disabilities.

- Promoted key urban finance and equity issues as a member of the federal Equity and Excellence Commission. Wrote portions of the final report.

- Provided recommendations to the Federal Communications Commission (FCC) on streamlining E-Rate application processes and expanding targeted program funding. Hosted monthly E-Rate calls with the Universal Service Administrative Company.

- Convened the Annual Legislative/Policy Conference with four days of briefings and discussions on federal budget and appropriations, reauthorization of ESEA, flexibility waivers, district-level Race to the Top grants, and state legislation.

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Council of the Great City Schools

- Served as an intermediary for Council districts in resolving grant problems with the Education Department, provided multiple legislative updates and alerts on critical issues, and responded to scores of questions on federal policy, grants, and legislation.

- Advocated for Education Department guidance to allow districts to backfill sequestration cuts without violating supplanting requirements and to maintain school-level Title I allocations while implementing the USDA Community Eligibility Option.

- Fielded requests from Congress for information on common core standards, teacher quality, school improvement, funding formulas, technology, special education, bilingual education, school meals, regulatory burden, and other issues.

- Approved a board resolution in favor of greater gun control and other measures to improve school safety. Participated in meetings with Vice President Biden's office on gun control legislation.

- Conducted conference calls for member superintendents and Education Secretary Arne Duncan on a variety of issues.

- Provided ongoing updates to the Department of Education about the status of member districts after Hurricane Sandy, and organized assistance for the Newtown school district after the shootings.

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 2012-13, the Council—

- Convened the National Summit on Educational Excellence and Opportunity for African American Males with the U.S. Department of Education and the White House.

- Published the eBook *A Call for Change: Providing Solutions for Black Male Achievement*, available on Amazon.com, Kindle and Nook.

- Convened the 2012 annual meeting of Research and Curriculum Directors in Las Vegas, Nevada.

- Conducted a survey of member districts on principal supervisors in urban school districts and published the results.

- Conducted the first annual survey of urban school districts on the implementation of the Common Core State Standards.

- Represented urban school district interests and perspectives at numerous meetings of national research and policy organizations.

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Council of the Great City Schools

- Responded to member requests for statistical information and research assistance.

- Conducted webinars for member research and curriculum staff on accommodations on PARCC's and SBAC's common core assessments.

- Provided extensive feedback and recommendations to PARCC and SBAC on draft English language arts and mathematics assessments.

- Wrote a final report on the Council's senior urban education research fellowship project, providing lessons and recommendations for building effective district research partnerships.

ACHIEVEMENT AND PROFESSIONAL DEVELOPMENT

Improving the performance of all students and closing achievement gaps is one of the Council's most important priorities. In 2012-13 the Council—

- Facilitated two meetings of the Task Forces on Achievement and Professional Development to update members and receive feedback and direction for future work in the areas of curriculum and instruction.

- Conducted site visits to Charlotte-Mecklenburg, Denver, Hillsborough County and New York City for a report on principal supervisors funded by the Wallace Foundation.

- Provided feedback to districts on their planning documents, units of instruction, and other instructional tools.

- Created a website (www.commoncoreworks.org) with useful tools, videos, and links to other resources to support member district implementation of the Common Core State Standards (CCSS).

- Worked closely with members and national organizations on the implementation of CCSS.

- Developed and disseminated Parent Roadmaps to the common core at each grade level in English and Spanish.

- Conducted webinars on the Basal Alignment Project and Fractions Progressions initiatives.

- Conducted webinars with Student Achievement Partners on the use of the Publishers' Criteria for selecting instructional materials aligned to the shifts in the CCSS.

- Conducted webinars with member districts on draft assessment frameworks, achievement levels, and performance-level descriptors developed by the two national assessment consortia (PARCC and SBAC).

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Council of the Great City Schools

- Worked with Student Achievement Partners and member district teams to align current basal textbooks and secondary school anthologies with the Common Core State Standards.

- Provided feedback to district teams on their submissions to the Council's Edmodo common core site. Over 20,000 users have accessed these materials to date.

- Organized a retreat focused on integrating close reading techniques and evidence-based writing in conjunction with the Vermont Writing Collaborative.

- Held a preconference session at the Fall Conference in Indianapolis in October 2012 with Lily Wong-Fillmore on the use of complex text with struggling readers.

- Wrote the *Common Core State Standards and Diverse Students: Using Multi-Tiered Systems of Support* outlining the key components of an integrated, multi-tiered system of supports and interventions for the implementation of the common core.

- Conducted numerous presentations and webinars for national organizations, community groups, state and federal legislators, and business leaders on urban school efforts to improve student achievement.

- Hosted a study trip to China for a delegation of member superintendents.

- Gave a major speech to colleges of education pushing for more extensive reform.

- Received a grant from The Bill & Melinda Gates Foundation to develop academic cost indicators.

FINANCE AND LEADERSHIP, GOVERNANCE, AND MANAGEMENT

The Task Forces on Finance and Leadership, Governance, and Management address the quality and tenure of leadership and management in and funding of urban schools. In 2012-13 the Council—

- Facilitated two meetings of the Finance and Leadership, Governance, and Management Task Forces.

- Provided Strategic Support Teams and technical assistance to Charlotte (administrative organization), Milwaukee (human resources & information technology), Seattle (capital programs), Miami-Dade County (information technology), and Des Moines (human resources).

- Convened annual meetings of Chief Financial Officers, Human Resources Directors, Chief Operating Officers, Chiefs of Safety & Security, Food Services Directors, Facilities Directors, and Chief Information Officers.

- Published the eighth edition of *Managing for Results in America's Great City Schools: A Report of the Performance Measurement & Benchmarking Project* with an expanded set of indicators.

- Commercialized the Council's Key Performance Indicators system to create a new revenue stream to support the initiative.

- Completed the Council's Urban School Executive Program (C'USE) for aspiring Chief Financial Officers and awarded Certificates of Achievement to two graduates.

- Participated in Secretary Arne Duncan's working group to improve relations between labor and management.

- Fielded numerous member requests for management information.

- Wrote a major paper for the Bush Institute on the Council's Key Performance Indicators and their effects on urban school performance.

BILINGUAL, IMMIGRANT AND REFUGEE EDUCATION

America's urban schools serve unusually large numbers of students whose families have come to this nation to seek a better life. In 2012-13, the Council—

- Produced and released *English Language Learners in America's Great City Schools: Demographics, Achievement and Staffing,* the most comprehensive report on ELLs in the nation.

- Initiated legislative meetings at the Department of Education and on Capitol Hill on English Language Learners, and spear-headed discussions with the Office of Civil Rights (OCR) and Department of Justice (DOJ) on English Language Development and the CCSS.

- Provided guidance to member districts on how to respond to and interact with OCR and DOJ on ELL interventions.

- Provided expertise to the Department of Education during reviews of state applications for ESEA waivers. Organized a meeting between Secretary Duncan and major civil rights groups on the accountability provisions in state waiver applications.

- Worked with senior leadership of the Department of Homeland Security on its review of school-related documents needed to apply for eligibility for Deferred Action for Childhood Arrivals. Provided information and technical assistance to Council members on school-related documentation needed by the U.S. Citizenship and Immigration Services.

- Enlisted the expertise of linguist Dr. Lily Wong-Fillmore to help Council members, particularly Albuquerque, Fresno, and Boston Public Schools, promote access to complex text among language minority students.

Council of the Great City Schools

- Maintained strong relations with other organizations working on the CCSS, including TESOL, the Understanding Language Initiative, Student Achievement Partners, and El Momento by Univision.

- Received a supplemental grant from The Bill & Melinda Gates Foundation to develop criteria for instructional materials for English Language Learners.

- Conducted a survey and produced a report examining member district acquisition and use of instructional materials for English Language Learners.

- Convened two meetings of the Task Force on English Language Learners and Bilingual Education.

- Convened a three-day meeting of the Great City School directors of Bilingual, Immigrant, and Refugee Education.

ORGANIZATION AND ADMINISTRATION

The Council works to manage its resources and ensure the integrity of its programs. In 2012-13 the Council—

- Completed the organization's long-term strategic and succession-planning project.

- Conducted an internal audit of the organization's 2012-13 spending and received unqualified results.

- Arranged the Annual Fall Conference in Indianapolis as well as multiple meetings and forums throughout the year.

- Continued cleanup of the organization's database system.

- Continued to refine the online conference registration system for member districts.

- Managed financials for 20 Strategic Support Team trips, five grants, 10 programs, and 16 conferences.

- Closed out the IES grant-funded Urban Research Fellowship Program.

- Responded to numerous requests for membership information and assisted membership with hotel and travel arrangements.

- Hosted an open-house for the membership and others during the inauguration of President Obama.

CONFERENCES AND MEETINGS

COUNCIL OF THE GREAT CITY SCHOOLS
2013 Conference Schedule

Executive Committee Meeting
January 25-26, 2013
Hilton Miami Airport, Miami-Dade, FL

HRD/Personnel Directors Meeting
February 6-8, 2013
Doubletree by Hilton Orlando at SeaWorld, Orlando, FL

Legislative/Policy Conference
March 9-12, 2013
Renaissance Mayflower Hotel, Washington, DC

Chief Operating Officers Conference
April 16-19, 2013
Buena Vista Palace Hotel, Orlando, FL

Bilingual Directors Meeting
May 15-18, 2013
Westin Michigan Avenue Hotel, Chicago, IL

Chief Information Officers Meeting
June 4-7, 2013
The Venetian Hotel, Las Vegas, NV

Public Relations Executives Meeting
July 5-8, 2013
Grand Manchester Hyatt, San Diego, CA

Curriculum & Research Directors' Meeting
July 17-20, 2013
InterContinental Hotel, Miami, FL

Executive Committee Meeting
July 19-20, 2013
Hyatt the Pike, Long Beach, CA

Chief Financial Officers Conference
September 24-27, 2013
Hotel Palomar, Dallas, TX

Annual Fall Conference
October 30- November 3, 2013
Hyatt Regency, Albuquerque, NM

COUNCIL OF THE GREAT CITY SCHOOLS
2014 Conference Schedule

Executive Committee Meeting
January 24 & 25, 2014
The Westin Hotel, Birmingham, AL

HRD/Personnel Directors Meeting
January 28-31, 2014
Brown Hotel, Indianapolis, IN

Legislative/Policy Conference
March 20-25, 2014
Renaissance Mayflower Hotel, Washington, DC

Chief Operating Officers Conference
April 22-25, 2014
Loews Hotel, New Orleans, LA

Bilingual Directors Meeting
May 13-17, 2014
Magnolia Hotel, Denver, CO

Chief Information Officers Meeting
June 10-13, 2014
Westin, Denver, CO

Executive Committee Meeting
July 2014
TBD

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

Curriculum & Research Directors' Meeting
July 2014
Los Angeles, CA

Annual Fall Conference
October 22-26, 2014
Hilton Milwaukee City Center, Milwaukee, WI

Chief Financial Officers Conference
November 2014
New Orleans, CA

FALL CONFERENCE
2014

COUNCIL OF THE GREAT CITY SCHOOLS

58th ANNUAL FALL CONFERENCE

Hosted by the
MILWAUKEE PUBLIC SCHOOLS
Milwaukee, WI

OCTOBER 22 - 26, 2014

CONFERENCE HOTEL:

Hilton Milwaukee City Center
509 West Wisconsin Avenue
Milwaukee, WI 53203
(414) 271-7250

GROUP RATE: $165/night for Single and Double Occupancy
                          Plus 15.1% tax

As the largest hotel in Milwaukee, the Hilton Milwaukee City Center is distinctly one of those hotels with classic art deco architecture and furnishings. The hotel has been serving guests and visitors of the city for around 85 years and has proven to be the city's leading accommodation provider. The hotel boasts of its dining options such as the Miller Time Pub and the Milwaukee Chophouse, the hotel's on-site restaurant. The former serves the city's best burgers and different kinds of beers on tap which includes the hotel's signature beer- the Copper Top Ale.

A few steps away from the hotel are popular attractions such as the Milwaukee Theater, Lake Michigan Parkland and the Henry Meir Festival Grounds, home to the world's largest music festival.

Once known almost exclusively as a brewing and manufacturing powerhouse, Milwaukee's image has changed with the decline of industry in most of the US. In the past decade, major new additions to the city include the Milwaukee Riverwalk, the Frontier Airlines Center, Miller Park, an internationally renowned addition to the Milwaukee Art Museum, and Pier Wisconsin, as well as major renovations to the U.S. Cellular Arena. In addition, many new skyscrapers, condos, lofts and apartments have been constructed in neighborhoods on and near the lakefront and riverbanks.

MILWAUKEE PUBLIC SCHOOLS

Discover **Milwaukee Public Schools**

Council of the Great City Schools
58th Annual Fall Conference
Hilton Milwaukee City Center
Milwaukee, WI
October 20-26, 2014

Council of the Great City Schools ™

Photo credit: Chris Winters, 2013

Start at **MPS.** *Stay* at **MPS.** *Succeed* at **MPS.**

Where educators inspire wisdom that gives students their wings.
mpsmke.com/succeed

Mark your calendar!

Join us in Milwaukee in 2014 — *a great city on a great lake!*

Council of the Great City Schools

TM

Council of the Great City Schools

58th Annual Fall Conference

Hilton Milwaukee City Center
Milwaukee, WI

October 20–26, 2014

Council-of-the-Great-City-Schools
Milwaukee Public Schools

@greatcityschls
@milwaukeeMPS

www.cgcs.org

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MILWAUKEE
PUBLIC SCHOOLS

Discover **Milwaukee Public Schools**

Photo credit: Chris Winters, 2013

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Where educators inspire wisdom that gives students their wings. **mpsmke.com/succeed**

MILWAUKEE
PUBLIC SCHOOLS

FALL CONFERENCE
2015

COUNCIL OF THE GREAT CITY SCHOOLS

59th ANNUAL FALL CONFERENCE

Hosted by the
LONG BEACH UNIFIED SCHOOL DISTRICT
Long Beach, CA

OCTOBER 7 - 11, 2015

CONFERENCE HOTEL:
Hyatt Regency Long Beach
200 South Pine Avenue
Long Beach, CA 90802
(562) 491-1234

OVERFLOW HOTEL:
Hyatt The Pike Long Beach
255 Bay Street
Long Beach, CA 90802
(562) 432-1234

GROUP RATE: $215/night for Single and Double Occupancy
                                Plus 15.1% tax

Long Beach is California's 5th largest city and Southern California's newest coastal destination. Attractions include: the Queen Mary, the Aquarium of the Pacific, Long Beach Museum of Art and the Museum of Latin American Art.

A fun and fast way to get around Long Beach is by AquaBus and AquaLink. These water taxis offer visitors enjoyable transportation to some of the prime spots within the city. AquaBus is a bright red ferry with capacity to 49 passengers, while AquaLink is a bright yellow catamaran for as many as 79 passengers.

Downtown Long Beach's Passport Shuttle is designed to provide a direct connection between Pine Avenue retail and restaurant district and Long Beach Convention Center, Aquarium of the Pacific, Queensway Bay and Shoreline Village waterfront destinations. Shuttles run between these locations as often as every ten minutes, every day.

Surrounding airports include: Long Beach airport; LAX airport; Orange County/John Wayne Airport; and, Ontario Airport.

The Hyatt Regency Long Beach is right next door to the Convention and Entertainment Center where some of the meetings will be held during the conference. The hotel has 528 stylish guestrooms all with water views. It also has 22,000 square feet of function space. From the hotel you can take a stroll along the harbor or play on the beach. It is only steps from major attractions, shops, restaurants and entertainment.

FALL CONFERENCE
2016

Superintendent of Schools
Alberto M. Carvalho

RECEIVED
OCT - 3 2011
By _____

September 14, 2011

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

Re: **Miami-Dade County Public Schools Bid for the Council of Great City Schools 2015 Fall Conference**

Dear Mr. Casserly:

On behalf of the School Board of Miami-Dade County, Florida, please accept this letter as confirmation of Miami-Dade's interest in hosting the Council of Great City Schools' 2015 Fall Conference. As the fourth largest district in the nation, Miami-Dade is an excellent example of the challenges and successes that can be found in America's urban schools. We would welcome the opportunity to not only host our colleagues from across the nation, but also to showcase the outstanding programs within our schools.

Please feel free to contact us at 305-995-2940, if any additional information is required.

Sincerely,

Perla Tabares Hantman, Chairman
School Board of Miami-Dade County, Florida

Alberto M. Carvalho
Superintendent of Schools

AMC:mja
L256

cc: School Board Members
School Board Attorney
Superintendent's Cabinet
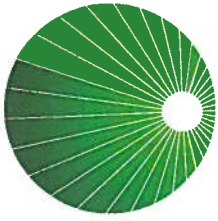
greater miami chamber
of commerce

September 26, 2011

Mr. Michael Casserly
Executive Director
Council of Great City Schools
1301 Pennsylvania Avenue, N.W., Suite 703
Washington, DC 20004

Dear Mr. Casserly:

The Greater Miami Chamber is pleased to support Miami-Dade County Public Schools in their bid to host the Council of Great City Schools Fall Conference in 2015.

Our community would be honored if it were selected for this important conference, allowing representatives from America's largest school districts a chance to not only enjoy the benefits of our area, but also an opportunity to learn about the many advances being made by our school district.

The Greater Miami Chamber has been an active partner with the Miami-Dade County Public Schools for decades.   Recently in fact, the Chamber held an Education Summit featuring U.S. Deputy Secretary of Education Tony Miller, Florida Education Commissioner Gerard Robinson, the presidents of our local colleges and universities with our key partner, Alberto Carvalho, superintendent of Miami-Dade County Public Schools.

The staff of the Greater Miami Chamber joins with our members representing more than 450,000 employees in South Florida to encourage you to seriously consider Greater Miami for the 2015 Fall Conference. We stand ready to ensure the conference would be one of the best ever. Please call me on 305 577-5424, or send an email to bjohnson@miamichamber.com if we can be of assistance as you consider our community for your conference.

Sincerely,

Barry E. Johnson
President/CEO

LEGISLATION

GOVERNMENT SHUTDOWN

Funding Issues During the Federal Government Shutdown
Due to Failure to Enact FY2014 Continuing Resolution

The **U.S. Department of Education** has posted its shutdown plans at:
http://www2.ed.gov/about/furlough2013/contingency-plan.doc

Four Advanced-Funded El/Sec Formula Grants

Authorized funding will be allocated for the $22 billion in advance appropriations for formula grants to States under Titles I and II of ESEA, IDEA Part B State Grants, and Career and Technical Education, since these funds were included in the 2013 appropriation, and are normally obligated on October 1 as the second installment of annual allocations for the school year that began July 1. A delay in obligating these funds is considered to cause "significant damage" to State and local program operations, and will be treated as necessary exceptions, in order to allow the October obligation of these advance appropriations for these four formula grants to States. The States will be able to sub-allocate these formula grants to school districts. If the shutdown lasts longer than one week, the Department would phase in federal employees only as necessary to conduct other "excepted" activities that meet the "significant damage" standard.

Other Education Department Discretionary Grants

Approximately 20 non-mandatory programs have remaining funding balances from FY 2013, multi-year, or no-year discretionary appropriations and/or advance funds appropriated in FY 2013. Obligations and payments from these programs will continue, dependent on the length of the lapse. Only those grant activities meeting the "significant damage standard" will continue on a limited basis after a lapse of one week and continue through a short-term shutdown. Three programs – Race to the Top, Investing in Innovation, and Promise Neighborhoods – have funds that are available through December 31, 2013, and therefore must be obligated by the end of the calendar year. Non-mandatory programs that do not have available unobligated balances from FY 2013 will not incur new obligations during the government shutdown.

The U.S. Department of Agriculture's Food and Nutrition Services has posted its shutdown plans at: http://www.usda.gov/documents/usda-fns-shutdown-plan.pdf

Child Nutrition Programs

The Child Nutrition (CN) Programs, including School Lunch, School Breakfast, Child and Adult Care Feeding, Summer Food Service and Special Milk will continue operations into October. Meal providers are paid on a reimbursement basis 30 days after the end of the service month. Limited carryover funding will be available during a lapse to support FY 2014 meal service. Once an appropriation is enacted, additional resources will be available to reimburse October performance. In addition, most State agencies will continue to have fiscal year 2013 funds available for State Administrative Expenses (SAE). SAE funds are awarded to States for a two year grant period and they are permitted to carryover up to 20 percent of their allocation into the second year of the grant period.

COMMENTS

October 7, 2013

Docket ID ED –2012—OESE –0018

RIN 1810—AB66

Attention: NPRM for Title I – Improving the Academic Achievement of the
Disadvantaged [Modified Standards and Assessments]

Dr. Monique Chism, Director
Student Achievement and School Accountability
Office of Elementary and Secondary Education
U.S. Department of Education
400 Maryland Avenue SW, Room 3W224
Washington D.C. 20202

Dear Dr. Chism:

The Council of the Great City Schools, the coalition of the nation's largest central city
school districts, is concerned that the Education Department's August 23, 2013 Notice of
Proposed Rulemaking would prematurely repeal the regulatory authority for modified
standards and assessments under No Child Left Behind (NCLB).   The Department should
wait until there is sufficient information from the new general Common Core assessments -
- still in final development and slated for field testing in spring 2014 -- in order to more
accurately determine which students with disabilities who can and cannot be appropriately
assessed.

Back in 2007 the Council was skeptical that the Department's final modified standards and
assessment regulations did not properly reflect the subset of students with disabilities who
could not be appropriately assessed with either regular state assessments or alternate
assessments for students with significant cognitive disabilities. Now in 2013, the Council
is similarly skeptical that the August 23 proposed regulations, which phase-out the 2007
regulations, offer no more precision regarding such students. It is important to note that the
actual student population assessed with modified assessments is often larger than the "2%"
who can be considered as proficient based on their performance on these assessments under
NCLB.

The Council strongly supports the new Common Core assessments. And, the Council is
hopeful that the universal design principles, adaptive features, and accommodations of the
new assessments will more effectively address the assessment needs of students with
disabilities. Yet, the Council continues to be concerned that the Department's expectation
(Federal Register at 52468) that "alternate assessments based on modified academic

achievement standards will no longer be needed" might not be borne out in actual school-level implementation for all students in this sizeable subset of students with disabilities.

Concerns regarding any harmful impact on individual students subjected to a testing battery of some 7-9 hours, much less the additional content rigor and the new formats, should be in the forefront of considerations in developing a final regulation. This is particularly true for students with disabilities who had been previously tested with modified assessments.

A more-informed regulatory determination may be possible once spring 2014 field test information is collected and analyzed. Nonetheless, while the assessment consortia will field test components of their new assessments this coming spring, a full field test of the entire assessment with an entire student population in any one school, much less a group of schools or school system, is not anticipated at this point.

Recommendations:
The Council agrees that the Department is moving in the right direction in its assessment policies, but recommends that the Department extend the comment period until the completion of the spring field testing of the new Common Core assessments in order to produce a more informed final regulation. In the alternative, the Council recommends adding a waiver provision [as a new paragraph (5) to sec. 200.1(e) and a new subparagraph (v) to sec. 200.6(a)(3)] that would provide the Secretary in any year with the administrative flexibility to continue some form of modified achievement standards and assessments, in the event that the new general Common Core assessments cannot appropriately address all students with disabilities not otherwise covered by the alternate standards and assessments.

If there are questions or clarifications needed regarding these comments, please contact me at mcasserly@cgcs.org or Jeff Simering at jsimering@cgcs.org , or by phone at 202-393-2427.

Sincerely,

Michael D. Casserly
Executive Director

Council of the Great City Schools

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August 20, 2013

Stephanie Valentine
Acting Director, Information Collection Clearance Division
Privacy, Information, and Records Management Services
Office of Management
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

DOCKET NO.: ED-2013-ICCD-0079

Dear Acting Director Valentine:

The Council of the Great City Schools, the coalition of the nation's largest central city school districts, continues to have major reservations about the magnitude of civil rights data collection proposed in the June 21, 2013 Federal Register notice, similar to our comments on the 2009 proposed collection notice. By virtue of size, each member school district of the Council is subject to these data collection requirements. The Council generally questions the necessity of this massive amount of data collection, as well as whether there is a direct relationship of much of the data to the civil rights mission of the Education Department. The Council, therefore, requests the withdrawal of the entire data collection request, further review by the Department and OMB, and, if necessary, publication in the Federal Register of separate proposed data sets or groupings with associated instructions and definitions for more informed public comment.

The notice proposes 1,499,890 hours of data collection burden on state and local educational agencies. This proposed civil right data collection notice increases the hours of collection burden by 70% compared to the 2009 proposed collection. The 2009 proposed collection increased the data burden by 32% compared to the 2006 collection. While the Department has appropriately removed some data elements that were otherwise available in other data bases, like EdFacts, the amount of additional information that the Education Department appears willing to impose on school districts is daunting. Moreover, the Council is not aware of any recent changes in federal statute that warrant the proposed new data requirements.

As in prior comments, the Council questions the relationship between some of the data requests and the purported need for this information for Civil Rights monitoring and enforcement. One example is the OCR request for school level finance data on teacher and other instructional staff salaries. ESEA Title I contains a comparability requirement for Title I schools involving base salary comparisons monitored by both the federal and state agencies, but there is no civil rights compliance issue regarding teacher salaries that would warrant this national OCR data collection from every school in LEAs with 3,000

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or more students. Moreover, the Title I comparability data is already available at the state level. Collection of data on school security staffing provides another example of data requirements unrelated to the Department's civil rights functions.

The Council suggests that some of these data requests from OCR are informational "wish lists" from the Department to be used for other regulatory or policy development purposes. In fact, the Department acknowledges the other purposes for this data including monitoring ESEA compliance, monitoring waiver implementation, and other analytical and evaluative purposes. The Department further justifies these "civil rights" data collection requirements as providing information for other state and federal policymakers, researchers, advocacy groups and the news media. The Council questions why LEAs should shoulder the burden of supplying data to these entities under the purported authority of civil rights data collection. Finally, the Department cites the authority of ESEA to "mandate that LEAs respond to this data collection" thereby indicating that some data requirements would fall outside of OCR authority yet nonetheless are contained in this "Mandatory Civil Rights Data Collection".

The Council recommends that any final OCR data collection include a clarification that LEAs through either their indirect cost rates or as a direct cost may allocate the data collection costs across all federally funded programs.

The magnitude of the burdens on school districts of these OCR data requirements, particularly during a lagging economic recovery, local budget cuts, and sequestration, should not be undertaken without further consideration and more detailed public notice and comment. The burdens proposed in this June 21, 2013 data collection notice are costly and of questionable necessity and authority. The Council requests forbearance in imposing these 1,499,890 hours of administrative burden. The Council suggests that further scrutiny be applied to each data set contained in the proposed notice, and that any data set that is deemed to be absolute critical to the Department's mission be reissued individually with accompanying instructions and definitions for separate public comment.

For further information or clarification regarding these comments, please contact me at 202-393-2427 or jsimering@cgcs.org.

Sincerely,

Jeffrey A. Simering
Director of Legislative Services

Before the
Federal Communications Commission
Washington, D.C. 20554

In the Matter of	)	
	)	WC Docket No. 13-184
Modernizing the E-rate	)	
Program for Schools and Libraries	)	CC Docket No. 02-6
	)	

COMMENTS OF THE
COUNCIL OF THE GREAT CITY SCHOOLS

The Council of the Great City Schools is pleased to submit comments to the Notice of Proposed Rulemaking seeking to modernize the E-Rate Program for schools and libraries, as adopted by the Federal Communications Commission on July 19, 2013. (WC Docket No. 13-184, CC Docket No. 02-6).

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Introduction

The Council of the Great City Schools appreciates the hard work undertaken by the Commission in developing this Notice of Proposed Rulemaking, and is encouraged by the broad support that exists in reviewing and improving the E-Rate program. As stated in the Notice, the financial support the E-Rate has provided has helped many schools be a part of the immense technological advancements our society has seen in the last 15 years, and provided educators with access to modern communications that they may not have been able to have otherwise. Strengthening the E-Rate program and increasing the funding support is vital to operate schools and modernize teaching and learning.

The Council of the Great City Schools includes 66 of the nation's largest urban school districts – less than half of one percent of the approximately 14,000 school districts in the U.S. – yet enrolls almost 7 million students, including approximately 25 percent of the nation's Hispanic students, 30 percent of the nation's African American students, and 25 percent of the nation's children living in poverty. The value of the E-Rate is apparent every day to the members of the Council, as we serve the highest numbers and concentrations of disadvantaged children, employ the largest number of teachers, and operate in the greatest number of outdated and deteriorating buildings.

Prior to the E-Rate, shallow resources and a historically deep digital divide often left school districts with no chance to provide the technology that has enhanced teaching and learning elsewhere. Results on the National Assessment of Education Progress (NAEP) during the past decade, however, have shown that while urban districts still lag behind academically, they have made significant and greater gains than any other entity in the United States. These are test results the entire nation should be encouraged about, and it is essential that the Commission ensure that E-Rate support remains available in order to maintain their current pace of improvement.

The Council supports the goals outlined in the Administration's ConnectED initiative, and pledges our support to help the Commission convert the proposal into policy. As the president has often said, our nation has an interest in improving our schools to make sure America has the skills needed to expand opportunities, grow our economy and compete in the international marketplace. In urban school districts, this means making sure that our students and teachers learn and work in safe, secure and modern classrooms that prepare graduates for college and careers after their K-12 experience.

In these comments, the Council joins the "growing chorus of calls to build on the success of the E-rate program" by strengthening the program and adopting goals designed to ensure that schools and libraries have high-capacity connections and networks. We urge the Commission to consider an immediate increase in the funding cap to help further the nation's progress towards the ambitious goals laid out by the president. The comments provided here address the need for updating the program and improving efficiency, while also making sure the E-Rate maintains the fairness and flexibility that is necessary to manage the largest applications, keep urban schools and classrooms operating, and preserve the focus on schools with the greatest numbers and concentrations of poor children.

Insufficient Funding for the Program

The Council notes that any detailed discussion about funding levels is absent in the Notice. As the Commission knows, current E-Rate funding is inadequate for the neediest applicants, let alone everyone else in the country. While there has been some public discussion about contribution levels and increasing funding in light of E-Rate reform and ConnectED, there are not specific details about how much funding is necessary. This includes the amount of funding that is needed to enact specific proposals in the Notice, or how much it would cost to reach the president's goals.

We understand that part of the Commission's intent in the Notice is to gather more information and get a better understanding of the full cost of modernizing the program and connecting all schools to high-speed broadband. But it is difficult to make policy recommendations on adding or eliminating certain costs, prioritizing funding levels for certain services, and the implications for school district decision-making without this information. Despite the lack of details, however, it remains clear that an immediate increase of the E-Rate cap is necessary to make progress towards the technologically-advanced education system we all want to provide.

Since the program's inception, there has been a resounding and overwhelming call from the applicant and provider community to raise the E-Rate's cap and add more money to a program. The original $2.25 billion cap resulted from an outdated and inadequate analysis in the 1990's, and simply did not account for the need that existed or the growing technology usage that was headed to schools and libraries. Subsequent requests to increase funding were routinely rejected, even as annual demand for reimbursements exceeded the original cap. E-Rate stakeholders were heartened by the 2010 decision to increase the cap, but the fact that the Commission decided to only provide inflationary adjustments prospectively meant that no additional funding was made available to bridge the gap that was formed in the program's first dozen years.

And even since the inflationary adjustment decision in 2010, the need for additional funding has increased considerably. The delivery of content-rich media has become an intrinsic part of instruction, and online state assessments, blended learning, computer adaptive testing, individualized student learning objectives, and 1:1 computing makes high-speed broadband in classrooms even more of a necessity. As student and teacher needs for high-tech learning has accelerated, the gap between what is required and what the E-Rate can support has grown even larger. This shortfall is compounded even further by the fact that state and local education aid has declined significantly as a result of the lagging economy. A recent study by the Center for Budget and Policy Priorities demonstrated that current state funding for education has dropped below the levels that schools received in 2008. Without significant increases in E-Rate funding, the disparity will continue to grow.

The current NPRM is a detailed and substantial inquiry, with significant proposals, changes, and information requests. It seems likely that the proceeding could extend for a considerable time, and it will be well into 2014 before higher funding estimates can be considered and a final order is issued. Applicants will then have to wait before program changes are implemented and incorporated into the application and reimbursement process. Yet the need for increased funding remains abundant even prior to these changes. An immediate increase in the funding cap –

concurrent with the Commission's consideration of the responses to the Notice and prior to the final order – is an important first step in modernizing the program and will help the nation's schools make progress towards the targets outlined by President Obama. Additional funding adjustments will no doubt be needed once the Commission has reviewed all of the comments and reply comments, and determined the program priorities for moving forward. But the progress that schools can make in the interim should not be tabled until then.

Broadband Connectivity

Bandwidth Targets
In determining how to define, "broadband that supports digital learning," the Council supports using the ConnectED interim target of at least 100 Mbps service with a final target of 1 Gbps to most schools and libraries within 5 years. These ConnectED proposals are consistent with those made by the State Education Technology Directors Association (SETDA). According to SETDA, in order to have sufficient broadband access for enhanced teaching and learning, schools will need Internet connections of at least 100 Mbps per 1,000 users by the 2014-15 school year and at least 1 Gbps Internet access per 1,000 users by the 2017-18 school year.

While it was not suggested in the Notice, we want to underscore that any bandwidth levels that are set should not be used a compliance target. Obviously, any single definition approved by the Commission may not work for every school and district, but we are hesitant to suggest multiple definitions depending on the size or specific location, and increase the complexity of the Commission's efforts. When using a bits-per-student measure, there will be variations in school needs not only based on size, but also on elementary, middle and high school environments. Different curriculum models may also have significantly different bandwidth requirements. School districts also use caching and bandwidth optimization technologies to improve broadband performance, and as a result the speeds of their networks may differ from the stated targets.

We have some information on the bandwidth speeds that large, urban school districts have per student, although this was collected on a districtwide basis, and not for individual schools. This information is included in a report we put out regularly called "Managing for Results." The report looks at key performance indicators in the operational areas of urban districts, so our school systems can see the range of performance among their peers, where they specifically fall within that range, and the levels at which the "better" districts are performing. Some urban districts have made more progress than others – on a districtwide basis – in increasing available bandwidth, but none of our districts are at the 100 kbps level yet for all schools, and very few are at the minimum standard of 30 kbps required for the online assessment. The major factors influencing these measurements and the speeds in our districts include the number of enterprise network-based applications, the capacity demands of enterprise network-based applications, funding availability to support network-bandwidth costs, capacity triggers that provide enough time for proper build out and network upgrades, and network-monitoring systems and tools that allow traffic shaping, prioritization, and application restriction.

The Commission should also consider that even with significant additional funding, both the interim and full-implementation timelines may not be achievable for all districts that want to reach the goals. Small and large schools may have different bandwidth needs, but both may have

difficulty getting to desired levels, due to issues with geographic location and service provider availability, local matching funds, etc.

Definitions and Measurements
We also ask the FCC to outline a clear and standard definition for broadband or bandwidth, and not include some of the additional complexities discussed in the Notice. Measuring available bandwidth and utilization is relatively straightforward for schools. Measuring the "speed" is difficult, as may entail latency, jitter, and packet loss information identified in the Notice. But the Commission should focus on available levels of broadband, and implementation details should remain within the purview of school district.

As the Commission considers the definitions for bandwidth, capacity, and utilization, and takes steps to gather information on these data points from schools, we ask that the collection be performed outside of the E-Rate application process. Separate surveys to schools or a sample of schools are a preferable approach than requiring additional information on existing forms such as the Form 471. Information needs to be clearly articulated, and it will be important to have detailed responses in order to make informed decisions to reach the E-Rate goals.

Revising the Discount Matrix

There have been repeated calls for revamping and modernizing the E-Rate program. Sometimes these come in the form of streamlining the application and reimbursement process, and sometimes they come in the form of less-disadvantaged applicants wanting more funding. We have always supported changes in the former instance, and over the years we have submitted hundreds of pages of comments and had dozens of meetings with the FCC and USAC about how this program works for the largest applicants, and how it could work better. And we have always opposed changes in the latter instances, because with a limited pool of funding, the E-Rate should stay focused on services that support the poorest schools.

As we always have, the Council opposes any change to the discount matrix, especially one that would lower support for the highest poverty sites from the current level of 90 percent. Such a move would represent a major and unnecessary shift in the operations, focus, and intent of the program. The success of the program and congressional support is attributable to its appropriate focus on helping the nation's poorest schools and libraries. The 90 percent discount and priority for the nation's poorest schools remains vital today, as the impact of years of state and local budget cuts continues to mount, and the freezes, reductions, and sequestration of federal education appropriations have forced high poverty districts throughout the country to reduce educational services.

We understand that in this current Notice the Commission is considering how to undertake a nationwide effort to provide broadband access to all schools. This extraordinary initiative can only occur with a significant increase in program funding, and not with a shift of the program's focus away from our neediest students and the schools that serve them. The federal intent in most programs is to balance out the uneven fiscal situation that results from the financing of our nation's educational system. An even distribution of E-Rate funding, rather than a focus on poverty, will reflect and perpetuate, rather than adjust and correct, the funding inequities that

poor students encounter every day.

We must also reject the position included in the Notice that applicants receiving 90 percent discounts have no financial incentive to find and choose the most cost-effective services, and that a ten percent local contribution is not steep enough to ward off fraud, waste, and abuse. All school districts carefully consider their technology expenditures, and in the nation's poorest school districts, the ten percent local cost required for E-Rate projects has always represented a significant expense. We also note that urban applicants typically have multiple layers of state and local procurement regulations they must abide by, as well as an unprecedented amount of scrutiny through a variety of oversight actions from the Administrator.

There is no substance to the rhetorical position that requiring more "skin in the game" will help curb waste, fraud and abuse. This particular argument has been made multiple times over many years, and it is no truer today than it has been in the past. There has been no link between the discount a district pays due to its level of poverty and the harmful actions of individuals. It is also important to note that while any instances of fraud, waste, and abuse are unacceptable, they involved vendors and applicants at all levels of discount, and represent a miniscule portion of the billions of dollars that have been paid to legitimate requests.

Regardless of whether projects are pursued with E-Rate or other funds, urban school districts always work strenuously in pursuit of the best and most cost-effective technology solutions, and consistently push vendors for the best possible pricing models. Due to the loss of state and local funds in recent years, districts have experienced large operational funding gaps and annual reductions in technology and other sectors. In this environment, districts must continue to do more with less: cost-effective purchases based solely on need are the only option.

Finally, we would like to repeat an observation we have included in previous comments, which is that reducing the discount level would require the nation's poorest schools to give more of their own funds, while expanding the market, if not the profit margin itself, for the private companies involved with the program. Under any reduction of the discount matrix, the amount of available E-Rate reimbursements would remain the same, but the additional funds that the poorest schools, districts, and libraries will have to find to leverage that amount will be increased, and will be delivered directly to private companies. The proposal has been raised many times previously, but no one has ever addressed the inherent inequity in requiring increased "buy-in" amounts for the poorest schools in the nation, and delivering these larger sums directly to the profit margins of private sector companies.

Creating a Single, Districtwide Discount Calculation

The Council appreciates the intent of the Commission to streamline the application process by simplifying the way in which applicants compute their discount percentage rate. As remarked in the Notice, the proposal to use a single, districtwide percentage to determine an applicant's sole discount rate may help to reduce paperwork for USAC, but it will also reduce access to E-Rate funds for many high poverty schools across the nation. This change would create a significant shift in the program that was not intended by the congressional authorizers of the E-Rate and should be avoided by the Commission.

Urban school districts, county school systems, and many of the program's largest applicants are comprised of individual schools – typically more than 100 – that vary greatly by size, demographics, geographic location, and socioeconomic status. By allowing only the districtwide poverty percentage to determine the discount rate for every school in a district, high poverty students attending schools in the poorest neighborhoods and inner-city can be averaged out of the equation by a limited number of non-poor schools in the same district.

This approach can also be problematic since the schools with the greatest number of students in most districts are the high schools that underreport the number of students eligible for the school lunch program. While school systems with more uniform socioeconomic levels and school sites through the district may benefit or be unharmed by the Commission's proposal, vast school-by-school differences and large high schools are common in urban school districts, and this policy would lower the ability of those districts to receive reimbursements by masking the concentrations of high poverty students that are prevalent, but not necessarily uniformly distributed, throughout their district.

Examples can be found in school districts throughout the nation. In Clark County, Nevada, the variation among schools is stark. The Clark County School District includes high, middle, and low poverty schools in Las Vegas, similar schools in the cities of Henderson, North Las Vegas, Boulder City, and Mesquite, as well as school sites in almost a dozen other Census-designated areas. The geographic locale of the schools that are part of the Clark County School District can vary from inner-city to mountains to desert and valley locations. A single, districtwide average will simply leave many of these school sites at risk of losing funding.

Another example can be found in schools in our nation's capital. The District of Columbia Public Schools (DCPS) includes buildings in the wealthy northwest neighborhoods near Maryland, and some of the poorest neighborhoods in the country in southeast Anacostia. In 2010-11, approximately 70 percent of the district's enrollment was eligible for free or reduced-price lunches, leaving them just shy of a district-wide 90% discount. Requiring the school district to use this percentage to determine their discount level would leave DCPS unable to receive the maximum discount for the 85 schools (over two-thirds of their total sites) that have school-lunch eligibility rates above 75 percent.

The problem created by a single average will occur in other districts throughout the country, including some that are lauded for their technology-savvy. The San Francisco Unified School District (SFUSD) includes wealthy neighborhoods, as well as inner-city locations with across-the-board poverty. The districtwide school lunch average is 59 percent, even though some 60% of the district's schools have higher poverty percentages. And 42 schools in SFUSD, over one-third of the district's total sites, have school lunch eligibility over 75 percent and are currently eligible for the maximum discount. In Seattle Public Schools, the district has been able to bring high-tech instruction to 20 high poverty schools that are currently funded at the 90% discount level, yet they would lose this ability if a districtwide average was required.

The proposal to require a single, districtwide poverty percentage has been suggested before, and poor and large school districts voiced their opposition at that time, as well. In 2010, the fourth

largest school district in the nation, the Miami-Dade County Public Schools commented on the great damage that would be done with such a change. "Under this proposal, M-DCPS would never qualify for discounts greater than the 80% E-rate funding level. The incentive to support our schools at the highest level possible would be mitigated and only serve to squelch the individual school's ability to seek the best technology possible for its students." Specifically, 50% of all schools in Miami are eligible for the 90% discount under existing rules. Overall, there are approximately 278 schools in Miami with poverty levels higher than the district average, yet could not be targeted for support under a new requirement.

Similar opposition came from New York City, which operates the nation's largest school district. According to 2010 comments from the New York City Department of Education, "Currently almost 60% of the NYC schools are eligible for a 90% E-rate discount. However, the NYC citywide discount rate when calculated for total students would equal only 80%. Since the 80% discount level historically is not approved for funding, we could have a situation where we move from 60% of schools getting internal connections to none being approved." The highest poverty schools in New York City are not located in downtown Manhattan, but in neighborhoods throughout the five boroughs that comprise the single school district, including Harlem, Bedford Stuyvesant (Brooklyn), Washington Heights (Bronx), and Far Rockaway (Queens). Eliminating the targeted support for these locations will result in shutting off reimbursements for some of the poorest and most diverse areas of the country.

Some commenters in the past have argued, and likely will also claim in this proceeding, that the difference in the discount rate and costs that will results from these changes is minimal, and that requiring increased payment from districts for services in the highest poverty schools is an acceptable course of action. In our experience, however, requiring additional funds at the highest poverty schools will either slow or eliminate technology advancement, cut money from elsewhere in the school district, or result in reduced service and projects throughout the school system. These are not outcomes that serve the overall goal of the Commission. It is also not appropriate, especially in this current economic environment, to require more cutbacks in urban school districts, or to ask them to reduce their E-Rate reimbursements in order to fund services for other school systems that lack the substantial numbers of poor students found in our inner-city schools.

We understand the changes the Commission is attempting to make, and agree that using a single calculation is attractive to many applicants. As we stated in our comments in 2010, there may be some urban school districts – but far from all – that qualify for 90% discounts on a districtwide basis or would make internal determinations on the potential benefits and perhaps support this type of change. Our recommendation, however, remains the same as it did then: that the Commission allow applicants to choose the method in which they determine their discount, but not require the single discount level as the only option. Districts that prefer the average discount rate should use it for all of their requests. However, other districts that do not want to sacrifice their highest poverty schools as a result of the average can continue to target these sites through the existing and lengthier application process, at their choosing.

Eligible Services

We understand that based on the Commission's goal to increase broadband deployment, it is tempting to focus the program solely on related services, and to fund older technologies at a lower rate, or not at all, as a means of increasing bandwidth. In some instances, however, there are significant financial implications – for state, local, and E-Rate funding – resulting from some of the proposed changes. We welcome the move to newer technology platforms, but urge restraint before eliminating support for existing systems.

Fiber and WAN build-out
We appreciate the Commission's thoughtful discussion on the benefits of dark fiber, as well as the inclusion of leased dark fiber on the eligible services list in 2010, which the Council supported. Allowing applicants to choose the most cost-effective pricing must logically include fiber options: an option for reimbursement that can provide long-term savings that will ultimately help to reduce the burden placed on limited E-Rate funding. Allowing beneficiaries to lease dark fiber and light it themselves typically results in a far more cost-effective and strategic investment than leasing a comparable provisioned (or "lit") circuit from a carrier. Leasing fiber networks has allowed some urban districts to develop greater capacity for high-quality and modern instructional services, and deploy the broadband access the Commission is seeking.

In 2010, we agreed that E-Rate support should be available for leasing only, and did not support the use of E-Rate funds for the construction of fiber networks. We supported these limits due to concern that the build-out costs would take the limited E-Rate funds away from other supported services and applicants. That concern is still a legitimate one in light of the inadequate E-Rate funding cap that remains.

If the E-Rate were to see the significant increase in funding that has been suggested, we would have less reservations about the proposed suggestions involving dark fiber in the Notice. If sufficient money were available, districts could seek support for the necessary modulating electronics over leased network, or could even consider building their own networks for further cost-effectiveness. To date, E-Rate has not supported districts that invest in their own fiber networks without leasing from external vendors, even though that investment provides positive returns on ongoing costs. If part of the motivation is to build sustainable and scalable technology systems, supporting local district investment in fiber infrastructure pays significant future dividends and reduces ongoing yearly costs.

But those investment costs are significant, and the Commission needs to consider the amount of increased funds that will be available – on a permanent or one-time basis – and if they are significant enough to support applicant build-out. The cost for building and owning a WAN infrastructure, including trenching, running conduit, establishing right of ways, typically requires a major capital expenditure that most school districts cannot afford. The school district may also need to acquire land or lease the right of way for conduit runs, which can drive up the cost of the project exponentially. Finally, the pay-back and cost-avoidance cycle for owning, as opposed to leasing, minimally takes 10 or more years.

Maintenance

Urban schools strongly oppose the elimination of maintenance reimbursements. Basic Maintenance is vital to ensure that the E-Rate's investment in infrastructure was wise and sustainable. Earlier Orders from the Commission recognized this need, and cited basic maintenance as "necessary for the operation of the internal connections network." The nation's urban applicants have devoted scarce local funding to build technology networks with the understanding that E-Rate maintenance reimbursements would be available to help them operate and serve classrooms. It's also worth noting that in the broadband environment we are working towards, the faster networks tend to be more complex, cost more to maintain and are harder to troubleshoot.

Revoking the eligibility of maintenance costs will sacrifice both the local and E-Rate money that has been spent, and retroactively changes the factors which school districts considered in making funding and budgeting decisions. It could also have a chilling effect on future investment in infrastructure and broadband purchases, as school boards contemplate a costly local share for upkeep. We also draw a parallel to recent reports regarding the nation's roads and bridges. Many of these structures have aged considerably since their construction, and have fallen into disrepair as cities and states struggle to find the funds for maintenance and upkeep. It is important to remember that due to dwindling revenue from all sources, school districts are now receiving less money per student per year than they have in the past. The value of our nation's investment in broadband deployment may quickly diminish if we do not continue to invest in maintenance.

Finally, the importance of Basic Maintenance for urban districts can be demonstrated by our previous comments submitted to the Commission: we have stressed repeatedly that the timing of Priority One and Maintenance reimbursements is of the highest value, and we believe these funds should be dispersed before Priority Two funds each year.

Voice Services

Urban schools also have a related concern regarding voice services. We want to make clear that even though there is an advancement of broadband and wireless technologies for business and educational uses, this does not mean that school districts in every setting will be able to eliminate entirely land line-based voice and data technologies in all of their operations. Land line-supported voice and data is still a significant portion of the life safety plans, emergency systems, and telecommunications services in both schools and administrative buildings, and lowering or eliminating reimbursements for this service will create considerable harm in and pose potential risks for many of the nation's school systems.

School districts that have already designed their telephony infrastructure around the current E-Rate program eligibility framework would suffer a significant hardship if voice telephone service was eliminated as an eligible service. Traditional voice service, whether delivered as an analog or digital service, is a proven, reliable and cost-effective solution for bringing telephony services to schools and classrooms. Over the last fifteen years, many districts have used the E-Rate program to construct and expand voice services to the classroom, including the purchase and installation of PBX systems and related equipment. At the time of installation, many of the school-wide voice installations used cabling to extend analog voice services into classrooms as part of a holistic solution for delivering voice, video and data communications to teachers and

students.

Requiring schools to move to newer VOIP technology could mean the rewiring of entire schools, as well as the purchase of new voice communications systems and end-user equipment. And some districts have found that even the largest telecommunications carriers still cannot deliver VOIP-based telephony to buildings and classrooms in a more cost-favorable manner than traditional analog or PRI-based services. This type of major changeover is not cost-effective for school districts, and would also require an increase in demand for E-Rate funding.

Many of our districts simply do not have the additional funding they would need to rewire dozens, if not hundreds, of school buildings for newer, VOIP-based communications services. The Commission should support school districts that are choosing to use the most cost-effective solution for delivering voice, video and data services, to the classroom. Loss of E-Rate support for basic voice services and systems will result in the need to discontinue those services or face increasing loss of functionality as systems fall into disrepair. This situation will affect teacher communication with parents and the community, and directly impacts the life and safety of students, teachers and support staff in our schools and classrooms. A safe classroom should continue to be considered integral, immediate, and proximate to the education of students.
We support the inclusion of services that further the broadband goal, but are wary of eliminating support for voice services, even in the context of a long-term phase-out. In improved economic environments, it may be possible to move carefully in a "new" direction and announce a "sunset" of older technology sufficiently in advance and before funding is ceased. But the current economy is what districts have to deal with, and E-Rate support for cost-effective systems that are already in place should not be eliminated. If E-Rate is removed, state or local funding is not available to help school districts with their share of the transition. Even if newer technologies are available, telephony services remain a core part of school safety and the communications networks in our school districts, and it is not the time to abandon the investments that we have made.

Changes to the Funding and Priority System

The Council remains wary of changes to the funding process that would create budgets, ceilings, or caps for applicants, or shift the funding process to a formula block grant for schools and libraries. All of our school districts favor greater flexibility and predictability in the program, and changes that move in that direction are welcome. But we remain opposed to a new system that would eliminate demonstration of need, remove or lower the emphasis on poverty, reduce funding for the neediest schools and libraries, or require applicants to pay a greater share of project costs than they can afford. Unfortunately, the different proposals discussed in the Notice have the potential to bring about these unwelcome changes.

The Council has always opposed caps or ceilings on funding for E-Rate applicants. The Commission has acknowledged that there was notable opposition to the $15 per student cap proposed in a previous NPRM, and that such a ceiling may harm the highest-poverty applicants in the program. The underlying Notice asks if an increased per-student amount would be more supportable, but fails to provide any specific funding figures on what a higher per student amount would be, or address if a one-time increase in the E-Rate cap would produce one funding

level in the short term, and a different one after that. It is difficult for us to consider such an enormous shift in the program's structure without any knowledge of the impact on applicants. Traditionally, education funding caps disadvantage large school systems and those located in high cost areas, and are harmful to urban schools.

As we have noted elsewhere in our comments, being located in an urban area does not guarantee increased competition and lower costs. Urban applicants often receive few responses to their bids and 470 postings, and sometimes receive no response. Not all service providers want to work or invest in inner-city neighborhoods, and the most cost-effective services are not always available to schools. A per-student cap may ignore the factors beyond enrollment that drive up costs in urban areas, such as age of the building, square footage, regional pricing and a number of other market factors that affect the bottom line. The Commission also rightly noted that prioritizing broadband connectivity to and within schools and libraries will increase the cost of supported services, and may fall far outside the per student budget cap that is set for schools and libraries seeking support.

Problems also exist in the "fixed budget" approach. We support the predictability and flexibility that accompanies such an approach, as well as the elimination of the outdated Priority 1 and 2 categories. But we have yet to see a formula distribution of funds that places significant emphasis on poverty, addresses the market conditions that urban facilities must factor into their work, and doesn't spread money around the nation thinly. And similar to our problems with revising the discount matrix, requiring additional matching funds from applicants, such as the 25 percent discussed in the Notice, will only serve to reduce applicants' ability to deploy, operate and maintain the high-speed bandwidth networks the Commission wants to see.

Bidding and Procurement

<u>Duplicative Form 470</u>
We support the elimination of the Form 470 for all applicants with existing state, local, or public requirements that serve the same purpose. As we have stated in comments submitted to the Commission previously, we have been eager to explore changes that would limit the requirements associated with the Form 470, including the decision to eliminate it entirely. While the goal and intent of the Form 470 is important, many districts simply have not found the process useful in getting bids for E-Rate projects, and a large number of urban school districts have never received one bid as a result of the process.

As the Commission has noted, most school districts have stringent public purchasing rules which they must strictly adhere to, which they are not able to waive, and which currently take place in addition to the Form 470 process. Besides following state regulations, many districts also have a local compliance office where they must file all bids and verify contracts with outside providers. Since there is very little coordination between the state and federal requirements, applicants encounter greater complexities and difficulties when they have to meet local procurement regulations, state law, and the mandates of the E-Rate's competitive bidding process, even though no additional safeguards result.

Retaining the Form 470 for those applicants that lack these additional rules, and eliminating the

current requirements for those applicants with rigid state or local bidding rules, will allow the E-Rate to preserve the protections inherent in existing competitive bidding requirements. The change proposed by the Commission will also lift the burden of duplicate bidding that districts undertake, without benefit or purpose, in order to comply with the E-rate.

State Master Contracts
We don't think applicants should be faced with any requirement to purchase from state master or regional contracts. All districts have a fiscal incentive to find and select the lowest price which meets their needs. For most urban schools, they can find the same services for a lower price than they can through the state contract, either through their own bid process, or sometimes through other contracts such as the GSA. Districts have often found state contracts to be outdated and ineffective in providing the lowest price, and in some instances, using the state contract also requires the district to pay a percentage markup.

Consortium Purchasing
The Council appreciates the Commission's inquiry regarding consortium purchasing in the E-Rate program. Prior to the Notice, many of our school district members expressed an interest in creating a "buying consortium" of large districts for core technology services and goods, as exists in other areas of school services. Incentives are typically not necessary for potential consortium members, as the opportunity to join onto another contract yields benefits itself, such as streamlining the procurement process, lower costs, and favorable pre-negotiated terms and conditions. School districts are already intrinsically motivated to examine consortia opportunities, and they should simply be allowed to do so.

Typically there are no legal barriers, as most state procurement statutes grant school districts the right to participate in another government agencies bid to fulfill their competitive bidding requirements for the procurement of goods and services. However, it is more likely that geographic constraints will make consortium contracts non-viable for certain services. For example, WAN installation services will likely differ in districts due to site conditions, differing codes and regulations, and other district-specific requirements. Participating on a consortium basis to procure hardware and material goods, such as routers and network switches, is an option worthy of exploring.

There is no guarantee that consortium contracts will represent the best pricing or technical support requirements for each individual district. Each school district should be permitted the opportunity to decide if its best interest is achieved through an individual bid or joining onto another agency's contract represents its best interest. So long as participation is voluntary, such encouragement and support from the Commission would be well received.

Multi-year contracts
We support the Commission's proposal that, absent a major change, E-Rate applicants with multi-year contracts should only need to file a single FCC Form 471 application and go through the full review process just once. Currently, many of our districts undergo an annual PIA review of a multi-year contract, even though the contract has not been changed or amended since the previous year.

We have supported such a proposal in the past, as multi-year contracts yield many benefits (i.e., better pricing, more favorable terms and conditions, standardization) that meet both school districts' and the Commission's goals for efficiency and cost-effectiveness. The extension to three years is a very positive step, and we even suggest that contracts of longer duration be considered, depending on the type of service or equipment.

We also agree that dark fiber and other contracts should be exempted from multi-year prohibitions. In many instances, service providers invest significant amounts for infrastructure construction, and this cost has to be amortized over the course of several years to make the service affordable for applicants. Offering multi-year agreements will entice bidders to submit lower costs, and school districts can then make an informed decision predicated on the cost and their respective budget.

Document Retention

We oppose the Commission's proposal to extend the E-rate program document retention requirements from five to at least ten years and seek comments. The benefits would be extremely remote for the Administrator or Commission, and the daily burden would be enormous for applicants. As the program's largest applicants, we have undergone the greatest scrutiny, the largest numbers of audits, and the most overall inquiries and reviews. We are unaware of any situation in which documents were required beyond a three year time period. The burden and cost of doubling the retention period are unnecessary, and frankly, unfair to district administrators if they are expected to field requests for information from ten years prior, when other staff or administrators may have made decisions for which they are being scrutinized.

Changes to the National School Lunch Program

We appreciate the opportunity to address changes in the National School Lunch Program (NSLP), and the adjustments that are necessary as a result of the new reimbursement mechanism called the Community Eligibility Option (CEO). The Council urges the Commission to allow the CEO level of poverty (after the multiplier has been included) to be used for those schools that have decided to choose that option.

Schools that participate in CEO will be doing so for two reasons, the first being to reduce the time, effort, and cost associated with the paper application process. Schools also elect to participate in CEO to get a truer account of the poverty level of their students in order to identify those in need of subsidized meals. Schools work hard to get households signed up for NSLP, but still have difficulty enrolling all households that are eligible for free or reduced-price meals. Through CEO, schools can use "direct certification" data methods to identify the students that meet the income guidelines for free meals as a result of their participation in the Supplemental Nutrition Assistance Program (SNAP) or Temporary Assistance to Needy Families (TANF) program. A statistical multiplier (currently 1.6, but which may be lowered after the 2013-14 school year) is then used to determine the free AND reduced-price lunch poverty level of the school.

According to a 2012 analysis performed by the Food and Nutrition Service of the USDA, less than 10% of school food authorities (which are generally equivalent to school districts) in the

nation are eligible to participate in CEO on a district-wide basis – roughly 1,500 out of almost 19,000. School districts may opt to participate in CEO in certain schools where the CEO process yields a more accurate count of the poverty level than traditional paper applications have. CEO is an elective process for schools and is not a requirement, and we think it is fair for the Commission to require CEO schools to use their CEO-determined poverty levels for E-Rate purposes.

However, we do not think the Commission should require schools and school districts to use a federally-approved alternative mechanism, such as school-wide income survey, to determine their level of poverty. Based on the USDA's analysis, some districts and schools will elect to use CEO. Many schools and districts will simply continue to use the current paper applications and direct certification methods for NSLP. Others may use a federally-approved school-wide income survey. In any of these situations, the local school administration has a system in place that is used to determine poverty levels in their schools, and which has been approved by their state and other federal agencies. The Commission does not need to require an additional system be put in place to also determine levels of poverty. We also do not believe the FCC should establish a different multiplier from that used by USDA. The USDA has more expertise in deciding what multiplier should be applied to the free lunch count in order to determine a free and reduced-price lunch total. Efforts to adopt a different multiplier at the Commission would be redundant and unnecessary, confusing to local officials, and possibly inaccurate.

The total level of poverty (including the free lunch count and the multiplier) determined by a CEO school can be used in the same way that free and reduced-price lunch counts are used in the E-Rate program today. This CEO total is essentially the new free and reduced-price lunch total, and should be used as the eligibility figure that is applied to the current E-rate discount matrix. If districts go through the necessary process that USDA requires to change their CEO total during the four year period, USAC can use the new approved total, just as it does now.

Conclusion

As one of the E-Rate program's most dedicated stakeholders and supporters, and one of the primary beneficiaries intended by Congress, urban public schools appreciate the opportunity to provide input on the Commission's Notice of Proposed Rulemaking. The E-Rate allows city school districts to benefit from modern telecommunications, and the program has helped many students and schools – regardless of income or location – receive access to technology, media, and information-rich instructional content that is a necessary part of contemporary education. The president's call to deploy high-capacity bandwidth to all students, teachers, and schools is a sound investment for our nation, and one we wholly support. We also share the Commission's sense of urgency, and underscore that both action and significantly increased funding is needed immediately. We must not waste this opportunity to make sure all students can benefit from modern instruction and learn in classrooms that mirror the technology-prevalent world beyond the school walls.

However, the importance of the undertaking outlined by the Commission must also be coupled with the reality of scarce resources, school district operations, and the need for local administrators to keep the classrooms running. Our districts have always been diligent in their technology planning, and prudent in the decisions they make before seeking E-Rate

reimbursements. Our comments reflect their cautious decision-making regarding new services. We ask the Commission to remain aware of the fact that any eligibility decisions they make can both positively impact future investments and also harm existing ones. As it reviews comments from stakeholders and makes changes to the program, we urge the Commission to update the E-Rate in a way that both achieves the ConnectED goals but continues to help our nation's neediest schools reach their goals of raising student achievement, meeting high standards, and providing all students with a safe, secure, and modern learning environment.

Respectfully Submitted,

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The Council of the Great City Schools is the only national organization exclusively representing the needs of urban public schools. Composed of 66 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.

Member districts: Albuquerque, Anchorage, Atlanta, Austin, Baltimore, Birmingham, Boston, Bridgeport, Broward County (Ft. Lauderdale), Buffalo, Charleston County (S.C.), Charlotte-Mecklenburg, Chicago, Cincinnati, Clark County (Las Vegas), Cleveland, Columbus, Dallas, Dayton, Denver, Des Moines, Detroit, Duval County (Jacksonville), East Baton Rouge, Fort Worth, Fresno, Guilford County (Greensboro, N.C.), Hillsborough County (Tampa), Houston, Indianapolis, Jackson, Jefferson County (Louisville), Kansas City, Little Rock, Long Beach, Los Angeles, Memphis, Miami-Dade County, Milwaukee, Minneapolis, Nashville, Newark, New Orleans, New York City, Norfolk, Oakland, Oklahoma City, Omaha, Orange County (Orlando), Palm Beach County, Philadelphia, Pittsburgh, Portland, Providence, Richmond, Rochester, Sacramento, San Diego, San Francisco, Santa Ana, Seattle, St. Louis, St. Paul, Toledo, Washington, D.C., and Wichita.

In the Matter of	)	
	)	WC Docket No. 13-184
Modernizing the E-rate	)	
Program for Schools and Libraries	)	CC Docket No. 02-6
	)	

**REPLY COMMENTS OF THE
COUNCIL OF THE GREAT CITY SCHOOLS**

The Council of the Great City Schools is pleased to submit reply comments to the Notice of Proposed Rulemaking seeking to modernize the E-Rate Program for schools and libraries, as adopted by the Federal Communications Commission on July 19, 2013. (WC Docket No. 13-184, CC Docket No. 02-6).

<u>Immediate and Future Funding Increases</u>
As we stated in our initial comments, the continued improvement and evolution of the E-Rate is instrumental to the program's long-term success. President Obama and the Commission's focus on expanding broadband services is an important one, and if structured properly, will help ensure that cash-strapped schools and libraries can deliver information-rich content and instructional materials to students and communities. Both the information that results from the NPRM and, most importantly, any additional funds that result, could not come at a more important time for schools.

Survey results released in September 2013 from the Consortium for School Networking found that 99% of responding districts reported the need for additional internet bandwidth and connectivity in the next 36 months. Over 90% of respondents also replied that E-rate funding was insufficient to meet their district's needs. This last finding does not come as a surprise to the Commission, and this point was emphasized in almost every set of comments submitted by members of the applicant community last month.

Teachers, administrators, superintendents, school boards, states, and libraries all appealed for additional E-Rate resources to undertake necessary technology upgrades. Higher education institutions, advocacy organizations, and civil rights groups all echoed the same sentiments as K-12 educators. This unified opinion is not often found in education circles, and was captured well

by the Los Angeles Unified School District in stating that, "if we are to compete in a global economy, public policy goals must also support our efforts in K-12 to increase the number of graduates in science, technology, engineering, and math (STEM) fields. Other nations are making major investments in digital education. If the U.S. does not make commensurate investments, it risks falling further behind."

The Commission has long recognized the need for this investment and through the current rulemaking is attempting to modernize the E-Rate to ensure ongoing success. In determining the best way to restructure the program, the Notice suggested both short-term and long-term connectivity goals for schools and libraries, with Internet connections of at least 100 Mbps per 1,000 users by the 2014-15 school year and at least 1 Gbps Internet access per 1,000 users by the 2017-18 school year. We supported both of these benchmarks in our original comments, and joined the chorus of commenters urging an increased E-Rate funding cap to support schools and libraries for years to come.

In these reply comments, we reiterate our position that the Commission should also consider an immediate infusion of funds to help the poorest applicants reach the 100 Mbps goal for 2014-15. Districts may have school buildings at a range of discount levels, but the Commission can jumpstart the upgrades it is seeking and make a nationwide impact by starting with the poorest buildings that do not meet the interim bandwidth benchmarks. Focusing on the schools and libraries at the 90% discount level and targeting immediate funds for broadband investment at these sites can initiate progress towards the Commission's goals, at the same time that it is determining the best way to restructure the overall E-Rate program.

Not all urban schools will need this quick injection of funds for the 2014-15 goals, as city school districts are at different levels of capacity in terms of bandwidth. The Oklahoma City Public Schools currently meet the short-term speed benchmark in all of their schools. In the Newark Public Schools, however, none of the district's 79 school sites meet the 2014-15 benchmark. The targeted funding we are suggesting could essentially drive district-wide network improvements, as 77 of Newark's 79 schools are at the 90% discount level. In Ohio, the Cincinnati Public Schools operate a total of 56 school buildings, and like Newark have no schools that meet the 2014-15 benchmark sought by the Commission. About 70% of Cincinnati's schools, or 40 of the 56 school buildings, have poverty levels eligible for the highest E-Rate discount. The Clark County School District in Nevada is one of the largest school systems in the country, operating 329 school sites. Just under half of the schools in the district do not currently meet the 2014-15 benchmark, and immediate action by the Commission could spur renovations in the 40 buildings that are eligible for the 90% discount.

Calculating Discounts
In our original comments and in past proceedings, we have voiced our opposition to proposals to change the discount matrix. The 90 percent discount and priority for the nation's poorest schools remains vital today, as the impact of years of state and local budget cuts continues to mount, and the freezes, reductions, and sequestration of federal education appropriations have forced high poverty districts throughout the country to reduce educational services.

We appreciated the comments submitted jointly by the American Association of School

Administrators (AASA) and the Association of Educational Service Agencies (AESA), organizations representing thousands of education leaders, mostly from rural and suburban areas. Like the Council, AASA and AESA opposed changes to the E-Rate discount matrix for priority one services, and made familiar arguments regarding the harsh financial situation that its members have been facing due to the economy. We understand their fears regarding the increase in the local share of funds that would be required if the discount matrix was changed, and we extend that concern to priority two services, as well.

Of particular interest to the Council was AASA and AESA's position regarding the Commission's proposal for a single, district-wide calculation rate. In our initial comments, we outlined examples of the different poverty levels within school districts, and the negative impact that such a change would have for schools with poverty levels that are higher than the district average. Our sentiment was mirrored in AASA and AESA's comments, which said, "The NPRM proposes calculating discount rates at the school district level rather than using the weighted average for each school building. AASA and AESA strongly oppose this change, as it would adversely affect low-income schools in large or county-wide school districts by lowering their discount rate percentages. At the same time, wealthy schools in the same districts would benefit from an increase in their discount rates."

We understand the benefits the Commission is trying to bring about by implementing this change, but the harm that it would cause to poor schools in a variety of locales should create some doubt about whether a mandatory, single discount calculation is the best way forward. If both urban and rural schools will be damaged by such a change, a single calculation should remain an option for applicants, but must not become the only option for school districts.

Changing the Application and Reimbursement Process
The Council was wary in its initial comments about changes to the E-Rate that would institute a per-pupil cap or funding budget for applicants, regardless of project need, geographic price differences, or poverty levels. A significant number of commenters also voiced concerns on this proposal, both with similar arguments as ours, as well as other drawbacks.

The Wisconsin Department of Public Instruction (DPI) oversees over 400 school districts throughout that state, only one of which is an urban member of the Council. Yet they were also skeptical of a formula approach to the E-Rate program, based on the number of factors that should be included to ensure a fair distribution of funds. Wisconsin's DPI stated, "We do find it ironic that all of the Commission's own questions on such a formulaic approach appear to introduce more complexity into the program, not less. For example, there is need to consider: Rural and high-cost areas; High poverty areas; Developing a funding baseline, or not; School allocation vs. library allocation; Impact on consortium applications; Modifying current bidding requirements; Determining level of local match."

The New America Foundation is a nonpartisan public policy institute seeking to address the next generation of challenges facing the United States. In addressing a per-pupil approach, New America stated, "While the Commission has acknowledged that a fixed allocation of E-rate funds to all schools, for instance adoption of a per-pupil allocation system, may simplify some aspects of program administration, it may also introduce greater inequality. While the current program

administration is quite burdensome, it does accommodate for the widely variant needs of each applicant, or group of applicants. As the Commission strives to promote affordable access to 21st century broadband service for all schools and libraries, it should critically consider how moving to a fixed distribution of funds allocated on a per-pupil basis may undermine this goal."

These two above comments underscore the issues that may result from moving away from the current application and reimbursement process. In seeking to simplify a burdensome application system, the Commission would likely need to add further complexities to remain fair, and could also undermine the unique and market-based approach the current process supports.

Support for Existing Services
Finally, we want to use this opportunity to underscore our support for some of the existing services that are currently eligible for E-Rate funding. Most of the comments received by the Commission attempted to make this point clearly, and we want to emphasize their importance. Recognizing the continuous evolution of technology is a vital aspect of the E-Rate, and focusing on broadband speeds is an essential adaptation for future success. But the E-Rate must also continue to support the baseline of integral services that have been diligently planned and implemented to date. Swift action on the reforms in the Notice demonstrates the commitment to make necessary changes, but the Commission must not neglect the operational reality that local officials face.

One of the examples cited commonly in the initial round of comments regarded voice telephone service. Schools from all locales highlighted the important role that voice service plays in communications, life safety plans, and emergency systems in their districts, as well as the significant local investments that have been made to establish land line-supported voice and data. The Miami-Dade County Public Schools (M-DCPS) described the financial implications of eliminating E-Rate support for these services by saying, "While M-DCPS believes, for instance, that VoIP can indeed be a viable alternative where feasible, existing PBX platforms would be costly to transition to VoIP, particularly when the costs of new sets is considered. Still, however, migrating to VoIP and abandoning a PBX infrastructure that includes a huge investment in such equipment just because a district is forced into this technology is not necessarily appropriate or cost effective to the applicant."

Another comment found in many submissions involves support for Basic Maintenance of Internal Connection (BMIC). In our initial comments, we offered that revoking the eligibility of maintenance costs will sacrifice both the local and E-Rate money that has been invested in upgrades, and could also have a chilling effect on future investment in infrastructure and broadband purchases, as school boards contemplate a costly local share for upkeep. The New York City Department of Education submitted a more chilling outcome, in that, "If reliable access in the schools cannot be sufficiently maintained, the program's intent to advance education through connecting classrooms to the Internet will fail." The School District of Philadelphia's statement on the subject was the flip side of the same coin, and shared by many comments from local administrators. "BMIC is integral to the continued, reliable operation of E-rate funded telecommunications equipment - equipment that is crucial to delivering broadband to the classroom…BMIC funding has become foundational to ensuring the success of the E-rate support mechanism in schools."

Conclusion
Despite national indicators of economic recovery, local school districts continue to struggle with school operations due to diminished education budget cuts and billions of dollars of losses in recent years. In a time of tight finances at the local, state, and federal level, the president's call to deploy high-capacity bandwidth to all is a sound investment for our nation, and one we wholly support. We also share the Commission's sense of urgency in re-focusing the E-Rate program on new technology and broadband deployment, and would like to emphasize that both action and increased funding is needed. In addition to raising the cap for future funding years, we ask the Commission to consider our suggestion to provide immediate funding for broadband deployment at the highest-poverty sites, as the collection of data proposed in the NPRM, as well as the deliberation over the hundreds of questions raised in the Notice, may require significant time before resolution is reached.

The E-Rate has allowed city school districts to benefit from modern telecommunications, and the program has helped many students and schools – regardless of income or location – receive access to technology, media, and information-rich instructional content that is a necessary part of contemporary education. We must use this opportunity to build on the existing success of the E-Rate program and ensure all students can benefit from modern instruction.

Respectfully Submitted,

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May 16, 2013

Docket ID ED—2013—OS—0050

FIN 1810—AB17

Attention: Race To The Top-District Comments
(Proposed Priorities, Requirements, Definitions, and Selection Criteria)

Office of the Deputy Secretary
U.S. Department of Education
400 Maryland Ave. SW, Room 7e208
Washington D.C. 20202-4260

The Council of the Great City Schools, the coalition of the nation's central city school districts, submits the following comments on the proposed District Race to the Top (RTTT-D) requirements published in the April 16, 2013 Federal Register. First, the Council strongly recommends that the Department allot substantially more money to this initiative, in order to award at least the same number of LEA grants at a similar level of funding.   Without a similar prospect of success, district participation in the competitive grant process may suffer since a major commitment of time and resources are necessary to develop a viable application.

The substantive comments of the Council mirror our RTTT-D comments from last year. School districts should be allowed to maximize this new funding opportunity by addressing the RTTT reform areas in the context of their own local systemic improvement and academic reform efforts without being channeled into new or tangential directions by RTTT-D application requirements and review criteria. In our opinion, absolute or competitive priorities for personalized learning plans, wrap-around services, or social-emotional-behavioral activities are new directions for most school districts (also not contained in the original RTTT authorization), which could result in school district attention, resources, and efforts being diverted away from higher academic standards, expanded data and assessment systems, curriculum upgrades, revised instructional approaches, teacher professional development, and new accountability measures actively underway in reform-minded school districts.

Implementation of the rigorous Common Core Standards and their related assessments is among the most critical challenges currently facing urban schools along with ensuring that disadvantaged and minority students are learning this accelerated content at rates that will overcome persistent achievement gaps. Similarly, the four areas of reform in the RTTT authorization stress the importance of raising content standards; creating assessment and data systems necessary to track, adapt, and evaluate performance; enhancing the effective teaching of academic content -- often the weakest link in education reform initiatives -- and ensuring that the lowest performing schools and students do not continue to struggle.

The proposed District RTTT program requirements and criteria, therefore, should be rewritten to allow district flexibility in proposing evidence-based systemic reform strategies and activities, and should be reflected in the operation of the final absolute and competitive priorities. The April 16, 2013 proposed rules and selection criteria are far too prescriptive and restrictive to allow for an optimal range of strong reform proposals and support important changes in the quality of instruction grounded in world-class academic content.

In the final RTTT-D requirements and selection criteria, the Council also recommends additional emphasis on systemic reforms; narrowing required comments on each application to only the major cities, counties, and towns served by the school district; reflecting union support under the stakeholder selection criteria rather than as an absolute eligibility requirement; and lowering the smallest grant awards to a $2 million to $10 million range. Further, the new definition of achievement gaps appears to depart from traditional definitions by potentially comparing subgroup, LEA, and school performance to the state's highest-achieving subgroups, rather than the state average of all students. Additionally, the Council recommends reviewing all requirements and selection criteria in an attempt to streamline the complexity and length of local applications.

Finally, the Council continues to support a number of the quality, scope, and impact requirements in the proposed RTTT-D package, including:

- Selecting only high-quality local applications without a specific quota or additional competitive points being awarded to any of the four funding slates;

- allowing applications from a consortium of LEAs;

- allowing district participation in only one RTTT-D application;

- demonstrating a four-year track record of improving student outcomes, closing achievement gaps, and having a student data system to support instructional decision-making;

- allowing applicants to focus reform activities on a particular segment of the school district, given the limitations in funding;

- setting a minimum service population of at least 2,000 students and, if not, requiring that at least a 10 district consortium with 75% student participation; and

- setting a minimum low-income level of at least 40 percent on the free and reduced price lunch metric. [Although the Council would prefer a 50 percent FRPL requirement, since 40 percent FRPL is less than the current national average and the FRPL metric which also serves as a proxy for the full range of disadvantaged and minority school children who will soon become a majority of the nation's student population.]

Please contact me (mcasserly@cgcs.org) or Jeff Simering (jsimering@cgcs.org) at 202-393-2427 regarding any questions or clarifications.

Sincerely,

Michael Casserly
Executive Director

Council of the Great City Schools
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(202) 393-2427 ♦ (202) 393-2400 (fax)
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April 9, 2013

Julie Brewer, Chief
Policy and Program Development Branch
Child Nutrition Division
Food and Nutrition Service
Department of Agriculture
3101 Park Center Drive
Alexandria, Virginia 22302

Docket: [FNS – 2011-0019-0001]
            RIN 0584—AE09

Attention: **NSLP and SBP: Nutrition Standards for All Foods Sold in Schools**

The Council of the Great City Schools, the coalition of the nation's largest
central city school districts, submits the following comments on the February
8, 2013 Proposed Rule regarding Competitive Foods sold in schools. Many
large urban districts have taken significant steps to provide healthier food
items and snacks in their a la carte cafeteria offerings and in other campus
settings. Yet even with these healthy food policies, the Council is concerned
that the proposed rule adds further regulations, which in part are inconsistent
with existing federal school meals policies, and increase the complexity, cost,
and administrative burdens on school districts and their food service
programs. Recognizing that the statute requires USDA to regulate
competitive foods without any additional funding for implementation, the
Council urges the Department to streamline the pending rules to its absolute
essential elements.

Urban school districts across the nation have a wealth of experience in
implementing healthier competitive food policies, either through voluntary
local practices or state legislation. Healthy campus-wide food policies,
however, often face resistance from students, principals, teachers, clubs and
even parent groups. A growing "black market" in prohibited food and
beverages, off-campus food trucks, and students leaving open campuses are
ongoing problems that could be exacerbated under these new federal
requirements. A more workable and clear regulation could help school
officials address these problems by not limiting healthy food and beverage
options for students on campus.

School food service administrators support the goals of the competitive foods regulation. Having children spend their lunch money on junk food and sodas at the start of the school day is universally abhorrent to school officials. Practical steps to prevent these occurrences can be supported. However, the support of school food service directors for the policies of the Healthy and Hunger Free Kids Act (HHFKA) may erode if USDA further complicates program administration and student options with new and unnecessary requirements that could prevent a slice of whole grain pizza, which is part of a regular school lunch, from being available as an a la carte item, or that could prevent the utilization of USDA processed commodity allocations for items such as mozzarella sticks or wings in the a la carte line, even though these same items are allowable as part of a regular reimbursable school lunch.

In considering the Competitive Food comments, USDA should take official notice that schools already have a full plate in implementing the new school lunch regulations in the current year and preparing to implement the new school breakfast regulations in the upcoming school year – concurrent with implementing the Common Core academic standards, which address our primary mission of teaching and learning.

The following comments from the Great City Schools recommend revisions to the proposed rule in order to achieve a more practical, workable, balanced, and clear regulation without negatively affecting school meal programs, appropriate food options, and the health and well-being of our urban students. Rational definitions and common sense distinctions among allowable items during the school day, at meal time, and beyond the school day are necessary to help facilitate the difficult changes that will be required in many schools. A number of our recommendations are designed to significantly improve local level implementation and avoid costly and unneeded administrative burdens at the state and local level.

Finally, the Council commends the Department for recognizing that significant time will be needed to prepare for this transition, and that a variety of regulatory alternatives should be considered.

Process Comment -- Request for an Interim Regulation
Notice and comment rulemaking appropriately allows for public input on proposed federal regulatory action. However, this form of rulemaking cannot ascertain all the potential problems and implications of a major nationwide regulation prior to its implementation. And, while notice and comment rulemaking encourages the identification of potential implementation problems and allows for recommended solutions, the process often is used as an opportunity for advocacy on particular regulatory provisions or points of view --as can be noted in the sizeable volume of "boilerplate" comments on this proposed rule.

Current implementation problems with maximum levels of proteins and grains in school lunches resulting from the January 26, 2012 final Nutrition Standards demonstrate the practical limitations of notice and comment rulemaking, and beg for a better approach to major school food program regulations. After USDA promulgated the unworkable protein and grain limitations, the Council questions the agency's announced solution not to enforce these protein and grain final regulations for two years and to effectively invite noncompliance with these particular provisions of federal administrative law. From our perspective, when provisions of a final regulation are found to be erroneous or unworkable, such regulatory provisions should be withdrawn or revised, rather than merely not enforced or ignored.

Since the complexities of such major regulatory initiatives are likely to require ongoing modification, use of an "interim" regulation seems warranted. The Council, among others, called for USDA to issue an interim regulation and periodic updates through notice and comment procedures for the January 13, 2011 NPRM on Nutrition Standards and School Meal Patterns that were ultimately issued as final regulations on January 26, 2012. The Council again urges USDA to issue the upcoming Competitive Foods rules as "interim" regulations with the understanding that modifications over time will likely be needed.

Implementation Timetable
The proposed regulations fail to address the implementation timetable for these new requirements, leaving a degree of uncertainty for school districts in their upcoming planning and contracting efforts. Based on the statutory provision (Sec. 208 of the HHFKA) requiring a full school year from an interim or final regulation being finalized, USDA should be clear in all communications to school districts that July 1, 2015 will be the required implementation date. Obviously, school districts can implement these provisions voluntarily at any time.

Not Expanding the Statutory Potable Water Requirements
The Council recommends no expansion of the Act's potable water requirements, which appear to apply only to the lunch meal service. While this potable water statutory requirement appears innocuous on its face, it has presented challenges for districts with aged school facilities. Of particular note, the variety of school breakfast procedures and locations – breakfast in the classroom, grab and go, etc. – underscore why a similar water requirement was not extended in the Act to the school breakfast program. Similar multiple snack service locations and procedures may also explain the similar lack of a statutory water requirement for snack service. Administratively extending the water requirement by regulation to the snack service is unnecessary, as well as beyond congressional intent.

Recommendation: Strike 7 CFR 210.10(a)(1)(ii) and renumber accordingly.

Defining the School Day
The Council cannot support definitions that have little relation to common sense and popular usage. Even for the purposes of the Competitive Foods regulations, defining the school day as beginning at midnight is unnecessary. The Council would concur with a reasonable regulatory approach that would discourage students from spending their lunch money on unhealthy food and beverages. And, since the proposed definition of a school day extends to 30 minutes after the end of the school day, the Council recommends a similar approach of 30 minutes prior to the opening of school for student attendance.

Recommendation: In 7 CFR 210.11(a)((2) strike "the midnight before," and insert "30 minutes before the opening of school for student attendance".

Meeting Established Nutritional Standards During the School Day
Advocating for local decision-making flexibility at times must be tempered with support of reasonable limitations or restrictions. Since the proposed competitive food regulations represent unfunded requirements involving additional logistical, product, and administrative costs, any such regulatory limitations should be of major importance and narrowly tailored.

The proposed regulation sets up a needlessly complex patchwork of nutritional standards during the school day for regular meal services and for other on-campus food sales (i.e., the school store and vending machines), while exempting school-sponsored fundraising activities during the school day. This proposed fundraiser exemption during the school day allows the sale of items not meeting nutritional standards, as long as school-day fundraisers are regulated in number or frequency by the state and possibly the federal government (Alternatives E1 and E2). Allowing the sale of food and beverage items during the school day that do not meet nutritional standards – whether or not concurrent with meal service times – is entirely inconsistent with the overall purpose of offering healthier foods in school. Moreover, selling food items through school-sponsored fundraisers during the school day also appears inconsistent with the purpose of not competing with the regular school meals program.

Recognizing that a variety of food purchase options have become institutionalized in many schools, the Council recommends a balanced approach and urges that any food sales to students during the school day through fundraisers, school stores, vending machines, etc. must meet the nutritional standards of this regulation. Moreover, no fundraisers would be allowed during meal service times. And, sham transactions, such as requesting monetary donations and in turn providing a candy bar or cupcake, should be prohibited as well. This approach to school-day sales would render unnecessary any additional state or federal regulatory determinations as required in the proposed rule (7 CFR 210.11(b)(5) – Alternatives E1 & E2). After-school and weekend fundraisers that are school-sponsored would continue to be exempt from this regulation. Moreover, no definition of a school-sponsored fundraiser should be

included in these competitive food regulations, leaving these determinations to the school district and not to federal regulation.

Recommendations: In 7 CFR 210.11(b)(5) strike everything after the first sentence and add the following sentence: "No fundraiser foods or beverages may be sold in competition with school meals during the meal service period." [Though unnecessary under the Council's recommendation above, Alternative E1 is preferable as somewhat less bureaucratic than Alternative E2, if the framework of the proposed rule is retained.]

Imposing Additional Nutritional Requirements and other Restrictions on A La Carte Items that are Otherwise Allowable in a Reimbursable Lunch Complicates Operations and Undermines Financial Viability
A la carte food sales are critical to the financial viability of and student participation in school meals programs, even in high poverty schools. Adding further fat and sugar requirements for a la carte foods could prevent offering the same whole grain pizza from the regular reimbursable lunch as an a la carte item. Food service directors also question whether they will be able to use processed commodity allocations for items such as mozzarella sticks or chicken wings, which may not meet the new a la carte add-on requirements. The loss of these attractive a la carte items could result in a loss of student participation in the school meals program as well. School food service directors <u>universally</u> urge the elimination of these add-on restrictions for a la carte foods that are allowable in a regular reimbursable lunch. The Council supports Alternative A2 with the caveat of eliminating any timeframe exemptions in 7 CFR 210.11(c)(4). Both Alternative B1 and B2 are unnecessarily prescriptive and accomplish little.

Further, the a la carte sale by the SFA of allowable competitive beverages, such as carbonated or flavored water, should be not be prohibited during meal service periods in the food service area. These beverages are attractive items, which are not detrimental to student health and improve the balance sheet of the nonprofit food service account. The Council would opt for Alternative D2 with the caveat of allowing sales during meals in the food service area by the SFA.

Recommendation: Adopt Alternative A2 and in 7 CFR 210.11(c)(3)(ii) strike ", and must meet the timeframe exemptions specified in paragraph (4) of this section". Also, strike both Alternatives B1 and B2 in 7 CFR 210.11(c)(4). Adopt Alternative D2. And, in 7 CFR 210.11(m)(vi), (vii), (viii) and (ix) strike "except that such beverages shall not be available or served to students in the food service area during the meal service period" respectively.

Removing Inconsistent Nutrition Standards for Competitive Foods Sold During the School Day
The addition of regulatory requirements for competitive foods that are inconsistent with standard practice or with the regular reimbursable meal standards significantly complicates food purchasing, preparation, sale, and administration for SFA and other

staff. The Council recommends adoption of Alternative C2, which reflects the standard practice of calculating sugar by weight.

The Council also urges USDA to carefully review the pending regulations and eliminate any inconsistencies between the competitive foods restrictions and food items allowed as a part of regular reimbursable meals, including:

- Allowing for 1/8 cup rather than ¼ cup of fruits or vegetables in combination foods;
- Modifying the 10% of daily value of specified naturally occurring nutrient requirements and the fortification restriction;
- Allowing for dried fruits and vegetables along with fresh, frozen, or canned;
- Allowing for added sugar to frozen fruits;
- Reflecting current guidance for whole grain-rich products;
- Calculating only saturated fat and total calories; and
- Allowing 400 calories for an a la carte entrée item, instead of 350 calories.

Finally, USDA should also consider phasing-in the sodium requirements for snacks and entrees, similar to the ongoing phase-in for the reimbursable meals program.

Recommendation: Revise the proposed rules in the areas recommended above.

Revising the Impractical Accompaniment Rules
Accompaniments are often purchased or made from scratch in bulk quantity for cost effectiveness or quality purposes. Pre-portioning such accompaniments is cost prohibitive and labor intensive, and offers minimal benefit. Ensuring that students, for example, avail themselves of only one pump of dip, sauce, or salad dressing is an exercise that is sure to fail. USDA should not promulgate this rule, which is impractical to administer or enforce.

Recommendation: In 7 CFR 210.11(n) strike the period at the end of the first sentence and insert "to the extent possible."; and strike the second sentence.

Soft Drinks and Energy Drinks Should Be Prohibited for Sale During the School Day
Directors of food service programs in the Great City Schools disagree with allowing the sale of soft drinks or highly caffeinated beverages such energy drinks during the school day at any grade level. While flexibility in product decisions is generally welcomed, these options appear to be a step backwards in the national effort to encourage healthy food choices for students. There are many other beverages available such as juices, carbonated or flavored water, or even sports drinks, which are much more acceptable.

Recommendation: In 7 CFR 210.11(m)(3) insert a new subparagraph as follows: "(___) The sale of energy drinks and soft drinks with or without caffeine or calories is prohibited during the school day."

Requiring Micronutrient Analysis and Recordkeeping by Non-SFA School Staff, Student Organizations, and PTAs is Impractical and Unworkable.

The proposed regulation establishes nutritional requirements and minimum micronutrient content that often cannot be readily determined. The percentage of recommended daily value of some nutrients may not be identifiable on product labels (i.e., vitamin D, potassium, percentage of calories from fat, etc.). Moreover, the requirement for nutrients to be naturally occurring without fortification adds another degree of impracticality. Finally, any assumption that individuals not trained in nutrition or food service (i.e., student groups or parent groups) can implement such requirements effectively is unfounded.

Recommendation: Remove any nutrient requirements and values from the competitive foods regulations that cannot be readily determined.

USDA Should Accept Responsibility for Compiling A Database of Nutritionally-Approved Food Products for non-SFA Sale During the School Day through Voluntary Cooperation with Industry

Instead of requiring schools to analyze the nutritional content of snack foods and beverages, and retain thousands of food labels or product specifications to document compliance, USDA should streamline the process by compiling a database (list) of snack and beverage items sold as competitive foods (including in vending machines) that meet the USDA-established nutritional standards of this regulation. Rather than expecting tens of thousands of principals, student organizations and parent groups to be responsible for these regulatory tasks, USDA could use its professional expertise and relations with the industry to voluntarily collect product specifications for snack and beverage items and post products that meet the regulatory standards on the Department's website during the promised transition period referenced in the NPRM. Industry should readily cooperate with this initiative, since it would facilitate sales of their products in schools. This approach would massively streamline the implementation of the proposed regulation in tens of thousands of separate campus sites and thousands of fundraising events held in schools each year. School stores, parent and other groups, as well as school-level staff would merely look up products for potential direct sale or for vending machines on the USDA website. Thereafter, the more limited set of products not included in the national database would require further school-level analysis of product nutritional content. The Council acknowledges that this recommendation goes beyond traditional food calculator tools provided by some agencies, but is clearly within the capability of USDA to operationalize over the next two years, and a much more proactive and effective approach than imposing national regulations.

Finally, in the proposed regulations USDA appropriately recognizes certain exceptions to fat and sugar requirements (i.e., certain cheeses, dried fruits and vegetables, and yogurts). However, other exceptions also seem warranted, such as dried fruit with sweeteners or nutrient dense fruit and nut mix or bars. Rather than promulgate regulations for each of these exceptions, the Council recommends a list of product exceptions be added to the above suggested USDA-approved snack food and beverage database.

Recommendation: USDA should create an accessible database of nutritional-approved snack foods and beverages – and nutritionally worthy exceptions – based upon the competitive foods regulatory standards for sales during the school day.

More Creative Compliance Measures Should Be Developed for the Competitive Foods Regulations.

The Competitive Foods regulation encompasses literally tens of thousands of campus-based sites and likely tens of thousands of school events each year. Ensuring compliance across such a wide range of locations and involving such a wide range of individuals and groups will be a monumental task for school officials. Enforcement by USDA and state agencies will be similarly daunting.

USDA, therefore, should establish a standard of substantial compliance, as well as develop a series of compliance measures that recognize the limited expertise of the non-professional school personnel, student organizations, and parents and other groups that are covered under this regulation. SFA's face major challenges in implementing the phased-in nutrition standards and meal patterns in the current year and for school year 2013-2014.   SFA should not be expected to monitor regulatory compliance outside the meal service area or to police school stores, fundraising events, and vending machines. Additionally, the Council of the Great City Schools continues to be steadfast in our opposition to the concept of federal agencies levying fines on public schools – public funds are far too limited for such monetary penalties except in the most extraordinary and egregious of circumstances. Nonetheless, the above recommended USDA-approved competitive foods product database will greatly aid in compliance.

Finally, good faith implementation efforts at the school level should be acknowledged and creative compliance measures developed. For example, instead of a proposed rule requiring retention of nutritional labels or product specifications for all foods sold as competitive foods outside the meal service area, these proposed recordkeeping requirements could be withheld and only imposed as a compliance measure in instances of substantial noncompliance identified through state administration reviews or periodic district self-assessments.

Recommendation: USDA should work with schools to develop creative and less punitive compliance measures for this difficult-to-implement rule. And, in 7 CFR 210.18(h)(7) strike "complies" and insert "is in substantial compliance".
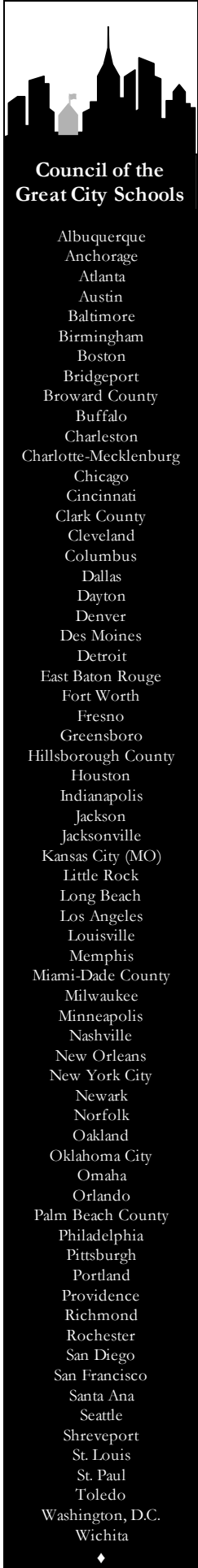
The Council would be pleased to answer any questions regarding the above comments. Question can be directed to me (mcasserly@cgcs.org) or Jeff Simering (jsimering@cgcs.org). We also can be reached at 202-393-2427.

Sincerely,

Michael D. Casserly
Executive Director

LETTERS TO CAPITOL HILL

April 15, 2013

U.S. Senate
Washington D. C. 20510

Dear Senator:

The Council of the Great City Schools, the coalition of the nation's largest central city school districts, writes to support S. 649, the Safe Communities and Safe Schools Act. The bill makes substantial progress in prohibiting access to guns by dangerous individuals and criminals.

The bill, however, does not address many of the gun safety, school safety, and violence prevention proposals of the Council of the Great City Schools (see attached Resolution), Mayor's Against Illegal Guns, or President Obama.

Title III of the bill authorizes a $10 million increase in the Department Of Justice's school security grants for upgrading security equipment and technology. This program responds to the critical need for the installation and replacement of school security equipment to monitor school facilities and help detect threats. However, the Great City Schools alone could exhaust the entire national funding level in replacing our aged equipment and maintaining existing systems.

Finally, the Council is particularly concerned that Congress has severely cut funding for the U.S. Department of Education's Safe and Drug-Free Schools program. Safe and Drug-Free Schools appropriations were $747 million following the 2002 amendments, and have dropped to $65 million in FY2013.

The Council supports S. 649, but more needs to be done.

Sincerely,

Michael D. Casserly
Executive Director

Gun Violence Resolution
By the
Council of the Great City Schools

Whereas, the Council of the Great City Schools, shares the horror and dread felt as a result of the tragedy at Sandy Hook Elementary School in Newtown, Connecticut; and

Whereas, our urban communities must bear witness to the tens of thousands of school-aged victims who are killed or injured in shootings each year; and

Whereas, the proliferation of guns and gun-related violence in the United States has continued for far too long; and

Whereas, the repeated occurrence of violent events in a variety of venues makes it clear that this not merely a school security issue, but a community issue; and

Whereas, families and children in urban, rural, suburban, and every school location deserve the assurance and satisfaction of knowing that students are in a safe learning environment;

Be It Therefore Resolved That, the Council of the Great City Schools calls for immediate changes that will help ensure students across the country are safe in their schools, classrooms, and communities, including –

1. Supporting community improvement solutions such as wraparound services that provide sufficient access to those who need assistance, including schoolchildren;

2. Providing additional support in communities and schools for mental health and substance abuse treatment and counseling;

3. Enhancing and evaluating bullying-prevention programs, anti-gang initiatives, and positive behavior support programs;

4. Tightening the rating systems on movies, games, and other forms of entertainment that depict violence;

5. Banning military-style assault weapons and high-capacity ammunition magazines or clips;

6. Requiring any individual purchasing a gun to pass a background check regardless of the location or nature of the sale;

7. Enforcing the National Instant Criminal Background Check System (NICS) Improvement Act of 2007, that expands persons included in the national background-check database to those with adjudicated mental health conditions, civil protection orders, arrest warrants, etc.;

8. Removing barriers that prohibit law enforcement from tracking the purchase and use of guns, including those used in crimes;

9. Requiring that school security plans are reviewed and updated annually, with input from local law enforcement;

10. Ensuring that local school authorities retain the authority and discretion to use, equip, train, and deploy security officers in schools;

11. Ensuring that principals have adequate training to maintain a safe and secure school environment, with cooperation from and in partnership with local law enforcement; and

12. Requiring the national database on violence to include any incidents involving a gun or shooting.

Approved by the Board of Directors
Council of the Great City Schools
March 10, 2013
Washington, D.C.

ESEA REAUTHORIZATION

June 10, 2013

The Honorable Tom Harkin and the Honorable Lamar Alexander
Committee on Health, Education, Labor and Pensions
United States Senate
Washington, DC 20510

Dear Chairman Harkin and Ranking Member Alexander:

The Council of the Great City Schools, the coalition of the nation's largest central city
school districts, writes to provide our perspective on the Elementary and Secondary
Education Act (ESEA) reauthorization bill scheduled for mark-up on June 11, 2013.
Since the Committee last considered an ESEA bill in 2011, most states and local school
districts have been actively implementing the new more rigorous academic content
standards under the Common Core and 37 states have been implementing statewide
waivers of No Child Left Behind (NCLB) requirements. The Committee now faces the
challenge of crafting an ESEA reauthorization package that accommodates higher
academic benchmarks and presents an improvement for states and school districts over
the current flexibility provided under an ESEA with waivers.

The Committee bill allows states to continue the performance targets adopted under the
Department of Education's approved waivers, and appears to restrict use of statistical
gimmicks such as large N sizes to evade subgroup accountability – both positive
provisions. And, the Committee bill designs an interesting mix of local, as well as state
and federal, accountability and improvement measures that are improvements over the
2011 bill.

Nonetheless, reform activities required in the bill are primarily driven from the state
level where instructional expertise and commitment to poor and minority communities
generally remain weak.   The Committee requires a four-tier, NCLB-like series of
improvement measures. School Improvement I, School Improvement II, Corrective
Action and Restructuring in NCLB are replaced in the Committee bill with Local
Subgroup Interventions, State-Approved Subgroup Interventions, State-identified Focus
Schools, and State-identified Priority Schools [section 1116(b)(1), (b)(3), (c), and (d)
respectively]. And similar to NCLB, many of these schools will cascade over time
from the first tier into the second tier and the third tier into the fourth, with increasingly
prescriptive state-determined sanctions as well as federally-mandated reform models in
the final tier.

The new state-established performance targets by subgroup and grade level for
achievement in specified subjects, growth in covered subjects, English proficiency
growth, and graduation rates now will include more accountability "cells" than

Adequate Yearly Progress (AYP) under NCLB and the bill will compound the prospect that schools will be subject to increasing school accountability measures over time. Further, the 3–year proficiency trajectory for "sufficient growth" in the bill is likely to be unattainable for large numbers of students who will be far away from the more rigorous proficiency levels under the Common Core standards than they are now. A similar 3-year growth model was approved by Secretary Spellings, but did little to help make the federal "AYP" system work under much less rigorous state academic standards than exist with the Common Core.

At the same time, the Committee bill appears to allow the landmark Title I Program for Disadvantaged Students to become a "catch-all" for activities that are unrelated or tangentially-related to the traditional mission of improving the academic skills of poor and minority children. The bill allows Title I funds to be used for a litany of activities including school mental health programs, student behavior programs, early intervention programs, pregnant and parenting teen programs, and school crisis management planning programs. This "mission creep" in Title I's allowable activities occurs while Title I funding in recent years has eroded. For decades, the Council has opposed using Title I as a block grant or diluting its purposes. This legislative expansion of activities, in our opinion, moves the program in the wrong direction. Congress should address these types of programs on their own merits, rather than bundle them into this essential supplemental academic program.

The Council appreciates the Committee's elimination of the unproductive Supplemental Education Services (SES) requirement in Title I. However, we do not support increasing the State Title I set-aside from 4 percent to 6 percent and increasing a number of federal-level set-asides for the use by Department of Education. Both will divert direct and predictable funding away from the local level where students are served.

The Council is generally supportive of the new teacher evaluation requirements and the effort to equitably distribute effective teachers, though the mechanisms for implementation will require further work. On the other hand, many other new requirements and new data collection provisions in Title I (some unrelated to the Title I program) are of significant concern. The new data cross-tabulation requirement across the traditional subgroups as well as by gender and migrant status will create major new data burdens at the state and local level. New program requirements in other titles are of concern as well, including the requirements under Title III to provide English language proficiency services for recently-identified English learners even after they graduate from high school, and requirements to implement "Conditions of Learning" in Title IV when school districts are not even assured of receiving any Title IV funds.

Moreover, the Committee bill contains an historic expansion of federal Title I law requiring "supports and interventions" to be implemented by school districts in many non-Title I schools, even though Title I funds cannot be used to support these new federally-mandated activities in such schools.

And finally, the Committee bill includes a major expansion of federal Title I law, by changing the current Comparability of Services provision into a "Comparability of Expenditures" requirement. Since the vast majority of school-level expenditures are comprised of teacher salaries (which vary extensively based on years of experience), Title I schools with teacher salaries averaging less than the average salaries in non-Title I schools would basically be required to make up the difference by increasing or reallocating local school district funds, or if allowable under the teacher contract reassigning teachers based on salary level rather than effectiveness. Many school districts would experience substantial disruptions in their finances or in their deployment of teachers. The compliance costs of "salary comparability" could reach some $2 billion for 63 of the nation's large urban districts based on the national data used in the U.S Department of Education's 2011 Comparability Report and Policy Brief. The Policy Brief estimates that average compliance costs would be between 1% and 4% of state and local school budget expenditures for districts not meeting the new requirements – which extrapolates to between $3 billion and $12 billion nationally in compliance costs. But most importantly, these new compliance costs are expected to have <u>no impact</u> on student achievement, since teacher salary expenditures have little to do with teacher effectiveness or academic performance. Whether implemented upon enactment or a few years thereafter, the Council is troubled that the Committee would impose such new compliance costs on the nation's school districts for arguably no academic result.

The Council acknowledges and appreciates the Committee's outreach to our organization, but is disappointed that many of our recommendations have not been adopted. We remain interested in working to improve any ultimate reauthorization measure. The Council finds, however, that the Committee bill as currently crafted does not meet the standard of being an improvement over the current ESEA with its flexibility waivers.

Sincerely,

Michael D. Casserly
Executive Director

**Council of the
Great City Schools**

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July 16, 2013

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 fundamental problems that adversely impact the Great City Schools and the disadvantaged students nationwide who rely on these critical programs.

The reauthorization bill repeals the "maintenance of effort" provisions of the Act – a cornerstone of federal education aid. By eliminating maintenance of effort requirements, states are free to cut their own state education expenditures without creating a federal compliance violation. ESEA funds, in effect, could become merely an offset against state school aid reductions without providing the additional benefits that federal education aid is designed to impart. Offsets with ARRA Stabilization funds and more recent reductions in state special education funding provide classic examples of states cutting school funding and backfilling with federal funds when the traditional maintenance of effort requirements are not in place or are ignored. Moreover, "supplement not supplant" provisions will not prevent such reductions in state aid. The repeal of maintenance of effort provisions alone justifies opposition to this ESEA reauthorization bill.

The Council also strongly opposes a proposed amendment by Representative Glenn Thompson to change the Title I funding formula. The formula change would reduce funding for the school districts enrolling the greatest numbers of children in poverty, reducing Title I funding for approximately 7% of the nation's school districts by more than $1 billion during the four-year phase-down period. Perversely, some 87% of Title I-eligible school districts with "single digit" poverty rates would be among the beneficiaries of the formula change. Moreover, the $1 billion reduction in Title I funds would fall on less than 1000 school districts nationwide that serve 54% of the nation's African-American students, 55% of the nation's Hispanic students, and 50% of the nation's census poverty students. The adverse educational impact of this major reduction in funding for such a large segment of disadvantaged and minority students warrants House opposition to the Thompson amendment.

In addition to the potential loss of state education aid and redistribution of Title I funds as explained above, H.R. 5 would freeze overall ESEA funding for the remainder of the decade at this past school year's level for Title I and at the sequestration level for the other ESEA programs.

Moreover, H.R. 5 undercuts other key principles of ESEA. It allows funds generated by specific groups of students to be spent on other students under the "alternative uses" authority in section 1002. Funds allocated for English learners or Native American

students, for example, could be used for activities unrelated to meeting their educational needs. H.R. 5 would allow schools to spend Title I funds targeted to disadvantaged students on non-disadvantaged students without the current "schoolwide" requirement of a high concentration of poverty. H.R. 5 also provides no clear linkage between the academic performance of traditional (sub)groups of students and the accountability, intervention, and improvement actions that should follow. State NCLB waiver programs demonstrate that states continue to try to evade accountability for critically low-performing student (sub)groups – low-income, racial and ethnic minorities, English learners, and students with disabilities. In delegating even more discretion to state agencies than under the current NCLB waiver process, the bill will erode the essential ESEA focus on disadvantaged children and the schools they attend.

H.R. 5 also reduces local school district formula grants by over three-quarters of a billion dollars annually by increasing the state set-aside under section 1003 of the Title I program by 150 percent. Additionally, the Council cannot support the creation of a $2 billion block grant for state departments of education in Title III-B, which would provide nearly unfettered discretion to states over how these funds will be used and which schools and districts will or will not receive a grant. And, the bill contains a significant reduction in the proportion of Title II funds allocated to states and school districts on the basis of student poverty, thereby diverting sizeable amounts of federal funds away from the neediest students.

Finally, another adverse financial impact for school districts with high concentrations of children in poverty will result from the two Title I funding "portability" amendments proposed by Reps. Cantor and Bishop. Often overlooked under a state "portability" option is the major shift in Title I funds in States that opt to eliminate all additional Title I funding based on concentrations or weightings for high numbers and percentages of poor children, and instead redistribute all Title I funds statewide under a single per pupil allocation for eligible students to the school district and school levels. In short, all four Title I funding distribution formulas in current law are eliminated under the state "portability" option. In addition, under the Bishop (Utah) amendment even more Title I funds will be shifted to private schools under a voucher-like private school "portability" option. The fact that states and school districts do not have child eligibility data on enrolled students in public and private school under the census poverty criteria also makes these portability amendments impractical to implement, in addition to their adverse financial impact on high poverty public schools.

The Council of the Great City Schools, therefore, requests a NO vote on the pending ESEA reauthorization bill, H.R. 5, as well as a NO vote on any ESEA funding formula amendment or private school subsidy amendment.

Sincerely,

Michael Casserly
Executive Director

Council of the Great City Schools

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June 18, 2013

The Honorable John Kline   The Honorable George Miller
Chairman   Ranking Member
Education and the Workforce Committee   Education and the Workforce Committee
U.S. House of Representatives   U.S. House of Representatives
Washington D. C. 21015   Washington D.C. 21045

Dear Chairman Kline and Ranking Member Miller:

The Council of the Great City Schools, the coalition of the nation's largest central city school districts, opposes reporting the pending Elementary and Secondary Education Act (ESEA) reauthorization bill, H.R. 5. Our organization acknowledges the Committee's efforts to streamline and simplify this overly prescriptive federal statute. But, the bill has a number of fundamental problems that adversely impact the Great City Schools and the disadvantaged students nationwide who rely on these critical programs.

The Committee bill repeals the "maintenance of effort" provisions of the Act – a cornerstone of federal education aid   By eliminating maintenance of effort requirements, states are free to cut their own state education expenditures without creating a federal compliance violation. ESEA funds, in effect, could become merely an offset against state school aid reductions without providing the additional benefits that federal education aid is designed to impart. The ARRA Stabilization funds provide a classic example of states cutting school funding and backfilling with federal funds when the traditional maintenance of effort requirements were not in place. More recent failures to maintain state aid in special education funding demonstrate the continuing propensity of states to try to circumvent federal maintenance of effort requirements. Without the consequences of federal noncompliance, repeal of these provisions is likely to encourage states to cut state education support. Moreover, "supplement not supplant" provisions alone will not prevent such reductions in state aid.

The Committee bill undercuts another key principle of ESEA in allowing funds generated by specific groups of students to be spent on other students under the "alternative uses" authority in section 1002. Funds allocated for English learners or Native American students, for example, could be used for activities unrelated to meeting their needs. This is not the type of flexibility sought by the Great City Schools. The lack of traditional "authorization of appropriations" provisions for particular targeted programs also signals a further erosion of federal attention to the needs of traditional ESEA constituents. In addition, H.R. 5 would allow schools to spend Title I funds on non-disadvantaged students without the current "schoolwide" requirement of a high concentration of poverty.

There is also a lack of clear linkage between the academic performance of traditional (sub)groups of students and the accountability, intervention and improvement actions that should follow. Delegating the bulk of accountability and improvement determinations to the state departments of education also ignores the limited instructional capabilities of many states and the history of inequitable treatment of schools and communities with concentrations of poor and minority students. The state applications for waivers of No Child Left Behind (NCLB) requirements underscores how easily states can evade accountability for critical low-performing student (sub)groups – low-income, racial and ethnic minorities, limited English proficient, and students with disabilities. In delegating even more discretion to state agencies than under the current NCLB waiver process, the bill will erode the essential ESEA focus on disadvantaged children and the schools they attend.

Moreover, the bill contains the significant reduction in the proportion of funds allocated to states and school districts on the basis of student poverty, thereby diverting sizeable amounts of federal funds away from the neediest students, including those in central city school districts. H.R. 5 also increases the state set-aside under section 1003 of the Title I program by 150 percent, further reducing local school district formula grants by over three-quarters of a billion dollars annually. Additionally, the Council cannot support the creation of a $2 billion block grant for state departments of education in Title III-B, providing states with nearly unfettered discretion over how the funds will be used and which schools and districts will or will not receive a grant.

The Council also strongly opposes a possible amendment by Representative Thompson to change the Title I funding formula. The formula change would reduce funding for the school districts enrolling the greatest numbers of children in poverty. Ironically, some 2,000 school districts with "single digit" poverty rates would be among the beneficiaries of the formula change. The reduction in funds would fall disproportionately on the 1 percent of districts nationally that serve 32 percent of the county's first cohort of persistently lowest-achieving schools, and three times the proportion of African-American and Hispanic students as rural schools. Moreover, the amendment would reverse thirty-five years of Committee policy under Chairmen Perkins, Hawkins, Ford, and Boehner that provided for increased Title I allocations for school districts with substantial concentrations of poverty. Since the construct of the potential Thompson amendment appears to have shifted in focus, a complete impact analysis of the most recent iteration will required some additional time.

Finally, H.R. 5 is expected to become the vehicle for a private school voucher amendment in Committee or during House floor consideration. The Council unequivocally opposes any legislative mechanism that authorizes the use of public funds to support private schools.

The Council of the Great City Schools, therefore, requests a NO vote from members of the Committee on the pending ESEA reauthorization bill, H.R. 5. The ongoing debate over federal authority versus state authority continues to divert attention from the most important local-level functions of teaching and learning. The Council would be pleased to work with the Committee to find a better balance between the overly prescriptive language under No Child Left Behind and the relatively unfettered state discretion under the pending bill. In our opinion, supporting and facilitating improvements in local instructional practices through ESEA offers a better way forward than the reauthorization proposed in H.R. 5.

Sincerely,

Michael Casserly
Executive Director

Talking Points Against Proposed Title I Formula Change

In General

- Formula changes will subject local schools and districts to additional cuts on top of the financial disruptions that have already resulted from the recession, the decline in state and local revenues for education, and sequestration
- The best way to get additional Title I funding to specific districts is to increase appropriations, rather than altering the formula to benefits certain LEAs over others
- Due to Congressional budget and spending challenges, it is unrealistic to expect additional Title I funding, which is necessary to:

  o smooth out these new proposed formula changes;
  o adjust for the nearly 15% increase in poor children nationwide since the 2010 Census; or
  o slow the declining hold-harmless levels for many school districts subject to a reduction of funds.

- Opening up the Title I formula for the proposed "weighting" revisions is certain to encourage additional and unpredictable formula changes, such as the state average per pupil expenditure factor (SAPPE) which would pit state against state, and the northeast and mid-west regions against the south and west

Targeting the Large Districts

- Over the four year phase-in period, the proposed formula change would disproportionately take increasing amounts of Title I money away from a decreasing number of school districts – 904 of the nation's 13,057 Title I-eligible school districts lose some $585 million upon full implementation of the formula change
- The 100 school districts enrolling the greatest numbers of children in poverty would absorb almost 70% (or $389 million of the $585 million) of the nationwide funding reductions resulting from this formula change
- With no additional Title I funding, the Thompson amendment would essentially take existing funding from the 100 school districts enrolling the greatest numbers of children in poverty and redistribute it to over 11,000 other school districts
- Proponents of this Title I formula change claim districts with large numbers of poor children don't have high concentrations of poverty, yet these 100 school districts represent less than 1% of the 13,000 school districts in the nation, but enroll 2.7 million or almost 25% of the nation's Title I-eligible children
- Most large districts receive Title I funding for schools enrolling high concentrations of poor students, but because the district encompasses a larger geographic area or is organized within their state on a county basis, their district-wide poverty percentage is diluted, and they will lose funding if numbers of poverty are eliminated in the Title I formula
- Eighty-eight (88) of the 100 school districts have a district-wide poverty rate above the national average (approximately 20% Census poverty)

<u>Inequity and Other Problems in the Proposed Formula</u>

- There are 1,941 Title I-eligible districts with only "single-digit" Census poverty rates (above 5% and below 10%) in the USA; the Thompson amendment provides additional Title I funding to 1,681 or 87% of these single-digit poverty school districts
- There are 7,164 Title I-eligible school districts with a poverty rate below the national average (20% Census poverty); the Thompson amendment provides additional Title I funding to 6,006 or 84% of these below-average poverty districts
- After the first year of the phase-in period, the number of districts losing Title I funds decreases in the second year, increases in the third year, and decreases again in the final year – creating unreasonable financial instability for school districts attempting to plan and manage instructional programs
- The amount of lost Title I funding swings from $44 million in the initial year to $246 million in the fourth year for a $585 million loss upon full implementation by FY 2017

<u>Educational and Equity Issues</u>

- The original 1965 ESEA Title I formula used a poverty-based allocation system to reflect more than just children in poverty, but serve as a proxy for academically under-achieving students, and achievement gaps among minority children
- The "Large City" category of school districts as classified by NCES -- among the most negatively affected by the formula change -- serve 32% of the nation's "persistently lowest-achieving schools" while comprising only 13% of the total number of schools nationwide.
- Comparatively, 17% of suburban schools and 20% of rural schools have been identified as "persistently lowest-achieving schools", while suburban districts comprise 27% and rural districts comprise 32% of all the nation's schools
- The 100 large urban school districts enroll over three times the percentage of African American students as rural districts (37% to 10%), and over three times the percentage of Hispanic students (33% to 10%), providing further context to the minority achievement gap.
- 58% of school children in large city districts attend very high-poverty schools (75% FRPL poverty and above) compared to 10.7% of rural students according to the National Center for Education Statistics.
- Large school districts with large <u>numbers</u> of poor children provide a broader range of school services (health, nutrition, counseling, drug prevention and intervention, violence and gang prevention, social work services, etc.) and employ larger staffing levels due to the labor-intensive nature of public education, resulting in higher costs and greater dependence on Title I and other ESEA funds than other types of school districts
- The proposed formula change overwhelmingly reduces Title I funding to the nation's largest urban districts, which have been the main drivers of any recent improvements in reading and math achievement on the National Assessment of Education Progress, while the rest of the nation's educational progress has remained generally stagnant
- The current Title I Targeted formula and Education Finance Incentive formula already provides greater weight to "percentages" of poor children compared to the weight applied to "numbers" of poor children, by 16%, 25%, 30% and 33% in the four highest quintiles

TITLE I

Dear State Title I Director: JUN 2 4 2013

I am writing to share information in response to a question that the U.S. Department of Education (ED) received with respect to the across-the-board decrease in fiscal year 2013 (school year 2013–2014) funds for Title I, Part A of the Elementary and Secondary Education Act of 1965, as amended (ESEA). This was the result of the passage of Public Law (PL) 113-6, the Consolidated and Further Continuing Appropriations Act, 2013. Because of PL 113-6, the amount of Title I, Part A funds available to most States and many local educational agencies (LEAs) beginning July 1, 2013 will be reduced. In some cases these decreases could be significant. ED understands that some LEAs have indicated a willingness to make up the difference, in whole or in part, with local funds in order to continue to provide a high-quality Title I program. However, many LEAs are concerned that they might violate the prohibition against supplanting if they replace the local contribution with Title I, Part A funds in a subsequent year.

Section 1120a(b) of the ESEA requires an LEA to use Title I, Part A funds only to supplement the funds that would be made available from non-Federal sources for the education of students participating in Title I targeted-assistance programs and not to supplant such funds in the absence of Title I funds. To determine if supplanting exists, ED employs three presumptions, the second of which presumes that supplanting has occurred if Title I, Part A funds are used for activities that were supported in the prior year(s) with non-Federal funds. As a result, if an LEA uses Title I, Part A funds in the subsequent year to replace the local contribution that the LEA provided to its Title I program in response to sequestration, it might raise the presumption of supplanting.

ED does not believe that using Title I, Part A funds in a subsequent year to replace an LEA's use of local funds to support its Title I program in the face of sequestration would constitute supplanting. Rather, the local contribution would merely serve to provide the same or similar level of Title I services pre sequestration — that is, the local funds would help implement the LEA's Federal Title I program. Absent the local contribution, the LEA's Title I program would be less robust. To ensure that a local contribution does not raise the presumption of supplanting, an LEA should document that the local funds are, in fact, being used to support the Title I program. As expected, the continued use of local funds would need to meet all applicable Title I requirements.

If you have any questions, please do not hesitate to contact Todd Stephenson of my staff at: todd.stephenson@ed.gov or (202) 205-1645.

Sincerely,

Monique M. Chism

Monique M. Chism, Ph.D.
Director
Student Achievement and School
Accountability Programs

400 MARYLAND AVE., SW, WASHINGTON, DC 20202
http://www.ed.gov/

The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

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Title I Carryover Waiver
Memorandum from U.S. Department of Education

MEMORANDUM

Date: April 11, 2013

To: Chief State School Officers

From: Deborah S. Delisle, Assistant Secretary

Subject: Waiver related to the Carryover Limitation in Section 1127(b) of the Elementary and Secondary Education Act of 1965, as amended (ESEA).

I am writing with respect to Section 1127(a) of the ESEA, which prohibits a local education agency (LEA) from carrying over to the next fiscal year more than 15 percent of its Title I, PartA allocation. Section 1127(b) permits a State education agency (SEA) to waive this limitation once every three years if: (1) the LEAs request is reasonable and necessary; or (2) a supplemental Title I, Part A appropriation becomes available. The uncertainty faced by LEAs concerning the amount of its Federal fiscal year (FY) 2013 TitleI, Part A allocation due to the possibility of sequestration may be a reasonable and necessary reason for an SEA to grant an LEA a waiver of the carryover limitation with regard to Federal fiscal year (FY) 2012 Title I, Part A funds.

I believe it is important that each SEA ensure that its LEAs obligate their Title I, Part A funds in a timely manner. At the same time, I am aware of the enormous need to provide continued support for meaningful education reform and the need to offer flexibility to an SEA to enable its LEAs to conserve its remaining FY 2012 funds. This method carries additional benefits by allowing LEAs to use FY 2012 funds in combination with FY 2013 funds to support activities that might otherwise be affected by an FY 2013 Title I, Part A allocation that is reduced by the sequester.

Accordingly, under the waiver authority in ESEA Section 9401, I am inviting each SEA to request a waiver of ESEA Section 1127(b) to enable the SEA to waive the carryover limitation more than once every three years for an LEA that needs the additional waiver because of the sequestration with respect to FY 2012 Title I, Part A funds. To request this waiver, an SEA must:

- Identify the specific Federal program affected by the waiver —*i.e.*, Title I, Part A;
- Identify the statutory requirement to be waived —*i.e.*, ESEA section 1127(b);
- Describe how the waiver will enable the SEA to grant LEAs the flexibility to use the funds that are carried over after September 30, 2013 to increase the quality of instruction for students, improve their academic achievement, and continue to assist the same populations served by the programs for which the waiver is being requested in accordance with applicable program requirements; and
- Hold schools and LEAs accountable based on the SEA's annual measurable objectives (AMOs).

If you choose to request this waiver, please submit your request to me via e-mail, with "Carryover Waiver Request" in the subject line at titleIwaivers@ed.gov. You may also send a hard copy of your request to me at the following address:

Deborah S. Delisle
Assistant Secretary for Elementary and Secondary Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-6100

Please note that an LEA may not carry over more than 15 percent of its FY 2012 Title I, Part A funds after September 30, 2013 unless the SEA has approved the LEA's carryover waiver request. Therefore, I urge you to submit your waiver request as soon as possible. The Department will make every effort to respond to waiver requests quickly to facilitate your planning and that of your LEAs.

To assist you in requesting a waiver, I am attaching a template that you may wish to use. Prior to submitting a waiver request, you must provide all Title I LEAs with notice and a reasonable opportunity to comment on the request. Please attach copies of any comments received with your request. States must also provide notice and information regarding your waiver request to the public in the manner in which your SEA customarily provides such notice and information to the public (*e.g.*, by publishing a notice in newspapers or by posting information regarding the waiver request on the SEA's website).

If you have any questions about this waiver invitation, please address them to titleIwaivers@ed.gov. My office will be monitoring this mailbox frequently and will get back to you as soon as possible.

COMMUNICATIONS

PRESS RELEASES

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

Jessica Schwartz
(212) 251-9711
jschwartz@wallacefoundation.org

Principal Supervisors Play Critical Role in Instructional Leadership, Study Finds

WASHINGTON, Oct. 15 – School districts are increasingly relying on principal supervisors to ensure school principals are prepared to meet the increasing demands of their jobs, according to a study released today by the Council of the Great City Schools.

Commissioned by The Wallace Foundation, *Rethinking Leadership: The Changing Role of Principal Supervisors* examines the roles and responsibilities of principal supervisors in major school districts across the country. The report looks specifically at the ways those in these pivotal "central office" leadership positions are selected, supported and evaluated.

Principal supervisors often oversee large numbers of principals and still handle extensive administrative oversight responsibilities as vestiges of past structures or roles – and with diminished central office funding. They oversee an average of 24 schools each, according to survey results.

"Districts should think carefully about how the work of principal supervisors is connected to the district's major reform initiatives and overall vision for change," says Council Executive Director Michael Casserly. "In the context of the Common Core State Standards, for example, principal supervisors provide a critical link between central office leadership and resources and building-level personnel."

Given their crucial role of supporting principals, principal supervisors should be well matched to the needs of the schools assigned to them. However, the study found that doesn't always happen, and that districts most often group schools together and match them with principal supervisors geographically in order to facilitate school visits.

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"This new, important report by the Council of Great City Schools sheds light on how school districts construct and support the position of principal supervisor," said Jody Spiro, director of education leadership at The Wallace Foundation. "It's clear that it will take much more than training to help these leaders become more effective. Districts need to build systems that limit supervisors' competing responsibilities and that do a better job matching supervisors with schools so they can support all of the principals they oversee."

Although many principal supervisors were former principals, many lack experience as a human resources, operations or central office instructional administrator. Educators in these positions are rarely selected or evaluated based on a well-defined set of competencies. In addition, principal supervisors do not always have access to the kind of instructionally-focused professional development they need to help strengthen principals as instructional leaders of their schools.

This lack of experience is complicated by the fairly short tenure of principal supervisors in urban districts. The average amount of time they are in their positions is three years, suggesting that this position has been adapted or reinvented recently in many districts, or that turnover in the position has been extensive.

The Council launched the two-part study in fall 2012 with a survey of the Council's 66 urban member districts, as well as two additional districts participating in The Wallace Foundation's Principal Pipeline Initiative. This survey targeted staff currently serving as principal supervisors, asking them to provide details on their background, training, professional development, major job responsibilities, and how these responsibilities have changed over the past few years.

The survey was followed up by site visits to the six school districts participating in Wallace's Principal Pipeline Initiative – North Carolina's Charlotte-Mecklenburg Schools, Denver Public Schools, Georgia's Gwinnett County Public Schools, Florida's Hillsborough County Public Schools in Tampa, the New York City Department of Education, and Maryland's Prince George's County Public Schools.

The report includes recommendations to districts that want to build more effective principal supervisory systems. Among the recommendations, districts should:

- Define and clearly communicate throughout the school system the role and required competencies of principal supervisors;

- Narrow principal supervisor responsibilities and spans of control facing them so that they can provide school principals with individualized support and oversight; and

- Strategically select and deploy principal supervisors, matching skills and expertise to the needs of schools.

The report concludes that districts need to build systems wherein the processes for selecting, deploying, supporting and evaluating principal supervisors each work in tandem to strengthen the role of these critical staff members in schools and in the district.

[The Council of the Great City Schools](#) is the only national organization exclusively representing the needs of urban public schools. Composed of 66 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.

[The Wallace Foundation](#) is an independent, national foundation dedicated to supporting and sharing effective ideas and practices that expand learning and enrichment opportunities for children. The Foundation maintains an online library of lessons at www.wallacefoundation.org about what it has learned, including knowledge from its current efforts aimed at: strengthening educational leadership to improve student achievement; helping disadvantaged students gain more time for learning through summer learning and through the effective use of additional learning time during the school day and year; enhancing out-of-school time opportunities; and building appreciation and demand for the arts.

Council of the Great City Schools
1301 Pennsylvania Avenue, N.W. ♦ Suite 702 ♦ Washington, D.C. ♦ 20004

FOR RELEASE
June 10, 2013

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

Statement by Michael Casserly, Executive Director
Council of the Great City Schools
On
"The Next Generation: Chicago's Children"

WASHINGTON, June 10 – At last there is a comprehensive, long-term plan for improving and enhancing public education in the Great City of Chicago.

That plan—"The Next Generation: Chicago's Children"—is a comprehensive blueprint for reform that has all the elements of successful urban school improvement: High standards, supports for students, engaged families and communities, effective and committed teachers, and strong fiscal, operational, and accountability systems.

The new roadmap for the future calls for more rigorous instructional standards, better professional development aligned to those standards, safe learning environments that support the social-emotional needs of children, strengthened personnel evaluation systems, extended learning time, and transparency that will reach into every corner of the city.

 Most importantly, the new plan is based on the best research about what works and is a comprehensive and seamless set of strategies built to move public education forward on behalf of the city's children for the long haul.

The community has every reason to be optimistic and believe that the school system is finally on the right track and moving forward in the right direction.

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FOR IMMEDIATE RELEASE   CONTACT: Henry Duvall
DATE: May 15, 2013   (202) 393-2427 or hduvall@cgcs.org

Council of the Great City Schools Selects 2013 Math and Science Scholars
Urban students receive scholarships from ExxonMobil Foundation and Dr. Bernard Harris

WASHINGTON, DC (Business Wire) — Four high school seniors have been named recipients of the 2013 ExxonMobil Bernard Harris Math and Science Scholarship by the Council of the Great City Schools (CGCS). Students were selected from several hundred applicants for their academic performance, leadership qualities and community involvement.

The scholarship program was created by former NASA astronaut Dr. Bernard Harris Jr., the first African American to walk in space, and the ExxonMobil Foundation to help underrepresented students pursue science, technology, engineering and math (STEM) studies and increase diversity in the STEM workforce.

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

"We are extremely proud of the winners of this highly competitive scholarship program," said Michael Casserly, executive director, Council of the Great City Schools. "These young men and women will have an opportunity to become the leaders and innovators of tomorrow thanks to the generous support of ExxonMobil and the encouragement of Dr. Harris."

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

- Lorena Benitez, Atlantic Community High School, Palm Beach County School District
- Malik Hollingsworth, Central High School, Memphis City Schools,
- Rachel Katz, Lincoln High School, Portland Public Schools, Oregon
- Sergio Puleri, Dr. Phillips High School, Orange County Public Schools, Orlando

In the fall, Ms. Benitez will attend Harvard University to study biology. Mr. Hollingsworth is going to Vanderbilt University to pursue a career in design engineering, and Ms. Katz will study engineering at Massachusetts Institute of Technology. Mr. Puleri plans to major in computer programming or engineering at University of Florida.

"These scholarships are one way of empowering promising youth for math and science achievement both inside and outside the classroom," said Dr. Harris. "I am proud to support the development of innovative young minds and honor these students as they create a brighter future for themselves and our nation."

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

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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 Foundation

The ExxonMobil Foundation is the primary philanthropic arm of Exxon Mobil Corporation in the United States. The foundation and the corporation engage in a range of philanthropic activities that advance education, health and science in the communities where ExxonMobil has significant operations. In the United States, ExxonMobil supports initiatives to improve math and science education at the K-12 and higher education levels. In 2012, together with its employees and retirees, Exxon Mobil Corporation (NYSE:XOM), its divisions and affiliates, and the ExxonMobil Foundation provided $256 million in contributions worldwide, of which $116 million was dedicated to education. 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

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April 22, 2013   (202) 393-2427

St. Paul Public Schools Superintendent to Lead
Council of the Great City Schools

Cincinnati Board Member, San Francisco Superintendent Part of Leadership Team

WASHINGTON, April 22 – Superintendent Valeria Silva of the Saint Paul Public Schools in Minnesota has been elected chair of the Council of the Great City Schools' Board of Directors.

She will preside over the national urban education policy and research organization that represents 67 big-city school systems for a one-year term, effective July 1. The Council's 134-member board is composed of the superintendent and a school board member from each of the districts represented.

"Superintendent Silva has emerged as a recognized national leader in education, especially in pioneering English-language learner reforms," says Council Executive Director Michael Casserly. "She will lead our efforts to improve student achievement as we are implementing higher academic standards in big-city schools."

Silva will succeed Council Chair Candy Olson, a school board member in Florida's Hillsborough County Schools in Tampa, who has led the Council since last July.

Moving up to chair-elect is Eileen Cooper Reed, a school board member in Ohio's Cincinnati Public Schools, who currently serves as secretary-treasurer of the Council.

San Francisco Public Schools Superintendent Richard Carranza has been elected to the secretary-treasurer post to round out the Council's new leadership team for the upcoming 2013-14 school year.

# # #

ARTICLES

eSchool News

October 16th, 2013

9 ways to support principal supervisors

By Laura Devaney, Managing Editor, @eSN_Laura
Read more by [Laura Devaney](#)

Growing need for principal supervisors indicates schools will rely on strong leadership, training

The results of a two-part study indicate that school districts will increasingly rely on principal supervisors to guide school principals through important transitions such as school reform efforts and Common Core implementation.

According to "[Rethinking Leadership: The Changing Role of Principal Supervisors](#)," principal supervisors usually oversee a large number of school principals in addition to handling other administrative oversight responsibilities, and principal supervisors oversee 24 schools each, on average. The study was commissioned by the Wallace Foundation and released by the Council of the Great City Schools (CGCS).

Those principal supervisors' strengths should line up with the needs of the schools they supervise, the report's authors write, but that doesn't always happen–instead, most principal supervisors and schools are paired according to geographic locations so that school visits are more convenient.

"It's clear that it will take much more than training to help these leaders become more effective. Districts need to build systems that limit supervisors' competing responsibilities and that do a better job matching supervisors with schools so they can support all of the principals they oversee," said Jody Spiro, director of education leadership at The Wallace Foundation.

Many principal supervisors are former principals, but not all of them have experience as central office instructional administrators, according to the report. Professional development to help principal supervisors better develop their own skills will in turn help them guide school principals.

"Districts should think carefully about how the work of principal supervisors is connected to the district's major reform initiatives and overall vision for change," said CGCS Executive Director Michael Casserly. "In the context of the Common Core State Standards, for example, principal supervisors provide a critical link between central office leadership and resources and building-level personnel."

[Here's how](#) some principal supervisors might be able to leverage technology to balance busy schedules and to stay connected with their principals.

The report recommends that districts:

1. Define and clearly communicate throughout the organization the role and required competencies of principal supervisors.
2. Narrow principal supervisor responsibilities and spans of control.
3. Strategically select and deploy principal supervisors, matching skills and expertise to the needs of schools.
4. Provide principal supervisors with the professional development and training they need to assume new instructional leadership roles.
5. Establish information-sharing policies or procedures to ensure clear lines of communication and collaboration between principal supervisors and central office staff.
6. Provide early and sustained support to new principals in the form of coaches.
7. Hold principals—and principal supervisors—accountable for the progress of their schools, and ensure alignment in the processes and measures used to assess teacher, principal, and principal supervisor performance.
8. Provide clear, timely, and actionable evaluation data to principals.
9. Commit district resources and engage external partners in the process of developing future school and district leaders.

The Council of the Great City Schools, a coalition of large urban public school systems that includes a superintendent and school board member from each member city.

The Wallace Foundation is a national philanthropy organization that works to improve education for disadvantaged children through school leadership, after school programs, the arts and arts education, and summer and expanded learning time.

CMS: Bus & bell schedule staying put

CHARLOTTE, NC -- A new review by the Council of the Great City Schools found controversial bell schedule changes at Charlotte Mecklenburg Schools are benefitting students and the school system.

In 2011, CMS added 45 minutes to the elementary school day. The additional learning time also created staggered dismissal times which allowed school buses to reach up to four schools in an afternoon.

The efficiency saved CMS $4 million a year.

Parents, students, and some teachers complained the 4:15 p.m. dismissal time at elementary schools was too late.

Recommendations made by the review include continuing the new bell schedule that lengthens the school day, and praises the school system for saving millions in the process, calling it "a hat trick that most big city schools aren't able to pull off."

"We will take those recommendations, and they will be the framing charge of our new School Time Task Force," said Superintendent Heath Morrison.

The task force will review the study's findings and find areas for compromise with concerned stakeholders in the coming months.

Morrison indicated an earlier elementary school dismissal time that maintains the duration of the school day could be considered.

He said he wouldn't be willing to shorten the day by any more than 15 minutes, and felt strongly about keeping the bus schedules in place.

"The additional time, I believe, is a benefit. So it's not something I would be very easily removed from," Morrison said.

The study found some fault with CMS, saying the roll-out of the new bus & bell schedule lacked community input.

Morrison guaranteed any future changes coming from the task force would be the result of public involvement.

Charlotte Observer (October 14, 2013)

Charlotte-Mecklenburg Schools will take another look at late bells, school hours

By Ann Doss Helms

Charlotte-Mecklenburg Schools will take another look at the longer elementary school day and a controversial late-dismissal schedule launched two years ago, Superintendent Heath Morrison said Monday.

His announcement of a new "School Time Task Force" follows the release of a consultant's report that lauds CMS transportation planning but criticizes communication of the changes to school hours. The Council of the Great City Schools concluded that CMS used valid information in changing school start and dismissal times, known as bell schedules, to save money on busing in 2011.

"The district has had to make some very difficult decisions (in response to budget cuts) and, for the most part, should be commended for its efforts to respond to the needs and desires of the entire community," the council's report says. But it adds that lingering tension over bell schedules "could become a major distraction impeding other critically important work underway in the district."

The council brought in transportation experts from Boston, Las Vegas and Orlando, Fla., to look at CMS issues connected with busing and bell schedules. They also made comparisons with districts across the country. CMS has agreed to pay up to $18,000 for the report; the final bill hasn't been submitted.

CMS parents and teachers have raised an array of concerns, including whether the 7:15 a.m. start time for most high schools is too early, whether the 4:15 dismissal time for some elementary and middle schools is too late and whether CMS erred in adding 45 minutes to the elementary school day. Changes made in 2011 were designed to save money by creating staggered schedules that let each bus serve up to four schools. Before that, all schools were out by 3:45 p.m.

Morrison said he supports the seven-hour school day for elementary students but would be willing to consider shortening the day by up to 15 minutes. And he said he's willing to look at alternatives to the 9:15 a.m. to 4:15 p.m. schedule that has drawn complaints that it puts buses into afternoon rush-hour traffic and erodes evening time for homework, after-school activities and family time.

Susan Plaza, a CMS parent who has been leading the two-year push to shorten the elementary day and eliminate the late schedule, said she's heartened by Monday's developments. She said she'd have liked to see more specifics from the report but believes Morrison is sincere about working with dissatisfied parents and teachers.

"We're thrilled that this study is continuing. The door isn't closed yet," she said. "Hopefully, we're going to see something positive. We're all reaching for that goal."

Plaza's group had questioned CMS calculations that indicate it would cost millions to get rid of the late bus schedule. The Council of the Great City Schools report confirmed those numbers, although it said CMS may have overstated costs for buying new buses. The report says separate proposals generated by parents contained questionable cost projections.

One of the challenges to changing the schedule is that adding buses would reduce the state's efficiency rating for CMS, which would bring financial penalties. Morrison and Plaza both say the next steps could involve working with state officials to revise that calculation.
"All of our solutions involve more buses," Plaza said.

The ongoing bell-schedule battle has spanned three superintendents, and the report raises questions about the way all three handled the issue. There was little community input into the initial decision, made under Superintendent Peter Gorman as part of a bigger package of budget cuts, it says. After Gorman resigned in 2011, "district administration" developed strategies to address concerns, but interim Superintendent Hugh Hattabaugh did not consider them viable or bring them to the school board, the report says.

Morrison, hired in 2012, created a "Late Bell Schedule Committee," which brought together staff and concerned community members. But that group lacked clear goals and responsibilities, the report says, leading to competing plans created by staff and by parents and teachers.

This time, Morrison said, CMS will get the community involvement right. The new task force will be similar to the 22 that just finished their work, with a mix of staff and community appointees. Meetings will be open to the public, Chief Communication Officer Kathryn Block said, but the schedule hasn't been set yet. Morrison said there will also be surveys and town hall meetings.

"I don't want to rush into recommendations that are going to solve one set of problems and create others," he said.

Austin school district student enrollment declines

Friday, Sept. 27, 2013

The Austin school district has lost nearly 1,200 students so far this year, its first decline in enrollment in more than a decade.

The district's enrollment after the third week of school was down by about 1.5 percent from the same time last year, with the greatest loss – more than 1,000 – among elementary-aged children.

Seventh-graders arrive for the start of classes at the IDEA Allan charter school last month. The charter school enrolls 612 students, with 91 percent of them coming from the Austin school district, which this year has seen a decline of 1,200 students. Of students who left the Austin district in 2012-13, 20 percent left for charters. Fifty-two percent left for other Central Texas school districts.

The last time Austin experienced a decrease in enrollment – a decline of 1.7 percent – was in 2001, at the height of an eight-month-long recession that hammered tech industries here.

This time, district officials, who were expecting an enrollment gain of 246 students, were caught off guard. At $7,400 apiece, the loss of students could result in a loss in state funding of up to $8.6 million.

"For 15 or so years, our demographer has been projecting enrollment growth in the district, even for the past year," Superintendent Meria Carstarphen said. "The district has always been growing, (but) the rate has slowed down. Every year, the window narrows."

IDEA Allan charter school Principal Reynaldo Flores greets children on the first day of school last month. Ninety-one percent of the school's 612 students left the Austin school district to attend the charter school. About 20 percent of the Austin school district's students who left the district in 2012-13, left for charter schools. Fifty-two percent left Austin for other Central Texas school districts.

School administrators point to the rising costs of living in Austin, which they say are pushing families to search for less expensive housing in neighboring communities.

Austin's median home price is $227,600, the highest among all major cities in Texas.

Of the students who didn't return to the Austin district in 2012-13, 52 percent left for other Central Texas districts, in particular, Del Valle, Pflugerville and Hays.

An additional 27 percent of students who left the district last year departed for private schools or left the state, where the district cannot track them.

"We don't want them to go to privates, and we don't want them to necessarily home-school or go to charters, but the majority of our challenge here … is affordable housing, especially at the elementary grades, for younger families with younger children," Carstarphen said.

Fewer kids in some areas

The district's Demographic Analysis and Student Projections for 2012, by Dennis D. Harner and Associates, anticipated growth for this year and beyond. The report showed projected 2013-14 gains of between 412 students, using a low-range projection, and 1,424, using a high-range projection; the demographer's 10-year outlook also continued to show gains.

By the end of October, district officials predict they'll add an additional 200-300 pre-kindergarten students to their rolls. Despite that lift, however, enrollment will still be below targets.

While census data for 2013 isn't yet available, anecdotally, demographic trends point to fewer children per household, said Brian Kelsey, an Austin economist.

"My guess is that the people moving to Austin from other states, on average, are younger and have fewer children than the typical Austin household," Kelsey said. "Those factors are probably influencing the number of children enrolled in AISD."

A demographic report by the city of Austin shows that while the number of families with children has increased, they form a smaller percentage of the city's population as a whole. In 1970, Austin families with children made up 38 percent, while in 2007, the percentage shrunk to less than 26 percent.

There are, however, areas of the district that continue to swell. Despite a lack of new housing developments in North Central Austin, that area of the district has overcrowded schools; the district opened a new elementary school there this year, with another elementary school on tap for next year.

Competing for students

It is not uncommon for urban school districts to having shrinking populations or slowed growth.

Houston's school district lost nearly 7,000 students from 2000-01 through 2011-12, when student enrollment was 201,594. Dallas has also shrunk since 2000, by about 4,500 students. In Fort Worth, the district has added 3,200 students, a 4 percent gain, since 2000.

"It's a mixed bag," said Henry Duvall, spokesman for the Council of the Great City Schools, the country's primary coalition of large urban school systems.

Duvall said that while some urban districts throughout the country have seen decreases, others, like in Las Vegas, are on an upswing. The increase in some districts is, in part, due to the offering of specialty programs, such as math and science academies, magnet programs and college credit programs, Duvall said. Urban districts are competing, especially with charter schools, to maintain their enrollment.

"Districts have been marketing," Duvall said. "In trying to retain students, they're offering school-choice programs. The big city school districts are offering a variety now, more than they were before."

Austin is no exception. District officials in recent years, as a way to retain students, also have bolstered their efforts to offer signature programs, including dual language, fine arts academies and early-college credit programs at two traditionally struggling high schools. The district also

offers a tuition-based pre-kindergarten, but that program has only brought in about 120 students in 2012 and this year.

R.I. Redoubles Efforts for Intellectually Disabled

By **Christina A. Samuels**

For the first time in years, students with intellectual disabilities in the 23,000-student Providence, R.I., school district started school in August attending some classes alongside their typically developing peers—the result of an agreement between the district and the federal government that the U.S. Department of Justice calls a "landmark."

The 84 students, who represent most of the students with intellectual disabilities in the system, are taking art and physical education classes with other students at Mount Pleasant High School, which has an enrollment of about 1,100. Educators are helping them explore opportunities that may be available to them when they leave school. And teachers are expected to educate them to a higher academic standard than they had experienced before.

Those changes, prompted by a Justice Department probe launched in January, are a huge shift from earlier practice. These students, who mostly have Down syndrome and autism, previously were housed in a separate wing of Mount Pleasant High School, in a program called the Harold A. Birch Vocational School.

The environment at Birch was safe and nurturing, parents and Providence officials said. But it was also devoid of expectations for students beyond eventual employment in a sheltered workshop, where they might spend decades sorting jewelry or packaging medical supplies for a dollar or two per hour.

"Sometimes, educators can be well-intended and think that they're protecting a child by having low expectations," said Susan F. Lusi, who has been the superintendent of the Providence district for three years.

Ms. Lusi said that parents had not complained about the program to her or to other school officials, but she also acknowledged that the district had let the program operate with little oversight.

"It is completely possible to have both high expectations and a safe environment for children with disabilities," Ms. Lusi said.

National Issue

Nationally, the U.S. Department of Justice since 2009 has been intensifying its efforts to fight improper segregation of individuals with disabilities. Segregation of the type that was at the Birch school "is all too common when states allow low expectations to shape their disability programs," Eve Hill, the senior counselor to the assistant attorney general for civil rights, said in **a statement released** when the department announced its agreement with the district in June.

In a **30-page report** dated June 13, the department described the students' isolation, their inability to access integrated employment opportunities, and the lack of any systematic transition planning for them.

The agreement with the Justice Department, which was released the same day as the complaint, also requires Rhode Island to bolster its integrated employment-support services.

The Justice Department's findings were painful to district leaders, Ms. Lusi said. But early in the investigation, "we decided the best way to address what has really been a very long-standing set of issues is to shine light on it," she added.

The vocational school, now reborn as the Birch Academy at Mount Pleasant, could eventually serve as a model for other districts that are also working to appropriately educate students with intellectual disabilities, Ms. Lusi said.

"We are absolutely not all the way there," she said, but the work that her staff has undertaken represents a dramatic improvement.

Federal Probes

The probe into the Birch Vocational School program started with a U.S. Department of Labor investigation into Training Through Placement, a North Providence, R.I., program that received state funding to provide both sheltered-workshop and day programs for about 90 people with intellectual and developmental disabilities. According to the Justice Department report, individuals typically stayed at the program for 15 to 30 years.

Programs like Training Through Placement are legally allowed to pay less than the federal minimum wage of $7.25 an hour. However, they have to comply with certain labor laws in order to retain that authorization.

In March 2012, the Labor Department's wage and hour division started investigating Training Through Placement for violations of its authorization to pay less than the minimum wage. The state launched its own investigation, and **earlier this year placed the program** under new management.

In October of last year, the Labor Department notified the Justice Department that there were potentially other violations that fell under its jurisdiction, as the enforcer of the American with Disabilities Act. The Justice Department focused part of its efforts on Birch, which ran its own sheltered workshop that served as a pipeline to Training Through Placement. Students spent one or two 55-minute class periods performing "various mundane tasks," in the words of the Justice report, such as assembling jewelry and hand-sorting buttons. Students aged 16 to 21 earned between 50 cents and $2 an hour, while younger pupils were unpaid. Other work experiences for Birch students involved helping cafeteria employees at Mount Pleasant empty trash cans.

Rising Scrutiny

Sheltered workshops have come under increased scrutiny nationally. This year, the Justice Department is supporting the plaintiffs in a class action filed by disability-rights advocates in Oregon. The suit, *Lane* v. *Kitzhaber*, alleges that thousands of Oregon residents have been placed in sheltered-workshop programs when they could be served in integrated employment settings.

In addition, a bill in the U.S. Senate to reauthorize the Workforce Investment Act seeks to curtail efforts to steer people with disabilities into jobs that pay below the federal minimum wage. People could be placed in those jobs only if a rehabilitation counselor reviewed the placement every six months to ensure that it was part of training a worker for later employment at competitive wages. Some advocates say that the bill would still allow people with disabilities to languish in dead-end jobs.

Rhode Island has said that as part of its agreement with the Justice Department, it will do away with all state-funded sheltered workshops and day programs in the next 3 to 5 years.

The Justice Department was not the first entity to raise concerns about the Birch program. In 2011, a team from the **Council of the Great City Schools**, an organization of the nation's large urban public school systems, was invited to the Providence district to assess the school system's special education program. Among other findings, the team's final report noted that Birch students had a "very low level" of access to academics. None graduated with a standard diploma.

The **council's report** also said that some Birch students experienced integrated employment at area hospitals and medical centers, but that stopped when those facilities instituted mandatory immunization of workers. In the words of Birch's longtime principal, Larry Roberti, the students had "suffered enough," the report said.

Competing Priorities

Among several recommendations, the organization's report suggested making changes at the Birch program to ensure that it operated with research-based practices.

Ms. Lusi, the superintendent, said that those recommendations came at the same time the district was working to improve its programming for English-language learners. The special education program took a temporary back seat.

"The context was, 'You have some issues in special education, but you by far need to pay more attention to English-language learners,' " Ms. Lusi said. "For whatever reason, it didn't flag [the issue] for me in the way that the Justice Department [report] did."

Mr. Roberti, who retired from the district in June, could not be reached for this story. In April, the mayorally appointed school board voted against an administration recommendation to fire him, after many community members spoke in his support.

One of those who supported Mr. Roberti, parent Zulma Garcia, said in an interview that parents were not told about the Justice Department investigation, only that the school's well-liked leader was facing termination.

"I specifically wrote emails to the school department and never got any response," Ms. Garcia said. "I went and supported him at the hearing with good faith." Had the Justice Department's report been released before the meeting, the response from the community may have been different, she said.

The situation in Providence, though amplified by the federal report, is not unique, said Debra Hart, the educational coordinator at the Institute for Community Inclusion, based at the University of Massachusetts Boston.

"I think many school districts across our country, and in Massachusetts where I'm most familiar with, struggle with the transition time frame, in particular for students with intellectual disabilities," Ms. Hart said. "They've developed transition programs that track kids with certain labels like [intellectual disability] into specific programs."

Her organization is a partner in the federally funded Center for Postsecondary Education for Individuals with Intellectual Disabilities, which promotes programs that allow such students to attend college. But such programs are still little-known, Ms. Hart said.

"Parents don't know what they don't know," she said. "And teachers and guidance counselors don't know about this either."

Knowledge Gap

Providence is attempting to bridge that knowledge gap, its officials say.

After the results of the Justice Department's investigation were released, Lisa Vargas-Sinapi, the district's director of special education, and Nancy Stevenin, the director of transition services, were tasked with leading the effort to revamp the Birch program. One of the first groups that needed to be won over were the parents.

Ms. Garcia admits she was worried for her 18-year-old son, Nicholas, who has what she described as "global delays."

"I was afraid he would be bullied, and that he would not be able to defend himself" if placed in a regular classroom, she said. But the school district has been very responsive, she said, and "Nicholas loves his new classroom and he seems to be adjusting well."

Her son is a bit frustrated by the curriculum because it's all new for him, she said. "I'm still a little nervous about it because it's not in full swing. I think there will be a lot of learning lessons this year for the staff and the parents," she added. "We're starting from scratch at Birch."

Ms. Vargas-Sinapi said the district has worked closely with parents, and that regular-education students at Mount Pleasant have been welcoming to their new classmates. The school is also looking at how to connect Birch students to sports and other after-school activities.

"We're really committed to this," Ms. Vargas-Sinapi said. "We really feel this is an opportunity to shine and do the best for our students."

Pittsburgh Tribune-Review

Pittsburgh Public Schools starts year in Catch-22

By Bill Zlatos

Published: Tuesday, August 27, 2013 .

Classes opened in Pittsburgh Public Schools this week without yellow-vested firefighters or security guards having to escort children across gang boundaries, as they did in Chicago.

And they opened without Mayor Luke Ravenstahl having to promise to ante up $50 million for schools, as his counterpart in Philadelphia did.

Still, school officials in Pittsburgh have problems: How do they eliminate a deficit estimated to rise to $46 million by 2016, yet keep residents happy, schools running and students learning?

In the past five years, the district has closed 11 schools, but consultants have suggested more, although no specifics have been floated. Two years ago, the district furloughed 243 employees, including 131 teachers.

Between 2000 and 2010, the number of school-aged children in the city declined from 52,417 to 37,431, even as competition from private, parochial and charter schools grew more fierce.

"I know nobody wants to hear about school closures, but we do have to look at schools that are dramatically under-enrolled," said Superintendent Linda Lane, pledging that she had no specific schools in mind. "It's a part of the picture, but it's not all of the picture."

Another part, she said, might be reducing the size of the central office, although the extent is uncertain.

The district got into financial trouble because of the loss of federal and state money, soaring payments to charter schools and mushrooming pension and health costs, officials say.

Lane said increasing enrollment by attracting families from outside the district is important, but not as important as keeping ones in the district happy. She said she came to that conclusion when the district found that the proportion of students in the city going to private, parochial and charter schools has remained flat at 30 percent.

The district finds itself in a Catch-22 situation. Failing to make steep cuts burdens taxpayers, but making those cuts upsets parents. The district last raised property taxes in 2001.

Four new school board members take office in December, and immediately, they will wrestle with how to close the district's deficit.

"There's very little they can do ... that people aren't going to get upset about," said Carey Harris, executive director of the watchdog group A+ Schools. "The first three months of their watch, they will have some very difficult decisions to make. It's politically dangerous to close schools, and it's financially dangerous to do nothing."

Michael Casserly, executive director of the Council of the Great City Schools, said its 66 urban members, including Pittsburgh, face common problems: tight budgets, struggling schools and the start of the Common Core State Standards, among others. The Common Core aims to better prepare graduates for college or employment.

"I would say that Pittsburgh has far more assets and competencies that it can bring to the table for children than most other cities," said Casserly, citing the district's leadership and work to improve teachers' performance. His organization has studied the district's finances, special education and instruction.

Jessie Ramey did not buy back-to-school bookbags for her two sons this year. Instead, she bought gift cards for their teachers because they buy supplies out of their pockets.

She joined Great Public Schools Pittsburgh, a coalition of parents, teachers and community members that rallied last week to promote more state aid for schools and to oppose more school closings until the district studies their potential impact.

"I don't think we're regressing, but we need to come together to fight to make sure we don't slip back," Ramey said. "We have things we must address in our schools, but our public education system is not a failure."

Ramey said her son, Caldwell Zimmerman, 12, sat in a math class last year with 39 students. This year, his school, Colfax in Squirrel Hill, will not have a librarian.

Enrollment dropped district-wide 6.8 percent in 2012-13. But school board President Sharene Shealey said, "If we don't get our finances in line, we could cause our enrollment to decline faster because people may not be willing to accept the tax burden that comes with a $46 million hole in the district's budget."

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EDITORIALS

Another chance on CMS bell schedules

The Charlotte Observer "Our View"
Wednesday, Oct. 16, 2013

The Charlotte-Mecklenburg Schools bell schedule is understandably not one of Heath Morrison's favorite topics. As superintendents before him well know, some parents don't like their children heading to the bus stop too early, while others don't want their children arriving home too late. No matter what Morrison and CMS decide, people are going to be unhappy.

But a consultant's report on CMS transportation brought good news this week to both Morrison and parents who've complained about later dismissals and longer elementary school days.

The report, from the Council of the Great City Schools, found that CMS made financially and logistically sound decisions when it changed its bell schedules in 2011 to save money during difficult economic times. But the report also said that CMS made some errors in getting community input both before and after those changes, so Morrison is wisely moving to create a new community task force and gather public opinion on the topic.

It's a chance for a fresh conversation on how the school can best serve both its students and its bottom line. But for that conversation to be productive, its participants need to acknowledge at least two realities:

First, CMS already offers uncommonly thorough transportation service. Unlike many large districts, CMS picks up and drops off magnet school students, and mandatory walk zones for schools are comparatively small. Those conveniences cost money, as would future changes to the bell schedule. "You either have to cut back on some of that or find different ways to do that," Morrison told the editorial board Wednesday.

That also means new proposals should be accompanied with real academic benefits. An example: Research shows that early high school start times interfere with the circadian rhythms of adolescent students, resulting in them not getting the rest they need to succeed. To that end, a growing number of school districts across the country have moved back high school schedules to allow students to take classes while at their most alert levels.

That's harder for larger districts with more moving parts, such as CMS, but it can be done. In August, the Fairfax County (Va.) School District, about 40,000 students larger than CMS, partnered with the Children's National Medical Center's Division of Sleep Medicine to develop a new schedule for the county's high schools.

Morrison, who's aware of the adolescent sleep research, told the editorial board that later high school start times are "one of the things we will look at." He also told the Observer that he's open to taking up to 15 minutes off elementary school days, which could offer young students slightly shorter days and give teachers slightly more planning time.

First, however, comes the new "School Time Task Force," a mix of staff and community members that will hold meetings open to the public. That's good, because parents should have a voice on issues such as bell schedules. But ultimately, CMS should weigh what's best for students at school, not what's convenient for their schedules at home.

Houston's Broad Prize was deserved

Michael Casserly

October 02, 2013

There may be a lot to question about how the Broad Foundation makes its award selections every year, but its annual attempt to honor improvements in urban education does not warrant the bilious commentary by Andy Smarick about the recent choice of the Houston Independent School District. Smarick grounds his claim on the incorrect assertion that the award is given "for supposed urban district excellence." In fact the prize is granted by the foundation for "America's most improved public school districts." Announcement of the prize states clearly, "These districts represent progress, not perfection." Strike one for Smarick's argument.

Smarick goes on to claim that Houston has made little progress academically since 2003. To bolster his contention, he selectively uses eighth-grade reading trends on the National Assessment of Educational Progress (NAEP), something that the Broad Prize can't use because only twenty-one of the seventy-five districts eligible for the prize participate in the Trial Urban District Assessment of NAEP. Still, Smarick might have noted that while eighth-grade reading proficiency remained low in the most recently available results (2011), Houston's improvements since 2003 were twice as large as the nation's gains and identical to the gains of the "distressingly low" large cities—which, by the way, include urban charter schools, Smarick's favored delivery system.

Meanwhile Houston's fourth graders, who Smarick also omits from his commentary, show gains three times as large as the nation's in reading. In math, which Smarick again does not mention, Houston fourth graders gained fourteen percentage points between 2003 and 2011 on NAEP, compared with the nation's nine; and in the eighth grade, Houston rose fifteen percentage points over the same period that the nation rose seven. In addition, the NAEP data clearly show that Houston has narrowed the gap between the achievement of its students and students throughout Texas in both reading and math, at the fourth- and eighth-grade levels. Strike two, Smarick.

Finally, Smarick cites the low performance of Houston's African American students. Only 14 percent read at proficient levels in fourth grade, and 12 percent in the eighth grade. Smarick correctly points out that these low reading scores are an enduring challenge for Houston. But they are a challenge that Houston shares with other large cities and the nation as a whole. In fact, Smarick neglects to mention that these reading proficiency levels are *very similar* to the large-city average, which again includes charter schools, and the national average. In math, on the

other hand, Houston's African American fourth and eighth graders score higher than African Americans in either the large cities or nationally. While the scores of African American students remain painfully low everywhere, if you were an African American student studying math, you'd want to be going to school in Houston. Strike three.

But none these points, tethered as they are to the numbers and facts about urban district progress, are likely to abate Mr. Smarick's hostility towards urban school systems. To quote his favorite author Jonathan Swift, "It is useless to attempt to reason a man out of a thing he was never reasoned into." Perhaps Smarick should spend a little less time on tortured literary metaphors and more time studying the data.

Leave. The Broad Prize. End. Smarick's Blog. Now.

Michael Casserly has served as executive director of the Council of the Great City Schools, the nation's primary coalition of large urban public school systems, since January 1992.

Scoring points on test results

Mr. Catania's grandstanding on schools risks D.C.'s progress.

THE D.C. Council's education committee, chaired by Council member David A. Catania (I-At Large), will meet Thursday, ostensibly to hear details of how the city's 2013 standardized tests were scored. What's really on the agenda, though, is the advancement of Mr. Catania's political interests. Such grandstanding — not the arcane intricacies of scoring methodology — should be the issue of greatest concern to those who care about public education in the District.

Since taking over the newly resuscitated education committee in January, Mr. Catania has sought to establish himself as a sort of schools czar, one who knows better than anyone — especially Mayor Vincent C. Gray (D) and Schools Chancellor Kaya Henderson — what is good for the District's schools. He has launched a series of misguided initiatives that would rewrite education policy. Now he's aiming to manufacture controversy over progress made by students on state standardized tests.

He has accused administration officials of "manipulating" and "cheating" in scoring the 2013 D.C. Comprehensive Assessment System. At issue are problems — not unique to the District — caused by the transition to tougher Common Core State Standards and the lag in developing an assessment for the new curriculum. Some states opted to reset the test scale to make it harder to achieve proficiency and saw big drops in test scores. The District didn't reset the proficiency scale but maintained a level of difficulty similar to previous years; it was able to report gains in both math and reading. Even using the tougher scale, District students would have shown big gains in reading.

The issues are complicated, and Mr. Catania, as has been his wont, has thrown out a flurry of numbers to buttress his contention that school officials knowingly misled the public to make themselves look good. Never mind, as experts told The Post's Emma Brown, that the approach the

District used is reasonable. That view was seconded by experts we consulted, including Michael Casserly of the Council of Great City Schools. "What they did was not untoward; it was not beyond regular practice," Mr. Casserly told us.

Perhaps officials could have been more open about some of these background issues, and certainly the council has a right to ask questions. But it's long been apparent that Mr. Catania, contemplating a run for mayor, is less interested in information than in scoring points. Witness his behavior Tuesday morning, when he walked out rather than let an official from the Office of the

State Superintendent for Education explain its decisions.

Expect similar histrionics at Thursday's hearing. That the District has a real chance to improve public education makes these games distressing. Progress is being made, and more is possible — if public confidence is not undermined. Ms. Henderson is widely regarded as one of the best school superintendents in the country, and she has expressed a willingness to stay here for as long as it takes to do the job. Not only do Mr. Catania's actions make her job harder, but they might well cause her to not to want to do it.

All together on education reform: Michael Casserly

Plain Dealer guest columnist By Plain Dealer guest columnist

on June 04, 2013 at 3:00 AM

As legislative activity grinds to a halt in Washington, D.C., amid partisan gridlock, a funny thing is happening in Cleveland. Education leaders have come together in the spirit of collaboration and compromise to reshape the city's public school system.

It is certainly no secret that unions and school district leaders often find themselves locked in bitter and tense contract negotiations, driven by opposing views of what is best for teachers and students. Past bargaining agreements in Cleveland have often served as barriers to innovation and improvement, tying the hands of management and teachers alike and undermining efforts to improve teaching and learning.

But recently, the Cleveland School District and the Cleveland Teachers Union announced a new agreement that breaks the mold -- an agreement that promises to accelerate meaningful districtwide instructional reform and spur substantial improvements in the academic attainment of the city's children.

The agreement calls for 40 additional minutes of instructional time, greater schedule flexibility and clear student discipline procedures. It increases the prospects for retaining and rewarding effective teachers, provides greater clarity on the grounds for teacher termination and nonrenewal of contracts, and specifies multiple criteria on how teachers are assessed. It streamlines work rules and grants schools greater autonomy through management discretion and operational flexibilities. And it calls for more rigorous evaluation and the differentiated compensation of teachers on the basis of their ability to improve student learning, while protecting some seniority rights and privileges.

This is the best contract Cleveland has had in generations. It succeeds where so many past agreements have failed -- in supporting the best teachers instead of protecting the worst. And it builds on a set of groundbreaking reforms that have put the district in a unique position as an innovator among districts nationwide and a school system on the verge of dramatic transformation and improvement.

Last year, Mayor Frank Jackson, Cleveland School District officials and others developed the Cleveland Plan -- a four-year strategy document for reinventing public education and holding schools accountable for the success of Cleveland's schoolchildren. To support this work, the Ohio General Assembly passed House Bill 525, a piece of legislation that provided much-needed flexibility and autonomy for the district and its schools. And in November, Cleveland voters approved a 15-mill school tax levy -- a tremendous display of faith in the district's reform efforts.

With final passage of the collective bargaining agreement now complete, Cleveland is poised to become a pioneer among districts nationwide in uniting its school system, teachers union, board of education and community behind the collective goal of improving educational opportunities for students. This is true leadership.

Mayor Jackson, Superintendent Eric Gordon, Board of Education Chairwoman Denise Link and Teachers Union President David Quolke should all be recognized for their tremendous achievement on behalf of Cleveland's public schoolchildren and for possessing an attribute so rare these days -- the ability to work together to advance the city's common purpose. Leaders in Washington may want to take note.

Michael Casserly is the executive director of the Council of the Great City Schools, a coalition of the nation's largest urban school systems based in Washington, D.C., and served as an adviser during the negotiations.

COMMON CORE COMMUNICATIONS

Communicating the Common Core State Standards

Council of the Great City Schools

A Resource for Superintendents,
School Board Members,
and Public Relations
Executives

October 2013

About the Council

The Council of the Great City Schools is the only national organization exclusively representing the needs of urban public schools. Composed of 66 large city school districts, its mission is to promote the cause of urban schools and to advocate for inner-city students through legislation, research, instructional support, leadership and management, technical assistance and media relations. The organization also provides a network for school districts sharing common problems to exchange information, and to collectively address new challenges as they emerge in order to deliver the best education for urban youth.

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Communicating the Common Core State Standards:
A Resource for Superintendents, School Board Members, and Public Relations Executives

By
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October 2013

Council of the
Great City Schools

TM

At a Glance

Messages

1. Identify key audiences.

2. Develop a set of primary messages for widespread use, as well as secondary messages with more detailed information geared to particular audiences.

3. Connect with stakeholders through real-life examples of the common core in action and the students who benefit from the standards.

4. Include messages that prepare stakeholders for an apparent drop in test scores, and begin communicating those messages long before assessment results are released.

5. Identify other likely stakeholder concerns and misinformation, and prepare messages in response.

6. In all messaging, link common core standards and assessments to other broad reforms underway in the district that will benefit children.

Messengers

1. Make sure that your classroom teachers are well trained on the common core because the public will turn to them first for answers.

2. Think of parents and community members not only as consumers of district communications but as communicators as well. People often ask their neighbors about what is going on, so be aggressive in ensuring the public knows about what the district is doing with these new standards.

At a Glance

3. Equip *all* district staff to serve as messengers to the external community.

4. "Deputize" local businesses, universities, celebrity graduates, and others to speak on your behalf about the value of raising the district's academic standards.

Strategies

1. Recognize and act on the critical need for the superintendent and school board to spur internal and external support for the common core. This includes encouraging communications staff to think and act strategically in support of the new standards.

2. Develop a common core communications plan or campaign, engaging a broad-based coalition of community partners and supporters.

3. Develop a comprehensive set of printed and online common core resources.

4. Use print and digital resources as a means, not an end, to community outreach efforts.

5. Proactively engage the media in communicating information and documenting progress.

6. Work closely with the State Department of Education on communications efforts.

7. Engage stakeholders and solicit feedback through public events and activities.

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PURPOSE

Today, 45 states and the District of Columbia are in various stages of implementing new Common Core State Standards, which establish more rigorous expectations for student learning in English language arts and mathematics from kindergarten through high school, in order to prepare all graduates for college and career success. This significant reform presents school districts across the country with great challenges—and opportunities—to inform and engage a broad range of stakeholders about a complex set of issues.

The need for thoughtful communication about new Common Core State Standards (CCSS or the common core) is abundantly clear. A recent Phi Delta Kappa/Gallup Poll of the Public's Attitudes toward the Public Schools revealed that 62 percent of Americans surveyed had never heard of the common core. School districts across the country are investing significant time and resources in implementing the new standards, but the ultimate success of the common core standards movement may lie in the ability to convince principals, teachers, parents, students, and the public at large that shared college and career-ready standards are a step forward for schools and the nation.

A Council of the Great City Schools survey suggests that many of its member districts are trying to do just that. In a survey of Council districts released in the fall of 2013, approximately 77 percent of respondents reported that their districts were actively engaged in informing stakeholders about the CCSS.

Superintendents and school boards in particular, with support from public relations executives in their districts, have a critical role to play in educating families, staff, and the public about these changes. The Council has produced this resource guide to help leaders of the nation's largest urban school districts devise and execute comprehensive communication plans to strengthen public awareness about and support for the common core, as well as new assessments aligned to the standards.

Of course, the extensive and important work of communicating both internally and externally about this sea change in American public education cannot rest solely with superintendents, school boards, or district communications staff. Rather, a thoughtful and far-reaching campaign requires collaboration among a cross-functional team of district leaders from academic and operational departments working closely with schools and key public and private partners in the community.

This guide includes recommendations for key elements of a successful communications plan about the common core, including content (messages), spokespeople (key and secondary messengers), and delivery (strategies and tactics). It offers sample resources and materials from Council member districts and partner organizations. Finally, it includes a closer look at Raise the Bar Louisville, the public engagement campaign led by Jefferson County Public Schools in Kentucky, the first state to begin implementation of the Common Core State Standards.

MESSAGES

A successful communications plan requires a set of clear, compelling messages that are delivered consistently in all printed, digital, and spoken communications. The following recommendations are designed to inform the process of developing messages specific to each school district about the common core.

1. Identify key audiences.

- **Teachers and principals.** Teachers and principals require the most in-depth knowledge of the new standards. Classroom teachers, in particular, must develop the deepest understanding of the standards in order to adapt their instructional practices to meet them. Professional development for both teachers and principals about the common core should include messages and resources for communicating with families.

- **Parents.** It is important for parents to understand why the new standards have been adopted, what they mean for their children's education (including assessment), and how they can support the work at home.

- **Students.** What should students know about how their learning experiences may change as a result of new standards? Why are students being held to higher standards? What does this new approach mean for their futures? In reaching out to students, it is important to tailor messages to various age groups. Students are also a particularly important audience to keep in mind when communicating about common core assessments, as they will want to know why their own results may have declined from previous years.

- **School board.** The school board represents a key audience to engage as early as possible. Presentations and updates to the board, particularly if televised, also can serve as updates to the community. When reporting on implementation of the common core, superintendents and public relations executives should also inform the board about ongoing efforts to build public awareness and support.

- **Non-instructional school staff** has an important role to play in communications, too. While they may not require the level of detail that educators need, support staff such as school secretaries, bus drivers, cafeteria workers, and custodians also have daily contact with students, families, and the community. They can be valuable providers of information—or, if not properly informed, *misinformation*.

- **Central office staff members**, including employees in both academic and operational roles, represent another important audience to reach. Staff across departments should share an understanding of the district's common core messaging to avoid sending mixed signals to schools and the community.

- Other key community stakeholders include **elected officials** (the mayor, legislators, etc.), **the business community, higher education institutions, religious organizations, non-profit organizations, teachers' associations**, and the **news media**.

2. **Develop a set of primary messages for widespread use, as well as secondary messages with more detailed information geared to particular audiences.**

- **Keep messages short and simple**. Make sure that the primary messages about the common core that the district is sending to its audiences are short, simple, and clear. For instance, sending copies of the district's full strategic plan to parent groups may do less to convey the message than a simple statement.

- Don't be afraid of repeating key messages. **Consistency and repetition is important in crafting an effective, enduring message.**

- **While some messages about the common core are important to convey to all audiences, others should be targeted to particular groups of stakeholders.** As noted, teachers require more detailed information than non-educators about the standards themselves, including extensive training on how to teach the standards. The business community will be interested in hearing (and ultimately, articulating) how the new standards help prepare graduates for skilled jobs. The case study on Jefferson County includes that district's approach to "platform messages" and "supporting messages" in Exhibit 1.

- **Secondary messages may include more detailed information** about what common core implementation means for particular groups of students, particularly English language learners and students with disabilities, including any steps the district is taking to ensure the success of students in specialized educational programs. These messages should be translated into the major languages spoken in a district and provided in other formats for students with disabilities.

- Research suggests that **some messages are more effective than others** in communicating about the common core. The research indicates that parents and the public respond more positively to messages that:

    ✔ focus on students rather than policy
    ✔ emphasize that the standards will help students succeed in college and careers
    ✔ demonstrate that our schools share students' and parents' priorities

- The Council reports that **the following messages are most likely to be effective:**

    - ✔ The new standards emphasize the high-level, core skills that students will need in the future to be successful in college and careers.
    - ✔ The common core encourages students to read the kinds of material they will see in the workplace, along with literature and history.
    - ✔ The consistency of the standards across jurisdictions ensures that students will not fall behind if they switch schools or move to a different city or state.
    - ✔ The high standards and expectations embedded in the common core will ensure that *all* students have the opportunity to succeed, no matter where they live or what their backgrounds are.
    - ✔ High school graduates who attain proficiency on the common core will arrive at college without the need for expensive remedial courses.
    - ✔ The common core helps prepare graduates to be competitive for high-paying jobs.

- The research indicates that **parents and the public respond less positively to messages related to policies and process**, such as how the Common Core State Standards were developed, and by whom. **Build the message around the benefit to students, rather than schools or districts, and avoid terms laced with images of bureaucracy**, such as districts, LEAs, superintendents, and government. Other messages considered less effective include:

    - ✔ The common core was developed by governors and state superintendents.
    - ✔ These standards replace old state standards.
    - ✔ The new standards are internationally benchmarked.
    - ✔ The common core allows for better measurement of student progress.

- Messages that frame common core implementation as an **investment in student success** are also more effective than messages about compensating for or overcoming poverty. Avoid victim-oriented language.

3. **Connect with stakeholders through real-life examples of the common core in action and the students who benefit from the standards.**

- A successful public engagement campaign will include numerous ways of "telling the story." **Personal testimony—through print and video, and in person—helps put a human face on the issues** and illustrates what higher standards mean to parents, students, teachers, and other stakeholders.

- **Use photographs of students** in communications to tell stories rather than giving parents curriculum guides or wordy memos. Keep it simple.

- The campaign can also **showcase effective practices and success stories from the field.** For example, see Metro Nashville Public Schools' video ["Common Core in Action at Cole Elementary School"](), which provides a classroom view of the new standards.

4. **Include messages that prepare stakeholders for an apparent drop in test scores, and begin communicating those messages long before assessment results are released.**

- **Proactively address the <u>apparent</u> drop in test scores <u>before the results are released</u>.** As states shift to new, higher standards and modify or adopt assessments aligned to those standards, test scores may appear to drop, often by a considerable margin. In order to prevent widespread panic or backlash about the common core, it is critical to prepare stakeholders for the expected decrease with ongoing, consistent messaging long before results are released.

- **Emphasize that:**

  - ✔ Lower test scores do not mean that students have learned less or fallen behind academically.
  - ✔ When the bar is raised, more is expected in order for students to demonstrate proficiency.
  - ✔ Proficiency rates on new assessments may not be comparable to previous assessments.
  - ✔ Consistent and comparable measures of student achievement often show significant progress.

- **Reference other state examples for context.** District officials can point to other states that already have administered the first year or two of new assessments—such as Kentucky and New York—to cite drops as high as 30 to 40 points for reassurance that this shift is an expected outcome during the initial transition to new, higher standards. New York State went to great lengths to frame the first round of lower test scores as a "new baseline," a message reinforced in a *New York Post* op-ed, "The good news in lower test scores," and reiterated in much of the media coverage of the first year of results.

- If you want to forecast for the public what your district's proficiency rates are likely to look like under either the Partnerships for Assessment of Readiness for College and Careers (PARCC) or Smarter Balanced Assessment Consortium (SBAC) exams in 2015, **use your NAEP Trial Urban District Assessment (TUDA) proficiency rates. NAEP and next generation assessments do not necessarily test the same things, but their overall levels of rigor and their definitions of proficiency are similar.** If your district does not participate in TUDA, look at the results from those TUDA districts that are demographically similar to get a sense of how your district might score relative to your state.

- If you are one of the TUDA districts, it is possible that your NAEP results will stay steady or increase in 2013 and 2015 while your new assessment results appear to go down. This is likely to be a source of

confusion for the public. **Use your NAEP results to demonstrate your improvement over time, given that NAEP is an assessment that is already as difficult as the common core.**

- **Don't draw a line between the results of your 2014 state assessments and your 2015 common core assessments if they are not comparable.** It simply reinforces the notion visually that your scores dropped, when, in fact, you have simply established a new baseline.

- **Direct the story toward the strength of the new standards and next generation assessments.** In states that adopt new tests such as PARCC or SBAC, communications plans should include key messages about these new measures of student performance. For example, the new assessments will:

  ✓ require critical thinking, finding solutions to complex, real-world problems, and writing persuasively based on evidence
  ✓ ask students to answer questions in different formats—such as short answers and extended responses—rather than just filling in bubbles on multiple-choice questions
  ✓ indicate whether students are likely to succeed in entry-level, credit-bearing courses in college without having to take remedial courses that don't count towards a college degree
  ✓ signal whether students have the critical thinking and problem-solving skills they need to succeed in today's workforce

5. Identify other likely stakeholder concerns and misinformation and prepare messages in response.

- As discussed above, test scores are likely to appear to drop when the new assessments are implemented, and there will be individuals who try to exploit this to undermine the value of the common core. **Districts should be clear that these critics are comparing apples to oranges.** It is also true that new instructional reforms do sometimes result in declines in test scores in early years as people get used to new practices. **Districts should help the public distinguish between the short-cited anxiety of critics and the long-term dividends of high academic standards.**

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- In addition to the apparent drop in test scores, **stakeholders are likely to have numerous other concerns and to have been exposed to misinformation.** For example, popular *myths* about the common core include:

    - ✖ With the new common core English language arts and literacy standards, students will no longer read fiction or literature.
    - ✖ The common core standards tell teachers what to teach, and prevent instructional creativity and innovation.
    - ✖ The common core standards will be a step backward for states with already high academic standards.
    - ✖ The common core spells the end of gifted and talented programs.
    - ✖ The common core signifies a massive new emphasis on testing.
    - ✖ The common core represents a significant federal intrusion in local schools.

- The Common Core State Standards website has a section entitled Myths versus Facts that aims to debunk these and numerous other myths about the development, content, quality, and implementation of the common core. **Consider creating a page on your own district or common core website that addresses concerns and answers frequently asked questions** (see later section on creating digital tools).

- Work with district leadership and curriculum department staff to **ensure that you are prepared to address concerns and misunderstandings and to dispute false information.** For example, some may argue that teachers don't have time to add these new standards on top of what they already teach. In reality, new standards have a number of clear benefits for teachers:

  - ✔ Teachers will be asked to teach fewer topics in ELA and math but to teach them differently and in greater depth.
  - ✔ Teachers will have clearer direction about what they need to emphasize so that their students will be successful.
  - ✔ Teachers will retain flexiblity over *how* to teach.
  - ✔ Teachers will have the opportunity to colloborate with colleagues across the country who will be teaching the same standards.

- Another leading argument against the common core is that the new assessments add to an explosion in testing. To address this argument, **know the facts**. It is true that testing using either of the two consortia's assessments will run between seven and a half and nine hours, but it is also true that:

  - ✔ The testing time is lower in the early grades.
  - ✔ Testing is divided into two sessions.
  - ✔ Because the emphasis of the tests is on problem-solving, teachers should have to devote less time to test preparation.
  - ✔ Once the assessments are in place, schools should be able to scale back on the numbers of other assessments they give.

- **Level with your audience.** During the transition to the new common core assessments, districts, schools, and teachers may be accountable for meeting two separate sets of expectations. This is unavoidable, and not something that the school system can immediately address. The situation is not ideal, but not permanent.

6. **In all messaging, link common core standards and assessments to other broad reforms underway in the district that will benefit children.**

- Convey to parents, educators, and the public that **the common core is not an isolated "project"** with no connection to the broader work of transforming classrooms, schools, and the district as a whole. Emphasize the role that new standards and assessments play in the overall work of raising student achievement and preparing graduates for college and career success.

- Whenever possible, communications about the common core should be linked to other major reform efforts, such as educator quality. This approach will **help stakeholders see "the big picture"**—what the work ultimately aims to achieve—and understand that the whole is greater than the sum of its parts.

MESSENGERS

Key spokespeople, including district leaders, staff, principals, teachers, students, and community leaders of all kinds, are necessary to convey common core messages.

- **Classroom teachers are like first responders**—they are responsible for providing students and parents with information about the new standards and addressing their concerns in real time. Study after study shows that they are relied on by the public above all others when it comes to finding out what goes on in schools. Districts should marshal teacher expertise and credibility by creating a cadre of "lead teacher ambassadors" with communications training to talk about the common core.

- According to polling done by the Council of the Great City Schools, the public also gets its information through neighbors, parents, students, and word of mouth. In other words, both employees and "customers" of the school district have an important role to play as the public face of the common core, and school and district staff should **ensure that parents and students are equipped with accurate information and clear messages to share with their communities.**

- **School principals are the district leaders "on the ground,"** and should play an outreach role in getting not only teachers, but students, parents, and their respective communities to understand and embrace the common core.

- **All school-district employees**—from central office secretaries to school-bus drivers to chief financial officers—are the **front-line in word-of-mouth communication**, and should be informed, influenced and motivated through an ongoing internal communications operation. *If employees don't buy into the Common Core State Standards, how do you expect the public to embrace them?*

- **The CEO of any organization is always the most visible spokesperson.** The superintendent and senior district staff should set the tone for inspiring and encouraging internal and external audiences to become aware of, engage in, and convey the benefits of the new standards.

- Third-party validators such as **local business leaders, community and religious leaders, or celebrity graduates** can also serve as effective messengers, and can demonstrate the value of the new, higher academic standards beyond the classroom.

- **Advocates within the African American, Hispanic, Asian American, Native American, immigrant, and disability communities** can reach diverse audiences.

- With the direction of school district leadership, **public relations executives are responsible for developing communications plans, strategies, messages, and tools** and utilizing traditional and new media outlets for disseminating common core information to internal and external audiences.

STRATEGIES

The following strategies are designed to help districts engage audiences with key messages about the common core.

1. **Recognize and act on the critical need for the superintendent and school board to spur internal and external support for the common core. This includes encouraging communications staff to think and act strategically in support of the new standards.**

   - District leaders should **signal the importance and value of implementing the common core by becoming the public face of the initiative** and championing the work within the organization and in the community.

   - Superintendents and boards **should not assume that staff is taking care of outreach and communication**. Make sure that the district is being proactive and aggressive.

   - District public relations executives and other communications staff are often pinned down with daily crises being covered by the media. Leadership should give them the direction, time, and authority to **think more strategically and work with others on long-term communications efforts around the common core.**

2. **Develop a common core communications plan or campaign, engaging a broad-based coalition of community partners and supporters.**

   - Communications needs to be a major part of any comprehensive plan to implement the CCSS. The **development of a multifaceted awareness and engagement campaign** will help internal and external audiences understand and embrace the new academic standards.

- The school district cannot be solely responsible for the design and execution of this communications plan. Engaging **high-profile and diverse partners** in the work:

  - ✓ expands the district's capacity for delivering messages to a wide range of audiences
  - ✓ signals broader support for the education reform effort
  - ✓ provides third-party validation by business, higher education, clergy, and parent advocacy organizations through their involvement and endorsement
  - ✓ highlights the importance of the common core for college readiness (through the participation of higher education institutions) and workforce development (through the involvement of the business community)
  - ✓ makes it clear that the new standards will benefit *all* students

- Districts may opt to **"brand" the partnership by naming a campaign or coalition and identifying organizations as co-sponsors** or signatories, such as the "Raise the Bar Louisville" initiative (see Appendix A). Each group also can be asked to make particular commitments to the campaign, such as hosting stakeholder engagement events and distributing informational materials to constituents.

3. Develop a comprehensive set of printed and online common core resources.

- **Create a common core website** (or section of the district website) to serve as the centerpiece of the communications campaign, a clearinghouse for all print and video resources, and the home of the latest news and updates about implementation. A link to common core resources on the homepage of the district's website also signals the importance of the initiative and makes the content readily available to parents, educators, and other visitors without extensive searching or navigation.

Many Council member districts already have created web pages about common core implementation. The Broward County Public Schools website, Defining the Core, won a "Best of the Web" award from the Center for Digital Education. The Albuquerque Public Schools common core site includes "Advantages of CCSS" from various stakeholder perspectives, as well as recommended apps for mobile devices. Other notable district websites with common core pages include:

- ◆ Atlanta Public Schools
- ◆ Fresno Unified School District
- ◆ Los Angeles Unified School District
- ◆ New York City Department of Education
- ◆ Santa Ana Unified School District

- The Council of the Great City Schools has also produced a website called Common Core Works, with **numerous print and digital resources**—including videos and Parent Roadmaps in English and Spanish—that can be easily uploaded to any district website. The Council also has provided web buttons (in Flash and GIF formats) to link directly to CommonCoreWorks.org. See Appendix C for more information.

- **Use social media to engage constituents.** These tools can be powerful outlets for building awareness and understanding about the common core. Some districts have created social media accounts specifically about the new standards, such as the Los Angeles Unified School District's Twitter account, while others are using existing district social media tools to communicate with followers about common core news, resources, and activities.

- **Release periodic e-news and other electronic communication** from the superintendent, school board, and other officials to provide a broad group of stakeholders and supporters with the latest news and regular updates about the common core. These e-mail blasts may include snapshots of common core best practices and success stories,

features about partner organizations and community supporters, announcements of upcoming events and activities, links to resources, and tips for teachers and parents.

- Circulate the Parent Roadmaps to the common core in English and Spanish to all schools and make them available to parent teacher organizations and other parent forums.

- **Produce short, high-quality videos** to inform and engage audiences through images and sound. Districts with in-house video production and editing capability are creating their own videos about common core, including a message from the superintendent of the Atlanta Public Schools. Many other videos are available from national sources, including the Council's own Common Core Works mentioned above, which includes three-minute common core overview videos, 30-second public service announcements (both in English and Spanish), and videos about implementing new ELA / literacy and mathematics standards.

  Videos can be posted on district websites, shown at public events and professional development sessions, and aired on community access television channels, among other venues.

- **Develop print materials** such as fact sheets, answers to Frequently Asked Questions, letters from the superintendent and principals, and parent guides. These documents can be translated into the major languages spoken in each district. Some school districts, including Fresno Unified, are producing periodic newsletters (online and in print) to keep parents, educators, and the community informed about progress in implementing the common core.

- If your district operates a **radio or television station,** use it to broadcast information and videos about the benefits of new higher standards for student learning.

4. Use print and digital resources as a means, not an end, to community outreach efforts.

- **It is not enough merely to post common core resources on the district website or include them in a press kit. Districts need to use those resources as a platform for conducting extensive and proactive outreach to schools, parents, and the community.** Ensure that materials—particularly those targeted to parents—are broadly disseminated multiple times and available at a wide range of locations, including community centers, libraries, family services agencies, day care centers, etc. Distribute copies of printed materials to schools so that they can be shared at PTO meetings, open houses, and all other school-based and public events.

- **Ask schools to post online common core materials and links on school websites**, and regularly update schools when new resources are available.

- **Provide guidance and tips for school staff in using common core resources** to inform and engage students, parents, and the community. It is not enough to post materials on the district website and hope for the best.

- Don't assume that because you sent material to parents and the community that they know about what you are doing. **Follow up** to make sure.

- Reach out to schools to **determine which resources have been helpful to them, what changes could be made, and what further resources they could use** to advance implementation in the classroom and outreach to parents.

5. Proactively engage the media in communicating information and documenting progress.

- Given the breadth and complexity of the issues, district leaders may **consider conducting a series of press briefings about the common core,** perhaps led by the superintendent and supported by the school board and leaders of partner organizations. The topic lends itself well to meetings with the editorial boards of local newspapers, whether for initial background or for an editorial about the new standards. Appendix A has excellent samples from the Louisville community on how they partnered with a wide group of stakeholders to communicate about the common core.

- **Invite media to all public engagement events,** and seek their cooperation in airing **public service announcements.**

- Particularly during the formal launch of any public engagement campaign, it's important to:

  - ✓ **provide media with contact information for campaign spokespeople**, including community groups participating in the coalition
  - ✓ **equip these ambassadors with talking points** (key messages) for interviews with print, radio, and television outlets

- In order to demonstrate widespread support for higher standards, **submit letters to the editor and guest op-ed pieces from teachers, principals, parents, and community leaders.** Positive perspectives from educators, such as a recent op-ed in the *Los Angeles Times* by a Boston Public Schools teacher, help reinforce the educational value of the reforms.

6. Work closely with the State Department of Education on communications efforts.

- Many states are developing informational and public awareness campaigns and have launched websites about common core and other statewide reform initiatives. See examples from <u>Arizona</u>, <u>Arkansas, Missouri</u>, <u>New Mexico</u>, <u>New York</u>, and <u>Tennessee</u>. **School districts should be aware of what resources the state has produced that can be replicated or adapted for local use.**

- The school district's public relations executives also can benefit from collaboration with their counterparts at the state agency, particularly in coordinating any media outreach to **include both state and local perspectives** in press coverage of the common core.

7. Engage stakeholders and solicit feedback through public events and activities.

- The most effective communication—particularly for dialogue and discussion—occurs through face-to-face contact. For an issue as complex and far-reaching as the common core, **live conversations with superintendents, school board members, principals, teachers, and other district leaders are an important strategy for engaging parents, educators, and the community.** Community forums, town hall meetings, and other public events create opportunities for leaders to make informational presentations, answer questions, hear ideas, and gather feedback from stakeholders.

- Some of these activities may be **large events open to the public** (and perhaps broadcast on television, streamed, or video recorded for posting online). Others may be **smaller gatherings tailored to a particular audience** on narrower topics—such as a parent meeting in an elementary school about understanding new K-5 standards in mathematics. The campaign also may include **targeted meetings with leaders of particular stakeholder groups** to address questions and enlist their support.

- Identify opportunities to **incorporate common core awareness and training into existing district activities**, such as Parent University, and community events. Any public appearance by the superintendent—particularly speaking engagements with parents, educators, and groups of influential community leaders—should include comments about the importance of common core and the status of implementation.

- Offer multiple ways for the public to submit questions or concerns about the common core, perhaps through a **telephone help desk or dedicated email address** with answers regularly compiled and posted on the website. Districts could also develop mobile apps or set up robo-calls directing parents to online resources and ways they can find answers to their questions about the common core.

CONCLUSION

The adoption of the new Common Core State Standards represents one of the most significant shifts in public education reform in decades. In cities and states across the country, the new standards—and the assessments that accompany them—are being met by some with optimism and enthusiasm, and by others with uncertainty, skepticism, and in some cases, fierce resistance. Despite all of the competing demands for time and resources, school districts cannot afford *not* to undertake a thorough public awareness and engagement campaign about what the common core means for the future of students, schools, and the community.

School district public relations executives—working closely with colleagues expert in the content—have an important leadership role to play in crafting and executing plans to communicate with families, educators, and the community about this major reform effort. Fortunately, numerous resources are available from partner organizations, including the Council of the Great City Schools, and from other school districts that can be shared and adapted to meet the needs of each community. The materials contained in this resource guide should serve as a starting point for building greater awareness about and support for the common core and, ultimately, preparing all students for college and career success.
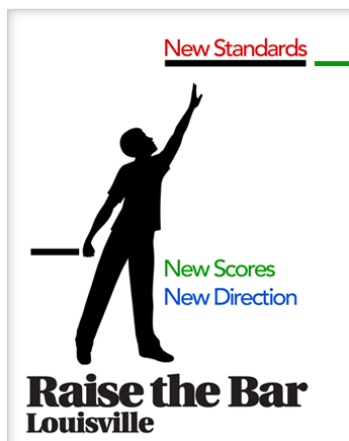
When Kentucky became the first state to adopt and implement new common core standards and assessments, Jefferson County Public Schools (JCPS) in Louisville led the way among Council of the Great City Schools member districts in informing and engaging its stakeholders about this significant education reform initiative.

JCPS implemented the Common Core State Standards (called Kentucky Core Academic Standards) in August 2011. New assessments were administered in May 2012, with results released in October 2012. Due in part to changes in leadership among senior district staff, including the communications team, officials acknowledge that JCPS did not develop a plan to communicate the changing standards or their impact prior to testing.

Just over a month before test scores were scheduled to be released – and expecting a significant decline – Superintendent Donna Hargens convened a meeting of communications and public relations professionals from the school district, Mayor's office, chamber of commerce, and an influential graduation initiative (55,000 Degrees) to discuss and prepare for the impending test score release.

According to Ben Jackey, JCPS communications specialist, "The result of this meeting was a cohesive partnership held together by the belief that the new, more rigorous standards were a benefit not only to students but the community. Therefore, our primary objective had to be preparing the

community for test scores that would show a significant decline from the year prior, despite the two tests being incomparable."

Together, the team conceived and launched "Raise the Bar Louisville," a partnership of business and community leaders educating stakeholders about the benefits and impact of the new common core standards and assessments.

In a short period of time, the group developed a robust set of strategies for widespread communication about three key points:

- The new standards are more rigorous.
- The new standards are necessary to make our students competitive in the global marketplace.
- The new standards will have an impact on test scores.

"Raise the Bar Louisville" quickly evolved as a multi-faceted public awareness and engagement campaign, branded with its own logo and tagline: "New Standards. New Scores. New Direction." Its creators launched a website, raisethebarlouisville.org, that continues to serve as the centerpiece of the initiative.

Deliverables and Activities

The key messages of the campaign were disseminated throughout the community using a variety of print, online, and live strategies, including the following:

- **Messaging guide:** (Exhibit 1) This document provides spokespeople for the campaign with key message points, including both "platform messaging" and "supporting messaging," to address the benefits of implementing common core standards and explain the initial drop in test scores.

- **Videos:** "What is Raise the Bar Louisville?" provides a seven minute overview of the challenges facing the community's educational system, and the solutions that common core

offers. The video features the superintendent, mayor, business leaders, teachers, parents, and students, stating their support for higher standards. Officials report that the video was aired at many community events in order to set the stage for discussion. The website also features a series of short videos with answers to frequently asked questions, including "What do the new scores mean?", as well as parent tutorials about changes to math and ELA standards and instruction.

- **Public Service Announcements:** Several PSAs featured various stakeholders calling for support of the new standards and assessments.

- **Print Materials:** Intended primarily for parents, a series of print materials was produced to reinforce the three key messages. They included a letter from the superintendent (Exhibit 2), letter from the principal (Exhibit 3), talking points card for teachers (Exhibit 4), and an information sheet to distribute at parent-teacher conferences. The materials were designed to trigger conversations between parents and teachers prior to the release of test scores.

- **Mayor's Briefing:** Louisville Mayor Greg Fischer convened in his office an off-the-record briefing for media and a select group of business and community leaders, the first of its kind in more than a decade.

- **Business Leaders' Breakfast:** This event, held the day after the Mayor's briefing, featured prominent speakers from business, government, and higher education explaining the issues to an influential group called Business Leaders for Education. The event earned positive media coverage and effectively kicked off the public campaign.

- **Parent Teacher Association Information Sessions:** The local PTA conducted dozens of information sessions for various groups, an effort that later earned an award from National PTA

for excellence in communicating with parents about the common core.

- **Press Conference:** The day scores were released, the superintendent joined the mayor and a former state senator (who was influential in the passage of legislation that led to adoption of the common core) to share the results under a "Raise the Bar Louisville" banner. JCPS officials report that media coverage largely echoed the three key messages of the campaign.

Goals and Measures of Success

Ben Jackey stated that JCPS considers two primary indicators of the campaign's success: parent response and media coverage.

"Considering how significantly our scores dropped (30 to 40 points in some content areas), the media coverage was brief and largely followed our message points," he said. "In schools and in the public, administrators shared with us encounters with parents that showed that the parents, too, had absorbed and repeated the key message points."

He reported that in a recent *Time* magazine article about the new Kentucky standards, a Louisville parent responded to a question about declining test scores by saying, "We knew they would drop because the standards were tougher. I will take short-term setback if it's going to help us long-term."

Mr. Jackey also reported that the launch of the campaign could have been strengthened by specific calls to action.

"We really missed an opportunity to set a clear objective for every stakeholder group," he said, such as business-led informational meetings, and partnerships with community-based organizations to develop extended learning opportunities focused on the common core (which evolved later in the year).

"We wanted media to feel there was a buy-in for them, aside from covering a news story," Mr. Jackey added. "We wanted media to invest airtime

spreading the word about this effort to improve our community. That was not communicated, and therefore, our PSAs did not air frequently, if at all, on some stations."

JCPS officials also said that meaningful parent involvement on the issue remains an ongoing challenge, given the complexity of the changes.

Overall, "Raise the Bar Louisville" – a strategic, multi-faceted campaign developed in a very short period of time – has deepened awareness and support among high-profile community leaders and fostered critical conversations about the issues surrounding the common core.

Mr. Jackey added, "Making the common core a community matter, instead of just a school district matter, is key to helping parents understand the bigger picture of creating a better tomorrow for Louisville."

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Jefferson County Public Schools
Communications Specialist
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Exhibit 1: Key Messages on the Common Core State Standards

Jefferson County Public Schools

Key Messages: Common Core State Standards

Platform messaging is meant to be conversational and focuses on briefly answering the "who, what, when, where, and why." These messages are a starting point when explaining the common core and will be supplemented by more detailed messaging outlined in supporting information that will be found in FAQs, fact sheets, etc.

A) Kentucky is leading the nation in a focused effort to ensure students are career- and college-ready when they graduate from high school. Called common core, these new standards allow parents and teachers to compare the academic progress not only of students who sit across the classroom but also of those who sit in classrooms across the world (who, what).

B) In order for students to meet these challenges, they must be prepared to compete globally. The common core standards are focused on preparing students for this environment by providing more rigorous work and a deeper mastery of core subjects (how).

C) Because the common core standards are tougher, students will have to work hard to reach proficiency. These higher standards will also mean that test results released in October will be lower than previous assessments. As students adjust to this shift, scores will improve and students will have the necessary skills to be successful after graduation. Additionally, our community will have the highly skilled work force needed to be stronger (why).

Supporting messages will be included in FAQs, in fact sheets, on a Web site, and in other communications.

Kentucky is leading the nation in a focused effort to ensure students are career- and college-ready when they graduate from high school. Called common core, these new standards allow parents and teachers to compare the academic progress not only of students who sit across the classroom but also of those who sit in classrooms across the world (who, what).

1A) Kentucky was the first state to adopt and implement the common core. These new standards have been adopted by 46 states and provide for greater consistency on what students are taught and how they are assessed in school districts across the nation.

Students will face an increasingly global marketplace, and the competition has moved from being regionally focused to internationally focus. In order for students to meet these challenges, they must be prepared to compete globally. The common core standards are focused on preparing students for this environment by providing more rigorous work and a deeper mastery of core subjects in order to achieve proficiency (how).

1B) The common core standards are built on the strengths of state standards and are guided by standards in top-performing countries. This design creates a rigorous curriculum that requires students to use problem-solving skills and other skill sets that are essential as they prepare to enter the work force.

2B) The new standards provide for greater consistency and serve as the foundation for instruction within schools. The common core standards also set clear expectations and accountability for what students should be able to do at each grade level.

Because the common core standards are tougher, students will have to work hard to reach proficiency. These standards will also mean that, initially, the test scores released in October will be lower than previous assessments. As students adjust to this shift, scores will improve and students will have the necessary skills to be successful after graduation. Additionally, our community will have the highly skilled work force needed to support continued economic growth.

1C) Because the 2011-12 school year was the first year that the Jefferson County Public School (JCPS) District implemented the common core standards, the results we receive in October will serve as a baseline. As students adjust to these tougher standards, results will improve.

2C) Because the common core standards are tougher, the work students will be required to complete will be more difficult and they will have to work harder to achieve proficiency. Here are some tips for helping your child make this adjustment:

- o Tell your child that persistence and hard work matter. People aren't just born smart; we get smart through hard work.
- o Help your child see how the schoolwork he or she does now gets him or her ready for the future. Help your child see the connections.
- o Sit with your child, and talk to him or her about the work he or she is doing. Discuss the work, and encourage your child.
- o Help your child recognize that it isn't as much about grades and test scores but becoming college- and career-ready. When he or she masters this work, he or she can do anything. Test scores might actually be lower now, but your child actually knows more and can do more.
- o Ensure that your child has opportunities to read all kinds of books, articles, and materials, including nonfiction articles and real-world documents.

3C) The new standards mark a new direction in education, and community support and involvement are essential for success. Here are some ways you can help:

- o Ask questions about college and career readiness and the common core standards when you attend every parent-teacher conference. Find out what your child needs specifically.
- o Help other parents, neighbors, and community leaders understand that when the standard is raised like this, it might mean test scores are lower at first. However, when our students master the common core standards, they will be proficient and ready for college, work, and life.

- o Write letters and editorials to local media outlets describing how your child's life will be different when he or she masters these standards and graduates from high school college- and career-ready.
- o Participate in community forums, parent-engagement trainings, and other activities at schools and churches that provide information on how parents can help their child become school-ready.
- o Challenge our students, Louisville's future leaders, to embrace the challenge of the common core standards so that they achieve on all of the precollege tests and, more importantly, so that they enter college or a career able to do the work in front of them.

Exhibit 2: Superintendent's Letter to Parents

Jefferson County
Public Schools
Shaping the Future

October 1, 2012

Dear JCPS Parent,

If your child took a new state test in the spring, you will receive the results in mid-October.

New Standards—The Common Core

Standards are simply what students are expected to learn at each grade level. Kentucky was the first of 46 states to adopt the more challenging Common Core Standards in reading and math because Kentuckians recognize the importance of preparing our students to compete with other students across the state, the nation, and the world.

New Tests—New Scores

The new tests were based on higher expectations. They were harder! Your child will score Novice, Apprentice, Proficient, or Distinguished. It is harder now for any student in Kentucky to be Proficient or Distinguished, and under the state's new system, there will be fewer students who receive those scores. In fact, some schools may have more than 30 percent fewer students who are Proficient. But, remember, you can't compare scores under the old system with scores under the new system.

New Direction—Raising the Bar

The new standards raise the bar for our students. The score your child receives will give you and the school system important information about what we need to do and how we can work together to ensure that your child masters the new higher standards.

I am confident that our educators and our students can do this! We must do this. It is important that, as partners, we embrace this challenge. It will benefit your child, your school, the district, the state, and the nation.

Sincerely,

Donna M. Hargens

Donna M. Hargens, Ed.D.
Superintendent

DMH:scf

Exhibit 3: Principal's Letter to Parents

October 4, 2012

Dear _____ Parent,

Last week, you received a letter from Dr. Donna Hargens, Superintendent for JCPS, on The Common Core. Kentucky is the first state to adopt these new and more challenging standards and if your child took this new state test in the spring, you will soon receive the scores.

The goal of this new accountability model is simple: to ensure all students graduate career and college ready. While we realize that this new accountability model will lead to a decline in our scores in the short term, long term students from Kentucky will be better prepared to compete with other students across the nation and the world.

Attached is an example of what each student's report will look like. Based on your child's results, they will rank either a Novice, Apprentice, Proficient, or Distinguished. While these categories are the same from previous years, it is important to remember that this is a new assessment system and this year's results are a baseline. As teachers and students adjust to the tougher standards, I am confident that scores will increase.

With the support of community, business and PTA leaders, the district has created a website- www.raisethebarlouisville.org. This site offers helpful tips on ways parents can support their child's academic progress as well as additional information on the Common Core. For additional information on the Common Core, or tips on how you can support your child's success please visit the district's website at www.jefferson.kyschools.us, or www.raisethebarlouisville.org.

Please know that my staff and I are committed to the success of each child within our school and the leadership role our state and the district will play to ensure all students graduate career and college ready. Throughout the year, we will continue to update you on our progress and success.

Thank you for your support.

Sincerely,

Exhibit 4: Educator's Postcard

Talking to Parents about State Test Results and the Common Core Standards

JCPS Educators,

Please share the following information when you talk to JCPS parents about the Common Core State Standards and the results of state tests that they will receive this fall:

- Kentucky is leading the nation in implementing the Common Core Standards to ensure students are **college- and career-ready** when they graduate from high school.

- The standards are more challenging so that **students will be ready** for a globally competitive environment.

- Because the standards are tougher, **students will have to work harder** to reach Proficiency.

Equal Opportunity/Affirmative Action Employer
Offering Equal Educational Opportunities

RTB Talking Points card 12 kk

Jefferson County
Public Schools
Shaping the Future

Appendix B:
Common Core State Standards Initiative
Frequently Asked Questions

College and Career-Training Ready Standards
from the National Governors Association***

In 2010, recognizing the need to improve the quality of public education in communities across this country, governors, state superintendents, state boards of education, teachers, parents, and business leaders took the historic step to create a shared set of rigorous and easy-to-understand state academic standards in English language arts/literacy and mathematics from kindergarten to 12th grade (K-12). State leaders—not the federal government—drove the creation of the Common Core State Standards (CCSS). The CCSS clearly define what students need to know and be able to do, and how well they need to know or do it, at each grade level to be able to graduate high school ready for success in college or in a career-training program. These standards <u>do not </u>specify the curriculum, textbooks or reading materials used to achieve these goals.

The standards were developed by governors and chief state school officers and their representatives in collaboration with teachers, school administrators, K-12 and higher education experts, and business representatives. The development of the CCSS was coordinated by the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO). NGA and CCSSO encouraged, received, and acted upon feedback on drafts of the standards from individuals and national organizations representing, but not limited to, teachers, principals, postsecondary educators (including community colleges), civil rights groups, parents, English-language learners, students with disabilities, and business.

***used by permission

The standards are:

- Aligned with college and workforce training expectations;
- Rigorous in content and require mastery of such skills as writing, problem solving, and communications;
- Built on the strengths and lessons of previous state standards;
- Informed by standards in top-performing countries, so that all students are prepared to succeed in our global economy and society; and
- Evidence-based, clear, and aligned across a child's education, from K-12.

As of August 2013, 49 states and territories, the District of Columbia, and all Department of Defense schools that serve the children of U.S. servicemen and women around the world had formally adopted the CCSS.

States are individually responsible for implementing the standards in whichever way best suits their unique population of students and educational and political context. Currently, states are at various stages of implementation in the following areas:

- Engaging students, parents, educators, business leaders, and policymakers in the implementation process to build a strong coalition to bring about the needed changes and maintain the high standards;
- Improving teachers' and leaders' effectiveness through changes to their standards, preparation programs, licensure, evaluation systems, and professional development;
- Leading transitions in state assessments and accountability policy; and
- Reallocating resources to fund the implementation work.

Frequently Asked Questions

Did the federal government play a role in developing the standards?
No, the federal government was not involved in the development of the standards. This has always been, and continues to be, a state-led and state-driven initiative. Upon completion of the standards, states voluntarily adopted and are currently implementing the standards on an individual basis.

How are each state's educational standards established for what students should learn?

Each state has its own process for developing, [adopting](#), and implementing standards. Typically, by state law, state boards of education have the authority to establish what students should learn and the rigor with which they should learn it. As a result of past actions by individual states, academic expectations of students have varied widely from state to state. While the CCSS were developed with broad involvement from educators across the country, each state followed its own process to consider and adopt them. Each state remains fully in control of determining its own standards and all related decisions to the implementation of those standards.

Is the federal government playing a role in implementation?

No. The federal government does not have a role in the implementation of the standards. State leaders retain the authority to oversee, select, and implement state education standards. NGA has opposed and will continue to oppose conditioning any federal funding or flexibility on the adoption of any particular set of standards.

Do these standards dumb down what students should learn?

No. According to the [Thomas B. Fordham Institute's review of the Common Core State Standards](#) and each individual state's standards, only two states and the District of Columbia had standards that were "clearly superior" to the CCSS in English language arts/literacy, and no state had mathematics standards that were "clearly superior" to the CCSS. The institute's review went on to say that the CCSS "are ambitious and challenging for students and educators alike." For examples of what students will learn in each grade, see the [PTA's parent guides](#).

Are the standards a national curriculum for schools?

The CCSS are not a curriculum. They are a clear set of common goals and expectations for what knowledge and skills will help students succeed in college or in a workforce-training program. States and/or local districts retain the responsibility to adopt curricula, textbooks, and reading assignments.

How will students' progress towards the standards be measured?

In 2010, two consortia of states were created to develop high-quality

assessments to measure students' progress towards being prepared for college or a career-training program as defined by the Common Core State Standards. The two consortia are the Partnership for Assessment of Readiness for College and Careers (PARCC), which includes 20 states and territories, plus D.C., and the Smarter Balanced Assessment Consortium (SBAC), which includes 26 states and territories. The state-governed testing consortia are each developing K-12 assessments in reading, writing, and math. Each testing consortium will provide teachers with timely information to improve their instruction and their students' learning. Many states are field testing the assessments this school year, and all of the member states of each consortium are scheduled to fully implement the new assessments in the 2014-15 school year.

How much will the consortia tests cost states?

SBAC estimates that it's complete assessment system—including mid-year and end of year tests for reading, writing, and math—will cost $27.30 per student each year. PARCC estimates its performance-based assessment and end-of-year assessment in reading, writing, and math will collectively cost $29.50 per student each year. States which choose not to use PARCC or SBAC assessments, will have to determine what tests they will use, how they will be developed and paid for, how to ensure that they are high-quality, aligned to CCSS, and comparable to other states.

Current state expenditures on English language arts and math tests vary. A study conducted by SBAC found that costs ranged from $7 to $110 per student (combined for both ELA and math) with an average of $31 per student for the 32 states that were reviewed. A PARCC survey of member states found that the median cost of current assessments is $29.95 per student for reading, writing and math. All told, a majority of states will save money by using the new consortia-developed assessments: two-thirds of states in SBAC and one-half of states in PARCC will realize savings. Those estimates are also solely price comparisons and do not take into account that the new PARCC and SBAC assessment systems are offering higher-quality tests with greater value than existing state assessments.

Is the federal government playing a role in the assessment consortia?
The federal government has provided funding to states that have voluntarily adopted the CCSS and come together in two state-governed coalitions to develop assessments to measure the standards. Regardless of the funding source, state leaders make up the governing boards of the two consortia and they retain the ultimate decision on whether or not to use the assessments once completed. No representative from the federal government sits on either consortium's governing board.

Why do states need more rigorous standards?
Current performance of U.S. students is not strong enough to keep up with the changing economy—far too many individuals lack the education to get a job that pays a livable wage, and far too many well-paying jobs go unfilled. More specifically:

- Only 34 percent of fourth-graders in reading and 35 percent of eighth-graders in math scored proficient or advanced on the 2011 National Assessment of Educational Progress, the Nation's Report Card.
- U.S. 15-year-olds ranked 14th in reading, 25th in math, and 17th in science out of the 34 countries.
- States, students, and their families are spending an increasing amount on remedial classes in 2- and 4-year postsecondary institutions. Unfortunately, the research is finding a higher likelihood that as a student spends more time in remedial classes, their likelihood of graduating decreases.

Does the federal government collect academic and other information about individual students?
No. The Higher Education Opportunity Act of 2008, No Child Left Behind law amending the Elementary and Secondary Education Act, the Education Reform Sciences Act of 2002, and the Individuals with Disabilities Education Act prohibit the creation of a federal database with students' personally identifiable information. The federal government does not have access to the student-level information housed in state data systems. Adoption of the Common Core State Standards, and/or participation in the related assessment consortia, does not authorize the sharing of student data among states or with the federal government.

Appendix C: Resources from the Council of the Great City Schools

Council of the Great City Schools: Common Core Works

The Council of the Great City Schools developed the Common Core Works website to provide member districts with quick access to reliable information, tools, and resources for implementing the Common Core State Standards in English language arts/literacy and mathematics, and the Next Generation Science Standards. The site includes updates on current common core initiatives, projects, conferences, and opportunities to network across districts to support quality instruction and raise student achievement.

Features of the website include:

- Parent Roadmaps to the Common Core State Standards (K-8, High School):

  English Language Arts (English / Spanish)
  Mathematics (English / Spanish)

- Videos:

  Common Core Overview Video (English and Spanish, 3 minutes)
  Public Service Announcement (English and Spanish, 30 seconds)
  ELA / Literacy Videos
  Mathematics Videos

- [Calendar of Questions, 2013-2014](#)

- Information about [next generation assessments](#), including Partnership for Assessment of Readiness for College and Careers (PARCC) and Smarter Balanced Assessment Consortium (SBAC)

- [Web buttons](#) to publicize and link to Common Core Works from other websites

- Plus numerous other implementation tools and resources

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

Council of the
Great City Schools
™

memorandum

+gmmb
cause the effect

To: Henry Duvall, Council of the Great City Schools

From: GMMB

Date: October 15, 2013

RE: Common Core PSA Monitoring Report for September 1, 2013 – September 30, 2013

Overall

This monitoring report represents the monthly summary of the results of the PSA distribution for the Council's Common Core English and Spanish television PSA, "Staircase," and English and Spanish radio PSA, "Future," covering the period between September 1 and September 30.

Since the beginning of the PSA campaign on December 20, 2012, there have been a total of 15,837 airings across all PSAs, resulting in 158,008,018 monitored television and radio impressions, where an impression is equivalent to a single person seeing or hearing the PSAs. These impressions represent a total estimated ad value of $3,408,298.

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 since the beginning of the campaign across the four PSAs. 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 TV PSA	3,072	104,640,982	$2,161,521	Chicago
Spanish TV PSA	4,236	32,288,986	$747,894	New York, Los Angeles, Philadelphia, Dallas-Fort Worth, San Francisco, Boston, Washington, DC, Houston, Phoenix
English Radio PSA	7,251	16,688,250	$405,927	Philadelphia, Washington, DC, Atlanta, Minneapolis
Spanish Radio PSA	1,278	4,389,800	$92,956	
Total	**15,837**	**158,008,018**	**$3,408,298**	

English Television

For the month of September, the English television PSA received 173 airings on 18 stations in 12 markets, amounting to 2,689,696 audience impressions and $52,437 in donated media values.

For the month of September, the English television PSA ranked number 427 out of 1,462 PSAs tracked by Nielsen Media Research.

New markets reached this month	No new markets reached this month. New stations within existing markets reached this month include: WDLI-TV (Cleveland) WEAO-TV, PBS (Cleveland)
Stations with over 500,000 impressions this month	WTVF-TV (Nashville): 21 airings and 1,138,527 impressions WDSU-TV (New Orleans): 15 airings and 1,019,048 impressions
Cumulative percentage of airings by daypart	27% during Daytime hours (9 AM – 4 PM) 24% during Late Night hours (1 AM – 5 AM) 20% during Early Morning hours (5 AM – 9 AM) 12% during Late Evening hours (10 PM – 1 AM)
Cumulative demographic reach	Women aged 25-54: 25,664,072 impressions, or 25% overall Men aged 25-54: 18,149,889 impressions, or 17% overall

Spanish Television

For the month of September, the Spanish television PSA received 741 airings on 22 stations in 14 markets, amounting to 5,172,257 audience impressions and $142,085 in donated media values.

For the month of September, the Spanish television PSA ranked number 172 out of 1,462 PSAs tracked by Nielsen Media Research.

New markets reached this month	No new markets or stations reached this month.
Stations with over 100,000 impressions this month	WWSI-TV (Philadelphia): 172 airings and 1,701,586 impressions KBNT-TV (San Diego): 89 airings and 903,794 impressions WUVN-TV (Boston): 178 airings and 752,126 impressions XHAS-TV (San Diego): 7 airings and 336,000 impressions KFSF-TV (San Francisco): 47 airings and 286,517 impressions WUNI-TV (Boston): 35 airings and 244,615 impressions WBQM-TV (New York): 13 airings and 219,492 impressions KQDF-TV (Dallas): 32 airings and 181,168 impressions WUTF-TV (Boston): 27 airings and 119,077 impressions

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Cumulative percentage of airings by daypart	28% during Late Night hours (1 AM – 5 AM)
	24% during Early Morning hours (5 AM – 9 AM)
	17% during Daytime hours (9 AM – 4 PM)
	15% during Late Evening hours (10 PM – 1 AM)
Cumulative demographic reach	Women aged 25-54: 8,459,925 impressions, or 26% overall
	Men aged 25-54: 6,143,092 impressions, or 19% overall

English Radio

For the month of September, the English radio PSA was aired 596 times on 30 stations in 18 markets, amounting to 1,673,250 audience impressions and $31,658 in donated media values.

New markets reached this month	2 markets: San Antonio and St. Joseph, MO
	New stations within existing markets reached this month include:
	KYSM-FM, Minneapolis-St. Paul, MN
	KBFF-FM, Portland, OR
	KUFO-AM, Portland, OR
	KXL-FM, Portland, OR
Stations with over 100,000 impressions this month	WRNO-FM (New Orleans): 31 airings and 282,100 impressions
	WSB-AM (Atlanta): 11 airings and 267,300 impressions
	WCCO-AM (Minneapolis-St. Paul): 8 airings and 148,000 impressions
	WTVN-AM (Columbus): 11 airings and 147,400 impressions
Cumulative demographic reach	Women aged 25-54: 2,594,100 impressions, or 19% overall
	Men aged 25-54: 4,179,900 impressions, or 12% overall

Spanish Radio

For the month of September, the Spanish radio PSA has been aired 19 times on 3 stations in 1 market, amounting to 120,400 audience impressions and $1,712 in donated media values.

New markets reached this month	No new markets or stations reached this month.
Stations with over 50,000 impressions this month	KXPK-AM (Denver): 9 airings and 91,800 impressions
Cumulative demographic reach	Women aged 25-54: 1,059,100 impressions, or 24% overall
	Men aged 25-54: 1,639,900 impressions, or 37% overall

Summary Analysis

The PSA campaign has already seen a slight increase in the number of airings for both the English and the Spanish television PSA just a few weeks after the second distribution in early September. The English PSA received airings on two new stations in the Cleveland market, a top 20 market. These additional stations helped to increase the number of airings to 173 for this month compared to 165 in August, which represented more than 650,000 additional impressions from last month. The Spanish television PSA also received more airings, with 741 airings compared to 690 airings last month. This represented an increase of almost 620,000 additional impressions from last month. These increases in airings and audience impressions helped to boost the English television PSA's ranking to 427 (compared to 615 in August) and boost the Spanish television PSA's ranking to 172 (compared to 255 in August). We expect that follow up with stations by the publicist in the current month and the coming weeks will help remind more stations about the second distribution of the PSA and encourage more stations to consider using it.

From the cumulative metrics collected since December 20, 2012, we can also begin to compare how the PSA campaign has performed in comparison to other campaigns. Since the start of the campaign, 76 percent of all airings of the English television PSA have occurred during waking dayparts (5AM – 10PM) and 40 percent of airings took place the top 25 markets, outperforming the 2012 average for all PSAs aired during the year (69 percent of airings during waking dayparts and 29 percent of airings in the top 25 markets). Similarly, the Spanish television PSA performed equally well, with 72 percent of all airings taking place in waking dayparts and 61 percent of airings occurring in the top 10 markets (compared to the 2012 average of 13 percent of airings occurring in the top 10 markets).

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Station	Affiliation	City	State	Airings This Month	Audience Impressions This Month	Media Value This Month	Total Airings	Total Audience Impressions	Total Media Value
English Television PSA: Station Airing Detail (December 20, 2012 - September 30, 2013)									
Chicago, IL (#3 DMA)									
WFLD-TV	Fox Broadcasting Company	Chicago	IL	-	-	$0	36	693,513	$24,664
WPWR-TV	MyNetwork TV	Chicago	IL	4	32,237	$793	25	528,685	$14,328
Subtotal:				4	32,237	$793	61	1,222,198	$38,992
Boston, MA (#7 DMA)									
WWDP-TV	NBC Television Network	West Bridgewater	MA	-	-	$0	17	81,009	$2,125
Subtotal:				-	-	$0	17	81,009	$2,125
Washington, D.C. (#8 DMA)									
WJAL-TV	Independent	Chambersburg	PA	-	-	$0	20	90,260	$2,793
Subtotal:				-	-	$0	20	90,260	$2,793
Cleveland, OH (#18 DMA)									
WDLI-TV		Akron	OH	3	5,889	$345	3	5,889	$345
WEAO-TV	PBS	Kent	OH	3	7,314	$345	3	7,314	$345
WKYC-TV	NBC Television Network	Cleveland	OH	-	-	$0	646	41,107,769	$953,658
Subtotal:				6	13,203	$690	652	41,120,972	$954,348
St. Louis, MO (# 21 DMA)									
KSDK-TV	NBC Television Network	St. Louis	MO	-	-	$0	286	22,382,314	$461,239
Subtotal:				-	-	$0	286	22,382,314	$461,239
Pittsburgh, PA (#23 DMA)									
WBGN-TV	Independent	Pittsburgh	PA	20	43,471	$2,300	137	329,826	$16,847
Subtotal:				20	43,471	$2,300	137	329,826	$16,847
Charlotte, NC (#25 DMA)									
WAXN-TV	Independent	Charlotte	NC	-	-	$0	4	8,373	$460
WSOC-TV	ABC Television Network	Charlotte	NC	-	-	$0	52	2,716,135	$47,372
Subtotal:				-	-	$0	56	2,724,508	$47,832
San Diego, CA (#28 DMA)									
KSWB-TV	Fox Broadcasting Company	San Diego	CA	1	1,206	$100	75	301,206	$10,388
XDTV-TV	MyNetwork TV	San Diego	CA	-	-	$0	14	69,120	$2,077
Subtotal:				1	1,206	$100	89	370,326	$12,465
Nashville, TN (#29 DMA)									
WTVF-TV	CBS Television Network	Nashville	TN	21	1,138,527	$14,081	281	18,105,875	$248,634
Subtotal:				21	1,138,527	$14,081	281	18,105,875	$248,634
Kansas City, MO (#31 DMA)									
KMCI-TV	Independent	Kansas	MO	-	-	$0	50	127,784	$5,141
Subtotal:				-	-	$0	50	127,784	$5,141
Columbus, OH (#32 DMA)									
WBNS-TV	CBS Television Network	Columbus	OH	3	203,764	$3,781	90	4,317,789	$77,030
WWHO-TV	CW Television Network	Columbus	OH	7	8,295	$700	36	58,087	$3,600
Subtotal:				10	212,059	$4,481	126	4,375,876	$80,630
Cincinnati, OH (#35 DMA)									
WKRC-TV	CBS Television Network	Cincinnati	OH	3	37,238	$567	35	385,021	$6,823
WXIX-TV	Fox Broadcasting Company	Cincinnati	OH	-	-	$0	46	176,999	$4,803
Subtotal:				3	37,238	$567	81	562,020	$11,626
Oklahoma City, OK (#41 DMA)									
KOCO-TV	ABC Television Network	Oklahoma City	OK	6	104,022	$1,190	69	2,050,907	$23,216
Subtotal:				6	104,022	$1,190	69	2,050,907	$23,216
Birmingham, AL (#42 DMA)									
WUOA-TV	Independent	Tuscaloosa	AL	13	20,436	$1,300	108	174,071	$10,800
WVUA-TV	Independent	Tuscaloosa	AL	8	13,982	$800	107	167,925	$10,700
Subtotal:				21	34,418	$2,100	215	341,996	$21,500
Memphis, TN (#49 DMA)									
WBUY-TV		Memphis	TN	-	-	$0	12	10,740	$1,200
WLMT-TV	CW Television Network	Memphis	TN	-	-	$0	54	636,958	$10,087
WPTY-TV	ABC Television Network	Memphis	TN	-	-	$0	9	37,986	$966
Subtotal:				-	-	$0	75	685,684	$12,253
New Orleans, LA (#51 DMA)									
WDSU-TV	NBC Television Network	New Orleans	LA	15	1,019,048	$20,285	221	7,877,852	$148,426
Subtotal:				15	1,019,048	$20,285	221	7,877,852	$148,426

Wichita-Hutchinson, KS (#67 DMA)									
KSNC-TV	NBC Television Network	Great Bend	KS	16	12,624	$1,440	66	47,180	$5,940
KSNG-TV	NBC Television Network	Garden City	KS	19	15,932	$1,710	93	74,785	$8,370
KSNK-TV	NBC Television Network	Oberlin	KS	27	22,830	$2,430	106	83,261	$9,540
KSNW-TV	NBC Television Network	Wichita	KS	1	868	$90	10	5,687	$900
Subtotal:				**63**	**52,254**	**$5,670**	**275**	**210,913**	**$24,750**
Des Moines, IA (#72 DMA)									
KCCI-TV	CBS Television Network	Des Moines	IA	-	-	$0	211	1,473,381	$32,616
Subtotal:				**-**	**-**	**$0**	**211**	**1,473,381**	**$32,616**
Charleston, SC (#98 DMA)									
WCSC-TV	CBS Television Network	Charleston	SC	-	-	$0	98	445,909	$11,451
Subtotal:				**-**	**-**	**$0**	**98**	**445,909**	**$11,451**
Anchorage, AK (#145 DMA)									
KTUU-TV	NBC Television Network	Anchorage	AK	3	2,013	$180	11	5,066	$660
Subtotal:				**3**	**2,013**	**$180**	**11**	**5,066**	**$660**
Jackson, TN (#175 DMA)									
WJKT-TV	Fox Broadcasting Company	Jackson	TN	-	-	$0	41	56,306	$3,977
Subtotal:				**-**	**-**	**$0**	**41**	**56,306**	**$3,977**
GRAND TOTAL:				**173**	**2,689,696**	**$52,437**	**3,072**	**104,640,982**	**$2,161,521**

Spanish Television PSA: Station Airing Detail (December 20, 2012 - September 30, 2013)									
Station	Affiliation	City	State	Airings This Month	Audience Impressions This Month	Media Value This Month	Total Airings	Total Audience Impressions	Total Media Value
New York, NY (#1 DMA)									
WBQM-TV	Independent	Union	NJ	13	219,492	$7,629	20	315,561	$9,328
Subtotal:				**13**	**219,492**	**$7,629**	**20**	**315,561**	**$9,328**
Los Angeles, CA (#2 DMA)									
KBEH-TV	Independent	Los Angeles	CA	6	57,675	$1,416	8	78,660	$2,086
KTTV-TV	FOX Broadcasting Company	Los Angeles	CA	-	-	$0	2	296,852	$22,706
Subtotal:				**6**	**57,675**	**$1,416**	**10**	**375,512**	**$24,792**
Chicago, IL (#3 DMA)									
WSNS-TV	NBC Television Network, Telemundo	Chicago	IL	-	-	$0	83	804,672	$22,975
Subtotal:				**-**	**-**	**-**	**83**	**804,672**	**$22,975**
Philadelphia, PA (#4 DMA)									
WPSJ-TV	Independent	Winslow	NJ	-	-	$0	25	119,361	$3,232
WWSI-TV	Telemundo	Philadelphia	PA	172	1,701,586	$40,299	410	4,020,576	$92,616
Subtotal:				**172**	**1,701,586**	**$40,299**	**435**	**4,139,937**	**$95,848**
Dallas-Forth Worth, TX (#5 DMA)									
KAZD-TV	Independent	Dallas	TX	7	29,278	$875	54	208,648	$6,806
KFWD-TV	MundoFOX	Dallas	TX	9	38,945	$1,150	50	233,910	$6,687
KQDF-TV	Azteca America	Dallas	TX	32	181,168	$4,912	120	679,380	$18,420
WXAX-TV	Azteca America	Dallas	TX	-	-	$0	16	107,573	$3,878
Subtotal:				**48**	**249,391**	**$6,937**	**240**	**1,229,511**	**$35,791**
San Francisco, CA (#6 DMA)									
KCNS-TV	MundoFOX	San Francisco	CA	4	15,708	$704	41	192,671	$8,754
KDTV-TV	Univision Television	San Francisco	CA	2	8,120	$250	13	108,697	$2,825
KFSF-TV	UniMas	San Francisco	CA	47	286,517	$9,218	88	535,447	$16,975
Subtotal:				**53**	**310,345**	**$10,172**	**142**	**836,815**	**$28,554**
Boston, MA (#7 DMA)									
WUNI-TV	Univision Television	Needham	MA	35	244,615	$9,029	188	1,218,103	$40,729
WUTF-TV	Telefutura Television Network	Needham	MA	27	119,077	$3,896	189	894,192	$30,042
WUVN-TV	Univision Television	Needham	MA	178	752,126	$26,112	951	4,083,117	$146,813
Subtotal:				**240**	**1,115,818**	**$39,037**	**1,328**	**6,195,412**	**$217,584**
Washington, D.C. (#8 DMA)									
WFDC-TV	Univision Television	Washington	DC	-	-	$0	56	431,682	$12,646
WMDO-TV	UniMas	Washington	DC	9	40,920	$1,173	189	902,230	$27,813
Subtotal:				**9**	**40,920**	**$1,173**	**245**	**1,333,912**	**$40,459**
Atlanta, GA (#9 DMA)									
WUVM-TV	Azteca America	Atlanta	GA	-	-	$0	39	220,994	$8,237
Subtotal:				**-**	**-**	**$0**	**39**	**220,994**	**$8,237**
Houston, TX (#10 DMA)									
KYAZ-TV	Azteca America	Houston	TX	7	31,717	$875	32	131,820	$4,000
Subtotal:				**7**	**31,717**	**$875**	**32**	**131,820**	**$4,000**
Phoenix, AZ (#13 DMA)									
KPDF-TV	Azteca America	Phoenix	AZ	5	18,313	$575	31	106,514	$3,565
KPHE-TV	Independent	Phoenix	AZ	-	-	$0	1	7,858	$474
Subtotal:				**5**	**18,313**	**$575**	**32**	**114,372**	**$4,039**
Miami-Fort Lauderdale, FL (#16 DMA)									
WGEN-TV	Independent	Doral	FL	11	29,147	$1,265	127	348,219	$15,359
Subtotal:				**11**	**29,147**	**$1,265**	**127**	**348,219**	**$15,359**
San Diego, CA (#28 DMA)									
KBNT-TV	Univision Television	San Diego	CA	89	903,794	$23,480	476	4,222,173	$122,428
KDTF-TV	UniMas	San Diego	CA	32	72,730	$3,369	190	409,430	$20,416
XHAS-TV	Telemundo	San Diego	CA	7	336,000	$700	210	10,080,000	$21,000
Subtotal:				**128**	**1,312,524**	**$27,549**	**876**	**14,711,603**	**$163,844**
Hartford-New Haven, CT (#30 DMA)									
WUTH-TV	UniMas	Hartford	CT	45	79,667	$4,758	418	793,649	$44,896
Subtotal:				**45**	**79,667**	**$4,758**	**418**	**793,649**	**$44,896**
San Antonio, TX (#36 DMA)									
KVDF-TV	Azteca America	San Antonio	TX	-	-	$0	10	19,600	$1,000
Subtotal:				**-**	**-**	**$0**	**10**	**19,600**	**$1,000**

Las Vegas, NV (#40 DMA)									
KHDF-TV	Azteca America	Henderson	NV	3	4,929	$300	27	44,361	$2,700
Subtotal:				**3**	**4,929**	**$300**	**27**	**44,361**	**$2,700**
Alberquerque, NM (#45 DMA)									
KLUZ-TV	Univision Television	Alberquerque	NM	-	-	$0	8	14,221	$800
KTFQ-TV	UniMas	Alberquerque	NM	1	733	$100	22	28,712	$2,200
Subtotal:				**1**	**733**	**$100**	**30**	**42,933**	**$3,000**
Clarksburg-Weston, WV (#170 DMA)									
WDTV-TV	CBS Television Network	Bridgeport	WV	-	-	$0	142	630,103	$25,488
Subtotal:				**-**	**-**	**$0**	**142**	**630,103**	**$25,488**
GRAND TOTAL:				**741**	**5,172,257**	**$142,085**	**4,236**	**32,288,986**	**$747,894**

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comcast.

June 26, 2013

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

Dear Mr. Casserly:

On behalf of Comcast, I am pleased to provide an accounting of the airtime donated by the company for your Public Service Announcements.

- **Your PSA aired 41,294 times between April 29, 2013 and May 26, 2013.**
- **The total value of our donation to your organization is $493,506.33.**

Comcast is dedicated to supporting the communities we serve. We implement this commitment through initiatives like Comcast Cares Day, our Leaders and Achievers Scholarship Program, national partnerships with organizations such as City Year and Big Brothers Big Sisters, and by running PSAs at no charge for groups such as yours.

Comcast's dedication to remaining deeply rooted in the community stems from our passion to improve the places where our employees and customers live and work; our mission is to empower these areas while enriching lives. We take a special interest in promoting community service, expanding digital literacy, and building tomorrow's leaders — so that our gifts keep on giving.

We are delighted to have this opportunity to support Council of the Great City Schools, and to help raise awareness for your programs.

Sincerely,

Bill Black
Director, Community Investment
Vice President, Comcast Foundation

cc: David L. Cohen
        Charisse R. Lillie

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CGCS Television PSA: Market Airing Detail for Comcast Partnership (April and May 2013)

Designated Market Area (DMA)	Number of Airings in April	Media Value in April	Number of Airings in May	Media Value in May	Total Number of Airings	Total Media Value
Boston, MA (#7 DMA)	319	$4,502.29	3,374	$48,911.41	3,693	$53,413.70
Chicago, IL (#3 DMA)	134	$1,857.58	2,080	$29,238.75	2,214	$31,096.33
Philadelphia, PA (#4 DMA)	-	$0.00	2,176	$44,841.28	2,176	$44,841.28
San Francisco-Oakland-San Jose, CA (#6 DMA)	110	$1,803.71	1,560	$28,899.44	1,670	$30,703.14
Atlanta, GA (#9 DMA)	223	$1,917.99	1,399	$12,341.60	1,622	$14,259.60
Sacramento-Stockton-Modesto, CA (#20 DMA)	108	$689.87	1,448	$9,006.96	1,556	$9,696.83
Detroit, MI (#11 DMA)	127	$1,536.84	1,405	$17,019.26	1,532	$18,556.10
Seattle-Tacoma, WA (#12 DMA)	127	$2,842.72	1,344	$30,172.22	1,471	$33,014.94
Denver, CO (#17 DMA)	71	$710.60	1,268	$13,134.76	1,339	$13,845.36
Miami-Ft. Lauderdale, FL (#16 DMA)	-	$0.00	1,289	$16,292.66	1,289	$16,292.66
New York, NY (#1 DMA)	-	$0.00	1,278	$15,462.17	1,278	$15,462.17
Pittsburgh, PA (#23 DMA)	-	$0.00	1,158	$11,405.25	1,158	$11,405.25
Indianapolis, IN (#26 DMA)	104	$530.48	1,053	$5,871.16	1,157	$6,401.64
Nashville, TN (#29 DMA)	50	$294.20	1,071	$6,256.87	1,121	$6,551.07
Hartford & New Haven, CT (#30 DMA)	129	$1,353.68	985	$9,863.98	1,114	$11,217.67
Jacksonville, FL (#50 DMA)	128	$936.02	846	$5,683.37	974	$6,619.38
Baltimore, MD (#27 DMA)	71	$1,270.78	843	$14,669.37	914	$15,940.15
Salt Lake City, UT (#33 DMA)	43	$315.06	866	$6,400.10	909	$6,715.16
Albuquerque-Santa Fe, NM (#47 DMA)	57	$303.97	809	$3,616.17	866	$3,920.13
Harrisburg-Lancaster-Lebanon-York, PA (#43 DMA)	2	$44.10	845	$9,649.89	847	$9,693.99
West Palm Beach-Ft. Pierce, FL (#38 DMA)	-	$0.00	726	$11,738.36	726	$11,738.36
Portland, OR (#22 DMA)	51	$1,041.63	664	$13,556.79	715	$14,598.41
Minneapolis-St. Paul, MN (#15 DMA)	50	$846.89	596	$9,847.48	646	$10,694.37
Ft. Myers-Naples, FL (#62 DMA)	-	$0.00	590	$7,281.85	590	$7,281.85
Burlington-Plattsburgh, VT (#97 DMA)	77	$435.29	441	$2,656.92	518	$3,092.21
Johnstown-Altoona-State College, PA (#102 DMA)	-	$0.00	508	$1,999.27	508	$1,999.27
Tampa-St. Petersburg, FL (#14 DMA)	2	$5.15	461	$3,500.82	463	$3,505.97
Wilkes-Barre-Scranton, PA (#54 DMA)	-	$0.00	427	$2,592.39	427	$2,592.39
Fresno-Visalia, MI (#55 DMA)	24	$172.53	400	$3,181.54	424	$3,354.07
Colorado Springs-Pueblo, CO (#89 DMA)	31	$221.42	365	$2,873.50	396	$3,094.92
Grand Rapids-Kalamazoo-Battle Creek, MI (#39 DMA)	30	$294.49	360	$3,638.27	390	$3,932.76
Memphis, TN (#49 DMA)	12	$141.84	344	$3,850.71	356	$3,992.55
Richmond-Petersburg, VA (#57 DMA)	21	$426.22	326	$6,735.69	347	$7,161.92
South Bend-Elkhart, IN (#95 DMA)	32	$172.28	297	$1,621.76	329	$1,794.04
Peoria-Bloomington, IL (#116 DMA)	39	$363.37	285	$2,585.94	324	$2,949.32
Wheeling, WV-Steubenville, OH (#158 DMA)	-	$0.00	319	$1,524.22	319	$1,524.22

Knoxville, TN (#61 DMA)	73	$816.87	233	$2,433.59	306	$3,250.46
Champaign & Springfield-Decatur, IL (#83 DMA)	35	$392.44	271	$2,956.35	306	$3,348.80
Toledo, OH (#76 DMA)	35	$125.15	270	$936.23	305	$1,061.38
Lansing, MI (#115 DMA)	27	$232.74	259	$2,324.86	286	$2,557.61
Salisbury, MD (#144 DMA)	10	$66.74	264	$1,595.12	274	$1,661.86
Providence, RI-New Bedford, MA (#53 DMA)	25	$542.65	202	$4,289.59	227	$4,832.24
Savannah, GA (#92 DMA)	36	$353.72	190	$1,730.42	226	$2,084.14
Albany, GA (#150 DMA)	46	$107.09	150	$352.05	196	$459.14
Harrisonburg, VA (#178 DMA)	10	$59.90	174	$1,019.32	184	$1,079.21
Flint-Saginaw-Bay City, MI (#67 DMA)	22	$227.03	150	$1,767.53	172	$1,994.56
Jackson, MS (#93 DMA)	32	$309.18	139	$1,247.43	171	$1,556.61
Monterey-Salinas, CA (#125 DMA)	13	$169.16	155	$2,026.75	168	$2,195.90
Chattanooga, TN (#87 DMA)	38	$554.15	122	$1,597.14	160	$2,151.29
Ft. Wayne, IN (#109 DMA)	21	$156.22	139	$1,119.16	160	$1,275.38
Panama City, FL (#159 DMA)	11	$51.04	144	$509.50	155	$560.54
Springfield, MO (#74 DMA)	17	$344.38	121	$2,480.66	138	$2,825.04
Hattiesburg-Laurel, MS (#167 DMA)	21	$116.67	97	$673.70	118	$790.37
Charleston, SC (#98 DMA)	15	$273.72	101	$1,584.18	116	$1,857.90
Rockford, IL (#135 DMA)	14	$297.24	97	$2,075.15	111	$2,372.39
Columbus-Tupelo-West Point-Houston, MS (#133 DMA)	18	$66.72	90	$312.03	108	$378.75
Louisville, KY (#48 DMA)	17	$33.72	89	$176.64	106	$210.36
Amarillo, TX (#130 DMA)	6	$2.40	98	$37.98	104	$40.38
Paducah, KY-Cape Girardeau, MO-Harrisburg, IL (#81 DMA)	6	$27.26	86	$413.65	92	$440.91
El Paso, TX (#91 DMA)	9	$64.41	83	$597.73	92	$662.14
Tallahassee-Thomasville, FL (#106 DMA)	5	$115.80	83	$1,769.58	88	$1,885.38
Meridian, MS (#186 DMA)	13	$62.29	75	$317.94	88	$380.23
Little Rock-Pine Bluff, AR (#56 DMA)	6	$107.59	81	$1,463.50	87	$1,571.09
Eugene, OR (#121 DMA)	5	$104.42	82	$1,687.62	87	$1,792.04
Monroe-El Dorado, LA (#137 DMA)	18	$182.72	67	$648.07	85	$830.79
Augusta-Aiken, GA (#113 DMA)	13	$309.89	71	$1,740.93	84	$2,050.82
Spokane, WA (#73 DMA)	4	$113.33	74	$2,105.96	78	$2,219.28
Youngstown, OH (#110 DMA)	-	$0.00	38	$176.21	38	$176.21
GRAND TOTAL:	**2,793**	**$31,417.61**	**38,501**	**$462,088.72**	**41,294**	**$493,506.34**

CGCS Television PSA: Market Airing Detail for Comcast Partnership (April and May 2013)

Designated Market Area (DMA)	Number of Airings in April	Media Value in April	Number of Airings in May	Media Value in May	Total Number of Airings	Total Media Value
Boston, MA (#7 DMA)	319	$4,502.29	3,374	$48,911.41	3,693	$53,413.70
Chicago, IL (#3 DMA)	134	$1,857.58	2,080	$29,238.75	2,214	$31,096.33
Philadelphia, PA (#4 DMA)	-	$0.00	2,176	$44,841.28	2,176	$44,841.28
San Francisco-Oakland-San Jose, CA (#6 DMA)	110	$1,803.71	1,560	$28,899.44	1,670	$30,703.14
Atlanta, GA (#9 DMA)	223	$1,917.99	1,399	$12,341.60	1,622	$14,259.60
Sacramento-Stockton-Modesto, CA (#20 DMA)	108	$689.87	1,448	$9,006.96	1,556	$9,696.83
Detroit, MI (#11 DMA)	127	$1,536.84	1,405	$17,019.26	1,532	$18,556.10
Seattle-Tacoma, WA (#12 DMA)	127	$2,842.72	1,344	$30,172.22	1,471	$33,014.94
Denver, CO (#17 DMA)	71	$710.60	1,268	$13,134.76	1,339	$13,845.36
Miami-Ft. Lauderdale, FL (#16 DMA)	-	$0.00	1,289	$16,292.66	1,289	$16,292.66
New York, NY (#1 DMA)	-	$0.00	1,278	$15,462.17	1,278	$15,462.17
Pittsburgh, PA (#23 DMA)	-	$0.00	1,158	$11,405.25	1,158	$11,405.25
Indianapolis, IN (#26 DMA)	104	$530.48	1,053	$5,871.16	1,157	$6,401.64
Nashville, TN (#29 DMA)	50	$294.20	1,071	$6,256.87	1,121	$6,551.07
Hartford & New Haven, CT (#30 DMA)	129	$1,353.68	985	$9,863.98	1,114	$11,217.67
Jacksonville, FL (#50 DMA)	128	$936.02	846	$5,683.37	974	$6,619.38
Baltimore, MD (#27 DMA)	71	$1,270.78	843	$14,669.37	914	$15,940.15
Salt Lake City, UT (#33 DMA)	43	$315.06	866	$6,400.10	909	$6,715.16
Albuquerque-Santa Fe, NM (#47 DMA)	57	$303.97	809	$3,616.17	866	$3,920.13
Harrisburg-Lancaster-Lebanon-York, PA (#43 DMA)	2	$44.10	845	$9,649.89	847	$9,693.99
West Palm Beach-Ft. Pierce, FL (#38 DMA)	-	$0.00	726	$11,738.36	726	$11,738.36
Portland, OR (#22 DMA)	51	$1,041.63	664	$13,556.79	715	$14,598.41
Minneapolis-St. Paul, MN (#15 DMA)	50	$846.89	596	$9,847.48	646	$10,694.37
Ft. Myers-Naples, FL (#62 DMA)	-	$0.00	590	$7,281.85	590	$7,281.85
Burlington-Plattsburgh, VT (#97 DMA)	77	$435.29	441	$2,656.92	518	$3,092.21
Johnstown-Altoona-State College, PA (#102 DMA)	-	$0.00	508	$1,999.27	508	$1,999.27
Tampa-St. Petersburg, FL (#14 DMA)	2	$5.15	461	$3,500.82	463	$3,505.97
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GRAND TOTAL:	2,793	$31,417.61	38,501	$462,088.72	41,294	$493,506.34

Parent Roadmaps
Council of the Great City Schools' Combined Web Site Statistics

Parent Roadmaps- English Language Arts 6/1/12 to 10/14/13

Page views: 109,687
Page views are defined as number of times a web page was viewed
Unique Page views: 78,116
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 10/14/13

Page views: 99,255
Page views are defined as number of times a web page was viewed
Unique Page views: 69,302
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 10/14/13

Page views: 15,917
Page views are defined as number of times a web page was viewed
Unique Page views: 10,761
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 10/14/13

Page views: 9,536
Page views are defined as number of times a web page was viewed
Unique Page views: 6,459
Unique page views are the total number of unique (individual) visitors to a specific web page during the same session (visit)

VIMEO

From the Page to the Classroom: Implementing the Common Core State Standards – English Language Arts and Literacy 6/12/12 to 10/14/13

Plays: 8,664

Top Websites to Access Video on Vimeo

Organization Name	Website Domain	No. of Plays
Atlanta Public Schools	AtlantaPublicSchools.us	47
Fresno Unified	Beta.fresnounified.org	46
Yahoo	Yahoo.com	34
Bing	Bing.com	29
Boston Public School Curriculum and Instruction	http://bpscurriculumandinstruction.weebly.com/	27

From the Page to the Classroom: Implementing the Common Core State Standards – Mathematics 6/12/12 to 10/14/13

Plays: 6,053

Top Websites to Access Video on Vimeo

Organization Name	Website Domain	No. of Plays
Boston Public School Mathematics	http://bpsmathematics.weebly.com/	156
Atlanta Public Schools	Atlanta.k12.ga.us	87

Hits for the Three-Minute Common Core Video

VIMEO

Three-Minute Common Core Video in **English** on Vimeo 10/20/12 to 10/14/13

Plays: 110,224

Top Websites to Access Video on Vimeo

Organization Name	Website Domain	No. of Plays
Council of the Great City Schools	Commoncoreworks.org	11,246
Council of the Great City Schools	Cgcs.org	4,016
Arizona Department of Education	Azed.gov	2,859
Facebook	Facebook.com	2,353
Office of Superintendent of Public Instruction, Washington State	K12.wa.us	2,196
California State PTA	Capta.org	1,118

Three-Minute Common Core Video in **Spanish** on Vimeo 10/20/12 to 10/14/13

Plays: 5,403

Top Websites to Access Video on Vimeo

Organization Name	Website Domain	No. of Plays
Council of the Great City Schools	Commoncoreworks.org	817
Council of the Great City Schools	Cgcs.org	503
Santa Ana Unified School District	Sausd.us	175
Hemet Unified School District	Hemetusd.k12.ca.us	121
Arizona Department of Education	Azed.gov	120

YOUTUBE

Three-Minute Common Core Video in **English** on YouTube 11/01/12 to 10/14/13

Views: 1,985

Three-Minute Common Core Video in **Spanish** on YouTube 11/01/12 to 10/14/13

Views: 643

PUBLIC RELATIONS EXECUTIVES SURVEY

Public Relations Offices in the Great City Schools

September 2013 9th 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 ninth survey on PR offices; the first one was published in 1997.

Of the Council's 66 districts, 45 are included in the survey. The PR offices displayed many similarities, but also ranged in size and budget.

- Thirty-three districts (71%) have PR offices with staff between 5 and 20 people
- Seven of the districts (17%) have PR offices with staff of fewer than 5 people.
- Four districts (12%) have PR offices with staff of more than 20 people.
- Eleven districts (38%) have PR budgets between $250,000 and $750,000.
- Twenty districts (62%) 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. The departments also vary in function and structure as seen in the attached organizational charts (see Appendix A).

- Houston Independent School District has the largest staff with approximately 130 people but their Communications Department includes Media Relations, Strategic Partnerships, Multimedia, Family and Community Engagement, HR Strategic Communications and Bond Communications. Toledo has the smallest staff with two people.
- Nineteen districts have their PR offices handle television operations.
- Twenty-five districts have web masters on their PR staffs.
- Eleven districts have switchboard operators or customer service support on their PR staffs, four districts handle print operations and 10 have translators or provide translation services.
- Facebook and Twitter are the most widely used social media (40 districts).

The Districts that responded to the PR Offices Survey

Albuquerque	Guilford County	Richmond
Anchorage	Houston	Rochester
Austin	Jacksonville	Sacramento
Baltimore	Jefferson County	Saint Louis
Boston	Kansas City	Saint Paul
Bridgeport	Little Rock	San Diego
Charlotte	Long Beach	San Francisco
Cincinnati	Los Angeles	Santa Ana
Clark County	Miami-Dade County	Shelby County
Cleveland	Minneapolis	Toledo
Dallas	Nashville	Wichita
Dayton	Norfolk	
Denver	Oklahoma City	
Des Moines	Orange County	
Detroit	Palm Beach	
Fort Worth	Portland	
Fresno	Providence	

District	District Size	Total Staff	Fewer than 5	Between 5 and 20	More than 20	Total Budget	Between $250,000 and $750,000	Greater than $750,000
Albuquerque	86,922	8.0		x		$498,035	x	
Anchorage	48,500	14.0		x		$1,764,152		x
Austin	86,000	24.0			x	$1,900,000		x
Baltimore	84,748	10.0		x		$1,228,356		x
Boston	58,000	6.0		x		$674,904	x	
Bridgeport	20,000					n/a		
Charlotte	144,000	12.0		x		$1,900,000		x
Cincinnati	33,000	6.0		x		$998,224		x
Clark County	311,429	11.0		x		$2,000,000		x
Cleveland	40,871	9.0		x		n/a		
Dallas	157,000	34.0			x	$1,105,574		x
Dayton	14,515	3.0	x			n/a		
Denver	84,424	17.0		x		n/a		
Des Moines	32,000	6.0		x		$150,000		
Detroit	49,435	6.0		x		$1,300,000		x
Duval County	124,918	8.0		x		n/a		
Fort Worth	80,000	22.0		x		n/a		
Fresno	72,000	8.0		x		$1,237,787		x
Guilford County	72,500	7.5		x		$422,869	x	
Houston	204,000	128.0			x	n/a		
Jefferson County	101,000	10.0		x		$597,900	x	
Kansas City	16,500	6.0		x		$750,000	x	
Little Rock	25,000	5.0		x		n/a		
Long Beach	81,000	3.0	x			n/a		
Los Angeles	650,000	9.0		x		$1,000,000		x
Miami	345,944	20.0		x		$1,693,310		x
Minneapolis	34,000	12.0		x		$1,700,000		x
Nashville	82,000	8.0		x		$969,300		x
Norfolk	33,000	10.0		x		n/a		
Oklahoma City	44,600	8.0		x		$1,120,207		x
Orange County	183,562	33.0			x	$2,120,770		x
Palm Beach	178,000	14.0		x		$985,000		x
Portland	47,000	4.0	x			$647,000	x	
Providence	23,600	4.0	x			$512,000	x	
Richmond	23,000	7.0		x		n/a		
Rochester	28,600	6.0		x		$890,000		x
Sacramento	44,000	4.0	x			$669,907	x	
Saint Louis	27,500	6.0		x		$1,591,067		x
Saint Paul	39,000	13.0		x		$1,893,000		x
San Diego	132,000	9.0		x		n/a		
San Francisco	56,000	5.0		x		$552,649	x	
Santa Ana	56,000	4.0	x			$419,553	x	
Shelby County	140,000	9.0		x		n/a		
Toledo	23,000	2.0	x			$253,900	x	
Wichita	50,639	13.5		x		$949,260		x
TOTALS			7	33	4		11	20

251

Public Relations Office Size in the Great Cities

More than 20
12%

Fewer than 5
17%

Between 5 and 20
71%
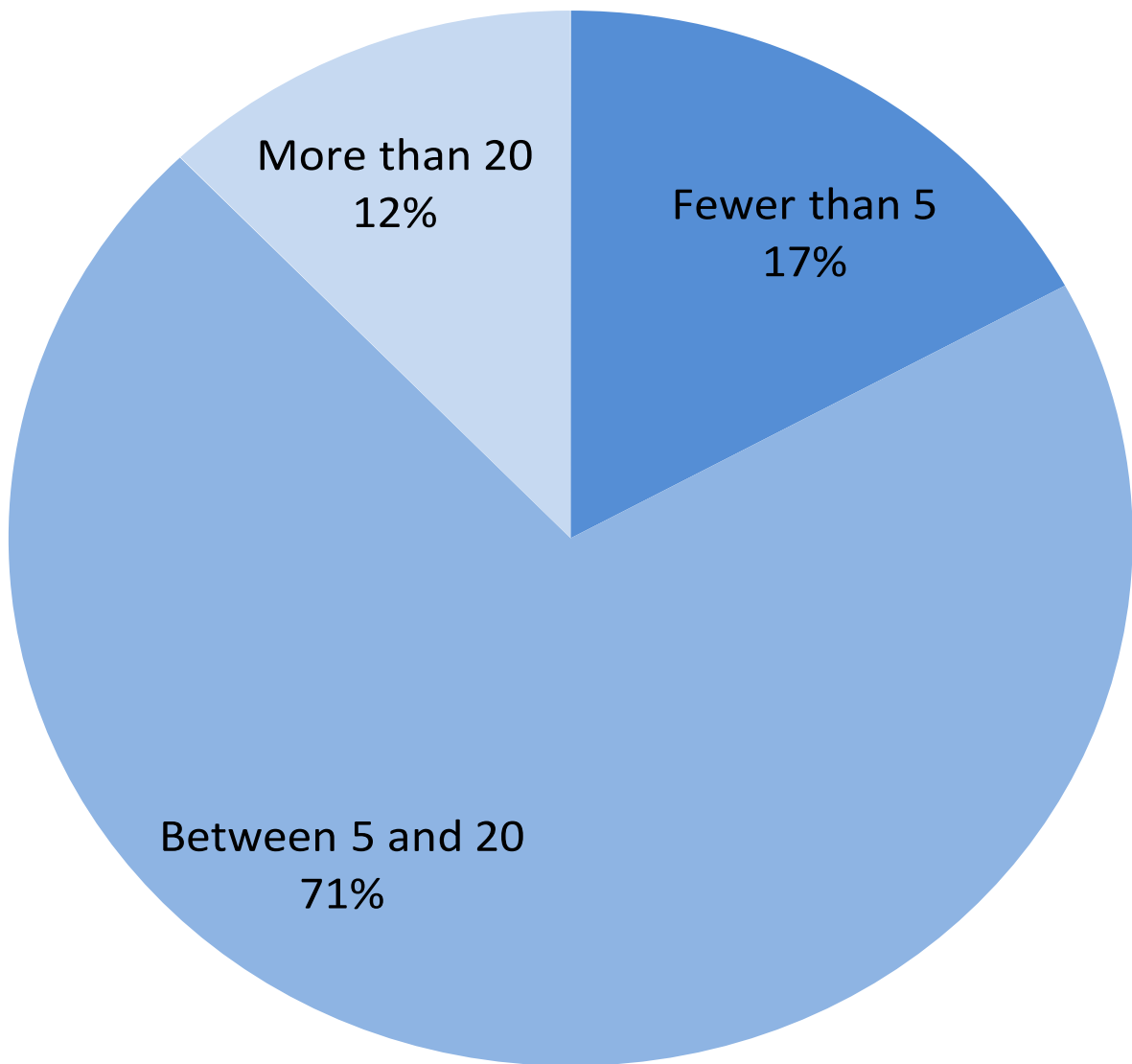
Budgets of Public Relations Offices in the Great Cities

Between $250,000
and $750,000
38%

Greater than
$750,000
62%
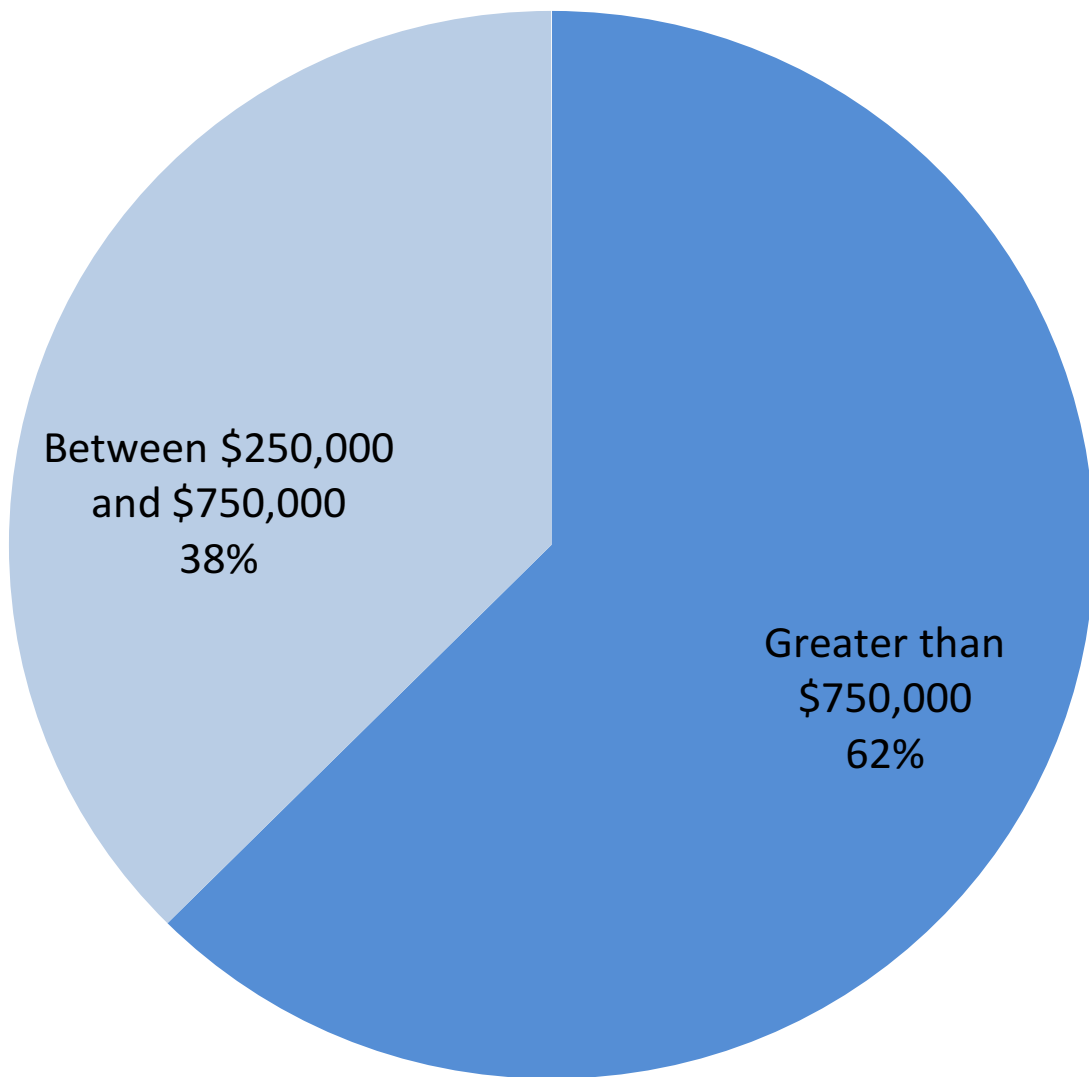
Social Media Use
in the Great Cities

Platform	Percentage
Twitter	91%
Facebook	91%
Youtube	60%
Google+	19%
Flickr	14%
Pinterest	12%
Tumblr	9%
Other	26%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
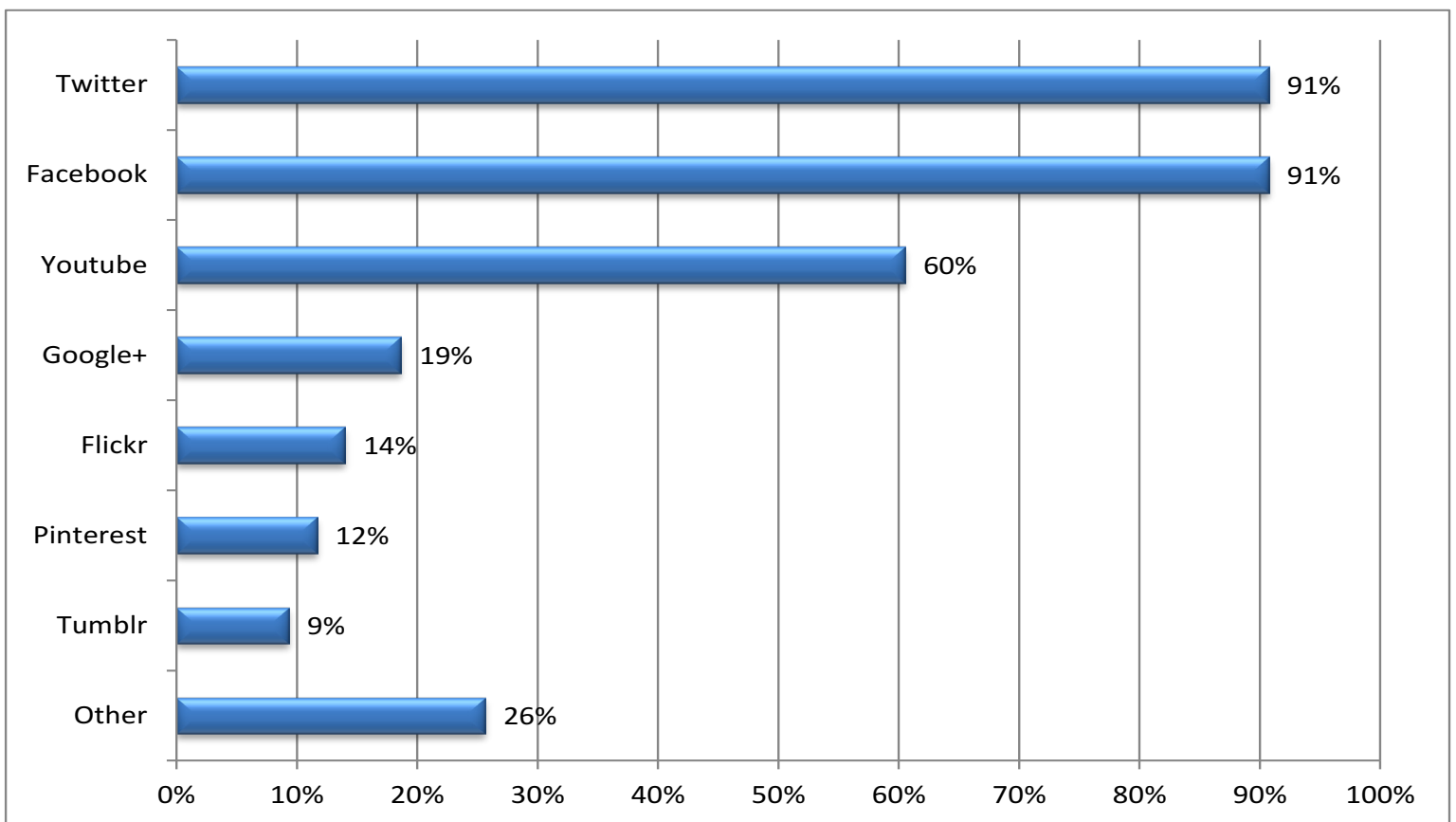
Summary of Description of Public Relations Offices

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

Flickr
(photo sharing)

Pinterest
(content sharing service that
allows members to "pin" images to
virtual boards)

255

Albuquerque Public Schools

Enrollment: 86,922
Budget: $498,035

Communications

Executive Director	Web Editor*
Director	Web Technical Writer*
Manager of Marketing/Communications	Web Graphic Designer*
Communications Specialist	
Executive Administrative Assistant	

(* While the web editor, writer and graphic designer report to the Communications Department, they are funded out of the Technology Department)

The **Communications** department oversees the internal and external communications for the district with approximately 87,00 students, 11,500 employees, 62 departments and 142 school sites. In addition, the department handles media relations, marketing and promotions, print and online publications, event planning, alumni and parent and community engagement, social media and website mangagement, public records, crisis communications, management of the parent notificiation system, campaigns for capital projects including bonds and mil levies, video production, student recruitment for magnet school programs, outdoor advertising and graduation planning.

Consultants: Web maintenance/consultants- $150,000, Contracted photographer- $10,000

Social media is handled by the marketing manager on Facebook; the three other communications personnel on Twitter and the website team on YouTube and Flickr. Ten hours a week is the average amount of time spent on social media.

Social Media At-A-Glance:

6,300 likes	**1,365** followers	**11** subscribers	**600** followers

Anchorage School District

Enrollment:48,500
Budget: $1,764,152

Communications

Executive Director
Senior Communications Specialist
Senior Web Specialist
Web Content Specialist
Media Production Specialist (2)

Publications Supervisor
Publications Technician
Offset Equipment Operator (2)
Digital Copy Center Operator
Executive Secretary
Customer Service Receptionist

Anchorage School Districts's **Communications Department** supports Anchorage's students, staff and the community by providing accurate and timely information about student achievement, *Destination 2020*, budget and other district initiatives. By working collaboratively with the superintendent, departments and schools, we're able to support them in achieving their goals, as outlined in *Destination 2020*, by communicating clearly and effectively. We focus our efforts on media relations, marketing and promotions, strong internal communications with our staff, crisis communications, event planning, television operations, public records, website and social media. Communications produces many publications, like our annual report to the community, *Expect the Best*; our weekly employee e-newsletter, *Inside ASD*; our monthly parent and community e-newsletter, *ASD Connect*; and more. Communications also supports schools and departments with its Publication Services (print shop and digital copycenter) and ASD-TV operations. We also maintain the district's website and produce content for ASD's social media accounts.

Consultants: School bond campaign- $12,000

Social media is handled by the senior communications specialist on Facebook, senior web specialist on Twitter and media production specialist on YouTube. Collectively, the executive director and senior communications specialist oversee all social media communications. Ten to 12 hours a week is the average amount of time spent on social media.

Social Media At-A-Glance:

f	t	You Tube
17,765 likes	**8,961** followers (two accounts)	**32** subscribers

Austin Independent School District

Enrollment: 86,000
Budget: $1,900,000

Department of Communications and Community Engagement

Executive Director
Executive Assistant
Professional Assistant to the Executive
Assistant Director for Communications
Manager, School and District Relations
Communication Coordinator, School & District Relations(2)
Communications Coordinator, Facilities
Media Relations Supervisor
Media Relations Coordinator
Web Manager

TV/Channel 22 Supervisor
TV/Channel 22 Specialist (3)
Assistant Director for Community Engagement
Community Engagement Coordinator, District-wide
Community Engagement Coordinator, Facilities
Events and Stakeholder Engagement
Multicultural Outreach Coordinator
Translation and Interpretation Supervisor
Translators/Interpreters (3)

The **Department of Communications and Community Engagement's** mission is to build stronger links with employees, parents, families and the community. The department is charged with engaging all of the district's diverse communities and informing all publics of district policies, programs, services, successes, challenges and opportunities.

Communications office
The communications team supports schools and departments by sharing information and promoting news about our schools to the many publics we serve. This office comprises the media relations, school and district relations, web services and channel 22 teams.

Community engagement office
The community engagement team creates opportunities for public input and meaningful engagement using linguistically and culturally effective strategies. This office comprises the engagment, events, multiculutral outreach, and translation and interpretations teams.
Consultants: Web services - $35,000; Project management - $40,000; Community engagement support - $40,000; Communications/marketing/creative support - $20,000; Graphic Designer - $20,000; Photographers - $15,000; Techs (audio, TV, production) - $70,000; Translators - Agency/Independent- $60,000

Social media is handled by multiple people within the department. Seven hours a week is the average time spent on social media.

Social Media At-A-Glance:

f	t	You Tube
1,384 likes	**5,122** followers	**N/A** subscribers

Baltimore City Public Schools

Enrollment: 84,748
Budget: $1,228,356

<u>**Communications within the Engagement Office**</u>**- along with Partnerships, Family and Community Engagement**

Communications Director	Communications Specialist-Media and Design
Technology Manager	Communications Specialist-Major Initiatives
Public Information Manager	Attendance Communications Coordinator
Communications Specialist-District Publications	CTE Partnership Communications Coordinator
Communications Specialist-Integrated Technology	Production Assistant

The **Communications, within the Engagement Office** handles all district communications--internal and external--and provides communications support to the district's 200 schools and programs. The office oversees three district websites including the main district site, employees site and a site for and about our students as well as provide support to 200 school websites, including weekly trainings for web managers. The office also manages the district cable TV channel; shoots and produces video content for cable TV and websites; handles all major publications for the district; all CEO communications and major initiative communications, all media contacts and public information requests; manages the district's automated call system and train schools on the system; develops and implements the district's overall communications strategy; develops communications strategies for discreet projects, bodies of work; develop and maintain district identity system, style guide, etc.; provide crisis communications and marketing support to schools; and handle social media for the district.

Consultants: We currently have a contract with an outside video production firm to supplement our own content generation for the cable TV channel - $69,000 per year. We use external translation services. We contract annually for robocall and e-blast services and CMS support. Lastly, we manage a requirements contract for the district for design and printing support. It is a three-year contract with a cap of $1.5 million a year, we spend about $300,00 a year about half of which comes out of the communications budget.

Social media is handled by the entire team. One hour a week is the average time spent on social media.

Social Media At-A-Glance:

3,662
followers

Boston Public Schools

Enrollment: 58,000
Budget: $674,904

Communications Office

Chief Communications Officer	Publications Specialist
Director of Media Relations	Translations Manager
Communications Specialist	Administrative Assistant

The **Boston Public Schools (BPS) Communications Office** oversees strategic messaging, media relations, social media, print publications and translations for the District. We work closely with three other offices: the Office of Family and Student Engagement, the Office of Community Engagement and Welcome Services to inform families and the community about the Boston Public Schools.

Social Media At-A-Glance:

f	t	You Tube	WordPress
8,000 likes	**7,500** followers	**N/A** subscribers	**N/A** followers

Social media is handled by three people. Twenty hours a week is the average time spent on social media. This includes targeted web messaging. We maintain the main BPS website (bostonpublicschools.org) and issue sites, such as bostonschoolchoice.org, which were used during specific outreach and community engagement campaigns informing and driving particular policy decisions. We also generate weekly social media blast newsletters which tie directly to conversations we are having on Facebook and Twitter.

Bridgeport Public Schools
(Bridgeport, Conneticut)

Enrollment: 20,000

Social Media At-A-Glance:

f	t
972 likes	**110** followers

Charlotte-Mecklenburg Schools

Enrollment: 144,000
Budget: $1,900,000

Communications

Chief Communications Officer
Director of Media Relations
Media Relations Specialist (3)
Manager, Internal Media and Communications
Administrative Assistant (2)

Communications Strategy Specialist
Senior Editor
Web Media Specialist
Social Media Specialist

The **Communications department** is responsible for 1) all media relations efforts including biweekly media briefings, 2) district-wide communication efforts through the use of our communication channels including our website, intranet sites, CMSTV station, social media sites and newsletters, 3) community engagement efforts such as town hall meetings and engagement surveys, 4) helping to build principal capacity to market their schools as schools of choice and 5) the overall effort to drive a culture of communication that engenders employee engagement and strengthens public trust.

Consultants: Call System (BlackBoard Connect) - $500,000, K12 *Insight* (survey and community engagement management) - $180,000

Social media will be handled by the social media specialist, a newly created position. Two percent a week is the average time spent on social media at this point.

Social Media At-A-Glance:

7,200 likes	**2,000** followers	**N/A** subscribers	**N/A** followers

Cincinnati Public Schools

Enrollment: 33,000
Budget: $998,224

Public Affairs Department
Director
Manager of Marketing and Community Relations
Assistant Communications Manager
Coordinator of Community Learning Centers
Senior Graphic Designer
Administrative Assistant

The **Public Affairs Department** coordinates all internal and external communications, handles content development and management of the district's web sites, oversees media relations, and manages the district's Community Learning Center partnerships. Additional responsibilities include leadership communications support for the Superintendent and Board of Education, event planning, publications, marketing, advertising and public relations.

Social media is handled by the manager of marketing and community relations. Five hours a week is the average time spent on social media.

Social Media At-A-Glance:

f	t	You Tube
2,251	**760**	**23**
likes	followers	subscribers

Clark County School District
(Las Vegas, NV)

Enrollment: 311,429
Budget: $2,000,000

Communications Office

Chief Communications Officer	Internal Communications Manager
Press Secretary	Ethnic Outreach Specialist
Publications Specialist	TV and Web Production Specialist
Communications Assistant	Officer Manager
Secretary	Office Specialist
Photographer	

The **Communications Office** is responsible for sharing timely and accurate information, on behalf of the nation's fifth largest school district, with all members of the community, including more than 37,000 employees, 311,000 students and their families, as well as television, radio and newspaper outlets from throughout the world. The office also oversees media relations, print and online publications, event planning, alumni and parent and community engagement, social media and website, strategic communications, crisis response and photography and filming services.

Social media is handled by the communications assistant and the TV & Web production specialist. Five hours a week is the average time spent on social media.

Social Media At-A-Glance:

f	t	g+
3,185 likes	**1,993** followers	**N/A** followers

Cleveland Metropolitan School District

Enrollment: 40,871

Communications & Family/Community Relations Department
District Communications Officer
Operations Support
Videographer (2)
Graphic Designer
Website Specialist
Community Relations & Public Affairs Specialist
Media Specialist (Broadcast)
AV/Archivist

The **Communications & Family/Community Relations 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.

Communications
Members of the Communications Team work cooperatively with all departments to keep students, parents, staff, citizens and news media informed of events and progress in our schools through print, web and digital video communications.

Family & Community Engagement
Our FACE Team implements programs and activities at the building, district and city-wide level to foster positive relationships between CMSD schools, families and the community-at-large. Family Engagement coordinators encourage, recruit and assist parents, caregivers and citizens to provide support and interventions to help CMSD students and families. FACE team members work with community partners and volunteers to support CMSD students and to meaningfully engage parents and community in the CMSD school experience.

Dallas Independent School District

Enrollment: 157,000
Budget: $1,105,574

Communication Services
Chief of Communications

Marketing Services
Manager
Graphic Designer
Marketing and Publications Coordinator
Social Media Specialist

News and Information
Director, News and Information
News and Information Coordinator
Multicultural Media Services Coordinator
Bilingual Web Specialist

Web Services
Web Services Manager
Web Specialist
Bilingual Web Specialist

Dallas Schools Television- DSTV
Director
Senior Producer
Producer (2)
Broadcast Engineer
Master Control Operator

Translation Services
Director
Specialist (3)
Support Staff (8)

Internal Publications
Manager
Coordinator

Marketing Services is responsible for communicating externally with community and stakeholders through publications (Newsline, flyers, brochures), marketing and advertising, e-newsletters (@DallasISD & eFamily), social media (Facebook, Twitter) and photography (Flickr).

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.

Dallas Independent School District

Translation Services provides language support to schools and parents to assist in communicating academic information and promote participation in all school-related activities.

Internal Publications produces the weekly employee newsletter called *The Same Page*, coordinates Bond Program events, and produces other communication materials and documents for Dallas ISD employees.

Social Media At-A-Glance:

Facebook	Twitter	YouTube	Pinterest	flickr	Instagram	School Connect Mobile App
8,081 likes	**2,453** followers	**2,881** subscribers	**N/A** followers	**N/A** followers	**170** followers	**N/A** followers

Dayton Public Schools

Enrollment: 14,515

Office of Public Information
Public Information Officer
Communication Specialist/Webmaster
Communications Team Leader

The **Public Information Office** is responsible for oversight and coordination of the district's internal and external marketing and communication. We work with an internal information network through regular contact with the district's departments, schools and special centers to gather and share the good news about DPS for general release and publication. Our department is on call to assist schools and departments with everything from event planning and publicity to news conferences and crisis communication. We also oversee the district website and social media accounts.

The department also oversees DPS TV (Time Warner 21), the district's 24-hour educational cable station featuring information and entertainment programming highlighting life in Dayton Public Schools. High school sophomore, junior and senior students in the media arts/radio/television program at Ponitz Career Technology Center produce and host programs on the non-commercial station. The department also oversees WDPS FM, Dayton's only jazz station. The non-commercial radio station is staffed by students and volunteers.

Social Media At-A-Glance:

939
likes

Denver Public Schools

Enrollment: 84,424

Communications Office
Chief Communications Officer
Director of Media Relations
Director of Multicultural Outreach
Director of Marketing
Director of Internal Communications and Culture
Director of Chief Academic Office Communications
Director of Communications for School Improvement Initiatives
Senior Marketing Manager
Transportation Communications Specialist
Manager of Internal Communications
Regional Communications Specialist
Senior Manager of Talent Management Communications
Senior Communications and Change Management Specialist

Videography Executive Producer
Coordinator of Talent Management Communications
Manager of Web Communications
Sr. Manager of Intranet Communications

The DPS **Communications Office** informs, engages, unites, and celebrates our community to help ensure that every child succeeds.

Chief Communications Officer- Oversees the department to strengthen the connection between schools and their community.

Director of Media Relations- Oversees media relations, aids schools and principals in promoting events and happenings across the district, assists in external district and school communications and oversees the publications of newsletters in several other languages.

Director of Multicultural Outreach- Responsible for bridging communication gaps for non-English-speaking parents. Lead-host of a DPS sponsored Spanish show named "EDUCA Radio." Directs the publication of the DPS Spanish newspaper, *EDUCA Noticias,* and oversees the publications of newsletters in several other languages.

Director of Marketing- Develops and implements a district-wide marketing strategy to support all schools as well as provides individual marketing support to school leaders.

Director of Internal Communications and Culture- Develops and implements comprehensive communications and employee engagement programs and strategies to support the district's priorities.

Director of Chief Academic Office Communications- Works closely with the Chief Academic Office (CAO) on communication strategies to support the implementation of the CAO's academic priorities.

Director of Communications for School Improvement Initiatives-Supports schools and DPS teams pursuing comprehensive and innovative change targeted toward raising student achievement and engagement.

Denver Public Schools

Senior Marketing Manager- Responsible for regional communications and works with schools to identify and define their key messages, and then implement them through a variety of strategies including brochure development, direct mail, special events.

Transportation Communications Specialist- Responsible for DPS Transportation's district-wide outreach to schools, staff, principals, families and the community. Oversees internal communications including the bi-weekly *Training for Success* newsletter and quarterly *Going Your Way* newsletter, both of which are distributed to all Transportation employees.

Manager of Internal Communications- Responsible for sharing district-wide messages within the DPS community. writes and implements communications as well as develops strategies to best communicate what's happening in the district and to support district priorities.

Regional Communications Specialist- Leads communications for DPS' southeast region through the development of branded marketing communications strategies that differentiate schools and support enrollment growth.

Senior Manager of Talent Management Communications- Manages all communications and feedback structures for the district's teacher and principal recruiting, preparation, evaluation and professional development.

Senior Communications and Change Management Specialist- Responsible for providing Communications support and consultation for all HR initiatives.

Videography Executive Producer- Executive producer of videography and 'DPS Features: Showcasing Success in Denver Schools. Collaborates closely with school leaders, teachers and students to develop video stories spotlighting the amazing things happening in the district.

Coordinator of Talent Management Communications- Supports the communications efforts for the district's teacher and principal recruitment and development teams.

Manager of Web Communications- Responsible for managing the Communications Office website, district homepage, reviewing Share Your Good News online submissions and social media. Also provides support to schools and departments in web strategy including design, branding, and content management.

Senior Manager of Intranet Communications- Oversees the building, development and maintenance of DPS' employee intranet portal.

Social Media At-A-Glance:

7,023 likes	**3,038** followers	**N/A** followers	**52** subscribers

Des Moines Public Schools

Enrollment: 32,000
Budget: $150,000 (not including salaries)

Community Relations

Director of Community Relations   Graphic/Web Designer
Communications Specialist   Video Specialist (2)
Staff Writer

The **Community Relations Department** works closely with administration and staff to inform the public and employees about what is happening in the district. The department handles all media requests, publishes the DMPS Community Report and other district and school publications, maintains the district website and social media presence, and creates content for the district's cable channel, DMPS-TV. The director also coordinates legislative relations. Members of the department include the Director of Community Relations, a staff writer, a communications specialist, a graphics/website specialist, and two video production/photography specialists.

Consultants: Flying Hippo (website technical and programming support) - $25,000 a year, LS2Group (legislative affairs) - $30,000 a year, SPPG (community outreach) - $20,000 a project.

Social media is handled by multiple people. Eight to 10 hours a week is the average time spent on social media.

Social Media At-A-Glance:

f	t	Pinterest	flickr	You Tube	tumblr.	Linked in	Instagram	foursquare
4,110 likes	**3,100** followers	**139** followers	**38** followers	**N/A** subscribers	**N/A** followers	**N/A** followers	**N/A** followers	**N/A** followers

Detroit Public Schools

Enrollment: 49,435
Budget: $1,300,000

Communications
Chief Communications Officer
Deputy Communications Director/Assistant Superintendent of Community Relations
Executive Director
Program Supervisor-Media Relations/Social Media
Program Supervisor-Audio/Video Production
Program Supervisor-Parent Engagement

The **Communications Department** is responsible for internal and external district communications for the district, as well as all enrollment marketing initiatives, print and online publications, event planning, television operations, partnerships and voluteers and all parent engagement activities. The office also handles all executive level communications.

Consultants: Graphic Designer - approximately $5,000

Social media is handled by multiple team members. Twenty to 25 hours a week is the average time spent on social media depending on district activities.

Social Media At-A-Glance:

1,847 likes	**3,373** followers	**N/A** subscribers	**N/A** followers

Duval County Public Schools
(Jacksonville, FL)

Enrollment: 124,918

Communications Department

Public Relations and Marketing
Chief of Public Relations and Marketing
Director, Marketing
Supervisor, External Communications and Media Relations
Technical Manager, External Communications
Technical Manager, Internal Communications
Clerical Support

Web & Visual Communications
Supervisor, Web & Visual Arts
Supervisor, Video Communications
Coordinator, Video Communications
Switchboard Operator(2)

The **Communications Department's** mission is to increase the public's awareness, understanding, and acceptance of Duval County Public Schools' initiatives by implementing effective public information programs, formulating responsive communications strategies, and fostering collaborative relationships with community stakeholders. The department serves the district's communication needs in the following areas: media relations and external communications, internal communications and publications, district website and graphic design as well as television production.

Social Media At-A-Glance:

4,004 likes	**2,673** followers	**102** subscribers	**N/A** followers

Fort Worth Independent School District

Enrollment: 80,000

Communications Department
Senior Communications Officer
Multi-Media Strategies and Marketing Director
Broadcast Traffic Assistant
Assignment Editor Photographer
External and Emergency Communications Director
Web Master and Creative Coordinator
Branding Coordinator
Communications and Web Coordinator
Public Engagement Director
Public Engagement Administrative Associate
Special Events Coordinator
Parent Engagement Director
Parent Engagement Administrative Associate
Parent Engagement Specialist (3)
Parents Liaison
Receptionist (2)

The Fort Worth ISD **Communications Department** is responsible for media, community relations and district-wide communications. The department also produces many of FWISD's publications, newsletters and Internet content.

Social Media At-A-Glance:

f	t	YouTube	Pinterest
7,730 likes	**1,797** followers	**39** subscribers	**N/A** followers

Fresno Unified School District

Enrollment: 72,000
Budget: $1,237,787

Communications Department

Chief Information Officer
Communications Analyst
Communications Webmaster
Media Production Driver

Public Information Officer
Community Relations Officer
Media Production Specialist
Executive Secretary

The role and purpose of the **Communications Department** is to build a districtwide communications infrastructure providing timely and accurate information to employees, families and the community; to provide guidance and support to district leadership, departments and sites regarding communications-related issues; and create a variety of materials and tools that facilitates effective and uniform communications of district initiatives to a variety of audiences. An integrated approach to communications is the appropriate approach and means that communications efforts are: supported and modeled by district leadership; embedded in the role of district leaders including administrators and managers; considered an integral part of every major initiative – a communications representative is included as part of the planning team and the initiative has a communications plan. The department also oversees print and online publications, internal communications, event planning, alumni/parent and community engagement, partnerships, public records, social media and website and television operations.

Consultants: Graphic design - $15,000, Web maintenance - $15,000

Social media is handled by the chief information officer and communications analyst. Fresno Unified has daily interaction on social media.

Social Media At-A-Glance:

N/A likes	2,291 followers	N/A subscribers	N/A followers	N/A followers

Guilford County Schools
(Greensboro, NC)

Enrollment: 72,500
Budget: $422,869 (including Chief of Staff operations)

District Relations
Director of Communications
Program Administrator-Communications
Program Administrator-Community Relations
Program Administrator-Media Relations

Manager, GCSTV
Program Administrator-Broadcast Communications
Program Administrator-Digital/Multi-Media Communications

Receptionist/Switchboard Operator (2)
Intern/Temp

The **District Relations** department oversees internal (employee) and external communications and public relations. Specific areas of responsibilities include but are not limited to: employee communications, media relations, community relations, school and district marketing, special events, public engagement, social media outreach, web-based communications for district initiatives, communications training and planning, crisis communications and GCSTV-2. The department director also supervises the district switchboard/central office reception.

Consultants: Contracted services - $73,903.07

Social media is handled by multiple people in the department.

Social Media At-A-Glance:

Facebook	Twitter	YouTube	tumblr.	LinkedIn
7,800 likes	**3,600** followers	**64,000** video views	**N/A** followers	**N/A** followers

Houston Independent School District

Enrollment: 204,000

Office of Communications
Chief Communications Officer
Communications General Manager

Media Relations
General Manager
Senior Media Relations Specialist (2)

Administrative Services
Administrative Services Senior Manager
Sales and Services Manager
Manager, External Sales and Production
Records Management Manager
Plant Production Manager (Print Shop)
Plant Production Team Leaders (4)
Digital Prepress Technician
Senior Graphic Designers (2)
Manager of Translation Services
Translators (5)
Account/Budget Clerk II
Senior Customer Services Representative (4)
Mailroom Attendants

Strategic Partnerships
General Manager
Sr. Secretary (2)
Community Relations Liaison
Community Liaisons (4)
Senior Manager, Community Engagement
Manager, Information Center
Special Events Planner
Volunteers in Public Schools Program Administrator

Multimedia
Senior Manager
Executive Producer, HISD TV
Senior Network Engineer Manager
Senior Team Lead/Web Designer
Web Designer (2)
Web Content Administrator
Senior Multimedia Technician
Multimedia Technician
Senior Producer/Director (2)
Producer/Director
Manager, Special Projects
Senior Writer
Writer (2)
Manager, Graphic Design

Family and Community Engagement
General Manager
Manager, Strategic Communications
Specialists (5)
Home Instruction for Parents of
Preschool Youngsters (HIPPY) Specialist
Business Operations Team Lead
Clerk III

HR Strategic Communications
Manager

Bond Communications
Senior Manager
Senior Writers (2)

Houston Independent School District

The **HISD Office of Communications** coordinates internal and external district-wide communications and strategic partnerships to increase transparency, support, and confidence in HISD. The Office encompasses Media Relations, Strategic Partnerships, Multimedia and Administrative Services.

HISD Media Relations Office coordinates news coverage of the school district and is responsible for overseeing official communications between the school system and the news media.

HISD Strategic Partnerships helps 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, Information Center, Special Events, Special Projects and Volunteers in Public Schools.

HISD Multimedia Services maintains the district's website and social media channels, and works with schools to help them create robust and interactive websites. The Multimedia team also produces district-wide publications and the weekly electronic newsletter, *eNews*. In addition, Multimedia Services provides audio/visual support for schools and departments, and operates the district's cable access channel, HISD TV.

HISD Administrative Services Department is responsible for the production, distribution, and preservation of documents for students, patrons, and employees. The department is comprised of the Graphics Department, Printing Services (McCarty Printing and Copy Center), the District Post Office, Records Management, Document Imaging Services Department and Translation Services.

Social Media At-A-Glance:

2,217 likes	**6,159** followers	**191** followers	**149** followers

Jefferson County Public Schools
(Louisville, KY)

Enrollment: 101,000
Budget: $597,900 (not including salaries)

Communications and Community Relations
Executive Director, Communications and Community Relations
Director, Support Services
Director, Volunteer Talent Center
Supervisor, Graphics
Webmaster
PTA Liaison
Specialist Communications
Generalist Communications
Community Relations Specialist
Publications Specialist (2)

Jefferson County Public Schools has an award-winning Communications and Community Relations Department. Our full-service Communications branch creates a variety of materials for the school district – including brochures, newsletters,a cable television program, the annual report, videos, and more – and coordinates recognitions for Board of Education meetings. Our Community Relations division facilitates outreach, adult education, business sponsorships, and partnerships with the Jefferson County Public Education Foundation, among other things.

Social media is handled primarily by the communications generalist and the publications specialist. Five hours a week is the average amount of time spent on social media.

Social Media At-A-Glance:

12,175 likes	**4,527** followers	**248** subscribers

Kansas City Public Schools

Enrollment: 16,500
Budget: $750,000

<u>**Office of Public Relations and Marketing**</u>
Chief Communications and Community Engagement Officer
Manager of Public Relations and Marketing
Senior Graphic Designer/Webmaster
Communications Assistant
Video Production Assistant
Switchboard Technician

The **Office of Public Relations and Marketing** supports increased academic achievement in KCPS by developing key messaging and enhancing communications to internal and external audiences using existing and emerging mediums. The office also oversees marketing and promotions, print and online publications, event planning, alumni/parent and community engagement, social media and website, television operations and public records.

Social media is handled by multiple people. Seven hours a week is the amount spent on social media.

Social Media At-A-Glance:

1,156 likes	**1,821** followers	**6** subscribers	**79** followers	**N/A** followers	**N/A** followers

Little Rock School District

Enrollment: 25,000

Communications Department
Communications Director
Events Planner/ParentLink Coordinator
LRSD-TV Station Manager
Writer, Producer, Graphic Design Specialist
Webmaster
Receptionist

The **Communications Department** supports the education mission of the Little Rock School District by creative internal and external communications efforts. These efforts are designed to provide information to staff members, parents and other community stakeholders.

Some of the major responsibilities of the Communications Department include:
•   gathering information through surveys and other informal methods
•   publishing newsletters for staff and parents
•   preparing news releases and designing marketing tools such as advertisements
•   planning and implementing special events
•   developing and maintaining information on the district's web and social media sites
•   assisting schools and departments in web design training
•   creating video productions for the district's cable access television channel
•   assisting schools and parent recruiters in targeted marketing efforts
•   assisting the media with information for broadcast or publication
•   providing advice and counsel to the superintendent and administrators regarding public relations issues

Social Media At-A-Glance:

f	t	Pinterest
5,522 likes	**1,176** followers	**n/a** followers

Long Beach Unified School District

Enrollment: 81,000

Public Information Office
Director of Public Information
Public Information Assistant
District Webmaster

Los Angeles Unified School District

Enrollment: 650,000
Budget: $1,000,000

Office of Communications
Director of Communications & Media Relations
Director of External Communications
Director of Internal Communications
Associate Director of Internal Communications
Public Information Officer (3)
Social Media Specialist
Administrative Assistant

The Office of Communications oversees all communications in the Los Angeles Unified School District, including internal, external, social media, and the District's television station.

Social media is handled by the social media specialist and a part-time social media person. Ten hours a week is the amount spent on social media.

Social Media At-A-Glance:

f	t	You Tube	tumblr.	Pinterest
5,808 likes	**3,800** followers	**N/A** subscribers	**10,000** followers	**N/A** followers

Metropolitan Nashville Public Schools

Enrollment: 82,000
Budget: $969,300

Communications

Director of Communications
Assistant to the Director for Communications
Communications Specialist
Communications Assistant
Web Content Manager (2)
Multi-Media Design Specialist
Senior Secretary

The **Communications** office serves as a hub for accurate and clear information about Metropolitan Nashville Public Schools, reaching our community wherever they are and however they communicate. Media relations, internal and external communications, website, automated call system oversight, etc.

Social media is handled by multiple people with one primary being the communications specialist. Five hours a week is the average amount of time spent on social media.

Social Media At-A-Glance:

f	t	YouTube	g+	Instagram	flickr
11,749 likes	**5,271** followers	**113** subscribers	**N/A** likes	**N/A** followers	**N/A** followers

Miami-Dade County Public Schools

Enrollment: 345,944
Budget: $1,693,310.00

Office of Public Relations
Chief Communications Officer
Administrative Assistant to Cabinet Member
Director, Community Development and Public Outreach
Director, Community Outreach
Marketing Coordinator
Media Relations Specialist
Administrative Specialist
Educational Specialist
Translation Specialist
School Board Administration Building Communications Specialist
School Board Administration Building Communications Operator

The **Office of Public Relations** directs the District's communication with key stakeholders such as the media, parents, businesses, employees, and other organizations. This bureau utilizes public relations, internal and external communications, information centers, print and online publications, event planning, alumni/parent and community engagement, social media and website, translation services, and public broadcasting to inform and engage the public as to the District's education mission. Communications also coordinates the District's compliance with Florida's Government-In-The-Sunshine and Public Records laws.

Social media is handled by the chief communications officer and the marketing coordinator. Five to seven hours a week is the average amount of time spent on social media.

Social Media At-A-Glance:

5,947 likes	**6,867** followers

Minneapolis Public Schools

Enrollment: 34,000
Budget: $1,700,000

Office of Communications

Chief Communications Officer
Director of Media Relations and Public Affairs
Senior Communications and Public Affairs Specialist (2)
Communications and Public Affairs Specialist-Somali
Communications and Public Affairs Specialist-Spanish
Communications and Public Affairs Specialist-Hmong

Broadcast Communications Specialist
KBEM Station Manager
Communications and Public Affairs Specialist (3)
Executive Administrative Assistant

The **Office of Communications** serves over 34,000 students and their families in approximately 80 schools and programs and 6,000 staff members. Our primary functions are to improve MPS' organizational health and culture and engage employees in MPS mission, vision, strategies and values (i.e. "culture of yes"); create strong internal and external support and partnerships to improve school readiness, increase student achievement, and increase the likelihood of high school graduation; and elevate MPS reform strategies and position on important national, state, city and school district issues related to education. The core functions include: providing strategic communications and media relations guidance and counsel on critical issues, including crisis communications, managing internal and external communications concerning MPS, managing marketing for school district, departments and schools; promote positive news and information through news media; produce ad placements and other consistent communications in media venues, providing language translation and interpretation in Hmong, Somali and Spanish; manage differentiation and cultural relevancy of content to multi-lingual and multi-cultural stakeholders and video production services/Channel 15 television programming.

Consultants: Graphic design - $20,000, Strategic communications counsel - $20,000, Video production - $20,000

Social media is handled by the communications and public affairs specialist. Ten hours a week is the average amount of time spent on social media.

Social Media At-A-Glance:

3,000 likes	**3,000** followers	**12** subscribers	**N/A** followers

Norfolk Public Schools

Enrollment: 33,000

Communications and Public Relations
Communications Senior Director
Public Relations Coordinator
Senior Coordinator of Web Technologies
Web Technologies Coordinator
Channel 47 Manager
Video Production Specialist (3)
Telecommunications Technical Specialist
Administrative Secretary

The **Communications and Public Relations** office communicates internally/externally to our customers (students/parents/staff/community/businesses/faith-based, etc.) our school district's message through media relations (media outlets/web/public forums/TV/print, etc.) and highlight/promote the school district's Strategic Plan/Mission/Goals/School Board. We also manage all Freedom of Information Act inquiries.

Social media is handled by the communications senior director, public relations coordinator, web technologies coordinator and the senior coordinator of web technologies. The department dedicates time to social media everyday and throughout the day.

Social Media At-A-Glance:

2,261 likes	**485** followers	**81** subscribers

Oklahoma City Public Schools

Enrollment: 44,600
Budget: $1,120,206.75

Communications and Community Relations
Executive Director of Communications and Community Relations
Director of Media Services
Manager of Creative Services
Administrative Assistant
Copy Technician
Press Operator I
Press Operator II
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 is 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.).

Consultants: PR Firm - $25,000, Research Firm - $15,000

Social media is handled by multiple people, but primarily the creative services manager and media services director. Ten hours a week is the average amount of time spent on social media.

Social Media At-A-Glance:

f	t	You Tube	Pinterest	School Connect Mobile App
1,983 likes	**1,811** followers	**4,200** video views	**N/A** followers	**4,963** followers

Orange County Public Schools
(Orlando, FL)

Enrollment: 183,562
Budget: $2,120,770

Public Relations
Public Relations
- Director
- Senior Manager
- Senior Specialist
- Graphic Arts Coordinator (2)
- Senior Manager
- Finance/Payroll Clerk
- Administrative Specialist

Media Relations
- Senior Manager
- Senior Specialist

Public Information Office
- Senior Administrator
- Administrative Secretary
- Specialist
- Customer Relations Clerk (3)

Video Services
- Senior Manager
- Secretary
- Video Production Tech (3)
- Video Producer/Director (2)
- Tech Support Representative Senior

Community Resources
- Senior Manager
- Senior Specialist (2)
- Events Coordinator
- Personnel/Benefits Clerk (2)
- Support Services Clerk

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, web content and collateral media production.

Consultants: Scriptwriter - $6,000, Software maintenance - $5,201

Social media is handled by four employees. Two hours a week is the average amount of time spent on social media. Facebook is the primary social media tool used. Twitter is directly linked to FaceBook. The same content is shared on both social media sites.

Social Media At-A-Glance:

f	t	You Tube
4,790 likes	**536** followers	**101** subscribers

School District of Palm Beach County

Enrollment: 178,000
Budget: $985,000

Department of Public Affairs

Chief Public Information Officer
Executive Secretary
Public Affairs Specialist (3)
Volunteer Coordinator
Volunteer Coordinator Secretary

Business Partnership Coordinator
Public Records Coordinator
Public Records Secretary
Web Technician
Telephone Operator (2)

The **Department of Public Affairs** supports student achievement and parent involvement through a wide range of communication services and products, including public information, public records, media relations, school public relations and marketing, tri-lingual parent and community events and activities, volunteers, business partnerships, student and employee recognition and web and telephone information services.

Social media is handled primarily by one public affairs specialist, but content input is received from each specialist. Fifteen to 20 hours a week is the average time spent on social media.

Social Media At-A-Glance:

f	t
8,376 likes	**740** followers

Portland Public Schools

Enrollment: 47,000
Budget: $647,000

Community Involvement and Public Affairs
Executive Director
Senior Communications Manager (2)
Government Affairs Director

The **Community Involvement and Public Affairs** (CIPA) department keeps the community informed about all aspects of Portland Public Schools. This include: news and events, educational programs, student achievement results, school funding, emergencies, and major school district issues and initiatives. CIPA is also responsible for employee communications, school marketing and government relations, social media and website, public records, print and online publications.

Consultants: Photographers and other vendors as needed.

Social media is handled by all staff who provide content for each platform. On a weekly basis there are multiple posts a day, including weekends.

Social Media At-A-Glance:

f	t	You Tube	flickr
4,900 likes	**2,550** followers (3 accounts)	**51** followers	**N/A** followers

Providence Public School District

Enrollment: 23,600
Budget: $242,000
(includes salaries and benefits for Director, Spanish Translator, Clerk)
$270,000 Title I
(includes salary and benefits for Parent and Public Information Specialist)

Office of Communications
Director
Parent and Public Information Specialist
Spanish Translator
General Clerk

The Providence Schools **Office of Communications** handles media relations (including crisis communications and management); 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 school Web Information Providers; special events support; and, of course, more as the need arises.

Consultants: Writer - $36,000, Web Content Management - $2900

Social media is a shared duty by the director and parent & public information specialist. Superintendent, CAO and others also tweet in their official capacities. Video production for use on YouTube is mostly by a technical specialist who works within our Career & Tech High School. Occasional video shot by our department at various events. Two to three hours a week is the average amount of time spent on social media.

Social Media At-A-Glance:

f	t	You Tube
1,844 likes	**102** followers	**N/A** subscribers

Richmond Public Schools

Enrollment: 23,000

Office of Public Information
Public Information Officer
Media Technician
RPS TV Station Manager
Public Relations & Marketing Specialist (2)
Administrative Office Associate
Copy Center Technician

The mission of the **Public Information Office** is to communicate the district's goals, objectives and success to both internal and external stakeholders-including employees, students, parents civic organizations and area businesses - through a comprehensive multi-tiered public relations/marketing program.

The Public Information Office communicates to both internal and external audiences about broad-ranging issues and events involving Richmond Public Schools. The office manages the central media relations, marketing and television production operations for the District.

The Office:
- produces and distributes several publications that showcase RPS students, staff, administration and partners, including InFocus;
- develops and produces television programming highlighting RPS students, staff and partners;
- produces editorial, video, and visuals for the district's website;
- organizes special events for RPS;
- promotes print, radio and television coverage of RPS news and activities; and
- provides crisis communications

Social Media At-A-Glance:

2,642 likes	**1,000** followers

Rochester City School District

Enrollment: 28,600

Office of Communications
Chief of Communications
PR Specialist/Assistant to the Chief of Communications
Graphic Designer
Senior Technical Director/Webmaster
Television Production Specialist
Spanish Translator
Switchboard Operator

The **Office of Communications** is responsible for outreach and messaging to parents, staff, and community stakeholders on behalf of District and school administrators. We also are responsible for routing calls from the District switchboard and translation for schools with large Spanish-speaking populations. We also prepare a significant amount of school based informational or crisis communications, plus urgent or emergency communications District-wide through an automated call / text system.

Consultants: We contract with outside services for web hosting and the automated calling system, but not outside consultants for content.

Social media is handled by the pr specialist and assistant to the chief of communications. Two hours is the average amount of time spent on social media.

Social Media At-A-Glance:

1,286 likes	**267** followers

Sacramento City Unified School District

Enrollment: 44,000
Budget: $669,907

<u>Communications Office</u>
Chief Communications Officer
Administrative Assistant
Manager II
Webmaster/Communications Specialist

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 - $29,000, TV Eyes - $3,600, Fruitridge Printing - $17,000, Mail Chimp - $1,500

Social media is handled by multiple people. Five hour a week is the average amount of time spent on social media.

Social Media At-A-Glance:

f	t	YouTube
1,024 likes	**1,527** followers	**N/A** followers

Saint Louis Public Schools

Enrollment: 27,500
Budget: $1,591,067.44

<u>**Office of Public Information**</u>
Executive Director of Communications
Media Relations Coordinator
Community Outreach Coordinator
Marketing Coordinator
Webmaster
Television Station Manager

The **Office of Public Information** serves the school community by giving more than ordinary school updates. The department has developed insightful ways to deliver information about current issues and events. Entities such as the District's Channel 988 cable-TV station, the *School & Home* newspaper, *Parent Pulse* newsletter, Parent Pulse monthly e-mail, and brochures like School Facts and the Magnet School Guide supply essential information to our parents and the community. The office oversees event planning, alumni and parent and community engagement, social media and website and public records.

Consultants: Marketing/Advertising Agency - $150,000

Social media is handled by two people. Four hours a week is the average amount of time spent on social media.

Social Media At-A-Glance:

910 likes	**390** followers

Saint Paul Public Schools

Enrollment: 39,000
Budget: $1,893,000

Communications, Marketing and Development

Director
Management Assistant
Communications & Marketing Senior Associate(2)
Hmong Translation Specialist
Karen Translation Specialist
Senior Communications & Development Specialist

Translation Services Coordinator
Fund Development Coordinator
Program Assistant
Somali Translation Specialist
Audio Visual Technician
Marketing & Media Relations Coordinator

Communications, Marketing and Development:

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 and Grants
   • 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: Haberman, Public Relations

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:

f	t
687 likes	**489** followers
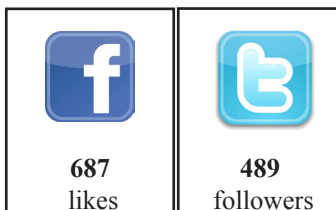
San Diego Unified School District

Enrollment: 132,000

Communications Department
Communications Director
Administrative Assistant
Information Services Specialist- Employee, Parent and Community Communications
Information Services Specialist- External Communications
Webmaster
Multimedia Specialist
Proposition S Communications Supervisor
Printing Supervisor
Print Operator

The mission of the **Communications Department** is to provide accurate and timely information to the school community and the general public about the district. The department also supports schools and district departments with a centralized printing services operation. The Communications Department is under the Chief of Staff and District Relations Division.

The Communications Department supports schools, departments and executive management with internal and external communications. Responsibilities include crisis communications, media relations, employee communications, website development and maintenance, issues management, event management, parent communications and graphic design.

Communications staff are also the content producers for the district's Twitter and Facebook pages, constantly on the outlook for new ways to communicate better with our families and community. Products produced by the department include the district website, publications such as the *Facts for Parents*, photographs used on the website, digital publications such as *Newsline* and *Friday Notes*, production of the Board of Education telecasts, as well as videos and promotional material. Printing services handles in-house or coordinates outsourcing of duplicating thousands of pages of instructional and other material every year.

Social Media At-A-Glance:

	Spanish			
3,029 likes	**94** likes	**6,496** followers	**N/A** followers	**Mobile App**

San Franciso Unified School District

Enrollment: 56,000
Budget: $552,649

Public Outreach and Communications Department
Director of Communications
Public Relations Coordinator
Public Relations Assistant
Internal Communications Manager
Website Coordinator (funded by SFUSD IT Department)

• 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 andcrisis communications.

• Review and approve community agency requests to distribute information and coordinate the employee recognition (RAVE) program.

• Maintain and develop SFUSD's tri-lingual external website, which receives an average of 100,000 unique visitors monthly, by training and supporting over 100 website content owners district-wide and conducting site audits and user studies to inform site improvements.

Social media is handled by two people.   The district's Facebook, Twitter and blog accounts are under the supervision of the communications director and managed daily by the communications assistant.

Social Media At-A-Glance:

f	t
861 likes	**3,476** followers

Santa Ana Unified School District

Enrollment: 56,000
Budget: $419,552.91

Communications

Chief Communications Officer
Administrative Secretary
Media Design Production Specialist
Media Production Technician

The **Communications Office** is responsible for gathering and sharing news and information on today's SAUSD related to:

• The philosophy of the Santa Ana Unified School District and its programs
• The District's partnerships, special events, awards and recognitions
• Collaborations with constituents and supporters including parents, teachers, educators and administrators, community leaders and elected officials

We handle media relations and are responsible for publicizing and promoting positive school district news. The office also oversees the operation of SAUSD's District TV, Channel 31, which broadcasts throughout the Santa Ana Community on the Time Warner Cable Network and via AT&T's U-Verse system.

Social media is handled by the chief communications officer, administrative secretary and media production specialist. One hour a week is the time spent on social media.

Social Media At-A-Glance:

549 likes	**189** followers	N/A followers

Shelby County Schools
(Memphis, TN)
formerly Memphis Public Schools

Enrollment: 140,000

Office of Communications
Chief of Communications
External Communications Manager
External Communications Analyst
Internal Communications Manager
Internal Communications Analyst
Graphic Services Specialist
Webmaster
Graphics Advisor
Administrative Assistant

The **Office of Communications** produces the district's official statements, news releases, publications and employee notifications. We also manage the district website, official social media accounts and provide graphic services for school/district publications.

Social Media At-A-Glance:

f	t
2,335 likes	**1,110** followers

Toledo Public Schools

Enrollment: 23,000
Budget: $253,900

Communications Department
Director of Communications
Administrative Assistant

The **Communications Office** for Toledo Public Schools manages all district communication efforts including media relations, public relations, marketing, website, publications and community outreach. It maintains the district's intranet page and internal communications, along with alumni relations, coordinates sponsorships for events and event management. The office handles crisis communications for the district, acts as board liaison and oversees board committee. It writes reports, speeches, etc. for the superintendent and cabinet, coordinates superintendent's student leadership committee and acts as district representative to several outside agencies/partners. The office also handles photography at numerous events.

Consultants: Web maintenance - $3,500 a year, local advertising agency - amount varies, local freelance designer - amount varies

Social media is currently only a website, which we are in the process of redesigning. We are looking at contracting with our web designer to maintain the content of the site this school year. TPS does not have a district Twitter or FaceBook presence - several top administrators have their own Twitter accounts. We hope to launch a social media presence this year.

Wichita Public Schools

Enrollment: 50,639
Budget: $949,260

Communications, Marketing and Development

Division Director

Division Secretary

Communication Specialist, Media Relations

Technical Assistant, Graphic Design

Technical Assistant, Employee Recognition/Events/Special Projects

Partnership-Mentor Coordinator

Cable Technician

Media Productions Supervisor

Media Productions Assistant

Cooperative Education Student Assistant (part time)

Spanish language Communications Specialist (5 hours per week)

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 relationships and outcomes that support: an environment of mutual trust, two-way dialouge between the district and its stakeholders; the educational needs of all Wichita students; and positive family and community perceptions. The division includes the following departments: marketing and communications, media productions, parent and 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 primarily by one person, the communcations specialist/media relations, with the division director as a back up. Three hours a week is the average amount of time spent on social media.

Social Media At-A-Glance:

5,323 likes	**1,592** followers	**N/A** subscribers

APPENDIX A
Organizational Tables

1. Austin Independent School District

2. Baltimore City Public Schools

3. Dayton Public Schools

4. Fort Worth Independent School District

5. Fresno Unified School District

6. Jefferson County Public Schools

7. Little Rock School District

8. San Diego Unified School District

2012-2013 School Year

Department of Communications and Community Engagement

Alex Sánchez
Executive Director

Griselda Rodriguez
Executive Assistant

Rodrigo Velez
Professional Assistant

Christian Clarke Casarez — Assistant Director of Communications

Betsy Blair
School and District Relations Manager

Melissa Mixon
Communications Coordinator

Kelsey Robinson
Communications Coordinator

Yesenia Garcia
Communications Coordinator for Facilities (Lead)

Camille Lochet
Web Manager

Tiffany Young
Media Relations Supervisor

Antonio Lujan
Media Relations Coordinator

Oscar Palomo
Channel 22 (Lead)

Cheryal Loosemore
TV Production Specialist

Garry Wilkison
Media Production Specialist

Pam Williams
TV Program Specialist

Perla Delgado — Assistant Director of Community Engagement

Linda Medina
Engagement Coordinator for District (Lead)

Jarrell McCuller
Engagement Coordinator for Facilities (Lead)

Pat Dabbert
Key Stakeholders and Events (Lead)

Alejandra Polcik
Multicultural Outreach (Lead)

Irma Gomez-Palacios
Language Support (Lead)

Ruby Izar-Shea
Translator/Interpreter

Cryaol Gonzalez
Translator/Interpreter

Margarita Ruvalcaba
Translator/Interpreter

Baltimore City Public Schools

Approved on May 22, 2012

2012-13
CITY SCHOOLS ORGANIZATIONAL CHART
ENGAGEMENT OFFICE

FY 2013 FTE – 18.0
Engagement

18.0 General Fund

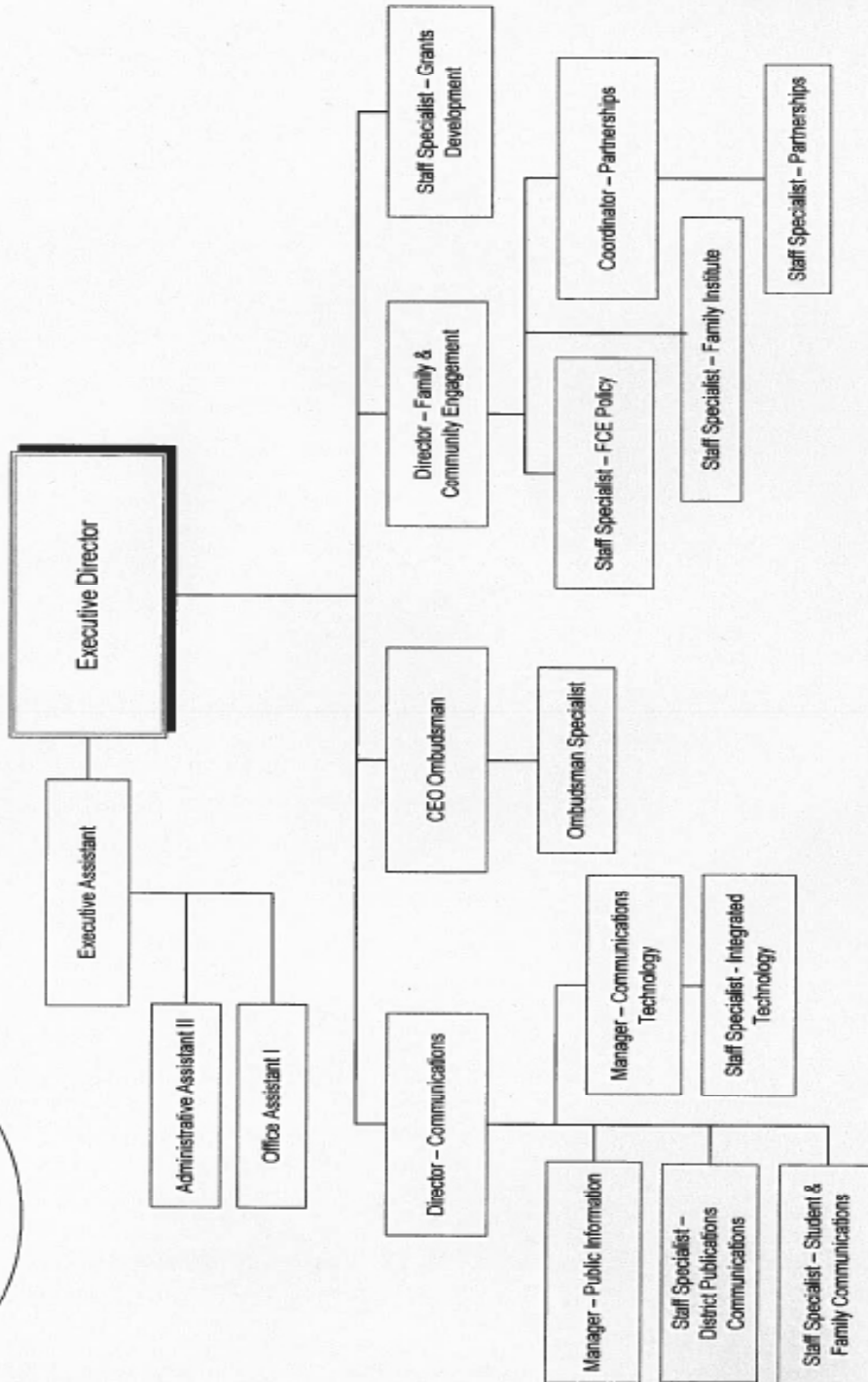- Executive Director
  - Executive Assistant
    - Administrative Assistant II
    - Office Assistant I
  - Director – Family & Community Engagement
    - Staff Specialist – Grants Development
    - Staff Specialist – FCE Policy
    - Coordinator – Partnerships
      - Staff Specialist – Partnerships
    - Staff Specialist – Family Institute
  - CEO Ombudsman
    - Ombudsman Specialist
  - Director – Communications
    - Manager – Communications Technology
    - Staff Specialist - Integrated Technology
    - Manager – Public Information
    - Staff Specialist – District Publications Communications
    - Staff Specialist – Student & Family Communications

Dayton Public Schools

ORGANIZATIONAL CHART/PUBLIC INFORMATION OFFICE FY13

Jill Moberley
Public Information Officer

- Melissa Fowler — Communication Specialist
- Kenneth Kreitzer — Communication Team Leader

Kenneth Kreitzer
Communication Team Leader

Patricia A. Battle
Clerical

- Jennifer Bryant — Field Production Specialist
- Jarrod Williams — Field Production Specialist
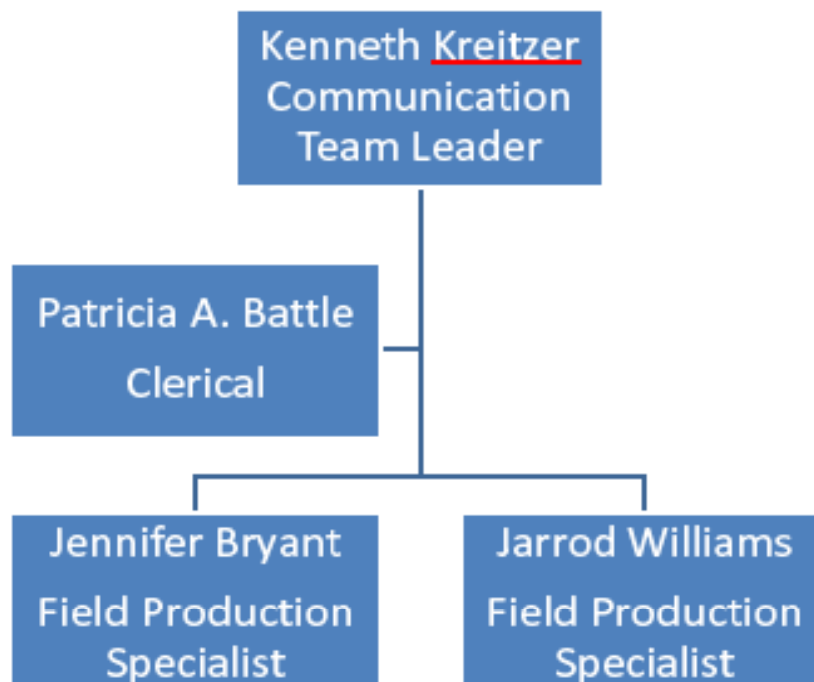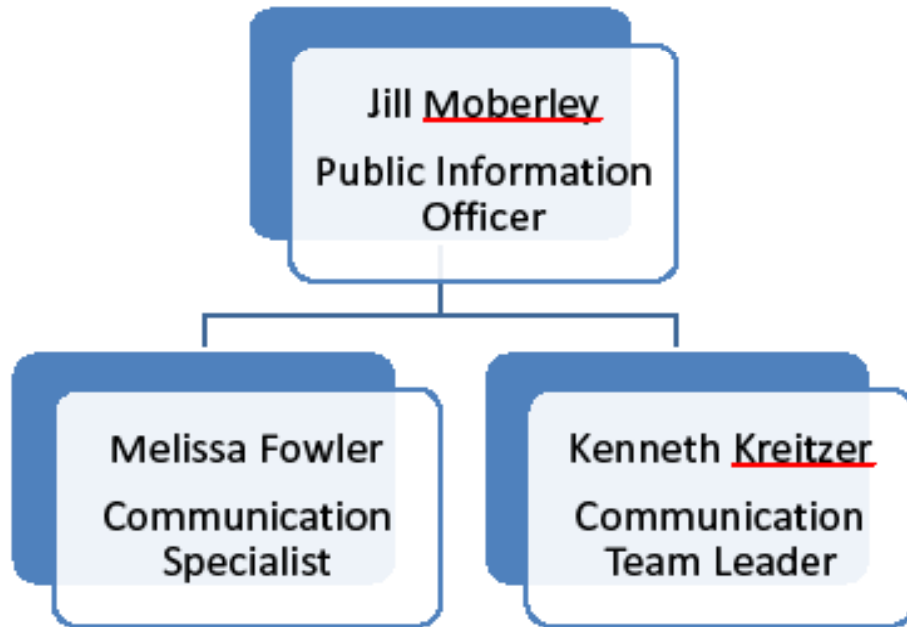
Fort Worth Independent School District

Communications Department
ORGANIZATIONAL CHART 2012-13

Fort Worth
INDEPENDENT SCHOOL DISTRICT

Barbara Griffith
Senior Communications Officer

Administrative Assistant
Angela Velasquez

Multi-Media Strategies & Marketing Director
Kenneth Scott-JuVette

Broadcast Traffic Assistant
Cindy Ybarra

Assignment Editor
Photographer
Charles Ellis

External & Emergency Communications Director
Clinton W. Bond

Receptionists
Linda Gonzalez
Rafaela Aladro

Web Master & Creative Coordinator
Jennifer Perez Eggleston

Branding Coordinator
Shara Kelley

Communications & Web Coordinator
John Cope

Public Engagement Director
Hally Summerford

Administrative Associate
Odilia Ledesma

Special Events Coordinator
Toya Releford

Parent Engagement Director
Stephanie Jackson

Administrative Associate
Cynthia Taylor

Parent Engagement Specialists
LaTonya Copeland
Miguel Benitez
Richard Johnson

Parents Liaisons

Fresno Unified School District

Fresno Unified School District
ORGANIZATIONAL CHART
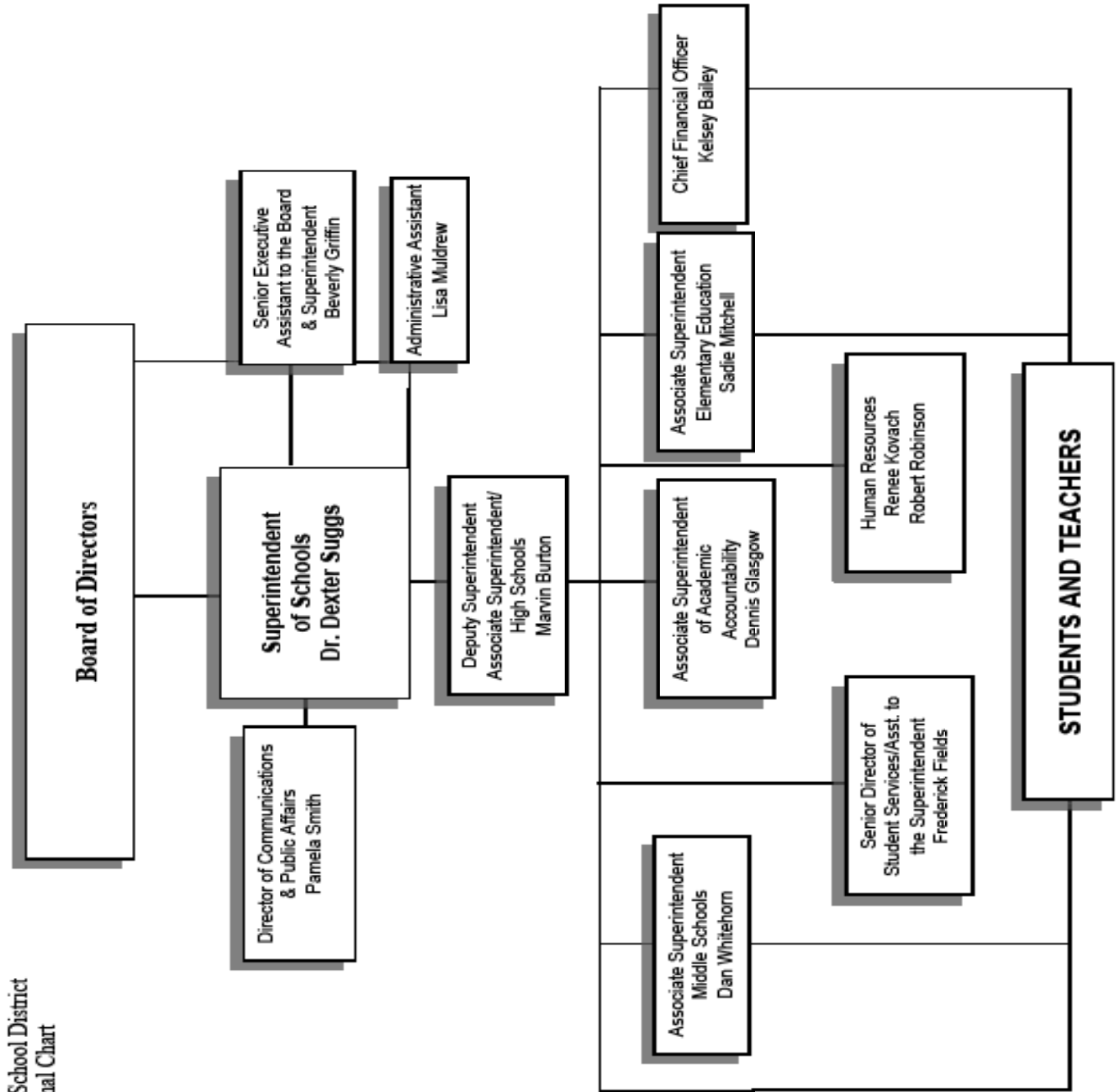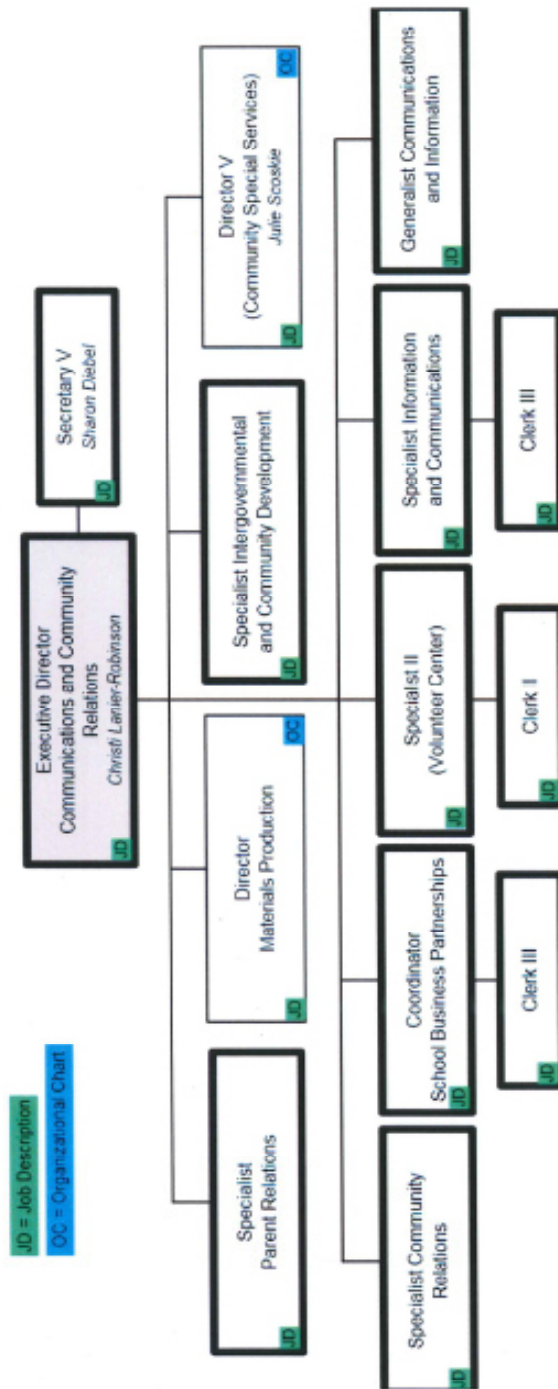
Approved May 9, 2012
Revised April 2013

Little Rock School District

Little Rock School District
Organizational Chart
07-31-13

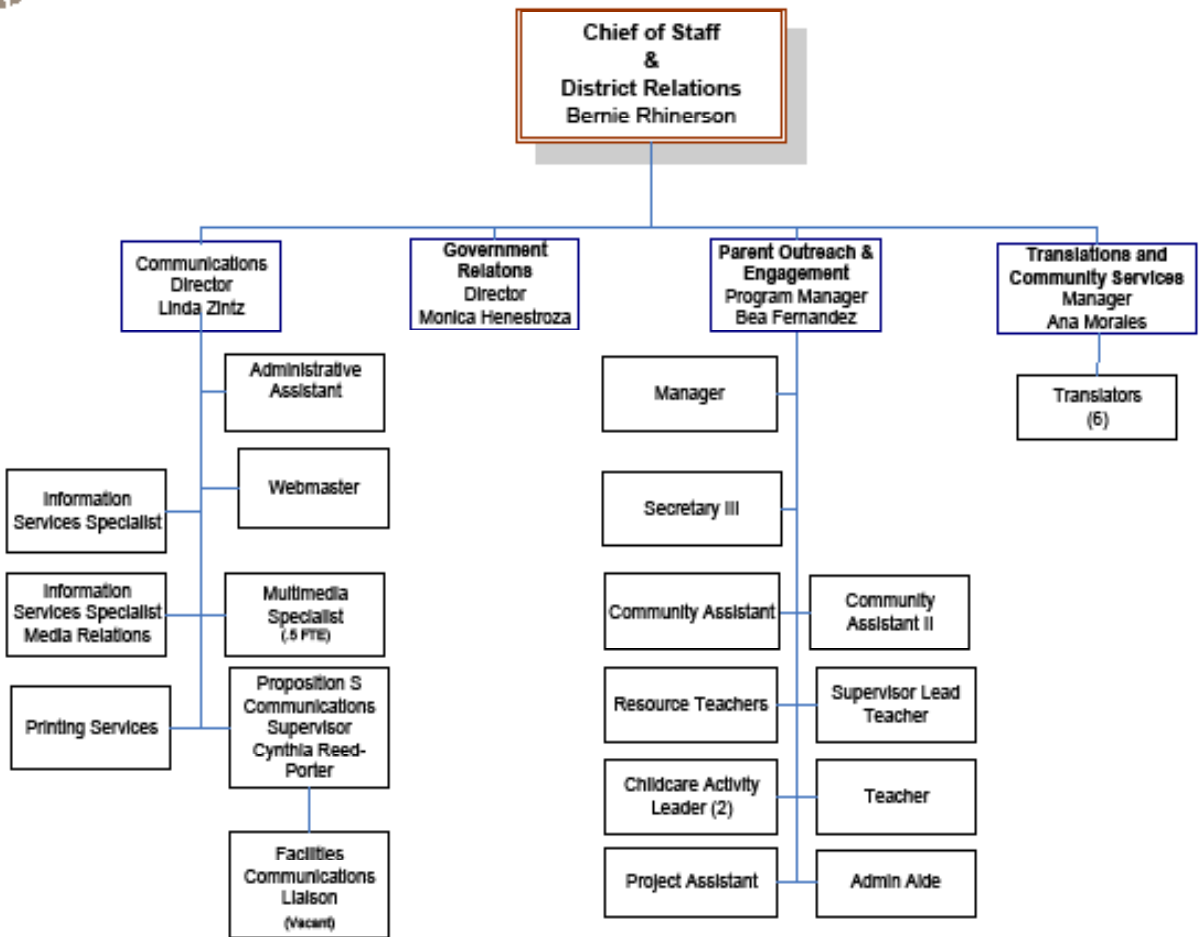**Board of Directors**

Senior Executive Assistant to the Board & Superintendent
Beverly Griffin

Administrative Assistant
Lisa Muldrew

**Superintendent of Schools
Dr. Dexter Suggs**

Director of Communications & Public Affairs
Pamela Smith

Deputy Superintendent
Associate Superintendent/
High Schools
Marvin Burton

Chief Financial Officer
Kelsey Bailey

Associate Superintendent
Elementary Education
Sadie Mitchell

Associate Superintendent
of Academic
Accountability
Dennis Glasgow

Human Resources
Renee Kovach
Robert Robinson

Senior Director of
Student Services/Asst. to
the Superintendent
Frederick Fields

Associate Superintendent
Middle Schools
Dan Whitehorn

STUDENTS AND TEACHERS

Organizational chart — Communications and Community Relations

Executive Director Communications and Community Relations — Christi Lanier-Robinson (JD)

- Secretary V — Sharon Diebel (JD)
- Director V (Community Special Services) — Julie Scoskie (OC) (JD)
  - Generalist Communications and Information (JD)
  - Specialist Information and Communications (JD)
    - Clerk III
- Specialist Intergovernmental and Community Development (JD)
- Director Materials Production (OC) (JD)
  - Specialist II (Volunteer Center) (JD)
    - Clerk I (JD)
  - Coordinator School Business Partnerships (JD)
    - Clerk III (JD)
- Specialist Parent Relations (JD)
  - Specialist Community Relations (JD)

JD = Job Description
OC = Organizational Chart

San Diego Unified School District

Chief of Staff
And
District Relations
2012-2013

Chief of Staff & District Relations
Bernie Rhinerson

- **Communications Director** — Linda Zintz
  - Administrative Assistant
  - Information Services Specialist
  - Webmaster
  - Information Services Specialist Media Relations
  - Multimedia Specialist (.5 FTE)
  - Printing Services
  - Proposition S Communications Supervisor — Cynthia Reed-Porter
  - Facilities Communications Liaison (Vacant)

- **Government Relations Director** — Monica Henestroza

- **Parent Outreach & Engagement Program Manager** — Bea Fernandez
  - Manager
  - Secretary III
  - Community Assistant
  - Community Assistant II
  - Resource Teachers
  - Supervisor Lead Teacher
  - Childcare Activity Leader (2)
  - Teacher
  - Project Assistant
  - Admin Aide

- **Translations and Community Services Manager** — Ana Morales
  - Translators (6)

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

Council of the
Great City Schools

THE URBAN EDUCATOR

Albuquerque Schools Superintendent Winston Brooks reviews student's creation.

Students Create Mementos for Council Conference

The banging coming from Glenna Omlor's class last month at Albuquerque's Desert Ridge Middle School was the sound of art – tin-punch folk art to be shared with educators from across the nation.

For the past month or so, Albuquerque Public Schools students like the seventh and eighth graders at Desert Ridge have been creating mementos for attendees of the Council of the Great City Schools 57th Annual Fall Conference in Albuquerque.

More than 3,000 items will be given out at the conference, Oct. 30-Nov. 3, to some 1,000 urban educators from around the nation expected

Houston Superintendent Credits 'Team HISD' for Winning Top Prize

When U.S. Secretary of Education Arne Duncan recently announced the winner of the top prize in urban education at the Library of Congress, administrators and staff of the Houston school system erupted in cheers as they watched a live broadcast of the Washington event from school district headquarters.

The Houston Independent School District had just been named the winner of the 2013 Broad Prize for Urban Education that recognizes an urban school district for making the greatest progress in raising student achievement.

Accepting the award from Secretary Duncan, Houston Superintendent Terry Grier immediately credited his educators for the district's award-winning performance.

"Our teachers in the classroom have stepped up," he stressed in a press statement.

"We have the best teacher corps and the best principals and support staff in the country. We're very humbled to accept this award on behalf of Team HISD."

As the Broad Prize winner, the nation's seventh largest school district receives $550,000 in college scholarships for its high school seniors. "The chance to give out $550k in scholarships signifies that

Houston school district's Apollo School Support Officer Kenneth Davis, left, and Assistant Superintendent Lance Menster react to news of their district's Broad Prize victory. Photo Credit: Dave Einsel

Education Secretary Names Blue Ribbon Schools

At New Mission High School in Boston, 92 percent of students scored advanced or proficient in 10th grade English and 86 percent scored advanced or proficient in 10th grade math. To achieve these results, students utilize Saturday classes, an after-school Homework Academy that offers one-on-one help with teachers, and tutors and personal advising.

With average class sizes of 22 students a teacher, the high school is a small school community that encourages academic growth. Every year Headmaster Naia Wilson and her staff visit each class to discuss with students which courses would benefit them most. Through consultation with their families and academic counselors, the students pick a schedule that draws a path to academic success beyond high schools.

Creating multiple pathways to increased student achievement is just one of the reasons the school was selected as a Blue Ribbon School by the U.S. Department of Education.

New Mission High School is one of 286 public and private schools in the nation to receive a 2013 National Blue Ribbon

Las Vegas City Councilman Bob Coffin, left, provides supplies to Katie Decker, principal of Las Vegas' Walter Bracken STEAM Academy, as she and students celebrate their Blue Ribbon School status.

Award. The honor was awarded based on overall academic excellence or for success in closing achievement gaps among disadvantaged and minority students.

"Excellence in education matters and we should honor the schools that are leading the way to prepare students for success in college and careers," said U.S.

Santa Ana Names New Superintendent; Broward Co. Extends Leader's Contract
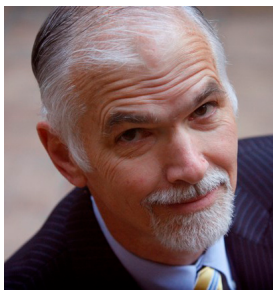
Rick Miller

California's Santa Ana Unified School District has selected a veteran educator with 40 years of educational experience as its superintendent. Rick Miller will lead the 56,000-student school system, succeeding acting superintendent Stefanie Phillips.

Miller was superintendent of California's Riverside Unified School District for five years and under his leadership, the district was recognized as a leader in the use of instructional technology, and student achievement increased with the number of schools meeting the state's Academic Performance Index target doubling from 13 in 2009 to 26 in 2013.

"Our goal in Santa Ana Unified is to provide students a world class education that ensures they are prepared for college and career," said school board president José Alfredo Hernandez. "Dr. Miller understands that, and is ready to work collaboratively with all of the stakeholders in our community to reach this goal for the benefit and success of our students."

Contract Extension

Robert Runcie has been the superintendent of Broward County Public Schools in Fort Lauderdale, Fla., for two years and during his tenure, the district opened its first military academy, introduced the district's three-year strategic plan, reduced class sizes, expanded technical and vocational educational programs, and launched a Black Male Success Task Force to address the poor graduation rates and high number of suspensions among the district's black male students.

Robert Runcie

As a result, the school board recently approved a five-year contract extension for Runcie that will have him at the helm of the nation's sixth largest school district until 2019.

As part of the contract negotiations process, Runcie did not request a salary increase. "This is not just a job to me, it's a mission," said Runcie in a press release. "I thank my school board for the opportunity to continue the progress."

Secretary of Education Arne Duncan in a press release. "National Blue Ribbon schools represent examples of educational excellence, and their work reflects the belief that every child in America deserves a world-class education."

In addition to New Mission High School, big-city schools in Anchorage, Birmingham, Charlotte, Chicago, Greensboro, N.C., Las Vegas, Nashville, New Orleans, New York City, Oklahoma City, San Diego and San Francisco were named Blue Ribbon schools. New York City had six schools awarded.

Schools were selected for Blue Ribbon distinction in two categories. The first category is "Exemplary High Performing," for schools whose students achieve in the top 10 percent of their state assessment test regardless of their background. The second category is "Exemplary Improving," for schools with at least 40 percent of their students from disadvantaged backgrounds that greatly improved student performance to high levels on state tests.

To celebrate their achievement, each school will be honored Nov. 18-19 in Washington, D.C., at an awards ceremony.

Cleveland 'Tests' Applicant Attitudes in Teacher Recruitment

Officials in the Cleveland Metropolitan School District strongly feel that to be a successful teacher, not only must the person be qualified but also believe that all students, no matter what their circumstance or background, can achieve at high levels.

Which is why applicants who want to teach in Cleveland schools must take an online test designed to measure their attitudes on working with urban schoolchildren.

According to Cleveland's *The Plain Dealer*, the district has required people applying for approximately 150 teaching positions in the school district this fall to undergo a test to determine if they are up for the challenge of working with the district's students, many who come from economi-

> **"I know you have the head. I want to see if you have the heart."**
>
> —**Serena Houston-Edwards**,
> Deputy Chief of Human Resources

cally disadvantaged families.

The test also measures other factors such as the applicant's attitudes toward parents and how they would respond to working in a big-city school district with its large bureaucracy.

"I know you have the head," Serena Houston-Edwards, the district's deputy chief of human resources, said in the *Plain Dealer*, to a group of people waiting to apply for teaching positions. "I want to see if you have the heart."

This fall marks the first time in several years that the Cleveland school system has had to hire a large number of teachers.

TEAM HISD *continued from page 1*

what we spend our time on every day is helping to give our students better opportunities," said Houston Board of Education President Anna Eastman.

This is the second time that the Houston school system has won the Broad (rhymes with "road") Prize from the Eli and Edythe Broad Foundation. It first won the top honor in 2002, the award's inaugural year. And it is the only urban school system to win the award twice.

"Houston's unwavering focus on empowering teachers and principals, raising expectations for educators and students alike, and improving opportunities for all students is an example for other public school systems across the country and evidence that success is possible," Secretary Duncan said.

The $1-million Broad Prize each year recognizes four of 75 large urban school districts in America that are demonstrating the greatest improvement in student

Houston Schools Superintendent Terry Grier, center, receives congratulations for Broad Prize win from Eli Broad and Education Secretary Arne Duncan, right.

achievement. The 2013 finalists were selected by a 17-member review board.

The other three finalists for the 2013 Broad Prize, each receiving $150,000 in college scholarships, are Corona-Norco Unified School District in Riverside County, Calif., Cumberland County Schools in North Carolina, and the San Diego Unified School District.

The winner was chosen by a bipartisan jury of eight prominent leaders, including two former U.S. secretaries of education, a former senator and two former governors.

The Houston Independent School District earned the Broad Prize over the 75 urban school districts eligible to compete because it "outperformed peer districts in academic achievement" and "increased its graduation rate faster than other urban districts," according to a Broad Foundation press release.

It is also cited for narrowing achievement gaps for low-income and Hispanic students, as well as improving college-readiness levels.

Houston's win shows that some of the most innovative and effective work to drive student achievement is occurring in big-city school districts, according to Michael Casserly, executive director of the Council of the Great City Schools.

"Once again, HISD demonstrates to the nation their progress and experience in improving educational opportunities for all children," Casserly pointed out.

Council Conference *continued from page 1*

to converge in New Mexico's largest city. They'll each receive tokens of appreciation representing the culture of the Land of Enchantment, as the state is called, from Albuquerque Public Schools, hosting the conference.

These gifts include embossed tin business card holders created by the students in Omlor's classes as well as classes at three other APS middle schools.

Guests also will receive pottery shard magnets created by APS art teachers and New Mexico-themed postcards in the style of old Route 66 created by fourth graders in Jo Tabacchi's art classes at Arroyo del Oso Elementary. The postcards offer "Greetings

from New Mexico" and are decorated with symbols of the state including the state bird – the roadrunner; the state flower – the yucca; even the state dinosaur – Coelophysis.

"Our visitors from around the country will be excited to get some of this beautiful artwork so that they can remember the great students of Albuquerque Public Schools," says APS Superintendent Winston Brooks, who previewed student-made gifts at Double Eagle Elementary in early October.

In addition to the 3,000 takeaways created for conference guests, APS students and art teachers have created 350 New Mexico-themed centerpieces

that will adorn the tables at five meals during the conference.

The centerpieces will include Native American-style vases with corn husk arrangements, collagraph prints of New Mexico landmarks and hot air balloons with woven basket gondolas. Because the conference falls on Dia de Los Muertes (Day of the Dead), one set of centerpieces will feature calaveras (sugar skulls) sitting atop mirrors in embossed tin frames.

"All of these pieces are reminiscent of the folk art and traditions indigenous to New Mexico and the people who live here," said project coordinator Janet Kahn, former APS fine arts director. She said while creating the artwork for the conference, students have learned about New Mexico history and culture as well as art, geometry, math, literature and other subjects.

Denise Link

David Peercy

Lynn Rogers

Elona Street-Stewart

Airick Leonard West

'Urban Educator of the Year' Honors Go to...!

Five big-city school board members have been nominated for the nation's highest honor in urban education leadership.

Anticipation will fill the air on the evening of Oct. 31 at the Council of the Great City Schools' 24th Annual "Urban Educator of the Year" award banquet in Albuquerque, N.M.

The winner will receive the newly established Green-Garner Award, recognizing outstanding contributions in urban education and named in memory of urban school leaders Richard R. Green and Edward Garner.

The candidates for the award are school board members:

- Denise Link of the Cleveland Metropolitan School District;

- David Peercy of the Albuquerque Public Schools;

- Lynn Rogers of the Wichita Public Schools;

- Elona Street-Stewart of Minnesota's St. Paul Public Schools; and

- Airick Leonard West of Missouri's Kansas City Public Schools.

And now the time has come. Envelope, please! And the winner is….

The announcement will be made at the banquet in conjunction with the Council's 57th Annual Fall Conference, Oct. 30-Nov. 3, in Albuquerque.

Sponsored by the Council, ARAMARK Education and Voyager Learning/Sopris Learning, the Green-Garner Award is the namesake of the first African American chancellor of the New York City school system and a businessman and former school board president of the Denver Public Schools, respectively.

Garner, who represented school board members on the Council's Executive Committee back in the early 1990s, played a key role in establishing and funding the Urban Educator of the Year award, known as the Richard R. Green Award for the past 23 years.

The 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 Boston Public Schools Superintendent Carol Johnson, who retired this past summer.
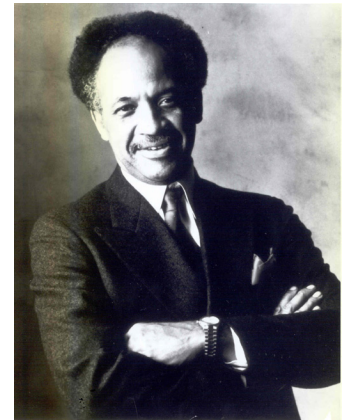
Richard Green

Edward Garner

Principal Supervisors Play Critical Role, Study Finds

School districts are increasingly relying on principal supervisors to ensure school principals are prepared to meet the growing demands of providing instructional leadership, according to a new study by the Council of the Great City Schools.

Commissioned by The Wallace Foundation, *Rethinking Leadership: The Changing Role of Principal Supervisors* examines the roles and responsibilities of principal supervisors in major school districts across the nation. The report looks specifically at the ways those in these pivotal "central office" leadership positions are selected, supported and evaluated.

"Staff in these new supervisor roles must now be equipped to identify, assess, and advance effective instruction," the study notes. "And in the context of the Common Core State Standards {adopted in 45 states and the District of Columbia}, they must be ready to lead broad-based instructional change and reform."

Principal supervisors often oversee large numbers of principals and still handle extensive administrative oversight responsibilities as vestiges of past structures or roles – and with diminished central office funding. They oversee an average of 24 schools each, according to survey results.

"Districts should think carefully about how the work of principal supervisors is connected to the district's major reform initiatives and overall vision for change," says Council Executive Director Michael Casserly. "In the context of the Common Core State Standards, for example, principal supervisors provide a critical link between central office leadership and resources and building-level personnel."

Given their crucial role of supporting principals, principal supervisors should be well matched to the needs of the schools assigned to them. However, the study found that doesn't always happen, and that districts most often group schools together and match them with principal supervisors geographically in order to facilitate school visits.

"This new, important report by the Council of the Great City Schools sheds light on how school districts construct and support the position of principal supervisor," says Jody Spiro, director of education leadership at The Wallace Foundation. "It's clear that it will take much more than training to help these leaders become more effective."

She explains, "Districts need to build systems that limit supervisors' competing responsibilities and that do a better job matching supervisors with schools so they
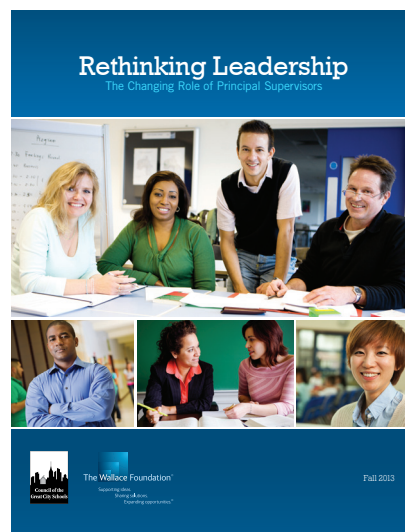
can support all the principals they oversee."

Although many principal supervisors were former school principals, many lack experience as a human resources, operations or central office instructional administrator. And they do not always have access to the kind of instructionally focused professional development they need to help strengthen school principals as instructional leaders of their schools.

The lack of experience is complicated by the fairly short tenure of principal supervisors in urban districts. The average amount of time they are in their positions is three years, suggesting that this position has been adapted or reinvented recently in many districts, or that the turnover in the position has been extensive.

The Council launched the two-part study in the fall of 2012 with a survey of the Council's 66 urban member districts, as well as two additional districts participating in The Wallace Foundation's Principal Pipeline Initiative. This survey targeted staff currently serving as principal supervisors, asking them to provide details on their background, training, professional development, major job responsibilities, and how these responsibilities have changed over the past few years.

The survey was followed up by site visits to the six school districts participating in Wallace's Principal Pipeline Initiative – North Carolina's Charlotte-Mecklenburg Schools, Denver Public Schools, Georgia's Gwinnett County Public Schools, Florida's Hillsborough County Public Schools in Tampa, the New York City Department of Education, and Maryland's Prince George's County Public Schools.

Recommendations

The report includes recommendations to districts that want to build more effective principal supervisory systems. Districts should:
- Define and clearly communicate throughout the school system the role and required competencies of principal supervisors;
- Narrow principal supervisor responsibilities and spans of control facing them so that they can provide school principals with individualized support and oversight;
- Strategically select and deploy principal supervisors, matching skills and expertise to the need of schools;
- Provide principal supervisors with the professional development and training they need to assume new instructional leadership roles;
- Establish information-sharing policies or procedures to ensure clear lines of communication and collaboration between principal supervisors and central office staff;
- Provide early and sustained support to new principals in the form of coaches;
- Hold principals – and principal super-

From Leading an Elementary School to Leading a School District

When Cindy Marten received a phone call in February from the San Diego Board of Education, she thought it was about participating on a search committee for the next superintendent to replace Bill Kowba, who was retiring in June. A principal at the district's Central Elementary, Marten had served on a superintendent search committee four years ago.

So she was shocked when she found out the real reason the board had called her: to offer her the position of superintendent.

"I didn't apply for the job, I had no career goal for it, no anticipation for it, no sights on a job like this," said Marten in an interview with the *Urban Educator*. "So to get this call out of the blue, saying we want you to be the next superintendent, was a big surprise."

In a span of four months, Marten went from overseeing a school with 1,000 students and a $5 million budget to overseeing California's second largest school district with 118,000 students and a $1.1 billion operating budget.

But the transition from elementary school principal to superintendent was made easier because she had the opportunity to work side-by-side with Kowba for four months before he left the district. She acknowledges her situation was rare because often times in urban school districts a new superintendent walks through the front door while the departing superintendent walks out the back door. "The most they might exchange is a hello and a goodbye and that's it," Marten recalls Kowba told her.

The four-month transition time also provided her with the opportunity to attend approximately 100 meetings with employees, parents, students and community groups. She said the amount of support she has received from the five-member school board, which unanimously chose her as superintendent, as well as the surrounding community has been tremendous.

"People want to be about continuing the vision of a quality school in every neighborhood," said Marten. "I guess I was seen as a principal who was doing that among

San Diego Schools Superintendent Cindy Marten talks with students during one of her weekly school visits.

others. So the board decided instead of looking outside, we have our answer here at home."

As principal of Central, she oversaw an increase in test scores at a school where 99 percent of students were from economically disadvantaged families and 85 percent were English language learners. She describes her leadership style as less top down and more community-based because the community knows best what their children need.

"I see my role as superintendent is support; how do I best support every school to realize its own mission and vision in creating rigor and relevance for every school every day."

Creating Quality Schools

When asked what the biggest challenge facing the San Diego school system, the former principal cites the lack of coherence across the school system.

"If you were to ask a teacher, principal or parents what's a quality school, you would get different answers," said Marten, "because I don't think we have agreement on what it means to be a high quality school and how to create that."

This school year the district will focus on implementing the Common Core State

Standards to provide students with a high level of rigor and critical thinking.

"I'm here to produce actively literate, contributing, participating members of society," said Marten. "If you are going to be all of these things, you have to know how to form an opinion, make an argument, read multiple texts; the promise of common core."

And while Marten says the work she is doing as superintendent is the same work she did as a principal, just on a much larger scale, the demands on her time are much greater. She works seven days a week, from 6 a.m. to 10 or 11 p.m. visiting three to four schools a week.

"It's a people-driven organization," said Marten. "There's a lot of people and a lot of work to do, and I'm happy to be able to do it."

To deal with the stressful demands of her position, the 47-year-old Marten practices photography, a hobby she started seven years ago when her husband, who she has been married to for 30 years, had a massive stroke. Marten had to help him recover while also parenting her then 13-year-old son and being principal to 1,000 students. So in an effort to find something that would "center" her, she started taking a photograph every single day. And what started as a way to help Marten take care of herself has turned into what she calls a daily gratitude practice.

Ten years ago, she left a high performing school district to teach at Central Elementary because she wanted to disprove the theory that one has to have a house in a great zip code to get a good public education.

"Why can't local neighborhood public schools be the best public schools in America?" asks Marten. "I'm about that, I'm about creating high quality urban public education."

And the opportunity to lead a school district with a team of people who believe in that same vision was the reason Marten said "yes" to that surprise phone call she received eight months ago.

National Distinguished Principals Announced

Sharon McNary

Sharon McNary, principal of Richland Elementary School in Tennessee's Shelby County Schools in Memphis, was recently inducted into the 2013 Class of National Distinguished Principals by the National Association of Elementary School Principals.

McNary has served as an educator in Memphis for the past 30 years, working the past 15 years as an assistant principal and principal of Richland Elementary.

She is one of 61 elementary and middle school principals that will be honored at a ceremony in Washington, D.C. in late October. The annual awards ceremony honors principals for their demonstrations of exceptional leadership, gains in student achievement and fostering an environment of education excellence.

Additional big-city principals honored in the 2013 class include Janet Knott, Duval County Public Schools in Jacksonville, Fla.; Karen Barnes, Baltimore City Public Schools; and Kelly Aramaki, Seattle Public Schools.

Established in 1984, the National Distinguished Principals program honors principals from across the nation in both public and private schools.

Eighth-Grader's Nonprofit Group Helps to Bridge Digital Divide

Franny Millen, an 8th grader in North Carolina's Charlotte-Mecklenburg Schools, has raised $40,000 and received more than 700 donated laptops through her nonprofit that is closing the digital divide in her community.

Eliminate the Digital Divide (E2D) nonprofit began when Millen realized several students in her classroom didn't have computers to research and type reports. She decided that all families should have access to digital technology in their homes and set about getting donations and support.

Although the 13-year-old was nervous at the start, she received early support from John Woods, the mayor of Davidson, N.C.

"Mayor John Woods was on board from the start," said Millen. "As we spoke with more and more people, they became aware of the issue and started to see how fixable the problem was. They got really excited and joined in to help us."

Local and national support has enabled E2D to provide families with laptops, bandwidth, training, technical support and

Franny Millen, right, a student at North Carolina's Charlotte-Meckleburg Schools, passes out laptops to students as part of her nonprofit group she created.

education software. Eligible families are required to undergo basic computer training taught by students from Davidson College. Families contribute a small fee of $10 a month for a year, while E2D subsidizes the balance of the overall computer package so families can own the laptops at the end of the year.

The nonprofit has secured enough funding to service two elementary schools, a middle school and a high school. Millen initially set a goal to help 50 families, but has reached nearly 500 families with plans for expansion into neighboring cities.

Broward County District Wins Top Web Award

Florida's Broward County Public Schools in Fort Lauderdale recently received national recognition for its *Defining the Core* web site, which provides parents, teachers, staff and other school stakeholders with important information about the Common Core State Standards being implemented in the district.

The Center for Digital Education bestowed on the district the 2013 Best of the Web Award, one of two awards given to a school district and an institution of higher education, respectively.

On the *Defining the Core* web site – www.definingthecore.com – visitors have access to a variety of tools on the new education standards for literary and mathematics, including videos and parent guides from the Council of the Great City Schools.

National Academy Honors Educators

In 1998, David Pickler was elected as a school board member in Tennessee's Shelby County Schools in Memphis. For the past 15 years, he has advocated for school governance to advance public education on a local and national level.

In recognition of his efforts, Pickler recently received a 2013 Bammy Award in the school board category. Presented by The Academy of Education Arts & Sciences, the awards are designed to highlight the extraordinary work being done across the entire education field, from teachers, principals, superintendents and various other education professionals to parents, advocates and elected officials. This is the second year in a row Pickler has received a Bammy. In 2012, he received the Educator's Voice Award.

Two big-city educators also received

U.S. Secretary of Education Arne Duncan has a one-on-one conversation with a student in a back-to-school visit at an Albuquerque elementary school.

U.S. Education Secretary Praises Albuquerque School Reforms in Visit

U.S. Secretary of Education Arne Duncan praised reform efforts in a visit to an Albuquerque school last month when he launched his back-to-school bus tour in

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National Academy *continued from page 8*

awards. Deven Black, teacher/librarian at New York City's Castle Hill Middle School, won in the school librarian category, and Jesse Hagopian, a high school history teacher in Seattle Public Schools, won in the Secondary School Teacher category.

The Academy presents two honors in every category – the Bammy Award and the Educator's Voice Award. Members of the Academy of Education Arts and Sciences International select the Bammy Awards honorees. The online education community determines who receives the Educator's Voice Award by voting on the Bammy Awards web site for nominated people.

In all, 34 awards were presented this year at a gala in Washington, D.C.

four states that began in New Mexico.

He visited Emerson Elementary School in Albuquerque to learn how Albuquerque Public Schools are turning around and improving low-achieving schools.

Emerson has been redesigned to focus on English language learners while new Common Core academic standards are being implemented.

"We are still tweaking what we are doing here, but we think we are making progress and will continue to work on the model with the hope of replicating it at other schools where students face the challenges of poverty and language," said Albuquerque Schools Superintendent Winston Brooks.

After touring the school, meeting with school officials, parents, students and community members, Secretary Duncan praised reform efforts at Emerson.

"We hear all the time that these are poor children, they can't learn," Duncan said in the *Albuquerque Journal*. "...We get that pushback from people who are skeptical. But it's not true."

Two Miami-Dade District Alumni Awarded Genius Grants

Karen Russell and Tarell McCraney have a lot in common. They are 1999 graduates of Miami-Dade County Public Schools and both are writers, Russell a fiction writer, and McCraney, a playwright. And now they have one more thing in common. They are among the 24 recipients of a 2013 MacArthur Fellowship.

The fellowship comes with a $625,000 grant given over five years to individuals who are exceptionally creative with a track record of achievement and the potential for even more significant contributions in the future.

Russell is a graduate from Coral Gables High School, who has written several short

Karen Russell

stories and novels often about her native Florida. Her debut novel *Swamplandia*! was a finalist for the 2012 Pulitzer Prize and her short story *The Hox River Window* won the 2012 National Magazine Award for fiction.

McCraney is a graduate from the New

Tarell McCraney

World School of the Arts whose plays have been performed in major theaters in the United States and Britain. As a student in the playwriting program at the Yale School of Drama, he wrote his most well-known work, a trilogy titled *The Brother/Sister Plays*. McCraney also works to bring theatre to elementary and secondary students

Grand Budget Bargain – One Way Out of the Manufactured Crises

By Jeff Simering, *Director of Legislation*

Once again, the nation is being subjected to a politically-manufactured federal budget crisis. This time the deadlock has resulted in a federal government shutdown over Affordable Care Act funding, and we appear to be on the brink of a federal debt default.

In recent years, these scenarios have become almost routine. In fiscal year 2011, eight short-term continuing resolutions (CRs) were needed to keep the government in operation and only an eleventh-hour deal on the debt ceiling prevented default. The final CR resulted in budget cuts to numerous programs and the elimination of others, including dozens of small education grant programs. And, the debt ceiling deal resulted in passage of the Budget Control Act (BCA) that had 10-year budget caps and a sequestration process that threatened to become the "new normal" in federal funding. Republicans claimed they won this fight.

Still, each budget battle has its unique features, leverage points, politics, and strategies. The dynamic this year appears to be that Congress and the Administration are willing to go over any "budgetary cliff" in sight and then scramble back from their irresponsibility, retroactively. The major "fiscal cliff" deal passed on January 1, 2013, for instance, eliminated a number of expiring Bush-era tax cuts and required the retroactive reinstatement of others. The tax bill also included a short-term delay in sequestration and a temporary suspension of the federal debt ceiling. The Administration and the Democrats claimed they got the better of this deal.

However, two months later on March 1, federal discretionary funding and non-exempt entitlement spending went over the "sequestration cliff" with little fanfare, resulting in a 5 percent cut in domestic programs and 8 percent in defense discretionary programs. On July 1, Congress then allowed the federal college student loan program to go over the "interest rate cliff" before reaching another retroactive deal weeks later. Going over one cliff or another and then trying to climb back to the top became the rule in 2013. Now we are looking at a breach of the federal debt ceiling.

Unfortunately, securing even short-term budget deals by pulling back from the brink seems to be increasingly difficult with each new manufactured deadline. This raises the obvious question of whether a long-term "Grand Budget Bargain" could be any tougher than the increasingly grueling temporary continuing resolutions or debt ceiling battles. Following the August 2011 Budget Control Act, there was a fiscal respite through the end of 2012 when the tax, sequestration, and debt ceiling deadlines came due. Might a Grand Budget Bargain normalize the process of financing our federal activities and provide a multiyear breather from these constant crises?

The difficulty of reaching a long-term, comprehensive budget deal cannot be overstated. A snapshot of the current $3.6 trillion federal budget underscores the challenge. Some 60 percent of the federal budget is comprised of entitlement and mandatory spending, while another 34 percent are annual discretionary appropriations (17 percent in defense and 16 percent in domestic spending). The remaining 6 percent is interest on the federal debt. Social Security, Medicaid, and Medicare alone account for 43 percent of the budget and is growing. The other 17 percent of entitlement and mandatory expenditures include sizeable programs like unemployment compensation, food stamps, college student aid, and farm subsidies. In addition, many tax preferences in the federal code are equally inviolable to one interest group or another. A mega-deal would have to address the sacrosanct entitlement sector and the tax code if it had any hope of succeeding on a bipartisan and long-term basis.

From an education standpoint, school programs have been cut in nearly every budget deal of recent years. And, with all elementary and secondary education grant programs operating under annual discretionary appropriations, these school programs are subject to automatic annual sequestrations. Education programs, like other domestic discretionary programs, are being squeezed out of the federal budget in order to maintain tax preferences, make interest payments on the growing national debt, and fund an unsustainable growth rate in entitlement programs. Could a big-picture agreement treat us any worse, or would it create room for needed education investments?

There is little doubt that a mega-budget deal will meet with significant political opposition from all camps, and it would require both statesmanship and bipartisanship. At this stage, however, even short-term budget deals necessitate painful concessions that both sides seem unwilling to make. Expecting statesmanship and political altruism in these short-term crises seems unrealistic, but they might be possible once a decade. Can a Grand Budget Bargain really be that much more painful than falling off the nearest budget cliff each month?

Buffalo Schools Superintendent Pamela Brown, fourth from right, congratulates Houghton Academy teacher Keith Wiley, center, and students for winning the district's middle school math competition.

Former Investment Banker Inspires Buffalo Students to Excel in Math

The underdog crew of eighth-graders from Buffalo's Houghton Academy last March won the 2013 Buffalo City Schools Middle School Math League competition with determination and one dedicated math teacher and coach -- Keith Wiley.

With an 85 percent poverty rate and a 45 percent minority population, Houghton Academy challenged the reigning champs at City Honors, an elite high school with high admissions standards, and won. In the past five years, City Honors has been the only school in the district to win the competition, according to the *Buffalo News*, which ran a recent profile of Wiley.

Preparing Houghton's math champions began in the classroom, with a math teacher who found his calling late in life. Wiley is a former investment banker, who at age 46, approached the Buffalo school district's math director about starting an after-school math tutoring program. There was no money for such a program, but the district was in desperate need of math instructors and hired Wiley to teach math at Houghton Academy in 2000, where he has been teaching ever since.

Wiley has an engaging teaching style, creating stories to explain a math problem, or breaking out into song. He dedicates his lunch and afterschool time to tutor students who are falling behind. Last year, his entire Math League team sat for the ninth-

grade Regents algebra exam and passed.

Before these students met Wiley, most of them struggled in math such as Rico Smalls, who was two years behind grade level when he entered Wiley's class.

Smalls was a disruptive student but Wiley talked with him and worked with him on his math skills.

Smalls eventually finished with the second-highest scores in the Middle School Math League competition and, now 16 and a freshman, he is doing well in school and expected to graduate with his class.

visors – accountable for the progress of schools, and ensure alignment in the processes and measures used to assess teacher, principal, and principal supervisor performance;

• Provide clear, timely, and actionable evaluation data to principals; and

• Commit district resources and engage external partners in the process of developing future school and district leaders.

The report concludes that districts need to build systems wherein the processes for selecting, deploying, supporting, and evaluating principal supervisors each work in tandem to strengthen the role of these critical staff members in schools and in the district.

Miami-Dade Launches Initiative to Create Safer Schools

Miami-Dade County Public Schools recently unveiled a plan to increase school safety in and around schools.

Under the plan, the district's police department will build relationships with students and parents and conduct awareness campaigns through law-related education and student presentations.

The plan calls for:

•	Adding more school resource officers to secondary schools to include middle and K-8 centers;
•	Working with the Department of Children and Families regarding cases where weapons entered into school sites;
•	Continuing a random metal detection program;
•	Participating in and promoting the Miami-Dade Police Gun Bounty Program;
•	Assigning a detective part-time to Alcohol, Tobacco, and Firearms to track and investigate the source of firearm incidents;
•	Working with local, state, and federal agencies to prevent weapons and drugs from getting onto the school sites; and
•	Encouraging an anonymous tip reporting hotline as well as Crime Stoppers, which recently introduced a new mobile phone application.

This immediate call to action to curb school violence is being led by Miami Schools Superintendent Alberto Carvalho. As he announced the initiative, he spoke of young Miami-Dade students who had been killed by gun violence on the streets near district schools.

"One gun in the streets of Miami is too many," Carvalho was quoted in an article on Miami.CBSLocal.com. "One gun in school is one gun too many."

Broward CFO Wins Council Award

I. Benjamin Leong, the chief financial officer for Florida's Broward County Public Schools in Fort Lauderdale, was recently presented the Bill Wise Award at the Council of the Great City Schools' Chief Financial Officers Conference in Dallas.

Sponsored by Chartwells School Dining Services/Thompson Hospitality, the annual award recognizes a school business official who exhibits professionalism, integrity and outstanding service to urban education.

Leong joined the Broward school district as director of management/facility audits in 1995. In July 2000, the superintendent assigned him the duties of chief financial officer; and in July 2004, his title was officially changed to chief financial officer.

Prior to joining Broward, Leong was the special assistant to the chancellor of New York City public schools for financial affairs, where he oversaw a $7.2 billion budget and supervised business operations.

The Bill Wise Award was established in 2000 and is named for an outstanding financial leader in urban education from the Metropolitan Nashville Public Schools.

I. Benjamin Leong, chief financial officer for Florida's Broward County Public Schools, is the winner of the 2013 Bill Wise Award.

Genius Grants *continued from page 9*

in Miami, often giving free performances of his works for student audiences.

Since 1981, 871 people in fields such as science, art and literature have been selected as MacArthur Fellows. Recipients are selected by an independent selection committee and between 20 to 30 Fellows are selected each year.

Great City Grads

Barbara Jenkins

Orange County Public Schools (Orlando) Superintendent

1979 graduate

Winter Park High School

Orange County Public Schools

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COMCAST NEWSMAKERS

Comcast News Maker Interviews of Great City School Leaders

March 9, 2013

Comcast Newsmakers interviews with Great City School leaders were conducted on March 9, 2013,at the Council's Legislative/Policy Conference in Washington by host Robert Traynham and aired on CNN Headline News in various markets across Comcast's' national footprint.

Below are links to all of those interviews conducted at the Council's. Some superintendent interviews were shown in Comcast designated market areas (DMAs) and others were for shown on national and local non-Comcast DMAs.

Candy Olson – http://sproutvideo.com/videos/e89bd8b71f1be4ca60

Michael Casserly - http://sproutvideo.com/videos/a09bd8b71e13ebc628

Bolgen Vargas National - http://sproutvideo.com/videos/d49bd8b71e13ebc75c

Bolgen Vargas Local - http://sproutvideo.com/videos/189bd8b71e13e9c290

Richard Carranza - http://sproutvideo.com/videos/489bd8b71e13eec1c0

Winston Brooks - http://sproutvideo.com/videos/7c9bd8b71e13eec0f4

Eric Gordon Local - http://sproutvideo.com/videos/1c9bd8b71f1be0cf94

Eric Gordon National - http://sproutvideo.com/videos/a09bd8b71f1be6c228

Cindy Marten National - http://sproutvideo.com/videos/a09bd8b71f1be4c028

Cindy Marten Local - http://sproutvideo.com/videos/189bd8b71f1be4c690

Yvonne Brandon - http://sproutvideo.com/videos/a09bd8b71f1be5c128

Jim Browder - http://sproutvideo.com/videos/4c9bd8b71f1ae6c4c4

William Hite - http://sproutvideo.com/videos/a49bd8b71f1ae6c62c

Craig Witherspoon National - http://sproutvideo.com/videos/a49bd8b71f1ae5c52c

Craig Witherspoon Local - http://sproutvideo.com/videos/e89bd8b71f1ae5ca60

SOCIAL MEDIA CONTEST

Great City Schools Are Back!
Social Media Contest

The Council of the Great City Schools (CGCS) has expressed interest in coordinating an initiative with its member districts to give parents and teachers an opportunity to express what they like about their schools—while putting a face on the progress being made in urban schools in a way that drives a positive narrative through social and traditional media.

This type of campaign can help create an online community of parent and teacher advocates and requires authenticity. This means allowing parents and teachers to tell their stories and express their views in their own words. Such a campaign would not only create the opportunity for meaningful dialogue in the Council's districts and beyond, but it would send a strong message to policymakers and other stakeholders about what parents and educators see working in urban schools.

In order to attract this level of meaningful parent and teacher engagement, we recommend that the Council host a user-generated video and photo-essay contest for their member districts through Facebook. The contest would encourage parents and teachers from the Council's member districts to share their stories about the great things happening in their schools. Participants could join the contest by uploading either a 30-second video <u>or</u> a photo with a caption of 100 words or less. The Council would work closely with its member districts to manage and promote the contest in order to find and amplify the most compelling stories in each district.

It is important to note that, while powerful when done correctly, video and photo contests are among the most difficult campaigns in the social media space to execute well. They require a careful balance of engaging the right audiences through promotion, giving them the proper incentives to submit content and participate, and making the submission process clear and easy enough for the key audiences to follow through.

It's not easy, but it is both necessary and important. We know that parents are desperate to be heard, and they struggle to find the proper outlets and channels to share their views. Understanding the online behaviors of urban-district parents and educators, meeting them where they are, and working to remove barriers to participation is central to this effort.

A video/photo-essay contest on a trusted platform like Facebook offers the opportunity to reach parents in the Council's districts on a social media channel they already use to express themselves and engage with friends, family, brands, and causes. A Facebook contest will also help to build the Council's online presence by requiring participants to "Like" the Council's page in order to participate.

The following proposal outlines the strategy and mechanics for executing this contest and building a parent and teacher network of engaged urban education advocates.

FACEBOOK AS THE CONTEST PLATFORM: *How Could 1.11 Billion People Be Wrong?*

Facebook is the ideal platform to get parents and teachers engaged in talking about what's working in their schools and creating a meaningful dialogue around those perspectives. Hosting a contest on a hugely popular social media platform, such as Facebook, provides an easy reference point for audiences

and removes a major obstacle to participation. And with a built-in and customizable advertising platform, it also makes contests easier to promote.

Additional benefits of using Facebook as the campaign platform include:

- **Parents and teachers are already on Facebook:** A 2012 survey found that 63 percent of parents consider themselves very proficient on Facebook, with 43 percent confessing to logging on daily[1]. Furthermore, a study by Pew in 2013 found that 72 percent of urban adults aged 18 and over use Facebook.[2]Facebook is also the top social network for educators in the United States. Reaching parents and teachers on a platform they are already using increases the chances of getting them to engage.

Hosting a contest on a hugely popular and trusted social media platform, such as Facebook, provides an easy reference point for audiences and removes a major obstacle to participation.

- **Eliminates concerns over privacy/security:** In addition to already being on Facebook, parents and teachers are comfortable with Facebook. Many are in the habit of regularly uploading and sharing videos and photos. Hosting a contest on a trusted platform where target audiences don't need to worry about identity theft or other privacy/security issues removes a major obstacle to participation.

- **Web and mobile accessibility:** Research shows that parents – and parents in urban areas in particular – are increasingly using mobile devices to access social media networks and engage. 543 million active Facebook users access the platform from their mobile devices. And recent research shows that urban parents are 59 percent more likely to record a video on their cellphone than average adults. In the same study it was shown that urban parents who have visited Facebook within the last 30 days were 90 percent more likely to record a video on their cellphone than the average adult. Facebook's "Contest" pages can be customized for PC and mobile devices, making it possible for a parent or teacher to film a short video or photo and upload it to the "Contest" page all from their mobile device.

Urban parents are 59% more likely to record a video on their cellphone than average adults. And urban parents who have visited Facebook within the last 30 days are 90% more likely to record a video using their cellphone than average adults.

-MRI 2013 Spring Study

- **Editorial Control:** Facebook "Contest" pages are developed so as to allow the host of the page to review all submissions as they are uploaded and choose which ones go up on the "Contest" page and which are not "ready for primetime." Control over the quality and quantity of submissions is a key component to a successful video/photo contest. Not only does this feature ensure that content is positive and appropriate, it allows the Council

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[1] Lab42. "Parental Discretion Advised –Infographic."January 13, 2012. http://mashable.com/2012/01/13/parents-monitoring-facebook/
[2] Duggan, Maeve, and Joanna Brenner. "The Demographics of Social Media Users — 2012." Pew Research Center, 14 Feb. 2013. Web. 25 June 2013. http://pewinternet.org/~/media/Files/Reports/2013/PIP_SocialMediaUsers.pdf.

to retain basic control of the public image of the Council that the contest projects.

- **Rights Management:** While Facebook retains the right to use any and all uploaded content in their own promotional materials, the Council would still retain rights to re-use or repurpose content from the contest campaign. For instance, the material could be used to create a short, CGCS-produced video showcasing the best submissions. Such a video could be shared with legislators, funders, etc. It could also serve as featured content on the Council's main website.

- **Measurement and Promotion:** Recording and uploading a video can take some effort and technical savvy. Depending on the group from which submissions are desired, that can mean lower-than-average engagement rates. However, Facebook measurement and promotional tools would give the Council the ability to invest in Facebook advertising to attract the kind of parents it wishes to hear from. It would also allow the Council to measure the success and engagement of the campaign. Being able to adapt the campaign's tactics through advertising and distribution of information through member districts – based on what's working – is key to executing a successful social media campaign.

A NATIONAL CONTEST WITH A LOCAL FOCUS: *How It Works*

National Contest
The contest – tentatively titled "**Great City Schools Are Back!**" – would be a Facebook video/photo contest open to parents and teachers in the Council's member districts. The Council of the Great City School's Facebook page would feature a separate page – or tab – that would serve as the central location of the contest, where the submission form would live and where visitors could view and vote on participant submissions approved by a moderator. While we expect and encourage the bulk of activity to be driven by the Council's districts, having the Council's Facebook page serve as a hub provides an easy and shared access point for the districts. Language outlining who is and is not eligible for the contest would be clearly written and displayed in the contest guidelines.

Local Activities/District Participation
In order to activate the Council's member districts and let them drive the contest submissions, we must make clear that the contest is *for* them and offers the opportunity to gather and highlight positive stories from parents about what's happening in their schools. To that end, we recommend hosting a kick-off webinar for district communications directors explaining the contest and how they can use it to highlight the positive work happening in their districts.

We also recommend providing Council districts with the tools necessary to aggregate video and photo submissions using their existing communications channels. This would include creating and sharing tools for district communications offices, such as templates for announcing the contest to parents and teachers via email and the link to the contest page. Each district could customize these templates so that it is clear to community members that *the district* is seeking to drive submissions and broadly share the perspectives of their parents and teachers.

As a way to ground the contest in their schools, districts could set up video/photo booths at back-to-school nights where parents could film and submit their entries on the spot. Once the campaign is underway, districts could also send email blasts encouraging local parents and teachers to vote for submissions from local participants that highlight the good work happening in their communities.

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Finally, GMMB could notify district communications directors when submissions are received from their districts and send those submissions for their own use as they come in. The districts could then access and repurpose the videos for their communications channels. The ability to own, coordinate, and brand their unique contributions to a national contest will not only serve as a vehicle for districts to promote their successes, but also help them communicate to their local parents that they welcome their input toward their shared vision for student success.

Corporate Partnership

Including a corporate partner as a co-sponsor for the contest would offer a number of advantages.

1) A co-branded contest with a well-known brand (for example, Target) would offer increased exposure and reach to target audiences and also leverage the reputation of the co-sponsor, resulting in more user submissions and a generally higher profile for the contest.

2) A co-branded contest signals to participants that the contest is legitimate and sets it apart from other online contests. While users may be skeptical of a contest that appears to be run primarily by individual school districts and may pose questions about the source of resources, the presence of a corporate sponsor can assuage these concerns and tie the campaign to the national education conversation.

3) Co-branding with a corporate partner offers the opportunity to localize promotion but also leverage an existing and well-regarded brand, marrying national and local aspects in one joint effort. Online advertising, specifically on Facebook, would allow us to co-brand advertising but still customize the ads based on geographic area. For instance, if Target was the corporate partner, a parent or teacher in San Diego might see an ad on Facebook that reads: 'Great Schools Are Back In San Diego! Share your story for a chance to win a grand prize from Target and the San Diego Unified School District." A parent in New York City would see the same ad with New York in the copy instead of San Diego. This gives audiences the impression that the contest is both unique to their community but also something larger.

4) A corporate partner could bring resources and relationships to the contest and assist in developing the contest incentives (more on incentives below). Attractive contest prizes spark engagement and submissions.

Note: *The outreach and coordination of a corporate partner is a recommendation and is NOT included in the budget and scope of this proposal. The Council would be responsible for securing this partnership.*

Contest Duration

The duration of online contests varies. Strong contests require the right balance of leaving enough time to generate quality submissions but not lasting so long that your audience loses interest and forgets about the contest. Forty-five days is the average contest duration. However, because we see meaningful opportunities to engage Council districts in the contest process and on the ground, we recommend allowing the contest to be live for **eight weeks**. The full campaign would run for approximately five months to provide enough time for preparation and development before the contest, as well as enough time for prize fulfillment and follow-up promotional activities after the contest.

Contest Prizes/Incentives

Contests and competitions, in general, require enticing incentives. For the parent and teacher audiences the Council is trying to reach, that incentive should benefit the students of the parents and teachers we wish to hear from. In order to increase engagement and maintain interest in the contest, we recommend offering two grand prizes at the end of the contest and announcing weekly contest winners, who would receive smaller prizes. This will not only make participants more likely to submit entries (in

the hopes of at least winning a weekly prize), but will also get them to return to the page regularly, submit multiple entries, and view other submission videos.

- **Grand Prizes:** By working with partners (corporate or otherwise) and leveraging relationships, possible incentives for the grand prize winners could include seed money for a college scholarship fund for the child of the parent submitting the video or a cash prize donation to the school the contest winner's child attends. Because this is a grand prize, we recommend that this amount be significant, such as $2,500. For teacher winners, the grand prize could be given as a donation that would go toward classroom supplies and activities. **At the conclusion of the contest, we would announce <u>four</u> grand prize winners: two top videos (one parent and one teacher) and two top photo-essays (one parent and one teacher)**. Grand prize winners could also be publicly promoted in their communities through scheduled appearances on local morning news shows.

- **Weekly Prizes:** In addition to these grand prizes, smaller weekly prizes could take the form of a $20-$50 gift card to retailers like Target, iTunes, or Amazon. This will both broaden the appeal of the prizes and could leverage the resources of a potential partner, where applicable. The submissions from these winners could also be featured on the Facebook and Twitter feeds of the Council, the corporate sponsor, and the corresponding school district, helping to highlight their stories and provide an example for others on how to share their stories.

- **District Prizes:** Where districts have the resources and capacity, districts may choose to separately select the best video/photo submissions <u>from their districts</u> and offer those participants a prize to be determined by the district. This would further encourage local submissions and give districts an additional opportunity to make the contest their own.

Submission Process
The digital objectives of the contest page will be to generate user-submitted videos and photo-essays and to encourage page visitors to engage with submissions by voting on their favorites, sharing them with their friends, and promoting the contest through their networks. To engage in the contest, a user would take the following steps:

1) **Click "Like" to view/enter**: Successful Facebook contest pages utilize what is a called a "Like-gate." This means that in order to view the contest page (whether you are seeking to submit a video or view other people's submissions); you must "Like" the page. (Example below)
   - *Note: Unless someone "Unlikes" the page, those who "Like" the contest page will also be "Liking" the Council's main Facebook page, subscribing them to additional and future Council online content on their Facebook wall. These are called "acquisitions."*

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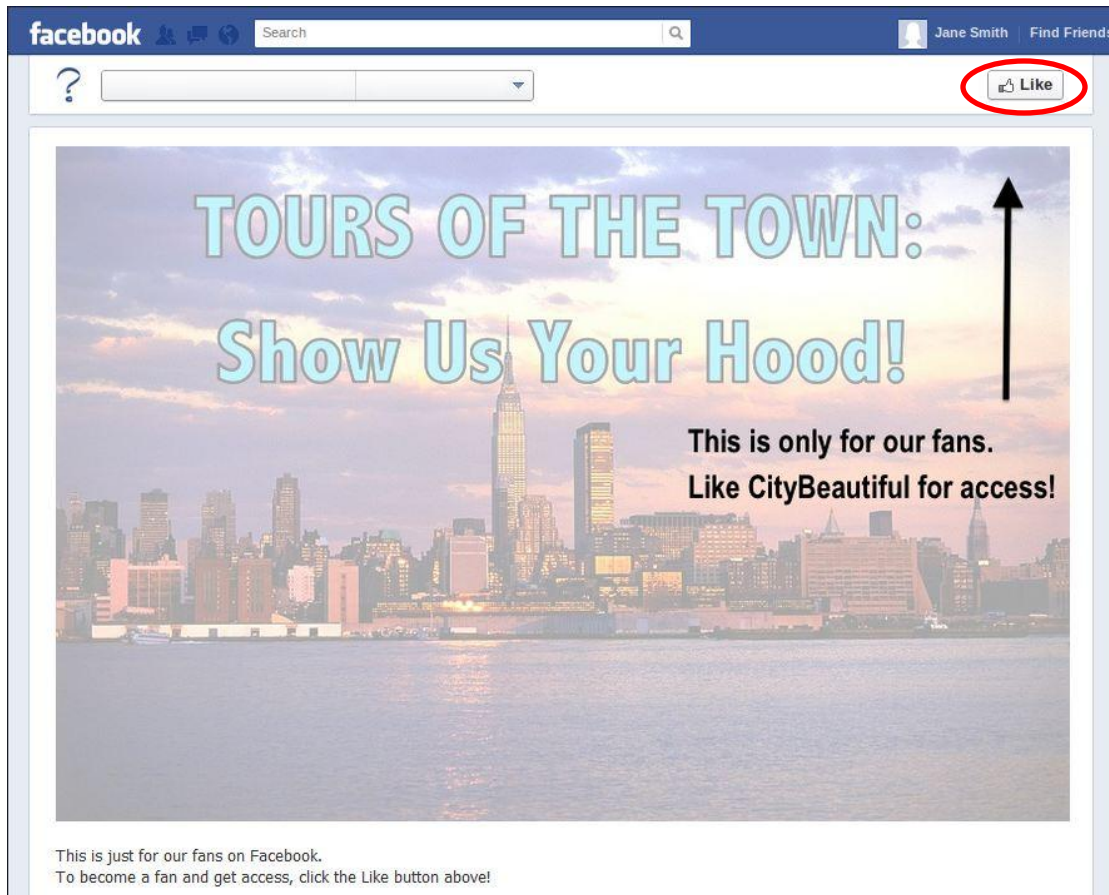
2) **Read the prompt:** The contest will seek to have community members record a video that responds to or answers a basic prompt. The recommended prompt for the contest would read: "**There are many exciting things happening in city schools. Tell us, what are some of the great things that lie ahead for your student in the current school year?**" This prompt will feature prominently on the contest page and provide a clear direction for parents to follow literally or interpret creatively.

3) **Fill out the form:** A standard entry form will be located on the contest page capturing basic information about the contest participants – primarily name, location, email address, age (to ensure they are old enough to participate), and school district. While it will be important to collect enough information for each user to be easily identified, the submission form should not require so much information that users are discouraged from entering the contest.

4) **Submit your video OR photo-essay**:
   - *Videos* can be no longer than 30 seconds and should be in response to the contest prompt. Videos simply need to be saved on a device (phone, PC, etc.) and uploaded to the contest page by clicking the "upload" button.
   - *Photo-essays* are also submission options. To submit a photo-essay, participants would upload a photo using the same "upload" button, and then write 100 words or less to provide context and explain the insight from the photo.

5) **Accept Contest Terms and Conditions:** Consenting to terms and conditions is a standard part of online contests and promotions and ensures that the Council is in compliance with Facebook

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contest guidelines and limits the Council's liability (*Note: Contest terms and conditions will need to be reviewed by the Council's legal counsel and Facebook's contest guideline teams.*)

Note: *Due to the diverse makeup of the Council districts, we expect some submissions will be entered in foreign languages. In those instances, GMMB would work with the Council to translate and process those submissions.*

Winners

While the Council will retain control over *which videos are shown* on the contest page and available to be voted on, winners of the contest will be decided strictly by the voters. This will help increase engagement in the contest by giving users a transparent and clear mechanism for reaching the grand prize, as opposed to an opaque process for selecting winners. **The video and photo-essay with the largest share of votes at the end of the eight-week period will be the grand prize winners**.

In addition to these grand prize winners, the smaller weekly prizes can be awarded to the video and photo-essay that received the most votes during a seven-day period. This will entice potential participants to submit their entries, and will bring viewers back to the page to vote for their weekly favorites, submit new entries, or both.

Both grand prize winners and weekly winners would also be featured through additional social media outlets. All winners would be compiled into a YouTube playlist that would and continue to grow as additional winners are announced. The Council could also encourage member districts to post and highlight videos that win prizes on the district websites. Finally, the winners would also be promoted and featured on the Council's and district's Facebook and Twitter channels as they are announced, bringing attention to their stories and the campaign.

PROMOTION AND AMPLIFICATION

Regardless of the care taken in design and execution, a successful online video/photo-essay contest will still require effort to ensure that people are aware of the contest, submit content, and vote. That is why strategic and continued promotion of the contest is an essential ingredient for success. We have identified a few tactics designed to get the word out about and amplify the contest while it is underway and after it has concluded. These include:

- Paid Facebook and Twitter advertising
- Cost –free promotion, including leveraging additional social platforms and networks
- Additional activities

Paid Advertising

Through the use of paid advertising tactics, we plan to draw users to the video contest page by identifying those most likely to participate, reaching them where they are already active, and then drawing them to the contest page on Facebook. Specific tactics for paid advertising should include:

> *Geo-targeting: the method of determining the geographic location of a website visitor and delivering different content to that visitor based on his or her location.*

- **Facebook Advertising:** Facebook ads appear on the right-hand side of the platform and can include a custom headline, body copy and image. These ads will lead directly to the contest page on the Council's Facebook page. Furthermore, ads on Facebook that then direct users to another page on Facebook lowers the barrier of participation by keeping visitors within the

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same website that they are already using, decreasing skepticism towards the ultimate destination.

Facebook allows advertisers to use several different types of targeting tactics to select their target audience. Beyond age and gender, Facebook also allows advertisers to target individuals based on their interests, occupation, educational background, and location. For this campaign, geo-targeted ads will ensure we are promoting the contest only to those parents and teachers who work and live in the Council's member districts, ensuring that resources are used as efficiently as possible. Furthermore, geo-targeting will allow us to customize ads for users in each city so that member districts are given ownership of the contest in a visible way. The advertising platform also allows us to monitor the ads in real-time, so we will be able to adapt the ad buy based on what's working. (*Example of Facebook ad below*)

- **Promoted Tweets**: Twitter features an advertising mechanism whereby those who fit a specific profile (identified by the client) or search specific terms see a promoted Tweet at the top of their search results on Twitter. By utilizing this service, we could ensure that a Tweet from the Council promoting the contest appears when certain specific keywords are searched. (*Example of promoted tweet below*)
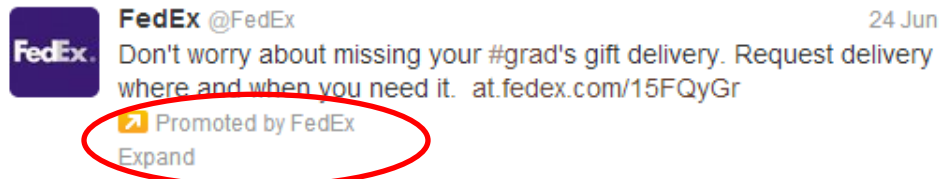
Cost-Free Promotion
- **Facebook/Twitter Promotion:** Promotion of the video/photo contest will serve as ready-made content for the Council's Twitter feed and Facebook wall. Highlighting weekly winners and encouraging others to vote for their favorites are free opportunities to drive attention and engagement.

    The Council could also reach out to partner organizations and ask them to retweet and post updates about the contest to their networks. This would allow the Council to leverage partners' networks to further extend the contest reach and engage additional visitors to the contest page.

- **Education Reporter/Blogger Outreach:** A Facebook contest also offers the opportunity to promote the contest through traditional and earned media outreach. The Council and/or district communications offices could contact local bloggers and education reporters in the Council's districts and let them know about the campaign. This would offer outlets a local angle to a national effort, letting parents in their communities know that there is a contest to hear directly from them, in their own words, about what's working in urban schools and how that can be replicated.

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- **YouTube Channel Playlist:** In order to provide multiple touch points and outlets for the campaign content, we recommend the Council take the best videos, including the weekly winners, and organize them in a "Best Of" playlist on their YouTube channel. This could serve as a highlight reel of success stories from across the country that the Council could then share with policymakers, stakeholders, and other influencers both during and after the contest.

Additional Activities
- **"Red Carpet" Breakfast on the Hill** (*included in budget estimate below*)**:** Being able to demonstrate to policymakers what's working in urban education from a parent perspective and in a dynamic format like a video submission contest would be a tremendous asset for the Council. At the conclusion of the online campaign, we propose coordinating a breakfast on Capitol Hill with key legislators. The theme of the breakfast could center on the positive trends in urban education and a viewing of the best online parent videos would be a part of the program.

- **Compilation Video/Parent PSA**: Similar to the idea above, at the conclusion of the contest, the Council could package the best videos and develop a parent voice public service announcement. This will extend the shelf-life of the video/photo contest and provide an additional opportunity for the Council to share what's working in urban education in a dynamic way.

TIMELINE

The best time to launch this contest is during the early months of back-to-school. Students will be starting new grades, getting to know their new teachers, and (hopefully) sharing these experiences with their parents. It is from these conversations that parents will feel connected and informed enough to share by video or photo what they think is working with their student's school. We propose the following timeline:

- **July – August:** Develop contest page, visuals and copy for the contest, terms and conditions (*requires legal review*), and district support/promotional tools
- **September:** Contest is launched and promoted; webinar with district communications directors held
- **September – October:** Contest monitored and optimized. Winners announced and rewarded
- **November:** Contest wrap up and event on Capitol Hill

ESTIMATED BUDGET
The following budget reflects the elements of our approach to this campaign.

CGCS Social Media Contest Budget	
Development and management of social media contest Includes time and expenses for setting up the contest app on the Council's Facebook page, developing the necessary creative, managing and moderating submissions, developing and executing promotion, managing fulfillment of prizes.	$140,000
District Support and Capitol Hill Event	$50,000

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Includes time and expenses for district support, organizing a Capitol Hill event with congressional staffers	
TOTAL **Note:** *As explained in the proposal, this total does NOT include any outreach or management toward securing a corporate partnership*	**$190,000**
Grand and Weekly Prizes Assumes (4) grand prize winners ($2,500 each) and 8 weekly winners ($50/week)	**$10,400**

YOUR CORE TEAM

We have assembled the following core team with the expertise necessary to successfully execute the campaign outlined in this proposal. Depending on your needs, we will rely upon additional staff to ensure we meet your goals—providing a way to efficiently offer broader thinking.

Jaime Zapata, *Senior Vice President*: Jaime will provide strategic counsel and oversight. Jaime has over 20 years of experience in policy, issue advocacy and political and strategic communications. His portfolio includes leadership of GMMB's work with the Council of the Great City Schools, the James B. Hunt, Jr. Institute for Educational Leadership and Policy, the Campaign for High School Equity and the National PTA. He provides strategic counsel to a broad array of clients, including the Bill & Melinda Gates Foundation, the American Beverage Association and United Technologies Corporation.

Chapin Springer, *Account Supervisor*: Chapin will serve as the day-to-day lead for the account and manage the contest from development through post-contest promotion. He has worked with the Council before, most recently on the long-form and animated Common Core videos. He also serves as a digital strategist for GMMB's education practice. He has led production and digital projects and initiatives for the Bill & Melinda Gates Foundation, the James B. Hunt Institute, and the Charles Stewart Mott Foundation, among others.

Saakshi Monga, *Senior Digital Media Analyst*: Saakshi will manage the paid advertising on Facebook to drive key target audiences to participate in the contest. Saakshi has more than five years of experience in digital strategy. At GMMB, she has managed paid search and digital strategies for clients in the issue and advocacy space. Saakshi has developed and managed digital campaigns for the American Cancer Society Cancer Action Network, National Telecommunications and Cable Association, and Johnson & Johnson, among others.

CJ Chuapoco, *Account Executive*: CJ will assist in the day-to-day activities, administering the contest and developing district support tools and social engagement. CJ has supported the Council's efforts to support Common Core implementation in its member districts. He has also led digital strategy, partner outreach, creative materials development and earned media efforts for diverse education clients, including the Bill & Melinda Gates Foundation, the James Irvine Foundation in California, the Smarter Balanced Assessment Consortium, and the James B. Hunt Institute for Educational Leadership and Policy.

Amelia Adams, *Account Assistant*: Amelia Adams will provide general administrative and logistical support for the account. Amelia brings strong analytical and writing skills to the team. Amelia has supported teams for a variety of clients, including Kaiser Permanente, the American Academy of Family Physicians, the Patient-Centered Outcomes Research Institute and United Technologies Corporation. Prior to joining GMMB in 2013, Amelia worked at Fleishman-Hillard as a public relations intern where she gained experience in traditional and social media relations.

We greatly look forward to receiving your feedback on this proposal.

If you have any questions, please do not hesitate to contact us.

Contact
Jaime Zapata
Email: Jaime.zapata@gmmb.com
Phone: 202-813-4807

Chapin Springer
Email: chapin.springer@gmmb.com
Phone: 202-813-4903

11

This is the third Amendment (Exhibit D) to the contract by and between GMMB Inc. and the Council of the Great City Schools (Client) that was effective December 20, 2011 (Contract).

The Client contact for this amendment shall be:

Henry Duvall
Director of Communications
1301 Pennsylvania Avenue, NW, Suite 702
Washington, DC 20004
(202) 393-2427
hduvall@cgcs.org

A. Description of services to be performed

GMMB will provide the following scope of services to the Client from September 15, 2013 to March 31, 2014:

Contest Execution and Management
- **Contest Terms & Conditions and Eligibility Requirements:** To be reviewed and revised by the Council's legal counsel.
- **Contest App Design, Development and Execution:** Includes working with the app developer to build the contest platform on Facebook, developing visual and creative assets to customize the contest page, and technical oversight and content management of the contest.
- **Prize Fulfillment:** GMMB will work with the Council and the contest sponsor(s) to ensure that contest winners receive their prizes in a timely fashion.
- **Report on Contest Engagement:** GMMB will provide the Council with periodic updates and metrics on contest submissions and participation, as well as a wrap-up report at the end of the contest.

Contest Promotion
- **Paid Media Plan:** GMMB will develop and execute an online paid media strategy designed to raise awareness of the contest and drive engagement in select member districts. Recommendations will be given to the Council for review and approval.
- **Digital Ads to Support Paid Media Plan:** In executing, the paid media plan, GMMB will design and, develop, and deploy digital ads promoting the contest in targeted locations.
- **Earned Media Brainstorm Session:** GMMB will host a brainstorm session between the Council's communications team and GMMB's broader Earned Media Group to discuss earned media strategies and tactics that can help amplify promotion of the social media contest.
- **Earned Media Plan:** Following the brainstorm, GMMB will take the best ideas and draft an earned media plan for the Council communications team to execute.
- **Promotion of Contest Winners:** GMMB will develop template materials to promote weekly and grand prize winners through Council communications channels and social media.

District Support
- **Collateral Materials for District Communications Offices:** GMMB will develop collateral

materials for the member districts that will assist them in promoting and explaining the contest through their existing communications channels, including website, newsletters, and emails blasts.

- o **Social Media Content:** GMMB will draft sample social media posts for the Council's social media channels, as well as those of the Council's partners and member districts.
- o **Webinar for District Communications Directors:** In advance of the contest launch, GMMB will coordinate and host a webinar with member district communications directors to explain the contest and provide instruction on how to use the collateral materials developed for them to promote the contest, as well as suggestions as to how they can drive involvement in their communities.

B. Agreed Fees

i. FEES: All time spent on this project by GMMB personnel will be billed on an hourly basis. GMMB will invoice the Client monthly for professional services to include the activities enumerated above.

Position	Hourly Rate
Senior Partner	$378.00
Partner	$328.50
Senior Vice President	$274.50
Vice President	$238.50
Account Supervisor/Director	$202.50
Senior Account Executive	$184.50
Account Executive	$157.50
Assistant Account Executive	$90.00
Intern	$54.00
Creative Director	$274.50
Senior Project Manager	$238.50
Associate Creative Director	$211.50
Project Management Director	$202.50
Sr. Copywriter	$184.50
Copywriter	$157.50
Project Manager	$157.50
Creative Services Coordinator	$157.50
Jr. Copywriter	$135.00
Sr. Art Director	$184.50
Art Director	$157.50
Jr. Art Director	$130.50
Sr. Producer	$184.50
Production Manager	$171.00
Director	$153.00
Producer	$153.00
Associate Producer	$130.50
Production Assistant	$90.00

Creative Services Director	$238.50
Design Director	$238.50
Print Production Director	$211.50
Associate Design Director	$189.00
Design Production Manager	$166.50
Sr. Production Artist	$166.50
Sr. Designer	$166.50
Designer	$148.50
Traffic/Design Coordinator	$90.00
User Experience Director	$238.50
Digital Design Director	$234.00
Digital Manager	$211.50
Senior Digital Designer	$189.00
Digital Developer	$166.50
Digital Designer	$166.50
Jr. Digital Designer	$148.50
Media Director	$279.00
Associate Media Director	$265.50
Media Supervisor	$247.50
Sr. Media Buyer	$234.00
Media Buyer	$184.50
Jr. Media Buyer	$130.50
Media Assistant	$90.00

Throughout the course of this engagement, it may be necessary to utilize GMMB employees with titles other than those listed above. In such circumstances, we will utilize an hourly rate for such unnamed titled individual that most closely matches the experience and skillset of the corresponding title above.

ii. DESIGN: All costs associated with the development and production of print and interactive materials, including GMMB hours for all phases, will be billed directly to the Client.

iii. MEDIA PLACEMENT: GMMB will receive the standard agency commission of 15 percent on all media placements for Client. Commissions will be calculated on gross media costs. Client shall provide advance payment for all media purchases.

iv. ADMINISTRATIVE AND THIRD PARTY VENDOR EXPENSES: The Client will reimburse GMMB for all administrative and third party vendor expenses. A 4.5 percent administrative fee will be added to all third party vendor charges to help us cover the costs associated with processing vendor fees, compliance, tax submissions and other expenses incurred by us to meet our obligations under this Exhibit D. No separate administrative fee will be charged on media time buying expenditures, internal GMMB production, design or interactive charges, or faxes and photocopies.

v. BUDGET: GMMB will invoice hours and costs throughout the project. The total budget for the project shall not exceed $180,000 without prior approval from the client. This budget

includes all costs for the scope of services described above. This budget does not include any funds for the contest prizes described above. Contest prizes are the responsibility of the client or potential contest sponsors.

IN WITNESS WHEREOF, the parties hereto have executed this Exhibit D, as of the dates below.

GMMB Inc.	Council of the Great City Schools
By _Jacquie Y Ebert_	By _Michael Casserly_
Jacquie L Ebert	MICHAEL D. CASSERLY
Printed or Typed Name	Printed or Typed Name
Partner	EXECUTIVE DIRECTOR
Title	Title
Oct. 4, 2013	OCTOBER 2, 2013
Date	Date

RESEARCH

RESEARCH DEPARTMENT OVERVIEW

Research Department Overview
October 2013

Council of the Great City Schools

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.

Update on New Projects

School Improvement Grant Analysis

Overview

In February 2012, the Council of the Great City Schools published a report on the rollout of the School Improvement Grant Awards (SIG) awards in Council districts and across the country in general. The Council is preparing a new report that serves as a follow-up to the Council's original work. The numbers of identified SIG eligible and award schools that were urban, poor, and enrolling high-minority populations were significantly higher than national averages. The SIG funding specifically targeted the low-achieving schools across the country and a number of schools in Council districts. The purpose of the study is to examine the trends in performance for schools across the country that received SIG awards as a part of the American Recovery and Reinvestment Act of 2009 (ARRA).

The report analyzes key performance indicators for schools receiving grant awards (SIG Award Schools) as compared to:
1) SIG Eligible Schools – those schools deemed eligible to receive SIG awards, but not receiving any funding in Cohort 1 or Cohort 2 of the award cycle;
2) Non-SIG Eligible Schools – those schools across the country not eligible to receive SIG funding due to higher levels of student achievement.

Overview
The Council has received $4.6 million grant from the Bill & Melinda Gates Foundation. The three-year grant is aimed at promoting and coordinating successful implementation of the new kindergarten to 12th-grade Common Core State Standards in English language arts and mathematics in big-city public school systems nationwide.

Update

The Common Core State Standards Implementation Survey

In 2013, the Council administered the second annual Common Core Implementation Survey. Forty-eight urban districts responded to the survey (a response rate of 72 percent) and provided insight on districts' current progress and emerging challenges in implementing the Common Core State Standards. The results include responses from superintendents, curriculum directors, research directors, ELL and special education directors, and communication directors. The survey asks questions related to district strategic planning, professional development activities, attention to specific student groups (including ELLs, students with special needs, and struggling students), data management, and communication with stakeholders.

Key findings include:

- Nearly all curriculum directors responding to the 2013 survey reported that their districts plan to have the CCSS fully implemented by the 2014-15 school year. Some 34.1 percent indicated that they expect to fully implement the CCSS in the 2013-14 school year – a nine percentage point increase from survey responses in 2012. This suggests urban districts may be speeding up their implementation plans and timelines.

- Over half of the responding curriculum directors indicated that central office curriculum staff were "very prepared" to implement the CCSS, while estimating that other central office and school staff were somewhat less prepared.

- While a little over half of ELL directors "agree" or "strongly agree" with the statement that their districts have aligned their English-proficiency standards with the CCSS, only about a third of responding ELL directors "agree" or "strongly agree" that their districts prioritize ELLs being able to meet the rigor of the CCSS.

- Roughly two thirds of responding special education directors "agree" or "strongly agree" that their districts prioritize students with special needs being able to meet the rigor of the CCSS (64.3 percent) and are successful at identifying students with special needs (71.4 percent), although only 14.3 percent agreed that general education teachers are prepared to help these students meet the rigor of the CCSS.

- Some 70 percent of research directors either "agree" or "strongly agree" that tracking implementation of the CCSS is a high priority for their district. Districts report using a variety of data to assess implementation.

- A large majority of responding communications directors "agree" or "strongly agree" that their districts are actively engaged in informing stakeholders about and building public support for the CCSS.

Annual Fall Conference: Conference Survey

Overview

A new annual conference survey was piloted during the 2012 annual fall conference in Indianapolis. The survey was designed to capture information on conference sessions, keynote speakers, the registration process, communication and conference resources.

Update

Approximately 150 responses were collected from conference attendees and staff has analyzed the data to assist with the planning of this year's (2013) annual conference.
This year's survey will be available on the Council's conference app.

Update on On-Going Projects

Beating the Odds XI (BTO): An Analyses of Urban Student Performance on State Assessments and NAEP

Overview

Beating the Odds annually documents and analyzes assessment and demographic data for each member district.

Update

The BTO XII Executive Summary will be available in hard copy and online after the Annual conference. The 2013 report includes assessment and demographic data from 2008-09 through 2011-12. Complete information with individual district profiles will be released online in upcoming months.

Staff will begin data collection for BTO XIII that will include assessment data from 2009-2010 through 2012-2013 this winter.

Longitudinal Big-City Demographics and other Characteristics Study

Overview

The Council will conduct an analysis of student enrollment trends in urban public school districts in order to provide a more concrete understanding of the changes in

enrollment during the previous ten years. The report will focus on changes in enrollment among student groups in all Council member districts using Census population data. Other appropriate characteristics, included in the US census will also be contained in the final report. The report will be released at the annual conference in October, 2014.

Secondary NAEP Analysis

Overview
In an effort to provide additional guidance to Council districts as they begin to implement the Common Core State Standards, staff will conduct secondary analyses of NAEP data. Specifically, staff will examine how large cities (LC) and TUDA districts performed on 2013 NAEP release items and what, if any, impact district policies and practices, based on NAEP background questionnaires, had on student performance. In numerous instances, NAEP items are more rigorous than many state assessment items and are more closely aligned to the proposed new CCSS assessments.

Update
The NAEP item mapping portion of the study will graphically illustrate the knowledge and skills demonstrated by students performing at different scale scores on the 2013 assessment. Items examined may also have direct or indirect implications for how students might perform on assessments based on the Common Core State Standards.

Analysis of contextual and instructional factors (background variables) will highlight policies and practices that can potentially impact student achievement across grades and subjects. Included will be information on racial and low-income student groups as well as a look into the characteristics of high and low performing students.

A final report will be released at the legislative meeting in March.

Urban Superintendents Survey

Overview
This eighth bi-annual survey is designed to capture the urban superintendents' characteristics, tenure, and salary.

Update
The survey will be sent to superintendents in early November 2013; survey results and analysis will be released at the legislative conference.

Data Dash Board

Overview
For over a decade the Council has released its premier document, *Beating the Odds*. Longitudinal state assessment data are displayed for a four year period. Data are, to extent available, disaggregated by race/ethnicity, socio-economic status, and special

needs students. The first editions were printed and distributed to member districts and other interested people/organizations; more recent editions have been posted on the Council's website as the primary means of distribution. The data displayed has been static and not interactive.

Update

The Council's research team has been working hard to find companies to develop an interactive data dashboard system. As states and districts transition to new assessments based on the Common Core State Standards, the research team will explore new mechanisms for presenting the results of student performance in member districts.

Closing Achievement Gaps Between Black Males in Urban Schools and White Males in the Nation

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.

Update

The Council proposed a number of initiatives to identify proven solutions, explore possible new and viable solutions, and disseminate these ideas and strategies to urban schools and the nation at large. Ongoing and proposed initiatives include—

- *Internal Advisory Group.* An internal advisory group consisting of urban school superintendents, school board members, and senior staff has been created to inform and guide the Council's overall work plan and research strategies.

- *External Advisory Group.* An external advisory group of academic researchers, national community leaders, faith-based leaders, youth advocates, and others who are working on these issues has been identified.

- *Commissioned Papers (Solution Briefs).* The project commissioned 12 papers from leading scholars on solutions that have the potential to produce academic excellence for Black males. A special thanks to Houghton-Mifflin Harcourt for editing and lay-out of the final document. The Executive Summary of the *Solution Briefs* can be found on the Council's website. The final eBook of the *Solution Briefs*—A Call for Change: Providing Solutions to Black Male

Achievement, can be found on Apple's iTunes, Barnes and Noble (Nook Books) and will be available soon on Amazon (Kindle Books). ***Links to the eBook and a PDF of the eBook may be found on the Council's website***.

- *Student Surveys*. The Council has created and tested a survey for high school students in Richmond Public Schools and is eager to work with districts for administration. Based on responses, the Council would create a report for all interested districts.

- *Member Surveys.* Council staff conducted a survey with its member districts to determine the activities being pursued to improve the achievement of Black males. The final report, *Providing Solutions for Black Male Success*: Program Highlights - A Brief Overview of CGCS Member District Programs features programs from twenty large urban school districts is posted on the Councils website.

- *National Leadership Conference*. The Council co-sponsored A National Summit on Educational Excellence and Opportunity for African American Males on August 27, 2012. Approximately 200 educators (k-12 and university), business, philanthropic, and community leaders; state and local elected officials; members of Congress and congressional staff attended this historic event. Participants received 1) Preliminary Blueprint for Action to Improve Educational Excellence for African American Males in Urban Public Schools, 2) Providing Solutions for Black Male Success: Program Highlights - A Brief Overview of CGCS Member District Programs, and 3) A Call for Change: Providing Solutions for Black Male Achievement.

  All documents including a video of each of the three panel presentations and a photo gallery of the opening reception may be found on the Council's website.

- *Public Service Announcements (PSAs).* A series of Public Service Announcements (PSAs) that promote solutions, present a call for action, and speak to students directly will be created. The PSAs will be produced by HMH Communications Department in collaboration with the Council's Communications Department. The PSAs will focus on solutions identified by the Commissioned Papers. Conversations have been held with the Burrell Communications Group to assist with this portion of the initiative.

- *Technical Assistance.* The Council will work with districts leaders and others as they take solutions to scale.

- *Webinars.* The Council will host a series of webinars each month to highlight the solution briefs of each of our authors. The webinars will be an opportunity for leaders to have a dialogue with the authors. The webinars will begin in mid-January.

BEATING THE ODDS

BEATING THE ODDS

Analysis of Student Performance on State Assessments

Council of the Great City Schools

™

Results from 2011-2012 School Year

Beating the Odds

Analysis of Student Performance on State Assessments

Results from 2011-2012 School Year

Renata Uzzell, Research Manager
Nkemka Anyiwo, Research Intern
Moses Palacios, Research Specialist
Candace Simon, Research Manager

Ray Hart, Research Director
Michael Casserly, Executive Director

Acknowledgements

Sources

Data were gathered from the U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Public Elementary/Secondary School Universe Survey," and "Local Education Agency Universe Survey." (All data are labeled preliminary by NCES.)

State Department of Education websites.

About the Council of the Great City Schools

The Council of the Great City Schools is a coalition of 66 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 their improvement. 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 studies on urban school conditions and trends; and operates ongoing networks of senior school district managers with responsibilities in such areas 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.

Executive Officers	Achievement and Professional Development Taskforce Chairs
Chair Valeria Silva, Superintendent, St. Paul Public Schools	**Task Force on Achievement** Eric Gordon, CEO, Cleveland Metropolitan School District
Chair-Elect Eileen Cooper-Reed, Board Member, Cincinnati Public Schools	Eileen Cooper-Reed, Board Member, Cincinnati Public Schools
Secretary/Treasurer Richard Carranza, Superintendent, San Francisco Unified School District	**Task Force on Professional Development** Linda Lane, Superintendent, Pittsburgh Public Schools
Immediate Past Chair Candy Olson, Board Member, Hillsborough County Public Schools	Felton Williams, Board Member, Long Beach Unified School District
Executive Director Michael Casserly, Council of the Great City Schools	Deborah Shanley, Dean, Brooklyn College

Contents

Figures

The Council of the Great City Schools has prepared this twelfth edition of *Beating the Odds* to give the nation an in-depth look at how big-city schools are progressing toward the academic goals and standards set by the states. This analysis examines student achievement in mathematics and reading from spring 2009 through spring 2012. It also measures achievement gaps between cities and states, Blacks and Whites, Hispanics and Whites, and between other student groups. Finally, the report examines district progress. It asks two critical questions: "Are urban schools improving academically?" and "Are urban schools closing achievement gaps?"

Data from this report indicate that urban school districts are making progress. Some outcomes look better than others. Trend lines differ from one city to another. Performance at the elementary level is generally better than in the middle grades. Nevertheless, the data indicate overall movement and progress. In general, *Beating the Odds XII* shows that the Great City Schools continue to make important gains in mathematics and reading scores on state assessments. The study also presents additional evidence that gaps are narrowing between urban districts and states.

As with other reports in this series, the findings in *Beating the Odds XII* are to be interpreted with caution. The nation does not have an assessment system that allows us to measure progress relative to the same standard across all school districts in the country. The Council of the Great City Schools is addressing this weakness through the Trial Urban District Assessment (TUDA) of the National Assessment of Educational Progress (NAEP), and we trust this concern will be further mitigated by the implementation of the common core assessments.

For more than a decade, the Council has produced this report on how its major city school systems are performing on the state assessments devised to boost standards, measure progress, provide opportunity, and ensure accountability for results. Data are presented on 66 city school systems from 36 states and the District of Columbia. The statistics are presented by year and grade on each state test in mathematics and reading between 2008-2009 and 2011-2012. City-by-city statistics are available on the Council's website, www.cgcs.org. We also present data by race, language, disability, and income in cases where the states report these publicly. Every effort was made to report achievement data in a way that was consistent with federal law—that is, according to the percentages of students above "proficiency."

The report also presents important demographic data. Included are enrollment data by race, poverty, English language proficiency, and disability status. Statistics are also presented on student/teacher ratios and average school size. Finally, changes in these demographic variables between 2007-2008 and 2010-2011 (the most recent year on which federally collected data are available) are shown. Data are presented for each city and state.

Where We Are Today: Key Findings

To assess student achievement in the Great City Schools, the Council analyzed state assessment data in a variety of ways.

First, we examined the percentage of Great City School students who scored at or above proficiency on their respective state assessment. These data on fourth and eighth graders are reported from 2008-2009 through 2011-2012.

Second, the Council looked at gaps in student scores on state assessments based on race as well as economic, language, and disability status. We wanted to determine the extent to which the Great City Schools have reduced achievement gaps and to discern which grades were making the most progress in narrowing the gaps. Rather than defining the achievement gaps as the difference between the various student groups within each district, we define the gap as the difference between the proficiency rates of a given student group in the district and a comparison group statewide. For example, we compared the proficiency rate of Black students in a given district to White students in the same grade across the state. We also compared other student groups like English language learners in the district to non-English language learners across the state. This innovation eliminates the artificial "zero-sum" game that pits students in the same district against one another, and takes into account the fact that some cities have very few White or economically advantaged students to whom a comparison can be made.

Third, the Council looked at whether the performance of each Great City School district was above or below the average for its state. We did not examine the data school by school or look at "group performance within school" because of the sheer volume of such an analysis.

Six major findings about student achievement in urban schools emerged from this study, *Beating the Odds XII*.

1. Mathematics achievement on state assessments is improving in urban schools.
2. Urban school achievement remains below state averages in mathematics on state assessments.
3. Gaps in mathematics achievement on state assessments in urban schools appear to be narrowing.
4. Reading achievement on state assessments is improving in urban schools.
5. Urban school achievement is below state averages in reading on state assessments.
6. Gaps in reading achievement on state assessments in urban schools appear to be narrowing.

The movement to reform education in the U.S. is grounded in concerns for improving America's urban public schools. Conversations about standards, testing, vouchers, charter schools, funding, equity, desegregation, governance, privatization, mayoral control, social promotions, and accountability are discussions—at their core—about public education in the cities. It is a discussion worth having, for nowhere does the national resolve to strengthen our educational system face a tougher test than in our large urban centers. There, every problem is more pronounced, every solution harder to implement.

For many years progress in urban education appeared to be at a standstill. Critics noted that performance was stagnant and urban systems seemed paralyzed by structural problems in governance, labor relations, bureaucracy, resources, management, operations, and politics.

Urban school leadership appeared to have tried everything and come up short: thousands of education programs, hundreds of curricular changes, countless social interventions, and numerous parental involvement strategies—all at a cost of millions of dollars. Among many observers, there was the nagging fear that the struggle was lost and the effort wasted.

What changed the outlook, of course, was the standards movement in the early 1990s. The public reminded educators—particularly those in cities—why we were in business in the first place and what we were being held responsible for delivering. Not only did the priorities of big-city schools change, but the prospects for meeting our challenges brightened as well. Urban leaders redoubled their efforts. They improved their support to schools, designed more purposeful professional development, better aligned their curricula to state standards, differentiated instruction, and created meaningful accountability systems; thus bringing forth the first fragile signs that a turn around in urban education was indeed possible.

Urban schools know that it is not enough to assure people that we are working harder to meet high standards or to say that public education is worth the investment, although both are surely true. We must back up those assurances with results—concrete, verifiable documentation that our efforts to improve education in the cities are paying off and that the public's money is being well spent.

This report provides a twelfth look at the performance of the Great City Schools on assessments used by the states to measure student achievement and to hold districts and schools accountable. *Beating the Odds XII* (BTO) seeks to answer the questions, "Are urban schools improving?" and "Are achievement gaps narrowing?" This report provides a straightforward picture of urban school progress to the public, the press, policymakers, educators, and everyone with a stake in education reform.

Organization of the Report

The report is divided into two sections:

- The first section explains the purpose of the report, the methods used to analyze the data, and the limitations of that data. It lays out the main findings emerging from the Council's analysis of state assessment data and other information. It also presents graphs and bullets showing critical trends in urban student achievement and changes in urban school demographic patterns.

- The second section presents a summary of demographics for all of the Council districts. Print editions of this report from previous years included individual district profiles. This year, because of the sheer volume of the profiles, the individual profiles are available on our website at http://www.cgcs.org. There, readers have the option of downloading the district profiles of most interest to them.

The purpose of measuring student performance and reporting it to the public is, of course, to channel help to those students, schools, and communities that need it most and to honestly confront shortcomings and pursue needed improvements. This report will show the shortcomings and the progress. It also lays out the challenges, for *Beating the Odds XII* is not only a report card on urban education, it is also a report card on the nation and its commitment to future generations.

Methodology

This report presents district-by-district reading and mathematics achievement for 66 of the nation's major city school systems. It provides performance data from spring 2009 through spring 2012. It also presents state test data by year, grade, race/ethnicity, socioeconomic status, and language and disability status.

These state assessment results were collected by Council staff from a number of sources. Each state's website was searched for information that described its assessments, the grades and subjects in which the tests were administered, the years in which the tests were given, the format or metric in which results were reported, and changes in test forms, procedures, or scales. The decision was ultimately made to include data only on reading (or English language arts) and mathematics, because all states reported results in these critical subject areas. Science results will be added in subsequent reports.

Assessment data were then examined to determine the number of years the state had administered the tests to ensure that the report included only results that were comparable from year to year. Data were eliminated if states changed tests or significantly modified their guidelines about which students to test.

Data were also collected by race where reported by the state. Not all states report their disaggregated data, even if they gather it. Results for Black, Alaskan Native/American Indian, Asian American/Pacific Islander, Hispanic, and White students are included in this report.

When available, data were also collected on economically disadvantaged students (usually defined as free and reduced- price lunch or Title I eligibility), English language learners (usually defined as limited English proficiency or bilingual), and students with disabilities (usually defined as special education or students with Individualized Education Plans).

The reader should note that data are generally presented in the same way that the federal legislation requires. Every effort was made to report district-wide data in "performance levels" to show the percentage of students who score at or above "proficient" levels as specified in the law. We did not report "at or below basic" categories, as this represents only the inverse of proficiency scores rather than a meaningful category of the lowest level of achievement.

We then calculated the annual change for each district and juxtaposed it against the state's progress over the same period so the reader could compare each district's rate of progress with that of its state. We define the gap as the difference between the proficiency rates of a given student group in a district and their comparison group statewide.

In addition to the data presented for individual districts, aggregate test results are reported for districts. Aggregate district results are generated by counting the number of districts that achieved a particular outcome (e.g., the number of districts that increased or decreased achievement gaps since the earliest year of data reported for their district in this edition of BTO).

Data Limitations

The assessment data presented in *Beating the Odds XII* have a number of important limitations that readers should keep in mind. We have not been able to correct many of these problems since our first report was published because states have not always changed how they report their results. The reader should be aware of the following limitations in the data.

1. As a result of the nation's 50-state assessment system, it is not possible to compare assessment data across states. Each state has developed its own test, test administration guidelines, timelines, grades tested, and other technical features. It is not technically sound to compare districts across state lines. Therefore, the report does not rank cities on their performance, nor are test

results in one state or city directly compared with any other. Comparisons within a given state can be made but should be done with caution.

2. Student performance that is considered "proficient" in one state may be "basic" or below in another. In addition, the scale from the highest possible score to the lowest will differ from test to test and will affect how close city averages look compared to their states. Moreover, the distance between any two points on a scale may not be the same.

3. Trend lines vary in duration from state to state. Because of differences in testing patterns, data availability, and changes in tests from state to state, some districts have trend lines spanning more years than other districts do. Some may have data for as many as four years (from 2008-2009 through 2011-2012), while others may have data for just one year.

4. No tests of statistical significance were conducted on test score changes on state assessments, nor are standard errors of measurement included in this report. Most states do not yet publish the statistics necessary to make these calculations possible. As such, the comparisons in this report are made using point estimates rather than confidence intervals.

5. Tests also vary in their degree of difficulty. This report did not attempt to analyze the difficulty or rigor of state assessments. A state with a challenging test may produce lower district scores, while a state with an easy test may have higher district scores. High scores do not necessarily mean an easier test, however.

6. The data in this report are limited by what each state publicly reports. There may be circumstances where the data in this report are incomplete because the state has not posted all of its findings on its website or has not broadly circulated reports containing the findings by our publication date.

7. One part of the analysis compares specific districts to their respective states in the most recent year of testing: 2011-2012. Districts with 2011-2012 data were only included in the analysis if 2011-2012 data was also available for their state. These calculations are represented in the summary statistics regarding district performance relative to their states.

8. State and aggregate results in the report include data from the respective cities. We have not attempted to remove city data from state or national averages before making comparisons.

9. Some states administer reading tests to their students; other states administer an English language arts test. This report presents both kinds of data under the general "reading" heading. In general, language arts tests include both reading and writing, but states may have such tests with differing mixes of the two areas. In addition, the types of writing included on the state tests may differ from state to state and from year to year. For instance, one year a state may have a writing component that calls for students to write a narrative, but the next year, the state may have students summarizing information or responding to a literature prompt. Scores can fluctuate accordingly. This report relies mainly on reading tests to summarize our findings, but if language arts tests are available instead of reading tests those results are used here.

Demographic and Staffing Data

To place the academic gains in context, the Council collected additional data on district demographics and staffing. This information came from various surveys of the National Center for Education Statistics that we collected through the Common Core of Data. Trends for each demographic variable are shown for school years 2007-2008 and 2010-2011 (the most recent year for which federal data were available). Thus, the time period for these contextual data is slightly different from the period for which test scores were reported.

Once the data were collected, the Council prepared preliminary profiles on each member city. Profiles were e-mailed to the superintendent and the research director of each member district. Districts were asked to review the data, submit corrections, and add clarifying comments and end notes.

Corrections to the profiles were then made. Few districts adjusted any of the statewide achievement reports, but some provided clarifying information about changes in state testing practices and reporting. Districts were asked to provide documentation in the form of published reports or internet links to support their requested changes. A number of corrections, however, were made to NCES demographic and staffing data. The Council made those corrections but included a note on the profile, so readers would know that data came from NCES but were adjusted by the individual school systems.

I. IMPROVING MATHEMATICS ACHIEVEMENT: A NATIONAL PRIORITY

In April 2009, President Obama reconfirmed the nation's commitment to strengthen student achievement in mathematics and science. Addressing the National Academy of Sciences, the president announced the beginning of a national campaign to move American students "from the middle to the top of the pack in science and mathematics over the next decade."

While science scores are not yet reported as widely, *Beating the Odds XII* examines state assessment results in mathematics to determine whether urban public school systems are making progress toward this goal of increased student achievement. The Council examined mathematics achievement data on state assessments in multiple ways. This report tracks—

- Trends in mathematics achievement on state assessments,
- District achievement compared to the state, and
- Changes in achievement gaps in mathematics among various student groups.

Trends in Mathematics Achievement at the School District Level

Figures 1 and 2 display these results:

- Sixty-nine percent of districts increased the percentage of fourth-grade students who scored at or above proficient between 2009 and 2012. About seven percent of districts increased the percentage of fourth graders that scored at or above proficient by greater than 10 percentage points (Figure 1).

- Ninety-four percent of districts increased the percentage of eighth-grade students who scored at or above proficient between 2009 and 2012. Approximately two out of 10 (20%) of these districts increased the percentage of eighth graders that scored at or above proficient by greater than 10 percentage points (Figure 1).

- Over 60 percent of districts improved in mathematics across all grade levels (Figure 2).

Figure 1. Percentage of CGCS districts with proficiency gains on state mathematics assessments between 2009 and 2012*
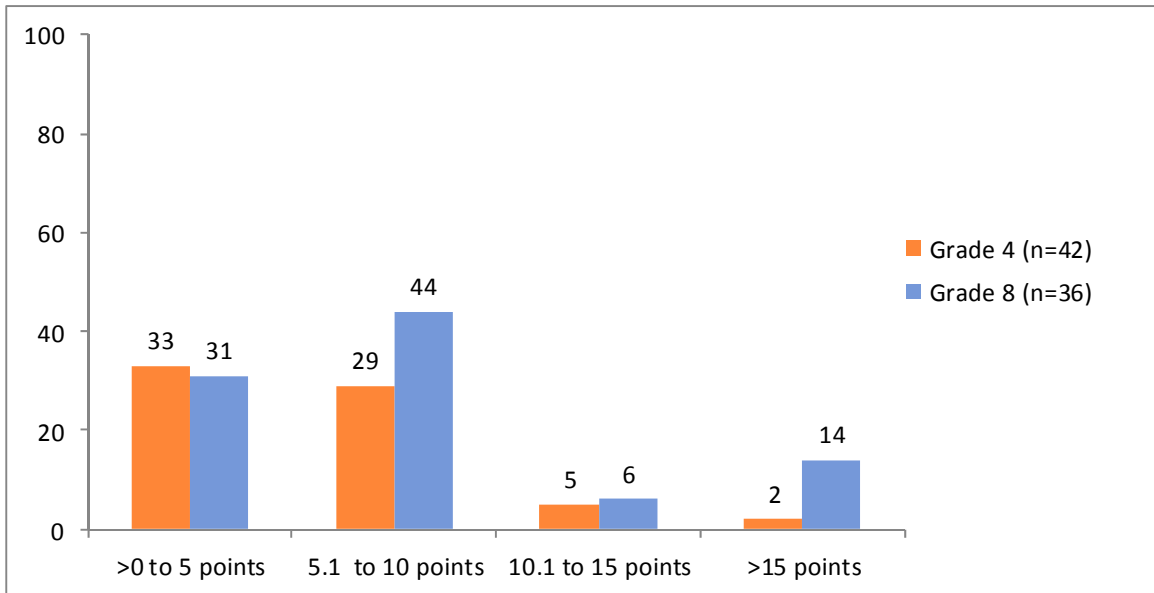
* Percentage point gains do not sum to 100 percent because not all districts made gains.

Figure 2. Percentage of CGCS districts with proficiency gains on state mathematics assessments by grade between 2009 and 2012
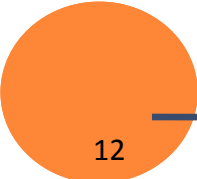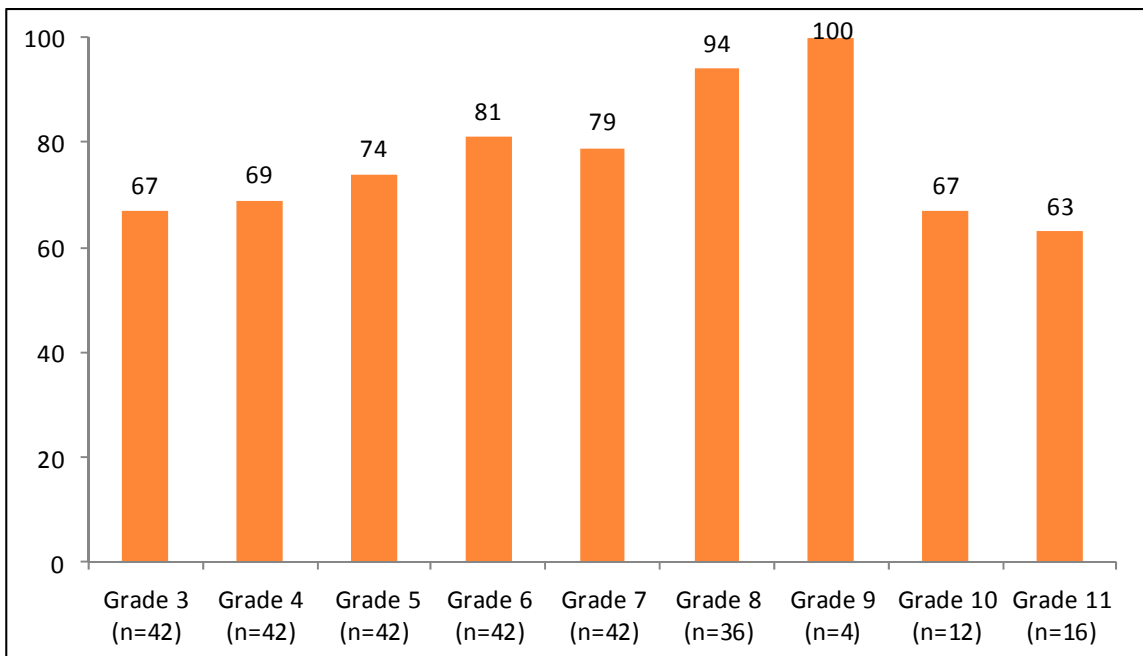
District Achievement in Mathematics Compared to the State

The Council examined how Great City School districts performed in relation to their states on mathematics assessments. These district- and state-level achievement data were analyzed to determine: 1) the percent of districts with mathematics scores equal to or greater than their respective states; and 2) the percent of districts that increased their mathematics scores at faster rates than their respective states.

Figures 3 and 4 display these results:

- Some 26 percent of districts had fourth-grade proficiency rates that were equal to or greater than their respective states in 2012 (Figure 3).
- Sixteen percent of districts had eighth-grade proficiency rates that were equal to or greater than their respective states in 2012 (Figure 3).
- Forty-three percent of districts showed changes in students scoring at or above proficient levels that were greater than their respective states in fourth-grade mathematics (Figure 4).
- Sixty percent of districts showed changes in students scoring at or above proficient levels that were greater than their respective states in eighth-grade mathematics (Figure 4).

Figure 3. Percentage of CGCS districts with mathematics proficiency rates greater than or equal to state proficiency rates, 2011 and 2012
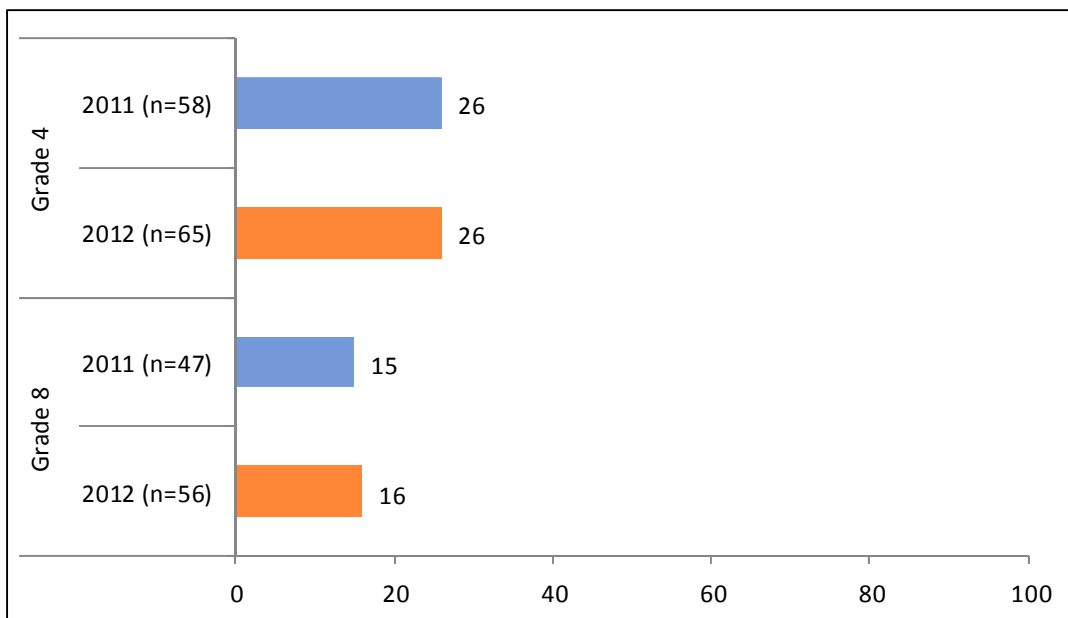
Figure 4. Percentage of CGCS districts showing changes in proficiency levels in mathematics greater than their respective states between 2009 and 2012
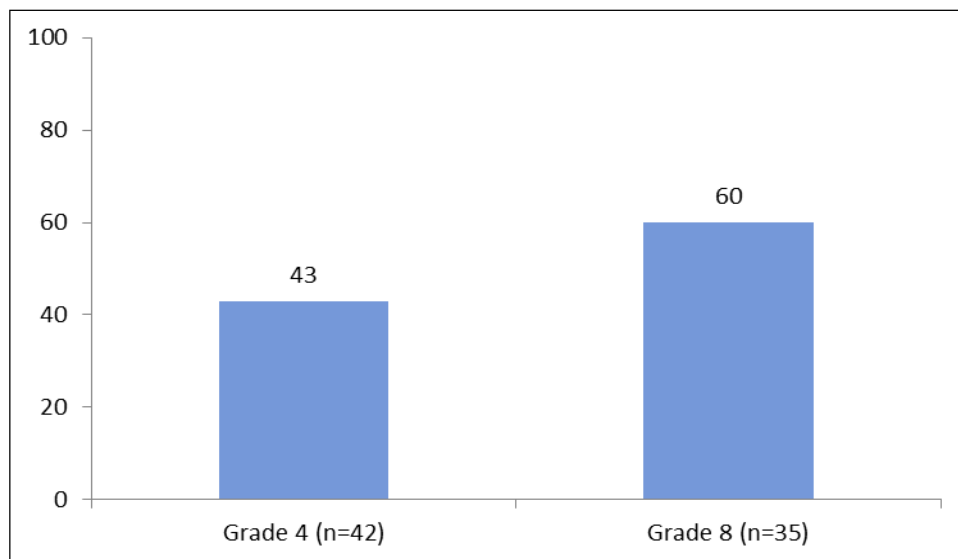
Changes in Mathematics Achievement within Student Groups

Finally, state assessment data were examined to determine whether achievement gaps in mathematics were narrowing between student groups in the Great City Schools. Figure 5 displays these results—

- Approximately half of districts narrowed the achievement gap between their Black fourth graders and White fourth graders statewide; and nearly three-quarters (73%) of Great City School districts narrowed the achievement gap in mathematics between their Black eighth graders and White eighth graders statewide.
- Sixty-five percent of districts narrowed the achievement gap between their Hispanic fourth graders and White fourth graders statewide; and close to 90 percent of Great City School districts narrowed the achievement gap in mathematics between their Hispanic eighth graders and White eighth graders statewide.
- Fifty-nine percent of districts narrowed the achievement gap between their economically disadvantaged fourth graders and non-economically disadvantaged fourth graders statewide; and over three-fourths (77%) of Great City School districts narrowed the achievement gap in mathematics between their economically disadvantaged eighth graders and non-economically disadvantaged eighth graders statewide.

- Over half (54%) of districts narrowed the achievement gap between their English language learners in fourth grade and non-English language learners in fourth grade statewide; and 58 percent of Great City School districts narrowed the achievement gap in mathematics between their English language learners in eighth grade and non-English language learners in eighth grade statewide.
- Forty-one percent of districts narrowed the achievement gap in mathematics between their students with disabilities in fourth grade and students without disabilities in the fourth grade statewide; and the same percentage narrowed the gaps at the eighth-grade level.

Figure 5. Percentage of CGCS districts reducing achievement gaps on state mathematics assessments by student groups, 2012*
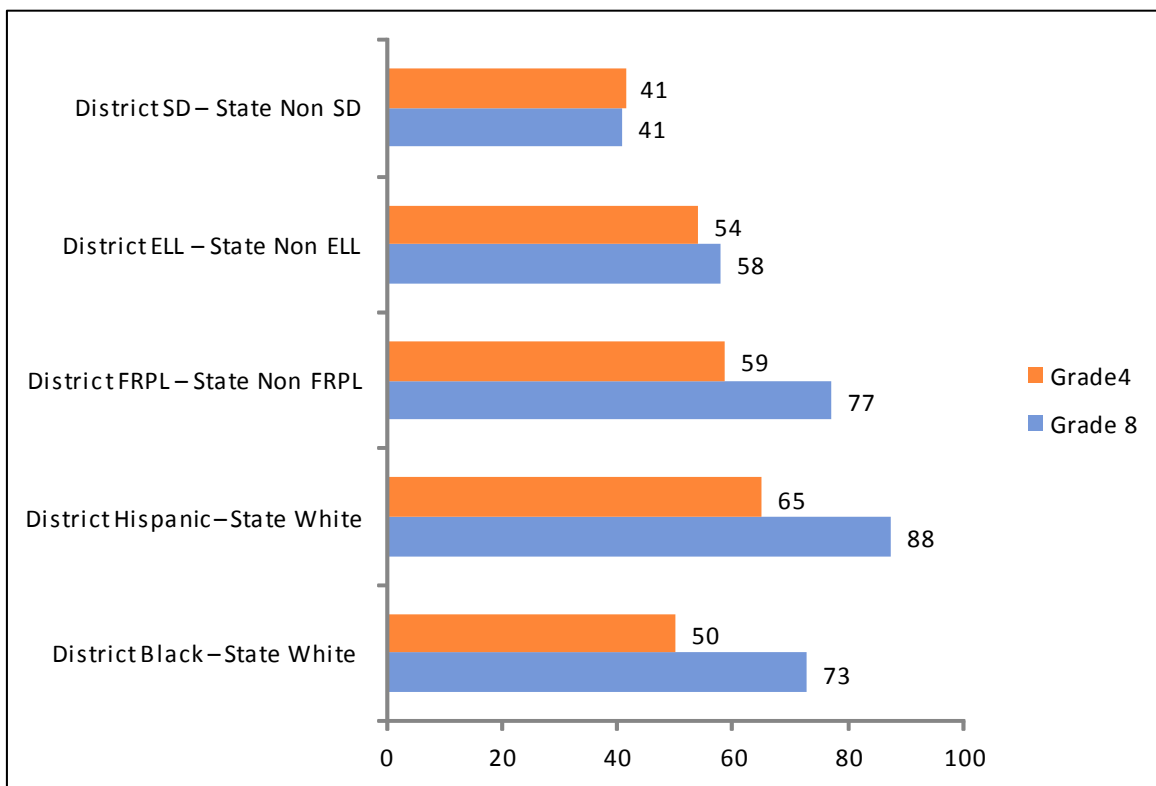
* See appendix for group size

II. IMPROVING READING ACHIEVEMENT: A FUNDAMENTAL CHANGE

In the nation's urban school systems, the polarizing debate over whole language versus phonics has largely given way to a growing understanding of the need to both build foundational literacy skills in early childhood and explicitly support academic literacy development throughout adolescence. However, advancing literacy—particularly at the secondary level—remains a fundamental challenge for local and national education leaders, and the need to raise student achievement in reading has never been more pressing.

"*Encouraging students to improve their reading is a key to their success in school and in life,*"
-Secretary of Education Arne Duncan

To examine reading achievement in the nation's Great City School districts, the Council looked at data on state assessments in multiple ways. This report examines—

- Trends in reading achievement on state assessments,
- District achievement compared to the state, and
- Changes in achievement gaps in reading among various student groups.

Trends in Reading Achievement at the School District Level

Figures 6 and 7 display these results:

- About four percent of districts increased the percentage of fourth graders that scored at or above proficient by greater than 10 percentage points (Figure 6). Sixty-seven percent of districts increased the percentage of fourth-grade students who scored at or above proficient between 2009 and 2012 (Figure 7).

- Eighty-four percent of districts increased the percentage of eighth-grade students who scored at or above proficient between 2009 and 2012. Almost one-third (31%) of these districts increased the percentage of eighth graders that scored at or above proficient by greater than 10 percentage points (Figure 6).

- At least 60 percent of districts improved in reading across all grade levels (Figure 7).

Figure 6. Percentage of CGCS districts with proficiency gains on state reading assessments between 2009 and 2012*
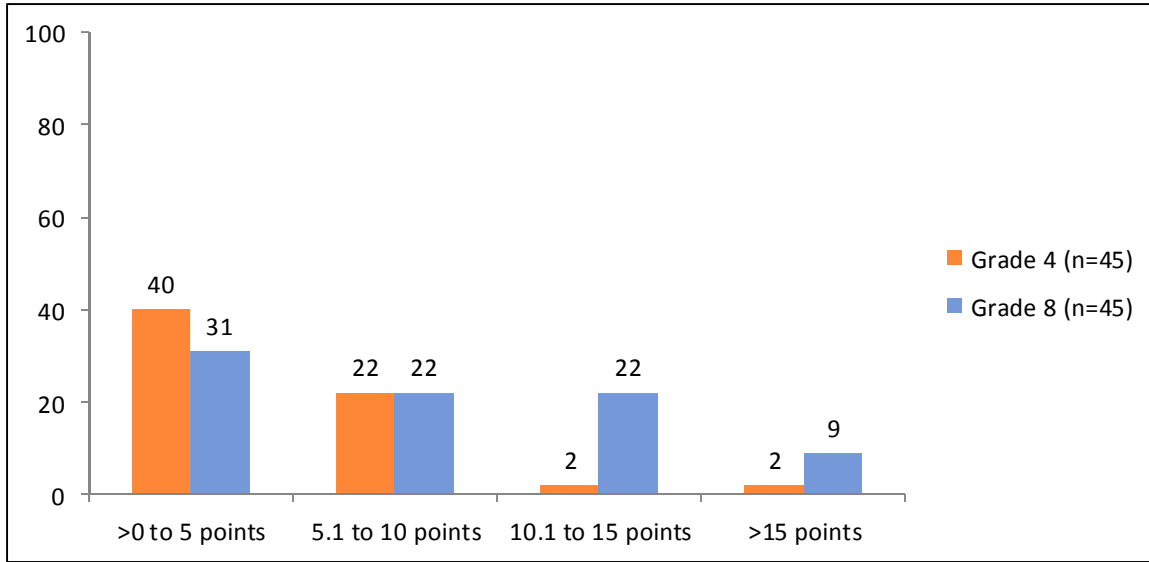
* Percentage point gains do not sum to 100 percent because not all districts made gains.

Figure 7. Percentage of CGCS districts with proficiency gains on state reading assessments by grade between 2009 and 2012
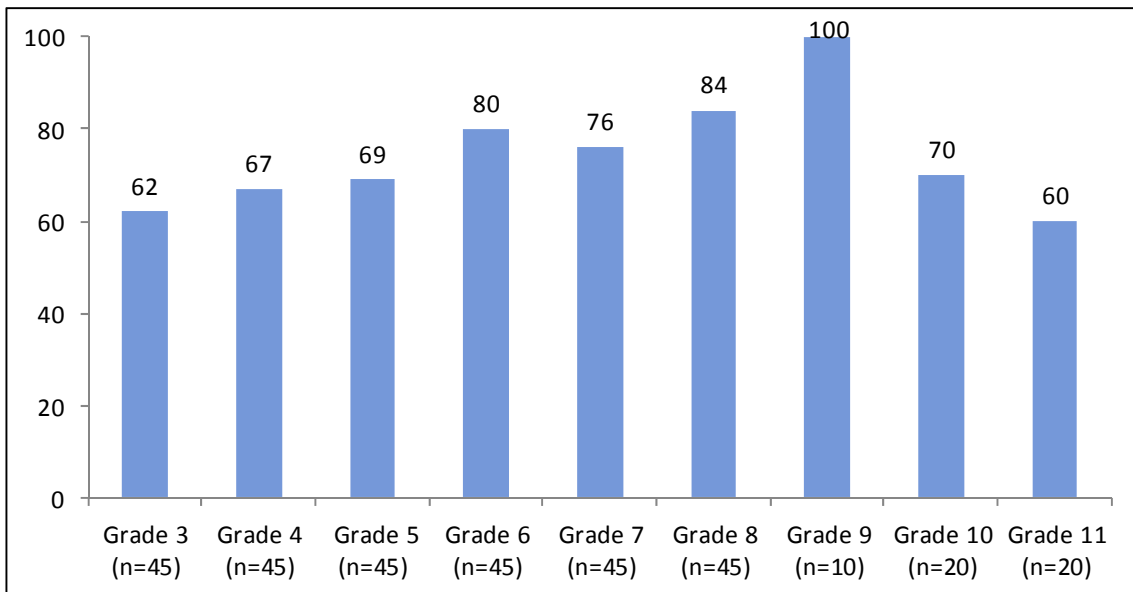
District Achievement in Reading Compared to the State

The Council examined how Great City School districts performed in relation to their states on reading assessments. These district- and state-level achievement data were analyzed to determine: 1) the percent of districts with reading scores equal to or greater than their respective states; and 2) the percent of districts that increased their reading scores at faster rates than their respective states.

Figures 8 and 9 display these results:

- Some 20 percent of districts had fourth-grade proficiency rates that were equal to or greater than their respective states in 2012 (Figure 8).
- Sixteen percent of districts had eighth-grade proficiency rates that were equal to or greater than their respective states in 2012 (Figure 8).
- Thirty-six percent of districts showed changes in students scoring at or above proficient levels that were greater than their respective states in fourth-grade reading (Figure 9).
- Sixty-four percent of districts showed changes in students scoring at or above proficient levels that were greater than their respective states in eighth-grade reading (Figure 9).

Figure 8. Percentage of CGCS districts with reading proficiency rates greater than or equal to state proficiency rates, 2011 and 2012
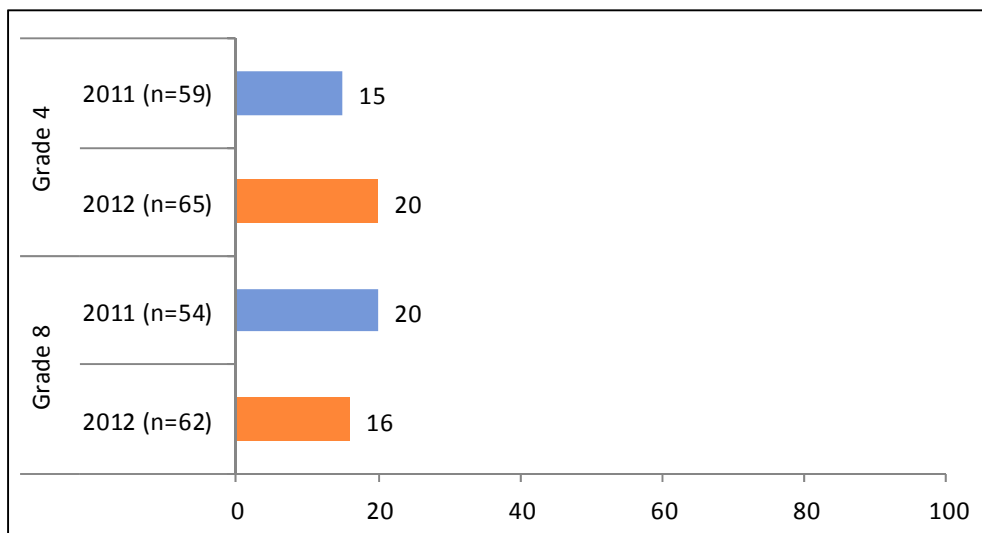
Figure 9. Percentage of CGCS districts showing changes in proficiency levels in reading greater than their respective states between 2009 and 2012
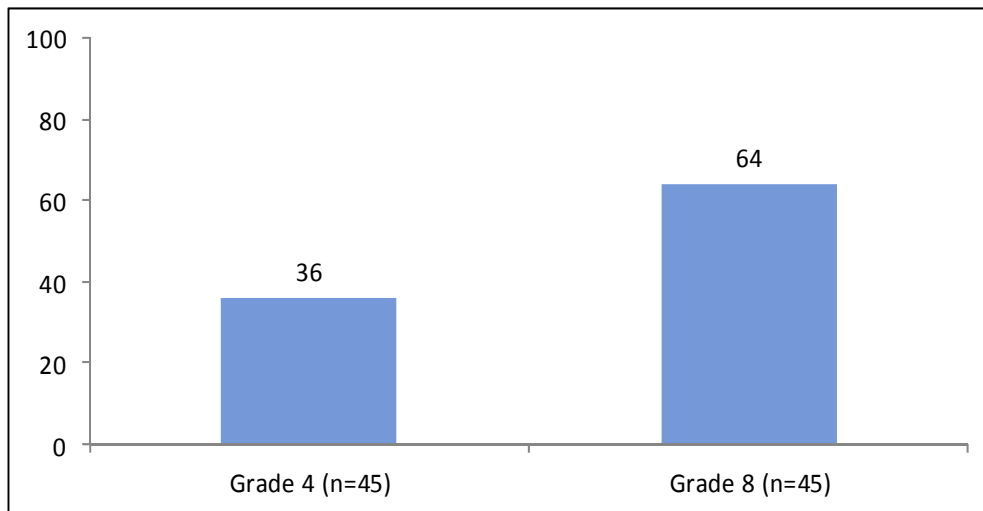
Changes in Reading Achievement within Student Groups

Finally, state assessment data were examined to determine whether achievement gaps in reading were narrowing between student groups in the Great City Schools. Figure 10 displays these results—

- Nearly half (49%) of districts narrowed the achievement gap between their Black fourth graders and White fourth graders statewide; and two-thirds (67%) of Great City School districts narrowed the achievement gap in reading between their Black eighth graders and White eighth graders statewide.
- Over half (53%) of districts narrowed the achievement gap between their Hispanic fourth graders and White fourth graders statewide; and over 70 percent of Great City School districts narrowed the achievement gap in reading between their Hispanic eighth graders and White eighth graders statewide.
- Fifty-six percent of districts narrowed the achievement gap between their economically disadvantaged fourth graders and non-economically disadvantaged fourth graders statewide; and nearly 70 percent of Great City School districts narrowed the achievement gap in reading

between their economically disadvantaged eighth graders and non-economically disadvantaged eighth graders statewide.

- One-third (34%) of districts narrowed the achievement gap between their English language learners in fourth grade and non-English language learners in fourth grade statewide; and the same percentage of districts narrowed the achievement gap in reading between their English language learners in eighth grade and non-English language learners in eighth grade statewide.

- Forty-four percent of districts narrowed the achievement gap in reading between their students with disabilities in fourth grade and students without disabilities in the fourth grade statewide; and half of districts narrowed the achievement gap in reading between their students with disabilities in eighth grade and students without disabilities in the eighth grade statewide.

Figure 10. Percentage of CGCS districts reducing achievement gaps on state reading assessments by student groups, 2012*
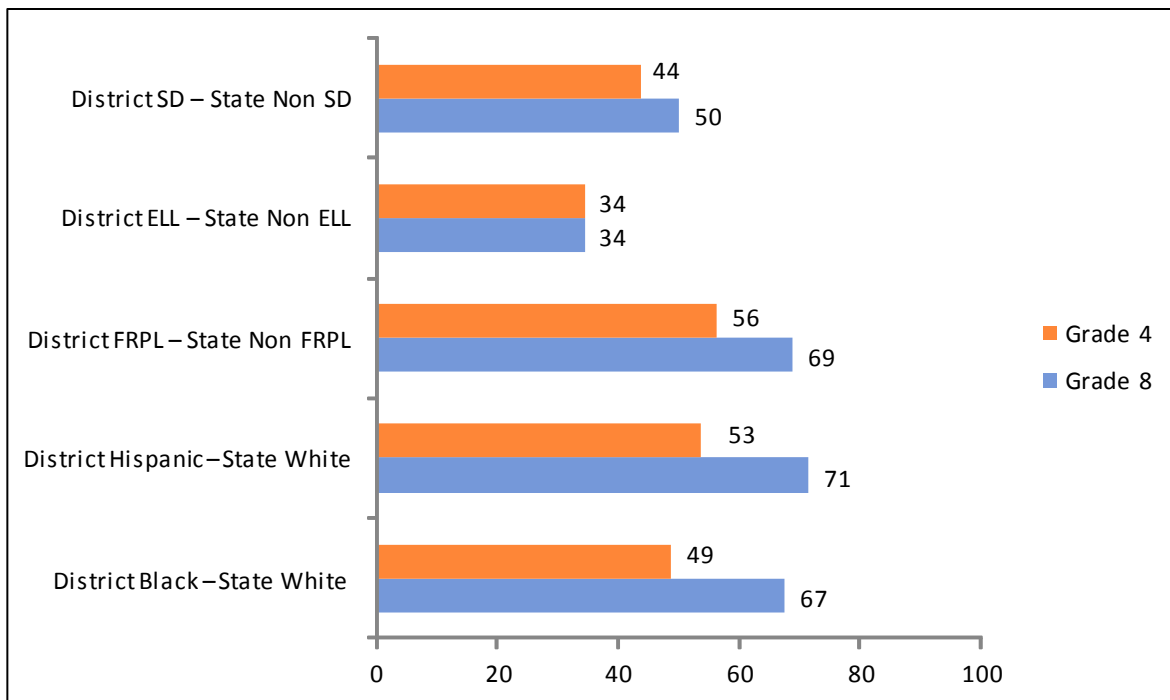
* See appendix for group size
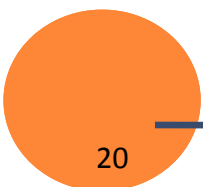
STUDENT DEMOGRAPHICS AND STAFFING

The challenge of the Great City Schools is to increase student achievement in a context far different from that of the average public school system. Urban education is unique, in part, because it serves students who are typically from lower-income families, who are learning English as a second language, and who often face discrimination. The role of urban schools is to overcome these barriers and teach all children to the same high standards.

This chapter examines the context of urban education—a context that should be considered in discussing the achievement data presented in previous chapters. The chapter reviews basic demographic characteristics of the Great City Schools, including student poverty and limited English proficiency, and how they have changed during the period in which state assessments were being implemented.

The reader can find individual city data online. The demographic and staffing data for this portion of the study were gathered from the Common Core of Data at the National Center for Education Statistics. Due to the preliminary and sometimes erroneous nature of some of these 2010-2011 data, the information was supplemented with data from district or state websites and district research staff.

Student Enrollment in the Great City Schools

The Great City Schools continue to enroll a significant share of the nation's students (Figure 11). Data from the NCES Common Core of Data and school district data show that—

- The Great City Schools enrolled 6,869,723 students in 2010-2011 (the most recent year on which federal data are available), a decrease of about two percent from the 7,009,328 students enrolled in 2007-2008.

- During the same period, total public school enrollment nationally increased from 49,290,559 students to 49,484,181 students, an increase of less than one percent.

- The share of the nation's public school students enrolled in the Great City Schools remained the same from 2008-2009 to 2010-2011 at 14%.

Figure 11. Council of the Great City Schools Demographic Profile (n=66)

	CGCS		NATION	
	2007-2008	**2010-2011**	**2007-2008**	**2010-2011**
CGCS School Data				
Number of Students	7,009,328	6,869,723	49,290,559	49,484,181
Number of FTE Teachers	434,392	380,247	3,199,995	3,099,094
Student-Teacher Ratio	16	18	15	16
Number of Schools	11,694	11,655	99,535	99,749
Student Groups				
Free and Reduced-Price Lunch	62%	69%	39%	48%
Students with Disabilities	11%	14%	12%	13%
English Language Learners	22%	23%	8%	8%
Student Racial/Ethnic Enrollment				
Amer. Indian/Al. Native	1%	1%	1%	1%
Asian	6%	7%	5%	5%
Black	35%	32%	17%	16%
Hispanic	36%	39%	21%	23%
White	20%	20%	55%	52%

CGCS as a Percentage of the Nation's Public Schools
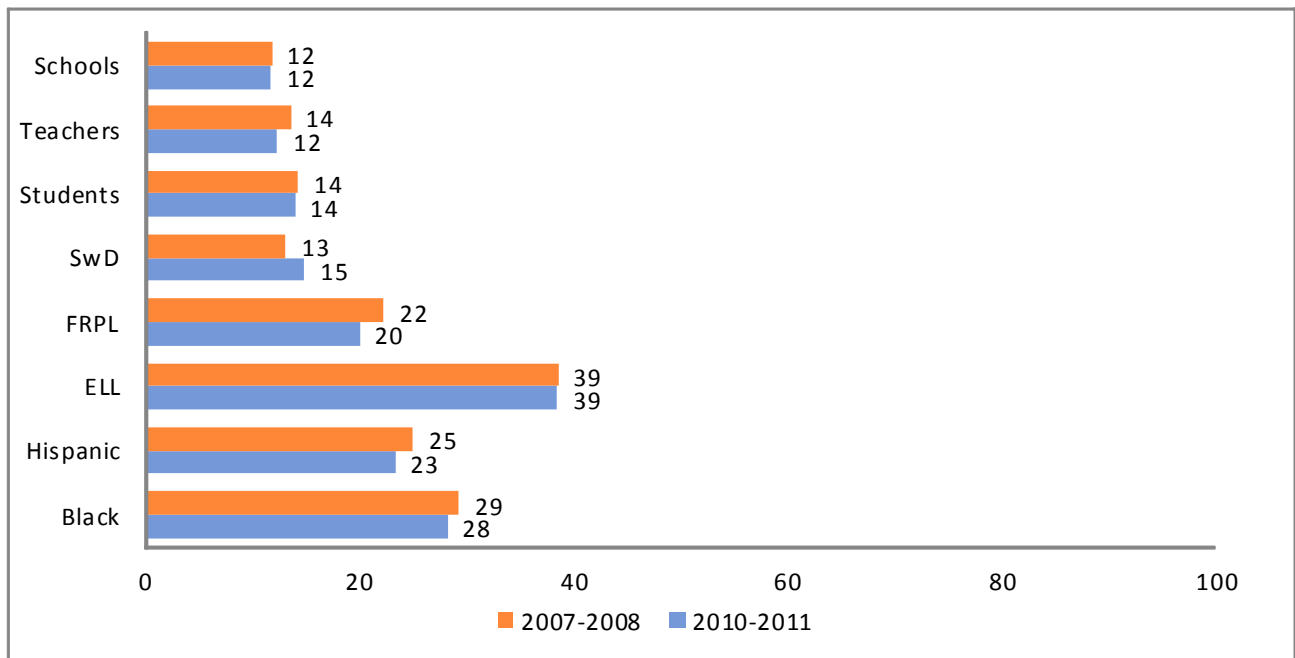
Income and Poverty in the Great City Schools

Students in the Great City Schools are far more likely to come from low-income homes than the average student nationally. A summary of key indicators for the 2010-2011 school year include the following—

- About 69 percent of students in the Great City Schools were eligible for a free and reduced-price lunch subsidy, compared with 48 percent nationally.

- About 20 percent of the nation's free and reduced-price lunch eligible students are enrolled in the Great City Schools.

English Language Learners and Students with Disabilities

The Great City Schools also serve a higher proportion of English language learners than the average school system. However, these urban school systems enroll about the same percentage of students with disabilities as the average school district nationally. Still, the Great City Schools often enroll a greater share of students with high-cost disabilities. Key indicators in the 2010-2011 school year include the following—

- About 23 percent of students enrolled in the Great City Schools are English language learners, compared with eight percent of students nationally.

- About 14 percent of students in the Great City Schools are classified as students with disabilities, compared with 13 percent of students nationally.

Enrollments by Race and Ethnicity in the Great City Schools

The racial characteristics of urban school students are also significantly different from those in the average school system nationwide. Approximately 79 percent of Great City School students are of color—primarily Black, Hispanic, Asian American, or American Indian—compared with 45 percent nationally.

Key statistics include the following—

- About 32 percent of Great City School students in 2010-2011 were Black, compared with 16 percent nationally.

- About 39 percent of Great City School students in 2010-2011 were Hispanic, compared with 23 percent nationally.

- About 20 percent of Great City School students in 2010-2011were White, compared with 52 percent nationally.

- About eight percent of Great City School students in 2010-2011 were Asian American or Pacific Islander, American Indian or Alaskan Native, compared with six percent nationwide.

- The percentage of students in the Great City Schools who were Black declined from 35 percent in 2007-2008 to 32 percent in 2010-2011. (The percentage of students nationally who were Black decreased from 17 percent to 16 percent over the same period.)

- The percentage of students in the Great City Schools who were Hispanic increased from 36 percent in 2007-2008 to 39 percent in 2010-2011. (The percentage of students nationally who were Hispanic rose from 21 percent to 23 percent over the same period.)

- Approximately 23 percent of all students of color in the nation were enrolled in the Great City Schools in 2010-2011.

Student-Teacher Ratios and Average Enrollments per School

Research suggests that the number of students in a class affects student achievement. In particular, access to smaller classes has been shown to improve achievement for some students, while larger classes have a negative effect on student performance. Moreover, the benefits of smaller classes appear to be greater for disadvantaged and minority students. In order to explore this issue, the Council analyzed two contextual variables: student-teacher ratios and average enrollments per school. Student-teacher ratios are not synonymous with class size, because they include special education teachers and other instructional staff that are often assigned to small and dedicated classes, but the ratios might serve as a convenient proxy.

The Council's analysis showed the following trends in urban districts—

- The average student-teacher ratio in the Great City Schools was 18 to 1 in 2010-2011, compared with the national average of 16 students per teacher.

- The average number of students per school in the Great City Schools decreased from 599 students in 2007-2008 to 589 in 2010-2011.

- The average number of students per school nationally remained about the same from 2007-2008 to 2010-2011 at 496.

- The average school in the Great Cities enrolled about 93 more children (589 students) than the average school nationally (496 students) in 2010-2011.

This report represents the twelfth time that the Council of the Great City Schools has examined the status and progress of America's urban schools on state reading and mathematics tests. The report is imperfect for all the reasons indicated in the methodology section. Data are not comparable from one state to another. Test results are reported in different metrics. Not all states publish their disaggregated results. Test participation rates are not always available. Testing procedures are sometimes not the same from year to year.

Nevertheless, the data in *Beating the Odds XII* present the best available picture of how America's Great City Schools are performing on state tests and strongly suggest that they are making substantial progress in both reading and mathematics.

These results continue to be preliminary but encouraging. The Council is committed to improving its annual reporting of city results on state tests. And the Council will make every effort to continue reporting data in a way that is consistent with federal law. We want to encourage the public to expect more transparency in urban school data.

City schools, moreover, want to improve their reporting to the nation on other indicators, including course-taking patterns and graduation rates. No single indicator gives the public the entire picture of urban education any more than one stock market index adequately describes the economy.

However limited and flawed the state data continue to be, the overall direction of the state numbers is corroborated by the most recent estimates from the National Assessment of Educational Progress (NAEP). In particular, the state assessment data indicate that mathematics achievement in the cities has improved by significant margins at both the fourth and eighth grades, and that reading is improving in the cities at the fourth and eighth grades.

Mathematics Results

The trends in mathematics performance are unambiguous for the nation and the Great City Schools. Achievement is improving. The only debate at this point is over whether the gains should be faster. *Beating the Odds XII* indicates that 69 percent of Great City School districts increased the percentage of fourth graders scoring at or above proficiency between 2009 and 2012. Additionally, seven percent of the districts increased the percentage of fourth graders that scored at or above proficient by greater than 10 points over that same period. At the same time, 94 percent of districts increased the percentage of eighth-grade students who scored at or above proficient between 2009 and 2012. Approximately two out of 10 (20%) of these districts increased the percentage of eighth graders that scored at or above proficient by greater than 10 percentage points.

Reducing racial disparities in academic achievement is also a fundamental goal. This report, *Beating the Odds XII*, indicates that the Great City Schools are reducing racial and ethnic gaps in student performance in mathematics. Over half of Council districts are narrowing racial and ethnic gaps in mathematics achievement among fourth and eighth graders. Furthermore, over half of the districts are also reducing differences by economic group in achievement at both the elementary- and middle-school levels.

Reading Results

The data in this report also suggest that reading achievement in the Great City Schools is improving. *Beating the Odds XII* found gains in the percentage of students who were scoring at or above proficiency levels on their respective state tests. Sixty-seven percent of Great City School districts increased the percentage of fourth-grade students who scored at or above proficient between 2009 and 2012. Similarly, 84 percent of districts increased the percentage of eighth-grade students who scored at or above proficient during that same time; and about three out of ten (31%) districts had gains of over 10 percentage points.

Racial achievement gaps in elementary reading achievement also showed signs of narrowing. Approximately half of urban school districts narrowed the gaps between their Black students and White students statewide. Similarly, over half of districts narrowed the fourth- and eighth-grade Hispanic-White achievement gaps. Over half of districts narrowed the gaps between economically disadvantaged fourth and eighth graders and their more well-off counterparts statewide.

The Urban Context

Progress in mathematics and reading achievement is occurring in an urban context that is significantly different from other schools. *Beating the Odds XII* looked at those differences and how they have changed over the last several years. Urban schools enroll about 20 percent of the nation's free and reduced-price lunch eligible students, 23 percent of all students of color in the country, and disproportionately large numbers of English language learners and economically disadvantaged students. While we embrace and encourage diversity, we understand that large concentrations of these student groups often dictate the need for additional support for these students and their teachers so that all students reach their highest potential.

Nonetheless, it is clear that student achievement in the Great City Schools is improving. Some of these gains are coming from working harder and smarter and squeezing inefficiencies out of every scarce dollar.

Some of the gains, however, come from cities doing what the nation has agreed is likely to work—higher standards, strong and stable leadership, better teaching, more instructional time, regular assessments, stronger accountability, and efficient management.

The data suggest that gains are possible on a large scale-not just school by school. It is now time to determine how the pace of improvement can be accelerated. The Council of the Great City Schools and its member districts are asking these questions and pursuing the answers aggressively.

The nation, for its part, needs to think long and hard about why urban schools have to beat any odds.

Number of Districts Included in Specific Data Analyses

Figure 1. Percentage of CGCS districts with proficiency gains on state mathematics assessments between 2009 and 2012	Number of Districts Improving	Number of Districts Reporting
Grade 4		
>0 to 5 points	14	42
5 .1 to 10 points	12	42
10.1 to 15 points	2	42
>15 points	1	42
Grade 8		
>0 to 5 points	11	36
5 .1 to 10 points	16	36
10.1 to 15 points	2	36
>15 points	5	36
Figure 2. Percentage of CGCS districts with proficiency gains on state mathematics assessments by grade, 2009 and 2012	**Number of Districts Improving**	**Number of Districts Reporting**
Grade 3	28	42
Grade 4	29	42
Grade 5	31	42
Grade 6	34	42
Grade 7	33	42
Grade 8	34	36
Grade 9	4	4
Grade 10	8	12
Grade 11	10	16
Figure 3. Percentage of CGCS districts with mathematics proficiency rates greater than or equal to state proficiency rates, 2011 and 2012	**Number of Districts with Scores Greater than or Equal to State**	**Number of Districts Reporting**
SY 2011-12		
Grade 4	17	65
Grade 8	9	56
SY 2010-11		
Grade 4	15	58
Grade 8	7	47
Figure 4. Percentage of CGCS districts showing changes in proficiency rates in mathematics greater than their respective states between 2009 and 2012	**Number of Districts with Faster Growth than State**	**Number of Districts Reporting**
Grade 4	18	42
Grade 8	21	35

Figure 5. Percentage of CGCS districts reducing achievement gaps on state mathematics assessments by student groups, 2012	Number of Districts with Faster Growth than State	Number of Districts Reporting
Grade 4		
District SD – State Non SD	12	29
District ELL – State Non ELL	14	26
District FRPL – State Non FRPL	17	29
District Hispanic – State White	26	40
District Black – State White	20	40
Grade 8		
District SD – State Non SD	9	22
District ELL – State Non ELL	11	19
District FRPL – State Non FRPL	17	22
District Hispanic – State White	28	32
District Black – State White	24	33
Figure 6. Percentage of CGCS districts with proficiency gains on state reading assessments between 2009 and 2012	Number of Districts Improving	Number of Districts Reporting
Grade 4		
>0 to 5 points	18	45
5 .1 to 10 points	10	45
10.1 to 15 points	1	45
>15 points	1	45
Grade 8		
>0 to 5 points	14	45
5 .1 to 10 points	10	45
10.1 to 15 points	10	45
>15 points	4	45
Figure 7. Percentage of CGCS districts with proficiency gains on state reading assessments by grade, 2009 and 2012	Number of Districts Improving	Number of Districts Reporting
Grade 3	28	45
Grade 4	30	45
Grade 5	31	45
Grade 6	36	45
Grade 7	34	45
Grade 8	38	45
Grade 9	10	10
Grade 10	14	20
Grade 11	12	20

Figure 8. Percentage of CGCS districts with reading proficiency rates greater than or equal to state proficiency rates, 2011 and 2012	Number of Districts with Scores Greater than or Equal to State	Number of Districts Reporting
SY 2011-12		
Grade 4	13	65
Grade 8	10	62
SY 2010-11		
Grade 4	9	59
Grade 8	11	54
Figure 9. Percentage of CGCS districts showing changes in proficiency rates in reading greater than their respective states between 2009 and 2012	**Number of Districts with Faster Growth than State**	**Number of Districts Reporting**
Grade 4	16	45
Grade 8	29	45
Figure 10. Percentage of CGCS districts reducing achievement gaps on state reading assessments by student groups, 2012	**Number of Districts Reducing Gaps**	**Number of Districts Reporting**
Grade 4		
District SD – State Non SD	14	32
District ELL – State Non ELL	10	29
District FRPL – State Non FRPL	18	32
District Hispanic – State White	23	43
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SBAC ACCOMMODATIONS GUIDELINES

August 31, 2013

Magda Chia, Ph.D.
Director of Support for Under-Represented Students
Smarter Balanced Assessment Consortium
Re: Comments related to the Accessibility and Accommodations Guidelines,
Draft August 11, 2013

Dear Dr. Chia,

We thank you for the valuable informational briefings you have provided to the staff from the Council of the Great City Schools and our school district members as the Smarter Balanced Assessment Consortia (SBAC) worked on developing its guidelines for assessment accommodations. The Council of the Great City Schools is a membership organization that represents 66 urban school districts, enrolling over 1.2 million English Language Learners (ELLs), representing 26 percent of the total ELLs in the nation; and over 15 percent of the nation's students with disabilities. The Council is a strong supporter of the Common Core State Standards (CCSS) and as such, we recognize the importance of a successful design and administration of valid assessments that accurately capture what our diverse learners know and can do. A total of 19 of our member districts are in 12 states that are part of the SBAC. The success of SBAC's assessment design and administration extends beyond these 19 districts as it contributes robust models of valid and reliable assessments for our diverse learners. To this end, we provide you with feedback and suggestions related to the August 11, 2013 draft of the SBAC Accessibility and Accommodations Guidelines.

The revised format of the guidelines is helpful, making it easier for school district staff to navigate when determining the type of accommodations that will be made available during test administration. We appreciate the conceptual sequentially-inclusive model that moves away from models that showed accommodations strictly applied to particular sets of students, such as ELLs and Students with Disabilities. The new conceptual model should prove helpful to educators and the public to better understand universal access and the accommodations that allow for such accessibility without compromising the validity of the test items. The professional development modules that SBAC is developing could further reinforce this understanding. Below we elaborate on seven specific issues of concern that we hope you find helpful as you develop the next iteration of the accommodations guidelines.

(1) Issue: statement related to exclusion of ELLs:
Currently, the document correctly states (p.4) that ELLs who are new arrivals, enrolled for the first year in a U.S. school can be excluded from the ELA/literacy

assessment. The document, however, *incorrectly* states that "These students instead participate in their state's English language proficiency assessment (ELPA)." This statement incorrectly conveys the notion that newly arrived ELLs participate in the ELPA *in lieu* of participating in the state ELA/literacy assessment.   Under current law and regulations, states are required (Title I and Title III, ESEA) to annually administer their ELPA to all ELLs in their state.

Recommendation: Revise to reflect current federal law and regulations—"All ELLs, regardless of when they first enrolled in a U.S. school, are required to participate in their state's annual assessment of English language proficiency."

(2) **Issue: Purpose of Conceptual Model of Supports needs clarification.**
The document states that the conceptual model serves as a basis for the Accessibility and Accommodations Guidelines (p.4) with the categorization of sequentially-inclusive supports. On page 5, the document states:
" Accessibility tools, designated accommodations, and documented accommodations all yield valid scores that count as participation in statewide assessment when used in a manner consistent with the Guidelines."

The document does not further explain what is meant by "a manner consistent with the Guidelines."   In creating a more inclusive model, it becomes less clear if accommodations can be made available for ALL and what would be the reasons for not doing so. The accompanying professional development to the Guidelines might help clarify for school staff what is the basis for the recommended use of the accommodations.

Recommendation: Reiterate and further clarify the statement on page 3 that indicates that the Guidelines provide information for school-level staff and decision-making teams to use in selecting and administering accessibility tools and accommodations for those students who need them.
(a) Given the persistent misconception that accommodations 'advantage' some students over others, it is essential that the Guidance conveys the confidence in the underlying research and subsequent selection of accommodations
(b) Clarify, with illustrative examples, how considerations in school-staff decisions would result in ensuring maximum, valid participation for ELLs, Students with Disabilities, and other students

(3) **Issue: Process for determining designated accommodations and entering the information for testing needs further elaboration.** (Section II, page 10) The decision-making process for determining the designated accommodations and the required entry of such information into SBAC's Test Information Distribution Engine (TIDE) are important processes that would benefit from greater elaboration in the Guidelines.   The optional use of the Individual Student Assessment Accessibility Profile (ISAAP) for determining accommodations may be interpreted by school and districts staff as a requirement to individually determine accommodations, even in cases where the determination can be done more efficiently, using criteria for a set of particular students.   For example, while accommodations that are specified in an IEP for a student with disabilities would warrant an individualized process, this would not

necessarily be the case for <u>designating linguistically-related accommodations</u> for ELLs (who have no IEP) who are not yet proficient in English.

Recommendation: Invert the order of the first two questions in Section II so that the first question addresses the process for determining accommodations using *either* the school/district process or that provided by SBAC, with the second step being the required entry of information in TIDE . Add clarifying language that explains that while students should be provided accommodations based on their individual needs, the determination processes used by schools and districts may include criteria that apply to a particular typology of student, such as ELLs with certain proficiency in English, ELLs who receive instruction in their primary language, etc.

(4) **Issue: Accommodations for Directions**
The guidelines are silent as to whether stacked-translations, English glossaries, bilingual dictionaries or glossaries will be made available for directions. In Appendix B, the guidelines highlight relevant findings from the alternate assessments based on modified achievement standards (AA-MAS) research, including—
- Students identified for the AA-MAS tended to have difficulty with: directions, and
- Enhanced directions do not violate the construct of test items or the test itself

Despite these findings, the guidelines currently do not include the accommodations that would be available to ensure that students understand <u>the directions</u> of the overall test and test items. Despite that Appendix B fails to explicitly mention research on linguistically-related accommodations; there is ample evidence that indicates that ELLs often have difficulty understanding the test and item directions.

Recommendation: Allow glossaries, bilingual dictionaries or stacked translations <u>for test and item</u> <u>directions</u> as part of the Designated Accommodations school staff would turn-on for ELLs to use as needed.

(5) **Issue: Documented accommodations are specifically tied to an Individualized Education Plan (IEP) but the list includes linguistic accommodations that are not related to a specific disability.** (Tables 5 and 6)
ELLs who do not have an IEP would be precluded from using these appropriate linguistic-related accommodations. This section seems to be solely focused on students with disabilities who have an IEP or a 504 plan, yet the list includes linguistic-related accommodations that would be appropriate for ELLs who do not have an IEP. Specifically, the category includes translations (stacked) for math items, and bilingual dictionary.

Recommended use is too narrowly defined. The use of the stacked translations and bilingual dictionary is recommended for "ELLs whose primary language is not English and who are enrolled in a dual immersion bilingual program," though neither of these conditions would appear in a formal IEP or 504 plan document. This recommended use is too narrowly focused on a particular model of language instruction (dual immersion bilingual program) when it would be better linked to the language of instruction. The narrowly defined recommended use would leave out several typologies of ELLs:

- Many ELLs are in programs under various names across school districts (transitional bilingual education, late exit bilingual education, dual immersion, one-way immersion, etc.), receiving content area instruction in their home language, Spanish being the most common
- Other ELLs might not be receiving instruction in their primary language yet they are literate in L1 and thus, might avail themselves of the linguistically-relevant accommodations

In sum, whether ELLs are in specific language instructional programs or not, their varying levels of English proficiency warrant the use of linguistically-related accommodations to allow for their valid participation in the assessment. School district decision-makers could *designate* the stacked transitions and bilingual dictionaries for ELLs based on their needs and the language of instruction for the relevant content areas.[1]

Recommendation: Move the stacked translations and the bilingual dictionaries for test items to the *designated* accommodations category so educators may turn-on these features based on the needs of ELLs and the language of instruction for the content area being assessed. Whether these features are embedded or non-embedded, students would have the option of using such accommodations; provided they are also given additional overall time to complete the assessment.

(6) **Issue: Text-to-speech accommodations appropriate for a very small number of students.** In two sections, the comment is made that text-to-speech accommodation is appropriate for 1-2% of students in grades 6-8 and high school. (Table 5: Embedded Documented Accommodations; Options under Consideration for Embedded Documented Accommodations – Text-to-speech for Reading Passages. P. 17) This percentage consideration does not clarify whether the percentage refers to all students who take both the Smarter Balance and an alternate assessment (currently the regulatory measure for caps related to alternate and modified state assessments) or only the regular Smarter Balance assessment.

Recommendation: Clarify that the percentage refers only to students who participate in the Smarter Balance assessment.

(7) **Issue: Cap on counting proficient/above scores for percentage of students with text-to-speech accommodation.** No Child Left Behind has provisions that cap the percentage (2 percent) of students taking an alternate or modified assessment with scores of proficient/above that may be counted. Without such a provision, there may be an inappropriately large number of students with IEPs that include this accommodation. The rule regarding the 2% of students who now have modified standards and modified assessments is currently open for public comment. The computer-adaptive assessments, under development by SBAC may include technical

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[1] Some dual language immersion programs establish a 50/50 balance between the two languages of instruction by teaching particular subjects entirely in Spanish or another L2 and the balance in English. This arrangement is kept throughout the school year which means that the academic, discipline-specific terms and constructs of certain subjects are only taught in L2 (not English), thus creating a need for bilingual dictionaries or translations of state content assessments.

capabilities that well-serve this particular set of students with disabilities, potentially diminishing the need for modified assessments.

Recommendation: It would be important for SBAC offer comments on the technicalities of its assessments, and how well they may be adaptable for the 2% students currently taking modified assessments, to inform the policy determination to be made by the U.S. Department of Education.   The use of the data for accountability should be a determination made by the Department of Education for ESEA and IDEA purposes and by the State Educational Agencies for accountability purposes.

We thank you in advance for the opportunity to comment and for your consideration of the concerns we have raised. Should you wish to further discuss any or our concerns or the recommendations we have presented, please feel free to contact me or Ray Hart at 202 393-2427.

Sincerely,

Gabriela Uro
Manager ELL Policy and Research

RESEARCH DIRECTORS' WEBINAR SERIES

Research Directors' Webinar Series:
Moving from Compliance to Strategic Academic Research

October 3rd, 2013
2:00 pm EST

Dear Great City Research Directors,

Last week we asked you to complete a brief survey to get a better idea of topics that would be meaningful to cover in our our first quarterly webinar series.

Thank you to all those who submitted a topic for discussion. The majority chose to discuss: **Moving Research Departments from Compliance to Strategic Academic Research.**

We look forward to facilitating this discussion with you and your colleagues on October 3, 2013 at 2:00pm EST. We encourage you to share the strategic research and evaluation projects in your district.

Please see the webinar registration information below:

Date: October 3rd, 2013
Time: 2:00pm EST
Registration link: Webinar Registration

Council of the Great City Schools' Research Team

REGISTER NOW

Council of the Great City Schools

ACHIEVEMENT TASK FORCE

COUNCIL OF THE GREAT CITY SCHOOLS

Task Force on Achievement

2013-2014

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 Co-Chairs

Eileen Cooper-Reed, Cincinnati School Board
Eric Gordon, Cleveland CEO

ACADEMIC DEPARTMENT OVERVIEW

Academic Department Overview
October 2013

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 continuing to support our members with implementation of the Common Core State Standards and advancing the development of academic key performance indicators for determining cost effective processes to guide district budgetary decisions.

Update on Activities/Projects

➤ *Academic Key Performance Indicators*

Overview

The Council has received a grant from the Bill and Melinda Gates Foundation to develop 20-25 academic key performance indicators. The process will be similar to the one used to develop operational KPIs. Three sub-committees have been formed to engage members in drafting KPIs for general education, special education, and English language learners. The academic KPIs will be piloted in volunteer districts this spring to check the clarity and usefulness of initial academic key performance indicators. Indicators, where possible, will link to costs and/or outcomes.

➤ *Implementing the Common Core State Standards*

Overview

The Council has long advocated for shared standards across states. In August 2011, CGCS received a three-year grant from the Bill & Melinda Gates Foundation to support implementation of the Common Core State 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.

Update

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 reading and mathematics.

In September 2013, member districts received the CGCS *Calendar of Questions* (http://cgcs.org/Page/409) that provides overarching questions that could be posed throughout the year, including questions for district staff and principals to consider prior to the start of the school year. There are also questions arranged by month that focus on particular aspects of implementation for people at various levels of the district, as well as parents and students.

In November 2013, CGCS and Achieve will partner to focus on student work by providing webinars based on the Educators Evaluating Quality Instructional Products (EQuIP) unit planning process and its implication for reviewing and discussing student work products. There will be separate webinars for mathematics and English Language Arts.

CGCS has placed many materials on its website to support district implementation of the Common Core.

- 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

- 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**)

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- 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

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.

Building Awareness and Capacity of Urban Schools

Our department focuses on strategic projects to benefit our members as they implement Common Core and improve student achievement. We work directly with the writers to ensure a shared understanding of the intent of the standards and the instructional and curricular shifts that they require. We create webinars and conferences to inform district leaders as they plan the systems and action steps for their district's professional development, assessments, instructional resources, and student work products.

Common Core State Standards

Update

- The Council convened a writing retreat on March 20-22, 2013 in Arlington, VA that focused on the Common Core Writing Standards and how teachers could successfully implement these standards with K-12 students. Participants examined the three types of writing in the CCSS—argument/opinion, informative, and

narrative—and how they develop across the grades. Participants used the principles of backward design and worked with student writing samples. Sessions demonstrated the relationship among successful close reading of complex text, clear structures at the paragraph and essay level, and thoughtful, effective writing for all students.

- In April 2013, Dr. Bill McCallum facilitated a webinar on two high school mathematics progressions. In July, three high school progressions documents and an overview of the progressions for mathematics were released by Illustrative Mathematics. The High School Algebra and Grade 8 and High School Functions were revised from the original release of April 2013.

- The Council is partnering with the Illustrative Mathematics Project to provide opportunities for mathematics leaders and teachers to engage with other educators around tasks for the mathematics classroom. Registration for the weekly webinars can be accessed at the website (commoncoretools.me/2013/10/02/task-talks).

- The Council is co-hosting a series of webinars on the Next Generation Science Standards (NGSS) with Achieve for district curriculum science leaders. NGSS were released for states to consider for adoption on April 9, 2013. The first of this series will take place in November 2013.

- As an outgrowth of the Basal Alignment and Anthology Alignment Projects, plans are currently underway to launch the Read-Aloud Project (RAP) for the K-2 grade band. Participating districts will bring teams of curriculum, English language learning specialists, and Special Education staff for two days of training and take ownership for writing text-dependent questions to go with selected chapter and picture books. This training will also include how to locate, select and evaluate good informational articles and books to group as sets of text to connect to the read-aloud anchor. The first session will be held on December 12-13, 2013, in Atlanta, GA. A duplicate session will be held on April 28-29, in Los Angeles, CA so that members can select the most convenient location and schedule. Our goal is to post RAP resources on Edmodo as they are written and reviewed just as we have with all the BAP and AAP revisions.

  Vetted materials are now posted free of charge under "Basal Alignment Project" for grades 3-5 and "Anthology Alignment Project" for grades 6-10 on the education site Edmodo -- www.edmodo.com. School districts, publishers, education organizations and others continue to link to the site, download materials, and adapt them as they wish. To date, the Basal Alignment Project Group has grown to over 30,000 members. Both BAP and AAP sites continue to post common core alignment materials.

- Participating districts continue to bring teams of curriculum, English language learning specialists, and Special Education staff for two days of Basal and/or Anthology Alignment training (BAP and AAP). Districts take ownership for writing text-dependent questions to go with the stories in their adopted basals and

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anthologies in grades 3-10. The last call for this training is January 23-24, 2014 in Las Vegas, NV.

Common Core Website

The Council has established a website where districts and organizations can share high quality materials. Several districts have come forward to offer sample professional development and curriculum materials to be posted on the website. It can be accessed through the Council's web page or its own address: www.CommonCoreWorks.org.

Update:

The Council has established a members-only link on the website for the sharing of materials across districts. Materials are being collected for these categories:

- Implementation plans/tools
- Communication tools/plans
- Curriculum (including models, units of study, etc.)
- Professional Development
- Exemplars of student work
- Progress Monitoring

We encourage district submission of tools and resources for our common core website. We are working to ensure that these materials represent tools that other districts may use and will reflect work products that our member districts are using to implement the common core.

Next Generation Assessments

Overview

The Partnership for Assessment of Readiness and College Careers (PARCC) and the Smarter Balanced Assessment Consortium (SBAC) are designing the next generation of assessments that will measure student mastery of the Common Core. These assessments will be rolled out in 2014. One of our goals is to prepare the Great City Schools so their students will be successful on these assessments.

Update

- On April 16, 2013, a webinar was held on the PARCC Assessment Administration Guidance for the Common Core State Standards. On April 18, 2013, the Council facilitated a webinar to submit a joint response on both the ELA and mathematics draft grade and subject specific performance level descriptors to PARCC on April 18, 2013. On May 2, 2013, the Council co-hosted a webinar with PARCC on their draft accommodations. On June 25, 2013, the Council conducted a webinar on the SBAC accommodations for students with disabilities and English language learners.

> *Publishers Criteria*

Overview

Student Achievement Partners developed a set of Publishers Criteria in English language arts and mathematics to indicate the non-negotiable instructional support required to implement the Common Core. The Publisher's Criteria was updated in Spring 2013 to include high school mathematics and tools for aligning assessment materials.

Update

The Council co-sponsored a webinar with Student Achievement Partners on March 19, 2013 to provide high-level guidance on CCSS formative and/or benchmark assessments in ELA/literacy and mathematics for district leaders. Over three hundred participants joined our co-sponsored webinar on June 6, 2013 specifically for publishers. On June 19-20, 2013, the Council and Student Achievement Partners sponsored a convening for mathematics and ELA central office staff in Newark, New Jersey to review tools and resources for evaluating alignment of instructional and assessment materials to the Common Core State Standards.

> *Curriculum and Research Directors Conference –*

The Council held its annual meeting of curriculum and research directors in Miami, Florida from July 17-20, 2013. The meeting featured updates on common core assessments and curriculum support materials in mathematics, and language arts as we continued to build shared understanding of the standards and tools districts needed to implement them well. Additionally, we compiled critical components for the successful implementation of Common Core and shared them across member districts. Representatives from curriculum and research participated in small group meetings with PARCC and SBAC specialists to discuss test administration, infrastructure, accommodations, and other district issues with regard to the Next Generation Assessments. We also recognized Dr. Michelle Rodriquez, Santa Ana Unified School district, for outstanding leadership in curriculum.

The next Curriculum and Research Directors Conference will be held in Los Angeles, CA from July 16-18, 2014. Current plans for the meeting include a deep examination of pilot results for the upcoming Next Generation Assessments, discussion of status for the Academic Key Performance Indicators, and sharing draft grade by grade rubrics based on the Publisher's Criteria.

> *Leadership Awards*

Please note that each year we honor outstanding leadership in curriculum (Council of the Great City Schools/Pearson Education Curriculum Leadership Award) and in research (Council of the Great City Schools/Houghton Mifflin Harcourt Research and Assessment Leadership Award). We encourage district leaders to consider nominating an outstanding leader for recognition at the July 2014 conference.

COMMON CORE MATERIALS

IMPLEMENTING THE COMMON CORE STATE STANDARDS:

YEAR TWO PROGRESS REPORT FROM THE GREAT CITY SCHOOLS

Council of the
Great City Schools

™

Results from 2012-13 School Year

Implementing the Common Core State Standards:

Year Two Progress Report from the Great City Schools

Results from 2012–13 School Year

Moses Palacios, Research Specialist
Michael Casserly, Executive Director
Amanda Corcoran, Special Projects Manager
Ray Hart, Research Director
Candace Simon, Research Manager
Renata Uzzell, Research Manager

Acknowledgements

About the Council of the Great City Schools

The Council of the Great City Schools is a coalition of 67 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 their improvement. 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 studies on urban school conditions and trends; and operates ongoing networks of senior school district managers with responsibilities in such areas 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.

Executive Officers	Achievement and Professional Development Taskforce Chairs
Chair Valeria Silva, Superintendent, St. Paul Public Schools	**Task Force on Achievement** Eric Gordon, CEO, Cleveland Metropolitan School District
Chair-Elect Eileen Cooper-Reed, Board Member, Cincinnati Public Schools	Eileen Cooper-Reed, Board Member, Cincinnati Public Schools
Secretary/Treasurer Richard Carranza, Superintendent, San Francisco Unified School District	**Task Force on Professional Development** Linda Lane, Superintendent, Pittsburgh Public Schools
Immediate Past Chair Candy Olson, Board Member, Hillsborough County Public Schools	Felton Williams, Board Member, Long Beach Unified School District
Executive Director Michael Casserly, Council of the Great City Schools	Deborah Shanley, Dean, Brooklyn College

Contents

Figures

Part I. Implementing the Common Core State Standards

- Nearly all curriculum directors responding to the 2013 survey reported that their districts plan to have the CCSS fully implemented by the 2014-15 school year. Some 34.1 percent indicated that they expect to fully implement the CCSS in the 2013-14 school year – a nine percentage point increase from survey responses in 2012. This suggests urban districts may be speeding up their implementation plans and timelines.

- The majority of all respondents indicated that their district's progress in implementing the CCSS was either "good" or "excellent."

- The areas where implementation was most likely to be rated as "poor" included addressing the needs of special populations, adopting computer-based/computer-adaptive assessments, and integrating technology into the classroom.

- The stakeholder groups most likely to be *involved* in shaping their school district's CCSS implementation strategy, according to all respondents, were certified teachers, teacher unions, state departments of education, and local school boards. Conversely, the groups least likely to be *involved* were elected city officials, the parent community, business leaders, and faith-based and community-based organizations.

- When aligning their instructional materials to the CCSS, the most common resources that all respondents indicated using were PARCC/SBAC sample items, CCSS math progressions, and resources from the Council's Basal Alignment Project.

- Over 70 percent of curriculum directors reported that their district's curriculum was aligned to the ELA and math CCSS in kindergarten through grade two. In ELA, this number drops to between 55.8 percent and 62.8 percent in subsequent grades. And in math, respondents report a steep decline in curriculum alignment in grades nine through 12.

Part II. Professional Development and the Common Core State Standards

- Over half of the responding curriculum directors indicated that central office curriculum staff were "very prepared" to implement the CCSS, while estimating that other central office and school staff were somewhat less prepared.

- Topics meant to communicate the rationale for adopting the CCSS were often evident in district professional development activities, according to responding curriculum directors.

- Approximately three quarters of curriculum directors reported that building a shared understanding of the instructional shifts in ELA and math was "often evident" in their ELA and math professional development.

- Integrating technology into classroom instruction was identified as among the least evident topics in both ELA and math professional development.

- About 60 percent of curriculum directors indicated that their principals were scheduling daily or weekly common planning time for teachers to help them prepare for the CCSS.

- About three fourths of curriculum directors indicated that differentiating instruction for ELLs and students with special needs was "often evident" or "sometimes evident" in their ELA professional development. In comparison, a lower number of respondents— 60.5 percent—indicated that differentiating instruction for ELLs and students with special needs was "often evident" or "sometimes evident" in math professional development.

Part III. Ensuring Access to the Common Core State Standards for ELLs

- While a little over half of ELL directors "agree" or "strongly agree" with the statement that their districts have aligned their English-proficiency standards with the CCSS, only about a third of responding ELL directors "agree" or "strongly agree" that their districts prioritize ELLs being able to meet the rigor of the CCSS.

- Only about a quarter of ELL directors "agree" or "strongly agree" that ESL teachers are prepared to ensure that ELLs meet the rigor of the CCSS, and none "agree" or "strongly agree" that general education teachers are prepared to support ELLs.

- ELL directors reported that instructional materials for ELLs varied in their quality and alignment with the CCSS.

Part IV. Ensuring Access to the Common Core State Standards for Students with Special Needs

- Roughly two thirds of responding special education directors "agree" or "strongly agree" that their districts prioritize students with special needs being able to meet the rigor of the CCSS (64.3 percent) and are successful at identifying students with special needs (71.4 percent), although only 14.3 percent agreed that general education teachers are prepared to help these students meet the rigor of the CCSS.

- In open-ended answers, special education directors reported the need for additional support on accommodations and instructional modifications for special needs students, as well as the need to align students' IEPs to the CCSS.

Part V. Measuring Implementation of the Common Core State Standards

- Some 70 percent of research directors either "agree" or "strongly agree" that tracking implementation of the CCSS is a high priority for their district. Districts report using a variety of data to assess implementation.

- While a majority of research directors report that their districts have made "excellent" progress in providing timely data for school leaders and creating data systems to store and share information, their

responses indicate the need for districts to work harder on creating formal feedback loops for gathering input on implementation efforts.

- Obtaining classroom-level information for thousands of teachers in large numbers of schools was among the most common challenges cited in measuring implementation of the CCSS.

Part VI. Communicating with Stakeholders

- A large majority of responding communications directors "agree" or "strongly agree" that their districts are actively engaged in informing stakeholders about and building public support for the CCSS.

- Two of the most common challenges cited in informing stakeholders about the CCSS were the complexity of the new standards and having to explain to parents how the CCSS is different from previous standards.

Last year, the Council of the Great City Schools embarked on a multi-year initiative to help its member school districts implement the Common Core State Standards (CCSS). Part of this initiative involves annual surveys of the progress urban public school districts are making in implementing the CCSS. This report presents the results from the second-year survey.

This year, the Council broadened the scope of the CCSS implementation survey to include key curriculum, research, and communications leaders from the 67 Council member districts. The survey covered a wide range of implementation topics, including professional development activities in English language arts and math; strategies for measuring and collecting data on implementation; and communication strategies to inform stakeholders about the CCSS. Furthermore, this year's survey asked respondents about the inclusion of English language learners, students with special needs, and struggling students in CCSS implementation plans.

The survey was sent to curriculum directors, research directors, ELL directors, special education directors, and communication directors in June 2013, and closed in August 2013. A total of 122 district staff members from 48 districts responded to the survey, for a district response rate of about 72 percent. The second-year survey results indicate that, while urban school districts share common implementation challenges, they are making substantial headway in putting the CCSS into place. To be sure, much more remains to be done to ensure that all staff members and teachers are ready to implement the standards, but the findings of this report suggest that the nation's urban school districts are taking implementation seriously and have devoted significant time and energy to imbed these new expectations into all classrooms for the benefit of all students.

Interpreting the Data

The reader should note that the findings presented in this study are based on self-reports by survey respondents, so the data are inherently subjective. Moreover, in our effort to capture the perspectives of staff in different positions within each district's central office, we often received varying numbers of survey responses from each city. Therefore, in those sections that present data for all respondents, the analysis may reflect the fact that a large number of respondents were based in the same district or group of districts. In addition, the survey was not administered directly to teachers, but one will find that district estimates of teacher readiness to implement the CCSS are similar to what one sees in results from surveys of teachers conducted by other organizations.

Finally, we saw circumstances where people in the same district answered similar questions much differently. This could reflect either differing perspectives or some uncertainty about where implementation stands. This is not surprising, as we are catching school-district personnel in the middle of a very complicated implementation process. Still, readers should find this report one of the most detailed summaries to date of where common core implementation stands in the nation's major urban school systems, according to senior staff in those systems.

- Approximately 90.2 percent of all Great City School curriculum directors responding to the 2013 survey plan to have the CCSS fully implemented in their districts by the 2014-15 school year. Some 34.1 percent indicated that they expect to fully implement the CCSS in the 2013-14 school year – a nine percentage point increase from survey responses in 2012. Meanwhile, somewhat fewer respondents reported that their districts would wait until 2015-16 or beyond to implement the CCSS. This suggests urban districts may be speeding up their implementation plans and timelines (Figure 1).

- The majority of all respondents indicated that their district's progress in implementing the CCSS was either good or excellent. More than half of all respondents rated the progress their district had made in providing professional development to teachers in English language arts and mathematics as "excellent" (59.5 percent and 55 percent, respectively) (Figure 2).

- The areas where implementation was most likely to be rated as "poor" included addressing the needs of special populations (39.6 percent), adopting computer-based/computer-adaptive assessments (37.8 percent), and integrating technology into the classroom (34.2 percent) (Figure 2).

- Key differences emerged between respondent groups rating their district's progress in implementing various aspects of the CCSS. For instance, 45.2 percent of curriculum directors and 50 percent of research directors rated their district's progress in implementing the CCSS math standards in their classrooms as "excellent;" while less than eight percent of superintendents rated the implementation as highly. However, some 69.2 percent of superintendents rated their district's implementation of the math standards as "good." The same pattern holds true for classroom implementation of the English language arts standards (Appendix A).

- The stakeholder groups most likely to be *involved* in and/or *informed* of their school district's CCSS implementation strategy, according to all respondents, are certified teachers, teacher unions, state departments of education, and local school boards. Conversely, the groups least likely to be *involved* or *informed* are elected city officials, the parent community, business leaders, and faith-based and community-based organizations (Figure 3).

- When aligning their instructional materials to the CCSS, the most common resources that respondents reported using were PARCC/SBAC sample items (64.8 percent), math progressions in the CCSS (53.3 percent), and resources from the Council's Basal Alignment Project (42.6 percent) (Figure 4). About 40 percent of all respondents indicated using Student Achievement Partners' Publishers Criteria—about the same as last year.

- Roughly a third of all respondents (32.4 percent) were "very familiar" and 44.1 percent were "somewhat familiar" with the new Next Generation Science Standards. Approximately 62 percent reported that their districts plan to adopt the new science standards and 36.9 percent remain unsure (Figures 5 and 6).

- Over 70 percent of *curriculum directors* report that their district's curriculum was aligned to the ELA and math CCSS in kindergarten through grade two in 2012-13. In ELA, this number drops to between 55.8 percent and 62.8 percent for subsequent grades. And in math, responding curriculum directors report a steep decline in curriculum alignment in grades nine through 12 (Figure 7).

Figure 1. Percentage of curriculum directors indicating what school year their districts will fully implement the CCSS, 2012 and 2013
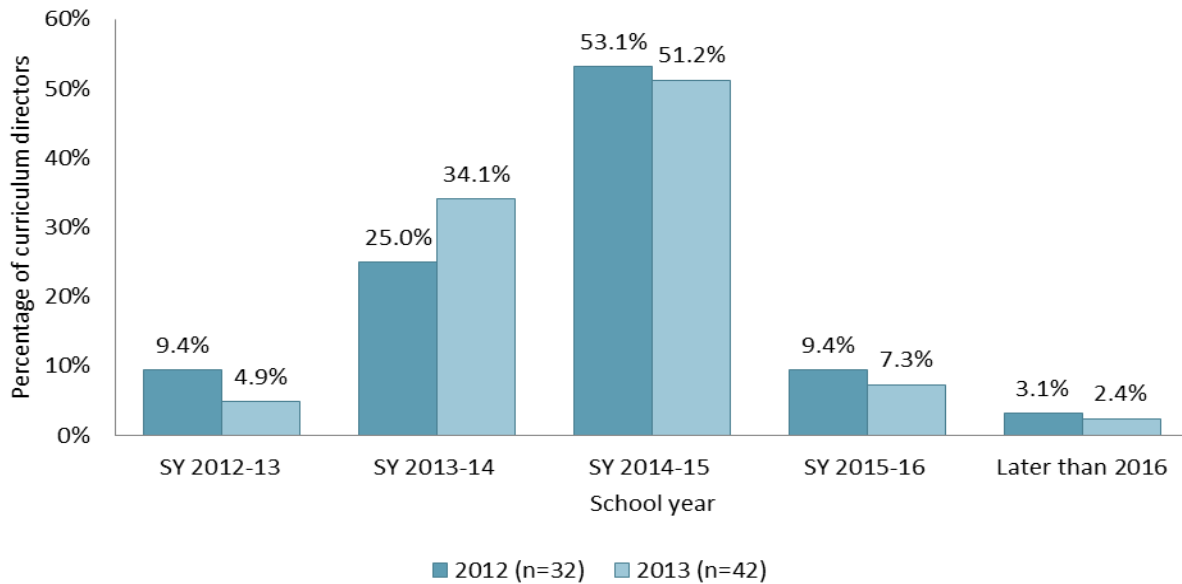
Figure 2. Percentage of respondents rating the strength of their district's CCSS implementation progress in specified areas, 2013 (n=111)
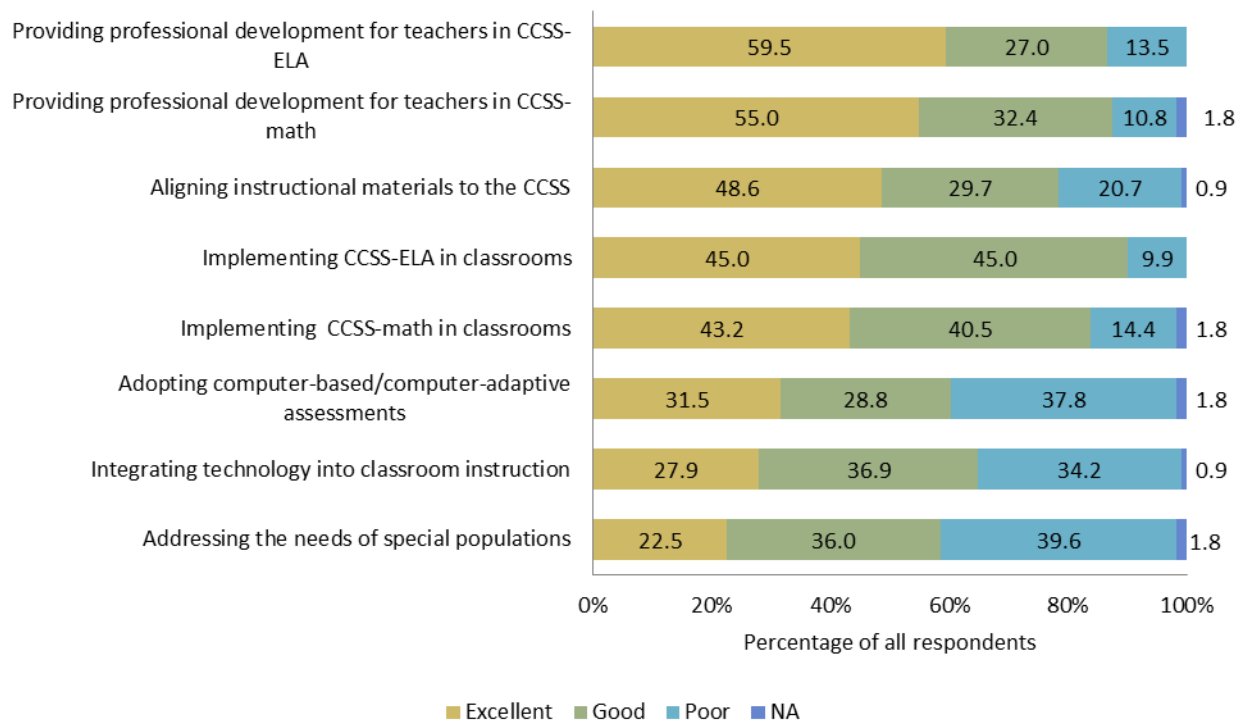
Figure 3. Extent to which respondents indicate specified stakeholders are involved in or informed of their district's CCSS implementation strategies, 2013 (n=110)
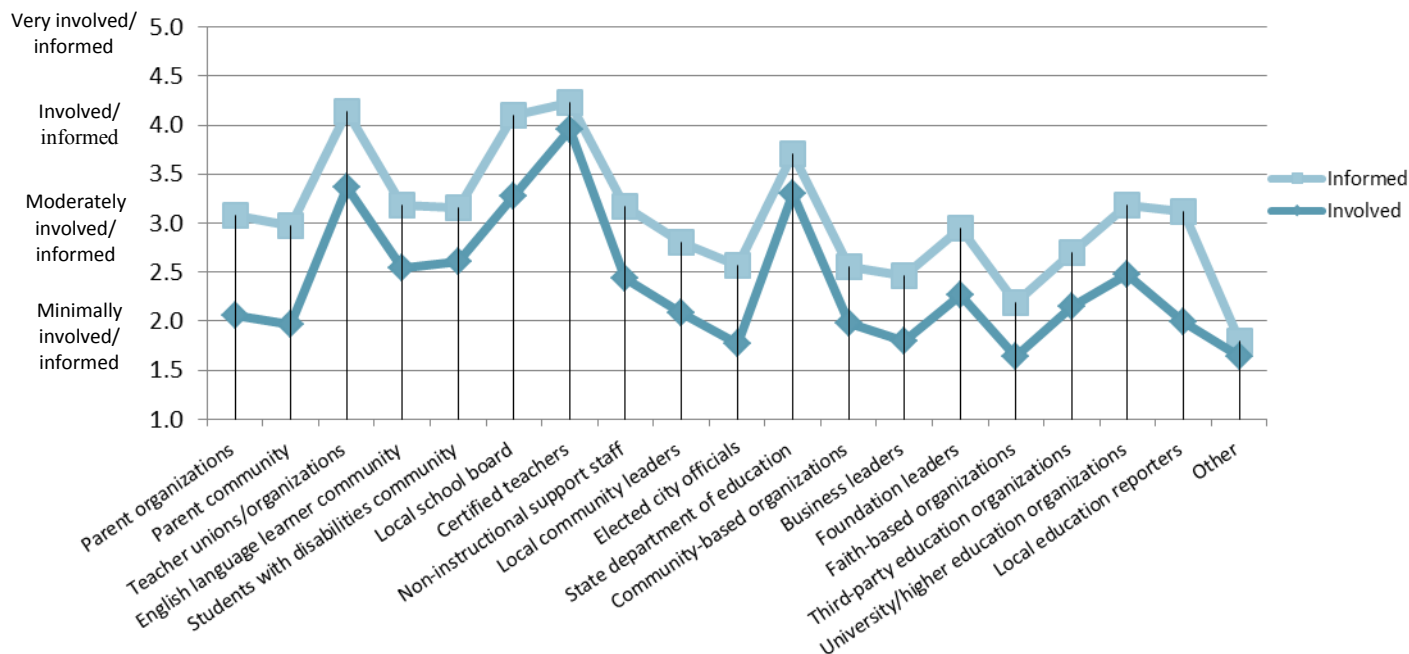
Figure 4. Percentage of respondents using specified resources to align instructional materials to the CCSS, 2013 (n=122)
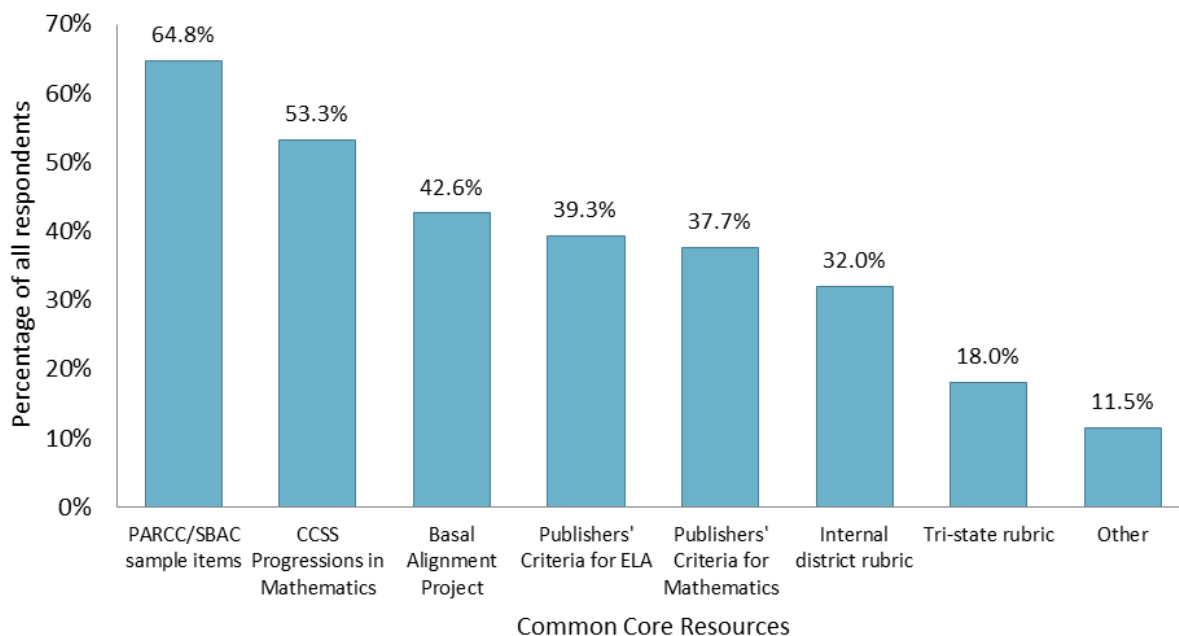
Figure 5. Percentage of respondents who report being familiar with the Next Generation Science Standards, 2013 (n=111)
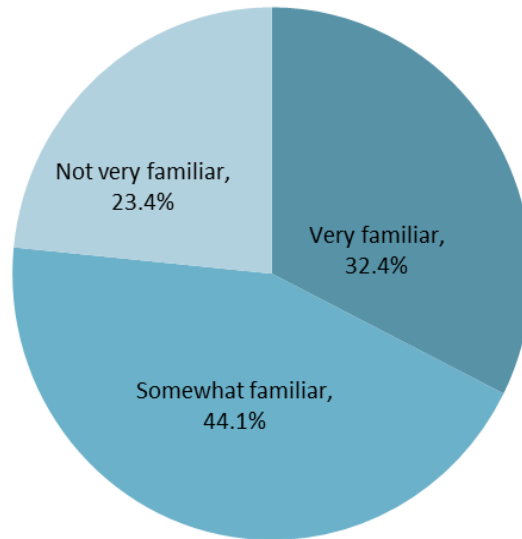
Figure 6. Per0centage of respondents who plan to adopt the Next Generation Science Standards, 2013 (n=111)
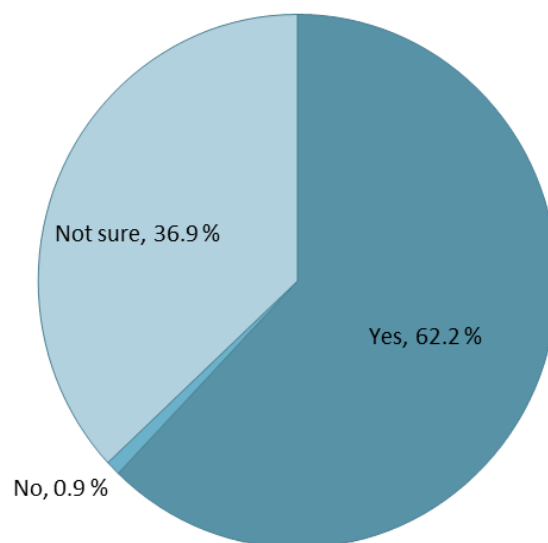
Figure 7. Percentage of curriculum directors reporting that their districts have curriculum aligned to the CCSS as of the 2012-13 school year, by grade, 2013 (n=43)
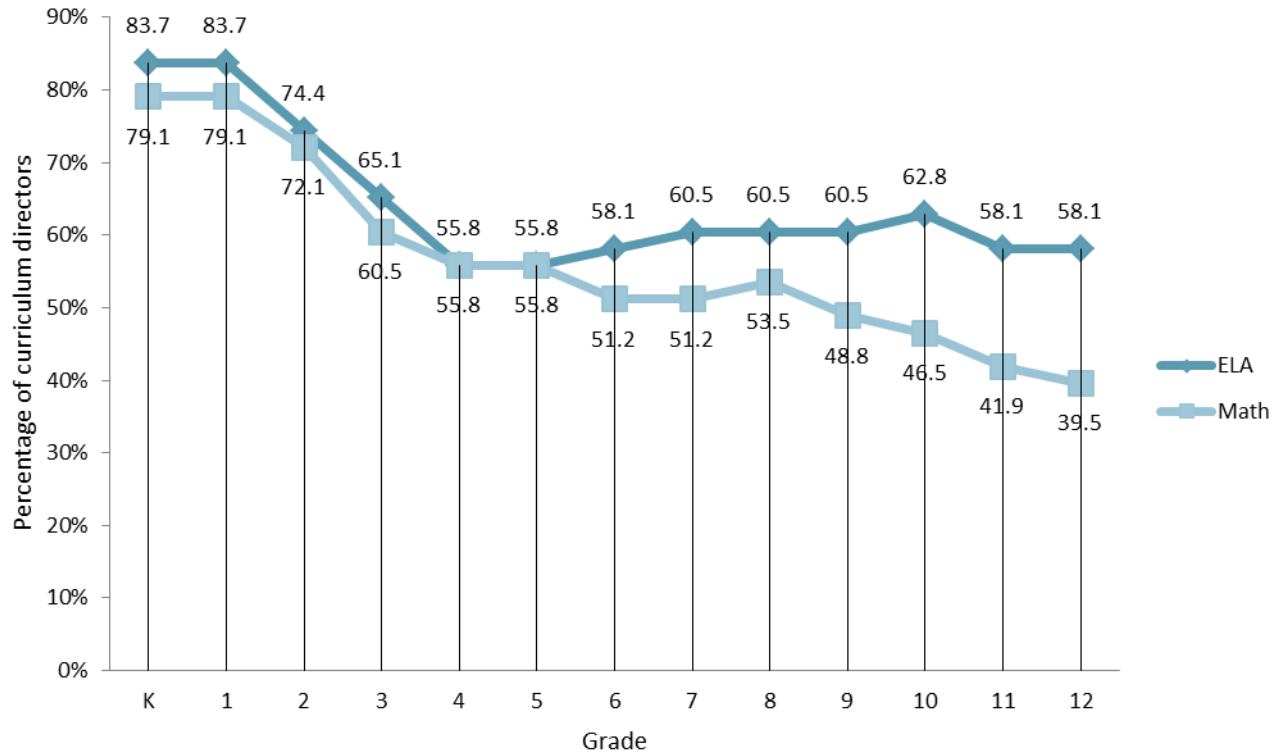
- About 54 percent of curriculum directors indicated that central office curriculum staff were "very prepared" to implement the CCSS. Curriculum directors did not indicate that any groups outside the central office were "very prepared" to implement the standards, although about 30.2 percent said that certified teachers were "prepared" to implement the CCSS and 25.6 percent said that principals were "prepared" (Figure 8). Estimations of the readiness of school-level staff to implement the CCSS were lower in the 2013 survey than in the 2012 survey.

- In addition, less than 40 percent of responding curriculum directors indicated that central office research personnel and special education staff were "prepared" or "very prepared" to implement the CCSS (39.6 percent and 37.3 percent, respectively). A higher number—58.2 percent—indicated that ELL staff were "prepared" or "very prepared" to implement the CCSS (Figure 8).

- At the central-office level, special education staff members were most likely to be cited by curriculum directors as "not very prepared" to implement the CCSS, although a majority of curriculum directors (72.1 percent) rated special education staff as "prepared" or "somewhat prepared." Certified non-instructional personnel were most likely to be seen by curriculum directors as "not very pre-pared" (Figure 8).

- Topics meant to communicate the rationale for adopting the CCSS were often evident in district profes-sional development activities, according to responding curriculum directors. For example, some 67.4 percent of curriculum directors indicated that topics on the importance of using instructional resources aligned to the new standards were "often evident" in their professional development. Roughly 63 percent indicated that understanding the need for standards that are nationally benchmarked was "often evident" in their district's professional development (Figure 9).

- Approximately 77 percent of curriculum directors reported that building a shared understanding of the instructional shifts in ELA was "often evident" in their ELA professional development. Conversely, only 25.6 percent reported that analyzing student work samples was "often evident" in their ELA professional development. Integrating technology into classroom instruction and developing benchmark tests aligned to CCSS were among the least evident topics in ELA professional development (Figure 10).

- About three quarters of curriculum directors (74.4 percent) indicated that building a shared understand-ing of the instructional shifts in math was "often evident" in their district's math professional develop-ment, while 67.4 of curriculum directors indicated that building students' deep understanding of math concepts and building math content knowledge were "often evident" in their math professional develop-ment. Integrating technology into classroom instruction was among the least evident topics in profession-al development offerings in math, according to curriculum directors (Figure 11).

- Over three fourths (79 percent) of curriculum directors indicated that differentiating instruction for ELLs and struggling readers was "often evident" or "sometimes evident" in their ELA professional develop-ment and 74.4 percent indicated that differentiation for students with special needs was "often evident" or "sometimes evident." In comparison, a lower number of curriculum directors—60.5 percent—indicated that differentiating instruction for ELLs and students with special needs was "often evident" or "sometimes evident" in math professional development (Figure12).

- Relatively few curriculum directors indicated that professional development on integrating technology into classroom instruction was available to a "large extent" in their district's professional development (Figure 13).

- Curriculum directors indicated that teachers, principals, and district leadership participated in a variety of activities to support implementation of the CCSS. Approximately 61 percent of curriculum directors reported that principals were scheduling daily or weekly common planning time for teachers to help them prepare for the common core, while 41.9 percent indicated that teachers were meeting in professional learning communities on a daily or weekly basis to prepare for the common core (Figure 14).

- Responding curriculum directors also reported the degree to which their formal and informal teacher observation protocols were aligned with the CCSS. Only 27.9 percent of curriculum directors indicated that their district's *formal* observation protocols examined shifts in teacher practice to a "large extent," only 23.3 indicated that their *formal* protocols examined shifts in teacher content knowledge to a ""large extent," and only 18.6 percent indicated that their *formal* protocols examined shifts in the type and quality of student work to a "large extent." In fact, between 40 and 54 percent of curriculum directors indicated that their *formal* observation protocols were only aligned with the CCSS to a "small extent" or "not at all" (Figure 15). However, the percentage of curriculum directors indicating that their observational protocols were aligned to the CCSS was higher in the 2013 survey results than in 2012.

- Curriculum directors reported that their *informal* teacher observation protocols were somewhat more aligned with CCSS than their formal observation protocols, with 41.9 percent reporting that their informal protocols looking specifically for shifts in teacher practice were aligned to the common core to a "large extent" (Figure 15).

- Curriculum directors also described a number of other challenges they face in implementing the CCSS in large districts. Common themes that emerged from open-ended responses included the lack of time and resources needed to provide professional development for large numbers of teachers and administrators, the need to build the capacity of teacher leaders to train others, and the challenge of implementing new standards while being evaluated on old standards (Appendix B).

- Similarly, open-ended responses to a question about measuring the implementation of the CCSS in large urban school districts prompted diverse responses. One need that was cited was ensuring that evaluators and observers at school sites have the same level of expertise in identifying classroom instruction aligned to the CCSS. Another issue was the need to identify effective measures of success while being accountable to current state assessments (Appendix B).

Figure 8. Percentage of curriculum directors indicating central office and school staff levels of preparation to implement the CCSS, 2013 (n=43)

Figure 9. Percentage of curriculum directors reporting that specified CCSS topics are evident in their district's professional development, 2013 (n=43)

Figure 10. Percentage of curriculum directors reporting that specified CCSS topics are evident in their district's professional development for ELA, 2013 (n=43)

Topics to build content knowledge and change practice

Topic	Often evident	Sometimes evident	Rarely evident	Never evident
Building a shared understanding of the instructional shifts in ELA required by the CCSS	76.7	20.9	2.3	
Building students' evidence-based reading and writing skills	67.4	20.9	11.6	
Building students' background knowledge through content-rich nonfiction texts	62.8	32.6	2.3	2.3
Building students' academic vocabulary	60.5	37.2	2.3	
Building content knowledge in ELA to teach the CCSS	60.5	32.6	4.7	2.3
Using text-dependent questions to teach the CCSS	60.5	25.6	11.6	2.3
Developing text-dependent questions to teach the CCSS	58.1	30.2	9.3	2.3
Teaching reading and writing across content areas	55.8	39.5	2.3	2.3
Teaching complex texts using close-reading analysis	55.8	34.9	7.0	2.3
Selecting materials conducive to teaching CCSS-ELA	51.2	37.2	9.3	2.3
Building students' ability to engage in academic discourse	51.2	32.6	16.3	
Addressing language demands of texts from various disciplines	34.9	48.8	14.0	2.3
Developing benchmark tests aligned to the CCSS	34.9	27.9	32.6	4.7
Understanding language progressions across grade levels	32.6	39.5	23.3	4.7
Building an understanding of the next generation assessments in ELA	30.2	46.5	23.3	
Analyzing student work samples based on the grade-level expectations of the CCSS	25.6	41.9	25.6	7.0
Integrating technology into classroom instruction	20.9	51.2	16.3	11.6

Percentage of curriculum directors

■ Often evident ■ Sometimes evident ■ Rarely evident ■ Never evident

Figure 11. Percentage of curriculum directors reporting that specified CCSS topics are evident in their district's professional development for math, 2013 (n=43)

Topics to build content knowledge and change practice

Topic	Often evident	Sometimes evident	Rarely evident	Never evident
Building a shared understanding of instructional shifts in math required by the CCSS	74.4	20.9	2.3	2.3
Building students' deep understanding of math concepts	67.4	20.9	9.3	2.3
Building content knowledge in math to teach the CCSS	67.4	23.3	9.3	
Linking math topics within grades for coherence	58.1	27.9	11.6	2.3
Developing students' ability to justify their solutions to math items	58.1	25.6	14.0	2.3
Building a shared understanding of instructional practice in math to teach the CCSS	55.8	37.2	4.7	2.3
Building students' fluency with math computations	55.8	30.2	11.6	2.3
Ensuring that teachers know the content focus of their grade level	53.5	37.2	7.0	2.3
Selecting materials conducive to teaching CCSS-math	53.5	32.6	11.6	2.3
Helping students apply math concepts to real world situations	51.2	39.5	7.0	2.3
Understanding the progression of math concepts across grade levels	51.2	37.2	9.3	2.3
Using complex math language in classrooms	41.9	46.5	11.6	
Developing benchmark tests aligned to the CCSS	39.5	30.2	20.9	9.3
Analyzing student work samples based on the grade-level expectations of CCSS	37.2	37.2	20.9	4.7
Building an understanding of next generation assessments in math	32.6	46.5	18.6	2.3
Integrating technology into classroom instruction	20.9	48.8	25.6	4.7

Percentage of curriculum directors

■ Often evident ■ Sometimes evident ■ Rarely evident ■ Never evident

Figure 12. Percentage of curriculum directors reporting that specified topics related to special populations are evident in their district's CCSS professional development in ELA and math, 2013 (n=43)

Math

	Often evident	Sometimes evident	Rarely evident	Never evident
Differentiating instruction for struggling students	32.6	41.9	16.3	9.3
Differentiating instruction for students with special needs	27.9	32.6	32.6	7.0
Differentiating instruction for English language learners	25.6	34.9	32.6	7.0

ELA

	Often evident	Sometimes evident	Rarely evident	Never evident
Differentiating instruction for struggling readers	39.5	39.5	16.3	4.7
Differentiating instruction for students with special needs	37.2	37.2	18.6	7.0
Differentiating instruction for English language learners	30.2	48.8	14.0	7.0

Percentage of curriculum directors

■ Often evident ■ Sometimes evident ■ Rarely evident ■ Never evident

Figure 13. Percentage of curriculum directors reporting that specified topics related to technology are evident in their district's CCSS professional development, 2013 (n=43)

Topics specific to technology integration

	Large extent	Moderate extent	Small extent	Not at all
Using technology to enable students to interact and collaborate with other students	16.3	37.2	32.6	14.0
Using technology strategically for graphing, modeling, and analyzing mathematical problems	18.6	30.2	32.6	18.6
Enabling students to evaluate information presented in different media formats	14.0	30.2	34.9	20.9
Ensuring that students can strategically use technological tools and mediums to best suit their communication goals	2.3	39.5	39.5	18.6
Using technology to enable students to produce and publish writing	9.3	27.9	46.5	16.3
Ensuring students are familiar with the strengths and limitations of various technological tools and mediums	9.3	25.6	44.2	20.9
Using computer-adaptive assessments to monitor student progress	11.6	18.6	55.8	14.0
Integrating computer-based assessments in the classroom	14.0	14.0	48.8	23.3

Percentage of curriculum directors

■ Large extent ■ Moderate extent ■ Small extent ■ Not at all

Figure 14. Percentage of curriculum directors reporting how often district and school staff participate in specified CCSS implementation support activities, 2013 (n=43)
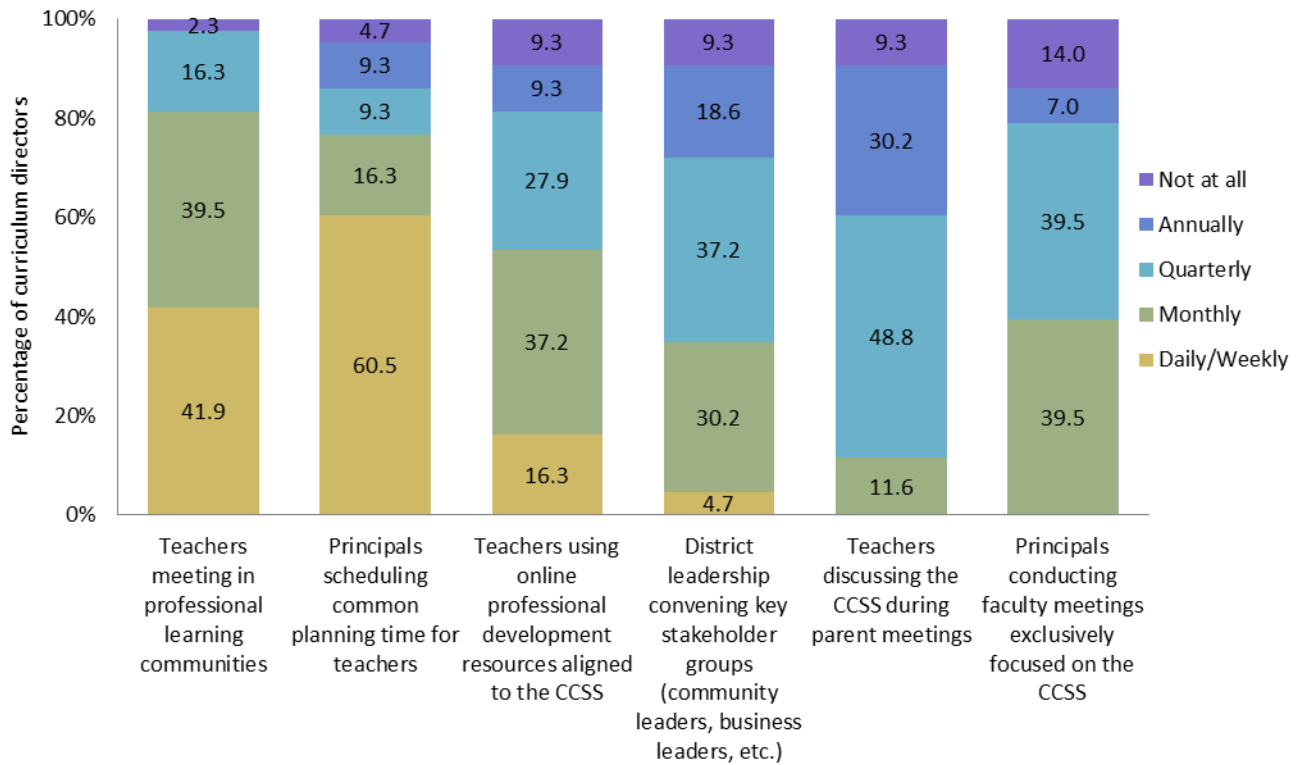
Figure 15. Percentage of curriculum directors reporting the extent to which their district's formal and informal observation protocols in specified areas are aligned with the CCSS, 2013 (n=43)

Formal teacher observations

Area	Large extent	Moderate extent	Small extent	Not at all
Shifts in teacher practice	27.9	32.6	14.0	25.6
Shifts in the type and quality of student work	18.6	32.6	20.9	27.9
Shifts in teacher content knowledge	23.3	25.6	16.3	34.9
Differentiation for students with special needs	14.0	32.6	23.3	30.2
Differentiation for ELLs	11.6	34.9	20.9	32.6

Percentage of curriculum directors

Large extent   Moderate extent   Small extent   Not at all

Informal teacher observations

Area	Large extent	Moderate extent	Small extent	Not at all
Shifts in teacher practice	41.9	23.3	23.3	11.6
Shifts in teacher content knowledge	25.6	37.2	23.3	14.0
Shifts in the type and quality of student work	25.6	30.2	30.2	14.0
Differentiation for students with special needs	11.6	39.5	23.3	25.6
Differentiation for ELLs	9.3	37.2	25.6	27.9

Percentage of curriculum directors

Large extent   Moderate extent   Small extent   Not at all

- Approximately 53 percent of ELL directors who responded to the survey reported that they "agree" or "strongly agree" with the statement that their districts have aligned their English language proficiency standards to the CCSS. Only 31.6 percent "agree" or "strongly agree" that their districts highly prioritize ensuring that ELLs are able to meet the rigor of the CCSS, and only a little over a quarter (26.3 percent) "agree" that their district considers the needs of ELLs as a major factor when purchasing new instructional materials (Figure 16).

- While only 26.4 percent of ELL directors "agree" or "strongly agree" that ESL teachers are prepared to ensure that ELLs meet the rigor of the CCSS, none "agree" or "strongly agree" that general education teachers are prepared to support ELLs (Figure 16).

- Over 80 percent of ELL directors indicated that most topics meant to build a rationale for adopting the CCSS were "sometimes evident" or "often evident" in their district's professional development. Some 90 percent of ELL directors indicated that the importance of integrating common assessments aligned with the new standards was "often evident" or "sometimes evident" in their district's professional development (Figure 17).

- CCSS topics that responding ELL directors indicated were "often evident" in their district's ELA professional development included building students' academic vocabulary (52.6 percent), building students' background knowledge through content-rich nonfiction texts (47.4 percent), and building teachers' content knowledge in ELA to teach the CCSS (47.4 percent) (Figure 18).

- About 21.1 percent of ELL directors reported that strategies for bridging home language and the acquisition of a new language were "never evident" in district ELA professional development, and 15.8 percent reported that topics related to integrating technology into classroom instruction and analyzing student work samples were "never evident" (Figure 18).

- In mathematics, only 31.6 percent of ELL directors indicated that building students' understanding of math concepts and helping students apply math concepts to real world situations were "often evident" in their district's professional development. However, about 79 percent of ELL directors did report that building student fluency with math computations and building a shared understanding of instructional practice in math was at least "sometimes evident" in their district's professional development (Figure 19).

- Instructional materials for ELLs varied in their alignment to the CCSS, according to ELL directors. For instance, 73.7 percent of ELL directors reported that the alignment of their district's basal ESL programs with the CCSS was "poor," while 57.9 percent of ELL directors reported that the alignment of supplemental materials packaged with basal programs was "poor." Roughly 68 percent, on the other hand, rated the alignment of non-affiliated supplemental programs as either "excellent" or "good" (Figure 20).

- When ELL directors described in open-ended questions the major challenges their districts face in ensuring that ELLs have equal access to the CCSS, the most common challenges cited were increasing teachers' understanding of the language demands embedded in the CCSS and strengthening their understanding of strategies for differentiating instruction for ELLs. Furthermore, ELL directors indicated that the quality of instructional materials for ELLs (in terms of alignment to the CCSS) poses a major obstacle to implementing the CCSS successfully (Appendix B).

Figure 16. Percentage of ELL directors who agree or disagree with specified statements about their district's readiness to implement the CCSS with ELLs, 2013 (n=19)
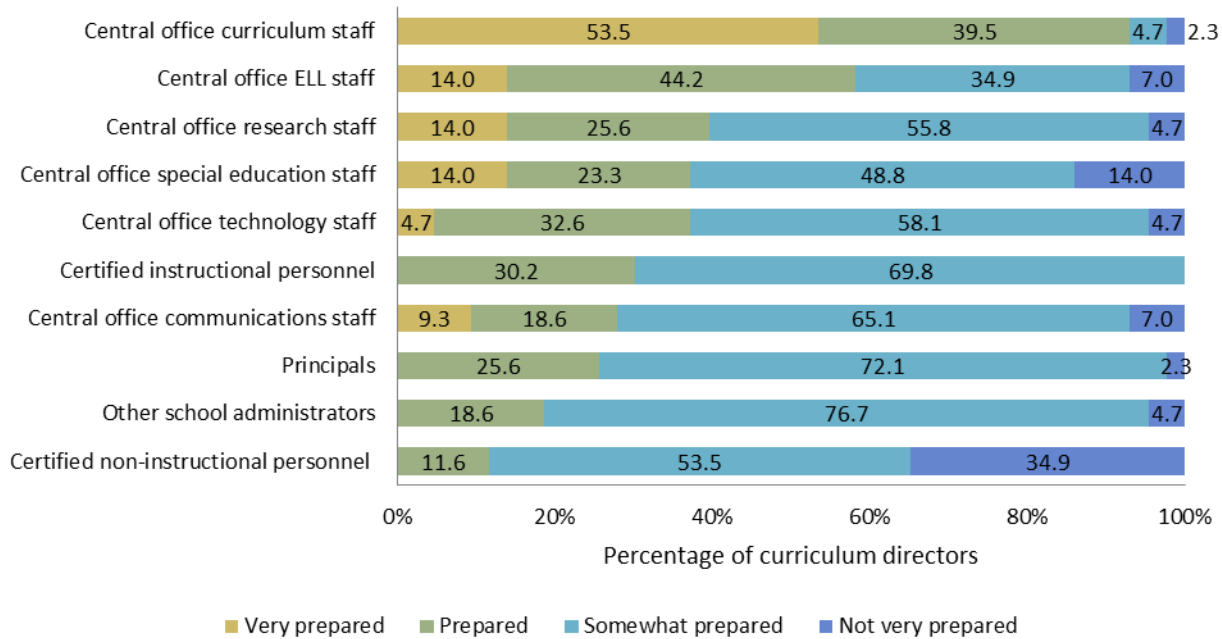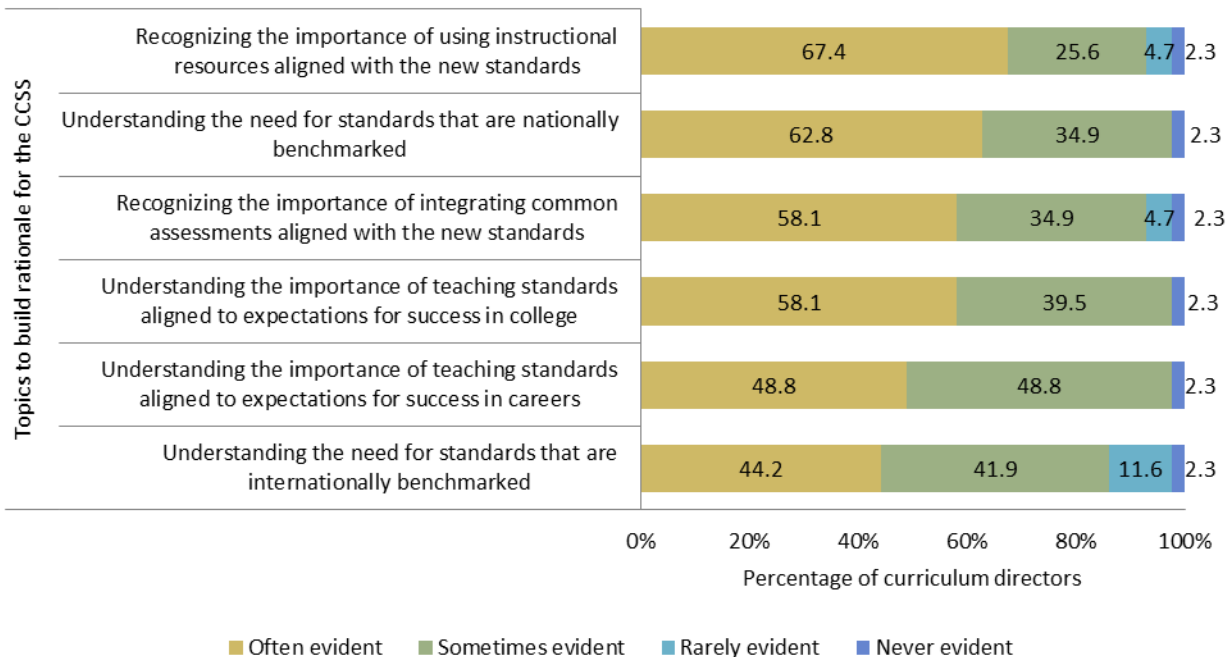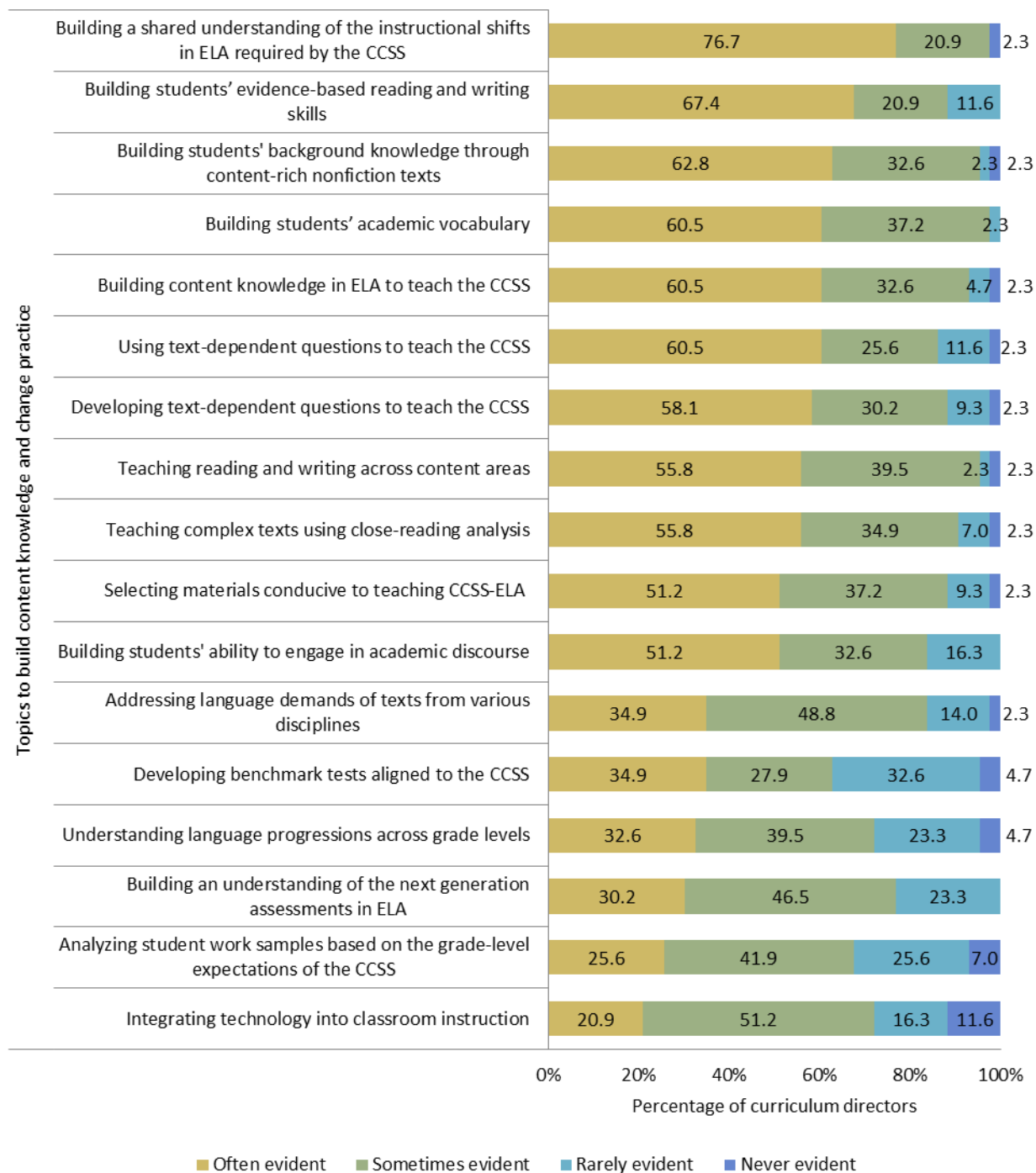

Figure 17. Percentage of ELL directors reporting that specified CCSS topics are evident in their district's professional development, 2013 (n=19)
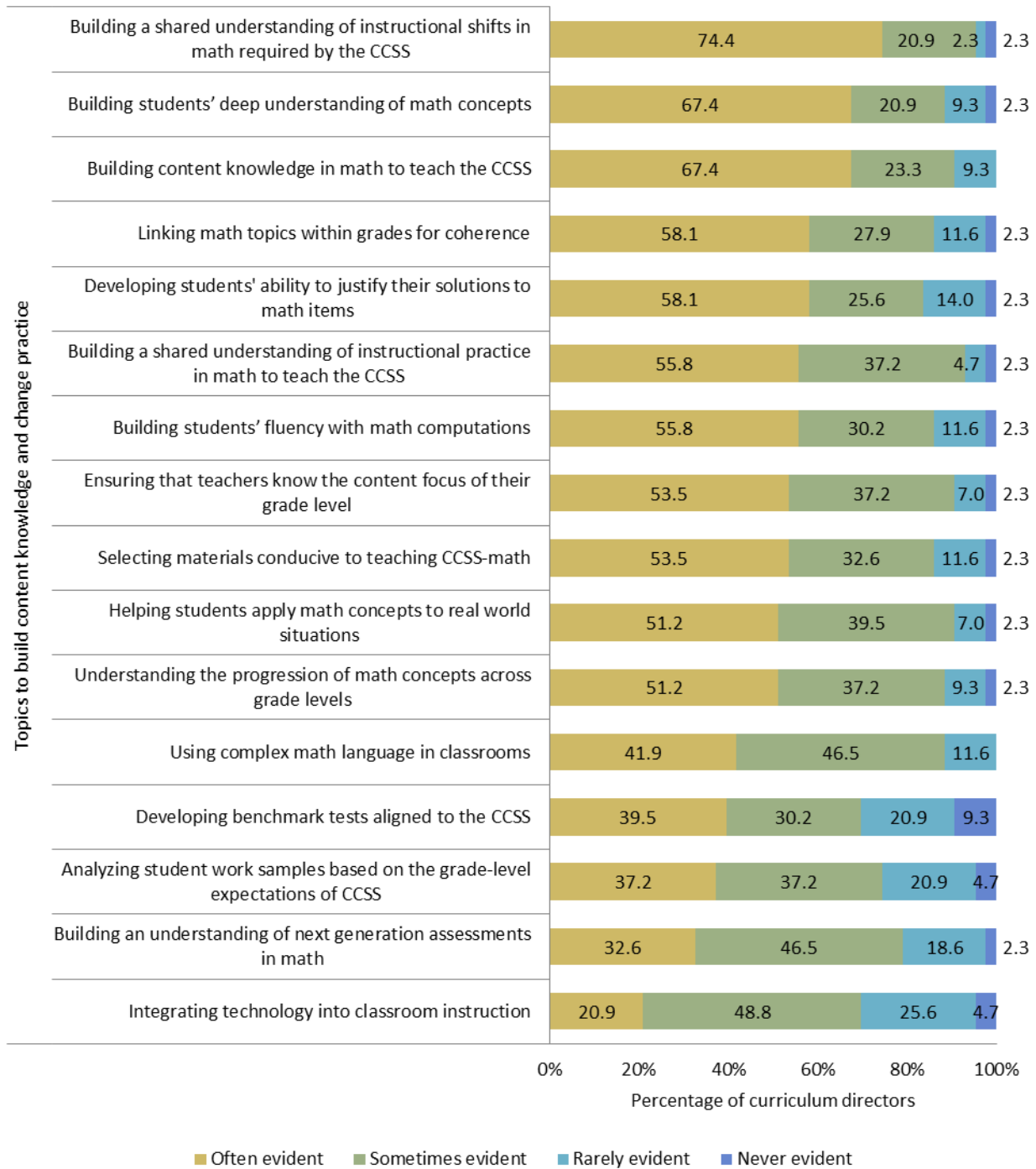
Figure 18. Percentage of ELL directors reporting that specified CCSS topics are evident in their district's professional development for ELA, 2013 (n=19)

Topics to build content knowledge and change practice	Often evident	Sometimes evident	Rarely evident	Never evident
Building students' academic vocabulary	52.6	31.6	15.8	
Building students' background knowledge through content-rich nonfiction texts	47.4	36.8	15.8	
Building content knowledge in ELA & literacy to teach the CCSS	47.4	36.8	15.8	
Building students' evidence-based reading and writing skills	42.1	36.8	21.1	
Teaching complex text using close reading analysis	31.6	52.6	15.8	
Building students' ability to engage in academic discourse	31.6	47.4	15.8	5.3
Understanding language progressions across grade levels	31.6	31.6	31.6	5.3
Integrating technology into classroom instruction	31.6	21.1	31.6	15.8
Developing text-dependent questions to teach the CCSS	26.3	52.6	21.1	
Strategies for bridging home languages and acquisition of new languages	21.1	42.1	15.8	21.1
Analyzing student work samples based on the grade-level expectations of the CCSS	21.1	31.6	31.6	15.8
Using text-dependent questions to teach the CCSS	15.8	73.7	10.5	
Selecting materials conducive to teaching CCSS-ELA	15.8	57.9	15.8	10.5
Addressing language demands of texts from various disciplines	15.8	47.4	31.6	5.3
Developing formative assessments aligned to CCSS expectations	15.8	31.6	42.1	10.5
Building an understanding of the next generation assessments in ELA	5.3	47.4	31.6	15.8

Percentage of ELL directors

■ Often evident   ■ Sometimes evident   ■ Rarely evident   ■ Never evident

Figure 19. Percentage of ELL directors reporting that specified CCSS topics are evident in their district's professional development for math, 2013 (n=19)

Topics to build content knowledge and change practice	Often evident	Sometimes evident	Rarely evident	Never evident
Building students' deep understanding of math concepts	31.6	42.1	21.1	5.3
Helping students apply math concepts to real world situations	31.6	36.8	21.1	10.5
Building content knowledge in math to teach the CCSS	26.3	47.4	21.1	5.3
Understanding the progression of math concepts across grade levels	21.1	42.1	31.6	5.3
Analyzing student work samples based on the grade-level expectations of the CCSS	21.1	42.1	21.1	15.8
Using complex math language in classrooms	15.8	52.6	26.3	5.3
Integrating technology into classroom instruction	15.8	42.1	31.6	10.5
Developing students' ability to justify their solutions to math items	15.8	36.8	42.1	5.3
Developing formative assessments aligned with the CCSS	15.8	26.3	42.1	15.8
Building shared understanding of instructional practice in math to teach the CCSS	10.5	68.4	15.8	5.3
Linking math topics within grades for coherence	10.5	57.9	26.3	5.3
Building students' fluency with math computations	5.3	73.7	15.8	5.3
Selecting materials conducive to teaching CCSS-math	5.3	63.2	21.1	10.5
Building an understanding of the next generation assessments in math		52.6	31.6	15.8

Percentage of ELL directors

■ Often evident   ■ Sometimes evident   ■ Rarely evident   ■ Never evident

Figure 20. Percentage of ELL directors rating the alignment of their district's instructional materials for ELLs to the CCSS, 2013 (n=19)

Basal ESL programs

Excellent
10.5%

Good
15.8%

Poor
73.7%

Supplemental materials packaged with core basal programs

Excellent
21.1%

Good
21.1%

Poor
57.9%

Intervention materials (intensive materials for children who continue to have difficulty

Excellent
21.1%

Poor
42.1%

Good
36.8%

Supplemental materials not affiliated with any particular basal program

Excellent
31.6%

Poor
31.6%

Good
36.8%

- Nearly two thirds of responding special education directors "agree" or "strongly agree" that their districts prioritize students with special needs being able to meet the rigor of the CCSS (64.3 percent) and are successful at identifying students with special needs (71.4 percent). Only 14.3 percent agreed that general education teachers were prepared to ensure that students with special needs were able to meet the rigor of the CCSS (Figure 21).

- All directors of special education responding to the survey indicated that the importance of integrating common assessments aligned with the new standards, the importance of using instructional resources aligned to the new standards, the need for standards that are nationally benchmarked, and understanding the importance of teaching standards aligned to expectations for success in careers are topics that are "sometimes evident" or "often evident" in their district's professional development. However, 28.6 percent of special education directors reported that understanding the need for standards to be internationally benchmarked was "rarely evident" in their district's professional development (Figure 22).

- Some 57.1 percent of responding special education directors indicated that building content knowledge in ELA was "often evident" in their district's ELA professional development. About 43 percent indicated that developing text-dependent questions was "often evident" in their district's professional development. And the same percentage reported that teaching complex texts using close-reading techniques and building students' evidence-based reading and writing skills was "often evident" in their district's ELA professional development. Conversely, developing formative assessments aligned to the CCSS and building an understanding of next generation assessments were cited by over 20 percent of special education directors as "rarely evident" in their district's ELA professional development (Figure 23).

- In mathematics, half of responding special education directors indicated that building content knowledge was "often evident" in their district's math professional development. Rated as "rarely evident" by over 20 percent of special education directors was math professional development on developing formative assessments aligned with the CCSS, selecting materials conducive to teaching the new math standards, analyzing student work samples, understanding math progressions across grade levels, integrating technology into classroom instruction, and understanding next generation assessments (Figure 24).

- In open-ended answers, special education directors reported that they would like additional support on accommodations and instructional modifications for special needs students, as well as support on next generation assessments. They also report wanting help with building students' skills in math computation while teaching the language of math, and with integrating technology into ELA and math instruction (Appendix B).

- Among the major challenges special education directors identified in open-ended responses involved figuring out how districts should align students' Individual Education Programs (IEPs) to the CCSS. Also, special education directors report the need for instructional materials that are age-appropriate and tailored for various stages of development among students with disabilities (Appendix B).

Figure 21. Percentage of special education directors who agree or disagree with specified statements about their district's readiness to implement the CCSS for students with special needs, 2013 (n= 14)
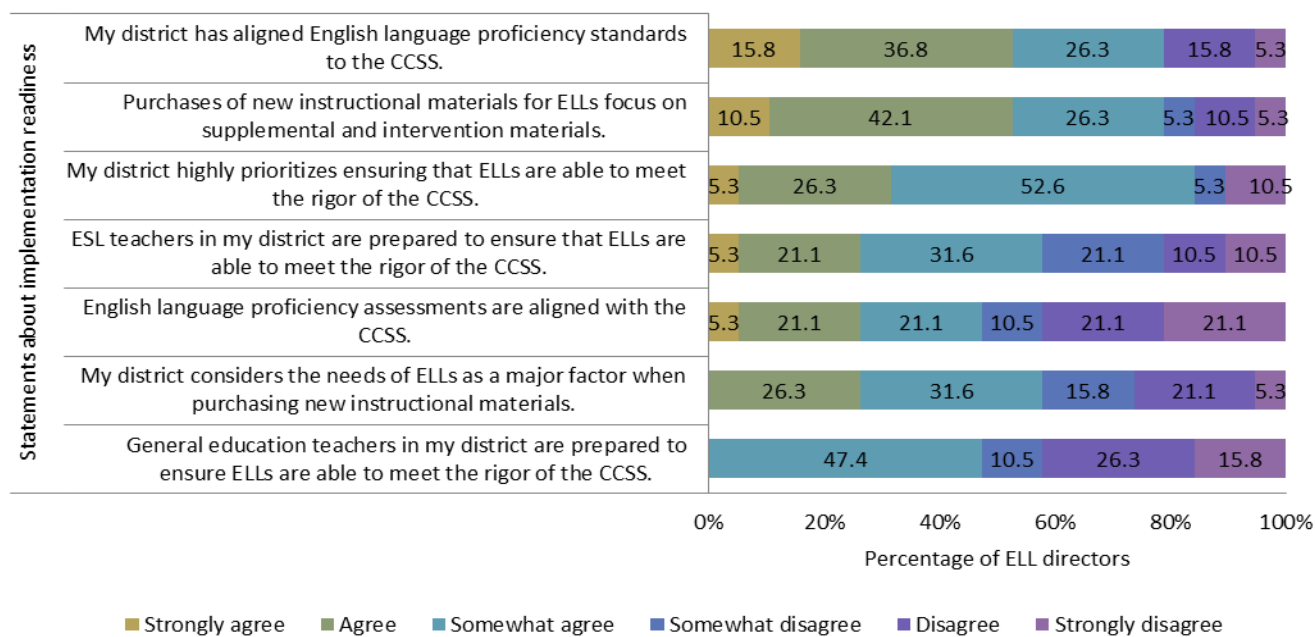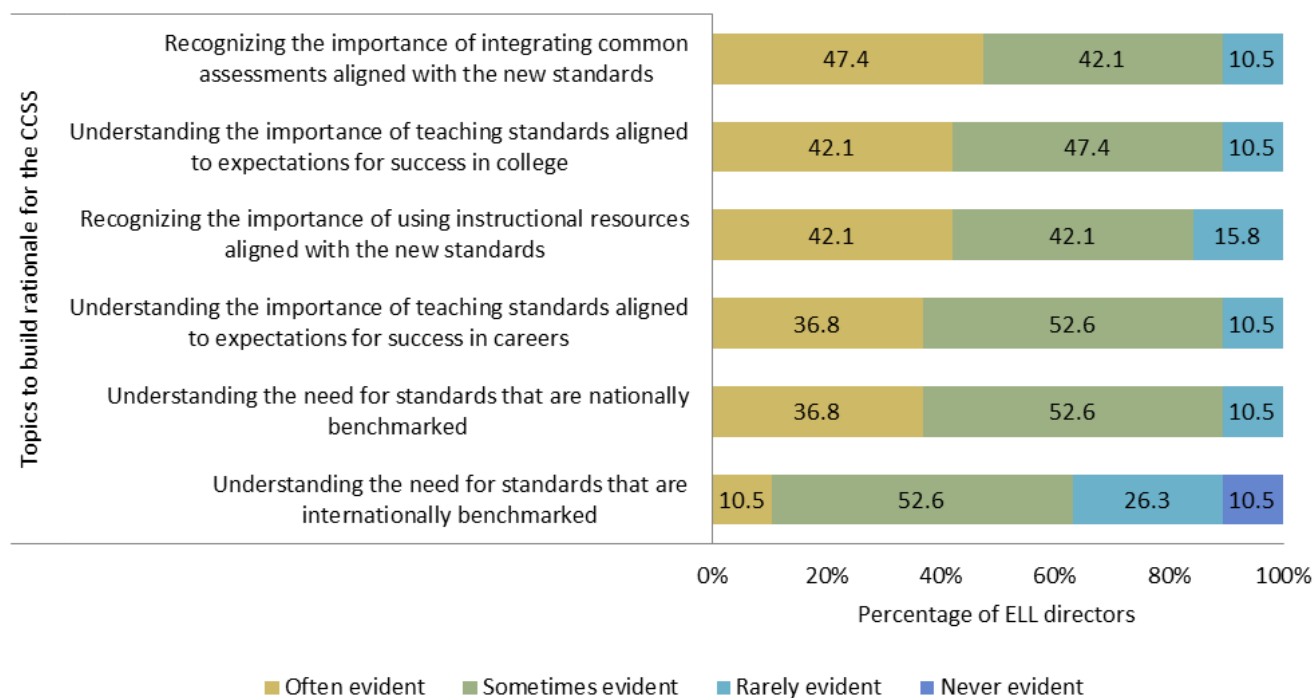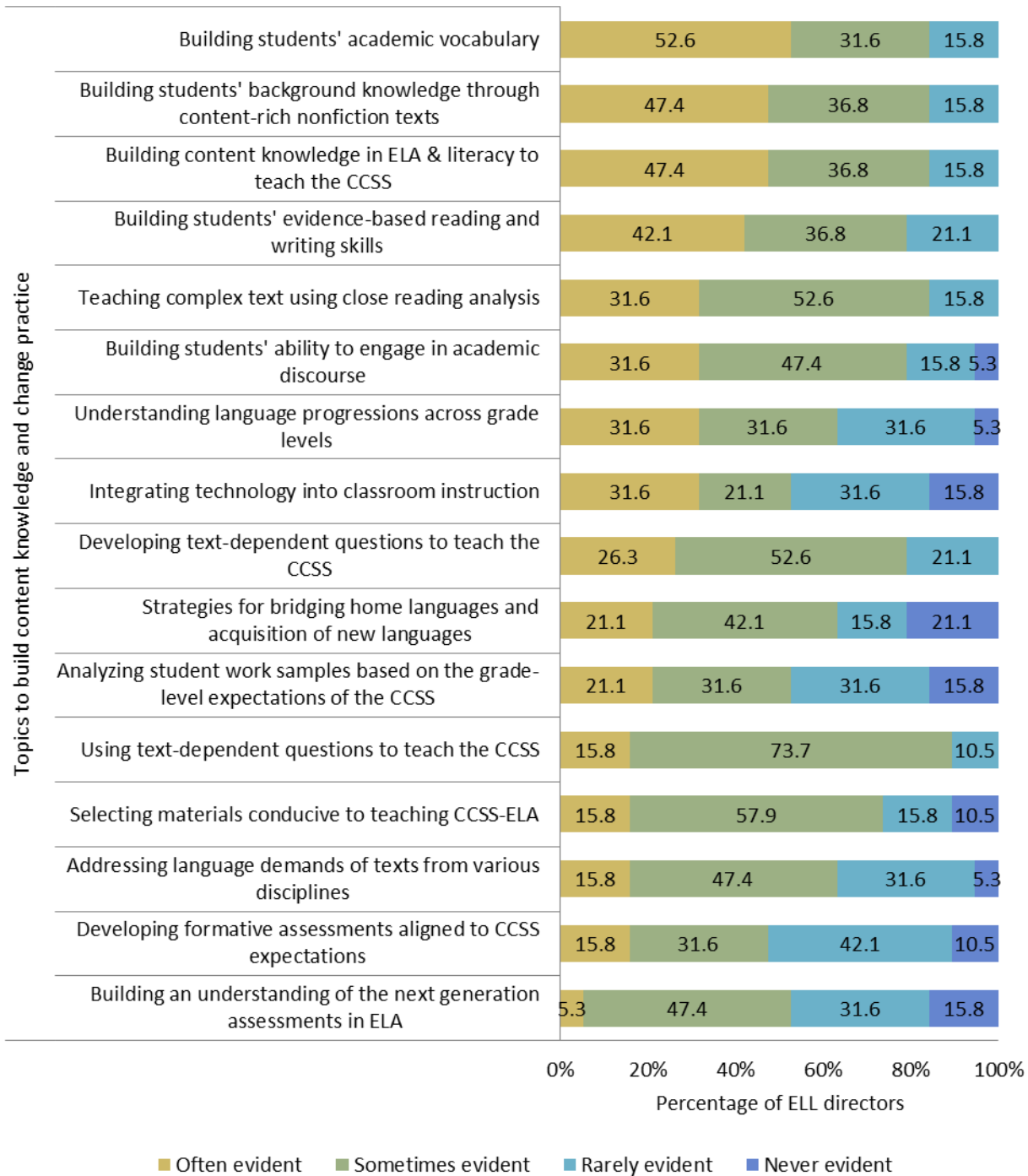

Figure 22. Percentage of special education directors reporting that specified CCSS topics are evident in their district's professional development, 2013 (n=14)
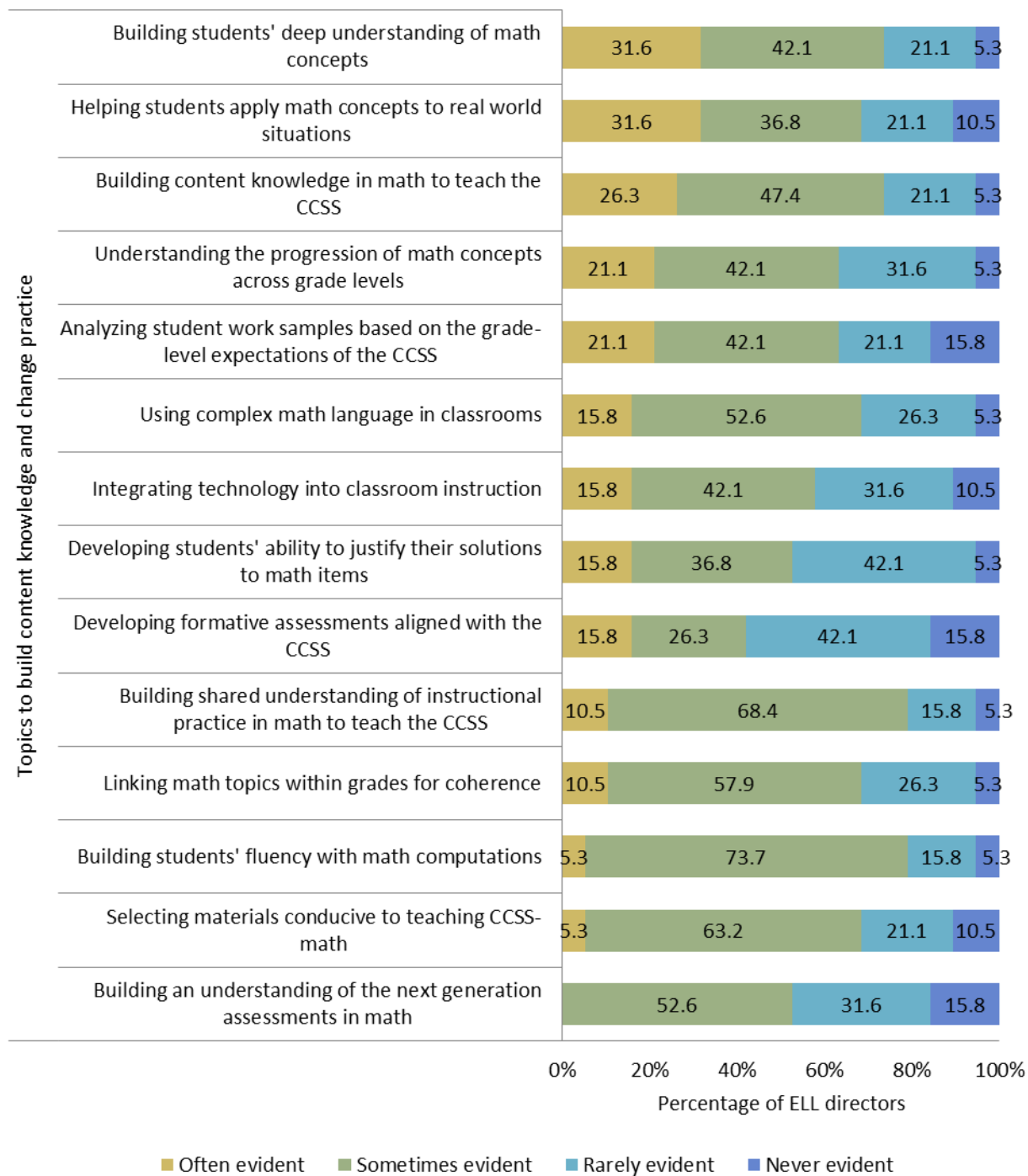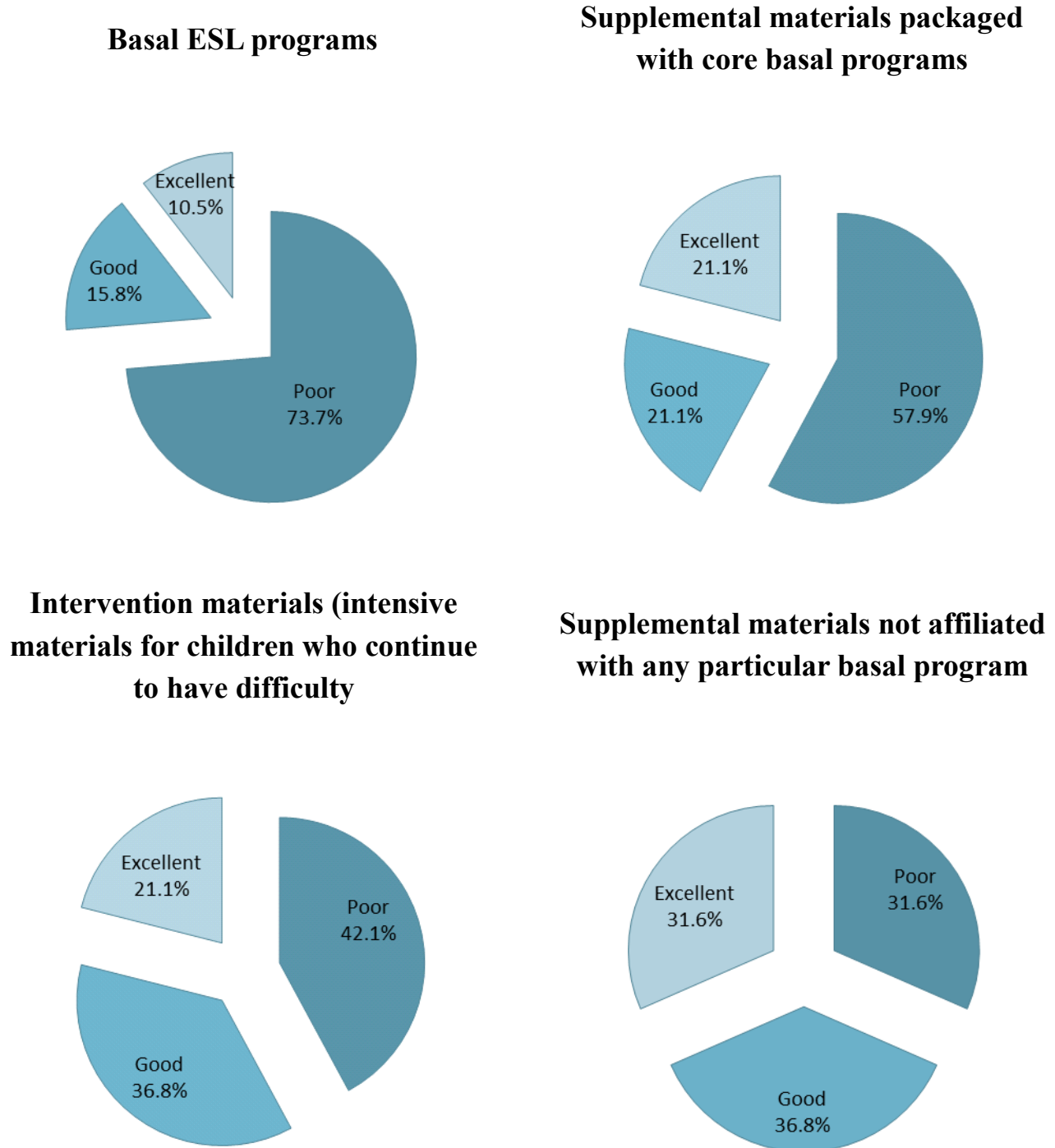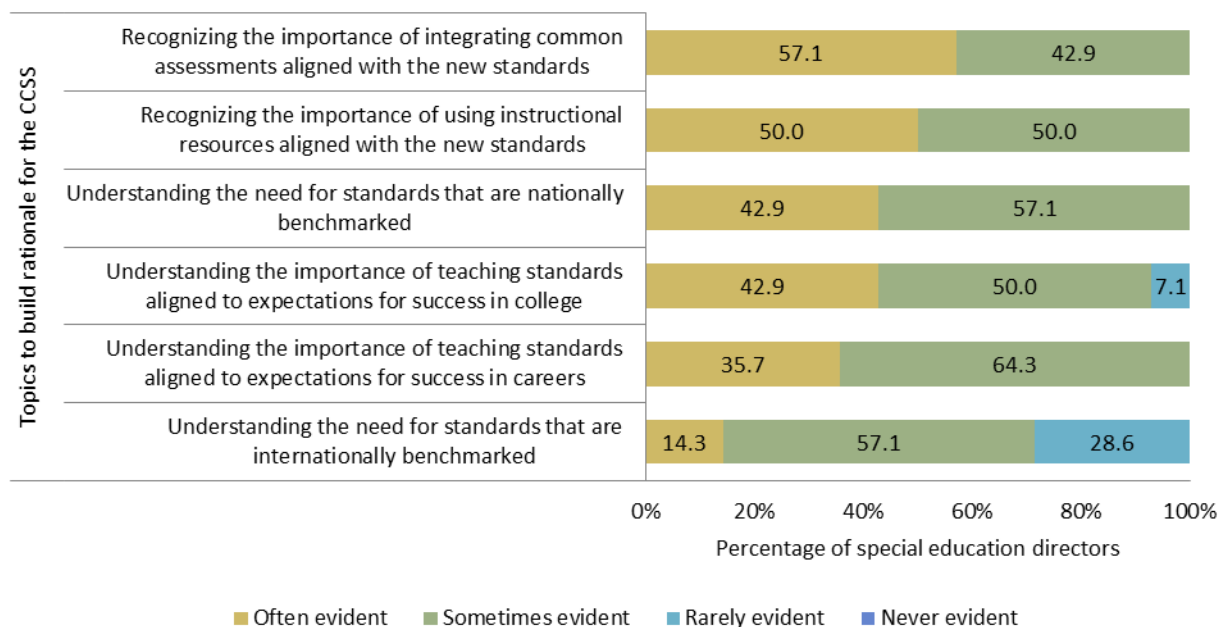
Figure 23. Percentage of special education directors reporting that specified CCSS topics are evident in their district's professional development for ELA, 2013 (n=14)
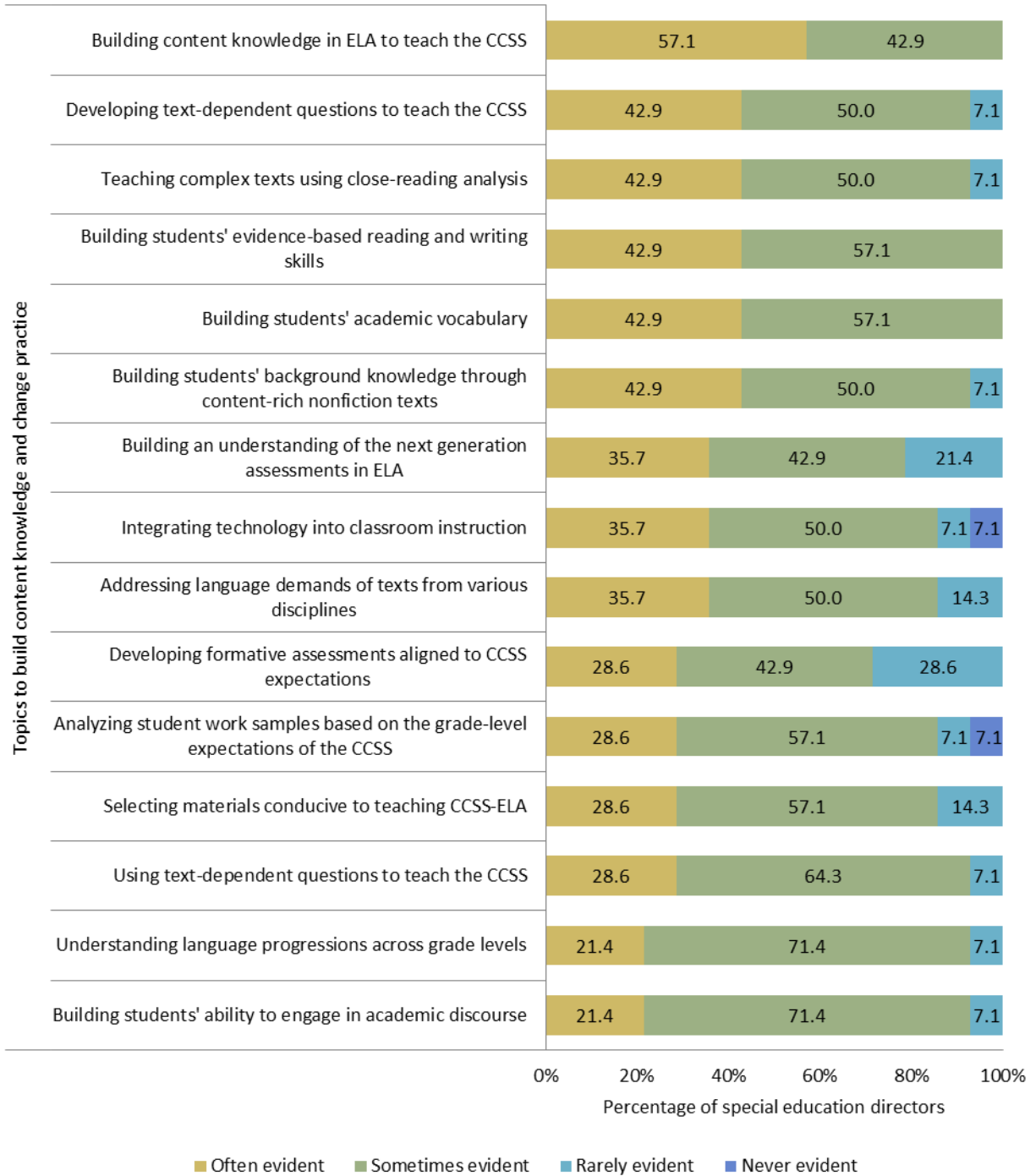
Figure 24. Percentage of special education directors reporting that specified CCSS topics are evident in their district's professional development for math, 2013 (n=14)

Topics to build content knowledge and change practice

Topic	Often evident	Sometimes evident	Rarely evident	Never evident
Building content knowledge in math to teach the CCSS	50.0	42.9	7.1	
Building students' fluency with math computations	42.9	50.0		7.1
Helping students apply math concepts to real-world situations	42.9	50.0	7.1	
Developing students' ability to justify their solutions to math items	42.9	42.9	14.3	
Building shared understanding of instructional practice in math to teach the CCSS	42.9	42.9	14.3	
Use of complex math language in classrooms	42.9	42.9	14.3	
Building an understanding of the next generation assessments in math	42.9	35.7	21.4	
Integrating technology into classroom instruction	35.7	42.9	21.4	
Understanding the progression of math concepts across grade levels	35.7	42.9	21.4	
Developing formative assessments aligned with the CCSS	35.7	35.7	28.6	
Building students' deep understanding of math concepts	28.6	71.4		
Analyzing student work samples based on the grade-level expectations of the CCSS	28.6	50.0	21.4	
Selecting materials conducive to teaching CCSS-math	28.6	42.9	28.6	
Linking math topics within grades for coherence	14.3	71.4	14.3	

Percentage of special education directors

■ Often evident ■ Sometimes evident ■ Rarely evident ■ Never evident

- Research directors responding to the survey generally reported that their districts had made "good" or "excellent" progress in implementing the CCSS. In particular, 75 percent of research directors indicated that their districts were making "excellent" progress in providing timely data for school leaders and 70 percent reported that they were making "excellent" progress in creating data systems to store and share information from multiple departments as part of the CCSS implementation process (Figure 25).

- Conversely, some 40 percent of research directors reported that their district's progress was "poor" in creating formal feedback loops for input on implementation efforts (Figure 25).

- Some 70 percent of responding research directors either "agree" or "strongly agree" that tracking implementation of the CCSS is a high priority for their district. This level of agreement was lower in the 2013 survey than in 2012. In addition, only 15 percent of research directors "agree" that their districts use implementation data to tailor professional development on CCSS for school-level staff, and only 20 percent "agree" that their district's implementation goals are understood among school-level staff (Figure 26).

- Fifty-five percent of research directors indicate that their districts "often use" scores on interim assessments to measure implementation of the CCSS. And while 40 percent report that their districts "often use" student behavior data to assess implementation of the CCSS, only 15 percent report the regular use of student work samples for this purpose. Teacher, principal, and parent surveys were the least used data source to measure understanding, awareness, or implementation of the CCSS (Figure 27).

- The majority of research directors report that their districts "often use" data such as high school graduation rates (75 percent), end-of-year achievement scores (75 percent), and enrollment and performance in advanced placement/IB courses (70 percent and 60 percent respectively) to measure implementation of the CCSS (Figure 28).

- Approximately a quarter of responding ELL directors report using classroom observations to a "large extent" (26.3 percent) in measuring implementation of the CCSS. ELL directors also report using movement in the percentages of ELLs into higher English proficiency levels (21.1 percent) and performance on interim assessments (21.1 percent) to a "large extent" to measure implementation. Student work samples and placement in advanced courses were the data least likely to be used extensively (Figure 29).

- About 57 percent of responding special education directors use state-mandated alternative assessment data to a "large extent" in measuring implementation of the CCSS, and 42.9 percent use student performance on interim assessments to a "large extent." Meanwhile, classroom observations and placement in advanced courses were the data least likely to be used extensively (Figure 30).

- Obtaining classroom-level information for thousands of teachers in large numbers of schools was among the most common challenges reported by research directors in measuring CCSS implementation (Appendix B).

- Another common challenge reported by research directors in measuring implementation was balancing competing priorities such as state testing and accountability requirements that are not yet aligned to the CCSS. Also, the lack of information on reliable leading indicators makes it difficult for districts to know what successful implementation looks like in practice (Appendix B).

Figure 25. Percentage of research directors indicating the strength of their district's progress in specified areas of CCSS implementation, 2013 (n=20)

Legend: ■ Excellent ■ Good ■ Poor

Figure 26. Percentage of research directors who agree or disagree with specified statements about their district's readiness to implement the CCSS, 2013 (n=20)
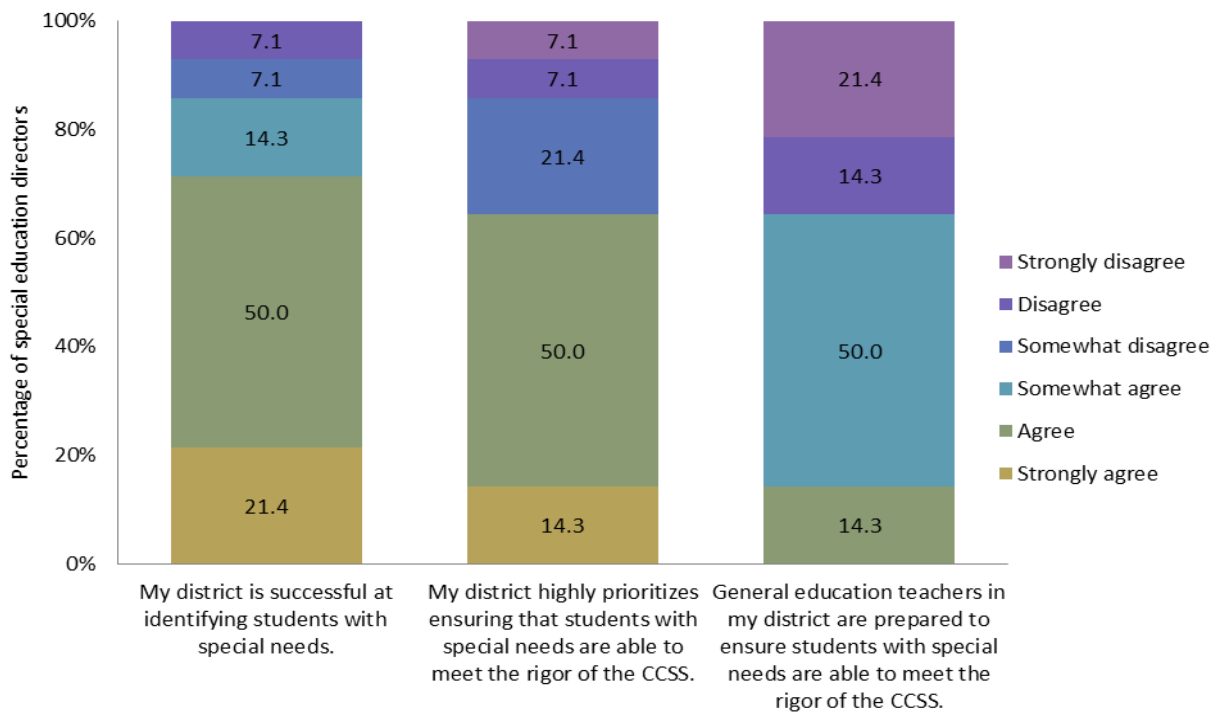

Legend: ■ Strongly agree ■ Agree ■ Somewhat agree ■ Somewhat disagree ■ Disagree ■ Strongly disagree
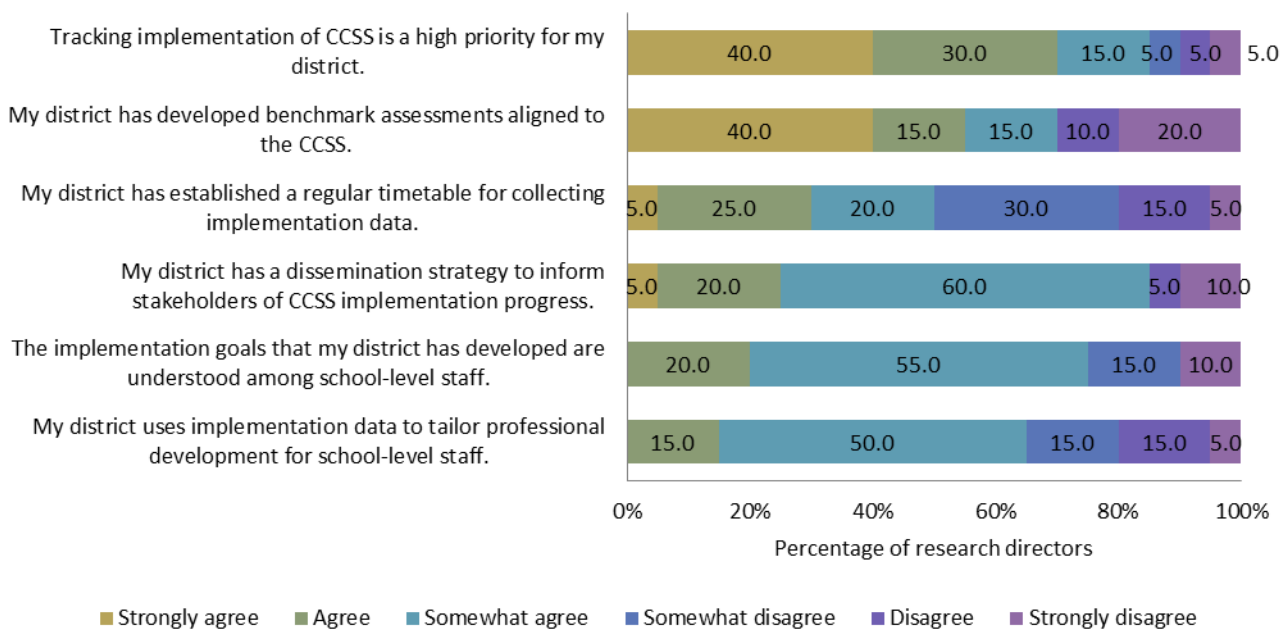
Figure 27. Percentage of research directors reporting their district's use of specified data to measure implementation of the CCSS, 2013 (n=20)
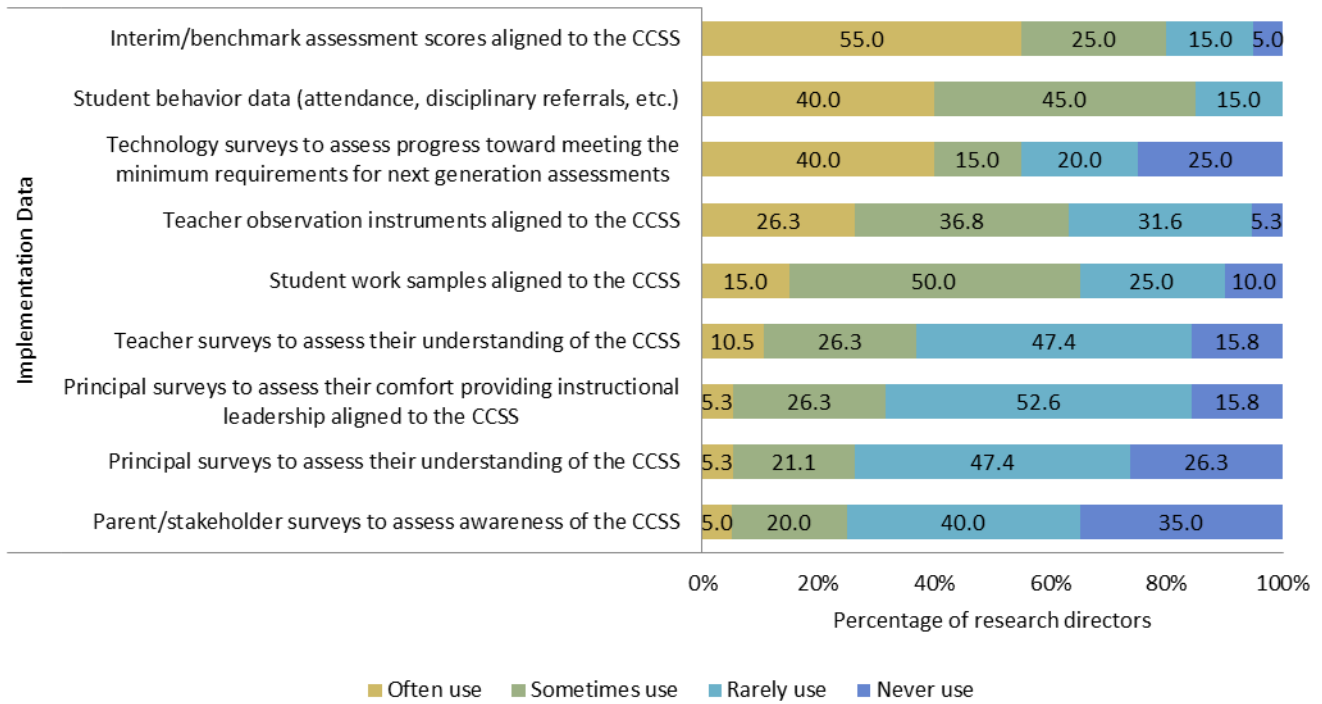
Figure 28. Percentage of research directors reporting their district's use of specified outcome data to measure implementation of the CCSS, 2013 (n=20)
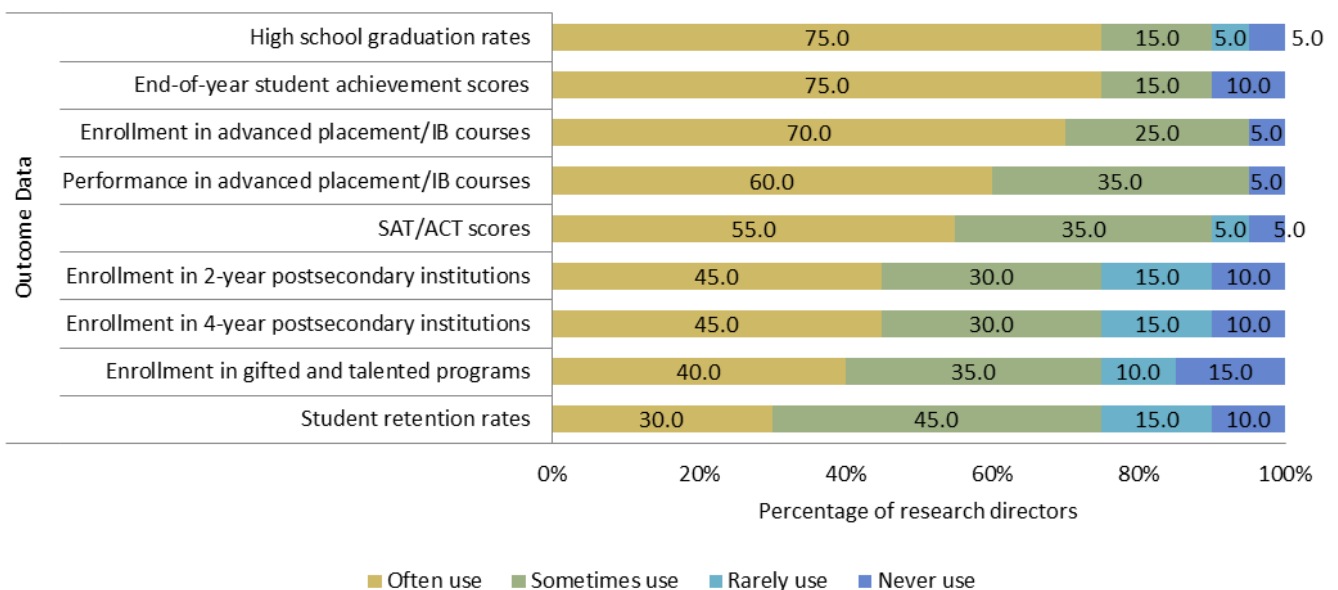
Figure 29. Percentage of ELL directors reporting their district's use of specified data to measure implementation of the CCSS, 2013 (n=19)
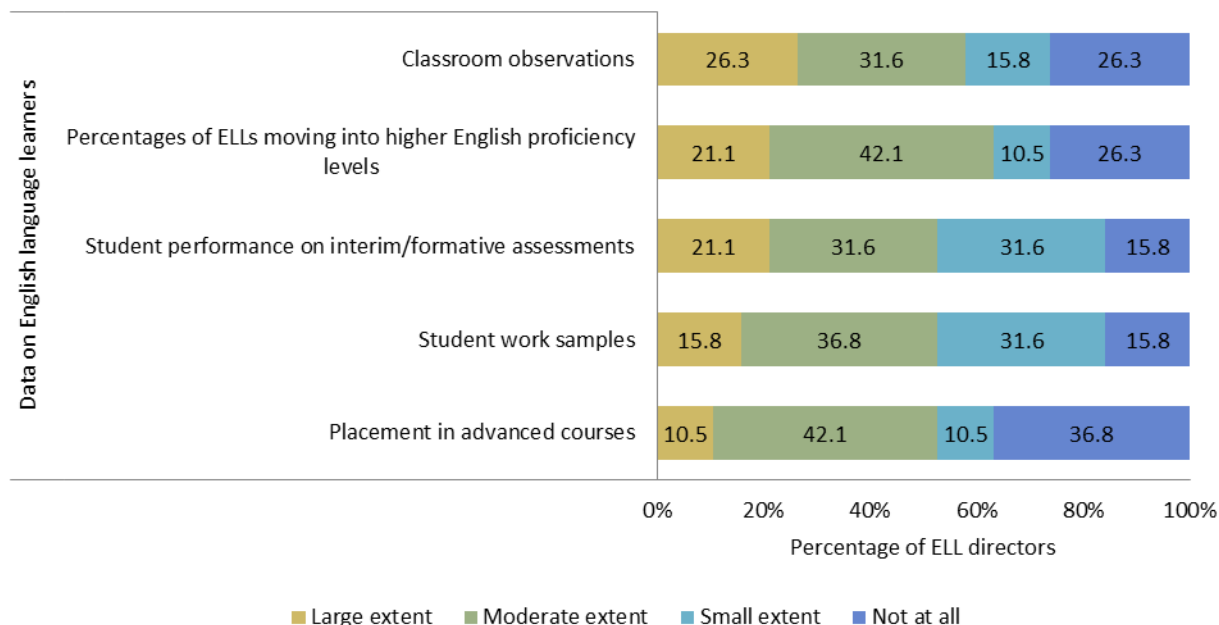
Figure 30. Percentage of special education directors reporting their district's use of specified data to measure implementation of the CCSS, 2013 (n=14)
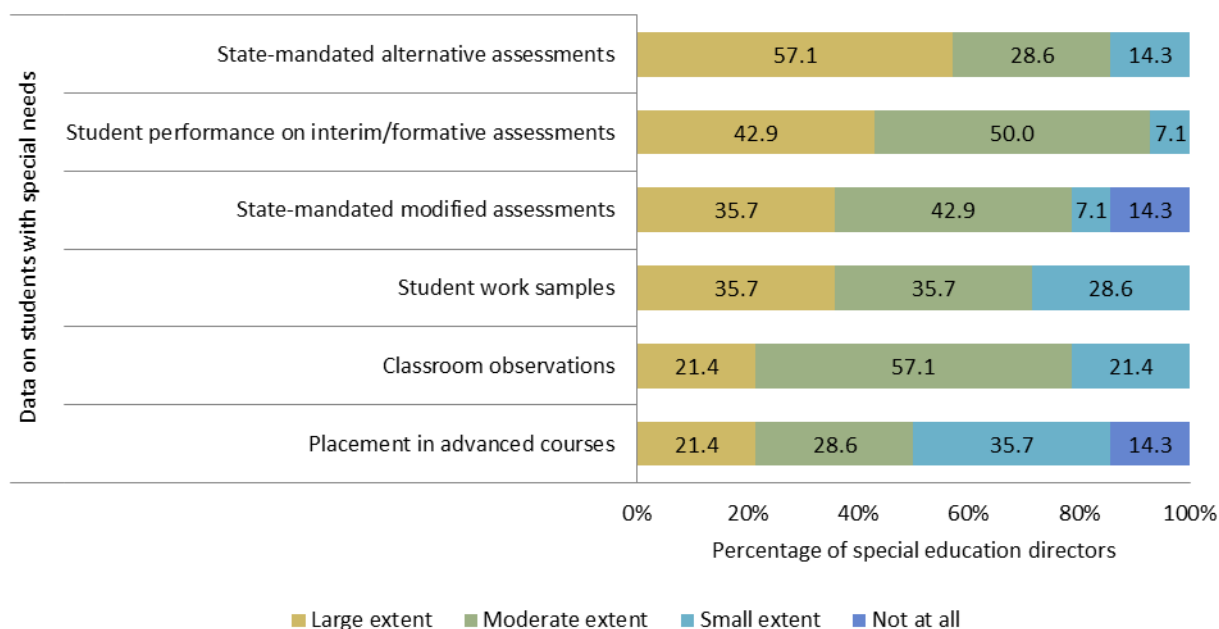
- Seventy-seven percent of responding communications directors "agree" or "strongly agree" that their districts are actively engaged in informing stakeholders about the CCSS. Another 76.9 percent "agree" or "strongly agree" that their communications team has a strong understanding of the CCSS, and 69.3 percent "agree" or "strongly agree" that their districts are active in building public support for the CCSS (Figure 31).

- Over half of communications directors "agree" and all responding communications directors at least "somewhat agree" that school-level staff are prepared to answer questions from stakeholders about the CCSS (Figure 31).

- Responses also suggest areas of needed improvement in district communication and messaging strategies. For instance, only 15.4 percent of communications directors "agree" and 7.7 percent "strongly agree" that stakeholders understand that implementing the CCSS is a lengthy process. Similarly, 46.2 percent of communications directors only "somewhat agree" and another 15.4 percent "disagree" that their districts provide stakeholders with opportunities for feedback on CCSS implementation efforts (Figure 31).

- One of the most common challenges expressed by communication directors in informing stakeholders about the CCSS was explaining to parents how the CCSS is different from previous standards. Many communications directors also indicated that the complexity of the CCSS is difficult to explain, particularly in other languages. Furthermore, communications directors reported that communication departments are often called on to address the misinformation and controversy surrounding the CCSS (Appendix B).
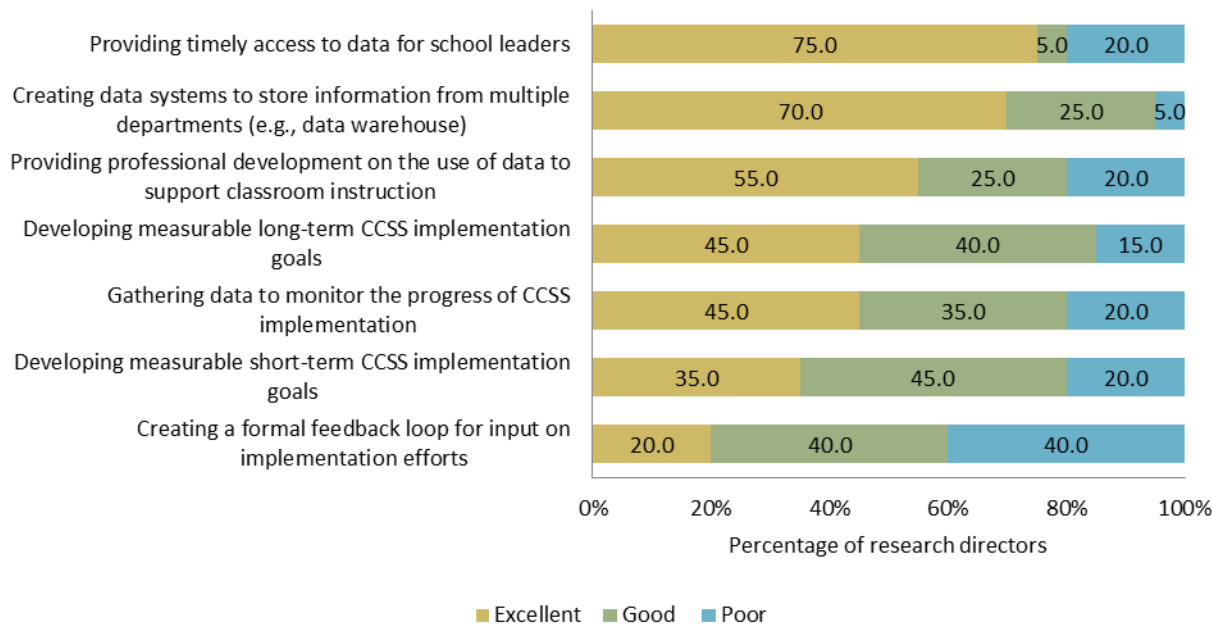
Figure 31. Percentage of communications directors who agree or disagree with specified statements about their district's readiness to implement the CCSS, 2013 (n=13)
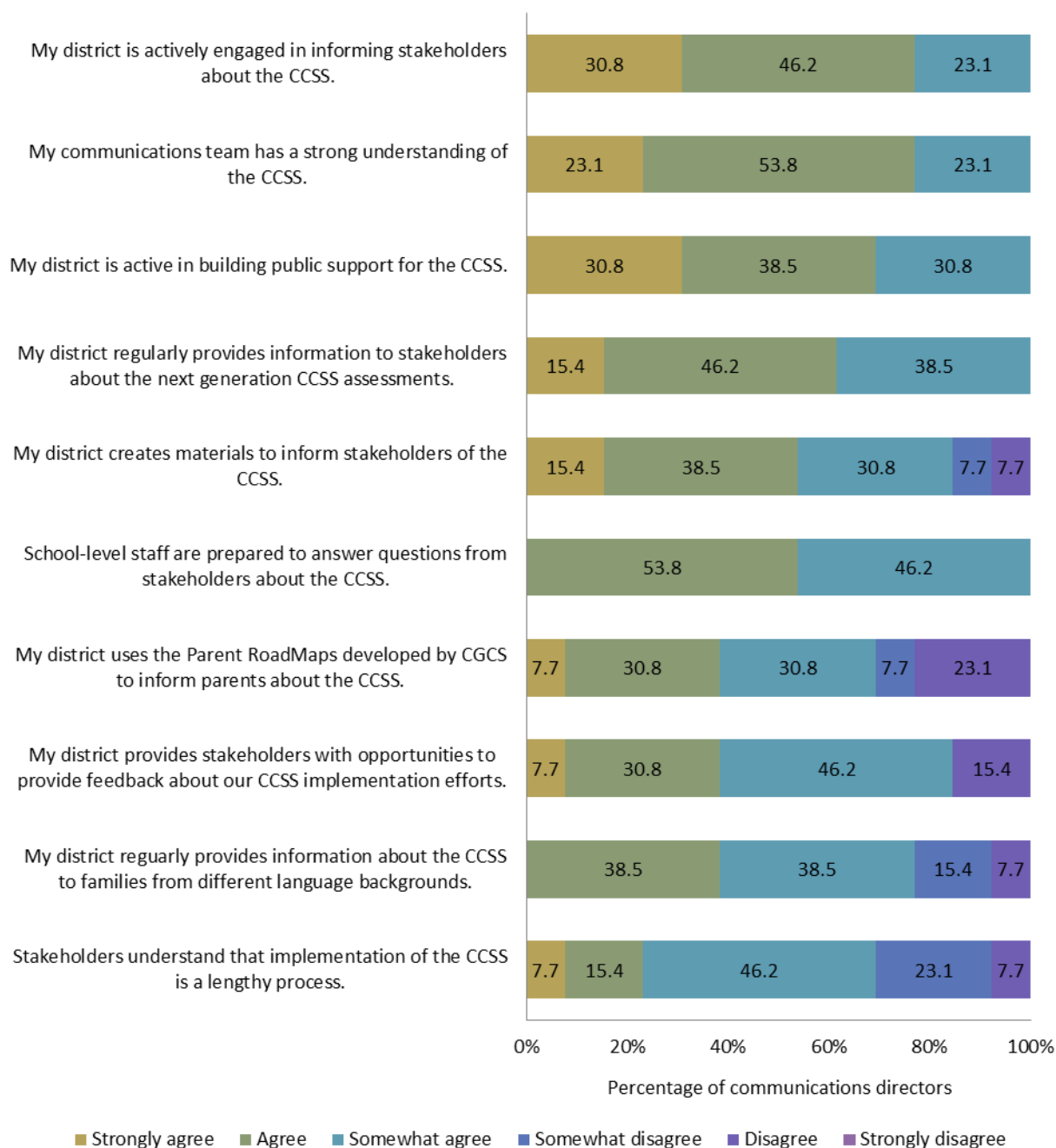
The results of the second year of the Council of the Great City School's common core implementation survey reveal that substantial work is underway in the nation's large urban school districts as they move to broadly implement the new Common Core State Standards. Virtually all respondents reported that their districts plan to fully implement the common core by the 2014-15 school year, and nearly half of respondents report that their districts will have fully implemented the common core by the end of this school year (2013-14). This is a substantial increase over implementation projections reported in the first year of the survey, suggesting that districts may be speeding up their implementation plans and timelines.

In addition, survey respondents generally reported that their district's professional development in ELA and math reflect the need to build a shared understanding of the instructional shifts required by the new standards, as well as the need to build students' understanding of math and evidence-based reading and writing skills. In the early grades, a majority of respondents report that their district's curriculum has been aligned to the common core standards. Survey respondents also report using a number of resources to align instructional materials to the CCSS, including PARCC/SBAC sample items, common core math progressions, and materials from the Council's Basil Alignment Project. And teachers, principals, and central office staff across districts report participating in a variety of daily, weekly, and monthly activities to support implementation of CCSS, including scheduling common planning time for teachers, participating in professional learning communities, making use of online professional development resources aligned to the common core, conducting faculty meetings focused exclusively on common core implementation, and convening key stakeholder groups.

Overall, the majority of respondents rate their district's progress in implementing the new ELA and math standards in classrooms as good or excellent, although this varies according to who you ask. However, the results also point to a few key areas of need. To start, it is clear that implementation in the middle grades and high school is lagging behind the progress districts are making in implementing the standards at the elementary school level. This is particularly evident in math. While about three quarters of curriculum directors report that their districts have curriculum aligned to the CCSS in kindergarten through grade two, this number falls steadily to below half in grades nine through 12.

Districts also appear to be struggling with addressing the needs of special populations. Roughly 40 percent of survey respondents rated their district's progress in this area as "poor." And while a majority of ELL and special education directors at least somewhat agree that their districts highly prioritize the needs of ELLs and students with disabilities, a third of special education directors and over half of ELL directors reported that general education teachers in their district are not prepared to help these students meet the rigorous new standards.

In fact, in open-ended answers survey respondents cited the need to help these teachers build strategies for differentiating instruction for ELLs and students with disabilities. Yet, according to curriculum directors who responded to the survey, differentiating instruction for ELLs and students with special needs was only

sometimes evident or rarely evident in district professional development. And instructional materials for ELLs also fell short in their quality and alignment to the CCSS, according to responding ELL directors.

Survey results also indicate that districts need considerably more support in preparing for online common core assessments and integrating technology into the classroom. Over a third of respondents rated their district's progress in these areas as "poor." Integrating technology into the classroom was cited as among the least evident topics in both ELA and math professional development offerings. And a majority of respondents reported that professional development for teachers on integrating computer-based assessments in the classroom and using computer-adaptive assessments to monitor student progress remains rare.

In addition, the results highlight the need to reassess the ways that common core implementation, awareness, and success are measured. For example, research directors are much more likely to report the use of interim assessment scores or even student behavior data than teacher observations or student work samples to measure implementation of the common core standards. In fact, obtaining classroom-level information for thousands of teachers across large numbers of schools was cited as a leading challenge in measuring implementation of CCSS in large districts. Moreover, formal teacher observation protocols do not yet sufficiently reflect the new standards. Respondents also cited the need for reliable leading indicators of what successful implementation looks like in practice.

Finally, the survey results suggest areas of needed improvement in district communication strategies around the common core. For instance, results suggest that districts need to better communicate to stakeholders that implementation of the common core is a long-term process. Districts should also work to create formal mechanisms for providing input on district implementation efforts for stakeholders—particularly for parents. In fact, parents were among the groups cited as the least likely to be informed or involved in a school district's implementation strategy, and research directors report that parent surveys to assess awareness of the common core standards are among the least utilized source of data to measure common core implementation and success.

In sum, districts are making strides toward meeting the challenge of implementing the Common Core State Standards, but the dimensions of this challenge are great. To continue the momentum, districts will need to redouble their efforts in a number of key areas, including aligning their curriculum with the common core across all grade levels, addressing the needs of students with special needs, helping schools integrate technology into classrooms and prepare for online assessments, measuring implementation success using classroom observations and student work, and more actively informing and engaging parents. Over the next few years districts should also begin integrating other major reform initiatives into their implementation efforts. For example, the lack of alignment between teacher observation protocols and the common core suggests that more should be done to ensure that policies and practices aimed to recruit and retain teaching talent reflect the new college and career-ready standards. In short, districts appear to be on the right path in their implementation of the common core, but they have much further to go before the promise of shared, rigorous academic standards is realized in our nation's big city schools.

Percentage of district staff rating the strength of their district's CCSS implementation progress in specified areas, 2013

Topic Area	Respondent	Poor	Good	Excellent	NA
Implementing CCSS-ELA in classrooms	Superintendent	23.1	61.5	15.4	0.0
	Curriculum Director	14.3	45.2	40.5	0.0
	Research Director	12.5	31.3	56.3	0.0
	ELL Director	0.0	66.7	33.3	0.0
	Special Education Director	0.0	30.8	69.2	0.0
	Communications Director	0.0	22.2	77.8	0.0
Implementing CCSS-math in classrooms	Superintendent	23.1	69.2	7.7	0.0
	Curriculum Director	19.0	35.7	45.2	0.0
	Research Director	18.8	31.3	50.0	0.0
	ELL Director	5.6	50.0	33.3	11.1
	Special Education Director	7.7	38.5	53.8	0.0
	Communications Director	77.8	22.2	0.0	0.0
Aligning instructional materials to CCSS	Superintendent	23.1	38.5	38.5	0.0
	Curriculum Director	26.2	21.4	52.4	0.0
	Research Director	18.8	43.8	37.5	0.0
	ELL Director	22.2	33.3	38.9	5.6
	Special Education Director	7.7	46.2	46.2	0.0
	Communications Director	11.1	0.0	88.9	0.0
Providing professional development for teachers in CCSS-ELA	Superintendent	7.7	23.1	69.2	0.0
	Curriculum Director	16.7	21.4	61.9	0.0
	Research Director	37.5	25.0	37.5	0.0
	ELL Director	0.0	50.0	50.0	0.0
	Special Education Director	7.7	30.8	61.5	0.0
	Communications Director	0.0	11.1	88.9	0.0

Topic Area	Respondent	Poor	Good	Excellent	NA
Providing professional development for teachers in the CCSS-math	Superintendent	7.7	23.1	69.2	0.0
	Curriculum Director	11.9	28.6	59.5	0.0
	Research Director	25.0	50.0	25.0	0.0
	ELL Director	0.0	44.4	44.4	11.1
	Special Education Director	15.4	30.8	53.8	0.0
	Communications Director	0.0	11.1	88.9	0.0
Addressing the needs of special populations	Superintendent	30.8	69.2	0.0	0.0
	Curriculum Director	40.5	38.1	21.4	0.0
	Research Director	56.3	25.0	18.8	0.0
	ELL Director	55.6	22.2	16.7	5.6
	Special Education Director	30.8	30.8	38.5	0.0
	Communications Director	0.0	33.3	55.6	11.1
Integrating technology into classroom instruction	Superintendent	38.5	38.5	23.1	0.0
	Curriculum Director	40.5	45.2	14.3	0.0
	Research Director	25.0	43.8	31.3	0.0
	ELL Director	44.4	16.7	38.9	0.0
	Special Education Director	23.1	38.5	30.8	7.7
	Communications Director	11.1	22.2	66.7	0.0
Adopting computer-based/computer-adaptive assessments	Superintendent	46.2	23.1	30.8	0.0
	Curriculum Director	38.1	33.3	26.2	2.4
	Research Director	31.3	25.0	43.8	0.0
	ELL Director	44.4	27.8	22.2	5.6
	Special Education Director	38.5	23.1	38.5	0.0
	Communications Director	22.2	33.3	44.4	0.0

Responses to open-ended questions to curriculum directors about their major challenges in implementing the CCSS and major challenges in measuring implementation

What are the major challenges in implementing the CCSS in your district?	What are the major challenges in measuring the implementation of the CCSS in your district?
Having all teachers prepared for implementing the CCSS and getting administrators to understand the gravity of implementing the CCSS are major implementation challenges in our district.	There is a need to know before high stakes testing occurs that students are able to meet the CCSS.
Professional development and teacher collaboration time.	It is difficult to set expectations without time for professional development.
We do not currently have a districtwide literacy series. The district has undergone major changes in leadership in a short period of time. School level administrators and teachers are reluctant to admit what they still don't understand about how to develop actionable student tasks that build each week and lead to student success with the standards.	Sample populations polled are not representative of the make-up of the district. Key performance indicators often reflect on the number of participants, and stop short of measuring the extent to which participants' practices (and thus student learning) are impacted by the experience.
Building a deep understanding of the "shifts" in the new CCSS, modeling and implementing while still be assessed under old standards.	Developing a deeper understanding with administrators of the new Teacher Development Evaluation tool to see evidence and understanding of classroom instruction.
Balancing principal autonomy with fidelity of implementation across a large district.	Balancing principal autonomy with fidelity of implementation across a large district.
Ongoing professional development, and the number of students reading below grade level.	Access to an instrument to measure implementation of the CCSS.
Time! How to provide the appropriate level of training (differentiated based on teacher need) with consistent messages in a timely manner.	Monitoring tools, including rubrics and checklists. Common understanding and consistent reporting (including self-reporting).
Providing the PL that teachers and principals need; providing adequate and CCSS-aligned resources to schools.	Obtaining feedback through the surveys that we have developed.
Getting all teachers to acknowledge that this major shift in the way that teaching occurs in the classroom will not be done overnight. This is a process that we have to be dedicated to in order to see true results. The benefits of having students take more responsibility for their learning is enormous.	Making sure that common assessments from the district level reach all students and that the results from those assessments are measured to affect district curriculum planning.
Support for SWD with modifications and accommodations in implementing the CCSS.	Implementation of computer-assisted common assessments.

What are the major challenges in implementing the CCSS in your district? (Cont'd)	What are the major challenges in measuring the implementation of the CCSS in your district? (Cont'd)
Lack of state-level leadership in alignment and training. Conflicting information from the state level.	Lack of technology to deploy assessments and resources.
Providing professional development for all teachers.	
We need more mandatory PD that every staff person must attend.	Many concepts are similar to previous work, except for when there is a significant difference as in when the topics moved from grade to grade.
1) Reaching all teachers and administrators with a common message. We delivered some modules to site administrators who in turned shared with their staff, but we know the quality of the site training is dependent on the skills and knowledge level of the site administrators. Through the site training we focused on complex talk, and the instructional shifts in ELA/literacy and mathematics. Time to train our administrators is so very limited. 2) Providing time to teachers to plan units of study. We understand the level of understanding that is developed when you plan a unit of study rather than having district office staff create them all for you, however, building in time for this to occur is difficult. 3) High school mathematics- building a transition plan to move from a traditional approach to an integrated approach.	Determining the high leverage strategies that should be monitored and measured. It has been difficult moving to Common Core when we are still accountable to our current state assessments that have not moved to the CCSS.
Our state adopted everything at the same time, which is a huge challenge. Additionally, the change in the assessments without knowing what they will look like is a major challenge as well.	Predictive vs. diagnostic assessments. Size of the district makes it very difficult to determine the effectiveness of implementation. Lack of options in rigorous question banks.
The continued updating of messaging to all district stakeholders is challenging. The district's size creates a capacity issue for professional development, and, to some degree, material acquisition.	The creation of a calibration process to ensure that evaluators, observers, and support personnel at every school site has the same level of expertise in identifying the implementation of CCSS instruction in ELA and mathematics.
Scaling implementation and moving quickly to implement awareness and instructional changes in the district at scale.	No tools designed as of yet.
Scale, especially around delivering professional development across 80,000 teachers. Finding strong materials. Order of operations (state test came before aligned materials).	Scale: being able to observe teacher practice.
Capacity for professional development. Access to principals and teachers. Budget.	Finances/budget. Human resources (not enough FTE).

What are the major challenges in implementing the CCSS in your district? (Cont'd)	What are the major challenges in measuring the implementation of the CCSS in your district? (Cont'd)
Time and funding for professional learning.	Lack of assessments.
Getting at the belief system that all students can learn and achieve at high levels. Continuing to align curriculum with a very small staff. High school math. Building deep content knowledge in math (for teachers).	Everyone is in a different place, so measuring something "common"" is a challenge.
Provision of common planning time for elementary classroom teachers lacking. Funding for instructional resources to augment classroom instruction. Funding for more professional development on high quality instructional practices to ensure rigor.	We have built in a "wait" time period in order to allow teachers to begin the implementation and feel that they can be learners as they change the way they plan and deliver instruction.
Funding for professional development and instructional resources especially in ELA; release time for PD on content and instructional shifts.	Lack of common assessments used across the district; lack of use of common instructional materials across the district; building professional development needs that differ across the district; support for upper grades during the transition for students coming unprepared due to a change from WA standards to CCSS and the math content shifts that move up or down.
Inadequate time and resources for professional development, budget cuts, late adoption of CCSS, shortened timeline between adoption and upcoming Next Generation assessments.	Establishing effective metrics to measure our success, developing quality survey instruments to help measure implementation.
Teacher turnover. Time for mandatory talent development (PD). Fiscal restraints. Assessment of the quality of PD. Impact on student achievement. Capacity for delivery.	Teacher turnover. Time for mandatory talent development (PD). Fiscal restraints. Assessment of the quality of PD. Impact on student achievement. Capacity for delivery.
We have 7,000 teachers and limited funding for professional development. Time is also a factor.	Frequent changes to testing protocols. Walk-through processes were not aligned to the CCSS.
Large number of teachers and administrators. Diverse parent population with pockets of limited internet connectivity.	Gathering meaningful feedback from the school level to determine if professional learning is having the intended effect on teacher practice and student work.
Developing the content knowledge of teachers; consistency in formal/informal teacher observation protocols and classroom look-fors.	Consistency and volume of new teachers; changes in the assessments; providing detailed PD on the gaps; limited funds to provide PD; limited funding for CCSS resources
The major challenge is to ensure that teachers have adequate time to study, practice, and collaborate with their colleagues.	The actual challenge primarily is to ensure that principals have a true understanding of the instructional implications of the CCSS. Afterwards, they will be able to observe daily practice with an informed eye.
Training teachers due to the size of the district.	
Common planning time.	Assessment and finding time to discuss implementation with teachers.

What are the major challenges in implementing the CCSS in your district? (Cont'd)	What are the major challenges in measuring the implementation of the CCSS in your district? (Cont'd)
Ensuring teachers are implementing the PD they are attending. Ensuring teachers are changing practice to align with the CCSS.	Having a tool to measure and time to provide intervention when needed in a timely manner.
We have had focused professional development (10 days) over the last two years. We relied on principals as instructional leaders to ensure the district training occurred at the building level. The issue, then, is scale. We can't touch each teacher. We have to rely on train-the-trainer, which is not the optimum scenario for learning.	We have too few individuals that can accurately measure changes in practice. Our focus for the 2013-2014 school year is classroom observations to see the level of implementation after two years of training.
Internal capacity to provide on-going teacher training. We have identified teacher leaders to facilitate PLC sessions at the district level, but the challenge is building their capacity to lead those at the building level. We've also experienced alignment issues between curriculum, instruction, and assessment. The 2013-15 school years will include revisions to curriculum and assessment.	We have a plan in place to measure the alignment of the intended curriculum and the assessments. The challenge comes in measuring the enacted curriculum. We still need to create structured, common ways to fully measure implementation. Moving to a standards-referenced grading system will also exacerbate this challenge.
Lack of appropriate instructional materials, including technology.	Principals continue to build their knowledge of the CCSS in order to support teachers as the district transitions to new assessments and unit designs in ELA and math.
Roll out timeline.	Getting accurate data.
Resources, budget cuts, lack of technology, poor infrastructure.	Daily classroom instruction aligned to common assessments.
How to use the Common Core Block Grant effectively, so we use the money strategically since there are so many needs.	Changing the assessments to meet both CST and SBAC criteria.

Responses to open-ended questions to curriculum directors asking them to describe their district's strategies for addressing curriculum gaps (e.g., teaching content in 8th grade that builds on content that was not part of the 6th grade curriculum)

Please describe your district's strategy for addressing curriculum gaps.
That is an area the Department of Professional Development will have to work through.
Curriculum gaps were identified by the state. Our district then forwarded the link to all teachers and administrators. Teachers are reminded to identify where these skills best fit in their instructional plan.
Cohort professional development by grade level/content area, site based PD through instructional coaches as part of the extended teacher day/PLC.
New programs aligned to the CCSS.
Continue to align the curriculum and provide ongoing professional development.
Highlighting these gaps for teachers and including information and support through the instructional sequences provided.
Our curriculum developed units in math that included a deep understanding of the pre-requisite skills required for student success. Resources were also provided to teachers to support instruction of those requisite skills.
The Alabama State Department of Education has created several useful crosswalk tools for aligning the curriculum.
Using temporary supplemental materials and creating materials to address gaps.
We have transitional curricula that address the gap skills.
We have created crosswalk documents to assist our teachers.
[We] have been working to close gaps during the summer enrichment programs and throughout the school year.

Please describe your district's strategy for addressing curriculum gaps (Cont'd).
We have designed scope and sequence documents to address the transition from current pre-algebra to Common Core 7th and 8th grade mathematics.
Intentional pacing and curriculum mapping and explicit professional development in small group settings.
During the alignment process, a scope and sequence was created to identify gaps where curriculum specialists will provide instructional scaffolds in ELA and mathematics to address the identified gaps.
We are implementing a continuous improvement model.
We have not discussed this as of yet.
This is our biggest struggle. In ELA, we are encouraging schools to build more ELA time into the day so that students can have some time with grade level materials and some time with materials at their level. In math, we are building in some supports to help people find a path for struggling students.
CCSS leadership cadre (trained teacher leaders) working on curriculum alignment, training, and resources. Acquiring alignment resources. Basal alignment project. CGCS and Oregon Department of Education resources. Consultation with CCSS experts.
We are in the process of realigning curriculum in the grades indicated. We are replacing some units this year and some next year. We are in the process of changing to integrated math in high school. Teachers are struggling with "the gap" as we switch to CCSS. We are trying to focus on formative assessment to identify gaps.
By having a clearly delineated scope and sequence.
In math, gaps have been identified and units created to fill the gaps particularly in HS and MS; elementary K-2 math has been aligned by lesson with follow up with content; for MS specific domains have been created and implemented.
Providing extra time, pre-assessments, and supporting resources.
Providing PD on meeting needs with foundational skills while addressing skills required in CCSS. How do we accelerate student progress to get them closer to grade-level proficiency?

Responses to open-ended questions to ELL directors and directors of special education about how their districts communicate with families about the CCSS and their major challenges in ensuring that ELLs and students with special needs meet the rigor of the CCSS

How is your district communicating with families of ELL students about the CCSS?	What are the major challenges that your district faces in ensuring that ELLs are able to meet the rigor of the CCSS?
Through the district website, parent conferences, open houses, PTA.	The district units of study and scope and sequence for ELA by grade level. Some of our ESL classes are across grade levels. We are now in the process of working with our ESL teachers to be able to work effectively with ELLs while maintaining high rigor and providing appropriate scaffolds and supports for common core implementation.
1) Web site with various languages available, 2) At individual schools through the ESL personnel, and 3) at parental involvement meetings, etc.	Ensuring that classroom/content teachers implement differentiated instruction strategies to meet the needs of all students, especially ELs.
Parents in the bilingual and multilingual community have received information about CCSS and its implications for ELLs through the bilingual advisory and multilingual council meetings, parent workshops, and trainings.	Lack of understanding among key stakeholders about the unique knowledge and expertise teachers need to successfully develop the language and content knowledge and skills ELLs require to meet the demands of the CCSS.
We have parent meetings and workshops. We send home bilingual brochures	The major challenges are the growing number of newcomer students, the lack of ESL trained teachers available to fill all open positions, and the need to provide quality professional development for principals and coaches and all teachers on the principles and best practices of ELL and the CCSS.
We communicate through mailings, parent meetings, parent classes, television spots, district newspaper.	The greatest challenge is raising the expectations that teachers and administrators have regarding the learning capability of ELLs. A second challenge would be that EL services need time and space with teachers to ensure they have the right professional learning in a deep manner for them to feel equipped to meet the learning needs of ELLs.
Parent/community forums, site based meetings.	The enormity of the alignment and training of English language standards, assessments, instructional materials and breaking silos between and amongst district divisions
CGCS materials posted on website, distributed in parent meetings and discussed in televised community programs.	Developing practices that maintain the rigor for beginning language proficiency levels.
We provide parent workshops and brochures on the CCSS in multiple languages.	Materials are a big issue. The existing ELD materials are far less than adequate. There are no plans or funding to purchase new materials.

How is your district communicating with families of ELL students about the CCSS? (Cont'd)	What are the major challenges that your district faces in ensuring that ELLs are able to meet the rigor of the CCSS? (Cont'd)
The district is still fine tuning the parent communication plan regarding CCSS. In the 2013-2014 school year we will begin communicating with families of ELLS through our site and district English Learner Advisory Committees.	1) Long Term English learners - gaps with academic language development; 2) Need for all teachers to understand the language demands embedded in the CCSS, and thus recognizing the need to attend to language across all disciplines; 3) Pedagogical shifts required of teachers to effectively address teaching to the CCSS; 4) lack of appropriate instructional materials that provide depth and breadth needed to address the need for increasing text complexity across all disciplines; and 5) CA has new ELD standards aligned to the CCSS, so it will be a challenge to design and coordinate PD that presents the ELD standards along with any work done with CCSS, so that the ELD standards are not an afterthought.
Some messages have been translated, and a survey is in the works for mathematics, but generally ELL parents are receiving communication that is targeted to parents generally.	First of all acknowledgement that ELLs have specific needs in meeting this rigor above and beyond that which is provided to all students. There have been discussions in terms of involving ELL resources in district initiatives regarding implementation of CCSS, but little in the way of discussion about the curricular or instructional adaptations that may be required.
Designated team to work with family involvement, helping parents be in the classroom as part of the district's GED support program, and family grants, including teaching English to parents.	Academic vocabulary. Helping remediate gaps in learning and minimal home language development from ages 0-5 that students must overcome each year to meet grade level success.
Through parent meetings and translated documents.	Shifting the expectations of the ESL and mainstream teachers to look positively at CCSS and ELLs' ability to perform well with difficult texts and expectations.
The communication is occurring through the Multi-lingual/Multicultural Education Department and the district's parent unit.	A lack of understanding of the linguistic needs of ELLs.
Website.	Training administrators and teachers to understand how they need to differentiate their approaches and interventions to support ELL.
School based.	Aligning the WIDA ELD standards with CCSS for general teacher use; training teachers in the language demands of CCSS; monitoring student language progress
The communication regarding the CCSS and the implications on students' learning has been shared with parents in several ways: meetings, letters, district website, etc. Additionally, there are resources designed for parents. All the documents are translated for parents in eight languages.	Due to the large size of the district, ensuring that all ESL teachers have a deep understanding of CCSS and the expertise to support their students continues to be a major challenge for us. Additionally, we continue to search for the materials that are fully aligned to CCSS and are appropriate for ELLs.

How is your district communicating with families of students with special needs about the CCSS?	What are the major challenges that your district faces in ensuring that students with special needs are able to meet the rigor of the CCSS?
Postings on special education website. Memo sent home to parents explaining CCSS.	Getting regular education teachers to allow students with disabilities into their classes
Same information that is received by all parents.	Assuring collaboration among special and general teachers to enable differentiation in instruction in general education classes, allowing for full participation of special education students.
Through school level communications. Our goal is to push out information to families through the same channels that general education does.	Scheduling students with disabilities into higher level classes and ensure that they are challenged.
Communication with parents of special needs students is no different than other parents in the district (i.e., parent meetings, newsletters, board meetings, and parent symposiums).	
They are included in the general communication. There is not special communication to the special needs families about the CCSS.	Our teachers need help in cross walking the standards to the IEP goals. We are working with Goal Book to facilitate this movement and think it is starting to help our teachers significantly. The next step will be matching it to instructional materials that are age and developmentally appropriate.
Newsletters, email, messages home, website, IEP's.	Providing time for teams to collaborate on building accommodations and modifications based on district-developed scope and sequence documents as well as unit plans.
District newsletter, district website, student progress reports, progress monitoring data.	Sufficient planning time for special education teacher participation in professional learning communities with content teachers.
Our district has parent/community administrators in each of the five regional areas. In addition, we have staff devoted to parent/community involvement and education on issues affecting students with disabilities, and we are about to launch a new website for the Division of Special Education with resources in multiple languages and new resources for parents/families related to Common Core for students with disabilities as well as struggling learners/at-risk students.	Ensuring that our workforce, which includes teachers, administrators, para-educators, and support staff, has the requisite content knowledge, pedagogical knowledge, skills, and strategies needed to ensure that students with complex learning needs, and cognitive, physical, and/or behavioral challenges are supported in accessing and being successful with the general education CCSS-aligned curriculum. Transforming our workforce into one that works and thinks digitally and virtually, both for their own learning and for their students' learning.

How is your district communicating with families of students with special needs about the CCSS? (Cont'd)	What are the major challenges that your district faces in ensuring that students with special needs are able to meet the rigor of the CCSS? (Cont'd)
Through our exceptional education family advisory council and meetings with various advocacy groups.	Changing teachers' philosophy about changing practices.
Website, podcasts, parent workshops, newsletter.	Current achievement gap between subgroup SWD and non- disabled. Effective implementation of strategies with fidelity when instructing SWDs on the CCSS. Capacity building and ongoing training of instructional personnel in instructional practices that support student performance on standards.
We have not had any communication with families of students with disabilities that is different from the communication with all families.	Our major challenge is ensuring that students with disabilities have access to core instruction rather than being removed to receive sped services. Ensuring that teachers are comfortable with their content knowledge so they can scaffold instruction to meet individual student needs.

Responses to open-ended question to research directors asking them about major challenges in measuring the implementation of the CCSS in their districts

What are the major challenges in measuring the implementation of the CCSS in your district?
Competing priorities. Monitoring the entire district - we monitor have key schools regularly
Lack of coordinated, intentional effort to conduct measurement.
The major challenge is simply developing a CCSS-based curriculum, with associated interim (pre-post unit), benchmark, and final assessments, as well as other formative assessments. We have an excellent process to do this, but the very rigorous curriculum design process requires significant resources of staff and teacher time. Our teachers are used to using data for instructional decisions, but there will be much professional development for school-based professional learning communities.
Limited resources. As assessment director, I have limited information about the majority of these items.
Obtaining classroom-level information on over 5,000 teachers; survey (self-report) data do not provide a complete picture of implementation.
The vision of improved achievement scores, increased graduation rates and other outcomes mentioned above are readily available to leadership and school staff, but they are not seen as benchmarks of CCSS implementation. We have to set these as measurable goals for CCSS implementation, but these are the goals for our district. There is that subtle but important disconnect.
Having the time to collect the needed data while staff is implementing the CCSS.
I am noting at this time that the Commonwealth of Virginia does not participate in the common core. Instead, we have the Standards of Learning . It usually takes a couple of years to get adjusted to the change in standards prescribed by the state.
Being in Texas, we are not implementing CCSS. However, we are implementing career and college readiness standards and are aligning our curriculum to the state's standards and to national standards where possible. The district and state have raised our standards, and it is challenging to get every classroom teacher in this large district to raise their level of instruction to meet these higher standards. It is a communication and professional development challenge that we are aggressively undertaking.
Managing to scale with 600+ schools; concurrently implemented with other districtwide reforms, including teacher evaluations, student-based budgeting systems, a new administration; decentralized school autonomy in decision making - what does this mean in the context of the Common Core? The district has done really well at providing guidance and putting data and assessment structures in place, but how do we have the deep dialogue and reflection on practice needed to move a large urban district at scale?
Staggered implementation.
Requirements for implementation have been varied across the district, meaning that measuring the implementation has been challenging.
Professional development.
State testing and federal accountability are not aligned to CCSS.
We have fully replaced the [previous] standards with the CCSS and they are being implemented in every classroom and in every standardized assessment, so I assume the question means how do we know they are being taught well? Challenges: we do not have any tried and tested leading indicators. Nobody knows what success looks like. I am struggling even to understand your question.
1) Teacher commitment to the adoption and implementation of CCSS; 2) Change in pedagogy required; and 3) Ample curricular resources aligned to CCSS.
We do not have any major challenges in measuring the implementation of the CCSS in our district. We have worked hand in hand with the state department and stakeholders to provide training and evaluate professional development.

Responses to open-ended questions to communications directors asking them about major challenges their districts faced in communicating with stakeholders about the CCSS

Please describe the biggest challenges your district is facing in terms of communicating with stakeholders about the CCSS.
The growing controversy around common core and its advocates are making an already challenging topic even more challenging to communicate with fidelity.
Among the greatest challenges, the district finds it difficult to clearly and simply articulate to parents how CCSS is different from and better than current content taught to their children.
It takes a lot of time to explain—and the rime often exceeds attention spans.
Haven't collected emails at district level until this year. Unreliable student information. Reaching all languages. Sharing our good news. KNOWING all the good things that are happening throughout the district.
Concerns about an implementation dip and a new state accountability system that is being implemented ahead of the CCSS under which most urban districts in the state will be rated as D's and F's on most measures.
Our largest challenge is articulating what will be different for parents and students.
Buy-in from just about all parties.
Explaining the academic advantages.
The diversity of our parent population.
Because of the complexity of the subject, it's already a communications challenge. Add to that the misunderstandings and misinformation that are already out there, and the challenges just got more challenging.
It's one of many things we're doing. How can we get them to pay attention to this? They're not involved in it and can't "see"" it daily, so it poses a challenge to get them to want to understand it.

Albuquerque Public Schools	District of Columbia Public Schools	Oklahoma City Public Schools
Anchorage School District	Fresno Unified School District	Orange County Public Schools
Atlanta Public Schools	Guilford County Schools	The School District of Palm Beach County
Baltimore City Public Schools	Hillsborough County Public Schools	The School District of Philadelphia
Birmingham City Schools	Houston Independent School District	Portland Public Schools
Boston Public Schools	Jefferson County Public Schools	Providence Public School District
Broward County Public Schools	Kansas City Public Schools	Sacramento City Unified School District
Caddo Parish Public Schools	Long Beach Unified School District	San Diego Unified School District
Charlotte-Mecklenburg Schools	Los Angeles Unified School District	San Francisco Unified School District
Chicago Public Schools	Metropolitan Nashville Public Schools	Santa Ana Unified School District
Cincinnati Public Schools	Miami-Dade County Public Schools	Seattle Public Schools
Clark County School District	Milwaukee Public Schools	Shelby County Schools
Cleveland Metropolitan School District	New York City Department of Education	St. Louis Public Schools
Dayton Public Schools	Newark Public Schools	St. Paul Public Schools
Des Moines Independent School District	Norfolk Public Schools	Toledo Public Schools
Detroit Public Schools	Oakland Unified School District	Wichita Public Schools

CALENDAR OF QUESTIONS 2013-14

A Common Core State Standards Implementation Tool for School Board Members, Superintendents, District Staff, Principals, Teachers, Counselors, Parents, and Students

Council of the Great City Schools ™

Purpose

The Council of the Great City Schools (CGCS) developed this Calendar of Questions to serve as a tool for districts as they implement the Common Core State Standards. The calendar provides overarching questions that could be posed throughout the year, as well as questions for district staff and principals to consider before the school year starts. There are also questions arranged by month that focus on particular aspects of implementation for people at various levels of the district. They model how to proactively plan and monitor efforts to raise student achievement and to assess their impact throughout the organization. This is not an exhaustive list and the questions should not function as a checklist of completed tasks. The goal is to promote discussion and synchronize the work in a logical way across the organization.

Overarching questions throughout the year

- How does our implementation of common core reflect high expectations for *all* students and fit with all of the other major school district priorities? How do we integrate the common core with other district reform initiatives, including turnaround schools? How have we coordinated and communicated those priorities?

- What improvements to the core instructional program are needed to ensure that English Language Learners (ELLs), students with disabilities, and struggling students have access to the common core?

- What information does our school board need about the common core and our implementation progress?

- How might we better use our resources and staffing to ensure strong implementation of the common core across the entire district?

- How will we gauge implementation? What is our evidence? What changes do we need to make in our work?

- How often do central office staff, principal supervisors, and principals visit classrooms? How do we use results to enhance and support student achievement and student work?

- What implementation successes are we seeing in classrooms? How are we using multiple measures of student progress?

Questions for district staff before the school year starts

- How well do we understand the rationale of the common core and how instruction and assessment must change for *all* students to be successful?

- What information do we need to gather to keep the superintendent and school board aware of implementation progress?

- In selecting materials for classroom use, how are we utilizing the free *Toolkit for Evaluating Alignment of Instructional and Assessment Materials*?

- In mathematics, how have we revised pacing guides and scope and sequence documents to place more time and greater focus on common core standards at each grade level?

- In English language arts and literacy, how have we revised pacing guides and scope and sequence documents to reflect the appropriate balance of informational and literary texts?

- How have all instructional departments modified documents to ensure that they guide teachers on implementing common core instructional shifts?

- Have we studied sample common core-aligned tests and prototype items? What implications do they have for curriculum and professional development support for general education programming? What implications do they have for the instruction and assessment of special populations?

Questions for principals before the school year starts

- What is my strategy for implementing the common core? How far along are we in the implementation process?

- How do I ensure that ELLs, students with disabilities, and struggling students have access to rigorous content and instruction?

- As I consider my instructional and support staff, who already has a deep understanding of common core and who needs additional support? How do I know? How will I provide additional learning opportunities for those who need them? How will I build a strong team with a shared understanding of the standards and the instructional shifts necessary to implement them?

- How do I gauge the implementation of common core instructional shifts in content areas outside of English language arts and math?

- How am I supporting collaborative planning and the review of student work to check our progress in implementing the common core?

- How will I work with my faculty to promote classroom environments conducive to learning and where students are eager to engage in challenging work?

An electronic copy of this Calendar of Questions and additional resources are available at www.commoncoreworks.org.
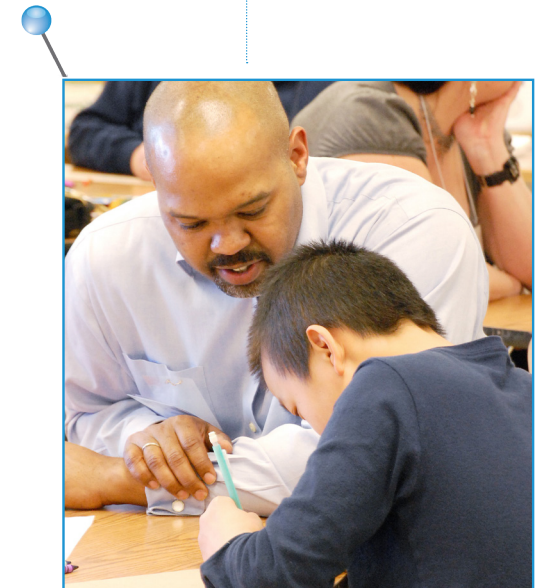
School Board Members

How well do we understand the rationale for the common core and the implications it has for preparing our students for college and careers? What additional information do we need?

What is the district's strategy for implementing the common core? Does this strategy address the needs of diverse learners?

Do our statements and policies clearly indicate that the common core is a priority for our district? How?

Superintendent and Cabinet Staff

Do we have a clear picture of what successful implementation of the common core looks like? Do we have a coherent strategy for implementing the common core districtwide? What is it? How does this strategy address the needs of diverse learners and reflect high expectations for *all*?

How have we made implementation of the common core a clear priority for our district?

How do we explain the rationale and shifts required by the common core to the community?

Have we created a cross-functional team of general education, ELL, special education, gifted and talented, area offices, budget, technology, communication, human resources, and research staff, along with principals and teachers, to take joint responsibility for the quality of our implementation and to report on school-level progress regularly? Have we clarified the goals and responsibilities of the team and its leader?

How have instructional staff attending workshops sponsored by CGCS or Student Achievement Partners shared and applied their learning to advance our understanding and implementation of the common core?

Senior Instructional and Operational Staff

How have we made the common core a priority across departments and schools to meet the needs of *all* students?

How clear is our implementation strategy to staff throughout the organization? How do we know?

Are other departments and staff using this calendar of questions to inform their work?

If we are adopting new materials this year, do staff members and teachers responsible for selecting those materials have in-depth training on common core requirements and the Publishers' Criteria?

What guidance will we give teachers on how to work with students who may not meet grade-level expectations?

How well have we aligned financial and human resources, professional development, and other supports to ensure that teachers, principals, and administrators are able to apply the instructional shifts?

How many of our staff members and teachers lack high quality training on the common core? How do we respond? What is our plan for evaluating the effects of our professional development?

What is our onboarding process for new hires and does it adequately incorporate the common core? How can we engage our university partners in teacher preparation for the common core?

Communications Staff

Do we have clear, accessible talking points about the common core and our implementation process? How well do we understand these talking points?

What is our strategic plan for internal and external communications about the common core?

Have we made the CGCS three-minute videos in English and Spanish available to our schools, community, and the media?

Have we circulated the *Parent Roadmaps* to parents and schools to explain grade-level expectations for student learning? How will we circulate the parent and student sections of the *Calendar of Questions*?

Principals

How well can I explain the rationale and the main instructional shifts required by the common core to parents and faculty?

How do I strengthen my own understanding?

How have I ensured that faculty will be working together this year and that student work and classroom practices will reflect the shifts required by common core?

How will I review and use the *Parent Roadmaps* and *Calendar of Questions* with my faculty and discuss implications for our work this year?

Are we using the Publishers' Criteria to inform my school's purchasing decisions and to assess our current materials?

How will I ensure that parents know how to contact their child's teachers for additional support?

How will I collaborate with other principals in implementing the common core?

Teachers

How well can I explain the rationale and the main shifts required by the common core to parents and fellow teachers? How will I make those shifts visible in my classroom?

How do I further develop my understanding of the common core? Where do I go to find accurate answers to my questions about the standards and their implications for my instructional practice? What professional development do I need?

Do I understand how to use "close reading" strategies to help students comprehend complex text, language structures, and vocabulary? How will I use "close reading" to challenge students in my class with diverse needs?

How will I use the math progressions in the common core to inform my instructional practice?

How can we work together to help our students meet or exceed these standards? What evidence will I look for to show students are making progress?

Counselors/ Support Staff

How does the common core impact my role in preparing students for college and careers?

How can I support *all* students as they are asked to do more rigorous work?

How can I help students overcome the potential frustration of facing more rigorous expectations? How can I work with teachers to support struggling students?

How will I know if I am successful?

Parents

What are the Common Core State Standards? Why are they important for my child?

Do I know where to go to get accurate information about the common core and my school's implementation of the new standards?

Have I watched the three-minute video about the common core?

Have I read the *Parent Roadmaps* describing what my child will be learning this year in math and English language arts?

If I have questions about anything, have I made an appointment to talk with the teacher?

Do I know where to turn if my child needs help?

Students

What are my learning goals for this school year?

Do I feel prepared to meet these goals?

Do I know where to go for help if I am struggling in class or having trouble with my homework?

Do I know where to get more information on topics that interest me?

Have I started to think about my career and college goals?

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School Board Members

How will we stay informed about the district's progress implementing the common core?

How often should we get updates?

What is the district's plan for keeping the community informed about implementation of the common core?

Superintendent and Cabinet Staff

What proportion of central office and school-based instructional staff knows what the common core instructional shifts are in the areas of reading, writing, and mathematics and how to apply them? How do we know? What are our plans for those who still do not know the shifts and their application?

How have we articulated for instructional staff how student work should reflect the common core shifts in reading and math?

What interventions do we have in place for teachers to use with struggling students?

What additional professional development and resources do we require?

How are we using free resources available through CGCS, Student Achievement Partners, and Illustrative Mathematics?

What mechanisms have we established to formally evaluate common core implementation?

Are we ready for full implementation of the standards and online testing in 2015?

Senior Instructional and Operational Staff

What is our schedule for visiting schools? What will we look for?

What is the extent of implementation at the school and classroom levels? How do we evaluate the quality and breadth of implementation? With what tools?

How are we addressing misconceptions about the common core and our implementation?

How well are the common core instructional shifts understood in schools and reflected in student work? What evidence do we have? How will we respond?

What guidance have we given principal supervisors, principals, coaches, and teachers on what to look for to ensure that classrooms reflect the common core?

What mechanisms have we created for principals and teachers to provide feedback on common core implementation problems?

How often will we provide district leadership with status updates on our technology plan for implementing the common core?

Communications Staff

What information do we need to gather to keep the superintendent and the cross-functional implementation team aware of community perceptions about the common core?

What information do we receive regularly from curriculum and assessment staff about the common core? How can we use this information?

How can we showcase and utilize classrooms that exemplify effective implementation of the common core?

Principals

What evidence do I have that my teachers hold high expectations for *all* students? How do I know that students are working with complex texts in every classroom at least once a week?

How do I know that teachers are asking questions that require students to support their answers with evidence from what they are reading and from what they are learning in math?

Are teachers collaboratively reviewing and discussing student work products? Does this collaboration include teachers of ELLs, students with disabilities, and gifted and talented students? How do I know?

Do I see student work that shows students using academic vocabulary in context (not just defining lists of words)? How do I support and encourage students in using subject-specific language effectively?

What is my role in reviewing and discussing student work?

What mechanisms have we created for teachers, parents, and students to provide feedback on common core implementation problems?

Teachers

Do I select at least one piece of literary or informational text per week that is engaging and challenging for my students? What evidence do I have that students are improving their close-reading and evidence-based reading and writing skills?

How often do I pose questions that require students to read and cite evidence in assigned texts?

How often do I pose questions that will enable students to explore multiple ways to reach an answer in mathematics? Am I providing opportunities for students to justify their answers and analyze the reasoning of others? How do I use these responses to assess students' level of understanding?

Am I actively engaged in professional learning communities on the implementation of the common core?

Counselors/ Support Staff

How do I support teachers in addressing students' affective responses to higher expectations?

How do I help students develop confidence and the belief that they are capable of doing rigorous work?

Parents

How do I know that more rigorous standards are being taught in my child's school?

Is my child being asked to justify their answers about what they have read?

Do I see my child's knowledge and vocabulary growing from year to year?

Is my child being asked to solve real-world problems in math?

Does my child need help completing homework? Do I know where to go to get help for my child?

Students

Do I understand what I am reading in school?

Am I learning to explain how I come up with my answers to math problems?

Am I using what I have read to participate in class discussions?

Should I talk to my teacher about getting extra help?

In my writing, am I learning to express my ideas clearly? Do I use punctuation and standard English so that others understand what I am trying to say?

School Board Members

How does our budget support implementation of the common core standards and assessments by 2015?

Does the time we spend during school board meetings reflect that student performance is our highest priority?

Superintendent and Cabinet Staff

Am I conducting the outreach necessary to inform the business community, advocacy groups, parents, and others of our common core implementation strategy?

What am I concerned about in the implementation of the common core? How should I respond?

Do I have the right people in the right places to make implementation successful?

How are we aligning financial resources behind our common core implementation strategy?

How effectively are we training and supporting school-level staff in the use of technology to support common core implementation and assessments?

Do we need to pilot implementation of the common core assessments before 2015? When will we do this?

Will we have the technology we need in 2015 and a plan to maintain and replace it?

Senior Instructional and Operational Staff

How can we build district capacity to identify or develop common core-aligned materials?

How are principal supervisors using feedback from principals to inform their work and to promote collaboration across schools?

What successes are we seeing at the school and classroom levels in general education and with ELLs, students with disabilities, struggling students, and gifted students?

Communications Staff

Are we building what we are learning about common core implementation into district communications tools?

How will we proactively inform the community about the new tests and likely trends in student performance in the short term?

Are we implementing our internal and external communications strategy? What are we learning in the process?

Principals

What am I concerned about in the implementation of the common core in my school? How should I respond?

Do I have the right people in the right places to make implementation successful?

What difficulties are my teachers having in implementing the common core? How do I address their needs?

How do we make the best use of teacher collaborative planning time and professional learning communities to improve implementation of the common core?

Do I see students responding to text-dependent questions by citing evidence from what they read?

Can students effectively explain how they solve mathematics problems? Are students able to show their thinking in multiple ways?

If we are administering an interim assessment, what are we learning about implementation of the common core from the results? Have I scheduled teacher conferences to discuss results and next steps? 461

Teachers

Am I providing students with classwork that reflects grade-level complexity?

How am I ensuring access to the common core to students with diverse learning needs?

If students require supplemental supports, how am I helping them gain independence from those supports?

What kinds of interventions do we need to put into place as we see students slip behind?

What am I learning about my implementation of the common core as a result of reviewing student work products and interim assessment data? How should I adjust my instructional practices? What supports do I need?

Have I scheduled face-to-face meetings with students and parents to discuss progress and interim results?

How do common core assessment items compare to current interim assessment items?

Are students getting hands-on learning opportunities in science and multiple readings about those concepts?

Counselors/ Support Staff

How can I assist teachers with developing and maintaining accurate student records or profiles to chart academic progress?

How can I help students reflect on their academic growth and develop coping strategies for dealing with rigorous expectations?

Parents

Have I scheduled a conference with my child's teacher to discuss his/her academic progress?

Have I asked to see samples of my child's classwork in mathematics and English language arts?

Students

What am I doing to get better at reading harder material?

How do I figure out the meanings of words that I do not know?

Am I using new words that I have learned in class discussions and in my writing?

Am I improving my ability to explain my thinking in math class?

When I look at my work over the past three months, where am I improving and where do I need help?

OCTOBER

CGCS Annual Fall Conference

Oct. 30-Nov.3, 2013

School Board Members

Do we need to reassess our budget allocations to ensure that they are meeting our common core implementation priorities?

How is the district using free resources available through CGCS, Student Achievement Partners, and Illustrative Mathematics?

Superintendent and Cabinet Staff

Do we need to reassess our budget allocations to ensure that they are meeting our common core implementation priorities?

What evidence is emerging that our programs are proving effective in implementing the common core?

What evidence do we have that ELLs, students with disabilities, and struggling students have access to the common core? How will I use this information?

Are there gaps in how well aligned our programs and materials are with the common core? How do we supplement our instructional materials to fill those gaps? Are we using the Publishers' Criteria to help us with these decisions?

What progress are we making with our districtwide and site-based professional development efforts to ensure that school staff are implementing the common core effectively? What evidence are we using to gauge effectiveness?

How can we engage our universities and other partners in common core implementation efforts?

Senior Instructional and Operational Staff

How are we ensuring that teachers and principals are emphasizing the language standards in all content areas and at each grade level as students are working on reading and writing?

What tools are we using to monitor progress? Do they include multiple measures of achievement?

How does our implementation plan in mathematics and English language arts ensure that every grade level succeeds in implementing the common core by 2015? If it does not, what do we need to change?

For those students who will be encountering new, more rigorous standards in the middle and later years of their K-12 education, how are we ensuring that they succeed with this transition?

Communications Staff

What successes in implementing the common core can we share with the community and other school districts through CGCS?

Principals

How well are my teachers meeting the instructional needs of ELLs, students with disabilities, gifted students, and struggling students in their classrooms? How do I know, using multiple measures?

Are students using evidence from multiple sources in their research reports?

Are students gaining greater sophistication in reading, writing, speaking, and listening? How do I know?

Does student work in mathematics reflect a deep understanding of mathematical concepts?

Do students in my school show a progression of skills across subject areas from one grade level to another?

How are my teachers using student work products to inform their instructional practice and implementation of the common core?

What additional professional development or supports does my staff need?

Teachers

How am I adapting my daily classroom instruction to incorporate the instructional shifts required by the new standards and future assessments? Am I still using worksheets that focus solely on state test-taking strategies or have I moved beyond them?

In assessing student progress, am I using multiple measures and student work products?

How are my colleagues and I using student work products to inform our instructional practice and implementation of the common core?

How can I strengthen my skill at developing good text-dependent questions and text-based writing prompts?

Am I providing enough opportunities for students to respond to questions that require them to cite evidence in support of their thinking?

In mathematics, how are students demonstrating understanding and problem-solving skills?

How am I scaffolding instruction to ensure access to the common core for ELLs, students with disabilities, and struggling students?

Counselors/ Support Staff

How have I assisted students in becoming more persistent when confronted with challenging work?

Am I seeing evidence of behavior and attendance problems or student disengagement that might lead them to drop out of school? How am I working with those students?

Parents

Am I seeing improvements in my child's reading, writing, and mathematics work? What has my child or my child's teacher shown me to indicate improvement?

Am I helping my child learn and use new words in speaking and writing?

Students

Am I gaining more confidence in learning new ideas and skills in school?

When do I feel afraid to ask questions?

Am I giving up too early when the material gets harder? Who can I ask for help?

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School Board Members

How is the administration's implementation of the common core progressing?

What performance indicators are we using?

What are the administration's next steps in implementing the common core?

Superintendent and Cabinet Staff

How is our implementation of the common core progressing?

What performance indicators are we using? What are our next steps?

How are parents and the community responding to our implementation of the common core? What adjustments do we need to make?

Senior Instructional and Operational Staff

How effectively is our cross-functional team working together to meet their goals?

How do we ensure that the budget for next year prioritizes common core implementation?

What is the status of our common core implementation in general education, special education, gifted education, and for English language learners? What evidence do we have?

What lessons are we learning from this year?

What are we hearing from teachers and principals in the field and what are we doing about it?

How will this information impact budget planning; development and training on the use of technology; support for teachers, principals and students; and preliminary summer school plans?

Communications Staff

How do we use parent and community feedback to inform our communications strategy?

Has the central office updated us on common core developments? How will we use this information in our internal and external communications?

Principals

What evidence do I see of the following practices?

• Students reading and understanding grade-level texts with teacher support

• Students using academic language in both oral and written responses

• Students connecting concepts across science, math, the arts, and social studies classes

• Students justifying their answers by citing evidence from the text and elaborating on their reasoning

As the semester comes to an end, am I confident that my staff can implement the common core according to plan? Do I need to make staffing changes?

How are central and area offices responding to my concerns as well as those of my faculty?

Teachers

How am I informally assessing students' use of academic vocabulary in discussions and in their writing? What do I need to do if they are struggling in this area?

How am I advancing close reading in the classroom with all students in the content areas I teach? What student performance measures am I using?

As a school, how are we providing opportunities for students to explore science, math, the arts, and social studies concepts?

What is the quality of student work indicating to me about their learning and my teaching? What instructional adjustments do I need to make?

Are there additional intervention strategies that I need to put into place for struggling students? How do I continue to challenge students who are excelling?

How are the principal and the district responding to the concerns I have voiced?

Counselors/ Support Staff

Have I scheduled conferences with struggling students? What are those conferences indicating about how I can assist my students and involve their parents?

What additional parent outreach efforts should I conduct?

Parents

What is my child's report card telling me about his or her progress?

What questions do I have for my child's teachers?

What are some enjoyable activities we can do over the holiday break that can reinforce what my child is learning in school?

Students

What is my report card telling me about my progress?

What questions do I have for my teachers and my counselor about my progress?

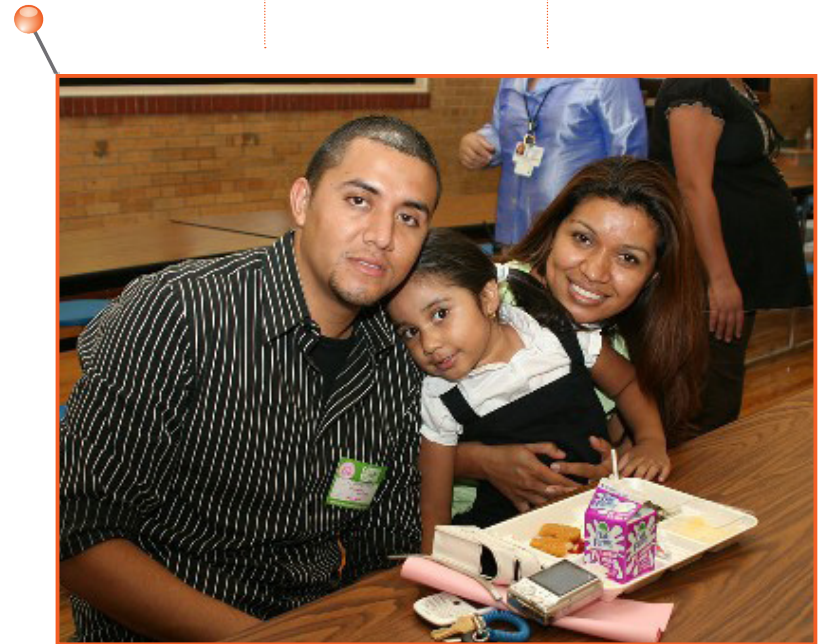What can I do to improve next semester?

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School Board Members

How are parents and the community responding to the changes the district is making in our classrooms? How should the district address their concerns?

As we consider the budget for next school year, what data do we need to inform our planning?

What data do we need to begin planning for summer schools?

Superintendent and Cabinet Staff

What changes have we made to our common core implementation plan based on the data we have? How will these changes impact budget forecasting and technology needs for the upcoming semester, summer school, and next school year?

What additional intervention strategies do we need to consider for the remainder of the school year?

Senior Instructional and Operational Staff

As we prepare for year-end testing, how are we maintaining an emphasis on common core instructional shifts? How have we communicated this information to principals, teachers, the community, and parents?

What are our plans for moving common core implementation forward over the summer and fall and for preparing for more rigorous assessments in 2014-15?

Have we allocated the funds necessary to complete our summer and fall plans?

Communications Staff

How have we articulated for the community the ways common core standards support current state testing and college and career readiness assessments?

How have we built progress updates on the common core into our regular communications tools, such as newsletters and social media?

What is the status of our common core outreach efforts to city hall, religious organizations, the business community, parents, and advocacy groups?

Principals

Based on preliminary projections of budget and staffing allocations for next year, what adjustments do I need to make?

What logistical plans do I need to make for any additional interim testing and for final year-end assessments?

How do I support teachers in preparing students for interim and year-end testing?

What specialized interventions or supports do I need to put into place based on my recent progress data and teacher input?

Do I need to review the language standards with my staff based on how they are being addressed across content areas?

Do I need to review the math standards and how they are applied across content areas?

Teachers

Have I reviewed my student progress data?

Based on that data, what adjustments to my instructional practice do I need to make? What additional supports do I need? What further interventions would benefit my students?

To what extent are my students progressing in their ability to read and understand increasingly complex text? Are they becoming more adept with text-dependent questions? What do I need to do if they are not?

How do I ensure that students are becoming less reliant on my support and are developing greater confidence and skills?

As I advance student reading and writing in my subject area, am I emphasizing academic vocabulary, grammar, usage, punctuation, and mechanics? Am I emphasizing math fluency and vocabulary appropriate for my grade level?

How am I building review and reflection into my daily work to help students remember and connect what they have learned?

Counselors/ Support Staff

How can I help students establish and attain specific academic goals and learning strategies for the second semester?

What specific behavior intervention plans and supports have I put into place for students who need them?

Parents

What have I learned from my child's teacher and counselor about his or her academic needs and progress?

What can I do to help my child achieve in school?

Is my child able to complete homework independently?

Students

What are my learning goals for the second semester? What are my plans for meeting them?

How will I know I am improving?

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FEBRUARY

School Board Members	Superintendent and Cabinet Staff	Senior Instructional and Operational Staff	Communications Staff	Principals	Teachers	Counselors/ Support Staff	Parents	Students
How is the administration moving forward with common core implementation? Is the district ready for more rigorous assessments in 2014-15?	How is our work on the common core supporting student achievement on current state assessments? How are we ensuring that our summer school program will emphasize the instructional shifts required by the common core? Is our budget planning proceeding at the right pace?	Are we continuing our school visits? What are we learning from them? Are the common core instructional shifts evident in classroom practice and student work, particularly with ELLs, students with disabilities, and struggling students? How are we communicating these successes? How will we address areas of need? How do our summer school plans need to be revised based on what we see from our benchmarks, site visits, and on-going evaluations?	What successes in implementing the common core can we share with the community and other school districts? Have our outreach efforts resulted in greater support for the district's common core implementation? How do we know?	Is my staff collaborating effectively to integrate the instructional shifts required by the common core? How can I ensure that collaborative planning time is yielding effective results? How am I measuring effectiveness? How often do I check progress? How are students responding to the academic and behavioral interventions we have put into place?	How am I contributing to the collaborative planning process? What impact has our team made on classroom practice and student work? How do we know? How are we addressing the needs of our ELLs, students with disabilities, gifted students, and struggling students? What improvements are my students making as a result of the academic and behavioral interventions or supports I am using? What additional data do I need to assess student progress?	Am I checking in periodically with students about their learning goals? What am I learning and what am I doing about it? How have students receiving interventions and supports improved?	How can I continue to support my child in meeting learning goals? How can I reinforce my child's learning at home? What additional resources or knowledge would help me do this?	Am I meeting my learning goals? What else can I do to improve? Do I feel more confident doing work on my own?

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School Board Members	Superintendent and Cabinet Staff	Senior Instructional and Operational Staff	Communications Staff	Principals	Teachers	Counselors/ Support Staff	Parents	Students
Do we need to lobby our state legislature in support of the common core and to secure resources for its implementation?	What evidence have principals and central office staff collected through site visits, student work, interim assessments, and other measures to determine how the integration of instructional shifts in classroom practice has progressed?	How do we prepare for the administration of state assessments and other year-end examinations?	How are we communicating our summer school offerings?	What did we learn from student work, the most recent interim assessment results, and other indicators? How does this inform our work as a school?	What did I learn from student work, the most recent interim assessment results, and other indicators? How does this inform my work with students?	How can I support students who experience test anxiety?	How do I encourage my child to continue working hard in school?	What learning goals have I achieved?

Full column text:

School Board Members

Do we need to lobby our state legislature in support of the common core and to secure resources for its implementation?

How is our budget planning progressing?

Are we adequately communicating to stakeholders how higher standards will eventually improve student achievement on state assessments and other measures?

Superintendent and Cabinet Staff

What evidence have principals and central office staff collected through site visits, student work, interim assessments, and other measures to determine how the integration of instructional shifts in classroom practice has progressed?

How will we respond to what we have learned?

Have all departments completed their inventories and preliminary budgets for next year?

How do my staffing projections for next year advance implementation of the common core?

Senior Instructional and Operational Staff

How do we prepare for the administration of state assessments and other year-end examinations?

How are we communicating to principals and teachers that high quality instruction—not test preparation—will improve student achievement?

Have we selected materials for the next school year? Are the selections aligned to the Publishers' Criteria?

Have we finalized our departmental budgets and staffing projections for next year?

Communications Staff

How are we communicating our summer school offerings?

How do we prepare the public for our state assessment results based on our interim assessment results and other indicators?

Principals

What did we learn from student work, the most recent interim assessment results, and other indicators? How does this inform our work as a school?

As I visit classrooms, in what ways are students citing evidence from texts and justifying and supporting their answers to mathematical problems?

Do I see students reading and understanding grade-level texts with less teacher support?

Do I see evidence-based student writing that reflects grade-level language standards? Do I see high quality student writing in all content areas?

Is my budget on track for this year? Have I finished my budget for next year?

Teachers

What did I learn from student work, the most recent interim assessment results, and other indicators? How does this inform my work with students?

Have my students become more independent in their ability to complete assignments? How do I know?

Counselors/ Support Staff

How can I support students who experience test anxiety?

Parents

How do I encourage my child to continue working hard in school?

In what ways can we celebrate progress over the school year?

Students

What learning goals have I achieved?

What learning goals do I have left this year?

What am I most proud of in my academic progress?

MARCH

CGCS Legislative/Policy Conference

March 20-25, 2014

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School Board Members	Superintendent and Cabinet Staff	Senior Instructional and Operational Staff	Communications Staff	Principals	Teachers	Counselors/ Support Staff	Parents	Students
How is the administration's implementation of the common core progressing?	Are we fully prepared to administer state assessments and other year-end examinations?	What have we learned about our implementation of the common core this year?	How do we help the public understand the difference between current state testing and the assessments aligned to the common core that our students will be taking next year?	How do I ensure that teachers continue instituting higher levels of reading, writing, and mathematics while preparing for state assessments?	How can I continue to build students' reading and writing skills and deep understanding of mathematics while we review concepts learned over the year?	How do I fine-tune my supports for teachers and students?	Have I met with my child's teacher to discuss his or her progress?	How do I stay motivated through the end of the year?
What performance indicators are we using?	How does the district's final budget submission for next year meet common core implementation needs?	How will we refine our implementation and professional development plans for this summer and next year?		How can I help teachers understand that high quality instruction—not test preparation—will promote higher student achievement?			How do I encourage my child to do his or her best?	Am I ready to show what I have learned this year?
Are we ready to approve the budget for next year?	Has my staff adequately prepared for the upcoming summer school session?			What staffing needs do I have for next year to improve implementation of the common core?				
	Have we finalized staffing projections and plans for next year?							

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MAY

School Board Members	Superintendent and Cabinet Staff	Senior Instructional and Operational Staff	Communications Staff	Principals	Teachers	Counselors/ Support Staff	Parents	Students
How will summer school programming enhance student success with the common core?	What have we learned about our implementation of the common core this year? How will we refine our implementation and professional development plans for this summer and next year? How will summer school programming enhance student success with the common core? How am I publicly recognizing the work being done by our schools? How are we communicating to the public about our common core implementation? How are we preparing the community to understand the differences between current state testing and tests aligned to the common core in 2015?	What are our plans for communicating with parents and the public about our year-end assessment results? What plans are in place for summer school? What is the timeline for completing curriculum revisions and providing professional development for principal supervisors, principals, teachers, coaches, and central office staff for this summer and next year? How are we informing teachers and principals about high-quality resources and professional development opportunities in preparation for next year? What information do we need to provide to the superintendent and school board to ensure that they understand our implementation progress and additional needs?	What are our plans for communicating with parents and the public about our year-end assessment results? What updates do we need from the central office to inform our communications about summer school registration and the common core?	What is my plan for contacting parents of children who will need to enroll in summer school? What changes do I need to make to teacher assignments for the upcoming school year? Based on the level of common core implementation at my school, what site-based professional development is needed during the summer and next school year? How do I encourage my teachers to pursue professional development and resources based on their individual needs? What professional development do *I* need to advance common core implementation? How can we make better use of our professional learning communities next year?	What do I need to work on over the summer to enhance my understanding of the common core and my instructional practice for *all* students? Where do I go for resources and additional professional development aligned to the common core? Do I need to modify my lesson or unit plans to better reflect the common core? How do I inform parents and students about how to continue learning over the summer?	Based on the needs of my students during this school year, how do I revise my counseling schedule to meet the needs of students during the next school year?	What can I do over the summer to reinforce and enhance my child's learning for the next school year? Where can I find free or low-cost learning activities? How can I foster my child's interest in reading, math, and other subjects over the summer?	What am I planning to read over the summer? What other kinds of learning activities interest me?

MAY

Bilingual Directors Meeting

May 13-17, 2014

School Board Members

What have we learned about the district's implementation of common core this year?

How will the administration refine implementation plans for the summer and next school year?

What do our state assessment data and other indicators of student progress tell us about how we are serving *all* of our students?

Superintendent and Cabinet Staff

What were the results of our formal evaluation of common core implementation? How do we inform the school board?

How effectively has our cross-functional team advanced implementation of the common core and other district reforms over this school year? What changes need to be made next year?

How well have we utilized the new standards to meet the needs of ELLs, students with disabilities, and struggling students?

How do I inform the school board about state assessment results and other indicators of student progress?

Senior Instructional and Operational Staff

What have we learned about our implementation of the common core this year?

How will these lessons inform our work for the next school year and our guidance to principals and teachers for instructional planning?

How could we collaborate more effectively in our work next year?

Communications Staff

What are the district's priorities for implementing the common core next school year? How are we modifying our communications plan to address these priorities?

How well have we communicated our year-end assessment results and their implications for student achievement on next year's common core-aligned tests?

Principals

What do the results of the year-end assessments, student work, and other indicators tell me about our progress this year?

How should we modify our common core instructional program and practices next year?

Who in the central office can support us in this effort?

What resources can I deploy to advance my teachers' expertise in the common core and accelerate student learning?

Teachers

What lessons have I learned about my instructional and assessment practices based on year-end test results, student work, and other indicators?

What is working well in my instructional practice? What needs to be improved?

If I am teaching summer school, how can I use this time to enhance my students' ability to work with complex text and apply mathematics concepts and skills?

How can I continue to develop in my ability to teach the common core and accelerate student learning? What additional professional development do I need?

Counselors/ Support Staff

How can I encourage students who would benefit from summer school to attend?

How can I encourage students to seek out learning opportunities over the summer?

Parents

How can I help my child get to the library and encourage him or her to read regularly over the summer?

Have I explored other community resources, such as museums, planetariums, and theaters, that can expand my child's knowledge?

Have I talked to my child about his or her interests?

What college majors or career fields seem to interest my child?

Students

What am I interested in learning about over the summer?

What books or magazines could I read to learn more about this topic?

What subject(s) do I get the best grades in? Why?

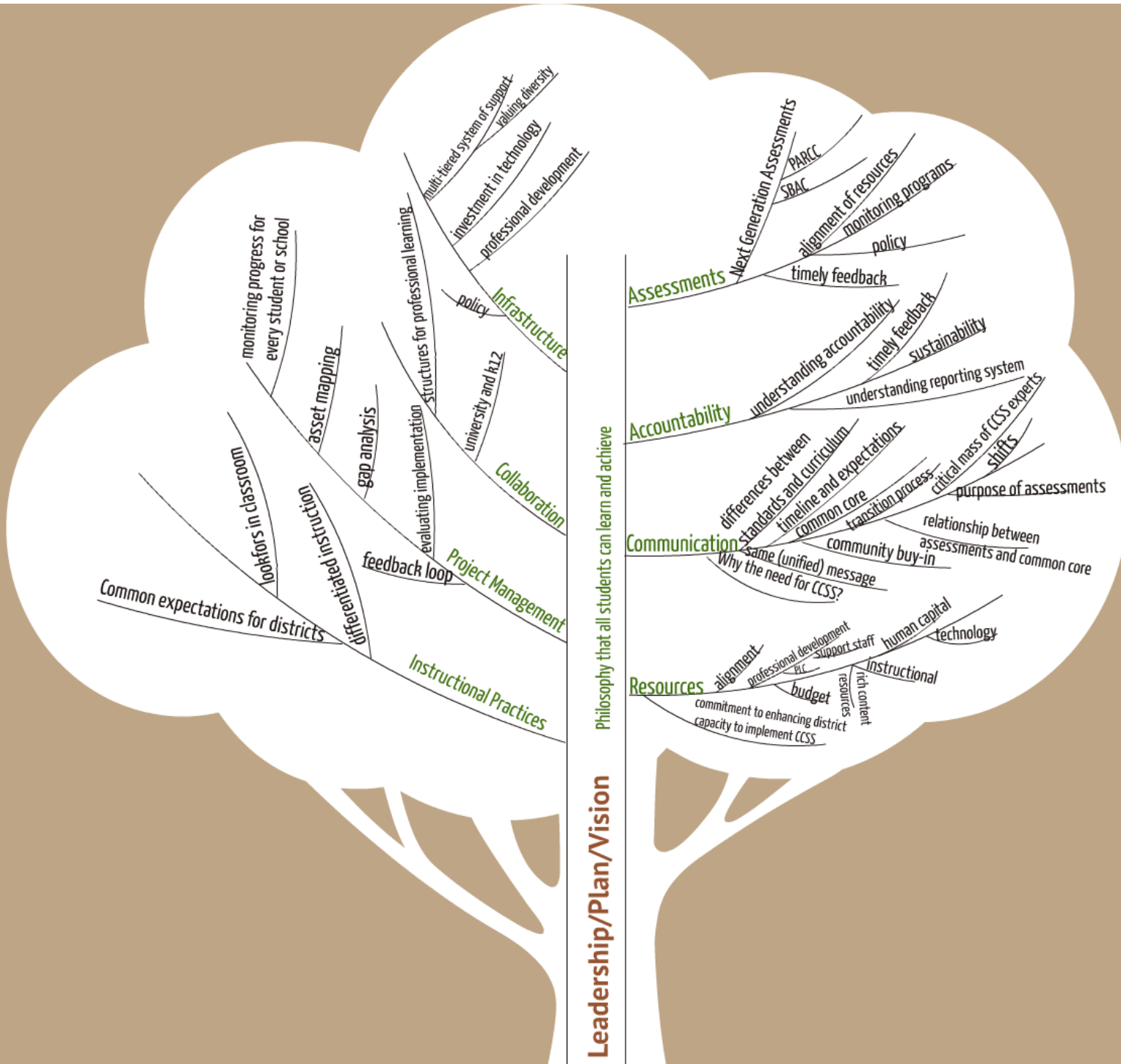What subject(s) do I get lower grades in? Why? What could I do to improve?

School Board Members	Superintendent and Cabinet Staff	Senior Instructional and Operational Staff	Communications Staff	Principals	Teachers	Counselors/ Support Staff	Parents	Students
Have we recognized our district, school, and staff successes?

Is the district prepared for the opening of schools in the fall? | Did our summer school program contribute to student academic progress?

What transitional activities are necessary to move from summer school to the new school year?

Do I have the right people in place and prepared for the new school year?

Am I getting the right kind of information to know how our implementation is progressing? | How can we ensure that common core will be implemented in every classroom next year? How will we know? | What additional information or new resources do we need to highlight on our web page about our common core implementation?

What additional internal and external outreach do we need to conduct?

Are there additional year-end successes we can highlight?

How do we promote our back-to-school activities? | What lessons about common core did we learn this school year that will help shape our implementation next year?

How will I work with my faculty to promote even stronger implementation this coming school year?

How have I recognized exemplary performance? | Am I using the summer months to enhance my knowledge of the common core and my instructional skills? | What have I learned over the past school year that will inform my counseling plan for the coming school year? | Is my child reading every day? | Am I making time to read every day?

What am I learning from what I read?

How do I prepare for the upcoming school year? |

JULY

Public Relations Executives Meeting

July 11-13, 2014

JULY

Curriculum and Research Directors Meeting

Date TBD

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Critical Components for the Successful Implementation of Common Core

Common Core Implementation Initiative
Council of the Great City Schools

Using Student Work Products: Determining Student Understanding of Common Core English Language Arts and Mathematics

The Council of the Great City Schools and Achieve are offering a series of webinars that focus on examining student work using the Educators Evaluating Quality Instructional Products (EQuIP) unit planning process and its student work protocol. There will be separate webinars for mathematics (November 13th) and English Language Arts (November 14th).

Visit www.commoncoreworks.org for registration information.

Upcoming English Language Arts/Literacy Conferences

Read-Aloud Project (RAP)
Conference I
December 12-13, 2013
Atlanta, GA

Read-Aloud Project (RAP)
Conference II
April 28-29, 2014
Los Angeles, CA

As an outgrowth of the Basal Alignment and Anthology Alignment Projects, Student Achievement Partners and The Council of the Great City Schools are partnering to launch the Read-Aloud Project (RAP) for the K-2 grade band. Participating districts will bring teams of curriculum, English language learning specialists, and Special Education staff for two days of training. They will be asked to take ownership for writing text-dependent questions to go with selected chapter and picture books. These sessions will include how to locate, select and evaluate good informational articles and books to group as sets of texts to connect to the read-aloud anchor.

By offering two duplicate conferences, members may select the most convenient location and schedule. Our goal is to post RAP resources on Edmodo as they are written and reviewed just as we have with all the BAP and AAP revisions.

Last Call: Basal and Anthology Alignment Project Conference

January 23-24-13, 2014

Las Vegas, NV

Participating districts continue to bring teams of curriculum, English language learning specialists, and Special Education staff for two days of Basal and/or Anthology Alignment training (BAP and AAP). Districts take ownership for writing text-dependent questions to go with the stories in their adopted basals and anthologies in grades 3-10. The materials they develop are vetted and posted on Edmodo.

Visit **www.commoncoreworks.org** for registration and hotel information.

ACADEMIC KPI PROJECT

Academic Indicators and Instructional-Cost Measures Project
Preliminary Work Plan and Responsibilities
May 8, 2013

Objectives and Milestones	Activities	Deliverables	Timeline	Who
Objective 1: Develop set of 25-30 academic indicators and instructionally related cost measures.				
Milestone a. Scan literature, secure input from others, and get feedback from membership.	• Come to consensus on the purpose and function of the three types of measures. • Prepare list of potential measures based on scan of literature and input. • Meet with think tanks, foundations, and others to secure ideas for measures. • Conduct in-person focus groups or conference calls with members to secure ideas.	✓ List of measures from literature scan and input and suggestions from meetings with groups. ✓ Definitions of purposes and functions of potential measures	May 2013 September 2013 September 2013 September 2013	Amanda, Fred, and Mike Ricki, Julie, and Gabriela Mike and Jon Ricki, Julie, and Gabriela
Milestone b. Develop categories of measures.	✓ Agree on indicator and cost categories under general instruction, bilingual education, and special education of indicators and cost	✓ Categories in each area developed and agreed on	September 2013	

	✓ Secure feedback on categories from membership.		November 2013 (Fall Conference)	
Milestone c. Draft academic indicators and instructional cost measures	✓ Identify sample activity choices ✓ Develop preliminary list of 5-15 draft academic and cost indicators for each category. ✓ Vet indicators with project staff. ✓ Obtain input and feedback from technical teams	✓ Preliminary lists of draft indicators in each category	November 2013 November 2013 November 2013	Ricki, Julie, and Gabriela Project team Ricki, Julie, and Gabriela
Milestone d. Define variables, data elements, aggregation procedures, timing, and formulas.	• Operationalize each potential academic and cost indicator • Define elements or components of each potential indicator. • Define cost components • Identify most common ways of defining variables at local level. • Determine who and when data are available at the district level. • Determine ways in which data elements can be aggregated across districts. • Write formulas for	✓ Metric definition worksheets developed and completed for each element ✓ Aggregation procedures developed ✓ Formulas written	January 2014 January 2014 January 2014	Fred, Ray, and Jon Project team Fred, Ray and Jon Project team Project team Fred, Ray, and Jon

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	calculating indicators • Vet formulas through technical teams.			Project team
Milestone e. Review and revise demographic variables.	• Review demographic variables in current KPIs. • Determine which are needed to calculate draft indicators. • Make revisions or additions as necessary.	✓ Final list of demographic variables determined with definitions completed	January 2014	Fred and Jon Fred and Jon Fred and Jon
Milestone f. Review and revise "teacher indicators" in current KPIs.	• Review teacher-related indicators in current HR measures. • Determine which ones have relevance for academic and instructional cost indicators. • Revise or add as necessary.	✓ Final list of teacher-related variables determined with definitions completed	January 2014	Ricki and her team
Milestone g. Suggest best practices, ground indicators in outcomes, and determine ROI.			February 2015	
Objective 2: Create buy-in for and participation in project and indicators				
Milestone a. Establish technical working teams.	• Establish work team of CAOs	✓ Work teams named and convened in each area	July 2013 July 2013	Ricki and her team Julie

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	• Establish work team of SPED directors • Establish work team of bilingual directors • Establish work team of CFOs • Work teams convened		July 2013 September 2013 September 2013	Gabriela Fred and Bob Project team
Milestone b. Secure input from CAOs, CFOs, superintendents and school boards.	• Reporting at job-alike meetings • Reporting at task force meetings	✓ Meetings held	November 2013 November 2013	Fred and Bob Fred, Ricki, and Bob
Objective 3. Field test indicators and collect data from sample of districts.				
Milestone a. Survey members on how they define and collect data on potential indicators	• Translate the data elements into survey questions • Conduct a survey of members on data and definitions • Analyze results • Modify data definitions	✓ Completed surveys that have been vetted by teams ✓ Data from surveys completed and analyzed	February 2014 March 2014	Fred and Jon Project team Ray and Jon Fred
Milestone b. Work with technology provider on automating system.	• Identify potential providers • Secure partnership • Begin writing program code to collect data and calculate indicators.	✓ Provider identified and secured	TBD	Mike, Fred, and Bob
Milestone c. Develop guidelines or procedures to	• Write guidelines for how to define and	✓ Written guidelines that are approved by teams	July 2014	Fred and Jon

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report and aggregate data.	collect data.	and circulated to members for review		
Milestone d. Collect and analyze first round of data from sample members.	• Select sample pilot districts from which to collect data • Develop survey forms and questions • Collect data from sample districts • Analyze results	✓ Pilot sites named and secured ✓ Completed survey forms vetted by teams ✓ Data collected and analyzed	September 2014 September 2014 October through December 2014	Mike, Fred, Ricki, Julie, and Gabriela
	• Suggest revisions to indicators and write final report.	✓ Final report	End of February 2015	Project team

TUDA

September 16, 2013

Mr. Winston Brooks
Superintendent
Albuquerque Public Schools
PO Box 25704
Albuquerque NM 87125

Dear Superintendent Brooks:

On behalf of the National Assessment Governing Board, we are writing to determine whether your school district wishes to continue participating in the Trial Urban District Assessment (TUDA) of the National Assessment of Educational Progress (NAEP). The TUDA was authorized by Congress to determine the feasibility of reporting urban district results as a regular component of NAEP. Your district's participation in TUDA is strictly voluntary and without charge.

The next administration of TUDA is scheduled for 2015. It will be conducted in association with the national and state administration of NAEP from approximately late January 2015 through early March 2015. The subjects to be assessed are reading and mathematics at grades 4 and 8. To assure representative sampling and minimize burden, some additional schools will be selected from each TUDA-participating school district to augment those already selected for the state-level NAEP program.

We are writing to you now because operational planning for the 2015 TUDA begins in December 2013 and the Governing Board must make decisions about participants in time for that planning.
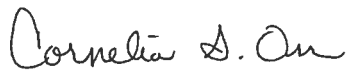
The NAEP assessments are administered by the U.S. Department of Education's National Center for Education Statistics (NCES). Each assessment session takes about one hour for answering test questions and providing background information. A range of accommodations is offered to students with disabilities and English language learners.

Continuation of the TUDA program has been endorsed by the Council of the Great City Schools. We thank you for your participation in TUDA in the past and hope your school district will participate again. **Please sign and return the enclosed form by Friday, October 18, 2013 to let us know your decision.**

800 North Capitol Street, N.W. · Suite 825 · Washington, DC 20002-4233 · Telephone: (202) 357-6938 · Fax: (202) 357-6945 · www.nagb.org

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Thank you for your consideration. If you have any questions, please contact Michael Casserly (202-393-2427) or Ray Fields, Assistant Director for Policy and Research, National Assessment Governing Board (202-357-0395; Ray.Fields@ed.gov).

Sincerely,

Cornelia S. Orr
Executive Director
National Assessment Governing Board

Michael Casserly
Executive Director
Council of the Great City Schools

Enclosure

cc: Ms. Darlene Saavedra
        Superintendent Secretary

PARTICIPATION AGREEMENT
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
2015 TRIAL URBAN DISTRICT ASSESSMENT:
MATHEMATICS AND READING AT GRADES 4 AND 8

FOR THE SCHOOL DISTRICT OF:_____

Please mark the appropriate box below to indicate your decision:

☐ The school district agrees to participate in the 2015 Trial Urban District Assessment of the National Assessment of Educational Progress. The assessments will be conducted in mathematics and reading at grades 4 and 8.

☐ The school district will not participate in the 2015 Trial Urban District Assessment of the National Assessment of Educational Progress.

_____   _____
Signature of District Superintendent or Designee   Date

_____   _____
Print Name   Title

_____
Address

_____

_____
Telephone Number   FAX Number   E-mail address

Please sign and return the enclosed form by Friday, October 18, 2013.

Please fax signed copy to (202) 357-6945. Attention: Ray Fields

Send signed original to: Cornelia S. Orr, Executive Director
                          National Assessment Governing Board
                          800 North Capitol Street, NW—Suite 825
                          Washington, DC 20002
                          Attention: Ray Fields

Send copy to: Peggy Carr, Associate Commissioner
                          U. S. Department of Education
                          National Center for Education Statistics
                          1990 K Street, NW, #8095
                          Washington, DC 20006

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BLACK MALE ACHIEVEMENT INITIATIVE

A Call for Change

Download the updated version of the eBook now!

The Council has recently updated the look and contents of "A Call for Change: Providing Solutions for Black Male Achievement". We hope that you continue to use this book as a resource for your school districts and organizations. Thank you for your commitment to this initiative!

Available on the following apps:

iBook: Apple's iTunes (itunes.apple.com)

Nook: Barnes and Noble (barnesandnoble.com)

Kindle : Amazon (amazon.com)
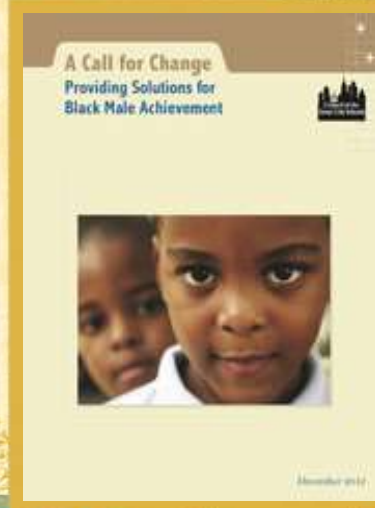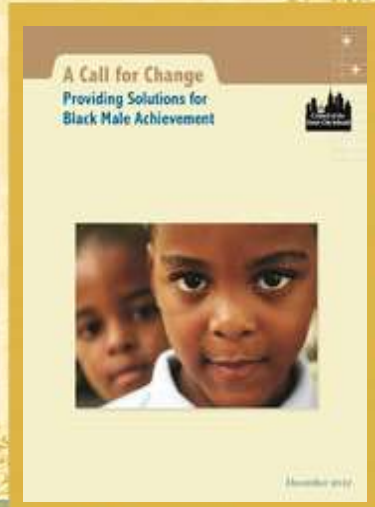
*When opening any of the above apps, search for: **A Call for Change***

Providing Solutions for Black Male Achievement

Having trouble viewing this email? Click here

A Call for Change: Providing Solutions for Black Male Achievement

Updated report now available!

Dear Great City Schools Colleagues,

We are pleased to announce the *updated* publication A Call for Change: Providing Solutions for Black Male Achievement. The full revised report can be downloaded here and also from Apple's iTunes (iBooks), Barnes and Noble (Nook Books) and Amazon.com (Kindle Books). Again, we would like to thank you for all of your contributions to this initiative, this could not have been done without your commitment!

Sincerely,

Michael Casserly
Council of the Great City Schools

Download the Ebook from any of the following:

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Amazon.com (Kindle Books)

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WALLACE FOUNDATION PRINCIPAL SUPERVISOR REPORT

Rethinking Leadership

The Changing Role of Principal Supervisors

ABOUT THE COUNCIL
OF THE GREAT CITY SCHOOLS

The Council of the Great City Schools is a coalition of 67 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 their improvement. 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 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, D.C.

Find out more at www.cgcs.org.

ABOUT THE WALLACE FOUNDATION

The Wallace Foundation is a national philanthropy that seeks to improve education and enrichment for disadvantaged children. The foundation funds projects to test innovative ideas for solving important social problems, conducting research to find out what works and what doesn't and to fill key knowledge gaps – and then communicating the results to help others.

Wallace has five major initiatives under way:

- School leadership: Strengthening education leadership to improve student achievement.

- Afterschool: Helping selected cities make good afterschool programs available to many more children.

- Audience development for the arts: Making the arts a part of many more people's lives by working with arts organizations to broaden, deepen and diversify audiences.

- Arts education: Expanding arts learning opportunities for children and teens.

- Summer and expanded learning time: Better understanding the impact of high-quality summer learning programs on disadvantaged children, and enriching and expanding the school day.

Find out more at www.wallacefoundation.org.

Rethinking Leadership

The Changing Role of Principal Supervisors

Amanda Corcoran, Michael Casserly, Ricki Price-Baugh,
Denise Walston, Robin Hall, Candace Simon

October 2013

Council of the
Great City Schools

CONTENTS

TABLES

EXECUTIVE SUMMARY

In the fall of 2012, the Council of the Great City Schools launched a two-part study of the ways principal supervisors are selected, supported, and evaluated in major school districts across the country. The first part involved a survey administered to district staff serving as principal supervisors in the fall of 2012. The second part of the study involved site visits to the six districts participating in The Wallace Foundation's Principal Pipeline Initiative—Charlotte-Mecklenburg Schools, Denver Public Schools, Gwinnett County Public Schools, Hillsborough County Public Schools, the New York City Department of Education, and Prince George's County Public Schools.

This report provides a summary of findings from both the survey and site visits. Part I presents a description of the organizational structure and general features of the various principal supervisory systems, including the roles, selection, deployment, staffing, professional development, and evaluation of principal supervisors, as well as the preparation, selection, support, and evaluation of principals.

Part II provides recommendations for building more effective principal supervisory systems. Based on the survey results and observations from the site visits, these recommendations identify those structures and practices that are *most likely* to result in stronger school leaders and higher student achievement.

The report concludes that districts should:

1. Define and clearly communicate throughout the organization the role and required competencies of principal supervisors.

2. Narrow principal supervisor responsibilities and spans of control.

3. Strategically select and deploy principal supervisors, matching skills and expertise to the needs of schools.

4. Provide principal supervisors with the professional development and training they need to assume new instructional leadership roles.

5. Establish information-sharing policies or procedures to ensure clear lines of communication and collaboration between principal supervisors and central office staff.

6. Provide early and sustained support to new principals in the form of coaches.

7. Hold principals—and principal supervisors—accountable for the progress of their schools, and ensure alignment in the processes and measures used to assess teacher, principal, and principal supervisor performance.

8. Provide clear, timely, and actionable evaluation data to principals.

9. Commit district resources and engage external partners in the process of developing future school and district leaders.

STUDY OVERVIEW

INTRODUCTION

In recent years, a growing understanding of the transformative power of school leadership has helped redefine the role and expectations of principals, as well as the way districts prepare, select, and evaluate principals. These widespread changes have also transformed the role of principal supervisors—those charged with overseeing, supporting, and evaluating this new generation of school leaders.

In the fall of 2012, the Council of the Great City Schools (CGCS) received a grant from The Wallace Foundation to further investigate the ways principal supervisors are selected, supported, and evaluated in major school districts across the country, looking specifically at the roles and responsibilities of staff in these positions. The Council is a coalition of 67 of the nation's largest urban public school systems. The organization conducts research and provides advocacy support and hands-on technical assistance to its members to help advance academic achievement, leadership, and operational management in urban districts.

The study commissioned by The Wallace Foundation was conducted in two parts. The first part involved a survey administered to member district staff serving as principal supervisors in the fall of 2012. The results from that survey were released in March 2013 in a report entitled *Principal Evaluations and the Principal Supervisor: Survey Results from the Great City Schools*.

The second part of the study involved visits to six districts participating in The Wallace Foundation's Principal Pipeline Initiative—a multi-year undertaking designed to improve training and support mechanisms for principals and to test the effect on student achievement. The six districts—Charlotte-Mecklenburg Schools, Denver Public Schools, Gwinnett County Public Schools, Hillsborough County Public Schools, the New York City Department of Education, and Prince George's County Public Schools—are putting in place new processes to help develop a larger corps of effective school principals. The goal is to test the following: If an urban district, and its principal training programs, provide a large number of talented aspiring principals with the right pre-service training and on-the-job support, the result will be a pipeline of principals able to improve teacher quality and student achievement, especially in schools with the greatest needs.

The pipeline effort has highlighted the role of the people who manage principals— principal supervisors—and both the foundation and districts realized not much is known about this role. At Wallace's request, CGCS visited the six sites to learn more about the work of principal supervisors as it is played out on the ground.

This report provides a summary of findings from both the survey and the site visits.[1] Part I begins by briefly describing the general features of the principal supervisory structures in each of the six site visit districts. This section then presents comparisons and common themes observed across districts in the areas of organizational structures and the roles, selection, deployment, staffing, professional development, and evaluation of principal supervisors, as well as the preparation, selection, support, and evaluation of principals. Part II provides a set of recommendations for building more effective principal supervisory systems—those practices observed across districts that appear best positioned to positively impact the work of supervisors and principals and, ultimately, to improve student achievement.

METHODOLOGY

This study sought to answer four main research questions:

1. How do districts select, prepare, and provide professional development to principal supervisors?

2. To what extent are principal supervisors expected to assume an instructional leadership role within the district, and how are they supported in this role?

3. What levels of operational/instructional support are provided to principals?

4. How are principal supervisors and principals evaluated?

First, CGCS surveyed its 67 urban public school district members, along with two other school systems that are part of The Wallace Foundation's pipeline initiative but are not members of the Council—Gwinnett County Public Schools and Prince George's County Public Schools. The survey was sent to superintendents in each district and was conducted via Survey Monkey. Superintendents were asked to forward the survey to staff members who best fit the "principal supervisor" role. The instrument remained in the field between October 10 and November 26, 2012, and multiple reminders were sent to boost response rates.

Surveys with usable data were received from 135 individuals in 41 districts, including 39 of the 67 CGCS member districts and two non-member Wallace pipeline districts, for a response rate of nearly 60 percent. The survey asked for information about the characteristics and roles of principal supervisors, the professional development provided to them, and the perceived effectiveness of their principal evaluation systems. The survey also asked respondents to indicate how these roles and responsibilities had changed between 2010 and 2012. Otherwise, all results apply to the school year ending in June 2012. Apart from selected data on the numbers of principal supervisors, all other data are reported in the aggregate rather than by district.

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[1] See Appendix A for the complete set of survey results.

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Then, a team of CGCS instructional and research staff conducted site visits between November 2012 and March 2013 to the six districts participating in The Wallace Foundation's Principal Pipeline Initiative.[2,3] The results reported in this study therefore apply to the district structures and policies that were in place during this time period and may have subsequently changed. Again, these districts were not chosen as exemplars of any particular principal supervisory structures or practices but because they were part of the principal pipeline project. The observed themes and variations therefore may not encompass the full range of systems and practices employed by districts nationwide.

These site visits typically lasted one day and involved both individual and group interviews with the superintendent, deputy superintendents, principal supervisors, principal coaches, curriculum and instruction directors and staff, research and accountability directors, human resources directors, Wallace principal pipeline project directors, and a focus group of principals. An interview rubric with tailored questions for each group was developed in advance of the visits to provide a common framework for these conversations.

In addition, the site visit team reviewed various documents provided by each district, including organizational charts, job descriptions, personnel evaluation forms, meeting agendas, classroom observation rubrics, school improvement plans, and other materials.

At the end of each visit, the team met to discuss the overall structure and specific features of each study district based on the interviews, materials, and survey responses.

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[2] Prince George's County participated in an earlier principal development site visit conducted by Break the Curve Consulting with support from The Bill & Melinda Gates Foundation in June 2012. With the agreement of all parties, notes and transcripts from that visit were used in lieu of a second visit to the district.

[3] See Appendix C for a list of the site visit team members.

PART I. FEATURES OF PRINCIPAL SUPERVISORY SYSTEMS

This chapter will begin by providing brief descriptions of the principal supervisory systems in the six study districts—Charlotte-Mecklenburg Schools, Denver Public Schools, Gwinnett County Public Schools, Hillsborough County Public Schools, the New York City Department of Education, and Prince George's County Public Schools. These snapshots identify the basic features of these systems, including the staff responsible for evaluating principals; whom these principal supervisors report to and where they are housed within the district structure; the role they play in supporting principals; what support staff they have; and how they are selected, supported, and evaluated. Then, themes observed across districts will be discussed in each of these categories, as well as in the areas of principal preparation, support, and evaluation—important areas that contextualize the work of principal supervisors. It is important to bear in mind that while these comparisons provide a picture of the common features and variations observed among the six site visit districts—and at times among the 41 districts that responded to the survey—they may not encompass the full range of possible principal supervisory structures and practices employed by districts nationwide.

INDIVIDUAL DISTRICT DESCRIPTIONS

Charlotte-Mecklenburg Schools

Principals in Charlotte-Mecklenburg are evaluated by one of six zone superintendents. These zone superintendents oversee geographically determined areas and handle anywhere from 16 to almost 40 schools each.[4] Charlotte-Mecklenburg also groups its Title I, ELL, and Project LIFT schools together.[5]

Zone offices are staffed with executive directors that serve a largely instructional role as the second in command to zone superintendents, as well as with curriculum staff and staff in various other areas such as special education, Response to Intervention (RtI), and Title I. Zone offices may also have a staff member that handles family support, a human resources specialist, a discipline coordinator, and an intervention specialist. However, the number and specific composition of support staff varies from zone to zone.

Zone offices are designed to function as mini district offices, providing principals with access to as much localized instructional and operational staff support and as many resources as possible. While the role of the zone superintendents is to both evaluate and provide direct instructional and operational support to principals, principals get a majority of their day-to-day support from zone staff and executive directors. At the same time, the zone office is able to access central office resources in order to provide principals with assistance.

In addition to the support they receive from zone offices, new principals are assigned consultant coaches in their first two years. These coaches are experienced, sitting principals who provide site-based support to novice principals on a monthly basis, helping them to develop instructional leadership skills. Principals may also be assigned a principal coach within their first five years. These coaches are generally veteran principals assigned to support new principals in targeted areas.

Zone superintendents are selected by a cross-division committee on the basis of strong leadership skills, instructional expertise, and the ability to manage schools. This selection committee is made up of the deputy superintendent, the chief human resources officer, a zone superintendent, and often others. Zone superintendents report to the deputy superintendent, who also serves as the chief academic officer overseeing curriculum and instruction. The zone superintendents receive ongoing support and professional development during their weekly meetings as a group. Any additional professional development is driven by their supervisor and based on specific areas of need.

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[4] As of June 2013, Charlotte-Mecklenburg replaced its six zones with seven learning communities overseen by community superintendents. This has lowered the average number of schools overseen by each community superintendent.

[5] While Project LIFT and ELL schools are still grouped together under the new system, Title I schools are not. The learning communities are defined primarily around feeder patterns.

Zone superintendents are evaluated using an instrument that includes multiple student achievement measures such as graduation rates, growth and proficiency on state tests, student attendance, suspension rates, and other measures. These measures are based on individual school performance goals and are aligned with the district's strategic plan. Zone superintendents, in turn, evaluate executive directors based in part on performance growth and other indicators in their zone schools.

Principals in Charlotte-Mecklenburg have authority over selecting instructional materials from a set of approved district programs, budgeting, and hiring and firing teachers, subject to district regulations. Specifically, principals are given budget and position allotments that they are expected to manage. Their work also involves building community partnerships and ensuring student and family engagement.

Denver Public Schools

Principals in Denver Public Schools are evaluated by one of 13 instructional superintendents or executive directors who oversee between six and 20 schools each. Schools are grouped and assigned to instructional superintendents by grade level— elementary, middle, and high school. Given the large number of elementary schools, these schools are then grouped geographically and by school type. Turnaround schools are also grouped together and are overseen by executive directors, who play the same role as instructional superintendents. In addition, a recent decision to decrease the number of schools that instructional superintendents and executive directors oversee to no more than 10 has created a new role, the deputy instructional superintendent or deputy executive director.

Instructional superintendents and executive directors are expected to both evaluate principals and provide coaching and some direct assistance in areas such as instruction, hiring, budget, and developing and monitoring school improvement plans. They also serve as liaisons between the central office and schools. Each instructional superintendent/executive director is assigned partners in various divisions within the central office, including curriculum, human resources, finance and budget, special education, etc., whom they can contact on behalf of principals in order to direct resources and support. They are also currently assigned a staff of two partners—a data analysis partner and a school improvement partner—although these two positions are being replaced by an instructional support partner in the 2013-14 school year. Some instructional superintendents already have deputies and, in order to limit the number of schools they oversee, all elementary school instructional superintendents will have deputies starting in the 2013-14 school year.

In addition to the support they receive from their instructional superintendent or executive director, new principals are assigned both a mentor and an executive coach. While mentors provide information and guidance for navigating various district processes and procedures, the executive coaches are designed to help principals develop leadership skills.

Instructional superintendents and executive directors are hired by the superintendent on the basis of having a strong track record of success in the schools they formerly led, as well as the ability to take on expanded leadership roles and to collaborate with principals and peers within various central office departments. Instructional superintendents and executive directors report to either the assistant superintendent of elementary education or the assistant superintendent of post-secondary readiness, depending on the schools they oversee. There has not historically been a great deal of targeted professional development for staff in this role, but they did report receiving training on the Denver framework for effective teaching, as well as training from a private consultant during the previous school year that involved classroom visits and observations. In the 2012-13 school year, the district provided quarterly "off-site" meeting days, facilitated by an external specialist, and about two thirds of instructional superintendents took advantage of executive coaches provided to them by the district. Denver Public Schools is now working on developing a more systematic, cohort-based professional learning program for its leaders in these roles.

Evaluations are conducted through the district's employee performance management system and employ an individual goal-setting process based partly on the progress of schools under their supervision, as defined by movement of schools between levels in the performance framework.

In Denver, principals have authority over hiring staff, selecting instructional programs and materials from a list of district-approved options, and managing their school budgets.

Gwinnett County Schools

Principals in Gwinnett County are evaluated by one of five area superintendents who oversee about 25 schools each. Schools are grouped and assigned to area superintendents geographically. These area superintendents have no staff and no budget authority, functioning instead as brokers of central office resources. Their role is to interact with principals as much as possible and to connect them with central office support staff when they need assistance or additional resources.

In addition to the support they receive from area superintendents, new principals are assigned a leader mentor—former principals who provide hands-on coaching and leadership development for both principals and assistant principals.

The current area superintendents were all recent principals. They were approved by the Board of Education in December 2011 and began work in February 2012. They were selected by a cross-division panel based on their effectiveness as school leaders, as well as their ability to work collaboratively and to build relationships. A three-week induction period helped to orient area superintendents to the different divisions within central office and the resources available, as well as what the district was doing to develop future school leaders.

Area superintendents report to the associate superintendent of school leadership and operations. Area superintendents receive support primarily through bimonthly meetings with their supervisor and receive professional development through monthly leadership development meetings. They also reported participating in various professional development programs, including the Public Education Leadership Program at Harvard University and district-level leadership seminars.

Area superintendents are evaluated using the same weighted school assessments that are used to evaluate principals. Specifically, they are evaluated on the progress of their five lowest-performing schools, along with one to three additional schools selected in collaboration with the associate superintendent. The results of the weighted school assessment are aggregated to produce an overall measurement of progress in specific achievement categories.

Principals in Gwinnett County are granted greater flexibility based on student performance. This is in line with the district's managed performance/empowerment theory of action. The district maintains tight control over the curriculum and district assessments, but provides greater flexibility in other areas at the school level. Specifically, principals are granted authority in such areas as the selection of staff, school budgets, school schedules and programming, and staff development.

Hillsborough County Public Schools

Principals in Hillsborough County are evaluated by one of eight area leadership directors who oversee about 30 schools each. Schools are grouped into areas geographically, and these area offices are generally staffed with a secretary, a staffing coordinator, a curriculum specialist, a specialist in exceptional student education, an RtI specialist, and a number of other operational staff in areas such as transportation, budget, and food services. Area leadership directors are transitioning from their previous, operations-focused roles as "area directors" into more instruction-focused leadership roles. They are expected to provide instructional support and coaching through regular communication and visits to schools but they maintain a substantial amount of operational responsibilities.

In addition to the support they receive from area leadership directors, new principals are assigned instructional coaches, who are described as a crucial source of support in helping them develop instructional knowledge and leadership skills.

Area leadership directors are selected by the superintendent on the basis of their prior work as school leaders. They report to the assistant superintendent for administration. They received professional development from the New Teacher Center, which provided coaches who spent time with them in the field, working with them on their coaching skills and on developing leadership skills. The district is now working to build internal capacity for providing professional development. District staff report that area leadership directors also receive a fair amount of coaching and instructional leadership development through the principal instructional coaches.

Area leadership directors are assessed on their progress toward meeting instructional and operational goals they set themselves, as well as on their ability to work with principals and perform principal evaluations. At the time of our site visit in November 2012, a more formal evaluation procedure for area leadership directors was still being developed.

Principals in Hillsborough County have the authority to hire teachers and other personnel, subject to the regulations governing hiring and teacher transfers. While principals do not have complete site-based autonomy in terms of school budget, they do have control over an internal budget for supplies, equipment, etc. Some principals also have Title I budgets they can use to hire additional personnel. Salaries and benefits are handled by the central office.

New York City Department of Education

The New York City Department of Education has a system that separates the functions of principal supervision (handled by superintendents) and support (handled by networks). Principals are evaluated by one of 32 community superintendents or eight high school superintendents, who oversee between 20 and 67 schools each. Superintendents report to the senior supervising superintendent, who reports to the chief academic officer (CAO). Superintendents have a limited role in directly supporting the leadership development of principals, and they perform principal evaluations using a highly prescribed rating tool that limits the amount of personal discretion that goes into a principal's performance review.[6]

Principals receive instructional and operational support through a separate system of networks designed to provide principals with access to individualized support and resources on a local level. There are 60 networks, and each supports roughly 25 schools.[7] Principals self-select into these networks, which are overseen by a network leader and staffed with about 15 operational and instructional specialists.[8] Networks, in turn, are grouped into five clusters of 12 networks each, led by cluster leaders who report to the CAO. These clusters are designed to provide support to the networks.

While network staffs vary in composition and structure from network to network, they typically include content specialists, specialists in areas such English learners and special education, and achievement coaches, as well as a number of specialists in operational areas such as budget and human resources.

In addition to the support they receive from networks, new principals are also assigned leadership coaches, who provide support and mentoring. After the first year principals have the option of retaining these coaches by paying for them out their school budgets. In addition, all new principals participate in the New Principals Intensive that prepares them for entry into their school.

A majority of current superintendents and network leaders had served in various other managerial roles under past district structures. Many of them had been principals, and were selected on the basis of a general assessment of their strength as school leaders. Interestingly, principals are also involved in the process of selecting network leaders, a feature meant to reinforce the idea that networks and network leaders are ultimately accountable to the principals and schools they serve.

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[6] The powers and duties of community superintendents in New York City are set forth in New York Education Law (section 2590-f). By law, each community school district must have a superintendent, selected and appointed by the chancellor in accordance with a regulation the chancellor has promulgated.

[7] Five of these networks are managed by external Partnership Service Organizations (PSOs) under contract with the New York City Department of Education.

[8] It was reported to the site visit team that some principals were assigned to networks based on availability, and that principals sometimes faced difficulty changing networks.

Network leaders report to cluster leaders, and receive support and professional development through network leader institutes held six times during the year and through cluster-based meetings—although the structure, frequency, and focus of these meetings vary from cluster to cluster. Network leaders also report participating in citywide professional development three to four times a year devoted to district instructional priorities such as common core standards implementation and teacher effectiveness initiatives (i.e., the Children First Intensive).

New superintendents, meanwhile, receive professional development through novice superintendent institutes held every other month, and then through a second year institute held every other month. In addition, monthly team meetings for all superintendents are dedicated to covering topics related to instruction and leadership development. Superintendents and network leaders also meet together four times during the school year to strengthen their understanding of shared work.

Network leaders are evaluated on both qualitative and quantitative measures of effectiveness—measures including the performance of the schools they support. Principal surveys are also a small part of this evaluation process. Once a final score is calculated, networks are then ranked based on effectiveness, with the expectation that the lowest-scoring networks may be disbanded. Superintendents, however, are not directly assessed on measures of school performance.

The powers and duties of principals of New York City schools include school-based budgeting, staff development, and student support services. In addition, community superintendents may give community district principals additional powers, including hiring assistant principals; hiring nonsupervisory employees; approving textbooks and instructional materials; and initiating disciplinary charges against tenured teachers and supervisors.

Prince George's County Public Schools

Principals in Prince George's County Public Schools are evaluated by one of 14 instructional directors who oversee no more than 15 schools each. Schools are grouped and assigned to an instructional director by grade levels, either K-8 or high schools. These instructional directors have offices staffed with only a secretary and have limited budget authority. They serve as a bridge to other central office departments and between schools, brokering resources and working to facilitate and support the individual growth of principals. This support includes modeling, mentoring, and coaching, with an intense focus on instructional improvement, teacher evaluation, and data analysis.

In addition to the support they receive from instructional directors, new principals are assigned coaches that are housed in the curriculum office and the Office of Talent Development. New principals are also assigned a resident principal as mentor. These principal mentors have received professional development though the School Leaders

Network (SLN), and some of the principal mentors have been awarded national certification as a principal through the National Association of Elementary School Principals (NAESP) mentor certification program.

A majority of the current instructional directors were principals until they were promoted in spring 2011. They were selected on the basis of a proven track record as an instructional leader, strength in building a strong instructional team, a deep understanding of what should occur in a school, and how to improve student performance in schools. Each of the instructional directors reports to one of three associate superintendents, who report to the deputy superintendent for academics.

A weeklong induction period helped to orient the instructional directors to their role and responsibilities. All 14 instructional directors meet as a team for bimonthly professional development, followed by smaller subgroup meetings within their individual areas. In addition, the instructional directors have monthly training coordinated by the Office of Talent Development, and each is assigned a mentor as an additional element to this monthly training program. They also participate in a summer retreat each year. Each associate superintendent meets one-on-one with the instructional director on a monthly basis.

Instructional directors are evaluated on a framework consisting of five domains: principal management, teacher effectiveness, school improvement, professional development, and systems operations. Each domain includes approximately eight indicators, with performance descriptors at the "developing," "proficient," and "distinguished" levels for each. The associate superintendents, in collaboration with the instructional directors, developed a draft rubric of key differences between proficient and distinguished. The instructional directors use this rubric to benchmark their individual practice. This allows the associate superintendents to conduct more focused conversations about how the instructional director is doing his or her job.

Principals in Prince George's County partner with the Division of Human Resources to recruit and select staff for their buildings. Under the district's student-based budgeting initiative, principals develop budgets for assigned funds based on guidelines from central office. Principals have authority to determine how to spend their money within defined budget categories.

Table 1 summarizes the general structural features of the principal advisory systems in the six site visit districts. Table 2 summarizes the selection, professional development, and evaluation of principal supervisors in the six site visit districts.

Table 1. Structural features of the principal supervisory systems of the six site visit districts

District	Principal supervisors	Number of supervisors/ schools covered	Support staff	Lines of report
Charlotte-Mecklenburg	Zone Superintendents	Six zone superintendents oversee between 16 and 40 schools each.	Zone superintendents have executive directors that serve as their second in command and are focused on instruction. There are also various curriculum and operational specialists in the zone offices, although the composition of these staffs varies from zone to zone.	Zone superintendents report to the CAO, who reports to the superintendent.
Denver	Instructional Superintendents/ Executive Directors (for turnaround schools) (IS/ED)	Thirteen IS/EDs oversee between six and 20 schools each.	IS/EDs have a staff of two "partners"—a data analysis partner and a school improvement partner. However, these two positions are being eliminated and replaced by an instructional support partner. A number of IS/EDs also currently have deputies, and the district will be providing these deputies more widely to all elementary IS/EDs in the 2013-14 school year. Each IS/ED also has assigned partners in various departments within the central office, including human resources, finance and budget, special education, etc.	IS/EDs report to either the assistant superintendent for elementary education or the assistant superintendent for post-secondary readiness, who both report to the superintendent.
Gwinnett County	Area Superintendents	Five area superintendents oversee about 25 schools each.	Area superintendents have no direct support staff.	Area superintendents report to the associate superintendent of school leadership and operations, who reports to the superintendent.

(Table 1. continued)

District	Principal supervisors	Number of supervisors/ schools covered	Support staff	Lines of report
Hillsborough County	Area Leadership Directors (ALD)	Eight ALDs oversee roughly 30 schools each.	ALD offices are generally staffed with a secretary, an ESE (exceptional student education) supervisor, a staffing coordinator, an RtI specialist, a curriculum specialist, and a number of other operational staff in areas such as transportation, budget, and food services. Although they aren't support staff, per se, instructional coaches also report to ALDs and often provide instructional support and professional development.	ALDs report to the assistant superintendent for administration who reports to the superintendent.
New York City	Superintendents/ Network Leaders	Forty community/high school superintendents oversee between 20 and 67 schools each. Sixty network leaders provide support to between 25 and 35 schools each.	Each superintendent has two staff members to support administrative, community, and family concerns. Each network leader oversees a staff of about 15 that includes instructional and operational specialists. These staffs vary in composition and structure from network to network. On the instructional side, there are typically content specialists, specialists in areas such as ELLs and students with disabilities, and achievement coaches, while operational staff include specialists in areas such as human resources or budgeting.	Superintendents report to the senior supervising superintendent, who reports to the CAO. Network leaders report to cluster leaders, who also report to the CAO.
Prince George's County	Instructional Directors	Fourteen instructional directors oversee up to 15 schools each.	Instructional directors have offices staffed with a secretary.	Instructional directors report to one of three associate superintendents, who report to the CAO.

Table 2. Selection, professional development, and evaluation of principal supervisors in the six site visit districts

District	Selection	Professional development	Evaluation
Charlotte-Mecklenburg	Zone superintendents are selected by a cross-division committee—including the deputy superintendent, the chief human resources officer, a zone superintendent, and often others—on the basis of strong leadership skills, instructional expertise, and the ability to manage schools.	Zone superintendents receive ongoing support and professional development during their weekly meetings as a group. Any additional professional development is driven by their supervisor and based on specific areas of need.	Zone superintendents are evaluated using an instrument that includes multiple student achievement measures such as graduation rates, growth and proficiency on state tests, student attendance, suspension rates, and other measures. These measures are based on individual school performance goals, and align with the district's strategic plan.
Denver	Instructional superintendents and executive directors (IS/EDs) are hired by the superintendent on the basis of having a strong track record of success in the schools they formerly led, as well as the ability to take on expanded leadership roles and to collaborate with principals and peers within various central office departments.	IS/EDs receive training on the Denver framework for effective teaching, and previously received training from a private consultant that involved classroom visits and observations. In the 2012-13 school year, the district provided quarterly "off-site" meeting days, facilitated by an external specialist, and about two-thirds of instructional superintendents took advantage of executive coaches provided to them by the district.	Evaluations of IS/EDs are conducted through the district's employee performance management system and employ an individual goal-setting process based partly on the progress of schools under their supervision, as defined by movement of schools between levels in the performance framework.
Gwinnett County	Area superintendents are selected by a cross-division panel based on their effectiveness as school leaders as well as their ability to work collaboratively and to build relationships.	Area superintendents receive support primarily through bimonthly meetings with their supervisor and receive professional development through monthly leadership development meetings. They also participate in various professional development programs, including the Public Education Leadership Program at Harvard University and district-level leadership seminars.	Area superintendents are evaluated using the same weighted school assessments that are used to evaluate principals. Specifically, they are evaluated on the progress of their five lowest-performing schools, along with one to three additional schools selected in collaboration with the associate superintendent. The results of the weighted school assessment are aggregated to produce an overall measurement of progress in specific achievement categories.

(Table 2. continued)

District	Selection	Professional development	Evaluation
Hillsborough County	Area leadership directors (ALDs) are selected by the superintendent on the basis of their prior work as school leaders.	ALDs received professional development from the New Teacher Center, which provided coaches who spent time with ALDs in the field, working with them on their coaching skills and on developing leadership skills. ALDs also receive some coaching and instructional leadership development from the principal instructional coaches.	ALDs are assessed on their progress toward meeting instructional and operational goals they set themselves, as well as on their ability to work with principals and perform principal evaluations. More formal evaluation procedures are under development.
New York City	Superintendents and network leaders are selected on the basis of their strength as school leaders. Principals are also involved in the process of selecting network leaders.	New superintendents receive professional development through novice superintendent institutes held every other month, and then through a second year institute held every other month. In addition, monthly team meetings are dedicated to covering topics related to teaching and learning and leadership development. Network leaders receive support and professional development through network leader institutes held six times during the year and cluster-based meetings—although the structure, frequency, and focus of these meetings vary from cluster to cluster. Network leaders also report participating in citywide professional development three to four times a year devoted to district instructional priorities. Network leaders and superintendents meet together four times during the school year to strengthen their understanding of shared work.	Network leaders are evaluated on both qualitative and quantitative measures of effectiveness—measures including the performance of their schools. Principal surveys are also a small part of this evaluation process. Once a final score is calculated, networks are then ranked based on effectiveness, with the expectation that the lowest-scoring networks may be disbanded. Superintendents, however, are not directly assessed on measures of school performance.
Prince George's County	Instructional directors are selected on the basis of a proven track record as an instructional leader, strength in building a strong instructional team, a deep understanding of what should occur in a school, and how to improve student performance in schools.	Instructional directors receive professional development through bimonthly team and area-specific meetings. In addition, instructional directors have monthly training coordinated by the Office of Talent Development, and each is assigned a mentor. They also participate in a summer retreat each year.	Instructional directors are evaluated on a framework consisting of five domains: principal management, teacher effectiveness, school improvement, professional development, and systems operations. Each domain includes approximately eight indicators with performance descriptors at the "developing," "proficient," and "distinguished" levels for each.

CROSS-DISTRICT OBSERVATIONS

District Structures

As principals have transitioned into instructional leadership roles, districts across the country have sought to update or overhaul their principal evaluation and supervisory systems to better support, monitor, and assess principal performance. Of course, how these supervisory systems are structured varies widely.

To begin with, districts differed in how far removed principals are from the superintendent or chancellor in the reporting structure. Among the six site visit districts, principals in Denver, Hillsborough County, Gwinnett County, and Charlotte-Mecklenburg are each two administrative levels away from the superintendent, while three layers separate principals from district leadership in Prince George's County and New York City. The implications of these structuring decisions, however, remain unclear, and the different approaches do not appear connected to the level of autonomy or oversight granted to principals in a particular district.

In addition, reporting structures and the organizational placement of principal supervisors varied from district to district. In some systems, like Charlotte-Mecklenburg, New York City, and Prince George's County, principal supervisors report up to the chief academic officer, while in others, such as Gwinnett County and Hillsborough County, they are housed within operational units.

Again, the implications of these specific reporting structures are unclear, although having principal support and evaluation functions positioned alongside curriculum and instruction or teaching and learning units appears more aligned with the instructional leadership role prescribed to principal supervisors in many districts.

Regardless of the specific structure, what appears most important in ensuring that principal supervisors have access to the resources they need to function effectively are *collaboration* and clear lines of communication with various central office divisions. Many districts seek to strategically connect the work of principal supervisors to the work of curriculum and instruction through established information-sharing procedures and multiple configurations of staff meetings. For example, in addition to regular meetings with their peers in the curriculum and instruction, English acquisition, and teaching and learning divisions, instructional superintendents and executive directors in Denver also serve alongside curriculum staff on "priority committees"— cross-functional committees of four to six people tasked with addressing critical district goals, such as common core implementation and teacher evaluation.

In other districts collaboration is driven less by formal mechanisms than by personal relationships and the general expectation that staff will collaborate. One senior staff member explained to us that "relationships drive everything here," and that "relationship-building is a skill that principal supervisors need to bring with them to the position and to continue to develop in order to succeed at their job."

But while relationship building is certainly an important professional skill to emphasize among principal supervisors and district staff, such informal structures can also leave a system vulnerable to factors such as inconsistent expertise and staff turnover. The same interviewee emphasized that, "in this district if you don't do your best to nurture relationships, it's a problem. Coordination between the two sides of the house is an ongoing job." In the same vein, a senior staff member in the leadership development division of another district admitted "Our collaboration with [principal supervisors] is not as thoughtful as it should be."

Selection of Principal Supervisors

According to the survey, the tenure of principal supervisors in urban districts across the country is fairly short. The average amount of time principal supervisors have been in their positions was three years, the median was two, and 23 respondents reported that they have been in their positions for only one year. This suggests that this position has been adapted or reinvented recently in many districts, or that turnover in the positions has been extensive.

In fact, the site visits revealed a fluid picture of staff in shifting roles and evolving district structures. In New York City, while superintendents and network leaders may be relatively new to their current positions, many are transitioning from former management roles under the previous structure. Area leadership directors in Hillsborough County are also transitioning into new instructional leadership roles—the same group was previously called area directors, performing a more operations-focused management function within the district. In contrast, area superintendents in Gwinnett County are newly selected leaders from the principal ranks who have only been in this position since the beginning of 2012.

A large majority of principal supervisors in both the survey and the site visit districts were former principals. According to the survey, 97 percent of principal supervisors had at least two years of experience as a principal, while 42 percent had over two years of experience as a principal coach or mentor and 95 percent had over two years of experience as a teacher. Few had experience as either a human resources administrator, an operations administrator, or a central office instructional administrator.

Site visits revealed a wide variety of processes and criteria employed for identifying staff for this role. Despite the premium put on their track record as school leaders, few districts select principal supervisors solely on the basis of explicit results and measurable student achievement gains. Districts generally select principal supervisors according to a more broad assessment of their effectiveness as school leaders in advancing student progress along with various other leadership skills, such as the ability to build relationships, to collaborate effectively both with their peers and across central office divisions, and to take on more demanding leadership roles, handling the needs of a large number of schools. Staff in Gwinnett County offered the explanation that, in selecting principal supervisors, they were "looking for people who can build relationships and ask questions." In addition, these principal supervisors were "highly respected by their peers, so that gives credibility to their new evaluative role." An interviewee in Hillsborough County, meanwhile, explained to the site visit team, "We grow our own. We have known them since they were teachers and principals, which gives us good information on the skills they have when they apply for these positions."

The ways districts select principal supervisors, however, may lead to uneven instructional expertise among supervisors within districts. Site visit interviews with principals and others revealed the widespread perception that, while some supervisors bring very strong instructional backgrounds and skills with them to the position, the quality and expertise of those in this position can vary, leading to uneven support for principals and varying degrees of principal confidence in their supervisors. In describing the challenge of nurturing the instructional leadership skills of principal supervisors, a senior staff member in one district explained, "We are trying to create instructional leaders with people that may or may not have been strong in this area to begin with. So it is unclear whether it is possible to address this through training."

Finally, the procedures and criteria for selecting principals and principal supervisors are often independent of each other, and while several districts involve principal supervisors in the process of selecting principals, only one district we visited—New York City—incorporated principals in the process of selecting and hiring principal supervisors.[9]

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[9] Principals in New York City are involved in the process of hiring network leaders, who are responsible for supporting—not evaluating—them.

Prescribed Role of Principal Supervisors

According to the survey of Council districts conducted for this project, the top five tasks that principal supervisors reported performing in 2012 were visiting schools, convening principals to discuss instructional issues, evaluating principals, coaching principals, and conducting professional development with principals. To support principals, supervisors reported being involved in the following top five activities in 2012: conversing with principals about student performance data, visiting classrooms with principals, conversing with principals about their performance, conversing with principals about teacher performance, and assisting principals in responding to issues raised by parents or the community. All of these activities except spending time responding to parent/ community issues have increased or stayed the same over the last two years. Other tasks that increased included facilitating professional development on teaching and learning and engaging in teacher evaluation observations with principals.

While most districts vest their principal supervisors with both support and evaluation responsibilities,[10] one of the key distinctions between districts is the *nature* of the support that principal supervisors are expected to provide. For example, in Charlotte-Mecklenburg, zone superintendents and their staffs are charged with providing direct technical assistance to principals. Similarly, in New York City, district staff described how networks provide principals with an extended support staff of operational and instructional specialists, although principals are also encouraged to pursue other avenues of support as well. In Gwinnett County, on the other hand, district staff described area superintendents as "brokers of central office resources." The prescribed support role of principal supervisors in turn drives other facets of the supervisory structure such as staffing for principal supervisors, discussed later in this report.

Despite the job description or intended instructional role of principal supervisors in a given district, site visit interviews revealed that principal supervisors often play multiple roles and must juggle competing demands for their time. Principal supervisors are expected to be in schools regularly, to provide instructional leadership, and to be intimately aware of and responsive to principal needs and issues as they arise in real-time. At the same time, staff members in these supervisory positions play an important role within the central office, participating in a number of district planning and policy meetings and handling substantial oversight responsibilities related to school administration and operations. In fact, survey respondents reported that their district administrative and compliance responsibilities have actually increased over the last two years at the same time that they are being pressed to become instructional leaders.

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[10] Only one site visit district—New York City—strictly separates these two functions. However, the dual evaluation/support function of principal supervisors in other districts did not appear to create a conflict of interest, according to interviews with district staff.

These competing demands lead to a clear gap between the aspirational and the actual uses of time for those serving in this position. Interviews with principal supervisors across districts reinforced the notion that they would like to spend more of their time in schools but are often pulled into district-level meetings or must devote their attention to handling crises and a multitude of compliance and administrative issues. This is also reflected in the survey, where principal supervisors identified "more coaching time" and "fewer meetings" as the top two categories of additional support they need to improve principal effectiveness and student achievement.

Deployment of Principal Supervisors

Districts most often group schools together and match them with principal supervisors geographically. While having schools in the same vicinity may facilitate school visits—a growing expectation for principal supervisors—this strategy does not always yield supervisors that are well matched to the needs of the schools assigned to them.

In fact, interviews with principals in multiple districts revealed that principal supervisors sometimes lack the background and expertise to effectively and equitably support all of the schools they supervise. For example, a principal supervisor with experience at the high school level may be responsible for overseeing elementary school principals, or a principal supervisor may not prepared to support struggling schools or schools with large ELL populations.

Both Denver and Prince George's County, on the other hand, matched a majority of their schools to principal supervisors according to grade level. Denver also has two clusters of turnaround schools overseen by executive directors, who play the same role as instructional superintendents. Similarly, Charlotte-Mecklenburg groups its special education, Title I, and Project L.I.F.T.[11] schools together.[12,13] And while principals in New York City are evaluated by superintendents assigned geographically, the system allows them to self-select into support networks based on their individual needs and priorities—subject to availability—independent of their geographic location.

Only one district we visited—Gwinnett County—explicitly avoids having principal supervisors oversee their former schools.

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[11] The Leadership and Investment for Transformation project, or Project L.I.F.T., is a philanthropic initiative that provides additional assistance and services for Charlotte-Mecklenburg students in the West Charlotte corridor— an area with the lowest graduation rates in the city.

[12] In Charlotte-Mecklenburg, the assistant superintendent of exceptional children programs also serves as the supervisor for principals of the district's dedicated special education schools.

[13] As of June 2013, Charlotte-Mecklenburg replaced its six zones with seven learning communities overseen by community superintendents. While Project LIFT and ELL schools are still grouped together, Title I schools are not. The learning communities are defined primarily around feeder patterns.

Finally, the survey and site visits suggested that principal supervisors are each assigned to a large number of schools. Survey respondents reported that principal supervisors oversee an average of 24 schools each, with a median of 18. However, in the districts we visited, we saw some much wider spans of control. In Hillsborough County, area leadership directors each handled about 30 schools, while budget cuts in Charlotte-Mecklenburg have resulted in some zone superintendents overseeing as many as 40 schools.[14] In New York, superintendents are responsible for evaluating principals in upwards of 67 schools, although the networks that provide support to principals have lower numbers of schools under their purview—25 to 35 on average.

In any case, this means that supervisors are generally juggling the needs of large numbers of schools. And principals and principal supervisors repeatedly cited the fact that low-performing schools often take up the largest share of a supervisor's time.

Given that large spans of control have important implications for how principal supervisors are able to perform their prescribed role, some districts have sought to address this issue. In Prince George's County, instructional directors supervise no more than 15 principals each, helping to reinforce the expectation that they spend time in each of their schools helping principals develop the skills needed to drive instructional improvement. In Denver, another district where each principal supervisor already oversees a relatively low number of schools, the central office piloted the use of deputies provided to instructional superintendents. These deputies take on responsibility for a number of schools themselves, lowering the span of control for supervisors even further to 10 schools or less. In the 2013-14 school year deputies will be provided for all elementary-level instructional superintendents.

Staffing for Principal Supervisors

One of the critical differences in the way districts structure their principal supervisory systems is the level of staff support provided to principal supervisors. Staffing is often driven directly by a district's vision of the work of principal supervisors. For example, network leaders in New York and zone superintendents in Charlotte-Mecklenburg are expected to be able to handle principal support needs at the network or zone level. It follows that each zone office and network is staffed with a relatively large number of instructional and operational specialists that principals have direct access to as issues or needs arise.

In contrast, Gwinnett County area superintendents have neither a staff nor any budget authority, as their role is to connect principals to central office resources. Gwinnett County made this decision with the intention of freeing up more time for area superintendents to spend in schools.

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[14] The average number of schools overseen by each community superintendent has decreased under the new system of learning communities.

In Denver, the district is currently seeking to restructure staffing as a means to better support instructional superintendents and their work. As discussed above, after piloting the use of deputies to oversee schools and lower the number of schools each instructional superintendent handles directly, the district will be providing deputies to all of its elementary-level instructional superintendents during the 2013-14 school year. Moreover, the two staff members currently assigned to instructional superintendents/executive directors—a data analysis partner and a school improvement partner—will be replaced by an instructional support partner that the district is hoping will provide more instruction-focused support.

Support and Professional Development for Principal Supervisors

Over 95 percent of principal supervisors who responded to the survey reported receiving professional development from their respective districts, while 50 percent reported receiving professional development from professional organizations and 36 percent from contractors or publishers.

Specifically, 60 percent of principal supervisors reported that they received professional development in the following areas to improve principal effectiveness and student achievement:

- Reviewing school (student) performance data

- Observing classrooms with a focus on student learning and student work

- Understanding the shift in reading and writing expectations and instruction due to new academic standards

- Using student performance data to improve classroom instruction

- Conducting principal evaluations

- Understanding the shift in mathematics expectations and instruction due to new academic standards

However, the site visits revealed that much of this professional development is ad hoc in nature—it is generally not part of a systematic, sustained program of professional learning and is not always focused enough on expanding principal supervisors' knowledge of curriculum and instruction.

Principal supervisors in one district, for instance, described going out and finding various training seminars and literature on school leadership on their own and then trying to incorporate this into their work as best they could. However, there was little indication of how these materials or approaches were vetted or whether they were consistent with the district's theory of action for school improvement. In another district, professional development opportunities were selected and offered to principal

supervisors on an individual basis as the need arose. This may be an effective short-term strategy for addressing individual needs, but it is not indicative of a long-term vision for continuous growth aligned to district needs and priorities.

Interviews with district staff at various levels also indicated that professional development is generally not seen as sufficient to support principal supervisors as the instructional leaders they are envisioned to be. Much of the professional development cited by principal supervisors and central office leaders across districts focused on leadership development—not on providing principal supervisors with a deep understanding of how to identify and support high quality instruction.

This was particularly evident in the area of preparing principal supervisors to lead the transition to the Common Core State Standards. In some of the districts we visited, principal supervisors lacked a strong connection to the curriculum division, and this limited their access to common core-focused professional development and resources. In other districts, principal supervisors were so oversubscribed that seeking out information and a deep understanding of the instructional shifts required by the common core was clearly not "on their radar screen" and not seen as an integral part of their role as the instructional leaders of schools. In fact, only 10 percent of the principal supervisors surveyed reported needing more support with the common core standards—a number that more likely points to a lack of understanding of the level of knowledge and skill necessary to lead common core implementation than to an overabundance of common core-aligned professional development.

Moreover, a great deal of professional development is offered by external providers or institutions of higher education without the active involvement of the district in ensuring that the programming is aligned with explicit district needs and improvement strategies. There is also little evidence that professional development is regularly and rigorously evaluated for its effectiveness in supporting principal supervisors and advancing teaching and learning.

The onboarding process for principal supervisors is also often limited, although there are exceptions. In Gwinnett County, area superintendents were given three weeks of training at the central office during which they were oriented to the various district divisions and the resources available—good preparation for their future role as brokers of these resources. This also gave the district a chance to clarify for staff throughout the organization the role the area superintendents were expected to play and the process by which resources and support would be provided to principals.

Finally, while a quarter of survey respondents indicated that they had received some sort of professional development from their state or state regional service center, interviews offered no evidence that states play any significant role in supporting or developing training targeted for principal supervisors. When asked about the resources, professional development opportunities, or guidance provided by the state in preparing and supporting continuous improvement among principals and principal supervisors, one senior district staff member said, "We can't wait on the state for anything." This sentiment was echoed in another district, where staff reported to the site visit team that the state had sent representatives to learn from district practices and policies, which were well ahead of statewide talent development and evaluation efforts.

Evaluation of Principal Supervisors

As districts across the country are implementing evaluation systems to hold teachers and principals responsible for the achievement of students, they are also moving in the direction of more rigorous evaluations for principal supervisors. However, evaluations of principal supervisors are generally not yet as well developed as evaluations for principals and teachers. For example, districts by and large have not articulated an explicit set of principal supervisor competencies on which to base evaluations, although some of the districts we visited, including Denver and Gwinnett County, appear to be at various stages in the process of creating them.

It is a promising development that many of the districts we visited identified school performance gains as an emerging component in the evaluation of principal supervisors. In Gwinnett County, for instance, area superintendents are evaluated using the same weighted school assessments that are used to evaluate principals. These weighted school assessments look at performance indicators including student performance on state tests and graduation rates. Zone superintendents in Charlotte-Mecklenburg are also evaluated using an instrument that includes a student achievement measure based on components such as graduation rates, growth and proficiency on state tests, student attendance, suspension rates, and other measures. These measures are based on individual school performance goals, and are aligned with the district's strategic plan.

However, these are somewhat rare examples of a principal supervisor evaluation being tied to school performance objectives and district strategic goals. In one district, senior staff explained that principal supervisors were not evaluated on the basis of school performance because "they (principal supervisors) aren't tied to the attainment of school progress goals in a deep way." Instead, "they are judged by how they lead, by how well they direct and support principals."

In fact, even when evaluation systems for principal supervisors incorporate school performance measures, they rarely involve specific performance targets. In more than one district we visited, "progress" was defined merely as movement upward in achievement scores or levels, or even achievement relative to other, similar schools.

Principal Preparation, Selection, and Development

As participants in The Wallace Foundation's Principal Pipeline Initiative, the districts we visited had each made significant strides in articulating principal leadership standards and developing and selecting school leaders that meet these standards. While principal supervisors are rarely charged with hiring or even reassigning principals, some districts do actively involve principal supervisors in the preparation and selection processes. In Denver, for example, instructional superintendents and executive directors play an important role in the district's multi-layered screening and hiring procedures, participating in interviews and school walk-throughs with principal candidates. In districts such as Gwinnett County and Charlotte-Mecklenburg, principal supervisors participate in principal training programs so that they are familiar with the individual skills and strengths of future principals.

A number of districts have also pursued collaborative relationships with outside organizations and local universities to help ensure the alignment of principal preparation programs with district needs and expectations. New York City, for example, has developed a portfolio of principal preparation programs that include the NYC Leadership Academy; New Leaders; LEAP; Bank Street College; Teachers College, Columbia University; Relay Graduate School of Education; and Fordham University. The New York City Department of Education is also pursuing stronger collaboration among the partners and has instituted a Wallace Inquiry Team that brings partners together to share practice and work on common issues.

Similarly, Charlotte-Mecklenburg has partnered with the national nonprofit organization New Leaders to develop a training program aimed specifically at preparing principals to support its high-needs schools. The district also worked closely with Winthrop University to develop Leaders for Tomorrow, a master's-level degree program that requires students to complete three internships in different schools in order to provide hands-on training among Charlotte's diverse students.

In fact, a number of principal preparation programs offer these types of internship or residency opportunities, including the Learn to Lead principal residency program in Denver and the Aspiring Principal Program in Gwinnett County. In New York City, all principal preparation programs offer a range of residency or internship programs. Some, such as LEAP, Bank Street, and Teachers College, have the participant remain in their current school and others, such as the NYC Leadership Academy and New Leaders, have the participants conduct their residency in a new site.

In their principal preparation efforts, districts are also seeking to identify and nurture the next generation of school leaders even earlier in their careers. Some districts strategically develop and support assistant principals and even current teachers as a source of future principals, assigning them instructional leadership roles and providing a training pipeline for career advancement. In Hillsborough County, the Preparing New Principals program (PnP) is a two-year program for which assistant principals can apply after three years of successful performance as an assistant principal. The district has also developed a Future Leaders Academy (FLA)—a six-month program designed to prepare teacher leaders who are interested in becoming school principals. And in addition to their Aspiring Principal Program, Gwinnett County has created an Aspiring Leader Program aimed at recruiting and training teachers to become assistant principals.

Alongside more comprehensive principal preparation, principal selection has also evolved into an increasingly rigorous process in many districts. Perhaps most notably, Charlotte-Mecklenburg has created a "talent pool" of all candidates eligible to be hired as a principal or assistant principal in the district. To qualify for the pool, candidates must pass a rigorous screening and selection process—submitting past performance reviews and data that show their impact on student achievement at their current school, as well as participating in interviews and a writing exercise.

Principal Support

As discussed earlier, districts have endeavored to provide principals with increased levels of instructional and operational support in order to help them assume a stronger instructional leadership role at their school sites. Principal supervisory structures are often the centerpiece of these support systems. As we have seen, some principal supervisors provide direct technical assistance while others function more as brokers of central office resources, able to connect principals to instructional or operational specialists depending on the nature of their needs. And while principal supervisors often handle a large number of schools and have many competing demands for their time, they are clearly working to shift the focus of their support and principal meetings to providing professional learning opportunities related to instruction.

Principal supervisors, however, are only one layer of support provided to principals. For example, each of the six site visit districts shared another important support feature in common: principal coaches. Principal coaches, assigned to novice principals to provide instructional and leadership development, are generally removed from the principal evaluation process altogether and are charged solely with providing support.[15] While the process of matching coaches to principals and the professional development provided to these principal coaches varies from district to district, the coaches themselves are widely perceived to be an invaluable resource—and in some cases to be of more use in terms of providing instructional support than the supervisors themselves.

In Hillsborough County, for example, an extremely strong rotating group of instructional coaches is made up of current principals or administrators on release for three to five years. These instructional coaches provide individualized support and professional development to principals on a weekly basis in their first two years and also "coach up"—providing the district's area leadership directors with instructional leadership development as well. Other districts, such as Charlotte-Mecklenburg, employ both sitting and retired principals as coaches or use external consultants to support novice principals.

However, principal coaches are typically assigned only to novice principals or to principals who are struggling. Few districts have created a coaching corps to support principals throughout their careers. In New York, all first-year principals receive a coach funded by the district. But principals in their second year and beyond can purchase coaching time—usually out of their own school budgets—to continue the support they received as novice principals. But New York City is the only place where we saw this arrangement.

Principal Evaluation

On the survey, principal supervisors generally reported having effective principal and assistant principal evaluations in place. Fifty-eight percent of principal supervisors graded their principal evaluation systems as excellent or good (A or B), while 31 percent graded them as average (C) and only 11 percent graded them as poor (D) or very poor (F). Over 80 percent of principal supervisors rated the following components of their principal evaluation systems as being effective or very effective: setting annual principal goals, student performance on state assessments, and having written instruments completed by the principal supervisor.

The site visits, however, indicated that districts vary widely in terms of the perceived validity and utility of the principal evaluation process. For instance, although approximately 96 percent of survey respondents said that the purpose of their district's principal evaluation system was to improve principal effectiveness and 79 percent said

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[15] In one district we visited, principal coaches were informally involved in the principal evaluation process, providing input to principal supervisors.

that the purpose was to identify items for ongoing professional growth for individual principals, interviews with principals and their supervisors in a number of districts revealed that principal evaluation data are not always provided on a sufficiently timely basis to allow for this continuous improvement over the course of a year. Moreover, the usefulness of the evaluation process in promoting professional growth depends on such components as the setting of meaningful performance targets and the frequency of meetings between principals and their supervisors to review progress throughout the year—components that were strong in some systems and very weak in others.

In Charlotte-Mecklenburg, principals praised their evaluation system as "straightforward, fair, and transparent." One principal explained, "There's a pre-meeting, a mid-year check in, and a post-evaluation meeting. Like our teacher evaluations, it isn't a surprise; you know what is going to be on there."

Principals in another district, however, told the site team that they "get an email and a score, but never any feedback." Given the widespread perception of the lack of utility of these evaluations, principals in this district are counseled to only set "safe, achievable" performance goals—goals that many principals reported did not reflect their real goals and objectives for the school year. "I would never set an official performance goal I hadn't already met," one principal told the site visit team.

Districts also differed in the extent to which principals are evaluated on student achievement, as well as the clarity with which these student achievement measures are calculated and shared with both principals and principal supervisors.

Further, we found that the criteria used to evaluate teachers and principals were rarely aligned. This is consistent with findings from the survey, where 29 percent of respondents reported that principal evaluations of teachers were not included in principal evaluation systems. Also, it is common for evaluation systems for principals and teachers to employ separate processes and to be conducted at different times—adding to the potential for mismatches.

Finally, the survey indicated that few principal evaluation systems included measures related to a principal's ability to retain a school's best teaching talent—often an important component of a district's overall human capital strategy.

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PART II. RECOMMENDATIONS FOR BUILDING EFFECTIVE PRINCIPAL SUPERVISORY SYSTEMS

In cataloguing the principal supervisory structures of various districts, it is clear that districts have taken very different approaches to supporting both principals and principal supervisors, and the study team observed strengths and weaknesses in how each system operates.
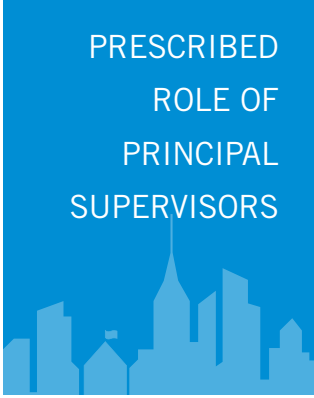
Of course, it is impossible to identify with certainty which approaches are most "effective," as there are currently no available data directly linking specific features of principal supervisory systems to student achievement gains. Moreover, our previous research on school systems that have made the greatest or fastest progress in student performance suggests that organizational structures such as those described in this paper are only relevant *when those structures serve to improve the overall quality of teaching and learning districtwide.*[16]

In that vein, based on a combination of our site visits to the six study districts, the survey of 41 districts, and the Council's decades of experience observing and working with large school districts across the country, we sought to determine how internally consistent and well positioned these systems are to support and advance the critical work of principals and principal supervisors.

In other words, based on what we saw—and didn't see—across districts, we have tried to identify those structures and practices that are most likely to result in stronger school leaders, better classroom instruction, and higher student achievement.

We developed nine recommendations for building more effective principal support and supervision systems:

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[16] See *Pieces of the Puzzle: Factors in the Improvement of Urban School Districts on the National Assessment of Educational Progress*, Council of the Great City Schools, Fall 2011 and *Foundations for Success: Case Studies of How Urban School Systems Improve Student Achievement*, Council of the Great City Schools, September 2002.

PRESCRIBED ROLE OF PRINCIPAL SUPERVISORS

1. Define and clearly communicate throughout the organization the role and required competencies of principal supervisors. As districts work to shift their principal support structures to match the increased demand for school-based instructional leadership, staff charged with overseeing principal performance report that they struggle with mixed messages and conflicting mandates. While many districts envision a strong and growing instructional leadership role for principal supervisors, in practice these supervisors often still handle extensive administrative oversight responsibilities as vestiges of past structures or roles—and with diminished central office resources.

Moreover, there has been a gap in most districts between identifying core competencies for principals and teachers, and codifying those competencies required of principal supervisors. This type of framework is crucial for shaping a district's work regarding principal oversight.

Certainly, many districts are still in the process of transition. But in managing the change to new structures and expectations, **districts should clearly define the role and required competencies of principal supervisors and communicate this message so that staff members throughout the organization understand the resulting shifts in work and responsibilities.**

These competencies need not be based on a set of uniform standards applied to all districts. Instead, **a well-defined set of principal supervisor competencies should be driven by each district's strategic priorities, organizational structure, and vision of the role of these leaders. These competencies should then drive the process of selecting, training, and evaluating principal supervisors.**

2. Narrow principal supervisor responsibilities and spans of control.

To reinforce the instructional role of principal supervisors, districts also need to address the competing demands on their time, which limit their capacity to effectively fulfill this function. Both the survey and the site visits revealed that principal supervisors typically oversee a large number of schools. As discussed earlier, principal supervisors in many districts also handle a substantial amount of administrative and operational duties such as overseeing school inventories and budgets, approving field trips, and responding to day-to-day parent requests and issues. In fact, principal supervisors indicated that the number of administrative and compliance duties they face has actually increased over the last two years, at the same time that they are being asked to take on increasing instructional leadership roles.

It follows that principals, principal supervisors, and other district staff report that those in this role are not able to spend as much time as they need to in schools providing instructional guidance and leadership—particularly for those schools that are not classified as "struggling." Interviews also suggested that these wide spans of control may also lead to an evaluation process that is less reflective of principal performance and less useful in directing resources to help principals improve.

To the extent possible, districts should **narrow the responsibilities and spans of control facing principal supervisors so that they can provide principals with individualized support and oversight. Principal supervisors should also be provided with an appropriate level of staffing and resources, given their intended function.** Of course, this may prove a challenge for districts facing budget shortages that necessitate dual roles for many staff. But recognizing the overarching importance of a principal supervisor's evaluation and support function, some districts have created or reallocated resources to maximize the time these supervisors have to spend with each principal they oversee.

As discussed previously, Denver has sought to lower the number of schools each of its instructional superintendents oversees by providing them with deputies designed to take over responsibility for a number of schools. In contrast, area superintendents in Gwinnett County have no staff or budget authority—a policy deliberately designed to limit their management responsibilities and increase the time they spend providing site-based support to principals.

Districts have also sought to ease principal supervisors' non instructional management responsibilities through centralized or school-based staffing structures. In Prince George's County, associate superintendents ensure that instructional directors are focused on supporting schools rather than spending significant amounts of time working on committees or attending meetings at the central office. Instructional superintendents in Denver, meanwhile, report relying on structures such as middle and high school parent liaisons and the Office of Community Engagement, which reaches out to inform and support communities effected by district initiatives in order to minimize issues and concerns. Similarly, Hillsborough County has created a central operations center that is designed to deflect a certain amount of the operational workload of principals and principal supervisors.

SELECTION OF PRINCIPAL SUPERVISORS, DEPLOYMENT OF PRINCIPAL SUPERVISORS

3. Strategically select and deploy principal supervisors, matching skills and expertise to the needs of schools.

Interviews with principals across districts indicated that the quality and level of support they received from their supervisors sometimes varied based on the background and expertise of those supervisors. For example, in those districts where principal supervisors are expected to provide hands-on technical assistance, coaching, and instructional support to principals, it was not always clear that those hired for these positions or retained in the role had proficient levels of expertise and skill in these areas. And while some districts hold principal supervisors accountable for advancing student achievement in the schools they oversee, few districts reported hiring principal supervisors based on explicit evidence of previous student or school gains in the same types of schools those individuals would oversee.

Based on these findings, it was clear that **the process of selecting and hiring principal supervisors should be closely aligned to the core competencies districts identify for those in this role.**

Moreover, a mismatch of skills and knowledge has resulted in uneven support and oversight of principals in some districts. For example, we spoke with principals who didn't feel their supervisor was equipped to support them because the supervisor lacked experience at a particular grade level, or did not have the skills to support struggling schools or schools with high numbers of English learners. To address these issues, **districts should work to better align the specific skill sets and backgrounds of principal supervisors with the schools they oversee.**

Some districts we visited did employ different strategies for identifying the needs of particular types of schools and assigning supervisors equipped to handle these needs. In Denver, for instance, schools are grouped and assigned to instructional superintendents according to grade level. Elementary, middle, and high schools each have designated supervisors. Turnaround schools are also grouped together into two different zones led by executive directors, who perform the same role as instructional supervisors.

Charlotte-Mecklenburg, on the other hand, has attempted to address the issue of matching needs and supervisor experience in part through its executive directors—appointed "deputies" who are selected in order to round out a zone superintendent's background expertise. And in a very different model, New York City allows schools to self-select into support networks that they decide are best positioned to meet their needs.

Of course, geographic diversity can lead to logistical challenges when schools are not grouped according to location. But regardless of the organization of the system or the way schools are grouped, **districts need to ensure that they select—and deploy— principal supervisors that are equipped with the skills and expertise to provide meaningful support to the principals they oversee.**

SUPPORT & PROFESSIONAL DEVELOPMENT FOR PRINCIPAL SUPERVISORS

4. Provide principal supervisors with the professional development and training they need to assume new instructional leadership roles. Another vital element in supporting principal supervisors in new instructional leadership roles is professional development. Yet interviews with staff across districts revealed that professional development for principal supervisors is often ad hoc in nature and not sufficiently targeted to the roles supervisors are expected to play. Most principal supervisors interviewed cited team meetings as the primary source of professional learning and support, although the focus on instruction and the degree to which these meetings function as professional learning communities was unclear. Principal supervisors also reported personally seeking out training programs and applying various management texts they had read—activities that may have been helpful but were not a part of a systematic program of professional development. And while supervisors in most districts reported sporadic meetings with curriculum and instruction staff to review various features of the new common core standards, the depth and consistency of these meetings appeared insufficient to prepare them to manage such a momentous transition in their schools.

Based on these findings, the study team concluded that **professional development for principal supervisors should be designed not only to address individual needs as they arise, but also to support continuous growth and improvement.** To begin with, principal supervisors should have access to the professional development offered to principals, whether for their own professional learning purposes or to ensure consistency in the instructional training principals receive from various sources. **Professional development should also take into account the specific roles and competencies a district identifies for its principal supervisors.** For example, if supervisors are expected to coach principals, they should receive support and training on effective coaching strategies and techniques. And if principal supervisors are to provide effective instructional leadership, these professional learning opportunities need to focus on developing skills and knowledge of *instruction*—and evaluated accordingly. This involves not only building familiarity with curriculum and content, but also developing the ability to identify and advance effective instruction at the classroom level.

In fact, on our survey, principal supervisors who reported receiving professional development on observing classrooms with a focus on student work and student learning were also more likely to engage in tasks involving visiting schools, coaching principals, and convening principals to discuss instructional issues.

In the context of the Common Core State Standards, **principal supervisors also need professional development focused on helping them develop a deep knowledge of the instructional shifts required by the new standards, as well as what constitutes evidence of those shifts.** Moreover, principal supervisors will need to develop the skills to support effective instruction and implementation of the common core for a diverse range of students.
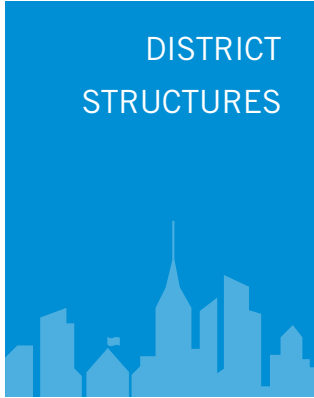
DISTRICT STRUCTURES

5. Establish information-sharing policies or procedures to ensure clear lines of communication and collaboration between principal supervisors and central office staff.
On our site visits to districts, we found that principal supervisors in some districts report up to the chief academic officer, while in other districts they are housed organizationally within operational units. While having principal support and evaluation functions positioned alongside curriculum and instruction or teaching and learning units appears more aligned with the instructional leadership role prescribed to these supervisors in many districts, the study team concluded that *collaboration* and clear lines of communication between principal supervisors and central office curriculum staff matter more in terms of directing resources.

In some districts, this communication is dependent on personal relationships and the general expectation that staff will collaborate. However, such informal structures leave a system vulnerable to factors such as staff turnover. Instead, **districts should strategically connect the work of principal supervisors to the work of curriculum and instruction by pairing the expectation of collaboration with established information-sharing procedures and regular cross-department staff meetings.**

Of course, simply mandating meetings does not automatically yield effective collaboration and can even divert the time that principal supervisors should be spending in schools. Meetings should therefore be driven by a larger communications strategy. To the extent possible, these structured meetings with district staff should also be focused on substantive instructional topics and on deepening principal supervisors' knowledge in areas such as the common core.

PRINCIPAL
SUPPORT

6. Provide early and sustained support to new principals in the form of coaches.
Whatever their various names and even functions across districts, principal coaches provided to novice principals were cited as a consistently strong resource for supporting and developing principal leadership. In Hillsborough County, one principal remarked, "I have never had a meeting with my coach that did not result in an 'aha' moment that has directly improved my practice." This strong corps of principal coaches provides hands-on professional development and instructional support to Hillsborough County principals in their first two years, as well as informally to principal supervisors.

Of course, the coaching systems in each of the site visit districts differed in terms of the selection process and criteria, whom coaches report to, and training for coaches. But in general, principal coaches across districts play less of a mentor role and focus more on developing principals as school leaders. And principals in the site visit districts clearly benefited from receiving individualized, one-on-one professional development from someone without evaluative authority.

This is an important layer of support to offer alongside principal supervisors—and one that is too important to remove past a principal's first year. One district—New York City— did offer principals the opportunity to keep their coaches past the first year, but this required principals to pay for them out of their school budgets. Given the widely-reported value of this resource, districts should dedicate or reallocate resources in order to **provide coaches for new principals for a minimum of their first three years on the job—and to principals who are struggling—to support continued growth and improvement. These coaches should be carefully selected and receive training in effective coaching techniques and in instructional areas such as the Common Core State Standards so that they are prepared to help principals develop as instructional leaders.**

7. Hold principals—and principal supervisors—accountable for the progress of schools, and ensure alignment in the processes and measures used to assess teacher, principal, and principal supervisor performance.

The site visits revealed a wide gap among evaluation systems in terms of their capacity—and use—to effectively gauge progress and the impact principals and principal supervisors are making in schools. While some principals reported that their evaluations provided them with clear, comprehensive data that helped them assess and improve their practice, others reported goal-setting and evaluation processes that amounted to meaningless compliance exercises.

Specifically, one of the defining features of evaluation systems was the strength or weakness of the connection to student progress. While each of the six districts tied principal performance reviews to student progress on some level, the districts varied in how significant and explicit this connection was. Moreover, districts differed in terms of whether or not evaluations of *principal supervisors* were tied to the progress of schools, among other measures of effectiveness. In fact, the process and measures used to assess principal supervisors were completely independent of teacher and principal evaluations in most districts.

As instructional leaders charged with supporting principals and improving school performance, districts should ensure that principal supervisors are held responsible for student gains. These quantitative measures should be accompanied by multiple other measures of job performance and success and account for the challenges of working with high-needs schools. Nevertheless, **principal supervisor evaluations should reflect the same expectations and level of transparency with which principal and teacher performance is assessed.** For example, if principals are expected to set and meet rigorous performance targets, principal supervisors should also be evaluated on the basis of progress toward these performance targets.

Principal and principal supervisor evaluations should also reflect progress toward meeting the district's strategic objectives. For example, survey results indicate that principal evaluation systems rarely incorporate such measures as teacher retention—an important indicator if a district is committed to developing and retaining top teachers. Similarly, principal supervisors should be assessed on their effectiveness in providing principals with actionable performance evaluation data and targeted professional development opportunities—the stated strategic purposes of most principal evaluation systems.

PRINCIPAL EVALUATION

8. Provide clear, timely, and actionable evaluation data to principals.

Interviews with principals and their supervisors in a number of districts also revealed that principal evaluation data are not always provided on a sufficiently timely basis to effectively support improvement. Some principals reported receiving final evaluation data or scores well into the summer months, and without having had an opportunity to meet or discuss their work with their supervisor over the course of a school year. This lack of transparency and timeliness not only limits the usefulness of the evaluation process, it erodes principals' faith in the validity and value of evaluation data.

To ensure that evaluation systems are best positioned to improve principal performance, **districts should provide principals with timely and valid formative data at multiple points during the year to allow them to gauge how they are doing and to identify how they can improve their practice.** Principal supervisors should play a key role in this process, working with principals to address areas of need and providing targeted professional development opportunities. For example, in Charlotte-Mecklenburg, zone superintendents meet with principals at the beginning, middle, and end of the year to discuss their growth plan, assess progress, and set professional development goals.

Districts should also work to build understanding and buy-in for evaluation systems through clear communication and training for principals and their supervisors. Principal supervisors in particular should be equipped to explain performance measures and the process by which principal performance is calculated and assessed. The key is for the evaluation process to go beyond a compliance exercise to one that is widely understood and perceived as useful—not only for gauging principal performance, but as an opportunity for principals to reflect on and improve their practice.

9. Commit district resources and engage external partners in the process of developing future school and district leaders. As discussed in the previous section, a number of districts have developed a dual strategy of developing homegrown leadership training programs and pursuing collaborative relationships with outside organizations and local universities. **In working with outside partners, districts should ensure close alignment with district needs and expectations.** Principal training programs also increasingly incorporate school residencies and other internship opportunities—features that help prepare future principals to effectively function in diverse and demanding urban school settings.

Districts can also benefit from engaging key staff, such as principal supervisors, in their leadership development strategies. In Charlotte-Mecklenburg, Gwinnett County, and Denver, principal supervisors are actively involved in principal development programs, as well as in the principal selection and hiring processes. This early engagement helps to familiarize principal supervisors with future principals and enables them to identify the best-suited candidates for various principal positions as they become available. It also serves to streamline and connect the selection and evaluation processes, solidifying a supervisor's support and oversight role.

Moreover, to ensure a strong pipeline of future school leaders, **districts should focus on cultivating strong school leaders even earlier in their careers.** A number of districts we visited have developed training programs aimed at advancing the leadership skills of assistant principals and current teachers and strategically engaging assistant principals and teacher leaders in the instructional work of the district in order to equip them with hands-on experience they can ultimately apply later in their careers.

And finally, in addition to building a pipeline of future school leaders, **districts should expand their efforts to prepare the next generation of *district* leaders.** In particular, as the purpose and competencies of principal supervisors become more clearly defined and codified, districts should start identifying and cultivating staff equipped to eventually take on these critical management roles.

Tables 3 and 4 summarize these recommendations.

Table 3. Summary of recommendations for building
more effective principal supervisory systems

1. Define and clearly communicate throughout the organization the role and required competencies of principal supervisors.
2. Narrow principal supervisor responsibilities and spans of control
3. Strategically select and deploy principal supervisors, matching skills and expertise to the needs of schools.
4. Provide principal supervisors with the professional development and training they need to assume new instructional leadership roles.
5. Establish information-sharing policies or procedures to ensure clear lines of communication and collaboration between principal supervisors and central office staff.
6. Provide early and sustained support to new principals in the form of coaches.
7. Hold principals—and principal supervisors—accountable for the progress of their schools, and ensure alignment in the processes and measures used to assess teacher, principal, and principal supervisor performance.
8. Provide clear, timely, and actionable evaluation data to principals.
9. Commit district resources and engage external partners in the process of developing future school and district leaders.

Table 4. Recommendations by topic area

Prescribed role of principal supervisors	Clearly define the role of principal supervisors.
	Develop a set of core competencies for principal supervisors based on their prescribed role and the district's strategic priorities.
	Communicate the roles and responsibilities of principal supervisors to staff throughout the district.
Selection and deployment of principal supervisors	Select principal supervisors who are effective leaders with a proven track record of improving student and school outcomes.
	Align the selection and hiring process with the set of desired competencies identified for principal supervisors.
	Narrow the responsibilities and number of schools under each supervisor's purview so that they can devote more time to providing principals with individualized support and oversight.
	Strategically match principal supervisors with principals, taking into account their background expertise and the specific needs of a school.
Staffing, preparation, and professional development of principal supervisors	Provide principal supervisors with an appropriate level of staffing and resources given their intended function.
	Design comprehensive, ongoing professional development programs targeted to the needs and desired competencies of principal supervisors.
	Provide professional learning opportunities for principal supervisors that promote a deep understanding of the instructional shifts required by the common core standards. Prepare principal supervisors to lead the process of change in the schools they oversee.
	Establish information-sharing policies or procedures to ensure communication and collaboration between principal supervisors and central office staff.

(Table 4. continued)

Principal and principal supervisor evaluation	Hold principals—and principal supervisors—accountable for the progress of their schools.
	Design and implement principal evaluation systems that support continuous improvement by providing timely, actionable data and establishing regular meetings between principals and their supervisors to discuss progress.
	Ensure alignment in the processes and measures used to assess teacher, principal, and principal supervisor performance.
	Incorporate teacher retention measures into the evaluations of principals.
Principal preparation and development	Provide early and sustained support to new principals in the form of coaches.
	Ensure that both home-grown and external principal preparation programs are closely aligned to district needs and priorities.
	Engage principal supervisors in the process of preparing and hiring school leaders.
	Provide internship and residency opportunities to prepare future principals for leadership in high-need, urban settings.
	Identify and support future school and district leaders early in their career.

DISCUSSION

SUMMING IT UP

As the role of school principal has been transformed from one of site management to one of instructional leadership, districts have sought to match these changes with principal preparation, recruitment, support, and evaluation systems capable of strengthening school-based leadership and student achievement. In many school districts, this has meant a more robust instructional leadership role for principal *supervisors* as well. Staff in these new supervisor roles must now be equipped to identify, assess, and advance effective instruction. And in the context of the Common Core State Standards, they must be ready to lead broad-based instructional change and reform.

Through our survey and site visits to six large school districts, the Council of the Great City Schools observed principal supervisory structures and practices that appeared to place districts in a better position to support such instructional leadership and connect district reforms to schools and classrooms. Our study findings suggest, for instance, that districts should clearly establish and communicate the role and required competencies of principal supervisors. Principal supervisors should then be selected for, evaluated on, and equipped with the instructional expertise necessary to serve in these roles. These roles need not look the same from district to district, but they should reflect an individual district's goals and strategy for improving student achievement.

In addition, if principal supervisors are to provide personalized, hands-on support, districts should work to (1) narrow principal supervisors' spans of control, and (2) limit the competing responsibilities that shift a principal supervisors' attention away from their work in schools. Districts should strategically deploy these supervisors, ensuring that they are well matched to schools and equipped to support the individual needs of all of the principals they oversee. Moreover, principal supervisors should be just one part of an integrated talent development strategy, one that includes strong instructional preparation of principals and access to principal coaches in the first years of a principal's tenure.

Many of these findings reflect the need for consistency and alignment. For example, we observed accountability systems that clearly articulated progress-based performance measures for principal supervisors that were aligned with both school performance measures and broader systemwide goals. We did not see this everywhere, but this practice appears to add direction and coherence to the instructional work of supervisors.

Another apparent strength in some of the districts we visited was the ability of district leadership to pair their expectations of collaboration among staff with procedures or mechanisms that made such cooperation routine. Some districts rely on the personal relationships that grow between central office departments and staff, but backing up these informal networks with specific processes and structures for collaboration is more likely to ensure strong, sustained communication in pursuit of higher achievement.

THE BIGGER PICTURE

Stepping back from these cross-district comparisons, the critical question at this juncture becomes whether these differences in principal supervisory structures and practices matter when it comes to improving student achievement. Can principal supervisors make a difference?

Unfortunately, there are currently no data showing a direct link between student attainment and any one principal supervisory model or approach. In fact, previous Council research on why some large urban school systems improve faster academically than others suggests that, despite their high profile, management and organizational structures may not be the determining factors in improving district performance. Instead, *it is how well these structures support and enhance instructional quality* that determines their impact on student achievement.

So when we identify instruction-focused professional development or academic measures of progress for principal supervisors as "strong" features of district supervisory systems, we are hypothesizing that these are the features that are likely to have the greatest impact on a principal supervisor's capacity to drive instructional quality at the school level and, ultimately, to move the needle on student achievement.

For example, we observed numerous mechanisms for providing professional development to principal supervisors and principals. The professional development efforts that appeared to provide the most meaningful support were those that were (1) focused on the *instructional* needs and goals of supervisors and principals, (2) sustained over time, (3) differentiated according to the skills and experience of personnel and the needs of the schools under their aegis, and (4) evaluated on how they affected student performance. These practices appeared more likely to help supervisors grow as instructional leaders and for students to benefit academically. Not only are such approaches to professional development aligned to district expectations of principals and principal supervisors, but they also assist districts in building a steady pipeline of future leaders.

At the same time, even promising practices may still be irrelevant in terms of their overall impact if they aren't part of an interwoven set of strategies. Again, our past research and hands-on work with large urban districts point to a number of features and strategies that high-performing, fast-improving districts share. These districts generally had strong and sustained leadership teams that united district staff behind a shared vision for improved student achievement. They set clear, systemwide goals and created a culture of accountability for meeting these goals. They developed uniform frameworks for what high-quality teaching and learning should look like, and they supported such instruction with targeted professional development and careful oversight of implementation. And faster-improving districts used data aggressively to monitor progress and help inform instructional practices in every classroom.

Each factor was critical, but these studies ultimately conclude that it is unlikely that any one of these steps alone could have resulted in higher student achievement. Rather, it was the combined force of these reforms and their mutually reinforcing nature that appeared to make the biggest difference in improving student performance.

We suspect the same holds true for principal support and supervisory systems. In order to better connect the impact of these structures to schools and classrooms, districts need to build systems wherein the processes for selecting, deploying, supporting, and evaluating principal supervisors each work in tandem to strengthen the role of these critical staff members in schools and in the district.

NEXT STEPS

In addition to ensuring that the various features of principal supervisory structures are internally consistent and integrated in a way that supports school-based instructional leadership, districts should think carefully about how the work of principal supervisors is connected to the district's major reform initiatives and overall vision for change.

In the context of the Common Core State Standards, for example, principal supervisors provide a critical link between central office leadership and resources and building-level personnel. Yet what could be an invaluable lever in common core implementation efforts is, in some districts, overlooked or squandered amidst competing priorities and constraints of time or skill. Repeatedly, conversations with district- and school-level staff revealed systems that were unprepared to manage the transition to the common core. In our opinion, this unpreparedness was driven by critical gaps—principals who did not know where to find the instructional resources they needed to raise standards at their school site, supervisors who lacked a deep understanding of the instructional shifts called for by the common core, and central office curriculum staff unable to determine the impact—if any—that district instructional policies and resources were having on

school-level implementation efforts—and how they should adjust their work to better meet these needs. Regardless of a district's particular approach to principal support and evaluation structures, this is precisely the "connector" role principal supervisors could —and arguably should—fill to support districtwide implementation of the new standards.

Additionally, there should be a greater connection between the work of principal supervisors and district human-capital and talent-management strategies. Although retaining effective teachers and leaders is arguably a critical and common objective of district teacher quality initiatives, we did not see much evidence that the work of principal supervisors or the evaluation of either supervisors or principals included their ability to identify and retain a district's best talent. Nor did we see much indication of how the responsibilities of supervisors fit together with reforms being pursued in human resource departments and other operations.

Moreover, large school districts throughout the country are thinking about how to restructure and redesign their central offices and deploy financial and human resources in ways that better serve and enhance their broader student academic goals. These efforts are prompted by the need to modernize the organizational effectiveness of these bureaucracies, streamline personnel reporting, adjust overall staffing levels, and rethink the deployment of staff—such as principal supervisors—to better serve the needs of students.

CONCLUSION

In sum, the recommendations in this report reflect the need for internal consistency, focus, and coherence in how districts define and support the work of principal supervisors. Districts should endeavor to align their strategic goals for supporting and evaluating principals with the structure and management of their supervisory and support systems. If principal supervisors are expected to function as instructional leaders and to provide individualized, hands-on instructional support to principals —as they are in many districts—their background skills, workload, spans of control, and the processes by which they are selected, trained, and evaluated should reflect this core function.

While structure and approach may vary among districts, principal supervisory systems should be both internally consistent and integrated into the full portfolio of district reform efforts. In our study of principal supervisors we have come to believe that, as the link between the central office and schools, staff members in these positions have the potential to significantly impact leadership and instructional improvement at the school level. Districts should now work to ensure that such structures are best positioned to reinforce and enhance systemwide strategic goals and, ultimately, student achievement.

APPENDIX A. RESULTS OF THE PRINCIPAL SUPERVISOR SURVEY

CHARACTERISTICS OF PRINCIPAL SUPERVISORS

- The number of principal supervisors in the responding urban school districts ranged from a low of two in districts like Birmingham, Dayton, and Richmond to a high of 41 in New York City. Responding districts had an average of eight principal supervisors and a median of five (Table 1).

- The length of time that principal supervisors had been in their positions in the responding districts ranged from a high of 11 years in Clark County to a low of one year. The average tenure was three years and the median was two. The results suggest that this position has been adapted or reinvented recently in many districts, or that turnover in the positions has been extensive (Table 2).

- The formal titles of principal supervisors varied considerably, but words like director, superintendent, and officer were often contained in the titles. Words like leadership, reform, and assistant were less frequently seen (Table 3).

- Prior to their positions as principal supervisors, 97 percent of respondents had at least two years of experience as a principal, 42 percent had at least two years of experience as a principal coach or mentor, and 95 percent had at least two years of experience as a teacher. Few had experience as either a human resource administrator, operations administrator, or guidance counselor (Table 4).

- The average number of principals overseen by each principal supervisor was 24, with a median of 18. The numbers ranged from three to 100 (Table 5).

- On average, principal supervisors have staffs of approximately two clerical personnel, one principal coach/mentor, and one special education specialist (Table 6).

- The top five tasks that principal supervisors reported being engaged in 2012 were (1) visiting schools, (2) convening principals to discuss instructional issues, (3) evaluating principals, (4) coaching principals, and (5) conducting professional development with principals. All of these tasks except for conducting professional development have increased over the last two years. Respondents indicated that work with assistant principals did not typically fall in their top five tasks, and tasks related to community complaints and operational issues had declined over the last two years (Table 7).

- To support principals directly, principal supervisors reported being engaged in the following top five activities in 2012: (1) conversing with principals about student performance data, (2) visiting classrooms with principals, (3) conversing with principals about their performance,(4) conversing with principals about teacher performance, and (5) assisting principals in responding to issues raised by parents or community. All of these activities except spending time responding to parent/community issues have increased or stayed the same over the last two years. Other tasks that increased included facilitating professional development on teaching and learning and engaging in teacher evaluation observations with principals. Tasks that showed declines generally involved helping principals with operational issues (Table 8).

- Additional duties that principal supervisors engaged in included district administrative and compliance responsibilities. These duties increased over the last two years, meaning that supervisors are taking on more administrative responsibilities at the same time that they are being pressed to be instructional leaders (Table 9).

PROFESSIONAL DEVELOPMENT FOR PRINCIPAL SUPERVISORS

- Over 60 percent of principal supervisors reported that they received professional development in the following areas to improve principal effectiveness and student achievement (Table 10):

  o   Reviewing school (student) performance data

  o   Observing classrooms, with a focus on student learning and student work

  o   Understanding the shift in reading and writing expectations and instruction due to new standards

  o   Using student performance data to improve classroom instruction

  o   Conducting principal evaluations

  o   Understanding the shift in mathematics expectations and instruction due to new standards

- Principal supervisors reported receiving less professional development in helping principals work collaboratively with parents, conducting faculty meetings, and handling operational issues than in the areas listed above. Nine percent of principal supervisors report receiving no professional development in helping principals in the prior year (Table 10).

- Approximately 18 percent of principal supervisors reported needing more time for coaching principals, 15 percent reported needing fewer meetings and more time to visit schools, 14 percent reported needing more professional development on leadership and better time management, and 10 percent reported needing more support with the Common Core State Standards in order to improve principal effectiveness and student achievement (Table 11).

- Approximately 95 percent of principal supervisors reported receiving professional development from their respective districts. Some 50 percent reported receiving professional development from professional organizations, 36 percent received professional development from contractors or publishers, and 26 percent reported receiving professional development from their states or a state regional service center (Table 12).

- Principal supervisors who reported receiving professional development on observing classrooms with a focus on student work and student learning were more likely to engage in tasks involving visiting schools, coaching principals, convening principals to discuss instructional issues, and evaluating principals (Table 13).

PRINCIPAL EVALUATIONS

- Principal supervisors reported having principal evaluation systems in place in their districts for periods ranging from one year to 31 years, with an average of seven years (Table 14). Some 13 districts reported that their principal evaluation systems had only been in place for a single year, a fact that suggests that either the evaluation systems are new for many districts or that they were recently revised to reflect changes in district expectations for the role.

- Principal supervisors reported having an evaluation system in place for assistant principals for periods ranging from one to 31 years, with an average of eight years. The similarity in the figures for principals and assistant principals suggests that the evaluation systems for principals and assistant principals were often developed simultaneously (Table 15).

- Approximately 96 percent of principal supervisors said that the purpose of their district's principal-evaluation system was to improve principal effectiveness; 79 percent said that the purpose was to identify items for ongoing principal professional growth for individual principals; 74 percent said the purpose was to make decisions about principal retention; and 65 percent indicated that the purpose was to identify items for ongoing professional growth for all principals. Very few reported that the purpose of the principal evaluation systems was to make decisions about principal pay, merit pay, or promotions (Table 16).

- Sixty-one percent of responding principal supervisors reported that their district's principal-evaluation system was created by their own school district. Some 22 percent indicated that they were required to use their state's system and 10 percent reported that their districts modified another entity's evaluation system or purchased it from a developer (Table 17).

- Ten responding districts (not principal supervisors) reported that their principal evaluation systems were based solely on their state's standards; three districts said they originated solely from ISLCC (Interstate School Leaders Licensure Consortium) standards; and one district reported that its system was developed internally. Principal supervisors from 26 districts cited multiple sources. It is highly likely that respondents did not know the origin of their principal evaluation systems or did not know which state standards were also based on ISLCC. In fact, 18 of the 26 districts that indicated that their standards came from multiple sources cited ISLCC in addition to other standards (Table 18).

- More than 80 percent of principal supervisors rated the following components of their principal evaluation systems as being somewhat effective, effective, or very effective: setting annual principal goals, gauging student performance on state assessments, and having written instruments completed by the principal supervisor. Some 12 percent indicated that having feedback from more than one principal supervisor was not very effective. And components related to teacher retention were most often not included in principal evaluation systems, a finding that warrants additional investigation because of the need to retain top talent (Table 19).

- At least 50 percent of principal supervisors strongly agreed with statements that principals were involved in creating their evaluation systems and that there was a mechanism for principals to provide feedback annually to district leaders. They were least likely to report that their principal evaluation systems were piloted in a few schools before being rolled out districtwide or that there were rewards or consequences for performance in the evaluation system (Table 20).

- Approximately 35 percent of principal supervisors reported that student assessment results accounted for between 31 and 50 percent of a principal's evaluation, and 16 percent stated that principal evaluation of teachers accounted for between 31 and 50 percent of a principal's evaluation. Interestingly, 29 percent reported that principal evaluations of teachers accounted for less than 20 percent of principal evaluations, suggesting a mismatch between the evaluation of principals and the evaluation of teachers. In addition, less than a quarter of principal supervisors (23 percent) reported

that student assessment data accounted for more than half of principal evaluations. The results also indicate that community and parent engagement counted for less than 30 percent of principal evaluations in a substantial number of cases (Table 21).

- Some 93 percent of principal supervisors reported that their principals received both written and oral feedback. Five percent or less reported only one mode of feedback (Table 22).

- Fifty-eight percent of principal supervisors graded their principal evaluation systems as excellent or good (A or B); 31 percent graded them as average (C); and 11 percent graded them as poor (D) or very poor (F) (Table 23).

- More than 50 percent of principal supervisors who graded their principal evaluation system as an A or B also rated effective such components as having written instruments completed by supervisors, self-assessments completed by principals, observations of principal interactions with staff, and annual goals for principals (Table 24).

- Twenty-three percent of principal supervisors indicated that principals needed additional supports in leadership development (e.g., teacher development, evaluation strategies, and progress monitoring) in order to be more effective and improve student achievement (Table 25).

Table 1. Number of principal supervisors in districts, n=135

Descriptive statistics	Number
Minimum	2
Maximum	41
Average	8
Median	5
Mode	4

Table 2. Number of years in current position as principal supervisor, n=133

Descriptive statistics	Number
Minimum	1
Maximum	11
Average	3
Median	2
Mode	1

Table 3. Formal titles of principal supervisors, n=135

Title	Percent
Executive/Area Director	42
Associate/Area/Academic/Assistant Superintendent	23
Chief Officer	20
Instructional Superintendent	8
Regional Administrator	3
Coach	2
Lead Principal	2

Table 4. Prior positions of principal supervisors, n=135

Title	Not applicable	1 year or less	2-4 years	5 years and over
Principal	2	0	16	81
Principal Coach/Mentor	49	10	21	21
Guidance counselor	92	1	4	4
Teacher	4	0	19	76
Central office instructional administrator	52	12	16	21
Human resource administrator	96	1	0	2
School operations administrator	84	3	4	9

Table 5. Number of principals reporting to principal supervisors, n=135

Descriptive statistics	Number
Minimum	3
Maximum	100
Average	24
Median	18
Mode	15

Table 6. Average number of principal supervisor support staff, n=134

Average number of support staff	
Principal coaches/mentors	1.28
Clerical	1.92
Reading/ELA support	.40
Mathematics support	.31
Science support	.20
Operational support	.57
Gifted education support	.04
Special education specialist	1.06
English language learners specialist	.23

Table 7. Percentage of respondents rating specified tasks as among the top five for principal supervisors, n=85

Tasks	Top 5 tasks for school year ending June 2012	Top 5 tasks for the past 2 years
Visit schools	93	88
Convene principals to discuss instructional issues	81	74
Evaluate principals	74	71
Coach principals	73	62
Conduct professional development opportunities with principals	48	49
Provide technical assistance to principals	41	40
Address community complaints	36	45
Address operational issues	32	36
Represent district at community events	13	9
Convene assistant principals to discuss instructional issues	4	5
Coach assistant principals	2	2
Provide technical assistance to assistant principals	2	5
Conduct professional development opportunities with assistant principals	2	6
Evaluate assistant principals	0	2

Table 8. Percentage of respondents rating specified tasks *to support principals* as among the top five for principal supervisors, n=85

Tasks	Top 5 tasks for school year ending June 2012	Top 5 tasks for the past 2 years
Converse with the principals about school (student) performance data	89	85
Visit classrooms with principals	78	74
Converse with the principals about their performance	76	76
Converse with the principals about teacher performance	75	67
Assist principals in responding to issues raised by parents or community	46	53
Observe principals participating in or facilitating professional development on teaching and learning with staff	33	29
Assist principals in planning operational issues such as budgeting, facilities management and maintenance	31	35
Observe principals conducting faculty meetings and common planning time sessions	27	25
Engage in teacher evaluation observations with the principal	18	11
Assist principals in school-based budgeting and hiring	16	18
Assist principals in how to engage more parents in school related activities	8	11
Assist principals in scheduling or developing the school calendar	5	5

Table 9. Other designated tasks of principal
supervisors in 2012 and over the past two years, n=85

Tasks	Current responsibility	Responsibility 2 years ago
Address district administrative issues	80	76
Address district compliance issues	62	60
I do not have any additional responsibilities	16	14
Responsible for district's special education program	1	1
Serve as district testing coordinator	0	1
Responsible for district's gifted and talented program	0	2

Table 10. Percentage of principal supervisors engaging in professional development activities to improve principal effectiveness and student achievement, n=130

Professional development engaged in	Percent
Reviewing school (student) performance data	79
Observing classrooms with a focus on student learning and student work	71
Understanding the shift in reading and writing expectations and instruction due to new standards	69
Using student performance data to improve classroom instruction	67
Conducting principal evaluations	65
Understanding the shift in mathematics expectations and instruction due to new standards	64
Conducting teacher evaluations	41
Conducting meetings focused on teaching and learning with their teachers	39
Facilitating professional development with staff	35
Planning operational issues such as budgeting and facilities management	28
Conducting faculty meetings, common planning time sessions, etc.	21
Working collaboratively with parents	18
Other	14
I did not receive any professional development related to supporting principals last year	9

Table 11. Types of additional support principal supervisors report
they need to improve principal effectiveness and student achievement, n = 117

Additional support needed for principal supervisors	Percent
More coaching time and strategies for providing support to principals	18
Fewer meetings/more time (to work with principals, visit schools, plan)	15
Professional development (i.e. leadership training, clarity on role, time management)	14
Support with Common Core State Standards	10
Other	7
Training on effective teaching strategies and curriculum development	6
Evaluation tools and observation strategies	6
Additional instruction personnel and specialist	5
Data on progress	4
Resources and funds	3
No additional training needed; satisfied with currently training	3
Collaboration with other districts and other departments	3
Technology	2
Collaboration and discussion with colleagues to share effective strategies	2
Additional training on students with special needs (i.e. ELL, learning disabilities, behavioral problems)	2

Table 12. Sources of professional development for principal supervisors, n=129

Source	Percent
State or State's regional service center	26
District	95
Professional organizations	50
Contractors or publishers	36
Other	9

Table 13. Percentage of principal supervisors who engaged in
specified tasks by the type of professional development they received, n=108

Tasks	Type of professional development received			
	Conducting meetings focused on teaching and learning with their teachers	Observing classrooms with a focus on student learning and student work	Conducting teacher evaluations	Conducting principal evaluations
Visit Schools	42	79	42	74
Evaluate Principals	35	62	33	62
Evaluate assistant principals	3	1	1	2
Coach principals	33	64	39	56
Coach assistant principals	6	6	2	5
Provide technical assistance to principals	20	36	19	33
Provide technical assistance to assistant principals	3	2	1	2
Convene principals to discuss instructional issues	34	64	33	60

(Table 13. continued)

Tasks	Type of professional development received			
	Conducting meetings focused on teaching and learning with their teachers	Observing classrooms with a focus on student learning and student work	Conducting teacher evaluations	Conducting principal evaluations
Convene assistant principals to discuss instructional issues	4	3	2	4
Address community complaints	18	31	19	32
Address operational issues	11	27	13	25
Represent district at community events	5	11	6	10
Conduct professional development opportunities with principals	19	35	20	27
Conduct professional development opportunities with assistant principals	6	6	4	7

Table 14. Average number of years principal evaluation system has been in place, n=120

Descriptive statistics	Number
Minimum	1
Maximum	31
Average	7
Median	5
Mode	1

Table 15. Average number of years assistant principal evaluation system has been in place, n=120

Descriptive statistics	Number
Minimum	1
Maximum	31
Average	8
Median	5
Mode	1

Table 16. Principal supervisor perceptions of the
purpose of their district's principal evaluation system, n=128

Purpose	Percent
Improve principal effectiveness	96
Identify items for ongoing professional growth for an individual principal	79
Make decisions about retention of principals	74
Identify items for ongoing professional growth for all principals	65
Place principals on probation	40
Make decisions about principal promotions	24
Make decisions about merit pay for principals	11
Make decisions about principal's annual pay rate	3
Other	5

Table 17. Percentage of principal supervisors indicating
the origins of their principal evaluation systems, n=137

Origin of principal evaluation system	Percent
Created by school district	61
We are mandated to use our state's system to evaluate principals	22
Modified version of another system	7
Purchased from a developer	3
Other	7

Table 18. Number of districts indicating the origins of the standards used as the basis
of their principal evaluation system, n-41

(ISLLC)	Their state's standards	Professional association	Developed internally	Don't know	Multiple responses
3	10	0	1	1	26

Table 19. Principal supervisor perceptions of the effectiveness of specific components of principal evaluation system, n=127

Component	Not included	Very effective to effective	Somewhat effective	Not very effective to not effective at all
Written instrument completed by supervisor	2	68	23	8
Self-assessment completed by principal	19	52	21	8
Observations of principal interactions with staff	17	61	17	6
Principal's annual goals	6	72	17	6
Portfolio of principal's work/accomplishments throughout the year	32	49	13	6
Survey completed by school staff/parents/community	25	46	24	5
Student performance on state assessments —math, ELA, science, social studies	10	72	14	4
Student performance on district assessments —math, ELA, science, social studies	20	57	17	6
Closing achievement gaps	14	59	17	10
Student attendance	17	55	23	5
Improving student achievement of English language learners	19	54	20	7
Teacher effectiveness data–how many students meet a certain proficiency level or go from one level to the next	20	59	15	6
Teacher retention data	29	41	21	9
Feedback from more than one principal supervisor	48	28	13	12

Table 20. Percentage of principal supervisors indicating agreement with statements about specific components of their principal evaluation system, n=127

Statement	Strongly agree to agree	Somewhat agree to somewhat disagree	Disagree to strongly disagree
Principals were involved in creating our evaluation system.	50	30	20
There is a mechanism in place for principals to annually provide feedback to district leaders.	53	29	18
Teachers had the opportunity to critique this system before it became operationalized.	25	34	41
Our evaluation system was piloted first in a few schools.	32	20	47
There are rewards and/or consequences for performance on the evaluation.	37	41	22

Table 21. Percentage of principal supervisors indicating the weight given to specific components of their principal evaluation systems, n=127

Component	Less than 20%	Less than 30%	31-50%	Greater than 51%
Student assessment data	16	26	35	23
Principal evaluation of teachers	29	49	16	6
Parental engagement	18	78	4	0
Community engagement	18	78	3	1

Table 22. Percentage of principal supervisors providing specific
types of feedback to their principals as a result of the evaluation process, n=126

Type of feedback	Percent
Written feedback	5
Oral feedback	2
Written and oral feedback	93

Table 23. Percentage of principal supervisors giving their
principal evaluation system specified grades for quality, n=125

Grade	Percent
A (Excellent)	16
B (Good)	42
C (Average)	31
D (Poor)	9
F (Very Poor)	2

Table 24. Percentage of principal supervisors grading their principal evaluation system A or B by their perceived effectiveness of specific program components, n=72

Principal evaluation components	Not included	Very effective	Effective	Somewhat effective	Not very effective	Not effective at all
Written instrument completed by supervisor	3	29	61	6	1	0
Self-assessment completed by principal	11	14	56	15	3	1
Observations of principal interactions with staff	8	25	54	8	3	1
Principal's annual goals	1	35	53	8	3	0
Portfolio of principal's work/ accomplishments throughout the year	29	17	42	6	7	0
Survey completed by school staff/parents/ community	15	26	35	21	3	0
Student performance on state assessments—math, ELA, science, social studies	10	49	40	1	0	0
Student performance on district assessments—math, ELA, science, social studies	19	36	33	7	4	0

(Table 24. continued)

Principal Evaluation Components	Not included	Very effective	Effective	Somewhat effective	Not very effective	Not effective at all
Closing achievement gaps	10	36	39	11	3	1
Student attendance	14	26	40	17	1	1
Improving student achievement of English language learners	14	28	43	13	1	1
Teacher effectiveness data—how many students meet a certain proficiency level or go from one level to the next	13	33	44	6	3	1
Teacher retention data	21	21	36	11	7	4

Table 25. Percentage of principal supervisors indicating the type of additional support principals need to improve their effectiveness and student achievement, n=87

Additional support for principals	Percent of respondents
Leadership development (teacher development, evaluation strategies, progress monitoring)	23
Additional mentorship and coaching	16
More professional development or professional development that is focused and relevant to their needs	11
Curriculum development, instructional strategies, and assessments	9
Fewer meetings/more time to plan and make changes in schools	8
Other	7
Less responsibilities and additional staff (i.e.,12 month assistant principals, instructional specialist, operations staff)	6
More data and information on data management	4
Clarity on expectations and the objectives for students	3
Collaboration (with districts or other principals)	3
Not sure	3
Support with common core	2
Resources	2
None	2

APPENDIX B. DISTRICTS REPRESENTED IN PRINCIPAL SUPERVISOR SURVEY

Surveys were received from the following districts:

1. Anchorage School District
2. Atlanta Public Schools
3. Austin Independent School District
4. Baltimore City Public Schools
5. Birmingham City Schools
6. Boston Public Schools
7. Broward County Public Schools
8. Charlotte-Mecklenburg County Public Schools
9. Chicago Public Schools
10. Cincinnati Public Schools
11. Clark County School District
12. Cleveland Metropolitan School District
13. Columbus City Schools
14. Dayton Public Schools
15. Denver Public Schools
16. Des Moines Independent Community School District
17. District of Columbia Public Schools
18. Duval County Public Schools
19. Gwinnett County Public Schools
20. Hillsborough County Public Schools
21. Houston Independent School District
22. Kansas City Public Schools
23. Little Rock School District
24. Long Beach Unified School District
25. Metropolitan Nashville Public Schools
26. Miami-Dade County Public Schools
27. Milwaukee Public Schools
28. Minneapolis Public Schools
29. New York City Department of Education
30. Norfolk Public Schools
31. Oakland Unified School District
32. Omaha Public Schools
33. Orange County Public Schools
34. The School District of Palm Beach County
35. Portland Public Schools
36. Prince George's County Public Schools
37. Providence Public School District
38. Richmond Public Schools
39. San Diego Unified School District
40. Santa Ana Unified School District
41. St. Paul Public Schools

APPENDIX C. SITE VISIT TEAM MEMBERS

Michael Casserly, Executive Director, Council of the Great City Schools

Amanda Corcoran, Special Projects Manager, Council of the Great City Schools

Robin Hall, Director of English Language Arts, Council of the Great City Schools

Ricki Price-Baugh, Director of Academic Achievement, Council of the Great City Schools

Candace Simon, Research Manager, Council of the Great City Schools

Denise Walston, Director of Mathematics, Council of the Great City Schools

PROFESSIONAL DEVELOPMENT TASK FORCE

COUNCIL OF THE GREAT CITY SCHOOLS

Task Force on Professional Development

2013-2014

Task Force Goals

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 Co-Chairs

Linda Lane, Pittsburgh Superintendent
Deborah Shanley, Brooklyn College Dean
Felton Williams, Long Beach School Board

CAEP PRESS RELEASE

New Accreditation Standards Adopted to Ensure Quality in Educator Preparation

(WASHINGTON) Today, the Board of Directors of the Council for the Accreditation of Educator Preparation (CAEP) adopted the next generation of accreditation standards for educator preparation. The standards are based on evidence, continuous improvement, innovation, and clinical practice, to ensure that accredited providers are preparing educators that are classroom-ready and demonstrably raise learning for all students.

"These standards demonstrate CAEP's commitment as the new, sole specialized accreditor of educator preparation to innovation and continuous improvement based on data and evidence," said Mary Brabeck, Chair of the CAEP Board of Directors and Gale and Ira Drukier Dean of the NYU Steinhardt School of Culture, Education, and Human Development. "CAEP's approach to accreditation will further professionalize the field. The new standards demand the use of quality evidence in the continuous improvement of educator preparation, as well as in the evaluative accreditation process."

"CAEP is taking up its new responsibilities at a critical time of sea change in the education policy landscape," said Terry Holliday, Commission co-chair and Commissioner of Education with the Kentucky Department of Education. "As states are undertaking new initiatives related to the educator workforce, CAEP is positioned to be an important partner guided by its standards for a new organization, and an ambitious new agenda."

The new standards were presented to the board of directors as consensus recommendations from the CAEP Commission on Standards and Performance Reporting, comprised of prominent critics of teacher education; deans of schools of education; content experts in mathematics and reading; P-12 teacher, principal, and school superintendent leadership; alternative provider/charter leadership; state policymakers; representatives of education policy/advocacy organizations; and public members. Created in 2012, the Commission was charged with developing accreditation standards for all educator preparation providers, as well as with recommending transparent CAEP public accountability reporting with multiple measures.

"The historic breadth of the CAEP Commission on Standards and Performance Reporting must be underscored," said Camilla Benbow, Commission co-chair and Patricia and Rodes Hart Dean of Education and Human Development at Vanderbilt University. "In June, the Commission unanimously approved their recommendations to the CAEP Board, signaling a proud moment in educator preparation when stakeholders took charge of their field, and built and agreed on a set of standards to evolve the way providers will prepare future teachers."

"Now that the standards have been formally adopted, making expectations clear, CAEP is diligently developing the necessary guidance for educator preparation providers," said CAEP President James G. Cibulka. "CAEP is raising the bar for educator preparation, ensuring that providers are producing highly effective teachers for every classroom and helping to ensure that all of America's P-12 students are prepared to compete in today's global economy."

The approved standards are posted online and will be required for all educator preparation providers with self-study reports due in 2016, although providers may choose to seek accreditation under the new standards sooner. Further guidance will be available in January 2014.

For more information:

Board-approved Standards
http://caepnet.org/accreditation/final-standards/
*Please note that guidance documents are under development
and will be made available in January 2014.*

CAEP Board of Directors
http://caepnet.org/about/board/

CAEP Commission on Standards and Performance Reporting
http://caepnet.org/commission/

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*The **Council for the Accreditation of Educator Preparation** (www.CAEPnet.org) advances excellence in educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning.*

CGCS/HGSE EXECUTIVE EDUCATION PROGRAM

HARVARD
GRADUATE SCHOOL OF EDUCATION
Programs in Professional Education

DISCUSSION DRAFT

Program for New Superintendents, Chief Officers, and Rising School Leaders
Harvard Graduate School of Education & Council of the Great City Schools
September 29, 2013

Overview

The Council of the Great City Schools (CGCS) and the Harvard Graduate School of Education (HGSE) are exploring the idea of a new executive education program for early career superintendents, their chief academic, financial, and operating officers, and aspiring line administrators. New superintendents, together with their chief officers and staff, are often under tremendous pressure to start their work with an aggressive agenda for reform and improvement, but often lack a clear mandate or path forward. They must quickly address critical issues – including capacity building and strategic planning – that drive student achievement, and they must do this in a highly-charged political landscape, responding to the expectations of their school boards and other stakeholders. Without a clear first-year plan, superintendents and their leadership teams can face rocky political terrain, preventing them from successfully focusing on student achievement and leading to faster turnover.

In addition, superintendents and their senior teams often find themselves hampered by an administrative bench that is too shallow or ill prepared to follow through on the action plan that leadership is charged with pursuing. This lack of staff capacity undermines the ability of many urban school systems to improve most rapidly or effectively.

CGCS and HGSE see the need for a program to support early-career superintendents entering new positions, together with their new chief officers, and the need to boost the capacity of senior staff members to whom much of the work is often delegated.

CGCS convenes and provides support to leaders of the largest urban public school districts in the United States. The organization's Urban School Executive Program (USEP) already provides rising line administrators with professional development and technical assistance based on lessons learned from the hundreds of Strategic Support Teams the organization has provided to its members.

HGSE has trained superintendents who have gone on to lead some of the nation's largest school districts, and has supported sitting superintendents and their teams through existing executive education institutes offered through HGSE's Programs in Professional Education (PPE). PPE institutes are led by faculty (including former urban superintendents), built on educational research, and designed to transform both educational practice and leadership.

CGCS and HGSE's PPE propose to work together to design and provide capacity building opportunities to new superintendents, their chief officers, and aspiring line administrators preparing them to respond to the multiple demands of their roles and supporting them to be successful leaders.

Participant Group

The program would focus on the needs of large, urban districts in the United States. Through three strands, the program would serve:

1. Brand new superintendents, superintendents new to a larger district, and superintendents who are entering a new position and seeking to retool,

2. Up to four members of the superintendent's leadership team, including their chief academic officers (CAOs) , chief financial officers (CFOs), chief operating officers (COOs), and either their chief information officers or their chief talent officers, and

3. A separate cadre of rising chief line officers who need intensive professional development to support their work and who have the potential to become first-rate academic, financial, operating, or other administrative officers or who have the potential to eventually become superintendents.

In the first year it is offered, the program would seek to serve a cohort of at least 25 superintendents and chief officers, with a goal of eventually meeting the needs of up to 50 leaders per cohort (once the reputation of the program is established). The program would also provide intensive professional development to rising chief officers after the first year.

Proposed Program

The one-year program would launch with a three-day institute in July, just after superintendents are hired but before they start their new roles. Sessions would be held on the HGSE campus. The institute would initially bring together both strands of participants – superintendents and their leadership team – and would provide opportunities for participants to engage with their new teams, with HGSE faculty, expert practitioners, and with their new cohort of peers from across the United States. After the institute, HGSE and CGCS would continue to support the participating superintendents through resources and ongoing technical assistance and meetings (coordinated with existing CGCS gatherings). Upon the conclusion of the program, participants would receive a joint letter of acknowledgement from HGSE and CGCS recognizing their participation in the program.

Learning Goals and Outcomes

Through the institute and ongoing engagements over the course of a year, the program's curriculum would address the specific needs of new superintendents and their leadership teams:

- Creating a clear strategy for moving their school districts and students to higher performance

- Developing a first year plan, sifting through conflicting priorities, and building political support
- Learning how to communicate effectively both inside the organization and externally to the public and the media
- Defining and articulating a theory of action for reforms
- Developing networks of support and resources to pursue a best-fit strategy
- Sorting through the research and the experience of others on what works and what doesn't
- Understanding and working under political constraints and realities
- Building and sustaining staff capacity
- Working with elected or appointed boards, and gaining a clear understanding of how leaders will be evaluated and held accountable--and for what
- Managing crises – including crises of one's own making and crises brought on by others
- Knowing when things are going off track and learning how to restore equilibrium
- Managing performance and evaluating people

The initial three-day institute would be designed to address the systemic pressures on and needs of leadership teams, as well as the individual needs of superintendents and their senior teams. In addition to providing time for line administrators to plan with their new superintendents, the three-day institute would seek to develop leadership capacity through a focus on job-specific needs, including:

- Defining and managing instructional programs for better results, including how to handle political pushback (e.g., public understanding of the common core)
- Managing assessment systems
- Focusing on key performance indicators and data-based decision-making
- Managing financial crisis and bond issues
- Public persuasion –helping CAOs, COOs, and CFOs enhance their ability to work with the public and their boards
- Managing above and below one's position in the organization
- Taking care of one's self

The program would seek to build skills so that leadership teams can work in (and lead) cross-functional teams successfully, working across silos on broad problems—led by superintendents who are well prepared and supported.

Program Leadership

The program, through its development and delivery, would benefit from the leadership of Michael Casserly, Executive Director of the Council of the Great City Schools, and Deborah Jewell-Sherman, HGSE Professor of Practice and former superintendent of Richmond Public Schools. Casserly and CGCS have delivered critical support for new urban superintendents and their staffs, advising them and providing constructive feedback on their work. Jewell-Sherman has taught and advised aspiring superintendents and system-level leaders through HGSE's Urban Superintendents Program and Doctor of Education Leadership Program, and has served as faculty chair for PPE's National Institute for Urban School Leadership and Women in Education Leadership programs.

4

Alumni

HGSE and the Council anticipate creating a virtual network to support and connect the alumni of this program. We also envision the alumni of this program contributing substantively to teaching and leading future workshops. We could also imagine alumni hosting site visits for current participants.

Costs

Fees to each participant, including tuition, all instructional materials, and program events would be *$----* *(Forthcoming per input from Betty Asamoah, PPE Financial Officer, and the Council)*. Our goal would be to work with school districts to include the fee for enrollment in the program in new superintendents' contracts. Other cost components would need further work.

A pilot phase grant (two to three years for the first few cohorts) would allow the program to sustain costs and develop curriculum while serving smaller initial cohorts. Once demand for the program is established, the goal would be for the program to be self-sustaining with cohort groups of approximately 50 individuals.

ENGLISH LANGUAGE LEARNERS AND BILINGUAL EDUCATION TASK FORCE

COUNCIL OF THE GREAT CITY SCHOOLS

Task Force on English Language Learners and Bilingual Education

2013-2014

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 Chair

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PROPOSAL TO THE GATES FOUNDATION FOR SUPPLEMENTAL ELL WORK

Spurring the Improvement of Instructional Materials for ELLs: Proposal to The Bill & Melinda Gates Foundation by the Council of the Great City Schools
Request funding amount: $600,000

I.   Proposal Overview

The Council of the Great City Schools is a membership organization of 66 of the nation's largest urban public school districts. These districts collectively enroll over 1.2 million English Language Learners (ELLs) or about 26 percent of the nation's total. The Council has a strong track-record of initiating and working on policy, research, and programmatic efforts at the national and local levels to improve academic achievement among ELLs. Among other initiatives, the organization has produced ground-breaking reports and studies on how urban school systems improve the academic attainment of ELLs and comprehensive surveys on the status of ELLs in the nation's urban schools. In addition, the Council works directly with its member school districts to improve and support their instructional programs for ELLs through technical assistance, professional development, on-site reviews, meetings, and a national network of practitioners.

Still, many urban school districts report having significant difficulty finding high quality, rigorous, grade-level instructional materials that are written for ELLs at varying levels of English proficiency. This dearth of materials or guidance on how to select them presents a substantial problem for urban districts that enroll sizable numbers of ELLs. This problem is particularly acute at the secondary grade levels where the complexity of content and text is higher than at the elementary grades. The adoption and implementation of the new Common Core State Standards have only made this instructional need more obvious.

As part of the organization's work, the Council launched a field survey earlier this year to gauge the perceived quality of instructional materials for ELLs and collaborated on a market analysis with McKinsey and Company. The results of this work corroborated what has been common knowledge among urban educators for some time, i.e., quality instructional materials for ELLs are in short supply and the need has been exacerbated by the adoption of the common core. The field survey captured responses from 44 of the Council's member districts as well as a number of other districts across the nation.   The analysis conducted by McKinsey showed that the market for ELL instructional materials is highly fragmented, reflecting the varied typology of ELLs, their varying levels of English proficiency, and different language backgrounds. This fragmentation dissuades publishers from investing time and money into developing and/or revising instructional materials for ELLs. The result is few incentives for publishers to produce better products.

Building on the organization's prior work with The Foundation, the Council proposes to use an RFP-driven process to incent a select number of publishers to revise their ELL instructional materials using criteria developed by the organization in its original supplemental grant.[1] The new project will flesh out these initial criteria based on what urban district practitioners and ELL experts concur are important in working with ELLs and then devise an RFP process to encourage development of materials based on these criteria. The RFP-driven process will incent publishers by aggregating demand by the Great City School districts and supporting a collaborative effort that results in revised

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[1] With the support of a $250,000 supplemental grant from The Bill & Melinda Gates Foundation, the Council undertook a project to develop criteria for the selection of rigorous, grade-level instructional materials that are aligned with the new standards and are optimal in working with ELLs at all levels of English proficiency. Districts that actively participate in this project included: Albuquerque, Boston, Buffalo, Chicago, Denver, Fresno, Houston, Los Angeles, New York City, Palm Beach County, Santa Ana, and San Francisco.

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materials. Finally, the project would defray the costs of districts that pilot the use of instructional materials and provide explicit feedback to publishers.

The Council requests $600,000 as a supplemental amount to its main common core implementation grant to expand the organization's work with its 66 member districts on improving the quality and quantity of instructional materials for ELLs. The activities described in this proposal will directly benefit member districts, and will also benefit other school districts that need quality, common core-aligned instructional materials in working with ELLs. The project's documentation of district use of the criteria will also provide other districts with guidance on their interactions with publishers in securing ELL instructional materials aligned to the common core. [An additional $300,000 is being requested from the Televisa Foundation, in support of this project.]

II. Program Description

The Project: The Council's existing common core implementation grant includes a component to support efforts specifically related to ELLs. Current supplemental funding will be used to expand criteria to help districts select materials that are consistent with the shifts embodied in the common core while addressing the needs of ELLs with substantial differences in English proficiency.[2] The proposed project would support the co-development of common core-aligned instructional materials and tools for ELLs using the Council-developed criteria and pilot materials in a strategically selected set of Council districts.

The purpose of the proposed project would be to spur the revision and/or development of common-core aligned instructional materials for ELLs by inviting publishers to collaborate with districts. The RFP process would allow the Council-developed criteria to be used with a select number of publishers to develop and/or revise materials that are aligned to the common core and meet the particular language-acquisition and content skills needed by ELLs to meet the common core standards. In an effort to counter the effects of the currently fragmented market, the Council would bring together urban school districts that represent a sizable portion of the national ELL market. The Council's membership includes major cities in the ELL 'mega-states' of California, Florida, New York, and Illinois. According to a recent publication by the National Assessment of Educational Progress (NAEP), almost 2.9 million ELLs are enrolled in these five states with a majority of these students attending one of 20 Council member districts located in them.[3] The remaining 46 Council districts are located in 33 additional states where member cities typically enroll the majority of ELLs. Our member districts have a unique pool of practitioners with vast experience in educating ELLs, provide a potent pool from which to select participants for the pilot phase of the project, and comprise an aggregate market that could create large-scale demand. The multiple milestones of the proposed project would accommodate a significant number of member districts to provide input. For example, a convening to develop the RFP would involve up to seven districts, with a slightly different set of nine districts being involved in the review of instructional materials using the Council-developed criteria. Finally, a piloting opportunity would be extended to an even larger number of districts (12) that might include districts that were involved in neither the RFP or materials review process. Overall, we anticipate, with this grant, supporting the participation of at least 20 different member school districts.

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[2] To do the work, the Council brought together school district practitioners and administrators from member school systems with critical numbers of ELLs and well-developed ELL programs. These individuals comprise the nation's best-qualified pool of practitioners, who are also working hand-in-glove with others in their districts to implement the common core with all students.

[3] http://www.nationsreportcard.gov/megastates/

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The proposed supplemental grant would extend the impact of the newly developed criteria by supporting their practical application and spurring publisher revisions to current ELL materials. Using an RFP process and the Council's aggregate demand, the effort aims to support urban districts in the co-development of ELL instructional materials in a manner that reflects the demands of the common core and the creation of materials that integrate scaffolding without compromising the rigor or content of the materials. The resulting materials will have undergone a thorough review process by urban school districts. And the Council would document the RFP process and provide a model by which other districts could replicate the process.

The Need: School districts across the United States, particularly those in major cities enrolling large numbers of ELLs, struggle to find materials capable of providing ELLs with full access to grade-level instructional content consistent with the common core. Moreover, research has shown that second-language acquisition is best accomplished when taught through content that allows students to link language to concepts in a way that enhance both vocabulary development and comprehension of the structure and function of the language being learned.

However, the dearth of instruction materials at the secondary level, in particular, has been underscored dramatically with the adoption of the Common Core State Standards. Textbook publishers and others continue to struggle with how materials will be true to the shifts embodied in the common core while also addressing the needs of ELLs with substantially different levels of English proficiency. Many school districts are simply at the mercy of publishers to ensure that materials are adequately aligned without the tools to verify those claims. Moreover, publishers are seemingly reluctant to make substantial improvements to materials for ELLs because the current market for ELL instructional materials is too fragmented to spur innovation in a way that could markedly improve quality. Additional shortcomings in available materials were identified by Council members in surveys as a) publishers still operating under the old paradigm in which textbooks and instructional materials are seen as the primary mechanism for the delivery of classroom instruction; b) publishers not ready to support rigorous, common-core instruction for ELLs despite the acute shortage of quality materials in the secondary grades (publishers are mostly at the conceptual stage of developing materials); and c) weak publisher capacity that is undermining district and ELL program administrators' trust in the publishers and their materials.

Beneficiaries: The project would directly benefit the nation's major urban school districts that make up the Council of the Great City Schools. This constituency consists of sizable numbers of bilingual administrators, ESL teachers, and 26 percent of the nation's ELLs. Given the strategic participation of these districts, the project would directly benefit districts in states with the largest ELL enrollments. In addition, the project and the report will be open-source and posted on the Council's website in order to impact school districts beyond the Council's membership.

III. Narrative Support for Supplemental Request

Expansion of work under current grant. The funds requested will advance and complement the work of the original grant by extending and deepening the efforts of the Council to improve common core implementation with ELLs. Specifically, the supplemental grant would further expand the organization's work related to milestone 3-d of the initial grant:

> *3-d. Disseminate guidelines and train instructional leaders on assessing, selecting, and procuring commercial products and interventions to meet common core standards.*

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The initial grant and the current work of the Council under this milestone have been focused on guidelines developed by Student Achievement Partners (SAP) with support by the urban school alliance. The Council has brought together a high-caliber set of urban district practitioners to develop complementary ELL criteria that are essential for guiding the selection of ELL instructional materials. This second supplemental grant further advances work in this area by supporting the application and use of the Council-developed criteria and the RFP process to spur materials development.

GRANT OUTCOME 1. Support an RFP process through which publishers would be invited to improve or develop materials (i.e., revise existing materials or quickly develop new ones). The RFP would focus on common-core aligned materials for ELLs at the beginning levels of English proficiency and who are in secondary grade levels, where the need for quality instructional materials is the highest. New materials would be initially focused on the development of academic English skills across the curriculum and/or materials to supplement and support content-area instruction for ELLs.[4]

Milestone 1-a. Select publishers through an RFP process to revise or develop instructional materials in accordance with the criteria for ELL instructional materials developed under the initial supplemental grant. The adoption of the Common Core State Standards allows urban school districts across states to aggregate their demand for materials that are aligned to the new standards and meet the needs of ELLs. As a result, the purchasing power of urban districts is magnified significantly, affording districts an opportunity to request higher quality materials when making purchasing decisions. The RFP funding would not cover the publisher's costs of revising materials but would defray publishers' costs related to involving urban school districts in the process and piloting the revised materials. Districts do not have the funds to travel in order to work with other districts and publishers to co-develop instruction materials that meet the needs of ELLs. In addition, the proposed project would support a protocol that is different than the one used by publishers to involve practitioners. Instead of a handful of publisher-selected teachers and/or researchers, the proposed project would bring together districts who represent critical aggregate demand and that comprise a highly qualified pool of practitioners. Finally, in addition to defraying the costs of having urban districts piloting the revised materials and the grant would allow for a third party (the Council) to collect and report the feedback to each publisher. Activities would include:

- Consulting with individuals familiar with publishers and district procurement to help design an initial RFP that meets the purpose of this proposal. There would be a *six month to 12 month turnaround for revised materials, including digital applications/materia*ls; adherence to newly developed criteria for ELL instructional materials; incenting established publishers and opening the door to smaller, newer ones to revise and/or design ELL materials; ensuring that materials are high quality yet affordable; and ensuring that publishers have the capacity for production and distribution to our members.

- Including district staff in the formulation of the RFP to incorporate the criteria developed under the supplemental grant for ELL instructional materials. Convene a selected set of individuals for the RFP review and the process of selecting materials.

Milestone 1-b. Convene a strategically selected group of urban school districts to participate in the co-development of instructional materials. Once materials have been selected through the RFP process, a larger set of district staff would participate in reviewing the instructional materials and providing recommendation for improvements, based on the Council-developed criteria. Once these

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[4] Instruction is presumed to be primarily in English, as most ELLs in our districts are receiving instruction in English with some native language support, in some cases.

revisions are made, districts would volunteer to pilot the draft materials to provide feedback for the subsequent final version of materials.   The co-development process would entail:

- Two-day training to help participating districts to understand the Council-developed criteria; to calibrate the review process; and to jointly identify the essential elements of the applications. Target districts to use in the review process might include: Miami, Albuquerque, Los Angeles, New York City, St. Paul, Santa Ana, Clark County, Denver, Houston, Hillsborough, and Seattle.

- Two-day work sessions by grade band and content area to review materials provided by RFP-selected publishers with the goal of preparing the group's recommendations for materials.

Milestone 1-c. A consortium of Council member districts will conduct a pilot of the revised/new materials produced by the publishers for purposes of providing explicit feedback to them for subsequent revisions. An arrangement would be made to provide pilot districts access to materials *gratis* or at highly discounted rates (for all member districts). The costs related to piloting the materials would be covered through a combination of in-kind contributions of participating districts and the grant. Specifically, the grant would support--

- Costs related to within-district coordination of the piloting of materials, which would in turn be covered by the districts

- Costs of substitute teachers necessary for participating teachers to receive professional development related to the piloting of materials

- Council project coordination and research/evaluation activities related to the pilot

We anticipate piloting the use of materials for a 4 to 5 week period in the late fall of 2014.

Milestone 1-d. The Council will collect district feedback through teacher focus groups and surveys on each set of materials piloted in the various districts. Council staff will prepare a report for each of the publishers, containing the explicit feedback related *only* to their instructional materials. Participating districts will receive the feedback generated *only* by their district. It is our expectation that the publishers would then, use the feedback to make further revisions to their instructional materials prior to releasing them on the market.

GRANT OUTCOME 2. The project will be summarized in a report describing the procedures by which other school districts can jointly develop similar consortia to (a) address the high priority needs of ELLs and (b) use in multiple states that have adopted the common core.

Milestone 2-a. Gather key lessons from urban districts with large numbers of ELLs on the use of the criteria for ELL instructional materials. The report would document lessons learned and activities such as—

- How districts organized district-to-district work sessions to identify common areas of need regarding ELL instructional materials (incorporating the criteria developed under the supplemental grant)

- What steps were taken to incorporate the criteria and priority areas of need into a viable RFP to which publishers would respond

- How to coordinate district-to-district work sessions for the review of instructional materials to ensure that they are aligned to the common core and meet the needs of ELLs materials

- What to consider when designing and coordinating pilots of revised materials, including how to coordinate district feedback to the publishers so they make needed modifications and revisions to the materials.

The summary report would allow other districts to benefit from lessons learned by urban districts that leverage their aggregate demand to improve ELL instructional materials with a common goal—successful implementation of the common core with ELLs. Lessons learned from districts involved would serve other districts that are also seeking quality, common core-aligned instructional materials for ELLs.

IV. What is the risk to the original grant without the supplemental funds?

The proposed project will be a difficult one to conduct because it is predicated on a new way of interacting with instructional materials developers and publishers. We assume that publishers will be open to the opportunities to collaborate with urban school districts on the development of common core materials for ELLs. There is a risk that we are wrong. We can better anticipate how our member districts will respond than we can to how the publishers will. Still, the Council's role in creating and coordinating member districts in a way that will form a critical aggregate customer pool will likely be of interest to publishers. We also understand that some publishers may be reticent to receive district feedback on their materials if it is critical and there is a chance it could be public. The project attempts to mitigate this risk by establishing a process by which feedback will be shared *only* with publishers that have developed the materials and with participating districts. In addition, no rankings or comparisons of materials will be done across publishers to ensure that Council and school district participation is not construed as an endorsement. Moreover, a final report will be prepared and disseminated describing a model for how other districts might engage in similar collaborative arrangements with publishers. Finally, there is some risk that the six month period we have built into this proposal to revise materials is too short. If that is the case, the Council would grant longer development times and would seek permission from The Foundation to extend the project at no additional cost.

Still, the Council is optimistic about the potential of this undertaking because our membership is uniquely positioned to counter the fragmented market of ELL instructional materials. The organization can marshal aggregate demand in a way and at a scale that should entice publishers to collaborate in improving materials. The Council is also optimistic because of the organization's track record in bringing together district leaders to work on the most critical challenges in urban public education as well as its familiarity with the RFP process to advance its work. For example, the Council has used an RFP process in the selection of evaluators of commercially developed materials as well as to select qualifying partnerships between researchers and practitioners in our Senior Urban Education Research Fellowship program. The Council is confident that its experience and the aggregate demand of its members will create a winning combination that attracts publishers to collaborate with us on this important endeavor on behalf of ELLs.

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V. Budget

Total Personnel and Benefits for twenty four months is $409,265, which is requested from The Gates Foundation.

CONSULTING AND PILOT COSTS

Two independent contractors will develop the training modules and materials using the Council's criteria for the review of instructional materials. A budget of $22,000 is set aside for this purpose with $10,000 budgeted for Year 1 and $12,000 for Year 2. Two independent contractors will provide ELL expertise to assist teams in each content area—English Language Art/English Language Development and Mathematics in the RFP and the instructional materials review process. A total of $24,000 is set aside for stipends for ELL experts in content. Finally, in Year 2 a total of $52,800 is budgeted to pay for substitute teachers in participating districts and to provide stipends to teacher trainers.

Total Consulting and Stipends for twenty four months is $98,800, which includes $80,500 to be funded by the Televisa Foundation. The funding amount requested from The Gates Foundation is $18,300.

MATERIALS AND SUPPLIES

Total Materials and Supplies for twenty four months is $4,000, which is requested from The Gates Foundation.

PRINTING AND PUBLICATION

Costs related to printing and publications are modest because the printing and dissemination of materials are focused on supporting the work sessions during meetings. Criteria and training materials will be printed at $15 per piece x 120 pieces ($2,400). Results from the piloting of materials will be shared only with participating districts and publishers. Reports tailored to participating districts will be printed at $15 per piece x 5 copies per 12 districts ($900) and reports to the publishers will be printed at $15 per piece x 5 copies per 4 (anticipated) publishers for a total cost of $300. The final report will be printed at $25 per piece x 115 copies ($2,800).

Total Printing and Publication for twenty four months is $14,400, which is requested from The Gates Foundation.

TRAVEL AND ACCOMODATIONS

Per person travel costs of $1,500 includes $550 for roundtrip airfare, $600 for two night's hotel stay, and $250 for ground transportation and $150 for meals while on travel. A total of 4 meetings will take place during the twenty four month grant. The travel budget for each meeting includes travel cost for 3 person teams from school districts, 2 consultant ELL experts, and 6 Council staff. A total of 7 districts will attend the RFP design convening ($33,000); 9 districts will attend both the criteria training and the materials review meeting ($52,500 and $49,500); and 12 districts will attend the pilot training convening ($63,000).

Total Travel and Accommodations for twenty-four months is $198,000, which includes $180,200 to be funded by the Televisa Foundation. The funding amount requested from The Gates Foundation is $17,800.

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CONFERENCES, CONVENTIONS, MEETINGS

The budget for conferences and meetings includes expenses per convening: meeting materials at $1,000, audio visual and meeting room expenses at $2,000 and food and beverage cost for two breakfasts, two lunches and one dinner for three staff from the respective districts and six Council staff for a total of $7,560 for the RFP design meeting; $10,550 for the criteria training meeting; $10,090 for the materials review meeting; and $12,160 for the pilot training meeting.

Webinars and conference calls will be conducted throughout the twenty four months period. This cost is budgeted at $12,000.

Total cost of conferences, conventions, meetings for twenty four months is $52,360, which is requested from The Gates Foundation.

OTHER DIRECT COSTS

Other direct costs include shipping, telephone, faxing and internet. The total funds requested from the Gates Foundation for twenty four months is $5,784.

INDIRECT COSTS

Indirect cost allowed for 501(c)(3) organizations w/ 15 percent IDC maximum is $117,391, which includes $39,105 funded by the Televisa Foundation. The funding amount requested from The Gates Foundation $78,286.

TOTAL PROJECT COST PROPOSED is $900,000.00, which includes $299,805 funded by Televisa Foundation and $600,196 funded by The Gates Foundation.

MEETINGS AND PRESENTATIONS

What does your district know and care to know about its English Learners?

DAY 1: Developing Common ELP Performance Descriptors (PLDs)

Time	Activity
10:00 AM	Welcome, introductions and overview of meeting's purpose
10:30 AM	Discussion of English language performance level descriptors and description of day's activities

11:00 AM	<u>Common ELP PLDs Round 1*</u>:
	• Break into groups
	• Review PLD Materials
	• Discuss and propose
	    o Number of PLD levels
	    o Elements within PLDs
	    o Group's initial descriptors
	• Share group's initial descriptors

12:30 PM	LUNCH

1:15 PM	<u>Common ELP PLDs Round 2*</u>:
	• Break into groups
	• Discuss findings from Round 1
	• Discuss and propose any changes to group's
	    o Number of PLD levels
	    o Elements within PLDs
	    o Group's initial descriptors
	• Share group's revised descriptors

2:45 PM	<u>Common ELP PLDs Round 2</u>
	• As a large group come to a consensus on…
	    o Number of PLD levels
	    o Elements within PLDs
	    o Common PLD descriptors
	• Discuss implications of common PLDs

4:15 PM	Discuss next day's activities: Home Language Survey Question conversations
	GROUP DINNER

* Breaks are at each group's discretion.

Day 1 is scheduled from 10:00 AM to 5:00 PM. There may be overruns in scheduled activities. This agenda is designed to accommodate for that.

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Time	Activity
NOTE:	Required background reading: • CCSSO guidance (Linquanti & Cook, 2013): Overview and Part I: Identifying Potential ELs • HLS Practices in the Initial Identification of ELs in the US (Bailey & Kelly, 2012)
8:30 AM	Review previous day's activities and clarify next steps as needed
9:00 AM	Summarize HLS guidance, salient issues, & discussion framework; Describe Day 2 tasks

9:45 AM	HLS Questions and Procedures Development Round 1*
	• Break into designated groups
	• Review suggested HLS purposes & uses, and target constructs
	• Discuss and adjust/propose alternative:
	   o Purposes and uses
	   o Target constructs
	• Share groups' proposals for purposes and constructs

10:30 AM	HLS Questions and Procedures Development Round 2*
	• Break into designated groups
	• Review findings from Round 1
	• Discuss and propose any changes to group's
	   o Purposes and uses
	   o Target constructs

11:00 AM	HLS Questions and Procedures Development Round 3
	• Share revised proposals and as a whole group come to a consensus on:
	   o Purposes and uses
	   o Target constructs

11:45 AM	LUNCH

12:15 PM	HLS Questions and Procedures Development Round 4*
	• Break into designated groups
	• Review suggested HLS questions, administration & decision rules
	• Discuss and adjust/propose alternative:
	   o HLS questions (construct-essential, -associated)
	   o Administration & decision rules
	• Share groups' proposals for HLS questions and administration/decision rules

1:00 PM	HLS Questions and Procedures Development Round 5*
	• Break into designated groups
	• Review findings from Round 4
	• Discuss and propose any changes to group's
	   o HLS questions (construct-essential, -associated)
	   o Administration & decision rules
	• for HLS questions and administration/decision rules

Time	Activity

1:30 PM	<u>HLS Questions and Procedures Development Round 6</u>
	• Share revised proposals and as a whole group come to a consensus on:
	    ○ HLS questions (construct-essential, -associated)
	    ○ Administration & decision rules

2:45 PM	Clarify next steps / Closing statements
3: 00 PM	Adjourn

* Breaks are at each group's discretion.

NALEO 30ᵗʰ Annual Conference

Data and perspectives on teacher capacity and professional development

Council of the Great City Schools
June, 2013

Common Core Implementation and ELLs

State Title III Directors meeting
May 21, 2013
Council of the Great City Schools

ELLs in State Accountability Systems

Presentation to ESEA Flexibility Monitoring Teams
Gabriela Uro May 23, 2013

LEADERSHIP, GOVERNANCE & MANAGEMENT TASK FORCE

COUNCIL OF THE GREAT CITY SCHOOLS

Task Force on Urban School Leadership, Governance, and Management

2013-2014

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

Terry Grier, Houston Superintendent
Bill Isler, Pittsburgh School Board

KPI BUSINESS PLAN

AMENDMENT TO AGREEMENT

Based on mutual consideration, the following terms of amendment (the "Amendment") are added to the Copyright and Trademark License and Support Agreement (the "Agreement") between the COUNCIL OF THE GREAT CITY SCHOOLS, an Illinois nonprofit corporation with tax-exempt status under Section 501(c)(3) of the Internal Revenue Code ("CGCS"), with its principal place of business at 1301 Pennsylvania Avenue NW, Suite 702, Washington, DC 20004, and TRANSACT COMMUNICATIONS, INC., a Washington corporation ("TransACT"), with its principal place of business at 5105- 200th Street SW, Suite 200, Lynnwood, WA 98036-6397.

If there is, or there arises, any inconsistency between any term in the Agreement and a term in this Amendment, this Amendment will prevail and apply without exception, and priority and precedence will be given to this Amendment.

1. Schedule D. Schedule D to the Agreement is hereby revised as follows:

EXHIBIT D

Minimum Annual Royalty Benchmarks

September 1, 2012 to December 31, 2013: $100,000

January 1, 2014 to December 31, 2014: $150,000

January 1, 2015 to December 31, 2015: $200,000

January 1, 2016 to December 31, 2016: $250,000

January 1, 2017 to December 31, 2017: $300,000

The minimum annual royalty benchmarks for renewal Terms shall be set pursuant to Sections 8 b. and 8c. of the Agreement.

COUNCIL OF THE GREAT CITY
SCHOOLS

By.: _____

Print Name: _Michael Casserly_

Title: _Executive Director_

Date: _August 5, 2013_

TRANSACT COMMUNICATIONS, INC.,

By: _____

Print Name: _Richard Passover_

Title: _President_

August 5, 2013

MANAGING FOR RESULTS

Managing for Results

in America's Great City Schools

2013

RESULTS FROM FISCAL YEAR 2011-12

Council of the Great City Schools

ActPoint **KPI**
PERFORMANCE MANAGEMENT SYSTEM

To Members of the Council of the Great City Schools –

We are pleased to present the 2013 edition of *Managing for Results in America's Great City Schools* to the membership and the public. Both the report and the web-based system, developed by TransAct Communications, Inc., are components of the *Performance Management and Benchmarking Project*, an initiative created by the Council of the Great City Schools to define, gather, and report data on key performance indicators (KPIs) in various non-academic operations of school district management. The operational areas include finance (accounts payable, cash management, compensation, financial management, grants management, procurement, and risk management); business services (food services, maintenance and facilities, safety and security, and transportation); human resources; and information technology.

The goal of this project is to define benchmarks in a way that will allow urban school districts to assess their performance and set strategic goals based on the data. The project adheres to the notion that when a district measures its performance and compares itself to others, it can better identify where it is successful, where it needs to improve, and how to do so strategically.

An increasing number of school systems have come to rely on the results of this project as an essential strategic tool. They have found that once they bring data and performance measurement into the governing and management process it lays the foundation for a more results-oriented school system.

The 2013 report reflects several changes and improvements in the KPIs over previous years. Metric definitions and their survey questions have been updated and revised based on district feedback. As a result, the data in this report are more precise and more comparable than in earlier years. This report also introduces several new visualizations of the data, which can be found in the "Featured Analysis" page of each section. These charts are prepared to provide models for how districts might think about analyzing their own data.

There are many other important aspects of this report that cannot be summarized briefly, but we hope you will take the time to explore its pages. The *Performance Management and Benchmarking Project* will continue to be one of the Council's most important initiatives and one of the most innovative and promising developments in public education in many years. The Council will continue to develop new performance measures that spur accountability and improvements in urban public school systems. A special thanks to Jonathon Lachlan-Hache, Special Projects Specialist for the Council, who has managed the project this past year, and to so many others who have lent their time and expertise to further these goals.

Michael Casserly   Robert Carlson
Executive Director   Director, Management Services
Council of the Great City Schools   Council of the Great City Schools

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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.

FREQUENTLY ASKED QUESTIONS

Why do the charts in this report have axes labeled with numbers instead of district names?

Each bar chart in this report has axis labels that show the district ID number. This is done in order to keep the district data confidential.

How do I find my district's ID number?

You can contact CGCS at 800-394-2427 and ask for your KPI ID. Your ID is also shown when you log in to ActPoint® KPI (https://kpi.actpoint.com).

How do I get the ID numbers for all the other districts?

The ID numbers of other districts are confidential, and we do not share them without the permission of each district. If you would like to identify specific districts that are in your peer group in order to collaborate with them, please contact CGCS at 800-394-2427.

Why isn't my data showing? My district completed the surveys.

It is likely that your data was flagged for review or is invalid. To resolve this, log in and check the Surveys section of the website. You should see a message telling you that there are data that needs to be reviewed.

It is also possible that you submitted your data after the publication deadline for this report.

In either case, it may be possible to update your data in the surveys. Once you do, your results will be reviewed and approved by CGCS or TransAct within 24 hours of your submission. You will then be able to view the results online.

Can I still submit a survey? Can I update my data?

You may still be able to submit or edit a survey depending on the survey cycle. You will see a message saying "This survey is now closed" if the survey is closed to edits. If you do not see this message, then updates are still allowed for the fiscal year.

If the surveys are still open, any data that is updated will need to be reviewed and approved by CGCS or TransAct before the results can be viewed online. You can expect your data to be reviewed within 24 hours of your submission.

FINANCE

ACCOUNTS PAYABLE

Performance metrics in Accounts Payable (AP) focus on the cost efficiency, productivity, and service quality of invoice processing. Cost efficiency is measured most broadly with **AP Costs per $100K Revenue**, which evaluates the entire cost of the AP department against the total revenue of the district. This metric is supported by a similar metric, **AP Cost per Invoice**, which compares against the number of invoices processed rather than district revenue.

Productivity is measured by **Invoices Processed per FTE per Month**, and service quality is captured, in part, by **Days to Process Invoices**, **Invoices Past Due at Time of Payment** and **Payments Voided**.

With the above KPIs combined with **staffing** and **electronic invoicing** KPIs, district leaders have a baseline of information to consider whether their AP function:

- Needs better automation to process invoices
- Is overstaffed or has staff that is under-trained or under-qualified
- Should revise internal controls to improve accuracy
- Needs better oversight and reporting procedures

LIST OF KPIS IN ACCOUNTS PAYABLE

Below is the complete list of Power Indicators, Essential Few, and other key indicators in Accounts Payable. Indicators in bold are those included in this report. (See "KPI Definitions" at the back of this section for more complete descriptions of these measures.) All other KPIs are available to CGCS members on the web-based ActPoint® KPI system.

POWER INDICATORS

AP Cost per $100K Revenue

AP Cost per Invoice

Invoices - Days to Process

Invoices Processed Per FTE per Month

ESSENTIAL FEW

Invoices - Past Due at Time of Payment

Payments Voided

Payments Voided Due To Duplication

Payments Voided Due To Error

OTHER KEY INDICATORS

AP Staff - Accountants with AP Certificate

AP Staff - Accountants with CPA

AP Staff - Cost Per FTE

AP Staff - District FTEs per AP FTE

AP Staffing Ratio - Clerical and Support

AP Staffing Ratio - Managers

AP Staffing Ratio - Professionals

AP Staffing Ratio - Supervisors

Invoices - Percent Paid Electronically

Invoices - Percent Received Electronically

FEATURED ANALYSIS

Figure 1
Payments Voided vs. Invoices Past Due

This scatter plot shows the percent of payments voided compared with the percent of invoices that were past due at the time of payment. These two KPIs should both be minimized, so the best-performing districts are those that are at the bottom-left of the chart. Districts that are far to the right or far to the top—or both—should track the corresponding KPI closely, and review their practices to move toward the bottom-left.
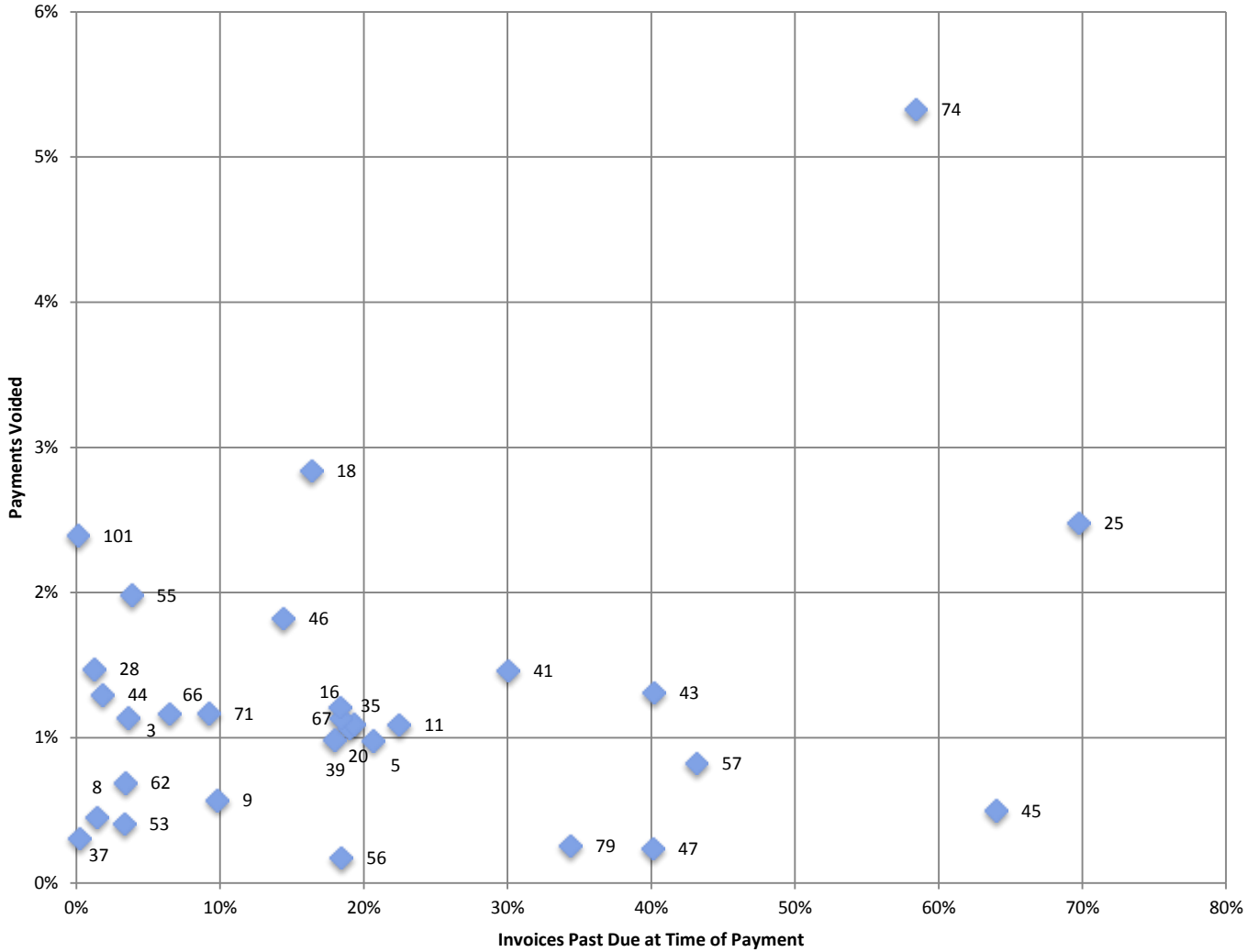
FINANCE

ACCOUNTS PAYABLE

Accounts Payable

DATA DISCOVERY

The following charts show the data from the *Power Indicators* and the *Essential Few* in Accounts Payable. There are also guiding questions to encourage critical thinking about your district's data. See the "KPI Definitions" at the back of this section for more complete descriptions of these measures.

Figure 2

AP Cost per $100K Revenue

This is the total AP department cost relative to the district's total operating revenue. *Not adjusted for cost of living.*

District	Value
26	22.8
10	29.0
4	31.5
39	35.5
13	37.5
30	38.8
9	38.9
32	41.2
41	45.5
71	45.7
43	46.9
23	47.3
11	47.4
55	48.1
25	50.7
48	53.6
18	54.2
37	54.7
Median	57.0
21	57.0
52	59.1
47	63.0
57	63.7
45	64.5
35	65.3
3	66.0
5	67.6
1	67.9
67	77.9
28	78.0
44	79.0
14	80.5
20	81.9
66	92.9
16	93.0
101	93.1
12	155.8
6	193.1
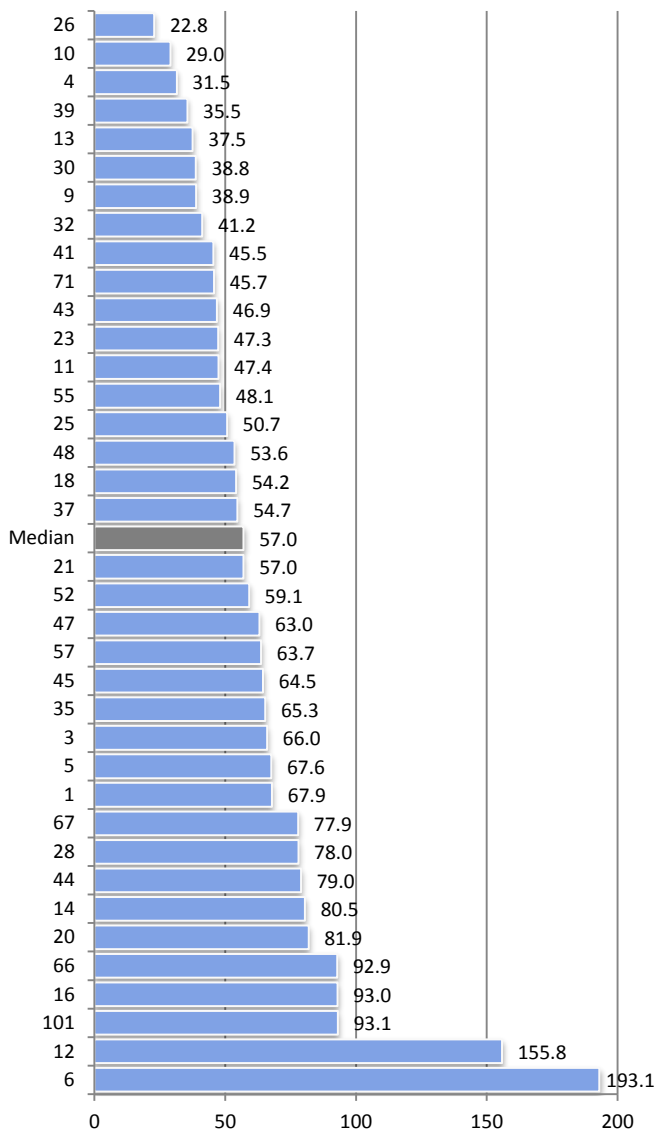
Figure 3

AP Cost per Invoice

This is the total AP department cost relative to the number of invoices that were processed. *Adjusted for cost of living.*

District	Value
10	1.81
39	1.92
23	1.94
8	2.09
13	2.49
4	2.66
32	2.74
46	3.13
71	3.31
53	3.43
41	3.55
3	3.64
26	4.15
14	4.47
55	4.92
7	5.02
18	5.33
37	5.43
30	5.62
35	5.91
1	5.97
47	6.18
	6.21
21	6.23
20	6.29
11	6.71
6	6.79
62	7.44
66	7.70
9	7.84
5	7.91
67	7.98
57	8.22
28	8.61
44	9.47
43	10.86
52	10.99
101	11.14
16	11.86
12	13.23
74	15.04
25	15.61
56	23.02
79	23.31
45	23.77
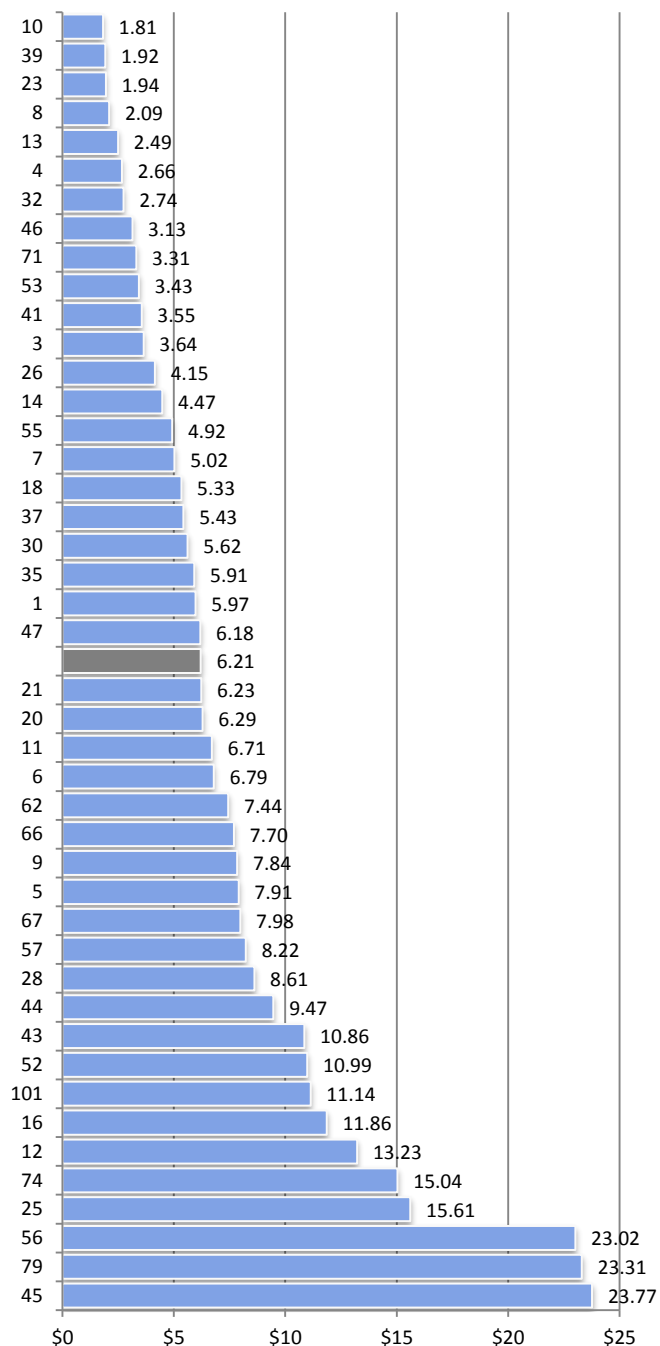
Do you think this indicator accurately reflects the cost efficiency of your A/P department? If not, why?

*What are some **Factors that Influence** this measure? (Hint: See page 9.)*

Figure 4
Invoices – Days to Process

Average processing time can reflect the efficiency of the AP department.

District	Days
47	2.6
32	3.1
37	3.2
55	3.3
53	4.3
20	5.5
5	6.1
16	7.6
62	9.4
46	10.0
(Median)	10.0
30	10.0
79	15.9
71	15.9
12	18.0
18	18.4
11	22.0
44	30.0
67	30.9
74	40.6
56	40.7
45	49.5
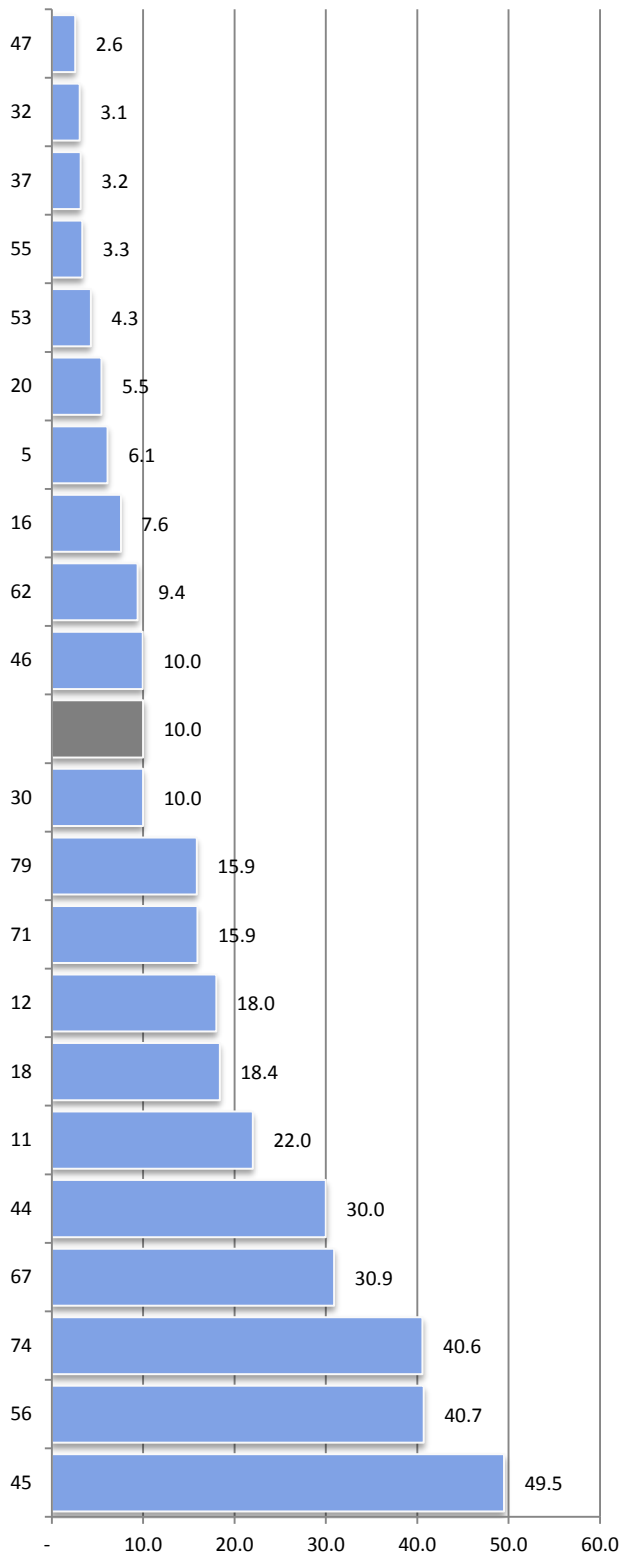
Figure 5
Invoices Processed per FTE per Month

District	Invoices
23	2,693
10	2,195
39	2,140
8	1,804
4	1,683
13	1,631
46	1,607
32	1,544
3	1,378
30	1,296
71	1,295
41	1,226
35	1,175
53	1,168
6	1,143
18	1,135
26	1,134
7	949
55	920
20	916
47	889
37	871
Median	852
21	852
14	844
1	767
62	746
9	728
11	723
67	700
66	668
5	620
57	589
52	563
28	542
43	514
101	476
44	426
16	425
25	319
12	316
79	268
56	255
74	234
45	230
102	56
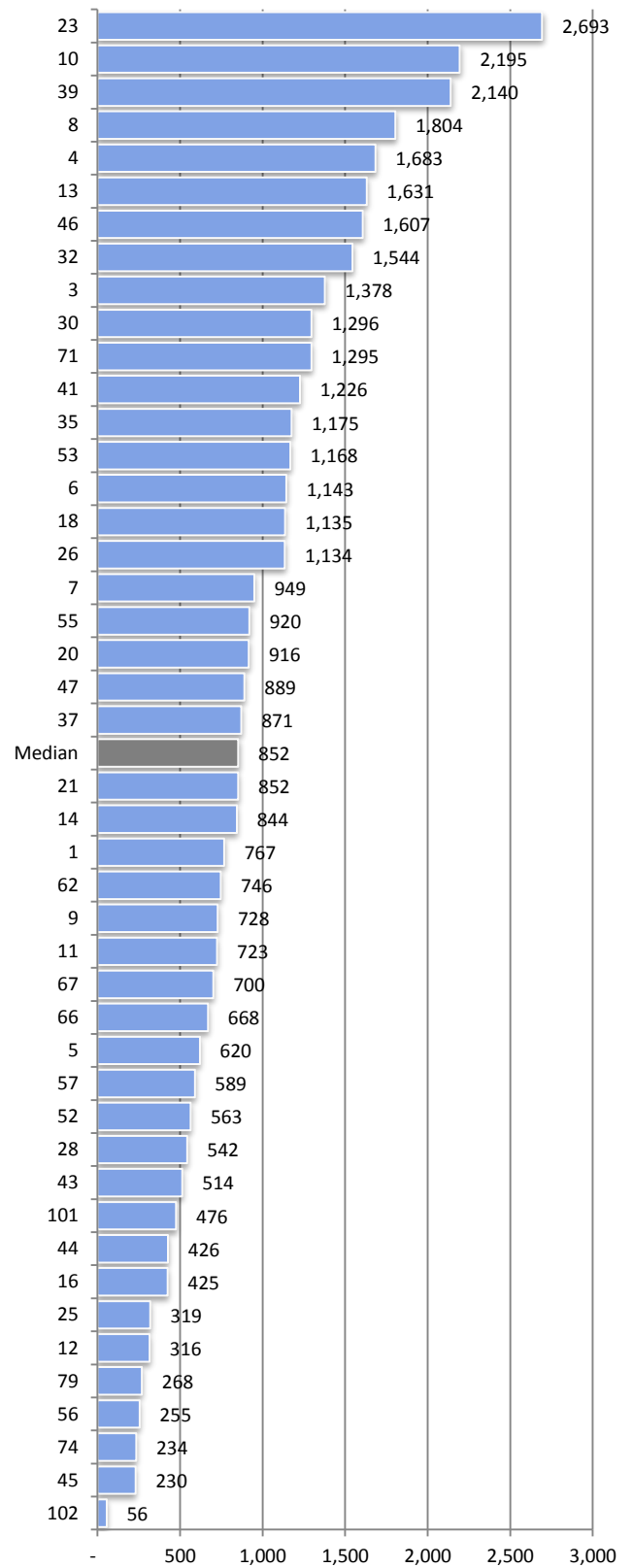
FINANCE

ACCOUNTS PAYABLE

Figure 6
Invoices Past Due at Time of Payment

Payments are often held until the due date (often net 30 days). One reason for doing this is to sustain positive cash flow. However, payments that are made after their due date can result in fees and/or harm the district's reputation.

FINANCE

ACCOUNTS PAYABLE

101	0.1%
37	0.2%
23	0.5%
28	1.2%
8	1.4%
44	1.8%
53	3.3%
62	3.4%
3	3.6%
55	3.8%
4	6.1%
66	6.5%
10	8.3%
71	9.2%
9	9.8%
46	14.4%
Median	16.3%
18	16.3%
39	17.9%
16	18.3%
67	18.4%
56	18.4%
20	18.9%
35	19.3%
5	20.6%
11	22.4%
41	30.0%
79	34.3%
47	40.1%
43	40.2%
57	43.1%
74	58.4%
45	64.0%
25	69.7%

Figure 7
Payments Voided

This can be used to identify both what your void rate was, as well as what types of voids (error, duplicate, other) were most responsible for that rate.

56	0.18%
47	0.24%
79	0.26%
37	0.31%
30	0.32%
52	0.37%
14	0.38%
21	0.40%
53	0.41%
12	0.44%
1	0.45%
8	0.46%
45	0.50%
34	0.52%
9	0.57%
13	0.64%
62	0.69%
57	0.83%
6	0.88%
7	0.92%
5	0.98%
Median	0.99%
39	0.99%
20	1.07%
11	1.09%
35	1.10%
67	1.14%
49	1.14%
3	1.14%
66	1.17%
71	1.17%
16	1.21%
44	1.30%
43	1.31%
41	1.47%
28	1.47%
32	1.65%
46	1.82%
55	1.98%
101	2.40%
25	2.48%
18	2.84%
48	4.40%
74	5.33%

How many percentage points would you need to improve in order to move to the next highest quartile? To move into the Top 5?

How many more invoices would need to be paid on-time in order to gain that many percentage points?

What does your Accounts Payable department need to work on?

Which KPIs will track progress towards your improvement goals? Who is responsible for reporting on this?

Whose buy-in and support is needed to support these goals (e.g., CFO, Assistant Superintendent, CIO/CTO)?

KPI DEFINITIONS

AP Cost per $100K Revenue

Importance   This measures the operational efficiency of an Accounts Payable Department.

Factors that Influence
- Administrative policies and procedures
- Administrative organizational structure
- Administrative leadership style, decision-making process and distribution of organizational authority
- Departmental and individual employee responsibilities and competencies
- Performance management systems
- Monitoring and reporting systems
- Number of FTEs in the Accounts Payable Department
- The total dollar amount of invoices paid annually
- Level of automation
- Regional salary differentials and different processing approaches

Calculation

Total AP department personnel costs *plus* AP department non-personnel costs *divided by* total district operating revenue over $100,000.

AP Cost per Invoice

Importance   This measure determines the average cost to process an invoice. According to the Institute of Management, the cost to handle an invoice is the second most used metric in benchmarking AP operations.

Factors that Influence
- Administrative policies and procedures
- Administrative organizational structure
- Administrative leadership style, decision-making process and distribution of organizational authority
- Departmental and individual employee responsibilities and competencies
- Performance management systems
- Monitoring and reporting systems
- Number of FTEs in the Accounts Payable Department
- The total dollar amount of invoices paid annually
- Level of Automation
- Regional salary differentials and different processing approaches

Calculation   Total AP department personnel costs *plus* AP department non-personnel costs *divided by* total number of invoices handled by the AP department.

Invoices – Days to Process

Importance   This measures the efficiency of the payment process.

Factors that Influence
- Automation
- Size of district
- Administrative policies

Calculation   Aggregate number of days to process all AP invoices, from date of invoice receipt by the AP department to the date of payment post/check release *divided by* the total number of invoices handled by the AP department.

Invoices Processed per FTE per Month

Importance   This measure is a major driver of accounts payable department costs. Lower processing rates may result from handling vendor invoices for small quantities of non-repetitive purchases; higher processing rates may result from increased technology using online purchasing and invoice systems to purchase and pay for large quantities of items from vendors.

Factors that Influence
- Administrative organizational structure
- Administrative leadership style, decision-making process and distribution of organizational authority
- Departmental and individual employee responsibilities and competencies
- Performance management systems
- Monitoring and reporting systems
- Number of FTEs in the Accounts Payable Department
- The number of invoices paid annually
- Level of automation

Calculation   Total number of invoices handled by the AP department *divided by* total number of AP staff (FTEs), *divided by* 12 months.

Invoices Past Due at Time of Payment

Importance   Minimizing the number of payments that are past due should be a mission of the accounts payable department.

Factors that Influence
- Process controls
- Department workload management
- Overtime policy

Calculation   Number of invoices past due at time of payment *divided by* total number of invoices handled by the AP department.

Payments Voided

Importance   This measure reflects processing efficiencies and the degree of accuracy. A high percentage of duplicate payments may indicate a lack of controls, or indicate that the master vendor files need cleaning.

Factors that Influence
- Administrative policies and procedures
- Administrative organizational structure
- Administrative leadership style, decision-making process and distribution of organizational authority
- Departmental and individual employee responsibilities and competencies
- Performance management systems
- Monitoring and reporting systems
- Number of FTEs in the Accounts Payable Department
- The total number of checks written annually
- Level of automation

Calculation   Number of payments voided *divided by* total number of AP transactions (payments).

DEFERRED MAINTENANCE WORKING GROUP

Council of the Great City Schools Fall Conference
October 2013

Report from the Council's Deferred Maintenance Working Group

❖ We recognize that our nation's large urban school districts are experiencing premature and rapidly accelerating deterioration of our school buildings. The conditions of buildings and equipment, most importantly in classrooms and school-support spaces, are deteriorating to the point of negatively impacting the core mission of schools, which involves the education of our children.

  ➢ Based on member-district enrollment and school-building data, the Council of the Great City Schools in its 2011 report, *Facility Needs and Costs in America's Great City Schools*, projected that its member school districts needed approximately $61.4 billion in repair, renovation, and modernization, and $19.0 billion in deferred maintenance—or some $80.4 billion to upgrade current facilities.

❖ At their annual conference in April, 2013, the Council's Chief Operating Officers, discussed and worked on the issue of facilities management. Over the course of two days, the conference produced a large amount of information about deferred maintenance and set into motion a process to:

  ➢ Inform the nation's school districts and public about the magnitude of the issues
  ➢ Recommend strategies and tactics to reverse the cycle of deterioration
  ➢ Improve the management of school buildings and equipment,
  ➢ Enable school districts to consider traditional and non-traditional funding sources for managing buildings and equipment, and
  ➢ Enable school districts to make more effective use of operating and capital resources dedicated to managing buildings and equipment.

❖ A Working Group was created at the COO meeting to define the problem of Deferred Maintenance and create a "Road Map to Solutions." The Deferred Maintenance Working Group was comprised of representatives of Council member school districts and was co-chaired by Bruce Husson, former Assistant Superintendent of Business Services in the San Diego Unified School District, and Fred Schmitt, retired Chief Financial Officer of the Norfolk Public Schools,

❖ The Working Group defined deferred maintenance as the preventive and regular maintenance, minor and capital repairs, and capital systems and component replacements that are needed to meet the projected life expectancy of a facility but that have been postponed to an indeterminate future date.

❖ The impact of deferred maintenance and the deteriorating conditions of schools has a direct and significant impact on the achievement of students and the effectiveness of teachers. Specifically, deferred maintenance results in:

  ➢ Increased overall costs of managing facilities
  ➢ Increased incidents of unplanned and more costly urgent and emergency repairs
  ➢ Increased disruptions to the delivery of instructional programs

- ➢ Increased risk of defaults on warranties of equipment and building components, and
- ➢ Premature failure of buildings and equipment, requiring significant capital expenditures and their corresponding debt-service costs.

- ❖ The Working Group has organized the project into two phases.

  - ➢ Phase 1 involves "Defining the Problem." It is described in three chapters of the working group's accompanying report.

    - Chapter 1 is "Determining the Relationships between Building Conditions and

      - o Student Achievement
      - o School Safety
      - o Community Relations"

    - Chapter 2 is "Calculating School Building Life-cycle Investments, Life-Cycle Costs, and the Costs of Deferring Maintenance Necessary for Buildings and Equipment to Achieve Designed Life Expectancy"

    - Chapter 3 is "Developing a Model for Districts to Plan For, Conduct and Manage the Results of Facilities Condition Assessments and Facilities Condition Indexes"

  - ➢ Following the Fall Conference in Albuquerque, the Working Group will proceed with Phase 2 of the project – "A Road Map to Solutions" with four additional chapters. The chapters will focus on:

    - Chapter 4 will be "Identifying Best Practices Used in Maintaining School Buildings"

    - Chapter 5 will be "Creating a Model for Effective Community Relations"

    - Chapter 6 will be "Determining Correct Methods and Amounts of Allocating Resources to Maintain School Buildings and Equipment"

    - Chapter 7 will be "Mining Resources for Maintaining School Buildings and Equipment"

The Council expects that Phase 2 will commence with the COO's Annual Conference in April, 2014 and a final report will be issued at the Council's 2014 Fall Conference.

C'USE CERTIFICATES OF ACHIEVEMENT

Urban School Executive Program
1301 Pennsylvania Avenue, N.W., Suite 702
Washington, DC 20004

The Council of the Great City Schools' *Urban School Executives (C'USE) Program* 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.

2014 C'USE Class

The 2014 Class in the *Urban School Executives (C'USE) Program* is comprised of mid-level managers who their districts have judged to 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.

Nicholas Lenhardt
Controller
Des Moines Public Schools

Erika Giampieto
Deputy Chief Financial Officer
Boston Public Schools

Leo Lopez
Executive Director of Finance

Jaclyn Petty
Senior Financial Support Analyst

Austin Independent School District

Cleveland Metropolitan School District

Saundra Burgess
Director, Disbursements
Atlanta Public Schools

David Wynde
Deputy Chief Financial Officer/Budget Director
Portland Public Schools

Maryann Cox
Controller
Baltimore City Public Schools

Wayne Wilcher
Interim Director, Procurement Office
Charleston County School District

Ibrahima Diop
Director, Accounting & Finance
Omaha Public Schools

Mike Schroeder
Budget Director
Washoe County School District

Ron Steiger
Chief Budget Officer
Miami-Dade County Public Schools

2014 C'USE Class Schedule & Discussion Topics

The discussion leaders are required to prepare and forward a list of readings and set of questions to lead the discussions on the assigned topics to their classmates. All of the topic areas are in some way related to each other and the topics are to be discussed not as discrete subjects but as components of the old Deming "Plan-Do-Check Act" cycle which has resurfaced over the years.

Friday, October 18	**Wayne Wilcher**	**Cost Consequences of Deferred & Preventive Maintenance**
Friday, November 15	**Ibrahima Diop**	**Priority-Based Budgeting**
Friday, December 20	**Saundra Burgess**	**Comprehensive Compensation Reform**
Friday, January 17	**Jaclyn Petty**	**Outsourcing vs Insourcing**
Friday, February 21	**Leo Lopez**	**Aligning Business Practices to ERP Capabilities**
Friday, March 21	**Mike Schroeder**	**Linking Strategic Plans, Organizational Business Plans and Performance Budgeting**
Friday, April 18	**Erika Giampieto**	**Managing Charter Schools**
Friday, May 16	**David Wynde**	**Capital Projects and Funding Alternatives**
Friday, June 28	**Ron Steiger**	**Health Care Design and Cost Containment**
Friday, July 18	**Maryann Cox**	**Coping with Dramatic Revenue Changes**
August, August 15	**Nicholas Lenhardt**	**Project Management & the Role of the PMO**

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Bob Carlson
Director

Fred Schmitt
Co-Director

Judith Marte
Deputy CFO, Miami-Dade Public Schools
Program Advisor

Susan Jolin
Executive Director of Finance
Anchorage School District

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STRATEGIC SUPPORT TEAM REPORTS

Report on Bell-Schedule Issues
Submitted to
Charlotte-Mecklenburg Schools
By the
Council of the Great City Schools
Fall 2013

In June 2013, Dr. Heath Morrison, Superintendent of the Charlotte-Mecklenburg Schools (CMS), requested that the Council of the Great City Schools provide a limited high-level management review of issues associated with the district's decision to revamp its school bell-time schedules and extend the school day in all elementary schools. Specifically, the Council was charged with—

- Reviewing the analysis, research, data, and options considered by the district and the late-bell community members and determining its applicability,

- Evaluating the effectiveness of various transportation cost models considered by the district and others proposed by the late bell community members, and

- Researching bell schedules in other large, urban school districts similar to CMS and determining if the district's dismissal times are comparable to other districts.

In response to this request, the Council assembled a Strategic Support Team of senior managers with extensive experience in transportation operations from other major city school systems across the country to conduct the review.[1] (Brief biographical sketches of the Strategic Support Team members are presented in Attachment B.)

Team members included—

- Robert Carlson, Director of Management Services
  Council of the Great City Schools

- Richard Jacobs, Director of Transportation (retired)
  Boston Public Schools

- Doug Geller, Director of Transportation
  Clark County (Las Vegas) Public Schools

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[1] The Council has conducted nearly 250 instructional, management, and operational reviews in over 50 big-city school districts over the last 15 years. The reports generated by these reviews have often been the foundation for improving the operations, organization, instruction, and management of many urban school systems nationally. These reports have also been the basis for identifying "best practices" for other urban school systems to replicate. (Appendix E lists the reviews that the Council has conducted.)

- James Beekman, Senior Director of Transportation
  Orange County (Orlando) Public Schools

To conduct its work, the team reviewed documents provided by the district prior to a site visit to the Charlotte-Mecklenburg Schools on July 30 to August 1. It also reviewed additional documents and data that were requested during the visit. (The documents reviewed are listed in Attachment C.)

During the first day of the site visit, the team met with Carol Stamper, Executive Director of Transportation, and several members of the district's Student Transportation Office (STO) to obtain firsthand background information on the issues associated with the district's decision to revamp its school bell time schedules. The team also reviewed the district's policies and practices that govern operational decisions made by the office. The team also met with Earnest Winston, the chief of staff, and Denise Cavoly, the Director of Strategic Quality Management, to discuss expectations and objectives for the review. The team used the remaining days of the site visit to conduct interviews with key district administrative staff, parents, teachers, various other stakeholders and the superintendent.[2] (The individuals interviewed are listed in Attachment D.)

This management letter highlights important milestones in the district's decision to revamp its scheduled bell times; and synthesizes the team's conclusions related to issues. This letter also includes recommendations.

Background

➢ In the early stages of the FY 2012 budget development process, Dr. Peter Gorman, the former superintendent of schools, determined that the district was again faced with the prospect of deep budget cuts, estimated to be approximately $100 million. The district had previously cut or redirected more than $186 million in programs, positions, and per-pupil spending in FY 2010 and 2011.

➢ The superintendent subsequently directed that all departments examine opportunities for reductions and efficiencies designed to close the FY 2012 budget shortfall. The district's Student Transportation Office (STO) complied with this directive by developing options for cost reductions that included—

   o Implementing a strict 1.5 mile "No Transportation Zone" around all schools that would have eliminated bus service for approximately 50,000 students

   o Providing transportation services only to students assigned to a home-school based on their residential addresses

   o Expanding shuttle stops on routes primarily associated with magnet schools

   o Revamping scheduled bell times and establishing a seven hour day for all schools

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[2] The Council's reports are based on interviews with district staff and others, a review of documents, observations of operations, and professional judgment. The team conducting the interviews must rely on the willingness of those interviewed to be truthful and forthcoming and cannot always judge the accuracy of their statements.

2 | Council of the Great City Schools

➢ The district's administration determined that revamping its existing scheduled bell times would be the best option because the action would—

    o Significantly lower transportation costs by approximately $4 million through "efficiencies" that would allow for the scheduling of more trips per vehicle and the reducing of routes, driver costs, vehicle repairs, parts, tires, fuel and oil, etc.

    o Avoid further reductions of teachers and direct classroom services

    o Provide a longer instructional day for elementary school students, which had been a step that elementary school principals had previously recommended in order to increase instructional time in core subjects

➢ On January 11, 2011, Dr. Gorman presented to the Board of Education a $100 million budget-reduction plan. The plan included closing schools, changing the weighted student staffing formula, increasing class sizes, reducing schoolhouse and district-office positions, and revamping bell times.

    o According to the superintendent, the budget reduction plan was designed with the "intent of minimizing the effect on the school house and ensuring critical elements of the *Strategic Plan 2014* are funded."

    o It was the administration's position that revamping the bell times, minimizing the loss of additional teacher positions, and extending the length of the instructional day for elementary students fulfilled the intent of the budget reduction plan to minimize the effects on classrooms.

    o The superintendent requested that the Board of Education make initial decisions on the most time-sensitive recommendations, such as those related to revamping the bell times, so that "parents, principals, students, staff, and the community can respond to the key decisions."

➢ The Board of Education considered the budget reduction plan at its January 25, 2011, meeting.

    o During its deliberations, the Board of Education heard testimony from 45 people, most of whom were associated with or affected by the budget cuts in general. Testimony was also heard on a pre-kindergarten program designed to provide a child-centered, literacy-focused learning environment. Only one person commented on the plan to revamp the bell times.

    o The board also had extensive discussions on the fiscal implications of revamping the bell times, the benefits of extending the instructional day, and the drawbacks associated with a longer school day and a later (4:15 p.m.) dismissal time for elementary students.

    o The Board of Education approved the proposal to revamp the scheduled bell times by a 7-1 vote.

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3 | Council of the Great City Schools

➢ During the 2011-2012 school year, some parents, teachers, and school staff began to raise concerns about the revamped bell schedule and voiced their dissatisfaction with the new system, the longer school day, and the later dismissal time for elementary students. These concerns were voiced in numerous meetings, including public testimony during the Board of Education's FY 2013 budget discussions. The FY13 budget, which included the restoration of some FY12 cuts, was approved by the Board of Education.

➢ In July 2012, the new superintendent, Dr. Morrison, who had recently been appointed, committed to working with parents and teachers who had been attempting to change the district's bell times. He created a Late Bell Committee comprised of district administrative staff, parents, teachers, and other stakeholders to review the issues and develop options for his consideration.

The team drew the following conclusions and have made a number of recommendations based on: its understanding of factors that caused the district to revamp its school bell schedules; its analysis of the documents and data provided by the district administration; input from the Late Bell Committee and the Child First School Schedules Coalition; and the team's objective assessment of the issues and concerns identified in interviews with key district staff, parents and teachers.

Findings and Conclusions

➢ Overall, transportation services of the Charlotte-Mecklenburg Schools are efficiently operated and include services that exceed state requirements and those of many other major school systems.

➢ Because of the "time sensitivity" associated with the January 2011 decision to revamp scheduled bell times and the need to generate $100 million in cost savings, the district administration made every attempt to explain the rationale for its decision (i.e., to avoid further reductions in teachers and direct classroom services). There was no immediate pushback to the decision and only one person spoke against it at the board meeting. Still, the attempts by the district to communicate its reasoning did not prevent some stakeholders from objecting to the decisions later.

➢ The problems associated with the lack of public outreach during the FY 12 budget process were further exacerbated by the lack of a concerted effort by the district's administration during the 2011-12 school year to address the concerns or dissatisfactions that parents, teachers, and school staff had expressed with the new bell times, the longer school day, nor the late dismissal time.

➢ Different strategies, including networking schools, expanding shuttle stops, and various adjustments to the new bell schedule were developed by district administration but none were deemed viable by Hugh Hattabaugh, the interim superintendent of schools, or were they recommended to the Board of Education for action.

➢ The Late Bell Committee was created without anyone agreeing on the roles of the two co-chairs (appointed to represent the district and the parents, teachers, and staff), identifying the

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goals and objectives of the group, assigning responsibilities, establishing timelines and deliverables, or defining protocols for communicating information related to its work. The following were the results--

- Without clearly identified goals and objectives, specific deliverables, or a single chairperson to guide its work, the Committee proceeded to move in two different directions--

  o District administrative staff conducted research, compiled data, and created transportation optimization and scheduling scenarios (options) and cost models that would adjust the bell schedules to (1) preserve what the district administration believed were the benefits of the extended instructional day, and (2) address what some parents and teachers believed were drawbacks associated with the longer day and the later (4:15 p.m.) dismissal time for elementary students.

  o The parents and teachers on the Committee conducted their own research, compiled data, and created their own scenarios and cost models that would recapture the $4 million cut from student transportation operations in the FY 2012 budget, return the elementary schools to the shorter instructional day, and reestablish dismissal times that were in place prior to the district's decision to revamp the bell times.

- Documents and reports that were not sanctioned by the Late Bell Committee, as a whole, were generated and circulated to the superintendent, Board of Education members, the state legislature, and the North Carolina Departments of Public Instruction and Transportation Division.

- Parents and teachers claim that the Late Bell Committee lacked the same status as the 22 Task Forces that the administration had created to address the priority needs of the district. As a result, members of the committee believe their issues and concerns were not priorities and their work was not seen as important, nor had it received the same amount of attention that the Task Forces had.

➢ The team's analysis of the transportation optimization and scheduling scenarios and cost models created by the administration and those generated by parents and teachers on the committee indicated the following—

- The Student Transportation Office (STO) used current rules (established policy and past practice) to create different scenarios that included adjusting the bell schedules so there would be an earlier dismissal time for elementary students. The team found the scenarios were comprehensive, reasonable, credible, and supported by proper forecasting methods. For example, the scenarios and cost models developed by the STO--

  o Provided consistency by applying the same criteria relative to walk-to-stop distance, route loads, and route times currently used by the district.

  o Applied reasonable wage rates for new employees.

  o Estimated mileage changes using their routing software.

- Used fuel savings based on reasonable fuel costs and miles per gallon (MPGs).

- Used average fringe benefit costs as provided by the Human Resources Department.

- Used ancillary costs that might be associated with safety and security concerns related to the use of shuttle stops.

- Used adjustments in state reimbursements that might be impacted by possible changes to the district's efficiency rating.

- The team noted, however, that the "cost per new bus" of $56,820 may be somewhat overstated since it apparently included some costs that would not be incurred with the addition of buses at the levels suggested.

- The parent and teacher members of the committee did not provide the same level of detail in the scenarios and cost models they developed to achieve their objectives either in their documentation or in their interviews with the team. Furthermore, some of their cost models did not seem reasonable. For example--

  - Although the district's fuel budget for FY 2013 was $6 million, the committee members projected an annual savings of $1 million for fuel costs through the partial use of compressed natural gas (CNG) and projected millions more to be saved from a full fleet conversion to CNG without apparently factoring in the capital costs and infrastructure changes that would be required.

  - The committee's estimate that $2 million could be saved by using part-time drivers appears to be overstated. The savings from using part-time drivers who would no longer be eligible for fringe benefits was estimated by the team to be only about $644,000.

➢ On balance, the development of alternative transportation scenarios, strategies, and cost models by CMS have been effective mechanisms to—

- Identify legitimate issues that need to be addressed in order to enhance the educational value of the extended instructional day

- Identify efficiencies and effectiveness and potentially further reduced costs of the transportation operations.

➢ According to data gathered by the Council, Charlotte-Mecklenburg is not an outlier in its late bell times. In fact, 11 other cities on which the organization has data have some bell times of 4:00 pm or later. (See Attachment A.)

Recommendations

1. The Charlotte-Mecklenburg Board of Education and its district administration should—

a) Reaffirm that the extended instructional day for elementary students is district practice and clearly articulate the benefits that are derived from the additional instructional time.

b) Calculate the negative impact to the state's efficiency formula and future state funding for school bus transportation, and any increases in transportation costs that would impact other school services if the district were to revert to its previous bell schedule.

c) Identify and resolve remaining issues of concern such as the use of extra time, and the health, welfare and behavioral needs of children that may have been impacted by the extended instructional day and later dismissal times.

2. Task the Student Transportation Office to develop or consider previously developed options that would maintain operational efficiencies and effectiveness; potentially reduce the costs of district school bus operations; and create a bell schedule that is earlier than the 4:15 p.m. dismissal time without negatively impacting the extended instructional day for students. Strategies that could be considered include—

a) Setting earlier start times

b) Utilizing greater walk-to-stop distances

c) Increasing student average ride time

d) Increasing student loads per bus

e) Setting a compressed, uniform, three tier bell schedule and assigning high school, middle school and elementary schools across all three bell tiers

f) Reducing some non-instructional time in bell schedules

Summary

The reviews conducted by the Council of the Great City Schools have been the foundation for improving the management and operations in many urban school districts. Some of these reviews lend themselves to detailed recommendations, while others are designed as a framework to help a district resolve an issue it is facing. The team assembled for this project is hopeful that this review provides such a framework in the Charlotte-Mecklenburg Schools.

The Charlotte-Mecklenburg Schools has made every effort over the last several years to develop and maintain programs designed to meet the needs of all students while, like other urban school districts across the county, addressing extremely serious budget shortfalls. The district has had to make some very difficult decisions in this regard and, for the most part, should be commended for its efforts to respond to the needs and desires of the entire community.

The Strategic Support Team, which conducted this review, encountered many dedicated individuals in the district's administrative offices, including those in the Student Transportation Office. It also encountered many parents, teachers and others who are equally dedicated.

The issues associated with the district's decision to revamp its school bell time schedules are not irresoluble and, simply put, rest with individuals who are willing to find a middle ground that meets the needs of the district, parents, teachers, other stakeholders and, ultimately the students who they all care most about. But the team is also aware that the inability to resolve these issues could become a major distraction impeding other critically important work underway in the district.

The Council of the Great City Schools and its Strategic Support Team are hopeful that their visit will have a positive impact, and it stands ready to provide any additional assistance that might be helpful. The team met others in the community, including non-profit leaders, during its site visit who would also be helpful if asked.

ATTACHMENT A. EARLY AND LATE BELL-TIMES IN OTHER CITIES

District		Length of Day	Earliest Start	Latest Dismissal
Anchorage		All Schools=6.5 hrs.	7:30	3:45
Austin		HS=7 hrs. & 15 min. MS=7:10 min. ES=7 hrs.	7:45	4:15
Birmingham		K-8=7 hrs. HS=7 hrs. & 5 mins.	8:00	3:35
Charleston		All Schools=7 hrs.	7:10	4:18
Chicago		HS=7 hrs. & 15 min. Charters=10 hrs.	HS=7:15	ES=4:00 HS=3:45
Cincinnati		ES=6.51 hrs. 7-12=6.65	7:15	3:46
Clark		6 hr. & 11 min. CTAs=6 hrs. & 25 min. Edison=7.5 hrs. Magnets=7 hrs.	7:00	3:45 secondary w 4:30 secondary late Acty Bells Few Late Acty Bellsat 4:45 Elementary NLT 3:45
Cleveland		K-8=6.5 hrs. HS=6.5 hrs. Several=7.5 at both levels	7:30	4:00
Denver		All k12=7 hrs.	7:15	4:30 Extended Learning=6:00
Detroit		K-8=7hrs. & 10 mins. MS=7 hrs. & 10 min HS=7 hrs. & 10 min.	7:30	4:10
Duval County		ES=6 hrs. & 30 min. MS=6 hrs. & 45 min. HS=6 hrs. & 45 min.	7:15	4:15
Elgin, IL		ES=6 hrs. MS=6 hrs. & 20 mins. HS=6 hrs & 35 mins	7:10	3:20
Guilford County			7:20	3:55
Hillsborough County		ES=6 hrs. & 15 mins. Spec. ES=9 hrs. ERT=7.6 hrs. MS=7 hrs. & 15 mins. HS=7 hrs. & 23 mins. ESE Center=6 hrs. 15 min. Alt Ed=7 hrs.	7:23	5:00

Jefferson County		ES=6 hrs. & 50 mins. MS & HS=7 hrs.	7:40	3:35
Kansas City		7 hrs & 15 min.	7:20	4:15
Los Angeles		ES=6 hrs. & 20 mins. HS=7 hrs. & 5 mins.	7:30	3:30
Miami		K-1=8:20-1:50 2-6 & K8=8:35-3:05 MS=9:10-3:50	7:15	4:00
Milwaukee		ES=6 hrs. & 45 min. MS=6 hrs. & 53 min. HS=7 hrs. & 10 min.		
Newark		HS=6 hrs. & 30 mins. K-8=6 hrs. & 25 mins.	8:10	2:55
Norfolk		HS=5 hrs. & 25 min. MS=5 hrs. & 30 mins. ES-5 hrs. & 25 mins.	HS=7:25	ES=3:35
Orange County		HS=6.45-7 hours MS=6:20-6:30 hours ES=6 hrs & 15 min.	7:15	4:30
St. Paul		All K12=6.5 hrs. Extended Day Secondary=7.5 hrs.	7:30	4:00 EDL=6:00
Washoe County		ES=6-6.25 hrs. MS=6.5-7 hrs. HS=6.5-7 hrs.	ES=8.25 MS=7:23 HS=7:30	ES=3:30 MS=2:35 HS=3:00

ATTACHMENT B. STRATEGIC SUPPORT TEAM

Robert Carlson

Robert Carlson is Director of Management Services for the Council of the Great City Schools. In that capacity, he provides Strategic Support Teams and manages operational reviews for superintendents and senior managers; convenes annual meetings of Chief Financial Officers, Chief Operating Officers, DoT Directors, and Chief Information Officers and Technology Directors; fields hundreds of requests for management information; and has developed and maintains a Web-based management library. Prior to joining the Council, Dr. Carlson was an executive assistant in the Office of the Superintendent of the District of Columbia Public Schools. He holds doctoral and masters. degrees in administration from The Catholic University of America; a B.A. degree in political science from Ohio Wesleyan University; and has done advanced graduate work in political science at Syracuse University and the State Universities of New York.

Richard Jacobs

Richard Jacobs is the former Director of Transportation for the Boston Public Schools. He began his thirty five year career at BPS as a teacher from 1974-1978 and then served in the Transportation Department as a Transportation Planner and Assistant Director, becoming Director of Transportation in 1990. The Boston Public Schools' Transportation Department is responsible for providing transportation services to some 45,000 students, including more than 4,000 special needs students who require curb-to-curb transportation services. Transportation services are provided to more than 300 public and private schools. Mr. Jacobs has developed contract specifications for the operation of school transportation services, insurance advisory services, purchase of school vehicles, routing/transportation consulting, and audit services. As chairperson for the City of Boston/Boston Public Schools Transportation Task Force, Mr. Jacobs had lead responsibility for the development of contracts for the overall management and operation of the Boston Public Schools' transportation system. As Director he ultimately managed a public and private workforce of nearly a thousand employees and an annual budget of over $76,000,000. Mr. Jacobs holds a Bachelor of Science degree in secondary education and political science from Boston State College. In October of 2008 he was named a recipient of the Boston Municipal Research Bureau's Shattuck Public Service Award and is a member of the National Association of Pupil Transportation.

Doug Geller

Doug Geller is a Director of Transportation for the Clark County School District located in Las Vegas, Nevada. Among previous positions he coordinated Special Needs Transportation and supervised Routing & Scheduling. The fleet exceeds 1500 buses of which 600 are wheelchair capable. CCSD is 5th largest in the USA in terms of enrollment and has over 350 schools in the over 8,000 square mile County. He is a retired USAF Staff Transportation Officer and former Transportation Manager, Site Administrator & Program DoT for Northrop in Saudi Arabia. He

also worked with the Dept. of Defense Dependent Schools setting up bus management offices throughout Europe. He worked with writers for the NCST National School Transportation Specifications & Procedures Handbook and is a member of the Nevada & National Association for Pupil Transportation. Mr. Geller attended NYS Maritime College at Fort Schuyler, major, Marine Transportation & C.W. Post College, LIU earning a BS degree in Business Administration, minor- Sociology. His masters' study was in Educational Sociology at Wayne State University. The CCSD Transportation Department is certified to ISO 9001; 2008 quality standards.

James Beekman

James Beekman is the Senior Director of Transportation for Orange County (Florida) Public Schools (OCPS). OCPS is currently the 11th largest school district in the nation servicing over 180,000 students. Mr. Beekman began his career in student transportation in 1983 and has been in a leadership role since 1989. He has been active in the Florida Association of Pupil Transportation where he served as a Regional Director, as President and has chaired numerous committees in operations, fleet and school bus specifications. In his role at OCPS, he directs the daily operation of Transportation Services which transports over 73,000 students daily on 906 routes that cover an annual total of 17 million miles. In addition to yellow bus, Transportation Services also maintains over 600 vehicles in its white fleet used by a variety of departments in the District. He is a graduate of Florida Southern College in Lakeland with a B.S. in Business.

ATTACHMENT C. DOCUMENTS REVIEWED

- CMS four year transportation budget report
- North Carolina Public Schools Monthly Report of Director of Transportation
- CMS Transportation Personnel Handbook
- CMS BOE "The Case for Continuous Improvement: A Comprehensive Review of CMS. Student Transportation Operations, June 28,2010
- CMS Organization Charts
- Student Transportation Office, Continuous Improvement Plan SY 2012-2013
- CMS Calendar and overview of instructional requirements
- Transportation information by school: bell time, #routes, # transported, #runs, #route times, etc.
- Sample school bell schedules
- BOE policy establishing school calendar for instructional time
- Route Time Line Report (route schedule from routing software)
- Transportation Service Levels, Options for 2011-2012 Budget reductions (including background emails and press releases)
- Bell Committee Documents including:
  - ➢ Adopting CMS Bell and Day Policies Consistent with the Broader Needs of Child Development.
  - ➢ March 10, 2013 memo from Superintendent to BOE
  - ➢ Late Bell Meeting summary 9/13/2012
  - ➢ Late Bell Transportation Scenarios
  - ➢ Supporting Data: Resolution To Change The Bell
  - ➢ Late Bell Schedule Schools "Hardships and Solutions"
  - ➢ Elementary school early dismissal data
  - ➢ School Staff member statements (Idlewild, Newell, Winget, Blythe, Smithfield, etc.)
  - ➢ Summary of Late Bell Committee activities
  - ➢ October 9, 2012 Late Bell Meeting—What would a Bell Reversal Look Like?
  - ➢ Instructional Time and Planning Inequity Among CMS Teachers
  - ➢ Impact on Teacher Morale and Retention
  - ➢ CMS Transportation Requested Impact Analysis to Reduce and /or Eliminate the 9:15AM to 4:15PM Bell Tier
  - ➢ Late Bell meeting 11/19/12 Executive Summary
  - ➢ Research supporting Later High School Start Times
  - ➢ Longer Day Outline
  - ➢ Delayed School Times May Improve Adolescent Behaviors, Health (July, 2010)
  - ➢ Reference article University Of Minnesota Research, 2002
- Child First School Schedules (CFSS) Coalition:
  - ➢ April 7, 2013 letter to Dr. Morrison
  - ➢ May 2013 letter to CMS BOE
  - ➢ July 23, 2013 letter to Rep. Lambeth
  - ➢ July 30, 2013 letter to CGCS
  - ➢ April 7, 2013 CFSS memo to Dr. Morrison
- 2011-2012 Teacher Turnover by School

- Teacher Absences On Student Attendance Days
- Student Performance Data pre and Post Bell Schedule Changes
- School Schedule Growth and Proficiency Rates
- Summary of use of Extended instructional time
- Change on High School Start Time Impact on High School Athletic Practices and Contests
- CMS Bus Fleet Inventory
- School Board Minutes:
  - 1-11-11
  - 1-25-11
  - 2-8-11
  - 3-13-12
  - 3-27-12
  - 4-10-12
- State Transportation Statutes, Article 17.
- General District Data
- The Way Forward-Strategic Roadmap
- The Way Forward Trans-Strategic Roadmap

ATTACHMENT D. PERSONNEL INTERVIEWED

- Denise Cavoly, Director of Strategic Quality Management
- Earnest Winston, Chief of Staff
- Carol Stamper, Executive Director, Transportation
- Kevin Devore, Manager of Routing and Scheduling, Transportation
- Debra Wyckoff, Manager of Transportation Support, Transportation
- Dr. Randy Forsythe, Co-leader and parent of student at Irwin Academic Center
- Kory Trosclair, 8th-grade science teacher, Bailey Middle
- Beverly Griffin, talent development teacher, Hickory Grove Elementary
- Sandy Mintz, Dean of Students, Cotswold Elementary
- Barbara Owens, math teacher, Carmel Middle
- Sheri Tatum, parent of students at Elizabeth Traditional Elementary
- Susan Leuders, parent at Cotswold Elementary
- Acquanetta Edmond, Hickory Grove Elementary
- Sue Doran, Director, Athletics
- Mary McCray, Chairperson, BOE
- Tim Morgan, Vice-Chairperson, BOE
- Ericka Ellis-Stewart, At-large Representative, BOE
- Eric Davis, District 5, BOE
- Kit Rea, Central Learning Community, Zone Superintendent
- Jan Richardson, Director of HRIS
- Vincent Smith, Executive Director of HR Administration
- Dennis Covington, Budget Director
- Frank Barnes, Chief Accountability Officer
- Ann Clark, Deputy Superintendent
- Guy Chamberlain, Associate Superintendent of Auxiliary Services
- Sarah Crowder, Associate General Counsel

Council of the Great City Schools

The Council of the Great City Schools is a coalition of 66 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 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 it has its headquarters in Washington, D.C.

Review of the Capital Projects and Planning Department of the Seattle Public Schools

June 2013

Dr. Jose Banda, Superintendent of the Seattle Public Schools, requested that the Council of the Great City Schools provide a high-level management review of the district's Capital Projects and Planning department.[1] Specifically, he requested that the Council[2]—

- Review and evaluate the leadership, management, and organizational aspects of the department

- Develop recommendations, as appropriate, that would help the capital program achieve greater efficiencies and effectiveness.

In response to this request, the Council assembled a Strategic Support Team (the team) of senior managers with extensive experience in capital projects in other major city school systems across the country. The team was composed of the following individuals. (Appendix A contains brief biographical sketches of team members).

- **Project Staff**

    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

    Terry Burgess
    Chief Operating Officer (Retired)
    Detroit Public Schools

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[1] The Council has conducted nearly 250 instructional, management, and operational reviews in over 50 big-city school districts over the last 15 years. The reports generated by these reviews have often been the foundation for improving the operations, organization, instruction, and management of many urban school systems nationally. These reports have also been the basis for identifying "best practices" for other urban school systems to replicate. (Appendix D lists the reviews that the Council has conducted.)
[2] The Council conducted several management reviews in the Seattle Public Schools in 2008, including a review of the district's Capital Program.

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Mark Stanton
Chief Capital Projects Management Officer
Washoe County (NV) School District

Phil Stover
Chief, Special Projects
San Diego Unified School District

Bill Wherritt
Chief of Staff, Facilities Services Division
Los Angeles Unified School District

Brad Winter
Chief Operations Officer
Albuquerque Public Schools

To conduct its work, the Strategic Support Team reviewed documents provided by district staff before conducting fieldwork for the project during a four-day site visit to the Seattle Public Schools on June 11-14, 2013. (A list of documents reviewed by the team is presented in Appendix B.) The general schedule for the site visit is described below.

The team met with the Interim Deputy Superintendent and the Assistant Superintendent of Operations on the first day of the site visit to better understand the expectations and objectives for the review and to make last-minute adjustments to the working agenda. The team also met with Doug Nichols, Director of the Construction Services Group of the Education Service District who had also served as Interim Capital Projects Director.

The team used the next two days of the site visit to conduct interviews with key staff members and examine additional documents, reports, and data. (The complete list of individuals interviewed is presented in Appendix C.)[3] The final day of the visit was devoted to synthesizing and refining the team's findings and recommendations, and to providing the Superintendent, the Interim Deputy Superintendent, and the Assistant Superintendent of Operations with a briefing on the team's preliminary findings.

The Council sent a draft of this document to team members for their review in order to affirm the accuracy of the report's findings and to 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 efficiencies and effectiveness of the Seattle Public Schools' capital program.

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[3] The Council's reports are based on interviews with district staff and others, a review of documents, observations of operations, and professional judgment. The team conducting the interviews must rely on the willingness of those interviewed to be truthful and forthcoming and cannot always judge the accuracy of their statements.

Capital Program

The Seattle Public Schools (SPS) funds its capital program largely through the use of property tax levies. In the past fifteen years, the district has passed six capital levies as follows:

- In February 1998, SPS voters approved a six year, $150 million levy to provide buildings, technology, and athletic facilities (BTA I). The program included over 465 facilities-improvement projects, including $60 million for building reinvestment (including deferred maintenance, code compliance, and seismic upgrade projects), $40 million for technology (including classroom technology and management information systems), $40 million for academic facilities improvements and $10 million for science and performing arts facilities.

- In February 2001, Seattle voters approved a six-year, $398 million property tax levy as part of the Building Excellence II Capital Bond (BEX II) to fund renovation and new construction at seventeen schools.

- In February 2004, Seattle voters approved a six year, $178 million capital levy, BTA II, which paid for nearly 700 smaller capital projects. This levy contained three major components: $95 million for buildings, $43 million for technology, and $40 for academics.

- In February 2007, SPS voters approved a $490 million Building Excellence III Capital Bond (BEX III), which paid for capital projects in three categories: building projects, infrastructure and technology improvements. Building projects included the renovation or replacement of seven school facilities. Infrastructure improvements included health and safety upgrades and the replacement and renovation of athletic fields. Technology improvements included replacement of classroom computers, expansion of a website to keep families informed of student progress, and improvements to business and academic systems. This levy replaced the expiring capital levy for BEX II.

- In February 2010, district voters approved BTA III, which provided $270 million for smaller capital projects. The six-year program included $140 million for building improvements, $35 million for technology, and $95 million for academics.

- In February 2013, SPS voters approved a six-year $695 million BEX IV capital program, which replaced the expiring BEX III levy. This program provided for construction or renovation at 17 schools, earthquake safety improvements at 37 schools, integrated security camera systems at 19 schools, projects for increased enrollment and major maintenance, and technology improvements along with other projects throughout the district.

In addition to the capital levies noted above, approximately $3 million in annual revenue from surplus property leases and sales and investment earnings are directed to

the Capital Eligible Program (CEP) for repair and maintenance projects not funded by the levies.

The Capital Projects and Planning Department

The capital programs of the district are administered primarily by the Capital Projects and Planning Department. As displayed in Exhibit 1 below, this department consists of a Director who is supported by three Senior Project Managers (who are staffed with eight Project Managers, two Small Works Coordinators, and two Project Assistants), a Document Control Coordinator (supported by a Records Coordinator), a Furniture, Fixtures and Equipment (FF&E) Manager (who has two Relocation Planners), and a K-12 Planning Coordinator (staffed with a planner and an analyst). Earlier this year the financial control unit, consisting of a manager and two analysts, was transferred from this department to the Chief Financial Officer's unit.

Exhibit 1. Capital Projects and Planning Organization Chart
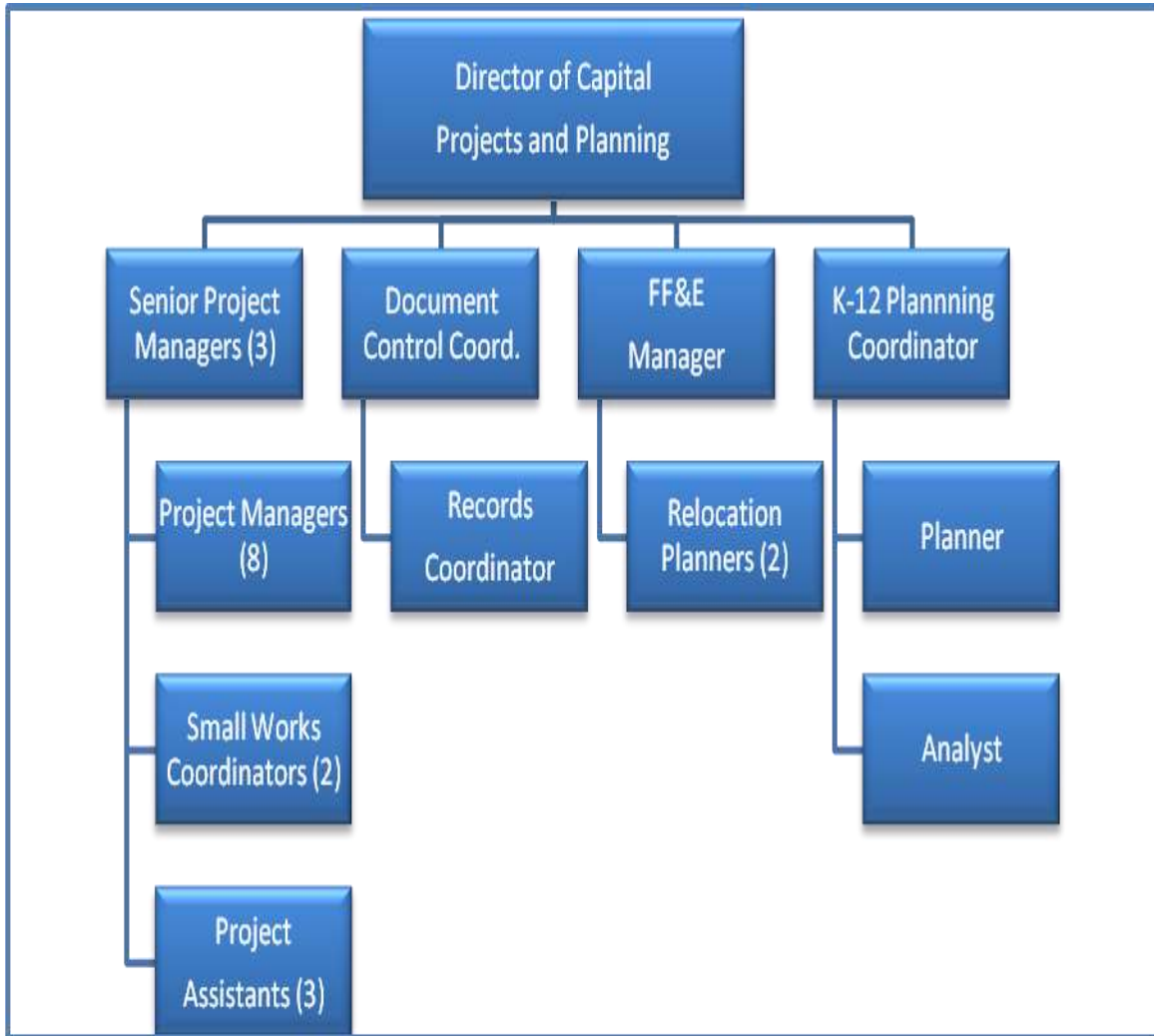
Source: Prepared by CGCS based on information provided by the SPS.

Findings and Observations

The Council's Strategic Support Team's findings and observations are organized into three general areas: Commendations, Leadership and Management, and Organization.

Commendations

- The SPS has successfully passed six consecutive levies in the past fifteen years to support its capital programs.

- Staffing levels in the Capital Projects and Planning Department generally appear to be adequate.

- The staff of the Capital Projects and Planning Department appears to be dedicated, experienced, and competent. For example, the team was particularly impressed with –

  o The Senior Project Managers' and Project Managers' zeal to implement BEX IV in an expeditious and professional manner.

  o The Document Control and Construction Records staff's efforts to fully digitize building designs, plans, and as-built drawings, and to make them available to district personnel on-line.

- The district staff and their contracted construction managers have established excellent BEX and BTA track records for bringing in projects on time and within established budgets.

- The district staff provided the team with excellent background materials and support in conjunction with this review.

Leadership and Management

- The district's management is sometimes preoccupied with a small business contracting scandal disclosed in a 2011 State Auditor's report. The residual impact from that scandal is a culture of timidity and control, which hinders a strategic focus, operational efficiency, and initiative. For example –

  - Student achievement does not always appear to be the primary driver of day-to-day decision making.

  - Decision making is not pro-active.

  - School board and administrative approval processes are cumbersome and time consuming.

- The General Counsel reviews every district contract, despite the existence of elaborate procedures and pre-approved contract forms.

- The team was told that the district uses a bidding threshold of $5,000 (rather than the legal limit of $40,000) in an abundance of cases.

- The team was told by capital program staff that the selection of contractors from pre-approved lists is no longer allowed, requiring each of these selections to be individually bid.

- The capital program does not have a high level "champion" to advocate and support the district's capital agenda.

- The high turn-over rate in management positions has contributed to organizational instability, a lack of institutional memory, and inconsistent processes.

- The Capital Projects and Planning Department lacks the skill set to successfully implement the capital program. For example –

  - The district has a recent record of making leadership selections without the benefit of an open and competitive search for qualified candidates.

  - Several recent leadership hires appear to be based on comfort-level rather than competence.

  - There has been little effort to provide professional development or training to personnel newly assigned to leadership positions.

  - Staff of the department lacks confidence in the leadership and views it as either micromanaging or "managing up."

  - It was reported to the team that getting decisions from departmental leadership was difficult and that decisions frequently changed once made.

- The Teaching and Learning and School Operations divisions of the district's organization have not engaged appropriately with the capital program. For example –

  - The team heard no discussion of how the capital program relates to the Common Core State Standards, the 21st century classroom, blended learning or other significant instructional initiatives—all of which have capital ramifications.

  - The team was told that it was difficult to get the instructional leadership to attend the School Design Advisory Team meetings.

- Central office management and school administrators fail to consider the impact on project budgets when they are advocating for project upgrades and scope expansions.

- The district has not put together a comprehensive BEX IV Management Plan, even though many of the critical components have been prepared and are well documented in the Capital Projects and Planning department.

- Inter- and intra-departmental communication and collaboration are weak and individual departments and units tend to operate in silos. For example –

  o The team noted communications gaps between and among Capital Projects and Planning, Teaching and Learning, Procurement, Legal, Finance, and Facilities Operations.

  o Project Managers lack clear direction and reported that they do not have a voice in the decision-making process.

  o Cross-functional staff meetings are not conducted to keep units informed of developments in other areas.

  o There is inadequate collaboration between the Capital Projects and Planning Department and the Facilities Operations Department during the project design phase to ensure adherence to adopted standards; during project hand-off phase to ensure full completion of projects; and during the warranty phase to ensure the preservation of district assets.

- There is a perception within the department that the General Counsel controls the capital program and makes operational decisions.

- There is a general lack of training and staff development in the Capital Projects and Planning Department and management does not encourage participation in professional organizations.

- While several interviewees mentioned KPIs (Key Performance Indicators), the team saw little evidence that metrics are actually being used to manage the program.

- The reported rate of construction contract change orders of 15 percent appeared to be excessive and may be due, in significant part, to district-directed changes in scope and project upgrades.

- Evaluations of construction contractors and professional-service providers are not consistently completed to help cull out poor performers.

- It was alleged by some staff that contractors and service providers are not always being held accountable for their contractual obligations and responsibilities. For example –

- o Project Managers may be signing off on project completion documents before the contractors have fully met their obligations (e.g., providing updated as-built drawings, providing manuals for building systems, or communicating warranty information).

- o Architects may be allowed to design unique projects without considering cost consequences.

- The Projects Management Offices has a reporting structure that is fragmented and inconsistent.

- Job order contracting (JOC) is available under state law, but it has not been put into use by the capital program or facilities maintenance.

- The district updates its Facilities Condition Index every five years, which may be too infrequent to provide relevant information during outlying years.

- The team noted that many of the observations and findings from the Council's 2008 capital programs review were unaddressed or of continuing concern. As examples –

  - The team was advised that a substantial portion of the BEX funding would be expended on renovations of existing buildings, which tend to be far more expensive than new construction.

  - The district continues to have a substantial deferred maintenance backlog.

  - The program continues to be constrained by the lack of a project accounting system, although the team was advised that one is currently being developed.

  - The consolidated-asset management data base remains incomplete.

  - The district's procedures for contracting and for processing change orders continue to be cumbersome, slow, and paper intensive.

  - There continue to be concerns over the legitimacy of and potential legacy commitments related to the number of central-office positions that are funded by capital programs.

Organization

- The capital program is not appropriately positioned in the district's organization to ensure sufficient oversight and continued success. To illustrate –

  - o The Capital Projects and Planning Department is three levels down in the organization, reporting the Assistant Superintendent of Operations.

- o The Assistant Superintendent of Operations has an excessively wide and diverse span of control, limiting her ability to provide effective oversight of the capital program.

- The district's facilities functions are bifurcated into the Capital Projects and Planning Department and the Facilities Operations Department, resulting in a lack of singularity of purpose and inadequate communications and coordination.

- The FF&E unit, which is responsible for equipping all classrooms (including portables), is so under-resourced that it is potentially a single point of failure, putting the entire capital program at risk.

- There is no program control within the capital program's organization that provides –

  - o Project and program level budget development, management, and control.

  - o Project and program schedules and calendars.

  - o Assistance in expediting administrative approval processes.

  - o Consistent approaches to cost estimating of projects and change orders

  - o Program and project standardized reporting, as well as *ad hoc* reporting

  - o A focus on maximizing supplemental funding for capital programs

  - o Monitoring of legislation affecting facilities

  - o Management of the use of contracted professionals

  - o Oversight of contractor compliance with labor laws.

- There is no dedicated IT person within the capital program to coordinate implementation of the e-Builder system.

Recommendations

1. Embark on an effort to change the organization's culture to one of trust, communication, and cooperation through a coordinated effort to achieve identified goals and objectives articulated in a strategic vision, plan, and process.

2. Proactively engage the instructional side of the organization in the capital program.

3. Establish a more effective balance between controls and efficiencies.

4. Create the position of Chief Facilities Officer as a direct report to the superintendent who will be the "champion" of the capital program agenda.

5. Conduct a competitive search to identify highly qualified candidates for the Chief Facilities Officer position.

6. Consolidate the Capital Projects and Planning Department and the Facilities Operations Department under the Chief Facilities Officer.

7. Review and evaluate all upper management personnel within the combined facilities organization to ensure that the right persons, with the appropriate skill sets, are in appropriate positions.

8. Provide the necessary short-term resources to the FF&E unit to ensure the success of relocations associated with building renovations and the timely acquisition, delivery, and installation of furniture and equipment.

9. Create a Program Control unit within the facilities organization that would provide structured oversight, coordination, and control of the financial, logistics, and reporting aspects of the capital program.

10. Dedicate a position within the facilities organization to coordinate the development and implementation of the e-Builder system.

11. Develop and disseminate a comprehensive and understandable BEX IV management plan.

12. Implement a professional staff development program to address the training needs of the various activities and functions within the facilities organization.

13. Institute relevant KPI metrics to measure and manage operational performance. (See the Council of the Great City Schools' measures.)

14. Establish accountability measures to control the use of change orders generated by requests to increase project scope or accommodate upgrades.

15. Ensure that contractors fulfill the full scope of their contractual obligations.

16. Evaluate professional-service providers and contractors at the end of each assignment or project.

17. Consider the use of Job Order Contracting (JOC) to increase efficiency.

18. Establish a process to update the Facilities Condition Index on continuous basis.

19. Evaluate the greater use of relocatable classrooms to deal with the uncertainties of projected enrollment growth.

20. Conduct a replacement vs. refurbishments cost analysis for major projects.

21. Conduct regular reviews of the appropriateness of funding central office positions that are charged to capital programs.

APPENDIX A. STRATEGIC SUPPORT TEAM

Robert Carlson

Robert Carlson is Director of Management Services for the Council of the Great City Schools. In that capacity, he provides Strategic Support Teams and manages operational reviews for superintendents and senior managers; convenes annual meetings of Chief Financial Officers, Chief Operating Officers, DOT Directors, and Chief Information Officers and Technology Directors; fields hundreds of requests for management information; and has developed and maintains a Web-based management library. Prior to joining the Council, Dr. Carlson was an executive assistant in the Office of the Superintendent of the District of Columbia Public Schools. He holds doctoral and masters degrees in administration from The Catholic University of America; a B.A. degree in political science from Ohio Wesleyan University; and has done advanced graduate work in political science at Syracuse University and the State Universities of New York.

David Koch

David Koch is the former Chief Administrative Officer for the Los Angeles Unified School District (LAUSD). The LAUSD is the nation's second largest public school system, with more than 700,000 students in grades K-12, an annual budget of more than $9 billion, and more than 80,000 full- and part-time employees. Mr. Koch's responsibilities encompassed virtually all non-instructional operations of the District, including finance, facilities, information technology, and all of the business functions. Mr. Koch also served the LAUSD as Business Manager for over ten years, Executive Director of Information Services, and Deputy Controller. Mr. Koch was also Business Manager for the Kansas City, Missouri Public School District and was with Arthur Young and Company prior to entering public service. He is a graduate of the University of Missouri and a Certified Public Accountant in the states of California, Missouri, and Kansas. Currently a resident of Long Beach, California, Mr. Koch provides consulting services to public sector clients and companies doing business with public sector agencies.

Terry Burgess

Terry Burgess is the retired Chief Operating Officer of Detroit Public Schools. Terry has worked with school districts throughout the country. Terry spent six months evaluating the operational departments in commonwealth of Puerto Rico (400K enrollment, 1400 facilities. His experience working in school districts includes Detroit, San Diego, Philadelphia, Kansas City and Atlanta. He has over twenty-five years of experience in education. He has served both as a professional educator and as an executive in operations department. His knowledge and experience in one discipline has greatly complimented the other. After college and military service, Terry served as teacher, athletic director, high school principal and Chief Operating Officer. He spent sixteen years with the Marriott Corporation analyzing and designing facilities and central office departments for school systems. He has provided leadership for study teams from

Wisconsin to Florida, and from California to Virginia. He has assessed programs as small as Franklin County Schools in Apalachicola, FL (four schools) and as large as the School District of Philadelphia (300 schools). Terry has Masters and Education Specialist degrees in administration and supervision. He also has post-graduate studies in leadership, human relations, and motivational studies. He is an avid reader and sports enthusiast. Terry currently leads Portolan Associates consulting firm by providing talented, solution-focused improvements to significantly increased efficiency and effectiveness.

Mark Stanton

Mark Stanton, P.E. is the Chief Capital Projects Management Officer of Washoe County School District. Washoe County School District (District) is the second largest school district in Nevada serving the northern portion of the state with over 63,000 students; 93 schools covering 7,250,000 square feet. For the past ten years Mr. Stanton has administered a $550 million capital improvement bond program that included new schools; older school renewal and revitalization and technology improvements. Prior to that, he was responsible for facilities management overseeing the operational needs of the District including the school maintenance and housekeeping functions. Mr. Stanton is an engineering graduate from the University of Nevada, Reno and a registered Mechanical Engineer. Mr. Stanton has extensive experience in energy and utility management pioneering performance contracting for public agencies in the State of Nevada.

Phil Stover

Phil Stover is the Chief of Special Project for the San Diego Unified School District.

Bill Wherritt

Bill Wherritt is the Chief of Staff for the Facilities Services Division of the Los Angeles Unified School District.

Brad Winter

Brad Winter is the Chief Operations Officer of the Albuquerque Public Schools. APS currently serves 90,000 students in a 140 schools. The District covers 1200 square miles with over 13 million square feet of educational facilities. Brad has served 25 years with the District where he also served as Director of the Capital Master Plan and Executive Director of Maintenance and Operations. He is currently finishing his fifth year as Chief Operations Officer.

APPENDIX B. DOCUMENTS REVIEWED

- Accountability Audit Report, June 27, 2012
- Annual Financial Statements, Fiscal Year 2010-2011, 12/9/2011
- Annual Financial Statements, Fiscal Year 2011-2012, 12/11/2012
- Annual Planning, Updated 10/22/2012
- Annual Risk Assessment and Audit Plan , 2012-2013
- Architectural and Engineering Consultants Selection (procedure), March 2012
- Barrier-free Fountain, 8/2007
- BEX IV Milestone Schedule, 5/23/2013
- BEX IV Planning Board Presentation (PowerPoint), October 17, 2012
- BEX IV Planning Scenarios, 12/2012
- BEX IV Projects Timeline and Community Engagement, March 2013
- Board Action Memo Requirements for Contract Actions (procedure), 5/16/2012
- Building Excellence Capital Program Sites (Map)
- Building Excellence Phase IV, Capital Improvement Program, July 2012
- Building Excellence Program Oversight Committee, December 16, 2011
- Business and Finance Division (Organization Chart), 5/13/13
- Capacity Management (policy), November 18, 2009
- Capital Assets/Theft-sensitive Assets (policy), October 17, 2012
- Capital Levy Planning (policy), January 4, 2012
- Capital Planning Analyst (job description)
- Capital Project Assistant (job description)
- Capital Projects and Planning (organization chart), April 11, 2013
- Capital Projects and Planning Management Backgrounds, June 10, 2013
- Capital Projects and Planning Management Plan (Draft), June 2013
- Capital Projects Director (job description)
- Capital Review and Assessment, For CGCS, June 12, 2013
- Collective Bargaining Agreement, Seattle/King County Building and Construction Trades Council, 2010-2013
- Competitive Bids for Construction Projects, Materials, Equipment and Supplies (procedure), 2/28/2012
- Construction Document Control Coordinator (job description)
- Construction Project Engineer (job description)
- Construction Records Coordinator (job description)
- Contracting for Services (procedure), 2/28/2012
- Contracts List, 5/30/2013
- CSG Letter, BEX Program Change Order and A/E Modification Review, November 28, 2011
- Debarment and Suspension of Contractors (policy), February 15, 2012
- Definition of Terms, Different Types of Contracts (procedure), 2/28/2012
- Departmental Strengths and Challenges (white paper), by Doug Nichols, Director, Construction Services Group

- District Goals and Strategies (DRAFT June 11, 2013)
- Emergency Contracts (policy), February 15, 2012
- Emergency Contracts (procedure), 2/28/2012
- Employee Listing, Capital Funding
- Financial Statements and Federal Single Audit Report, September 1, 2010 through August 31, 2011, May 21, 2012
- Financial Statements and Federal Single Audit Report, September 1, 2011 through August 31, 2012, May 28, 2013
- FY 2012 Recommended Capital Budget
- FY 2013 Recommended Capital Budget
- Generic Educational Specifications for PK-8 Schools, December 2011
- Intermediate Term Planning Analysis, 5/23/2013
- Internal Audit Policy, May 16, 2012
- Internal Audit Procedure, May 16, 2012
- K-12 Planning Coordinator (job description)
- Levies Information, Winter 2013
- Management Letter, Washington State Auditor, June 27, 2012
- Manager Furniture Fixtures and Equipment (job description)
- Master Cooperation Agreement, City of Seattle, Capital Levy Projects and Programs, 2013
- Master Specifications for Plumbing Fixtures, December 2012
- Miscellaneous Contracts (procedure), 2/28/2012
- Non-discrimination in Participation in Construction Projects (policy), February 15, 2012
- Operating Engineers Local 609 Settlement Agreement, 2/27/2009
- Operations Division (organization chart), 5/21/2013
- Oversight Work Session (PowerPoint), April 4, 2012
- Performance Audit, Construction Management, State Auditor's Office, February 1, 2011
- Pre-design Process, October 2012
- Principals' Association of Seattle Schools, Collective Bargaining Agreement, 2010-2013
- Project Delivery Manual, Revised 6/1/2010, 9/15/2010
- Project Manager (job description)
- Purchasing (procedure), 2/28/2012
- Relocation Planner (job description)
- Responsibilities for Review, Approval, and Execution of Contracts and Other Agreements (procedure), 2/28/2012
- Review of the Departments of Transportation, Capital Projects, and Maintenance and Operations of the Seattle Public Schools, CGCS, Summer 2008
- Seattle Association of Educational Office Professionals (SAEOP), Collective Bargaining Agreement, 2010-2013
- Secretary II (job description)
- Selection of Contractors for Small Construction Projects (policy), February 15, 2012

- Senior Administrative Assistant (job description)
- Senior Facilities Planner (job description)
- Senior Project Manager (job description)
- Service Area (Enrollment) Analysis, 2013
- Site Acquisition (policy), February 15, 2012
- Small Works Project Coordinator (job description)
- SPS Strategic Plan "Excellence for All", June 2008
- Summary of Observations, Technical Expertise Capital Review Panel, May22 – 24, 2013
- Technical Building Standards, December 2012
- Schools and Libraries Universal Service (Form 471) – Wireless Wiring
- Schools and Libraries Universal Service (Form 471) – Cell Phones
- Schools and Libraries Universal Service (Form 471) –Cell Phones without Internet
- Schools and Libraries Universal Service (Form 471) – Core Router
- Schools and Libraries Universal Service (Form 471) – Data Circuits
- Schools and Libraries Universal Service (Form 471) – Network Overlay Edge
- Schools and Libraries Universal Service (Form 471) – Primary Rate Interface
- Schools and Libraries Universal Service (Form 471) – Private Fiber Consort
- Schools and Libraries Universal Service (Form 471) –Switch UG
- Schools and Libraries Universal Service (Form 471) – Virtual Desktop
- Schools and Libraries Universal Service (Form 471) – Web Hosting
- Schools and Libraries Universal Service (Form 471) – Wireless Access Cards
- Schools and Libraries Universal Service (Form 471) – Wireless Access Points

APPENDIX C. DISTRICT PERSONNEL INTERVIEWED

- Jose Banda, Superintendent
- Sharon Peaslee, School Board Member, Chair, Operations Committee
- Sherry Carr, School Board Member, Chair, Audit/Finance Committee
- Robert Boesche, Interim Deputy Superintendent
- Duggan Harman, Assistant Superintendent, Business & Finance
- Pegi McEvoy, Assistant Superintendent for Operations
- Aliye Aliye, Management Analyst
- Andrew Medina, Director, Department of Internal Audit
- Anita Hornby, Equipping and Relocation Manager
- April Marock-Johnson, Tech & Network Systems Manager
- Bob Westgard, Director of Logistics
- Bruce Skowyra, Director, Facilities Operations
- Chris Richardson, Planner
- David Standaart, Project Manager
- Diane Taguba, Manager of Contract Services
- Doug Nichols, Construction Services Group (Contractor)
- Earl Edwards,   Project Manager
- Ellen Novitski, Document Control Coordinator
- Eric Becker, Senior Project Manager
- Eric Sonett, Operations Division Analyst
- Faye Davis, Relocation Planner
- Fran Clifton, Senior IT Manger
- Frank Griffin, Manager, Major Preventive Maintenance
- Fred Pamonag, Manager, Facilities Technology
- Jason Viers, Construction Records Coordinator
- Jeanette Imanishi, Project Manager
- Joe Wolf, K-12 Planning Coordinator
- John Mitchell, E-Rate Administrator (Contractor)
- Lana Mazhukina, Management Analyst
- Larry Gottas, Assistant Manager, Facility Operations
- Lucy Morello, Director, Capital Projects & Planning
- Matt Moots, eBuilder Project Manager (Contractor)
- Melissa Coan, Financial Control Manager
- Mike Barrett, Small Works Coordinator
- Mike Jenkins, Small Works Coordinator
- Mike McBee, Coordinator, Capital Mechanical
- Mike Skutack, Senior Project Manager
- Paul Calvaresi, Capital Planning Analyst
- Paul Wight, Project Manager
- Rachel Cassidy, Supervisor, Enrollment Planning
- Ron English, General Counsel

- Scott Hogman, Senior Project Manager (Interim)
- Steve Cole, Project Manager
- Stu Lorimer, Relocation Planner
- Sue Cromarty, Project Manager
- Susan Wright,   Executive Director, Technology Services
- Tracy Libros, Manager, Enrollment & Planning
- Vincent Gonzales, Project Manager

APPENDIX D. ABOUT THE COUNCIL

Council of the Great City Schools

The Council of the Great City Schools is a coalition of 66 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 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 it has its headquarters in Washington, D.C.

FINANCE TASK FORCE

COUNCIL OF THE GREAT CITY SCHOOLS

Task Force on Urban School Finance

2013-2014

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

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

2014 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

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 school 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

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 May 4, 2014. 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			
2.d. The district has established written procedures for confidential reporting of alleged			

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[1] **Supporting documentation (e.g., policies, procedures, etc.) is required to substantiate the practice.**

	YES	NO	Documentation
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--			

	YES	NO	Documentation
• 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.			

	YES	NO	Documentation
• 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, find and 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 Aud 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		

		YES	NO	Documentation
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 statewid local 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 un[...] 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 deli[...] 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 the[...] 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			

	YES	NO	Documentation
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(sI 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

2013-2014

Subcommittee Goal

To review criteria and applications for membership, and recruit and retain members.

Chair

Michael Hanson, Fresno Superintendent

Members

JoAnn Brannon, Nashville School Board
Meria Carstarphen, Austin Superintendent
Eileen Cooper Reed, Cincinnati School Board
Jumoke Hinton Hodge, Oakland School Board
Winston Brooks, Albuquerque Superintendent
Heath Morrison, Charlotte-Mecklenburg Superintendent

Ex Officio

Valeria Silva, St. Paul Superintendent

COUNCIL OF THE GREAT CITY SCHOOLS

Membership by Region
October 17, 2013

East (E)	Midwest (MW)	Southeast (SE)	West (W)
Boston	Austin	Atlanta	Albuquerque
Bridgeport	Chicago	Baltimore	Anchorage
Buffalo	Dallas	Baton Rouge	Fresno
Cincinnati	Denver	Birmingham	Las Vegas
Cleveland	Des Moines	Broward County	Long Beach
Columbus	Ft. Worth	Charleston	Los Angeles
Dayton	Houston	Charlotte	Oakland
Detroit	Indianapolis	Greensboro	Portland
Newark	Kansas City	Jackson	Sacramento
New York City	Milwaukee	Jacksonville	San Francisco
Philadelphia	Minneapolis	Little Rock	Seattle
Pittsburgh	Oklahoma City	Louisville	San Diego
Providence	Omaha	Memphis	Santa Ana
Rochester	St. Louis	Miami-Dade County	
Toledo	St. Paul	Nashville	
	Wichita	New Orleans	
		Norfolk	
		Orlando	
		Richmond	
		Palm Beach	
		Tampa	
		Washington	
15	16	22	13

SUBCOMMITTEE ON BY-LAWS

COUNCIL OF THE GREAT CITY SCHOOLS

Subcommittee on By-Laws

2013-2014

Subcommittee Goal

To define the mission, responsibilities and composition of the Council's structural components within the framework of applicable laws and regulations.

Chair

Kaya Henderson, District of Columbia Chancellor

Members

Jose Banda, Seattle Superintendent
Larry Feldman, Miami-Dade County School Board
Eric Gordon, Cleveland Superintendent
Bill Isler, Pittsburgh School Board
Airick West, Kansas City School Board
Craig Witherspoon, Birmingham Superintendent

Ex Officio

Valeria Silva, St. Paul Superintendent

BY-LAWS
OF THE
COUNCIL OF THE GREAT CITY SCHOOLS

ARTICLE I: NAME

Section 1.01 <u>Name</u>. 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 <u>Purpose</u>. 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 <u>Mission</u>. 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 <u>Principal Office</u>. 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 <u>Membership</u>. 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 will be dropped from membership after three 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 is authorized 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. The Executive Director is authorized in consultation with the Executive Committee to suspend services and/or to drop a member earlier than three years of non-payment if circumstances warrant.

Section 4.02 <u>Participation of Non-Member Cities.</u> 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 <u>Participation of Former Board of Directors Members.</u> 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 <u>Colleges of Education.</u> 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 <u>Board of Directors.</u> 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 <u>Nominations Committee</u>.

    (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 <u>Duties and Responsibilities</u>. 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 <u>Fidelity Bond</u>. The Executive Director shall be responsible for the acquisition and maintenance of a fidelity bond for all corporate officers and employees.

ARTICLE VII: CONFERENCE AND MEETINGS

Section 7.01 <u>Conferences</u>. 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 <u>Time and Place of Meetings</u>. 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 <u>Spring Directors Meeting</u>. 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 <u>Notices of Meetings</u>. 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 <u>Quorum</u>. 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 <u>Organization</u>. 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 <u>Press Policy</u>. 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 <u>Fiscal Year</u>. The fiscal year of the Corporation shall be from July 1st of each year to June 30th of the succeeding year.

Section 8.02 <u>Audit</u>. 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 <u>Bond</u>. 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 <u>Financial Support</u>. 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, FL
October 26, 2011   Boston, MA
March 19, 2012   Washington, DC

SUBCOMMITTEE ON AUDIT

COUNCIL OF THE GREAT CITY SCHOOLS

Subcommittee on Audit

2013-2014

Subcommittee Goal

To review and report on Council budgetary matters, and ensure the proper management of Council revenues.

Chair
Richard Carranza, San Francisco Superintendent

Members
Kaya Henderson, District of Columbia Superintendent
Terry Grier, Houston Superintendent
Felton Williams, Long Beach Board Member

Ex Officio
Valeria Silva, St. Paul Superintendent Candy

2012-2013 BUDGET

**COMBINED REPORT
GENERAL OPERATIONS
AND
CATEGORICAL PROGRAMS**

**ESTIMATED TOTALS
FOR
FISCAL YEAR 2012-2013**

ENDING JUNE 30, 2013

THE COUNCIL OF THE GREAT CITY SCHOOLS
PRELIMINARY REVENUE AND EXPENSE REPORT FOR FY12-13

COMBINED GENERAL OPERATIONS AND CATEGORICAL PROGRAMS

	GENERAL OPERATIONS FY12-13	CATEGORICAL PROGRAMS FY12-13	PRELIMINARY COMBINED TOTAL
REVENUE			
MEMBERSHIP DUES	$2,498,135.00	$21,000.00	$2,519,135.00
SPONSOR CONTRIBUTION	10,000.00	666,113.50	676,113.50
GRANTS AND CONTRACTS	0.00	1,606,973.40	1,606,973.40
INTEREST	107,970.73	0.00	107,970.73
SUBLEASE OF OFFICE SPACE	0.00	0.00	0.00
REGISTRATION FEES	0.00	303,762.50	303,762.50
SALE OF PUBLICATIONS	0.00	0.00	0.00
TOTAL REVENUE	$2,616,105.73	$2,597,849.40	$5,213,955.13
EXPENSES			
SALARIES & FRINGE BENEFITS	$1,735,541.00	$1,073,932.15	$2,809,473.15
OTHER INSURANCE	17,399.25	0.00	17,399.25
TRAVEL & MEETINGS	78,623.61	619,959.97	698,583.58
GENERAL SUPPLIES	25,869.16	0.00	25,869.16
SUBSCRIPTION & PUBLICATIONS	17,194.43	2,113.00	19,307.43
COPYING & PRINTING	122,031.94	155,959.16	277,991.10
OUTSIDE SERVICES	434,283.04	839,936.70	1,274,219.74
PARTICIPANT SUPPORT COST	0.00	46,186.38	46,186.38
TELEPHONE	40,035.12	3,760.79	43,795.91
POSTAGE & SHIPPING	7,034.07	20,695.47	27,729.54
EQUPT LEASE MAINT & DEP	34,021.01	0.00	34,021.01
OFFICE RENT & UTILITIES	292,540.45	0.00	292,540.45
UNCOLLECTED REVENUE	42,040.00	0.00	42,040.00
EXPENSES ALLOCATED TO PROJECTS	(570,298.03)	570,298.03	0.00
TOTAL OPERATING EXPENSES	$2,276,315.05	$3,332,841.65	$5,609,156.70
REVENUE OVER EXPENSES	$339,790.68	($734,992.25)	($395,201.57)
ADJUSTMENTS:			
NET ASSETS, BEGINNING OF YEAR	$3,694,797.07	$4,122,617.23	$7,817,414.30
NET GAIN/(LOSS) ON INVESTMENT	$6,692.00	$0.00	$6,692.00
PROJECTS IN-KIND CONTRIBUTION	($122,604.72)	$122,604.72	$0.00
COMPLETED PROJECTS	$31,247.41	($31,247.41)	$0.00
NET ASSETS, END OF YEAR	$3,949,922.44	$3,478,982.29	$7,428,904.73

GENERAL OPERATIONS
BUDGET REPORT

ESTIMATED TOTALS
FOR
FISCAL YEAR 2012-2013

ENDING JUNE 30, 2013

COUNCIL OF THE GREAT CITY SCHOOLS
FY 2012-13 Membership Dues

STATUS OF MEMBERSHIP DUES AS OF June 30, 2013

DISTRICT	NOT PAID	PAID	Date Rec'd FY12-13		Date Rec'd FY11-12		Date Rec'd FY10-11		Date Rec'd FY09-10	
1 Albuquerque		$40,567	6/19/2012	***	6/21/2011	***	5/18/2010	***	5/8/2009	***
2 Anchorage		$35,498	6/14/2012	***	7/7/2011		6/8/2010	***	5/21/2009	***
3 Atlanta		$35,498	6/15/2012	***	5/25/2011	***	6/18/2010	***	6/9/2009	***
4 Austin		$40,567	6/14/2012	***	5/25/2011	***	5/20/2010	***	6/30/2009	***
5 Baltimore		$40,567	7/18/2012		7/11/2011		8/25/2010		10/22/2010	
6 Birmingham		$35,498	2/27/2013		6/16/2011	***	12/1/2010		6/9/2009	***
7 Boston		$40,567	8/24/2012		8/9/2011		8/11/2010		7/21/2009	
8 Bridgeport		$28,681	3/20/2012	***						
9 Broward County		$52,400	9/6/2012		9/14/2011		9/29/2010		6/23/2009	***
10 Buffalo		$35,498	10/24/2012		9/16/2011		9/8/2010		11/4/2009	
11 Caddo Parish(Shreveport)	$35,498		not paying		not paying		did not pay		7/8/2009	
12 Charleston County		$35,498	3/13/2013		9/9/2011		did not pay		4/2/2010	
13 Charlotte-Mecklenburg		$45,637	6/19/2012	***	5/25/2011	***	5/18/2010	***	5/15/2009	***
14 Chicago		$52,400	11/14/2012		6/25/2012		4/6/2011		10/1/2009	
15 Cincinnati		$35,498	7/12/2012		1/11/2012		6/22/2010	***	9/10/2009	
16 Clark County		$52,400	7/24/2012		7/7/2011		5/25/2010	***	6/9/2009	***
17 Cleveland		$40,567	7/30/2012		11/15/2011		6/3/2010	***	10/12/2009	
18 Columbus		$40,567	9/12/2012		3/22/2012		8/11/2010		8/12/2009	
19 Dallas		$45,637	6/19/2012	***	6/2/2011	***	5/25/2010	***	5/14/2009	***
20 Dayton		$35,498	8/24/2012		8/9/2011		9/29/2010		10/7/2009	
21 Denver		$40,567	7/12/2012		8/29/2011		11/17/2010		8/12/2009	
22 Des Moines*		$28,681	7/18/2012		11/30/2011		did not pay		6/3/2009	***
23 Detroit		$45,637	1/3/2013		10/14/2011		5/2/2011		5/18/2010	
24 Duval County		$45,637	8/8/2012		8/29/2011		7/27/2010		8/5/2009	
25 East Baton Rouge	$35,498		not paying		not paying		5/20/2010	***	5/15/2009	***
26 Fort Worth		$40,567	8/31/2012		3/8/2012		8/25/2010		3/16/2010	
27 Fresno		$40,567	8/24/2012		9/14/2011		9/29/2010		8/25/2009	
28 Greensboro(Guilford Cty)		$40,567	8/14/2012		5/15/2012		8/30/2010		9/25/2009	
29 Hillsborough County (Tampa)		$45,637	7/24/2012		8/9/2011		6/22/2010	***	6/9/2009	***
30 Houston		$52,400	8/14/2012		8/2/2011		8/2/2010		7/21/2009	
31 Indianapolis		$35,498	7/12/2012		7/11/2011		7/7/2010		10/15/2009	
32 Jackson. MS	$35,498		not paying		not paying		10/19/2010		8/21/2009	
33 Jefferson County		$40,567	8/6/2012		8/12/2011		7/20/2010		7/21/2009	
34 Kansas City, MO		$35,498	8/31/2012		5/31/2011	***	6/22/2010	***	11/4/2009	
35 Little Rock	$28,681				7/25/2011		8/25/2010		9/10/2009	
36 Long Beach		$40,567	8/1/2012		8/12/2011		9/3/2010		7/21/2009	
37 Los Angeles		$52,400	3/15/2013		3/26/2012		7/13/2010		2/18/2010	
38 Memphis		$45,637	8/24/2012		8/29/2011		7/20/2010		9/4/2009	
39 Miami-Dade County		$52,400	8/24/2012		8/9/2011		2/24/2011		3/17/2010	
40 Milwaukee		$45,637	6/19/2012	***	6/21/2011	***	5/18/10	***	10/19/2009	
41 Minneapolis		$35,498	9/25/2012		9/7/2011		8/11/2010		7/8/2009	
42 Nashville		$40,567	7/24/2012		7/14/2011		7/20/2010		8/5/2009	
43 New Orleans	$40,567		not paying		not paying		did not pay		did not pay	
44 New York City		$52,400	1/18/2013		12/23/2011		9/20/2011		3/12/2010	
45 Newark	$35,498		A/R		4/26/2012		7/27/2010		10/1/2010	
46 Norfolk		$35,498	2/27/2013		9/9/2011		2/7/2011		8/12/2009	
47 Oakland		$35,498	9/17/2012		2/3/2012		7/27/2010		11/4/2009	
48 Oklahoma City		$35,498	8/14/2012		8/12/2011		8/19/2010		8/5/2009	
49 Omaha		$35,498	7/13/2012		6/7/2011	***	6/8/2010	***	6/23/2009	***
50 Orange County, FL		$45,637	7/31/2012		6/7/2011	***	7/7/2010	***	8/12/2009	
51 Palm Beach County		$45,637	9/12/2012		3/13/2012		4/6/2011		3/30/2010	
52 Philadelphia		$52,400	9/28/2012		11/18/2011		7/26/2010		8/5/2009	
53 Pittsburgh		$35,498	6/28/2012	***	5/25/2011	***	6/16/2010	***	6/23/2009	***
54 Portland		$35,498	6/14/2012	***	5/31/2011	***	5/25/2010	***	5/28/2009	***
55 Providence*		$28,681	9/18/2012		7/25/2011		10/13/2010		3/29/2010	
56 Richmond		$35,498	6/15/2012	***	5/25/2011	***	5/25/2010	***	11/20/2009	
57 Rochester		$35,498	6/14/2012	***	5/25/2011	***	5/25/2010	***	7/21/2009	
58 St. Louis	$35,498		A/R		not paying		did not pay		did not pay	
59 St. Paul		$35,498	6/15/2012	***	5/25/2011	***	7/13/2010		5/14/2009	***
60 Sacramento		$35,498	8/8/2012		7/25/2011		7/20/2010		did not pay	
61 San Diego		$45,637	3/1/2013		8/26/2011		9/29/2010		6/3/2009	***
62 San Francisco		$40,567	8/17/2012		7/27/2011		7/27/2010		8/14/2009	
63 Santa Ana		$40,567	8/8/2012							
64 Seattle		$35,498	3/1/2013		6/27/2011	***	9/20/2010		8/5/2009	
65 Toledo		$35,498	8/14/2012		9/9/2011		3/15/2011		8/5/2009	
66 Washington, D.C.		$40,567	9/27/2012		5/30/2012		6/20/2011		6/30/2010	
67 Wichita		$35,498	6/19/2012	***	6/16/2011	***	6/16/2010	***	5/21/2009	***
Total	$246,738	$2,427,139	14		17		20		18	

*Largest city in the state

*** Prepaid members

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THE COUNCIL OF THE GREAT CITY SCHOOLS
GENERAL OPERATING BUDGET
FOR FY 2012-13

BY FUNCTION

	AUDITED REPORT FY11-12	REVISED BUDGET FY12-13	PRELIMINARY TOTALS JULY 1/12 TO JUNE 30/13
GENERAL OPERATING REVENUE			
MEMBERSHIP DUES	$2,342,660.00	$2,422,076.00	$2,498,135.00
SPONSOR CONTRIBUTION	30,000.00	20,000.00	10,000.00
GRANTS AND CONTRACTS	0.00	0.00	0.00
INTEREST	147,336.59	170,000.00	107,970.73
SUBLEASE OF OFFICE SPACE	4,660.64	0.00	0.00
SALE OF PUBLICATIONS	548.81	500.00	0.00
TOTAL REVENUE	$2,525,206.04	$2,612,576.00	$2,616,105.73
GENERAL OPERATING EXPENSES			
ADMIN AND FINANCIAL MANAGEMENT	$1,002,988.19	$1,039,312.33	$964,440.41
EXECUTIVE LEADERSHIP	335,152.45	623,509.24	406,127.65
FUNDRAISING ACTIVITIES	29,108.94	26,000.00	20,959.80
LEGISLATIVE SERVICES	404,414.28	507,259.54	466,457.61
CURRICULUM & INSTRUCTION	111,789.79	130,000.00	85,515.80
PUBLIC ADVOCACY	333,029.69	397,785.39	386,175.97
MEMBER MANAGEMENT SERVICES	152,633.00	201,687.20	198,122.12
POLICY RESEARCH	278,695.12	608,925.81	318,813.72
INDIRECT EXPENSES FROM PROJECTS	(508,181.67)	(566,338.00)	(570,298.03)
TOTAL OPERATING EXPENSES	$2,139,629.79	$2,968,141.51	$2,276,315.05
REVENUE OVER EXPENSES	$385,576.25	($355,565.51)	$339,790.68
ADJUSTMENTS:			
OPERATIONS CARRYOVER BALANCE	$9,868,859.79		$7,817,414.30
CATEGORICAL PROG NET REVENUE	(2,343,564.60)		(734,992.25)
NET GAIN/(LOSS) ON INVESTMENT	($93,457.14)		$6,692.00
ENDING BALANCE	$7,817,414.30		$7,428,904.73

THE COUNCIL OF THE GREAT CITY SCHOOLS
GENERAL OPERATING BUDGET
FOR FY 2012-13

BY EXPENSE LINE

	AUDITED REPORT FY11-12	REVISED BUDGET FY12-13	PRELIMINARY TOTALS JULY 1/12 TO JUNE 30/13
GENERAL OPERATING REVENUE			
MEMBERSHIP DUES	$2,342,660.00	$2,422,076.00	$2,498,135.00
SPONSOR CONTRIBUTION	30,000.00	20,000.00	10,000.00
GRANTS AND CONTRACTS	0.00	0.00	0.00
INTEREST	147,336.59	170,000.00	107,970.73
SUBLEASE OF OFFICE SPACE	4,660.64	0.00	0.00
SALE OF PUBLICATIONS	548.81	500.00	0.00
TOTAL REVENUE	$2,525,206.04	$2,612,576.00	$2,616,105.73
GENERAL OPERATING EXPENSES			
SALARIES & FRINGE BENEFITS	$1,511,084.65	$2,416,167.50	$1,735,541.00
OTHER INSURANCE	15,368.06	13,000.00	17,399.25
TRAVEL & MEETINGS	60,054.56	55,000.00	78,623.61
GENERAL SUPPLIES	28,962.65	27,000.00	25,869.16
SUBSCRIPTION & PUBLICATIONS	18,309.94	20,000.00	17,194.43
COPYING & PRINTING	107,986.27	125,000.00	122,031.94
OUTSIDE SERVICES	491,171.67	487,000.00	434,283.04
TELEPHONE	38,765.21	35,000.00	40,035.12
POSTAGE & SHIPPING	7,283.11	13,000.00	7,034.07
EQUPT LEASE MAINT & DEP	12,820.81	20,000.00	34,021.01
OFFICE RENT & UTILITIES	279,469.82	291,312.00	292,540.45
ALLOWANCE FOR BAD DEBTS	76,534.71	32,000.00	42,040.00
EXPENSES ALLOCATED TO PROJECTS	(508,181.67)	(566,338.00)	(570,298.03)
TOTAL OPERATING EXPENSES	$2,139,629.79	$2,968,141.50	$2,276,315.05
REVENUE OVER EXPENSES	$385,576.25	($355,565.50)	$339,790.68
ADJUSTMENTS:			
OPERATIONS CARRYOVER BALANCE	$9,868,859.79		$ 7,817,414.30
CATEGORICAL PROG NET REVENUE	($2,343,564.60)		($734,992.25)
NET (GAIN)/LOSS ON INVESTMENT	($93,457.14)		$6,692.00
ENDING BALANCE	$7,817,414.30		$7,428,904.73

THE COUNCIL OF THE GREAT CITY SCHOOLS
GENERAL OPERATING BUDGET
FOR FY 2011-12
AUDITED TOTALS FOR FISCAL YEAR ENDING JUNE 30, 2012

	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)	AUDITED TOTAL (7/1/11-6/30/12)
GENERAL OPERATING EXPENSES									
SALARIES & FRINGE BENEFITS	$341,978.32	$266,008.03	$29,108.94	$287,159.63	$0.00	$234,808.53	$105,304.98	$246,716.22	$1,511,084.65
OTHER INSURANCE	15,368.06	0.00	0.00	0.00	0.00	0.00	0.00	0.00	15,368.06
TRAVEL & MEETINGS	2,539.63	46,564.46	0.00	4,225.90	0.00	2,418.45	462.53	3,843.59	60,054.56
GENERAL SUPPLIES	27,877.72	1,084.93	0.00	0.00	0.00	0.00	0.00	0.00	28,962.65
SUBSCRIPTION & PUBLICATIONS	2,222.99	335.71	0.00	7,934.25	0.00	5,097.11	0.00	2,719.88	18,309.94
COPYING & PRINTING	0.00	395.23	0.00	2,775.50	0.00	84,968.54	3,298.40	16,548.60	107,986.27
OUTSIDE SERVICES	229,440.73	14,192.08	0.00	97,430.60	111,649.69	277.57	36,855.00	1,326.00	491,171.67
PARTICIPANT SUPPORT COST	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TELEPHONE	13,001.68	4,495.46	0.00	4,414.02	39.73	3,364.71	6,653.43	6,796.18	38,765.21
POSTAGE & SHIPPING	1,733.72	2,076.55	0.00	474.38	100.37	2,094.78	58.66	744.65	7,283.11
EQPT LEASE MAINT & DEP	12,820.81	0.00	0.00	0.00	0.00	0.00	0.00	0.00	12,820.81
OFFICE RENT & UTILITIES	279,469.82	0.00	0.00	0.00	0.00	0.00	0.00	0.00	279,469.82
PROJECT IN-KIND CONTRIBUTION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
UNCOLLECTED REVENUE	76,534.71	0.00	0.00	0.00	0.00	0.00	0.00	0.00	76,534.71
EXPENSES ALLOCATED TO PROJECTS	(508,181.67)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	(508,181.67)
TOTAL OPERATING EXPENSES	$494,806.52	$335,152.45	$29,108.94	$404,414.28	$111,789.79	$333,029.69	$152,633.00	$278,695.12	$2,139,629.79

$508,181.67
$0.00
$1,002,988.19

THE COUNCIL OF THE GREAT CITY SCHOOLS
GENERAL OPERATING BUDGET
REVISED BUDGET FOR FISCAL YEAR 2012-13

	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	$455,700.32	$581,009.24	$25,000.00	$353,059.54	$0.00	$268,285.39	$152,687.20	$580,425.81	$2,416,167.50
OTHER INSURANCE	13,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	13,000.00
TRAVEL & MEETINGS	2,500.00	27,500.00	0.00	10,000.00	0.00	6,000.00	3,000.00	6,000.00	55,000.00
GENERAL SUPPLIES	27,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	27,000.00
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	105,500.00	1,000.00	10,000.00	125,000.00
OUTSIDE SERVICES	191,100.00	5,000.00	0.00	120,000.00	130,000.00	$0.00	39,900.00	1,000.00	487,000.00
TELEPHONE	4,500.00	4,000.00	500.00	10,000.00	0.00	5,000.00	5,000.00	6,000.00	35,000.00
POSTAGE & SHIPPING	500.00	1,000.00	500.00	1,000.00	0.00	8,000.00	0.00	2,000.00	13,000.00
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	291,312.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	291,312.00
ALLOWANCE FOR BAD DEBTS	32,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	32,000.00
EXPENSES ALLOCATED TO PROJECTS	(566,338.00)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	(566,338.00)
TOTAL OPERATING EXPENSES	$472,974.32	$623,509.24	$26,000.00	$507,259.54	$130,000.00	$397,785.39	$201,687.20	$608,925.81	$2,968,141.50

$566,338.00

$1,039,312.32

THE COUNCIL OF THE GREAT CITY SCHOOLS
GENERAL OPERATING BUDGET
FOR FY 2012-13
PRELIMINARY TOTALS FOR FISCAL YEAR ENDING JUNE 30, 2013

	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)	PRELIMINARY TOTAL (7/1/12-6/30/13)
GENERAL OPERATING EXPENSES									
SALARIES & FRINGE BENEFITS	$334,214.59	$339,517.01	$20,959.80	$336,637.10	$0.00	$274,427.41	$155,224.52	$274,560.57	$1,735,541.00
OTHER INSURANCE	17,399.25	0.00	0.00	0.00	0.00	0.00	0.00	0.00	17,399.25
TRAVEL & MEETINGS	3,516.88	49,952.37	0.00	6,846.23	0.00	7,143.47	1,056.05	10,108.61	78,623.61
GENERAL SUPPLIES	25,869.16	0.00	0.00	0.00	0.00	0.00	0.00	0.00	25,869.16
SUBSCRIPTION & PUBLICATIONS	1,435.09	0.00	0.00	6,821.44	0.00	6,496.28	1,095.39	1,346.23	17,194.43
COPYING & PRINTING	1,051.35	2,468.74	0.00	86.80	0.00	94,032.50	0.00	24,392.55	122,031.94
OUTSIDE SERVICES	195,155.99	5,448.40	0.00	110,401.63	85,515.80	85.00	36,855.00	821.22	434,283.04
PARTICIPANT SUPPORT COST	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TELEPHONE	14,698.91	5,624.15	0.00	5,002.41	0.00	3,592.84	3,739.67	7,377.14	40,035.12
POSTAGE & SHIPPING	2,497.73	3,116.98	0.00	662.00	0.00	398.47	151.49	207.40	7,034.07
EQPT LEASE MAINT & DEP	34,021.01	0.00	0.00	0.00	0.00	0.00	0.00	0.00	34,021.01
OFFICE RENT & UTILITIES	292,540.45	0.00	0.00	0.00	0.00	0.00	0.00	0.00	292,540.45
PROJECT IN-KIND CONTRIBUTION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
UNCOLLECTED REVENUE	42,040.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	42,040.00
EXPENSES ALLOCATED TO PROJECTS	(570,298.03)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	(570,298.03)
TOTAL OPERATING EXPENSES	$394,142.38	$406,127.65	$20,959.80	$466,457.61	$85,515.80	$386,175.97	$198,122.12	$318,813.72	**$2,276,315.05**
	$570,298.03								
	$0.00								
	$964,440.41								

INVESTMENT SCHEDULE - FY12-13
ENDING 6/30/13
Balances are from date of purchase

INVESTMENT ACCOUNTS	ENDING BALANCE 6/30/2013	PURCHASES (7/1/12 - 6/30/13)	SOLD (7/1/12 - 6/30/13)	UNREAL GAINS/(LOSS) (7/1/12 - 6/30/13)	REAL GAINS/(LOSS) (7/1/12 - 6/30/13)
Amer Cent Fds	$191,606	$7,024	-$10,641	$14,320	$1,302
Amer Centy Invt TR Diversified	$60,305	$2,209	-$16,786	-$2,693	$362
Artisan FDS Inc Sm Cap	$99,360	$2,739	-$2,515	$10,148	$253
Dodge&Cox Intl Stock	$132,343	$9,482	$0	$22,612	$0
Dreyfus Emerging Markets FD	$104,993	$9,887	$0	-$3,612	$0
Eaton Vance Inc Fd	$44,138	$2,819	-$824	$653	$17
Eaton Vance Large Cap Val Fd	$251,705	$54,725	$0	$40,262	$0
Fidelity Adv Short Fixed	$0	$33	-$36,950	-$1,859	$1,978
First Eagle Fds Sogen Overseas	$92,475	$86,884	$0	$5,591	$0
Goldman Sachs Treas Instr	$20,553	$2,629	$0	$0	$0
Harbor Fund Cap Appr	$217,786	$790	-$19,145	$38,280	$1,282
Harbor Intl Growth Fd	$0	$8,980	-$103,020	$11,802	-$12,140
Harris Assoc Invt Tr Oakmk Equity	$211,311	$191,630	$0	$19,681	$0
JANUS Intl FD FL BD	$82,313	$8,063	$0	-$1,928	$0
JPMorgan Core Bd FD Selct	$208,206	$22,340	$0	-$5,923	$0
Munder Midcap Core	$78,158	$0	-$2,508	$13,913	$337
Nuveen INVT Fds Inc RE Secs*	$44,313	$2,227	-$8,031	-$758	$1,933
PIMCO Fds PAC Total Return	$124,275	$12,073	$0	-$6,326	$0
PIMCO Fds SER Comm Real	$68,894	$6,851	$0	-$11,378	$0
Pioneer Cullen Val Fd	$0	$0	-$215,614	-$12,400	$11,441
Pioneer Oak Ridge Sm Cp	$105,746	$2,667	-$1,861	$15,989	$259
Royce Value Plus FD CL	$52,054	$476	$0	$9,499	$0
Virtus Emerging Mkts Opportunites	$43,265	$41,305	$0	$1,841	$0
Crm WT Mut Fd Midcap	$77,883	883.56	-$2,343	$14,345	-$330
Alliance GLO Govt Tr A	$1,238,993	$42,561	$0	-$16,954	$0
Alliance Interm Bd A	$106,283	$2,902	$0	-$2,657	$0
Alliance Interm Bd C	$86,354	$1,737	$0	-$2,157	$0
Fidelity	$10,967	$473	$0	-$618	$0
TOTAL:	**$3,754,279**	**$524,389**	**-$420,239**	**$149,674**	**$6,692**

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 2012-2013

ENDING JUNE 30, 2013

THE COUNCIL OF THE GREAT CITY SCHOOLS
PRELIMINARY REVENUE AND EXPENSE REPORT
4TH QTR (7/1/12 - 6/30/13)

CATEGORICAL PROJECTS
PAGE 1 OF 2

	MEETINGS AND CONFERENCES (20)	EXXON MOBIL BHARRIS M&S SCHOLARSHIPS (20-EX)	STRATEGIC SUPPORT TEAMS (21)	SPECIAL PROJECTS ACCOUNT (22)	KPI BUSINESS PLAN (29)	URBAN DEANS NETWK (40)	S Schwartz Urban Impact Award (41)	GATES FOUNDATION COMMON CORE (45)
OPERATING REVENUE								
MEMBER DUES	$0.00	$0.00	$0.00	$0.00	$0.00	$21,000.00	$0.00	$0.00
SPONSOR CONTRIBUTION	637,250.00	25,000.00	0.00	0.00	0.00	0.00	3,863.50	0.00
GRANTS & CONTRACTS	0.00	0.00	272,784.88	0.00	0.00	0.00	0.00	0.00
INTEREST	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
REGISTRATION FEES	279,882.50	0.00	0.00	0.00	23,880.00	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
TOTAL REVENUE	$917,132.50	$25,000.00	$272,784.88	$0.00	$23,880.00	$21,000.00	$3,863.50	$0.00
OPERATING EXPENSES								
SALARIES & FRINGE BENEFITS	$103,618.00	$0.00	$0.00	$0.00	$50,942.85	$13,763.29	$0.00	$523,431.09
OTHER INSURANCE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TRAVEL AND MEETING EXPENSES	383,101.40	237.48	37,144.68	0.00	1,139.29	1,557.50	0.00	38,702.30
GENERAL SUPPLIES	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	615.00	0.00	1,498.00
COPYING & PRINTING	80,873.65	204.40	0.00	0.00	1,672.18	0.00	0.00	21,795.16
OUTSIDE SERVICES	135,209.64	756.00	124,549.76	0.00	31,425.01	858.40	0.00	468,086.67
PARTICIPANT SUPPORT COST	24,186.38	20,000.00	0.00	0.00	0.00	0.00	2,000.00	0.00
TELEPHONE	322.94	0.00	0.00	0.00	1,918.71	322.30	0.00	1,194.73
POSTAGE & SHIPPING	19,048.69	0.00	0.00	0.00	0.00	0.00	0.00	1,040.45
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
EXPENSES ALLOCATED TO PROJECTS	223,908.23	3,802.12	50,131.44	0.00	0.00	3,883.51	0.00	158,362.26
TOTAL PROJECT EXPENSES	$970,268.93	$25,000.00	$211,825.88	$0.00	$87,098.04	$21,000.00	$2,000.00	$1,214,110.66
REVENUE OVER EXPENSES	($53,136.43)	$0.00	$60,959.00	$0.00	($63,218.04)	($0.00)	$1,863.50	($1,214,110.66)
CLOSEOUT OF COMPLETED PROJECTS	$0.00	$0.00	($31,247.41)	$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
CARRYOVER BALANCE 6/30/12	$632,500.21	$0.00	($29,711.59)	$250,233.00	$0.00	$42,113.89	$14,563.00	$3,112,917.85
ENDING BALANCE 6/30/13	$579,363.78	$0.00	$0.00	$250,233.00	($63,218.04)	$42,113.89	$16,426.50	$1,898,807.19

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THE COUNCIL OF THE GREAT CITY SCHOOLS
PRELIMINARY REVENUE AND EXPENSE REPORT
4TH QTR (7/1/12 - 6/30/13)

CATEGORICAL PROJECTS
PAGE 2 OF 2

	IN-KIND COMMON CORE (45-IK)	GATES FOUNDATION ELL GRANT (47)	GATES FOUNDATION KPI GRANT (48)	IN-KIND KPI GRANT (48-IK)	WALLACE FOUNDATION GRANT (51)	CCSSO WALLACE SUBGRANT (51-A)	IES FELLOWSHIP PROJECT (54)	GE FOUNDATION PROJECT (56)	FINAL TOTALS (7/1/12 - 6/30/13)
OPERATING REVENUE									
MEMBER DUES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$21,000.00
SPONSOR CONTRIBUTION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	$666,113.50
GRANTS & CONTRACTS	0.00	250,000.00	614,954.00	0.00	250,000.00	57,500.00	161,734.52	0.00	$1,606,973.40
INTEREST	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	$0.00
REGISTRATION FEES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	$303,762.50
SALE OF PUBLICATION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	$0.00
TOTAL REVENUE	$0.00	$250,000.00	$614,954.00	$0.00	$250,000.00	$57,500.00	$161,734.52	$0.00	$2,597,849.40
OPERATING EXPENSES									
SALARIES & FRINGE BENEFITS	$73,529.13	$26,704.87	$0.00	$6,399.51	$128,800.65	$50,000.00	$89,749.81	$6,992.95	$1,073,932.15
OTHER INSURANCE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	$0.00
TRAVEL AND MEETING EXPENSES	0.00	45,896.07	198.70	0.00	36,050.28	0.00	10,545.70	65,386.57	$619,959.97
GENERAL SUPPLIES	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	$2,113.00
COPYING & PRINTING	0.00	4,574.00	-	0.00	11,100.00	0.00	35,115.00	624.77	$155,959.16
OUTSIDE SERVICES	0.00	15,221.48	3,244.32	0.00	41,225.39	0.00	11,369.80	7,990.23	$839,936.70
PARTICIPANT SUPPORT COST	0.00	-	-	0.00	-	0.00	0.00	0.00	$46,186.38
TELEPHONE	0.00	-	-	2.11	-	0.00	0.00	0.00	$3,760.79
POSTAGE & SHIPPING	0.00	-	-	0.00	214.99	0.00	0.00	391.34	$20,695.47
EQPT LEASE MAINT & DEP	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
EXPENSES ALLOCATED TO PROJECTS	16,691.11	13,859.46	-	1,453.17	32,608.69	7,500.00	39,483.90	18,614.14	$570,298.03
TOTAL PROJECT EXPENSES	$90,220.24	$106,255.88	$3,443.02	$7,854.79	$250,000.00	$57,500.00	$186,264.21	$100,000.00	$3,332,841.65
REVENUE OVER EXPENSES	($90,220.24)	$143,744.12	$611,510.98	($7,854.79)	$0.00	$0.00	($24,529.69)	$ (100,000.00)	($734,992.25)
CLOSEOUT OF COMPLETED PROJECTS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	($31,247.41)
IN-KIND CONTRIBUTION	$90,220.24	$0.00	$0.00	$7,854.79	$0.00	$0.00	$24,529.69	$0.00	$122,604.72
CARRYOVER BALANCE 6/30/12	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$100,000.00	$4,122,616.36
ENDING BALANCE 6/30/13	$0.00	$143,744.12	$611,510.98	$0.00	$0.00	$0.00	($0.00)	$0.00	$3,478,981.42

2013-2014 BUDGET

GENERAL OPERATING BUDGET

FOR

FISCAL YEAR 2013-2014

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

	2012-2013 DUES	WITH 1.76% INCREASE 2013-14 DUES
Largest city in the state TIER I	$28,681.00	$29,186.00
Based on enrollment		
TIER II 35,000 TO 54,000	$35,498.00	$36,123.00
TIER III 54,001 TO 99,000	$40,567.00	$41,281.00
TIER IV 99,001 TO 200,000	$45,637.00	$46,440.00
TIER V 200,001 PLUS	$52,400.00	$53,322.00

COUNCIL OF THE GREAT CITY SCHOOLS
FY 2013-14 Membership Dues

STATUS OF MEMBERSHIP DUES AS OF October 23, 2013

DISTRICT	NOT PAID	PAID	Date Rec'd FY13-14		Date Rec'd FY12-13		Date Rec'd FY11-12		Date Rec'd FY10-11	
1 Albuquerque		$41,281	7/22/2013		6/19/2012	***	6/21/2011	***	5/18/2010	***
2 Anchorage		$36,123	7/2/2013		6/14/2012	***	7/7/2011		6/8/2010	***
3 Atlanta		$36,123	7/16/2013		6/15/2012	***	5/25/2011	***	6/18/2010	***
4 Austin		$41,281	6/11/2013	***	6/14/2012	***	5/25/2011	***	5/20/2010	***
5 Baltimore		$41,281	8/13/2013		7/18/2012		7/11/2011		8/25/2010	
6 Birmingham		$36,123	5/30/2013	***	2/27/2013		6/16/2011	***	12/1/2010	
7 Boston		$41,281	8/7/2013		8/24/2012		8/9/2011		8/11/2010	
8 Bridgeport		$29,186	6/17/2013	***	3/20/2012	***				
9 Broward County		$53,322	8/2/2013		9/6/2012		9/14/2011		9/29/2010	
10 Buffalo		$36,123	8/6/2013		10/24/2012		9/16/2011		9/8/2010	
11 Charleston County		$36,123	8/6/2013		3/13/2013		9/9/2011		did not pay	
12 Charlotte-Mecklenburg		$46,440	6/7/2013	***	6/19/2012	***	5/25/2011	***	5/18/2010	***
13 Chicago	$53,322				11/14/2012		6/23/2012		4/6/2011	
14 Cincinnati		$36,123	10/23/2013		7/12/2012		1/11/2012		6/22/2010	***
15 Clark County	$53,322				7/24/2012		7/7/2011		5/25/2010	***
16 Cleveland		$41,281	6/17/2013	***	7/30/2012		11/15/2011		6/3/2010	***
17 Columbus		$41,281	7/22/2013		9/12/2012		3/22/2012		8/11/2010	
18 Dallas		$46,440	7/19/2013		6/19/2012	***	6/2/2011	***	5/25/2010	***
19 Dayton	$36,123				8/24/2012		8/9/2011		9/29/2010	
20 Denver		$41,281	7/22/2013		7/12/2012		8/29/2011		11/17/2010	
21 Des Moines*		$29,186	7/16/2013		7/18/2012		11/30/2011		did not pay	
22 Detroit	$46,440				1/3/2013		10/14/2011		5/2/2011	
23 Duval County		$46,440	9/3/2013		8/8/2012		8/29/2011		7/27/2010	
24 East Baton Rouge		$36,123	10/7/2013		did not pay		did not pay		5/20/2010	***
25 Fort Worth		$41,281	10/7/2013		8/31/2012		3/8/2012		8/25/2010	
26 Fresno		$41,281	8/27/2013		8/24/2012		9/14/2011		9/29/2010	
27 Greensboro(Guilford Cty)		$41,281	10/23/2013		8/14/2012		5/15/2012		8/30/2010	
28 Hillsborough County (Tampa)		$46,440	7/22/2013		7/24/2012		8/9/2011		6/22/2010	***
29 Houston		$53,322	7/19/2013		8/14/2012		8/2/2011		8/2/2010	
30 Indianapolis	$36,123				7/12/2012		7/11/2011		7/7/2010	
31 Jackson. MS	$36,123				did not pay		did not pay		10/19/2010	
32 Jefferson County		$41,281	8/13/2013		8/6/2012		8/12/2011		7/20/2010	
33 Kansas City, MO	$36,123				8/31/2012		5/31/2011	***	6/22/2010	***
34 Little Rock	$29,186				did not pay		7/25/2011		8/25/2010	
35 Long Beach		$41,281	9/10/2013		8/1/2012		8/12/2011		9/3/2010	
36 Los Angeles	$53,322				3/15/2013		3/26/2012		7/13/2010	
37 Memphis (Shelby County)	$46,440				8/24/2012		8/29/2011		7/20/2010	
38 Miami-Dade County		$53,322	7/22/2013		8/24/2012		8/9/2011		2/24/2011	
39 Milwaukee		$46,440	7/31/2013		6/19/2012	***	6/21/2011	***	5/18/10	***
40 Minneapolis	$36,123				9/25/2012		9/7/2011		8/11/2010	
41 Nashville		$41,281	8/1/2013		7/24/2012		7/14/2011		7/20/2010	
42 New Orleans	$41,281				did not pay		did not pay		did not pay	
43 New York City	$53,322				1/18/2013		12/23/2011		9/20/2011	
44 Newark	$36,123						4/26/2012		7/27/2010	
45 Norfolk	$36,123				2/27/2013		9/9/2011		2/7/2011	
46 Oakland		$36,123	7/16/2013		9/17/2012		2/3/2012		7/27/2010	
47 Oklahoma City	$36,123				8/14/2012		8/12/2011		8/19/2010	
48 Omaha		$36,123	6/25/2013	***	7/13/2012		6/7/2011	***	6/8/2010	***
49 Orange County, FL		$46,440	6/4/2013	***	7/31/2012		6/7/2011	***	7/7/2010	***
50 Palm Beach County	$46,440				9/12/2012		3/13/2012		4/6/2011	
51 Philadelphia	$53,322				9/28/2012		11/18/2011		7/26/2010	
52 Pittsburgh		$36,123	5/24/2013	***	6/28/2012	***	5/25/2011	***	6/16/2010	***
53 Portland		$36,123	7/11/2013		6/14/2012	***	5/31/2011	***	5/25/2010	***
54 Providence*	$29,186				9/18/2012		7/25/2011		10/13/2010	
55 Richmond	$36,123				6/15/2012	***	5/25/2011	***	5/25/2010	***
56 Rochester		$36,123	6/11/2013	***	6/14/2012	***	5/25/2011	***	5/25/2010	***
57 St. Louis	$36,123				8/13/2013		did not pay		did not pay	
58 St. Paul		$36,123	7/5/2013		6/15/2012	***	5/25/2011	***	7/13/2010	
59 Sacramento		$36,123	10/15/2013		8/8/2012		7/25/2011		7/20/2010	
60 San Diego		$46,440	8/1/2013		3/1/2013		8/26/2011		9/29/2010	
61 San Francisco		$41,281	8/1/2013		8/17/2012		7/27/2011		7/27/2010	
62 Santa Ana	$41,281				8/8/2012					
63 Seattle		$36,123	6/4/2013	***	3/1/2013		6/27/2011	***	9/20/2010	
64 Toledo		$36,123	7/18/2013		8/14/2012		9/9/2011		3/15/2011	
65 Washington, D.C.		$41,281	7/5/2013		9/27/2012		5/30/2012		6/20/2011	
66 Wichita		$36,123	6/17/2013	***	6/19/2012	***	6/16/2011	***	6/16/2010	***
Total	$908,094	$1,776,724	11		14		17		20	

*Largest city in the state

*** Prepaid members

THE COUNCIL OF THE GREAT CITY SCHOOLS
GENERAL OPERATING BUDGET
FOR FY 2013-14

BY FUNCTION

	AUDITED REPORT FY11-12	PRELIMINARY TOTAL FY12-13	APPROVED BUDGET FY13-14	1ST QTR TOTALS 7/1 - 9/30/13
GENERAL OPERATING REVENUE				
MEMBERSHIP DUES	$2,342,660.00	$2,498,135.00	$2,535,164.00	$1,776,724.00
SPONSOR CONTRIBUTION	30,000.00	10,000.00	40,000.00	5,000.00
GRANTS AND CONTRACTS	0.00	0.00	0.00	0.00
INTEREST	147,336.59	107,970.73	150,000.00	16,568.97
SUBLEASE OF OFFICE SPACE	4,660.64	0.00	0.00	0.00
SALE OF PUBLICATIONS	548.81	0.00	500.00	0.00
TOTAL REVENUE	$2,525,206.04	$2,616,105.73	$2,725,664.00	$1,798,292.97
GENERAL OPERATING EXPENSES				
ADMIN AND FINANCIAL MANAGEMENT	$1,002,988.19	$964,440.41	$1,067,746.38	$214,281.92
EXECUTIVE LEADERSHIP	335,152.45	406,127.65	632,227.10	122,708.04
FUNDRAISING ACTIVITIES	29,108.94	20,959.80	26,000.00	13,691.23
LEGISLATIVE SERVICES	404,414.28	466,457.61	497,351.80	123,017.99
CURRICULUM & INSTRUCTION	111,789.79	85,515.80	149,000.00	19,958.20
PUBLIC ADVOCACY	333,029.69	386,175.97	405,333.55	85,400.03
MEMBER MANAGEMENT SERVICES	152,633.00	198,122.12	206,268.13	54,804.10
POLICY RESEARCH	278,695.12	318,813.72	622,985.04	66,149.42
INDIRECT EXPENSES FROM PROJECTS	(508,181.67)	(570,298.03)	(656,359.00)	(137,416.62)
TOTAL OPERATING EXPENSES	$2,139,629.79	$2,276,315.05	$2,950,553.00	$562,594.31
REVENUE OVER EXPENSES	$385,576.25	$339,790.68	($224,889.00)	$1,235,698.66
ADJUSTMENTS:				
OPERATIONS CARRYOVER BALANCE	$9,868,859.79			
CATEGORICAL PROG NET REVENUE	($2,343,564.60)			
NET GAIN/(LOSS) ON INVESTMENT	($93,457.14)			
ENDING BALANCE	$7,817,414.30			

THE COUNCIL OF THE GREAT CITY SCHOOLS
GENERAL OPERATING BUDGET
FOR FY 2013-14

BY EXPENSE LINE

	AUDITED REPORT FY11-12	PRELIMINARY TOTAL FY12-13	APPROVED BUDGET FY13-14	1ST QTR TOTALS 7/1 - 9/30/13
GENERAL OPERATING REVENUE				
MEMBERSHIP DUES	$2,342,660.00	$2,498,135.00	$2,535,164.00	$1,776,724.00
SPONSOR CONTRIBUTION	30,000.00	10,000.00	40,000.00	5,000.00
GRANTS AND CONTRACTS	0.00	0.00	0.00	0.00
INTEREST	147,336.59	107,970.73	150,000.00	16,568.97
SUBLEASE OF OFFICE SPACE	4,660.64	0.00	0.00	0.00
SALE OF PUBLICATIONS	548.81	0.00	500.00	0.00
TOTAL REVENUE	$2,525,206.04	$2,616,105.73	$2,725,664.00	$1,798,292.97
GENERAL OPERATING EXPENSES				
SALARIES & FRINGE BENEFITS	$1,511,084.65	$1,735,541.00	$2,483,600.00	$438,744.66
OTHER INSURANCE	15,368.06	17,399.25	15,000.00	17,644.82
TRAVEL & MEETINGS	60,054.56	78,623.61	55,000.00	12,987.16
GENERAL SUPPLIES	28,962.65	25,869.16	27,000.00	4,109.88
SUBSCRIPTION & PUBLICATIONS	18,309.94	17,194.43	20,000.00	1,923.97
COPYING & PRINTING	107,986.27	122,031.94	125,000.00	14,136.24
OUTSIDE SERVICES	491,171.67	434,283.04	498,000.00	120,195.24
TELEPHONE	38,765.21	40,035.12	35,000.00	7,208.74
POSTAGE & SHIPPING	7,283.11	7,034.07	10,000.00	2,229.93
EQUPT LEASE MAINT & DEP	12,820.81	34,021.01	15,000.00	6,819.00
OFFICE RENT & UTILITIES	279,469.82	292,540.45	291,312.00	74,011.28
ALLOWANCE FOR BAD DEBTS	76,534.71	42,040.00	32,000.00	0.00
EXPENSES ALLOCATED TO PROJECTS	(508,181.67)	(570,298.03)	(656,359.00)	(137,416.62)
TOTAL OPERATING EXPENSES	$2,139,629.79	$2,276,315.05	$2,950,553.00	$562,594.31
REVENUE OVER EXPENSES	$385,576.25	$339,790.68	($224,889.00)	$1,235,698.66
ADJUSTMENTS:				
OPERATIONS CARRYOVER BALANCE	$9,868,859.79			
CATEGORICAL PROG NET REVENUE	($2,343,564.60)			
NET (GAIN)/LOSS ON INVESTMENT	($93,457.14)			
ENDING BALANCE	$7,817,414.30			

THE COUNCIL OF THE GREAT CITY SCHOOLS
GENERAL OPERATING BUDGET
APPROVED BUDGET FOR FISCAL YEAR 2013-14

	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	$473,134.38	$592,227.10	$25,000.00	$363,651.80	$0.00	$276,333.55	$157,268.13	$595,985.04	$2,483,600.00
OTHER INSURANCE	15,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	$15,000.00
TRAVEL & MEETINGS	2,500.00	27,500.00	0.00	10,000.00	0.00	6,000.00	3,000.00	6,000.00	$55,000.00
GENERAL SUPPLIES	27,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	$27,000.00
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	105,500.00	1,000.00	10,000.00	$125,000.00
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	4,000.00	500.00	10,000.00	0.00	5,000.00	5,000.00	6,000.00	$35,000.00
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	15,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	$15,000.00
OFFICE RENT & UTILITIES	291,312.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	$291,312.00
ALLOWANCE FOR BAD DEBTS	32,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	$32,000.00
EXPENSES ALLOCATED TO PROJECTS	(656,359.00)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	($656,359.00)
TOTAL OPERATING EXPENSES	$411,387.38	$632,227.10	$26,000.00	$497,351.80	$149,000.00	$405,333.55	$206,268.13	$622,985.04	**$2,950,553.00**
	($656,359.00)								
	$1,067,746.38								

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THE COUNCIL OF THE GREAT CITY SCHOOLS
GENERAL OPERATING BUDGET
FOR FY 2013-14
EXPENSES FOR QUARTER ENDING SEPTEMBER 30, 2013

	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)	1ST QUARTER TOTAL (7/1/13-9/30/13)
GENERAL OPERATING EXPENSES									
SALARIES & FRINGE BENEFITS	$72,391.10	$107,633.55	$13,691.23	$73,138.62	$0.00	$69,914.79	$37,720.12	$64,255.26	$438,744.66
OTHER INSURANCE	17,644.82	0.00	0.00	0.00	0.00	0.00	0.00	0.00	17,644.82
TRAVEL & MEETINGS	0.00	12,885.17	0.00	0.00	0.00	0.00	101.99	0.00	12,987.16
GENERAL SUPPLIES	4,109.88	0.00	0.00	0.00	0.00	0.00	0.00	0.00	4,109.88
SUBSCRIPTION & PUBLICATIONS	595.00	0.00	0.00	0.00	0.00	1,328.97	0.00	0.00	1,923.97
COPYING & PRINTING	0.00	713.22	0.00	0.00	0.00	13,408.02	0.00	15.00	14,136.24
OUTSIDE SERVICES	35,082.04	165.00	0.00	48,925.00	19,958.20	0.00	16,065.00	0.00	120,195.24
PARTICIPANT SUPPORT COST	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TELEPHONE	2,628.80	1,073.15	0.00	629.37	0.00	405.58	892.68	1,579.16	7,208.74
POSTAGE & SHIPPING	1,000.00	237.95	0.00	325.00	0.00	342.67	24.31	300.00	2,229.93
EQPT LEASE MAINT & DEP	6,819.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	6,819.00
OFFICE RENT & UTILITIES	74,011.28	0.00	0.00	0.00	0.00	0.00	0.00	0.00	74,011.28
PROJECT IN-KIND CONTRIBUTION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
UNCOLLECTED REVENUE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
EXPENSES ALLOCATED TO PROJECTS	(137,416.62)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	(137,416.62)
TOTAL OPERATING EXPENSES	$76,865.31	$122,708.04	$13,691.23	$123,017.99	$19,958.20	$85,400.03	$54,804.10	$66,149.42	**$562,594.31**
	$137,416.62								
	$0.00								
	$214,281.92								

CATEGORICAL PROJECTS
BUDGET REPORT

FOR

FISCAL YEAR 2013-2014

1ST QUARTER

ENDING SEPTEMBER 30, 2013

THE COUNCIL OF THE GREAT CITY SCHOOLS
1ST QUARTER REVENUE AND EXPENSE REPORT
1ST QTR (7/1/13 - 9/30/13)

CATEGORICAL PROJECTS
PAGE 1 OF 2

	MEETINGS AND CONFERENCES (20)	EXXON MOBIL BHARRIS M&S SCHOLARSHIPS (20-EX)	STRATEGIC SUPPORT TEAMS (21)	SPECIAL PROJECTS ACCOUNT (22)	KPI BUSINESS PLAN (29)	CARNEGIE FOUNDATION KPI (30)	URBAN DEANS NETWK (40)	S Schwartz Urban Impact Award (41)
OPERATING REVENUE								
MEMBER DUES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
SPONSOR CONTRIBUTION	419,500.00	0.00	0.00	0.00	0.00	0.00	0.00	3,863.50
GRANTS & CONTRACTS	0.00	0.00	18,000.00	0.00	9,870.00	50,000.00	0.00	0.00
INTEREST	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
REGISTRATION FEES	224,310.00	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
TOTAL REVENUE	$643,810.00	$0.00	$18,000.00	$0.00	$9,870.00	$50,000.00	$0.00	$3,863.50
OPERATING EXPENSES								
SALARIES & FRINGE BENEFITS	$28,718.34	$0.00	$0.00	$0.00	$4,880.67	$0.00	$4,247.94	$0.00
OTHER INSURANCE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TRAVEL AND MEETING EXPENSES	97,384.60	0.00	2,399.56	0.00	0.00	0.00	0.00	0.00
GENERAL SUPPLIES	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
COPYING & PRINTING	3,166.76	0.00	0.00	0.00	0.00	0.00	0.00	0.00
OUTSIDE SERVICES	37,384.11	0.00	6,601.07	0.00	0.00	0.00	0.00	0.00
PARTICIPANT SUPPORT COST	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,000.00
TELEPHONE	550.82	0.00	0.00	0.00	96.62	0.00	11.57	0.00
POSTAGE & SHIPPING	1,975.85	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
OFFICE RENT & UTILITIES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
EXPENSES ALLOCATED TO PROJECTS	67,672.19	0.00	8,999.37	0.00	0.00	5,500.00	$966.91	0.00
TOTAL PROJECT EXPENSES	$236,852.67	$0.00	$18,000.00	$0.00	$4,977.29	$5,500.00	$5,226.42	$2,000.00
REVENUE OVER EXPENSES	$406,957.33	$0.00	$0.00	$0.00	$4,892.71	$44,500.00	($5,226.42)	$1,863.50
CLOSEOUT OF COMPLETED PROJECTS	$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
CARRYOVER BALANCE 6/30/13	$579,363.78	$0.00	$0.00	$250,233.00	($63,218.04)	$0.00	$42,113.89	$16,426.50
ENDING BALANCE 9/30/13	$986,321.11	$0.00	$0.00	$250,233.00	($58,325.33)	$44,500.00	$36,887.47	$18,290.00

THE COUNCIL OF THE GREAT CITY SCHOOLS
1ST QUARTER REVENUE AND EXPENSE REPORT
1ST QTR (7/1/13 - 9/30/13)

CATEGORICAL PROJECTS
PAGE 2 OF 2

	GATES FOUNDATION COMMON CORE (45)	IN-KIND COMMON CORE (45-IK)	GATES FOUNDATION ELL GRANT (47)	GATES FOUNDATION KPI GRANT (48)	WALLACE FOUNDATION GRANT (51)	1ST QTR TOTALS (7/1/13-9/30/13)
OPERATING REVENUE						
MEMBER DUES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
SPONSOR CONTRIBUTION	0.00	0.00	0.00	0.00	0.00	$423,363.50
GRANTS & CONTRACTS	0.00	0.00	0.00	0.00	170,000.00	$247,870.00
INTEREST	0.00	0.00	0.00	0.00	0.00	$0.00
REGISTRATION FEES	0.00	0.00	0.00	0.00	0.00	$224,310.00
SALE OF PUBLICATION	0.00	0.00	0.00	0.00	0.00	$0.00
TOTAL REVENUE	$0.00	$0.00	$0.00	$0.00	$170,000.00	$895,543.50
OPERATING EXPENSES						
SALARIES & FRINGE BENEFITS	$147,699.65	$21,174.31	$0.00	$11,537.55	$0.00	$218,258.45
OTHER INSURANCE	0.00	0.00	0.00	0.00	0.00	$0.00
TRAVEL AND MEETING EXPENSES	25,726.15	0.00	1,912.58	0.00	0.00	$127,422.89
GENERAL SUPPLIES	0.00	0.00	0.00	0.00	0.00	$0.00
DUES, SUBSCR & PUBLICATION	99.00	0.00	0.00	0.00	0.00	$99.00
COPYING & PRINTING	2,209.50	0.00	0.00	0.00	0.00	$5,376.26
OUTSIDE SERVICES	29,097.67	0.00	24,860.74	9267.38	0.00	$107,210.97
PARTICIPANT SUPPORT COST	0.00	0.00	0.00	0.00	0.00	$2,000.00
TELEPHONE	56.91	0.00	0.00	0.00	0.00	$715.92
POSTAGE & SHIPPING	1,040.45	0.00	0.00	0.00	0.00	$3,016.30
EQPT LEASE MAINT & DEP	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
EXPENSES ALLOCATED TO PROJECTS	30,889.40	4,806.57	13,859.46	4,722.72	0.00	$137,416.62
TOTAL PROJECT EXPENSES	$236,818.73	$25,980.87	$40,632.78	$25,527.64	$0.00	$601,516.41
REVENUE OVER EXPENSES	($236,818.73)	($25,980.87)	($40,632.78)	($25,527.64)	$170,000.00	$294,027.09
CLOSEOUT OF COMPLETED PROJECTS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
IN-KIND CONTRIBUTION	$0.00	$25,980.87	$0.00	$0.00	$0.00	$25,980.87
CARRYOVER BALANCE 6/30/13	$1,898,807.19	$0.00	$143,744.12	$611,510.98	$0.00	$3,478,981.42
ENDING BALANCE 9/30/13	$1,661,988.46	$0.00	$103,111.34	$585,983.34	$170,000.00	$3,798,989.38

STRATEGIC AND SUCCESSION PLANNING

STRATEGIC AND SUCCESSION PLANNING
PROJECT SUMMARY

The Council of the Great City Schools Strategic and Succession Planning Project

In January 2011, the Council of the Great City Schools hired the Parthenon Group to conduct a review of the organization's context and mission, programmatic work and strategies, organizational and financial requirements, and succession planning needs. The strategic and succession planning project spanned 9 weeks, and involved:

- Over 40 qualitative interviews with staff, current members (superintendents and school board members) and former members, and

- Five separate surveys (district leadership and four line management groups) yielding 214 responses.

Major findings

➢ The Council's goals align with what districts leaders have identified as the most pressing needs within their districts.

➢ Overall satisfactions levels with the Council's services are high across the board.

➢ District Leaders and Line Managers suggested a few potential service improvement opportunities for the Council to consider in the future, including:

- more best practice identification and proactive sharing of these practices,
- crisp summaries of "what works" (what accounts for superior performance in some districts),
- faster turnaround on reports through either adding more resources to focus on report writing or through shortening reports,
- institutionalizing operational activities,
- development of common academic performance indicators, and

- more strategic communications targeted to the broader public on behalf of urban public schools.

➢ These "opportunities for improvement" have some resource implications, including additional investments and up to four additional full time employees. Implementing all proposed changes would require $386K in additional Council funds annually.

➢ Possible sources for incremental funds include reallocation within the existing budget, raising new funds through grants, increasing membership revenue, and finding new sources of revenue (such as productizing KPIs or common core tools, or offering leadership development training).

Succession Planning

➢ The Executive Committee should consider three possible scenarios: an **emergency** situation where a new Executive Director needs to be hired in under a year, a **short-term** situation where a new Executive Director needs to be hired in one to three years, and a **medium-term** situation where an Executive Director needs to be hired in three to six years.

➢ There are three potential paths to hire an ED candidate into the Council: hire someone directly into the Executive Director position, hire someone into a Director position and groom that hire for the Executive Director position, and create a new Deputy Director position as a training position for Executive Director.

➢ Being transparent with staff and involving them in succession planning will strengthen the overall process and increase likelihood of staff staying on.

➢ Documentation of existing processes at the "enterprise" and "functional" levels will enable a smoother transition and help institutionalize practices.