# COUNCIL OF THE GREAT CITY SCHOOLS

## BOARD OF DIRECTORS MEETING

## MARCH 18, 2018

## WASHINGTON D.C.

# COUNCIL OF THE GREAT CITY SCHOOLS
## Board of Directors Meeting
## March 18, 2018
## Washington, D.C.

### AGENDA

CONVENE 8:30 AM

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 pledge to commit ourselves to the work of advancing empathy, equity, justice, and tolerance, and we vow to do everything we can to vigorously resist the forces of ignorance, fear, and prejudice, as we teach and guide our students. 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

## 2017-2018

### OFFICERS

Chair of the Board:           Darienne Driver, Milwaukee Superintendent

Chair-Elect:              Lawrence Feldman, Miami-Dade County School Board

Secretary/Treasurer:         Eric Gordon, Cleveland CEO

Immediate Past-Chair:       Felton Williams, Long Beach School Board

### MEMBERS

Thomas Ahart, Des Moines Superintendent
Juan Cabrera, El Paso Superintendent
Richard Carranza, Houston Superintendent
Sharon Contreras, Guilford County Superintendent
Paul Cruz, Austin Superintendent
Allegra "Happy" Haynes, Denver School Board
Michael Hinojosa, Dallas Superintendent
William Hite, Philadelphia Superintendent
Barbara Jenkins, Orange County Superintendent
Lacey Merica, Omaha School Board
Barbara Nevergold, Buffalo School Board
Michael O'Neill, Boston School Committee
Ashley Paz, Fort Worth School Board
Elisa Snelling, Anchorage School Board
Susan Valdes, Hillsborough County School Board
Van Henri White, Rochester School Board
Darrel Woo, Sacramento School Board
Paula Wright, Duval County School Board
*Vacancy*
*Vacancy*

*Ex Officio*
Deborah Shanley, Lehman College Interim Dean

# COUNCIL OF THE GREAT CITY SCHOOLS
## Board of Directors (as of March, 2018)

| CITY | SUPERINTENDENTS | BOARD MEMBERS |
|---|---|---|
| Albuquerque | Raquel Reedy | David Peercy |
| Anchorage | Deena Bishop | Elisa Snelling |
| Arlington | Marcelo Cavazos | Aaron Reich |
| Atlanta | Meria Carstarphen | Leslie Grant |
| Austin | Paul Cruz | Kendall Pace |
| Baltimore | Sonja Santelises | Martha James-Hassan |
| Birmingham | Lisa Herring | Cheri A. Gardner |
| Boston | Tommy Chang | Michael O'Neill |
| Bridgeport | Aresta Johnson | Dennis Bradley |
| Broward Co. | Robert W. Runcie | Laurie Rich Levinson |
| Buffalo | Kriner Cash | Barbara Nevergold |
| Charlotte-Mecklenburg | Clayton Wilcox | Mary T. McCray |
| Chicago | Janice K. Jackson | Jaime Guzman |
| Cincinnati | Laura Mitchell | Ericka Copeland-Dansby |
| Clark County | Pat Skorkowsky | Linda P. Cavazos |
| Cleveland | Eric Gordon | Denise Link |
| Columbus | John D. Stanford (Interim) | Gary Baker II |
| Dallas | Michael Hinojosa | Lew Blackburn |
| Dayton | Elizabeth Lolli (Acting) | William E. Harris |
| Denver | Tom Boasberg | Allegra "Happy" Haynes |
| Des Moines | Thomas Ahart | Cindy Elsbernd |
| Detroit | Nikolai Vitti | Steven Rhodes |
| Duval County | Patricia Willis | Paula Wright |
| El Paso | Juan Cabrera | Dori Fenenbock |
| Fort Worth | Kent P. Scribner | Ashley Paz |
| Fresno | Robert Nelson | Valerie Davis |
| Guilford County | Sharon Contreras | Linda Welborn |
| Hawaii Department of Education | Christina Kishimoto | Lance Mizumoto |
| Hillsborough County | Jeff Eakins | Susan Valdes |
| Houston | Richard Carranza | Diana Davila |
| Indianapolis | Lewis Ferebee | Michael O'Connor |
| Jackson | Freddrick Murray (Interim) | Rickey Jones |
| Jefferson County | Martin Pollio | Diane Porter |
| Kansas City | Mark Bedell | Ajia Morris |
| Long Beach | Christopher Steinhauser | Felton Williams |
| Los Angeles | Vivian Ekchian (Interim) | Kelly Gonez |
| Miami-Dade County | Alberto Carvalho | Lawrence Feldman |
| Milwaukee | Darienne Driver | Mark Sain |
| Minneapolis | Ed Graff | Siad Ali |
| Nashville | Shawn Joseph | JoAnn Brannon |
| Newark | A. Robert Gregory (Interim) | Marques-Aquil Lewis |
| New Orleans | Henderson Lewis Jr. | N/A |
| New York City | Carmen Fariña | N/A |
| Norfolk | Melinda Boone | Rodney Jordan |
| Oakland | Kyla Johnson-Trammell | Nina Senn |
| Oklahoma City | Rebecca Kaye (Acting) | Paula Lewis |
| Omaha | Mark A. Evans | Lacey Merica |
| Orlando | Barbara Jenkins | William Sublette |
| Palm Beach County | Robert Avossa | Marcia Andrews |
| Philadelphia | William R. Hite, Jr. | Joyce Wilkerson |

| | | |
|---|---|---|
| Pinellas County | Michael Grego | Peggy O'Shea |
| Pittsburgh | Anthony Hamlet | Sylvia Wilson |
| Portland | Guadalupe Guerrero | Julie Esparza Brown |
| Providence | Christopher Maher | Nicholas Hemond |
| Richmond | Jason Kamras | Dawn Page |
| Rochester | Barbara Deane-Williams | Van Henri White |
| Sacramento | Jorge Aguilar | Darrel Woo |
| St. Louis | Kelvin Adams | Daranetta Clinkscale |
| St. Paul | Joe Gothard | Zuki Ellis |
| San Antonio | Pedro Martinez | Patti Radle |
| San Diego | Cindy Marten | Kevin Beiser |
| San Francisco | Vincent Matthews | Mark Sanchez |
| Santa Ana | Stefanie P. Phillips | TBD |
| Seattle | Larry Nyland | Jill Geary |
| Shelby County (Memphis) | Dorsey E. Hopson, II | Kevin Woods |
| Toledo | Romules L. Durant | Polly Taylor-Gerken |
| Tulsa | Deborah Gist | Suzanne Schreiber |
| Washington, D.C. | Amanda Alexander (Interim) | N/A |
| Wichita | Alicia Thompson | Ron Rosales |

# COUNCIL OF THE GREAT CITY SCHOOLS

## Staff

Michael Casserly, Executive Director
Teri Trinidad, Director of Administration, Finance & Conferences
Alisa Adams, Finance Manager
Marilyn Banks, Administrative Assistant
Terry Tabor, Conference Manager
Alexis Vann, Administrative and Conference Specialist
Jeff Simering, Director of Legislation
Julie Beth Halbert, Legislative Counsel
Manish Naik, Legislative Manager
Gabriela Uro, Director of ELL Policy & Research
David Chi-Wai Lai, Special Projects Manager
Henry Duvall, Director of Communications
Tonya Harris, Communications Manager
Darrell Robinson, Communications Specialist
Raymond Hart, Director of Research
Renata Lyons, Research Manager
Moses Palacios, Legislative and Research Manager
Ashley Ison, Research and ELL Policy Specialist
Eric Vignola, Programmer/Technology 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

# MINUTES

# BOARD OF DIRECTORS

**COUNCIL OF THE GREAT CITY SCHOOLS MINUTES**
**BOARD OF DIRECTORS MEETING**
**CLEVELAND, OH**
**OCTOBER 21, 2017**

Darienne Driver, Chair of the Board of Directors, called the meeting to order at 8:51 am. Present members introduced themselves, and a quorum was established.

Minutes

Darienne Driver presented the minutes of the March 12, 2017 meeting of the Board of Directors in Washington, DC, and the July 21-22, 2017 meeting of the Executive Committee in Portland, OR. A motion to approve the minutes passed by voice vote.

Annual Reports

Board materials included both the organization's annual report as well as a sample individualized district report that detailed the organization's activities and membership benefits and services.

A motion to approve the 2016-17 Annual Report passed by voice vote.

Conferences and Meetings

Michael Casserly, executive director, presented the lineup of meetings for the remainder of 2017. The materials also included a preliminary list of 2018 conferences and meetings. Next year the annual conference will be held October 24-28 in Baltimore, MD, and 2019 will be held in Louisville, KY. Staff will be sending out an RFP to the membership in the coming weeks soliciting interest in hosting the fall conference in 2020 and beyond.

Legislation

Jeff Simering, the director of legislation, updated the board on legislative developments in Washington. The presentation began with an overall assessment of the climate in the nation's capital and where the organization was able to find common ground with the new Trump administration and where we could not.

The legislative section of the Board materials included letters and memos to Capitol Hill, correspondence with various education committees and federal agencies, formal and informal comments on regulations, fact sheets, and outreach messages to the membership around various legislative issues, FAQs, and an analysis of the *Endrew F.* supreme court decision. Simering called the board's attention to a memo sent to member district superintendents in May outlining the major challenges the organization would be facing this year. The memo covered items like healthcare reform and Medicaid funding cuts, which, as the fourth largest source of federal funding for urban schools, was a critical fight for urban education leaders. The legislative battles over the summer resulted in the defeat of Medicaid cuts, and subsequent health care proposals have not included any further language on Medicaid.

In addition, there are several other controversial issues on the docket over the next few months. These included DACA authorization legislation and disaster assistance bills, along with an upcoming budget resolution and appropriations bills that will need to be dealt with.

At this point, tax reform was the highest priority for this congress and administration. Simering laid out the relevance of tax reform for school districts, and exhorted members to pay close attention to developments in this area. The Council will be reaching out and engaging the membership over the coming weeks, so members were advised to stay prepared to act.

Casserly then reiterated the fact that this administration has been largely ineffective to date legislatively, but that between now and the holidays there would be substantial challenges on the Hill. He also indicated that 2018 would be a pivotal year.

Members of the board indicated that the Council's legislative advocacy and information had been useful and well targeted, and encouraged the organization to continue its efforts and outreach.

Communications

Casserly invited board members to let us know if our media outreach or editorializing was not reflecting their interests or positions or meeting their needs. He then reviewed recent Council statements and press releases, as well as a sample of recent articles and editorials.

Board materials also provided an update on the group's social media presence. The organization has been trying to be much more aggressive on this front. In fact, the Council saw a dramatic increase in twitter traffic at this conference, thanks in part to Bill Gates' keynote address and other high-profile speakers and events.

Communications materials also included the results of a survey of member district public relations offices, a copy of a recent award of merit, along with a full list of media awards the organization has received, and the latest edition of *The Urban Educator*.

Research

The Board materials provided an overview of the research work of the organization. Discussion started with the new academic KPIs. These data were the result of a five-year effort to identify, collect, and analyze indicators of academic progress. The organization already has a well-developed set of operational, non-academic KPIs, and these new academic KPIs extend that work into the instructional realm. This year, the organization collected three years of data across all member districts. Casserly reviewed the various topical areas where data were collected, including indicators such as pre-K enrollment data, reading and math TUDA scores (for TUDA participants), absenteeism, suspension rates, and secondary grade-level indicators, including the percent of 9th graders failing one or more courses, graduation rates, Algebra I completion rates, etc. These data are unique and can be disaggregated by student group and year. The next goal is to digitize the data, so members can more readily access and analyze results.

Board members had several suggestions. One member suggested identifying not only districts with the highest performance, but districts making the fastest gains. Casserly agreed, and the project team will work to develop quartile measures on growth or rates of improvement as well as status.

Members also discussed including additional socioemotional measures. Casserly explained that this was something the group struggled with in the first iteration of these KPIs. But as the data get better, the potential for including these types of measures will grow.

Alberto Carvalho, superintendent of the Miami-Dade County schools, asked about the use of indicators for equity purposes and how they would incorporate NAEP results. Casserly responded by describing a proposal the Council was writing to NAGB to set up a standing advisory committee of superintendents and council member staff to provide feedback and guidance on things such as equity and NAEP data. He also described how the new KPIs were crafted to assess progress on the Council's pledge on males of color.

Other potential indicators suggested by board members included certifications for career and technical education, college-credit earning by high school students, and dual credit coursework. Casserly indicated that the group had collected data on some of these topics, but weren't confident yet in their quality.

Discussion then turned to the Council's draft NAEP analysis report, provided in the Board materials. This analysis identified districts that had overcome the well documented effects of poverty and other barriers on student outcomes and achievement, comparing urban public schools to private schools, charters, and public schools throughout the nation.

Preliminary results showed that district urban schools were doing better than one would expect statistically, and were doing better statistically than the average public school nationwide at overcoming these barriers. Moreover, urban public schools were doing better than private schools at overcoming the effects of poverty and other factors. And better than charter schools in fourth grade reading and math, but not in eighth grade reading and math. Casserly also noted that the data showed that demographic trends among charter schools were changing—generally skewing toward higher income students and students with families with higher levels of parent education. (The analysis was not able to separate district from independent charters.)

In addition, the analysis asked *which* of our districts were rising above statistical expectations and which ones were not. The group then reviewed the charts that presented these data.

Casserly asked members to share any concerns or comments they had. Members then discussed the data, and possible indicators to include moving forward, as well as more ways to discern/disaggregate data, included breaking data down by state.

The discussion then turned to how to release, disseminate, and communicate the findings. The Board generally agreed with the suggestion of presenting the data in a neutral way—presenting data that was both good and bad about urban school performance and progress.

A few members suggested taking more time to determine how to best present the results, given the different state contexts of member districts.

A motion was introduced and seconded to move forward with the release of report, but to delegate to officers a decision on the timing of the release until after the organization had reached out to the membership to strategize around communications and messaging, and had a chance to incorporate any changes to the language of the report to address concerns.

The motion passed by a show of hands. Two members opposed.

<u>Task Force on Males of Color</u>

The Executive Committee formed a new task force in July around the Council's work on males of color. The Board materials for this section included a report entitled *Excellence for All*, based on findings from the males of color conference that was held earlier this year.

<u>Achievement and Professional Development Task Force</u>

Deb Shanley gave the report of the Achievement Task Force. At the task force meeting, the group devoted considerable time to discussing the new academic KPIs. There was also a presentation summarizing themes emerging from the organization's various instructional support team visits. In addition to Council staff presentations, the superintendent from Pittsburgh, Anthony Hamlet, presented his perspective as a participant in the process of one such strategic support team review. Discussion also touched on the Nashville balanced literacy pilot program, including a presentation by district and Council staff.

Board materials also provided a catalog of tools available to districts to assist in the implementation of college- and career-readiness standards, including two recent resources—the *Indicators of Success* (an implementation self-assessment) and *Supporting Excellence*, a framework for designing and supporting a strong standards-aligned curriculum.

Finally, materials included information on a series of computer-science webinars—one of which was scheduled for Oct. 23—and a flyer for the annual research and curriculum meeting. Deb Shanley thanked the academic and research teams for their outstanding work.

<u>Bilingual Task Force</u>

Ashley Paz, Fort Worth school board member, asked Gabriela Uro, the Council's bilingual director, to give the report of the Bilingual Task Force. Two major projects were discussed. The first was the instructional materials joint procurement project. An RFP was released on September 8th by the lead district, Los Angeles. The Council was now undergoing a rigorous selection process. By November, the group will make its final selection of publishers willing to work with the Council on revising their ELL math materials. The next year will then be devoted to developing high quality materials, which should be available by November 2018.

The second main project the ELL staff was working on involved an online professional development platform, with coursework focused specifically on academic language development. An informational brochure was available in the Board materials.

In addition to these two projects, the Bilingual education task force spent time discussing DACA. The Council issued a statement in support of DACA and has made our position known to Congress and the press.

Finally, Gabriela Uro issued a last call for districts to submit responses to the ELL survey. This survey had been in the field for eight months, and is the only instrument that gathers data on ELLs in our urban districts. A list of districts that had responded to date was provided in the materials.

Leadership, Management, and Governance Task Force

Michael O'Neill, president of the Boston school committee, gave the report of the Leadership, Management, and Governance Task Force. The leadership section of the Board materials started with a draft school board governance tool. Materials also contained newly-released booklets on internal auditing and cyber security. Both reports were well received at the task force meeting.

The latest *Managing for Results* report, which contains the organization's non-instructional KPI data, was also released at this conference, and described by Mr. O'Neill.

Finally, Board materials provided sample reports from some recent SSTs. These included a review of the procurement system in Shelby County, a review of the organizational structure and staffing in Dayton, and reports on transportation and IT in San Antonio.

There was also considerable discussion at the Leadership Task Force meeting around the training and professional development resources needed by both new and longstanding board members, as well as specialized resources for board presidents. One Board member suggested that the Council host a job-alike session at next year's fall conference devoted to this issue of board governance and leadership development. The group also discussed expanding the Council's on-site board training visits to include board members from other member districts, so boards could learn from their peers in other cities.

Finance Task Force

No report.

Membership

Larry Feldman, the Council's chair-elect, gave the report for the membership committee. As of the last Executive Committee meeting in July, three districts had applied for membership in the organization—Peoria, Garland, TX, and Aurora, CO. The subcommittee reviewed all bylaws dealing with membership, and Peoria and Garland did not meet the membership criteria.

Aurora, CO, however, did meet the criteria, and a vote was taken to accept them into the Council. However, when Council staff followed up with them after the meeting, they were informed that they could not pay the membership dues, so Aurora's membership was placed on hold.

Feldman then updated the group on the status of the membership of Toronto. The Board had voted previously to extend an invitation to Toronto to join as the first international member. However, in response to President Trump's travel ban, the city of Toronto passed a resolution barring travel to the U.S., so Toronto's membership has also been placed on hold.

By-Laws

No report.

Audit

Eric Gordon, Cleveland schools CEO and secretary/treasurer of the Council. gave the audit report. The Board materials presented the budget for 2016-17. The Executive Committee reviewed these materials in detail at its meeting earlier this week. Materials also included the budget for the current year. The organization was projected to be on track with the adopted budget.

The audit section also listed the status of member district dues. Eric Gordon suggested that everyone make sure their districts were current in their dues. He then called the group's attention to two amendments to the personnel handbook—including an introductory statement regarding the purpose of the personnel policy, and a conflict of interest form to be filled out by staff.

Finally, the executive committee had also adopted an amendment to the organization's investment policy clarifying that the group only invests in funds that are consistent with our values and equity goals.

A motion to accept the audit report passed by a voice vote.

In closing, the Board Chair informed the group that the executive committee was the process of developing a strategic plan. The committee would hold a preliminary session at its January meeting in Orlando, FL.

The Board chair then thanked Council staff and the host city of Cleveland for a successful annual conference. The Cleveland school system received enthusiastic applause for its work hosting this year's annual conference. The chair also acknowledged Ronald Lee, board member from Dayton, who was stepping down this year, making this his last Council meeting. Darienne Driver thanked him for his many years of service. Marnell Cooper, board member from Baltimore, was subsequently thanked.

The Chair adjourned the meeting at 12:15 pm.

Respectfully submitted:
Michael Casserly
Executive Director

Executive Committee/Board of Directors Meeting Follow-up Steps

- **Strategic Planning.**
  - o In advance of the January session, Board officers agreed to meet by phone and lay out what we are and are not trying to accomplish during January's strategic planning discussion.
  - o A SWOT analysis by Council staff was also suggested.
- **NAEP analysis**.
  - o A motion passed to move forward with the NAEP analysis, but only after member districts were consulted around communications and messaging.
  - o We would then incorporate any changes to the language of the report to address concerns.
  - o At that point, Board officers will decide on the timing of the release.
- **Board governance and leadership training.**
  - o The committee agreed with a member suggestion to conduct a session on board governance at next year's fall conference, devoted to the issue of developing educational leadership and focus among urban school boards.
  - o Members also suggested expanding the Council's on-site board training visits to include board members from other member districts, so board members could learn from their peers in other cities.
- **Academic KPIs.**
  - o Development of an online system was discussed as the next step in the KPI work. Staff reported that programming was expected to begin soon.
  - o Inclusion of charts identifying not only high performing districts, but districts with the fastest rates of improvement in various areas was suggested.
- **Annual conference location for 2020.**
  - o Council staff will issue an RFP to host the 2020 annual conference and beyond.
- **Marshall College Fund proposal.**
  - o Members suggested that discussion on the proposal be deferred until the January meeting of the committee.

# EXECUTIVE COMMITTEE

**COUNCIL OF THE GREAT CITY SCHOOLS**
**MINUTES**
**EXECUTIVE COMMITTEE MEETING**
**Orlando, FL**
**January 20, 2018**

**Saturday, January 20, 2018**

Present:

Officers:

Darienne Driver, Chair, Milwaukee Superintendent
Lawrence Feldman, Chair-elect, Miami-Dade School Board
Eric Gordon, Secretary/Treasurer, Cleveland CEO
Felton Williams, Immediate Past Chair, Long Beach School Board

Members:

Tom Ahart, Des Moines Superintendent
Juan Cabrera, El Paso Superintendent
Sharon Contreras, Guilford County Superintendent
Paul Cruz, Austin Superintendent
Allegra Haynes, Denver School Board
Michael Hinojosa, Dallas Superintendent
William Hite, Philadelphia Superintendent
Barbara Jenkins, Orange County Superintendent
Aurora Lora, Oklahoma City Superintendent
Lacey Merica, Omaha School Board
Barbara Nevergold, Buffalo School Board
Michael O'Neill, Boston School Board
Ashley Paz, Fort Worth School Board
Elisa Snelling, Anchorage School Board
Susan Valdes, Hillsborough County School Board
Paula Wright, Duval County School Board

Absent:

Richard Carranza, Houston Superintendent
Michelle King, Los Angeles Superintendent
Deborah Shanley, Brooklyn College, CUNY Dean

Darienne Driver, Chair of the Board of Directors and Milwaukee superintendent, called the meeting to order at 8:00 am. Present members introduced themselves and a quorum was established.

<u>Minutes</u>

Darienne Driver presented the minutes of the October 19, 2017 meeting of the Executive Committee and the October 21, 2017 meeting of the Board of Directors at the Annual Conference in Cleveland. A motion to approve the minutes passed by voice vote.

<u>Legislation</u>

Jeff Simering, Director of Legislation, and Manish Naik, Legislative Manager, briefed the committee on legislative issues and developments. Both concluded that we were in better shape legislatively than we expected to be a year ago. Much of the first year of the Trump administration focused on health care reform and the tax bill but not education. Still, the Council was very active in opposing both the roll back of the Affordable Care Act and the tax bill. Ultimately, we and others were successful in blocking repeal of the ACA and defeating the elimination of the state and local tax deduction in the tax bill. The only parts of the tax bill that we were not able to block was a provision that expanded 529 accounts to cover private school tuition and other language that repealed various school construction bonding provisions.

This year—2018—is an election year, so many of the proposed entitlement cuts will probably not pass. DACA, however, will continue to be an issue. Casserly called the committee's attention to the fact that the Council had a special members-only website that had DACA tools. DACA is likely to get caught up in the continuing resolution, and it is set to expire on March 5 unless Congress acts to extend or modify it. In addition to DACA, however, the continuing resolution will have to resolve defense versus domestic spending caps, provide hurricane and other disaster relief, and decide individual program spending levels.

Simering called attention in the committee materials to changes in member district poverty levels, which might affect Title I allocations, except that poverty levels nationally seemed to have gone down more than that of urban districts. The result may be increases in some districts.

Other federal legislation—such as the higher education reauthorization, teacher loan forgiveness, the Perkins CTE extension, and Pell grants—may also move this year, except that changes in these laws are not likely to be dramatic.

In early February we will see President Trump's second year budget request for FY 2019. The Council anticipates that the budget request may include infrastructure funding, but the organization expects that the request will not include extensive funding, and it may not initially include schools at all. School facilities legislation has been proposed in both the House and Senate, but these bills are largely Democratic led. Discussion followed on the data the organization needs to collect to make the case for school funding and to be ready should a bill begin moving.

Simering then summarized the Department of Education's deregulation initiative. The organization is working with the department on various cost savings provisions, but it remains to be seen how far the department will go.

Nominations

There were two vacancies on the Executive Committee because of Ronald Lee, School Board Member from Dayton, and Marnell Cooper, School Board Member from Baltimore, stepping down last year. The Board Chair nominated Darrel Woo (Sacramento School Board Member) and Don Samuels (Minneapolis School Board Member) to fill these vacancies. However, Don Samuels was replaced as the board representative to the Council, so he is no longer eligible for the Committee. In his place, the chair nominated Van Henri White, a school board member from Rochester. Approval of the two new Executive Committee nominations passed by voice vote.

Membership

Larry Feldman, Chair-elect and Miami-Dade County school board president, gave the report of the Membership Subcommittee. Puerto Rico applied for membership and appeared to meet all population and demographic criteria. The only issue was whether to waive membership dues for the first year.

A motion to accept Puerto Rico as a new member passed by voice vote.

A motion to waive Puerto Rico's membership dues—only for the first year, with a review after this initial period— was proposed.

A motion to amend this motion to waive Puerto Rico's membership dues until such a time as the Executive Committee determined that they were financially able to pay dues was also offered.

A motion to further amend this motion to specify that the committee would review Puerto Rico's financial situation every three years was proposed.

A motion to accept the motion as amended passed by a voice vote.

By-Laws

The By-Laws Subcommittee indicated that it may want to meet to consider any needed by-laws changes considering the strategic planning session yesterday. The By-Laws Subcommittee may also need to review the organization's dues authority, given the discussion on Puerto Rico.

Audit

Eric Gordon, Secretary/Treasurer and Cleveland schools' CEO, gave the audit report. The materials included the draft audit report for FY2016-17. Gordon applauded Council staff for a clean audit report. Gordon described the organization's assets and liabilities as holding steady with some gains in investments. At the same time, the organization was spending down its temporarily restricted accounts. The auditors made several recommended changes in journal entries, which were made, but the auditor's notes did not contain any notable remarks.

The audit materials indicated that the organization experienced a $348K surplus for the year and had $10.3 million in net carryover.

The audit materials also included an update on membership dues. Only three districts other than New Orleans were not able to pay their dues for 2016-17—Charleston, Santa Ana, and Newark. Santa Ana, however, has paid its 2017-18 dues. Staff are in discussions with Newark, but Charleston may be dropping its membership.

Moreover, materials included spending and revenue figures for the 2017-18 program year---through December 31. Overall, the organization was on track to meet budget projections and remain in balance as proposed.

In addition, asset allocations were provided for the first six months, and data showed that the organization was within its targets.

The materials also provided the proposed budget for FY2018-19. Dues for 2018-19 reflected a national CPI increase of 2.2%.

A motion to approve the audited report for FY16-17 and the 2018-19 budget passed by voice vote.

Conferences and Meetings

Michael Casserly, the organization's executive director, presented the meeting lineup for the remainder of 2018, and reviewed the evaluations of the 2017 annual conference in Cleveland, which were very positive.

Committee materials included the registration brochure for the upcoming Legislative and Policy Conference in Washington, DC. This meeting will also be accompanied by a job-alike meeting of the Council's special education directors.

The summer Executive Committee meeting will be held in Anchorage, July 20-21, and the annual fall conference will be in Baltimore. Casserly indicated that he had arranged for Michelle Alexander (author of *The New Jim Crow*) and Khizr Khan (Gold Star father and champion of the Constitution) to be speakers. An invitation had also been extended to President Obama.

The 2019 annual conference will be held in Louisville, KY. And the organization received applications from five districts—Philadelphia, Dallas, El Paso, Indianapolis, and Pittsburgh—to host the 2020, 20121, and 2022 annual conferences. Committee members from Philadelphia, Dallas, and El Paso offered further details. The officers will circle back with Indianapolis and Pittsburgh before deciding on 2020 and subsequent years.

Communications

Casserly reviewed recent articles, press releases, and official statements that the Council had released over the past few months.

Casserly then reviewed the Baltimore situation, the rising presence of Sinclair Publishing, and its announcement that they would be expanding into more urban markets with investigative stories and more staffing in the months and years to come. Casserly indicated that Council staff were already discussing the situation with member PREs and developing a preliminary game-plan in response.

Communications also included sample one-pagers, designed to tell short positive stories about urban public schools.

Research

An overview of Council research activities was provided in committee materials. The section began with information on TUDA. Casserly pointed out that the 2017 TUDA data had been delayed, but results would finally be released on April 10.

The materials also provided the latest draft of a special analysis of NAEP data, looking at how well districts were overcoming the effects of poverty and other barriers on student achievement. Casserly reminded the committee of the discussion about the draft in Cleveland. Casserly asked for guidance from the Committee. Members agreed to present all data, including that on charters and private schools, and message the release very carefully with the districts that are included in the report.

The research section of the materials also included draft profiles of Boston, Chicago, and DC, describing the role common core may have played in boosting NAEP performance. Casserly indicated that the Council would still like to conduct more detailed case studies on why some districts have shown more progress than others.

Finally, materials included information on a newly-formed NAGB advisory panel composed of Council-member personnel. Materials included a list of panel members.

Achievement and Professional Development Task Force

Paul Cruz, Austin superintendent, and Paula Wright, Duval County school board member, gave the report of the Achievement Task Force. Wright described the Task Force meeting in Cleveland, which focused on the Nashville balanced literacy pilot project. Cruz pointed out the curriculum framework document, underscoring the importance of aligning instruction to college- and career-readiness standards.

Casserly then indicated that the group was continuing its work on the academic key performance indicators, which will now include more measures on special education. He also informed the group that staff were backlogged on special education reviews, but we were conducting them as fast as possible. Requests had been made from Cleveland, Detroit, Guilford County, Fresno, Omaha, Denver, and Wichita.

The materials also included a draft memo to the Jackson school district on the Council's preliminary review of instructional programming there. A final report should be ready by the March conference.

Casserly then asked the group about what it most wanted to see considering some of the contradictory findings in the membership survey discussed in the strategic planning session. Committee members indicated that at this point reports synthesizing lessons learned and effective practices would be most helpful. Also, the committee suggested that resources and supports were needed to help build the internal capacity of district staff rather than additional tools.

Males of Color Task Force

Michael Hinojosa, Dallas superintendent, and Bill Hite, Philadelphia superintendent, gave the Males of Color task force report. Hinojosa described the task force meeting in Cleveland and the attention that the issue received.

Casserly was asked for his thoughts on next steps by the task force. He indicated that we should start juxtaposing the data on Males of Color from our academic KPI work and the program annotations that the members were providing to see if some district strategies were producing more progress than other strategies. Members agreed that this would be a positive next step and that the spreadsheet of program descriptions should be updated. Casserly indicated that the KPIs so far showed that progress was being made on attendance, graduation, and AP participation, but that other factors—such as ninth grade course failure rates and Algebra I completion rates—were not showing much progress.

Members then discussed the importance of recruiting and retaining minority male teachers. One suggestion was to launch a survey of our urban colleges of education to gather data on how we could expand this pipeline.

Casserly also noted that the troops-to-teachers program was being phased out, but that the Council was working with a group from the military to authorize a follow-up initiative.

Bilingual Education

Ashley Paz, Fort Worth school board member, gave the report of the Bilingual Education task force. She described several large projects being undertaken in this area. Casserly provided additional details on the video-based professional development platform that the organization was finishing and the status of the joint ELL materials purchasing project. Sharon Contreras, Guilford County superintendent, indicated that they were using the platform to good effect.

Committee materials also included preliminary ELL survey results.

Leadership, Governance, and Management

Michael O'Neill, Boston school committee chair, and Barbara Jenkins, Orange County superintendent, gave the report for the Leadership, Governance, and Management Task Force. The first item included an update on the urban education institute. AJ Crabill was conducting interviews of staff and the membership on priorities, how the institute should be funded, the planning process, next steps, etc. Preliminary results indicated that the effort should target superintendents, school board members, deputies, and cabinet level leaders.

O'Neill indicated that the organization was also discussing the possibility of partnering with a university. Harvard's PELP program was offered as one possible partner we could think about.

The second item from the task force included an update on disaster relief efforts. In addition to work on behalf of Houston, Casserly led a team to Puerto Rico to conduct building assessments. The report on their findings was included in committee materials. The organization has now been asked to assemble a team from Florida to provide professional development on facilities management.

Hinojosa then offered to come to D.C. ahead of the upcoming legislative conference to share materials that Dallas had developed around effective superintendent searches.

Two recent operational reviews were also included in the materials. Finally, committee materials included a sample district information request on school start times. Eric Gordon indicated that he was a frequent user of this service.

Finance

No report.

The Chair adjourned the meeting at 2:50 pm.

Respectfully submitted:

Michael Casserly
Executive Director

# NOMINATIONS

# COUNCIL OF THE GREAT CITY SCHOOLS

# Subcommittee on Nominations

## 2017-2018

Goal: To ratify slate of Officers, to nominate an individual for Secretary/Treasurer, to renew or replace incumbents whose terms on the Executive Committee are expiring and to fill vacancies on the Executive Committee.

### *Chair*
Felton Williams, Long Beach School Board

### *Members*
Mary McCray, Charlotte Mecklenburg School Board
Gary Baker II, Columbus School Board
Sonja Santelises, Baltimore Superintendent
Richard Carranza, Houston Superintendent
Melinda Boone, Norfolk Superintendent
Pedro Martinez, San Antonio Superintendent

# COUNCIL OF THE GREAT CITY SCHOOLS

# Nominations

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

**Officers**

1) Be it resolved: That Lawrence Feldman (Miami-Dade County School Board) serve as Chair of the Board beginning July 1, 2018 and ending June 30, 2019.

   ACTION BY COMMITTEE
   ( ) Approved
   ( ) Not Approved

   AFFIRMED

   _____
   Chair of the Board

2) Be it resolved: That Eric Gordon (Cleveland CEO) serve as Chair-Elect of the Board beginning July 1, 2018 and ending June 30, 2019.

   ACTION BY COMMITTEE
   ( ) Approved
   ( ) Not Approved

   AFFIRMED

   _____
   Chair of the Board

3) Be it resolved: That Michael O'Neill (Boston School Committee) serve as Secretary/Treasurer of the Board beginning July 1, 2018 and ending June 30, 2019.

   ACTION BY COMMITTEE
   ( ) Approved
   ( ) Not Approved

   AFFIRMED

   _____
   Chair of the Board

4) Be it resolved: That Darienne Driver (Milwaukee Superintendent) serve as Immediate Past Chair of the Board beginning July 1, 2018 and ending June 30, 2019.

ACTION BY COMMITTEE
( ) Approved
( )  Not Approved

AFFIRMED

_____
Chair of the Board

## Vacancies

1) Be it resolved: That Raquel Reedy (Albuquerque Superintendent) fill the vacancy created by Michelle King (Los Angeles Superintendent), whose term was set to expire June 30, 2020.

   ACTION BY COMMITTEE
   ( ) Approved
   ( )  Not Approved

   AFFIRMED

   _____
   Chair of the Board

2) Be it resolved: That Guadalupe Geurrero (Portland Superintendent) fill the vacancy created by Aurora Lora (Oklahoma City Superintendent), whose term was set to expire June 30, 2019.

   ACTION BY COMMITTEE
   ( ) Approved
   ( )  Not Approved

   AFFIRMED

   _____
   Chair of the Board

3) Be it resolved: That Valerie Davis (Fresno School Board) serve the unexpired term of Michael O'Neill (Boston School Committee), who has been nominated as Secretary/Treasurer, and whose term expires June 30, 2019.

   ACTION BY COMMITTEE
   ( ) Approved
   ( )  Not Approved

   AFFIRMED

   _____

Chair of the Board

## Confirmation of Appointments

4)  Be it resolved: That Van Henri White (Rochester School Board) fill the vacancy created by Ronald Lee (Dayton School Board), whose term was set to expire June 30, 2020.

    ACTION BY COMMITTEE
    ( ) Approved
    ( ) Not Approved

    AFFIRMED

    _____
    Chair of the Board

5)  Be it resolved: That Darrel Woo (Sacramento School Board) fill the vacancy created by Marnell Cooper (Baltimore School Board), whose term was set to expire June 30, 2019.

    ACTION BY COMMITTEE
    ( ) Approved
    ( ) Not Approved

    AFFIRMED

    _____
    Chair of the Board

## Renewal of Terms

1)  Be it resolved: That Paul Cruz (Austin Superintendent) serve a second three-year term ending June 30, 2021.

    ACTION BY COMMITTEE
    ( ) Approved
    ( ) Not Approved

    AFFIRMED

    _____
    Chair of the Board

2) Be it resolved: That Elisa Snelling (Anchorage School Board) serve a first three-year term ending June 30, 2021.

ACTION BY COMMITTEE
( ) Approved
( ) Not Approved

AFFIRMED

_____
Chair of the Board

# Composition of Executive Committee
## FY2017-2018 as of July 1, 2018[1]

| Region | Male | Female | Board | Supt | Black | Hispanic | White | Other | Totals |
|---|---|---|---|---|---|---|---|---|---|
| East | 4 | 1 | 3 | 2 | 3 | 0 | 2 | 0 | 5 |
| Southeast | 1 | 4 | 3 | 2 | 3 | 1 | 1 | 0 | 5 |
| Midwest | 5 | 4 | 3 | 6 | 2 | 4 | 3 | 0 | 9 |
| West | 2 | 3 | 3 | 2 | 0 | 2 | 1 | 2 | 5 |
| Totals | 12 | 12 | 12 | 12 | 8 | 7 | 7 | 2 | 24 |

[1] Including new members

# APPOINTMENTS BY THE CHAIR, 2017-18

## SUBCOMMITTEE CHAIRS AND MEMBERS

Audit Subcommittee Chair: Eric Gordon, Cleveland CEO
Paul Cruz, Austin Superintendent
Michael Hinojosa, Dallas Superintendent
Ashley Paz, Fort Worth School Board
Elisa Snelling, Anchorage School Board
Paula Wright, Duval County School Board

Bylaws Subcommittee Chair: Allegra "Happy" Haynes, Denver School Board
Juan Cabrera, El Paso Superintendent
Richard Carranza, Houston Superintendent
Barbara Jenkins, Orange County Superintendent
Lacey Merica, Omaha School Board
Michael O'Neill, Boston School Committee
Felton Williams, Long Beach School Board

Membership Subcommittee Chair: Larry Feldman, Miami-Dade County School Board
Thomas Ahart, Des Moines Superintendent
Sharon Contreras, Guilford County Superintendent
William Hite, Philadelphia Superintendent
Barbara Nevergold, Buffalo School Board
Susan Valdes, Hillsborough County School Board

# Task Force Chairs

Achievement and Professional Development Task Force
Co-Chair: Paul Cruz, Austin Superintendent
Co-Chair: Paula Wright, Duval County School Board
Co-Chair: Deborah Shanley, Lehman College of Education Dean

Males of Color Task Force
Co-Chair: Bill Hite, Philadelphia Superintendent
Co-Chair: Michael Hinojosa, Dallas Superintendent

Bilingual Task Force
Co-Chair: Richard Carranza, Houston Superintendent
Co-Chair: Ashley Paz, Fort Worth School Board

Leadership & Governance Task Force
Co-Chair: Michael O'Neill, Boston School Committee
Co-Chair: Barbara Jenkins, Orange County Superintendent

Finance Task Force
    Co-Chair: Thomas Ahart, Des Moines Superintendent
    Co-Chair: Barbara Nevergold, Buffalo School Board

# CONFERENCES AND MEETINGS

# COUNCIL OF THE GREAT CITY SCHOOLS
## 2018 Conference Schedule

Executive Committee Meeting
January 19 & 20, 2018
Hyatt Regency Grand Cypress, Orlando, FL

HRD/Personnel Directors & CIO Meeting
February 6-9, 2018
Gallery One Hotel, Ft. Lauderdale, FL

Legislative/Policy Conference
March 17-20, 2018
The Mayflower Hotel, Washington, DC

Chief Operating Officers Conference
April 17-20, 2018
Sheraton Downton Hotel, Atlanta, GA

Bilingual Directors Meeting
May 15-19, 2018
Renaissance Hotel, Ft. Worth, TX

Curriculum & Research Directors' Joint Meeting
June 25-28, 2018
The Marquette Hotel, Minneapolis, MN

Public Relations Executives Meeting
July 12-14, 2018
Hyatt Regency Orange County, Garden Grove, CA

Executive Committee Meeting
July 20 & 21, 2018
Hilton Anchorage, Anchorage, AK

Annual Fall Conference
October 24-28, 2018 at the Baltimore Marriott Waterfront in Baltimore, MD
October 23-27, 2019 at the Omni Louisville Hotel in Louisville, KY

Chief Financial Officers Conference
November, 2018
TBD

# FALL CONFERENCE
# 2018

COUNCIL OF THE GREAT CITY SCHOOLS'
62nd ANNUAL FALL CONFERENCE

# BUILDING A GENERATION:
# BLUEPRINTS
## FOR SUCCESS IN URBAN EDUCATION

SEE YOU IN          OCTOBER 24–28, 2018
# BALTIMORE

# COUNCIL OF THE GREAT CITY SCHOOLS

# 62nd ANNUAL FALL CONFERENCE

## Hosted by the
## BALTIMORE CITY PUBLIC SCHOOLS
## Baltimore, MD

## OCTOBER 24 - 28, 2018

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

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

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

# FALL CONFERENCE
## 2019

# COUNCIL OF THE GREAT CITY SCHOOLS

# 63rd ANNUAL FALL CONFERENCE

**Hosted by the**
**JEFFERSON COUNTY PUBLIC SCHOOLS**
**Louisville, KY**

**OCTOBER 20 - 28, 2019**

**CONFERENCE HOTEL:**
**Omni Louisville Hotel**
400 South 2$^{nd}$ Street
Louisville, KY  40202

GROUP RATE:  $214/night for Single and Double Occupancy
                      Plus 16.07% tax

Set to open in early 2018, the Omni Louisville will be a catalyst to the city's growth and urban development. Considered the tallest hotel in Louisville and located at Liberty and 2nd Street, one block from the Kentucky International Convention Center, the hotel will be the cornerstone in the city's most exclusive entertainment, retail and office district, "Fourth Street Live!" The hotel will feature 612 finely appointed guestrooms and suites topped by 225 luxury apartments.

The hotel will offer approximately 70,000 square-feet of flexible meeting and event space. Meeting and convention attendees will have access to an additional 300,000 square-feet of meeting and exhibit space at the Kentucky International Convention Center

The 30-story luxurious property will reflect Louisville's warmth and hospitality, while embracing and celebrating the city's authentic quality and charm. The hotel will be the luxury brand's first property in Kentucky.

# FALL CONFERENCE 2020

**Council of the Great City Schools**

January 8, 2018

Dear Great City School Leader:

On behalf of the Council of the Great City Schools, I am pleased to announce that invitations to host the Annual Fall Conference of the Great City Schools are now open.

The Annual Fall Conference of the Great City Schools is the premier gathering of the nation's big city school systems and their leaders. It brings together about 1,000 school superintendents, school board members, senior staff, colleges of education, and others over four days to discuss emerging challenges and the growing progress of our urban schools and students. The conference also features nationally known speakers and generates substantial positive press for the host school system and city. These conferences also generate substantial revenue for the host city, and provide a way for the host city to showcase a city's school district and unique sites.

The Council is soliciting bids to host conferences in 2020, 2021, and 2022. I have attached selection criteria and a list of previous host cities. The executive committee and the board of directors of the Council will make the final selections.

I encourage you to prepare any bid you are interested in making in conjunction with your local tourism bureau or other entities because these conferences require a great deal of collaboration across the city.

The Council is asking for bids to be submitted no later than close of business on January 17, 2018. There are no applications to fill out, so submissions may be in any form that you think makes the best case for why your city should host one of the upcoming meetings.

Thank you very much for your interest and your support of the Council of the Great City Schools.

Sincerely,

Michael Casserly
Executive Director

# Criteria for Selection of Fall Conference Host Cities

1. Potential to draw increased number of attendees and their families.
2. City of interest for attendees to visit.
3. Wide array of cultural sites, restaurants, music, museums, theaters, sporting events, and other attractions for after-hours.
4. Conference hotel rooms prices under $200 for attendees.
5. Conference hotel with at least 500 sleeping rooms.
6. Presence of nearby backup hotels.
7. Hotel ballroom space capable of holding 700 to 1,000 people banquet style with room for a 24'x12'x2' stage riser.
8. Hotel with sufficient number of small meeting rooms to accommodate about 15 to 20 breakout sessions simultaneously over two to three-day period.
9. Host city willing to offer amenities to guests.
10. Host city willing to devote media attention to work of conference.
11. Collaboration by host city convention bureau, chamber of commerce, mayor, and other similar groups.
12. City with reasonable number of direct flights from other Great Cities on major carriers.
13. City willing and able to secure major cultural attractions for receptions and other similar events.
14. Host school system with staff capable of assisting in organization of large events.
15. Host school system willing and able to conduct necessary fundraising to offset local expenditures.
16. Locally available talent with national name recognition to events and speeches.
17. Host school system with schools and educational programs of national interest to conference attendees.
18. Host city with national news capacity or serves as media hub.
19. Host city is a member in good-standing of the Council.
20. Other criteria as necessary.

# Sites of Fall Conferences

| Host City | Year |
|---|---|
| | |
| Louisville | 2019 |
| Baltimore | 2018 |
| Cleveland | 2017 |
| Miami-Dade County | 2016 |
| Long Beach | 2015 |
| Milwaukee | 2014 |
| Albuquerque | 2013 |
| Indianapolis | 2012 |
| Boston | 2011 |
| Tampa | 2010 |
| Portland | 2009 |
| Houston | 2008 |
| Nashville | 2007 |
| San Diego | 2006 |
| Atlanta | 2005 |
| Clark County | 2004 |
| Chicago | 2003 |
| Broward County | 2002 |
| Norfolk | 2001 |
| Los Angeles | 2000 |
| Dayton | 1999 |
| San Francisco | 1998 |
| Detroit | 1997 |
| Minneapolis | 1996 |
| Oklahoma City | 1995 |
| Seattle | 1994 |
| Houston | 1993 |
| Milwaukee | 1992 |
| Columbus | 1991 |
| Boston | 1990 |
| Miami-Dade County | 1989 |
| Toledo | 1988 |
| Seattle | 1987 |
| New York City | 1986 |
| Pittsburgh | 1985 |
| Albuquerque | 1984 |
| San Francisco | 1983 |
| Buffalo | 1982 |
| Memphis | 1981 |
| Norfolk | 1980 |
| New York City | 1979 |

| | |
|---|---|
| San Francisco | 1978 |
| Dallas | 1977 |
| Chicago | 1976 |
| Cleveland | 1975 |
| Denver | 1974 |
| St. Louis | 1973 |
| Houston | 1972 |
| Minneapolis | 1971 |
| Dallas | 1970 |
| Washington, D.C. | 1969 |
| Philadelphia | 1968 |
| Cleveland | 1967 |
| Milwaukee | 1966 |
| Los Angeles | 1965 |
| Pittsburgh | 1964 |
| St. Louis | 1963 |
| Detroit | 1962 |
| Chicago | 1961 |
| Chicago | 1960 |
| Chicago | 1959 |
| Chicago | 1958 |
| Chicago | 1957 |
| Chicago | 1956 |

**MICHAEL S. RAWLINGS**
Mayor of Dallas

Dear Executive Committee:

Dallas is arguably the most exciting city in the world, and as mayor, I am proud to invite you to our city for your 2020 Council of Great City Schools Fall Conference.

A top international city, Dallas boasts a breathtaking skyline that serves as the backdrop to world-class amenities, top-rated hotels and meeting venues, five-star restaurants, legendary nightlife, and easy access to two airports, making it ideal for travel to and from any city in the world.

Our city is the gateway to a Texas-sized good time, starting with a variety of sporting events featuring some of the country's most exciting teams. Shopping in Dallas is bigger and better than anywhere in the Southwest. Whether you're looking for a major retail therapy experience such as that offered by the Galleria or an easy stroll through a quaint shopping village like the Bishop Arts District, Dallas covers all the bases.

Dallas is home to an extensive urban arts district where you can spend your leisure time exploring the expansive galleries of the Dallas Museum of Art or marveling at the collection of science and educational exhibits at the world-renowned Perot Museum of Nature and Science. Don't miss the unique art-deco architecture at Fair Park, home of the annual Texas State Fair and a Music Hall that presents an impressive year-round selection of musical theater.

The possibilities are endless, and we are looking forward to hosting the 2020 Council of Great City Schools Fall Conference in Dallas.

Best regards,

Michael S. Rawlings
Mayor of Dallas

MICHAEL HINOJOSA, ED.D.
SUPERINTENDENT OF SCHOOLS

**DALLAS**
INDEPENDENT SCHOOL DISTRICT
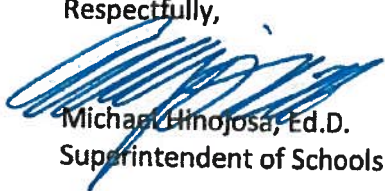
January 11, 2018

Executive Committee:

The Dallas Independent School District invites you to experience the excitement of our magnificent city and looks forward to Dallas' selection as the site for the 2020 Council of the Great City Schools Fall Conference.

Dallas possesses an undeniable magnetism that makes it one of the top destinations in the country. From eclectic nightlife, distinctive shopping, restaurants both innovative and traditional, to world-class museums, diverse cultural venues, sports teams, music, and more, Dallas offers something for every taste and interest.

Dallas ISD's 156,000 students and 20,000 employees are proud to call this city home. Dallas provides the ideal backdrop for transformative and forward-looking educational programs, including the historic expansion of high school collegiate academies, a trailblazing teacher excellence initiative, exciting school choice options and early learning initiatives.

Come to Dallas for an unforgettable experience, and discover why Dallas has earned a global reputation as an unparalleled 21st century destination.

Respectfully,

Michael Hinojosa, Ed.D.
Superintendent of Schools

Dan Micciche
President, Board of Trustees

9400 N. CENTRAL EXPRESSWAY I DALLAS, TX 75231 I 972.925.3700 I WWW.DALLASISD.ORG

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**OFFICE OF THE MAYOR**
215 City Hall
Philadelphia, PA 19107
(215) 686-2181
FAX (215) 686-2180

JAMES F. KENNEY
Mayor

January 12, 2018

Dr. Michael Casserly
Council of the Great City Schools

**Re:** School District of Philadelphia's proposal for Philadelphia to serve as the host city for the 2020 Council of the Great City Schools Conference.
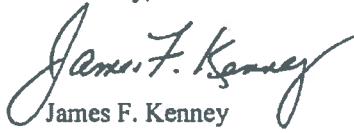
Dear Dr. Casserly:

I was pleased to learn of the School District of Philadelphia's proposal for Philadelphia to serve as the host city for the 2020 Council of the Great City Schools Conference. With a commitment to improving the educational opportunities and outcomes of Philadelphia youth, I share my full support and welcome this great opportunity for our students, educators, families, and community.

As a city, our mission is to expand access to quality pre-K for Philadelphia families, support students and residents through Community Schools, facilitate collaboration and partnerships; and advance key educational policy.

Philadelphia is a city with a rich heritage, entrenched in great cultural diversity, world-class art, fine dining, and entertainment for residents and visitors alike. Having hosted the conference in 1968, we are excited about the opportunity to showcase the growth of our city, with the uniqueness that only the City of Brotherly Love can offer.

We look forward to the possibility of serving as your 2020 Conference host city.

Sincerely,

James F. Kenney
Mayor

3

WILLIAM R. HITE, JR., Ed.D.                                TELEPHONE (215) 400-4100
SUPERINTENDENT                                                   FAX (215) 400-4103

January 16, 2018

Dr. Michael Casserly
Council of the Great City Schools
1331 Pennsylvania Avenue, N.W., Suite 1100N
Washington, DC 20004

Dear Dr. Casserly:

I am thrilled to submit this proposal to host the Council of the Great City Schools Conference in 2020. I trust you'll find Philadelphia to be a tremendous city rich with history, culture and first class amenities and attractions. Conference attendees and their guests will enjoy our city's vibrant arts scene, nationally-acclaimed restaurants and picturesque neighborhoods.

For all of its appeal as a destination, Philadelphia's value as a host city runs far deeper and is evident in the passion, vitality and grit of our students, staff and surrounding community. When my fellow Council members arrive in Philadelphia, I hope they will take the time to visit some of our schools and programs. They'll see students tending to goats and horses at W.B. Saul High School of Agricultural Sciences, learning the mechanics of flight in a new aviation program at Frankford High School, or participating in all-city chess competitions at our District headquarters. They'll see teachers sharing best practices through a peer-to-peer video library and parents galvanizing their community to fundraise for playgrounds and enrichment experiences.

As Superintendent for the School District of Philadelphia for the past six years, I look forward to sharing our District and our city, and to engaging in deep and meaningful discussions on how best to support our growing migrant and refugee population or our students facing homelessness and trauma. All 339 of Philadelphia's public schools have a unique story, and I truly look forward to sharing both our city and our schools with the Council.

Thank you for your consideration.

Sincerely,

William R. Hite, Jr., Ed.D.

WRH/dpw

2

Expect
great
things.

Pittsburgh
Public Schools

January 18, 2018

Dear Council of the Great City Schools,

Please accept our proposal to host the 2020, 2021 and 2023 Council of the Great City Schools (CGCS) Fall Conference in Pittsburgh, Pennsylvania. In partnership with Visit Pittsburgh, the official tourism promotion agency for the Pittsburgh region, we have prepared a robust proposal that outlines why CGCS should choose Pittsburgh as their official fall conference destination in 2020, 2021 or 2023.

Voted as one of the Best Places to Travel in 2017 by Harper's Bizarre magazine, the city of Pittsburgh and the surrounding region offers outstanding attractions, award-winning restaurants, and world-class accommodations. Often referred to as a big, little city, Pittsburgh presents the essence of a large city, while welcoming visitors from all over the world with a small neighborhood feel.

In conjunction with the Wyndham Grand Hotel, the CGCS will have access to ample facilities for small group meetings, larger events and affordable accommodations for conference attendees. Nestled between mountains and surrounded by three rivers, conference attendees and their families could easily walk to explore many unique sites such as Mt. Washington, Point State Park, and the cultural district. Visitors will experience the friendly people of Pittsburgh, enjoy the affordability while venturing to local sporting events, a wide variety of museums and much more.

Recently listed as number six on the Travel and Leisure's 10 Best Domestic Airports for 2017, Pittsburgh International Airport offers 56 domestic and international destinations on 13 commercial carriers and more than 170 daily flights. Less than an hour away from downtown Pittsburgh, visitors can arrive at the city by shuttle, taxi or popular ride-share services such as Uber and Lyft.

Pittsburgh Public Schools along with our many partners in city and county government, the philanthropic and business communities, as well as local chambers of commerce and non-profits are committed to ensuring that attendees have a unique and unforgettable experience that will leave them wishing they had more time to explore our beautiful city. These entities are eager to

**Anthony D. Hamlet, Ed.D.**
*Superintendent of Schools*

Phone: 412-529-3600
ahamlet1@pghboe.net

show off all Pittsburgh has to offer and will plan and conduct fundraising efforts to offset local expenditures.

As a school district, we have an experienced event planning staff who can assist with both large and small events and engaging community outings. Our Office of Public Information and Communications and Marketing will ensure the conference events and activities are covered by our local media outlets and prominently represented on social media.

On a more personal note, I am grateful to the Council of the Great City Schools and it's members who have already spent time in Pittsburgh. The CGCS's deep dive and evaluation in Fall 2016, provided me, my leadership team and our Board of Directors with a clear roadmap to ensure district-wide transformation with the Pittsburgh Public Schools.

I invite you to take a moment to learn about Pittsburgh and all we have to offer. We feel confident our city of Pittsburgh is the best fall conference choice for the CGCS and its membership.

Yours in education,

Dr. Anthony Hamlet

January 17, 2018

Council of the Great City Schools
1331 Pennsylvania Ave. N.W. Suite 1100N
Washington, D.C. 20004

To Whom It May Concern:

On behalf of the City of Indianapolis, I would like to add my strong support for the bid to
bring the Annual Fall Conference of the Great City Schools to Indianapolis in 2020,
2021, and 2022.

The Council of Great City Schools' mission directly aligns with the spirit of education
here in Indianapolis, as we understand the need to offer our children the best start on their
careers to achieve success throughout their lives. As such, I am confident that
Indianapolis will provide a dynamic, hospitable, and supportive environment for your
conference and its attendees to thrive in as you continue to improve education for
children in cities across the nation.

A city built on hospitality, Indianapolis is well-known for extending a warm and friendly
welcome to more than 28 million visitors from around the globe each year. Our city
officials, business leaders, and nearly 78,000 hospitality professionals will go above and
beyond to ensure conference attendees feel at home.

Thank you for your consideration. I look forward to the opportunity to welcome the
Annual Fall Conference of the Great City Schools to Indianapolis.

Warm regards,

Joseph H. Hogsett
Mayor
City of Indianapolis

**my IPS**
### Board of School Commissioners
### for the City of Indianapolis

January 17, 2018

**Michael O'Connor**
President
*District 1*

Council of the Great City Schools
1331 Pennsylvania Ave., N.W., Ste 1100N
Washingtion D.C., 20004

**Venita Moore**
Vice President
*District 2*

Dear Council of the Great City Schools Colleagues:

**Elizabeth Gore**
Secretary
*At-large*

**Kelly Bentley**
Commissioner
*District 3*

We eagerly submit the following proposal for your consderation as a potential host city for the annual fall conference for 2020/2021/2022. It would be a great honor to Indianapolis Public Schools and the City of Indianapolis to welcome our urban school leader colleagues from across the country to our great city! As you will remember, we played host to the CGCS Fall Conference in 2012 and we would love the opportunity to again showcase the many exciting things going on in our schools and city.

**Diane Arnold**
Commissioner
*District 4*

**Dorene Hoops**
Commissioner
*District 5*

With the full support of Mayor Joe Hogsett, Visit Indy: the Official Host of Indianapolis, and the board, administration, and staff of Indianaplis Public Schools, we are willing and able to work hard to ensure that a fall conference in Indianapolis is a memborable one. As you will see in the included materials, Indianapolis has a national reputation and demonstrated track record of Hoosier hospitality in playing host to some of the world's biggest sporting events, including the Indianapolis 500 and Super Bowl, in addition to the many conferences and conventions - large and small - who choose to return year after year.

**Mary Ann Sullivan**
Commissioner
*At-large*

With unprecedented downtown connectivity and an airport rated #1 in the world by Condé Nast Traveler, Indianapolis is quite literally a city built to host.

The board and administration of Indianapolis Public Schools recognizes the immense value of connecting with and learning from our fellow urban school leaders from across the country. We greatly appreciate the role that the Council of the Great City Schools has played in helping urban school districts fuflill their commitment to improving the lives and opportunities of the students they serve. Your advocacy and leadership on the many important issues facing urban school districts is necessary, and greatly valued.

Though we are committed to meeting the challenges and opportunities of urban public education now and in the decades to come, looking back, we are also very proud of the accomplishments that our students and staff have achieved. Among the many outcomes and initiatives we are proud to share are:

- Our firm commitment to serving all students, regardless of immigration status, and ensuring that EVERY student in Indianpolis Public Schools is provided a high-quality education and treated with dignity:
  - Newcomer Program for recent immigrants - https://www.indystar.com/story/news/education/2016/07/05/ips-starts-yearlong-program-non-english-speakers/86135744/
  - Board Resolution in Support of DACA - http://fox59.com/2017/09/29/resolution-to-support-daca-students-families-approved-by-ips-board/

**Office of the Board of School Commissioners**
p: 317.226.4000 e: mulhollandz@myips.org | Indianapolis Public Schools | 120 E. Walnut Street, Indianapolis, IN 46204
**www.myIPS.org**

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- Improved graduation rates for our students even as Indiana's overall graduaion rate fell:
    - The Indy Channel – IPS graduation rate up 35% since 2007: https://www.theindychannel.com/news/local-news/indianapolis/ips-graduation-rate-continues-10-year-climb-even-as-number-drops-statewide
    - IndyStar: "IPS sees big gains in graduation rate": https://www.indystar.com/story/news/education/2017/01/12/indianas-high-school-graduation-rate-remains-stable/96497546/

- Efforts to address persistent food insecurity through creative solutions and community collaboration:
    - IPS Food Truck to feed students and families during summer break - https://www.indystar.com/story/news/2017/07/22/ips-food-truck-feeds-thousands-kids-during-summer-break/497781001/
    - Free, universal breakfast and lunch to all students - https://thinkprogress.org/indianapolis-will-give-all-students-free-breakfast-and-lunch-282a92f0373b/

- A commitment to promoting equity and access to high quality magnet schools to mitigate the impact of persistent racially segregated housing patterns:
    - Increasing access to high-achieving magnet schools - https://www.wfyi.org/news/articles/ips-hopes-to-fix-magnet-school-diversity-by-shrinking-priority-zones
    - Racial Equity training for staff - https://www.myips.org/site/Default.aspx?PageType=3&DomainID=4&PageID=1&ViewID=047e6be3-6d87-4130-8424-d8e4e9ed6c2a&FlexDataID=8887

- Increased engagment, autonomy, and collaboration:
    - Innovative instructional models - http://fox59.com/2014/09/26/ips-goes-non-traditional-to-attract-teachers-new-kids-to-district/
    - Rewarding teacher excellence - https://www.wthr.com/article/ips-rewarding-exceptional-teachers
    - District-charter collaboration - https://www.chalkbeat.org/posts/in/2017/05/25/one-of-the-top-ranked-high-schools-in-the-state-just-joined-indianapolis-public-schools/
    - Commitment to teacher compensation - http://www.indystar.com/story/opinion/readers/2015/05/23/ips-committed-raising-teachers-salaries/27871301/
    - Supporting parental engagement - http://fox59.com/2016/01/21/free-six-week-program-helps-ips-parents-become-move-involved-in-childs-education/
    - Engagement with the City of Indianapolis - http://thehill.com/blogs/pundits-blog/education/342285-with-growing-national-rancor-over-education-us-mayors-have-the
    - Engaging the business community - https://www.ibj.com/articles/60375-indy-employers-to-blitz-8th-graders-with-career-choices-at-jobspark

We are incredibly proud of all the hard work of our students and dedicated staff in contributing to the continued success of Indianapolis Public Schools and we are excited that others are beginning to see and celebrate our achievements. Below are examples of the national coverage and independent reports that highlight some of the many exciting things happening in Indianapolis Public Schools:

- Education First "Districts Rising" Report - http://education-first.com/wp-content/uploads/2016/03/DistrictsRising-Indianapolis-FINAL.pdf

- Center on Reinventing Public Education – Indianapolis Citywide Education Progress Report:  http://research.crpe.org/reports/stepping-up/cities/indianapolis/

- Progressive Policy Institute:  An Education Revolution in Indianapolis - http://www.progressivepolicy.org/issues/education/educational-revolution-indianapolis/

We sincerely hope that after reviewing our proposal that you are as excited at holding a future CGCS Fall Conference in Indianapolis as we would be to host one! Please feel free to follow-up with any questions that might assist you in your review or that might help to demonstrate our willingness and capacity to serve as hosts in 2020, 2021, or 2022.


Sincerely,

THE BOARD OF SCHOOL COMMISSIONERS
OF THE CITY OF INDIANAPOLIS

Michael O'Connor, President
Board of School Commissioners

Dr. Lewis D. Ferebee, Superintendent
Indianapolis Public Schools

**DEE MARGO**
MAYOR

January 11, 2018

Council of the Great City Schools
1331 Pennsylvania Ave NW, suite 1100N
Washington, DC 200004

Dear Council of the Great City Schools,

On behalf of the City of El Paso, it is my pleasure to provide this enthusiastic letter of support for El Paso to host the Great City Schools Annual Fall Conference for the years 2020, 2021, or 2022. El Paso is a city with rich, vibrant history and a strong cultural community. We have an active Convention and Visitors Bureau with Destination El Paso, who is dedicated to bringing the conference to our City.

With our beautiful sunny weather, I am confident that your attendees will enjoy our majestic mountains and our multi use trails that are perfect for hiking and biking. Our downtown entertainment district is undergoing many renovations offering multiple cultural sites, fine and casual dining, and exciting nightlife. We have a large amount of restaurants and a slate of new and renovated hotels. Guests will also have the convenience of navigating downtown in our new, state of the art Streetcar. Of course, guests will be delighted with our authentic Mexican cuisine and warm hospitality.

Amongst our extensive list of attractions, visitors can enjoy an evening at our newly open Top Golf, The Plaza Theater, or Alamo Drafthouse. They can do some shopping at the Fountains at Farah or at one of our many malls including the Outlet Shoppes at El Paso. While in the Sun City, visitors can catch a ball game and cheer on the 2016 PCL championship winners the El Paso Chihuahuas, watch an El Paso Rhinos hockey game, or a UTEP football game!

As we often boast, El Paso is one of the most unique communities in the country, comprised of three states, two countries, and one region. Amongst many recognitions, we are proud to say El Paso has been named 29th Best Place to Start a business by Wallethub in May 2017. We are also the 11th Largest Exporter of Goods Nationwide by Brookings Institution, and ranked 76th Best Places to live in the U.S. by U.S. News.

I am convinced we are an unknown jewel in our country and we would be thrilled to share all we have to offer to our guests. You have full support from myself, the City of El Paso, and our community partners, to make this a successful and memorable event. Thank you for your consideration.

Best regards,

Dee Margo
Mayor of El Paso

DESTINATION EL PASO

January 11, 2018

Michael Casserly, Executive Director
Council of the Great City Schools
1331 Pennsylvania Avenue, NW
Suite #1100N
Washington, DC 20004

Dear Mr. Casserly,

On behalf of Destination El Paso, I'd like to thank you for considering the sunny southwest for your Council of the Great City Schools Fall Conference 2020, 2021, or 2022.

We are excited to share that El Paso is currently in the midst of new growth and development including a multi-purpose arena, a $97 million downtown street car system, museums, parks, libraries, trails, an interactive children's museum and a zoo expansion. We feel that these exciting projects will complement any convention activity and offer attendees far more to do.

These public projects have also stimulated private development that that includes major hotels and with more places to stay, and things to see and do in a short walk from our Convention Center, attendees need not want for more! El Paso is also quite an affordable meeting destination and we incentivize planners to consider the sunny southwest for what's sure to be a memorable event. When compared to other major destinations El Paso consistently delivers more bang for a planners buck.

Destination El Paso is committed to making the Council of the Great City Schools Fall Conference the most successful yet and will offer to complimentary rental of the El Paso Convention Center with a minimum purchase of $70,000 in Food & Beverage and a minimum of 1,400 total room nights picked up. This sponsorship will be applied pro rata as either a payment directly to the association, as a payment to the convention center, in the form of a site fee, or as a reduction in charges by the facility at the facility manager's discretion.

Destination El Paso is committed to making your next event the most successful yet and look forward to hosting you in a city with a great mix of history, culture and the best hospitality around. I look forward to hearing from you in the near future and want you to know that we are eager, not only to assist you, but to also welcome your attendees with open arms.

Sincerely,

Bryan Crowe,
CEO
Destination El Paso

# COMMUNICATIONS

# PRESS RELEASES

# Mayor de Blasio Appoints Richard A. Carranza as Schools Chancellor

March 5, 2018

*Superintendent of Houston Independent School District during Hurricane Harvey*

*Proven record of narrowing the achievement gap, turning around struggling schools and championing education for English Language learners in diverse cities*

**NEW YORK—**Mayor Bill de Blasio today appointed Richard A. Carranza as New York City's next Schools Chancellor. As Superintendent of the Houston Independent School District, Carranza led the effort to re-open schools after Hurricane Harvey. Carranza also previously served as the Superintendent of the San Francisco Unified School District, where he raised graduation rates to historic highs. With a strong commitment to equity and excellence, Carranza has a proven record of narrowing the achievement gap and turning around struggling schools in these diverse districts.

"Richard Carranza understands the power of public education to change lives, and he has a proven record of strengthening public schools and lifting up students and families," said **Mayor de Blasio**. "He understands the tremendous work New York City educators do every day to put our children on the path to success. Richard is the right person to lead our school system forward as we build on the progress we've made over the past four years and make our vision of equity and excellence for every child a reality. Carmen Fariña leaves a tremendous legacy not only from her four years as Chancellor, but as an inspiring and innovative educator and public servant for more than 50 years."

"With a proven record of leadership and success in Houston, San Francisco and Las Vegas, and a warmth that will help him connect with students, parents and teachers alike, Richard Carranza is uniquely well-positioned to build on the incredible progress we've made here in New York City. Richard understands that schools are so much more than the places our children go to learn—they are the heart of our communities. I look forward to working closely with him to ensure all of NYC's children and their families thrive," said **First Lady Chirlane McCray**.

"I am thrilled Richard will be New York City Schools Chancellor," said Chancellor Carmen Farina. "We are philosophically on the same page and he has a proven track record as an educator with a laser focus on what's in the classroom. He's made critical investments in professional development, strengthened the leadership pipeline for principals and has immersed himself in the community to empower families. Every step of his career, he's focused on equity for all not just some. I know he will deepen the Equity & Excellence agenda and bring new ideas that will make New York City better."

"As the son of blue collar workers and a lifetime educator, it is an honor to serve New York City's 1.1 million children as Schools Chancellor," said **Richard Carranza**. "I want to thank the Mayor and First Lady for the opportunity to join an administration that knows public education is an investment in our future. I will work every day to further the progress Chancellor Fariña has made in strengthening our public schools for generations to come."

In Houston, Carranza was widely praised for leading the successful effort to re-open schools two-weeks after Hurricane Harvey. This included coordinating transportation for students living in shelter and providing counseling for all students and staff. During his eight years as Deputy Superintendent and then Superintendent in San Francisco, Carranza drove remarkable progress in academic outcomes, outpacing gains in the state and narrowing the achievement gap. He raised graduation rates for African-American students by 13.9 percentage points, and for Hispanic students by 15.4 percentage points, significantly faster than the overall growth rates in California as a whole.

**About Richard A. Carranza**

Richard A. Carranza has served as Superintendent of the Houston Independent School District since August 2016. HISD is the largest school district in Texas and the seventh largest district in the United States, with a predominately Hispanic and Black student population.

Prior to Houston, Carranza worked for the San Francisco Unified School District, first as Deputy Superintendent for Instruction, Innovation and Social Justice then Superintendent. Before moving to San Francisco, he served as Northwest Region superintendent for the Clark County School District in Las Vegas, where he oversaw 66 schools with more than 66,000 students. He began his career as a high school, bilingual social studies and music teacher, then a principal in Tucson.

Carranza is the past chairman of the Board of Directors for the Council of the Great City Schools, where he served as a national spokesperson on significant issues facing urban school districts. He also served on the Board of Directors of the Association of Latino Administrators and Superintendents, the National Commission on Teaching and America's Future, the American Association of School Administrators Executive Committee, and the K to College Advisory Board.

Education Week profiled Carranza as a national 2015 Leader to Learn From. He earned a bachelor of arts in secondary education from the University of Arizona and a master of education with distinction in educational leadership from Northern Arizona University. He has completed his doctoral coursework through Northern Arizona University and is currently pursuing a doctorate of education through Nova Southeastern University in Educational leadership.

Carranza is a fluent Spanish-speaker and accomplished mariachi musician. He is married to Monique and has two daughters.

**HUSCH BLACKWELL**



**Contact:**

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**Husch Blackwell Education Team and the Council of the Great City Schools
Win Award for "Best Brief" from the Education Law Association**

November 9, 2017 – A team of Husch Blackwell attorneys and legal and legislative team from the Council of the Great City Schools (CGCS) won the 2017 August Steinhilber Award for "Best Brief" from the Education Law Association (ELA).

The Husch team and the Council of the Great City Schools (CGCS) (you can delete (CGCS))  wrote and filed an *amicus curiae* brief in the Supreme Court of the United States in the case of *Endrew F. v. Douglas County School District.*   The brief was submitted on behalf of Husch client (deleted the) CGCS in support of the Respondent School District. The Council is a non-profit coalition of 69 of the largest urban public school systems in the United States.

 In a March 22, 2017 in a unanimous ruling, the Court clarified the legal standard that federal courts must apply in evaluating individualized education plans (IEPs) for students with disabilities under the Individuals with Disabilities Education Act (IDEA). The ruling and discussion in the Court's opinion significantly reflect the legal arguments set forth in the brief.

The brief-writing team was comprised of John W. Borkowski, Derek Teeter, Michael Raupp, Aleksandra O. Rushing, and Katie Jo Luningham, members of  Husch Blackwell's Education practice; and  the CGCS team, Julie Wright Halbert, legislative counsel, Jeff Simering, Manish Naik and Sue Gamm. The criteria for ELA's award included Quality of Writing (including logical structure of argument, paragraphs and sentences; conciseness and clarity; emphasis of key points; use of headings and quotations) and Quality of Analysis (including presentation of the theory of the case and its limits; presentation of the doctrinal context; focus on points relevant to the Court; use of precedent; inclusion of relevant authority; discussion of relevance to education generally).

The team received the award today during ceremonies at the ELA's Annual Conference in San Diego.

# # #

**About Husch Blackwell**

Husch Blackwell is an industry-focused, full-service litigation and business law firm with locations in 17 U.S. cities. The firm represents national and global leaders in major industries including energy and natural resources; financial services and capital markets; food and agribusiness; healthcare, life sciences and education; real estate, development and construction; and technology, manufacturing and transportation. For more information, visit huschblackwell.com.

**About the Council of the Great City Schools**

It is the special mission of America's urban public schools to educate the nation's most diverse student to the highest academic standards and prepare them to contribute to our democracy and global community. The Council brings together 69 of the nation's largest urban public school systems in a coalition dedicated to the improvement of public education for our nation's urban public school children. See www.cgcs.org

**About the Education Law Association**

Established in 1954, the Education Law Association (ELA) is a national nonprofit 501(c)(3) member association with headquarters located at Cleveland State University, Cleveland-Marshall College of Law. ELA promotes interest in and understanding of the legal framework of education and the rights of students, parents, school administrators, school boards, and school employees in public and private K-12 educational institutions, as well as higher education, through publications, seminars, webinars, and an annual conference.

# STATEMENTS

NEWS . . . NEWS . . . NEWS . . . NEWS

**Council of the Great City Schools**
1331 Pennsylvania Ave, N.W., Suite 1100N, Washington, D.C. 20004
cgcs.org

**FOR RELEASE**
February 15, 2018

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

# Statement on the Broward County Shooting

### By Michael Casserly, Executive Director
### Council of the Great City Schools

WASHINGTON – Again, we are left without words to express our heartbreak and dismay. Again, our tranquility has been upended and young lives have been shattered. Again, the unthinkable saps the country of its optimism and hope. Again, a troubled man with a gun he shouldn't have had has taken away our children. Again, we are locked in a national nightmare from which we cannot seem to awake. Again, we are met with the prating of too many of our political leaders.

These killings are personal to us, as are the shootings in too many other urban communities over too many years. These are our children, our colleagues, our brothers and sisters, our neighbors, our fathers and mothers, our husbands, wives, and partners, and our mentors. We not only grieve for them and their families, we recommit ourselves to nationwide gun-control efforts, as well as efforts to strengthen the country's mental health services. We do not want to lose another member of our family or yours.

America's Great City Schools stand with our friends and colleagues in the Broward County Public Schools. We offer our love, support, and assistance, and we are grateful for your leadership and courage.

###

# ARTICLES

# Next to Lead New York's Schools: An Educator With a Song on His Lips

**By KATE TAYLOR**
MARCH 5, 2018

It was not a conventional job interview. At one of his first meetings with Mayor Bill de Blasio and his wife, Chirlane McCray, to discuss the job of New York City schools chancellor, Richard A. Carranza serenaded them with a mariachi song: "Maria Elena."

"If I'm asked to sing, chances are I'm going to sing," Mr. Carranza, 51, said on Monday, at a news conference at City Hall in which Mr. de Blasio announced that Mr. Carranza would be the next chancellor. "If I'm asked to play, chances are I'm going to play. And if I'm not asked to sing or play, chances are, I'm going to sing and play."

It was a telling glimpse of Mr. Carranza, a respected educator who has remained deeply connected to his upbringing in a Spanish-speaking household in Arizona, even as he has risen to lead two major urban school districts and has attracted a wide array of admirers.

"He's very charismatic, very social, and there's never a room where he won't talk to everybody, shake everybody's hands, want to hear everybody's issues," said Michael Casserly, the executive director of the Council of the Great City Schools, a coalition of the nation's largest urban school districts.

While Mr. Carranza may seem to project less political star power than the mayor's initial pick, the Miami superintendent Alberto M. Carvalho, he has some prominent fans, including Marc Benioff, the billionaire chief executive of Salesforce, who pledged $27 million to the San Francisco Unified School District after Mr. Carranza became superintendent there in 2012.

"New York is very lucky to get somebody of his caliber," Mr. Benioff said in an interview on Monday. "This is probably our nation's finest school leader."

Mr. Carranza has described himself as coming from a working-class background: His father was a sheet metal worker and his mother a hairdresser. His grandparents immigrated from Mexico. He didn't learn English until he started elementary school. Music played a major role in his life from early on.

At Monday's news conference, Mr. Carranza said he had been a mariachi musician since he was about 6 years old. When he wanted to stay up late with his father and his uncles, they said the only people staying up late were people playing instruments — so he learned to play the guitar. He later worked his way through college at the University of Arizona "gigging," as he put it on Monday.

Afterward, when he became a social studies teacher at his former high school in Tucson, students knew that he played music and asked him to start a mariachi class. He did, and it eventually grew into a program serving 250 students and an award-winning student group, Mariachi Aztlán de Pueblo High School.

Later, Mr. Carranza, who eventually became principal of the school, attributed the school's improved reputation and performance to the transformative power of music in the students' lives.

"That's what mariachi music does — it keeps our kids connected to who they are," he said in 2016, when he was inducted into the Mariachi Hall of Fame.

At the same ceremony, Mr. Carranza described himself as "really a mariachi masquerading as a superintendent." (He also met his wife, Monique Garcia Carranza, through music — she works with her sister, Susie Garcia, who has an all-woman mariachi band in Los Angeles, Las Colibri.)

Mr. Carranza left Tucson in 2004 for the Clark County School District in Las Vegas, where he began his ascent into administration. In 2009, his former mentor in Clark County, Carlos Garcia, by then the superintendent in San Francisco, hired Mr. Carranza as his deputy superintendent of instruction, innovation and social justice. When Mr. Garcia retired in 2012, the district skipped a national search, instead elevating Mr. Carranza as superintendent.

Hydra Mendoza, the president of the Board of Education of the San Francisco Unified School District and deputy chief of staff to the mayor, said that in San Francisco, Mr. Carranza presided over a period of consensus among the school board and improving academic performance. Among his focuses, she said, were reducing the district's suspension rate and pairing schools with outside organizations that would provide social services to students and families — both things that have been part of Mr. de Blasio's agenda

"He's very strong and ambitious and courageous," Ms. Mendoza said. "He was willing to put some things out there that others were not."

He also attracted the multimillion-dollar pledge from Mr. Benioff and Salesforce's nonprofit arm. Part of the gift went to create something called the Principal's Innovation Fund, which awards annual grants of $100,000 to the principal at each of the district's 21 middle and K-8 schools, which they can use for whatever they think is most important.

"Richard was able to stand back and say, 'No, I'm not going to control that money — I'm going to let you, the principal, make that decision,'" Mr. Benioff said, adding that it is more typical to see district administrators "trying to take control of every last dollar."

In 2016, Mr. Carranza was courted by the board of the Los Angeles Unified School District, before withdrawing from that search. The same year he was hired by the board of trustees of the Houston Independent School District to run its schools, which serve some 215,000 students, the vast majority of whom are Hispanic or black. In Houston, he faced major challenges, including a board that was often divided, persistent racial and economic achievement gaps, and a funding system in which the district, which has high property values but overwhelmingly serves low-income students, has to send money back to the state to redistribute to other districts.

Not even a year into his tenure, he faced a crisis when Hurricane Harvey struck the city, causing major damage to the schools. But Mr. Carranza was credited with skillfully steering the district through the crisis.

Among other things, he obtained a $1 million donation from Mr. Benioff that went to provide meals, clothing and other supplies to students and their families. Mr. Benioff said he had "had many choices of where to put that million dollars," and he knew that if he gave it to Mr. Carranza, "he would make a huge difference with it."

Mr. Carranza has tried to create greater equity in the funding of the district's schools, but parts of the school board have not been eager to go along, said Jolanda Jones, the first vice president of the district's board of education.

"It takes tremendous courage to push back against people with money," Ms. Jones said. "It takes tremendous courage to push back against people with connections."

She said she was very sad that Mr. Carranza was leaving.

"I'm, like, in tears," she said.

*Christian Science Monitor*

# Lessons from Chicago: Principals matter in school improvement

**The nation's third-largest school system has raised graduation rates by more than 20 percent, and its 3rd through 8th graders are learning faster than others in the country. But budget concerns make the celebration a measured one.**

Story Hinckley
Staff writer

March 5, 2018 —Thirty years ago, Chicago's schools were called the worst in the nation by the US education secretary. The country's third-largest school district still makes headlines for its challenges, but is starting to be recognized for its achievements, too.

Chicago Public Schools (CPS) is celebrating a more than 20 percent increase in high school graduation rates between 2011 and 2017. In the younger grades, the learning happening in CPS between the 3rd and 8th grades is faster than in 96 percent of all US school districts, according to research from last fall that is included a January report by the Joyce Foundation.

Despite heightened scrutiny after a scandal involving graduation numbers in Washington, D.C., education researchers both inside and outside Chicago say improvement in CPS is legitimate, and point to the impressive statistics across grade levels as proof.

About these ads

"If we see this kind of sustained improvement in a big, low-income district… It suggests there is something real happening," says Sean Reardon, a professor who studies poverty and inequality in education at Stanford University in California. "It means that there are some lessons we should learn from Chicago."

It is difficult to say what exactly is driving this progress, adds Professor Reardon, who contributed to the recent Joyce Foundation study and is the author of the research on elementary and middle school gains. However, some observers note that an emphasis on high-quality principals has a lot to do with Chicago's success.

"Principals are an essential part of school improvement," says Elaine Allensworth, Lewis-Sebring Director of the University of Chicago Consortium on School Research and a contributor to the Joyce Foundation

report. "Schools generally don't improve without strong leadership or a big structural change or change in student body."

In Chicago's case, while the demographics of the student body have remained relatively consistent, the focus on principals has sharpened. CPS has worked to strengthen the "principal pipeline" through professional development, such as the Chicago Principal Fellowship, a partnership with Northwestern University, and a new Master Principal Program announced by Chicago Mayor Rahm Emanuel on February 1. The new $600,000 initiative will foster mentorships between new and experienced principals.

The value of such programs appears evident in the low principal turnover in CPS: In 2017, 84 percent of CPS principals remained in their roles, above the national rate, as of 2013, of 77 percent.

Simultaneously, the district's overall four-year high school graduation rate increased from 54 to 75 percent between 2011 and 2017, with a 20 percent improvement among both black and Hispanic students. The average four-year graduation rate in the US is 83 percent. The CPS rates follow a graduation tracking system adopted in 2015, after the district was accused of inflating graduation rates using a limited definition of "drop-out." CPS defended it as an unintentional statistical error.

An October report from the UChicago Consortium found that the number of CPS students graduating with at least a 3.0 GPA increased 16 percent between 2006 and 2015.

On February 22, CPS became the first school district (of any size) to be named the College Board Advanced Placement (AP) District of the Year more than once, having previously won the award in 2011. The award celebrates the district's expanded access to AP tests, which often signal college readiness, and improving test scores among every demographic.

Between 2011 and 2017, the number of Chicago high school students taking at least one AP exam increased by almost 44 percent, and the number of students earning at least a "3" (a "qualified" score on the exam's 1 to 5 scale) increased almost 100 percent.

The district's newly appointed CEO, Janice Jackson, is a former CPS principal herself. Dr. Jackson believes that principals drive student achievement, so she has long focused on building up district-level leaders – a focus that contributed to her being named an "Education Week 2018 Leader to Learn From" on February 21.

"Great schools have strong principals," says Jackson, "and Chicago has emerged as a national leader in urban education because of our focus on placing a high-quality principal in every school across the city."

Jackson's appointment to CEO in January follows a tumultuous few years for the district's highest office. Current high-schoolers, for example, have had seven different CPS CEOs during their education.

To some observers, the fact that CPS has improved during a time with high turnover a the top is testament to the strength of its principals.

"[I]f you build a strong base at the school level, with really high-level principals, you can weather the storms you see at the high-end level of the district," says Raymond Hart, director of research for the Council of the Great City Schools, who has done independent assessments of Chicago's progress.

But problems still persist in the district, between budget shortfalls, rampant school closures, and wide achievement gaps between black and white students. Dr. Allensworth says that budget shortages in the last two years may cause some "backsliding" in future reports that address similar data. At the end of the 2016 fiscal year, CPS faced a deficit of $500 million in its operations budget – a culmination of years of budget gaps, temporarily filled in by short-term credit and cash reserves.

"There is always more work to be done but that doesn't mean you should be dubious of the results we are seeing," says Mr. Hart. "There are real improvements in CPS."

## *Sacramento Bee*

# Local schools gird for student walkout over gun violence

By Diana Lambert

March 04, 2018

Thousands of Sacramento-area students are expected to join their peers across the country in participating in the 17-minute National School Walkout March 14 in protest of gun violence.

The walkout comes a month after 17 people were killed at Marjory Stoneman Douglas High School in Parkland, Fla., by a former student with an AR-15 semi-automatic rifle. The mass shooting threw some of the survivors at the school into the spotlight as they held press conferences and visited the Florida State Capitol and Washington, D.C., in an effort to convince lawmakers to pass stricter gun laws.

The walkout, spearheaded by the Women's March, is one of a series of walkouts and marches scheduled over the next few months to urge lawmakers to strengthen gun control laws. March for Our Lives, a national march on Washington, D.C., is set for March 24 and another National School Walkout Day is scheduled for April 20, the 19th anniversary of the shooting at Columbine High School.

Sixteen schools in the four-county Sacramento region already have been identified as protest sites by Women's March Youth Empower on March 14. Its website shows student marches are being planned as far away as Israel and England, with local walkouts planned at Edna Batey Elementary School in Elk Grove; River City High School in West Sacramento; Davis Senior High School in Davis; Orangevale Open K-8 and Pershing school in Orangevale; Folsom and Vista del Lago high schools in Folsom; Granite Bay High in Granite Bay; Quail Glen Elementary School, Oak Ridge High School in El Dorado Hills; Del Oro High School in Loomis; Lincoln High School in Lincoln; and El Dorado High School in Placerville. Sacramento schools taking part in the walkout include Rio Americano, American River College and Arcade Fundamental Middle School.

An event also is planned at the California State Capitol.

Almost all school districts are planning alternate events on March 14 in an attempt to keep students on campus during the national walkout, but officials have differing ideas about whether students who do march out of class will be disciplined.

"Events such as walkouts are especially challenging for schools as we have to balance student safety and required school attendance with the rights of students to express themselves," said Christopher Hoffman, Elk Grove Unified superintendent, in a letter to families.

School districts are still working on the specifics, but most are considering events they can tie to school curriculum. Activities could include a letter-writing campaign, poetry, producing pamphlets, speeches

delivered at lunch time or the wearing of a certain color as ways students can protest without walking off campus, said Lori Grace, an assistant superintendent at Twin Rivers Unified.

She said the district is trying to "help students voice their opinion on this issue in a positive manner."

Twin Rivers Unified plans to add security and extra staff on campuses in case students still opt to take part in the 17-minute walkout.

"We are prepared and no one will be punished for that," she said, although students who leave campus and do not return will have an unexcused absence.

Sacramento City Superintendent Jorge Aguilar was among the superintendents who sent out letters to families addressing the issue. He said the district is working with students, police, school staff and community organizations to plan events for students on March 14 that will keep them on campus and safe.

District spokesman Alex Barrios said the activities will be in the spirit of the walkout. "Our district is very supportive of the statement (of the walkout), no question about it," he said. "We also, at the same time, have to make a statement without encouraging risk."

Sacramento City Unified leaders have yet to decide if students will be disciplined for walking out of class on March 14.

Folsom Cordova Unified Superintendent Sarah Koligian said students must have permission from their parents to take part in the walkout or their absences won't be excused.

The district, which has two high schools scheduled to participate in the walkout, also is considering alternative ways for students to express themselves without leaving campus.

"When students advocate for an issue they feel passionate about, it can be a powerful learning experience," Koligian said. "Many may be drawn to the idea of showing solidarity in support of the victims of the Florida shooting, and we are proud that our students want to exercise their First Amendment rights to express their views on this important topic."

She said schools would continue on their regular schedule during the walkout.

Natomas Unified won't discipline students who walk out of classes March 15, said Jim Sanders, district spokesman. "We may look at discipline if there is something other than a walkout."

He said administrators will be out and visible on campuses, as will the school site safety team and teachers on their prep periods.

"All the high school principals had a good meeting around this and they didn't feel this would be a major issue," he said.

Elk Grove Unified also plans to continue with its regular school schedule and to enforce all its attendance rules.

School districts are getting guidance from national organizations like the <mark>Council of the Great City Schools,</mark> which recommends that schools meet with student leaders, prioritize safety and make the day a teachable moment. Their guidance includes recommendations for district administrators, as well as scripts for school site leaders to read if a walkout occurs.

Information distributed by the American Civil Liberties Union says schools have the right to punish students for missing class, but not more harshly for protesting than for missing school for another reason. A recent [video](#) training for students reminds them that they do not lose their right to free speech by walking onto a school campus, as long as they do not disrupt the functioning of the school.

Students concerned that discipline could impact their chances of being accepted into California universities are being reassured by school officials.

"Peaceful participation in demonstrations will have no impact on applicants for admission to California State University campuses," said CSU Chancellor Timothy White in a statement released Thursday. "As a university, we encourage the peaceful exchange of diverse viewpoints and we are committed to free speech rights."

The UC Davis Facebook page featured this post on Feb. 25: "We encourage our community to exercise freedom of expression and engage in meaningful and respectful dialogue. Students who participate in peaceful protests will not jeopardize their admission to UC Davis."

California Community College Chancellor Eloy Oakley chimed in as well. "The California Community Colleges support freedom of expression, plain and simple," he said in a statement, adding that participating in the walkout will not affect students' admission to or status at a California community college.

*The Rivard Report*

# Following Students' Lead, SAISD Calls for Gun Law Reform

**Emily Donaldson**

March 5, 2018 / Rivard Report

Students throughout San Antonio have made the school shooting in Parkland, Florida, their rallying point against gun violence. On Monday, the San Antonio Independent School District board approved a resolution that calls for changes to gun laws and school funding schemes at the federal level.

SAISD trustees called a special meeting to make a statement in support of their students. Board President Patti Radle called the board's approval of the "very bold resolution" an "act of love for our students."

"It seems that this is not the time to be silent on this issue," Radle said at the meeting, adding that it is important for the district to support student protests and organization.

Fourteen students and three employees of Marjory Stoneman Douglas High School lost their lives when lone gunman Nikolas Cruz, 19, used an AR-15 assault rifle to open fire on classrooms on Feb. 14.

The lengthy resolution covers myriad demands for policy reform, including calling on Congress to ban the manufacture, sale, purchase, possession, and use of assault weapons except when needed by military or law enforcement; requiring stronger background checks for the possession of any type of firearm; opposing the arming of teachers; extending the perimeter of gun-free school zones; and giving school districts more money to ensure student safety through coordination of security measures, mental health resources, and education programs to communicate the danger of firearms.

Last Friday, area students, parents, and teachers met to plan a march against gun violence, to take place Saturday, March 24. March For Our Lives will start at noon at City Hall and end at the Alamo.

Students are also planning walkouts on their individual campuses on April 20, the anniversary of the 1999 shooting at Columbine High School in Littleton, Colorado, which left 13 dead and more than 20 injured.

SAISD Superintendent Pedro Martinez said students at various district campuses are coordinating their own demonstrations against gun violence.

"[Students] want to express themselves," he said. "This is a very emotional topic."

Martinez said he has encouraged school leaders within his district to provide an outlet for students to broach the subject. On April 20, each school will host a forum that will be "driven by the students, but closely supervised by the staff," Martinez said.

The district will open these discussions to public officials who want to show support for students. Martinez said he hopes this will keep students on school grounds, but should they exit campus, staff will accompany them to ensure their safety.

"We are trying to promote children expressing their ideas, and frankly expressing activism," Martinez said.

The resolution was created through SAISD's membership within the Council of Great City Schools, a coalition of 68 of the largest urban school districts throughout the country. Radle sits on the board of the council, and SAISD is a member district.

The resolution will be read at a press conference in Washington, D.C., on March 18, Radle said, which she plans to attend.

# *WHO-TV13 (NBC) Des Moines*

# Safety First: How Schools Protect Students, Urge Lawmakers to Act

February 16, 2018, by [Laura Barczewski](#)

DES MOINES, Iowa  --  After several mass shootings, particularly in schools, administrators in Iowa are assessing their school security plans and trying to figure out what they need to change.

Phil Roeder with Des Moines Public Schools said they work closely with the Broward County School District in Florida because they are in the same group called the ==Council of the Great City Schools==. Any time a tragedy like a school shooting happens across the country, it affects everyone in education.

One administrator said school shootings have become a big part of the culture in the United States.

"I think it's really a shame that we have to even focus on this, and it's unfortunate but it's part of our culture now, and it really detracts from the learning and education. Teachers used to have to just worry about reading, writing, and arithmetic, and now they're worried about protecting their students from bullets," Iowa School Safety Alliance board member Jane Colacecchi said.

Many schools are already practicing for all types of disasters in central Iowa.

"That involves everything from doing drills with our students and staff. Everything from lock downs, to fires, to tornadoes, to our school resource officers. We have eight Des Moines police officers that work for the school district. We also have our own security staff. We are one of the only school districts in the state of Iowa that has a full-time security staff that monitors safety systems and cameras and things like that," Roeder said.

Colacecchi said after so many school tragedies, security and preparedness are not enough--the issue goes deeper.

"I think it's important for schools to look at behavioral threat assessment training as an option. To be able to recognize in their individual students who may pose a threat to the student body," Colacecchi said.

Roeder said there is only so much law enforcement and schools can do to prevent and prepare for the worst.

"We are not a prison, we're not, we don't have lockdown situations where you defend the perimeter of a school grounds and things like that. And that's why we really need lawmakers at any level, whether it's the state level or the federal level, to step in and really get serious about gun violence," Roeder said.

On Thursday, Iowa lawmakers discussed a [bill that would require schools to have in depth security plans](#) in place, but the Iowa School Safety Alliance and DMPS said legislation on gun reform also needs to be part of the conversation.

"It brings both law enforcement and emergency management to the table," Colacecchi said. "So you have the people that are experts in training as well as the people who are experts in planning working together. And it also builds a relationship of responders within the community and helps improve collaboration prior to an emergency happening."

# EdSurge

# Amazon Tries Its Hand in School Procurement

**By Tina Nazerian        Feb 27, 2018**

Leigh Hansen says she got her school district an Amazon Business account in 2016 mostly for the curriculum department.

"Curriculum was buying used textbooks, and the easiest place to obtain them was Amazon," says the director of purchasing and warehouse at William S. Hart Union High School District in Santa Clarita, California. "They way we were doing it before the approval process was taking too long, and sometimes the textbooks that they wanted to procure were no longer available."

She thinks the Amazon Business account improves the overall efficiency at the school site.

"They're not wasting time reviewing orders," Hansen says.

Procurement is a complicated process that can vary by state and school district. Typically, items a school wants to purchase that cost more than a certain amount must go through a bidding process to ensure transparent use of public taxpayer money. For instance, the accounting and financial reporting manual for Arizona charter schools requires that schools get at least three oral price quotations for purchases that cost between $10,000 and $50,000. For purchases between $50,000 and $100,000, they must get least three written price quotes.

Daniel Smith, general manager of education at Amazon, calls the accounting and reporting required in the procurement process for K-12 and higher education a "patchwork of federal, state and local laws that are frankly very confusing," even for professionals with years of experience.

"These laws change, and it's very difficult to track them," he says.

Smith says Amazon Business, which began in 2015, has worked with school districts "in nearly every state, large and small" and with different types of funding sources, to understand the tracking, reporting and accounting requirements. Amazon Business claims usage in over 98 percent the K-12 school districts in the U.S., and about 95 percent of the 4,400 degree granting institutions in the U.S., including community colleges, two- and four-year degree granting institutions and graduate schools.

Smith adds that the company's "goal is to help districts reduce the costs of procurement for smaller purchases where the procurement cost of a [purchase order] ranges from $42–$124, and it takes between 3–16 days just to process the requisition, excluding product fulfillment and shipping times." That data cited comes from a report from the Council of Great City Schools, a group made up of 68 large U.S. urban school districts.

"We've built a suite of features that really begin to provide detail, analytics and reporting to finance and accounting professionals," Smith says. "It also drives accountability up to the teaching and learning and

superintendent levels in organizations, in K-12 organizations, and in higher education." He adds that Amazon Business currently integrates with over 70 financial and other procurement systems.

Third-party sellers are on Amazon, and schools can use Amazon business to get their required number of quotes "without having to go through the call and fax and email and receive things in the U.S. mail," Smith says.

Amazon Business furthered its efforts in school procurement with a public sector contract in 2017. The company and U.S. Communities, a cooperative purchasing program that allows school districts to use contracts arranged by lead public agencies (including other school districts), struck a deal in 2017. The lead agency was the Prince William County school district in Virginia. As Education Week reported, the deal meant that other districts, schools and other public education organizations would be "able to buy goods through Amazon Business to latch onto Prince William County's deal, shopping for the best deal through the online forum."

Amazon is far from the only company that sells education materials to schools. There's Discount School Supply, which sells classroom materials for early childhood in bulk. Items for sale on their site include craft kits, STEM books, carpets and puzzles. Lakeshore sells educational items for early childhood and elementary levels, and even offers an "eProcurement website" schools can use for free.

Amazon Business was designed to preserve the Amazon user experience, Smith says, with custom pages that help educators find items recommended by their peers. He wants to continue adding more of those education-specific features and functionalities that help customers find new products.

Separate from Amazon Business, the company also develops and sells its own education software through a separate division, Amazon Education. Among these offerings are TenMarks, an online math and writing instructional program, and Inspire, a hub where educators can share digital materials. (More about Inspire in our coverage here.)

Hansen has found Amazon Business to be "very easy and intuitive to use," but points out that users must remember not to confuse their business login with their personal login. Some of the school district's Amazon Business account users had to call the company to get their two accounts "straightened out," because they were using their district email as their personal account. Joining the district's business account meant having to use their district email.

"Because they were using the Hart district email for both accounts, they couldn't have a password for personal and business, so it kind of created a little bit of a problem for our users," Hansen says. "But that wasn't Amazon's fault."

Amazon's Smith says there are over 40 different product categories that the average school district buys, including art supplies, trade books, STEM equipment and IT hardware. Amazon Business is also making headway in higher education, particularly in the category of lab and scientific equipment. He points to Johns Hopkins University, where lab managers purchase materials from Amazon.

Hansen says at her school district in Santa Clarita, teachers have been mostly buying books, alongside games for special education students, culinary items and technology cables. Each principal and their office managers, as well as the administrative assistants in the district office, have access to the business

accounts Teachers must submit their requisitions to their office manager, and the office manager submits them on their behalf.

So far, Hansen's school district has spent $6000 on the Amazon Business account for the 2017–2018 school year. The business account is free, but Amazon's free, two-day Prime shipping is not. Hansen opted out of purchasing it because it would have cost the district $1299 a year.

"I think Amazon is an efficient way to procure, [but] it's not always the least expensive way," Hansen says. "Some of the items that I've seen coming through Amazon, I can find better prices sometimes someplace else — and that's only if I'm aware of the product that the end user's trying to buy. I don't go out and research everything that the users are trying to get."

# *Austin American-Statesman*

# Austin-area federal employees expected to return to work Tuesday

By Julie Chang and London Gibson - American-Statesman Staff  (Monday, January 22, 2018 at 7:01 p.m.)

As the federal government shutdown rolled into Monday — the only business day of the three-day closure — calls to affected Austin-area agencies went unanswered, building doors were locked and employees stayed home.

At Fort Hood, 40 percent of about 6,000 civilian employees were told to not come into work. When reached by cell phone, Christopher Haug, a spokesman who often responds to media calls, said he couldn't answer questions because he was technically not supposed to be working. His colleague Thomas Rheinlander instead fielded questions.

"The remaining approximately 60 percent of the workforce adequately manned excepted services which were deemed critical to maintain national security, such as processing and training soldiers as they prepare to deploy or re-deploy as well as activities that involve safety, health, installation security and protection of life and property," Rheinlander said.

Anne Wheeler, spokeswoman for the Lyndon Baines Johnson Presidential Library, said she couldn't say how many of the library staff members stayed at home because there was nobody to find the information. Two dozen employees were furloughed at the LBJ Ranch near Fredericksburg, according to Susanne McDonald, superintendent at the Lyndon B. Johnson National Historical Park.

Phone calls went unanswered to the Austin-area offices of the Internal Revenue Service.

Meanwhile, Texas state agencies as well as local governmental entities were double checking whether federal services they administered would be affected.

"As part of the Council of Great City Schools, we've asked if they could give some guidance on this. They said if it's a short-term shutdown, it should not have much of an impact on districts since most of the major federal programs (Titles I and II, IDEA) are forward funded, and states already have their funding for the current school year," said Tiffany Young, spokeswoman for the Austin school district.

The federal school lunch program has been funded through at least February, according to the Texas Department of Agriculture.

By Monday afternoon, Congress finalized a deal to reopen the federal government as well as to guarantee backpay for furloughed federal workers. About 13,000 federal employees live in the Austin-Round Rock metro area.

Normal operations at affected agencies are expected to resume Tuesday.

*Greensboro News & Record*

February 19, 2018 (Editorial)

# Short Stack: Food for thought, quick and over easy

## Pay attention ... and behave

The Guilford County Board of Education recently took a good look in the mirror and found some room for improvement. Well, not really.

Actually, the school board responded to a survey that suggests board members spend too much time on personal differences or nonacademic issues and too little on educational matters. During a retreat on Feb. 10 at UNC-Greensboro, Michael Casserly, executive director of The Council of the Great City Schools, gave board members some sobering feedback: Based on their survey answers on three of the five indicators of an effective school board, Guilford ranked 51st out of 52 of the large district school boards that Casserly's organization surveyed. As the News & Record's Jessie Pounds reported, Casserly said boards that spend at least half or more of their meetings monitoring academic progress tend to see increased academic performance.

Among the Guilford County board's goals:

- Better reading proficiency among third-graders.
- More schools exceeding state academic growth expectations.
- Closing the racial achievement gap.

But if they're a big deal, they need to stay top of mind, Casserly said. He suggested that data and analysis about one or two key goals be included in each school board meeting in 2018.

Good advice. What gets measured gets done. But Casserly also prodded board members to behave more civilly, and to monitor how the board is doing by evaluating itself against a code of conduct.

We have praised this school board, which is the first in Guilford County to be chosen in partisan elections, for not succumbing to partisan divides. But that other "p" — as in personalities — appears to be a different matter.

*Greensboro News & Record*

# Consultant urges Guilford school board members toward self-restraint and self-evaluation

By Jessie Pounds jessie.pounds@greensboro.com

**GREENSBORO —** Guilford County Board of Education members held a third round of talks on Saturday with a consultant who wants to see them focused on academic goals for the schools rather than personal disagreements or non-academic issues.

Michael Casserly, executive director of The Council of the Great City Schools, met with board members in a daylong retreat held at UNC-Greensboro's School of Education. His group is a coalition of 68 of the largest school districts around the country, focusing together on improving urban education.

In November, Casserly showed board members the results of a survey they had filled out. He told them their answers for three of the five indicators for being an effective school board put them 51st out of 52 big district school boards surveyed. Over the course of that meeting and one in December, he and an associate worked with the superintendent and school board members as they picked out five academic goals for the district.

According to Casserly, when boards spend at least half or more of their meeting time monitoring progress toward academic goals, that's a measure that correlates with increased academic performance for students.

At Saturday's meeting, he showed up with a sample schedule laying out how he thought the board should go about incorporating that progress monitoring into their regular meetings. For each of the district's five goals, which the board approved in January, Superintendent Sharon Contreras and her staff have identified a few measures that contribute or relate to the overall goals. All goals come with numeric targets the board looks to hit by 2022.

For their goals, board members want to increase the number of third-graders reading proficiently, ninth-graders passing Algebra I with a C or better, and seniors completing a rigorous series of career education courses. They also want to increase the number of schools that exceed overall academic growth expectations as set by the state, and decrease the achievement gap between black and Latino students and their white peers.

Casserly called for the school staff to cycle through presenting data and analysis about each of these measures over the course of 2018 at a rate of about one or two per meeting. He and board

members spent a chunk of the retreat talking through the proposed data sources to make sure they were comfortable with what the superintendent planned to use.

But that wasn't the only area where Casserly wanted to push the board. He also brought in a sample code of conduct and a sample board self-evaluation as examples of documents the board could use to hold itself accountable for behaving civilly, following its own ground rules, and focusing on academics. The board also is due to evaluate the superintendent soon — the board members put off Contreras' one-year evaluation at her request that they complete these three sessions with the Council of the Great City Schools first.

Discussions during the retreat went relatively smoothly, with a few disagreements or flareups. Then, in the last few minutes of the meeting, Vice Chairwoman Deena Hayes-Greene brought up the board's contract with attorney Jill Wilson. Hayes-Greene said Wilson has been working with the school district for decades and has a valuable institutional memory of the district and community, but Hayes-Greene also wanted to know what Casserly thought of "having another set of eyes besides Jill and her firm."

Casserly said best practice is for a district to employ a general counsel and team of staff attorneys in-house for the regular legal work, and then have an outside firm or firms to turn to if there's something major that would require extra detailed attention. He said he wouldn't recommend the board's current setup.

Hayes-Greene said she wanted the board to discuss having a legal department then, but board member Darlene Garrett disagreed.

"I just want to go on record that I am not for this, I have total confidence in our legal representation," she said.

Casserly told her his commentary had nothing to do with Wilson's competence.

"But you see, the whole day today, I feel like you were kind of negative towards her and a little condescending: 'Raise your hand, raise your hand,' when a number of us would butt in and you didn't say that to us," Garrett said.

"She's not a board member" Casserly interjected, trying to explain why he'd corrected Wilson for speaking up without waiting to be recognized in earlier conversation.

"Yeah, but she represents our board, and you suggested things that we could do, that we couldn't do because of North Carolina law. ... You are not a lawyer, she is," Garrett said.

Chairman Alan Duncan promised Hayes-Greene they could talk about getting a discussion on how to structure legal services on the agenda at a board meeting at some point.

*Jackson Free Press*

# JPS Board Starts Supe Search, May Re-organize District

**By Arielle Dreher**          **Friday, January 19, 2018**

JACKSON — The Jackson Public Schools Board of Trustees voted this week to begin the search for a new superintendent, starting with issuing a request for proposals to hire a consultant to assist in the search.

The RFP responses are due by Friday, Feb. 2. Board members plan to circulate the RFP through their board attorney Dorian Turner as well as through their own connections. The board opted to not advertise locally for the candidates.

At their second monthly meeting on Wednesday, Jan. 19, the JPS Board left the option open to interview search consultants if they see a need to.

The JPS Board also heard from representatives from the Council of the Great City Schools, which studied the district in December 2017 and plans to release a report at the end of the month. The group studies urban school districts around the nation, and Executive Director Michael Casserly told the board that the council's work in JPS is all pro bono.

Casserly outlined changes the district can make immediately to help improve student outcomes, noting that more details will be available in the forthcoming report. His team evaluated the district's organizational structure as well as its instructional system. He said the board and administrators have an opportunity to change JPS.

"We also had concerns. The primary one is that student achievement in the school system is painfully low, and it is low even if one compares the performance of poor students in Jackson with poor students statewide," Casserly told the board Wednesday. "... Over the years, the district has not put the emphasis it needs to have ... on raising student achievement. ... It was not surprising to us as a team that your students are not seeing the progress they want."

Casserly explained that the organizational chart for JPS, which is split into four areas with an assistant superintendent over each one, is not one the council has ever seen work.

"The structure you have right now, which is largely defined around the regions, is not an organizational structure that we have ever seen work in any major city anywhere in the country, and by work I mean help spur student achievement forward," he said.

JPS leaders changed to this structure last summer, in the midst of a potential state takeover, and the re-organization was used in the district's presentation to the State Board of Education as a new model to help the district. Casserly suggested a different route, noting that the superintendent has too many people reporting to him.

"You could have all of the regional superintendents reporting to the superintendent, if you didn't have anyone else reporting to him. At this point, he now has a span of control which is pretty wide, and he really needs to have somebody to oversee both the regions and the individual schools to help them normalize practices across the system," he said.

The council's report will suggest that JPS consolidate all instructional programs under a single chief academic officer as well as install a chief of schools officer to oversee all of the regional assistant superintendents. Casserly pointed out actions to take immediately, like re-defining the district's academic goals and strategic plan and then restructuring the central office around those goals.

Casserly also suggested that the board review all contracts to ensure they contain accountability clauses, an issue that the new board has already worked on in previous meetings. "I am optimistic, despite all the things I have said, about this board, this district and its future," Casserly said. "You have a lot of people that want to make things right."

The Council of the Great City Schools, a Washington D.C.-based organization, will send staff back to Jackson to provide professional development for the new JPS school board, which will be pro bono, too.

Board President Jeanne Hairston said she looked forward to immediately executing the ideas Casserly discussed, working with Interim Superintendent Freddrick Murray.

"One of my greatest concerns is that we continue to spend money and do things that are often good things ... but if they are not all clearly aligned with the needs of the children in the classrooms in front of us right now, we are wasting our time," Hairston said.

JPS is on probation with the Commission on School Accreditation, and the district submitted its corrective action plan to MDE this week. The State Board of Education will vote to approve or not approve the plan in February. In the meantime, the Council of the Great City Schools will finish its report on the district this month.

*Email reporter Arielle Dreher at [arielle@jacksonfreepress.com](arielle@jacksonfreepress.com).*

# *Jackson Free Press*

## JPS Board Pushes Supe Search Forward

By Arielle Dreher Wednesday, February 28, 2018 9:29 a.m. CST

JACKSON — Jackson Public Schools could have a new superintendent by July if the Board of Trustees gets its way. Earlier this month, the board finalized its top two superintendent search firm candidates: McPherson & Jacobsen LLC and Hazard Young Attea Associates.

They will interview both firms in open work sessions on Thursday.

Last week, Michael Casserly, executive director of the Council of the Great City Schools, discussed the superintendent search with the board. Board vice president Ed Sivak said the conversation was helpful for the upcoming conversations and decisions the board will make. Sivak said the board is considering looking at firms that have done searches in cities similar to Jackson, as well as weighing the options of doing a national or local search—or both.

"(We discussed) the role of the board, you know, pushing the search firm ... not just having them conduct a passive search but really to go find the best candidates," Sivak told reporters last week.

Both search firms still in the running have experience in other urban school districts around the country, copies of their responses to the request for proposals show. Hazard Young has worked with school districts in Portland, Ore., Houston, Texas, Los Angeles, Calif., and Boston, Mass. McPherson & Jacobsen has worked with school districts in Little Rock, Ark., Jacksonville, Fla., Charlotte, N.C., and Starkville, Miss.

JPS is the second-largest district in Mississippi, with more than 25,000 students in the capital city. Still, the district is smaller than many urban districts nationwide. Charlotte-Mecklenburg Schools, in North Carolina, has more than 145,000 students, for example.

Both search firms have experience working in districts with much larger as well as similar-sized districts to JPS.

JPS is the second-largest district in Mississippi, with more than 25,000 students in the capital city.  Still, the district is smaller than many urban districts nationwide.  Charlotte-Mecklenburg Schools in North Carolina has more than 145,000 students, for example.

McPherson & Jacobson estimates costs for its search to be about $37,000. Hazard Young starts its consulting fee at $28,500, but this price tag does not include advertising or background checks or surveys, which could bump that cost to about what McPherson estimates it will cost.

Board President Jeanne Hairston said the board selected the two search firms based on their written applications but said she is unafraid to re-issue the RFP if after the interviews if needed.

"If we are not satisfied with what they have to offer, I don't think we would have a problem with re-opening the search because you can't get a high-quality candidate if you don't have a high-quality search team," she said.

Hairston emphasized that the board wants a superintendent who is excited about both the challenges and the opportunities of walking into the district.

"JPS does have challenges, but we want them to be able to see our incredible strengths in Jackson: our vibrant city, our outstanding citizens, our partners in community and, most particularly, our children that have great potential," she said.

The district is in the throes of several studies, adjustments and additional work to comply with state accreditation standards.

Earlier this year, the Council of the Great City Schools recommended that the board re-evaluate the organizational structure of the district. Hairston and Sivak said they wanted to install a new superintendent first before re-organizing.

"We know that right now our priority is getting a strong superintendent in place. We want to make sure we create an environment where she or he can come in and be successful, so we want to be careful about making lots of changes prior to that person getting in place so that they can work with the board to build a structure where our students can succeed," Sivak told reporters

The six members of the board, who are still pretty new to their roles, have had their fair share of challenges from the beginning. The new board was just a small piece of the city-governor-district-W.K. Kellogg Foundation partnership that helped JPS maintain local control and avoid a state takeover last fall.

The Mississippi Department of Education conducted an investigative audit of the district, finding JPS to be out of compliance with 24 state accreditation standards. The governor declined to declare an emergency, however, and JPS entered into a time of transition. The State Board of Education still put JPS on probation for their accreditation violations.

The Better Together Commission, compiled of local business leaders, educators and other stakeholders in Jackson's schools, has since hired the Insight Company, from California, to conduct an in-depth needs analysis of JPS by November 2018. Additionally, the Council of Great City Schools had already been at Jackson Public Schools last year with plans to release a report this spring.

Last week, the JPS board approved the revised corrective action plan, required for JPS to get off probation. The state board will vote on the plan at their March meeting. Sivak said a lot of the corrections needed in the CAP were to ensure that the district has ways to measure and prove that it is meeting accreditation standards. Both Hairston and Sivak said the board's determination to maintain a healthy, working relationship with MDE officials is working. They praised the amount of time that state Department of Education workers have met with the board and JPS officials to iron out the CAP.

"Through the back and forth, it's not adversarial; it's thought-provoking and coming to the best practice for the district," Hairston told reporters last week. "And it takes colleagues thinking it through to come up with the best solution."

Hairston said the public often thinks the parties are fighting.

"Well no, we're just trying to build the best corrective action plan so that we can follow it and honor it and feel good about it," she added.

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# *Minneapolis Star Tribune*

# Judy Farmer, longtime Minneapolis school board member, dies at 82

By **Mila Koumpilova** Star Tribune

February 24, 2018 — 4:50pm

Judy Farmer was the longest-serving Minneapolis school board member, a voice on the national education scene and a force in Twin Cities progressive politics.

In her 27 years on the school board, the former educator helped steer an increasingly diverse urban district through massive change, from an embrace of innovative teaching methods to painful school closures. Her kitchen became an incubator for candidates for public office, particularly those of color. For parents, mentees and even critics of her staunchly liberal politics, she remained an approachable, personable presence.

"Judy spent hours on the telephone each evening talking with people all over the city — people in different factions," said her husband of 59 years, Ted. "She was putting in full time for a part-time job."

Farmer died in February of neuroendocrine cancer. She was 82.

Farmer grew up in rural Colorado, where she caught a passion for politics from her union leader father, who worked on John F. Kennedy's presidential campaign and served in his administration. At Stanford University, she majored in history and met Ted, a fellow historian.

After graduation, she taught social studies in Taiwan, Washington state and Massachusetts before settling in the Twin Cities. Here, she worked to launch Marcy Open School in Minneapolis, serving as its community resource coordinator. She remained a proponent of the open school concept.

Farmer first got elected to the school board in 1979, when students of color and those from low-income families still made up only a fraction of the student body. During her time on the board, she championed desegregation, all-day kindergarten, long-range planning and more choices for parents. She oversaw painful school closures in 1982 and again in 2004, an example of what Ted Farmer calls "doing what's right rather than what's popular." Her active campaigning for taxpayer levies also won her critics.

"I believe in my bones that our democracy would not survive as we know it without a strong, healthy public education system," she told the Star Tribune in 1999.

Louise Sundin, who led the district's teachers union for 22 of Farmer's years on the board, says they had a close partnership. Farmer was active in some of the district's most innovative projects, from a mentorship program for new and struggling teachers to a group of now-defunct "schools of the future" that tested education ideas.

Farmer helped coordinate Jesse Jackson's 1988 presidential campaign locally and became a go-to person for candidates. When a 23-year-old Peggy Flanagan, the state representative and candidate for lieutenant governor, expressed concerns about how the district was serving American Indian families, Farmer urged her to run. After Flanagan's 2004 election to the board, she said, "Judy amplified my voice. She lived her life in a way that is a model for how to be in service to young people."

When Bill Green weighed a run for school board, Farmer invited him to her home and introduced him to his future campaign manager. As the district's superintendent, Green tapped Farmer's "encyclopedic knowledge" of the district over coffee and bagels in her kitchen, which became "a second home."

Farmer served a term as president of the Minnesota School Board Association and chaired the Council of Great City Schools, an advocacy group for urban districts. She was a longtime member of the League of Women Voters, National Organization for Women, Planned Parenthood, Southern Poverty Law Center and the NAACP.

"She was a friendly, outgoing person who didn't have a mean bone in her body," said Ted Farmer.

She is also survived by her daughter, Joy, son, Edward, and two grandsons. Her family is planning a celebration of her life from 2 to 4 p.m. April 7 at the Minneapolis Woman's Club.

# Pittsburgh Post-Gazette

Q & A with Pittsburgh Public Schools Superintendent Anthony Hamlet

Jan 27, 2018

The Pittsburgh Post-Gazette caught up with Superintendent Anthony Hamlet this week to talk about his tenure with Pittsburgh Public Schools and his goals for the district in 2018. He was hired in May 2016 to lead a school district that has struggled to raise student achievement and eliminate racial disparities, both in the areas of academics and discipline.

**What are your main goals for 2018?**

**A:** Now the real work begins. We have a clear vision of what we need to do to fix the district, to improve. That's our strategic plan. How are we going to move the needle on student achievement first, but also understanding there's other work we need to do outside that strategic plan? A lot of that rests within the Council of Great City Schools recommendations, so it's moving along those lines. Number one, make sure we increase for all students in literacy and math and also decrease the racial disparities in African-American achievement for our students, and prepare all kids to be college, career and life ready.

**What sort of things are you looking to continue in the area of eliminating those racial disparities?**

**A:** With any school improvement effort, if there is no focus and investment in developing your people and increasing their practice, then school-improvement work is kind of remiss in what it should do. Changing the belief system of adults – if given all the support, all the curriculum, all the resources, any kid can learn. That belief system will drive the work and make a difference for our children. Largely, what is given to our education staff is around instructional or technical focus, it's about how to manage a school, how to move a school, how to put parts into place, scheduling. What about working on the people and changing adult behavior?

**There were some small gains last year in student performance, suspension rates went down, graduation rates went up. But the achievement gap is still a big issue. What are your plans for working on that?**

**A:** Really focusing on expanding pre-K opportunities. I know there was talk of a push with some committees around the city around universal pre-K. I don't know where that stalled or what happened to that, but my focus has always been on pre-K as well. Making sure that if we can't get universal pre-K, let's at least focus on those areas that we know the achievement gap students come from. Children of poverty, minority students that come from low-income families, that come from single-parent homes, etc. The kids in Homewood, the kids in the Hill District. We know these pockets where these children come from based on indicators. So if we can't get universal Pre-K, let's at least focus on those areas and begin to have programs of support to get those children into pre-K early. The district can't do it alone, but normally, 90 percent of the push and the focus is on the school district. What are those other entities that make up the fabric

of the educational system? Legislators, they make the law. What about the community? If we don't fix the birth to pre-K problem, or the birth to kindergarten problem, you'll always have an achievement gap. It's our job once we get them to play catch up and, ultimately, as they go through the system, they will grow and become proficient. How can we get access for more of our children to that Head Start money and expanding offerings to our kids?

**Is this something already in the works? Are you envisioning new programs in place by next year?**

**A:** That's one of our areas of focus. Now we're endeavoring to make sure that we prepare our comprehensive plan. Ours is up for renewal and needs to be submitted Nov. 1 and there needs to be a period of public comment. Pre-K education is one of those elements. So now how can we expand or come up with some community programs to really support these children from birth to pre-K or kindergarten? That's why we want to make sure we reach out to all of our outside partners – the city, foundations, universities.

**This year the district officially designated its first community schools. What are the status of those in terms of hiring and getting them off the ground? How do you hope to expand them this year?**

**A:** This was sort of our pilot group of schools as we go through our process. So we want to get a proof of concept, and once we get that we can begin to expand to more schools. We want to make sure that we're moving in the right direction and have the programming in order before we move forward. Part of the process was getting those five site directors in place. Understand that there will be a various mix of how these positions are funded, but making sure that we come up with that administrative regulation that regulates that everybody is doing the same work the same way. We're working on those items.

**We've heard a lot about disciplinary reform lately. The district recently approved a suspension ban for K-2 and expanded restorative practices to all schools. What are your plans this year?**

**A:** I want to be very specific with that, because it's highly contentious. You leave a couple words out and it makes a huge difference. We say K-2 because there's no suspension in pre-K already. So K-2 suspension ban on *non-violent, minor offenses*. People get the notion that if kids come with violent acts they don't get suspended. There's room for that too. But for me even if you look at the violent incidents, we still need to have some kind of remediation. What's causing this problem? That's what I want to make sure we have supports in place for. Because if we don't solve the problem and just send the kid home, that's a stopgap. They're coming back with the same issue. So we want to get to the root of the problem. We've already layered on restorative practices, and that will be introduced to all schools by the end of this fiscal year.

**There are two new charter schools applying to open within the district and quite a few kids who live in the district attend charter schools. What is PPS doing to either draw them back or keep them from pursuing that other option in the first place?**

**A:** We want to make sure we have community engagement and that the community knows the full benefits of Pittsburgh Public Schools. We want to make sure they have a clear understanding of all the supports that we have in place, all the curriculum and programming we have in place for our students. We truly believe that there's no charter organization that has the plethora of programming that we have at PPS. But also, we want to find out why these parents are leaving. Something happened, something was triggered – an incident, an interaction, a lack of programming over here, a lack of an offering of advanced courses in middle school. It could be a plethora of things. We want to make sure we ask these questions. I know this thing is political – charter schools have their place. But I want to focus on Pittsburgh Public Schools. We want to focus on getting ourselves to our fullest ability, and it will take care of itself.

**Now that you've been in Pittsburgh for more than a year, outlining your goals and getting your staff in place, what are some things that surprised you about your work here? What did you find to be an unexpected challenge?**

**A:** I don't want to set people off in the wrong way, but some of the data I was looking for wasn't tracked. We're currently putting in an electronic referral system, which wasn't in place before. One of the things that came out was that Pittsburgh Public Schools has the highest rate of suspensions in the state. But I came to find out that the state tracks that by the number of referrals you put in, so if you only put in out-of-school suspensions, of course you're going to have the highest rate because those are the only referrals you're putting in the system. We want to make sure that we find out the exact climate of what's going on on that campus to dispatch support. So we don't know holistically what's going on if we're just getting out-of-school suspensions.

*WTAE-TV ABC News4 Pittsburgh*

# Teachers in Pittsburgh Public Schools are going on strike, union says

Updated: 12:47 PM EST Feb 26, 2018

 **PITTSBURGH —** Teachers in the Pittsburgh Public Schools union will go on strike Friday, March 2, their union announced Monday morning. **(Scroll down to read full statement)**

"When you're in a situation like this, it affects the people, the students, their parents and it's going to have a devastating effect upon the city," Mayor Bill Peduto said.

Pittsburgh Federation of Teachers President Nina Esposito-Visgitis said she remains hopeful that the school district and the union can reach a deal before the strike begins.

City school teachers last went on strike 40 years ago. Their most recent contract expired in June 2015.

The union represents about 3,000 teachers, paraprofessionals and technical-clerical employees at 54 city schools.

The school district said it will partner with Citiparks to make sure students can have meals during the strike. A list of breakfast and lunch locations will be posted at pghschools.org/collectivebargaining.

**Official statement from Pittsburgh teachers' union:**

*This morning, Pittsburgh Federation of Teachers President, Nina Esposito-Visgitis served Superintendent Anthony Hamlet with a strike notification to inform the board that the PFT's three bargaining units, which include over 3,000 professional, paraprofessional and technical clerical workers, will go on strike starting Friday, March 2.*

*Act 88 mandates that the district be provided with 48 hours' notice of an impending strike. President Esposito-Visgitis stated, "We provided the district with a 96-hour notice in order to provide extra time for our students' parents to secure childcare for their children, our students, and to provide the parties with sufficient time to reach tentative agreement on new contracts for the three bargaining units prior to the commencement of the strike. We*

*are hopeful that that extra time will allow the federation and the district to work together to reach a fair agreement that both recognizes the professionalism and hard work of our members and serves the needs of our students and school system."*

*President Esposito-Visgitis continued, "Since the beginning of these negotiations over eighteen months ago, the PFT and the district have reached a small number of signed tentative agreements on proposed terms. None of these items includes salary, healthcare, equity for early childhood teachers, transfers, athletic coaches,or any of the other items outlined for members in the fact-finder's report which was posted for public review in October 2017."*

## Pittsburgh Public Schools statement responding to strike notice:

*According to the ==Council of the Great City Schools==, Pittsburgh Public Schools is one of the only major urban school districts in the nation that doesn't give principals authority to assign teacher schedules to best meet the needs of students, yet this remained the only unresolved issue that led the Pittsburgh Federation of Teachers to notify the district of its intention to strike within 96 hours.*

*"We recognize the very significant disruption that a strike represents for our families, our district, and most importantly, our students," said Superintendent Dr. Anthony Hamlet. "It is particularly disappointing, in light of the many long hours of negotiations and concessions that have been made in the months that we've been at the bargaining table, that such a disruption could happen, especially since we have come so far. There is only one issue on the bargaining table, and it is a simple one: this dispute is about getting the best teachers in front of the students who need them most -- period."*

*The strike would become effective March 2, 2018. In order to encourage the matter to be settled with the least amount of strike days possible, the district immediately responded by requesting that the PFT agree to submit to its final best-offer immediately, pursuant to the provision provided in Act 88, which governs such disputes.*

*"Now that the union has called for a strike, they will be mandated to submit to final arbitration should they stay on strike for the maximum time permitted by law. We're simply asking for the union to go through this process now, rather than later, to minimize disruption to children and families," said District Solicitor Ira Weiss.*

*The decision impacts approximately 24,000 children ranging from PreK through 12th grade. The length of the strike will be determined by the Pennsylvania Department of Education to meet state requirements mandating 180 days of instruction for students between July 1 and June 15 each school year.*

*The lone remaining issue at impasse in negotiations concerns the ability of principals to build their master schedule with the best interest of students at the forefront -- through assigning teacher class schedules and teaching assignments after input from the teacher.*

*Currently, unlike most of other school districts, PPS principals do not have the final say over teacher class schedules and teaching assignments.*

*It is the district's position that principals require this basic management tool if they are to be expected to improve student performance. Principals would seek input from teachers and the instructional cabinet at the school before making assignments, and the district is willing to put procedures in place to make sure the assignments are appropriate, and there is a process for appeal if they are not. A neutral third-party fact-finder appointed by the Pennsylvania Labor Relations Board agreed with the district's stance on this issue.*

*"Principal assignment is a management prerogative that is consistent across school districts affiliated with both the American Federation of Teachers and the National Education Association. In a survey we conducted, Pittsburgh's outdated practice was an outlier," said Michael Casserly, executive director of the Council of the Great City Schools, the nation's primary coalition of large urban public school systems. "This is not about individual rights. It's not about collective bargaining or union prerogatives. It's about ensuring each student is being taught with the most effective teacher, which is exactly what the public should expect."*

*The PFT represents 2,400 teachers, 565 paraprofessionals and 20 technical-clerical employees. Its most recent contract expired in 2015, and an extension expired in June 2017.*

# *Richmond Times-Dispatch*

# Richmond schools superintendent asks for patience in budget changes

By JUSTIN MATTINGLY Richmond Times-Dispatch

Feb. 8, 2018

As Richmond Public Schools heads into a strategic planning process, new Superintendent Jason Kamras is asking the city's School Board not to make any major instructional changes to the district's budget.

At Huguenot High School on Thursday, the board held the second of three work sessions on the fiscal 2019 budget. Kamras, a week into his tenure, requested that the board wait until the strategic plan is complete before making significant changes, such as to staffing ratios.

As part of his 100-day plan, Kamras intends to lead an effort to develop a five-year plan by the start of next school year. The division does not currently have a strategic plan.

Kamras' 100-day plan — with a May 11 deadline — includes an "equity audit" for all RPS functions, and also calls for engaging the Council of the Great City Schools, a coalition of 68 of the nation's largest urban public school systems, for an audit of the RPS budget.

At its Thursday meeting, the board reviewed specific programs in the division's budget, ranging from staffing ratios to its contracts with software companies. But with only a dozen days before the board is scheduled to vote on a budget, no comprehensive review is expected.

"Everything that's in all of this material is valuable," said David Myers, the school division's chief financial officer, about the programs. "I would encourage us to understand, though, where we are in terms of timing. I hope we can work through this and develop our budget."

Kamras said he hopes to start future budget processes earlier in the year to allow time for the board and himself to review specific programs.

"It's important that we don't do this just around the time of budgets, but we take the time to really understand what these things are," he said.

The first draft of the budget calls for a 3.2 percent increase in the school division's operating budget for fiscal 2019. The 3.2 percent increase would be a $9.4 million bump from the current budget.

The proposed budget totals $301.6 million and includes a 2 percent pay increase for all employees, a 4 percent health care increase and a slight decrease in the district's Virginia Retirement System contribution.

Only a handful of community members attended the meeting, which started at 4 p.m. One attendee expressed concern over the start time, saying it prevented other parents from voicing their opinion on the budget.

"The message is clear," said Gustavo Angeles, a community organizer who attended the meeting. "Whether or not they intended to send it, the message is still clear. Nobody's here."

Dawn Page, the School Board chairwoman, said after the meeting that the meeting started at 4 p.m. to accommodate board members who were having district meetings later in the night.

Thursday's board meeting included a public comment period before the board discussed the budget. No community members spoke.

The board did not discuss a "realignment" plan from 4th District representative Jonathan Young that calls for the school system to match up to $7 million per year from the city to fund facilities construction. Young's plan also proposes selling consolidated school buildings, using RPS fund balance money, and partnering with a nonprofit organization for new construction.

A third budget work session will be held Wednesday at 6 p.m. at Martin Luther King Jr. Middle School in the city's East End. The board plans to vote on the budget at its Feb. 20 meeting.

Once a budget is approved, it heads to the mayor and the City Council.

# *Richmond Times*

# What Richmond's new schools superintendent plans to do in his first 100 days

Jason Kamras spoke as he took the oath of office as the superintendent for Richmond Public Schools at the Richmond School Board Room on Thursday, Feb. 1, 2018.

Jason Kamras, the superintendent of Richmond Public Schools, plans to launch a strategic planning process for the school division in his first 100 days.

Kamras, who took over last week, presented his plan for his first 100 days at the Richmond School Board's meeting Monday at City Hall. Included in his plan is the launch of a planning process for a five-year strategic plan that is to be finished by the start of next school year.

"I believe that all children deserve to be loved and nurtured, to have their unique identities affirmed and celebrated, and to be engaged in rich and rigorous learning every single day," Kamras said in a prepared statement at Monday's meeting. "We must all commit to work together to ensure our students receive the education they deserve so they can pursue their greatest aspirations."

The former District of Columbia Public Schools administrator's plan is broken up into three parts: engagement, equity and excellence.

Engagement

Kamras' plan includes a 10-part strategy to engage with the RPS community.

He plans on visiting all 44 schools in the city, similar to what Richmond Mayor Levar Stoney did in his first year in office. The 44-year-old will also hold neighborhood town halls — one in each district — to meet with parents and other community members; four citywide town halls for the faith, civil rights, nonprofit and business communities; and 12 "Living Room Chats," with three each in the East End, West End, South Side and North Side.

Kamras' plan also lists a Twitter town hall and the launch of "RPS Direct," a weekly communication. He also plans to launch four advisory Cabinets — one for high school students, parents, teachers and principals.

Kamras also plans to meet with each School Board member, the mayor, chief administrative officer and each member of the City Council.

Equity

Since he was named as Richmond's superintendent, Kamras has made his mission of equity in the school division clear. Each time he has given public remarks, the topic has been brought up.

So it's no surprise to see equity as a key part of the 100-day plan. The first part of the equity portion of the plan involves finding an external organization to conduct an "equity audit" of all RPS functions. The plan also lists the creation of two task forces: one for developing "restorative justice" recommendations and the other for creating trauma-informed care professional development for teachers.

"We must fight inequality wherever it exists," Kamras said at Monday's School Board meeting.

Other equity-driven parts of Kamras' plan:

- The launch of "AP 4 All," which would ensure that all high schools at least offer Advanced Placement courses in calculus, literature, biology and Spanish.
- The launch of a teacher recruitment campaign and three teacher recruitment events.
- The launch of a book study with a to-be-created RPS High School Student Advisory Cabinet. The first book will be "The New Jim Crow" by Michelle Alexander.
- Walking the Richmond Slave Trail with his family — his wife and two sons — and the School Board, as well as visiting the Black History Museum and Cultural Center of Virginia with the same group.
- Visiting The Valentine's "Nuestras Historias: Latinos in Richmond" exhibit.

Excellence

The excellence part of the plan is led by the launch of a strategic planning process. Kamras said at a School Board retreat last month that this would be a focal point of his first year at the helm.

In his remarks after being sworn in last week, Kamras promised full accreditation across the school division by 2023; less than half of Richmond's schools are currently fully accredited. He plans to meet with the state Department of Education in his first 100 days.

Also included in the excellence portion:

- Launching a philanthropic campaign to raise money to help fund the strategic plan.
- Having the Council of Great City Schools conduct an audit of the RPS budget.
- Creating a task force to make sure all schools are fully staffed for next school year. The district has recently gone into the school year with teacher and staff vacancies.
- Launching "RPS Shines," which would highlight the district's central office staff, as well as "RPS Student of the Month" and "RPS Educator of the Month."
- Giving all RPS managers two days of management training.

<u>What's not included?</u>

The plan does not mention Kamras' plan for his Cabinet.

Multiple sources have told the Richmond Times-Dispatch that Kamras has informed current Cabinet members that they will not be retained.

<u>Deadline</u>

Kamras' 100th day as superintendent is May 11.

In a statement Monday, School Board Chairwoman Dawn Page said: "This plan is an excellent start to our work, and it is my hope that over the next 100 days, you will see the immediate impacts."

# *St. Louis Post-Dispatch*

# Rally around St. Louis' elected school board

**By Sally Topping**  (Guest Column February 22, 2018)

The Special Administrative Board's vote reflects the will of the community by returning governance to the elected board as the right thing to do for St. Louis Public Schools. Now is the time for state politicians and others to rally around, support and aid the elected board in being effective.

The governor's appointee to the three-member Special Administrative Board, Rick Sullivan, told the Post-Dispatch nearly all of those people within his sphere of influence he had spoken to, including community leaders, parents and educators, said they do not want to return to the elected board.

He said in spite of that he voted for an elected board because, "It's the right thing to do." This is in contrast to outsiders like Steve Ehlmann, county executive of St. Charles County, who do not respect the right of St. Louisans to exercise local control. I applaud Sullivan because he heard the message from the community at the public forums; he understood, and then he voted to return governance to the elected board because it's the right thing to do.

There are those who continue to stereotype: Elected board governance in the city of St. Louis is something to be feared. For them to continually rehash the actions of those elected boards from the past as justification for their fears is clearly misplaced.

To these detractors, I say: Remember that this present elected board has been selected by the voters over the past decade with voter turnouts in the board elections that mirror mayoral election turnouts during the same time.

Today's elected board is uniquely different from any others in the past and should not be judged by the past. In addition, it should quiet these detractors' fears by knowing that the Council of Great City Schools, the premier organization dedicated to helping build effective urban school districts, has agreed to get involved. The council has a new program of training, which was developed to ensure that school boards receive the skills necessary to be successful in the education of their students. And get this: The council has agreed to administer the support and training for free.

Another point of view put forth by some detractors whose only goal is to further extend the life span of the Special Administrative Board is that an appointed board is accountable to the voters, since voters elect the governor, president of the Board of Aldermen and the mayor. It goes like this, if the appointed board does not do a good job, then voters do not have to re-elect their appointers. This arrangement whereby voters first pick someone farther away and higher up in the pyramid of power, who in turn picks whomever to run the schools, is a scheme that is less likely to hold an appointed board accountable than a board elected directly by the voters.

A board elected directly by the voters is obviously closer to and more affected by the voters' wishes, which is the essence of local control. Current state law regarding governance is very clear upon

regaining accreditation. The state board can dissolve the transitional district and return power to the elected board of education "within 30 days."

It would seem to serve no future productive purpose to continue to argue back and forth about different versions of the past history of the St. Louis Public Schools' elected boards. Suffice it to say that the one thing we can agree upon is that virtually no one intended for the elected board to be changed in form or to go away once the district regained accreditation.

Now, we have the universally respected Special Administrative Board's unanimous vote to return governance of the St. Louis Public Schools to the elected board. It is time to turn the page and move forward.

# ARTICLES ON THE FALL CONFERENCE

*The Washington Post*

# Billionaire Bill Gates announces a $1.7 billion investment in U.S. schools

By [Moriah Balingit](#) October 19

Microsoft co-founder Bill Gates announced Thursday that his foundation will invest more than $1.7 billion in public education, money that will go to support schools interested in developing and testing new approaches to teaching.

"Every student should get a great public education and graduate with skills to succeed in the marketplace," said Gates, who delivered the keynote address before about 1,000 school officials at the Council of the Great City Schools conference in Cleveland. "The role of philanthropy here is not to be the primary funder, but rather to fund pilots, to fund new ideas, to let people — it's always the educators coming up with the ideas — to let them try them out and see what really works super well and get those to scale."

The Bill & Melinda Gates Foundation has spent at least $3.4 billion on public education in the United States, most notably to develop the Common Core State Standards and to persuade state education leaders to implement them. His money also went to support charter schools, teacher preparation programs and an array of other improvement initiatives, including one to break up large high schools into smaller ones.

His investments have had mixed results, some of which he outlined in his address Thursday. The initiative to break up large high schools was not one that could be easily replicated elsewhere, he acknowledged. He also said he would no longer directly invest in developing models to evaluate teachers. His other models — which pushed districts to use test scores to size up teacher performance — were often controversial among educators.

Gates outlined his new investment in broad terms, saying that 60 percent would go to traditional public schools — an announcement that elicited applause in the audience of big city school superintendents — and that he wants to let schools and educators drive the process.

"The actual tactics about great teaching, about how to reform the schedule, how to get students who are off track on track — those will be driven by the schools themselves," Gates said. "We will let people come to us with the set of approaches they think will work for them in their local context."

The foundation will serve as a catalyst for change, Gates said, investing in new methods of instruction and then rigorously tracking student outcomes so that other districts can learn from the classrooms that serve as testing grounds.

Rick Hess, the director of education policy at the conservative-leaning American Enterprise Institute, said Gates's propositions have been all over the map and the foundation's latest pitch seems to represent another change in direction. Hess noted that a dozen years ago, the billionaire declared U.S. high schools to be "obsolete." Now, Gates is relying on educators to come up with the ideas to improve student achievement.

"It feels like they have pivoted through a number of strategies over the last decade or two," Hess said.

Another 15 percent of the money will go to help charter schools better support the needs of students with disabilities. The remainder of the money "will be focused on big bets," Gates said — research and development in education.

The Gates Foundation plans to issue a "request for information" on Monday, asking schools and other education organizations to submit ideas for how they might spend the money. It will issue an official request for proposals next early next year.

Hess said it was difficult to determine how the money would make a difference in schools. But he lauded Gates's intentions to improve education.

"We do have to experiment. We do have to learn things," Hess said. "We want to have people put their time and energy and resources into making schools better."

*CNBC*

# Bill Gates is spending $1.7 billion to fix the US education system—here's how

Abigail Hess | @AbigailJHess
10:23 AM ET Mon, 30 Oct 2017

Bill Gates has been an education-focused philanthropist since 2000 and over the next five years, the Bill and Melinda Gates Foundation plans to invest $1.7 billion in U.S. public education. Earlier this month, the tech billionaire spoke at the Council of the Great City Schools and shared how he and his wife plan to spend this money.

"By and large, schools are still falling short on the key metrics of a quality education — math scores, English scores, international comparisons and college completion," he says.

According to Gates, one of the biggest issues in public education is inequality. "Melinda and I made public education our top priority in the U.S. because we wanted to do something about the disparity in achievement and post-secondary success for students of color and low-income students," he says. "That inequity persists today, and we are just as determined now to eliminate it as we were when we started."

Gates believes that fixing this issue is both a moral and economic imperative, writing, "Without success in college or career preparation programs, students will have limited economic mobility and fewer opportunities throughout their lives. This threatens not only their economic future but the economic future and competitiveness of the United States."

The Microsoft mogul offered five ways to address this systemic issue and improve the American education system for all:

**1. Collect data**

The billionaire knows the importance of collecting quality data. "Schools that track indicators of student progress — like test scores, attendance, suspensions and grades and credit accumulation – improved high school graduation and college success rates," he explains.

The Bill and Melinda Gates Foundation has previously invested millions of dollars to help collect data about teacher and student success. Gates believes that these initiatives have allowed for schools to better address the issues of their students. One example he provides is Fresno, California.

"In Fresno, a new data system revealed that students weren't aware of their college options. So, the district created individualized college information packets for every senior who met the

state's college requirements," says Gates. "The result was a 50 percent increase in the number of students applying to California public universities."

Results like these are why he plans to continue to support data collection initiatives.

## 2. Work locally

"Second, we will focus on locally-driven solutions identified by networks of schools, and support their efforts to use data-driven continuous learning and evidence-based interventions to improve student achievement," says Gates.

Every school district is different and students across the country have different needs. In order to address this range of needs, Gates suggests allowing local school districts the freedom to create programs tailor-made for their student populations.

Gates points to a program in Chicago where school leaders partnered with the University of Chicago in order to increase high school graduation and college enrollment rates. This initiative worked for Chicago, but might not be applicable to every school district.

"We believe this kind of approach — where groups of schools have the flexibility to propose the set of approaches they want — will lead to more impactful and durable systemic change that is attractive enough to be widely adopted by other schools," he says. "Giving schools and districts more flexibility is more likely to lead to solutions that fit the needs of local communities."

## 3. Improve curriculum

"Third, we are increasing our commitment to develop curricula and professional development aligned to state standards," he says.

Gates says he supports Common Core standards because "all students — no matter where they go to school — should graduate with the skills and knowledge to succeed after high school," he says. "But more needs to be done to fully realize their potential."

He argues that in order for Common Core standards to be most effective, teachers need a more effective curriculum.

## 4. Help students with special needs

Gates writes that he believes that supporting charter schools will improve the American education system, because they are better equipped to support students with special needs.

"We will focus more of our work with charters on developing new tools and strategies for students with special needs," he says.

Gates says that more needs to be done so that students with special needs have access to a quality education. He believes that charter schools can be part of the solution.

"Our emphasis will be on efforts that improve outcomes for special needs students – especially kids with mild-to-moderate learning and behavioral disabilities," says Gates. "This is a critical problem across the education sector, and we believe that charters have the flexibility to help the field solve this problem."

**5. Fund research**

When it comes to investing billions of dollars, Bill Gates does not make [uneducated decisions](). That is why the philanthropist also plans to fund research that will allow the public the better understand and address the issues that face American students.

"Finally, we will expand investments in innovative research to accelerate progress for underserved students," he says.

He hopes that this research will help the foundation make smart investments: "Our role is to serve as a catalyst of good ideas, driven by the same guiding principle we started with: All students – but especially low-income students and students of color – must have equal access to a great public education that prepares them for adulthood."

## *U.S. News and World Report*

# Gates Foundation to Shift Education Focus

**Bill Gates on Thursday plans to announce a $1.7 billion investment and detail his philanthropic organization's move toward building collaborative school networks.**

By Lauren Camera, Education Reporter |Oct. 19, 2017, at 12:02 p.m.

Marking a new chapter in education philanthropy, the Bill & Melinda Gates Foundation will step back from its traditional education reform agenda to instead invest close to $1.7 billion over the next five years on new initiatives that include a focus on building networks of schools.

"Education is, without a doubt, one of the most challenging areas we invest in as a foundation," Bill Gates is expected to say Thursday during a speech at the Council of the Great City Schools' annual conference in Cleveland, according to prepared remarks. "But I'm excited about the shift in our work and the focus on partnering with networks of schools."

In a sprawling address, the Microsoft co-founder and co-chair of one of the most influential and contentious entities involved in the education space plans to reflect on lessons learned about the

"There are some signs of progress," Gates is expected to say of past efforts. "But like many of you, we want to see faster and lasting change in student achievement."

During the Gates Foundation's involvement in education philanthropy over nearly two decades, the organization – of which Bill Gates' wife, Melinda Gates, is also a co-chair – has poured billions of dollars into advancing new ideas and played an especially significant role in the rise of the education reform movement. Yet it has been widely criticized for funneling funding into what some consider silver-bullet policies or the latest education fad.

One of the foundation's first serious forays into K-12 policy was its push for smaller schools – a contentious idea that yielded mixed results.

While it had a positive impact in some places – such as New York City, where graduation and college enrollment rates increased for the majority of smaller-scale schools – it didn't move the needle in many other places and ultimately was deemed too costly, both fiscally and politically, to replicate successfully.

The foundation's biggest bets, however, were in its decision to back the Common Core State Standards – academic benchmarks for what students should know by the end of each grade – and its push to reimagine teacher evaluation and compensation systems based in part on student test scores.

That effort dovetailed with the Obama administration's competitive education grant program, Race to the Top, which gave states hundreds of millions of dollars to carry out those very education policy changes, among others. The Gates Foundation was instrumental in helping states that won the funding but lacked the capacity and expertise to go it alone and carry out their winning proposals.

The results of those efforts, however, also were mixed.

The District of Columbia, for example, is hailed by many education policy experts as a model for how school districts can create evaluation systems that retain and reward the best teachers while showing the least effective ones the door. But some states, like Tennessee, have had a harder time sticking to their original visions, largely due to the politicization of Common Core, which led to a chain reaction in how states were able to test students and make the results of those tests part of teacher evaluations and pay scales.

In May 2016, Sue Desmond-Hellmann, CEO of the Gates Foundation, offered somewhat of a mea culpa for the foundation's misread of how ready – or not ready, as it turned out – states were to handle implementation of the Common Core standards.

"Unfortunately, our foundation underestimated the level of resources and support required for our public education systems to be well-equipped to implement the standards," Desmond-Hellmann wrote in an open letter. "We missed an early opportunity to sufficiently engage educators – particularly teachers – but also parents and communities so that the benefits of the standards could take flight from the beginning."

Gates is expected to use Thursday's speech in part to echo that sentiment, as he plans to say "it became clear that teacher evaluation is one important piece of several critical elements." Of the Common Core standards, he will say "more needs to be done to fully realize their potential."

He also will emphasize what the foundation will prioritize in the future. Going forward, Gates is expected to say, the foundation will no longer invest in new initiatives designed to tackle teacher evaluation and compensation, although it will continue to collect data on the effectiveness of its previous efforts. Instead, it plans to increase funding for curriculum design and professional development aligned to states' standards – be they the Common Core or others – and also continue its support for charter schools, though it will tailor that focus to schools that are improving outcomes for students with disabilities.

According to Gates, about 60 percent of the new $1.7 billion investment will support the development of new curricula and the foundation's new venture centered around building networks of existing schools, and about 15 percent will support the foundation's charter school work. The other 25 percent will focus on "big bets," which Gates characterizes as having "the potential to change the trajectory of public education over the next 10 to 15 years."

The foundation's vision for building school networks includes funding up to 30 networks, beginning with a focus on high-needs schools and districts in six to eight states where data collection and analysis is used to drive results, particularly when it comes to closing the

achievement gap between students of color and low-income students and their white and wealthier peers.

"We will focus on locally driven solutions identified by networks of schools, and support their efforts to use data-driven continuous learning and evidence-based interventions to improve student achievement," Gates will say, underscoring a recent sea change in the foundation's recognition that local community buy-in is essential for the success of most education policies.

"We will leave it up to each network to decide what approaches they believe will work best to address their biggest challenges," Gates is expected to say. "Giving schools and districts more flexibility is more likely to lead to solutions that fit the needs of local communities and are potentially replicable elsewhere."

According to the prepared remarks, Gates additionally will outline what the foundation envisions for these networks by citing already-existing partnerships.

Examples he'll share include: the Network for College Success, a group of 15 schools that have partnered with the University of Chicago and in which researchers help educators keep tabs on a set of indicators predictive of student graduation and college enrollment; California's CORE Districts, which involves a group of school districts that banded together in 2010 to help each other implement the Common Core and more effective teacher training programs; and Tennessee's Lift Education, which brings together superintendents from rural and urban districts across the state to collaborate on best practices.

"We believe this kind of approach – where groups of schools have the flexibility to propose the set of approaches they want – will lead to more impactful and durable systemic change that is attractive enough to be widely adopted by other schools," Gates will say.

Over the next 30 to 60 days, the foundation plans to gauge interest from nonprofits and other education organizations about leading school networks, and to gather information about their experience and capacity to do so. Working with chosen intermediaries, the foundation eventually will begin looking at specific schools to participate in its networking effort.

"If there is one thing I have learned," Gates will say, "it is that no matter how enthusiastic we might be about one approach or another, the decision to go from pilot to wide-scale usage is ultimately and always something that has to be decided by you and others in the field."

*Business Insider*

# Bill Gates is doubling down on education with a $1.7 billion investment in public schools

Oct. 20, 2017, 1:00 PM

- **Bill and Melinda Gates have pledged to commit $1.7 billion over the next five years to bolstering public education in the US.**
- **The money will get divided into three buckets: public school curriculum, "big bets," and charter schools.**
- **The investment is the largest the Gateses have made since entering the education space 17 years ago.**

Billionaire philanthropist Bill Gates is investing $1.7 billion over the next five years to bolster public education in the United States.

In a speech delivered to the Council of the Great City Schools, the former CEO of Microsoft outlined his foundation's plan to standardize public school curricula, improve teaching quality, assist charter schools, and collect better data to guide future changes.

"Education is, without a doubt, one of the most challenging areas we invest in as a foundation," Gates said in the speech, which was transcribed in a Gates Notes blog post. "But I'm excited about the shift in our work and the focus on partnering with networks of schools."

Roughly 60% of the funding will go toward supporting "the development of new curricula and networks of schools that work together to identify local problems and solutions," Gates said. A large chunk of those problems involve schools that are effectively segregated based on race.

Another 25% will go toward "big bets" — programs that could change public education over the next 10 to 15 years. (Gates did not point any specific innovations in his speech.)

The final 15% will address the sector of charter schools, which Gates believes are vital for helping kids with moderate to severe learning disabilities receive a high-quality education.

Gates, along with his wife Melinda, have been investing in education since 2000. The lessons they've learned in the 17 years since, Gates said, now compel them to evolve how they fund education around the US.

"Our role is to serve as a catalyst of good ideas," he said, "driven by the same guiding principle we started with: all students — but especially low-income students and students of color — must have equal access to a great public education that prepares them for adulthood."

## *Edtech Business*

# What Bill Gates Learned About U.S. Education in 17 Years—and Why He's Investing $1.7B More

**By [Tony Wan](#)**        Oct 20, 2017

Bill and Melinda Gates have poured billions of dollars into efforts to shape U.S. K-12 education over the past 17 years. So what's $1.7 billion more?

In his [keynote address](#) at the <mark>Council of the Great City Schools</mark> conference in Cleveland this week, the Microsoft co-founder reflected on some lessons learned about education reform, along with plans to "invest close to $1.7 billion in U.S. public education over the next five years."

Here's what Gates says he has learned from efforts that will no longer be a focus of the foundation's education strategy:

**Creating [small schools](#) of less than 500 students:** "Over time, we saw that the overall impact of this strategy was limited—the financial and political costs of closing existing schools and replacing them with new schools was too high."

**Observing and [measuring "effective" teachers](#):** "This work has helped states across the country build comprehensive evaluation systems based on multiple measures...But districts and states have varied in how they have implemented these systems because they each operate in their local context." He later added: "...although we will no longer invest directly in new initiatives based on teacher evaluations and ratings, we will continue to gather data on the impact of these systems and encourage the use of these systems to improve instruction at the local level."

Both aforementioned efforts have drawn spotlight—and scrutiny. Even the foundation has acknowledged it is "facing the fact that it is a real struggle to make system-wide change," as Sue Desmond-Hellman, the foundation's CEO, [wrote in a letter](#) last year.

The Gates Foundation's [role in supporting](#) the creation and adoption of the Common Core State Standards emboldened critics who believed Gates had too much sway in shaping what American students would learn. While the standards had the support of many state education officials and policymakers, the foundation did not do enough to reach parents and teachers, it acknowledged.

"Unfortunately, our foundation underestimated the level of resources and support required for our public education systems to be well-equipped to implement the standards," Desmond-Hellman said. "We missed an early opportunity to sufficiently engage educators—particularly

teachers—but also parents and communities so that the benefits of the standards could take flight from the beginning."

Rather than supporting top-down reform efforts, Bill Gates said he wants local educators to propose solutions themselves. In the years ahead, he said the bulk of the foundation's investments will focus on "locally-driven solutions identified by networks of schools," along with efforts to create curricula and professional development opportunities for teachers. "We anticipate that about 60 percent of [the $1.7 billion commitment] will eventually support the development of new curricula and networks of schools that work together to identify local problems and solutions . . . and use data to drive continuous improvement."

Another 25 percent will go towards what Gates called "big bets—innovations with the potential to change the trajectory of public education over the next 10 to 15 years." His examples included support for research into PreK-12 education, math and workforce preparation for high-school students.

Finally, 15 percent will go towards supporting charter schools that serve special-needs students.

"Giving schools and districts more flexibility is more likely to lead to solutions that fit the needs of local communities and are potentially replicable elsewhere," Gates said. "If there is one thing I have learned, it is that no matter how enthusiastic we might be about one approach or another, the decision to go from pilot to wide-scale usage is ultimately and always something that has to be decided by you and others the field," he added, speaking to the school officials in attendance.

The foundation plans to release a "request for information" on Monday to solicit ideas for how the money should be spent, reports The Washington Post, along with an official request for proposal early next year.

# Gates Foundation Announces New $1.7B for K-12



Bill Gates detailed new investments by his foundation in K-12 education at the Council of the Great City Schools' annual conference in Cleveland.

—Clarence Tabb Jr./CGCS

## Foundation pivots from previous priorities

**By Francisco Vara-Orta**

October 19, 2017

The Bill & Melinda Gates Foundation **announced a new investment of $1.7 billion for K-12 education** over the next five years, with the bulk of the funding aimed at existing traditional public schools that show progress in improving educational outcomes, the development of new curricula, charter schools focused on students with

special needs, and "research and development" for scalable models that could inform best practices.

Bill Gates, the billionaire co-founder of the foundation, **delivered the news in a speech** Thursday at the <mark>Council of Great City Schools</mark>' annual conference in Cleveland, where he spoke about the foundation's work in education over the past 17 years, which has drawn both praise and harsh criticism. The preview of the philanthropy's new priorities in education ended months of speculation following the appointment of new leadership in late 2016 and continued scrutiny of its K-12 priorities.

"If there is one thing I have learned," Gates said, "it is that no matter how enthusiastic we might be about one approach or another, the decision to go from pilot to wide-scale usage is ultimately and always something that has to be decided by you and others in the field."

(*Education Week* receives financial support from the Gates Foundation for coverage of continuous improvement strategies in education, and has received grant funding in the past for coverage of college- and career-ready standards implementation. *Education Week* retains sole editorial control.)

In outlining the foundation's work to date, Gates singled out the creation of smaller, more personalized high schools, support for teacher-evaluation models, and funding for the development and implementation of the Common Core State Standards. He also noted academic improvements in New York, Washington, and Los Angeles, among others, from the foundation's programming. But Gates acknowledged the foundation chose to pivot to other initiatives once it became clearer there were limits to sustaining and scaling up those earlier reforms.

"Schools that track indicators of student progress—like test scores, attendance, suspensions, and grades and credit accumulation – improved high school graduation and college success rates," Gates said.

Gates listed five key shifts for the foundation over the next few years:

1. The foundation will no longer directly invest in new initiatives based on teacher evaluations and ratings—something the foundation had spent more than $700 million on by late 2013—but will continue to gather data on the impact of the reforms.

2. It will focus on "locally-driven solutions" that networks of schools will identify as working well with more potential to improve, with a focus on those that use a "continuous improvement" methodology that relies on data and feedback to incrementally reach set outcomes.

3. It will help to develop curricula and professional development models aligned to state standards, despite the political fallout that accompanied the adoption of the common core in some states.

4. It will do more in support of high-quality charters—with an emphasis on efforts that improve outcomes for special needs students, especially those with mild-to-moderate learning and behavioral disabilities.

5. It will make more funding available for "innovative" research to accelerate progress for underserved students.

About 60 percent of the $1.7 billion will go toward the development of new curricula and networks of schools that work together and use data to identify local problems and solutions. About 25 percent will go toward what Gates termed "big bets" that could revolutionize education through research and development in the next 10-15 years, citing it as an area severely underfunded compared to other sectors in the U.S. economy. The remaining 15 percent will be for charter schools, Gates said.

Gates cited the CORE Districts in California–comprised of eight of the largest school districts in the state–and the LIFT Network in Tennessee, which includes educators from rural and urban districts across the state, as models ripe for funding. The foundation hopes to support about 30 of these networks, and will start initially with "high needs" schools and districts in six to eight states.

"In general, with philanthropic dollars, their percentage on charters is fairly high. We will be a bit different, because of our scale, we feel we need to put the vast majority of our money into these networks of public schools," Gates said to the loudest applause during the speech.

In a brief question-and-answer session, Gates explained that those eligible could be a large singular district that serves the majority of a region, or a consortium of districts using an intermediary overseeing the funding.

Gates cautioned that people wanting to reform education shouldn't "fool" themselves that every model is scalable, explaining at one point that, "solutions to these problems will only endure if they are aligned with the unique needs of each student and the district's broader strategy for change."

**A Change in Approach?**

Megan Tompkins-Stange, a public policy professor at the University of Michigan who has extensively researched education philanthropy and profiled the Gates Foundation in her book, Policy Patrons, said she was somewhat surprised that Gates said the foundation should serve more as a "catalyst of good ideas than an inventor of ideas."

"To me, it says that he and the Gates Foundation leadership has perhaps listened to some of the criticism of their more top-down, outside expert-driven approach to philanthropy in education," said Tompkins-Stange, who watched the speech online. "I could not have predicted the new approach they would take would heighten the focus on communities having more autonomy."

Pedro Noguera, a professor of education at the University of California, Los Angeles, whose research focuses on how schools are influenced by social and economic conditions, said that the focus on continuous improvement might be welcomed by educators. But like Tompkins-Stange, he echoed that the details of how the money is allocated will dictate if the foundation is pivoting strongly to a softer approach and if there's simply a new flavor of the month in which to put their dollars.

"Especially in high-need communities, it takes a lot of money and people to sustain change. I continue to hope these are not investments in just one single strand, that if it doesn't pan out, they move on," Noguera said. "Hopefully they are learning from past efforts to more smartly leverage change."

*Fresno Bee*

# Bill Gates praises a Fresno Unified program that helps kids get into college

By Mackenzie Mays

October 24, 2017 1:40 PM

Famed computer whiz and philanthropist Bill Gates gave a special shout-out to Fresno Unified at the annual Great City Schools conference, held in Cleveland last week.

After pledging nearly $2 billion to innovations in education, Gates pointed to a program the district started last year as an example of the direction he wants to see schools take.

"Many states, districts and schools now have the data they need to track student progress and achievement, and some are using it to great effect," Gates said in his speech at the event. "In Fresno, a new data system revealed that students weren't aware of their college options. So, the district created individualized college information packets for every senior who met the state's college requirements. The result was a 50 percent increase in the number of students applying to California public universities."

50%More Fresno Unified students applied to UC and CSU schools outside of Fresno after the packets were sent home.

Fresno Unified's college packet program sends high school seniors home with individualized packets with information about the colleges they are eligible to apply for, and connects families with financial aid resources. The packets increased the number of students applying to UC and CSU schools outside of Fresno by about 50 percent.

Fresno Unified's graduation rate is 85 percent, but less than 50 percent of students meet A-G requirements, which are courses required to get into college.

Kurt Madden, Fresno Unified's chief technology officer, attended the Council of Great City Schools conference – an event for the country's largest urban districts – and said he was pleasantly surprised by Gates' comments.

Many states, districts and schools now have the data they need to track student progress and achievement, and some are using it to great effect."

Bill Gates at the Great City Schools conference

"The takeaway was there's no silver bullet, and it's really about the ecosystem – that learning can be more local. The way you teach and the way you address your kids is different across cities," Madden

said. "The reality is (Gates) does not spend much in California, so it was very significant for him to get up there and say, 'here's how we're going to spend money in the future,' and then highlight two examples in California – both that Fresno is involved in."

Gates also gave a nod to the [CORE districts](#), a group of eight schools in California, including Fresno Unified, that have implemented new academic standards and aim to "use more than just test scores" to measure student success.

"We believe this kind of approach – where groups of schools have the flexibility to propose the set of approaches they want – will lead to more impactful and durable systemic change that is attractive enough to be widely adopted by other schools," Gates said.

*Ideastream*

# Gates Announces Education Investments at Cleveland Conference

Microsoft co-founder Bill Gates laid out the future of his foundation's philanthropic work in front of a group of educators in Cleveland Thursday, and part of that is a billion dollar investment in an education experiment.

Over the next five years, the Bill and Melinda Gates Foundation will invest $1.7 billion in K through 12 education in the U.S. Sixty percent of those funds will be dedicated to creating 20-30 school networks across the country where educators can focus on innovative practices. The innovation can be in any area of education, but will largely focus on curriculum development.

"Groups of schools have the flexibility to propose the approaches they want," Gates said. "We think this will lead to more impactful systemic changes that with luck will be attractive enough to be widely adopted."

Gates said the make-up of the networks could be a group of schools in multiple districts or a district itself, and could also include charter schools, but each network must show a commitment to data driven practices.

The foundation's investment will help study the impact of the new education practices.

Gates was the keynote speaker at the Council of the Great City Schools conference being held in Cleveland this week.

Conference attendees include more than 1,000 urban school district superintendents, school board members and senior administrators.

*Social Good*

# Bill Gates announced a massive investment in public education

Billionaire Bill Gates is investing big time in public education.

At the <mark>Council of the Great City Schools</mark> conference in Cleveland Thursday, Gates announced a hefty $1.7 billion investment from his foundation.

Midway through his keynote address (the video of his speech is embedded above and starts around the 19-minute mark) he vowed to improve public education with a focus on low-income students and students of color.

Over the next five years, Gates said the investment would mostly go toward developing new curricula and building "networks of schools." He's hoping data-driven systems will help students, teachers, and districts learn what's working and what's not. He cited successful programs already implemented at schools that helped students discover college options and English language learners catch up to their peers.

He said he feels like classroom lesson plans and curricula are underfunded, so that's where he wants to push money. He wants to give teachers more resources to teach and get everyone caught up to standard levels.

Other portions of the money will go toward special-needs students and charter school programming — about 15 percent of the total. He didn't go too much into specifics but talked a lot about data and research.

The Bill & Melinda Gates Foundation has already put $3.4 billion toward public education, according to the *Washington Post*.

Gates spoke about helping with education over the past 17 years. "U.S. education is without a doubt one of the most challenging areas for our foundation," he said. "It takes a long-term commitment ... looking at the data, applying that to ourselves, as well."

*The 74*

# WATCH LIVE: Bill Gates to Discuss Education Equity During Council of the Great City Schools Conference

By **Kate Stringer** | October 18, 2017

(Photo credit: Jamie McCarthy/Getty Images for Bill & Melinda Gates Foundation)

On Thursday, philanthropist Bill Gates will be in Cleveland to give the keynote speech at the Council of the Great City Schools' 61st annual conference.

The livestream can be viewed at the Council's website at 12:50 p.m. Eastern Time.

The Bill & Melinda Gates Foundation announced that Gates will discuss "how our K-12 education work continues to ensure that all students have the knowledge, skills, and agency to succeed in college and beyond."

CNN commentator Van Jones and actress Rosario Dawson will also speak at the conference, which will be attended by 1,000 superintendents, school board members, and education administrators.

The Council is made up of 68 of the largest urban school districts, with the goal of advocating for inner-city students.

The conference will also include a national town hall meeting Friday, where school leaders, parents, and students will discuss equity in education.

The conversation can be followed on Twitter with the hashtag #cgcs17.

# *Gates Notes*

# Our Education Efforts Are Evolving

By **Bill Gates**
| October 19, 2017

Melinda and I got involved in U.S. education in 2000. A lot has changed since then, but our goal has not: We still want all children in America to get a great education. It's key to realizing the vision of America as a country where all people have a chance to make the most of their talents.

Based on everything we have learned in the past 17 years, we are evolving our education strategy. I explained what's changing in a speech today at the <mark>Council of the Great City Schools</mark>. Here's the text of my speech:

<div align="center">

**Remarks as prepared**
**The Council of Great City Schools**
**Cleveland, October 19, 2017**

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When our foundation began working in education in 2000, we started with a few guiding principles.

Our #1 priority was – and still is – ensuring that all students get a great public education and graduate with the skills to succeed in the workplace.

We wanted to work with educators to better understand their needs and the needs of their students and communities.

And, taking their best ideas, we wanted to pilot potentially transformative solutions and understand what worked well and what didn't.

Today, I'd like to share what we have learned over the last 17 years and how those insights will change what we focus on over the next five years.

But first, I'd like to say a few words about the state of public education in the U.S. By and large, schools are still falling short on the key metrics of a quality education – math scores, English scores, international comparisons, and college completion.

While much has rightly been made of the OECD data that shows lagging performance of American students overall, the national averages mask a bigger story.

When disaggregated by race, we see two Americas. One where white students perform along the lines of the best in the world—with achievement comparable to countries like Finland and

Korea. And another America, where Black and Latino students perform comparably to the students in the lowest performing OECD countries, such as Chile and Greece.

And for all students in U.S. public schools, the percentage of high school graduates who enroll in postsecondary institutions has remained essentially flat.

Without success in college or career preparation programs, students will have limited economic mobility and fewer opportunities throughout their lives. This threatens not only their economic future but the economic future and competitiveness of the United States.

There are some signs of progress. Over the past decade, in cities like Charlotte, Austin, and Fresno, high school graduation rates have gone up rapidly.

Fourth-grade reading and math scores in large city schools increased at almost double the rate of public schools nationally. And the 8th grade scores are even better.

But like many of you, we want to see faster and lasting change in student achievement – and our commitment to that goal is steadfast. In fact, given the constraints and other demands on state and local budgets, it's more important than ever that we continue to explore the best ideas for improving student achievement.

Melinda and I made public education our top priority in the U.S. because we wanted to do something about the disparity in achievement and postsecondary success for students of color and low-income students. That inequity persists today, and we are just as determined now to eliminate it as we were when we started.

When we first got involved in U.S. education, we thought smaller schools were the way to increase high school graduation and college-readiness rates. In some places and in some ways, small schools worked.

In New York City, graduation rates of students attending small schools was more than 30 percentage points higher than the schools they replaced. And almost half of the students attending small schools enrolled in postsecondary education – a more than 20 percent difference from schools with similar demographics.

Results in other places – like Los Angeles and the Rio Grande Valley in Texas –were also encouraging. Yet, over time, we saw that the overall impact of this strategy was limited—the financial and political costs of closing existing schools and replacing them with new schools was too high.

Over time, we realized that what made the most successful schools successful – large or small – was their teachers, their relationships with students, and their high expectations of student achievement.

Understanding this, we saw an opportunity to move our work closer to the classroom – to systemically support schools across the country to improve the quality of teaching and raise academic standards.

In 2007, we began investing in the Measures of Effective Teaching project. Over the last decade, it has contributed important knowledge to the field about how to gather feedback from students on their engagement and classroom learning experiences . . . and about observing teachers at their craft, assessing their performance fairly, and providing actionable feedback.

This work has helped states across the country build comprehensive evaluation systems based on multiple measures. We've seen promising results in places like Cincinnati, Chicago, New York City, and Washington DC, where research shows these systems can help identify teachers who need to improve and those who are underperforming . . . and in places like Tennessee, where three out of four teachers say the evaluation process improves their teaching.

But districts and states have varied in how they have implemented these systems because they each operate in their local context.

In addition, it became clear that teacher evaluation is one important piece of several critical elements to drive student achievement. School leadership, teacher professional development, climate, and curriculum also play critical roles in improving student achievement.

As you know, we also backed the Common Core because we believed, and still believe, that all students – no matter where they go to school – should graduate with the skills and knowledge to succeed after high school. It's exciting to see how the standards are being brought to life in schools and classrooms. But more needs to be done to fully realize their potential.

As we have reflected on our work and spoken with educators over the last few years, we have identified a few key insights that will shape our work and investments going forward.

Teachers need better curricula and professional development aligned with the Common Core. And we see that they benefit the most from professional development when they are working with colleagues to tackle the real problems confronting their students.

Schools that track indicators of student progress — like test scores, attendance, suspensions, and grades and credit accumulation – improved high school graduation and college success rates.

And last, schools are the unit of change in the effort to increase student achievement and they face common challenges – like inadequate curricular systems and insufficient support for students as they move between middle school, high school and college. And they need better strategies to develop students' social and emotional skills. But solutions to these problems will only endure if they are aligned with the unique needs of each student and the district's broader strategy for change.

So, what does this mean for our work with you and others?

First, although we will no longer invest directly in new initiatives based on teacher evaluations and ratings, we will continue to gather data on the impact of these systems and encourage the use of these systems to improve instruction at the local level.

Second, we will focus on locally-driven solutions identified by networks of schools, and support their efforts to use data-driven continuous learning and evidence-based interventions to improve student achievement.

Third, we are increasing our commitment to develop curricula and professional development aligned to state standards.

Fourth, we will continue to support the development of high-quality charter schools.

There is some great learning coming from charters, but because there is other philanthropic money going to them, we will focus more of our work with charters on developing new tools and strategies for students with special needs.

Finally, we will expand investments in innovative research to accelerate progress for underserved students.

Overall, we expect to invest close to $1.7 billion in U.S. public education over the next five years.

We anticipate that about 60 percent of this will eventually support the development of new curricula and networks of schools that work together to identify local problems and solutions . . . and use data to drive continuous improvement.

Many states, districts, and schools now have the data they need to track student progress and achievement, and some are using it to great effect.

In Fresno, a new data system revealed that students weren't aware of their college options. So, the district created individualized college information packets for every senior who met the state's college requirements. The result was a 50 percent increase in the number of students applying to California public universities.

Summit Public Schools, which operates 11 charter schools in California and Washington, analyzed data and determined that English Learners entered school significantly behind and never caught up.

So, it identified the teachers whose EL students were doing the best, talked to them and curated their materials, and applied those best practices across all Summit schools. In less than a year, the performance gap between English Learners and others decreased by 25 percent.

In Chicago, researchers also found powerful insights in their data that are predictive of student progress and success. They determined, for example, that 9th graders who succeed on four key indicators – high attendance, course completion rates, credit accumulation, and grades – are more

than four times as likely to graduate. And if their grades are a B+ or higher, they are much more likely to succeed in their first year of college.

Excited by insights like these, school leaders in Chicago partnered with the University of Chicago to create the Network for College Success.

This network of schools is using data to identify strategies that educators can use to solve specific problems. From 2007 to 2015, the percentage of students on track to graduate from Chicago high schools rose from 61 to 85 percent. And four-year college enrollment rates in Chicago went from 36 to 44 percent.

We believe this kind of approach – where groups of schools have the flexibility to propose the set of approaches they want – will lead to more impactful and durable systemic change that is attractive enough to be widely adopted by other schools.

We are seeing more examples of this popping up all the time. Like the CORE Districts in California – comprised of eight of the largest school districts in the state. And the LIFT Network in Tennessee, which includes educators from 12 rural and urban districts across the state.

Over the next several years, we will support about 30 of these networks, and will start initially with high needs schools and districts in 6 to 8 states. Each network will be backed by a team of education experts skilled in continuous improvement, coaching, and data collection and analysis.

There are two things these networks will share in common. A commitment to continuous improvement. And a focus on addressing common problems that are identified by using proven indicators predictive of students' learning, progress, and postsecondary success.

But we will leave it up to each network to decide what approaches they believe will work best to address their biggest challenges. They might decide, for example, to focus on student interventions in middle school . . . or adapting new and more rigorous curricula . . . or improving support for certain groups of students in the transition from high school to college.

We will work with partners to document these change efforts in schools and networks and ask them to share the lessons learned with others.

We'll also work with teacher and leader prep providers to ensure that these lessons and best practices are incorporated into local programs to further enrich and sustain this work.

We also know that high-quality curricula can improve student learning more than many costlier solutions, and it has the greatest impact with students of novice and lower performing teachers. We also know it has the greatest impact when accompanied by professional learning and coaching.

Our goal is to work with the field to ensure that five years from now, teachers at every grade level in secondary schools have access to high-quality, aligned curriculum choices in English and math, as well as science curricula based on the Next Generation Science Standards. In a few

places, we also will support pilots of scalable professional development supports anchored in high quality curriculum.

Louisiana is a great example of where aligned curricula and professional development is helping teachers. 80 percent of districts have adopted fully aligned curricula in grades 3 through 8. And the state has created a marketplace of preferred professional development service providers to help schools implement these curricula effectively. Teachers report that they feel more equipped to help students meet the standards—for example, by closely reading texts for meaning.

In Washington DC, the school district has developed an innovative professional development program that is discipline-specific, curricula-aligned, and focused on improving teachers' instructional skills at the school level. Teachers meet weekly with a coach who is an expert in the subjects they teach. They also meet in small groups with colleagues who teach the same subject to talk through lesson plans, what's working, and how to adjust their instruction accordingly. While still early, 87 percent of teachers say the collaboration and feedback is improving their practice and knowledge.

We expect that about 25 percent of our funding in the next five years will focus on big bets – innovations with the potential to change the trajectory of public education over the next 10 to 15 years.

The conditions for developing and spreading new approaches in education, particularly technology-enabled ones, are better than ever. Broadband access in schools is reaching 90 percent. Students and teachers have access to more affordable and more powerful tools for learning. Educators are seeking each other out and sharing ideas in digital communities. And there are promising developments in neuroscience, cognitive psychology, and behavioral economics.

But the PreK-12 research, development and translation ecosystem is underfunded and fragmented, with less than 1 percent of total government spending in public education focused on R&D.

Math is one area where we want to generate stronger evidence about what works. What would it take, for example, to get all kids to mastery of Algebra I? What kinds of intelligent tools do teachers and students need to get there? And how might we design these in partnership with the best math teachers in the country?

We are also interested in what role we can play to prepare students for the dramatic changes underway in the workforce. We have to make work-related experiences a consistent part of high schools in ways that build student engagement and relevant skills, and that put young people on a path to credentials with labor market value in our future economy.

We anticipate that the final 15 percent of our funding in the next five years will go to the charter sector.

We will continue to help high-performing charters expand to serve more students. But our emphasis will be on efforts that improve outcomes for special needs students – especially kids with mild-to-moderate learning and behavioral disabilities. This is a critical problem across the education sector, and we believe that charters have the flexibility to help the field solve this problem.

Over the last 17 years, we have invested $1 billion in the cities represented in the room in support of school improvement and redesign efforts. We are proud of that work and have seen some good things come out of it that make me optimistic about the future.

Education is, without a doubt, one of the most challenging areas we invest in as a foundation. But I'm excited about the shift in our work and the focus on partnering with networks of schools.

Giving schools and districts more flexibility is more likely to lead to solutions that fit the needs of local communities and are potentially replicable elsewhere.

I'm also hopeful this will attract other funders focused on particular approaches or who work in one state or community.

If there is one thing I have learned, it is that no matter how enthusiastic we might be about one approach or another, the decision to go from pilot to wide-scale usage is ultimately and always something that has to be decided by you and others the field.

Our role is to serve as a catalyst of good ideas, driven by the same guiding principle we started with: all students – but especially low-income students and students of color – must have equal access to a great public education that prepares them for adulthood. We will not stop until this has been achieved, and we look forward to continued partnership with you in this work in the years to come.

Thank you.

*Cleveland Plain Dealer*

# Big city school leaders gathering in Cleveland: Bill Gates and Van Jones discussions will be highlights

Updated on October 17, 2017 at 3:26 PM Posted on October 17, 2017 at 1:36 PM



Bill and Melinda Gates Foundation Co-Chair Bill Gates will speak at the Council of the Great City Schools conference here in Cleveland on Thursday. (*Manuel Balce Ceneta/AP*)
227 shares

By Patrick O'Donnell, The Plain Dealer

CLEVELAND, Ohio - Leaders of more than 60 big-city school districts across the country will meet downtown the rest of this week, discussing issues facing urban schools at the national conference of the Council of the Great City Schools.

Events will be closed to the public, but highlights include:

- A symposium Wednesday morning on "Is the American Education System Really Broken?"

- A lunch talk from Microsoft co-founder Bill Gates Thursday about education efforts he has backed and what he has learned from them.

- A breakfast talk on Friday by actress Rosario Dawson.

- A Friday afternoon "Town Hall" discussion - "What does equity really mean?" - led by author and commentator Van Jones.

Gates's speech and the Town Hall discussion will be webcast on the Cleveland school district website. See below for more details.

School leaders will meet at the Hilton Cleveland Downtown Hotel starting Wednesday, for discussions on issues like school finance, bilingual education and teaching "males of color." The Cleveland schools, who are hosting the conference, will also provide tours of the Campus International and Lincoln West health schools.

Thursday and Friday will feature presentations on "best practices" of schools by districts across the country.

Gates, who will speak shortly after 12:30 on Thursday, created the [Bill and Melinda Gates Foundation](#) with his wife, Melinda. The foundation has donated millions to several educational initiatives, including a movement to break large high schools up into small ones and attempts to improve teaching by rating teachers.

[Cleveland is also participating in Gates' plan to create a "compact"](#) for collaboration between school districts and charter schools in several cities.

Gates' talk will cover "the arc of our investments in education, the lessons learned and what they mean for the future," according to a foundation spokesman.

The speech c[an be seen live here.](#)

Jones, a commentator on CNN and former advisor for the Obama administration, will speak at lunch Friday before running the town hall meeting from 2:30 to 4 p.m.

Panel members are:

Cleveland Metropolitan School District CEO Eric Gordon

Milwaukee Public Schools Superintendent Darienne Driver

Denver school board member Allegra "Happy" Haynes

Dallas Independent School District Superintendent Michael Hinojosa

Cleveland parent Jessica Nelson

Cleveland high-school senior Shauntia Adams

Cleveland 10th-grader Jonathan Chikuru

The town hall can be [viewed live at this link.](#)

*Cleveland Plain Dealer*

# Is "equity" in education just about money? Educators debate strategies (video)

Updated on October 22, 2017 at 7:47 AM Posted on October 21, 2017 at 8:00 AM



Cleveland schools CEO Eric Gordon, Milwaukee Superintendent Darienne Driver and Denver school board member Allegra Haynes discuss equity in education at the Council of the Great City Schools conference Friday in Cleveland.(*WVIZ/Ideastream*)
24 shares

By Patrick O'Donnell, The Plain Dealer

CLEVELAND, Ohio - Everyone agrees that black students, Hispanic students and poor students deserve good educations, Denver school board member Allegra Haynes told educators from across the country gathered in downtown Cleveland Friday.

But they start backing away when discussions about equity in education involve money or having to change behavior or biases.

"People equate the idea of taking away from one group and giving to another as a lose-lose," Haynes said.

How to change that attitude was a major focus of a panel - "What is equity?" - at the annual conference of the Council of the Great City Schools, the national organization for the nation's big-city school districts.

Haynes was joined by Cleveland schools CEO Eric Gordon, superintendents from Dallas and Milwaukee, a Cleveland parent and two Cleveland students in a 90-minute discussion of how learning gaps between different racial and economic groups can be closed.

Led by CNN commentator and author Van Jones, panelists spent little time spelling out the test score differences between the groups or the significantly-higher poverty and incarceration rates for minority groups in the nation. Those are all just part of the daily life of city schools.

They instead talked about ways to attack the issues - like involving students more, creating a friendly atmosphere at an early age, helping kids address emotional issues, and forcing curriculum and teaching changes to best help students.

See a full video below.

Gordon said that he wants to let his students "dream without limits," to be able to have the education and ability to chase their dreams, despite the racial and class issues of the city, multi-generational poverty and anger over police shootings.

"Those of us in this room have an awesome responsibility because we are most positioned...to create that space for dreaming."

Milwaukee Superintendent Darienne Driver said she hopes to change the longstanding belief that black students can't learn as well as white students and are doomed to troubled lives. That can only happen by tackling the school and personal needs of all students.

"Public school can work for all kids, but it has to be a commitment," she said. "It has to be a choice."

That raised the issue of money - adding more money, likely by taking it away from others.

"I was all for taxing rich people when I was broke," Jones said, drawing laughter.

"But I got a raise recently and I'm starting to get a little bit wobbly"

"Why," he asked, "is it good for me to give up my money for somebody who has less?"

Haynes said that people can agree to spend money when it brings results. She told of how more money brought changes to some Denver schools - extra social supports for kids, improved social and emotional learning in classrooms, and changes with teachers and curriculum - that led to "miraculous" improvements.

That has helped make the case for continuing to aid those schools, Haynes said.

"They did the things to make a difference," she said, cautioning, "You can't just throw money at the problem and that's the end."

Dallas Superintendent Michael Hinojosa said education is the only way for the poor to advance, so he appeals to people's altruistic values. If that doesn't work, he said, he talks about house values.

"You've got values somewhere," he said, drawing loud laughter.

Driver and others said that changing the atmosphere of schools - being more welcoming, and avoiding suspensions through "restorative justice" methods where students reflect on behavior and how to make amends - is a good first step.

While Driver said she questions students and families on where the district falls short, Hinojosa said his district hired consultants to do an "equity audit" on his district to find things he and his staff would overlook,

Cleveland parent Jessica Nelson, who has two children in the district and one who graduated, said parents also need to be advocates for their children. If they don't know how, they need help finding people who can.

She also reinforced a belief by many in the audience that students with disabilities are often not treated equitably and pushed aside. But she praised the district for including a daughter with disabilities in regular classes, where she can thrive.

Cleveland students Shauntia Adams and Jonathan Chikuru discuss education equity at a Council of the Great City Schools panel.

Student Shauntia Adams, a senior at New Tech East High School, also appreciated district efforts - particularly Gordon's regular meetings with students from every high school to discuss issues in their schools.

Sophomore Jonathan Chikuru, who attends the Lincoln-West School of Global Studies, drew the largest reaction from the crowd and from Jones. A refugee from the Congo, he talked about coming here 15 months ago, while his parents in the audience looked on.

"Here they can help you to achieve your goals," he said. "Not like in Africa."

*TrustED blog*

# In their own words: Big city school leaders on making equity a reality in schools

By: Todd Kominiak October 25, 2017

We have a lot of work to do to shrink the achievement gap in schools.

That was the consensus among leaders from some of the largest urban school districts in the country at a town hall discussion during last week's Council of Great City Schools' 61st Annual Fall Conference in Cleveland.

During the discussion, presented live on 90.3 WCPN's Facebook page and hosted by CNN personality Van Jones, school leaders from Cleveland, Milwaukee, Denver, and Dallas explained the equity challenges their districts are facing and how they are tackling them head-on.

While the issue of resources—or a lack thereof—was discussed, the crux of the discussion was on why pushing for equity among students of different socioeconomic backgrounds is so critical to student success.

If you missed the conversation, here's a few of the more salient points made by participating school leaders, in their own words.

**Eric Gordon, CEO, Cleveland Metropolitan School District, on why student equity needs to be a priority for all school leaders:**

"The core of what I do as a superintendent is I want to make sure that my kids and my kids' families can dream without limits and that they're fully able to pursue whatever their dream is. To me, that's the ultimate win in equity…We do talk about the resources we have, the curriculum we need, the education that is the pathway out of it, but I fundamentally believe we have to create a space where we bring our whole self. Education is only one piece of that and if we only narrow it to the piece about education, I don't see how any of us will get to the goal. We just recently, in this town, talked about how we have all these 'islands of excellence' in all of our districts across the country, but there's not been yet one city where everyone's thriving."

**Darienne Driver, Superintendent of Schools, Milwaukee Public Schools, on her mission to change the narrative about what students can achieve in public schools:**

"We have the worst achievement gaps between white students and black students, the highest incarceration rates for black males, highest unemployment rates for black males, and so there is, unfortunately, this repetitive narrative that 'blacks can't, blacks don't and that whites can and that they have.' Part of my mission is to change that narrative and the way to do that is through equity…I'm a public education product. My parents were. My grandparents were. I know that public schools can work

for all kids, but it has to be a commitment. It has to be a choice, because you can have the infrastructure, and the policies, and the frameworks—and we have those things now—but it really has to be the adults choosing that this is the best pathway forward to make sure all kids have."

**Allegra "Happy" Haynes, Board Member, Denver Public Schools, on the idea of equity versus actually putting it into practice:**

"We had a conversation earlier about the challenge we have when people nod their heads when you say 'all kids should be able to do this' and 'we want all kids to graduate.' But when it came time for us to address issues around budget and giving some of our struggling schools the resources that they needed, people got nervous, because then it meant to them, 'you're going to take resources away from us.' When people equate the idea of equity with taking away from one group and giving to another, it's a lose-lose strategy. So, I like to turn it around and talk about *every* child, not all children, because it's too easy to lose the individual needs. If you know me, if you know what my needs are as a student, then you'll understand what it takes to educate me and meet me where I am."

**Michael Hinojosa, Superintendent, Dallas Independent School District, on putting the best talent in the most challenging schools:**

"Dallas is a tale of two cities. What people don't realize is that Dallas ISD has 93 percent economically disadvantaged. We have 44 percent English learners…We've had to get courageous and try to do certain things. So, first of all, we used to pay teachers for how long they've been breathing instead of how good they are. So, now we've paid them for how good they are. We've identified them. And now, part of our equity strategy is a program called ACE—Achieving Campus Excellence. We pay the best teachers to go to the toughest schools, and we pay them a lot of money to go to the toughest schools."

To see more about how school leaders, parents, and students are encouraging equity in their schools, check out the video of the full discussion below:

**How is your school or district making equity a priority? How do you engage your community to help battle the real challenges your schools face? Tell us in the comments.**

# Cleveland Plan News

# CMSD, city shine during national conference



A national urban education conference put CMSD and the city in the spotlight this month -- and both shone brightly.

With CMSD serving as their host, more than 1,100 urban superintendents, school board members and other leaders came for the Council of the Great City Schools' annual fall conference.

The turnout was the second largest in the 61-year history of the Council of the Great City Schools' annual fall conference. The council represents 70 of the nation's largest urban school systems.

Visitors gathered from Oct. 18-22 at the downtown Hilton and Huntington Convention Center. They also spent time at the Cleveland History Center, East 4th Street and the Rock and Roll Hall of Fame and Museum.

"Cleveland was a splendid host to educators from all over the nation," said Michael Casserly, the council's executive director.

"The school district showed off the city to best effect, attendees loved what they saw, and many vowed to return'" he said. "Many of our conferees had never been to Cleveland before, but loved

the people, the hospitality, the architecture, and the many diverse things to do. A first-rate experience in a first-class city."

Headline speakers included Microsoft co-founder and philanthropist Bill Gates, who outlined plans for investing $1.7 billion in K-12 education, actress and activist Rosario Dawson and CNN contributor Van Jones. Ideastream live streamed Gates' and Jones' appearances.

District students caught attention with dance and instrumental performances and artwork used as table centerpieces. Some also participated in panel presentations.

On the first day of the conference, Chief Executive Officer Eric Gordon told District leaders that the turnout was high because of the city's location in America's heartland and the critical issues facing urban education.

But he said the visitors also wanted to get a glimpse of reform work going on under The Cleveland Plan.

"People want to know what we're doing," he said. "This is a big moment for us."

District staff participated in 18 of 75 small-group presentations, discussing initiatives in areas such as developing leaders, curbing chronic absenteeism, giving students a voice in their education and recruiting and retaining quality teachers.

It was noteworthy audience. Gordon calls the council the nation's "single-most professional development organization for urban educators."

## *Cleveland Plain Dealer*

# Rosario Dawson thanks urban educators, addresses youth and social justice issues in Cleveland speech

Posted on October 20, 2017 at 10:39 AM

By Emily Bamforth, cleveland.com

CLEVELAND, Ohio -- One of the biggest steps in enacting social change is educating urban youth, actress and activist Rosario Dawson said in a Cleveland speech Friday morning.

"It's not just marching out in the streets, it's not just raising your fist up in the air and screaming all the time. Oftentimes it's pretty boring, and it's detailed and you're showing them what that looks like."

Dawson has had a long film career and appeared in movies such as *Kids* and *Rent* and is also known for a recurring role in a number of Marvel television series.

When she addressed a room at the fall conference of Council of the Great City Schools, which represents more than 60 of the nation's largest school districts, though, she was speaking not only as an activist who is involved in a number of youth organizations, but as a product of urban education.

Dawson grew up in poverty on the Lower East Side, but said she was exposed to STEM subjects (science, technology, engineering and math) from concerned parents and teachers, including her mother, who became pregnant with her at 16.

Dawson, who received the President's Volunteer Service award for her charity work, said it's leading by example and showing that putting in hard work can make a difference that prompts youth to take action on social issues.

She used the example of members of the Council of the Great City Schools connecting with each other to provide relief to districts battered by recent hurricanes.

"That's the stuff that really teaches your kids ... I just want to say thank you from the bottom of my heart because I know how valuable that is," she said.

Dawson said she can see online how much youth are becoming attuned to social justice. She pointed to the #MeToo campaign, a social media trend designed to show the widespread problem of sexual assault and harassment against women. #MeToo was popularized after a flood of

women made allegations of sexual misconduct and rape against Hollywood executive Harvey Weinstein.

Dawson said she's thankful to live in a time where these types of problems have come to light and people are fighting against them, referencing backlash against President Donald Trump, who she called the "Sexual-Predator-In-Chief."

With the vast amount of challenges facing urban teachers, Dawson said self-care should always be a priority when doing community work. She said it's something she's struggled with in the past, but making time for yourself is important because it expands what a person can do.

"When you're in (that) space, there's a lot of energy to come from it," she said.

Dawson also spoke about the rescinding of the federal [Deferred Action for Childhood Arrivals (DACA) program](#), which allowed children who immigrated to the United States illegally to remain here. Dawson, who founded Voto Latino, an effort to get Latino voters to the polls, said that it's important to slow down and not get overwhelmed. Instead, small steps are critical, such as forming networks for support and providing services for thousands of people affected.

At the end of the day, she said, education should be about showing students that teachers are human and providing an example of what it means to be human, from the actions that educators take to the opportunities they provide in and out of the classroom.

"When you start making life part of school, you really show kids what is possible."

**EDUCATION WEEK**

# Long Beach School Board Member Named Urban Educator of the Year

By Denisa R. Superville on October 20, 2017 12:06 PM

Veteran Long Beach school board member Felton Williams was selected as the Urban Educator of the Year on Thursday.

The Green-Garner Award is handed out annually at the fall convening of superintendents, school board members, and top district officials from school districts that are members of the Council of Great City Schools, the Washington, D.C.-based organization that represents 68 mostly urban school systems and the state of Hawaii.
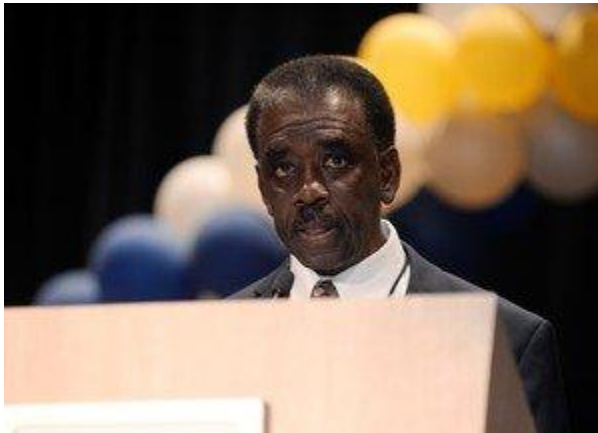


This year in Cleveland was especially notable for its keynote speaker, Microsoft founder and co-chair of the Gates Foundation Bill Gates, who announced that over the next five years the foundation will invest about $1.7 billion in K-12 education.

The foundation will also be shifting its education philanthropy approach, moving away from directly investing in initiatives rooted in teacher-evaluations. The foundation was—and continues to be—a strong supporter of the Common Core State Standards, Gates said.

Gates said about 60 percent of the investments will go toward supporting curricular and about 30 networks of schools that are identifying local problems and solutions and using data for continuous learning.

The foundation will start with high-needs districts in six to eight states and then expand from there. Some districts (or networks) that could potentially benefit include the CORE districts in California—Fresno, Garden Grove, Long Beach, Los Angeles, Oakland, Sacramento, San Francisco and Santa Ana—and LIFT Network in Tennessee, which includes schools in both rural and urban districts, such as Metro Nashville and Shelby County school systems.

About 15 percent of the funding over the next five years will go toward charter schools, he said.

The award to Williams is named after Richard Green, the first African-American schools chancellor in New York City, and Edward Garner, a former Denver school board member. The award, which alternates each year between a school board member and a superintendent, comes with a $10,000 college scholarship to a student in the winner's district.

Last year's award went to **Eric Gordon, the CEO of the Cleveland School District.**

Williams, an immediate past-chairman of the council, **was among the 11 school board members up for this year's honor.**

He has been an integral part of Long Beach's Academic and Career Success Initiative, which the school board adopted in 2007 to boost college and career readiness among its students, efforts to increase the number of students of color in Advanced Placement courses, and the launching of the district's ethnic studies program in 2015.

*Precinct Reporter News* (serving Southern California's African American communities since 1965)

# Dr. Felton Williams: Education Champion of the Cause

By [Precinct Reporter News](#)
November 4, 2017 Dianne Anderson

If Long Beach educator Dr. Felton Williams had his way, the outpouring of accolades for his successful program development within the city unified school district would be a low key event without much fanfare.

His traditionalist quiet side doesn't surprise Uduak-Joe Ntuk, a local engineer and youth mentor.

He said that while Dr Williams holds important standing in the educational community, he often works behind the scenes. As only the second ever African American board member in the history of the city school district, he commended Williams for developing important programming, especially for Black students.

"The work speaks for itself. He's a different generation of leader," Ntuk said.

Over the years, Dr. Williams has elevated the Concerned African American Parents group district-wide through workshops, information outreach to address the achievement gap with parent support, homework, and access to parenting classes. He has also pushed access for Advanced Placement classes for Black and Brown students.

In past years, Ntuk said students were required to be in magnet programs to qualify for AP courses,  which was previously open only to PACE students.

Dr. Williams expanded that process.

"Now, more African American and Latino students have access to AP classes. They have a better chance to go to college, and increased academic exposure in high school," Ntuk said.

Dr. Williams, who has served on the Long Beach Board of Education for over 13 years, has championed the lead on President Obama's Boys to Men of Color Initiative through a number of citywide events for both the male and female academies. Students can access support systems, work in smaller groups, coaching on etiquette and receive job training preparation.

Since elected in 2004, Dr. Williams said that the low AP course participation rate for Black students, and all students of color, bothered him. Advanced Placement classes became a top priority, giving many more kids a chance for educational choices that they may not have been able to access otherwise.

"When I looked at the numbers district-wide, we were looking at 500 kids of color in AP. Now we've got over 3,000 today," said Dr. Williams, who has also served as president and vice president overseeing the Board for the 74,000 student school system.

He feels there are many reasons why Black and Brown students get left behind.

Looking at the big picture, sometimes kids will "self-select" out of AP because they think the study is too difficult, he said. Or, they don't want to bring their GPA down, fearing that the work is too challenging.

They must be nudged in the right direction.

"You have to bring the kids in and make sure the infrastructure is there to deal with it. We put things in place, devised a program, setup orientations for kids and parents, and a way to support them," Dr. Williams said.

He attributes program success to working directly with the schools, volunteers, and making sure the connections to the students were tight. It helped move the process along.

"A lot of good people gave up their time for that," he said. "It took three years worth of work, meeting every month, sometimes more than every month."

Dr. Williams, also a former dean at Long Beach City College, holds his Master's degree in business administration at CSULB, and a Ph.D. in higher education at Claremont Graduate University.

Establishing board member goals was another big part of the process, he said. Out of that effort, they were able to establish a methodology to look at everything from math to reading, and determine the measurements needed to bring the kids up to a new level.

"Getting the district to a place where it was able to strategically plan its goals, and how to move from one point to another — to me that was major," he said.

Dr. Williams, immediate past chair of the Council of the Great City Schools' Board of Directors, is locally and nationally recognized for his impact in areas of urban public education.

"His passion for equity and excellence has had a profound effect on how all of us serve our urban students. There could be no one more deserving," said the Council Executive Director Michael Casserly.

In the winning, Dr. Williams also took home the 2017 Green-Garner Award of the $10,000 college scholarship to present to a student.

LBUSD Superintendent Christopher J. Steinhauser applauded Dr. Williams' many contributions.

"We can't thank you enough for everything that you've done for our young people.  From the day you stepped on as a board member you've been a huge advocate for equity and access for all of our kids, and because of your efforts to lead our initiatives, our district is recognized as one of the best in the nation," he said

# SOCIAL MEDIA

# Social Media Report

**Tracking The Council's Social Presence**

Annual Report

Analysis of 2017



Council of the
Great City Schools

# Twitter Goals

The Council's Twitter monthly goals for the 2017 calendar year were created after analyzing data from the end of 2016, after the Communications team was once again fully staffed, and reviewing what the organization wanted and needed from social media.

Four goals were then set as both ambitious and attainable parameters. The monthly goals were based on:

- **Content; post 60 tweets**
- **Impressions; earn 45,000 impressions (measures the total number of views of tweets)**
- **Engagement; average 2 link clicks per day**
- **Followers; gain 40 new followers**

The following is a month-to-month summary that includes data, statistics, and a short description of notable information for that month.
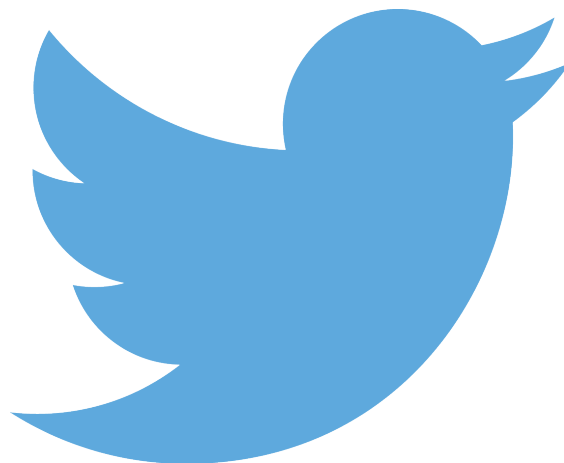
# Twitter Results

**January - *3 out of 4 goals accomplished***
- 80 posts
- 47,400 impressions
- 75 link clicks/averaged 2 per day
- 37 retweets
- 117 likes
- 34 new followers

Established goals and expectations for the year.

**February - *4 out of 4 goals accomplished***
- 93 posts
- 45,000 impressions
- 46 link clicks/averaged 2 per day
- 32 retweets
- 114 likes
- 41 new followers

New #OnTheMove hashtag performed well.

**March - *4 out of 4 goals accomplished***
- 95 posts
- 63,400 impressions
- 123 link clicks/averaged 4 per day
- 99 retweets
- 199 likes
- 129 new followers

Gained over 100 new followers thanks to Legislative/ Policy Conference in Washington D.C.

# Twitter Results

**April - *1 out of 4 goals accomplished***
- 53 posts
- 30,100 impressions
- 75 link clicks/averaged 3 per day
- 21 retweets
- 52 likes
- 37 new followers

Spring breaks across the country affected stats.

**May - *3 out of 3 goals accomplished***
- 90 posts
- 73,600 impressions
- 170 link clicks/averaged 5 per day
- 86 retweets
- 206 likes
- New follower data unavailable this month

High #BIRE2017 (Bilingual Meeting) coverage.

**June - *3 out of 4 goals accomplished***
- 64 posts
- 43,500 impressions
- 178 link clicks/averaged 6 per day
- 48 retweets
- 118 likes
- 47 new followers

Quality content kept public aware of Council districts even in the summer.

# Twitter Results

**July - *3 out of 4 goals accomplished***
- 48 posts
- 50,900 impressions
- 75 link clicks/averaged 2 per day
- 76 retweets
- 203 likes
- 83 new followers

Multimedia posts were extremely well received.

**August - *3 out of 4 goals accomplished***
- 53 posts
- 73,300 impressions
- 105 link clicks/averaged 3 per day
- 98 retweets
- 263 likes
- 69 new followers

A variety of posts obtained high engagement.

**September - *4 out of 4 goals accomplished***
- 70 posts
- 63,800 impressions
- 110 link clicks/averaged 4 per day
- 53 retweets
- 178 likes
- 77 new followers

High quality content on current issues like DACA and tragic hurricanes.

# Twitter Results

**October - *4 out of 4 goals accomplished***
- 158 posts
- 172,400 impressions
- 167 link clicks/averaged 5 per day
- 329 retweets
- 907 likes
- 364 new followers

#cgcs17 (Fall Conference) saw unmatched success and established a new apex.

**November - *3 out of 4 goals accomplished***
- 38 posts
- 60,800 impressions
- 141 link clicks/averaged 5 per day
- 94 retweets
- 248 likes
- 76 new followers

High engagement with posts on Council in Puerto Rico.

**December - *2 out of 4 goals accomplished***
- 25 posts
- 35,200 impressions
- 98 link clicks/averaged 3 per day
- 16 retweets
- 55 likes
- 43 new followers

Holiday season affected stats.

# Other Social Media

Though used at a lesser consistency than Twitter, the Council does publish content through other social media outlets. These include Facebook, LinkedIn, Vimeo, and YouTube.

In 2018, goals and data analysis will be conducted for the Council's Facebook page in similar fashion to how Twitter is now. Also, the Council plans to increase quality and output of video content in the new year.

# 2017 Highlights

Here are only a few of the many amazing tweets and mentions of 2017!



**CGCS**
@GreatCitySchls

Watch what these students were up to at an ELL Summer Program in Anchorage! @ASD_Info vimeo.com/230095512



**CGCS**
@GreatCitySchls

Wow! @SContreras and Linda Welborn, Board Member of @GCSchoolsNC, gave $10k raised by students to @HoustonISD and @dallasschools #cgcs17
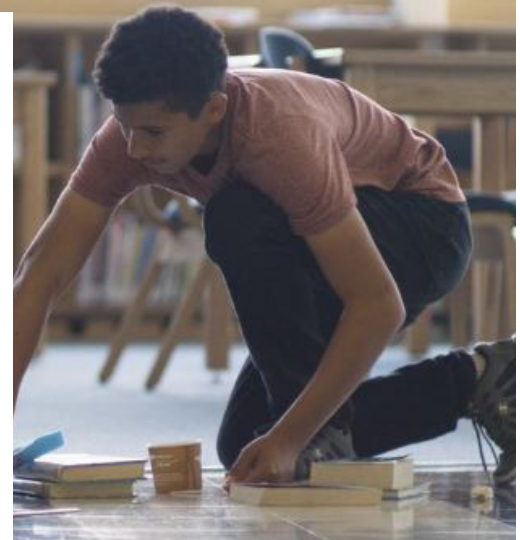
# 2017 Highlights

**Bill Gates** ✔
@BillGates

Follow ∨

I had the privilege of speaking with @GreatCitySchls about how we can continue to address inequities in public ed: b-gat.es/2guJAyd

**Eric S. Gordon, CEO**
@EricGordon_CEO

Following ∨

Just surprised @CLEMetroSchools grad Brinden Harvey with $10,000 @GreatCitySchls Green-Garner Scholarship! He will attend @BaldwinWallace !

**CGCS**
@GreatCitySchls

∨

Current mood of the ENTIRE room during a great presentation from @AustinISD at our Public Relations Executive Conference

GIF

# 2017 Highlights

**CGCS**
@GreatCitySchls

Council's Statement Condemning #DACA Rollback tinyurl.com/ydgmv69e

**Rebecca Suárez**
@SuarezRebecca

Following

Talented women executives from urban school districts across the US at @GreatCitySchls #SanAntonio

**CGCS**
@GreatCitySchls

Council Helps Open School in Puerto Rico! 🎉

# 2017 Highlights

**CGCS**
@GreatCitySchls

4 Urban Students Honored by Council and @exxonmobil as 2017 Math and Science Scholarship Winners bit.ly/2smz4AG

**Jose Larrea-Garcia**
@larreapbc

Follow

Spreading the word to representatives across the nation that providing ELLs equity access to complex text is possible #BIRE2017

**CGCS**
@GreatCitySchls

"We need each other. I've never seen a bird fly without a left wing ... or a right wing." - @VanJones68 #cgcs17

# CRISIS COMMUNICATIONS

# Memorandum

**TO:**           Michael Casserly, Executive Director

**FROM:**      Henry Duvall, Director of Communications

**DATE:**      March 2, 2018

**RE:**          Communications Challenge/Possible Solutions

The Sinclair Broadcast Group, a media company that owns and operates many of the nation's local television stations, recently announced a national initiative to deploy some 100 investigative reporters to air local and national stories targeting the accountability of public institutions – a suspected attempt to undermine these entities.

Baltimore City Public Schools appears to be the test market for Sinclair's new initiative. Based in the Baltimore suburbs, Sinclair launched Project Baltimore, and since last May more than 60 negative stories from alleged grade-fixing to questionable spending have aired on the city's FOX-TV station, which the company owns.

Sinclair seems to believe that Project Baltimore has been so successful that it plans to branch out and provide its particular brand of sensationalized reporting to many more public-school districts, especially if the FCC approves its merger with Tribune Media.

After learning about the Sinclair initiative from the Baltimore school system in December, the Council communications team reached out to veteran public relations executives in 10 Council school districts and others. The group contributed possible solutions to not only help Baltimore, but to confront the initiative because the future of public education in the nation could be at stake.

A retired communications director reminded us of former First Lady Michelle Obama's speech, "When they go low, we go high." In that regard, he cautioned that perhaps we should not be the first to pull the politics or race card.

A consensus of the group is that the effective use of third-party supporters should be emphasized in standing up to the communications challenge. High-profile community and government supporters who are willing to step onto a public platform and support the school districts and public education would be highly recommended.  Attached is a draft list of broad themes and action steps that districts should consider in building and maintaining public confidence and support, particularly in responding to a credibility attack.

**DRAFT Discussion Points and Themes**
**Responding to the Sinclair Investigative Reporting Initiative**

**Broad Themes**

- Convey that the challenge against the district is not just a communications problem; it is everybody's problem who believe in public education. But caution should be exercised about overtly depicting this issue as a conservative versus liberal political matter. It's best to counter this negative coverage with positive coverage from rival stations in the same markets, some of whom may be anxious to counter the obviously biased reporting of a rival.

- Reach out to district "friends," and educate them and other stakeholders to the situation and provide information to help them be proactive in a unified voice. The 'help' could involve positive initiatives and accomplishments of the districts in these markets in the form of elevator statements and brief talking points. Districts can also consider using some of the community influencers to speak out on behalf of the districts and public education.

- Inform various community and civil rights groups, such as the NAACP, on what's at stake in the future of public education, asking them to explain the situation to their members in a possible call for support of the district. And arm parents and district employees with positive messages embedded in talking points for use during those back-fence and workplace coffee-break conversations.

- Identify moderate Republicans, in particular, who are pro-public education and arm them with messaging to help fight back the partisan-sounding news reporting. But again, exercise caution about proactively touting this as a largely political matter. If the coverage is slanted or biased, it is just inaccurate or wrong.

- Make sure the district is open, honest, and transparent when there are problems. This includes always being willing to go on camera with stations to counter their slant or bias, even if they 'slice and dice' the district's responses. It is always better to keep the lines of communications open and positive, especially with entities that could be described as combatants.

- Ramp up customer service in the district, as it's important to be responsive to district "customers" internally and externally. This is important as disgruntled students, parents and employees can be your worst enemies in these situations where the district appears to be under siege. Some people like to pile on, especially where they see the district is under the gun and they have a complaint with the school system.

- Develop a comprehensive plan to show the district is dealing with its problems and striving to maintain accountability. These plans should be data driven and measurable to keep them straightforward, above board and non-political.

- Check consistent threads of the news reporting and dig out packages and facts of information that allow the district to discredit reports in fighting back. Also compare the reporting of stations to that of others in the market. Try to show that while some stations engage in balanced coverage focusing on the positive as well as the negative, others ignore the positive as if it didn't exist and paint the district in a single shade of a failing institution.

- Consider that some media reporting the district is NOT going to win and you take a loss; but make sure the district is available and transparent to other media outlets.

- Stay the course in disseminating all the good things occurring in the district to other media outlets that are not so biased. Again, caution should be exercised in considering pulling out the politics card. Best to stick with biased and unbiased, right and wrong. Politics can be a fuzzy science with subjective differences.

- Find people who are happy with the district and its programs, identifying teachers, parents, children and other stakeholders to serve as ambassadors or as a "poster child" in illustrating the district's worth.

- Convince district supporters to talk with sponsors who pay for advertising on the profit-making company's television stations that their news reporting is really hurting public education.

- Talk with district unions, showing them that they have a vested interest in supporting public education.

- Talk to other public institutions in the city because they might be the next Sinclair targets to mobilize allies and political entities.

- Try to find pro-public websites to further the cause of public institutions politically, as the goal in organizing against the questionable news reporting is to find other advocates for the district.

## Possible Action Steps

- Make a list of district supporters (business leaders, PTA, religious leaders, elected officials) and contact them in framing an argument and messaging to indicate the biased reporting initiative is an attack on public education. Again, caution should be exercised in labeling negative or biased coverage as conservative versus liberal in nature. Districts should not be proactively politicizing this situation.

- Educate internal staff about honest and ethical conduct is the best offense.

- Create a webpage with one side featuring misquotes or misinformation, quoting exactly, and the other side showing correct information, sending this creation to key communicators, community leaders and others.  Develop a "Fake News" column and

a "Truth" column for the webpage. Again, exercise caution to possibly avoid labels that smack of politics. Keep it in the biased and unbiased, right and wrong arena.

- Develop competing infographics, which can be powerful in countering misinformation – and send them to people who matter most.

- Post information on the website in a situation where the district is wrong or in error, noting what steps are being taken to rectify the problem -- contributing to transparency.

- Triple down on the use of district communications channels to communicate to internal and external publics.

- Launch a paid social media campaign in reaching different demographic groups, such as parents, opinion leaders, etc. It would be best to enlist third parties in this effort and not involve taxpayer funding to avoid the opposition depicting it as a taxpayer-funded defensive PR initiative.

- Consider quarterly Twitter chats and monthly radio call-in programs with the superintendent, so the citizenry can ask about the issues. The superintendent could open the chat or radio show with positive news and developments about the district after which listener phone calls and email messages would be fielded.

- Develop a "Principal for a Day" program to invite business leaders and other stakeholders into the schools to get a firsthand appreciation of the district's efforts.

- Establish clear lines of collaboration between the district's communications operation and its family and community engagement efforts.

- Visit or send a written statement to Sinclair news executives about district issues with the broadcasting group's reporting. Turn this into a video statement and disseminate through district communications channels. Agree with initiating a regular dialogue with the network or stations.

- Use the Sinclair reporting initiative as a case study at the Council's Public Relations Executives Meeting this summer.

- Consider a town hall meeting at the Council Fall Conference in Baltimore to focus on today's journalism, giving a broader approach to the conservative-reporting challenge facing public education.

# SAMPLE URBAN SCHOOL CAMPAIGN FLYERS

Council of the
Great City Schools

# Did You Know that Martin Luther King Jr. Was a Graduate of the Atlanta Public Schools?

## Other Graduates of Big-City Public Schools?

- Golda Meier, former Israeli Prime Minister, was a graduate of the Milwaukee Public Schools.

- Thurgood Marshall, former U.S. Supreme Court justice and civil rights leader, was a graduate of the Baltimore city public schools.

- Michelle Obama, former First Lady, was a graduate of the Chicago public schools

- Mitch McConnell, Senate majority leader, was a graduate of the Jefferson County (Louisville) public schools

- Chuck Schumer, Senate Minority Leader, was a graduate of the New York City public schools

- Ruth Bader Ginsburg, U.S. Supreme Court justice, was a graduate of the New York City public schools

- Anthony Kennedy, U.S. Supreme Court justice, was a graduate of the Sacramento public schools

- Elena Kagan, U.S. Supreme Court justice, was a graduate of the New York City public schools

And thousands and thousands more leaders are on their way!

We thought you might like to know!

**Council of the Great City Schools**

# Did You Know?

- The winner of the U.S. Academic Decathlon has been a public high school in Los Angeles for the past six years.

- The public school districts in Chicago, Denver, Houston, and Santa Ana were named to the 8th Annual College Board AP Honor Roll for boosting advanced placement enrollments *and* passing rates.

- High school students from the Cleveland public schools won the world student robotics championship.

- A Dallas public high school was ranked No. 1 by *U.S. News & World Report* for a fifth consecutive year.

- The Long Beach public schools were ranked by global-management consulting firm McKinsey & Company as one of the five best school systems in the *world*.

- Teachers from Albuquerque, Anchorage, Austin, the District of Columbia, Honolulu, Nashville, and Portland won their state's 2018 teacher of the year honors.

We thought you might like to know!

Council of the
Great City Schools

# What Would Black History Month Be without These Urban Public School Graduates?

- Thurgood Marshall, former U.S. Supreme Court justice, civil rights leader, and graduate of the Baltimore city public schools.

- Charles Drew, surgeon, blood-transfusion pioneer, and graduate of the District of Columbia public schools.

- Martin Luther King, civil rights leader, Nobel Peace Prize winner, and graduate of the Atlanta public schools.

- Michelle Obama, former First Lady and graduate of the Chicago public schools.

- Jesse Owens, Olympic gold medalist, track star, and graduate of the Cleveland public schools.

- A. Philip Randolph, labor leader and graduate of the Jacksonville public schools.

- Maya Angelou, poet, author, and graduate of the San Francisco public schools.

- Quincy Jones, music composer, director, and graduate of the Seattle public schools.

- Muhammad Ali, humanitarian, heavy-weight boxing champion, and graduate of the Louisville public schools

And more history is on the way?
We thought you might like to know!

Council of the
Great City Schools

# What Are America's Urban Public Schools Working to Achieve in Their Reform Efforts?

- Raise student achievement among ALL students.

- Boost academic standards and expectations for ALL urban children.

- Create access, opportunity, and equity to high quality instruction for ALL urban children.

- Improve the quality of instruction for ALL urban children.

- Strengthen our leadership, governance, management, and operations.

- Advance accountability for results and transparency in our operations.

- Bolster the public's confidence in public education in our urban areas.

We thought you might like to know!

# Are You Going to Watch the Oscars on Sunday?

## Did You Know that These Actors Are Graduates of the Great City Schools?

- Tom Hanks, Oscar-winning actor and star of "Forrest Gump," was a graduate of the Oakland Public Schools

- Jennifer Hudson, Oscar-winning actress and star of "Dream Girls," was a graduate of the Chicago Public Schools.

- Kathy Bates, Oscar-winning actress in "Misery," was a graduate of the Memphis Public Schools.

- America Ferrera, star of "Ugly Betty," was a graduate of the Los Angeles Unified School District.

- Annette Benning, star of "American Beauty," was a graduate of the San Diego Unified School District

- Al Pacino, Oscar-winning actor in "Scent of a Woman," was a graduate of the New York Public Schools.

- Oprah Winfrey, star of "The Color Purple," was a graduate of the Nashville Public Schools.

- Sally Fields, two-time Oscar winner, was a graduate of the Los Angeles Unified School District.

- Jimmy Kimmel, this year's host of the Oscars, was a graduate of the Clark County (Las Vegas) Public Schools.

And more are on their way. We thought you might like to know.

# THE URBAN EDUCATOR

# Urban Educator

**Council of the Great City Schools**

The Nation's Voice for Urban Education     January/February 2018     Vol. 27, No. 1     www.cgcs.org

## Urban School Districts Take In Relocated Puerto Rican Students

Tenisha Marie Bennett Rodriguez vividly remembers the night last September when Hurricane Maria made landfall in her hometown of Quebradillas, Puerto Rico. The storm ripped off half of the metal roof that covered the house she shared with her 5-year-old daughter Melody, filling every room with floodwater and leaving almost all of their belongings in ruins.

The days that followed were painful as she and her daughter struggled with a lack of electricity, often waiting in line for 15 hours to get gas, which was limited to $10 of fuel a person. And at the only working ATM in town, Rodriguez had to wait in line for 10 hours only to be told she could withdraw just $40 a day. Clean water and food were scarce and expensive and most days she and her daughter ate only one meal.

## Des Moines Superintendent Shelters Teen Whose Family Was Deported

Thomas Ahart is the superintendent of Iowa's Des Moines Public Schools and Jennifer Galdames is an 11th-grade student at the district's Roosevelt High School. And the first time the two met was not at a school function, but when Ahart decided to provide her with a home after her parents were deported.

The story of how they became a part of each other's lives was the focus of a recent article that appeared in the *Des Moines Register*.

Galdames was born in Guatemala and three years ago, at the age of 14, she traveled to the United States to join her mother, who had left her in Guatemala with relatives when she was 18 months old. Her father had been killed in Guatemala years earlier, a victim of the violence affecting Central America.

Galdames' mother arranged for a smuggler to escort her to the border in Texas and kept a lawyer on standby.

**Des Moines Public Schools Superintendent Thomas Ahart, right, with his family, left to right, stepson Eli, wife Jami and Jennifer Galdames, whose parents were deported.**

## U.S. Education Policy and Legislation Focus of Conference

Big-city school leaders will discuss 2018 education priorities for the Trump Administration and education legislation on Capitol Hill when they converge at the Council of the Great City Schools' Annual Legislative/Policy Conference, March 17-20, in Washington.

Discussions will also focus on 2018-19 federal education funding, the status of the Deferred Action for Childhood Arrivals (DACA) program, updates on Every Student Succeeds Act (ESSA) accountability and state plans, and prospects for school infrastructure funding at the landmark Mayflower Hotel in the nation's capital.

Conference highlights are on page 9. To register, access www.cgcs.org.

**2018 Annual Legislative/Policy Conference**
Registration Brochure

**March 17-20, 2018**
The Mayflower Hotel • Washington, D.C.

# Books and Barbers Program Flourishes in Fort Worth

When students in Texas' Fort Worth Independent School District go to their local barbershop, they are not only going to get their hair cut, but are also getting the opportunity to improve their reading skills.

The Books and Barbers Reading Program is an initiative launched in the summer of 2017 by the Fort Worth school system and pairs the school district with local barbershops in an effort to boost literacy.

Each participating barbershop is equipped with bookshelves, a variety of books, many with multicultural themes, and helpful and willing barbers ready to support their young patrons reading skills.

The initiative is specifically aimed at boosting the literacy rate of the district's African American students, who make up 23 percent of the student population. In 2016-2017, only one in four black students in the district were reading on the appropriate grade level.

The partnership has expanded to include nine barbershops, who not only provide students with extra reading practice, but a comfortable environment. "We know the barbershops are places that our young men are going to fairly regularly," said Sherry Breed, chief of equity and excellence for the district, in an article in the *Fort Worth Star-Telegram.* "...And they have an established relationship with their barber."

Roger Foggle, a barber participating in the program, encourages his customers to read aloud and answer questions about the book they are reading.

He says that many of the older boys

A student in Texas' Fort Worth Independent School District reads while getting his hair cut by a barber as part of the district's Books with Barbers program. Photo credit: Joyce Marshall, *Fort Worth Star-Telegram*

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# Changes at the Helm: Chicago, NYC, L.A., and Richmond School Districts


**Janice Jackson**

The nation's third largest school system begins 2018 with new leadership. Janice Jackson, the district's chief education officer, was recently named chief executive officer of the 400,000-student Chicago Public Schools.

She succeeds Forrest Claypool, who recently resigned from the school district he has led since 2015.

Jackson is a graduate of the school system and began her career as a history teacher in a district high school. She has also served as a principal of two small Chicago high schools she helped create.

As CEO, she said she will focus on academic progress, stabilizing district finances and improving the integrity and public trust of the Chicago Public Schools.

"But no role in CPS better prepares me than being a CPS parent," said Jackson in the *Chicago Sun Times*, whose daughter attends a school in the district. "Know that in the CEO you have somebody who has experienced the district, and owes all of my success to CPS, but I look at it through the lens of a parent."

## *NYC Leader Leaving*

In 2014, Carmen Fariña came out of retirement at the age of 70 to become chancellor of the New York City Department of Education and lead the nation's largest school district, with 1.1 million students in more than 1,800 schools.

The veteran educator recently announced that she plans to retire from the district after serving for four years.

During her tenure, she has seen the expansion of universal pre-kindergarten to more than 53,000 4-year-olds, an expanded Community School model to provide more services to students and families, and increased funding for arts education and after-school programs for middle students. And under her leadership, test scores and graduation rates for students increased.


**Carmen Fariña**

The daughter of Spanish immigrants and the first in her family to graduate college, Fariña began her career as a classroom teacher at an elementary school in New York City specializing in social studies. In her five decades with the district, she has served in various positions, including principal, district superintendent and deputy chancellor for teaching and learning.

In a letter announcing her retirement, Fariña recalled that when New York City Mayor Bill de Blasio asked her to become the chancellor four years ago she accepted because of her faith in the promise of public education to level the playing field and give every child opportunities regardless of home zip code. "I took the job with a firm belief in excellence for every student, in the dignity and joyfulness of the teaching profession, and in the importance of trusting relationships where collaboration is the driving force," Fariña wrote. "These are the beliefs that I have built over five decades as a New York City educator and they have been at the heart of the work we have done together for the past four years."

## *L.A. Leader to Retire*

Also announcing retirement is Michelle King, the superintendent of the Los Angeles Unified School District. A graduate of the school district, King has led the 588,696-student school system since 2016.

King, who is undergoing treatment for cancer, will retire at the end of June. Vivian


**Michelle King**

Ekchian, the district's associate superintendent overseeing human resources and the office of parent and community services, is currently serving as acting superintendent.

Under King's leadership, graduation rates have risen and in an effort to improve communication throughout the district, she has created interactive Listen and Learn Tours to connect with students, parents and community leaders.

Last year, the National Association of School Superintendents selected King as its 2017 National Superintendent of the Year, and in June the board of education gave her a two-year contract extension to serve until 2020.

King has a 30-year career with the Los Angeles school system, having served as a teacher, principal, chief of staff to the superintendent, senior deputy superintendent and chief deputy superintendent.

## *New Leader in Richmond*

Virginia's Richmond Public Schools recently named an administrator from the nation's capital to lead its school system. Jason Kamras, was named the superintendent of the 24,000-student school district, succeeding interim superintendent Thomas Kranz.


**Jason Kamras**

Kamras has held various positions in the District of Columbia Public Schools, in-

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lack the confidence to read aloud and that because of peer pressure many students are afraid to let people know that they're intelligent.

But the barbershop is the one place boys are provided with a sense of community, not competition.

"They come to the barbershop, and we not only cut your hair, but we're here to help you, too," said Foggle in an interview with the *Fort Worth Star –Telegram*.

# Several Urban School Teachers Named 2018 State Teachers of the Year

Vanessa Ching, a teacher at Ewa Makai Middle School in Hawaii, is the coordinator of the school's student activities and green initiatives where she has led her school in reducing its carbon footprint. Her school would go on to be the only one statewide to win the National Green Ribbon School certification presented by the U.S. Department of Education.

In recognition of her efforts, Ching was selected as the 2018 Hawaii State Teacher of the Year.

Every year, outstanding teachers from each state and the District of Columbia are selected as State Teachers of the Year, and this year several big-city educators were named the best by their states through the Council of Chief State School Officers.

The 2018 Alaska Teacher of the Year was Ben Walker, who has spent his 11-year career at Romig Middle School in the Anchorage School District, where he teaches science, as well as applied technology, robotics and media technology. And outside of the classroom, he is committed to organizing STEM (science, technology, engineering and math) Career Day events, MathCOUNTS programs and a social and emotional learning committee.

Matthew Bacon-Brenes, a Japanese immersion teacher at Mt. Tabor Middle School in Portland Public Schools, has been named Oregon's 2018 Teacher of the Year.

Bacon-Brenes' has made his greatest impact as a teacher in the Portland school district's Japanese immersion K-12 program he has led for the past 20 years. He facilitates an annual, two-week Japanese Research Residency trip for 8th-grade students, where they research themes around Japanese culture, history, and social science.

Paul Howard, a social studies teacher at LaSalle-Backus Education Campus in Washington, D.C., was named 2018 D.C.

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**Des Moines** *continued from page 1*

After crossing the border, she was apprehended by immigration officials and spent the night in a cold detention center. The next day Galdames, who spoke no English, was moved for a week to a cell with 300 people before a lawyer was able to get her out, and she took a bus to Iowa to be reunited with her mother.

She lived with her mother, stepfather and 8-year-old sister in Iowa, with the family moving three times in three years to avoid detection by immigration officials.

In October, her parents were arrested when they were dropping her sister off at school. Her stepfather was eventually deported to Mexico, where he is from, and her mother decided to voluntarily return to Guatemala along with her youngest daughter, who is a United States citizen.

However, Galdames had applied to obtain legal status and was only a year and half from graduating from high school. So her mother decided she would stay in the United States and made arrangements for her to live with a relative in New Jersey she had never met.

### *Providing a Home*

When Galdames' stepfather was arrested, Ahart's wife Jami Bassman, a real estate agent and an actress, became friends with her mother and got to know Jennifer.

One day while Jami was visiting the Galdames' to bring them supplies for the teen to take with her to New Jersey, her mother told her that Jennifer did not want to leave Des Moines. After discussing the situation, the Aharts decided that the teen would live with them and they would become her temporary legal guardians.

"We understood the situation that her mother, stepfather, and little sister were in and what their hopes for Jennifer were," said Ahart in an email to the *Urban Educator*. "We were in a position to offer support and felt strongly that we could provide genuine help to both Jennifer and her family if we took this step."

The 17-year-old was nervous the first week living with the Aharts, but has settled in nicely with the family describing them in the *Des Moines Register* "as fun, lovely people. We play games, watch football."

The Aharts call Galdames their daughter and she has bonded with Eli, Jami's 6-year-old son.

She plays basketball, and after graduating from high school wants to attend college. But she is waiting approval of her permanent residence status, so her post-secondary options are limited and she is not covered under the DACA (Deferred Action for Childhood Arrivals) program. And due to an extreme backlog of cases in the nation's immigration court system, the Aharts lawyer estimates that it may take a year and a half or longer for Galdames to obtain legal status.

Superintendent Ahart has led the Des Moines school system since 2013, and said that taking Galdames in has given him a different lens to gauge the district's cultural proficiency work, as well as a greater understanding of the experiences his students face.

"And of course, it has deepened my commitment to our students and families that are in most need of advocacy and can really only find reliable support for a number of critical life needs through their school."



2018 Hawaii State Teacher of the Year Vanessa Ching, right, of Ewa Makai Middle School reacts to the announcement of her selection. Photo credit: Hawaii State Department of Education

# Toledo School District Consolidates Career Tech Programs In Aviation and Natural Science

Ohio's Toledo Public Schools plans to open a new academy next school year without reinventing the wheel.

Instead, the district is combining two successful Career Tech programs – The Aviation Center and the Natural Science Technology Center – and adding core academic subjects for students to take in a renovated building at the Toledo Express Airport.

Plans are in the works to offer a Career Tech honors diploma, but the main impetus behind the creation of the new Aerospace and Natural Science Academy of Toledo is to train students to be college- and career-ready for jobs in the growing fields of aviation and environmental science, sustainability and wildlife management.

The aviation industry, for example, anticipates a shortage of more than 113,000 aviation technicians over the next 15 years, according to the district.

And on the environmental front, Superintendent Romules Durant of Toledo Public Schools notes, "Every year in August and September in northwest Ohio, we talk about the algal bloom. The kids in this school very well may be coming up with the solution to that issue."

The current Aviation Center is a three-year program that prepares students to become FAA-certified maintenance technicians, and provides them with hands-on experience in a hangar located at the airport. They, and their counterparts at the Natural Science Technology Center, have split schedules – they travel to their home high schools for core classes and then travel again to their respective centers for individualized training and then back on the bus to their home schools for dismissal.

## Port Authority Involved

"This new academy, which includes core curriculum courses, will allow the Aviation Center students to spend their entire school day at the airport, eliminating long travel times during the day," says Paul Toth, president and chief executive officer of the Toledo-Lucas County Port Authority. He adds the Port Authority is proud to partner with the Toledo school system on this project. And the Natural Science Technology Center students will have the time they travel cut down considerably.


**Students receive instruction at the current Toledo Aviation Center.**

The new school will be housed in a 33,138-square-foot facility previously used to house simulators for flight training. The district has budgeted more than $4.6 million for renovations. This includes more than $1.6 million in building improvements, including such items as re-roofing and HVAC that would typically be the responsibility of the Port Authority, the building's owner. In addition to paying for the improvements, the district's 10-year lease deal includes zero rent for the first six years.

District officials are still finalizing staffing needs so there is not an overall operating cost at this point, but recruitment has started to enroll 300 students in grades 9–12. The academy is a true magnet school, with Toledo Public Schools administrators hoping to attract students from throughout northwest Ohio.

In addition to core subjects such as English, math and science, students will learn such necessary job skills as team-building, problem-solving and innovation. Teachers will attend professional development sessions at the start of each school year so they are current on the latest industry practices.

Recruitment shouldn't be a problem, if Start High School sophomore Faith Brown is any indication. She had known she wanted to pursue some type of mechanical career but honed in on aviation after a trip to the current center.

"I didn't know I could be working on airplanes," she told the *Toledo Blade* the day of the announcement. "When I came here in eighth grade, I was like, '… this is what I want to do.'"

## Pathway to College

The Port Authority is not the only Toledo-area organization supporting the creation of the new academy. Both Bowling Green State University and Owens Community College have pledged academic support. Students who enroll in the College Credit Plus program while at the academy can earn an associate degree through Owens and then can transfer to Bowling Green to earn a bachelor's degree only two years out of high school.

Bowling Green President Mary Ellen Mazey says she is most proud that the collaboration is designed to help students continue their education without leaving northwest Ohio.

"The students will have opportunities to pursue coursework that will lead to degrees

"There was no light, no water, no gas," said Rodriguez, who was interviewed for a story that appeared on the Cleveland Metropolitan School District News Bureau website. "....The situation we were in was not livable."

It was those conditions that forced Rodriguez and her daughter to leave Puerto Rico and journey to the United States, along with her friend Keishla Marie Marichal Delpilar and her two children.

For Delpilar, it was especially urgent she leave the island because her 4-year-old daughter has a heart condition and takes medication that must be kept cold. But the hurricane knocked out electricity in their entire town, which meant that her daughter's medicine went bad and she was forced to go without it for weeks.

In October, the two families flew to Cleveland, where Delpilar's two brothers live, and enrolled their children in Cleveland's Thomas Jefferson International Newcomers Academy. The PreK-12 school is home to the district's immigrants and refugees and where Puerto Rican families like Delpilar and Rodriguez have been showing up since Hurricane Maria as well as Hurricane Irma landed on the island.

Currently, there are more than 120 Puerto Rican students displaced by the hurricanes attending Cleveland schools. According to Senaida Perez, the district's family engagement and student officer, many of the students have come with almost nothing, other than the clothes on their backs and what they can fit into a bag. The district has provided donated uniforms and a set of school supplies for each newcomer when they're enrolled.

Perez is part of a team that has been helping families from Puerto Rico register their children for school and referring them to providers for healthcare, housing and jobs.

She also connects students and their families with mental health services, having seen firsthand the trauma that dislocated families have brought with them. One girl, apparently afraid of a shortage of



Tenisha Marie Bennett Rodriguez, left, and Keishla Marie Marichal Delpilar enroll their children in Cleveland's Thomas Jefferson International Newcomers Academy after leaving Puerto Rico due to Hurricane Maria.

water, has been carrying around the same full, unopened water bottle since her first day of school, while another child's mother reported that her son began harming himself after the move.

"My job is to get parents engaged with their child's school," said Perez, "but right now, I'm focusing on helping them meet their basic needs."

After all they endured, Delpilar and Rodriguez, who are living together with their children in a one-bedroom apartment and looking for employment, are adjusting to their new environment and working to get back on their feet.

"I'm grateful to be here and just trying to live one day at a time," said Rodriguez. And Delpilar, whose daughter is seeing a cardiologist, said that "everyone in Cleveland is so nice. It's just a little cold."

## *Other Districts Step Up*

Several big-city school districts across the nation are also helping integrate students from hurricane-affected areas.

Florida's Orange County Public Schools in Orlando has welcomed 2,747 students from Puerto Rico and 318 students from the U.S. Virgin Islands.

The OCPS Foundation continues to collect items and funds for students and families needing assistance, with arriving students receiving welcome kits including items such as non-perishable food, clothing, and gift cards for groceries and house-

hold goods.

In addition to aiding displaced students, the district has encouraged adults who have left Puerto Rico to seek employment in the school system. So far, its human resources department has hired 50 teachers and 27 classified staff members from the island.

Miami-Dade County Public Schools has enrolled 647 students from Puerto Rico and has been in conversations with Puerto Rico's Department of Education about the alignment of standards and curriculum to ensure a smooth student transition. District officials have also reached out to members of Congress to secure additional federal funding to accommodate displaced students.

New York's Rochester City School District has enrolled 482 new students from Puerto Rico and recently opened a grade 1-12 Bilingual Language and Literacy Academy for them. In addition to providing students with bilingual teachers, who will offer instruction in English and Spanish, the school is incorporating social-emotion supports through a bilingual social worker and a bilingual home school assistant.

Buffalo Public Schools in New York has received 418 students from Puerto Rico, with many students registering in one of the district's four bilingual elementary schools, including Herman Badillo Bilingual Academy.

The school of 800 has seen an influx of new students, and enrollment has increased 15 percent with an additional 100 students since families from Puerto began arriving in October. School administrators are dealing with the challenge of enrolling extra students, sometimes seeing four or five new families a day.

"It's 100-plus kids—and the same amount of teachers, the same amount of rooms," said school social worker Jennifer Jalil-Contreras in an article that recently appeared in the *Buffalo News*. "But," said Jalil-Contreras, who helps the students and their families get the support they need, "it's been great to be here and help them. And the teachers are very welcoming."

# Dallas to Shelter Homeless High Schoolers

It is estimated that more than 3,500 students who attend the Dallas Independent School District are homeless, and there are at least 112 high schoolers in the district who live unaccompanied, in a car, park, campground or abandoned building.

In an effort to combat this problem, the nation's 14th largest school district has launched a first-of-its-kind program aimed at reducing the number of homeless high school students.

After8toEducate is a new initiative created through a partnership between the Dallas school system and several local non-profit organizations.

Under the program, the district will repurpose a vacant elementary school to shelter 35 high school students and provide them with academic, emotional, and social service support, as well as offer tutoring and job training.

The renovated school will not only benefit those 35 students living there, but serve as a 24/7 drop-in center for Dallas youth between 14-21 years of age, and provide meals, showers, clothing and laundry services.

According to the *Dallas Morning News*, the district will pay no more than $135,000 a year to the After8toEducate effort, granting the use of the building, and paying for utilities, custodial help and security for a seven-year period, with two possible five-year extensions. The nonprofit organizations will raise approximately $2 million to renovate the school and then raise $2 million yearly for services at the shelter.

The initiative was unanimously approved by the district's board of trustees. "Dallas ISD is proud to be the first school district in the nation to directly partner with agencies providing shelter, education and other support services, in addition to a 24/7 drop-in facility," said Dallas Schools Superintendent Michael Hinojosa. "Offering these services under one roof, with our partners, will make a vast improvement in the lives of a growing number of unsheltered youth in our school district."

The shelter will open in the fall of the 2018-2019 school year.

# Austin District Gets $4.5 Million For Mental Health Services

Crime can lead to extreme mental trauma, especially in the youngest of students. In Texas' Austin Independent School District, 22 elementary schools have been identified as located in areas with high child maltreatment due to factors that include elevated neighborhood crime. This trauma can be a strong deterrence to student achievement.

As a result, all 22 elementary schools will be able to benefit from a $4.5-million grant that will place mental health services directly on each campus. These mental health centers are dedicated to serving both students and their families experiencing emotional stress.

The grant comes from the Criminal Justice Division of the Office of the Governor in Texas, and Austin is the first school district to receive funding from this source.

"This grant will help ensure that these young students' lives are not defined by the crimes they have experienced, but with the right help to move on to be happy and productive," said Texas Gov. Greg Abbott.

Each participating school will have two staff members on campus devoted to providing immediate therapeutic services. "By providing mental health services on campus, we are able to identify, support, and efficiently provide clinical treatment for our students experiencing a variety of mental health issues," said Tracy Spinner, assistant director of comprehensive health services for the district.

Austin has been recognized nationally for its work on mental health issues, with the district creating its first mental health center pilot in 2011, which has expanded to 18 middle and high schools.

# 3 Urban School Chiefs Tops in Their States


**Michael Grego**

In 2012, Michael Grego was named the superintendent of Florida's Pinellas County Schools, which includes St. Petersburg. Under his leadership, the graduation rate has climbed to 80.1 percent, the highest in school district history.

And since 2013, the district has experienced a 40.9 percent increase in the number of Advanced Placement (AP) exams taken and a 42.5 percent increase in the number of AP exams with a score of 3 or higher.

As a result of these efforts, Grego was chosen as Florida's 2018 Superintendent of the Year. Grego was one of three big-city superintendents named 2018 State Superintendent of the Year in their respective states by AASA, the School Superintendents Association.


**Pat Skorkowsky**

Pat Skorkowsky, the superintendent of the Clark County School District in Las Vegas, was named Nevada's 2018 Superintendent of the Year. He has led the nation's fifth largest school district since 2013. During his tenure, the district has opened 12 new magnet programs, and last year he was named Magnet Superintendent of the Year by Magnet Schools of America.


**John Allison**

John Allison was named Kansas' 2018 Superintendent of the Year. Allison, who is the current superintendent of Kansas' Olathe Public Schools, served as superintendent in the Wichita Public Schools from 2000 to 2017. As superintendent, he helped the district lead the implementation of systemic reforms that focused on developing and improving students' literacy skills.

# College Board Announces Annual AP Honor Roll

For the first time in its history, the Houston Independent School District has made the College Board's AP District Honor Roll list.

This year's 8th annual list consists of 447 school districts across the United States and Canada that have increased access to Advanced Placement courses for under-represented students, while maintaining or improving the rate at which their AP students earned scores of 3 or higher on an AP exam.

The Houston school system, the largest school district in Texas, has more than doubled that number since 2007.

Inclusion in the 8th Annual AP District Honor Roll is based on a review of three years of AP data, from 2015 to 2017, across 37 AP exams. In order to make the Honor Roll, large school districts had to: increase participation and access to AP by at least 4 percent; increase or maintain the percentage of minority groups taking and scoring high on an AP Exam; and improve performance levels when comparing the percentage of students in 2017 scoring a 3 or higher to those students in 2015.

"I am very proud of our students and staff for achieving this distinction," said Houston Schools Superintendent Richard Carranza in a press release.

Other urban school districts on the 8th Annual AP District Honor Roll are Chicago Public Schools, Denver Public Schools and California's Santa Ana Unified School District.

# Career Opportunities Expand for Toledo Students

Partnerships have been launched with the City of Toledo and a community college to expand career opportunities for students in Ohio's Toledo Public Schools.

The first cohort of 14 high-school seniors is attending Owens Community College this spring semester to pursue studies in becoming emergency medical technicians (EMTs). And a new internship program with the city government will give students an opportunity to work in several departments.

When speaking to the first cohort of students that will go through the EMT training, Toledo Public Schools Superintendent Romules Durant said, "Once you complete the program, you will be certified, and you can truly say, 'I am career-ready because I have a certification that allows me to be employed … as a basic EMT.'"

Students are learning how to assess and transport patients and determine emergency situations through the Owens program and they will take non-EMT classes twice a week on the Owens campus to ensure they can fulfill their high-school graduation requirements. Tuition and fees will be covered through the district's College Credit Plus program.

An increase in the middle-aged and elderly populations most likely will lead to more age-related health emergencies, so the federal Bureau of Labor Statistics projects the EMT field will grow by 24 percent from 2014 to 2024.

In the internship program, the Toledo Public Schools, the city and AFSCME Local 7 have launched the Co-Op Initiative, which is starting in January. It will allow 18 high school juniors and seniors to learn resume writing, interview skills and other soft skills before beginning their six-week internships in June.

The students will be placed in departments like Public Services and Public Utilities, in such jobs as utility workers, clerical specialists and service repair workers.

Toledo Public Schools Superintendent Durant is thrilled about the internship possibilities.

"Hands-on learning experiences such as these internships are invaluable opportunities for students," he stressed. "The guidance they will receive by working with professionals within the City of Toledo will give them an advantage in the workforce."

# Teachers Named Finalists for $1 Million Global Prize


**Melissa Collins**

Melissa Collins, a teacher at John P. Freeman Optional School in Memphis, has championed the importance of science, technology, engineering and math, and has implemented a STEM club at her school where students receive hands-on training and interact with STEM professionals. A National Board Certified Teacher, she is the recipient of several awards, including the Presidential Award for Excellence in Science and Mathematics Teaching and the Queen Smith Award for Commitment to Urban Education presented by the Council of the Great City Schools in 2015.


**Glen Lee**

Glen Lee left a career as an electrical engineer to become a STEM teacher at a school in Hawaii. In 1999, he launched the state's first robotics program and now there are more than 750 robotic programs in grades K-12. The robotics program he leads at Waialua High & Intermediate School serves as a model for engaging students in STEM subjects and the skills necessary for graduates to succeed in college and careers.

Collins and Lee are two of the 50 finalists selected from 30,000 nominees from around the world to compete for the $1 million Varkey Foundation's 2018 Global Teacher Prize. Established in 2013, the prize recognizes an exemplary teacher who has made an outstanding contribution to the profession and aims to shine a spotlight on the important role teachers play in society.

There were only five teachers from the United States chosen as finalists and four of those teachers come from school dis-

**Global Prize**

**Council of the Great City Schools**

## ANNUAL LEGISLATIVE/POLICY CONFERENCE

### March 17-20, 2018
The Mayflower Hotel • Washington, DC

**Saturday, March 17**
Registration
Continental Breakfast
Fall Conference Planning Meeting
Blue Ribbon Corporate Advisory Group Meeting
Discussion on State Policy Issues
The "ABC's" of Federal Education Policy
Meeting of Legislative & Federal Programs Liaisons
Executive Committee Meeting
Task Force Meetings
New Member & New Attendees Orientation
Welcome Reception

**Sunday, March 18**
Registration
Buffet Breakfast
Board of Directors Meeting
Great City Colleges of Education Meeting
Luncheon with Speaker
Legislative Briefings with Council Staff
"Taste of Baltimore" Reception

**Monday, March 19**
Breakfast with Speaker
Policy Briefings with Congressional and Administration Staff
Luncheon with Speaker
Capitol Hill Visits (You must arrange your own appointments)
Reception at The Mayflower Hotel

**Tuesday, March 20**
Breakfast and Briefing
Adjourn
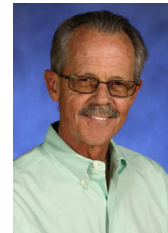
**Joseph Underwood**

tricts represented by the Council of the Great City Schools.

In addition to Collins and Lee, the finalists include Joseph Underwood, a television production teacher at Miami Senior High. His students produce approximately 165 live shows each year and many of his former students now work in the highest levels of the entertainment technologies industry. In 2007, he was inducted into the National Teachers Hall of Fame


**Melinda Wilson**

Melinda Wilson is a teacher at Curie Metropolitan High School for the Performing & Technical Arts in Chicago. She is also the dance director at an afterschool program where students from Chicago Public Schools can take dance. Within one year, the program has tripled in size.

Akash Patel is a Spanish teacher at Thomas J. Rusk Middle School in Dallas, where 100 percent of the students come


**Akash Patel**

from economically disadvantaged families.

Patel has connected all of his classrooms with people and professionals worldwide using virtual platforms such as Adobe Connect, Skype and Google Hangout. He has mobilized more than 1,000 volunteers from more than 150 countries to join his Global Connect database at the World Experiences Foundation, a charitable organization he founded. And he has trained more than 5,000 teachers to use the Global Connect database and frequently speaks at local and national conferences about his classroom experiences.

The Global Teacher Prize winner will be announced at the Global Education and Skills forum this March in Dubai.

# Congressional Delays Leave Everyone Waiting

**By Manish Naik,** *Manager of Legislative Services*

On January 22, the House and Senate passed another short-term Continuing Resolution (CR), a temporary funding measure that ended a three-day federal government shutdown. This latest CR was the fourth extension approved by Congress since the federal fiscal year began on October 1, 2017, and delayed decisions on FY 2018 spending and other major issues for approximately three weeks.

The government shutdown began when Senate Democrats refused to support a CR that did not include a fix for the Deferred Action for Childhood Arrivals (DACA) immigration program. DACA allows undocumented immigrants brought here as children – a group often referred to as Dreamers – the temporary right to live, study, and work in the United States.

The President announced last year that DACA would end in March 2018, giving Congress six months to pass legislation that would give Dreamers a path to temporary or permanent legal immigration status.

Although there were over a dozen Democratic "NO" votes, most Senate Democrats agreed to end the government shutdown after Senate Majority Leader Mitch McConnell promised consideration of DACA legislation at some point in the coming weeks.

Multiple bills addressing the legal status of the Dreamers have been introduced by Democrats and Republicans in the 115th Congress, including bipartisan legislation that would create ways for eligible Dreamers to apply for citizenship. The timing of any DACA consideration in the Senate remains unclear, however, and the lack of specificity adds to the Dreamers' anxiety as the March deadline nears.

The latest CR includes a six-year renewal of the Children's Health Insurance Program (CHIP), which expired last September and was left unauthorized for almost four months. But many pressing issues remain unresolved in addition to those dealing with the Dreamers, including emergency disaster funding for hurricane and wildfire recovery, and a looming breach of the federal debt ceiling.

The two parties also continue to disagree on the underlying issue of how to split defense and domestic discretionary appropriations for the current fiscal year--a critical precursor to finalizing program funding levels in an FY 2018 spending bill.

For most school districts, the major financial impact of these protracted battles is the delay in knowing the final funding levels for education programs, requiring a postponement of budgeting decisions for school year 2018-19 until more information is available.

Congressional negotiations are ongoing, but a lack of progress before the latest CR expires on February 8th could result in yet another extension or government shutdown, leaving everyone waiting even longer.

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**State Teachers** *continued from page 4*

Teacher of the Year.

Howard has been teaching for six years and in 2007 was named the District of Columbia History Teacher of the Year

Cicely Woodard, an 8th-grade math teacher at West End Middle School in Nashville, was named the Tennessee 2018 Teacher of the Year.

A 13-year veteran of Metropolitan Nashville Public Schools, Woodard was honored for her outstanding communication and leadership skills.

And Tara Bordeaux, an audio visual production teacher at Lanier High School in Austin, TX, was selected as the 2018 Texas Teacher of the Year.

Bordeaux is a former high school dropout and prior to becoming a teacher, she spent 10 years working in television and film production in Los Angeles.

# Newark Grad Becomes Rhodes Scholar

Jordan Thomas, a 2014 graduate of University High School in Newark, N.J., is honored, alongside his parents, at a recent school board meeting for becoming the first graduate from the Newark school district to receive a Rhodes Scholarship. He is one of 32 American recipients of the fellowship, which funds two to three years of graduate study at the University of Oxford in England. Thomas held many roles as a student in the Newark school district, including serving as the student representative on the advisory board. He attends Princeton University, where he will earn a bachelor's degree from the Woodrow Wilson School of Public and International Affairs in 2018.

# Atlanta District Partners With City To Launch Urban Design Curriculum

Atlanta Public Schools is partnering with the City of Atlanta to offer students an interactive social studies curriculum based on a new design plan for the city.

The new curriculum will be implemented as a six-week exploration into urban planning, the history of the city's designs and plans for Atlanta's future.

According to district officials, the partnership is the first time the school system and the city have joined forces to develop a curriculum such as this.

City officials teamed with educators in a collaborative writing camp to design the initiative, which will be integrated into the district's middle school social studies curriculum.

*The Atlanta City Design: Aspiring to the Beloved Community* is the anchor text for the urban planning unit of the new curriculum. The Atlanta City Design promotes sustainable design that incorporates the social, economic and environmental needs of the city. Created by residents, visitors, and design professionals, the design is also intended to guide future decisions on ways the city can accommodate a much larger population.

The district's 8th graders will participate in learning modules this spring, with the modules culminating with each student completing a capstone project. And ninth grade students will be taught the curriculum beginning in the 2018-2019 school year.

Atlanta Public Schools Superintendent Meria Carstarphen said in a news statement that the new curriculum will enable students to have a voice in the future design of their city.

"Eighth graders will have an amazing opportunity to guide our city toward becoming a 'Beloved Community' by experiencing the city from a new lens and sharing their visions and plans for the future design of Atlanta," said Carstarphen.

cluding launching the district's new Office of Equity, focused on closing the achievement gap. He has also served as chief of instructional practice and chief of human capital. In 2005, he was selected as the National Teacher of Year.

In a news statement, Richmond School Board Chair Dawn Page praised Kamras' two decades of experience in urban public education. "His nationally acclaimed work to attract, retain and develop outstanding teachers and principals…and his laser-like focus on equity make Mr. Kamras the perfect fit for Richmond Public Schools."

## *Contract Extended*

Raquel Reedy, the superintendent of New Mexico's Albuquerque Public Schools, was recently given a year-long contract extension. The Albuquerque Public Schools board of education voted to extend her contract through the 2019-20 school year, citing the increase of public trust in the district and the community's embrace of new Learning Zones designed to tailor and deliver instruction based on the individual needs of schools.

Reedy took the helm as acting superintendent in August 2015 and was named superintendent in April 2016.

in aviation studies, engineering technology, environmental science and biology," she says. There will be a seamless pathway between the Aerospace and Natural Science Academy of Toledo and associate and bachelor's degree programs at the Firelands campus of BGSU and the school's College of Technology, Architecture, and Applied Engineering or the College of Arts and Sciences.

All of these plans will further Toledo Public Schools Superintendent Durant's ultimate goal: to have 90 percent or more of the district's Career Technology students secure a job, military assignment or higher education when they graduate from TPS.

Council of the Great City Schools
1331 Pennsylvania Avenue, NW
Suite 1100N
Washington DC 20004

# 2018 Council of the Great City Schools Conference Calendar

| | | |
|---|---|---|
| **Chief Human Resource Officers/ Chief Information Officers Joint Meeting** | February 6-9, 2018 | Fort Lauderdale, FL |
| **Annual Legislative/Policy Conference** | March 17-20, 2018 | Washington, DC |
| **Special Education Meeting of the Great City Schools** | March 20-21, 2018 | Washington, DC |
| **Chief Operating Officers Conference** | April 17-20, 2018 | Atlanta, GA |
| **Bilingual Directors Meeting** | May 15-19, 2018 | Fort Worth, TX |
| **Curriculum & Research Directors Joint Meeting** | June, 2018 | Minneapolis, MN |
| **Public Relations Executives Meeting** | July 12-14, 2018 | Garden Grove, CA |
| **62nd Annual Fall Conference** | October 24-28, 2018 | Baltimore, MD |
| **Chief Financial Officers Conference** | November, 2018 | TBD |

# PRE MEETING

*Council of the Great City Schools*

# 18th Annual
# Public Relations Executives Meeting

# Registration Brochure

## July 12-14, 2018

**Hyatt Regency Orange County**
**11999 Harbor Blvd.**
**Garden Grove, California 92840**

Council of the
Great City Schools

# Public Relations Executives Meeting
## Hyatt Regency Garden Grove • July 12-14, 2018

## ISSUES AND TOPICS

- Crisis Communication

- Public Education Challenges

- Strategic Media Relations

- District Brand Protection

- Internal Communications

- And More ...

## REGISTRATION INFORMATION

To register online click here

*or*

Access registration at: http://www.cvent.com/d/4tqgby

### REGISTRATION FEES
- $200 CGCS Member School District
- $50 Additional late registration fee for registering after June 18, 2018
- Sponsor Waived
- $500 Additional Attendee from Sponsor

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### WHO SHOULD ATTEND
- Communication Director/Manager/Specialist
- Chief Communication Officer
- Press Secretary
- Director of Marketing
- Director of Public Relations
- Media Relations Director/Manager

Hyatt Regency Orange County
11999 Harbor Blvd.
Garden Grove, CA 92840
(714) 750-1234

Room rates are **$209 per night plus 14.5% tax, plus a 2.5% tourism fee**. All participants must make their own hotel reservations.

***To take advantage of the $209 per night discount rate and reserve a room, use this link to book online:

**https://aws.passkey.com/go/NSPRA2018rl**

Hotel Cancellation Policy: Cancellation Policy is 72 hours prior to arrival (by 4pm, 3 days prior to arrival)

**Conference Registration Refund and Cancellation Policy:**
All cancellations, refund requests and substitutions must be in writing and emailed to Alexis Vann at avann@cgcs.org. Registrations canceled on or before June 20 will receive a full refund. Cancellations made after June 20 through June 27 will be billed or refunded 50% of the registration fee.  Cancellations made after June 27 and no-shows on July 12 will not receive a refund.

Attire:  Business Casual. Please bring a sweater, blazer or wrap because meeting room may be chilly.

# Public Relations Executives Meeting
## Hyatt Regency Garden Grove • July 12-14, 2018

# Draft Agenda

**Thursday, July 12, 2018**
6 – 8:30 pm
Dinner at a local restaurant

**Friday, July 13, 2018**
7:30 – 10 am
Registration

8 – 9 a.m.
Breakfast

9:30 – 12:00 pm
Presentations/Discussions

Noon –1 p.m.
Lunch

1:00 pm - 4:00 pm
Presentations/Discussions

4:00 pm
Dinner on Your Own

**Saturday, July 14, 2018**
8 – 9 am
Continental Breakfast

9 am - Noon
Presentations/Discussions

Noon
Adjourn

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*For those of you who want to stay over for the NSPRA seminar on Monday only, NSPRA offers Council participants a special one-day discount – $220 – for its opening reception on Sunday night as well as the full-Monday program.  To register, go to* [www.nspra.org](http://www.nspra.org), *and click the button for $220 CGCS Member.*

## ABOUT THE COUNCIL

The Council of the Great City Schools is the only national organization exclusivley representing the needs of urban public schools. Composed of 69 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.

## COUNCIL MEMBER DISTRICTS

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



Council of the
Great City Schools

# LEGISLATION

# GUN VIOLENCE

Council of the
Great City Schools

# *Resolution*

Council of the Great City Schools

Relating to School Shootings in the United States

WHEREAS, the Bylaws of the Council of the Great City Schools assign the Board of Directors all powers and duties necessary to define the policies and positions of the organization and state that the Board may conduct acts in furtherance of those polices, except where the organization is prohibited from doing so by law or other governing documents;

WHEREAS, there is a need for the nation's major city school systems to express their positions on school safety matters that affect its students and the children residing in its cities;

WHEREAS, thousands of our students have publicly expressed concern for their safety and well-being and have indicated that policymakers should act immediately to protect them in school and beyond;

WHEREAS, the leaders of the nation's major city public school systems respect the concerns of their students, and support the growing civic and social participation of high school students that was inspired by recent events;

WHEREAS, since the school shooting in Columbine in 1999, there have been numerous other school shootings, including those in Red Lake (MN), Lancaster (PA), Blacksburg (VA), Chardon (OH), Cleveland (OH), Sandy Hook (CT), Broward County (FL), and many others that have taken scores of young lives;

WHEREAS, too many of our young people are shot and killed on the streets of our major cities almost every day;

WHEREAS, Americans are 25 times more likely to be killed with a gun than people in other developed countries;

WHEREAS, Americans make up about 4.4 percent of the world's population but own some 42 percent of the world's guns;

WHEREAS, assault weapons have no place in society and other types of guns are too easily obtained;

WHEREAS, teachers are not trained law enforcement officers, and should not be asked or incentivized to keep weapons accessible in their classrooms;

WHEREAS, there is no reason based on any viable research to suggest that adding guns into a school setting or arming teachers would prevent these acts of violence;

WHEREAS, schools across the country need considerable additional resources to plan for the possibility of such acts of violence, coordinate with law enforcement, and secure their buildings from intruders;

WHEREAS, many schools lack the mental health counselors, psychologists, and social workers they need to identify and work with students showing warning signs for depression and violence;

WHEREAS, the nation's data collection on gun violence and gun ownership is inadequate to monitor, understand, or prevent these events from happening; and

WHEREAS, the multiple school shootings that the nation has witnessed over the years have complex causes requiring multiple solutions.

NOW, THEREFORE, BE IT RESOLVED that the Council of the Great City Schools, its member districts, and staff stand with the students of Broward County Public Schools and the nation in demanding effective and comprehensive action from the federal government to protect schoolchildren;

NOW, BE IT FURTHER RESOLVED that the Council of the Great City Schools calls on the Congress of the United States to ban the manufacture, sale, purchase, possession, and use of assault weapons and large-capacity ammunition cartridges, except those needed by the military and law enforcement;

NOW, BE IT FURTHER RESOLVED that the Council of the Great City Schools calls on the Congress of the United States to require and strengthen universal background checks to possess any type of firearm;

NOW, BE IT FURTHER RESOLVED that the Council of the Great City Schools calls on the President of the United States to charge all agencies of the federal government with the task of reducing the number of gun-related injuries and deaths in America.

NOW, BE IT FURTHER RESOLVED that the Council of the Great City Schools is opposed to the arming of teachers to protect schools and children;

NOW, BE IT FURTHER RESOLVED that the Council of the Great City Schools calls on the Congress of the United States to extend the perimeter of Gun-Free School Zones;

NOW, BE IT FURTHER RESOLVED that the Council of the Great City Schools calls on the Congress of the United States to appropriate adequate new funds to allow school districts across the nation to plan and coordinate school security efforts with law enforcement officials and make other building alterations that may be necessary to protect students, teachers, and staff;

NOW, BE IT FURTHER RESOLVED that the Council of the Great City Schools calls on the Congress of the United States to appropriate adequate new funds to increase the numbers

of counselors, mental health staff, psychologists, restorative justice practitioners, and social workers in our schools;

NOW, BE IT FURTHER RESOLVED that the Council of the Great City Schools calls on the Congress of the United States to appropriate adequate new funds for programs to educate students and their families on the dangers of firearms; and

NOW, BE IT FURTHER RESOLVED that the Council of the Great City Schools calls on the Congress of the United States to require that states and the federal government collect whatever data necessary to track, monitor, understand, and prevent the extent of gun violence in America.

# FEDERAL SCHOOL SAFETY PROPOSAL: FACT SHEET

## Assault Weapons, Large Capacity Ammunition Feeding Devices, and Gun Control

The proliferation of assault weapons in our nation's communities and lax gun control mechanisms has put students, families, and school staff in danger of individuals seeking to inflict harm on a grand scale. Current law allows the purchase of assault weapons, large capacity ammunition feeding devices, and various gun modifications that increase fire power and have been used in mass shootings.

Meanwhile, guardrails to prohibit individuals with criminal histories or mental health illnesses from purchasing guns are weak and loosely enforced. The National Instant Criminal Background Check System is used to screen firearm purchasers for violations that may disqualify gun ownership, but the database often lacks complete information and, in several instances, can take days to complete, which results in gun purchases without a completed background check. Furthermore, any attempt to collect data or investigate gun violence is hampered by federal laws prohibiting searchable databases of registered guns.

## Gun-Free School Zones

Gun violence plagues communities around the nation – some on a daily basis and others in high-profile mass shootings. The Gun-Free School Zones Act was passed to help ensure that the harm that liberal gun laws inflict on society was kept outside of schools and their immediate surrounding areas. This law also provides additional assistance for law enforcement to contain crimes in which firearms are used, such as drug trafficking and gang activity that occurs near our schools. The safety nets protecting the children in and the communities around our schools should be strengthened as gun violence grows.

## Federal Funding for School Safety, Planning, and Coordination

Over the last ten years, federal funding for state and local school safety programs has moved from a predictable, annual grant to a patchwork of money for competitive grants and crisis response, and most recently, a set-aside for an allowable use of funds. Congress previously appropriated more than $400 million annually for the Safe and Drug-free Schools State Grant program between 1990 and 2005. To free up federal education funds for other Administration priorities, both President George W. Bush and President Barack Obama proposed eliminating the state grant program, and federal funding for local programs began a downward trajectory in 2006. Funding for Safe and Drug-Free Schools State Grants was zeroed out by Congress in FY 2010.

After 2010, the Safe and Drug-free Schools program funded a limited number of competitive grants each year through a National Activities program, which continues today under the Every Student Succeeds Act (ESSA). The new ESSA law also incorporated authorized activities under the old Safe and Drug-free Schools State Grants into a new Title IV-A block grant, requiring 20% of funding to be spent on a broad range of activities for safe and healthy students. Other federal programs focusing on school safety, including the Readiness and Emergency Management for Schools program at the U.S. Department of Education, or the Comprehensive School Safety Initiative at the U.S. Department of Justice, have either been zeroed out in recent years or proposed for elimination in recent budget requests.

**Access to Mental Health Services in Schools**

Mass shootings in schools are committed by individuals with mental health issues that might have been identified and treated given proper funding and staffing levels. Increasing access to mental health services and allowing local education agencies to determine the best strategies for their communities can also improve school culture and safety, particularly in communities where students regularly experience violent and drug related trauma.

The cuts to and the eventual elimination of the Safe and Drug-Free Schools State Grants program also impacted federal funds that school districts previously had available annually to direct towards student support programs such as conflict resolution, mentoring, peer mediation, and violence prevention. Limited federal funds remain available for these purposes under the Title IV-A grant under ESSA, as well as for school counseling, which was a separate program that was eliminated and whose purposes were consolidated as part of the ESSA block grant. The Administration's FY 2019 budget request eliminates programs that provide students with access to school-based or community-based counseling services and social and emotional supports. The budget request also reduced funding for a program focused on evidence-based behavioral practices for improving school climate and behavioral outcomes for all students, and the budget aims to re-prioritize grants to focus on the opioid epidemic.

**Research and Data Collection Related to Injuries and Deaths Among School Age Population**

For young people between the ages of 10 and 24 in the United States, firearms were the second leading cause of death behind motor vehicle accidents (see homicide and suicide data in Exhibit 1 below). For 10 to 14-year olds, there were 260 firearm related deaths in the country, and for 15 to 24-year olds, the number of deaths was 6,601, second only to motor vehicle deaths at 6,787. These data are collected by the Centers for Disease Control (CDC) from medical examiners, but the data fail to capture the nature of the circumstances that precipitated the deaths. Consequently, little can be learned from these data about how to prevent firearm deaths. Data about the nature of firearm deaths is collected by the Federal Bureau of Investigation (FBI), but the database is built on voluntary submissions about firearm deaths from state and local law enforcement agencies. This limitation makes it difficult to research specific circumstances or explore ways to prevent firearm deaths – or to know, for example, that many firearm related deaths are due to a mental illness by the perpetrator.

Furthermore, as noted earlier, any attempt to collect data or investigate gun violence is hampered by federal laws prohibiting searchable databases of registered guns.

Exhibit 1. Leading causes of deaths for violence-related injury deaths in the U.S., 2015

## 10 Leading Causes of Injury Deaths by Age Group Highlighting Violence-Related Injury Deaths, United States – 2015

| Rank | <1 | 1-4 | 5-9 | 10-14 | 15-24 | 25-34 | 35-44 | 45-54 | 55-64 | 65+ | Total |
|------|----|----|----|----|----|----|----|----|----|----|----|
| 1 | Unintentional Suffocation 1,125 | Unintentional Drowning 390 | Unintentional MV Traffic 351 | Unintentional MV Traffic 412 | Unintentional MV Traffic 6,787 | Unintentional Poisoning 11,231 | Unintentional Poisoning 10,580 | Unintentional Poisoning 11,670 | Unintentional Poisoning 7,782 | Unintentional Fall 28,486 | Unintentional Poisoning 47,478 |
| 2 | Homicide Unspecified 135 | Unintentional MV Traffic 332 | Unintentional Drowning 129 | Suicide Suffocation 234 | Homicide Firearm 4,140 | Unintentional MV Traffic 6,327 | Unintentional MV Traffic 4,686 | Unintentional MV Traffic 5,329 | Unintentional MV Traffic 5,008 | Unintentional MV Traffic 6,860 | Unintentional MV Traffic 36,161 |
| 3 | Homicide Other Spec., Classifiable 69 | Homicide Unspecified 153 | Unintentional Fire/Burn 72 | Suicide Firearm 139 | Unintentional Poisoning 3,920 | Homicide Firearm 3,996 | Suicide Firearm 2,952 | Suicide Firearm 3,882 | Suicide Firearm 3,951 | Suicide Firearm 5,511 | Unintentional Fall 33,381 |
| 4 | Unintentional MV Traffic 64 | Unintentional Suffocation 131 | Homicide Firearm 69 | Homicide Firearm 121 | Suicide Firearm 2,461 | Suicide Firearm 3,118 | Suicide Suffocation 2,219 | Suicide Suffocation 2,333 | Unintentional Fall 2,504 | Unintentional Unspecified 5,204 | Suicide Firearm 22,018 |
| 5 | Unintentional Suffocation 50 | Unintentional Fire/Burn 100 | Unintentional Other Land Transport 32 | Unintentional Drowning 87 | Suicide Suffocation 2,119 | Suicide Suffocation 2,504 | Homicide Firearm 2,197 | Suicide Poisoning 1,835 | Suicide Poisoning 1,593 | Unintentional Suffocation 3,837 | Homicide Firearm 12,979 |
| 6 | Unintentional Drowning 30 | Unintentional Pedestrian, Other 75 | Unintentional Suffocation 31 | Unintentional Other Land Transport 51 | Unintentional Drowning 504 | Suicide Poisoning 769 | Suicide Poisoning 1,181 | Homicide Firearm 1,299 | Suicide Suffocation 1,535 | Unintentional Poisoning 2,198 | Suicide Suffocation 11,855 |
| 7 | Homicide Suffocation 24 | Homicide Other Spec., Classifiable 73 | Unintentional Natural/ Environment 24 | Unintentional Fire/Burn 41 | Suicide Poisoning 409 | Undetermined Poisoning 624 | Undetermined Poisoning 699 | Unintentional Fall 1,298 | Unintentional Suffocation 777 | Adverse Effects 1,721 | Unintentional Unspecified 6,930 |
| 8 | Unintentional Fire/Burn 22 | Homicide Firearm 50 | Unintentional Pedestrian, Other 20 | Unintentional Poisoning 36 | Homicide Cut/Pierce 312 | Unintentional Drowning 445 | Unintentional Fall 492 | Undetermined Poisoning 828 | Unintentional Unspecified 696 | Unintentional Fire/Burn 1,171 | Unintentional Suffocation 6,914 |
| 9 | Undetermined Unspecified 21 | Homicide Suffocation 31 | Unintentional Poisoning 17 | Unintentional Suffocation 26 | Undetermined Poisoning 234 | Homicide Cut/Pierce 399 | Unintentional Drowning 374 | Unintentional Suffocation 469 | Homicide Firearm 681 | Suicide Poisoning 1,005 | Suicide Poisoning 6,816 |
| 10 | Four Tied 12 | Unintentional Fall 30 | Unintentional Struck by or Against 17 | Suicide Poisoning 23 | Unintentional Fall 217 | Unintentional Fall 324 | Homicide Cut/Pierce 291 | Unintentional Drowning 450 | Two Tied: Undet. Poisoning, Unint. Fire/Bum 565 | Suicide Suffocation 908 | Unintentional Drowning 3,602 |

**Data Source:** National Center for Health Statistics (NCHS), National Vital Statistics System.
**Produced by:** National Center for Injury Prevention and Control, CDC using WISQARS™.

**FEDERAL SCHOOL SAFETY PROPOSAL: LEGISLATIVE SPECIFICATIONS**

**Part I: Prohibition of the Manufacture, Sale, and Ownership of Assault Weapons and Large Capacity Ammunition Feeding Devices and Strengthening Gun Control Laws**

- Ban the import, sale, manufacture, transfer, or possession of assault weapons and large capacity ammunition feeding devices.

  o Shall not apply to the import, sale, manufacture, transfer, or possession of assault weapons and large capacity ammunition feeding devices:

    ▪ By the United States or a department or agency of the United States or a State or a department, agency, or political subdivision of a State, or a sale or transfer to or possession by a qualified law enforcement officer employed by the United States or a department or agency of the United States or a State or a department, agency, or political subdivision of a State, for purposes of law enforcement (whether on or off duty), or a sale or transfer to or possession by a campus law enforcement officer for purposes of law enforcement (whether on or off duty);

    ▪ Under Title I of the Atomic Energy Act of 1954 for purposes of establishing and maintaining an on-site physical protection system and security organization required by Federal law, or possession by an employee or contractor of such licensee on-site for such purposes or off-site for purposes of licensee-authorized training or transportation of nuclear materials.

    ▪ By a licensed manufacturer or licensed importer for the purposes of testing or experimentation authorized by the Attorney General;

    ▪ Or possessed by an individual retired in good standing with a law enforcement agency and is not otherwise prohibited from receiving a semiautomatic assault weapon or ammunition of a large capacity feeding device
      + Sold or transferred to the individual by the agency upon such retirement; or
      + That the individual purchased, or otherwise obtained, for official use before such retirement.

- Ban on any firearm receiver casting or firearm receiver blank (do-it-yourself assault weapon) that:

  o At the point of sale does not meet the definition of a firearm under the federal criminal code;
  o After purchase can be completed by the consumer to the point at which such casting or blank functions as a firearm frame or receiver for a semiautomatic assault weapon or machine gun.

- Ban bump fire stocks or any devices designed to accelerate substantially the rate of fire of semiautomatic or assault weapons.

- Create a buy-back program to compensate individuals who surrender semiautomatic weapons and large capacity ammunition by amending the Omnibus Crime Control and Safe Streets Act of 1968 to allow the use of Edward Byrne Memorial Justice Assistance Grant Program funds for this purpose.

- Require universal background checks for all commercial gun sales of any firearm, including handguns, and prohibit the sale of a gun prior to the completion of a background check.

- Alert relevant law enforcement agencies if a background check conducted by the National Instant Criminal Background Check System determines that a person may not receive a firearm.

- Require a 14-day waiting period before any firearm may be transferred or sold.

- Authorize funding to the Attorney General of the United States, the Secretary of Health and Human Services, and the Commissioner of Social Security to carry out programs and activities to:

  o Increase access to mental health care treatment and services;
  o Require the reporting of relevant disqualifying mental health and criminal information to the National Instant Criminal Background Check System; and
  o Revise and strengthen definitions of data that is reported into the National Instant Criminal Background Check System.

## Part II: Strengthen the Gun-Free School Zones Act

- Amending the application of the law only to the possession of a firearm that "has moved in or that otherwise affects interstate or foreign commerce";

- Expanding the definition of a "school zone" from "within 1,000 feet from the grounds of a public, parochial or private school," to 2,000 feet; and

- Reviewing the current allowable exceptions to firearm possession in a Gun-Free School Zone, which include:

  o if the individual possessing or concealing a firearm is licensed to do so by the State;
  o requiring States or political subdivisions, before an individual obtains such a license, the law enforcement authorities verify that the individual is qualified under law to receive the license; and
  o firearms that are not loaded and are located either in a locked container or a locked firearms rack that is on a motor vehicle.

## Part III: Authorize a Comprehensive School Safety Program to Protect Our Students

- Appropriate $1 billion annually for States to provide annual formula grants to local school districts, building on the best practices of existing and past programs, to:

- o Develop and continually update crisis response and emergency management plans at schools and administrative buildings, including performing the technical work related to the planning, development, and implementation of the district crisis and emergency management program;
  - o Coordinate with local law enforcement, public safety or emergency management agencies, and local government to implement, review, update, and ensure adherence to developed plans, Gun-Free School Zones, and Safe Passage programs;
  - o Conduct training for students, teachers, school personnel, parents, and district leaders on emergency management protocol and procedures;
  - o Communicate with parents and the public about emergency management policies and reunification procedures;
  - o Implement an incident command system and support the National Incident Management System;
  - o Review annually the condition and use of security hardware and equipment in schools, and support the installation and upgrading of needed safety features;
  - o Review school-based policing models, and support the staffing of security staff, school resource officers, or other safety personnel in local schools; and
  - o Provide civic education courses for students, families, and the public on the dangers of firearms.

- Nothing in this Act should require schools to authorize or purchase guns for teachers.

## Part IV: Appropriate $1 Billion Annually for Existing Mental Health Programs and a New Formula Grant Program for School Districts to Ensure the Emotional Well-Being of Students

- Authorize a new program and appropriate $500 million annually for States to provide formula grants to local school districts, to:

  - o Establish and strengthen programs to recruit, train, and hire school-based mental health personnel, counselors, school psychologists, and school social workers;
  - o Ensure that schools and districts have the linguistically and culturally appropriate capacity to:

    - Assist children and adolescents in dealing with trauma and violence;
    - Provide comprehensive, age-appropriate mental health services and supports; and
    - Incorporate age-appropriate strategies of social-emotional learning and positive behavioral interventions and supports.

- Provide additional appropriations for National Health Service Corps scholarship and loan repayments to ensure an adequate supply of behavioral and mental health professionals.

- Continue to fund grants under the Substance Abuse and Mental Health Administration (SAMHSA) to eligible entities for the development of curricula for continuing education and training to healthcare professionals on identifying, referring, and treating individuals with serious mental illness.

- Reauthorize and fund Safe Schools and Healthy Student Grants to:

  o Facilitate community partnerships among families, students, law enforcement agencies, education systems, mental health and substance use disorder service systems, family-based mental health service systems, welfare agencies, health care systems (including physicians), faith-based programs, trauma networks, and other community-based systems; and

  o Establish mechanisms for children and adolescents to report incidents of violence or plans by other children, adolescents, or adults to commit violence.

**Part V: Improve Research and Data Collection Related to Firearm Injuries and Deaths, Including Among the Nation's School Age Population**

- Require that all intentional and unintentional firearm related injuries and deaths are reported to the FBI by state and local law enforcement agencies.

  o These reports shall, at a minimum, include:

    ▪ Description of the circumstances of the event, including age of the victim(s), location, time of the incident, etc.;
    ▪ Background of the perpetrator, including age, and criminal and mental health history;
    • For firearm related injuries or deaths, the mental health records of perpetrators shall be made available to law enforcement.
    ▪ Relationship to the victim;
    ▪ Classification of the event as criminal or accidental.

- Amend the Firearm Owners' Protection Act of 1986 to allow for a searchable database of gun owners and the ability to merge these data with the National Instant Criminal Background Check System. (1986 law restricting searchable gun databases: https://www.law.cornell.edu/uscode/text/18/926).

- Repeal the Tiahrt Amendments to U.S. Department of Justice appropriation bills to allow for:

  o Sharing of firearm trace information between the Bureau of Alcohol, Tobacco, Firearms, and Explosives (ATF) and law enforcement agencies, cities, states, researchers, and members of the public.

  o Cataloging approved gun purchaser records into a searchable electronic database.

  o Requiring gun dealers to report gun inventories and report missing guns or thefts.

- Repeal the "Dickey Amendment" of the 1996 Omnibus Bill, which prohibits the Centers for Disease Control and Prevention from advocating or promoting gun control.

# RESEARCH

# RESEARCH DEPARTMENT OVERVIEW

# Research Department Overview
# March 2018

## Overall Research Department Goals/Priorities

The goal of the research department is to conduct, facilitate and disseminate research that will provide guidance and support to the Council's member districts and other key stakeholders as they work to improve academic achievement and reduce achievement gaps in large urban school districts. The following reports and presentations will be available on our Research Department webpage: http://www.cgcs.org/Research.

## Update on New Projects

### *Analysis of Student Performance in State Recovery School Districts: Examining Data from Tennessee, Louisiana, and Michigan*

**This project will start in July 2018 and is expected to take 7 months and will include two major reviews:**

- The research team will analyze longitudinal student achievement data from state assessments for recovery/achievement school district students and public school students across two states and districts. This will include analysis of school performance and demographic composition (race, family income, ELL status, SWD status, etc.) prior to the transition of schools to state recovery status and post-transition. The analysis will include a study of the differences in student populations of the current schools compared to their population prior to becoming recovery schools.
- The research team will also conduct a qualitative analysis that will include analyzing closure trends, parent perceptions of new schools, administrator perceptions of the new districts through surveys and interviews.

**Project Timeline:**
The timeline for this project includes the following:

- Quantitative data collection and analysis – school performance data, demographic data, etc. – 3 months
- Qualitative data collection and analysis – closure trends, parent perceptions of new schools, administrator perceptions of the new districts, etc. – 3 months
- Final Report – 1 month

## *Trial Urban District Assessment Advisory Task Force to the*
## *National Assessment Governing Board*

Given the 2017 expansion of the Trial Urban District Assessment (TUDA) program to 27 districts, the Council submitted a technical proposal to the National Assessment Governing Board (NAGB) to establish a Task Force of local education leaders from TUDA districts. The Task Force is expected to provide feedback to the Governing Board, including recommendations on areas of policy, research, and communications related to the TUDA program. It is our hope that the Task Force will help inform the Strategic Vision of the NAGB and help strengthen and guide the evolution of the TUDA program.

The Council has been awarded a contract for a 24-month effort that will include the creation, project management, and on-going coordination of the TUDA Task Force. The Council will establish and coordinate a TUDA Task Force for NAGB to provide advice and feedback on the development and operation of the TUDA program. The effort will be devoted to creating, coordinating, and supporting the on-going work of a 10 member – excluding Council and NAGB staff – Task Force of local education agency leaders from TUDA districts. The first TUDA Task Force will convene in Washington, DC on March 16, 2018.

The Council proposed a 10 member distribution as follows:

- Two (2) district superintendents,

- Two (2) deputy or associate superintendents/chief academic officers,

- Three (3) research and evaluation or assessment directors, and

- Three (3) public relations/communication officers.

- TUDA Task Force Participants are:

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*Analysis of TUDA Performance and the Influence and Impact of Private and Charter Schools on Student Achievement and Urban School Districts*

In the spring of 2011, the Council research team published the study *Pieces of the Puzzle: Recent Performance Trends in Urban Districts – A Closer Look at 2009 NAEP Results (An Addendum).* A portion of that report analyzed the National Assessment of Educational Progress (NAEP) performance of Trial Urban District Assessment (TUDA) performance while adjusting the district performance based on key background variables. The key background variables included race/ethnicity, special education status, English language learner status, free- or reduced-price lunch eligibility, parental education level (grade eight only), and a measure of literacy materials available in the home. The analysis compared the predicted NAEP performance (after controlling for the background variables) to the actual NAEP performance of the districts. The analysis allowed the Council to identify districts that were performing better than expected on the NAEP assessment and beginning to mitigate some of the effects of poverty and other background characteristics of students that typically suppress academic performance.

The lessons learned from that study have prompted the Council research team to replicate the analysis using data from the 2011 and 2015 administrations of NAEP reading and mathematics assessments in grades four and eight. This study not only identifies districts that continue to perform better than expected based on background variables, but when combined with the analysis of the 2009 data, district trends in performance can be examined which provide a very different picture of the changes in district effects over time. For example, Detroit has typically been one of the lowest performing TUDA district, and even when controlling for relevant background variables, Detroit performs lower than expected. However, this analysis revealed that Detroit is one of only a few districts that has made consistent progress on the NAEP assessment each year across multiple grades and subjects (grade eight reading and grade four math). The progress Detroit is making is all but lost in any other analysis of student performance in the district, but indicates that student achievement, though not where it needs to be, is improving.

### *Methodology*

For this analysis, the research team conducted a regression analyses to estimate the performance of a district if its demographic profile, in terms of the selected student background characteristics, is the same as the average profile of all students across the country. The analyses put the districts on a more level playing field with regard to these characteristics. Based on this regression analyses (using student level data), we computed the expected performance of each district based on their profile in terms of the selected student background characteristics. We subtract the expected performance from the actual performance to calculate the "district effect." We then analyzed the changes in the district effects over the 2009, 2011, 2013 and 2015 NAEP administrations.

Based on the NAEP district effect analysis, the Council selected four districts—Boston, Chicago, Dallas, and Washington, DC—that have made substantial progress overcoming

the effects of poverty, language, and discrimination on student achievement for site visits. The team will conduct the site visits to these districts in the spring of 2018 to speak with a broad cross section of central office and school staff about the factors that led to their success in raising student achievement—particularly with vulnerable student groups. A "counterfactual" district—one that has not demonstrated any growth among these student groups on NAEP—will also be selected, and the team will visit this district to explore potential differences in practices between districts with varied outcomes.

Using our *Indicators of Success*, we will determine the level of common core implementation in these improving districts in order to investigate whether strong standards implementation work has made a difference in districts' ability to overcome the effects of poverty and language and raise student achievement. We will also explore a broad range of other factors that may have played a role in the achievement outcomes. Based on our findings, we will finalize our NAEP analysis and report by answering the question of how some districts were able to "beat the odds."

A draft report of the initial results of the quantitative study has been completed. A final formal report will be released in the Fall of 2018.

### *Operations and Academic Key Performance Indicators*

The board of directors authorized the development of Academic Key Performance Indicators in the October 2014. In the fall of that year, several teams of educators from Council member districts crafted a list of desired indicators for general core instruction, special education, and English language learners. The list was refined and narrowed to a smaller set of indicators for a pilot conducted in the fall of 2015. Based on this pilot, data collection instruments and indicators were further refined and all Council member districts were asked to participate in a full pilot of the Academic Key Performance Indicators in the spring of 2016. The refined set of Academic Key Performance Indicators are designed to measure the progress among the Council's membership toward improving the academic outcomes for students and include the following:

- Ninth grade algebra completion
- Ninth graders failing one or more core courses
- Ninth graders with a GPA of B or better
- Number of high school students enrolled in advanced placement
- AP exam scores of 3 or higher
- Number of high school students enrolled in AP-equivalent courses
- Four-year high school graduation rate
- Five-year high school graduation rate
- Percent of students with 20 days or more absent from school
- Instructional days per student missed per year due to suspension
- Percent of students identified as needing special education
- Percent of students placed in each general education setting by percent of time

*Report.* The Council released a full report in Fall 2017. The research team initiated the first wave of updated Operations and Academic KPI data for the 2016-2017 school year collection in January 2018, and a report for both Operations and Academic KPIs will follow in Fall 2018. The Academic KPI data request for this year will include a new special education data tab. The team will explore the possibility of adding tabs/tables for student mobility and English Learners in 2018.

## Upcoming/Pending Projects

### *Analysis of ACT/SAT Results in CGCS Districts*

The Council will partner with the College Board and ACT to analyze results on college and career readiness for Council districts. The report will also include analysis of SAT and ACT results to assess high school achievement and progress. The Council research team plans to follow the data analysis phase of this project with a qualitative look at district efforts that have contributed to any improvements in student achievement uncovered.

### *Academic Research Databases*

Recently the Research Department has begun researching the viability of creating a platform where the Council and school districts have access to several core education research databases including SAGE, EBSCO, and JSTOR. The Council will initiate the purchase of the education research databases and help spread the costs to school districts who are interested in gaining access in hopes of removing the cost barrier individual school districts face when attempting to purchase access as a single entity.

## Information Technology Update

In an effort to improve the processes and functions of the organization, the Council of the Great City School has welcomed a new Web Programmer/Developer on staff. Eric Vignola was hired in February of 2018 to work along with the Research, Academic, and other teams to help streamline and improve important projects.

These projects include automating the Academic Key Performance Indicators and re-envisioning the Edwires website. The Council looks forward to automating the data collection process for the Academic Key Performance Indicators and create a web interface for final reporting that allows districts to review and analyze data more efficiently. In addition, with a new and improved Edwires, the Council hopes to create a space where Council districts can house and share reports and be able to contact other job-alike staff with ease.

# SPECIAL NAEP ANALYSIS

# MIRRORS OR WINDOWS:

How Well Do Large City Public Schools Overcome the Effects of Poverty and Other Barriers?

## 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-school districts. Composed of 70 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, 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 to deliver the best education for urban youth.

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# Mirrors or Windows: How Well Do Large City Public Schools Overcome the Effects of Poverty and Other Barriers?
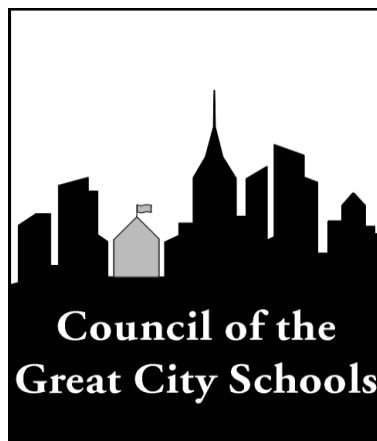
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Moses Palacios
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Ashley Ison

2017

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**Mirrors or Windows: How Well Do Large City Public Schools Overcome the Effects of Poverty and Other Barriers?**

**Introduction**

One of the most consistent and long-standing relationships in social science research is the one between poverty and student academic performance. In nearly every case, study after study demonstrates that student achievement declines as poverty rises. At least as far back as the Coleman report (1966), research has suggested that poor students do not do as well in school as students whose parents are better off financially. More recently, a study by Reardon (2016) showed similar results and concluded that the gap between high- and low-income students may have widened between the 1980s and the early 2000s.

At the same time, education has been depicted by countless politicians, philosophers, scientists, and advocates as the ticket out of poverty. Education is thought to be society's main engine for smoothing out its inequities. In fact, Horace Mann once stated, "Education then, beyond all other devices of human origin, is the great equalizer of the conditions of men, the balance-wheel of the social machinery." To be sure, schooling aspires to level the playing field for rich and poor alike. Immigrant and native born. Commoner and blue-blood.

But it is not possible for these two themes to be true at the same time. Either schools help overcome the effects of poverty and other barriers or they reflect those inequities. Either schools serve to perpetuate society's inequalities or they serve to overcome them. Either schools work to level the playing field or they keep opportunity at bay. As noted Chicago journalist Sydney Harris once asserted, "The whole purpose of education is to turn mirrors into windows."

Our question in this report is a straightforward one: Are urban public schools, which have the largest numbers and concentrations of poor students in the nation, mirrors or windows?

Do urban public schools overcome the effects of poverty and other barriers or do they simply reflect them? Do urban public schools do a better job at overcoming the effects of poverty on achievement than public schools nationally? Do some urban public-school districts do a better job at overcoming these effects than other urban school districts? Who are they? Are urban school districts getting any better at overcoming these effects over time or are they producing the same results they always have produced? What is the difference between urban school districts that appear to be 'beating the odds' and those that are not progressing? What are the more effective urban school districts doing that other urban school districts are not doing? Do other types of schools, e.g., charters and private schools, do a better job at overcoming these barriers? Why might that be?

These are questions that are infrequently asked in the research or answered in a way that gives urban schools better guidance about what they need to be doing differently. Instead, most research is backward leaning in the sense that it helps explain why things in the past looked like they did. This study and the one to follow will lean forward, and will attempt to show where to look for clues for a better future.

To conduct this analysis, the Council of the Great City Schools used data from the National Assessment of Educational Progress (NAEP) and looked at the effects of not only poverty but also language status, parental education, disability, literacy materials in the home, and race to answer many of the questions above. We predict statistically what results might be likely based on these variables, and compare those predictions against actual results over four separate administrations of NAEP.

In other words, we have created a 'district effect' or 'value-added' measure to determine whether urban school districts have enough educational torque to overcome these long-standing effects to any degree and to ascertain if they are getting better at it.

To be sure, urban public schools are under more pressure to improve than any other institution in the nation, public or private. They are being told to produce results or get out of the way. They are being told to improve or see the public go somewhere else. They are being told to be accountable for what they do or let someone else do it. Some of this pressure is justified. Some of it is not. Either way, they are being challenged in the court of public opinion and by history to improve in ways that they haven't been asked before.

### Demographics of Large City and Comparison Schools

Members of the Council of the Great City Schools educate disproportionately large numbers of the nation's students facing barriers to their educational success. The 69 cities whose school districts are members of the Council are home to about 17.4 percent of the U. S. population (56,863,400 of 326,474,013 est.). Their school districts enrolled some 7.3 million students in 2016-17 or about 15 percent of the nation's public elementary and secondary school enrollment.

This report primarily looks at the educational performance of Large City schools using data from the National Assessment of Education Progress (NAEP). In general, the Council's membership comprises the bulk of the Large City variable in NAEP, a variable that we use extensively in this report. Reading and math performance on NAEP are controlled statistically for relevant background variables summarized earlier, i.e., race/ethnicity groups, national school lunch program (FRPL), students with disabilities (IEP), English language learners (ELL), literacy materials in the home, and parent education level for students in grade eight. Relevant background variables are defined in more detail in subsequent sections, but generally they were selected because previous research indicated that they consistently predict student outcomes.

We also compare the results of NAEP test takers[1] in Large City schools with the results of test-takers in other types of schools. Our analysis looks at five distinct, mutually exclusive, and not-overlapping types of schools—

- Large City Schools that are not charters--Large City Schools (Not Charter)

- Large City Schools that are charters (but are <u>not</u> differentiated according to which ones are authorized by a school district and which ones are authorized by some other group)--Large City (Charter)

- Schools that are not in large cities and are not charters--Not Large City Schools (Not Charter)

- Schools that are not in large cities but are charters (but are not differentiated according to which ones are authorized by a school district and which ones are authorized by some other group)--Not Large City Schools (Charter)

- National Non-Public/Private schools.

The reader should keep in mind throughout the report that NAEP data on charter schools is not coded in a way that would allow one to determine which charters are authorized and governed by regular public-school districts and which ones are chartered and operated independently or are chartered by some other entity. Consequently, in this analysis, charters include both district-authorized and other-authorized schools. In addition, the sample sizes for charters schools are typically not large enough to generate charter estimates city-by-city. This is also true for data on non-public schools.[2] In fact, sample sizes for non-public schools

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[1] The analysis uses test-takers in math in both fourth and eighth grades rather than test takers in English language arts, because the numbers of ELA test-takers is likely to be more skewed by testing exclusions related to English proficiency or disability status.

[2] Nonpublic/private schools include Catholic, Conservative Christian, Lutheran, and other private schools. (Data on these schools for 2015 was limited because of low participation rates that year.)

were too small in 2015 to yield even national estimates. Our purpose is to see how well Large City (Not Charter) schools are doing in overcoming the various barriers we examine. We compare results from that group with others to provide some context for the findings.

Finally, the reader should keep in mind that there is often wide variation within each school type—more variation, in fact, than between groups. The reader should bear this in mind as one goes through the analysis.

We start the analysis by looking at the student demographic characteristics of Large City (Not Charter) schools and compare them with other school types. One should keep in mind that the demographics of school types in the fourth grade are different from demographics in the eighth grade.

Exhibits 1 through 5 summarize critical demographic characteristics of the five types of schools reported in the NAEP data for Large City (Not Charter) schools and other school types.

Exhibit 1. Percentages of NAEP fourth grade math test takers by race and type of school, 2009 to 2015.

| | % Black | | | | % Hispanic | | | | % White | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2009 | 2011 | 2013 | 2015 | 2009 | 2011 | 2013 | 2015 | 2009 | 2011 | 2013 | 2015 |
| **Large City Schools (Not Charter)** | 27% | 25% | 24% | 22% | 43% | 45% | 44% | 47% | 21% | 20% | 22% | 20% |
| **Large City Schools (Charter‡)** | 59% | 53% | 46% | 42% | 24% | 27% | 38% | 36% | 14% | 16% | 11% | 16% |
| **Not Large City Schools (Not Charter)** | 14% | 14% | 14% | 14% | 19% | 20% | 22% | 22% | 61% | 59% | 58% | 56% |
| **Not Large City Schools (Charter‡)** | 31% | 29% | 27% | 19% | 21% | 20% | 21% | 23% | 43% | 47% | 46% | 53% |
| **National Non-Public/ Private Schools** | 10% | 10% | 12% | -- | 10% | 12% | 11% | -- | 74% | 69% | 71% | -- |

Source: NAEP Data Explorer (NDE) based on NAEP reported demographics for mathematics.
‡ Includes district-authorized charters, charters authorized by others, and independent charters

Data in Exhibit 1 shows that Large City (Not Charter) schools had an aggregate enrollment in 2015 that was 22 percent African American, 47 percent Hispanic, and 20 percent white. The composition of students in these schools who were either black or Hispanic remained about the same between 2009 and 2015 (approximately 70 percent.)

By comparison, black students made up a larger percentage of students in Large City (Charter) schools than in Large City (Not Charter) schools, although the difference was somewhat smaller in grade eight than in grade four. On the other hand, the enrollment of Large City (Not Charter) schools tended to be more Hispanic than Large City (Charter) schools. At the same time, the enrollment in Large City (Charter) schools that was either black or Hispanic dipped from 82 percent in 2009 to 78 percent in 2015—while the enrollment of these two groups in Large City (Not Charter) remained about the same.

In addition, white students were considerably more prevalent in Non-public/private schools than in Large City (Charter and Not Charter) schools. Only 23 percent of students in Non-public/private schools nationally were either black or Hispanic in 2013. (Again, the numbers for Non-Public/Private schools in 2015 were too small in the NAEP sample to estimate results.)

Finally, the enrollment in Not Large City (Not Charter) public schools in 2015 was 14 percent black, 22 percent Hispanic, and 56 percent white. And the percent of black students in Not Large City (Charter) schools was 19 percent in 2015, the percentage of Hispanic students was 23 percent, and the percentage of white students was 53 percent. Interestingly, the percentage of African American students in Not Large City (Charter) dropped from 31 percent in 2009 to 19 percent in 2015, while the percent of white students in these schools increased from 43 percent to 53 percent over the period.

Across the study period—2009 to 2015—the enrollments of Large City (Not Charter), Large City (Charter), and Not Large City schools—charter and not charter—became increasingly Hispanic—particularly among fourth graders; while the racial demographics of Non-public/private schools remained consistent.

Exhibit 2. Percentages of NAEP fourth grade math test takers by FRPL-status, Language-status, and IEP status and type of school, 2009 to 2015.

| | % FRPL | | | | % ELLs | | | | % IEPs | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2009 | 2011 | 2013 | 2015 | 2009 | 2011 | 2013 | 2015 | 2009 | 2011 | 2013 | 2015 |
| **Large City Schools (Not Charter)** | 71% | 74% | 73% | 74% | 20% | 22% | 20% | 21% | 11% | 11% | 12% | 13% |
| **Large City Schools (Charter‡)** | 76% | 73% | 81% | 71% | 9% | 12% | 18% | 12% | 10% | 9% | 12% | 12% |
| **Not Large City Schools (Not Charter)** | 43% | 48% | 50% | 51% | 8% | 9% | 9% | 10% | 12% | 12% | 13% | 14% |
| **Not Large City Schools (Charter‡)** | 54% | 52% | 50% | 46% | 9% | 8% | 6% | 8% | 11% | 9% | 11% | 11% |
| **National Non-Public/ Private** | 8% | 8% | 10% | -- | 1% | 2% | 1% | -- | 4% | 5% | 4% | -- |

Source: NAEP Data Explorer (NDE) based on NAEP reported demographics for mathematics.
‡ Includes district-authorized charters, charters authorized by others, and independent charters

The NAEP data also show that the percent of fourth-grade students in Large City (Not Charter) schools who were free and reduced-price lunch eligible in 2015 was 74 percent, somewhat higher than the 71 percent level in 2009. (Exhibit 2.) Large City (Charter) schools had FRPL rates of 71 percent in both fourth and eighth grades, but their 2015 percentage was somewhat lower than in 2009. Both types of Large City schools (Charter and Not Charter) had higher FRPL rates in fourth grade than Not Large City schools (Not Charter, 51 percent), Not Large City schools (Charter, 46 percent), or Non-public/private schools nationally (10 percent in 2013). Between 2009 and 2015, the portion of students who were FRPL-eligible increased somewhat in Large City (Not Charter) schools and in Not Large City (Not Charter) schools, but decreased in both Large City (Charter) and Not Large City (Charter) schools.

NAEP data on fourth grade English Language Learners (ELLs) show that these students composed 21 percent of the population in Large City schools (Not Charter) in 2015, about the same as in 2009. This was larger than any of the other comparison school types, although these students increased in Large City (Charter) schools between 2009 and 2015. Only about 1 percent of students in Non-Public/Private schools were ELLs in 2013.

In addition, NAEP data in 2015 showed fourth grade students with Individualized Education Plans (IEPs) comprised some 13 percent of the Large City (Not Charter) school sample, about the same as the Not Large City (Not Charter) sample, 14 percent. Large City (Charter) and Not Large City (Charter) samples had slightly smaller percentages of students with IEPs (12 percent and 11 percent, respectively), while Non-

Public/Private schools had enrollments of only 4 percent students with IEPs in 2013. All school types, except Not Large City (Charter) and Non-Public/Private test-takers, showed some increases in their proportions of students with IEPs over the study period, 2009 to 2015.

Eighth grade NAEP data showed similar patterns as those in the fourth grade. As indicated above, the differences between Large City (Not Charter) schools and Large City (Charter) schools were smaller at the eighth-grade level than at the fourth-grade level in the percentages of black students that each had. This appears to be due to Large City (Charter) schools having lower rates of black eighth grade students in 2009 than 2015, while the percentage of black students in Large City (Not Charter) schools remained about the same over the period. Conversely, charter schools in both large city and not large city settings appeared to have a larger percentage of Hispanic eighth graders in 2009 than in 2015.

Exhibit 3. Percentages of NAEP eighth grade math test takers by race and type of school, 2009 to 2015.

| | % Black | | | | % Hispanic | | | | % White | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2009 | 2011 | 2013 | 2015 | 2009 | 2011 | 2013 | 2015 | 2009 | 2011 | 2013 | 2015 |
| Large City Schools (Not Charter) | 26% | 25% | 25% | 25% | 42% | 44% | 43% | 44% | 22% | 21% | 21% | 21% |
| Large City Schools (Charter⁑) | 44% | 42% | 41% | 36% | 40% | 41% | 34% | 44% | 13% | 12% | 18% | 12% |
| Not Large City Schools (Not Charter) | 14% | 14% | 13% | 13% | 17% | 19% | 20% | 21% | 63% | 60% | 59% | 58% |
| Not Large City Schools (Charter⁑) | 19% | 24% | 25% | 18% | 27% | 17% | 28% | 29% | 48% | 55% | 42% | 45% |
| National Non-Public/ Private | 8% | 10% | 10% | -- | 11% | 11% | 13% | -- | 74% | 71% | 70% | -- |

Source: NAEP Data Explorer (NDE) based on NAEP reported demographics for mathematics.
⁑ Includes district-authorized charters, charters authorized by others, and independent charters

At the eighth-grade level, the data also indicated that the portion of students who were FRPL-eligible was about the same as at the fourth-grade level, and that Large City (Not Charter) and Large City (Charter) had almost identical portions of such children. All types of schools saw at least some increases in their percentages of poor students over the study period. (Exhibit 4.)

Exhibit 4. Percentages of NAEP Eighth grade math test takers by FRPL-status, Language-status, and IEP status and type of school, 2009 to 2015.

| | % FRPL | | | | % ELLs | | | | % IEPs | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2009 | 2011 | 2013 | 2015 | 2009 | 2011 | 2013 | 2015 | 2009 | 2011 | 2013 | 2015 |
| Large City Schools (Not Charter) | 66% | 69% | 69% | 71% | 12% | 11% | 11% | 12% | 11% | 11% | 12% | 13% |
| Large City Schools (Charter⁑) | 69% | 72% | 65% | 71% | 9% | 12% | 6% | 8% | 13% | 8% | 14% | 12% |
| Not Large City Schools (Not Charter) | 39% | 44% | 46% | 48% | 5% | 5% | 4% | 5% | 10% | 10% | 12% | 12% |
| Not Large City Schools (Charter⁑) | 42% | 44% | 53% | 48% | 8% | 2% | 4% | 7% | 9% | 12% | 11% | 12% |
| National Non-Public/ Private | 6% | 7% | 8% | -- | 1% | 1% | -- | -- | 4% | 5% | 7% | -- |

Source: NAEP Data Explorer (NDE) based on NAEP reported demographics for mathematics.
⁑ Includes district-authorized charters, charters authorized by others, and independent charters

In addition, the eighth-grade data indicate that the percentages of ELL students in Large City (Not Charter) schools remained at the same level (12 percent) between 2009 and 2015. ELLs were considerably more prevalent in these schools than in any of the other comparison schools. (Exhibit 4.)

The percentage of eighth-grade students with IEPs in Large City (Not Charter) schools in 2015 was 13 percent, the same level as among fourth graders, a level that that showed some increase over 2009. (Exhibit 4.) The enrollments in other types of schools among eighth graders with IEPs was about 12 percent, an uptick from 2009 in all types of schools, except Large City (Charter) schools.

Finally, we examined changes in the education levels of parents of students in Large City and other types of schools. (Exhibit 5) The data on this NAEP background variable were available only on eighth graders, not fourth graders. In this case, there were small changes over the study period in the percent of eighth graders in Large City (Not Charter) schools whose parents had not finished high school or who had the highest education level. However, there were somewhat larger changes among parents of Large City (Charter) students, i.e., the percentage of these parents who did not finish high school dipped while the percent who had graduated from college increased appreciably over the period. The data also show that the percentage of parents who did not finish high school and whose children were in Large City (Not Charter) schools was higher than the percentage of parents who sent their children to Large City (Charter) schools. Conversely, the percentage of college-educated parents whose children were in Large City (Charter) was higher than the percentage of such parents in Large City (Not Charter) schools. The percentage of students in Non-Public/Private schools whose parents had graduated from college was considerably higher in 2013 than either Large City (Not Charter) or Large City (Charter) schools.

Exhibit 5. Percentages of NAEP Eighth Grade Math Test-Takers Whose Parents Had Differing Levels of Educational Attainment, 2009 to 2015.[3]

| | Did Not Finish High School | | | | Graduated High School | | | | Graduated College | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2009 | 2011 | 2013 | 2015 | 2009 | 2011 | 2013 | 2015 | 2009 | 2011 | 2013 | 2015 |
| Large City Schools (Not Charter) | 13% | 12% | 11% | 12% | 17% | 17% | 17% | 17% | 35% | 37% | 38% | 38% |
| Large City Schools (Charter‡) | 10% | 12% | 7% | 8% | 19% | 18% | 18% | 19% | 34% | 38% | 45% | 42% |
| Not Large City Schools (Not Charter) | 7% | 7% | 7% | 7% | 17% | 17% | 16% | 16% | 47% | 49% | 50% | 50% |
| Not Large City Schools (Charter‡) | 10% | 5% | 9% | 7% | 15% | 15% | 16% | 15% | 45% | 51% | 49% | 50% |
| National Non-Public/ Private | 1% | 2% | 2% | -- | 7% | 6% | 5% | -- | 75% | 77% | 77% | -- |

Source: NAEP Data Explorer (NDE) based on NAEP reported demographics for mathematics.
‡ Includes district-authorized charters, charters authorized by others, and independent charters
Note: Parental income data were not available on fourth grade students.

In sum, the data indicate that the demographics of Large City (Not Charter) schools and Large City (Charter) look similar to one another, but one must remember that the charter sample includes both district-run and independent charters. Charter enrollment, in general, was more African American in the fourth grade (42 percent) in 2015 than in the eighth grade (36 percent). And the percent of African Americans that compose

[3] The variable is defined as "at least one parent."

Large City (Charter) school enrollment in fourth grade—but not in eighth—was almost twice that of Large City (Not-Charter) (22 percent). In addition, it appeared that African American students made up a declining share of Large City (Charter) fourth-grade enrollment between 2009 and 2015 (59 percent vs. 42 percent, respectively). Moreover, the share of Large City (Not Charter) schools that were Hispanic was considerably higher than Large City (Charter) schools in grade four, but by 2015 both types of large city schools had the same percentage of Hispanic students in grade 8. Both types of schools were substantially different from schools not in large cities, and all public schools in the sample differed demographically from Non-public/private schools.

Second, the percentage of students in both Large City (Not Charter) and Large City (Charter) schools who were eligible for a free and reduced-price lunch was nearly identical in both fourth and eighth grades, as were the percentages of students with IEPs. The portion of students who were ELL in Large City (Not Charter) schools, however, was substantially higher than in Large City (Charter) schools in both the fourth and eighth grades. Both types of schools differed from charter and non-charter schools that were not in large cities and from non-public schools.

Finally, the data on eighth graders (only grade available) showed some interesting differences in the percentages of parents who either did not finish high school or graduated from college when comparing Large City (Not Charter) and Large City (Charter) schools—differences that do not appear in public schools outside of large cities. In general, Large City (Not Charter) schools had a *larger* portion of eighth graders whose parents did not graduate from high school and a *smaller* portion whose parents graduated from college than did Large City (Charter) schools. In addition, the share of eighth graders in Large City (Charter) schools whose parents graduated from college increased faster between 2009 and 2015 (34 percent vs. 42 percent) than did such parents in Large City (Not Charter) schools (35 percent vs. 38 percent). The percentage of students in non-public schools whose parents graduated from college was substantially higher than those in public schools of any type.

**Methodology**

In 2010, the Council of the Great City Schools along with the American Institutes of Research analyzed the results of the National Assessment of Education Progress (NAEP) in a way that had not been done previously (Dogan, et al., 2011). The two prominent research questions of that study were:

1. How did urban districts participating in the Trial Urban District Assessment (TUDA) in 2009 compare to other districts when one controls for relevant background variables?
2. How did urban districts participating in the Trial Urban District Assessment (TUDA) in 2009 perform, compared to their statistically expected performance based on relevant background variables?

To answer these questions, the study compared the performance of each district against other districts after adjusting for specified student background characteristics, i.e., race/ethnicity, special education status, English language learner status, eligibility for free- or reduced-price lunch under the National School Lunch Program, the highest level of education attained by either parent, and information on the availability of written materials and computers in a student's home. The analysis employed a methodology used elsewhere in the literature (e.g., Braun, Jenkins, and Grigg, 2006). A regression analysis was conducted to estimate the "expected" performance of an urban district against a national sample of other public-school students controlling for variations in these demographic characteristics.

Next, each district's actual performance was compared to the expected performance for that district. The difference between the two (actual vs. expected) was called a "district effect." Positive effects indicated that the district was performing better than expected statistically and negative effects indicated that the district was performing below what was expected statistically.

A similar methodology using NAEP restricted-use data from 2009, 2011, 2013, and 2015 was used in this report. The following background variables were used to calculate (using regression analysis) "adjusted" NAEP scale scores in TUDA districts and make comparisons between actual and statistically expected scores. The variables included:

- **Race/ethnicity**

  In the NAEP files, student race/ethnicity information is obtained from school records and classified according to six categories: *White, Black, Hispanic, Asian/Pacific Islander, American Indian/Alaska Native*, or *unclassifiable*. When school-reported information was missing, student-reported data from the Student Background Questionnaire were used to establish student race/ethnicity. Using restricted NAEP data sets, we categorized as *unclassifiable* students whose race-ethnicity based on school-records was *unclassifiable* or *missing* and (1) who self-reported their race as *multicultural* but not *Hispanic* or (2) who did not self-report race information.

- **Special education status**

  Student has an Individualized Educational Program (IEP), for reasons other than being gifted or talented; or is a student with a Section 504 Plan.

- **English language learner status**

  Student is currently classified as an English language learner and is receiving services.

- **Free- or reduced-price lunch eligibility**

  Eligibility for the National School Lunch Program is determined by a student's family income in relation to the federally established poverty level. Based on available school records, students were classified as either currently eligible for free/reduced-price lunch or currently not eligible. If the school record indicated the information was not available, the student was classified as not eligible.

- **Parental Education**

  Highest level of education attained by either parent: *did not complete high school*, *graduated high school, had some education after high school*, or *graduated college*. This indicator is only available for grade 8 students.

- **Literacy Materials**

  The presence of reading materials in the home is associated with both socioeconomic status and student achievement. The measure reported in 2009 was based on questions in both grade 4 and grade 8 in the *Student Background Questionnaires,* which asked about the availability of computers, newspapers, magazines, and more than 25 books in the home. Between 2009 and 2015, the *Student Background Questionnaire* changed and a different combination of items was used to calculate a summary score of how many materials were present. In 2011, the items included the availability of computers, magazines, and more than 25 books in the home (newspapers were dropped as a survey item). In 2013 and 2015, the items included the availability of computers in the home, the availability of the internet, and more than 25 books in the home (magazines were dropped as a survey item). A summary score was created to indicate how many of these types of literacy materials were present in the home.[4]

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[4] This summary score has been used for reporting NAEP background variables for several years and has been shown to be associated with students' achievement scores. (See for example, NAEP 1996 Mathematics Cross-State Data Compendium.)

Information on race/ethnicity, free-lunch, ELL and disability status come from the school and are available for all students. However, data on background characteristics for students who did not participate in NAEP are not available: excluded students or students who are not tested do not complete the *Background Questionnaire*. Therefore, data on *reading materials in the home* and *parent education* are only available for the tested populations. Consequently, the calculation of adjusted scores controlling for background characteristics was conducted on the reported sample only.

The data analysis for this study compared the predicted NAEP performance levels (after controlling for background variables) in grades four and eight, reading and mathematics, to actual NAEP performance for the Large City districts in 2009, 2011, 2013, and 2015. Comparisons were also made to other types of schools. The analysis allowed the Council to identify districts and school-types that were performing better than expected on the NAEP assessment and those who were performing under expectation. In other words, we could estimate over time whether Large City schools and others were getting better at mitigating the effects of poverty and other variables that typically suppress academic performance.

Exhibit 6 shows the actual performance for all school types that are compared in this report, so the reader can see uncorrected results. After making the corrections or adjustments, we analyzed the changes in district effects for 2009, 2011, 2013, and 2015 to see if Large Cities were getting better at overcoming these effects. Note that Albuquerque, Dallas, and Hillsborough County began participating in TUDA in 2011 and trends are reported for only two assessment cycles. Duval County began participating in 2015 and Milwaukee public schools did not participate in 2015. Further, the minimum sample size for estimating effects was not met by Non-Public/Private schools in 2015, so their results could not be estimated for that year.

Exhibit 6. Actual Scale Scores of TUDA Districts and Other Types of Schools, 2009 to 2015.

| | 2009 | | | | 2011 | | | | 2013 | | | | 2015 | | | |
| | Math | | Reading | | Math | | Reading | | Math | | Reading | | Math | | Reading | |
| Jurisdiction | Grade 4 | Grade 8 | Grade 4 | Grade 8 | Grade 4 | Grade 8 | Grade 4 | Grade 8 | Grade 4 | Grade 8 | Grade 4 | Grade 8 | Grade 4 | Grade 8 | Grade 4 | Grade 8 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Albuquerque | — | — | — | — | 235 | 275 | 209 | 254 | 207 | 256 | 235 | 274 | 231 | 271 | 207 | 251 |
| Atlanta | 225 | 259 | 209 | 250 | 228 | 266 | 212 | 253 | 214 | 255 | 233 | 267 | 228 | 266 | 212 | 252 |
| Austin | 240 | 287 | 220 | 261 | 245 | 287 | 224 | 261 | 221 | 261 | 245 | 285 | 246 | 284 | 220 | 261 |
| Baltimore | 222 | 257 | 202 | 245 | 226 | 261 | 200 | 246 | 204 | 252 | 223 | 260 | 215 | 255 | 199 | 243 |
| Boston | 236 | 279 | 215 | 257 | 237 | 282 | 217 | 255 | 214 | 257 | 237 | 283 | 236 | 281 | 219 | 258 |
| Charlotte | 245 | 283 | 225 | 259 | 247 | 285 | 224 | 265 | 226 | 266 | 247 | 289 | 248 | 286 | 226 | 263 |
| Chicago | 222 | 264 | 202 | 249 | 224 | 270 | 203 | 253 | 206 | 253 | 231 | 269 | 232 | 275 | 213 | 257 |
| Cleveland | 213 | 256 | 194 | 242 | 216 | 256 | 193 | 240 | 190 | 239 | 216 | 253 | 219 | 254 | 197 | 240 |
| Dallas | — | — | — | — | 233 | 274 | 204 | 248 | 205 | 251 | 234 | 275 | 238 | 271 | 204 | 250 |
| Detroit | 200 | 238 | 187 | 232 | 203 | 246 | 191 | 237 | 190 | 239 | 204 | 240 | 205 | 244 | 186 | 237 |
| D.C. (DCPS) | 220 | 251 | 203 | 240 | 222 | 255 | 201 | 237 | 206 | 245 | 229 | 260 | 232 | 258 | 214 | 245 |
| Duval County | — | — | — | — | — | — | — | — | — | — | — | — | 243 | 275 | 225 | 264 |
| Fresno | 219 | 258 | 197 | 240 | 218 | 256 | 194 | 238 | 196 | 245 | 220 | 260 | 218 | 257 | 199 | 242 |
| Hillsborough County | — | — | — | — | 243 | 282 | 231 | 264 | 228 | 267 | 243 | 284 | 244 | 276 | 230 | 261 |
| Houston | 236 | 277 | 211 | 252 | 237 | 279 | 213 | 252 | 208 | 252 | 236 | 280 | 239 | 276 | 210 | 252 |
| Jefferson County | 233 | 271 | 219 | 259 | 235 | 274 | 223 | 260 | 221 | 261 | 234 | 273 | 236 | 272 | 222 | 261 |
| Los Angeles | 222 | 258 | 197 | 244 | 223 | 261 | 201 | 246 | 205 | 250 | 228 | 264 | 224 | 263 | 204 | 251 |
| Miami | 236 | 273 | 221 | 261 | 236 | 272 | 221 | 260 | 223 | 259 | 237 | 274 | 242 | 274 | 226 | 265 |

| Jurisdiction | 2009 | | | | 2011 | | | | 2013 | | | | 2015 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Math | | Reading | | Math | | Reading | | Math | | Reading | | Math | | Reading | |
| | Grade 4 | Grade 8 | Grade 4 | Grade 8 | Grade 4 | Grade 8 | Grade 4 | Grade 8 | Grade 4 | Grade 8 | Grade 4 | Grade 8 | Grade 4 | Grade 8 | Grade 4 | Grade 8 |
| Milwaukee | 220 | 251 | 196 | 241 | 220 | 254 | 195 | 238 | 199 | 242 | 221 | 257 | — | — | — | — |
| New York City | 237 | 273 | 217 | 252 | 234 | 272 | 216 | 254 | 216 | 256 | 236 | 274 | 231 | 275 | 214 | 258 |
| Philadelphia | 222 | 265 | 195 | 247 | 225 | 265 | 199 | 247 | 200 | 249 | 223 | 266 | 217 | 267 | 201 | 248 |
| San Diego | 236 | 280 | 213 | 254 | 239 | 278 | 215 | 256 | 218 | 260 | 241 | 277 | 233 | 280 | 216 | 262 |
| Large City (Not Charter) Schools | 232 | 272 | 210 | 252 | 233 | 274 | 211 | 255 | 235 | 275 | 213 | 257 | 234 | 274 | 214 | 256 |
| Large City (Charter‡) Schools | 224 | 266 | 205 | 251 | 232 | 275 | 210 | 254 | 232 | 279 | 209 | 261 | 233 | 275 | 214 | 259 |
| Not Large City (Not Charter) Schools | 241 | 284 | 222 | 264 | 242 | 284 | 222 | 265 | 242 | 285 | 222 | 268 | 241 | 283 | 223 | 265 |
| Not Large City (Charter‡) Schools | 235 | 281 | 215 | 261 | 239 | 285 | 222 | 266 | 241 | 282 | 224 | 267 | 239 | 284 | 222 | 268 |
| Non-public/ Private Schools | 246 | 296 | 235 | 282 | 247 | 296 | 234 | 282 | 246 | 296 | 235 | 285 | * | * | * | * |

* Indicates that minimum reporting standards (sample size) were not met for this jurisdiction.

‡ Includes district-authorized charters, charters authorized by others, and independent charters

The raw data show that Large City (Charter and Not Charter) schools generally scored below public schools (Not Large City) outside the large cities (Charter and Not Charter) by between six and nine scale score points in 2015—depending on grade and subject. The same Large City schools also scored below Non-Public/Private schools by between 11 and 28 scale score points in 2013—depending on grade and subject. (There were no 2015 data for private schools because of low participation rates.) Individual Large City school districts also showed extensive variation. Differences in scale scores from one city to another could exceed 40 points in some cases in 2015.

However, comparing these results without statistically controlling for background variables is only one way to look at these data. For instance, comparing Detroit and Charlotte-Mecklenburg on raw scores clearly indicates that one scores better than another, but they have vastly different demographics and quite different challenges. To sort out these distinctions and how they might mask how districts improve, we asked a series of questions—

- Are Large City (Not Charter) schools performing the same level as, above, or below statistical expectations in reading and math on NAEP in fourth and eighth grades after adjusting for differences in demographic characteristics? In other words, do urban public schools overcome—to any degree—the effects of poverty and other barriers or do they simply reflect them?
- Are Large City (Not Charter) schools getting better at overcoming these effects over time (2009, 2011, 2013, and 2015)? Which school districts appear to be improving the most at overcoming these effects?
- Do Large City (Not Charter) schools do a better job at overcoming the effects of poverty and other variables on achievement than public schools outside the cities?
- Do some urban public-school districts do a better job at overcoming these effects than other urban school districts? Who are they?
- Are there any fundamental differences between urban school districts that overcome these effects compared with ones who do not?

- What are the more effective urban school districts doing that other urban school districts are not doing? (Subsequent study.)
- Do other types of schools, e.g., charters and private schools, do a better job at overcoming these effects than large urban school districts do? Are they making more progress after controlling for relevant background variables?

To answer these questions, this study compared the performance of each district or type of school against other districts and school types after adjusting for their student background characteristics. A regression analysis estimated the performance of a district or type of school had its demographic profile been the same as the average profile of all districts or jurisdictions in the nation using the NAEP restricted data set for each of the study years. The methodology to estimate the adjusted mean scores is shown below.

Let $y_{ijv}$ be plausible value[5] $v$ of student $j$ in district (or school type) $i$, and

$X_{ijk}$ be the demographic characteristic $k$ of student $j$ in district (or school type) $i$.

Assume the mean plausible value student $j$ in district $i$, $y_{ij\bullet}$, can be expressed as a function of an overall mean achievement $\mu$, a differential effect $\alpha_i$ associated with district (or school type $i$, and differential effects $\beta_k$ associate with characteristic $k$ of student $j$ in district or school type $i$:

$$y_{ij\bullet} = \mu + \alpha_i + \sum \beta_k X_{ijk} + e_{ij},$$  [1]

where $\mu$ is the overall mean,

$\alpha_i$ is the district (or school type) $i$ effect, and

$\beta_k$ is the effect of demographic characteristic $k$ of student $j$ in district (or school type) $i$.

Letting the subscript • indicate average, then the average scale score in district (or school type) $i$ is expressed as

$$y_{i\bullet\bullet} = \mu + \alpha_i + \sum \beta_k X_{i\bullet k} + e_i',$$  [2]

Subtracting [2] from [1] we can estimate the regression in [3]

$$z_{ij} = y_{ij\bullet} - y_{i\bullet\bullet} = \sum \beta_k [X_{ijk} - X_{i\bullet k}] + e_{ij}''$$  [3]

and obtain estimates of $\beta_k$ directly, without any contamination from $\alpha_i$ because $\alpha_i$ has been subtracted out before the regression.
With the estimates $\hat{\beta}_k$, we compute the average effect of the demographic characteristics of student $j$ in district (or school type)) $i$.

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[5] Plausible values are imputed values that resemble individual test scores and have approximately the same distribution as the latent trait being measured. Plausible values were developed as a computational approximation to obtain consistent estimates of population characteristics in assessment situations where individuals are administered too few items to allow precise estimates of their ability. Plausible values represent random draws from an empirically derived distribution of proficiency values that are conditional on the observed values of the assessment items and the background variables. The random draws from the distribution represent values from the distribution of scale scores for all adults in the population with similar characteristics and identical response patterns. These random draws or imputations are representative of the score distribution in the population of people who share the background characteristics of the individual with whom the plausible value is associated in the data.

$$\hat{y}_{ij\bullet} = \sum \hat{\beta}_k [X_{ijk} - X_{\bullet\bullet k}] \tag{4}$$

where $X_{\bullet\bullet k}$ is the overall mean of $X_{\bullet\bullet k}$.

The adjusted score, $y'_{ijv}$ is estimated by subtracting $\hat{y}_{ij\bullet}$ from each $y_{ijv}$:

$$y'_{ijv} = y_{ijv} - \hat{y}_{ij\bullet} \tag{5}$$

The adjusted score, $y'_{i\bullet\bullet}$ is the critical statistic for the analysis. It is an estimator for $\mu + \alpha_i$, and we can estimate its standard error by the usual NAEP procedures. Note that $\mu + \alpha_i$ is the overall mean plus the effect of district (or school type) $i$. It is what the mean of district (or school type) $i$ would be if the mean of all demographics in district (or school type) $i$ were the same as the overall mean.

Next, the expected performance of each district and school type—based on the selected student background characteristics—was computed. Each district's actual performance was then compared to the expected performance for that district or comparison group. The difference between the two was called a "district effect" or group effect. Significant positive effects indicated that a district or group was performing better than expected statistically, and significant negative effects indicated that the district or group was performing worse than expected statistically.

*Variance Accounted for by the Regression Analysis*

Exhibit 7 estimates the variance, or the R-squared value, explained by the background variables for each of the regressions calculated on the *national* sample (including all public and non-public school students nationally). The variances in the national sample ranged from a low of 0.2966 to a high of 0.3838. A recent presentation by Ward, Broer, and Jewsbury (2017) estimated explained variance at about 0.306 when using similar background variables. Their R-squared values were consistent with the values reported in this study.

Exhibit 7. Percent of variance ($R^2$) Explained by Relevant Background Variables for the Total NAEP Sample of Students (Public and Non-public) by Subject and Grade, 2009 to 2015

| R2 Values for All Students in NAEP Sample (Public and Non-public) by Grade and Subject | | | | |
|---|---|---|---|---|
| | Math | | Reading | |
| Year | Grade 4 | Grade 8 | Grade 4 | Grade 8 |
| 2009 | 0.2966 | 0.3530 | 0.3031 | 0.3471 |
| 2011 | 0.3198 | 0.3607 | 0.3390 | 0.3498 |
| 2013 | 0.3457 | 0.3733 | 0.3802 | 0.3712 |
| 2015 | 0.3367 | 0.3838 | 0.3777 | 0.3671 |
| Δ | +0.0401 | +0.0308 | +0.0746 | +0.0200 |

‡ Includes district-authorized charters, charters authorized by others, and independent charters

In addition to the significance of these variables in explaining overall NAEP results, the analysis suggests that the power of these variables in predicting results has increased somewhat over time. In each subject-grade combination, the R-squared value increases somewhat between 2009 and 2015.

*Limitations of this and similar analysis*

Several limitations in the current study—and other similar studies—should be mentioned. First, both the adjusted and expected performance numbers are estimates based on variables that research indicates affect student achievement. Most of these variables are beyond the control of educators and policy-makers even

though they affect performance. Still, the purpose of this study was to determine the extent to which Large City schools were overcoming their effects.

Second, there may be other variables related to achievement that were not controlled for in this analysis. Some of these variables are not measured in NAEP, and possibly some are not measurable at all. A district effect is the product of our best estimate of whether a district or school type was performing differently than expected given its student profile on a limited number of variables measured in NAEP. We did not look at other background variables like spending levels in part because previous studies have not shown them to be as powerful in predicting performance as the ones we did choose.

Third, comparing school types at any grade level ignores the fact that public, private, and charter school students may enter the formal educational process at very different achievement levels. Consequently, attempts to control for differences using various student characteristics or attempts to match students based on background variables will not always account for other differences that affect student achievement. For example, parents electing to enroll their children in private or charter schools may have very different parenting practices than parents who send their children to neighborhood public schools – particularly in high poverty urban areas.

Research (e.g., Wilder, 2014; Jeynes, 2012; Hill & Tyson, 2009; Patall, Cooper, & Robinson, 2008; Senechal & Young, 2008; Jeynes, 2007; Erion, 2006; Jeynes, 2005; Jeynes, 2003; Fan & Chen, 2001) indicates that differences in parental involvement and expectations have a significant impact on student achievement, yet many studies, including this one, do not adequately account for these differences except to the extent that we look at parental education levels and literacy materials in the home.

Fourth, this study was not able to parse the differences between charter schools that were authorized by school districts, those that were authorized by other entities, and those that were entirely independent. NAEP does not code charter schools in a way that would allow analyses of each type.

Fifth, this analysis does not control for differences in such in-school variables as teacher experience, school location, or school size. Other studies have shown that these variables show little impact on difference between school types (see, e.g., Braun, Jenkins, & Grigg, 2006), although these variables may have effects in other types of analyses.

Finally, differences in concentrations of poverty are likely to affect comparisons as well. (See, for example, Orfield & Lee, 2005 for a discussion of concentrated poverty). This study attempts to explain some of this effect in the next section by looking at income levels within jurisdictions with Census data, but additional analyses are needed.

**Results of Analysis**

This section answers study questions posed in the previous section. First, we look at "district effects" using the 2015 restricted-use NAEP data set. Second, we look at trends city-by-city and across cities using NAEP restricted-use data from 2009, 2011, 2013, and 2015. Third, we more carefully examine the poverty levels in cities whose school districts show district effects above and below what might be expected statistically. Fourth, we compare the performance of large city school districts to others.

*(a) Actual vs. Expected (Adjusted) Mean NAEP Performance*

Exhibits eight through 11 show the actual mean scale scores of districts and school types in 2015, the expected mean of the same groups after adjusting for relevant background variables, and the overall "district effect" of individual cities and various school types. Comparable tables for 2009, 2011, and 2013 are available in Appendix A. Again, the district effect is the difference between the actual performance and the adjusted performance. A positive effect suggests that the entity is scoring higher than one would expect statistically given its demographic characteristics; a negative effect suggests that the entity is scoring lower

than one would expect statistically given its demographic characteristics. Zero is the point at which an entity scores exactly what one would expect statistically—suggesting that the entity is more likely to reflect its demographic characteristics.

In grade four reading (Exhibit 8), many individual TUDA districts—the focus of this study—nominally out-scored their expected performance in 2015 after adjusting for relevant background variables. Individual city effects ranged from a high of +15.44 in Boston to a low of -18.20 in Detroit. Overall, 13 of 21 cities (Austin, Boston, Charlotte-Mecklenburg, Chicago, Dallas, the District of Columbia, Duval County, Hillsborough County, Houston, Jefferson County, Miami-Dade County, New York City, and San Diego) on which there were NAEP data on grade four reading in 2015 had positive district effects; and 8 of 21 had negative district effects.

Not Large City (Not Charter) schools had a slightly positive effect (0.16) and Large City (Not Charter and Charter) and Not Large City (Charter) schools had district effects that were slightly below zero (-0.02, -0.93, and -1.42, respectively). However, none of these differences were significantly different from zero. There were no data in 2015 for either non-public schools or for Milwaukee, which did not participate in TUDA that year.

In grade 8 reading (Exhibit 9), Large City (Not Charter) schools had a district effect of -0.22 and individual cities varied. Individual cities ranged from +9.57 in Boston to a low of -11.71 in Fresno. Overall, 12 of 21 cities (Atlanta, Austin, Boston, Charlotte-Mecklenburg, Chicago, Dallas, Duval County, Hillsborough County, Jefferson County, Miami-Dade County, New York City, and San Diego) on which there were NAEP data in 2015 had positive district effects; and 9 of 21 had negative district effects.

The highest performing entity in eighth grade reading was Large City (Charter) schools (+2.21). Public schools outside the large cities had slightly lower effects. Again, there were no statistically significant differences between schools by city type (none were significantly different from zero). There were no data in 2015 for either non-public schools or for Milwaukee.

Exhibit. 10 shows that Large City (Not Charter) schools had an effect of +1.00 in fourth grade math and individual cities showed considerable variation. For instance, cities ranged from a high of +12.99 in Austin to a low of -19.70 in Detroit. Overall, 11 of 21 cities (Austin, Boston, Charlotte-Mecklenburg, Chicago, Dallas, the District of Columbia, Duval County, Hillsborough County, Houston, Jefferson County, and Miami-Dade County) posted positive effects; and 10 had negative effects.

Large City (Charter) schools, Not Large City (Not Charter), and Not Large City (Charter) generally trailed the Large City (Not Charter) schools and no data were available for non-public schools that year. None of the school types were significantly different from zero.

Exhibit 11 shows that Large City (Not Charter) schools overall had a slightly positive effect, +0.57, in eighth grade mathematics, while individual cities varied from a high of +17.29 in Boston to a low of -14.10 in Fresno. Some 11 of 21 cities (Atlanta, Austin, Boston, Charlotte-Mecklenburg, Chicago, Dallas, Hillsborough County, Houston, Miami-Dade County, New York City, and San Diego) on which there were NAEP data in 2015 had positive district effects; and 10 of 21 had negative effects.

Overall, Not Large City (Charter) schools had the highest positive effect at +2.28, with Large City (Charter) schools slightly behind. Again, none of the district effects by school type were significantly different from zero. No data on non-public schools were available in 2015.

Exhibit 8. Grade Four Reading Actual Performance, Expected Performance, and District Effects in 2015

| TUDA/ Jurisdiction | Actual Mean | Expected Mean | District Effect |
|---|---|---|---|
| Albuquerque | 206.89 | 214.62 | -7.73* |
| Atlanta | 212.12 | 213.24 | -1.12 |
| Austin | 220.02 | 211.04 | 8.98* |
| Baltimore | 198.95 | 207.96 | -9.01* |
| Boston | 219.46 | 204.03 | 15.44* |
| Charlotte | 225.58 | 218.88 | 6.70* |
| Chicago | 213.04 | 211.64 | 1.40 |
| Cleveland | 196.81 | 202.74 | -5.93* |
| Dallas | 204.02 | 201.73 | 2.29 |
| Detroit | 186.43 | 204.63 | -18.20* |
| District of Columbia (DCPS) | 213.90 | 213.14 | 0.76 |
| Duval County | 225.27 | 220.25 | 5.02* |
| Fresno | 198.95 | 209.11 | -10.16* |
| Hillsborough County | 229.65 | 217.91 | 11.74* |
| Houston | 209.55 | 206.35 | 3.20 |
| Jefferson County | 221.95 | 218.69 | 3.26 |
| Los Angeles | 204.43 | 210.56 | -6.13* |
| Miami | 226.41 | 215.79 | 10.62* |
| Milwaukee | -- | -- | -- |
| New York City | 214.01 | 211.91 | 2.10 |
| Philadelphia | 200.53 | 213.15 | -12.62* |
| San Diego | 215.91 | 213.18 | 2.72 |
|  |  |  |  |
| Large City Schools (Not Charter) | 213.54 | 213.56 | -0.02 |
| Large City Schools (Charter‡) | 214.43 | 215.36 | -0.93 |
| Not Large City Schools (Not Charter) | 223.05 | 222.90 | 0.16 |
| Not Large City (Charter‡) | 222.09 | 223.52 | -1.42 |
| Non-Public/Private | -- | -- | -- |

*District effect is significantly different from zero.
‡ Includes district-authorized charters, charters authorized by others, and independent charters

Exhibit 9. Grade Eight Reading Actual Performance, Expected Performance, and District Effects in 2015

| TUDA/ Jurisdiction | Actual Mean | Expected Mean | District Effect |
|---|---|---|---|
| Albuquerque | 250.99 | 258.34 | -7.35* |
| Atlanta | 252.46 | 251.24 | 1.22 |
| Austin | 261.49 | 258.13 | 3.36* |
| Baltimore | 243.42 | 246.74 | -3.31* |
| Boston | 257.87 | 248.29 | 9.57* |
| Charlotte | 262.67 | 261.40 | 1.27 |
| Chicago | 256.60 | 251.80 | 4.80* |
| Cleveland | 240.16 | 242.55 | -2.39 |
| Dallas | 249.59 | 244.61 | 4.98* |
| Detroit | 237.28 | 243.71 | -6.43* |
| District of Columbia (DCPS) | 244.71 | 248.21 | -3.51* |
| Duval County | 264.00 | 262.31 | 1.49 |
| Fresno | 241.84 | 253.55 | -11.71* |
| Hillsborough County | 261.03 | 258.24 | 2.79 |
| Houston | 251.63 | 252.27 | -0.64 |
| Jefferson County | 261.42 | 260.99 | 0.42 |
| Los Angeles | 250.90 | 254.50 | -3.60* |
| Miami | 264.62 | 258.59 | 6.02* |
| Milwaukee | -- | -- | -- |
| New York City | 257.74 | 256.12 | 1.62 |
| Philadelphia | 248.40 | 254.20 | -5.80* |
| San Diego | 261.74 | 261.70 | 0.04 |
|  |  |  |  |
| Large City Schools (Not Charter) | 256.23 | 256.45 | -0.22 |
| Large City Schools (Charter‡) | 258.90 | 256.69 | 2.21 |
| Not Large City Schools (Not Charter) | 265.39 | 265.21 | 0.18 |
| Not Large City Schools (Charter‡) | 267.81 | 265.66 | 2.15 |
| Non-Public/Private | -- | -- | -- |

*District effect is significantly different from zero.
‡ Includes district-authorized charters, charters authorized by others, and independent charters

Exhibit 10. Grade Four Mathematics Actual Performance, Expected Performance, and District Effects in 2015

| TUDA/ Jurisdiction | Actual Mean | Expected Mean | District Effect |
|---|---|---|---|
| Albuquerque | 230.58 | 235.37 | -4.79* |
| Atlanta | 228.09 | 230.03 | -1.95 |
| Austin | 246.14 | 233.15 | 12.99* |
| Baltimore | 214.96 | 225.68 | -10.73* |
| Boston | 235.53 | 226.30 | 9.23* |
| Charlotte | 247.82 | 236.61 | 11.21* |
| Chicago | 231.94 | 230.72 | 1.22 |
| Cleveland | 219.15 | 223.30 | -4.15* |
| Dallas | 237.92 | 224.30 | 13.62* |
| Detroit | 204.66 | 224.36 | -19.70* |
| District of Columbia (DCPS) | 232.21 | 230.49 | 1.72* |
| Duval County | 242.80 | 238.01 | 4.79* |
| Fresno | 217.68 | 230.52 | -12.84* |
| Hillsborough County | 243.61 | 236.96 | 6.65* |
| Houston | 238.71 | 227.90 | 10.80* |
| Jefferson County | 235.74 | 235.59 | 0.15 |
| Los Angeles | 224.18 | 231.59 | -7.41* |
| Miami | 242.10 | 234.64 | 7.46* |
| Milwaukee | -- | -- | -- |
| New York City | 231.03 | 232.17 | -1.14 |
| Philadelphia | 217.45 | 231.31 | -13.85* |
| San Diego | 232.76 | 235.16 | -2.40 |
| | | | |
| Large City Schools (Not Charter) | 234.15 | 233.15 | 1.00 |
| Large City Schools (Charter‡) | 232.69 | 233.47 | -0.78 |
| Not Large City Schools (Not Charter) | 241.20 | 241.02 | 0.18 |
| Not Large City Schools (Charter‡) | 239.17 | 241.23 | -2.06 |
| Non-Public/Private | -- | -- | -- |

*District effect is significantly different from zero.

‡ Includes district-authorized charters, charters authorized by others, and independent charters

Exhibit 11. Grade Eight Mathematics Actual Performance, Expected Performance, and District Effects in 2015

| TUDA/ Jurisdiction | Actual Mean | Expected Mean | District Effect |
|---|---|---|---|
| Albuquerque | 270.72 | 274.20 | -3.47* |
| Atlanta | 266.37 | 265.51 | 0.86 |
| Austin | 283.99 | 275.10 | 8.89* |
| Baltimore | 255.24 | 258.40 | -3.16 |
| Boston | 281.15 | 263.86 | 17.29* |
| Charlotte | 286.23 | 277.92 | 8.31* |
| Chicago | 274.88 | 267.18 | 7.70* |
| Cleveland | 254.32 | 255.29 | -0.97 |
| Dallas | 270.87 | 260.44 | 10.43* |
| Detroit | 244.16 | 258.06 | -13.90* |
| District of Columbia (DCPS) | 258.37 | 261.56 | -3.20* |
| Duval County | 274.53 | 278.47 | -3.94* |
| Fresno | 256.87 | 270.97 | -14.10* |
| Hillsborough County | 275.62 | 274.97 | 0.65 |
| Houston | 276.48 | 268.26 | 8.23* |
| Jefferson County | 271.59 | 277.07 | -5.48* |
| Los Angeles | 263.48 | 270.53 | -7.04* |
| Miami | 274.50 | 274.18 | 0.32 |
| Milwaukee | -- | -- | -- |
| New York City | 275.36 | 273.09 | 2.27 |
| Philadelphia | 267.09 | 269.52 | -2.43 |
| San Diego | 280.40 | 279.91 | 0.49 |
|  |  |  |  |
| Large City Schools (Not Charter) | 273.53 | 272.96 | 0.57 |
| Large City Schools (Charter‡) | 275.09 | 272.90 | 2.19 |
| Not Large City Schools (Not Charter) | 282.76 | 282.46 | 0.29 |
| Not Large City Schools (Charter‡) | 283.51 | 281.23 | 2.28 |
| Non-Public/Private | -- | -- | -- |

*District effect is significantly different from zero.

‡ Includes district-authorized charters, charters authorized by others, and independent charters

*(b) Trends in Overcoming Poverty and Other Variables*

Exhibits 12 through 15 show the district effects for all TUDA districts across all four assessment periods (2009, 2011, 2013, and 2015) in grades four and eight, reading and math. These data are meant to answer the question about whether Large City (Not Charter) schools are getting better at overcoming the effects of poverty, language, and other demographic variables or not.

In grade four reading, several cities had district effects that were above expectations and several had improved those effects between 2009 and 2015. In 2015, there were 13 cities that showed overall positive effects. Of these districts, five had improved since 2009-- Austin, Boston, Jefferson County, Miami-Dade County, and San Diego. Moreover, in 2015, there were 8 cities with negative effects. Of these districts, Cleveland showed gains over 2009. (Milwaukee showed gains between 2009 and 2013.) Two districts—Chicago and the District of Columbia—moved from having a negative district effect in 2009 to having a positive one in 2015.

In grade eight reading (Exhibit 13), 12 cities had positive effects in 2015. Of these cities, seven showed larger effects in 2015 than in 2009—Boston, Chicago, Dallas, Jefferson County, Miami-Dade County, New York City, and San Diego. Duval County had only one year of data. There were nine districts with negative district effects in 2015. Of these districts, two showed a larger effect in 2015 than in 2009, even though they remained in negative territory—the District of Columbia and Detroit. Three districts—Baltimore, Cleveland, and Los Angeles—showed minimal change during the study period. (Milwaukee declined slightly between 2009 and 2013.) And both New York City and Jefferson County moved from below the zero line in 2009 to above it in 2015. The remaining districts showed slippage.

In grade four mathematics (Exhibit 14), 11 of the TUDA districts performed better than expected in 2015. Six of these districts—Austin, Charlotte, Dallas, the District of Columbia, Jefferson County, and Miami—showed gains in 2015 over and above their effects in 2009. (Duval County had only one year of data.) Boston and Houston held steady over this period. Some 8 other districts had negative district effects in 2015. Two of which, Cleveland and Detroit, showed gains over and above 2015—even though they remained in negative territory throughout the period. (Milwaukee essentially saw no movement over the three years that they participated in NAEP.) Only three districts—Chicago, the District of Columbia, and Jefferson County—went from below the line to above the line between 2009 and 2015.

Finally, in grade eight mathematics (Exhibit 15), 11 of the TUDA districts performed better than expected in 2015. Of those 11, four—Atlanta, Boston, and Charlotte, Chicago—had larger effects in 2009 than in 2015. Dallas, Miami-Dade, and New York remained essentially the same over the period, and the remaining four showed some slippage. In addition, nine cities showed a negative district effect in 2015. Four of these districts (Baltimore, Cleveland, Detroit, the District of Columbia, and Jefferson County) showed somewhat higher district effects in 2015 than in 2009; and one (Duval County) only had one year of data. Milwaukee improved in the three assessment cycles that it participated in despite performing lower than expected in 2013. The remaining districts slipped in their district effects. Atlanta and Chicago moved from a negative district effect in 2009 to a positive one in 2015.

Overall, there were several notable trends. Boston, for instance, which had the largest positive district effect, showed improvements in all four assessments (i.e., reading, math, fourth grade, and eighth grade) from 2009 to 2015. Chicago also posted increased district effects on all four assessments, as did the District of Columbia. Cleveland, Detroit, and Miami-Dade County showed gains on three of four assessments areas. And several districts showed gains across two assessment areas: Austin, Charlotte-Mecklenburg, and Jefferson County. In addition, several districts went from a negative district effect in 2009 to a positive one in 2015 in at least one assessed area—Chicago, the District of Columbia, Jefferson County, New York City, San Diego, and Atlanta. The District of Columbia, and Jefferson County did so in two areas, and Chicago did so in three areas.

Figure 12. Trends in District Effects in Grade Four Reading by City, 2009 to 2015



* Note. District effect is the difference between destrict mean and expected district mean.
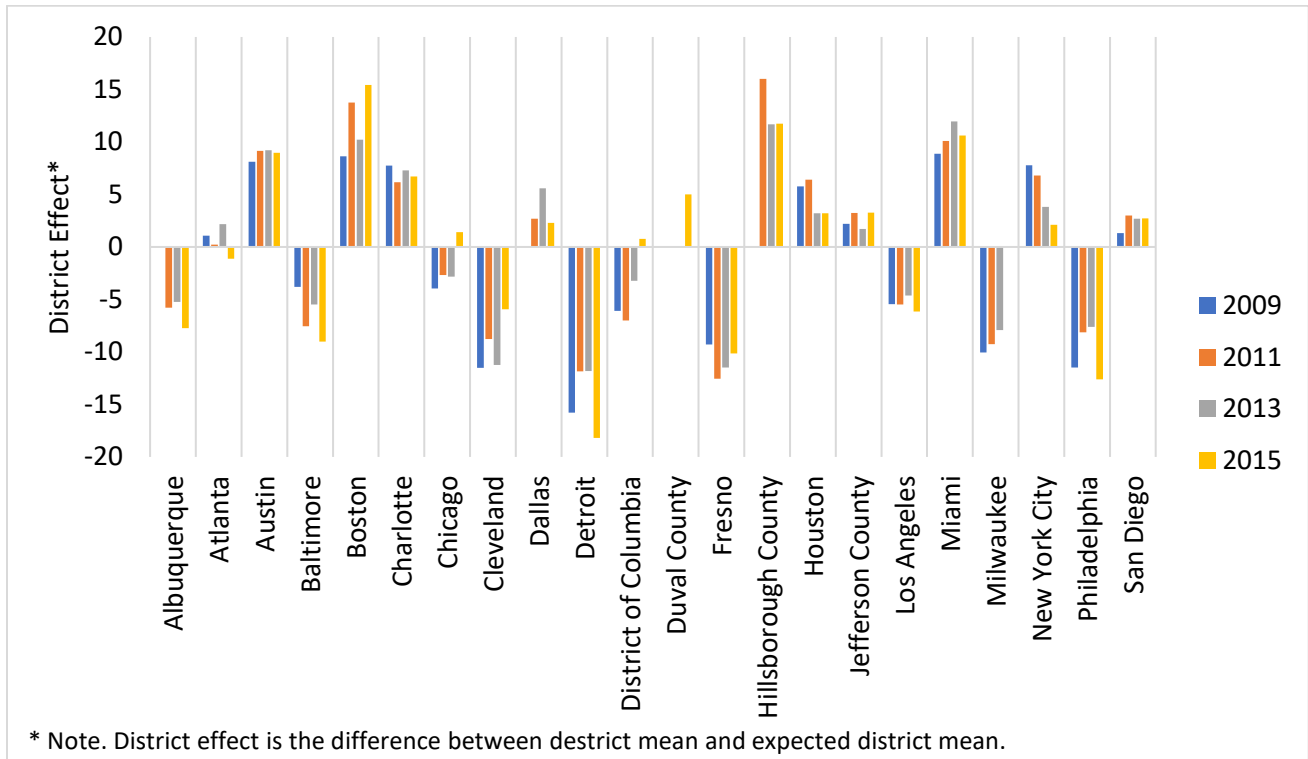
Figure 13. Trends in District Effects in Grade Eight Reading by City, 2009 to 2015



* Note. District effect is the difference between destrict mean and expected district mean.
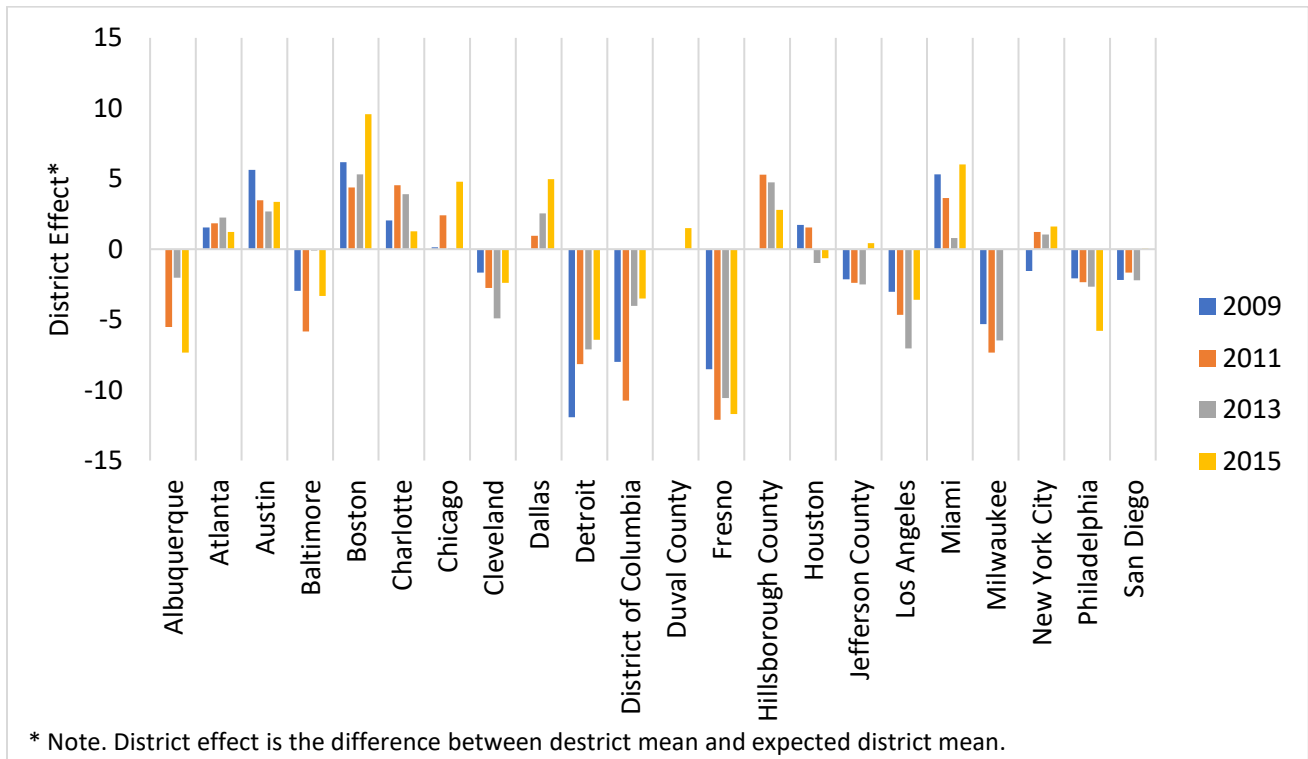
Figure 14. Trends in District Effects in Grade Four Mathematics by City, 2009 to 2015



* Note. District effect is the difference between destrict mean and expected district mean.
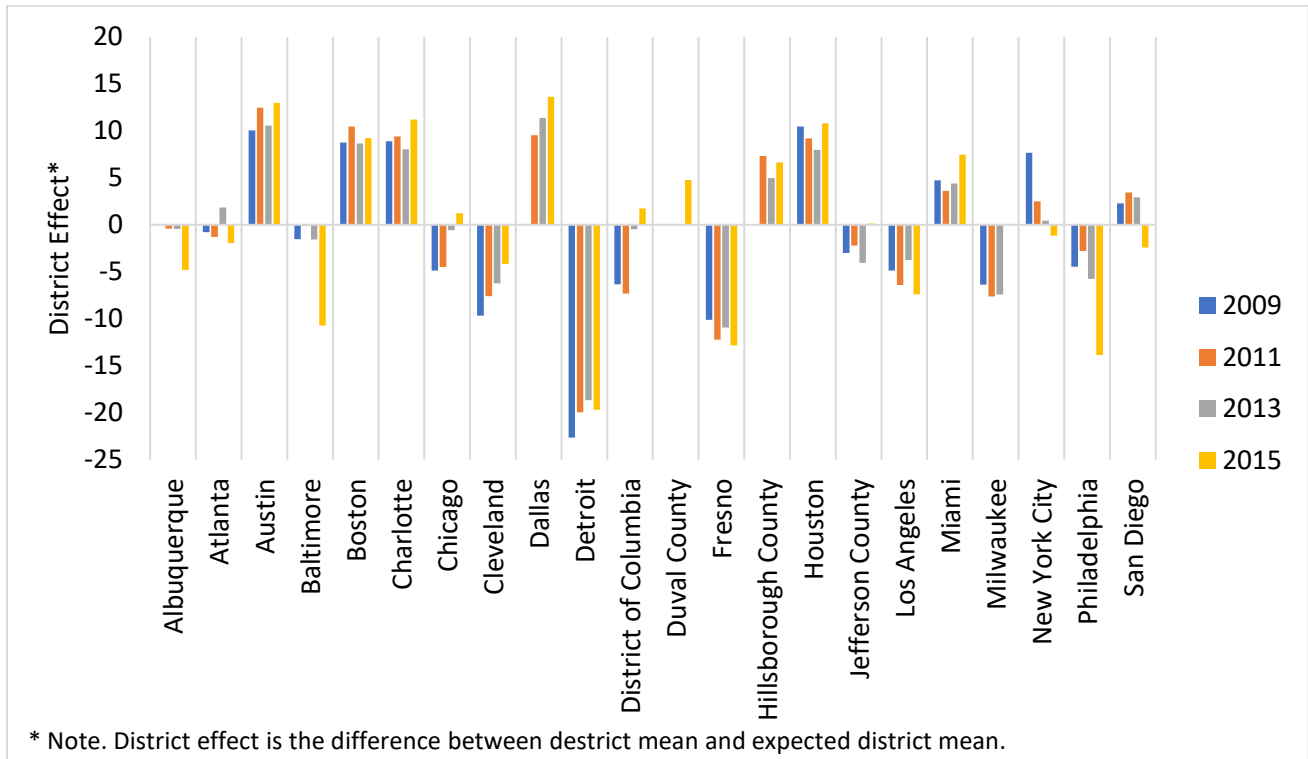
Figure 15. Trends in District Effects in Grade Eight Mathematics by City, 2009 to 2015



* Note. District effect is the difference between destrict mean and expected district mean.
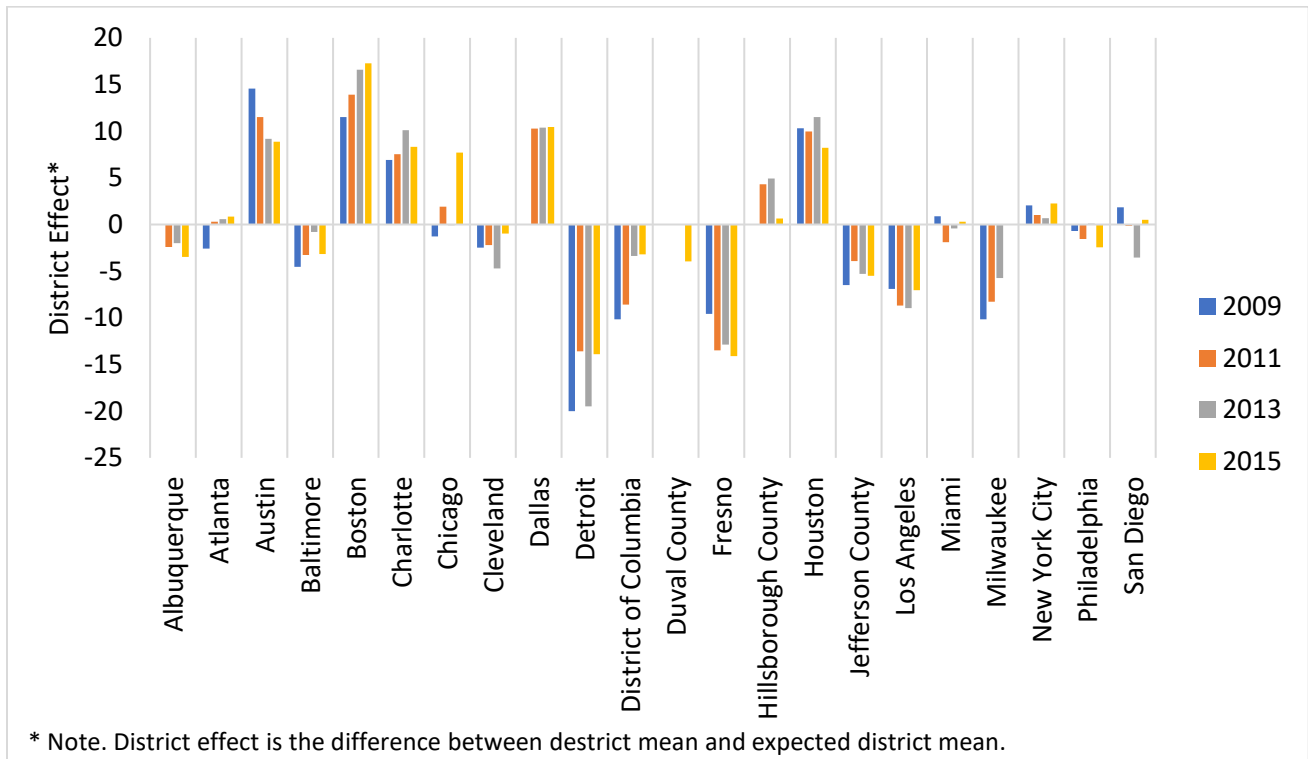
*(c) Influence of Abject Poverty*

An initial review of results after adjusting for relevant background variables indicated that they may not adequately control for poverty. The question emerged about whether the Free & Reduced-Price Lunch-eligibility measure used by NAEP sufficiently differentiated poverty levels or took adequate account of deep or abject poverty. The National School Lunch Act in 1946 created the modern school lunch program though the U. S. Department of Agriculture, and about 7.1 million children were participating in it by the end of its first year, 1946-47. By 1970, 22 million children were participating, and by 1980 the figure was nearly 27 million. In 2012, more than 31.6 million children were participating in the National School Lunch Program.

The program provides free meals to eligible children in households with income at or below 130 percent of the federal poverty guidelines, and reduced-price meals to eligible children in households with income above 130 percent and at or below 185 percent of poverty. Unfortunately, as the number of participating students rose and the income categories remained the same, the lunch-eligibility data became less and less able to differentiate the very poor from the poor and near-poor.

The distinction between levels of poverty becomes important as we look at which districts are most able to overcome the effects of poverty and other barriers—and conversely, which ones have a more difficult challenge. Exhibit 16 shows the difference in abject poverty across districts. Later in this analysis, one will see that despite progress, districts like Detroit, Cleveland, Fresno and others with high levels of abject poverty have a more difficult time rising above statistical expectations.

Using free and reduced priced lunch as a proxy for poverty has been an acceptable and frequently used measure in many research studies, but it has flaws. In fact, the measure has become increasingly challenging because of the new Community Eligibility Provision (CEP). The CEP is a meal service option for schools and school districts in low-income areas. A key provision of *The Healthy, Hunger Free Kids Act* (HHFKA, Public Law 111-296; December 13, 2010), CEP allows the highest poverty schools to serve breakfast and lunch at no cost to all enrolled students without the burden of collecting household applications. Instead, schools that adopt CEP are reimbursed using a formula (1.6 times direct certification) based on the percentage of students participating in other means-tested programs, such as the Supplemental Nutrition Assistance Program (SNAP) and Temporary Assistance for Needy Families (TANF).

As a result, a school that may have 85 percent of its students eligible for free and reduced priced lunch will serve 100 percent of students. Obviously, the change has been important for ensuring that students have adequate nutrition, but the new provision has been problematic for researchers trying to measure poverty or use it in their analyses. The changes, for instance, have affected the ability to maintain trend lines in poverty levels and obtain accurate counts of students actually in poverty. Researchers have tried to use a combination of direct certification, census poverty data using geocodes, and prior information to determine a best metric, but the attempts have not always been fully successful.

Finally, poverty thresholds in the federal free and reduced-price lunch data do not vary by geography or economic cost living factors, although other adjustments can be made. They also do not count for students who are at or below the 100 percent poverty threshold. And poverty rates are compounded in cities where the costs of living vary (e.g., New York City vs. Des Moines).

The table below (Exhibit 16) shows income levels for TUDA districts according to bands of income below $50,000 annually—using Census income data for 2015. For the purposes of this analysis, abject poverty is annual income below $10,000. We also use that measure in combination with annual income below $50,000. Unfortunately, the Census data cannot be juxtaposed against all the NAEP variables used in this study.

Exhibit 16. Percentage of Households by Income Level in TUDA Districts, 2015

| | Less than $10,000 | $10,000 to $14,999 | $15,000 to $24,999 | $25,000 to $34,999 | $35,000 to $49,999 | Total Percent of Families |
|---|---|---|---|---|---|---|
| Detroit City School District | 21.7 | 10.2 | 16.9 | 12.7 | 13.6 | 75.1 |
| Cleveland Municipal School District | 20.5 | 10.6 | 17.1 | 12.5 | 13.5 | 74.2 |
| Fresno Unified School District | 11.5 | 9.4 | 16.0 | 13.4 | 14.5 | 64.8 |
| Milwaukee School District | 12.2 | 8.7 | 15.1 | 12.9 | 14.5 | 63.4 |
| Philadelphia City School District | 14.2 | 7.9 | 13.0 | 11.6 | 13.6 | 60.3 |
| Fort Worth Independent School District | 9.9 | 7.1 | 13.3 | 12.2 | 14.0 | 56.5 |
| Baltimore City Public Schools | 13.1 | 7.5 | 11.6 | 11.1 | 13.0 | 56.3 |
| Dallas Independent School District | 9.6 | 6.5 | 13.1 | 12.2 | 14.9 | 56.3 |
| Miami-Dade County School District | 10.6 | 6.8 | 13.3 | 11.1 | 14.1 | 55.9 |
| Guilford County Schools | 8.1 | 5.8 | 12.3 | 12.2 | 15.0 | 53.4 |
| Shelby County School District | 9.7 | 6.2 | 12.7 | 11.1 | 13.2 | 52.9 |
| Houston Independent School District | 9.1 | 6.4 | 12.8 | 10.8 | 13.3 | 52.4 |
| Duval County School District | 8.7 | 5.6 | 10.9 | 11.6 | 15.1 | 51.9 |
| Albuquerque Public Schools | 9.1 | 5.8 | 12.3 | 11.2 | 13.4 | 51.8 |
| Atlanta City School District | 12.8 | 6.3 | 11.1 | 9.4 | 12.0 | 51.6 |
| Jefferson County School District | 8.5 | 6.0 | 11.3 | 10.8 | 14.6 | 51.2 |
| Chicago Public School District 299 | 11.1 | 5.9 | 11.6 | 10.0 | 12.4 | 51.0 |
| Los Angeles Unified School District | 7.9 | 6.9 | 12.0 | 10.5 | 12.8 | 50.1 |
| Hillsborough County School District | 7.7 | 5.4 | 11.3 | 10.6 | 14.3 | 49.3 |
| Clark County School District | 6.7 | 4.6 | 10.4 | 11.4 | 15.2 | 48.3 |
| New York City | 10.4 | 6.1 | 10.5 | 8.9 | 11.4 | 47.3 |

| | Less than $10,000 | $10,000 to $14,999 | $15,000 to $24,999 | $25,000 to $34,999 | $35,000 to $49,999 | Total Percent of Families |
|---|---|---|---|---|---|---|
| **Denver County School District 1** | 8.4 | 5.2 | 9.6 | 10.1 | 13.4 | 46.7 |
| **Boston School District** | 12.0 | 7.3 | 9.3 | 7.2 | 10.2 | 46.0 |
| **Austin Independent School District** | 7.9 | 4.5 | 9.3 | 9.6 | 13.6 | 44.9 |
| **Charlotte-Mecklenburg Schools** | 6.4 | 4.4 | 9.4 | 10.3 | 13.7 | 44.2 |
| **San Diego City Unified School District** | 6.3 | 4.9 | 9.0 | 8.5 | 12.2 | 40.9 |
| **District of Columbia Public Schools (DCPS)** | 10.2 | 4.2 | 7.4 | 6.7 | 9.6 | 38.1 |
| **Hawaii Department of Education** | 5.7 | 3.4 | 7.3 | 7.3 | 11.6 | 35.3 |

What is clear from the data is that TUDA districts with NAEP scores in reading and math below expectations in 2015 in all four subject-grade combinations (reading, math, grade 4, and grade 8) also had unusually high poverty rates. See Exhibit 17. This suggests that districts with particularly low-income levels and high concentrations of such poverty are much less likely to produce a positive district effect in reading and math performance.

Exhibit 17. TUDA Districts with Negative District Effects in Four Areas and Their Abject Poverty Levels, 2015

| | District Effect in Grade 4 Reading | District Effect in Grade 8 Reading | District Effect in Grade 4 Math | District Effect in Grade 8 Math | Percent of Families below $10,000 | Percent of Families below $50,000 |
|---|---|---|---|---|---|---|
| **Detroit** | -18.20 | -6.43 | -19.70 | -13.90 | 21.7 | 75.1 |
| **Cleveland** | -5.93 | -2.39 | -4.15 | -0.97 | 20.5 | 74.2 |
| **Fresno** | -10.16 | -11.71 | -12.84 | -14.10 | 11.5 | 64.8 |
| **Milwaukee*** | -7.91 | -6.48 | -7.44 | -5.75 | 12.2 | 63.4 |
| **Philadelphia** | -12.62 | -5.80 | -13.85 | -2.43 | 14.2 | 60.3 |
| **Baltimore** | -9.01 | -3.31 | -10.73 | -3.16 | 13.1 | 56.3 |
| **Los Angeles** | -6.13 | -3.60 | -7.41 | -7.04 | 7.9 | 50.1 |

*District Effects data for 2013

By and large, this effect appears to apply to districts with populations with incomes below $10,000 annually of at least 10 percent and incomes below $50,000 of at least 50 percent. All districts in Exhibit 17, except Los Angeles, have these characteristics. At the same time, there are districts with both demographic conditions that have at least one or more positive district effects. In fact, Dallas, Miami-Dade County, and Chicago have four positive district effects--reading and math in both fourth and eighth grades. And Atlanta

has two. Interestingly, Chicago has gone from below the zero line to above it in two areas between 2009 and 2015—fourth grade reading and fourth grade math.

*(d) Comparing Large City School Trends with Others*

This section examines how large city school districts participating in TUDA performed compared to other types of schools. Results of the data analysis are shown in Exhibits 18 through 21. The results show three things. One, in 2015, there were no statistically significant differences between Large City (Not Charter) schools and their peers—Large City (Charter) and Not Large City (Charter and Not Charter) schools. Two, Large City public schools have largely held steady or nominally increased their district effect between 2009 and 2015 in all grades and subjects. And three, Large City and Not Large City (Not Charter) public schools produced a larger district effect than Large City and non-large city (Charter) schools in the most recent grade four math and reading assessments. The opposite phenomenon is observed in grade eight reading and mathematics.

Exhibit 18 shows changes in district effects for Large City schools (Not Charter) compared to their Large City (Charter) and Not Large City (Charter and Not a Charter) peers by subject and grade. Large City Schools held steady across all four testing cycles despite declines among Charter and Non-Public/Private schools in grade four reading. There were no estimates of private school performance in 2015 for NAEP because of small sample sizes.

In Exhibit 19, the district effects of Large City (Not Charter) public schools were compared to Large City (Charter), Not Large City (Charter and Not Charter), and the aggregate of non-public or private schools in 2009, 2011, and 2013. (There were no estimates of private school performance in 2015 for NAEP because of small sample sizes.) The results of the analysis show two things. One, Large City (Not Charter) public schools improved consistently over their significantly negative effect in 2009. Two, Large City (Not Charter) schools increased the size of their district effect between 2009 and 2015, going from significantly below zero to no different from their peers in 2013 and 2015. Three, Large City and Not Large City (Charter) schools had the highest district effects in 2015 and showed substantial improvement over 2009. Schools outside the large cities generally reflected their demographic characteristics and did not show appreciable improvement. On the other hand, non-public schools showed a generally positive effect in grade 8 reading in 2009 through 2013, but trends tilted nominally downward, and their advantage was not significantly different from other types of schools in 2013.

In Exhibit 20, we look at the district effects of Large City (Not Charter) public schools and other types of schools in grade 4 math after adjusting for demographic differences in 2009 through 2015. In general, the data show three things. One, Large City (Not Charter) showed a positive district effect in all four years. Two, Large City (Not Charter) public schools remained steady despite declines in Not Large City (Charter) and Non-Public/Private schools between 2009 and 2015 and Large City (Charter) schools between 2013 and 2015. Three, Large City (Not Charter) public schools had a larger district effect than any other type of school in 2015.

Finally, in Exhibit 21, we compare Large City (Not Charter) with other types of schools in eighth grade math. Here, the analysis shows three things. One, Large City (Not Charter) public schools had a nominally positive district effect in 2015. Two, the Large City (Not Charter) district effect had improved slightly between 2009 and 2015. And three, Large City and Not Large City (Charter) schools had the highest district effects in eighth grade math. However, none of the district effects were significantly different from zero in 2013 or 2015. Non-public schools produced nominal or negative effects between 2009 and 2013 and exhibited a decline in their effect in 2013.

In summary, the analysis shows that Large City (Not Charter) public schools had at least nominally positive or expected district effects in 2015 in all four grade-subject combinations (i.e., reading and math, grade four and grade eight). These schools were the only ones among the comparison groups to show this pattern. Large City and Not Large City (Charters) were consistently better than their peers in grade eight, while Large City and Not Large City (Not Charter) schools consistently performed better in grade four. The results also showed that Large City (Not Charter) public schools statistically performed on par with their peers in grade four and eight math and fourth grade reading. Large City (Not Charter) schools were consistently below their peers on grade eight reading, despite progress between 2009 and 2015.

Exhibit 18. Trends in District Effects in Grade Four Reading on NAEP by School Type, 2009 to 2015
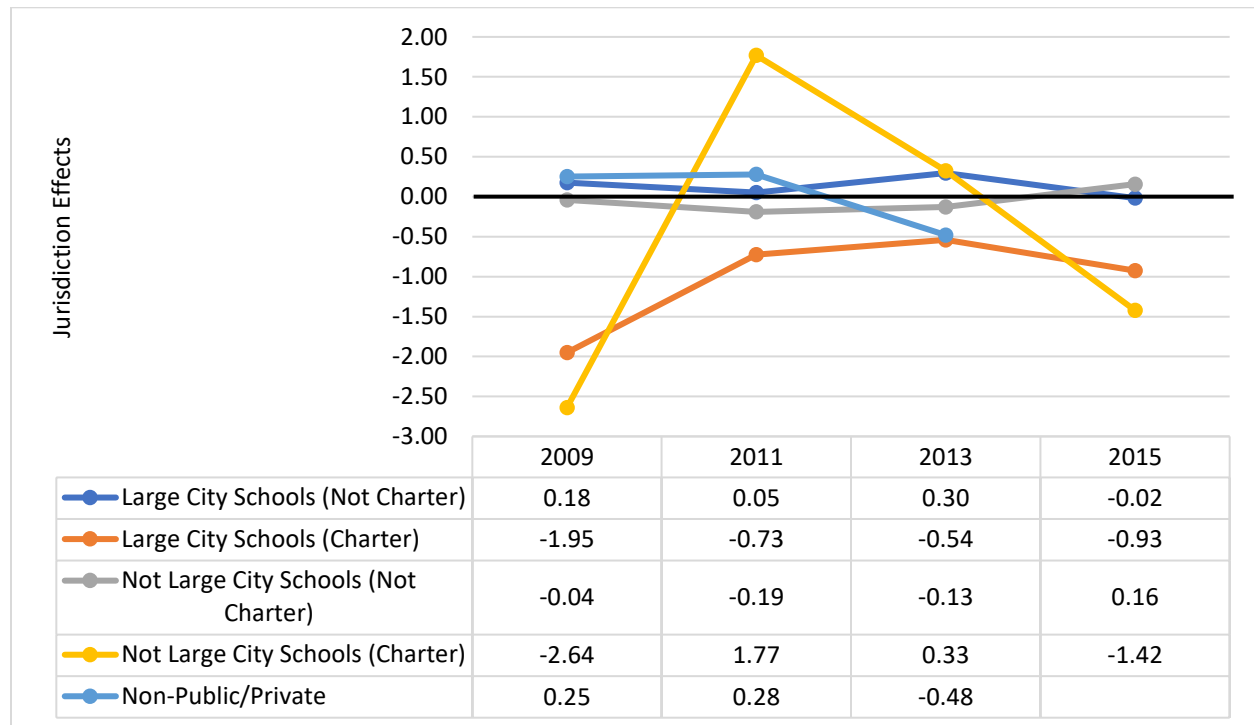


| | 2009 | 2011 | 2013 | 2015 |
|---|---|---|---|---|
| Large City Schools (Not Charter) | 0.18 | 0.05 | 0.30 | -0.02 |
| Large City Schools (Charter) | -1.95 | -0.73 | -0.54 | -0.93 |
| Not Large City Schools (Not Charter) | -0.04 | -0.19 | -0.13 | 0.16 |
| Not Large City Schools (Charter) | -2.64 | 1.77 | 0.33 | -1.42 |
| Non-Public/Private | 0.25 | 0.28 | -0.48 | |

*District effect is significantly different from zero.
⚍ Includes district-authorized charters, charters authorized by others, and independent charters

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Exhibit 19. Trends in District Effects in Grade Eight Reading on NAEP by School Type, 2009 to 2015
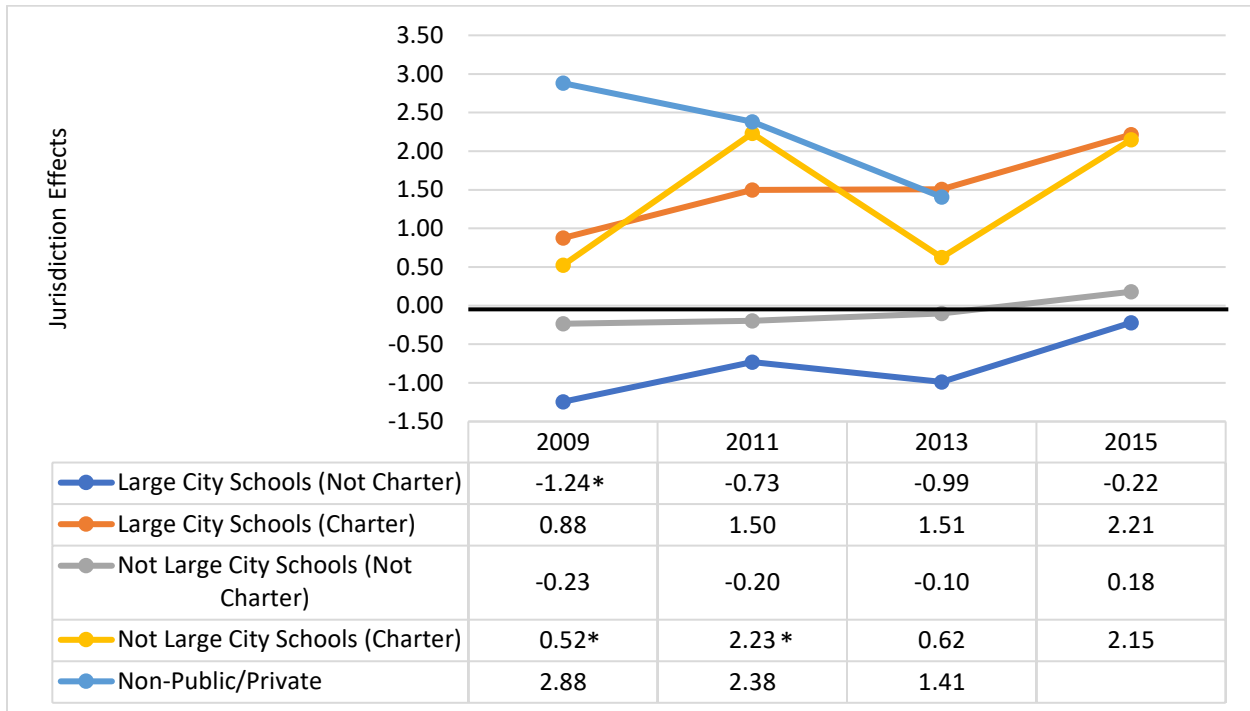
| | 2009 | 2011 | 2013 | 2015 |
|---|---|---|---|---|
| Large City Schools (Not Charter) | -1.24* | -0.73 | -0.99 | -0.22 |
| Large City Schools (Charter) | 0.88 | 1.50 | 1.51 | 2.21 |
| Not Large City Schools (Not Charter) | -0.23 | -0.20 | -0.10 | 0.18 |
| Not Large City Schools (Charter) | 0.52* | 2.23* | 0.62 | 2.15 |
| Non-Public/Private | 2.88 | 2.38 | 1.41 | |

*District effect is significantly different from zero.
‡ Includes district-authorized charters, charters authorized by others, and independent charters

Exhibit 20. Trends in District Effects in Grade Four Math on NAEP by School Type, 2009 to 2015

| | 2009 | 2011 | 2013 | 2015 |
|---|---|---|---|---|
| Large City Schools (Not Charter) | 1.02* | 0.42 | 1.07 | 1.00 |
| Large City Schools (Charter) | -3.40* | 0.95 | 1.71 | -0.78 |
| Not Large City Schools (Not Charter) | -0.03 | 0.01 | 0.03 | 0.18 |
| Not Large City Schools (Charter) | -0.78 | 0.01 | -0.58 | -2.06 |
| Non-Public/Private | -1.30 | -2.17* | -3.47* | |

*District effect is significantly different from zero.
‡ Includes district-authorized charters, charters authorized by others, and independent charters

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Exhibit 21. Trends in District Effects in Grade Eight Math on NAEP by School Type, 2009 to 2015



| | 2009 | 2011 | 2013 | 2015 |
|---|---|---|---|---|
| Large City Schools (Not Charter) | 0.20 | 0.20 | -0.01 | 0.57 |
| Large City Schools (Charter) | -1.11 | 4.15* | 4.09 | 2.19 |
| Not Large City Schools (Not Charter) | 0.00 | -0.08 | 0.06 | 0.29 |
| Not Large City Schools (Charter) | 0.93 | 1.87 | 0.51 | 2.28 |
| Non-Public/Private | -0.35 | 0.03 | -1.71 | |

*District effect is significantly different from zero.

‡ Includes district-authorized charters, charters authorized by others, and independent charters

**Discussion and Conclusions**

The findings from this report suggest several conclusions. One, any analysis of NAEP--or other student achievement results--that does not take into consideration the effects of poverty, race, ELL status, disability status, literacy materials in the home, and family education levels is likely to produce incomplete results and an only partial understanding of student attainment. The background variables used in this analysis explain nearly one-third of the differences in student achievement scores on NAEP.

Two, the data suggest that efforts to account for the effects of poverty using free or reduced-price lunch may fall short of capturing the full impact of abj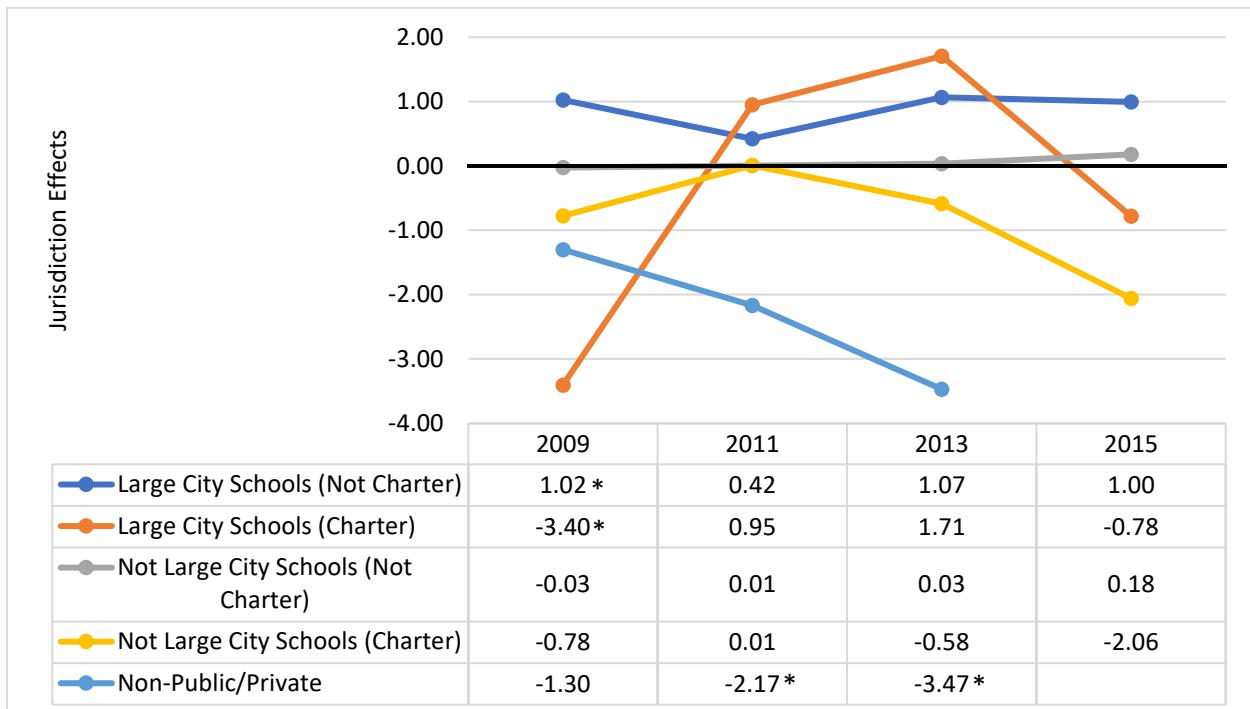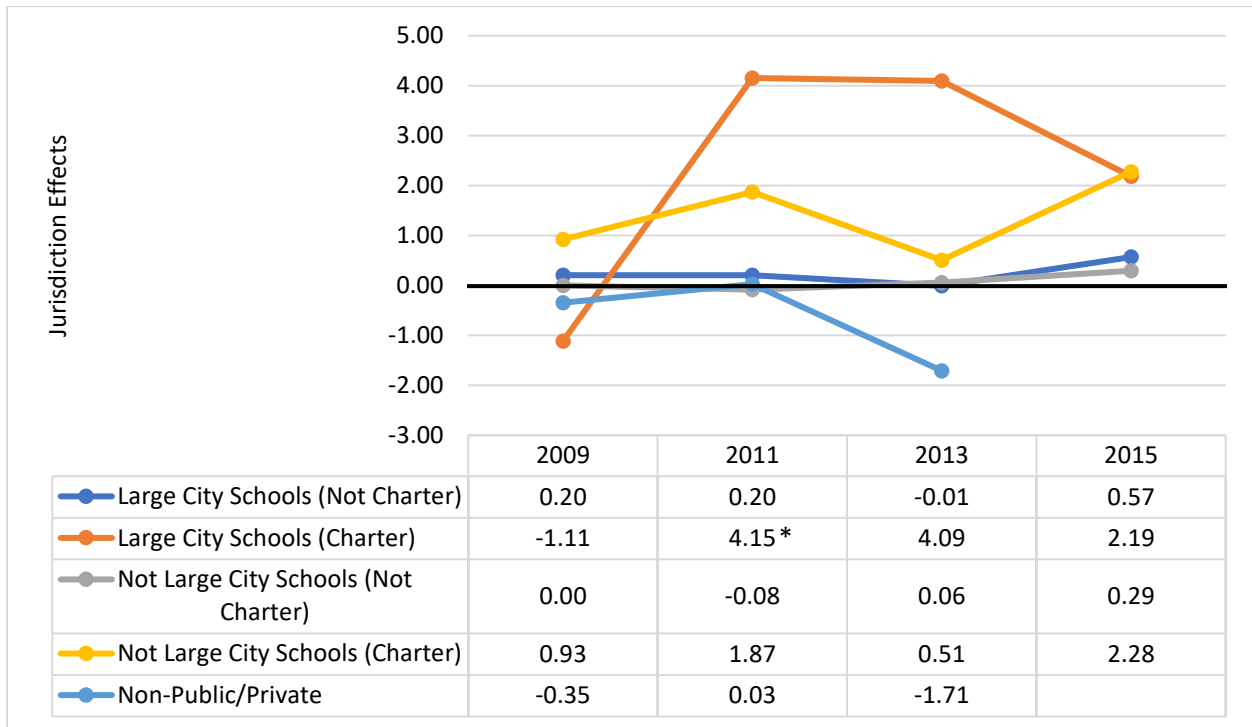ect and concentrated poverty on student outcomes. Districts with large percentages of students living in households with annual incomes below $10,000 and $50,000 face a more difficult set of challenges than other urban school systems in producing a "value-added" effect that is higher than statistical expectations. One could see this from the reading and math results in Detroit, Cleveland, Fresno, Milwaukee, Baltimore, and Philadelphia. In addition, other studies show consistently that high poverty levels are strongly associated with individual schools being identified as either focus or priority schools under federal statutes.

Still, some of these districts, like Cleveland, produced improvements in the effects they were producing even though they remained below statistical expectations. At the same time, there were urban school districts with high abject poverty levels that demonstrated positive district effects, i.e., Dallas, Miami-Dade County, and Chicago. And there were districts that demonstrated the ability in the short period between 2009 and 2015 to go from a negative effect to a positive effect in at least some areas, e.g., the District of Columbia and Chicago.

Three, several TUDA districts demonstrated consistently that they were overcoming the influence of identified student background characteristics on achievement. Boston, Austin, Charlotte, Dallas, Hillsborough, and Miami-Dade were among the districts that consistently out-performed expected levels. Interestingly, districts like Boston and the District of Columbia have high percentages of students living in households with annual incomes below $10,000 but lower numbers with incomes below $50,000—and they show impressive results.

The second phase of this project will involve looking in greater detail at many of these districts to better understand why and how achievement levels look like they do and what helped them get better. The Council of the Great City Schools has done this twice before with studies in 2002 and 2011 on why some urban school systems improved faster than others.[6]

Four, the data are clear that Large City schools—in the aggregate—are producing results on NAEP that meet statistical expectations. This appears to be the case in all four subject-grade combinations-- reading, math, fourth grade, and eighth grade. Moreover, the data are clear that individual urban public school districts have improved their ability to out-perform statistical expectations over time. District effects produced by Large City public schools better than their peers in fourth grade. At the same time, it appears that charter schools in Large Cities and Not Large Cities performed better in grade eight reading and math, but one needs to keep in mind that we were unable to separate which charters were district authorized and which ones were not.

Five, we wanted to put the changes in urban school performance in context, because we were unclear about whether the results urban schools were producing were better or worse than anyone one else. Consequently, we adjusted the NAEP outcomes produced by Large City (Charter), Not Large City, and Non-public/private schools by the same variables—in the same ways—that we adjusted Large City (Not Charter) results. With

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[6] Snipes, J. et.al. 2002. *Foundations for Success: Case Studies of How Urban School Systems Improve Student Achievement*. Washington, D.C.: MDRC for the Council of the Great City Schools, September 2002. Casserly, M. *et. al.* 2011. *Pieces of the Puzzle: Factors in the Improvement of Urban School Districts on the National Assessment of Educational Progress*. Washington, D.C.: Council of the Great City Schools, Fall 2011.

the restricted-use NAEP data set, we could produce district effects for public schools nationally (Not Large City) after subtracting out the Large Cities. The results showed generally that public schools produced similar effects as did Large City (Not Charter) schools after adjusting for the demographic characteristics of each. In other words, urban public schools produced the same effects as the typical public school nationally. Does this mean that urban public schools have higher results than the average public school across the nation? No. The typical public school across the nation has higher NAEP scores than do urban public schools. But the results do suggest that urban public schools do a better job of overcoming the effects of poverty, language, discrimination, disability, and differences in family education than the average school does. Put another way, urban public schools appear to produce greater instructional torque than does the typical school.

The analysis also attempted to answer the same kind of question vis-à-vis charter schools. The point was not to see which kind of school produced better effects, although that is the subject of major interest, but to place the effects of district schools in large cities in context. The results here were unsatisfying because NAEP data are not coded in such a way as to differentiate district charters from independent charters. The best we could do was to produce separate effects for charters inside and outside large cities.

In general, the preliminary data seem to suggest that district schools that are not charters produce a greater effect at the fourth grade in reading and math, while the charters produce a greater effect in both subjects in the eighth grade. It is worth remembering, however, that the differences between district schools and charter schools on parental education levels and percentages of ELLs were stark. The analysis adjusted for this difference at the eighth-grade level, but could not do so at the fourth because NAEP does not collect data on the variable in that grade. Because this variable has not been widely used in studies of the differences between charter schools and district schools, we recommend that more attention be devoted to it in future research.

Finally, we analyzed NAEP results with non-public or private schools. The completeness of the analysis was compromised, however, by the fact that participation by non-public schools in NAEP in 2015 was too low to yield estimates in either reading or math. Consequently, our analysis was restricted to 2009, 2011, and 2013. These data indicated that non-public schools did not have higher performance than urban public schools after adjusting for demographic differences. This does not mean that private schools had lower NAEP scores; they had higher scores. But it does mean that after adjusting for demographic differences they did not have better results than urban public schools.

This latter finding has implications for the ongoing debate about private school vouchers, which are typically awarded to public school students who have some of the same demographic characteristics that are studied in this report. It may be that studies of the academic effects of vouchers are producing uneven or negative results because many of these schools are not as well equipped to address issues of poverty and language, which are not as prevalent in these schools, as other schools. It is a hypothesis that is worth researchers testing.

The findings in this preliminary report are consistent with recent research that suggest there are very few differences between school types (large city, public, private and charter schools) after controlling for differences in student characteristics. Over the last decade, large city school districts have narrowed the achievement gap with the nation at large, but what is new here is that urban public schools are doing a better job of overcoming the effects poverty, English language proficiency, and other factors that often limit student outcomes. To be sure, urban public schools have not overcome them entirely, otherwise results across differing types of schools would be similar without the adjustments. There is a great deal of work to be done, but urban public schools are doing a better job of opening the windows of opportunity rather than simply mirroring the inequities that students so often face.

# Appendices

## Appendix A

### District/Jurisdiction Actual Scaled Score, Expected Scaled Score, and "District Effects" for 2009, 2011, 2013

Exhibit A-1. Grade Four Reading Actual Performance, Expected Performance, and District Effects, 2009

| TUDA/ Jurisdiction | Actual Mean | Expected Mean | District Effect |
|---|---|---|---|
| Atlanta | 209.16 | 208.09 | 1.07 |
| Austin | 220.35 | 212.23 | 8.12* |
| Baltimore | 201.99 | 205.80 | -3.81* |
| Boston | 215.02 | 206.40 | 8.62* |
| Charlotte | 224.51 | 216.77 | 7.74* |
| Chicago | 202.18 | 206.13 | -3.95* |
| Cleveland | 193.75 | 205.26 | -11.52* |
| Detroit | 187.27 | 203.05 | -15.78* |
| District of Columbia (DCPS) | 203.48 | 209.56 | -6.09* |
| Fresno | 197.26 | 206.54 | -9.28* |
| Houston | 211.39 | 205.64 | 5.75* |
| Jefferson County | 219.43 | 217.24 | 2.19 |
| Los Angeles | 197.41 | 202.87 | -5.46* |
| Miami | 221.16 | 212.27 | 8.89* |
| Milwaukee | 196.03 | 206.07 | -10.04* |
| New York City | 216.80 | 209.02 | 7.78* |
| Philadelphia | 195.05 | 206.52 | -11.47* |
| San Diego | 212.83 | 211.53 | 1.30 |
| | | | |
| Large City Schools (Not Charter) | 210.29 | 272.96 | 0.18 |
| Large City Schools (Charter‡) | 205.33 | 272.90 | -1.95 |
| Not Large City Schools (Not Charter) | 221.53 | 282.46 | -0.04 |
| Not Large City Schools (Charter‡) | 215.09 | 281.23 | -2.64 |
| Non-Public/Private | 234.86 | 272.96 | 0.25 |

*District effect is significantly different from zero.
‡ Includes district-authorized charters, charters authorized by others, and independent charters

Exhibit A-2. Grade Eight Reading Actual Performance, Expected Performance, and District Effects, 2009

| TUDA/ Jurisdiction | Actual Mean | Expected Mean | District Effect |
|---|---|---|---|
| Atlanta | 249.84 | 248.30 | 1.53 |
| Austin | 261.07 | 255.44 | 5.62* |
| Baltimore | 244.61 | 247.57 | -2.96* |
| Boston | 257.32 | 251.15 | 6.17* |
| Charlotte | 259.46 | 257.41 | 2.05* |
| Chicago | 249.14 | 249.01 | 0.13 |
| Cleveland | 242.40 | 244.07 | -1.67 |
| Detroit | 232.15 | 244.08 | -11.93* |
| District of Columbia (DCPS) | 240.30 | 248.30 | -8.00* |
| Fresno | 239.63 | 248.17 | -8.53* |
| Houston | 251.86 | 250.15 | 1.71 |
| Jefferson County | 258.51 | 260.65 | -2.15* |
| Los Angeles | 243.78 | 246.81 | -3.02* |
| Miami | 260.69 | 255.37 | 5.32* |
| Milwaukee | 241.37 | 246.68 | -5.31* |
| New York City | 252.45 | 253.99 | -1.55 |
| Philadelphia | 247.03 | 249.10 | -2.07 |
| San Diego | 254.42 | 256.61 | -2.19 |
|  |  |  |  |
| Large City Schools (Not Charter) | 252.44 | 253.68 | -1.24* |
| Large City Schools (Charter‡) | 251.35 | 250.47 | 0.88 |
| Not Large City Schools (Not Charter) | 264.13 | 264.37 | -0.23 |
| Not Large City Schools (Charter‡) | 261.05 | 260.53 | 0.52 |
| Non-Public/Private | 281.62 | 278.74 | 2.88* |

*District effect is significantly different from zero.
‡ Includes district-authorized charters, charters authorized by others, and independent charters

Exhibit A-3. Grade Four Mathematics Actual Performance, Expected Performance, and District Effects, 2009

| TUDA/ Jurisdiction | Actual Mean | Expected Mean | District Effect |
|---|---|---|---|
| Atlanta | 225.35 | 226.14 | -0.80 |
| Austin | 240.46 | 230.40 | 10.06* |
| Baltimore | 222.21 | 223.72 | -1.52 |
| Boston | 236.23 | 227.48 | 8.75* |
| Charlotte | 244.94 | 236.03 | 8.91* |
| Chicago | 221.88 | 226.74 | -4.86* |
| Cleveland | 213.48 | 223.17 | -9.69* |
| Detroit | 199.76 | 222.42 | -22.66* |
| District of Columbia (DCPS) | 219.99 | 226.31 | -6.32* |
| Fresno | 218.92 | 229.03 | -10.11* |
| Houston | 235.79 | 225.33 | 10.46* |
| Jefferson County | 232.83 | 235.82 | -2.99* |
| Los Angeles | 221.88 | 226.76 | -4.88* |
| Miami | 236.34 | 231.61 | 4.73* |
| Milwaukee | 219.90 | 226.27 | -6.37* |
| New York City | 237.47 | 229.79 | 7.68* |
| Philadelphia | 221.56 | 226.04 | -4.48* |
| San Diego | 236.27 | 233.99 | 2.28 |
|  |  |  |  |
| Large City Schools (Not Charter) | 231.68 | 230.66 | 1.02* |
| Large City Schools (Charter‡) | 224.26 | 227.66 | -3.40* |
| Not a Large City Schools (Not Charter) | 240.68 | 240.70 | -0.03 |
| Not Large City Schools (Charter‡) | 234.93 | 235.71 | -0.78 |
| Non-Public/Private | 245.93 | 247.23 | -1.30 |

*District effect is significantly different from zero.

‡ Includes district-authorized charters, charters authorized by others, and independent charters

Exhibit A-4. Grade Eight Mathematics Actual Performance, Expected Performance, and District Effects, 2009

| TUDA/ Jurisdiction | Actual Mean | Expected Mean | District Effect |
|---|---|---|---|
| Atlanta | 259.42 | 262.00 | -2.58 |
| Austin | 287.19 | 272.64 | 14.55* |
| Baltimore | 257.08 | 261.62 | -4.54* |
| Boston | 279.47 | 267.96 | 11.51* |
| Charlotte | 282.50 | 275.57 | 6.93* |
| Chicago | 263.61 | 264.88 | -1.27 |
| Cleveland | 255.81 | 258.29 | -2.48* |
| Detroit | 238.15 | 258.13 | -19.99* |
| District of Columbia (DCPS) | 251.06 | 261.23 | -10.17* |
| Fresno | 258.33 | 267.89 | -9.57* |
| Houston | 276.87 | 266.57 | 10.30* |
| Jefferson County | 271.10 | 277.60 | -6.50* |
| Los Angeles | 258.43 | 265.32 | -6.89* |
| Miami | 272.75 | 271.86 | 0.89 |
| Milwaukee | 251.36 | 261.50 | -10.14* |
| New York City | 272.78 | 270.75 | 2.03 |
| Philadelphia | 264.56 | 265.27 | -0.71 |
| San Diego | 280.09 | 278.24 | 1.86 |
|  |  |  |  |
| Large City Schools (Not Charter) | 271.54 | 271.33 | 0.20 |
| Large City Schools (Charter‡) | 266.08 | 267.20 | -1.11 |
| Not Large City Schools (Not Charter) | 283.61 | 283.61 | 0.00 |
| Not Large City Schools (Charter‡) | 280.59 | 279.67 | 0.93 |
| Non-Public/Private | 295.64 | 295.98 | -0.35 |

*District effect is significantly different from zero.

‡ Includes district-authorized charters, charters authorized by others, and independent charters

Exhibit A-5. Grade Four Reading Actual Performance, Expected Performance, and District Effect, 2011

| TUDA/ Jurisdiction | Actual Mean | Expected Mean | District Effect |
|---|---|---|---|
| Albuquerque | 208.91 | 214.68 | -5.77* |
| Atlanta | 211.60 | 211.39 | 0.21 |
| Austin | 223.63 | 214.46 | 9.16* |
| Baltimore | 200.50 | 208.04 | -7.54* |
| Boston | 217.00 | 203.23 | 13.77* |
| Charlotte | 224.19 | 218.02 | 6.17* |
| Chicago | 203.27 | 205.94 | -2.67* |
| Cleveland | 192.54 | 201.30 | -8.76* |
| Dallas | 203.69 | 201.00 | 2.69 |
| Detroit | 191.07 | 202.91 | -11.84* |
| District of Columbia (DCPS) | 201.02 | 208.03 | -7.01* |
| Fresno | 194.25 | 206.80 | -12.54* |
| Hillsborough County | 230.83 | 214.83 | 16.00* |
| Houston | 213.04 | 206.63 | 6.42* |
| Jefferson County | 222.79 | 219.54 | 3.25* |
| Los Angeles | 200.62 | 206.09 | -5.47* |
| Miami | 221.01 | 210.91 | 10.10* |
| Milwaukee | 195.49 | 204.76 | -9.27* |
| New York City | 216.39 | 209.58 | 6.82* |
| Philadelphia | 198.75 | 206.90 | -8.14* |
| San Diego | 215.41 | 212.41 | 3.00* |
| | | | |
| Large City Schools (Not Charter) | 210.96 | 210.90 | 0.05 |
| Large City Schools (Charter‡) | 210.05 | 210.78 | -0.73 |
| Not Large City Schools (Not Charter) | 221.80 | 221.99 | -0.19 |
| Not Large City Schools (Charter‡) | 222.25 | 220.48 | 1.77 |
| Non-Public/Private | 234.49 | 234.21 | 0.28 |

*District effect is significantly different from zero.
‡ Includes district-authorized charters, charters authorized by others, and independent charters

Exhibit A-6. Grade Eight Reading Actual Performance, Expected Performance, and District Effects, 2011

| TUDA/ Jurisdiction | Actual Mean | Expected Mean | District Effect |
|---|---|---|---|
| Albuquerque | 253.88 | 259.40 | -5.52* |
| Atlanta | 252.62 | 250.77 | 1.85* |
| Austin | 261.45 | 257.98 | 3.47* |
| Baltimore | 245.83 | 251.68 | -5.84* |
| Boston | 254.67 | 250.29 | 4.38* |
| Charlotte | 264.87 | 260.32 | 4.55* |
| Chicago | 252.84 | 250.44 | 2.39* |
| Cleveland | 240.13 | 242.89 | -2.76 |
| Dallas | 247.58 | 246.62 | 0.96 |
| Detroit | 236.57 | 244.72 | -8.15* |
| District of Columbia (DCPS) | 236.88 | 247.63 | -10.75* |
| Fresno | 237.51 | 249.62 | -12.11* |
| Hillsborough County | 264.45 | 259.16 | 5.29* |
| Houston | 252.49 | 250.95 | 1.54 |
| Jefferson County | 259.69 | 262.07 | -2.38* |
| Los Angeles | 246.14 | 250.81 | -4.67* |
| Miami | 259.85 | 256.22 | 3.63* |
| Milwaukee | 238.18 | 245.53 | -7.35* |
| New York City | 254.37 | 253.14 | 1.22 |
| Philadelphia | 246.77 | 249.11 | -2.34 |
| San Diego | 256.04 | 257.69 | -1.65 |
| | | | |
| Large City Schools (Not Charter) | 254.61 | 255.34 | -0.73 |
| Large City Schools (Charter[‡]) | 254.24 | 252.74 | 1.50 |
| Not Large City Schools (Not Charter) | 265.28 | 265.48 | -0.20 |
| Not Large City Schools (Charter[‡]) | 266.46 | 264.23 | 2.23 |
| Non-Public/Private | 282.44 | 280.05 | 2.38* |

*District effect is significantly different from zero.

‡ Includes district-authorized charters, charters authorized by others, and independent charters

Exhibit A-7. Grade Four Mathematics Actual Performance, Expected Performance, and District Effects, 2011

| TUDA/ Jurisdiction | Actual Mean | Expected Mean | District Effect |
|---|---|---|---|
| Albuquerque | 235.44 | 235.85 | -0.41 |
| Atlanta | 228.12 | 229.41 | -1.29 |
| Austin | 245.35 | 232.87 | 12.48* |
| Baltimore | 225.59 | 225.71 | -0.12 |
| Boston | 237.24 | 226.79 | 10.45* |
| Charlotte | 246.86 | 237.47 | 9.39* |
| Chicago | 223.76 | 228.25 | -4.49* |
| Cleveland | 215.82 | 223.40 | -7.58* |
| Dallas | 232.83 | 223.29 | 9.54* |
| Detroit | 203.16 | 223.12 | -19.96* |
| District of Columbia (DCPS) | 221.82 | 229.14 | -7.32* |
| Fresno | 217.74 | 229.98 | -12.24* |
| Hillsborough County | 243.33 | 235.99 | 7.34* |
| Houston | 237.04 | 227.85 | 9.19* |
| Jefferson County | 235.24 | 237.44 | -2.20* |
| Los Angeles | 223.24 | 229.63 | -6.39* |
| Miami | 235.51 | 231.91 | 3.60* |
| Milwaukee | 219.55 | 227.17 | -7.62* |
| New York City | 234.46 | 231.96 | 2.50* |
| Philadelphia | 225.31 | 228.09 | -2.78* |
| San Diego | 238.94 | 235.51 | 3.43* |
| | | | |
| Large City Schools (Not Charter) | 232.95 | 232.53 | 0.42 |
| Large City Schools (Charter‡) | 232.01 | 231.06 | 0.95 |
| Not Large City Schools (Not Charter) | 241.57 | 241.56 | 0.01 |
| Not Large City Schools (Charter‡) | 239.44 | 239.44 | 0.01 |
| Non-Public/Private | 247.23 | 249.40 | -2.17* |

*District effect is significantly different from zero.

‡ Includes district-authorized charters, charters authorized by others, and independent charters

Exhibit A-8. Grade Eight Mathematics Actual Performance, Expected Performance, and District Effects, 2011

| TUDA/ Jurisdiction | Actual Mean | Expected Mean | District Effect |
|---|---|---|---|
| Albuquerque | 274.93 | 277.34 | -2.41* |
| Atlanta | 265.91 | 265.61 | 0.30 |
| Austin | 286.93 | 275.42 | 11.50* |
| Baltimore | 261.38 | 264.64 | -3.26* |
| Boston | 281.62 | 267.70 | 13.92* |
| Charlotte | 285.38 | 277.84 | 7.54* |
| Chicago | 270.36 | 268.44 | 1.92* |
| Cleveland | 255.98 | 258.16 | -2.19 |
| Dallas | 274.27 | 263.97 | 10.30* |
| Detroit | 246.19 | 259.79 | -13.59* |
| District of Columbia (DCPS) | 255.50 | 264.08 | -8.59* |
| Fresno | 256.04 | 269.52 | -13.48* |
| Hillsborough County | 282.10 | 277.80 | 4.31* |
| Houston | 279.32 | 269.34 | 9.97* |
| Jefferson County | 274.17 | 278.08 | -3.91* |
| Los Angeles | 260.75 | 269.43 | -8.69* |
| Miami | 271.75 | 273.63 | -1.88* |
| Milwaukee | 254.21 | 262.46 | -8.25* |
| New York City | 272.08 | 271.06 | 1.02 |
| Philadelphia | 264.92 | 266.47 | -1.55 |
| San Diego | 278.48 | 278.63 | -0.15 |
| | | | |
| Large City Schools (Not Charter) | 273.84 | 273.64 | 0.20 |
| Large City Schools (Charter‡) | 275.29 | 271.13 | 4.15* |
| Not Large City Schools (Not Charter) | 284.35 | 284.44 | -0.08 |
| Not Large City Schools (Charter‡) | 285.31 | 283.44 | 1.87 |
| Non-Public/Private | 296.21 | 296.18 | 0.03 |

*District effect is significantly different from zero.

‡ Includes district-authorized charters, charters authorized by others, and independent charters

Exhibit A-9. Grade Four Reading Actual Performance, Expected Performance, and District Effects, 2013

| TUDA/ Jurisdiction | Actual Mean | Expected Mean | District Effect |
|---|---|---|---|
| Albuquerque | 206.55 | 211.79 | -5.32** |
| Atlanta | 214.28 | 212.12 | 2.11 |
| Austin | 220.81 | 211.59 | 9.47* |
| Baltimore | 204.26 | 209.75 | -5.09* |
| Boston | 214.40 | 204.17 | 10.98* |
| Charlotte | 226.44 | 219.15 | 7.29* |
| Chicago | 206.15 | 208.98 | -2.77* |
| Cleveland | 189.66 | 200.89 | -11.04* |
| Dallas | 204.65 | 199.06 | 5.62* |
| Detroit | 189.71 | 201.53 | -11.92* |
| District of Columbia (DCPS) | 205.73 | 208.96 | -2.83* |
| Fresno | 195.85 | 207.35 | -11.46* |
| Hillsborough County | 227.84 | 216.16 | 11.71* |
| Houston | 207.86 | 204.64 | 3.16* |
| Jefferson County | 220.94 | 219.24 | 1.63 |
| Los Angeles | 204.85 | 209.49 | -4.65* |
| Miami | 223.11 | 211.16 | 11.96* |
| Milwaukee | 198.71 | 206.62 | -7.72* |
| New York City | 216.27 | 212.45 | 3.82* |
| Philadelphia | 199.93 | 207.53 | -7.67* |
| San Diego | 217.77 | 215.08 | 2.80 |
|  |  |  |  |
| Large City Schools (Not Charter) | 212.77 | 212.47 | 0.30 |
| Large City Schools (Charter‡) | 209.35 | 209.89 | -0.54 |
| Not Large City Schools (Not Charter) | 222.32 | 222.45 | -0.13 |
| Not Large City Schools (Charter‡) | 224.06 | 223.74 | 0.33 |
| Non-Public/Private | 235.19 | 235.67 | -0.48 |

*District effect is significantly different from zero.

‡ Includes district-authorized charters, charters authorized by others, and independent charters

Exhibit A-10. Grade Eight Reading Actual Performance, Expected Performance, and District Effects, 2013

| TUDA/ Jurisdiction | Actual Mean | Expected Mean | District Effect |
|---|---|---|---|
| Albuquerque | 255.96 | 257.99 | -2.03 |
| Atlanta | 254.67 | 252.43 | 2.24* |
| Austin | 261.16 | 258.49 | 2.67* |
| Baltimore | 251.77 | 251.86 | -0.09 |
| Boston | 256.52 | 251.20 | 5.32* |
| Charlotte | 266.43 | 262.52 | 3.91* |
| Chicago | 253.50 | 253.42 | 0.08 |
| Cleveland | 238.76 | 243.68 | -4.91* |
| Dallas | 251.32 | 248.78 | 2.54* |
| Detroit | 239.30 | 246.42 | -7.12* |
| District of Columbia (DCPS) | 244.59 | 248.62 | -4.03* |
| Fresno | 244.57 | 255.14 | -10.57* |
| Hillsborough County | 267.12 | 262.37 | 4.75* |
| Houston | 252.19 | 253.17 | -0.98 |
| Jefferson County | 260.61 | 263.11 | -2.50* |
| Los Angeles | 249.80 | 256.86 | -7.05* |
| Miami | 258.98 | 258.20 | 0.78 |
| Milwaukee | 241.54 | 248.02 | -6.48* |
| New York City | 256.43 | 255.39 | 1.04 |
| Philadelphia | 248.51 | 251.17 | -2.66 |
| San Diego | 259.58 | 261.78 | -2.20 |
|  |  |  |  |
| Large City Schools (Not Charter) | 257.23 | 258.22 | -0.99 |
| Large City Schools (Charter‡) | 260.80 | 259.30 | 1.51 |
| Not Large City Schools (Not Charter) | 267.55 | 267.65 | -0.10 |
| Not Large City Schools (Charter‡) | 266.84 | 266.21 | 0.62 |
| Non-Public/Private | 284.70 | 283.29 | 1.41 |

*District effect is significantly different from zero.

‡ Includes district-authorized charters, charters authorized by others, and independent charters

Exhibit A-11. Grade Four Mathematics Actual Performance, Expected Performance, and District Effects, 2013

| TUDA/ Jurisdiction | Actual Mean | Expected Mean | District Effect |
|---|---|---|---|
| Albuquerque | 234.53 | 234.99 | -0.45 |
| Atlanta | 233.10 | 231.25 | 1.85* |
| Austin | 244.97 | 234.39 | 10.57* |
| Baltimore | 222.87 | 224.42 | -1.55 |
| Boston | 236.87 | 228.23 | 8.65* |
| Charlotte | 247.35 | 239.30 | 8.05* |
| Chicago | 230.50 | 231.07 | -0.57 |
| Cleveland | 216.27 | 222.50 | -6.23* |
| Dallas | 234.22 | 222.83 | 11.40* |
| Detroit | 204.25 | 222.92 | -18.66* |
| District of Columbia (DCPS) | 228.61 | 229.08 | -0.47 |
| Fresno | 219.69 | 230.63 | -10.94* |
| Hillsborough County | 242.80 | 237.82 | 4.98* |
| Houston | 235.90 | 227.93 | 7.97* |
| Jefferson County | 233.70 | 237.76 | -4.07* |
| Los Angeles | 228.46 | 232.22 | -3.76* |
| Miami | 237.40 | 233.00 | 4.40* |
| Milwaukee | 221.45 | 228.89 | -7.44* |
| New York City | 235.84 | 235.40 | 0.45 |
| Philadelphia | 223.38 | 229.12 | -5.74* |
| San Diego | 240.88 | 237.96 | 2.92* |
|  |  |  |  |
| Large City Schools (Not Charter) | 235.27 | 234.20 | 1.07 |
| Large City Schools (Charter‡) | 232.09 | 230.39 | 1.71 |
| Not Large City Schools (Not Charter) | 242.49 | 242.46 | 0.03 |
| Not Large City Schools (Charter‡) | 241.43 | 242.02 | -0.58 |
| Non-Public/Private | 246.01 | 249.48 | -3.47* |

*District effect is significantly different from zero.

‡ Includes district-authorized charters, charters authorized by others, and independent charters

Exhibit A-12. Grade Eight Mathematics Actual Performance, Expected Performance, and District Effects, 2013

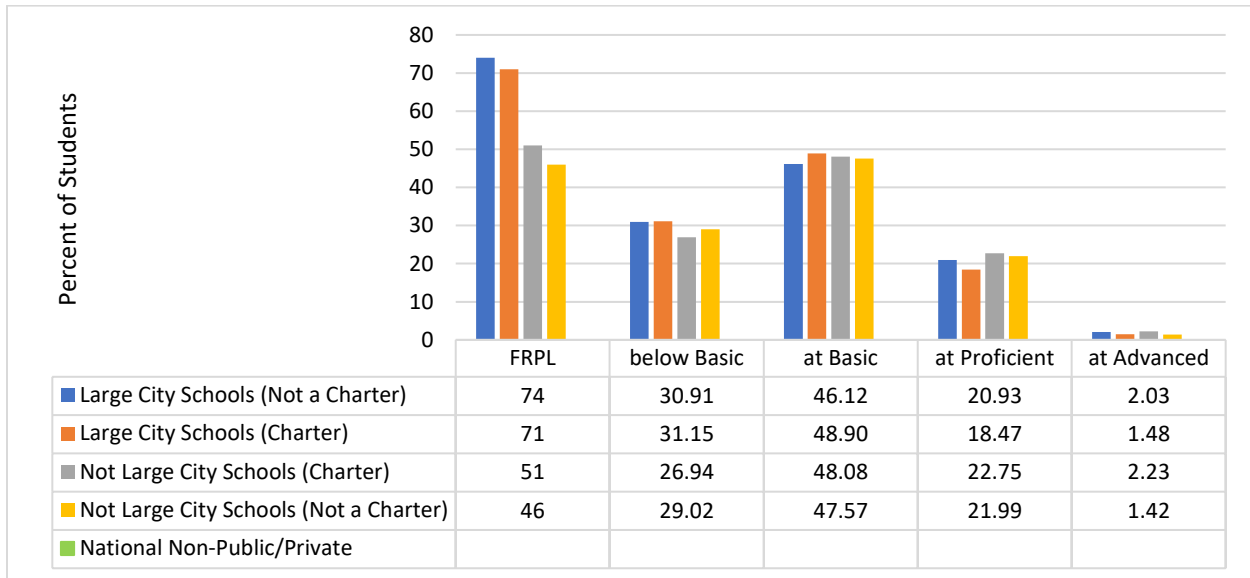| TUDA/ Jurisdiction | Actual Mean | Expected Mean | District Effect |
|---|---|---|---|
| Albuquerque | 273.77 | 275.78 | -2.01 |
| Atlanta | 266.84 | 266.26 | 0.58 |
| Austin | 284.58 | 275.40 | 9.18* |
| Baltimore | 259.78 | 260.56 | -0.78 |
| Boston | 283.14 | 266.55 | 16.59* |
| Charlotte | 289.04 | 278.93 | 10.10* |
| Chicago | 268.87 | 268.95 | -0.08 |
| Cleveland | 252.73 | 257.44 | -4.71* |
| Dallas | 274.62 | 264.25 | 10.38* |
| Detroit | 239.82 | 259.29 | -19.47* |
| District of Columbia (DCPS) | 260.29 | 263.66 | -3.37* |
| Fresno | 259.66 | 272.54 | -12.87* |
| Hillsborough County | 283.71 | 278.79 | 4.92* |
| Houston | 280.49 | 268.97 | 11.53* |
| Jefferson County | 273.46 | 278.75 | -5.29* |
| Los Angeles | 264.31 | 273.25 | -8.94* |
| Miami | 273.79 | 274.20 | -0.41 |
| Milwaukee | 257.25 | 263.00 | -5.75* |
| New York City | 273.62 | 272.96 | 0.66 |
| Philadelphia | 266.46 | 266.38 | 0.08 |
| San Diego | 276.89 | 280.44 | -3.55* |
|  |  |  |  |
| Large City Schools (Not Charter) | 275.13 | 275.13 | -0.01 |
| Large City Schools (Charter‡) | 278.70 | 274.60 | 4.09 |
| Not Large City Schools (Not Charter) | 285.12 | 285.07 | 0.06 |
| Not Large City Schools (Charter‡) | 286.22 | 281.72 | 0.51 |
| Non-Public/Private | 295.73 | 297.44 | -1.71 |

*District effect is significantly different from zero.

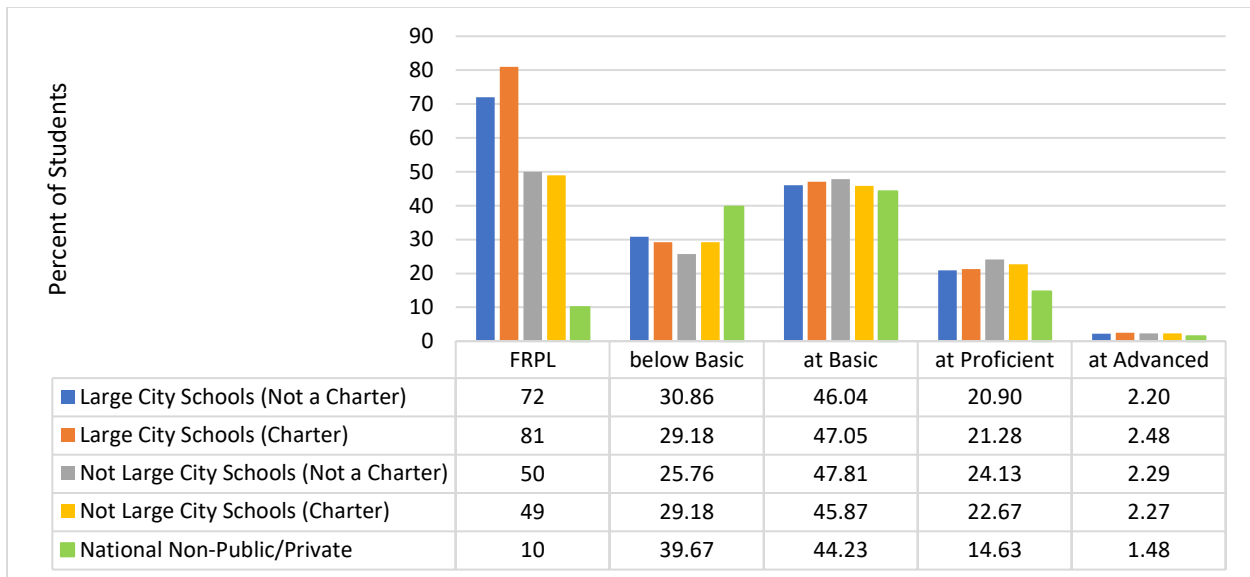‡ Includes district-authorized charters, charters authorized by others, and independent charters

# Appendix B

## Performance Levels among Low-Income Students, 2013, and 2015[7]

B-1. Percent of Grade Four Free & Reduced-Price Lunch-eligible Students Scoring in Each NAEP Performance Level in Mathematics by school type, 2015.



| | FRPL | below Basic | at Basic | at Proficient | at Advanced |
|---|---|---|---|---|---|
| Large City Schools (Not a Charter) | 74 | 30.91 | 46.12 | 20.93 | 2.03 |
| Large City Schools (Charter) | 71 | 31.15 | 48.90 | 18.47 | 1.48 |
| Not Large City Schools (Charter) | 51 | 26.94 | 48.08 | 22.75 | 2.23 |
| Not Large City Schools (Not a Charter) | 46 | 29.02 | 47.57 | 21.99 | 1.42 |
| National Non-Public/Private | | | | | |

B-2. Percent of Grade Four Free & Reduced-Price Lunch-eligible Students Scoring in Each NAEP Performance Level in Mathematics by school type, 2013
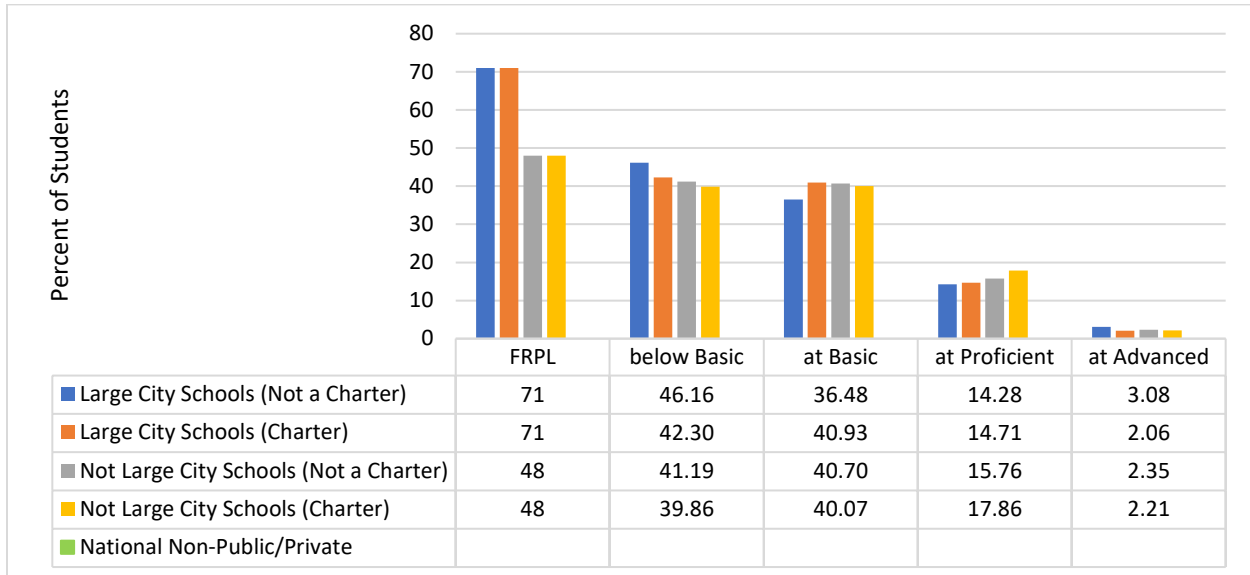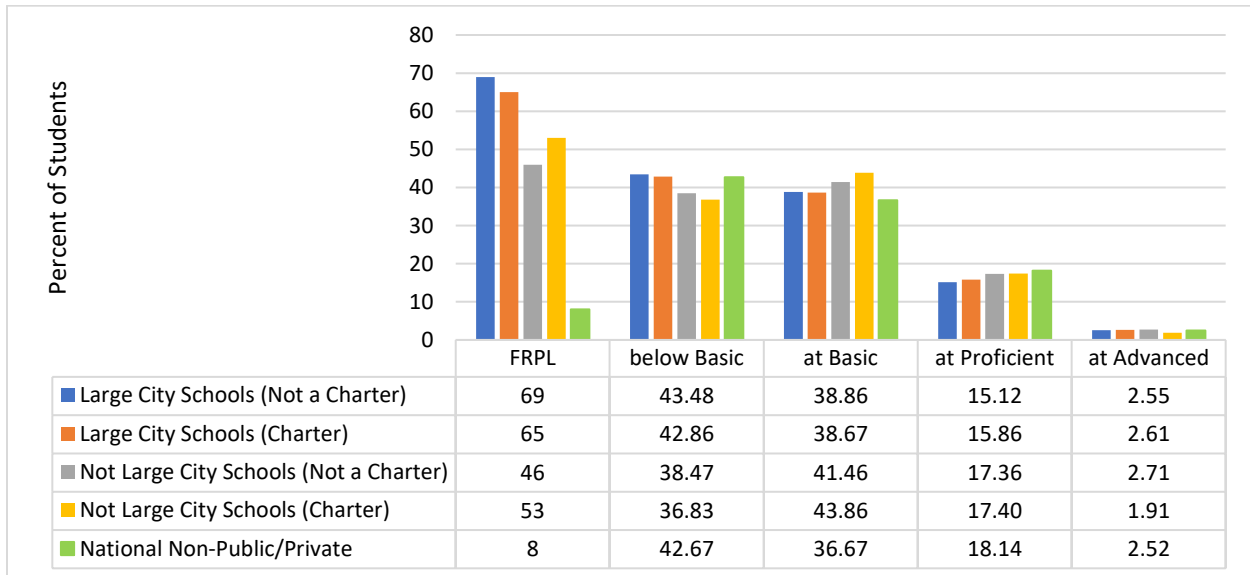


| | FRPL | below Basic | at Basic | at Proficient | at Advanced |
|---|---|---|---|---|---|
| Large City Schools (Not a Charter) | 72 | 30.86 | 46.04 | 20.90 | 2.20 |
| Large City Schools (Charter) | 81 | 29.18 | 47.05 | 21.28 | 2.48 |
| Not Large City Schools (Not a Charter) | 50 | 25.76 | 47.81 | 24.13 | 2.29 |
| Not Large City Schools (Charter) | 49 | 29.18 | 45.87 | 22.67 | 2.27 |
| National Non-Public/Private | 10 | 39.67 | 44.23 | 14.63 | 1.48 |

[7] The exhibits in this appendix present NAEP performance levels (*below basic, at basic, at proficient, at advanced*) for free & reduced-price lunch-eligible students only by type of school (Large City, Charter School Large City, National Public, Charter School National Public, and National Private School). No data are reported for non-public schools in 2015 because of inadequate sample sizes. The first cluster of bars on the left side of each graph shows the percentage of low-income students in each jurisdiction from NAEP estimates. The remaining bars show the percentage of low-income students in each NAEP performance level by school type.

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B-3. Percent of Grade Eight Free & Reduced-Price Lunch-eligible Students Scoring in Each NAEP Performance Level in Mathematics by school type, 2015.
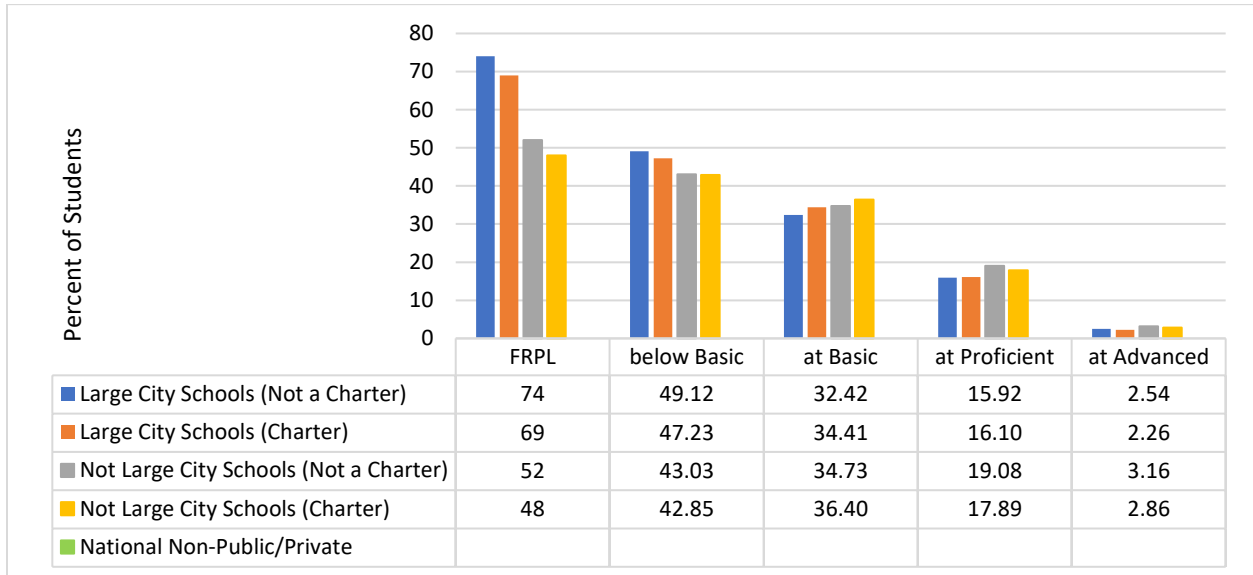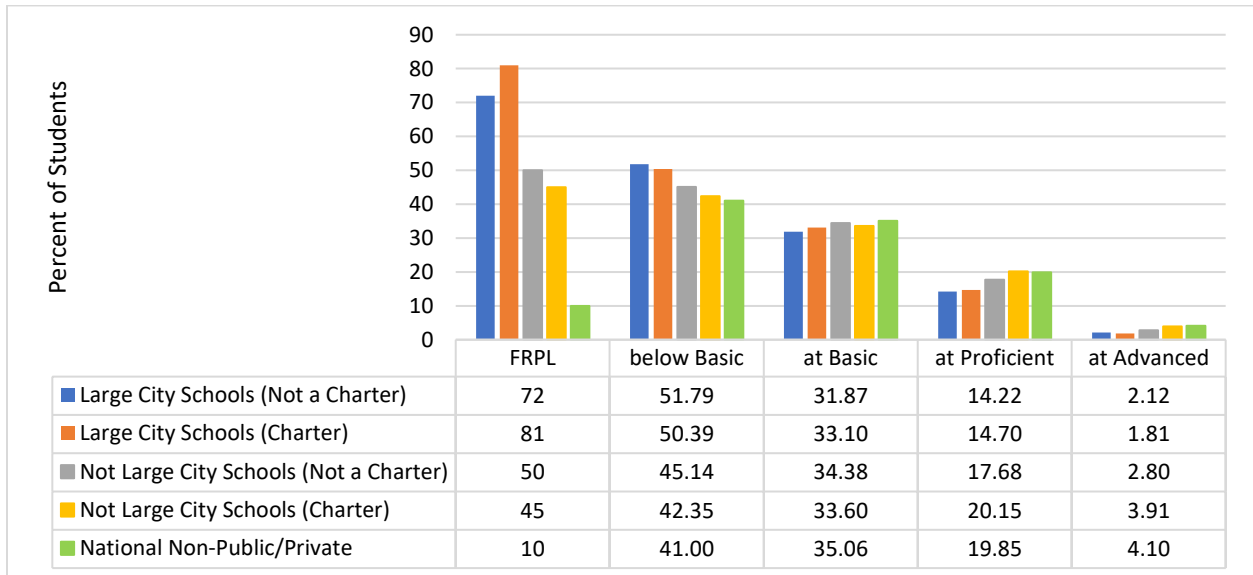


| | FRPL | below Basic | at Basic | at Proficient | at Advanced |
|---|---|---|---|---|---|
| Large City Schools (Not a Charter) | 71 | 46.16 | 36.48 | 14.28 | 3.08 |
| Large City Schools (Charter) | 71 | 42.30 | 40.93 | 14.71 | 2.06 |
| Not Large City Schools (Not a Charter) | 48 | 41.19 | 40.70 | 15.76 | 2.35 |
| Not Large City Schools (Charter) | 48 | 39.86 | 40.07 | 17.86 | 2.21 |
| National Non-Public/Private | | | | | |

B-4. Percent of Grade Eight Free & Reduced-Price Lunch-eligible Students Scoring in Each NAEP Performance Level in Mathematics by school type, 2013.
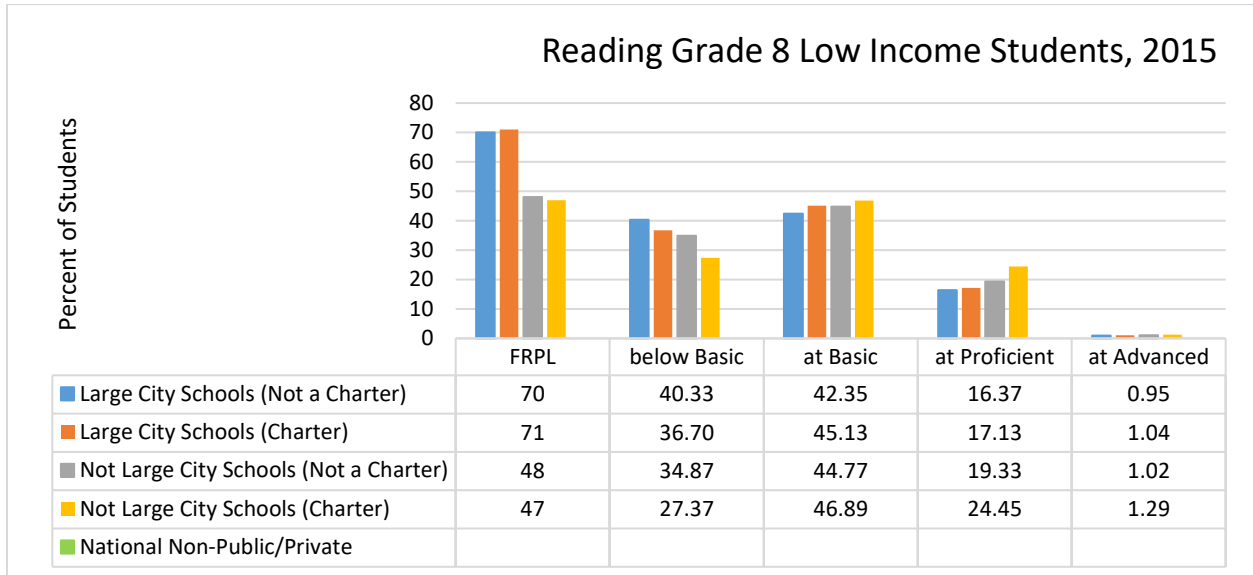


| | FRPL | below Basic | at Basic | at Proficient | at Advanced |
|---|---|---|---|---|---|
| Large City Schools (Not a Charter) | 69 | 43.48 | 38.86 | 15.12 | 2.55 |
| Large City Schools (Charter) | 65 | 42.86 | 38.67 | 15.86 | 2.61 |
| Not Large City Schools (Not a Charter) | 46 | 38.47 | 41.46 | 17.36 | 2.71 |
| Not Large City Schools (Charter) | 53 | 36.83 | 43.86 | 17.40 | 1.91 |
| National Non-Public/Private | 8 | 42.67 | 36.67 | 18.14 | 2.52 |

B-5. Percent of Grade Four Free & Reduced-Price Lunch-eligible Students Scoring in Each NAEP Performance Level in Reading by school type, 2015.


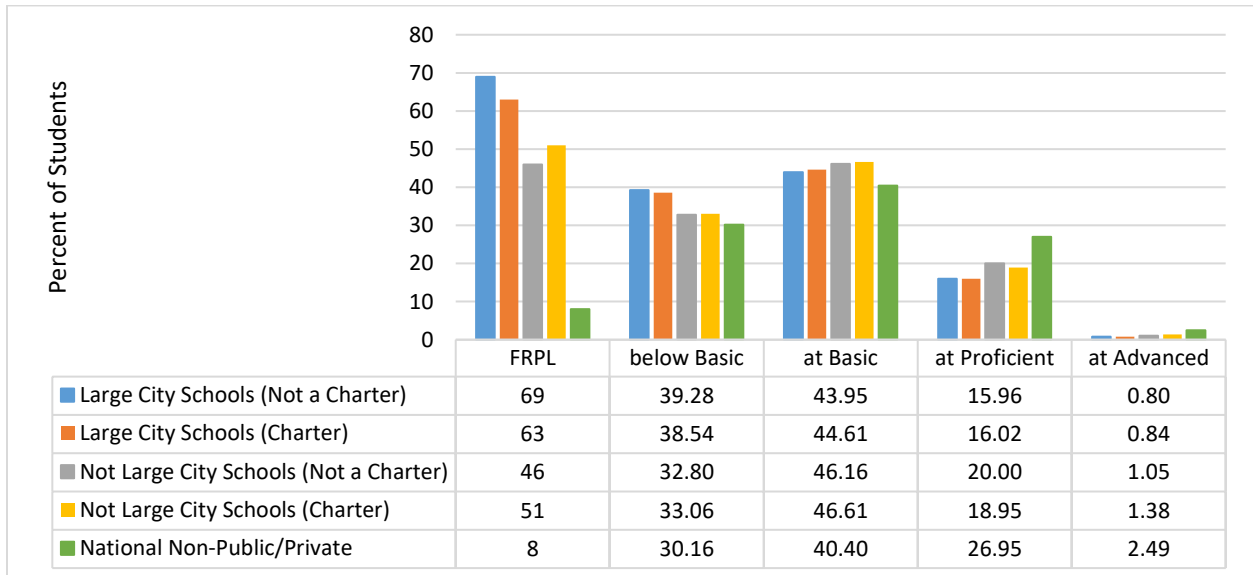
| | FRPL | below Basic | at Basic | at Proficient | at Advanced |
|---|---|---|---|---|---|
| Large City Schools (Not a Charter) | 74 | 49.12 | 32.42 | 15.92 | 2.54 |
| Large City Schools (Charter) | 69 | 47.23 | 34.41 | 16.10 | 2.26 |
| Not Large City Schools (Not a Charter) | 52 | 43.03 | 34.73 | 19.08 | 3.16 |
| Not Large City Schools (Charter) | 48 | 42.85 | 36.40 | 17.89 | 2.86 |
| National Non-Public/Private | | | | | |

B-6. Percent of Grade Four Free & Reduced-Price Lunch-eligible Students Scoring in Each NAEP Performance Level in Reading by school type, 2013.



| | FRPL | below Basic | at Basic | at Proficient | at Advanced |
|---|---|---|---|---|---|
| Large City Schools (Not a Charter) | 72 | 51.79 | 31.87 | 14.22 | 2.12 |
| Large City Schools (Charter) | 81 | 50.39 | 33.10 | 14.70 | 1.81 |
| Not Large City Schools (Not a Charter) | 50 | 45.14 | 34.38 | 17.68 | 2.80 |
| Not Large City Schools (Charter) | 45 | 42.35 | 33.60 | 20.15 | 3.91 |
| National Non-Public/Private | 10 | 41.00 | 35.06 | 19.85 | 4.10 |

B-7. Percent of Grade Eight Free & Reduced-Price Lunch-eligible Students Scoring in Each NAEP Performance Level in Reading by school type, 2015.

**Reading Grade 8 Low Income Students, 2015**

| | FRPL | below Basic | at Basic | at Proficient | at Advanced |
|---|---|---|---|---|---|
| Large City Schools (Not a Charter) | 70 | 40.33 | 42.35 | 16.37 | 0.95 |
| Large City Schools (Charter) | 71 | 36.70 | 45.13 | 17.13 | 1.04 |
| Not Large City Schools (Not a Charter) | 48 | 34.87 | 44.77 | 19.33 | 1.02 |
| Not Large City Schools (Charter) | 47 | 27.37 | 46.89 | 24.45 | 1.29 |
| National Non-Public/Private | | | | | |

B-8. Percent of Grade Eight Free & Reduced-Price Lunch-eligible Students Scoring in Each NAEP Performance Level in Mathematics by school type, 2013.

| | FRPL | below Basic | at Basic | at Proficient | at Advanced |
|---|---|---|---|---|---|
| Large City Schools (Not a Charter) | 69 | 39.28 | 43.95 | 15.96 | 0.80 |
| Large City Schools (Charter) | 63 | 38.54 | 44.61 | 16.02 | 0.84 |
| Not Large City Schools (Not a Charter) | 46 | 32.80 | 46.16 | 20.00 | 1.05 |
| Not Large City Schools (Charter) | 51 | 33.06 | 46.61 | 18.95 | 1.38 |
| National Non-Public/Private | 8 | 30.16 | 40.40 | 26.95 | 2.49 |

# Appendix C

## Additional Comparisons

Exhibit C-1. Adjusted NAEP performance of large city vs. non-large city schools over time



* Note. District effect is the difference between district mean and expected district mean.
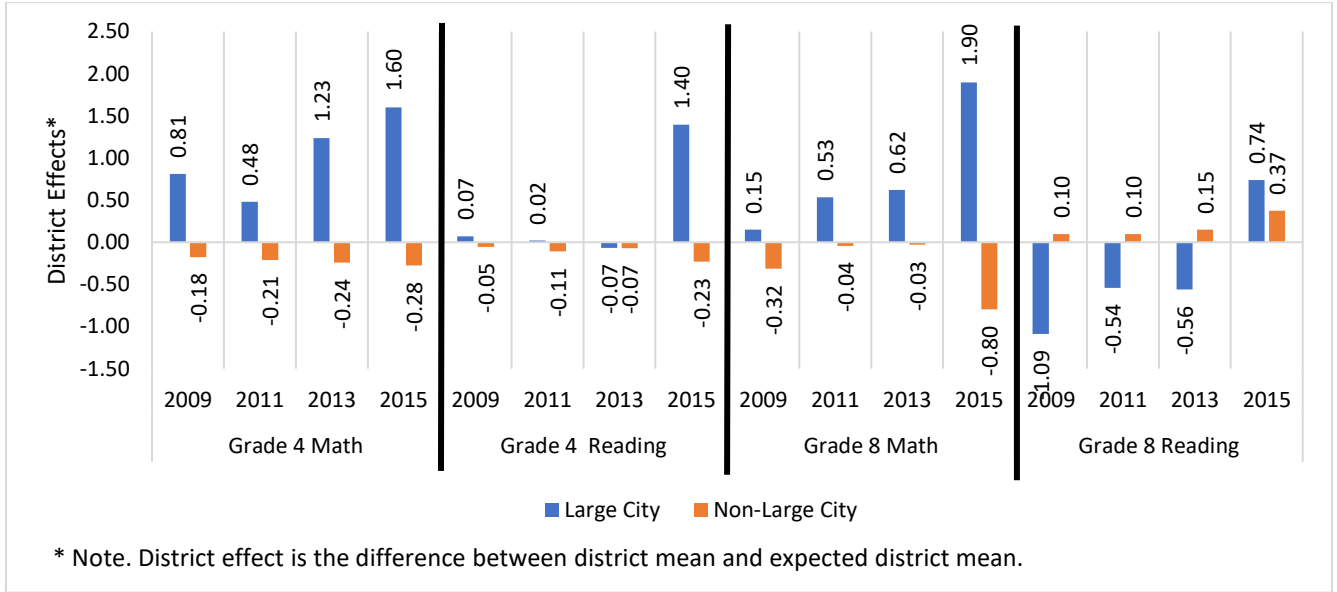
Exhibit C-2. Adjusted NAEP performance of large city vs. non-public and private schools over time



* Note. District effect is the difference between district mean and expected district mean and non-public/private comparisons are not available for 2015.
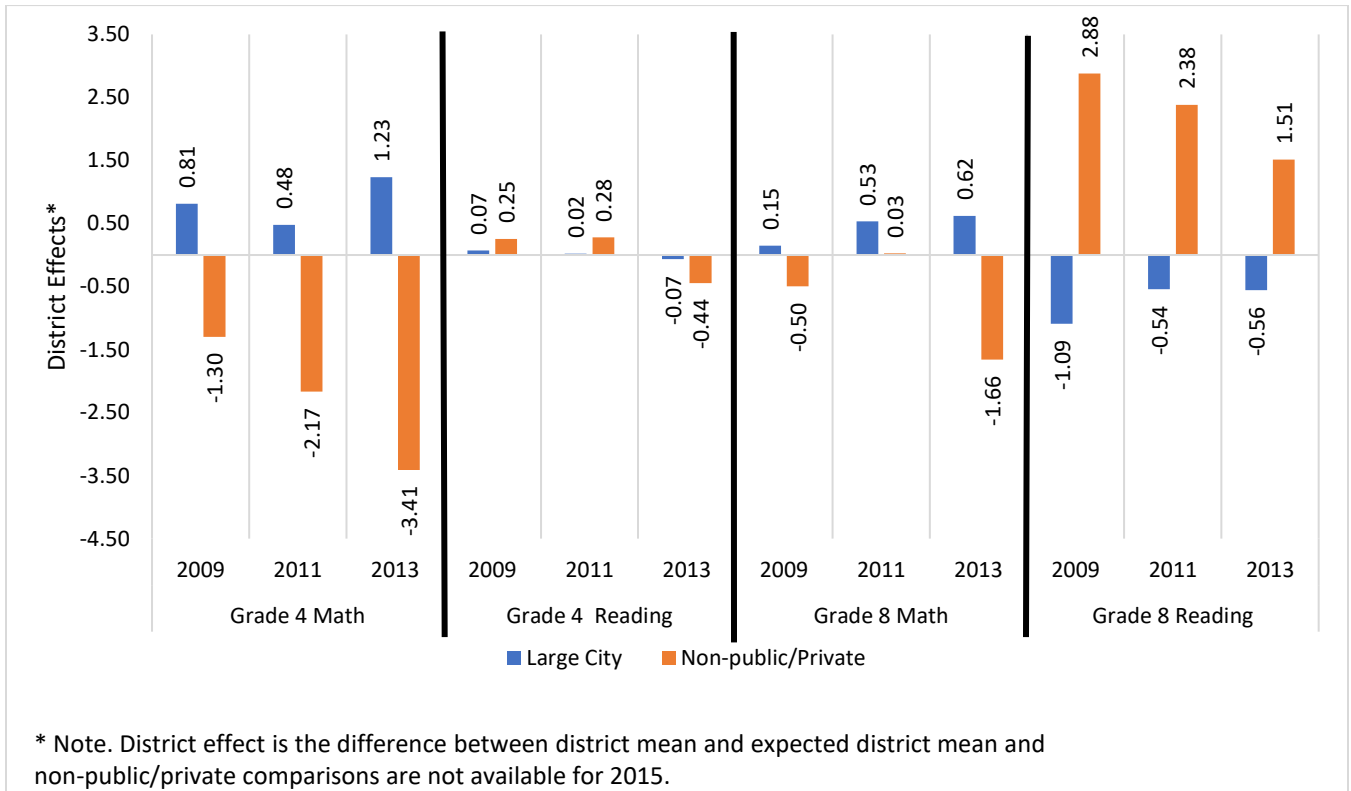
Exhibit C-3. Adjusted NAEP performance of public schools vs. non-public and private schools over time



*Note. District effect is the difference between district mean and expected district mean and non-public/private comparisons are not available for 2015.
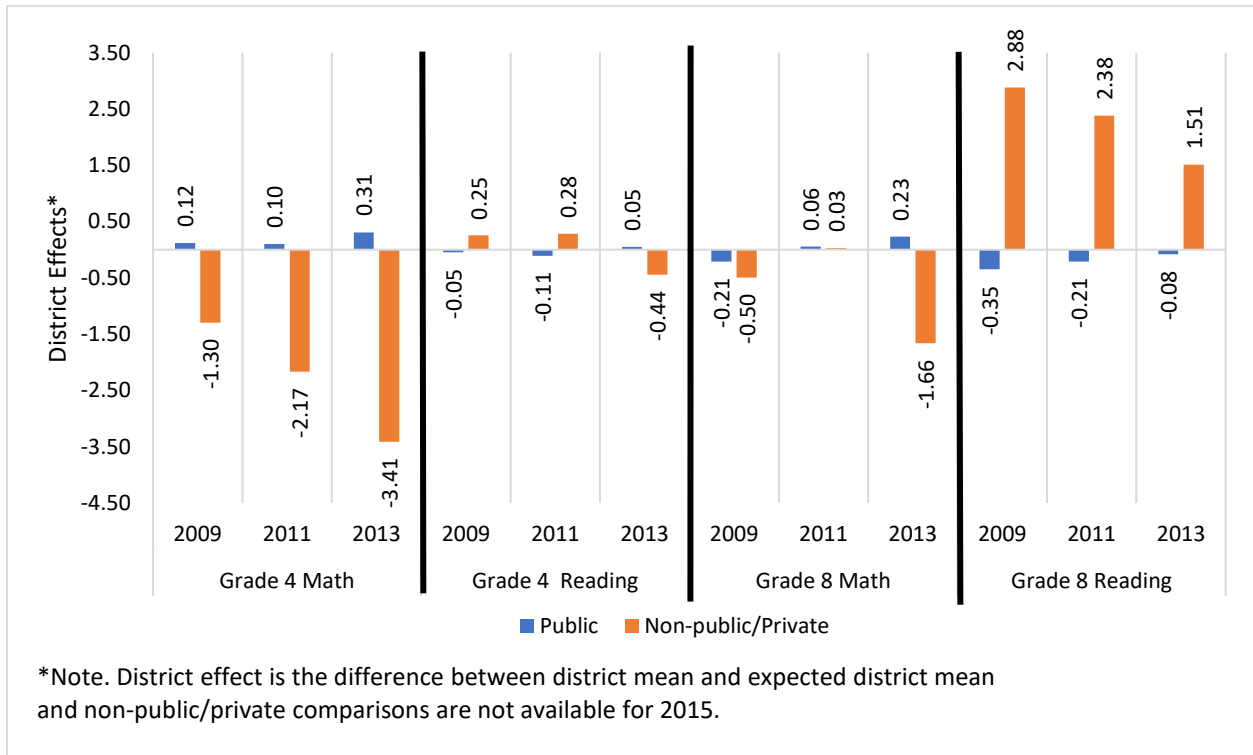
Exhibit C-4. Adjusted NAEP performance of charter schools vs. non-charter schools over time



*Note. District effect is the difference between district mean.
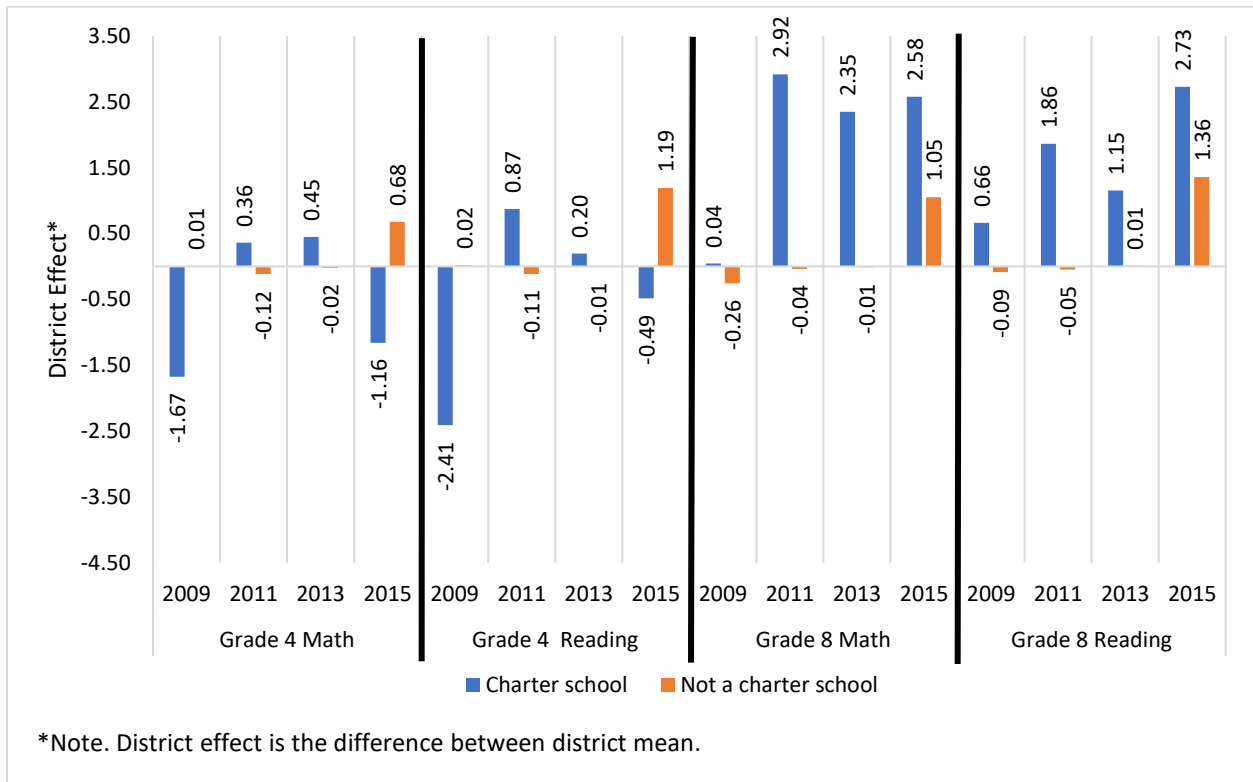
# NAGB ADVISORY GROUP

**Proposal to the National Assessment Governing Board on the Development of the**
**Trial Urban District Assessment Task Force**
**By the**
**Council of the Great City Schools**

## I. Proposal Overview

The Council of the Great City Schools (Council), the nation's primary coalition of large urban school districts, submits this proposal to the National Assessment Governing Board (NAGB) to support the development of the Trial Urban District Assessment (TUDA) Task Force to provide feedback to the Governing Board, including recommendations on areas of policy, research, and communications related to the TUDA program.

The mission of the Council is 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 economy. Some seven million inner city children attend school in these urban school systems, including 30 percent of the nation's poor, limited English proficient, African American, and Hispanic students. The organization's goals include educating all urban students to high standards; leading and managing our schools effectively; and inspiring public confidence in urban school progress.

The Council has been relentless in pursuit of its mission across 70 member districts. It has launched innovative research around why and how some urban school systems improve faster than others. It provides on-the-ground technical assistance to city school systems on how to improve instruction, management, and operations. And it supports policies and programs that boost achievement, spur reforms, and strengthen accountability.

Related to these efforts, the Council in 2000 proposed to and advocated for the use of National Assessment of Educational Progress (NAEP) in our large urban school districts to enable them to generate comparisons to their peers, states, and the nation. Six districts participated in the first TUDA pilot program in 2002, and the number of participating districts now includes 27 of the largest urban districts in the country, all of whom are members of the Council. The program has been invaluable to the Council and its member districts and provides a consistent measure of student performance from which participating districts can assess progress and evaluate efforts to improve student achievement.

Given the 2017 expansion of the TUDA program to 27 districts, the Council submits the following technical proposal to fulfil the goals and objectives outlined in the Statement of Work to establish a Task Force of local education leaders from TUDA districts. The Task Force is expected to provide feedback to the Governing Board, including recommendations on areas of policy, research, and communications related to the TUDA program. It is our hope that the Task Force will help inform the Strategic Vision of the NAGB and help strengthen and guide the evolution of the TUDA program.

The Council is requesting $134,140.78 from NAGB for a 24-month – January 8, 2018 through January 8, 2020 – effort that will include the creation, project management, and on-going coordination of the TUDA Task Force. The project will be based at the Council of the Great City

Schools and will involve the support of Council research and administrative staff as well as the participation of district staff identified to serve on the Task Force.

## II. Project Description

### *Specific Project for Which Funds Are Sought*

The Council of the Great City Schools proposes to establish and coordinate a TUDA Task Force for NAGB to provide advice and feedback on the development and operation of the TUDA program. The 24-month effort will be devoted to creating, coordinating, and supporting the on-going work of a 10 member – excluding Council and NAGB staff – Task Force of local education agency leaders from TUDA districts. The Council proposes a 10 member distribution as follows:

- Two (2) district superintendents
- Two (2) deputy or associate superintendents
- Three (3) research and evaluation or assessment directors; and
- Three (3) public information officers.

A description of proposed activities follows--

1) **Task 1 – Project Management.** The Council proposes to coordinate all aspects of the project, including recruitment and support of all Task Force participants, coordination of all meetings, including managing and facilitating travel and all meeting logistics, coordinating meetings with NAGB staff along with kick-off meeting, senior leadership meetings, meetings with the contracting officer (CO) and/or the contracting officer's representative (COR), and creating all materials related to the project and Task Force meetings. These materials would include development of meeting agendas and minutes, quarterly milestone reports (with each quarterly invoice), and annual reports to the Governing Board. The following activities would be associated with the project management:

1. *Kick-off meeting* — Within 10 business days following award of the contract, the Council's key staff, Michael Casserly and Ray Hart, will meet with the Contracting Officer (CO), COR, and other key Governing Board staff in Washington, DC to review key elements of the contract's requirements and discuss work plans. A summary of the kick-off meeting minutes will be submitted to the CO and COR within five business days of the meeting.
2. *Senior leadership meetings* — The Council will arrange for in-person meetings with our senior leadership and the Governing Board, as needed, to plan Task Force activities and pursue discussions on areas of mutual interest. The Council will submit brief written meeting minutes within two business days after each meeting. The minutes from each meeting will capture major discussion areas and decision points. We propose one such meeting before each Task Force session – four (4) meetings in the 24-month period. *Meetings with COR* — The Council will conduct project planning calls with COR, as needed. The Council will submit minutes within two business days of each call. The minutes will capture the major discussion areas and decision points from each call.
3. *Milestone Reports* — With the submission of each quarterly invoice, the Council will submit a milestone report summarizing project activities that have been conducted during the period and are reflected in the invoice.

2) **Task 2 – Task Force Membership.** Within 10 business days following award of the contract, the Council will submit to COR a proposed list of Task Force Members consistent with the parameters identified in the Scope of Work and the draft Task Force Outreach materials (e.g., Task Force Overview and Invitation Letter). The Council expects the Governing Board to provide feedback within five business days. Final deliverables will be submitted not later than five business days after Governing Board feedback.

The Council will invite and welcome all new Task Force members. The Council will attend to overall member relations, e.g., preparing and distributing welcome materials and clarifying Task Force member tenure. The Council will also suggest candidates to fill Task Force vacancies when they occur.

1) *Member Recruitment* — The Council will strategically recruit members for the Task Force representing the geographic make up of TUDA districts from the northeast, south, midwest, and the western regions of the country. Student enrollment in Council member districts is currently 40% Hispanic, approximately 30% African American, 20% White, and 8% Asian/Pacific Islander. The Council will recruit members for the Task Force that reflect the diversity of the students served by our member districts. Task Force members, particularly district superintendents, will also serve on the Council's Board of Directors, but their input in providing guidance to the NAGB is intrical to the success of the Task Force and will not create any conflict of interest between the two roles.

2) *Recruitment Process* — The Council's executive director, research director, academic director and communications director maintain a strong working relationship with district leaders across all member districts. Council staff will identify potential Task Force members from across TUDA districts who meet the criteria for Task Force membership and recruitment outlined above and can provide strong and actionable feedback on policies and issues to inform the work of the Governing Board.

3) *Membership* — Within 10 business days after the award of the contract, The Council shall submit to the contractor a proposed list of Task Force members consistent with the parameters identified in member recruitment. The Council will expect feedback from the Governing Board within five business days, and the Council will submit final deliverables not later than five business days after Board feedback including, but not limited to, welcome materials and service acknowledgement for all new Task Force members. In the event membership vacancies arise, the Council will recommend a new member to fill the vacant role to the Governing Board consistent with the member recruitment parameters within 10 business days of the announcement of the vacancy. The Council will expect feedback from the Governing Board within five business days, and the distribution of welcome materials and service acknowledgement will follow within five days after NAGB feedback.

The Council will maintain and provide the Governing Board with up-to-date informational resources about the Task Force. This documentation will include Task Force Outreach Materials (e.g., Task Force Overview and Invitation Letter to be used for member recruitment) and the Task Force Membership Documentation (e.g., the Task Force Member List for public use, Task Force Member Contact Information List for internal use, and Member biographies).

3) **Task 3 – Task Force Membership – Task Force Meetings in DC.** Under the base contract period of 24 months, the Task Force will meet two (2) times in person in Washington, D.C.

The Council will plan and coordinate all aspects of these meetings and provide for travel and arrangement costs at each Task Force meeting. Specific requirements include:

- Coordinating a planning meeting with Council and Governing Board staff in advance of Task Force meetings to determine the meeting agendas (to be based on policy issues suggested by Task Force Members, other Council forums, and the Governing Board).
- Scheduling all Task Force meetings.
- Coordinating logistics for in-person meetings, including meeting room arrangements, travel arrangements, and processing reimbursements in accordance with federal travel regulations.
- Arranging information technology resources, including audiovisual arrangements and, if needed, webinar hosting capacity to enable Task Force Members to participate remotely.
- Supporting the preparation and distribution of meeting materials, including preparing the draft agenda and meeting materials one month in advance, reviewing draft and final meeting materials before distribution, and sending meeting materials to Task Force Members two weeks before a meeting.

1. *Minimizing Contract Costs* — The Council anticipates that all meetings in Washington, DC will be held in conjunction with Council convenings. The Council will work with the Mayflower hotel for these meetings to consistently seek to minimize costs. The Council has negotiated with the hotel to waive the room rental fee for the meeting. The Council projectors and computers will be used for all presentations when needed. This proposal assumes that microphones and other audio equipment are not needed for a small group. AV costs in this proposal are assumed for only the "LCD support package" in the meeting room (i.e., screen, cables, empty table for projector, labor for screen set-up). Finally, should a Task Force member need to join the meeting via webinar, the Council has the software needed for a webinar, and all Wi-Fi and other costs are included in the audio/visual services negotiated with the venue. No additional costs are expected for webinar participation for Task Force members.
2. *Meeting Materials* — The Council shall submit all meeting materials, including but not limited to, the draft Agenda, reading materials, and other meeting materials, to the Governing Board one month prior to each meeting. The Council will expect feedback from the Governing Board within five business days, and the Council will distribute final meeting materials to all participants at least two weeks prior to each Task Force meeting.
3. *Travel Assumptions* — The hotel per diem for March 2018 in Washington, D.C. is $253. The Council assumes the same travel rates for 2019 in Washington, D.C. The estimated airfare for each Task Force Member is $600 per participant. The meeting is a two day activity including travel. Consequently, the per diem incidentals rate is $51.75 per day for 2 days or $103.50. Staff travel for both days is $20 per day for taxi fare.

4) **Task 4 – Task Force Meetings at the Council's Annual Conference.** Under the base contract period of 24 months, the Task Force will meet two (2) times in person in conjunction with the Council's 2018 annual fall conference in Baltimore, MD on Tuesday, October 23, 2018 and the 2019 annual fall conference in Louisville, KY on Tuesday, October 22, 2019.

The Council will plan and coordinate all aspects of this meeting and provide for travel and arrangement costs. For budgeting purposes, the specific requirements and deliverables of this task will be assumed to be identical to Task 3. If an additional requirement arises (e.g., focus group, live stream event, panel) a contract modification will be executed.

1. *Travel Assumptions* — The estimated hotel per diem for October 2018 in Baltimore, MD is $160. The estimated airfare for each Task Force Member is $600 per participant. The meeting is a two day activity including travel. Consequently, the per diem incidentals rate is $51.75 per day for 2 days or $103.50. Staff travel is estimated for rail fare to Baltimore in lieu of airfare. All other estimates are the same. The estimated hotel per diem for October 2019 in Louisville, KY is $118. The estimated airfare for each Task Force Member or Council staff member is $600 per participant. The meeting is a two day activity including travel. Consequently, the per diem incidentals rate is $44.25 per day for 2 days or $88.50.

5) **Task 5 – Task Force Representation at Governing Board Meetings.**
   *Attendance at Quarterly Governing Board Meetings*—To support communication and the sharing of ideas between the Governing Board and the TUDA Task Force, the Council will support the attendance of a Task Force Representative (i.e., either a Task Force Member or a Council staff person) at each quarterly Governing Board meeting.

   One representative of the Task Force (i.e., either a Member or Council staff) will be invited to attend each of the Governing Board quarterly meetings during the contract period. Attendance of the Task Force representative will typically be at the Friday session of each Governing Board meeting. The Council will budget travel, lodging, and per diem expenses for each quarterly meeting in accordance with Federal Travel Regulations. The anticipated Friday sessions of the Governing Board meeting dates through 2018 and estimated for 2019 are:
   - March 2, 2018 *(Washington, DC)*
   - May 18, 2018 *(Montgomery, AL)*
   - August 3, 2018 *(Washington, DC)*
   - November 16, 2018 *(Washington, DC)*
   - March, 2019 *(Washington, DC) - estimated*
   - May, 2019 *(Location TBD) - estimated*
   - August, 2019 *(Washington, DC) – estimated*
   - November, 2019 *(Washington, DC) – estimated*

   The period of performance will include Task Force representation at eight (8) Governing Board meetings, which include the dates and locations identified above as well as dates and locations in 2019. The Council expects that four of these Governing Board meetings will be held in Washington, DC and four will be held at various locations across the country.

   1. *Annual Briefings at Governing Board Meetings* — Under the contract period of 24 months, one (1) member of the Council and one (1) additional Task Force Representative will brief the Governing Board on the work of the Task Force at two (2) quarterly

Governing Board meetings. If needed, the Council will prepare any necessary background materials one month in advance of the briefing and any necessary presentation aides (e.g., slides) to be used during the briefing of the Governing Board.

2. *Travel Assumptions* — The estimated hotel per diem for May 2018 in Montgomery, AL is $93.  The estimated airfare for each Task Force Member is $600 per participant. The meeting is a two day activity including travel. Consequently, the per diem incidentals rate is $38.25 per day for 2 days or $76.50. For all "*Location TBD Meetings*" the Council assumed the travel rate at Washington, D.C. per diem. Note that only actual per diem will apply when meeting locations are known. Consequently, the estimated hotel per diem for *Location TBD Meetings* is $253 per participant per meeting. The Council assumes the same travel rates for 2019 in *Location TBD Meetings*. The estimated airfare for one Task Force Member or Council Staff to attend is $600 per participant per meeting. The meeting is a two day activity including travel. Consequently, the per diem incidentals rate is $51.75 per day for 2 days or $103.50 per participant per meeting.

6) **Task 6 – Special Outreach Events.** The Council will support special outreach efforts to allow for broader perspectives of large urban districts at various Governing Board events in accordance with the Task Force's charge. Special outreach events will include logistical and planning considerations associated with Task Force meetings specified in Tasks 3 and 4, including planning calls, preparation of presentation materials, event-summary reports, and travel arrangements in accordance with Federal Travel Regulations.

Under the performance period of 24 months, the Council will support two (2) special outreach events. The Council is proposing to support the participation of 5 individuals, who may include but are not limited to Task Force members or staff, at a special event after the release of the 2017 NAEP assessment results at a *Location TBD*. The event will be open to other potential participants and experts, Task Force members, and/or Council Staff. The Council is proposing to convene a moderated panel discussion on NAEP 2017 Reading and Mathematics results for TUDA districts, how those results are expected to be used in TUDA districts, along with future ramifications for the TUDA program. We propose convening this meeting in a TUDA district to be identified based on TUDA performance results released in spring 2018. The event is expected to highlight the performance of the district where the event is held and all 27 districts overall.

In addition, the Council is proposing to replicate a smaller version of this event with a panel discussion at the Council of Chief State School Officers National Conference on Student Assessment (NCSA) meeting, *Location TBD*, with 5 individuals, who may include but are not limited to Task Force members or staff, in June 2019. The event will be open, and the cost covered in this proposal are for Task Force members, TUDA experts, and/or Council Staff.

1. *Travel Assumptions* —For TUDA and CCSSO special events in "*Location TBD*" the Council assumed the travel rate at Washington, D.C. per diem. Note that only actual per diem will apply when the meeting location is known. Consequently, the estimated hotel per diem for *Location TBD* is $253 per participant. The estimated airfare to attend is $600 per participant. The meeting is a two day activity including travel. Consequently, the per

diem incidentals rate is $51.75 per day for 2 days or $103.50 per participant. The estimated hotel per diem for June 2019 CCSSO event in *Location TBD* is $253. The estimated airfare for each Task Force Member is $600 per participant. The meeting is a two day activity including travel. Consequently, the per diem incidentals rate is $51.75 per day for 2 days or $103.50 per participant. The CCSSO conference event also includes an estimated conference registration fee of $500 per participant.

### *Specific Needs Being Addressed and Why the Proposed Project Will be Effective*

The nation's Great City School systems are under substantial pressure to improve achievement, graduate more students, and generally improve their outcomes for the country's big-city children and youth. To meet this imperative, the Council of the Great City Schools has been using a series of data-based strategies to improve the academic and operational performance of its member districts. These strategies have included the initiation of the Trial Urban District Assessment (TUDA) that provides district-specific NAEP data on selected urban school districts. We believe the opportunity to improve the TUDA program in the manner proposed, as well as opportunities for outreach and sharing the implications of NAEP results to improve student achievement, are invaluable.

### *Direct Beneficiaries of Proposed Project*

The direct and immediate beneficiaries of the project will be the 27 TUDA districts as well as all member school districts of the Council of the Great City Schools. These school districts are found in every region of the country and enroll over seven million students, including about 30 percent of the nation's poor, limited English proficient, African American, and Hispanic students. Therefore, the proposed work indirectly benefits other school districts nationwide that work to educate populations of students that mirror those in the nation's large-city school systems.

Further, the collaboration is expected to provide district input and feedback to the Governing Board to improve the TUDA program and inform efforts to promote the use of TUDA data. The Council expects the Task Force to provide guidance to NAGB on topics related to the Strategic Vision and the TUDA program specifically. The Council views this collaboration as being mutually beneficial to the Governing Board, our member districts, and those working to improve educational outcomes for students in large city districts across the country.

### III.  Organizational Capacity

The Council of the Great City Schools is a coalition of 70 of the nation's largest urban school districts based in Washington, D.C. It has a diverse staff of 27 professionals with expertise in communications, instruction, management and operations, research and assessment, and federal legislation and policy. The group's board of directors is composed of the superintendent or chancellor of schools and one school board member from each member city, making the 501(c)(3) organization the only national association of big city school districts and the only one whose focus is solely urban. In between meetings of the board, an executive committee of 21 individuals who are equally divided between superintendents and school board members and who are elected from

the board of directors oversees the operations of the Council. The Council's executive director reports to the executive committee and board of directors.

The Council's mission is to improve the quality of public education in the nation's major cities, and its three-fold goals include teaching all urban students to the highest academic standards; improving leadership, governance, management, and operations in the nation's largest urban school systems; and strengthening the public's confidence in their progress.

The Council works to attain these goals through instructional leadership, management and governance reforms, research, technical assistance, and dissemination activities that leverage the organization's unique and extensive network of school board members, superintendents, chief academic officers, chief financial and operating officers, communications directors, personnel directors, bilingual education directors, and others who meet regularly to share best practices and solve common problems. No other network or organization has the same relentless focus on the reform and improvement of urban schools, making it uniquely qualified and positioned to successfully pursue the proposed project.

The proposed project will directly enhance the mission and goals of the Council by boosting the group's efforts to spur reform and strengthen academic achievement. Moreover, the project will help the organization improve the TUDA program and ensure that reforms are moving in the right direction.

The Council is well suited to fulfill the requirements of this contract. In 2006, the Council received a $2.5 million dollar grant award from the Institute of Education Sciences to establish the Senior Urban Education Research Fellowship Program. The fellowship program was designed to facilitate partnerships between large urban school districts and high quality senior researchers to produce rigorous research that is relevant to the specific challenges facing urban schools districts. In 2008, the council received a $100,000 grant award to conduct subscale analyses of NAEP results from the Institute of Education Sciences. Council member districts have been involved extensively in NAEP since 2002 when the National Assessment Governing Board and Congress approved the Trial Urban District Assessment (TUDA).

The project will be overseen by the Council's Executive Director Michael Casserly. The project's day-to-day point person will be Ray Hart, the Council's Director of Research, with support from two research staff members, a research manager and research specialist. The project's financial operations will be administered by the Council's Director of Finance, Administration, and Conferences. The project will be directly managed and operated by the organization and will not be outsourced or contracted to a third-party.

### *Conflict of Interest*

This project does not present any conflict of interest, either personal or organizational, related to the roles of the employees involved in the project. All employees of the Council are required to adhere to the Conflict of Interest guidelines of the organization. The Council respects employee's rights to engage in activities outside the work of the organization. Employees are encouraged to be well-rounded, active and contributing citizens of the community. However, to avoid any actual or apparent conflicts of interest:

- Employees should not become involved in any outside transaction or activity that could be viewed as a conflict between those of the Council or those of the individual's role as an employee of the Council.
- Employees should not accept any outside employment that potentially could interfere with attendance or satisfactory performance of duties at the Council.
- Employees should not accept gifts, payments, fees, return services, discounts, privileges or favors of any type that might appear to obligate or compromise the Council or the individual as an employee of the Council.
- Supervisors should refrain from hiring or retaining relatives, or from influencing the hiring or retaining of relatives by the organization's members, sponsors, or providers.

## IV. Project Budget

The Council of the Great City Schools is requesting a 24-month contract in the amount of $134,140.78 from The National Assessment Governing Board to fund the creation of a Task Force of local education agency representatives from TUDA districts. The organization's leadership does not foresee major changes to its proposed budget for the two-year period of the contract. The Council does not anticipate financial risks in conducting the proposed project. All budgets, including this one, are reviewed and approved by the Council's Executive Committee and Board of Directors. The detailed explanations for key budget line items are found below:

PERSONNEL AND BENEFITS

Personnel labor costs are based on timesheets reflecting labor hours directly related to specific project accounts. The Council will keep detailed, coded records reflecting that the Trial Urban District Assessment Task Force received direct benefit from the labor expenditure. Personnel time is distributed as follows:

|  | Executive Director | | Director of Research | | Research Manager | | Research Specialist | |
|---|---|---|---|---|---|---|---|---|
|  | Year 1 | Year 2 | Year 1 | Year 2 | Year 1 | Year 2 | Year 1 | Year 2 |
| Task 1 | 5 | 5 | 14 | 12 | 4 | 4 |  |  |
| Task 2 | 2 | 2 | 15 | 5 | 10 | 5 | 5 | 5 |
| Task 3 | 10 | 5 | 30 | 30 | 20 | 20 | 20 | 20 |
| Task 4 | 5 |  | 30 | 30 | 20 | 20 | 20 | 20 |
| Task 5 |  |  | 32 | 32 |  |  |  |  |
| Task 6 |  |  | 10 | 10 | 10 | 10 | 10 | 10 |
| Total Hours | 22 | 12 | 131 | 119 | 64 | 59 | 55 | 55 |

Fringe Benefits are calculated at 45.7 percent of direct salaries. The Council Fringe Benefits rate includes vacation, sick and other compensated absence expenses, health and life insurance benefits, payroll taxes, and pension expenses. Fringe Benefits are based on the following expenditures:

The Council of the Great City Schools
1331 Pennsylvania Avenue, N.W., Suite 1100 N, Washington, D.C.  20004
For the Fiscal Year Ended June 30, 2017

ADDITIONAL INFORMATION

|  |  |  | FY 2016-17 |  |
|---|---|---|---|---|
| Fringe Benefits Pool includes: |  |  |  |  |
| 5021 | Health Insurance | | $316,378.60 | 32.5% |
| 5022 | Life & Disability Insurance | | $29,688.06 | 3.0% |
| 1088 | 403(b) Plan - 5% Employer Contribution | | $124,090.93 | 12.7% |
| 1089 | Unemployment Compensation | | $4,089.35 | 0.4% |
| 1090 | Sick Leave and Holiday Pay | | $166,391.37 | 17.1% |
| 1091 | Vacation Leave | | $182,979.01 | 18.8% |
| 1092 | FICA - Employer Contribution | | $157,741.83 | 16.2% |
| 5020 | Parking for Executive Director | | $3,025.44 | 0.3% |
|  |  | Total for Allocation FY16-17 | $984,384.59 | 101.0% |
| ADD: | 5020-10 | Used Carryover Vacation Leave FY15-16 | ($9,860.90) | -1.0% |
|  | Total Direct & Indirect Benefits | | $974,523.69 |  |

| | |
|---|---|
| TOTAL BENEFITS | $974,523.69 |
| divided by: TOTAL SALARIES | 2,130,451.66 |
| FRINGE BENEFITS RATE | 45.743% |

Total Personnel and Benefits for twenty-four months related to this contract is $43,319.19.

TRAVEL AND ACCOMODATIONS
The Task Force will convene twice a year for two years to discuss the policies and practices related to the TUDA program. The budget includes travel costs for ten (10) members and two (2) Council staff members to Task Force meetings, NAGB Governing Board meetings, and two special outreach events. Per person travel costs include $600 for roundtrip airfare, per diem costs for hotel accommodations and meals, and incidental expenses (cost varies based on location). The meetings will be held in conjunction with an ongoing Council meetings, thereby saving travel costs.

GSA rates will be used for all travel, accommodation and per diem expenses in this contract. For budgeting purposes, the Council has used the average GSA travel and per diem rates since many actual locations for meetings are to be determined. Actual rates will be adjusted based on specific locations. In addition, the proposal assumes two partial travel days for all participants to meetings since specific travel arrangements are not known at this time. The Council will strictly follow all Federal Travel Regulations in the execution of this contract including, but not limited to, travel day per diem rates, lodging, and incidental and meal rates specific to travel locations.

Total Travel and Accommodations for twenty-four months is $59,616.50.

CONFERENCES, CONVENTIONS, MEETINGS
Budget for conferences and meetings includes expenses per convening for the LCD Support Package at $500 (depending on location). Finally, we estimate that the cost for a webcast of a NAEP special event in a district to be named after 2017 results are released will be $3,000.

Total Conferences, conventions, meetings for twenty four months is $5,000.

OTHER DIRECT COSTS
This cost is budgeted at $1,800 for materials and supplies, and $1,400 for phone, printing and copying.
Total Other Direct Costs for twenty four months is $3,000.

INDIRECT COSTS
Indirect costs include those expenditures that cannot be readily identified and charged to a specific program but are nevertheless necessary to the operation of the organization and the performance of its programs. The Council maintains an annual indirect cost budget. Examples of the types of expenditures normally included in the indirect cost pool are:

- General administration
- Salaries and expenses of the executive officers, finance, accounting and administration personnel (Net of offsetting charges billed directly to specific project accounts)
- Depreciation of equipment and buildings
- Office rent and maintenance

Current Federal Funding Agency will serve as the Council's Cognizant Audit Agency and has the responsibility of establishing the Council's indirect cost rates. These rates will be binding on all other agencies and their contracting officers unless specifically prohibited by federal or state statute. The Council follows an Approved Negotiated Indirect Cost Recovery Agreement (NICRA) with respect to the computation of indirect cost rates.

Indirect Cost Allowed for 501(c)(3) organizations w/ 20.7 percent IDC maximum is $23,005.09

TOTAL PROJECT COST PROPOSED is $134,140.78.

## V. Contact Information

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TUDA Special Outreach Event (Estimated)
5/31/2018

CCSSO Special Outreach Event (Estimated)
6/14/2019

Second Task Force Meeting in Baltimore, MD
10/23/2018

NAGB Governing Board Meeting Attendance (Estimated)
8/2/2019

First Task Force Meeting in Washington, DC
3/16/2018

NAGB Governing Board Meeting Attendance (Estimated)
3/1/2019

Fourth Task Force Meeting in Louisville, KY
10/22/2019

NAGB Governing Board Meeting Attendance
3/2/2018

NAGB Governing Board Meeting Attendance
8/3/2018

Third Task Force Meeting in Washington, DC
3/15/2019

NAGB Governing Board Meeting Attendance (Estimated)
5/17/2019

NAGB Governing Board Meeting Attendance (Estimated)
11/15/2019

NAGB Governing Board Meeting Attendance
5/18/2018

NAGB Governing Board Meeting Attendance
11/16/2018

**2018** Jan | Mar | May | Jul | Sep | Nov | 2019 | Mar | May | Jul | Sep | Nov **2019**

1/8/2018 — **Project Start Date**

1/19/2018 — **Kickoff Meeting**

1/26/2018 — **Kickoff Meeting Minutes**

1/8/2018 - 1/19/2018 — **Proposed Task Force Member List**

1/29/2018 - 2/9/2018 — **Task Force Recruitment/Membership Documentation**

1/8/2018 - 1/26/2018 — **Task Force Outreach Materials**

1/8/2018 - 2/16/2018 — **Meeting Agenda and Materials**

2/19/2018 - 2/23/2018 — **Board Feedback on Meeting Materials**

3/2/2018 — **Distribution of Meeting Materials**

3/19/2018 - 3/23/2018 — **Summary Report From Task Force Meeting**

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# ACHIEVEMENT AND PROFESSIONAL DEVELOPMENT TASK FORCE

# COUNCIL OF THE GREAT CITY SCHOOLS

# Task Force on Achievement and Professional Development

## 2017-2018

### *Task Force Goals*

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.

To improve the quality of professional development for teachers and principals in urban public education.

To alleviate the shortage of certified teachers and principals in urban schools.

To improve the recruitment and skills of urban school principals.

### *Task Force Chairs*

Paul Cruz, Austin Superintendent
Paula Wright, Duval County School Board
Deborah Shanley, Lehman College of Education Dean

# ACADEMIC DEPARTMENT OVERVIEW

# Academic Department Overview
## March 2018

**Overall Academic Department Goals/Priorities**

The goal of the academic department is to support the work of urban educators 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 publications and videos, and provide on-site strategic support teams, webinars, and job-alike conferences to facilitate networking and collaboration among our members.

Major efforts this year focus on supporting our members with the implementation of the Common Core State Standards and college- and career-readiness standards. This includes providing technical assistance and written guidance for developing and implementing high-quality curriculum documents to support school staff in elevating teaching and learning to align to college- and career-readiness standards, guidance for assessing the level of implementation of the standards throughout the district, and increasing the functionality of academic key performance indicators.

**Current Activities/Projects**

➢ *Supporting Rigorous Academic Standards*

*Overview*

With funding from the Bill and Melinda Gates Foundation, the Council works to advance district capacity to implement college- and career-readiness standards, ensuring that all urban students have access to high-quality instructional materials, interventions, and programming.

*Assessing the Quality of District Curriculum*
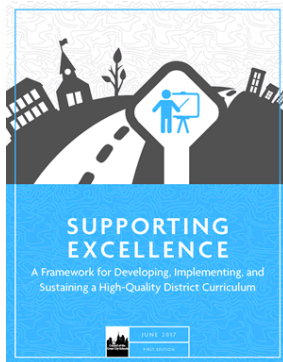


The Academics team led the development of *Supporting Excellence: A Framework for Developing, Implementing, and Sustaining a High-Quality District Curriculum* with principles that are appropriate for all college- and career-readiness standards. This framework provides instructional leaders and staff with criteria for what a high-quality curriculum entails. Developed through combined efforts of Council staff together with school, district academic leaders, and other experts, this first edition guide includes annotated samples and exemplars from districts around the country. It also provides actionable recommendations for developing, implementing, and continuously improving a district curriculum, ensuring that it reflects shared instructional beliefs and high expectations for all students, and that it clarifies the instructional work in every school throughout the district. The document includes a study guide for district to use. Additionally, the Council provided on-site technical assistance for using the tool to refine the curriculum in Cleveland Metropolitan School District (May 2017). Similar professional development was provided to Jackson Public Schools (February 1-2, 2018) as they began to develop their new curriculum. The academics team also gave written feedback to Kansas City on instructional units they are developing. These collaborations guide districts in determining implications

for curriculum development and refinement, implementation, teaching and learning, and raising student achievement. Such technical is assistance is available to member districts upon request.

*Technical Assistance to Southern Cities*

In July 2017, we provided technical assistance to several Southern city school systems during the Academic, Information Technology, and Research Directors' conference. Participants engaged in discussions on the leading challenges these districts face in addressing achievement gaps and in implementing college- and career-readiness standards for all students. This information was used to identify key priorities that the districts wanted to examine during the pre-conference on October 17, 2017. During the session, districts shared successful strategies leading to greater gains in literacy and mathematics and meaningful use of school improvement plans. Presentations from the field featured Boston, Charlotte-Mecklenburg, Dallas and Des Moines with open discussions facilitated by Council staff and retired superintendent, Carol Johnson.

*Academic Key Performance Indicators*

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

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

*Indicators of Success*

The Council convened a cross-functional working group to discuss and inform the development of indicators districts might use to track their progress on implementation of college- and career-readiness standards. After considerable feedback, this document has been published and is available on the Council's website under the title *Indicators of Success: A Guide for Assessing District Level Implementation of College and Career-Readiness Standards*.

Indicators are divided into seven sections, including: vision and goal setting, resource allocation, parent and community outreach, curriculum and instruction, professional development, assessment, and student data. Each section provides a core set of leading questions, along with descriptions of what it might look like to be "on track" or "off track" in these areas and possible sources of evidence districts could use to determine where they fall on the continuum. Members report that this document has played a key role in their planning and monitoring of standards implementation.

➤ *Principal Supervisor (PSI) Initiative*

*Overview*
With funding from the Wallace Foundation, project staff worked with grant recipients in enhancing the role of urban principal supervisors in improving instruction.

The Council team completed a third round of follow-up visits to PSI districts in April 2017. The visits included: Baltimore City Public Schools (January 23-24); Broward County Public Schools (February 7-8); Cleveland Public

Schools (February 9-10); District of Columbia Public Schools (March 6-7); Tulsa Public Schools (April 4-5); Long Beach Unified School District (April 12-13); Minneapolis Public Schools (April 18-19); and Des Moines Public Schools (April 20-21). For the first time, many of these rounds included representatives from PSI districts on the site visit teams to facilitate on-going networking between and among these districts to enhance and expand their reform efforts.

In spring 2018, project staff will visit five districts that have shown the greatest gains on NAEP on reading and mathematics in grades 4 and 8. During these rounds, we will examine the role of principal supervisors in supporting school principals in implementing district initiatives to raise student achievement.

> *Balanced Literacy and Foundational Skills: Joint Project with Student Achievement Partners*

With funding from the Schusterman Foundation, the Council and Student Achievement Partners collaborated with member districts to provide support that ensures students in balanced literacy programs develop the foundational reading skills, knowledge, and vocabulary required to read grade-level complex text.

During SY 2017-18, the Metropolitan Nashville Public School district is piloting an augmented balanced literacy pilot in kindergarten and grade one for ten schools. The goal of this pilot is to provide research-based content and instructional practices during the balanced literacy block to raise the literacy levels of students in K-1 so that they are able to read grade-level texts and are prepared for success in future grades. During the 2017-2018 school year, K-1 teachers in ten MNPS schools are receiving strong support in two areas: strengthening their systematic instruction of foundational reading skills and building their students' knowledge and vocabulary through high-quality read alouds. Milwaukee Public Schools, Memphis Public Schools, Seattle Public Schools, and San Antonio Independent School District are observing the training and participating in learning walks to determine if they want to incorporate this approach in their districts.

> *Grade-Level Instructional Materials Tool-- Quality Review (GIMET-QR)*



The Hewlett Foundation provided funding for CGCS to work with district academic leaders and national experts in content, special education, and English language learning to develop and publish grade-by-grade rubrics consistent with textbook adoption procedures used in urban districts. These rubrics, called the *Grade-Level Instructional Materials Tool-Quality Review (GIMET-QR)*, amplify selected non-negotiable areas and alignment criteria so that districts can discriminate which sets of materials best fit their needs for English language arts and mathematics.

Additionally, they help districts determine priority support areas in implementing the adopted classroom materials. Moreover, each rubric dovetails with the set of requirements for English language learners seen in other CGCS publications (*A Framework for Raising Expectations and Instructional Rigor for English Language Learners* and *A Framework for Re-envisioning Mathematics Instruction for English Language Learners)* concurrently developed and published under the leadership of Gabriela Uro. Both frameworks are available on the Council's website.

The GIMET-QR tools can be found on the Council's website, as well as on www.commoncoreworks.org under *Quick Links*. While GIMET-QR was designed to support textbook materials adoption, feedback from Council members using the tool indicates that there are additional uses:

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

> *Common Core Website*

The Council launched www.commoncoreworks.org, a website where districts and organizations may share high quality materials. The Council of the Great City Schools developed the following tools to help its urban school systems and others implement college- and career-readiness standards. Many of these materials can also be found on the Council website, **www.commoncoreworks.org.**

<div align="center"><strong>Basics about the Standards</strong></div>
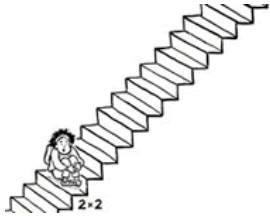


*Staircase.* Two three-minute videos (one in English and one in Spanish) that explain the Common Core. This is particularly good for presentations to community and parent groups. (2012)
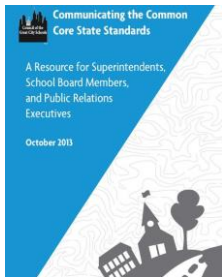
**https://www.cgcs.org/Page/380**



*Conversation.* Two three-minute videos (one in English and one in Spanish) that explain how the Common Core State Standards will help students achieve at high levels and help them learn what they need to know to get to graduation and beyond. (2015)

**http://www.cgcs.org/Page/467**

<div align="center"><strong>Communicating the Standards</strong></div>



*Communicating the Common Core State Standards: A Resource for Superintendents, School Board Members, and Public Relations Executives.* A resource guide that helps district leaders devise and execute comprehensive communication plans to strengthen public awareness about and support for college- and career-readiness standards. (2013)

**http://bit.ly/2wi5tu6**
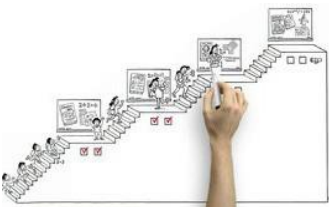


*Staircase.* Two 30-second Public Service Announcements (one in English and one in Spanish) to increase public awareness regarding Common Core standards for English Language Arts. Also, two 30-second Public Service Announcements (one in English and one in Spanish) to increase public awareness regarding Common Core standards for Mathematics. (2012)

**https://www.cgcs.org/Page/380**



*Conversation.* Two 30-second Public Service Announcements (one in English and one in Spanish) that explain how the Common Core State Standards will help students achieve at high levels and help them learn what they need to know to get to graduation and beyond. (2015)

**http://www.cgcs.org/Page/467**

## Developing and Aligning Standards-based District Curriculum
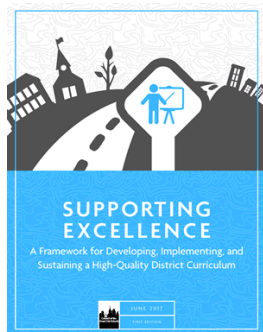
*Supporting Excellence: A Framework for Developing, Implementing, and Sustaining a High-Quality District Curriculum.* A framework that provides instructional leaders and staff with a core set of criteria for what a high-quality curriculum entails. This guide includes annotated samples and exemplars from districts around the country. It also provides actionable recommendations for developing, implementing, and continuously improving a district curriculum, ensuring that it reflects shared instructional beliefs and common, high expectations for all students, and that it focuses the instructional work in every school. (2017)

**https://www.cgcs.org/domain/266**

## Selecting and Using Standards-based Instructional Materials

 *The Grade-Level Instructional Materials Evaluation Tool-Quality Review (GIMET- QR), (English Language Arts).* A set of grade-by-grade rubrics and a companion document that define the key features for reviewers to consider in examining the quality of instructional materials in English Language Arts K-12. In addition, the tools are useful in helping teachers decide where and how adopted classroom materials could be supplemented. The documents align with similar tools developed by the Council for English language learners. See below.(2015)

**http://www.cgcs.org/Page/474**

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

**http://www.cgcs.org/Page/475**

## Additional Tools and Resources

*LEADCS:* An electronic toolbox that includes research and additional vetted materials that member districts can use to make decisions about bringing computer science for all students to scale. This website was designed in partnership with the University of Chicago team at the Center for Elementary Mathematics and Science Education.

**https://www.cgcs.org/domain/290**

*Alignment Projects:* The Council collaborated with Student Achievement Partners to create four English Language Arts projects demonstrating how to adapt textbooks to the rigor of college-and career-readiness standards. The resources developed through these projects are available at **https://achievethecore.org/category/679/create-aligned-lessons**.

*Basal Alignment Project.* A set of classroom tools for adapting basal texts to the rigor of the Common Core in English language arts and literacy for grades 3-5. It contains over 350 lesson examples demonstrating how to write quality text-dependent questions.

*Anthology Alignment Project.* A set of classroom tools for adapting English language arts textbook lessons to the rigor of the Common Core in English language arts and literacy for grades 6-10. It contains over 200 lesson examples demonstrating how to write quality text-dependent questions for secondary school anthologies.

*Read Aloud Project.* A set of classroom tools that explain how to identify and create text-dependent and text-specific questions that deepen student understanding for kindergarten through grade 2. It contains more than 150 sample lessons.

*Text Set Project: Building Knowledge and Vocabulary.* A set of classroom tools that include materials and activities, enabling participants to create and using Expert Packs (text sets) to support students in building knowledge, vocabulary and the capacity to read independently for grades kindergarten through grade 5. Text sets are comprised of annotated bibliographies and suggested sequencing of texts to provide a coherent learning experience for students. This is accompanied by teacher instructions and supports, as well as a variety of suggested tasks for ensuring students have learned from what they have read.

## Professional Development on the Standards
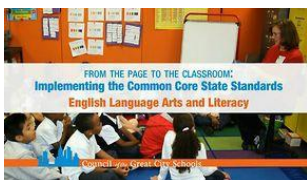


*From the Page to the Classroom—ELA*. A 45-minute professional development video for central office and school-based staff and teachers on the shifts in the Common Core in English Language Arts and literacy. The video can be stopped and restarted at various spots to allow for discussion. (2012)

**https://www.cgcs.org/domain/127**



*From the Page to the Classroom—Math*. 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. (2012)

**https://www.cgcs.org/Page/345**

- *Fraction Progression:* Classroom tools and videos for teaching fractions across grades three through six, developed in collaboration with Illustrative Mathematics and Achieve.

**https://www.cgcs.org//site/Default.aspx?PageID=338**

## Implementing High Standards with Diverse Students
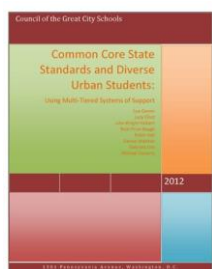


*Common Core State Standards and Diverse Urban School Students: Using Multi-Tiered Systems of Support.* A white paper outlining the key components of an integrated, multi-tiered system of supports and interventions needed by districts in the implementation of the Common Core with diverse urban students. (2012)

**https://www.cgcs.org/domain/146**
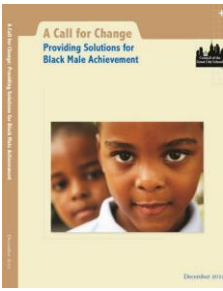
*A Call for Change: Providing Solutions for Black Male Achievement.* A book-form compendium of strategies by leading researchers and advocates on improving academic outcomes for African American boys and young men. Areas addressed include public policy, expectations and standards, early childhood, gifted and talented programming, literacy development, mathematics, college- and career- readiness, mental health and safety, partnerships and mentoring, and community involvement. (2012)

**https://tinyurl.com/yap8zll8**
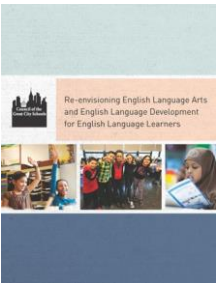
*Re-envisioning English Language Arts and English Language Development for English Language Learners.* A framework for acquiring English and attaining content mastery across the grades in an era when new college- and career-readiness standards require more reading in all subject areas. (2014, 2017)

**http://tinyurl.com/yasg9xc4**
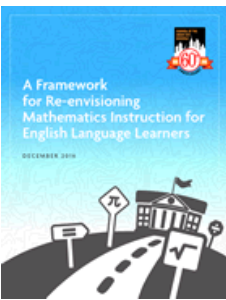
*A Framework for Re-envisioning Mathematics Instruction for English Language Learners.* A guide for looking at the interdependence of language and mathematics to assist students with the use of academic language in acquiring a deep conceptual understanding of mathematics and applying mathematics in real world problems. (2016)

**http://tinyurl.com/y7flpyoz**

■ *Butterfly Video:* 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 and build confidence in the use of complex sentences as they study the metamorphosis of butterflies.

**https://vimeo.com/47315992**

### Assessing District Implementation of the Standards

*Indicators of Success: A Guide for Assessing District Level Implementation of College and Career-Readiness Standards.* A set of indicators districts might use to track their implementation of college- and career-readiness standards. Indicators are divided into seven sections, including: vision and goal setting, resource allocation, parent and community outreach, curriculum and instruction, professional development, assessment, and student data. Each section provides descriptions of what "on track" or "off track" might look like, along with examples of evidence to look at in determining effective implementation. (2016)
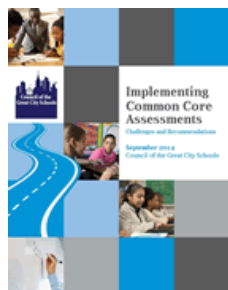
**http://tinyurl.com/hh6kesd**

*Calendar of Questions.* A series of questions about ongoing Common Core implementation a arranged by month, focusing on particular aspects of implementation for staff roles at various levels of the district, as well as milestones for parents and students. (2013)

**http://cgcs.org/Page/409**

## Implementing Standards-based Assessments

*Implementing the Common Core Assessments: Challenges and Recommendations.* A summary of the PARCC and SBAC assessments, challenges in implementing large scale on-line assessment, and recommendations for successfully implementing them. (2014)

**https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/87/Implementing Common Core Assessments-2014.pdf**
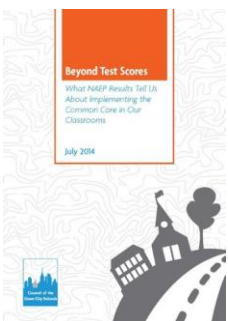
*Beyond Test Scores: What NAEP Results Tell Us About Implementing the Common Core in Our Classrooms.* An analysis of results on four sample NAEP items—two in mathematics and two in ELA— that are most like the ones students will be seeing in their classwork and on the new common core-aligned assessments. In this booklet, the Council shows how students did on these questions, discusses what may have been missing from their instruction, and outlines what changes to curriculum and instruction might help districts and schools advance student achievement. It also poses a series of questions that district leaders should be asking themselves about curriculum, professional development, and other instructional supports. (2014)

**https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/87/Beyond Test Score_ July 2014.pdf**

## Resources for Parents about the Standards

A series of parent roadmaps to the Common Core in English Language Arts and literacy, grades K-12 in English and grades K-8 in Spanish. (2012)

**https://www.cgcs.org/Page/330** (English)
**https://www.cgcs.org/domain/148** (Spanish)

A series of parent roadmaps to the Common Core in mathematics, grades K-12 in English and K-8 in Spanish. (2012)

**https://www.cgcs.org/Page/366** (English)
**https://www.cgcs.org/Page/367** (Spanish)

*The Great City Schools Professional Learning Platform*. A series of 10 video-based courses for school administrators and teachers to enhance language development and literacy skills for English Language Learners and struggling readers. (2018)

➤ ***Building Awareness and Capacity of Urban Schools***

*English Language Arts*

  *Urban Library Council*

  The Council of the Great City Schools and the Urban Libraries Council (ULC) facilitated a special literacy focus group breakfast in July 2016 to share ideas and guidance on strategies for improving reading proficiency among low-income K-3 grade students, as well as experiences working with public libraries to support early reading skills. The key points made in the discussion have been used in a ULC call-to-action report, released in June 2017 and is available on the Council's website.

*Mathematics and Science*

- The Council partnered with a University of Chicago team from the Center for Elementary Mathematics and Science Education to provide feedback on a toolbox for K-12 teachers, administrators, and district leaders. This toolbox, located at http://www.leadcs.org, helps urban districts make decisions about improving computer science education at scale.

  During Fall 2017, the Council and the University of Chicago team hosted three webinars to support member districts in increasing access and opportunities in computer science for students in K-12. Each webinar was facilitated by a STEM leader from either San Francisco Unified, Dallas Independent, or Metropolitan Nashville School districts. The facilitators allowed participants a window into their district's efforts for computer science and structured additional opportunities for district leaders to network and collaborate to strategically build and improve upon existing computer science programs with an emphasis on either STEM or STEAM.

- Under the leadership of the CGCS Bilingual team, the academic department supported the development of a new tool for materials selection, *A Framework for Re-envisioning Mathematics Instruction: Examining the Interdependence of Language and Mathematical Understanding*. The tool is to be used by publishers of mathematics materials to create the type of instructional content that will enable our districts to successfully address the needs of ELLs and students with disabilities while implementing college and career-readiness standards in mathematics. Under the leadership of Gabriella Uro, the Framework will inform the work of a Joint Procurement Project, to use the Council's joint purchasing power as an alliance to more effectively influence the market to produce higher quality materials for English language learners. This project includes the convening of a Materials Working Group, composed of district practitioners and experts in mathematics and English language acquisition. On December 12-13, 2017, the working group provided concrete and detailed feedback about the interdependence of language and mathematics to selected vendors to improve their proposed materials. Two additional sessions with the selected vendors and the review team have been scheduled in March 2018 to clarify questions posed and provide feedback on revised units.

➢ *Curriculum and Research Directors' Conference*

The 2017 Annual Academic, Information Technology and Research Conference for Curriculum Leaders, Principal Supervisors, Research and Assessment Directors Conference took place in Pittsburgh, PA, July 11-14, 2017. District leaders were encouraged to send teams to share in discussions and information around the theme: *Connecting the Dots: Collaborating to Solve Organizational Issues for Student Success*.
We built upon previous work on improving collaboration across district departments and roles. The Academic sessions focused upon the features of quality district curriculum, key areas that are often missing from reading programs, new CGCS online professional development modules to address struggling readers, developing a strong kindergarten through grade twelve computer science program, promising materials in ELA and mathematics that are aligned to college-and career-readiness standards, and the interdependence of language and mathematics.

The 2018 Curriculum and Research Directors' meeting will take place from June 25-27 in Minneapolis, Minnesota with the theme of sharing what works in building instructional capacity, utilizing data and research, and boosting student success. A team of Council members will provide input on particular issues they want the conference to address.  A call for presentations to address focus areas will include:
• how districts develop and support strong Tier I instruction,
• how districts learn from and overcome pitfalls during the implementation of instructional initiatives, and
• how districts bridge multiple pathways of teaching and learning to maximize opportunities for student success

➢ *Academic Strategic Support Teams and Technical Assistance Partnering*

Several districts requested strategic support team visits to answer specific questions raised by their superintendents for an objective analysis of their academic program.  In 2016-17, Council teams reviewed extensive district documents and were onsite to meet with appropriate personnel to assess and compile findings and make recommendations for Minneapolis Public Schools, Metropolitan Nashville Public Schools, Pittsburgh Public Schools, Kansas City Public Schools, and Jackson Public Schools.  As a result of these strategic support team visits, the Academic team continues to partner with Metropolitan Nashville Public Schools, Kansas City Public Schools, and Jackson Public Schools in addressing findings and implementing high leverage recommendations from their respective reports and were identified by the districts as their priority instructional focus areas.

# JACKSON INSTRUCTIONAL REVIEW

2018

# Review of the Instructional Program of the Jackson Public Schools

COUNCIL OF THE GREAT CITY SCHOOLS

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# Exhibits

# Acknowledgments

The Council of the Great City Schools (Council) thanks the many individuals who contributed to this review of the instructional programs in the Jackson Public Schools. Their efforts were critical to our ability to present the district with the best possible proposals for improving academic services in the school system.

First, we thank Freddrick Murray, the school district's interim superintendent. It is not easy to ask one's colleagues for the kind of reviews conducted by the Council. It takes courage and openness and a real desire for change and improvement. He has these in abundance.

Second, we thank the Jackson school board, which approved and supported this review. We hope this report meets your expectations and will help improve the school system.

Third, we thank Jackson staff members who contributed to this effort, particularly William Merritt, who organized and facilitated the interviews and provided the detailed data and documents requested by the team. The time and effort required to organize a review such as this are extraordinary, and the staff's work was much appreciated.

Fourth, the Council thanks the many individuals who met with us, including central office administrators, principals, teachers, parents, and community members. They work passionately to support children and ensure the school district serves students in the best possible manner. District staff we met were dedicated to their students and had a strong desire to improve achievement.

Fifth, we also thank members of the community and various community organizations we met with. It was obvious to the Council team that the community had the best interests of the school district and its students in mind.

We want the community to know that we conducted this project at no cost to the school district or to the taxpayers of the city.

Finally, I thank Council staff members Ricki Price-Baugh, Ray Hart, Robin Hall, Denise Walston, and Amanda Corcoran for their excellent work during this review. They did an outstanding job, as always, and their efforts were critical to the success of this project. Thank you.


Michael Casserly
Executive Director
Council of the Great City Schools

# A.Introduction

**Review of the Instructional Program of the Jackson Public Schools**
**by the**
**Council of the Great City Schools**

The nation's urban public schools are home to some of the most innovative and effective reform initiatives in the nation. They have initiated, piloted, or experimented with everything from college and career-readiness standards to magnet schools, from dual enrollment to charter schools, and from early-college programs to pay-for-performance.

Still, many urban school districts continue to struggle with how to spur student achievement and regain public confidence. And it is no secret that student outcomes are lower than they should be, even though many urban school systems have made substantial gains in student achievement over the last 10 to 15 years.

The ingredients for urban school system reform and improvement are the subject of enormous public debate, partisan bickering, and philosophical squabbling. At the same time, there is strong and consistent research that outlines how some urban school systems improve and what differentiates urban school districts that have made improvements from those that have not.

In short, the answers are often found in the school system's governing system and leadership, how clearly and consistently the district makes student achievement the focus of its efforts, how cohesive and rigorous its instructional program is, what strategies the school system pursues to boost the capacity of its school and district staff, how well it supports its lowest-performing schools and students, and how well it uses its data to inform progress and decide where to intervene.

Like other urban school systems, Jackson is struggling to make progress on behalf of its students and community. The district has produced some real gains over the years, only to see these gains washed away with the turnover in leadership. And the new school board is working hard to improve the way it governs the system.

Both the school board and the interim superintendent understand that the district is at a crossroads and that a brighter future for the schools and the city may only be found along a rocky path forward. That road will not be paved with headline-grabbing structural changes; instead, it will be lined with the academic work that leads to higher quality instruction.

The district's new leaders also realize that the school system has been at this juncture before, and that the public, while committed to its public schools, want to see results in exchange for its good will and patience. This report lays out where the district is now academically, and it spells out a blueprint for how better results might be realized.

# B. Origins and Purpose of the Project

## I. Origin and Goals of the Project

The Board of Education and Interim Superintendent of the Jackson Public Schools asked the Council of the Great City Schools (CGCS) to provide a high-level review of the school district's instructional program.[1] Specifically, the Council was asked to:

- Assess the district's instructional program for its ability to improve academic outcomes for students.

- Develop recommendations that would help the Jackson Public Schools improve student outcomes.

In response to this request, the Council assembled a Strategic Support Team (the team) of organizational staff who are expert in urban school instructional operations and organizational design. The team was composed of the following individuals (whose brief biographical sketches appear in Appendix B):

Michael Casserly
Executive Director
Council of the Great City Schools

Ricki Price-Baugh
Director of Academic Achievement
Council of the Great City Schools

Robin Hall
Director of Literacy
Council of the Great City Schools

Denise Walston
Director of Mathematics
Council of the Great City Schools

Ray Hart
Director of Research
Council of the Great City Schools

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[1] The Council has conducted some 300 instructional, organizational, management, and operational reviews in over 50 big-city school districts over the last 15 years. The reports generated by these reviews are often critical, but they also have been the foundation for improving the performance of many urban school systems nationally. In other cases, the reports are complimentary and form the basis for identifying "best practices" for other urban school systems to replicate. (Attachment E lists the reviews that the Council has conducted.)

The team conducted fieldwork for the project during a four-day site visit to Jackson on December 3 through December 6, 2017.[2]

On the first evening of the site visit, the team met with Interim Superintendent Freddrick Murray and senior staff member William Merritt to better understand their expectations and objectives for the review and to make last-minute adjustments to the agenda. The team used the next two full days of their site visit to conduct interviews with key staff members and examine documents and data. Complete lists of the approximately 73 persons interviewed either individually or in groups and the materials reviewed are presented in Appendices C and D.[3]

On the evening of the second day, the team held a preliminary briefing for Dr. Murray and Dr. Merritt. The final day of the visits was devoted to synthesizing and refining the team's findings and recommendations.

The Council sent the draft of this document to district leadership for their review to ensure that the report was accurate. The final draft report was also reviewed by Council staff. This report contains the recommendations designed by the team to help the district's leadership identify opportunities for strengthening the instructional effectiveness of the Jackson Public Schools.

The Council has considerable experience in conducting organizational, academic, and operational reviews of big city school systems. The appendix lists some 300 technical assistance teams that the Council has provided to over 50 major city school systems over the last 20 years.

The approach of providing technical assistance, peer reviews, and support to urban school districts to improve student achievement and operational effectiveness is unique to the Council of the Great City Schools and its members, and the process has proven to be effective over the years for several reasons.

First, the approach allows the superintendent and staff to work directly with talented, experienced practitioners from other major urban school systems that have established track records of performance and improvement. No one can claim that these individuals do not know what working in a large school system like Jackson means.

Second, the recommendations developed by these teams have validity because the individuals who developed them have faced many of the same problems now encountered by the school system requesting a Council review. Team members are aware of the challenges faced by urban schools, and their strategies have been tested under the most rigorous conditions.

Third, working with the Council team is faster and less expensive than retaining a large management consulting firm. It does not take team members long to determine what is going on in a

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[2] All findings and recommendations are current as of the site-visit date of the respective team unless otherwise noted.

[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 teams conducting the interviews must rely on the willingness of those interviewed to be truthful and forthcoming but cannot always judge the accuracy of statements made by interviewees.

district. This rapid learning curve permits reviews that are faster and less expensive than could be secured from experts who are not so well versed on how urban school systems work.

Fourth, the reports generated from this process are often more hard-hitting and pointed than what school systems often get when hiring a consulting business that may pull its punches because of the desire for repeat business. For the Council, this work is not a business (and most members of the team are not compensated); it is a mission to help improve public education in the country's major urban school systems.

Finally, the teams comprise a pool of expertise that a school system such as Jackson can call upon to implement recommendations or develop alternative plans and strategies. The Council would be pleased to put this team and others at the disposal of the interim superintendent as he works to carry out recommendations and pursue other reforms.

## II. Contents of This Report

This report presents a summary of the Council's findings and proposals. All recommendations are grounded in research by the Council and others on why some urban school systems make substantial academic progress and others do not, and on extensive experience reviewing scores of instructional programs in big-city school systems nationwide.

This report is made up of several chapters. This, the first brief chapter (A), is an introduction to the project. The second chapter (B) describes the origin and purposes of the project, lays out the process employed, and introduces the individuals who participated. The third chapter (C) presents a brief overview of the Jackson Public Schools. The fourth chapter (D) examines the formal organizational structure and goals of the Jackson Public Schools and makes observations about how the district is organized, while the fifth chapter (E) compares the district's staffing levels relative to other districts in the state and nation. The fifth chapter (F) presents basic spending level data. Chapter six (G) lays out the broad findings on the district's curriculum and instructional programming. Chapter seven (H) summarizes the teams' analyses of student achievement trends and other student outcomes in Jackson. Chapter eight (I) presents a series of recommendations for improvement. And the final chapter (J) presents a synopsis of the team's overall observations, synthesizes results, and presents next steps.

The appendices of the report include the following:

- Attachment A. Key Performance Indicators comparing Jackson Public Schools with other major urban school systems on pre-school enrollment, absenteeism rates, ninth-grade course failure rates, suspension rates, AP course participation, and graduation rates.

- Attachment B. A detailed breakdown of "other student support services" personnel in the district.

- Attachment C. A list of documents and materials reviewed by the Strategic Support Team.

- Attachment D. A list of individuals the Strategic Support Team interviewed—either individually or in groups—during the site visit.

- Attachment E. Biographical sketches of members of the Strategic Support Team who participated in this project.

- Attachment F. A brief description and history of the Council of the Great City Schools and list of Strategic Support Teams the Council has fielded over the last 20 years.

# C. About the Jackson Public Schools

The Jackson Public Schools (JPS) is governed by a seven-member board of education that is appointed by the mayor. The board meets twice a month and is responsible for hiring and evaluating the superintendent of schools, setting policy, delegating responsibility for the administration of the school system, approving the budget, and monitoring and assessing results.

The school system itself is the second largest in Mississippi, enrolling some 26,000 students from pre-k to grade 12. The district is the predominant public-school system in Jackson, a city with approximately 172,000 residents covering about 104 square miles. JPS enrolls some 80 percent of all school-aged children in the city.

The district operates seven high schools, 12 middle schools, 37 elementary schools, and two special schools—58 campuses in all—with seven feeder patterns. Some 97 percent of students in JPS are African American, about 1.5 percent are white, and about 1.5 percent are Hispanic. In addition, about 92 percent of the district's enrollment is poor enough to qualify for a federal free or reduced-price lunch subsidy.

These demographics are substantially different from the public-school enrollment statewide where about 48.5 percent of students are African American, about 44 percent are white, about 3.8 percent are Hispanic, and some 3.7 percent come from other groups or are multi-racial.

The demographics of the school system are also somewhat different from that of the city at large. About 80 percent of Jackson's general population is African American, about 18 percent of residents are white, and 1.4 percent are Hispanic. Likewise, the city's population differs substantially from the state, where about 58 percent of the population are white, 37 percent are African American, and about 2.6 percent are Hispanic.

Some 98 percent of Jackson's population was born in the United States, but about 2.4 percent of the population of the Jackson metropolitan area are immigrants—and most of these are working age (between the ages of 25 and 64). Working age adults represent 74 percent of the immigrant population and 52 percent of the U.S.-born population.

Immigrant workers in the Jackson metropolitan area work mainly in the construction, hospitality, and agriculture/forestry fields. Most immigrant residents speak Spanish, French, or one of the African languages.

The Jackson Public Schools employ some 4,450 individuals and has a total general fund budget of about $280 million. About 46 percent of the district's budget comes from the state, about 33.5 percent comes from locally generated sources, and about 20.5 percent comes from the federal government.

The district has an array of programming that is both academic and non-instructional. Its academic programs include initiatives for the intellectually and academically gifted, including Open Doors, which is available to intellectually gifted students in grades 2–6, and APAC (Academic and Performing Arts Complex) for students in grades 4–12. Besides its academic

component, the APAC program includes an intense visual and performing arts school. Students may audition as early as third grade to enter the program in the fourth grade.

In addition, JPS offers an International Baccalaureate Programme for students in grades K-5 through the Primary Years Programme, for students in grades 6–10 through the Middle Years Programme, and for students in grades 11–12 through the Diploma Programme.

Over the years, both Jackson as a city and its school system have faced substantial challenges. In 1980, the city had a population of slightly over 200,00 citizens. Since 2000, its population has dropped 8.6 percent—making the city some 16.6 percent smaller than it was in 1980. Still, the city is rich culturally and historically with its new Mississippi Civil Rights Museum and the Museum of Mississippi History. It is also home to Eudora Welty House, the Medgar Evers Home Museum, and many other museums and landmarks.

While the city's population has declined, the population of the surrounding metropolitan area has increased, as did the overall poverty level within the city itself. And as the city's poverty levels increased, its public schools struggled with academic achievement, graduation rates, and discipline.

Recently, the school system was threatened by the state with the possibility of a takeover because of poor performance and non-compliance with various state mandates. The governor decided, however, not to pursue a takeover, but appointed a commission to work alongside the newly appointed school board to improve the school system. The state is also requiring the district to submit a series of corrective action plans to address issues of non-compliance.

At the same time, the new school board is just getting its bearings, while it is also discussing a new superintendent search. The board has issued an RFP to solicit bids from superintendent search firms and has narrowed its choices down to two national organizations.

The school board still has a lot of work to do as it stabilizes the district's governance structure. And the administration continues to work to create momentum on behalf of the district to address the pressure it is under to improve. The district is clearly at cross-roads, but an intersection that should take the district in a more promising direction if the right path is taken.

This report was requested by the interim superintendent and school board to help the system determine the right direction with its reforms and improvements.

# D. Goals and Organizational Structure

**Organizational Goals and Organizational Structure**

This chapter examines the goals and organizational structure of the Jackson Public Schools. The chapter also looks at various department organizational structures. In addition, it makes observations about how the district is organized.

**A. Goals**

- The JPS mission statement reads—

"Jackson Public Schools, an innovative, urban district committed to excellence, will provide every student a quality education in partnership with parents and community."

- Its vision statement reads—

"Our vision is to become a top-ranked learning community that graduates productive, caring citizens who are prepared to succeed in a global society."

- The district has a series of well-stated goals and *objectives* that were tagged to its three-year strategic plan (2016-2019) and are placed throughout the district and its schools, including near the school board dais. They are—

    a. Increase academic performance and achievement.

    - Increase student proficiency in the areas of reading, math, and science
    - Increase graduation rate and ACT proficiency
    - Increase state accountability ratings for district and schools
    - Increase parental and community involvement at all levels within the school system

    b. Increase average daily attendance for students, teachers and staff.

    - Increase daily attendance for students and staff
    - Increase health and safety levels of all district schools and facilities.

    c. Attract and retain high quality teachers, administrators, and staff.

    - Increase teacher and administrator retention
    - Increase the number of highly qualified staff.

- The three goals are accompanied by a series of *strategies*, but they are not consistently aligned to the goals, are often vague, or are not always formulated in a way that would produce movement toward the goals. The strategies for each goal include—

a. Increase academic performance and achievement.

❖ Enable and deploy district's Rapid Response Team to provide tactical support to low performing schools
❖ Activate and monitor an early warning system to identify and intervene on academic challenges
❖ Sustain the growth of freshman and career exploration academies in all high schools
❖ Provide targeted professional development opportunities using current, proven "best practices" in all content areas
❖ Expand parental and community engagement through an active partnership with Alignment Jackson

b. Increase average daily attendance for students, teachers and staff

❖ Sustain the growth of Positive Behavior Intervention and Support (PBIS) in all schools
❖ Utilize the district's Office of Compulsory Attendance to identify, monitor, and address early signs of truancy and dropouts
❖ Continue promoting high staff attendance using the district's employee attendance tracking system
❖ Closely monitor the implementation of district's Emergency Management Plan
❖ Continue to enhance work environments by using evidence-based tips and methods on occupational safety and healthiness

c. Attract and retain high quality teachers, administrators, and staff

❖ Establish and maintain a productive leadership academy for current and prospective administrators
❖ Strategically execute multimedia platforms to recruit capable and skilled teachers, administrators, and support staff
❖ Create a well-balanced employee mentorship program in support of career advancement at all levels
❖ Compose and implement a comprehensive employee recognition program

- The Council team saw no evidence from their minutes that the previous school board routinely monitored progress on these goals or objectives.

- The stated goals did not appear to drive either the work or the organizational structure of the school system.

- The Council team could not find any evaluations of the effectiveness of the strategies listed under each goal.

- The Council team saw no evidence that the stated goals drove budget decisions on a routine basis.

- Senior officials in the school district told the Council that the goals and objectives posted throughout the district were not the real goals. Instead they had been replaced by other goals, but in interviews few staff appeared to know what they were. At the same time, the district has a well-crafted balanced score-card that states another three goals—

  a. Increase academic performance and achievement (like the posted goal)
  b. Provide safe school climate
  c. Maintain fiscal integrity & accountability of resources.

- Each of the goals on the balanced scorecard are accompanied by a series of 46 quantifiable measures or lagging indicators.

### B. District Organizational Structures

- The Council team was given multiple organizational charts of the central office administration (one draft dated 7-20-17, one undated, and one showing only the board of education, superintendent, community, deputy superintendent (vacant), area superintendents, and district counsel). None of the organizational charts were aligned to any systemic instructional priorities or the district's stated goals. (See exhibits below). The team was also told that none of the structures were correct.

**Exhibit 1. Organizational Structure of the Jackson Public Schools (undated)**
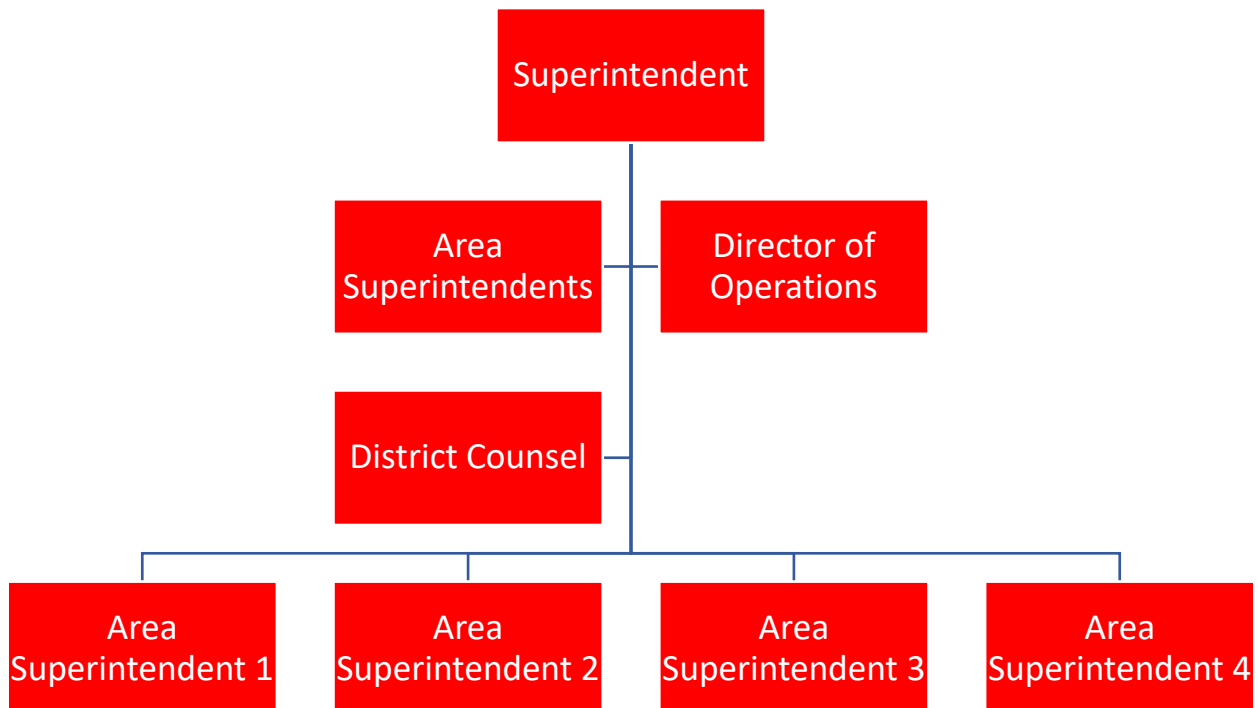
**Exhibit 2. Organizational Structure of the Jackson Public Schools (dated DRAFT 7-20-17)**
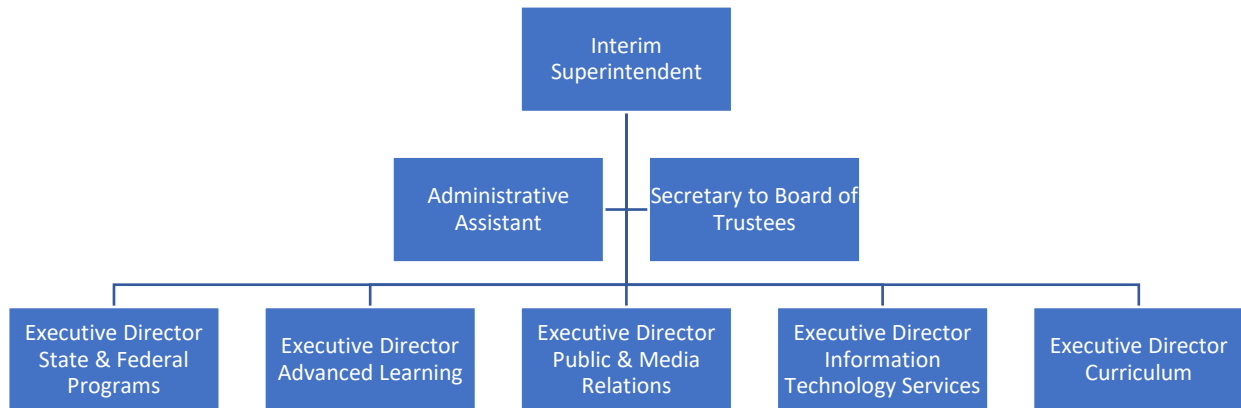


**Exhibit 3. Organizational Structure of the Jackson Public Schools (showing limited reports)**
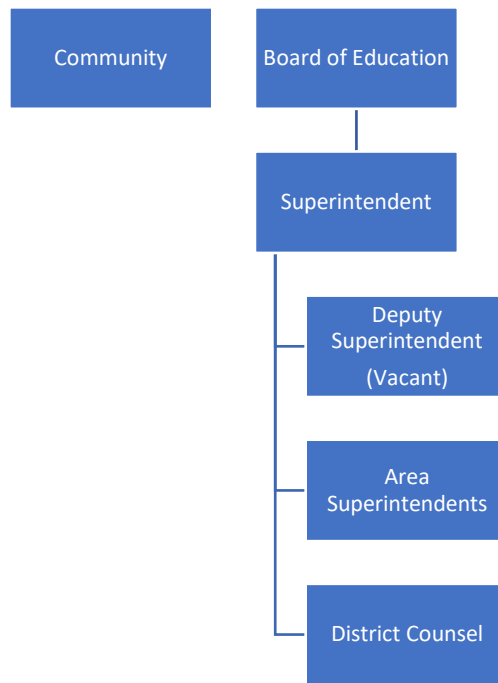


- The first two staffing structures (exhibits 1 and 2) were likely to contribute to poor coordination, fracturing of communications and weak collaboration, and uneven support of schools. The final structure (exhibit 3) could work with some modifications, but it is also poorly conceived.

- The Council team was also given a set of more detailed organizational charts for individual departments—all dated 7-20-17. Some were tied to the broader organizational structure— also dated 7-20-17—but others were not.[4]

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[4] The Council team was given organizational charts for a chief academic officer, a federal programs director (reporting to the superintendent), an executive director for advanced learning programs (reporting to the

- As it currently operates, the organizational structure was driven more by individual personalities and relationships than by the district's vision, direction, and priorities.

- In general, the organizational structure of the Jackson Public Schools does not reflect best practice in organizational design for any large-scale operation, public or private. Like functions are not grouped together; spans of control are uneven and too large in some cases; and reporting lines do not clearly articulate authority and decision-making protocols.

- There was little evidence from team interviews of cross-functional teaming to spur staff collaboration or to benefit from multiple perspectives on how to solve complex district problems.

- The span of control of the interim superintendent was be too wide, depending on which organizational structure is correct.

- The district uses a feeder pattern system within four areas. Each area, except for one, consists of two feeder patterns. Area directors operate largely as independent school systems, but with uneven numbers of schools (ranging from 8 to 17). There is no norming of practice across regions or area directors, contributing to uneven and irregular implementation of the instructional and assessment program.

- The Council team has never seen an organizational structure in a major city school system that was built around its regions rather than its functions. As currently organized, the district has little possibility of success in meeting its systemwide goals.

- The district appears to have little capacity for strategic planning or thinking. It does not appear to strategically roll out initiatives, hire staff and teachers, guide multiple vendors, or manage public or political expectations about what can be accomplished.

- The district's leadership and staff, in general, seems more focused on narrow operational and compliance issues rather than on its broader policy needs. (This may be partially due to the state's compliance audit, but the system in general seems to move from one activity or initiative without a clear plan for what it is doing.)

C. Academic Organizational Structures

- The district's major instructional functions were dispersed across the organizational structure. For instance, the curriculum director reports to an area director, the pre-k director

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superintendent), athletics (under a deputy superintendent), a district counsel, a chief financial officer, an executive director for human resources, an executive director for research, evaluation, and assessment, an executive director of public & media relations (reporting to the superintendent), an executive director of professional development, an internal auditor, an executive director of campus enforcement, a food services department (under a deputy superintendent), an information technology services director, property accounting (under a deputy superintendent), transportation (under a deputy superintendent), and facilities & operations (under a deputy superintendent)

reports to federal programs, and professional development was not shown on the organizational chart at all.

- The curriculum department was isolated from the rest of the leadership structure of the district and its organization.

- The organizational charts dated 7-20-17 had an executive director for curriculum, an executive director of state and federal programs, and an executive director of advanced learning all separately reporting to the interim superintendent. During interviews, however, the team was told that curriculum reported to an area director. This structure is unusual in most large city school systems. One typically finds these three positions reporting to a chief academic officer, who reports to the superintendent.

- The chief academic officer, which was not shown as reporting to the superintendent on the charts dated 7-20-17, had five direct reports: a director of exceptional education (special education); an MTSS (multi-tiered systems of support) director the school PBIS chairs, 504 coordinators, and school interventionists; a Tools for Life implementation coach; and the program services coordinators, program services specialists, and related services coordinators.

- The federal programs director, who reported to the interim superintendent on the 7-20-17 charts, had seven direct line reports: an administrative assistant, a 21$^{st}$ century program head, a home liaison, a pre-k specialist, a parenting coordinator, a "watchdogs" head, and a director of early childhood. The executive director also had an office manager.

- The director of advanced learning programs, who reported to the interim superintendent on the 7-20-17 charts, had three line-reports: gifted education teachers; a district lead counselor; and a psychometrist. The executive director also had two staff reports: and administrative secretary and a receptionist (for the building).

- The director of athletics, who typically would report to a student services director under the chief academic officer, instead reports to the deputy superintendent on the 7-20-17 charts, and has two assistant directors, an administrative secretary, and a secretary.

- The organizational arrangement of the instructional functions of the school district were highly unusual, badly dispersed, and were likely contributing to the lack of coordination among instructional staff at the district level and dampening the ability of the system to get better results for students.

### D. Operational Organizational Structures

- The chief financial officer, which is not shown on the 7-20-17 organizational charts as reporting to the interim superintendent, has four direct reports: an executive director of finance, a budget coordinator, the executive director of human resources, and a purchasing coordinator. Under the executive director of finance is an accounting coordinator and an

accounts payable coordinator. A budget analyst reports to both the director of finance and the budget coordinator and the payroll coordinator is not shown as reporting to anyone on the organizational chart.

- The executive director of human resources, who reports to the chief financial officer on the 7-20-17 organizational charts, has several certified personnel specialists reporting to her. These include verification specialists, administrative staffing, unemployment, and MSIS/accreditation specialist. The organizational chart for this unit also shows that a receptionist reports to the executive director of human resources, but that a director of human resources reports to the receptionist. Under this director of human resources are certified personnel specialists for FMLA and Kelly Services.

- The executive director of public and media relations, who reports to the superintendent under the 7-20-17 charts, has four direct reports: graphic arts, instructional television, partners in education, and public & media relations. Under the graphic arts section is a director, two graphic arts specialists, a mail clerk, and six offset equipment operators. Under the instructional television unit is a coordinator, an ITV script writer and producer, and ITV producer technician, and a secretary. In the partners in education unit is a director and secretary. And under public & media relations is a communications specialist, a web manager, an administrative secretary, and a front desk receptionist.

- The executive director of information technology services, who reports to the superintendent under the 7-20-17 charts five direct line reports and three staff reports. Line reports include a help desk administrator, a database administrator, a network engineer, a systems administrator, and an instructional technology coordinator. Staff reports include an administrative secretary, a network facilities specialist, and a distance learning analyst. Under the help desk administrator are a senior systems analyst, 10 network analysts, and three tech support technicians. Under the instructional technology director are four IT facilitators and a lead teacher resource center librarian.

- Under the deputy superintendent on the 7-20-17 organizational charts is a food services department, property accounting, transportation, and facilities & operations.

- In general, none of the departments are organized by function.

# E. Staffing Levels

This chapter analyzes overall staffing levels (FTEs) of the Jackson Public Schools in 2014-15 (the most recent federal data from the National Center for Educational Statistics available), comparing them with the median for the Great City Schools nationwide and with the state of Mississippi. In general, the results indicate that the Jackson Public Schools were somewhat more generously staffed than the median of other urban school districts across the country and that the district had fewer teachers than would be expected for a district with its enrollment. For example—

- Jackson had approximately 6.73 students per staff member compared to the Great City Schools median of 7.94 students per staff member. (See exhibit 4.) In other words, Jackson had more total staff for its enrollment than the median Great City School district.

- Jackson had a smaller proportion of total staff members who were teachers than the *median* Great City School district, 41.16 percent vs. 50.0 percent, respectively. (See exhibit 5.) The *mean* across Great City School districts was 51.58 percent.

- Jackson had somewhat more students per teacher than the median Great City School district, 16.34 vs. 15.93, respectively. (See exhibit 6.) In other words, Jackson had fewer teachers for its enrollment than did the median Great City School district.

- Jackson had fewer students per administrator compared to the median Great City School district, 57.17 vs. 71.77, respectively. (See exhibit 7.) In other words, Jackson had more total administrators for a district with its enrollment than the median Great City School district.

- Jackson had fewer students per school-based administrator than the median Great City School district, 89.48 vs. 116.35, respectively (See exhibit 8.) In other words, Jackson had more school-based administrators for a district of its enrollment than the median Great City School district.

- Jackson had fewer students per district-level administrator than the median Great City School district, 158.28 vs. 216.71, respectively. (See exhibit 9.) In other words, Jackson had more district-level administrators for a district of its enrollment than the median Great City School district.

- Jackson had a higher percentage of student support and other support services staff members (26.76) than the average Great City School district (16.95). (See exhibit 10.)

- Overall, Mississippi school districts tended to have a smaller percent of their total staff members who were teachers and a larger percent of their total staff who were district and school-based administrators than did Great City School districts nationwide. (See exhibit 10.)

- In general, staffing patterns in Jackson were much more like those in other Mississippi school districts than like other Great City School districts nationwide.

**Exhibit 4. Students per Staff Member in the Jackson Public Schools**
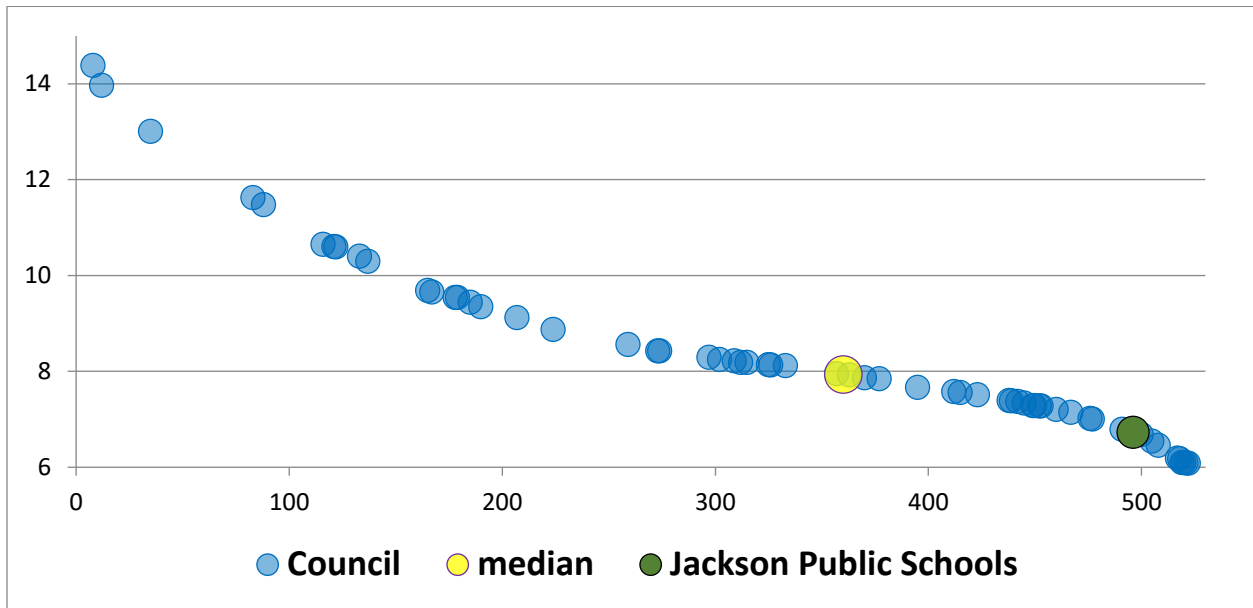


Y-axis=number of students-to-total staff; X-axis=ranking in relation to all school districts in the nation with enrollments of over 15,000. Note that each blue dot represents a Great City School district. Jackson had 6.73 students per staff member; the median for the Great City Schools was 7.94 students per total staff member.

**Exhibit 5. Teachers as a Percent of Total Staff in the Jackson Public Schools**
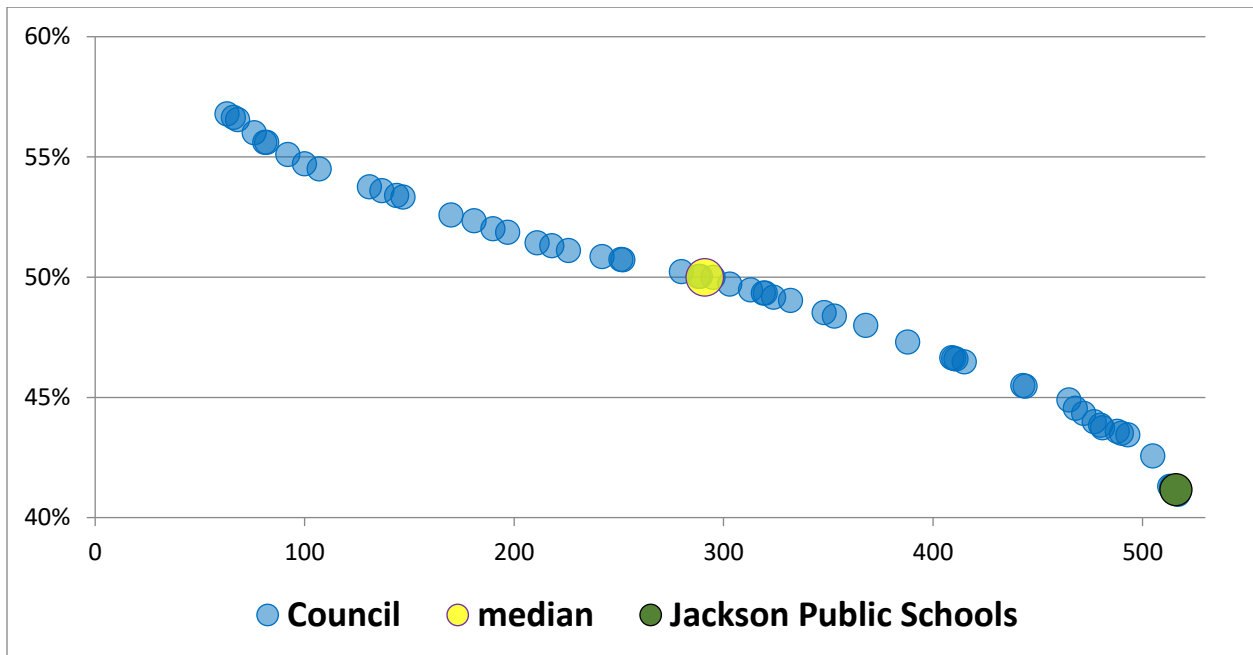


Y-axis=percent of total staff who were teachers; X-axis=ranking in relation to all school districts in the nation with enrollments of over 15,000. Note that each blue dot represents a Great City School district. Jackson's percentage of all staff who were teachers was 41.16 percent; the median for the Great City School districts was 50.0 percent

**Exhibit 6. Students per Teacher in the Jackson Public Schools**
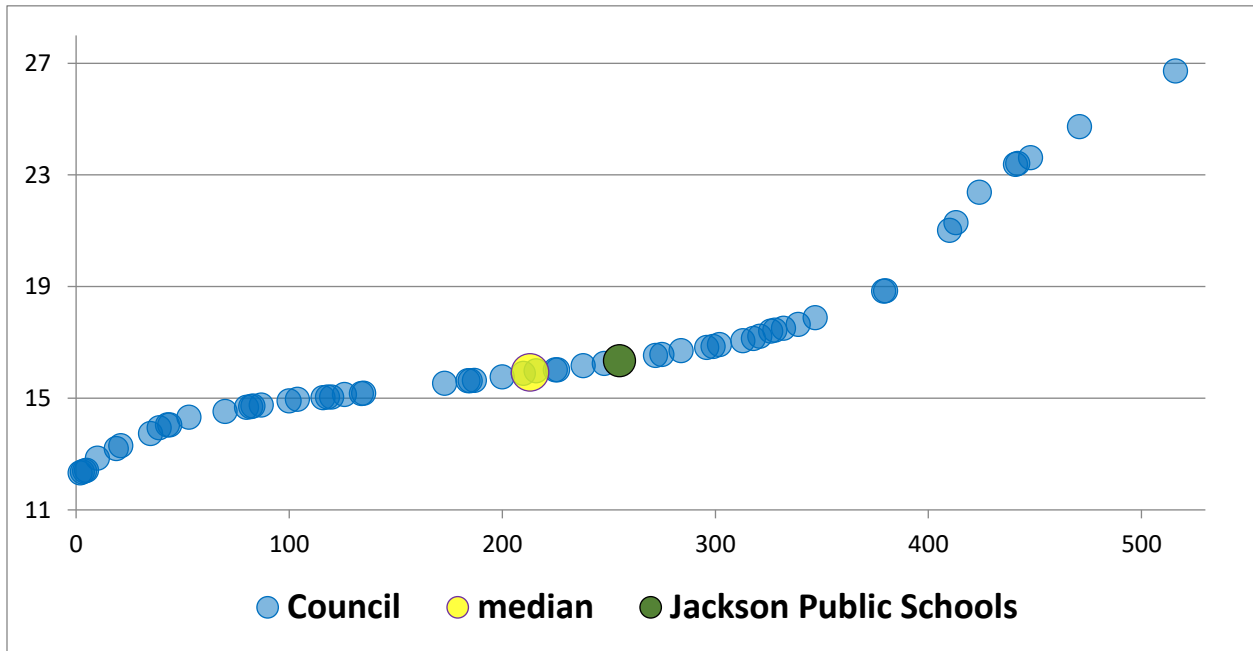


Y-axis=number of students-to-teachers; X-axis=ranking in relation to all school districts in the nation with enrollments of over 15,000. Note that each blue dot represents a Great City School district. Jackson had 16.34 students per teacher; the median for the Great City Schools was 15.93 students per teacher.

**Exhibit 7. Students per Total Administrator in the Jackson Public Schools**
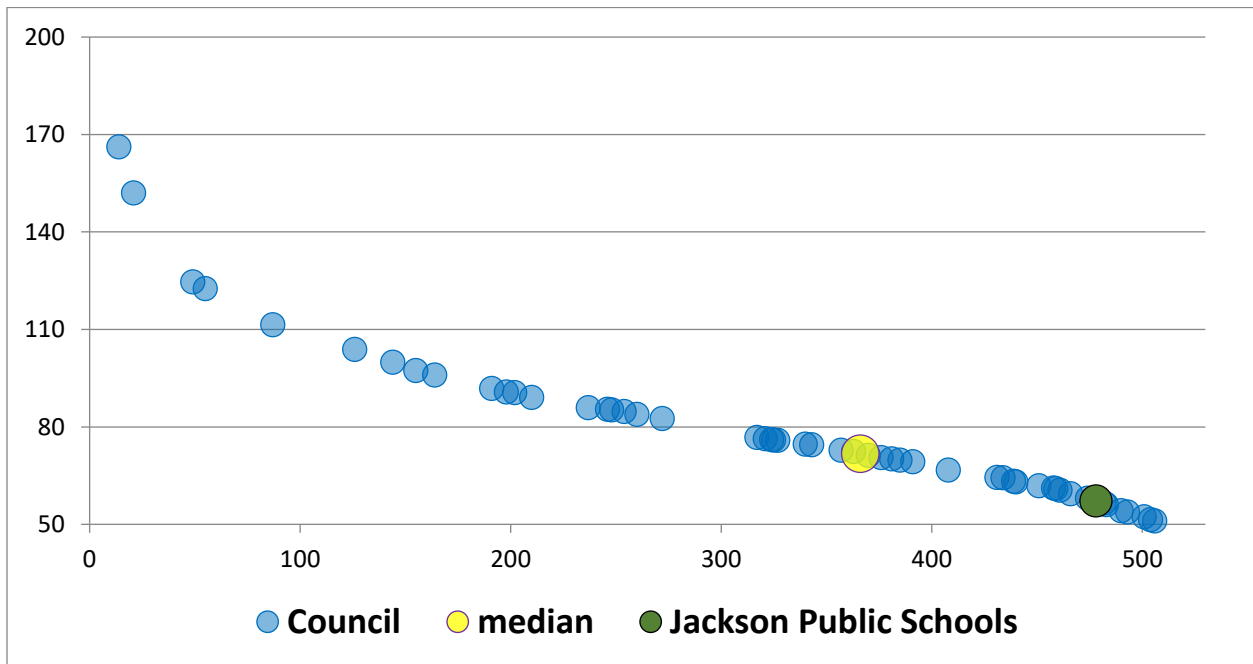


Y-axis=number of students per administrator; X-axis=ranking in relation to all school districts in the nation with enrollments of over 15,000. Note that each blue dot represents a Great City School district. Jackson had 57.17 students per administrator; the median for the Great City Schools was 71.77 students per administrator.

**Exhibit 8. Students per School-based Administrator in the Jackson Public Schools**
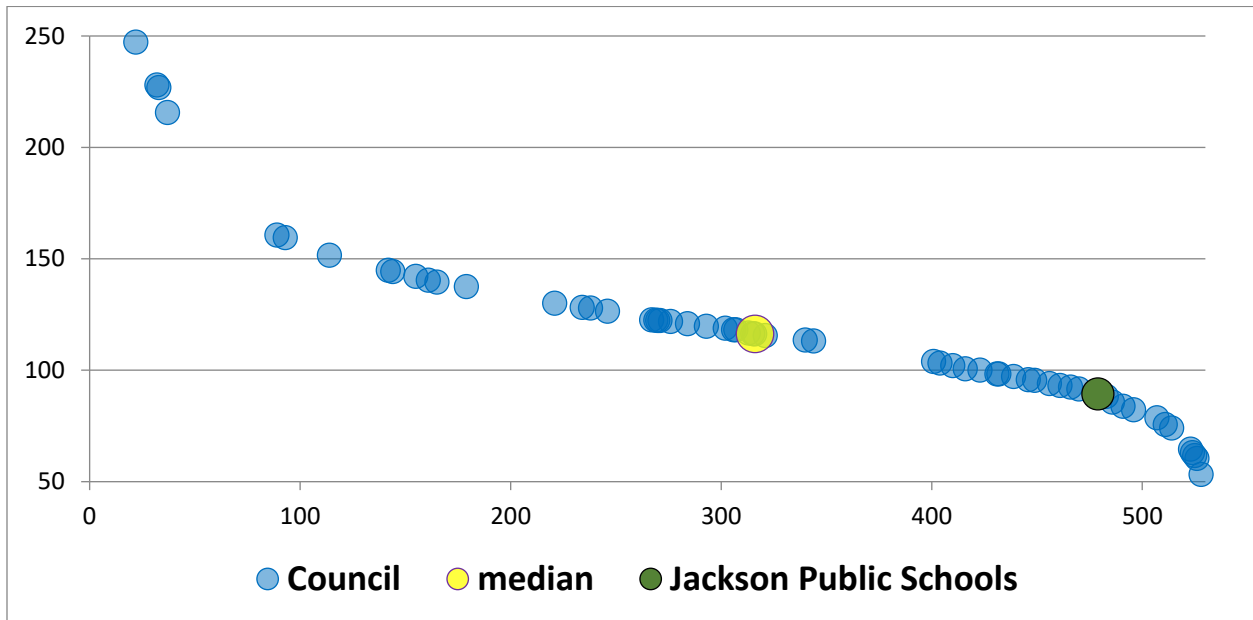


Y-axis=number of students per school-based administrator; X-axis=ranking in relation to all school districts in the nation with enrollments of over 15,000. Note that each blue dot represents a Great City School district. Jackson had 89.48 students per school-based administrator; the median for the Great City Schools was 116.35 students per school-based administrator.

**Exhibit 9. Students per District-level Administrator in the Jackson Public Schools**
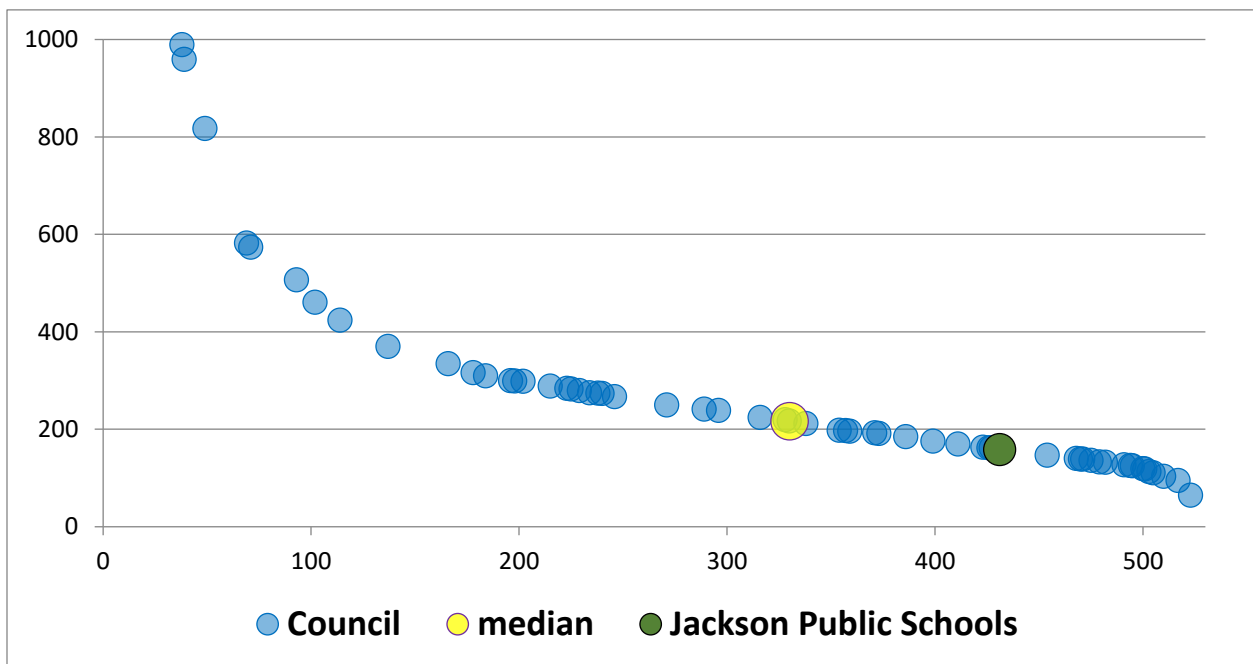


Y-axis=number of students per district-level administrator; X-axis=ranking in relation to all school districts in the nation with enrollments of over 15,000. Note that each blue dot represents a Great City School district. Jackson had 158.28 students per district-level administrator; the median for the Great City Schools was 216.71 students per district-level administrator.

**Exhibit 10. Percent of Total Staff by Major Position in Jackson, Compared to Mississippi and other Great City School Districts**

| Position | Mississippi mean using NCES data | Great City Schools Mean using NCES data | Jackson using NCES data | Updated Jackson using JPS data for 2017 |
|---|---|---|---|---|
| Teachers | 47.72% | 51.58% | 41.16% | 41.85% |
| Paraprofessionals | 11.36% | 10.99% | 10.26% | 10.66% |
| Instructional Supervisors | 1.03% | 1.74% | 1.34% | 1.34% |
| Guidance Counselors | 1.58% | 1.75% | 1.97% | 2.09% |
| Librarians-Media Specialists | 1.21% | 0.77% | 1.27% | 1.36% |
| Librarians-Media Support | 0.19% | 0.24% | 0.00% | 0.00% |
| LEA Administrators | 2.17% | 1.04% | 0.58% | 1.29% |
| LEA Administrative Support | 3.14% | 2.90% | 3.67% | 3.91% |
| School Administrators | 2.92% | 3.22% | 2.98% | 2.91% |
| School Administrative Support | 3.21% | 4.25% | 4.54% | 4.69% |
| Student Support Services | 4.83% | 4.57% | 5.46% | 4.57% |
| All Other Support Services | 20.63% | 16.95% | 26.76% | 25.35% |
| Total Staff | 100.00% | 100.00% | 100.00% | 100.00% |

- The Council team also conducted a more detailed analysis of the All Other Support Services category using JPS data. Whether one uses NCES data or district data, the results suggest that the Jackson Public Schools were staffed at similar levels in the All Other Support Services area to other public-school systems in Mississippi. At the same time, JPS and the state had more staff members in this category than other major urban school systems across the country. Still, the differences with other urban school systems may be due to outsourcing patterns in other cities for transportation, food services, and security systems. In general, this category of staffing includes bus drivers, custodians, building maintenance staff, cafeteria staff, and others. A breakdown of staffing numbers in this category can be found in Attachment B.

# F. Budget and Spending

This chapter analyzes overall spending levels of the Jackson Public Schools in 2014-15 (the most recent federal data from the National Center for Educational Statistics available), comparing it with the median for the Great City Schools nationwide and selected other major cities in the southern region (Atlanta, Birmingham, Charlotte, Kansas City,[5] Little Rock, Norfolk, Oklahoma City, Richmond, and Memphis-Shelby County). In general, the results indicate that the Jackson Public Schools were substantially less well funded than other major urban school systems around the country. For example—

- The average per pupil expenditure of the Jackson Public Schools in 2014-15 (again, the most recent federal data available) was $8,847, compared to $12,835 among the Great City School districts nationwide. Jackson also had the lowest total expenditures per pupil of all the comparison districts. Some 76.3 percent of Jackson's total spending was devoted to personnel, compared to 69.1 percent across the Great City Schools. (Exhibits 11, 16, 21, and 22.)

- The average instructional expenditure per student in Jackson that same year was $4,495, compared to $6,262 among the Great City Schools nationwide, although JPS devoted a larger percent of total expenditures to instruction, 50.8 vs. 48.8. Jackson also had the lowest instructional expenditures per pupil of all the comparison districts. About 46.1 percent of all expenditures in Jackson were devoted to instructional personnel, compared to 44.7 percent among all Great City School districts. (Exhibits 12, 17, 21, and 22.)

- The average general administration expenditure per student in Jackson that year was $208, compared to $128 among the Great City Schools nationwide. Jackson also had general administrative expenditures per pupil that was just below the median of the comparison districts. Some 1.8 percent of Jackson's total spending was devoted to general administrative personnel, compared to 0.6 percent in other Great City Schools. (Exhibit 13, 18, 21, and 22.)

- The average school administration expenditure per student in Jackson was $3,623, compared to $5,806 among the other Great City Schools nationwide. Jackson also had the lowest school administrative expenditures per pupil of all the comparison districts. Some 5.9 percent of Jackson's total expenditures were devoted to school administrative personnel, compared to 4.8 percent among the Great City Schools. (Exhibit 14, 19, 21, and 22.)

- The average expenditure for operations, business services, and other costs was $3,623, compared to $5,806 among the other Great City Schools nationwide. Jackson also had the second lowest expenditures per pupil for operations, business services, and other expenses of all the comparison districts. About 22.5 percent of the district's total expenditures were devoted to operations, business services, and other personnel, compared to 19.0 percent in other Great City School districts. (Exhibit 15, 20, 21, and 22.)

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[5] Kansas City, Missouri

**Exhibit 11. Total Expenditures per Student**
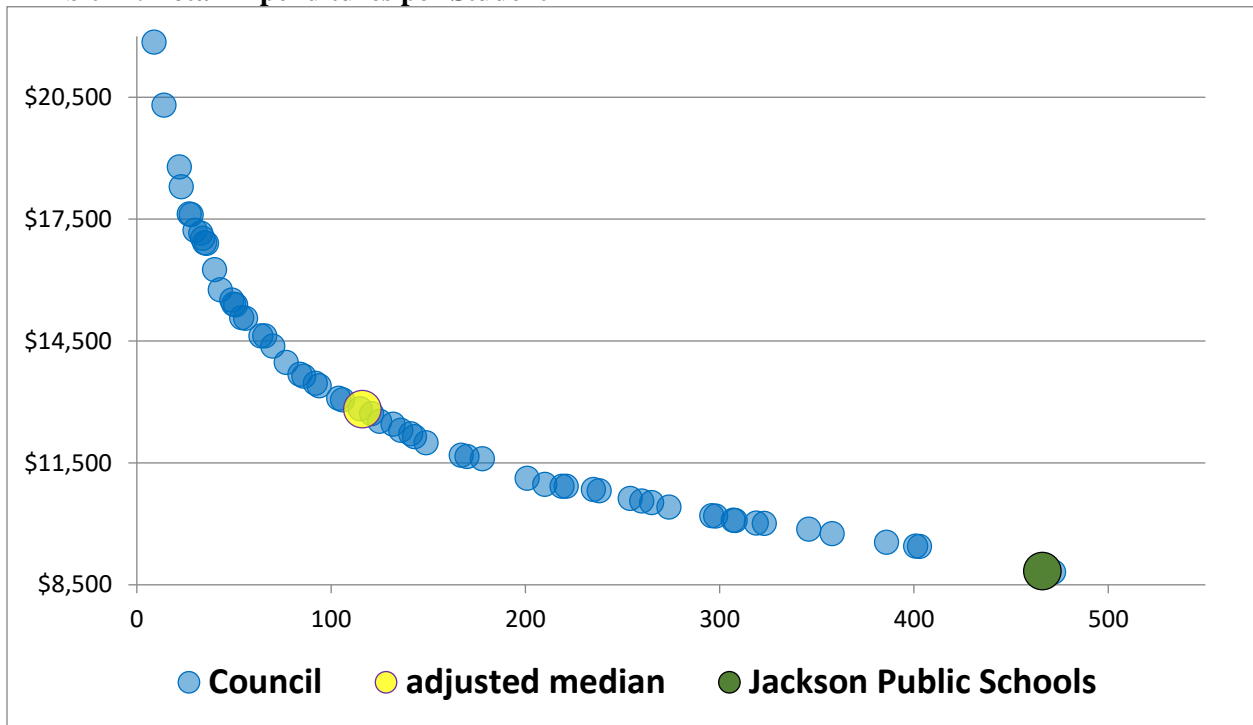


**Exhibit 12. Instructional Expenditures per Student**
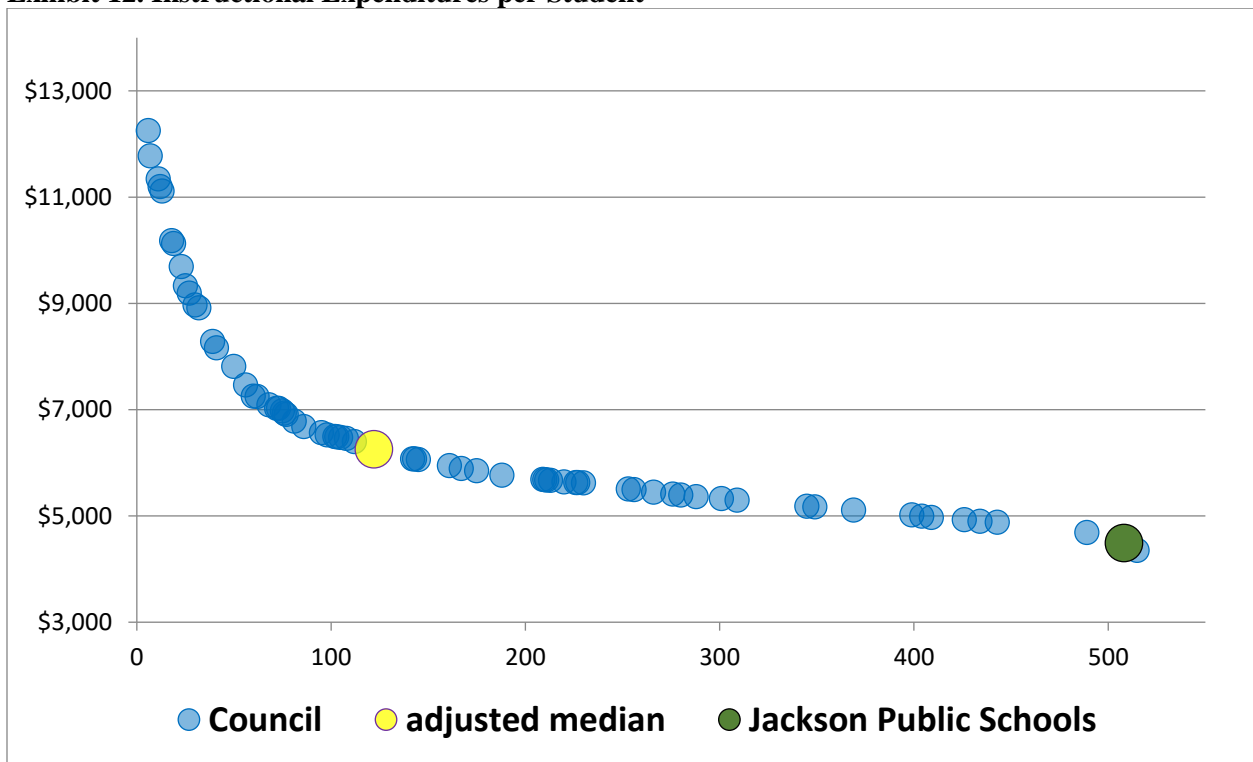
**Exhibit 13. General Administration Expenditures per Student**
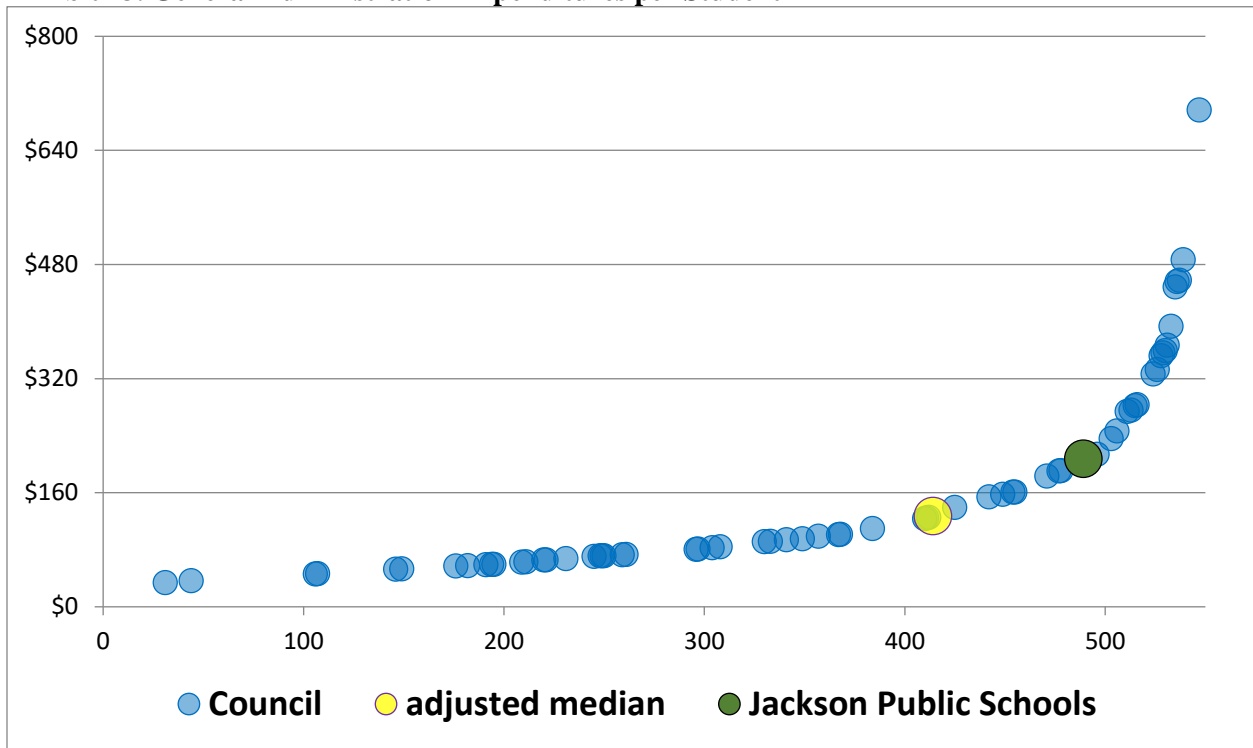


**Exhibit 14. School Administration Expenditures per Student**
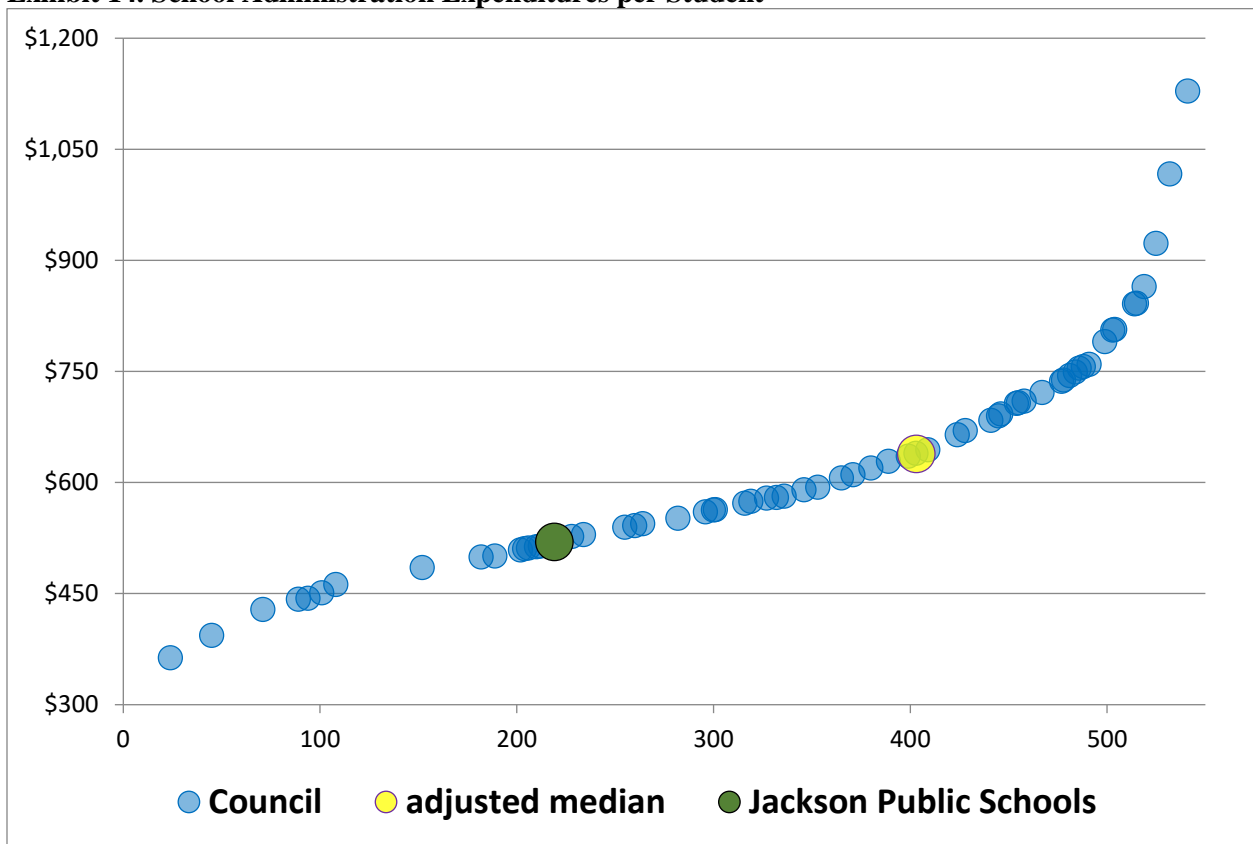
**Exhibit 15. Operations, Business Services, and Other Expenditures per Student**
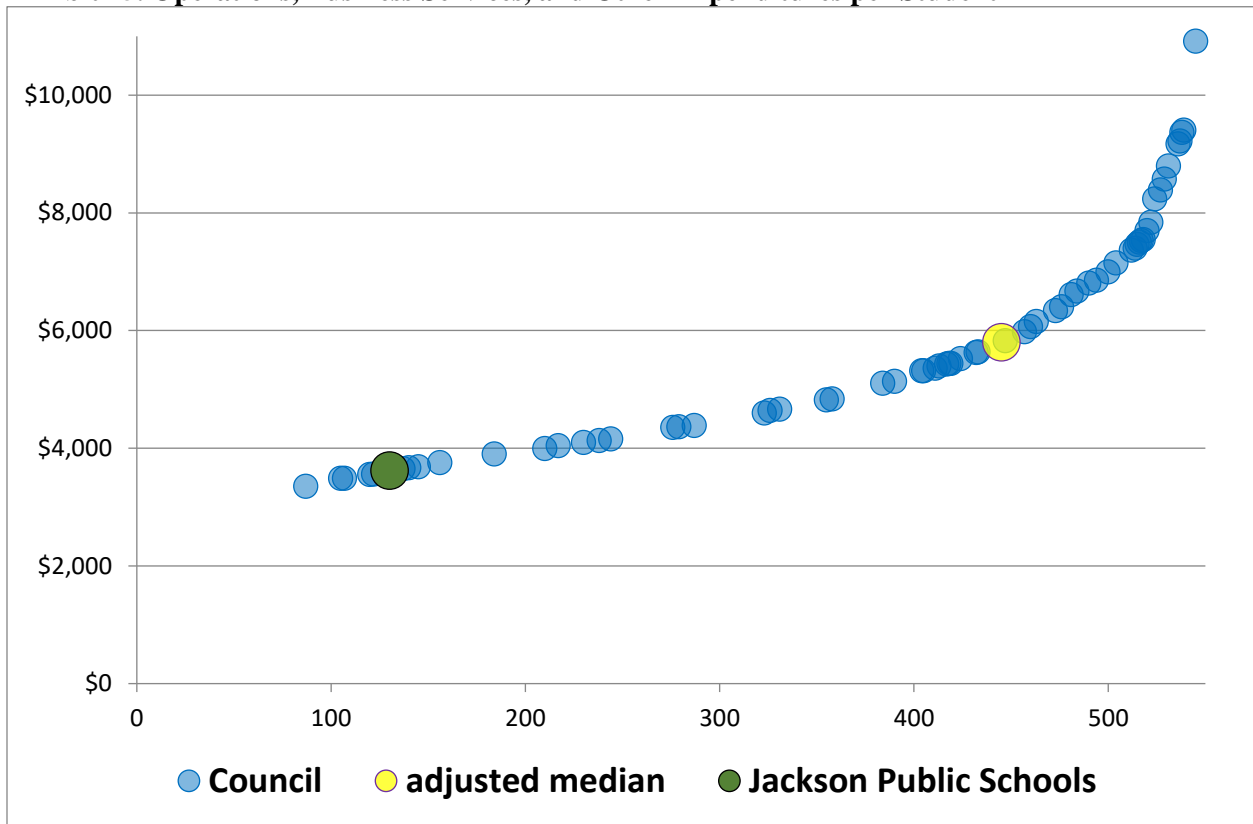


**Exhibit 16. Total Expenditures per Student Compared to Selected Cities**
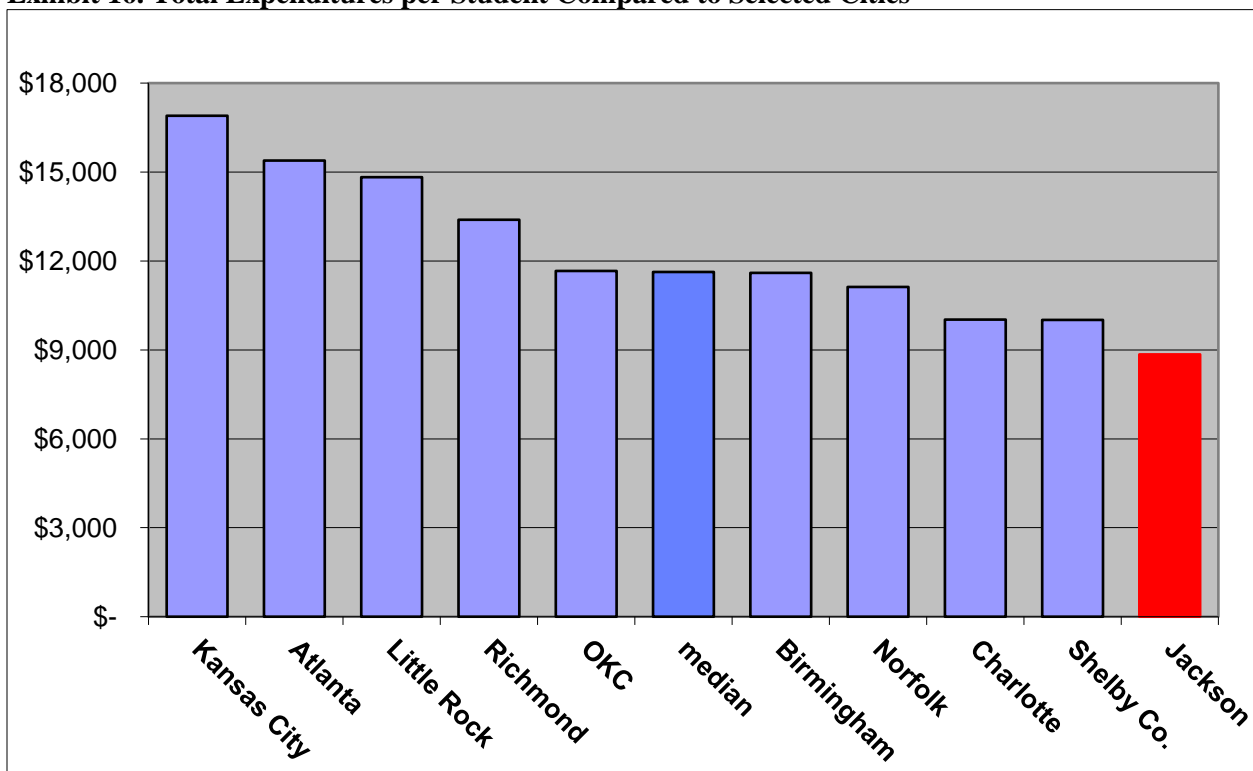
**Exhibit 17. Instructional Expenditures per Student Compared to Selected Cities**
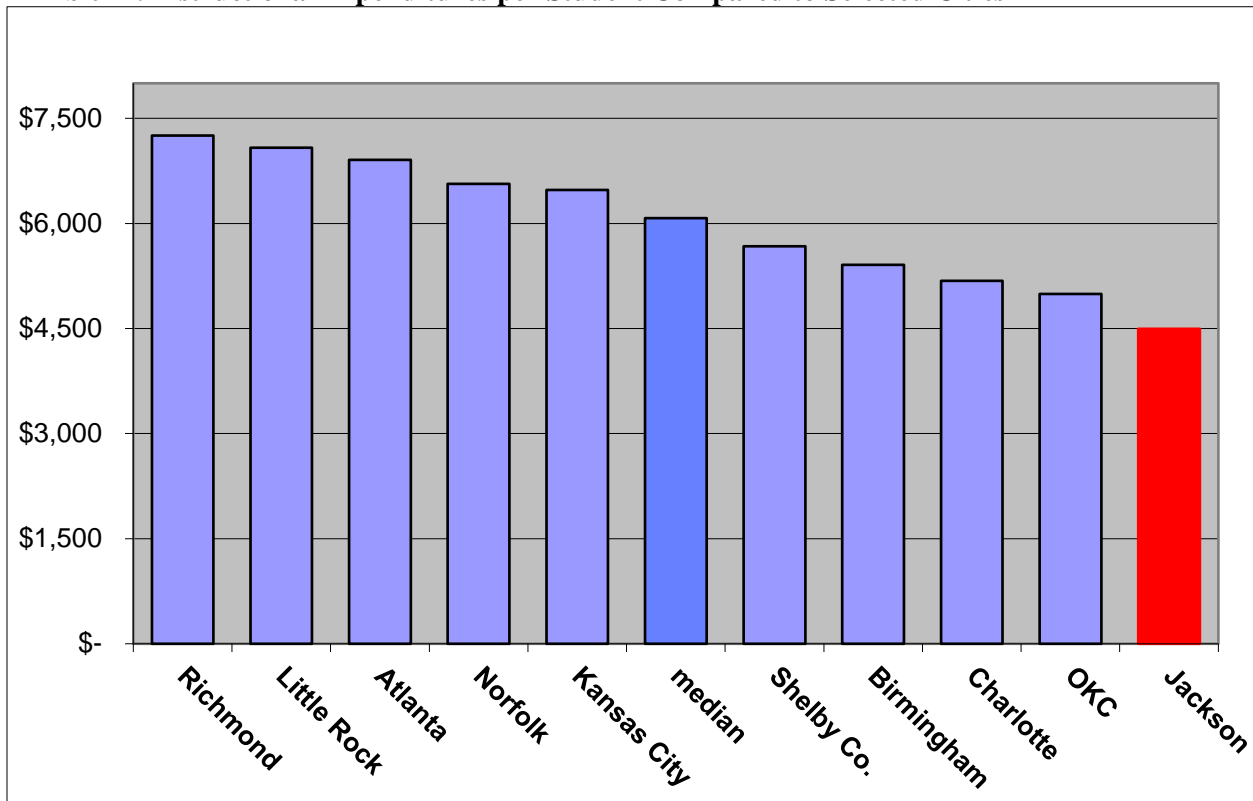


**Exhibit 18. General Administration Expenditures per Student Compared to Selected Cities**
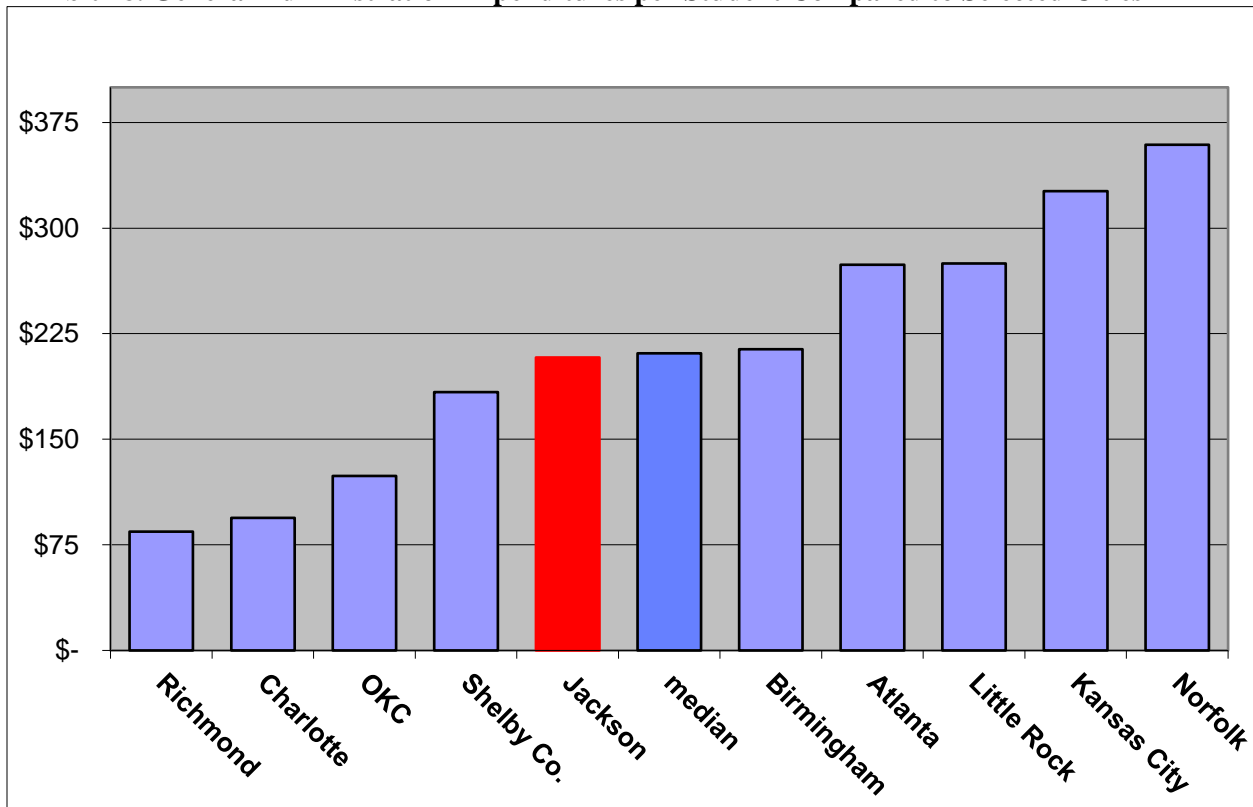
**Exhibit 19. School Administration Expenditures per Student Compared to Selected Cities**
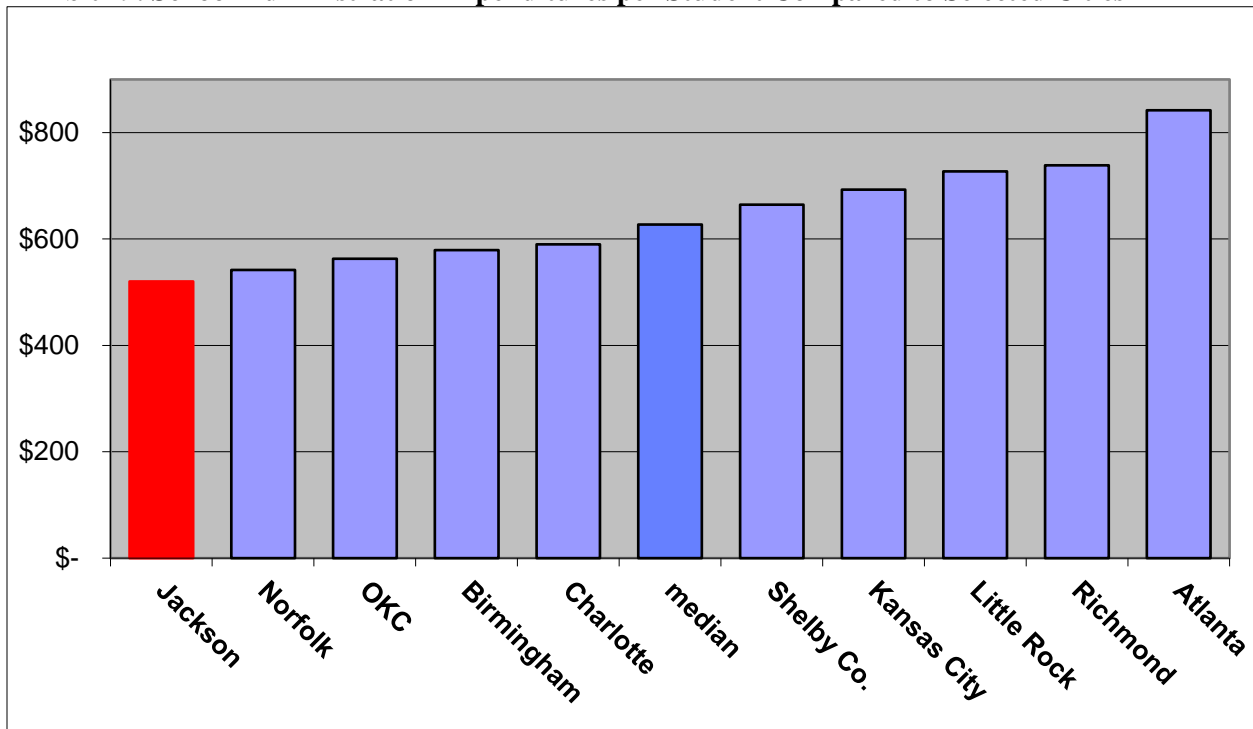


**Exhibit 20. Operations, Business Services, and Other Expenditures per Student Compared to Selected Cities**
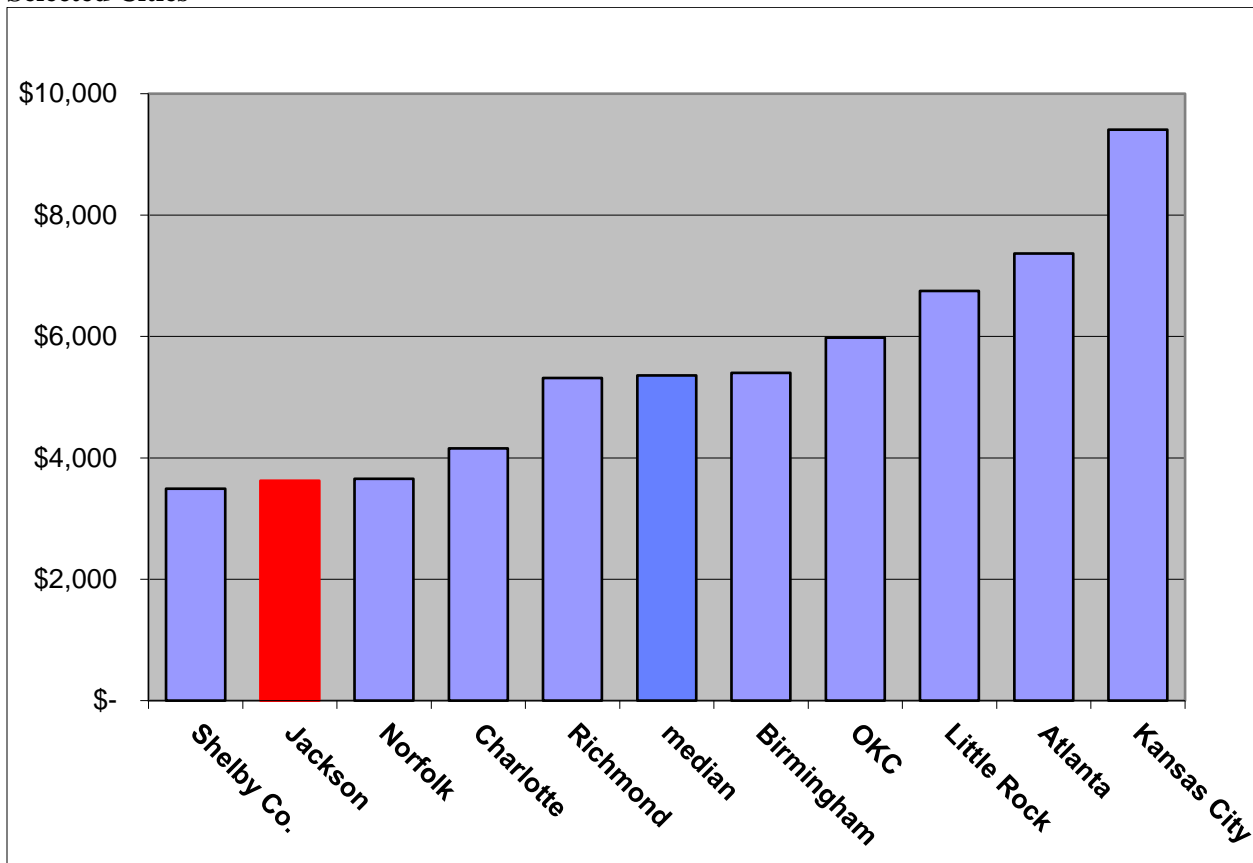
**Exhibit 21. Median Expenditures by Category**

| Median Expenditures | Selected LEAs | Great City Schools | Jackson Public Schools |
|---|---|---|---|
| | | | |
| Total expenditures per pupil | $11,629 | $12,835 | $8,847 |
| Percent of total | 100.0% | 100.0% | 100.0% |
| | | | |
| Instructional expenditures per pupil | $5,757 | $6,262 | $4,495 |
| Percent of total | 49.5% | 48.8% | 50.8% |
| | | | |
| District administration expenditures per pupil | $200 | $128 | $208 |
| Percent of total | 1.7% | 1.0% | 2.4% |
| | | | |
| School administration expenditures per pupil | $594 | $639 | $520 |
| Percent of total | 5.1% | 5.0% | 5.9% |
| | | | |
| Operations, business services, and other expenditures per pupil | $5,077 | $5,806 | $3,623 |
| Percent of total | 43.7% | 45.2% | 41.0% |

**Exhibit 22. Median Personnel Expenditures as a Share of Total Expenditures by Category.**

| Median Personnel Expenditures | Selected LEAs | Great City Schools | Jackson Public Schools |
|---|---|---|---|
| | | | |
| Total expenditures per pupil | $11,629 | $12,835 | $8,847 |
| Percent of total | 100.0% | 100.0% | 100.0% |
| | | | |
| Total personnel expenditures per pupil | $8,246 | $8,871 | $6,753 |
| Percent of total expenditures | 70.9% | 69.1% | 76.3% |
| | | | |
| Instructional personnel costs per pupil | $5,348 | $5,742 | $4,081 |
| Percent of total expenditures | 46.0% | 44.7% | 46.1% |
| | | | |
| District administration costs per pupil | $100 | $77 | $163 |
| Percent of total | 0.9% | 0.6% | 1.8% |

| | | | |
|---|---|---|---|
| School administration costs per pupil | $613 | $614 | $518 |
| Percent of total | 5.3% | 4.8% | 5.9% |
| | | | |
| Operations, business services, and other personnel expenditures per pupil | $2,186 | $2,439 | $1,992 |
| Percent of total | 18.8% | 19.0% | 22.5% |

# G. Curriculum and Instruction

This chapter of the report examines the broad instructional program of the Jackson Public Schools. Findings are presented in the following categories: commendations, organization, curriculum and instruction, professional development, and data and evaluations.

A. **Commendations**

- The leadership of the school system has a real opportunity to change and improve the district and its services to students. The governor and mayor have given the district additional time to improve, coming together despite political differences to provide a viable option that avoids a takeover. Both leaders seem ready to work together on improving public schools in the state's capital city. In addition, the district's leadership seems to know that it has been handed an opportunity and appears determined to take advantage of it.

- The new school board appointed by the mayor is a strength for the district. School board members interviewed by the team demonstrated a clear and uniform sense of urgency, dedication to the district, attention to detail, and a focus on student achievement.[6]

- Members of the Better Together Commission interviewed by the team voiced their commitment to working with the new school board. The commission is charged with engaging the community, among other things, and incorporating their feedback into the process of reform and improvement.[7]

- The district's interim superintendent appears determined to use his time in the position to get the school system back on track.

- The school board, commission, and staff leadership seem to be taking a holistic view of reform and improvement rather than simply envisioning a series of limited, technical changes.

- The school district has considerable staff talent, is generously staffed, and has many committed community members. This pool of talent will provide the district with a foundation for building its own long-term capacity for improvement.

- After several years without a curriculum department or professional development unit, the district's administrative leadership team has reinstituted these functions. One of the results is a renewed focus on instruction, and principals and teachers alike report that administrators are more visible in their classrooms this school year. (Still, it was clear that the district is paying the price for the decision some years ago to eliminate the department.)

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[6] The Council of the Great City Schools is providing technical assistance and professional development to the board of education at no cost.

[7] The commission has recently retained the Insight Education Group and the District Management Council to conduct a study of the district subsequent to the Council's review.

- The Council team was told that the system serves some 490 pre-k students in 29 sites. Overall, the district compares favorably to other major city school systems in terms of the size of its pre-k program relative to its kindergarten enrollment.

- The district has brought back its teacher mentoring program this year.

- To support teachers, the district is working to expand its PBIS (Positive Behavior Interventions and Supports) strategy systemwide.

- Individual school principals and teachers interviewed by the team reported having common planning time, which—if expanded—could become a vehicle for more systemic job-embedded professional development—possibly through a professional learning communities (PLC) strategy--moving forward.

- AP calculus/math is available in every high school in the district, although participation rates were not high and AP test passing rates were unusually low.

- The district has a staff member dedicated to working with partner organizations, coordinating their efforts, and identifying areas of need for these organizations to address.

- The district's emerging balanced score card system shows considerable promise if it is used well.

- The district has a Rapid Response Team to provide technical assistance to schools who need it, although the Council team did not see much evidence that the teams had produced systemic results.

B. **Curriculum and Instruction**

- Some years ago, the school district's leadership decided to dismantle the school system's curriculum department in favor of outsourcing key instructional functions, like the development of curriculum materials, guidance, and some local testing activities.

- The district also appears to lack a coherent strategy for improving student achievement districtwide or for moving F schools out of that status and up the grading scale. Staff members that the team interviewed could not describe what the district's strategy was for improving academic performance systemwide.

- The district has done preliminary work on its own curriculum, but it is incomplete and does not yet contain all the instructional elements needed to be effective.[8] In addition, the district does not appear to have the support and guidance it might need to develop its own curriculum. For example--

  o The district's instructional unit plan includes content, big ideas, essential questions, links to instructional strategies, performance tasks, and unit resources. However, the

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[8] The Council has provided one session of professional development on curriculum design, but it will not be enough for the district to move forward with a quality curriculum of its own.

instructional unit plan lacks clarity about how to introduce unit concepts and how to sequence lessons within the unit to build student understanding of the concepts and skills. There is also no information about how one unit builds on previous units or how they connect to sequent units.

- o In English Language Arts, text selections were listed along with handouts, as well as academic and content-specific vocabulary, but there were no explanations or guidance on how to incorporate these resources into daily lessons designed to teach the content.

- o Neither English Language Arts nor mathematics unit plans clarified for teachers the district's expectations of how students learn best. There were no illustrations of effective strategies for teaching concepts and skills. Indeed, the assignments within the units often missed the cognitive levels required to meet grade-level standards. For example, in a third-grade English Language Arts performance task, students were asked to complete a character map of a low-level reading assignment that does not require them to cite evidence from the text to support their responses. In addition, students respond to a writing prompt without requisite instruction on the writing process.

- The district has adopted the *Wonder*s commercial literacy program, which does provide quality questions and tasks, but does not fully meet the criteria for alignment with the literacy standards, according to EdReports. The district would need to provide additional guidance to teachers on where misalignments occur and what to do about them, but the team saw no evidence that this type of guidance was being offered.

- The district does not know how adequate implementation of the program has been from school to school.

- The 90-minute literacy block was not implemented consistently throughout the district. The Council team did not see an adequate program monitoring system in place.

- The mathematics block ranged from 60 to 90 minutes, but the allotted time was not consistently implemented throughout the district.

- For several years, the district had been using materials provided through a local vendor. Several concerns were raised by the team about how this arrangement was structured—

- o It was not clear why the district was paying money to unpack standards when the state was doing this with some standards at no cost. In fact, the approach that the state used for unpacking the standards was adequate for guiding the district in doing this work themselves, a process that would have also helped JPS develop additional instructional capacity that it now does not have.

- o The district was paying for a recurring subscription that didn't provide adequate guidance to the district or its teachers on how to implement the vendor material. The materials provided a sequence for instruction, but it did not contain adequate guidance on how to integrate the standards; how to build connections to past or future learning; how to address learning gaps, unfinished learning, or common misconceptions among

students who were already behind academically; what to emphasize; how to prioritize; or exemplars. For instance—

- There was insufficient attention paid to teaching K-5 foundational literacy skills;
- There were no strategies for developing the concept of fractions on a number line as called for in the standards; instead fractions were only presented as part of a whole;
- The local unpacking process de-emphasized reading and math fluency (which is a bridge to comprehension) and conceptual understanding, a gap that likely leads to future learning problems as content becomes more complex in later grades;
- The documents provided insufficient guidance on how to boost the rigor of instruction to attain the necessary depth of understanding;
- Guidance on how and when to use district materials were found in a separate document for which the district paid another fee. In other words, the district was paying twice for access to its own materials and did not have ownership of the materials to allow the district to modify them on its own;
- Assessments did not appear to be fully aligned with the pacing guides; and
- The license agreement with the vendor did not appear to contain any accountability clauses for results.

- The district appeared not to have any data on how widely vendor materials—or any specific other materials—were being used from school to school across the district. In other words, the system had little way to determine what was working academically and what wasn't.

- The district has overemphasized its interventions with its lowest 25 percent of students, thereby failing to address the needs of all students who score below proficient. This strategy appears to be done to garner extra accountability points (because growth can be demonstrated in two overlapping categories), but the district was missing an important segment of students—those between 25 percent and proficiency—and was piling up students in the basic and pass categories without getting schools out of F status.

- The district's overemphasis on interventions appears to be undermining the effective use of Tier 1 instruction to boost student achievement in several ways—

  o Interventions are not clearly defined, are not integrated into broader instructional programming, and are not accompanied with adequate professional development on their use.
  o Interventions appear to be substituting for the core instructional program. An emphasis on the core program—or Tier 1--could lessen the need for interventions.
  o Interventions are also differentially applied from school to school and from area to area within the district, and they are not evaluated for effectiveness. Again, the system has little way to determine what works academically and what doesn't.
  o The district appears to over-rely on a pull-out model of instruction for Tier II and III rather than devoting adequate time to strengthening Tier I instructional programming.

- The district also uses a pull-out strategy in its gifted and talented programming in a way that may be undermining the value of the program and creating gaps in students' access to the core curriculum. In addition—

  o The gifted and talented program ends after grade 6, and

  o Identification for gifted and talented eligibility appears overly reliant on IQ testing.

- The district has Advanced Placement courses in all high schools (a good thing), but few students score a 3 or above to pass the AP exams. In fact, if one discounts Murrah, then over 97 percent of all AP test takers in the district scored a "1" on the AP exam, the lowest possible score. This suggests that AP course content is not actually being provided in these classes or that students have not been adequately prepared in previous years to handle the complexity and rigor of AP coursework.

- Learning walks used to monitor classroom practice appear to be focused more on student engagement, classroom climate, and procedures than on the content and rigor of instruction. This has contributed to the district's inability to monitor the quality of instruction.

- In addition, results of the walk-throughs do not appear to be used beyond the school to inform broader patterns of systemic needs or to improve districtwide strategies. In other words, the Council team saw no evidence that walk-through data were aggregated across schools, feeder patterns, and regions to inform broader systemwide improvements in curriculum, interventions, or professional development.

- There does not appear to be any districtwide exemplars to guide instructional administrators and teachers about the level of rigor and student work expected in specific grade levels and content areas.

- The work of instructional interventionists in the district was not well connected with that of curriculum specialists in order to ensure quality Tier I instruction or aligned and effective Tier II and Tier III interventions.

- A sampling of school improvement plans indicated that they lacked any true planning to improve performance. Plans are signed off on by the director of Title I.

- The team saw little evidence that the district was evaluating its instructional programs for effectiveness or using effectiveness data to make budgeting decisions.

C. **Professional Development**

- The school district has few mechanisms in place to improve the capacity of its people to boost student achievement. Examples include—

- The professional development system is essentially a menu of course offerings that are not aligned to district priorities or needs and that accrue cost liabilities to the district as staff move up the salary scale with no clear benefits to the district.

- Professional development is not differentiated by expertise or experience, and it appears not to meet the needs of either new or veteran teachers.

- The quality of professional development varies from region to region in the school district. In addition, the nature and content of professional development varies depending on the regional director.

- The required number of professional development hours are different for teachers with master's degrees and those without, even though research indicates that there is no significant difference in the expertise of teachers with and without these degrees.

- Job-alike professional development is not mandatory and has not been evaluated for how well it is implemented or how effective it is.

- The shift in the role of lead teacher from grade spans to subject-area supervisors was not accompanied with any training or support for the new role. It was also not clear how the new roles were explained to district instructional staff.

- The use of professional learning communities (PLCs) appeared to be uneven from school to school and area to area.

- The new teacher induction program was more focused on instructional processes and procedures than on content, and it was often ill-timed to meet the needs of new teachers. In particular—

  - Only 90 minutes of the professional development was devoted to lesson planning, and that occurred in September—after the school year starts;
  - There was no mention in the new teacher induction program of orienting new teachers to the curriculum or how to use it;
  - There was no visible plan for how teachers would develop or share an understanding of district expectations for student learning in various grades or subjects;
  - Professional development on classroom management was not covered in the new teacher induction program until October, after new teachers may have lost control of their classrooms; and
  - There was no professional development for new teachers on the use of instructional interventions or differentiation.

- District administrators needed additional training on how to plan, sequence, and coordinate new initiatives. The system was marked by a lack of strategic thinking or emphasis on change management.

- The district reported that they had unusually high rates of teacher and staff turnover in the school system. The district's balanced score card indicates that the teacher retention rate in 2015-16 was only 75 percent and was 83 percent in 2016-17. District staff and the Council team speculated that the low retention rates were likely due to—

  - The general lack of support for teachers, which is typically the reason why teachers leave.

  - No functional HR operation. The main purpose of this office – identifying and hiring qualified teachers—has been delegated to principals, a situation that does not exist in most other major urban school systems.[9]

  - The lack of pipeline programs to recruit, develop, and support new teachers or principals internally in the system.

  - The lack of a systemwide onboarding process for principals and area superintendents.

- The Council team was told that the school system was operating with some 217 long-term substitute teachers.

- The school system has no mechanism in place by which it can tell which teachers are effective and which ones are not.

D. **Data and Evaluations**

- State and district assessment functions are run by two different offices. (The research department oversees district assessments, while the student support services director oversees state testing).

- The research department fails to provide analyses of student data to principals and schools—the unit essentially hands over scores/data to schools and teachers without interpretation.

- The team was told that the KOAT assessment did not appear to be fully aligned to the pacing of the curriculum. Based on what was described to the team, the assessment confused adding more difficult items from material that had already been taught with items from material that had not yet been covered. Moreover, items on material covered only included a limited number of standards—not all standards taught during that period.

- In examining a listing of what was assessed on the KOAT, an initial review indicated that key standards at each grade level were not assessed.

- There was not a regular schedule of program evaluations

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[9] The human resources department was poorly staffed, poorly organized, and largely transactional in its operations. The 7-20-17 organizational charts showed the office reporting to the chief financial officer with an executive director and certified personnel specialists as direct reports.

- The district's balanced score card is a work in progress, but it shows considerable promise. A listing of indicators for each goal is shown in Exhibit 23 below. However, it does not appear that these metrics are driving the district's academic programs or improvement or that individual metrics include "by when" or "how much" components.

**Exhibit 23. District Goals and Key Performance Indicators**

| Goal 1. Increase Academic Performance and Achievement | | |
|---|---|---|
| 1.1 | Increase reading proficiency & growth | • Increase the % of students proficient on the MDE language arts subject area test (grades 3-8) |
| | | • Increase the % of students proficient on the MDE English II subject area test |
| | | • Increase the % of students passing the 3rd grade reading summative test. |
| | | • Increase the district average scale score of kindergarten students achieving MKAS kindergarten readiness cut score 530. |
| | | • Increase the % of student at benchmark (50%) on STAR reading assessments (grades 1-10) (mid-year) |
| 1.2 | Increase math proficiency & growth | • Increase the % of students proficient on the MDE math subject area test (grades 3-8). |
| | | • Increase the % of students proficient on the MDE Algebra I subject area test |
| | | • Increase the % of students at benchmark (50%) on STAR math assessments (grades 1-10) (mid-year) |
| | | • Increase the % of students achieving student growth percentile (SGP) 50% on Star math (grades 1-10) (mid-year) |
| 1.3 | Increase science proficiency | • Increase the % of students proficient on the MDE science subject area test (5th grade) |
| | | • Increase the % of students proficient on the MDE science subject area test (8th grade) |
| | | • Increase the % of students proficient on the MDE biology subject area test |
| 1.4 | Increase history proficiency | • Increase the % of students proficient on the MDE United States History subject area test |
| 1.5 | Increase acceleration course participation | • International Baccalaureate (high school)—Increase the # of students graduating with an International Baccalaureate Program Diploma |
| | | • Dual credit/dual enrollment (high school)—Increase the # of students participating in dual credit/dual enrollment |
| | | • Industry certification (high school)—Increase the # of students participating in Industry Certification Programs |
| 1.6 | Increase Graduation Rate | • Increase the graduation rate |
| | | • Decrease the dropout rate |
| 1.7 | Increase promotion rate | • Increase the promotion rate, elementary |

| | | |
|---|---|---|
| | | • Increase the promotion rate, middle |
| | | • Increase the promotion rate, high |
| 1.8 | Increase college career readiness | • Increase ACT scores (avg. comp—juniors) |
| 1.9 | Improve state accountability rating of each school | • Increase growth/accountability rating of each elementary school |
| | | • Increase growth/accountability rating of each middle school |
| | | • Increase the growth/accountability rating of each high school |
| | | • Maintain a teacher retention rate of 90% or higher |
| | | • Maintain 90% of teaching positions filled by August |
| | | • Increase the on-time arrival and departure of buses that transport students to education facilities |
| 1.10 | Increase average daily attendance | • Increase average daily attendance of students (elementary schools) |
| | | • Increase average daily attendance of students (middle schools) |
| | | • Increase average daily attendance of students (high schools) |
| | | • Increase average daily attendance of certified teachers. |
| Goal 2. Provide safe school climate | | |
| 2.1 | Provide a safe school climate | • Increase the % of staff who report positive school climate (safety & respect mean score) |
| | | • Increase the % of parents who feel their student's school is safe (Title I comprehensive needs assessment—school climate & culture) |
| | | • Increase the % of students who feel their school is safe (Title I comprehensive needs assessment—school climate & culture) |
| | | • Decrease student discipline referrals to the office |
| | | • Decrease reported student major misconduct incidents (controlled substance, weapons, serious bodily harm, etc.) |
| | | • Decrease reported bullying instances |
| | | • Decrease rate of accidents at school facilities |
| Goal 3. Maintain fiscal integrity & accountability of resources | | |
| 3.1 | Maintain sound fiscal integrity while managing costs | • Maintain a district fund balance of 7% |
| | | • Increase revenue sources including grants, donations, and partnerships |
| | | • Increase student participation in the breakfast and lunch program while controlling system cost |
| | | • Reduce energy and utility cost for resource conservation and fiscal management |

| | | |
|---|---|---|
| | | • Decrease the mean number of non-compliance findings during fiscal audits |
| 3.2 | Maintain accountability of resources | • Decrease the number of fixed asset items not accounted for during audits |

E. **Accountability**

- There is not a strong mechanism in the district to hold personnel responsible for the academic results they obtain for students.

- The district's evaluation procedure for evaluating central office administrative staff includes the following performance areas: leadership, job performance, professional growth, initiative, loyalty and adaptability, interpersonal relationships, management, and school reform. Each domain includes a number of elements—none of which includes measures of districtwide student outcomes or their improvement.

- The principal and assistant principal evaluation guidelines (as revised in December 2017) were based in part on national ISLLC Standards for School Leaders, the Mississippi Principal Evaluation System, and the Mississippi Educator and Administrator Growth System. Principal evaluations use a four-point scale: unsatisfactory (1), emerging (2), effective (3), and distinguished (4). Principals are evaluated on five domains and 19 total elements, which include the following—

  o Domain I. Shared Vision, School Culture, and Family Engagement
     1. Implements a shared vision
     2. Maintains a supportive, secure, and respectful learning environment
     3. Engages in courageous conversations about diversity
     4. Welcomes families and community members into the school
  o Domain II. Teaching and Learning
     5. Supports the development and implementation of Mississippi standards-based lesson and unit plans
     6. Implements effective instructional strategies to meet student learning needs
     7. Tracks student-level data to drive continuous improvement
     8. Uses disaggregated data to inform academic intervention
  o Domain III. Staff Development
     9. Provides actionable feedback
     10. Coaches and implements learning structures
     11. Provides leadership opportunities
     12. Develops a highly effective leadership team
     13. Develops and implements a strategic plan
     14. Monitors progress toward goals
  o Domain IV. Strategic Planning and Systems
     15. Effectively manages professional time
     16. Aligns and manages the school's resources
  o Domain V. Personal Leadership and Growth
     17. Demonstrates self-awareness, reflection, and on-going learning

18. Demonstrates resiliency in the face of challenge
19. Communicates with stake-holders

- Each of the domains and elements includes examples of evidence that could be used to demonstrate where principals are on the four-point evaluation scale, but none of the examples include actual student outcomes. For instance, under element #6, sample evidence includes "rigorous course content is available to every student", "activities engage students in cognitively challenging work", and "staff have a broad repertoire of pedagogical approaches". Under element 7, sample evidence includes "student performance data are readily available", "elementary students who are not yet proficient are identified and supported to ensure progress", and "secondary student performance is closely monitored". But none of the examples include actual student outcomes. Theoretically, principals could be evaluated as a three or four without demonstrating progress on student performance.

- The district also uses a "System of Accountability for Instructional Supervision Protocol." The tool is meant to ensure that teachers in all courses and content areas utilize current curriculum documents to provide quality instruction. The administrative procedures monitor whether administrators "provide professional development to teachers twice a year", "provide teachers with current subject area curriculum", "audit curriculum documents", "create a calendar of teacher observations and evaluations", "conduct teacher observations and evaluations", "provide appropriate training", and "provide coaching and support". Again, none of the sample evidence includes progress on student outcomes.

- Teacher evaluation systems also do not include concrete measures of student outcomes or progress on them.

# H. Academic Achievement and Other Student Outcomes

## A. Academic Achievement and Other Student Outcomes

This chapter presents an analysis of student academic performance in the Jackson Public Schools. In addition, this chapter compares the Jackson Public Schools with other major urban school systems on a series of academic key performance indicators. Exhibits 23 through 26 compare the reading and math performance of Mississippi, the nation, and Large City Schools nationally on the National Assessment of Educational Progress (NAEP). Exhibits 27 through 30 compare the performance of Jackson to the state in 2016 and 2017. Exhibits 32 through 43 analyze the STAR reading and math benchmark assessment results for the district across three years.

### National Assessment of Educational Progress

- Mississippi scored below national averages in fourth grade NAEP reading in 2015, the most recent national scores that are available, and about the same as the Large City Schools nationally that year. (Exhibit 23)

- Mississippi scored below national averages in eighth grade NAEP reading in 2015, the most recent national scores that are available, and below the Large City Schools nationally that year. (Exhibit 24)

- Mississippi scored below national averages in fourth grade NAEP math in 2015, the most recent national scores that are available, and about the same as the Large City Schools nationally that year. (Exhibit 25)

- Mississippi scored below national averages in eighth grade NAEP math in 2015, the most recent national scores that are available, and below the Large City Schools nationally that year. (Exhibit 26)

- Between 2009 and 2015, Mississippi showed improvements on NAEP reading and math, except eighth grade reading. (Exhibits 23-26)

- Between 2009 and 2015, Mississippi showed gains that were similar to or larger than the Large City Schools on NAEP reading and math, except eighth grade reading. (Exhibits 23-26)

In addition to looking NAEP scores for Mississippi, large cities, and the national public sample, the Council used a statistical equating analysis to place state assessment scale scores of students in Jackson schools on the same scale as the National Assessment of Educational Progress. The results allowed the Council to compare the performance of JPS students to students in other jurisdictions outside of Mississippi. In fact, the analysis allows one to examine how JPS does academically in reading and math compared to large cities generally and any other major city school districts participating in the Trial Urban District Assessment of NAEP. In addition, it allows us to look at the performance of JPS's free and reduced lunch-eligible students, African American students, and poor African American students against other jurisdictions, including other cities, the state, and the nation.

Reading

- Exhibit 27 compares the estimated JPS performance on NAEP 4th grade reading to other cities, the state of Mississippi, large cities generally, and the national public sample. Exhibit 27 shows that JPS fourth graders scored higher on NAEP reading than students in seven TUDA districts but below the remaining 13 TUDA districts. JPS also scored below large cities in general, the state of Mississippi, and the national public sample.

- However, when looking solely at African American students, Exhibit 28 shows that Jackson fourth grade African American students outscored 14 other major cities but was below five others. In addition, African American fourth graders in Jackson outscored African American fourth graders in Mississippi in reading; outscored African Americans in large cities generally, and outscored African American's in the national public sample.

- The district's performance among students participating in the national school lunch program was also notable. (Exhibit 29). Jackson's fourth grade students who were eligible for a free- or reduced-price lunch outscored other free and reduced-price lunch eligible students in 14 other cities, large cities generally, Mississippi, and the nation at large. JPS's free and reduced-price lunch eligible fourth graders scored behind similar students in seven other cities.

- The pattern was more pronounced if one looks at the reading performance of African American students who were also eligible for a free or reduced-price lunch. In this case, Jackson's poor African American fourth graders outscored in reading all but three jurisdictions, including similar students in large cities generally, the national public sample, and the state. (Exhibit 30.)

- In eighth grade reading, the data tell a story similar to that in fourth grade. Exhibit 31 shows that Jackson's eighth graders scored in reading higher than six other major cities but lower than 14 others. JPS eighth graders also scored in reading on NAEP below the state, large cities generally, and the national public sample. (Exhibit 30.)

- When looking solely at African American eighth graders, however, Exhibit 32 shows that Jackson's African American students scored higher than African American eighth graders in 15 other cities and higher than African Americans eighth graders in Mississippi, large cities generally, and the nation.

- Exhibit 33 looks solely at eighth graders who are eligible for a free or reduced-price lunch. In this case, Jackson's free and reduced-price lunch students scored higher than free and reduced-price lunch eighth graders in 14 other cities and higher than similar students statewide. On the other hand, these students in Jackson scored lower than similar students in seven other cities, large cities in general and the national sample.

- Finally, Exhibit 34 shows that African American eighth graders in Jackson who were also eligible for a free and reduced-price lunch scored higher in reading on NAEP than

similar students in 15 other cities and below only four. These Jackson students also scored above similar students statewide, the national sample, and large cities generally.

Math

o Exhibit 35 compares the estimated JPS performance on NAEP 4th grade math to other cities, the state of Mississippi, large cities generally, and the national public sample. Exhibit 34 shows that JPS fourth graders scored higher on NAEP math than students in six TUDA districts but below the remaining 15 TUDA cities. JPS also scored below large cities in general, the state of Mississippi, and the national public sample.

o However, when looking solely at African American students, Exhibit 36 shows that Jackson fourth grade African American students outscored 12 other major cities but was below eight others. In addition, African American fourth graders in Jackson outscored African American fourth graders in Mississippi in math; outscored African Americans in large cities generally, and outscored African American's in the national public sample.

o The district's math performance among students participating in the national school lunch program was also notable. (Exhibit 37). Jackson's fourth grade students who were eligible for a free- or reduced-price lunch outscored other free and reduced-price lunch eligible students in 10 other cities, but they were below 11 other cities, large cities generally, Mississippi, and the nation at large.

o The pattern was similar if one looks at the math performance of African American students fourth graders who are also eligible for a free or reduced-price lunch. In this case, Jackson's poor African American fourth graders outscored in math all but eight other cities. These JPS students also outscored similar students in large cities generally, the national public sample, and the state. (Exhibit 38.)

o In eighth grade math, the data tell a story similar to that in fourth grade. Exhibit 39 shows that Jackson's eighth graders scored in math higher than only three other major cities but lower than 18 others. JPS eighth graders also scored in math on NAEP below the state, large cities generally, and the national public sample. (Exhibit 38.)

o When looking solely at African American eighth graders, however, Exhibit 40 shows that Jackson's African American students scored higher than African American eighth graders in 8 other cities but lower than African Americans eighth graders in Mississippi, large cities generally, and the nation.

o Exhibit 41 looks solely at eighth graders who are eligible for a free or reduced-price lunch. In this case, Jackson's free and reduced-price lunch students scored higher than free and reduced-price lunch eighth graders in 6 other cities but lower than similar students in 15 other cities, statewide, large cities in general, and the national sample.

o Finally, Exhibit 42 shows that African American eighth graders in Jackson who were also eligible for a free and reduced-price lunch scored higher in math on NAEP than

similar students in 12 other cities and below seven. These Jackson students also scored above similar students statewide, the national sample, and large cities generally.

## Mississippi Assessment Program (MAP)

### English Language Arts (ELA)

- The Council team consistently heard from teachers, principals, and staff during interviews that improving the performance of the lowest quartile of students was a priority of the district's improvement efforts. Exhibits 43 and 44 illustrate that this emphasis has resulted in a smaller gap in ELA between the state and the district for students in the lowest performance level (Minimal or Level 1) at all tested grades except one – the seventh-grade gap increased 4.1 percentage points.

- Exhibits 45 and 46 show the change between 2016 and 2017 in student ELA performance at Level 2 (Basic) on the MAP Assessment. The gap between JPS and the state increased at all grades except grade 5 and 7, which were down 1.1 and 1.6 percentage points, respectively. One explanation for the increase in the gap at Level 2 involves the district's ability to lower the gap at Level 1. The district might note that its focus on the lowest quartile has resulted in a larger number of students in Level 2. The percentage of students in Levels 1 and 2 districtwide ranged from 38.3 percent at grade five to 52.5 percent in English II, with other grade levels at or close to half of all tested students. Consequently, a focus on the lowest quartile may be resulting in a ballooning of the Level 2 population, because those at the upper end of the Basic level are not receiving the attention they need to move to Pass (Level 3) or Proficient (Level 4).

- Exhibits 47 and 48 support the previous hypothesis in that there was little change (one percentage point or less) in the gap between the state and district at Level 3 (Pass) in all grades except grade six where Jackson closed the gap by 3.7 percentage points. Across all grade levels, the percentage of students at Level 3 in Jackson remained steady, suggesting that very few students were moving into or out of this category.

- Finally, exhibits 49 and 50 show that the gap between JPS and the state in the percentage of students at or above Proficient (Levels 4 and 5) grew between 2016 to 2017 in every grade except Grade 5, where the gap decreased 3.3 percentage points. Increasing the number of students who were at or above Proficient levels contributed to a greater extent to district and school accountability ratings. Despite the increasing gap, the district did improve its overall percentage of students at or above Proficient by about 8.6 percentage points in ELA--driven by a slight improvement in grade three (1.3 percentage points)--and an improvement in grades five and six, 6.4 and 9.1 percentage points respectively.

### Mathematics

- Exhibits 51 and 52 show that the emphasis on the lowest quartile of students has not affected the gap between the state and district in mathematics among students in the lowest performance level (Minimal or Level 1). Gaps at most grade levels remained essentially unchanged and grew in grades four, eight, and Algebra I. The overall percentage of students

at Level 1 decreased in grades three, six and seven, but they increased in grades four and eight and in Algebra I.

- Exhibits 53 and 54 show that the gap between the state and district at Level 2 increased in each grade level except grade five. The gap in Algebra I increased over 10 percentage points. The overall percentage of students in Level 2 decreased slightly or remained the same in most grade levels. There was an increase in Level 2 students at grade seven, but this was somewhat expected given the corresponding grade-seven decrease in students at Level 1. At the same time, the percentage of Jackson students at Level 2 on the Algebra I exam increased seven (7) percentage points. This, coupled with a 6.5 percentage point increase in the number of Level 1 students on the Algebra I exam, indicates students in the 2017 student cohort struggled more than their peers in 2016, while students statewide improved over these two years.

- Conversely, the percentage of students at Levels 3, 4, and 5 (Exhibits 55 – 58) declined in Algebra 1 between 2016 and 2017. The percentage of students at Levels 4 and 5 declined 3.2 percentage points as the state percentage climbed 5.3 points. The percentage of students at Level 3 declined 10.4 percentage points and the state percentage declined 3.3 points. As a result, the Algebra I gap between the district and the state widened by 15.6 percentage points across these three Levels. At other grades for these three performance levels, the gap between the district and the state remained relatively consistent. The only exception was the gap in the percentage of students at or above Proficient (Levels 4 and 5) in the middle grades (sixth, seventh, and eighth grades), which increased between the two assessment years.

- Finally, it is sometimes misleading to compare state and district performance because the demographic characteristics of the two groups is often different. Consequently, the Council compared (Exhibit 59) the performance of Economically Disadvantaged students in Jackson and similar students in the state of Mississippi on results of the MAP assessments in 2016 and 2017. As expected, the gaps between the district and the state in the percentages of students proficient or above were smaller, –6.8 and 7.4 percentage points in ELA and 11.6 and 14.0 percentage points in math. Nevertheless, the district's performance consistently trailed the state and the gap grew in both subjects between 2016 and 2017. This provides evidence that even after controlling for differences in student demographic factors, the gaps between the district and state remain.

**Star Benchmark Assessment (Star)**

Reading

- The Council team analyzed the district Star performance from the fall, winter and spring across three years (2014-15, 2015-16, and 2016-17) to assess changes in student performance during and across school years. See Exhibits 60 through 65 for reading results in grades three through eight. First, the exhibits illustrate that over the three-year period, the students at each grade level entered the fall of the school year at a higher level than the previous cohort. For example, students entering third grade in the 2016-17 school year had a mean Start reading scaled score 217.23 points higher than the 2014-15 cohort of third

grade students. This trend was consistent across grades three through eight, however the data show that students in grades six through eight had more comparable spring performance scores across years, which suggests that each cohort of students ended the school year at about the same performance level.

- The Council team statistically estimated the expected Star reading score (Star Proficiency Target) that predicts a proficient or better scale score on the spring MAP assessment at each grade level and Star assessment period – fall, winter, and spring. In grade 3, students scoring 464.28 or better on the fall Star reading assessment would be expected to score proficient on the spring MAP assessment – given appropriate instruction and continued growth during the academic year. Analyzing the gap between the mean performance of students across grade levels reveals two important academic outcomes for students in Jackson Public Schools. First, the mean improvement of students in Jackson during the school year was consistent with the expected growth for students predicted to score proficient or better on the spring MAP assessment – evidenced by the parallel trajectory in mean Star performance and fall, winter and spring change in the Star Proficiency Target. Second, the analysis of the gap between the Star Proficiency Target and the mean student performance widens as students move across grade levels. At the end of third grade, the gap is 174.08 scaled score points, and the gap at the end of the eighth grade is 335.20 points.

Math

- Exhibits 66 through 71 show that the Star math results for the district followed a pattern similar to reading. As students progress from third grade to eighth grade, the gap between actual mean performance and target performance grows. The spring gaps at third, fourth and fifth grades were 109.17, 117.55, and 120.08 scaled score points, respectively. These gaps increased in grades six, seven, and eight to 158.52, 122.69, and 227.58 scaled score points, respectively.

- Of note, however, are the gap and target scaled scores for the seventh-grade assessment. The target Star score is higher in grade seven than in grade eight, and the gap between Star 16-17 mean scaled scores and the proficiency target scores were wider in grade seven. These results suggest that the seventh-grade proficiency cut score is more difficult to attain compared to other grade levels. A review of the district and state proficiency rates on grade seven math compared to the other grade levels corroborates this assumption. Nonetheless, the district gaps, combined with lower rates of progress, in grades six, seven, and eight suggest that additional attention to instruction at the middle grades is warranted.

- Finally, the reader should NOT interpret the relative size of the achievement gaps in reading and math as suggesting that reading performance is a greater concern than math in Jackson. The size of the gap is a function of the scaling process for both the MAP and the Star assessments. Each of the scales are independently derived across subject and grade levels. The NAEP results, in fact, suggest that math may be the greater need.

**Exhibit 23. Mississippi, Large City, and National Public Scale Scores Trends on the Grade 4 NAEP Reading Assessment, 2009-2015**

| | 2009 | 2011 | 2013 | 2015 |
|---|---|---|---|---|
| National public | 220 | 220 | 221 | 221 |
| Large city | 210 | 211 | 212 | 214 |
| Mississippi | 211 | 209 | 209 | 214 |

**Exhibit 24. Mississippi, Large City, and National Public Scale Scores Trends on the Grade 8 NAEP Reading Assessment, 2009-2015**

| | 2009 | 2011 | 2013 | 2015 |
|---|---|---|---|---|
| National public | 262 | 264 | 266 | 264 |
| Large city | 252 | 255 | 258 | 257 |
| Mississippi | 251 | 254 | 253 | 252 |

**Exhibit 25 Mississippi, Large City, and National Public Scale Scores Trends on the Grade 4 NAEP Math Assessment, 2009-2015**

| | 2009 | 2011 | 2013 | 2015 |
|---|---|---|---|---|
| National Public | 239 | 240 | 241 | 240 |
| Large City | 231 | 233 | 235 | 234 |
| Mississippi | 227 | 230 | 231 | 234 |
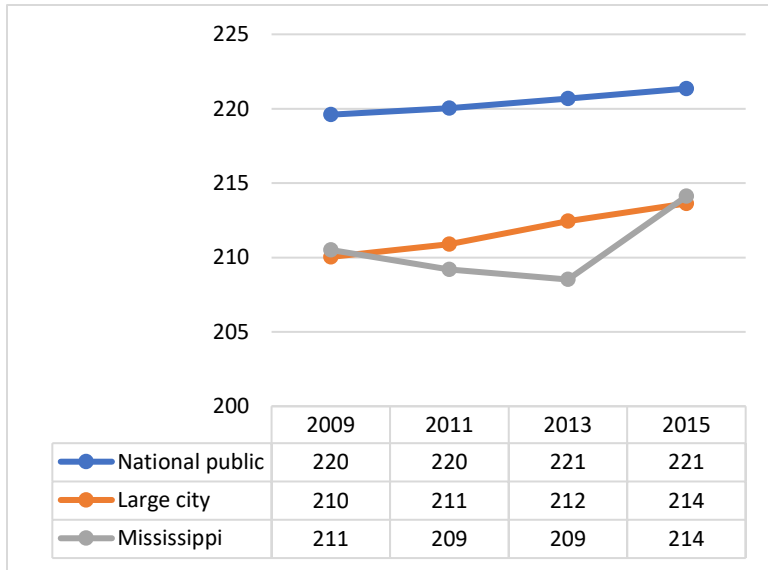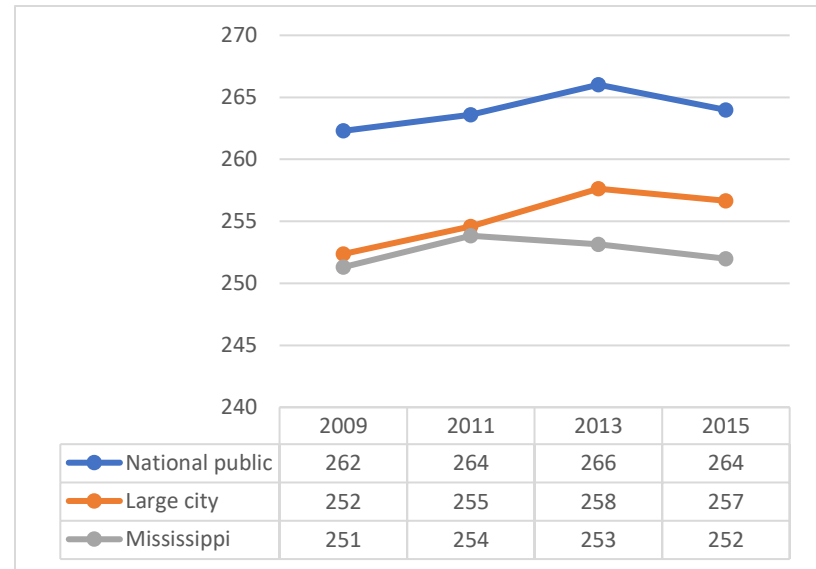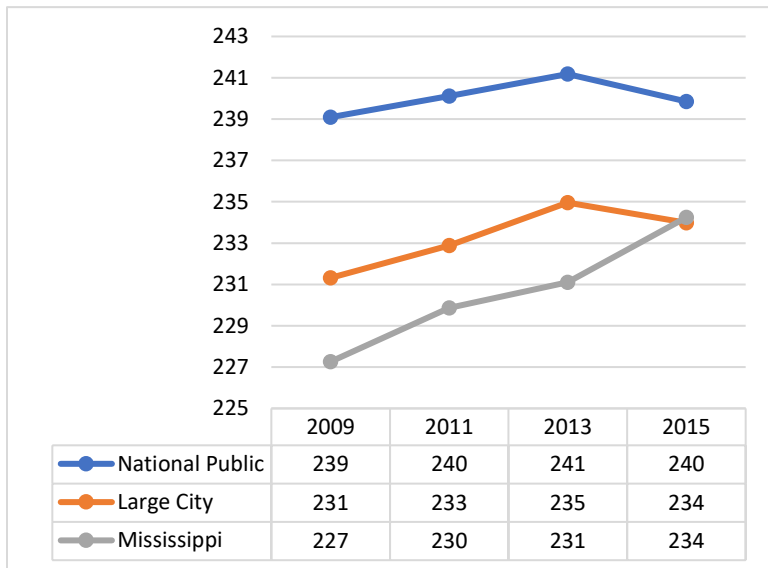
**Exhibit 26. Mississippi, Large City, and National Public Scale Scores Trends on the Grade 8 NAEP Math Assessment, 2009-2015**

| | 2009 | 2011 | 2013 | 2015 |
|---|---|---|---|---|
| National Public | 282 | 283 | 284 | 281 |
| Large City | 271 | 274 | 276 | 274 |
| Mississippi | 265 | 269 | 271 | 271 |

351
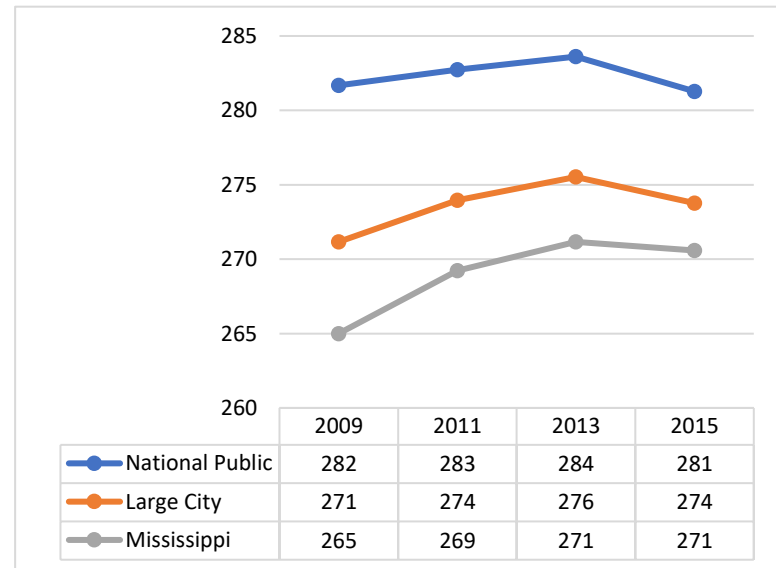
**Exhibit 27. Mississippi, Large City, National Public, TUDA, and Estimated Jackson Scale Scores for All Students on the Grade 4 NAEP Reading Assessment, 2015**



Note: Jackson Public Schools' scores are estimated based on state scale score performance.
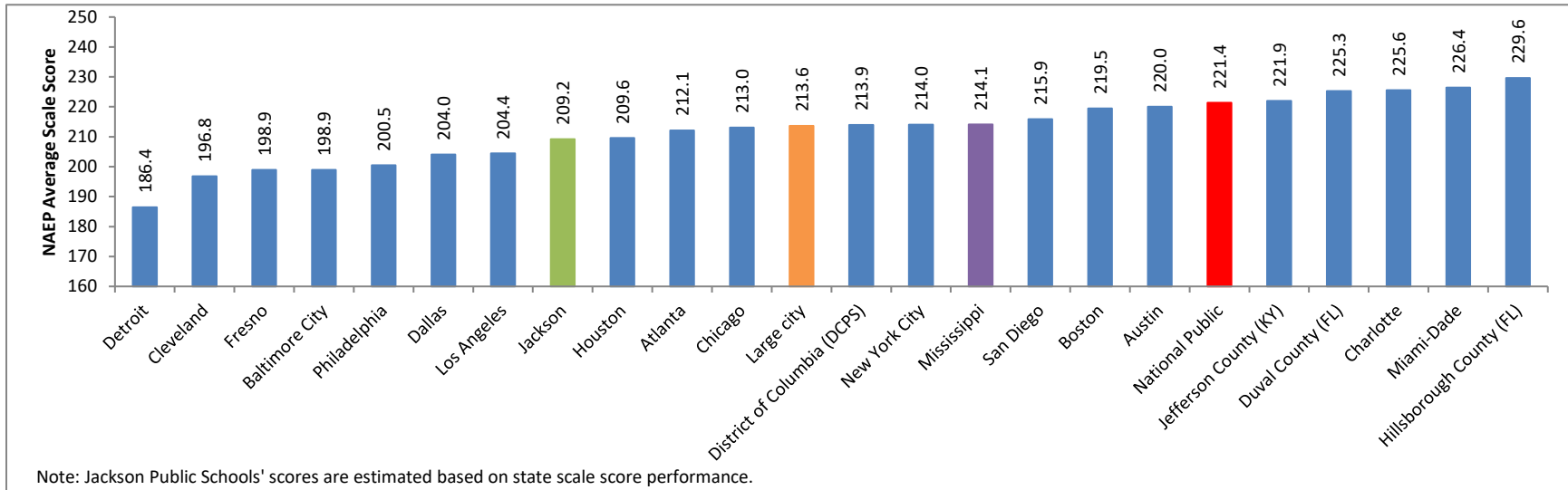
**Exhibit 28. Mississippi, Large City, National Public, TUDA, and Estimated Jackson Scale Scores for Black Students on the Grade 4 NAEP Reading Assessment, 2015**



Note: Jackson Public Schools' scores are estimated based on state scale score performance.

352
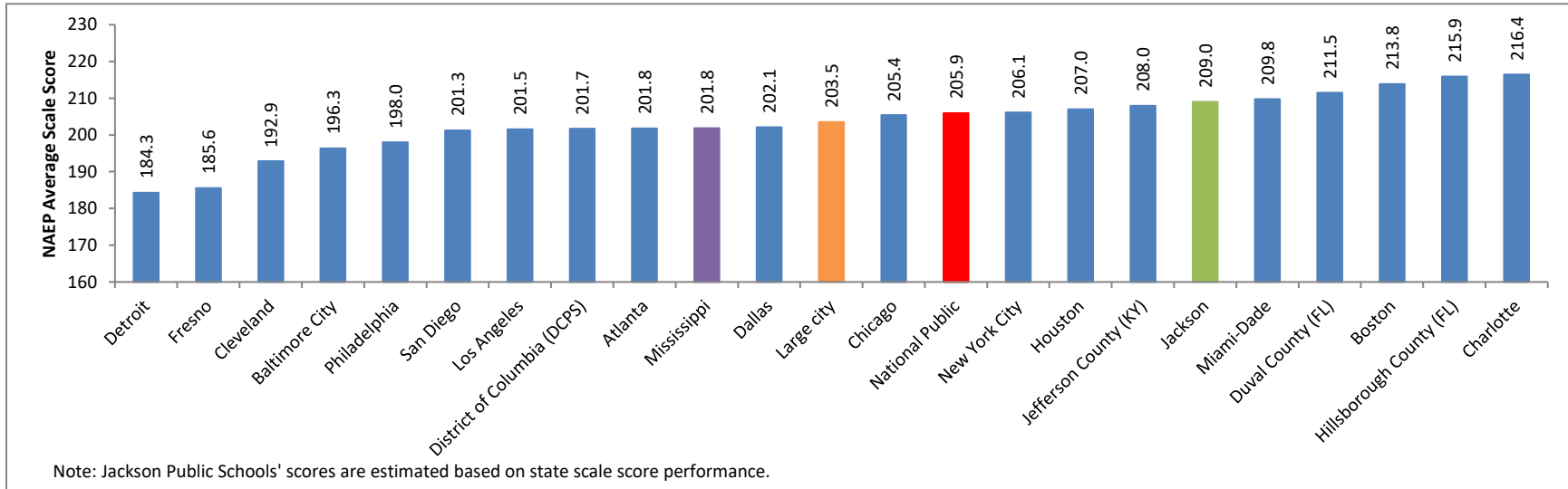
**Exhibit 29. Mississippi, Large City, National Public, TUDA, and Estimated Jackson Scale Scores for Free- or Reduced-Price Lunch Students on the Grade 4 NAEP Reading Assessment, 2015**



Chart values (NAEP Average Scale Score):
Detroit 185.6; Fresno 194.9; Baltimore City 195.7; Philadelphia 196.1; Albuquerque 196.4; Cleveland 196.8; Los Angeles 197.6; District of Columbia (DCPS) 197.6; Atlanta 199.7; Dallas 200.3; Houston 203.4; San Diego 204.4; Austin 204.6; Large city 205.5; Chicago 206.2; Mississippi 207.2; National public 209.2; Jackson 209.4; New York City 210.5; Jefferson County (KY) 213.3; Charlotte 215.7; Duval County (FL) 216.3; Hillsborough County (FL) 217.4; Boston 219.5; Miami-Dade 220.0

Note: Jackson Public Schools' scores are estimated based on state scale score performance.

**Exhibit 30. Mississippi, Large City, National Public, TUDA, and Estimated Jackson Scale Scores for Black Free- or Reduced-Price Lunch Students on the Grade 4 NAEP Reading Assessment, 2015**



Chart values (NAEP Average Scale Score):
Detroit 183.3; Fresno 184.6; Cleveland 192.9; Baltimore City 194.3; Philadelphia 195.1; Los Angeles 196.3; District of Columbia (DCPS) 196.4; Atlanta 199.1; San Diego 199.3; Mississippi 199.7; Dallas 200.1; Large city 201.1; National public 202.8; National 202.8; Chicago 202.8; New York City 204.1; Jefferson County (KY) 204.2; Houston 204.7; Duval County (FL) 208.5; Miami-Dade 208.7; Jackson 209.0; Hillsborough County (FL) 211.3; Charlotte 213.3; Boston 213.8

Note: Jackson Public Schools' scores are estimated based on state scale score performance.

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**Exhibit 31. Mississippi, Large City, National Public, TUDA, and Estimated Jackson Scale Scores for All Students on the Grade 8 NAEP Reading Assessment, 2015**



Note: Jackson Public Schools' scores are estimated based on state scale score performance.
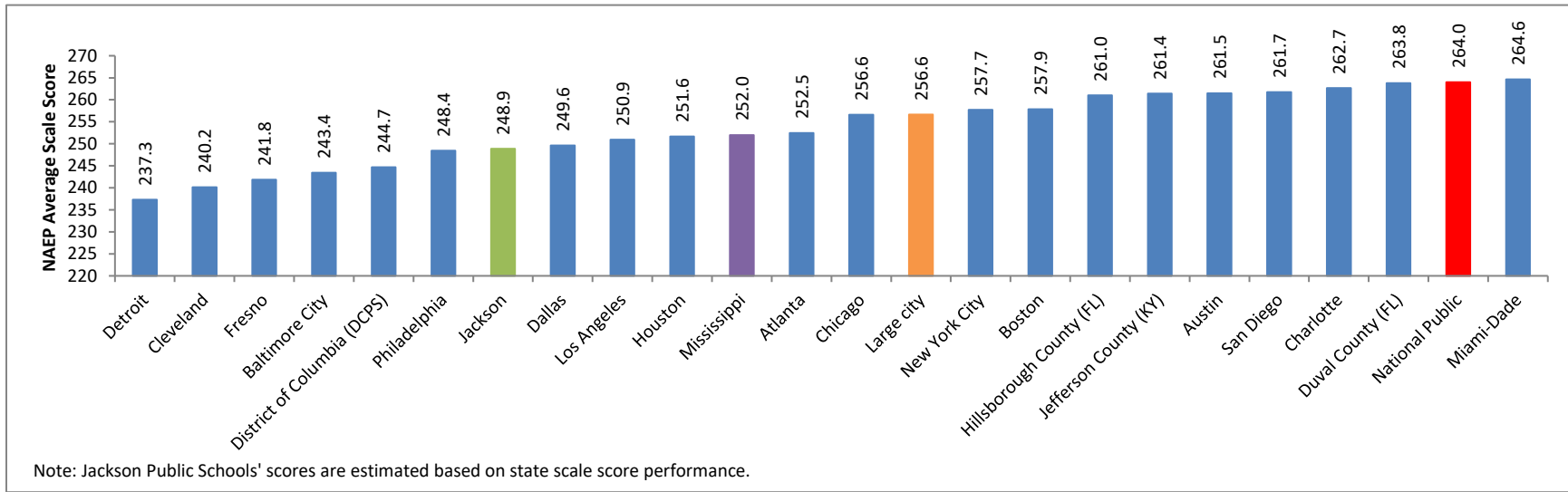
**Exhibit 32. Mississippi, Large City, National Public, TUDA, and Estimated Jackson Scale Scores for Black Students on the Grade 8 NAEP Reading Assessment, 2015**



Note: Jackson Public Schools' scores are estimated based on state scale score performance.

354
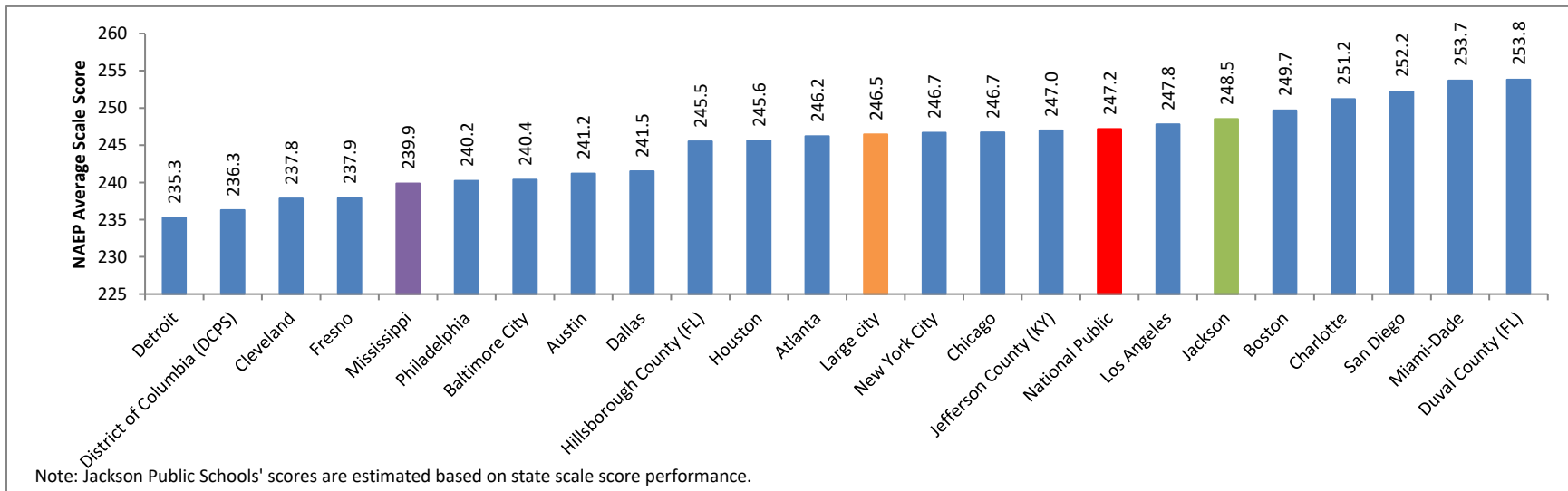
**Exhibit 33. Mississippi, Large City, National Public, TUDA, and Estimated Jackson Scale Scores for Free- or Reduced-Price Lunch Students on the Grade 8 NAEP Reading Assessment, 2015**



NAEP Average Scale Score

District of Columbia (DCPS) 233.2; Fresno 235.0; Detroit 235.3; Cleveland 240.2; Baltimore City 240.7; Albuquerque 241.4; Philadelphia 243.0; Austin 244.5; Atlanta 244.9; Mississippi 245.1; Houston 245.7; Los Angeles 246.3; Dallas 248.3; Hillsborough County (FL) 249.1; San Diego 249.2; Jackson 249.3; Large city 249.4; Charlotte 249.8; Jefferson County (KY) 250.9; Chicago 252.1; National public 252.6; New York City 254.4; Duval County (FL) 256.9; Boston 257.9; Miami-Dade 260.1

Note: Jackson Public Schools' scores are estimated based on state scale score performance.

**Exhibit 34. Mississippi, Large City, National Public, TUDA, and Estimated Jackson Scale Scores for Black Free- or Reduced-Price Lunch Students on the Grade 8 NAEP Reading Assessment, 2015**



NAEP Average Scale Score

District of Columbia (DCPS) 232.2; Detroit 232.8; Philadelphia 237.0; Cleveland 237.8; Austin 238.0; Baltimore City 238.3; Mississippi 238.5; Dallas 239.7; Hillsborough County (FL) 240.6; Los Angeles 241.1; Houston 241.7; National public 243.7; Atlanta 243.9; Large city 244.2; Jefferson County (KY) 244.2; Chicago 245.2; New York City 246.1; Charlotte 246.7; Jackson 248.5; Boston 249.7; San Diego 249.9; Duval County (FL) 250.1; Miami-Dade 252.9

Note: Jackson Public Schools' scores are estimated based on state scale score performance.
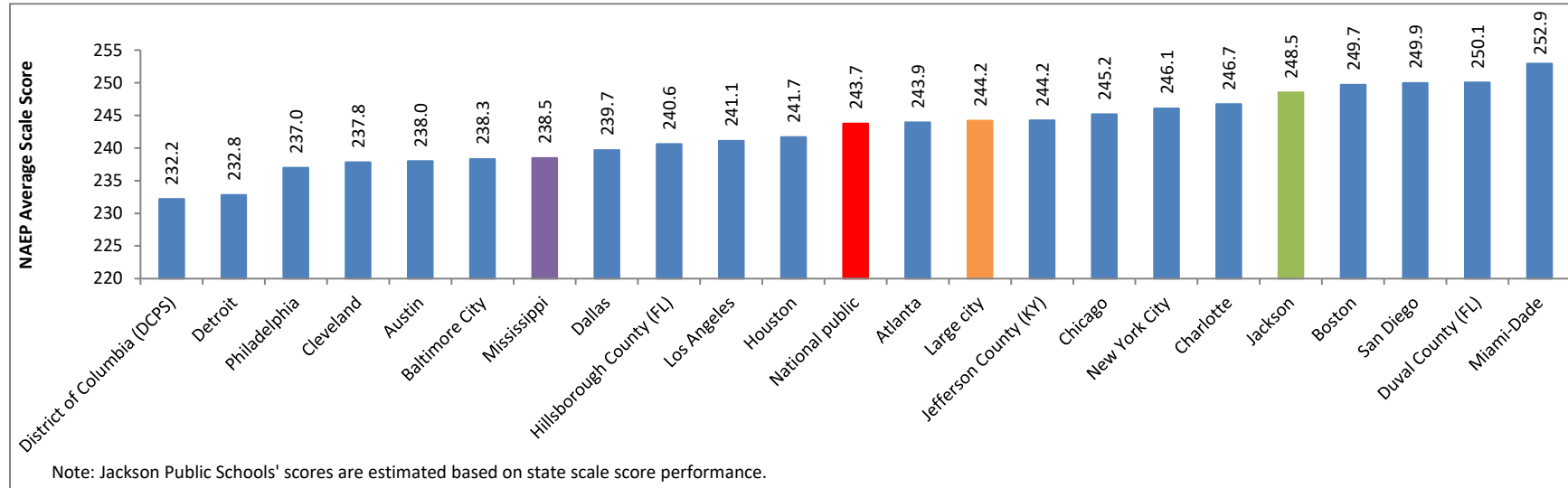
**Exhibit 35. Mississippi, Large City, National Public, TUDA, and Estimated Jackson Scale Scores for All Students on the Grade 4 NAEP Math Assessment, 2015**



NAEP Average Scale Score

| Location | Score |
|---|---|
| Detroit | 204.7 |
| Baltimore City | 215.0 |
| Philadelphia | 217.5 |
| Fresno | 217.7 |
| Cleveland | 219.1 |
| Los Angeles | 224.2 |
| Jackson | 225.6 |
| Atlanta | 228.1 |
| Albuquerque | 230.6 |
| New York City | 231.0 |
| Chicago | 231.9 |
| District of Columbia (DCPS) | 232.2 |
| San Diego | 232.8 |
| Large city | 234.0 |
| Mississippi | 234.2 |
| Boston | 235.5 |
| Jefferson County (KY) | 235.7 |
| Dallas | 237.9 |
| Houston | 238.7 |
| National public | 239.9 |
| Miami-Dade | 242.1 |
| Duval County (FL) | 242.8 |
| Hillsborough County (FL) | 243.6 |
| Austin | 246.1 |
| Charlotte | 247.8 |

Note: Jackson Public Schools' scores are estimated based on state scale score performance.

**Exhibit 36. Mississippi, Large City, National Public, TUDA, and Estimated Jackson Scale Scores for Black Students on the Grade 4 NAEP Math Assessment, 2015**



NAEP Average Scale Score

| Location | Score |
|---|---|
| Detroit | 202.2 |
| Philadelphia | 211.1 |
| Baltimore City | 211.8 |
| Fresno | 213.3 |
| Cleveland | 214.8 |
| Los Angeles | 216.0 |
| San Diego | 216.8 |
| Atlanta | 217.7 |
| New York City | 219.7 |
| District of Columbia (DCPS) | 219.8 |
| Chicago | 221.2 |
| Large city | 221.5 |
| Mississippi | 223.5 |
| National public | 224.0 |
| Jefferson County (KY) | 224.6 |
| Jackson | 225.2 |
| Austin | 226.5 |
| Dallas | 227.9 |
| Boston | 228.2 |
| Duval County (FL) | 230.0 |
| Miami-Dade | 230.2 |
| Hillsborough County (FL) | 230.3 |
| Houston | 230.7 |
| Charlotte | 236.3 |

Note: East Baton Rouge scores are estimated based on state scale score performance.

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**Exhibit 37. Mississippi, Large City, National Public, TUDA, and Estimated Jackson Scale Scores for Free- or Reduced-Price Lunch Students on the Grade 4 NAEP Math Assessment, 2015**



Note: Jackson Public Schools' scores are estimated based on state scale score performance.
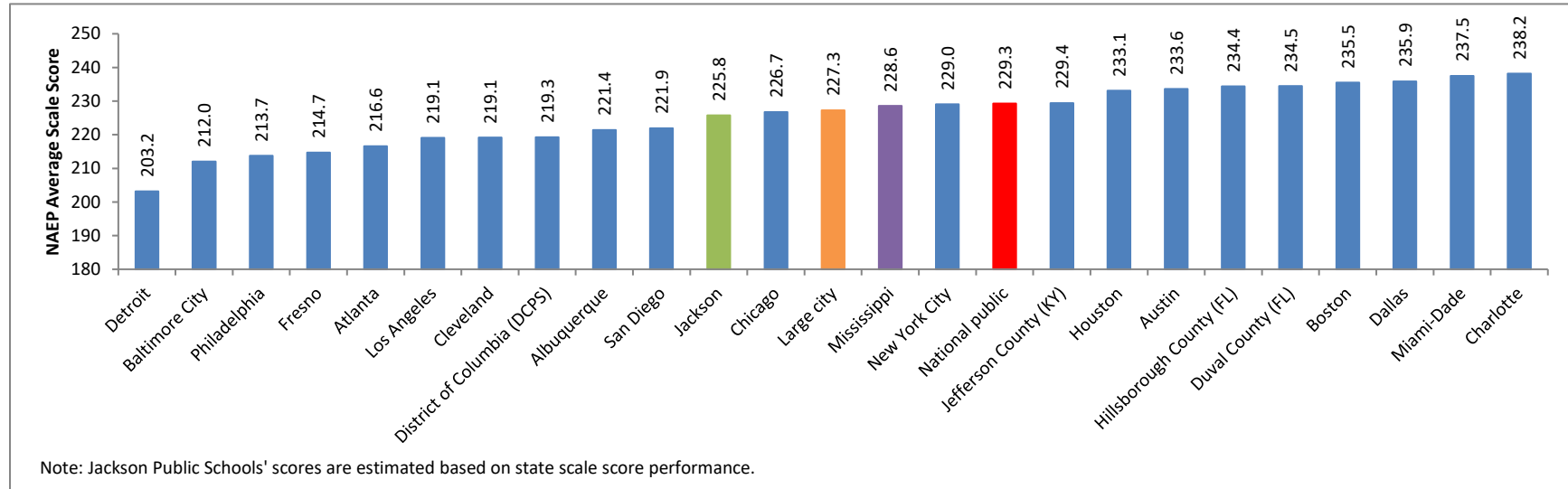
**Exhibit 38. Mississippi, Large City, National Public, TUDA, and Estimated Jackson Scale Scores for Black Free- or Reduced-Price Lunch Students on the Grade 4 NAEP Math Assessment, 2015**



Note: Jackson Public Schools' scores are estimated based on state scale score performance.

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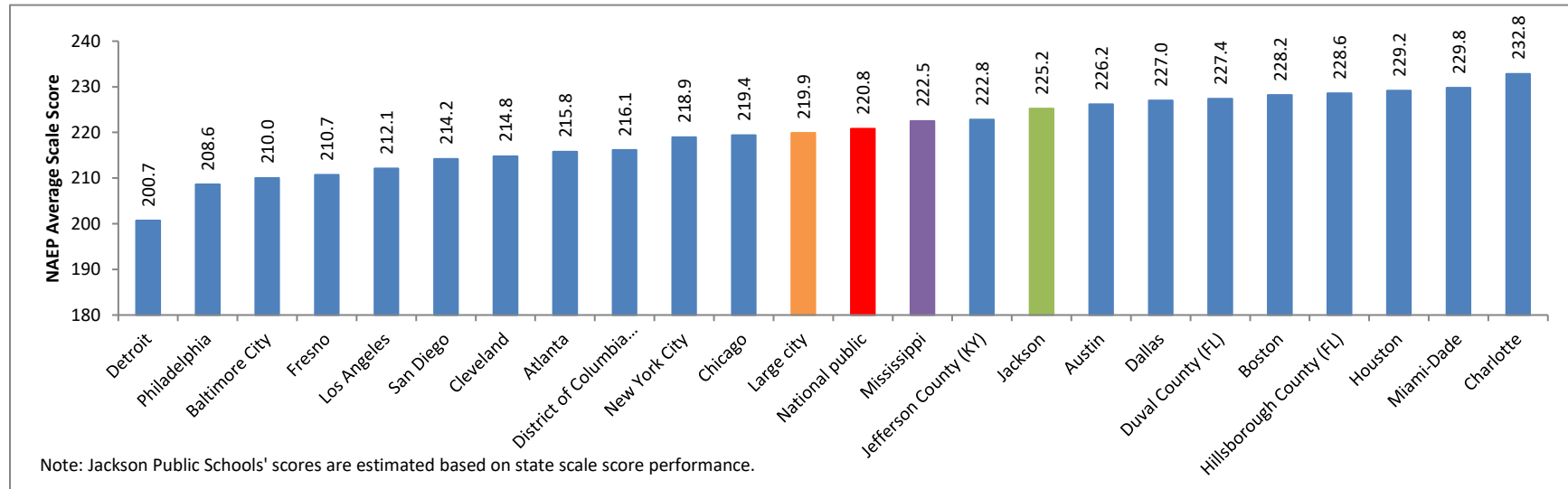
**Exhibit 39. Mississippi, Large City, National Public, TUDA, and Estimated Jackson Scale Scores for All Students on the Grade 8 NAEP Math Assessment, 2015**



Note: Jackson Public Schools' scores are estimated based on state scale score performance.
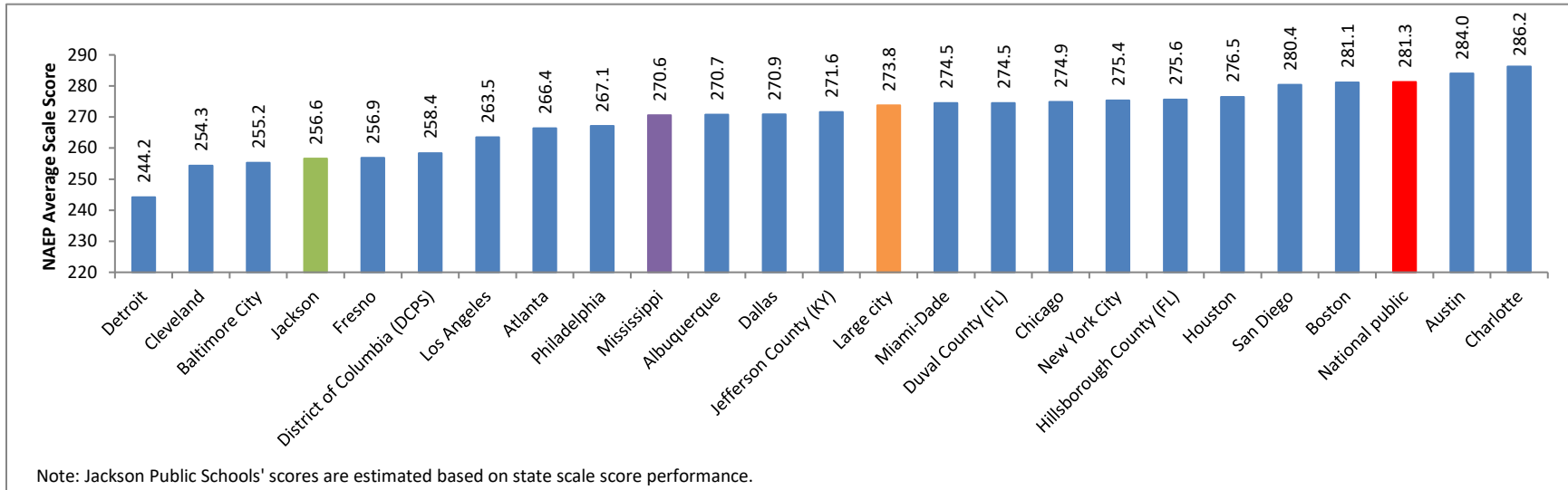
**Exhibit 40. Mississippi, Large City, National Public, TUDA, and Estimated Jackson Scale Scores for Black Students on the Grade 8 NAEP Math Assessment, 2015**



Note: Jackson Public Schools' scores are estimated based on state scale score performance.
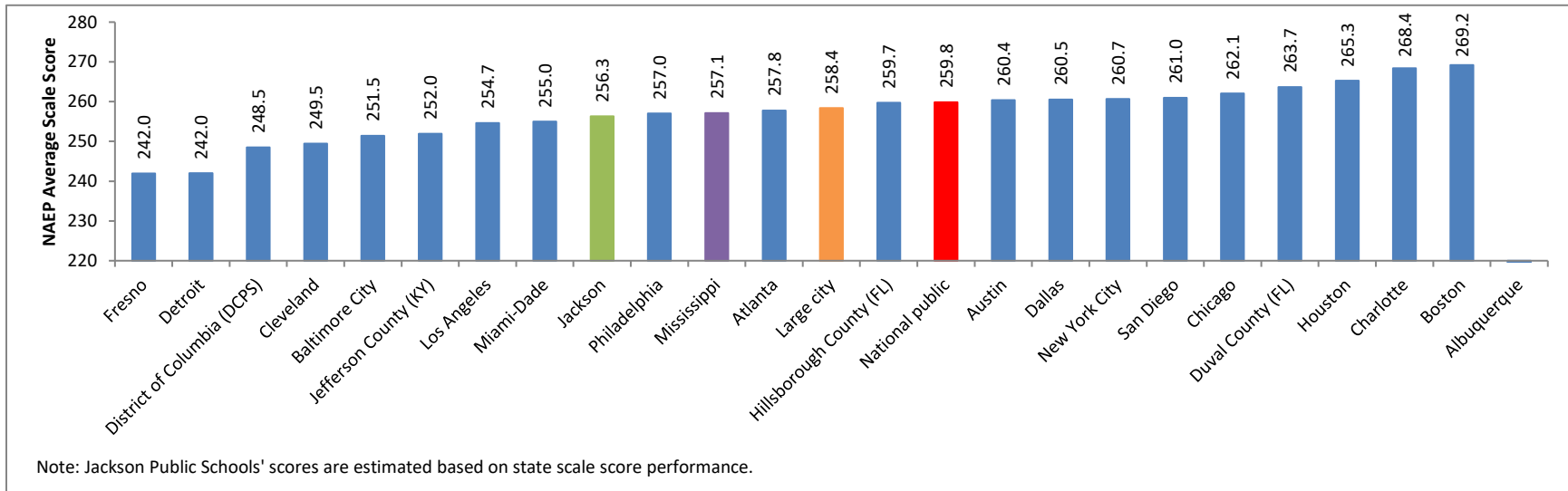
**Exhibit 41. Mississippi, Large City, National Public, TUDA, and Estimated Jackson Scale Scores for Free- or Reduced-Price Lunch Students on the Grade 8 NAEP Math Assessment, 2015**



Note: Jackson Public Schools' scores are estimated based on state scale score performance.

Bar chart, NAEP Average Scale Score (y-axis) by district:
Detroit 240.9, District of Columbia (DCPS) 246.9, Fresno 251.1, Baltimore City 251.1, Cleveland 254.3, Atlanta 255.8, Jackson 256.9, Jefferson County (KY) 257.8, Los Angeles 258.8, Albuquerque 262.1, Philadelphia 262.1, Mississippi 262.2, Hillsborough County (FL) 262.5, Duval County (FL) 264.7, Austin 265.3, Large city 265.7, National public 268.0, Miami-Dade 268.7, Chicago 268.9, Dallas 269.1, San Diego 269.4, Houston 269.7, Charlotte 270.2, New York City 272.1, Boston 281.1

**Exhibit 42. Mississippi, Large City, National Public, TUDA, and Estimated Jackson Scale Scores for Black Free- or Reduced-Price Lunch Students on the Grade 8 NAEP Math Assessment, 2015**



Note: Jackson Public Schools' scores are estimated based on state scale score performance.

Bar chart, NAEP Average Scale Score (y-axis) by district:
Fresno 236.9, Detroit 237.9, District of Columbia (DCPS) 245.2, Jefferson County (KY) 247.2, Baltimore City 248.2, Cleveland 249.5, Los Angeles 250.2, Austin 250.7, Philadelphia 253.4, Miami-Dade 253.6, Atlanta 254.8, Mississippi 254.8, Hillsborough County (FL) 255.6, National public 255.8, Large city 256.1, Jackson 256.3, Duval County (FL) 258.3, Dallas 258.8, Chicago 260.8, New York City 261.3, Houston 261.4, Charlotte 263.5, Boston 269.2

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**Exhibit 43. Percentage of Level 1 Students on the ELA MAP Assessment, 2016**

| | Grade 3 ELA | Grade 4 ELA | Grade 5 ELA | Grade 6 ELA | Grade 7 ELA | Grade 8 ELA | English II |
|---|---|---|---|---|---|---|---|
| State Level 1 | 9.4% | 7.0% | 13.5% | 16.3% | 9.9% | 13.6% | 10.9% |
| Jackson Level 1 | 15.1% | 11.7% | 20.3% | 29.8% | 16.9% | 24.1% | 21.6% |
| Level 1 Difference | 5.7% | 4.7% | 6.8% | 13.6% | 7.0% | 10.5% | 10.7% |
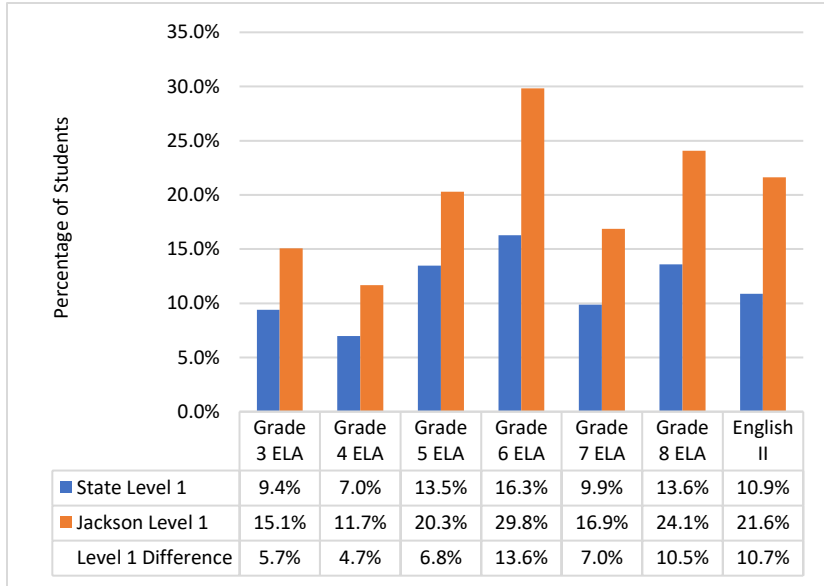
**Exhibit 44. Percentage of Level 1 Students on the ELA MAP Assessment, 2017**

| | Grade 3 ELA | Grade 4 ELA | Grade 5 ELA | Grade 6 ELA | Grade 7 ELA | Grade 8 ELA | English II |
|---|---|---|---|---|---|---|---|
| State Level 1 | 7.5% | 6.1% | 9.1% | 11.0% | 8.6% | 13.5% | 10.5% |
| Jackson Level 1 | 12.2% | 9.5% | 14.4% | 20.9% | 18.4% | 24.6% | 19.7% |
| Level 1 Difference | 4.7% | 3.4% | 5.4% | 10.0% | 9.9% | 11.1% | 9.2% |
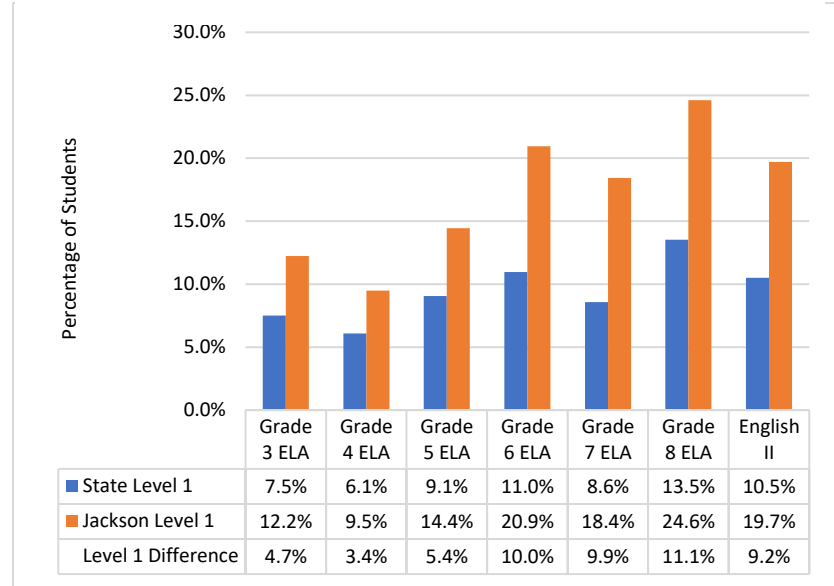
**Exhibit 45. Percentage of Level 2 Students on the ELA MAP Assessment, 2016**

| | Grade 3 ELA | Grade 4 ELA | Grade 5 ELA | Grade 6 ELA | Grade 7 ELA | Grade 8 ELA | English II |
|---|---|---|---|---|---|---|---|
| State Level 2 | 25.7% | 27.3% | 18.2% | 24.0% | 23.2% | 17.0% | 21.9% |
| Jackson Level 2 | 34.5% | 35.9% | 25.0% | 30.5% | 33.6% | 23.5% | 28.6% |
| Level 2 Difference | 8.8% | 8.6% | 6.8% | 6.5% | 10.3% | 6.5% | 6.8% |
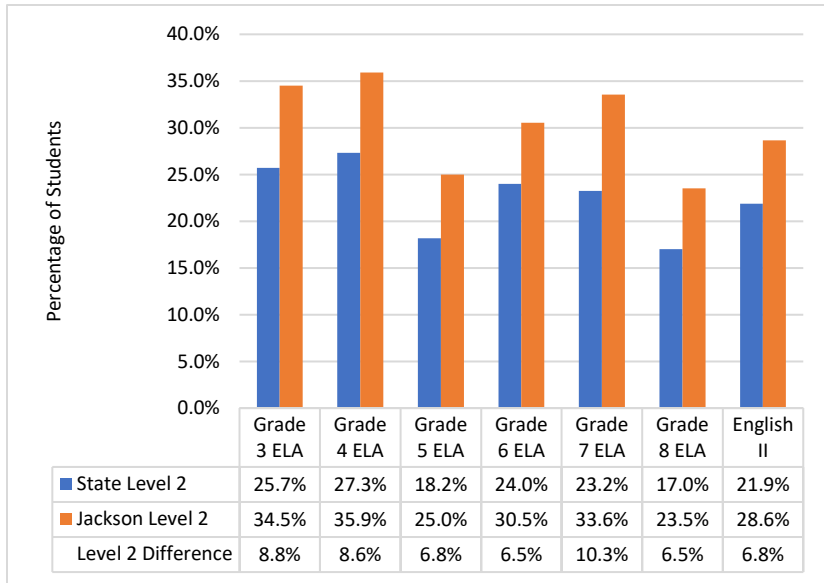
**Exhibit 46. Percentage of Level 2 Students on the ELA MAP Assessment, 2017**

| | Grade 3 ELA | Grade 4 ELA | Grade 5 ELA | Grade 6 ELA | Grade 7 ELA | Grade 8 ELA | English II |
|---|---|---|---|---|---|---|---|
| State Level 2 | 24.0% | 30.4% | 18.1% | 20.8% | 21.9% | 16.6% | 23.0% |
| Jackson Level 2 | 35.0% | 41.4% | 23.8% | 28.8% | 30.6% | 24.0% | 32.8% |
| Level 2 Difference | 10.9% | 11.0% | 5.7% | 8.0% | 8.7% | 7.4% | 9.9% |

360
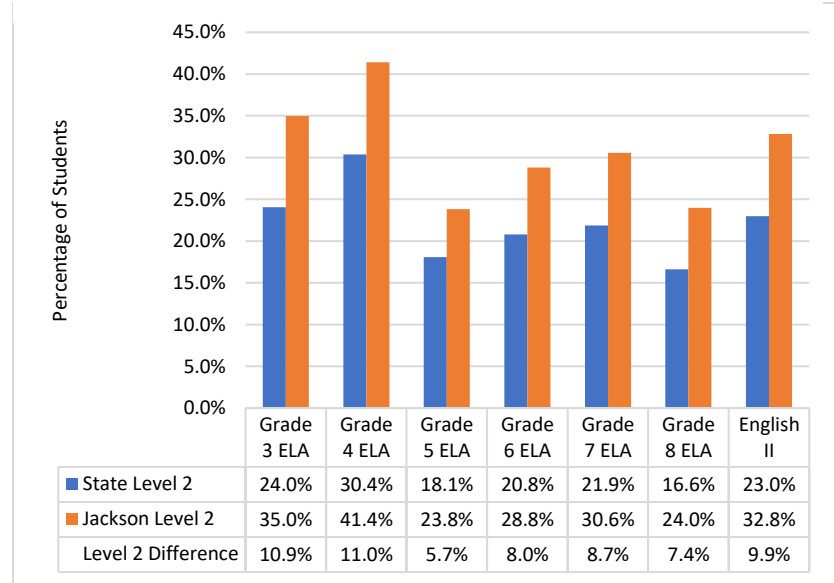
**Exhibit 47. Percentage of Level 3 Students on the ELA MAP Assessment, 2016**

| | Grade 3 ELA | Grade 4 ELA | Grade 5 ELA | Grade 6 ELA | Grade 7 ELA | Grade 8 ELA | English II |
|---|---|---|---|---|---|---|---|
| State Level 3 | 32.8% | 33.1% | 34.2% | 30.5% | 37.8% | 36.1% | 30.1% |
| Jackson Level 3 | 32.4% | 31.1% | 33.5% | 26.0% | 34.1% | 33.3% | 30.7% |
| Level 3 Difference | -0.4% | -2.0% | -0.8% | -4.5% | -3.7% | -2.8% | 0.6% |
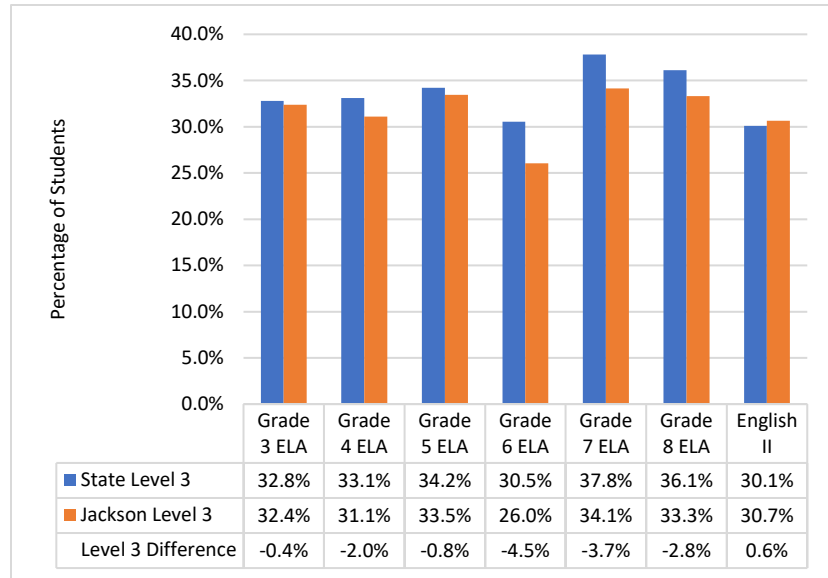
**Exhibit 48. Percentage of Level 3 Students on the ELA MAP Assessment, 2017**

| | Grade 3 ELA | Grade 4 ELA | Grade 5 ELA | Grade 6 ELA | Grade 7 ELA | Grade 8 ELA | English II |
|---|---|---|---|---|---|---|---|
| State Level 3 | 32.4% | 32.3% | 35.6% | 28.3% | 39.5% | 35.7% | 30.6% |
| Jackson Level 3 | 33.5% | 30.8% | 34.0% | 27.5% | 35.9% | 34.1% | 31.5% |
| Level 3 Difference | 1.0% | -1.4% | -1.5% | -0.8% | -3.6% | -1.5% | 0.9% |
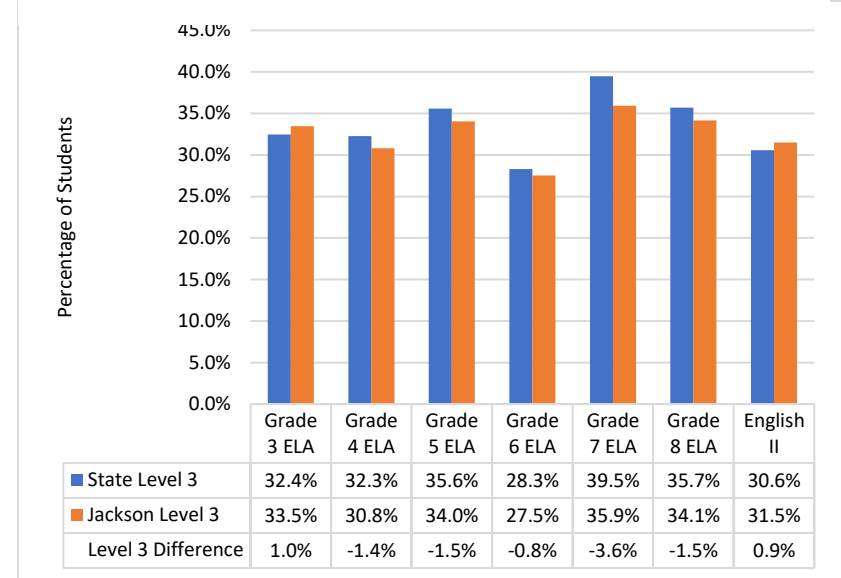
**Exhibit 49. Percentage of Level 4 and 5 Students on the ELA MAP Assessment, 2016**

| | Grade 3 ELA | Grade 4 ELA | Grade 5 ELA | Grade 6 ELA | Grade 7 ELA | Grade 8 ELA | English II |
|---|---|---|---|---|---|---|---|
| State At or Above Proficient | 32.1% | 32.6% | 34.1% | 29.2% | 29.1% | 33.3% | 37.1% |
| Jackson At or Above Proficient | 18.0% | 21.3% | 21.3% | 13.6% | 15.4% | 19.1% | 19.1% |
| At or Above Proficient Difference | -14.1% | -11.3% | -12.9% | -15.6% | -13.6% | -14.2% | -18.1% |
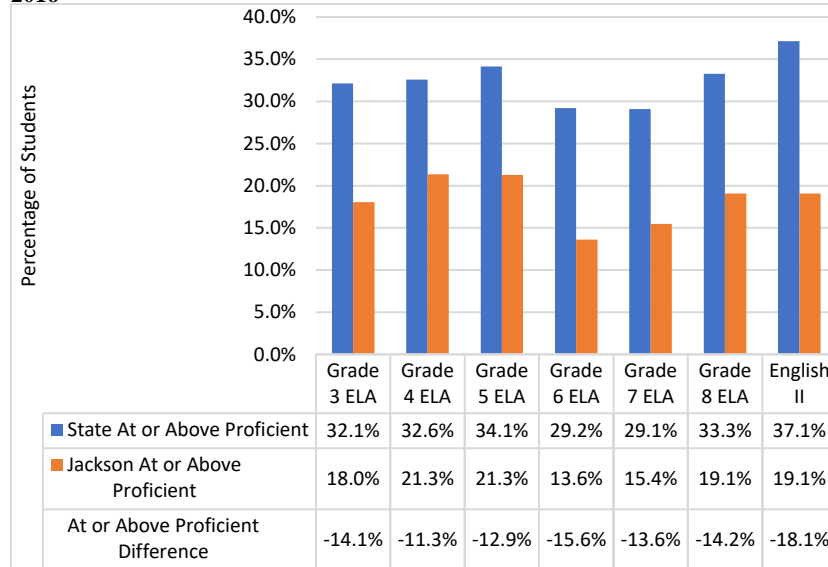
**Exhibit 50. Percentage of Level 4 and 5 Students on the ELA MAP Assessment, 2017**

| | Grade 3 ELA | Grade 4 ELA | Grade 5 ELA | Grade 6 ELA | Grade 7 ELA | Grade 8 ELA | English II |
|---|---|---|---|---|---|---|---|
| State At or Above Proficient | 36.0% | 31.3% | 37.3% | 40.0% | 30.1% | 34.2% | 36.0% |
| Jackson At or Above Proficient | 19.3% | 18.3% | 27.7% | 22.7% | 15.1% | 17.3% | 16.0% |
| At or Above Proficient Difference | -16.7% | -13.0% | -9.6% | -17.2% | -15.0% | -16.9% | -20.0% |

361
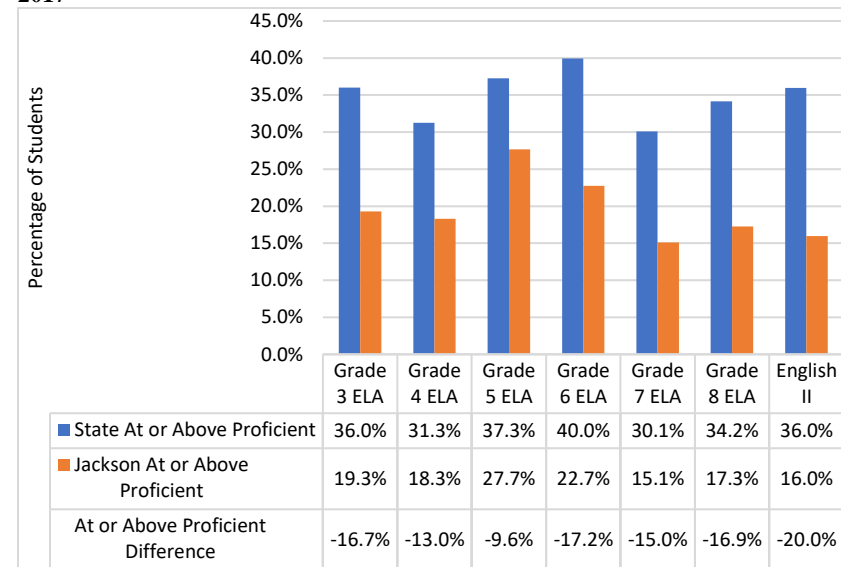
**Exhibit 51. Percentage of Level 1 Students on the Math MAP Assessment, 2016**



| | Grade 3 Math | Grade 4 Math | Grade 5 Math | Grade 6 Math | Grade 7 Math | Grade 8 Math | Alg I |
|---|---|---|---|---|---|---|---|
| State Level 1 | 8.7% | 7.7% | 7.5% | 7.7% | 6.3% | 8.3% | 4.7% |
| Jackson Level 1 | 14.6% | 14.3% | 13.0% | 14.5% | 12.0% | 18.8% | 7.1% |
| Level 1 Difference | 6.0% | 6.6% | 5.5% | 6.8% | 5.7% | 10.5% | 2.4% |
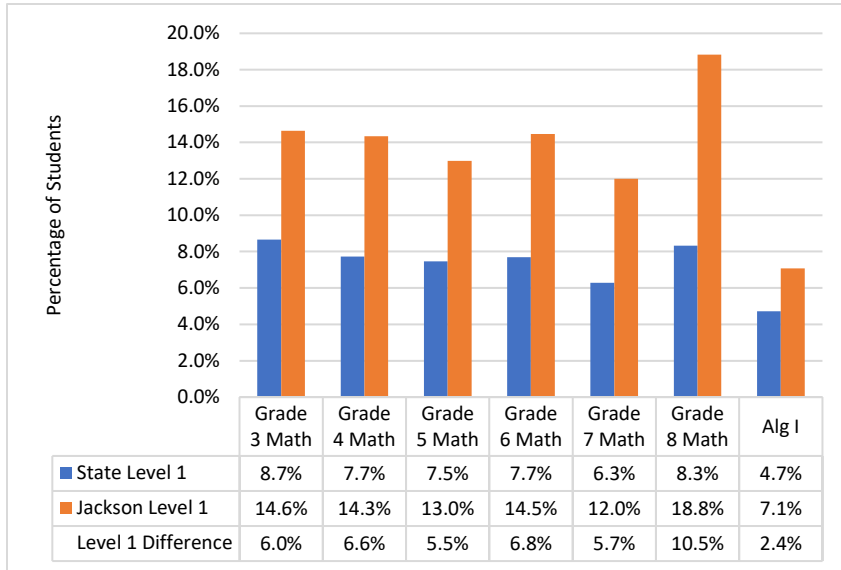
**Exhibit 52. Percentage of Level 1 Students on the Math MAP Assessment, 2017**



| | Grade 3 Math | Grade 4 Math | Grade 5 Math | Grade 6 Math | Grade 7 Math | Grade 8 Math | Alg I |
|---|---|---|---|---|---|---|---|
| State Level 1 | 6.4% | 8.6% | 7.0% | 4.7% | 4.3% | 8.3% | 5.9% |
| Jackson Level 1 | 12.5% | 15.9% | 12.5% | 10.9% | 10.2% | 21.3% | 13.6% |
| Level 1 Difference | 6.1% | 7.4% | 5.5% | 6.2% | 5.9% | 13.0% | 7.7% |
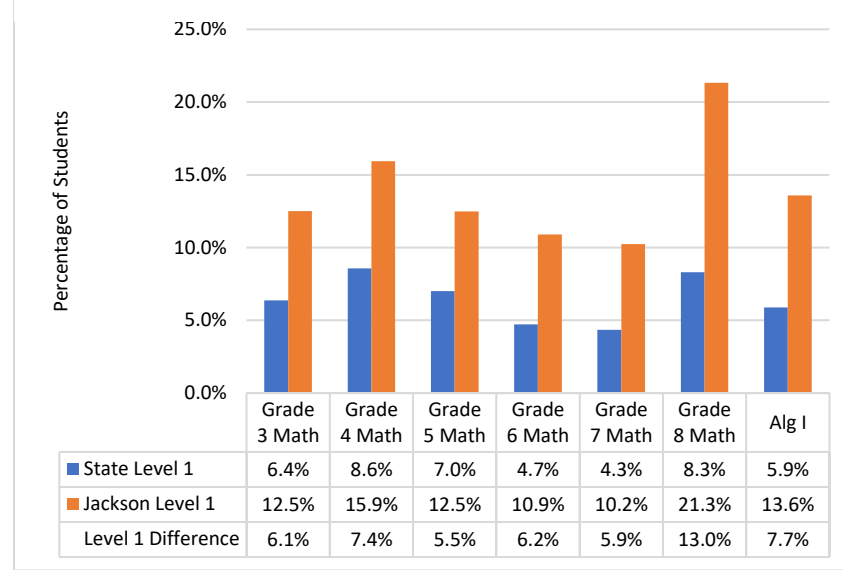
**Exhibit 53. Percentage of Level 2 Students on the Math MAP Assessment, 2016**



| | Grade 3 Math | Grade 4 Math | Grade 5 Math | Grade 6 Math | Grade 7 Math | Grade 8 Math | Alg I |
|---|---|---|---|---|---|---|---|
| State Level 2 | 26.0% | 26.4% | 22.7% | 25.3% | 25.4% | 29.0% | 30.8% |
| Jackson Level 2 | 41.0% | 39.5% | 35.1% | 39.1% | 40.4% | 44.0% | 41.9% |
| Level 2 Difference | 15.0% | 13.1% | 12.5% | 13.7% | 15.0% | 15.0% | 11.0% |
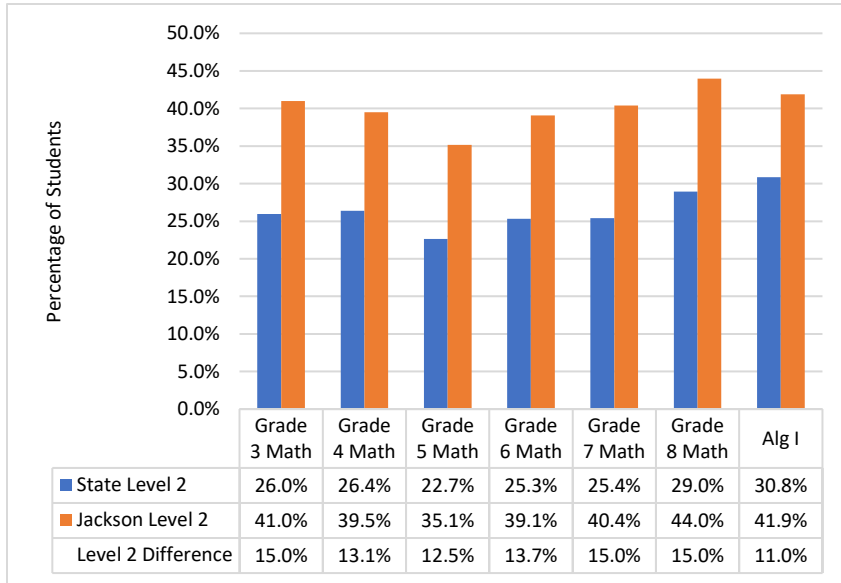
**Exhibit 54. Percentage of Level 2 Students on the Math MAP Assessment, 2017**



| | Grade 3 Math | Grade 4 Math | Grade 5 Math | Grade 6 Math | Grade 7 Math | Grade 8 Math | Alg I |
|---|---|---|---|---|---|---|---|
| State Level 2 | 21.4% | 23.7% | 21.0% | 22.8% | 23.2% | 24.3% | 27.6% |
| Jackson Level 2 | 37.5% | 38.6% | 31.2% | 40.3% | 42.1% | 44.0% | 48.9% |
| Level 2 Difference | 16.1% | 14.8% | 10.2% | 17.5% | 18.9% | 19.7% | 21.3% |

362
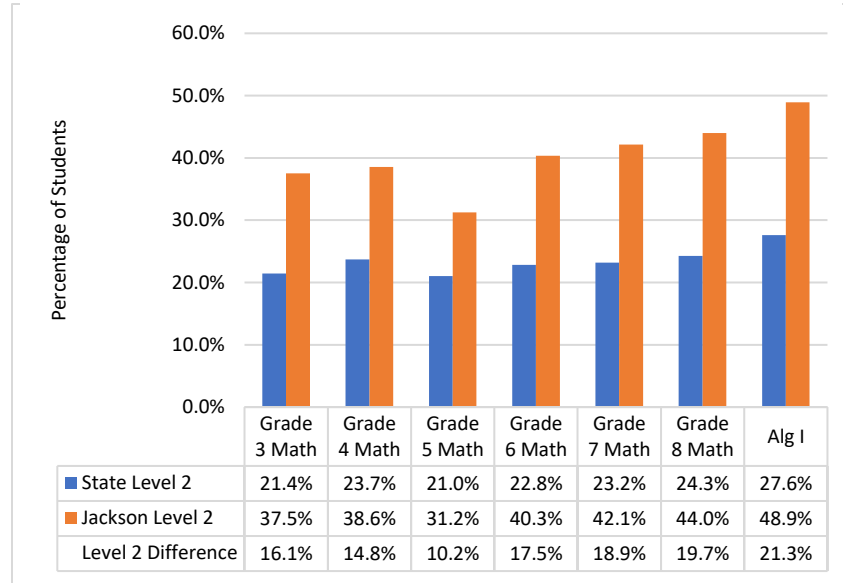
**Exhibit 55. Percentage of Level 3 Students on the Math MAP Assessment, 2016**



| | Grade 3 Math | Grade 4 Math | Grade 5 Math | Grade 6 Math | Grade 7 Math | Grade 8 Math | Alg I |
|---|---|---|---|---|---|---|---|
| State Level 3 | 32.6% | 33.7% | 39.9% | 34.5% | 34.1% | 31.8% | 38.4% |
| Jackson Level 3 | 30.6% | 32.7% | 38.7% | 32.6% | 32.0% | 25.9% | 43.2% |
| Level 3 Difference | -2.0% | -1.0% | -1.2% | -1.9% | -2.1% | -5.9% | 4.8% |
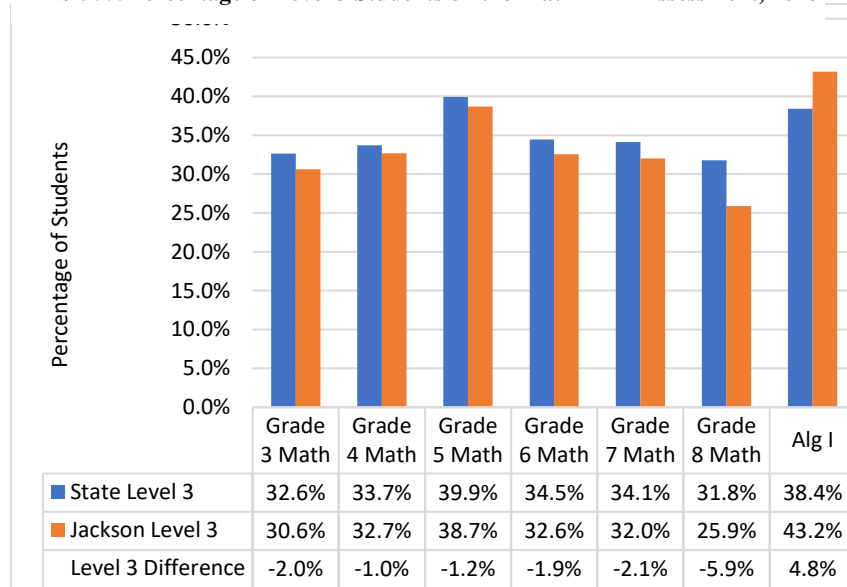
**Exhibit 56. Percentage of Level 3 Students on the Math MAP Assessment, 2017**



| | Grade 3 Math | Grade 4 Math | Grade 5 Math | Grade 6 Math | Grade 7 Math | Grade 8 Math | Alg I |
|---|---|---|---|---|---|---|---|
| State Level 3 | 32.1% | 31.9% | 38.2% | 34.7% | 28.6% | 30.9% | 35.1% |
| Jackson Level 3 | 30.6% | 28.8% | 36.5% | 35.3% | 27.1% | 23.6% | 32.8% |
| Level 3 Difference | -1.5% | -3.0% | -1.8% | 0.5% | -1.5% | -7.3% | -2.3% |
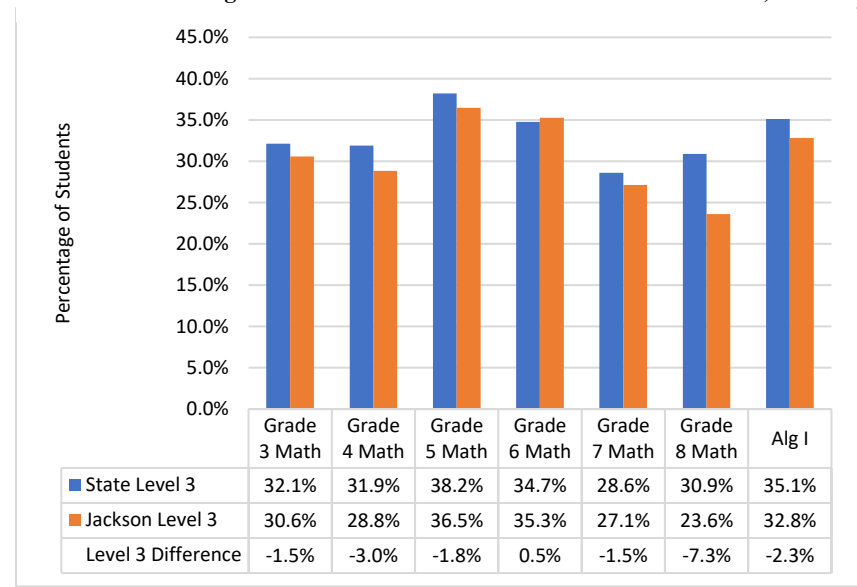
**Exhibit 57. Percentage of Level 4 and 5 Students on the Math MAP Assessment, 2016**



| | Grade 3 Math | Grade 4 Math | Grade 5 Math | Grade 6 Math | Grade 7 Math | Grade 8 Math | Alg I |
|---|---|---|---|---|---|---|---|
| State At or Above Proficient | 32.7% | 32.2% | 30.0% | 32.5% | 34.2% | 30.9% | 26.1% |
| Jackson At or Above Proficient | 13.7% | 13.5% | 13.2% | 13.9% | 15.6% | 11.4% | 7.9% |
| At or Above Proficient Difference | -19.0% | -18.7% | -16.8% | -18.6% | -18.6% | -19.6% | -18.2% |
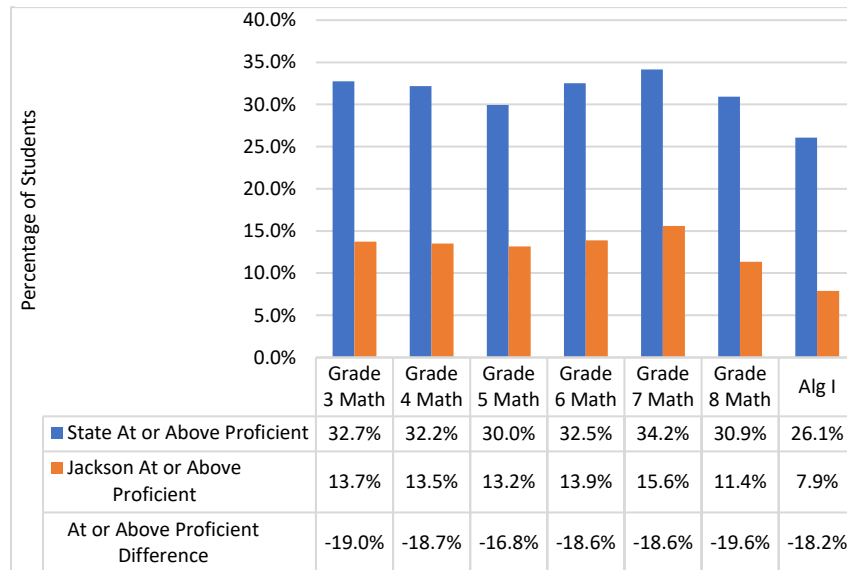
**Exhibit 58. Percentage of Level 4 and 5 Students on the Math MAP Assessment, 2017**



| | Grade 3 Math | Grade 4 Math | Grade 5 Math | Grade 6 Math | Grade 7 Math | Grade 8 Math | Alg I |
|---|---|---|---|---|---|---|---|
| State At or Above Proficient | 40.1% | 35.8% | 33.7% | 37.7% | 43.8% | 36.6% | 31.4% |
| Jackson At or Above Proficient | 19.4% | 16.7% | 19.8% | 13.5% | 20.5% | 11.1% | 4.7% |
| At or Above Proficient Difference | -20.7% | -19.2% | -13.9% | -24.2% | -23.3% | -25.5% | -26.7% |

363
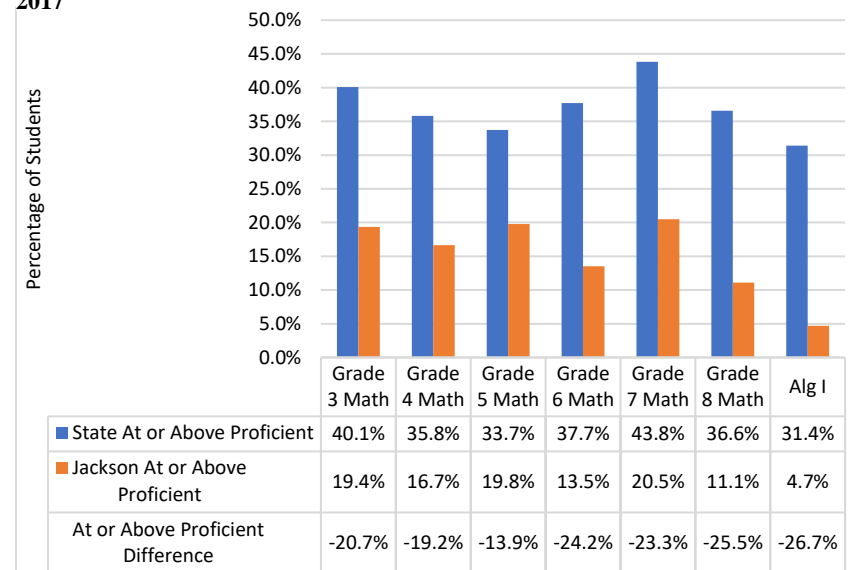
**Exhibit 59. Percentage of State and District Economically Disadvantaged Students Scoring Proficient or Above on the English Language Arts and Math MAP Assessment, 2016 and 2017**

| | English Language Arts | | | Mathematics | | |
|---|---|---|---|---|---|---|
| | State | Jackson | ELA Gap | State | Jackson | Math Gap |
| 2016 | 24.6% | 17.8% | 6.8% | 23.6% | 12.0% | 11.6% |
| 2017 | 28.4% | 21.0% | 7.4% | 30.1% | 16.1% | 14.0% |
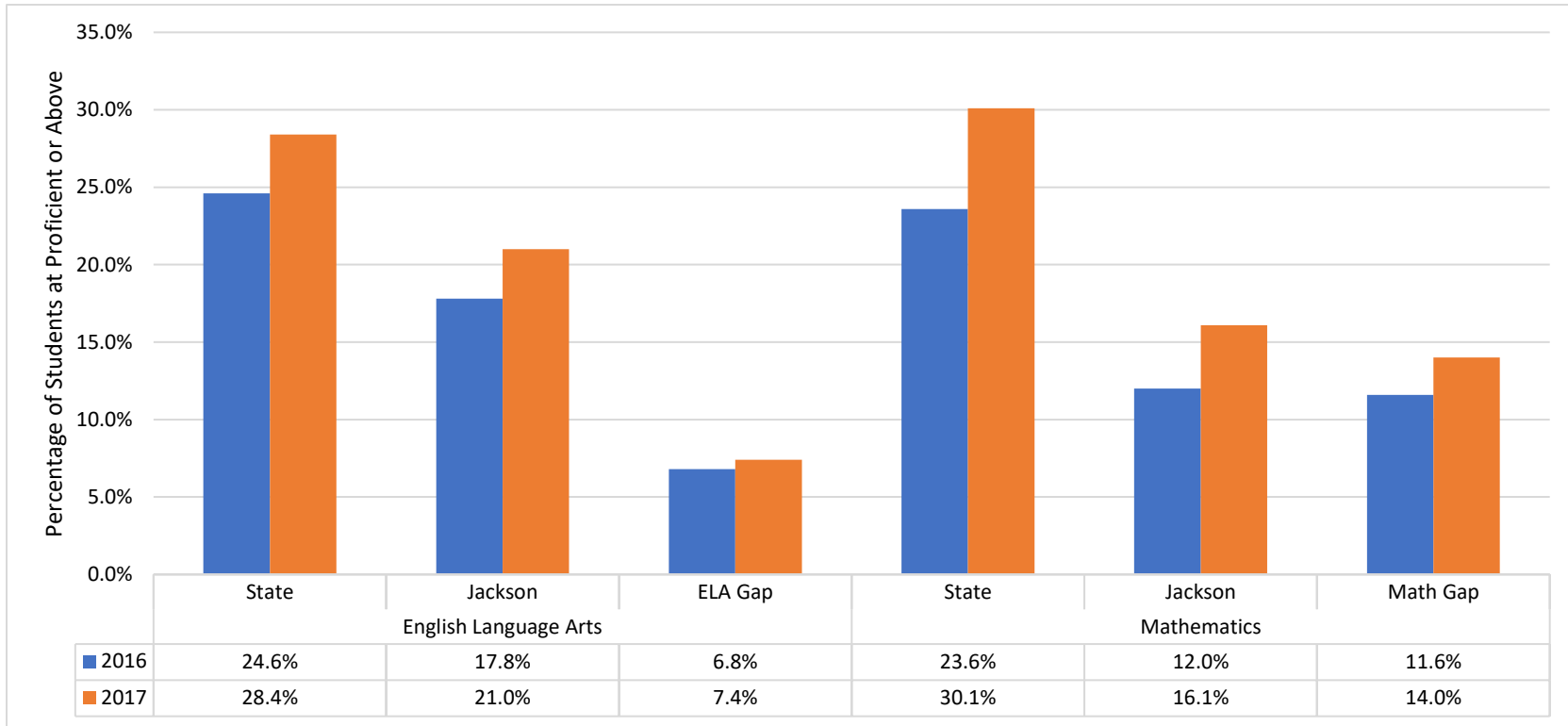
**Exhibit 60. Mean and Target Scaled Scores on the Star Reading Assessment for Grade 3, 2014-15 to 2016-17**

| | Fall | Winter | Spring |
|---|---|---|---|
| 14-15 | 92.54 | 139.33 | 172.45 |
| 15-16 | 205.27 | 275.38 | 288.16 |
| 16-17 | 309.77 | 385.20 | 379.96 |
| Star Proficiency Target | 464.28 | 551.21 | 554.04 |
| Achievement Gap, 16-17 | -154.51 | -166.00 | -174.08 |

Note: The Star Proficiency Target is the estimated Star Scaled Score needed to achieve proficiency on the Mississippi Academic Assessment of Program.
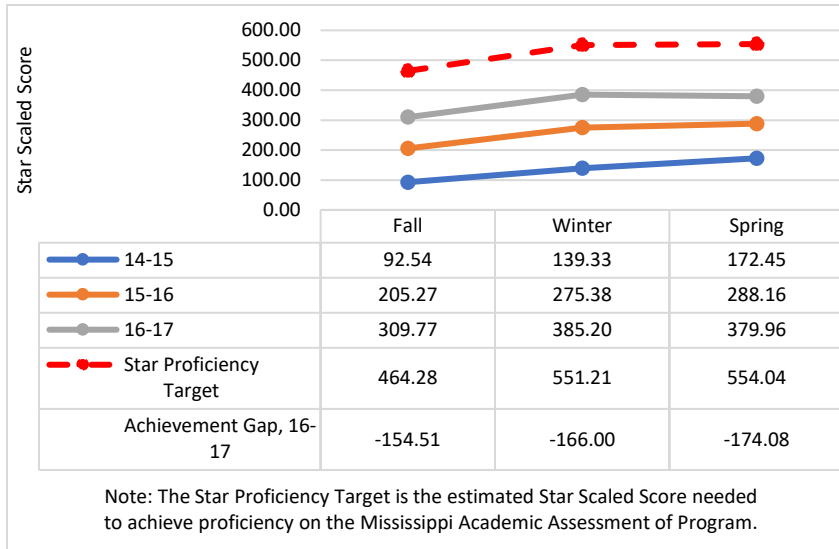
**Exhibit 61. Mean and Target Scaled Scores on the Star Reading Assessment for Grade 4, 2014-15 to 2016-17**

| | Fall | Winter | Spring |
|---|---|---|---|
| 14-15 | 182.40 | 258.19 | 286.00 |
| 15-16 | 314.83 | 392.63 | 383.43 |
| 16-17 | 404.60 | 471.69 | 461.88 |
| Star Proficiency Target | 602.43 | 693.01 | 692.15 |
| Achievement Gap, 16-17 | -197.83 | -221.33 | -230.27 |

Note: The Star Proficiency Target is the estimated Star Scaled Score needed to achieve proficiency on the Mississippi Academic Assessment of Program.
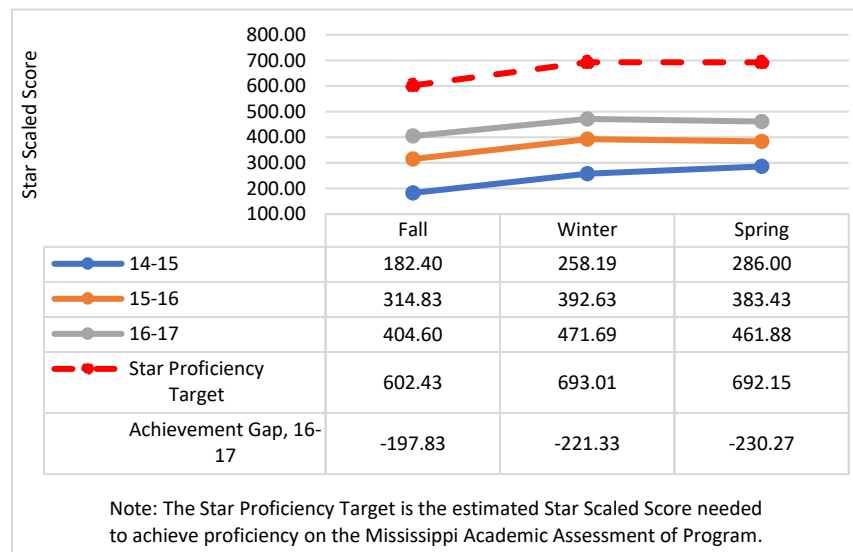
**Exhibit 62. Mean and Target Scaled Scores on the Star Reading Assessment for Grade 5, 2014-15 to 2016-17**

| | Fall | Winter | Spring |
|---|---|---|---|
| 14-15 | 294.91 | 383.96 | 402.52 |
| 15-16 | 419.54 | 474.47 | 469.54 |
| 16-17 | 499.14 | 568.72 | 550.51 |
| Star Proficiency Target | 650.56 | 731.32 | 723.41 |
| Achievement Gap, 16-17 | -151.42 | -162.60 | -172.90 |

Note: The Star Proficiency Target is the estimated Star Scaled Score needed to achieve proficiency on the Mississippi Academic Assessment of Program.
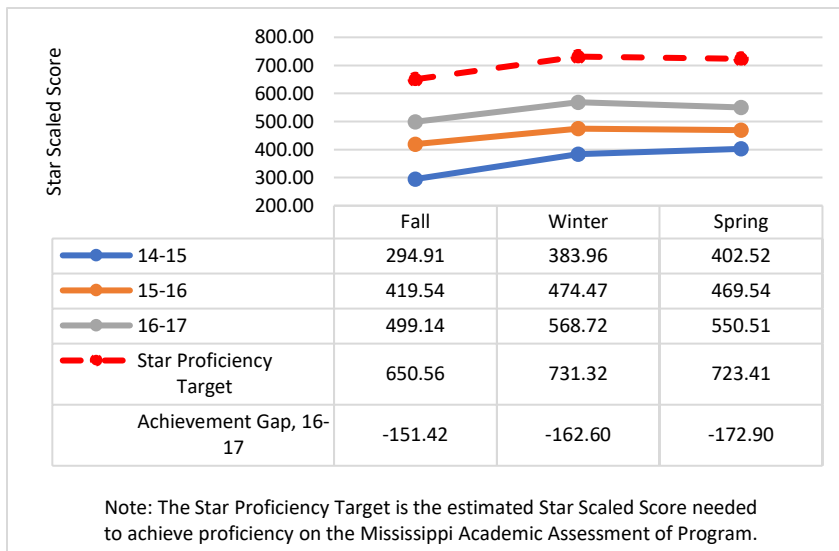
**Exhibit 63. Mean and Target Scaled Scores on the Star Reading Assessment for Grade 6, 2014-15 to 2016-17**

| | Fall | Winter | Spring |
|---|---|---|---|
| 14-15 | 352.54 | 417.52 | 428.34 |
| 15-16 | 475.27 | 536.63 | 524.04 |
| 16-17 | 520.46 | 553.14 | 541.19 |
| Star Proficiency Target | 723.45 | 766.31 | 768.47 |
| Achievement Gap, 16-17 | -202.99 | -213.17 | -227.28 |

Note: The Star Proficiency Target is the estimated Star Scaled Score needed to achieve proficiency on the Mississippi Academic Assessment of Program.
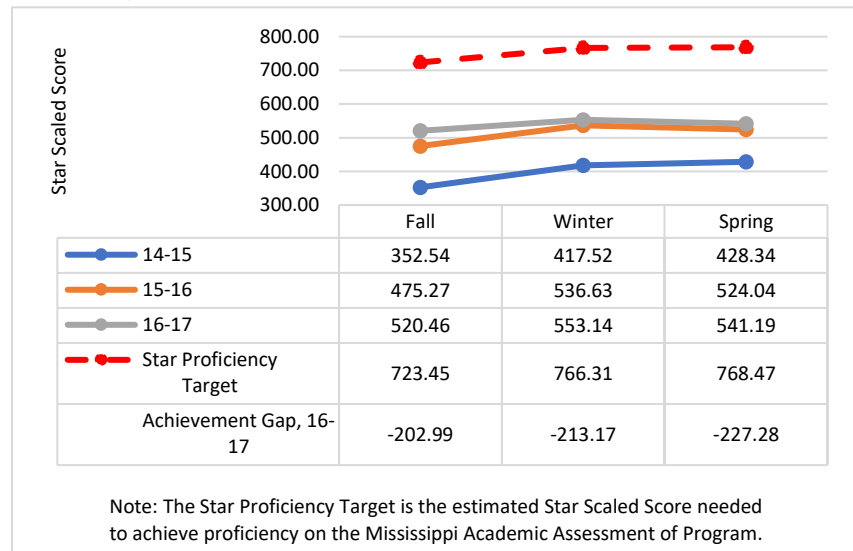
**Exhibit 64. Mean and Target Scaled Scores on the Star Reading Assessment for Grade 7, 2014-15 to 2016-17**
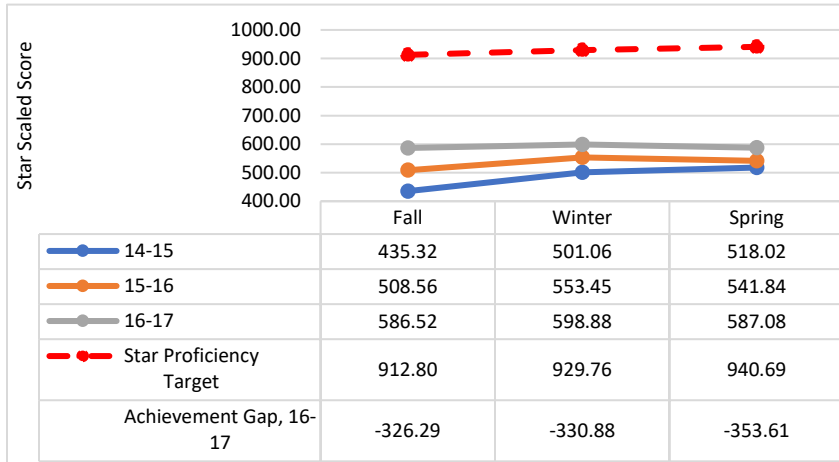


| | Fall | Winter | Spring |
|---|---|---|---|
| 14-15 | 435.32 | 501.06 | 518.02 |
| 15-16 | 508.56 | 553.45 | 541.84 |
| 16-17 | 586.52 | 598.88 | 587.08 |
| Star Proficiency Target | 912.80 | 929.76 | 940.69 |
| Achievement Gap, 16-17 | -326.29 | -330.88 | -353.61 |

Note: The Star Proficiency Target is the estimated Star Scaled Score needed to achieve proficiency on the Mississippi Academic Assessment of Program.

**Exhibit 65. Mean and Target Scaled Scores on the Star Reading Assessment for Grade 8, 2014-15 to 2016-17**
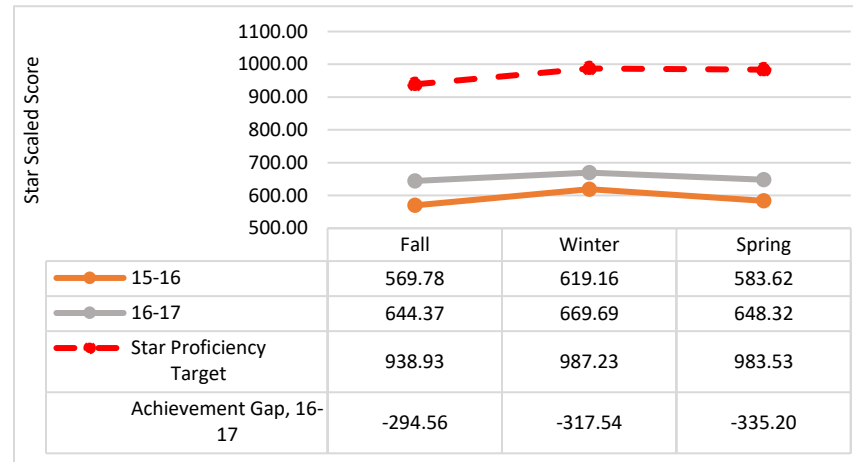


| | Fall | Winter | Spring |
|---|---|---|---|
| 15-16 | 569.78 | 619.16 | 583.62 |
| 16-17 | 644.37 | 669.69 | 648.32 |
| Star Proficiency Target | 938.93 | 987.23 | 983.53 |
| Achievement Gap, 16-17 | -294.56 | -317.54 | -335.20 |

Note: The Star Proficiency Target is the estimated Star Scaled Score needed to achieve proficiency on the Mississippi Academic Assessment of Program.

**Exhibit 66. Mean and Target Scaled Scores on the Star Math Assessment for Grade 3, 2014-15 to 2016-17**
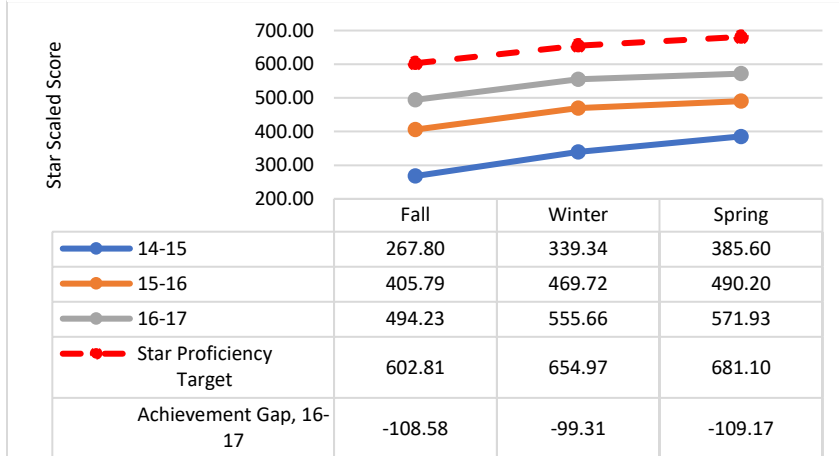


| | Fall | Winter | Spring |
|---|---|---|---|
| 14-15 | 267.80 | 339.34 | 385.60 |
| 15-16 | 405.79 | 469.72 | 490.20 |
| 16-17 | 494.23 | 555.66 | 571.93 |
| Star Proficiency Target | 602.81 | 654.97 | 681.10 |
| Achievement Gap, 16-17 | -108.58 | -99.31 | -109.17 |

Note: The Star Proficiency Target is the estimated Star Scaled Score needed to achieve proficiency on the Mississippi Academic Assessment of Program.

**Exhibit 67. Mean and Target Scaled Scores on the Star Math Assessment for Grade 4, 2014-15 to 2016-17**
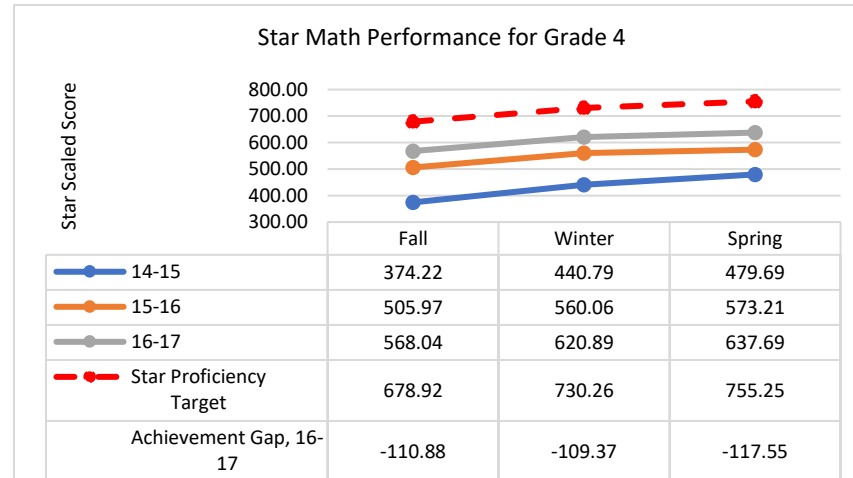
Star Math Performance for Grade 4



| | Fall | Winter | Spring |
|---|---|---|---|
| 14-15 | 374.22 | 440.79 | 479.69 |
| 15-16 | 505.97 | 560.06 | 573.21 |
| 16-17 | 568.04 | 620.89 | 637.69 |
| Star Proficiency Target | 678.92 | 730.26 | 755.25 |
| Achievement Gap, 16-17 | -110.88 | -109.37 | -117.55 |

Note: The Star Proficiency Target is the estimated Star Scaled Score needed to achieve proficiency on the Mississippi Academic Assessment of Program.

**Exhibit 68. Mean and Target Scaled Scores on the Star Math Assessment for Grade 5, 2014-15 to 2016-17**



| | Fall | Winter | Spring |
|---|---|---|---|
| 14-15 | 477.73 | 532.29 | 568.28 |
| 15-16 | 581.96 | 627.59 | 643.80 |
| 16-17 | 635.91 | 684.49 | 690.13 |
| Star Proficiency Target | 751.94 | 793.06 | 810.20 |
| Achievement Gap, 16-17 | -116.03 | -108.57 | -120.08 |

Note: The Star Proficiency Target is the estimated Star Scaled Score needed to achieve proficiency on the Mississippi Academic Assessment of Program.
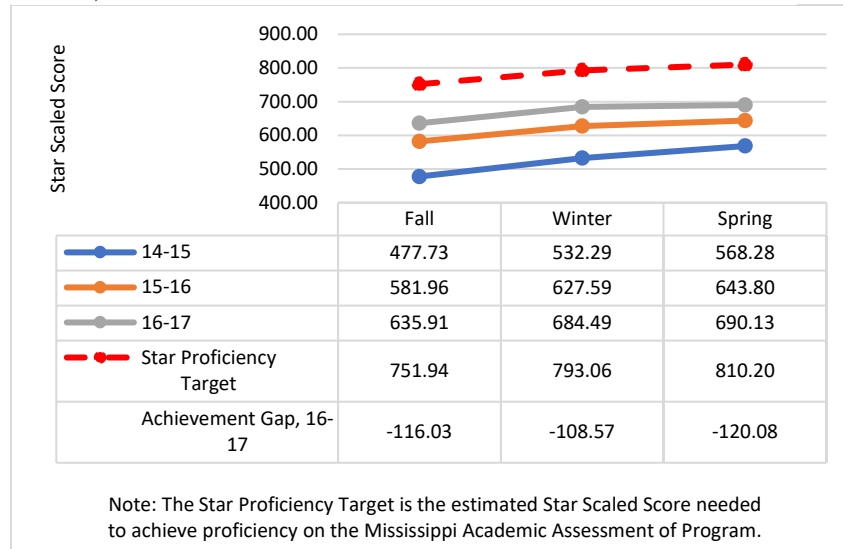
**Exhibit 69. Mean and Target Scaled Scores on the Star Math Assessment for Grade 6, 2014-15 to 2016-17**



| | Fall | Winter | Spring |
|---|---|---|---|
| 14-15 | 531.93 | 582.72 | 615.96 |
| 15-16 | 630.43 | 673.27 | 677.34 |
| 16-17 | 664.05 | 686.38 | 698.40 |
| Star Proficiency Target | 821.48 | 846.76 | 856.92 |
| Achievement Gap, 16-17 | -157.42 | -160.38 | -158.52 |

Note: The Star Proficiency Target is the estimated Star Scaled Score needed to achieve proficiency on the Mississippi Academic Assessment of Program.
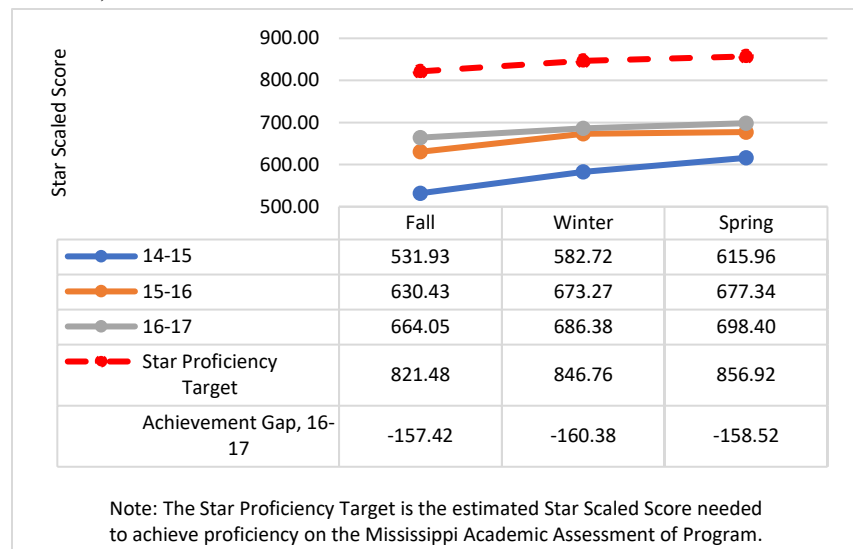
**Exhibit 70. Mean and Target Scaled Scores on the Star Math Assessment for Grade 7, 2014-15 to 2016-17**



Star Reading Performance for Grade 7

| | Fall | Winter | Spring |
|---|---|---|---|
| 14-15 | 605.29 | 644.96 | 666.07 |
| 15-16 | 662.56 | 693.83 | 692.47 |
| 16-17 | 693.09 | 710.04 | 717.44 |
| Star Proficiency Target | 802.85 | 823.96 | 840.13 |
| Achievement Gap, 16-17 | -109.76 | -113.93 | -122.69 |

Note: The Star Proficiency Target is the estimated Star Scaled Score needed to achieve proficiency on the Mississippi Academic Assessment of Program.
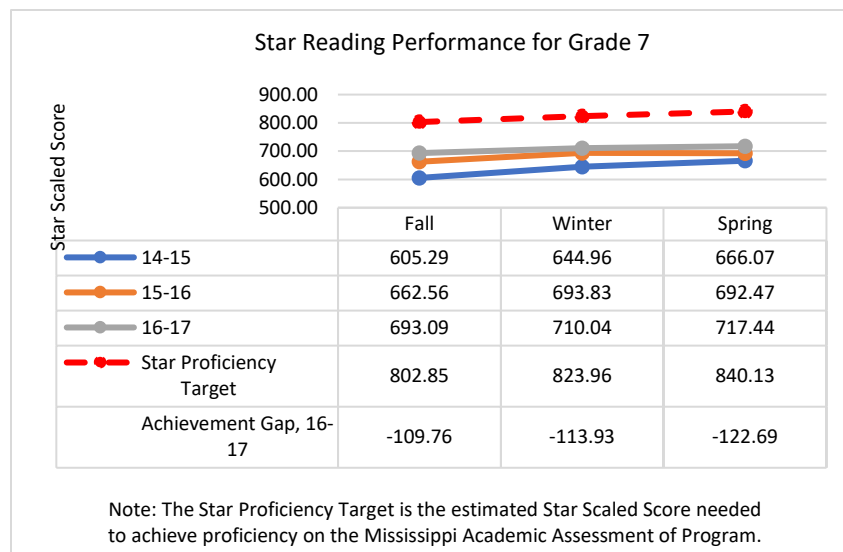
**Exhibit 71. Mean and Target Scaled Scores on the Star Math Assessment for Grade 8, 2014-15 to 2016-17**



Star Reading Performance for Grade 8

| | Fall | Winter | Spring |
|---|---|---|---|
| 15-16 | 686.21 | 728.12 | 723.90 |
| 16-17 | 724.54 | 744.39 | 738.96 |
| Star Proficiency Target | 924.43 | 938.97 | 951.48 |
| Achievement Gap, 16-17 | -238.22 | -210.85 | -227.58 |

Note: The Star Proficiency Target is the estimated Star Scaled Score needed to achieve proficiency on the Mississippi Academic Assessment of Program.

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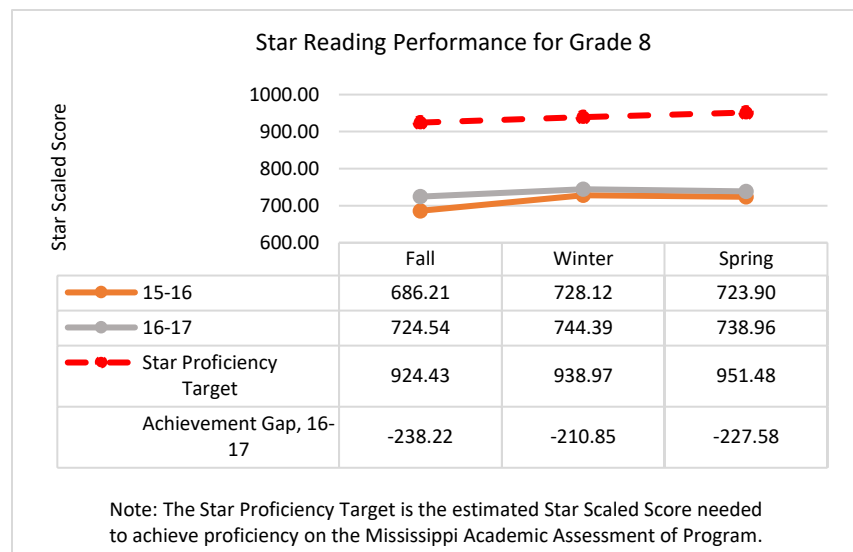
B. **General Key Performance Indicators**

Pre-K Participation

- Jackson had a pre-k enrollment in 2015-16 that was about 30 percent the size of its kindergarten class. (See Exhibit A.1.) This is a general indicator of the size of the district's early childhood program. The median across the Great City Schools in the same year was 34 percent, with a high of 90 percent and a low of 7 percent. (See Exhibit A-1.)

Student Attendance and Absenteeism

- Approximately 28 percent of third graders in Jackson were absent from school for between five and nine days during the 2015-16 school year. (See Exhibit A-7). In addition, some 16 percent of third graders were absent between 10 and 19 days that school year, and 5 percent of third graders were absent for 20 days or more. This means that some 49 percent of third graders were absent from school for five days or more that school year. Rates ranged from 34 percent to 83 percent.

- In sixth grade, about 29 percent of sixth graders in the district were absent from school for between five and nine days during the 2015-16 school year. (See Exhibit A-8) In addition, some 22 percent of sixth graders were absent between 10-19 days that school year, and 8 percent were absent for 20 days or more. This means that some 59 percent of sixth graders were absent from school for five days or more that school year. This rate placed Jackson among the urban school districts with highest absentee rates, which ranged from 30 percent to 73 percent.

- The pattern accelerated among ninth graders, where 26 percent of ninth graders were absent between five and nine days during the 2015-16 school year. In addition, some 23 percent of ninth graders were absent between 10 and 19 days, and 20 percent were absent for 20 days or more. This means that 69 percent of ninth graders were absent from school for five days or more that school year. The range among other urban school districts was between 24 percent and 94 percent. (See Exhibit A-10.)

Suspensions

- Six percent of Jackson's students were suspended out-of-school for between one and five days during the 2015-16 school year, 2 percent were suspended between six and 10 days, 1 percent were suspended between 11 and 19 days, and a negligible percent were suspended for 20 days or more. (See Exhibit A-11.) This meant that some 9 percent of students were suspended out-of-school for some length of time that year. The high across all the reporting cities was about 20 percent.

- The suspension rate was the equivalent of having every 100 students miss approximately 59 instructional days over the course of the school year—or the equivalent of 0.6 instructional days missed due to suspension for every student in the school system. (See Exhibit A-12.)

- About 58 percent of district ninth graders in 2015-16 failed one or more core courses. This rate was the second highest of all major urban school systems, the percentage of ninth graders failing those core courses ranged from a low of 4 percent to a high of 59 percent. (See Exhibit A-2.)

- Some 22 percent of ninth graders in Jackson in 2015-17 had a B grade-point average or better in all ninth-grade courses. The median across all the Great City Schools was 37 percent. Percentages ranged from a high of 63 percent to a low of 13 percent. (See Exhibit A-3.)

- Some 39 percent of Jackson's ninth graders in 2015-16 had successfully completed an Algebra I course (or Integrated Math 1 course) by the end of their ninth-grade year. This rate was the lowest among all reporting Council districts, where percentages ranged from a low of 39 percent to a high of 95 percent. (Exhibit A-4)

- Only about 7 percent of Jackson's students in grades nine to 12 took at least one Advanced Placement (AP) course in 2015-16. Among other major city school systems, the percentages ranged from 3 percent to 56 percent. The median was 21 percent. Kansas City had the fifth lowest AP course participation rate among all reporting Council districts. (See Exhibit A-5.)

- In addition, only 11 percent of those participating in AP courses scored three or higher on the AP exams. This was tied for fourth lowest rate among all reporting Council districts, where AP test passing rates ranged from 4 percent to 72 percent.

- In only 1 of 7 high schools in the district, did any student score 3 or above on any AP exam in 2017. If one removes Murrah from the calculations, then some 97.2 percent of all AP test takers scored 1, the lowest possible score. (See exhibit 72.)

**Exhibit 72. AP Scores Across All Subjects by School, 2017**

| AP Scores Across All Subjects, 2017 | | | | | |
|---|---|---|---|---|---|
| | **Total Test Takers** | **AP Score of 1** | **AP Score of 3 or Higher** | **Percent 1s** | **Percent 3+** |
| **Forest Hill High School** | 95 | 90 | 0 | 95% | 0% |
| **Jim Hill Senior High School** | 71 | 69 | 0 | 97% | 0% |
| **Lanier High School** | 15 | 15 | 0 | 100% | 0% |
| **William B Murrah High School** | 276 | 77 | 69 | 28% | 25% |
| **Provine High School** | 348 | 342 | 0 | 98% | 0% |
| **Robert M Callaway High School** | 16 | 14 | 0 | 88% | 0% |
| **Oscar H Wingfield High School** | 19 | 18 | 0 | 95% | 0% |
| **Jackson Total** | **840** | **625** | **69** | **74%** | **8%** |
| **Jackson Without Murrah High School** | **564** | **548** | **0** | **97%** | **0%** |

- About 130 students in Jackson—mostly attending Jim Hill High School—participate in the district's IB program.

### College and Career Readiness

- The state reports that juniors in Jackson had an average ACT score of 15.5. The statewide average was under 19 as well.

- Some 81 percent of students taking ACT in Jackson scored between 1 and 18, a level too low to gain entrance to any competitive college or university. The national average of students scoring in this range was 39 percent.

### Graduation Rates

- Some 69 percent of Jackson students graduated in 2015-16 after having been in grades 9-12 for four years. (See Exhibit A-6). This rate was the fourth lowest among other reporting major urban school systems, whose graduation rates ranged from 60 percent to 91 percent.

### C. **Special Populations**

*(a) English Language Learners*

- The total number of ELLs in the Jackson Public Schools is small, but enrollment has steadily increased over the past 4 years:

  - 2016-17: 332 ELLs enrolled
  - 2015-16: 281 ELLs enrolled
  - 2014-15: 233 ELLs enrolled
  - 2013-14: 240 ELLs enrolled

- The distribution of ELL enrollment across the grade levels from SY 2013-14 to 2015-16 shows that a large share of ELLs (ranging from 78 percent in SY 2013-14 to 65 percent in SY 2015-16) enroll in the elementary grades. The 3-year data set also shows that, albeit few in numbers, ELL enrollment in grades 7 and 8 has more than doubled. (Exhibit 73.)

**Exhibit 73. English Language Learners Enrollment**



ELL Enrollment by Grade, SY 2013-15

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2013-2014 | 36 | 46 | 36 | 38 | 16 | 11 | 12 | 9 | 7 | 24 | 11 | 1 | 2 |
| 2014-2015 | 28 | 25 | 17 | 20 | 23 | 30 | 16 | 10 | 9 | 25 | 17 | 8 | 5 |
| 2015-2016 | 30 | 32 | 24 | 36 | 19 | 25 | 20 | 25 | 17 | 27 | 18 | 4 | 4 |

Grade

■ 2013-2014   ■ 2014-2015   ■ 2015-2016
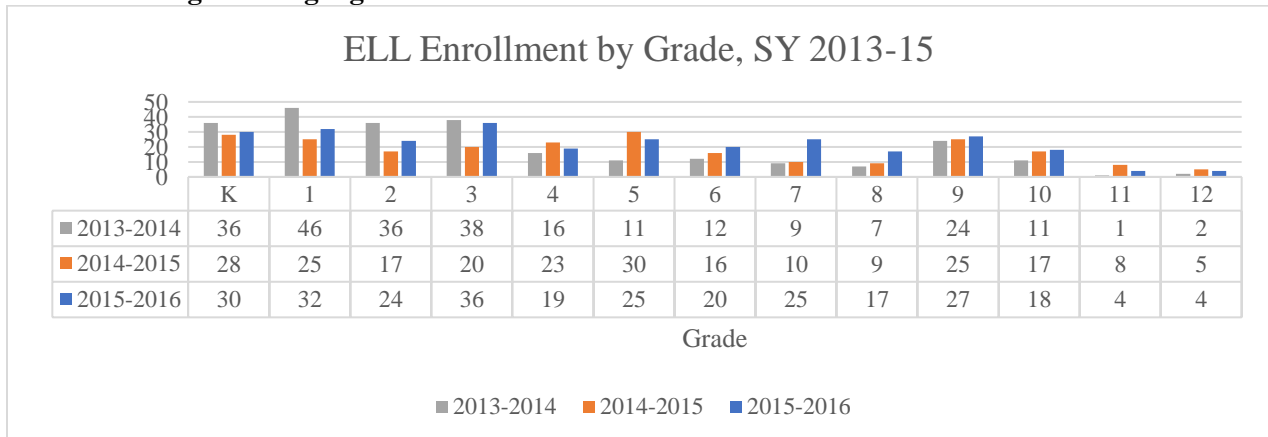
Source: 2017 ELL Demographics, Staffing, and Professional Development Survey

- *Top Five Languages.* Three-years of data from SY 2013-14 to SY 2015-16 show that Spanish was spoken by virtually all ELLs in Jackson. The number has increased by 50 percent, from 195 Spanish-speaking ELLs in SY 2013-14 to 293 in SY 2015-16. While fewer in number, Arabic- and Chinese-speaking ELLs remained in the top 5 language groups for all three years; there were 10, 18, and 6 Arabic speakers, respectively. Chinese speakers were 3, 6, and 5 for each of the respective years in the 3-year period. During these years, Jackson Public Schools also enrolled students who spoke Burmese, Haitian-Creole, Tigrinya, or Wolof, but in any given year and for any of these languages, there were fewer than 8 students.

- *Long-term ELLs.* Self-reported figures indicate that Jackson Public Schools has a relatively small number of ELLs classified as Long-term ELLs (in an ELL program for more than six years):

  o In 2014-15, 15 (6.4 percent) of the total 233 ELLs were considered Long-term ELLs
  o In 2015-15, 17 (6.0 percent) of the total 281 ELLs were considered Long-term ELLs

- *ELLs in Special Education (w/IEP).* Self-reported figures indicate that Jackson Public Schools has a relatively small number of ELLs who receive special education services as required in an Individualized Educational Program (IEP). While the number is still less than 10 each year, the number of ELLs with IEPs has more than doubled over three years: three in SY 2013-14, five in SY 2014-15, and sever in SY 2015-16.

- In 2015-16, non-ELLs with an IEP represented 1.6 percent of the total non-ELL enrollment, while ELLs with IEPs were 2.5 percent of total ELL enrollment. The resulting disproportionality ratio of 1.58 signals a need to further examine the process for referral and identification of ELLs for special education services to ensure that they are not overrepresented by inaccurate identification.

- *Early Education.* No ELL figures were reported for Pre-K enrollment in 2015-16. This may mean that ELLs do not participate in Pre-K or, if they do, the programs do not screen for English proficiency in Pre-K.

- *Advanced Placement.* ELLs were not enrolled in advanced placement or early college preparation courses. In contrast, around 7.2 percent of students in grades 9 to 12 took one advanced placement course or more. About 10.7 percent of students in grades 9 to 12 took a college credit-earning course through the district's early college program.

- *Algebra I/Integrated Math I Completion* The district's completion rate for all students for these courses by the end of grade 9 is approximately 39.0 percent.

- *Graduation Rate.* The district's four-year graduation rate for ELLs is 9.2 percent. The ELL rate is 60.2 percentage-points lower than the district's overall four-year graduation rate.

- *Suspensions and Expulsions.* The data show that in SY 2015-16, 33 instructional days were missed by 5 ELLs due to the out-of-school suspensions. Of the five suspended ELLs, two were suspended for 1-5 days, two were suspended for 6-10 days, and one was

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suspended for 11-19 days. The most recent data reported by the Civil Rights Data Collection show that in SY 2013-14, Hispanics represented 7.1 percent of all expulsions—close to seven times their share of overall district enrollment (1.4 percent). Most ELLs are Spanish-speaking, but the data does not indicate whether the expelled Hispanic students were also ELL.

- *Absences.* Self-reported figures indicate that Jackson Public Schools has challenges with absenteeism. A large percentage of ELLs in key grade levels are missing a significant number (10 or more) of school days. The percent of ELLs who miss 10 or more days of schools goes up at the higher-grade levels when catching up with school work is even more difficult. By grade 9, well over half of ELLs are chronically absent. (Exhibit 74.) Specifically, in SY 2015-16—

  o A total of 26.5 percent of Grade 3 ELLs were chronically absent
  o A total of 31.3 percent of Grade 6 ELLs were chronically absent
  o A total of 40.0 percent of Grade 8 ELLs were chronically absent
  o A total of 60.3 percent of Grade 9 ELLs were chronically absent

  The trend in chronic absenteeism among ELLs may be an indicator of school environment or ELLs feeling of being welcome and supported in schools.

**Exhibit 74. English Language Learners Attendance, SY 2015-16**



ELL Absence Rates by Grade, SY 2015-16
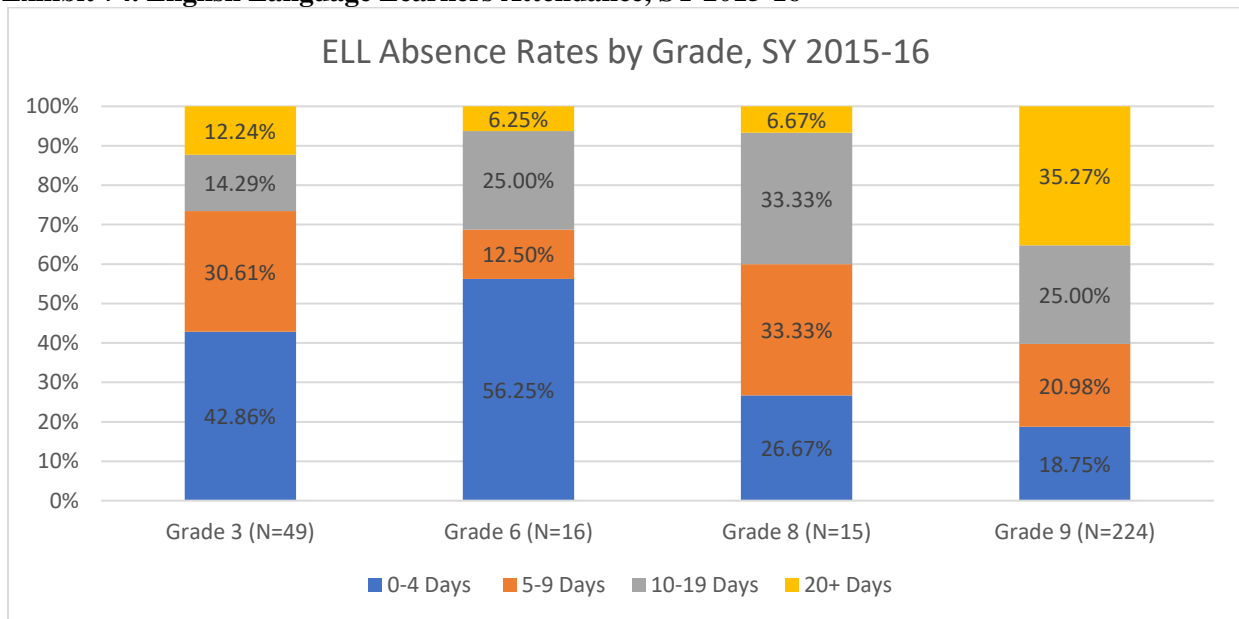
Source: 2015-16 Key Performance Indicators Survey

- *ESL Teachers.* District-reported data for SY 2016-17 indicate that Jackson City has a dismally low number of teachers who meet the district requirement to teach at elementary, middle and/or high school. The ESL teacher: student ratio hovers around 1:60 for all three school levels—elementary, middle and high school. If no other teachers are trained to teach ELLs, one ESL teacher for 55 elementary ELLs would be inadequate to provide services to ELLs. The ratio is woefully inadequate at the middle and high school, where

there is only one ESL teacher per school level. Given the departmentalized nature of teaching in the middle and high school grades, it is unclear how one teacher could serve 60 ELLs across content areas, grade levels and schools.

- Out of 796 elementary teachers, only three were ESL teachers who met the district requirements. In 2015-16 there were 166 ELLs, and thus an estimated 1:55 ESL teacher: ELL ratio.

- Out of 319 middle school teachers only one was an ESL teacher who met the district requirements. A total of 62 ELLs were enrolled in middle school in SY 2015-16, for an estimated 1:62 teacher: student ratio.

- Out of 384 high school teachers one was an ESL teacher who met the district requirements. A total of 53 ELLs were enrolled in high school in SY 2015-16, for an estimated 1:53 teacher: student ratio.

- *Progress Toward English Proficiency*. The self-reported data in response to the ELL Survey includes three years of data, which must be analyzed in two groups because the data collection straddles two different English Language Proficiency Assessments (ELPA). Scores for SY 2013-14 and SY 2014-15 are based on WIDA's ACCESS and the SY 2015-16 scores are based on the new assessment, LAS-Links. Additional limitations to conducting quantitative analysis, include:

  o The n-size for each grade (especially 4-8, and 10-12) is very small
  o The data are snapshot data—not longitudinal. Therefore, it is difficult to examine factors that might explain the variance across proficiency levels. Specifically, we cannot examine actual student growth in proficiency, whether students left altogether, and any new influx of student enrolled in each grade.

- In SY 2013-14 and SY 2014-15, Mississippi used ACCESS as the ELPA. (Exhibits 75-76.) It has six proficiency levels with Level 5 being the threshold for exiting. Some observations for SY 2013-14 and SY 2014-15 include:

  o Kindergarten ELLs—a large number are at Levels 1 and 2: 66 percent in SY 2013-14 and 61 percent in SY 2014-15
  o Grade 1 ELLs—a large number of ELLs are at levels 2 and 3: 89 percent in SY 2013-14 and 80 percent in SY 2014-15
  o Grade 4 ELLs in SY 2014-15 show a large percentage of ELLs at Level 1 (44 percent) in comparison to 5 percent in Grade 3
  o Grade 9 ELLs—29 percent of ELLs were at Level 1 in SY 2013-14 while 52% were at this Level in SY 2014-15

**Exhibit 75. English Language Proficiency Assessment Scores on WIDA, 2013-14**

**ELP BY GRADE, SY 2013-14 (WIDA)**



| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
|---|---|---|---|---|---|---|
| Grade 12 (N=2) | 0.0% | | 50.0% | 50.0% | | 0.0% |
| Grade 11 (N=1) | 0.0% | | | | 100.0% | 0.0% |
| Grade 10 (N=11) | 0.0% | 9.1% | 45.5% | 18.2% | 27.3% | 0.0% |
| Grade 9 (N=24) | 29.2% | 29.2% | 16.7% | 4.2% | 16.7% | 4.2% |
| Grade 8 (N=7) | 0.0% | 14.3% | 28.6% | 57.1% | | 0.0% |
| Grade 7 (N=9) | 0.0% | 11.1% | 33.3% | 22.2% | 33.3% | 0.0% |
| Grade 6 (N=12) | 0.0% | 8.3% | 16.7% | 58.3% | 16.7% | 0.0% |
| Grade 5 (N=11) | 0.0% | 9.1% | 27.3% | 27.3% | 36.4% | 0.0% |
| Grade 4 (N=16) | 0.0% | 6.3% | 18.8% | 43.8% | 18.8% | 12.5% |
| Grade 3 (N=38) | 2.6% | 10.5% | 7.9% | 28.9% | 31.6% | 18.4% |
| Grade 2 (N=36) | 5.6% | 22.2% | 50.0% | 13.9% | 8.3% | 0.0% |
| Grade 1 (N=46) | 0.0% | 23.9% | 65.2% | 8.7% | 2.0% | 0.0% |
| Kindergarten (N=36) | 58.3% | 8.3% | 19.4% | 11.1% | 2.8% | 0.0% |

Source: 2017 ELL Demographics, Staffing, and Professional Development Survey

**Exhibit 76. English Language Proficiency Assessment Scores on WIDA, 2014-15**

**ELP BY GRADE, SY 2014-15 (WIDA)**



| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
|---|---|---|---|---|---|---|
| Grade 12 (N=5) | 0.0% | 40.0% | | | 60.0% | 0.0% |
| Grade 11 (N=8) | 0.0% | 37.5% | 12.5% | 37.5% | 12.5% | 0.0% |
| Grade 10 (N=17) | 0.0% | 47.1% | 17.6% | 29.4% | 5.9% | 0.0% |
| Grade 9 (N=25) | 52.0% | 32.0% | 12.0% | 0.0% | 4.0% | 0.0% |
| Grade 8 (N=9) | 11.1% | 22.2% | 22.2% | 0.0% | 44.4% | 0.0% |
| Grade 7 (N=10) | 10.0% | 30.0% | 20.0% | 20.0% | 20.0% | 0.0% |
| Grade 6 (N=16) | 0.0% | 12.5% | 50.0% | 18.8% | 18.8% | 0.0% |
| Grade 5 (N=30) | 0.0% | 26.7% | 50.0% | 6.7% | 16.7% | 0.0% |
| Grade 4 (N=23) | 43.5% | 13.0% | 30.4% | 8.7% | 4.3% | 0.0% |
| Grade 3 (N=20) | 5.0% | 20.0% | 40.0% | 20.0% | 15.0% | 0.0% |
| Grade 2 (N=17) | 0.0% | 5.9% | 29.4% | 17.6% | 47.1% | 0.0% |
| Grade 1 (N=25) | 4.0% | 40.0% | 40.0% | 8.0% | 8.0% | 0.0% |
| Kindergarten (N=28) | 28.6% | 32.1% | 21.4% | 14.3% | 3.6% | |

Source: 2017 ELL Demographics, Staffing, and Professional Development Survey

- Starting in SY 2015-16, Jackson Public Schools began using LAS-Links to assess English Language Proficiency. LAS-Links has five proficiency levels with Level 4 being the threshold for exiting. At grade levels K, 4 and 9, the data show high percentages of ELLs at Level 1 (67 percent, 42 percent, and 59 percent, respectively). (Exhibit 77.) At grades

10 and 11, large changes are observed. In grade 10, out of 18 ELLs, 78 percent are at Level 2. At grade 11, only four ELLs are recorded and 25 percent of them are at Level 2. Considering the extremely low graduation rate, these figures may signal that ELLs have dropped out.

**Exhibit 77. English Language Proficiency Scores on LAS Links, 2015-16**



ELP BY GRADE, SY 2015-16 (LAS LINKS)
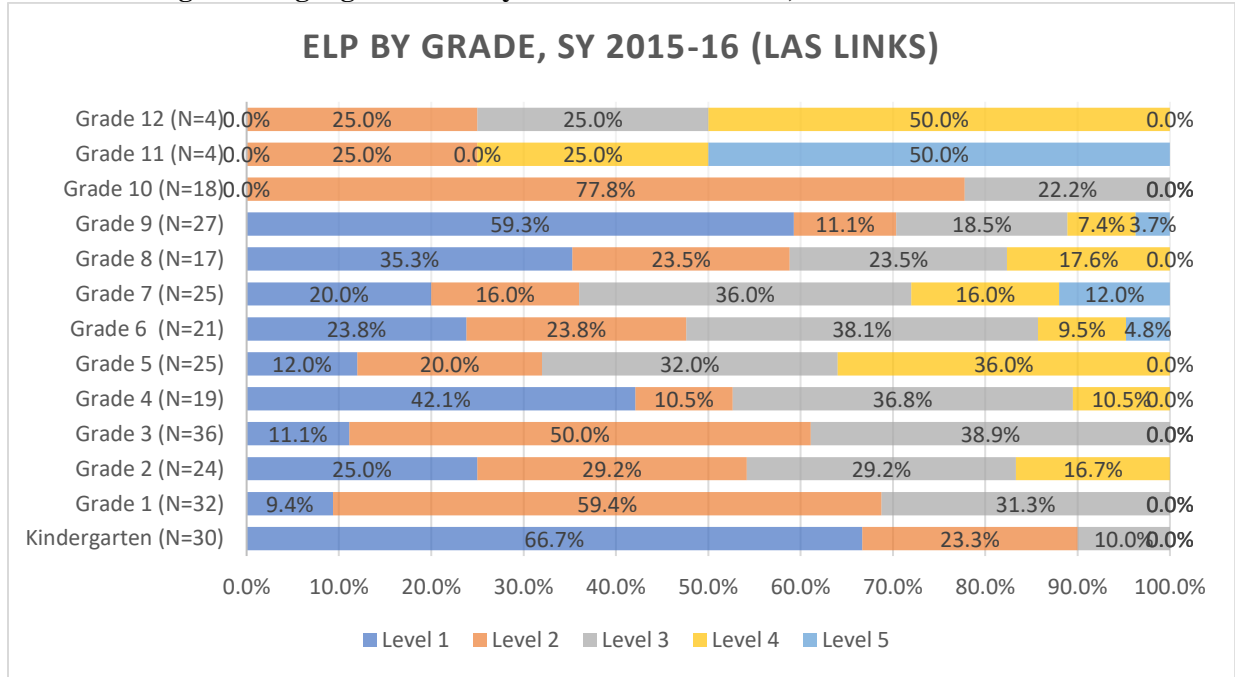
Source: 2017 ELL Demographics, Staffing, and Professional Development Survey

## (b) Students with Disabilities

### a. Disability Rates

- JPS enrolls 2,490[10] students with IEPs who are three through 21 years of age. This number includes students in separate schools (inside and outside the district). The number comprises 9.27[1] percent of the 26,852[11] students enrolled in the district. Among school-aged students (K-12), the district enrolls some 2,280 students, which make up 8.83 percent of the district's 25,811 students. This percentage is significantly below the 13.1 percent average across 71 urban school districts on which the Council of the Great City Schools had data.[12] Percentages in other districts ranged from 8 percent to 22 percent, suggesting that JPS was at the low end of districts in terms of students identified as having a disability.

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[10] Data provided by the Exceptional Services Department, Jackson Public Schools. (January 2018).
[11] Enrollment data provided by the Jackson Public Schools Research, Evaluation, and Assessment Department. (January 2018).
[12] Most data were provided by school districts that responded to a survey conducted by the Urban Special Education Leadership Collaborative; the Council team or members of the team obtained the remaining data during district reviews.

The JPS figure was also below the 12.9 percent national figure, which has decreased since 2004-05, when it was 13.8 percent.[13]

- Compared to state and national average, district students with IEPs were identified as having particular disabilities at proportions that were different in several areas from those at state and national levels.[14] (See Exhibit 78.) The greatest disparity was in specific learning disabilities, where JPS's 23.9 percent was almost half the nation's 40 percent (the district was comparable to the state for this group of students), and intellectual disabilities, where JPS's 17.7 percent was higher than the state's 6 percent and the nation's 7 percent. For students with speech or language impairments, JPS's 15.5 percent was lower than the state's 24.2 percent but comparable to the nation's 18 percent. Both JPS and the state (18.6 percent) were above the nation's 13 percent of students with other health impairments. In all other categories, JPS rates were within 2 percentage points of the state and the nation.

**Exhibit 78. Percentage of Students by Disability Category, Compared to State and Nation**



| | SLD | S/L | ED | OHI | ID | Autism | Other |
|---|---|---|---|---|---|---|---|
| Jackson | 23.9% | 15.5% | 7.2% | 18.6% | 17.7% | 6.0% | 11.3% |
| State | 24.7% | 24.2% | 6.1% | 18.6% | 6.0% | 6.9% | 13.6% |
| Nation | 40.0% | 18.0% | 6.0% | 13.0% | 7.0% | 8.0% | 8.0% |
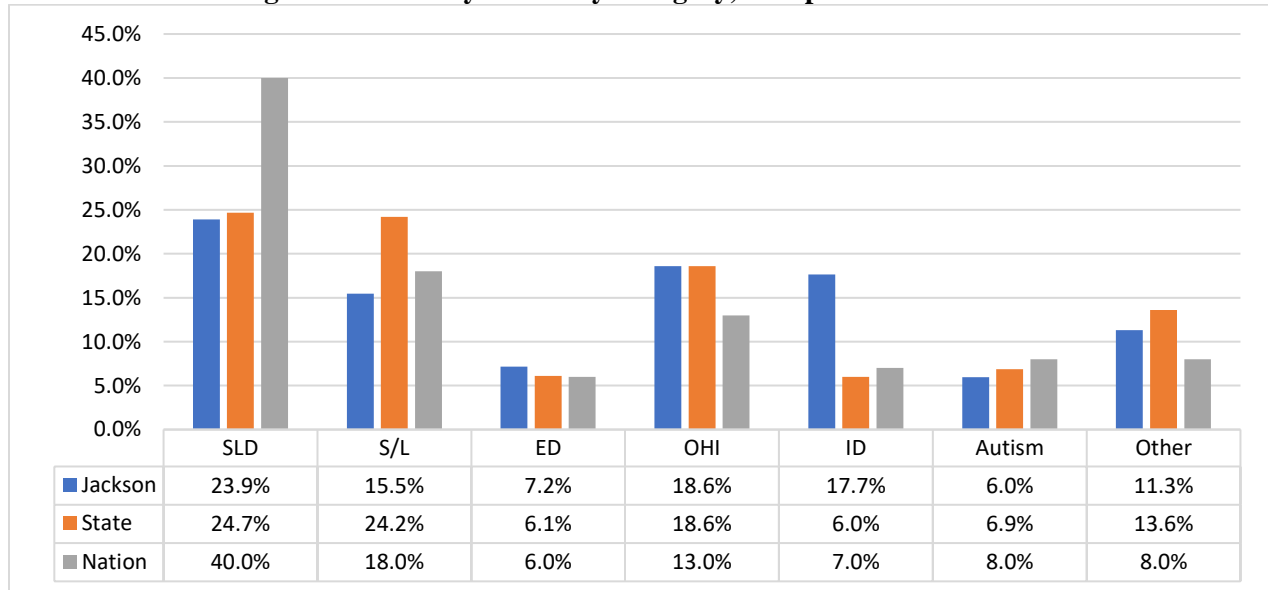
- The district's average of students with IEPs was 8.8 percent, but the figure varied by grade. (Exhibit 79.) Following a low of 5.3 percent in kindergarten, the percentage increased to 8.3 percent (third grade), 10.5 percent (fifth grade), and a high 11.6 percent (seventh and eighth grade). In ninth grade, the percentage dropped to 9.3 percent, was steady between grades ten and eleven at 10.1 and 10.7 percent. In the twelfth grade, the percentage dropped to 8.7 percent even though many students with IEPs continued to receive postsecondary transition services and activities past the age of 18 years, a pattern that is often seen in other major urban school systems.

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[13] U.S. Department of Education, National Center for Education Statistics. (2015). *Digest of Education Statistics, 2013* (NCES 2015-011), Chapter 2. The rates are based on 2011-12 data based on students 3 through 21 years of age. http://nces.ed.gov/fastfacts/display.asp?id=64.

[14] National and state data are based on the U.S. Department of Education's 2014 IDEA Part B Child Count and Educational Environment database, retrieved from 2014-15 USDE IDEA Section 618 State Level Data Files, retrieved at http://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html#bccee. Unless otherwise stated, all JPS data were provided by the district to the Council's team.

**Exhibit 79. Jackson Students with IEPs by Grade**



| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Number of SwD | 116 | 126 | 142 | 195 | 194 | 184 | 184 | 225 | 215 | 188 | 198 | 172 | 141 |
| Total Enrollment | 2205 | 2067 | 2330 | 2347 | 2282 | 1747 | 1821 | 1936 | 1849 | 2030 | 1953 | 1615 | 1629 |
| Percentage of SwD | 5.3% | 6.1% | 6.1% | 8.3% | 8.5% | 10.5% | 10.1% | 11.6% | 11.6% | 9.3% | 10.1% | 10.7% | 8.7% |
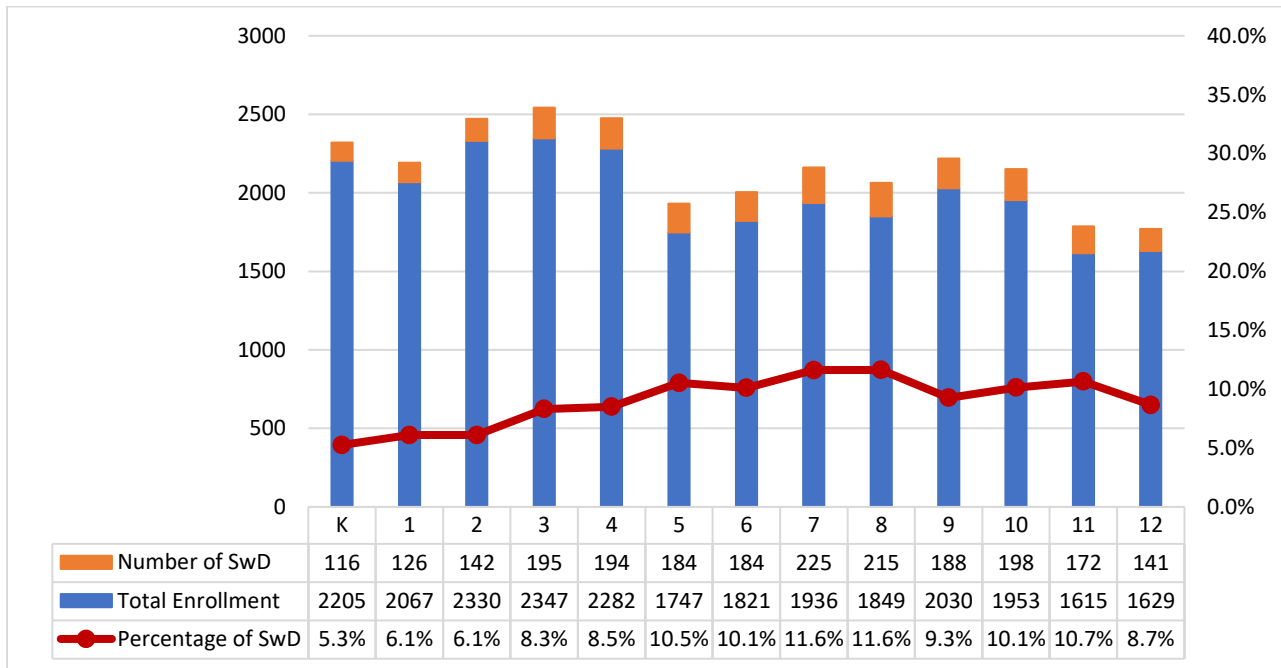
- Children with IEPs in JPS early childhood programs had disabilities most frequently in three major categories. The largest category (52.6 percent) involved developmental delay. The next largest category was speech/language impairment (27.6 percent), which was followed by autism (13.5 percent). The remaining 6.4 percent of children were identified as having another disability.

b. *Risk of Over-identification*

- There were 2,390 African American students in special education out of the total African American enrollment of 24,936 students (total district enrollment of 26,852).

- State performance plans often use a weighted risk ratio to measure disproportionality by race. School districts having a racial/ethnic student group with a weighted risk ratio of at least 3.0 for two or more consecutive years are required to conduct a self-review of their compliance with policies, procedures, and practices. The state's weighted risk ratio analysis is based on a minimum of 40 students with disabilities in any specific racial category.[15] Exhibit 80 shows students by the most prevalent race/ethnic subgroups, most common disability areas, and their relevant risk ratios. These data show that white students were 6.8 times more likely than students in other racial/ethnic groups to be identified as having a speech/language impairment in the district. In general, it appeared that white students were more likely to be identified as needing an IEP than African American

[15] In 2010-11, the U.S. Government Accountability Office (GAO) reported that states do not use standard calculations or definitions to define disproportionality and there were large differences between state measures. The U.S. Department of Education has issued a draft regulation that requires states to use a reasonable risk ratio measurement with a minimum cell size of 10.

students in the district. No disproportionality existed in other student groups and disability categories (identified as a ratio of 2.0 or higher).

**Exhibit 80. Race/Ethnicity Risk Ratios by Most Common Disability Categories**



| | Total IEP Child Count (5K-21) | Intellectual Disability | Emotional Disturbance | Specific Learning Disability | Other Health Impairment | Autism | Speech/ Language Impairment |
|---|---|---|---|---|---|---|---|
| African American | 0.85 | 1.59 | 0.62 | 1.49 | 1.90 | 0.68 | 0.35 |
| White | 1.96 | | | | | | 6.08 |
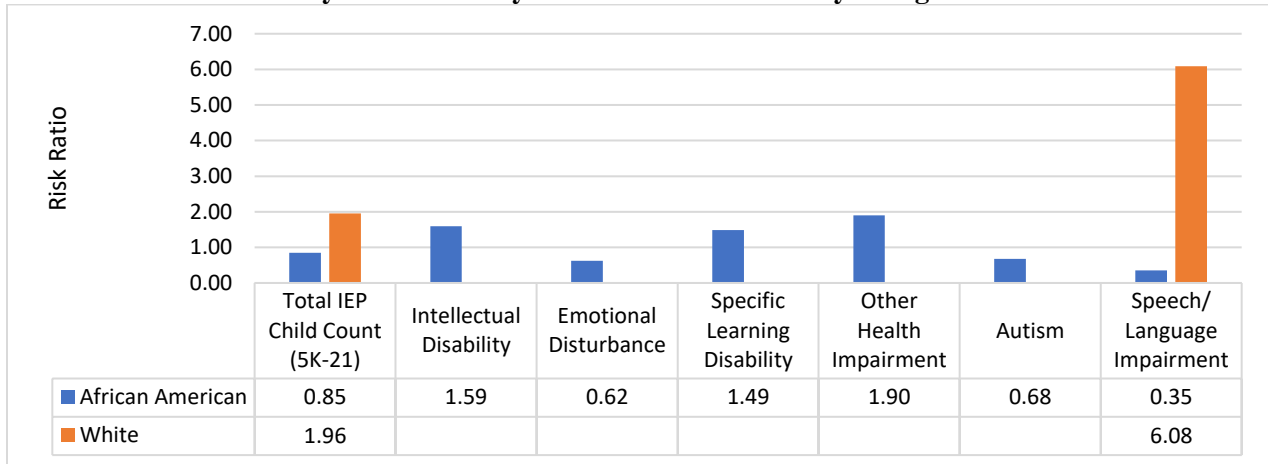
c. *Educational Settings*

- A higher percentage (90.8 percent) of district children with IEPs aged three to five years received most of their services in early childhood programs compared to the state (64 percent), the state's target (64.9 percent), and the nation (43 percent). (Exhibit 81.) At the same time, the district educated a lower percentage (1.7 percent) of young children in separate classes, separate schools, or residential facilities compared to the state (15.4 percent), the state target (14.9 percent), or the nation (24 percent).[16]

**Exhibit 81. Percentage of Young Children with IEPs (Ages 3 to 5) by Educational Environment**



| | In regular EC program receiving majority of services in that program | Attending separate special class, separate school, or residential facility |
|---|---|---|
| Jackson | 90.8% | 1.7% |
| State | 64.0% | 15.4% |
| State Target* | 64.9% | 14.9% |
| Nation | 43.0% | 24.0% |
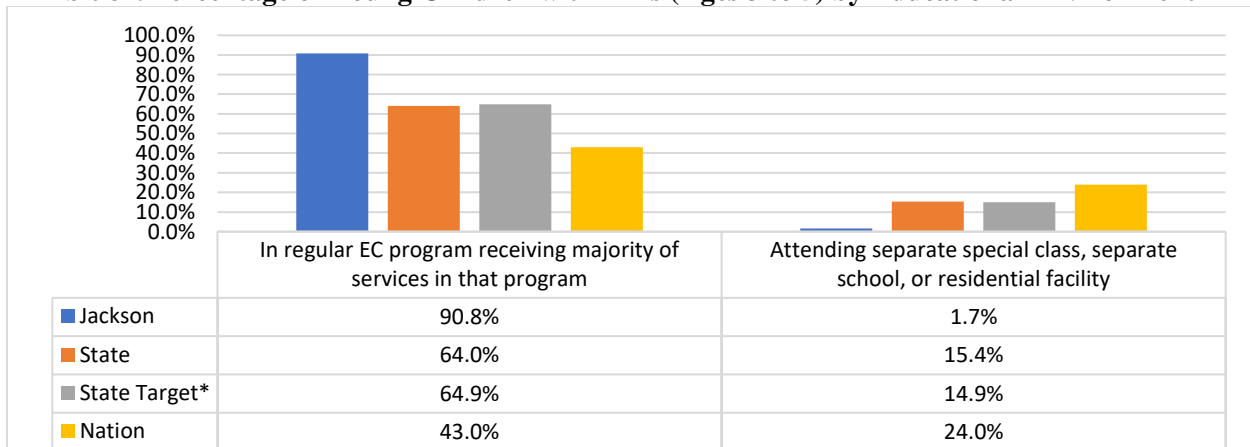
*Note: The target for students receiving the majority of services in the regular EC program is >= 64.9%, and the target for students attending a seperate class, school or residential facility is <=14.9%.

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[16] All district and state data for educational settings is based on the Mississippi Department of Education Special Education Public Reporting Indicators FFY2015. Retrieved from http://www.mde.k12.ms.us/OSE/SPP_APR. National data are based on USDE's 36th Annual Report to Congress (Fall 2012 data).

- Conversely, the district's pattern of educating young children in general education settings at rates higher than the state and nation was not continued among school aged students.[17] JPS's rate (56.2 percent) for educating students inclusively (80 percent or more of the time in general education classes) was lower than the state's rate (63 percent) and the nation's rate (61.1 percent). Furthermore, a higher percentage of district students were educated in regular classes 40 percent to 79 percent of the time (22.4 percent) compared to the state and nation (18.4 percent and 18.2 percent, respectively). The district's rate (20.9 percent) for educating students in separate classes most of the day (less than 40 percent in general education) was higher than the state and national rates (15.1 percent and 14.0 percent, respectively). Finally, the district had a lower rate of educating students in separate schools (0.5 percent) compared to the state (0.9 percent) and the nation (3.3 percent). (Exhibit 82.)

**Exhibit 82. Percentage of Students by Educational Environment**



| | Regular class at least 80% of time | Regular class 40% to 79% of time | Regular class less than 40% of time | Separate Schools |
|---|---|---|---|---|
| Jackson | 56.2% | 22.4% | 20.9% | 0.5% |
| State | 63.0% | 18.4% | 15.1% | 0.9% |
| Nation | 61.1% | 18.2% | 14.0% | 3.3% |
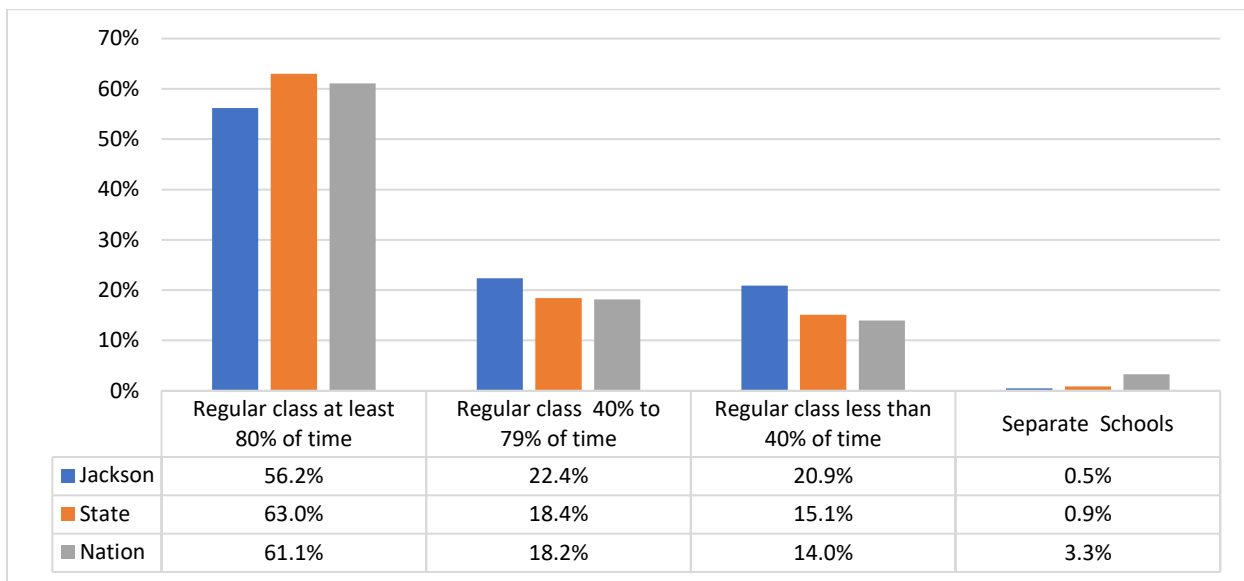
- Under the *Every Students Succeeds Act* (ESSA), it is expected that only one percent of all students in grades who are taking statewide assessments will need to take an alternate assessment. It was estimated that this alternative assessment was appropriate for some 481 students of Jackson's students with a significant cognitive disability. Based on data provided by JPS, 12 students were educated in separate classes most of the school day, and another 12 were educated in separate schools in and outside the district.

District students educated in more restrictive settings was consistent from kindergarten to twelfth grade. For example, students educated in self-contained placements (less than 40 percent in regular classes) ranged from 13 percent in eighth grade to 27 percent in third grade. A high percent (73 percent) of first grade students with IEPs were in regular classes at least 80 percent of the time. This figure dropped significantly to only about half of all students with IEPs and fluctuated thereafter (between 64 and 45 percent). While only 3

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[17] National data was retrieved from http://www2.ed.gov/fund/data/report/idea/partbspap/2013/tn-acc-stateprofile-11-12.pdf.

percent of first graders were educated in separate classes or in separate schools, this figure increased to between 10 and 16 percent in the middle grades and high school.

- Exhibit 83 shows the percentages of students in the district, state, and nation in the most common disability categories.[18] The percentage of JPS students in inclusive settings (in regular classes at least 80 percent of the time) or in separate classes most of the time or in separate schools was comparable to the state and nation, except among students with Other Health Impairments. The exhibit shows the three disability categories (specific learning disability, other health impairment, and speech/language impairment) that have highest proportions of JPS students educated inclusively. OHI had high percentages of students educated in separate classes most of the time.

  o *SLD.* In SLD, the district's 75 percent rate for educating students inclusively was higher than the state and the nation, 66.6 percent and 70 percent respectively. JPS's 2 percent figure of students educated in self-contained classes (less than 40 percent of time in regular classes) was 3.4 percentage points lower than the state's rate and 4 points lower than the nation's.

  o *OHI.* In OHI, the district's 39 percent rate for educating students inclusively was 24 percentage points smaller than the state's rate and 28 points smaller than the nation's. JPS's 23 percent figure of students educated in self-contained classes was 13 percentage points higher than the state's and the nation's.

  o *S/L.* In S/L, a greater percentage of JPS students were educated inclusively. The district's 100 percent figure was 14 percentage points higher than the state's and 10 points higher than the nation's.

**Exhibit 83. Educational Environment for Students with SLD, OHI, and S/L**



| | Specific Learning Disability | | | Other Health Impairment | | | Speech/Language Impairment | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Jackson | State | Nation | Jackson | State | Nation | Jackson | State | Nation |
| Separate School | 0% | 0.2% | 1% | 1% | 0% | 2% | 0% | 0% | 0% |
| Regular class less than 40% of time | 2% | 5.4% | 6% | 23% | 10% | 10% | 0% | 3% | 4% |
| Regular class 40% to 79% of time | 22% | 27.3% | 23% | 37% | 26% | 21% | 0% | 5% | 5% |
| Regular class at least 80% of time | 75% | 66.6% | 70% | 39% | 63% | 67% | 100% | 86% | 90% |

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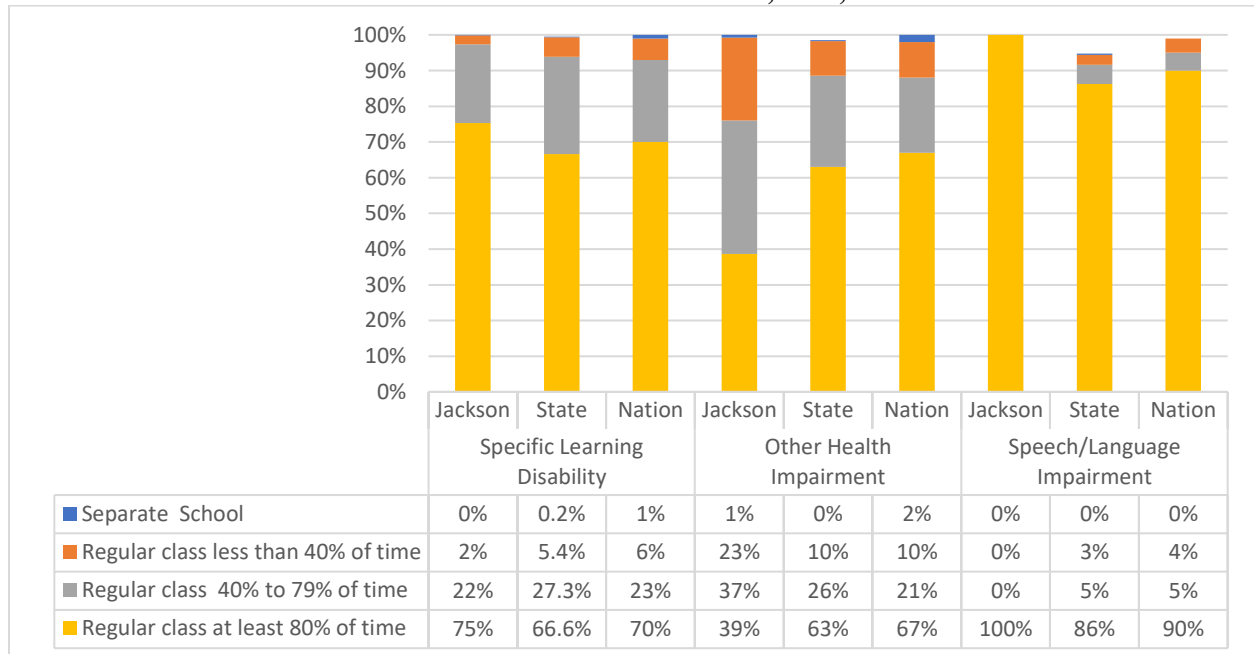
[18] Retrieved national data from http://www2.ed.gov/programs/osepidea/618-data/static-tables/index.html.

- Exhibit 84 shows the three disability categories (emotional disturbance, autism, and intellectual disability) and their rates of students spending most of their time in separate classes or separate schools.

  o *ED.* In ED, the district's 64 percent figure of students educated inclusively was 9 percentage points higher than the state's rate and 16 points higher than the nation's. JPS's 1 percent figure of students educated in separate schools was 3 percentage points lower than the state's and 14 points lower than the nation's.

  o *Autism.* In autism, the district's 22 percent figure of students educated inclusively was 19 percentage points smaller than the state's rate and 20 points smaller than the nation's. JPS's 64 percent figure of students educated in self-contained classes was 27 percentage points higher than the state's and 30 points larger than the nation's.

  o *ID.* In intellectual disability, the district's 23 percent figure of students educated inclusively was 11 percentage points above the state's rate and 5 points higher than the nation's.

**Exhibit 84. Educational Environments for Students with ED, Autism, and ID**



|  | Jackson | State | Nation | Jackson | State | Nation | Jackson | State | Nation |
|---|---|---|---|---|---|---|---|---|---|
|  | Emotional Disturbance | | | Autism | | | Intellectual Disability | | |
| Separate School | 1% | 4% | 15% | 1% | 2% | 6% | 0% | 0% | 1% |
| Regular class less than 40% of time | 5% | 12% | 19% | 64% | 37% | 34% | 43% | 64% | 53% |
| Regular class 40% to 79% of time | 31% | 25% | 18% | 14% | 18% | 19% | 34% | 22% | 28% |
| Regular class at least 80% of time | 64% | 55% | 48% | 22% | 41% | 42% | 23% | 12% | 18% |
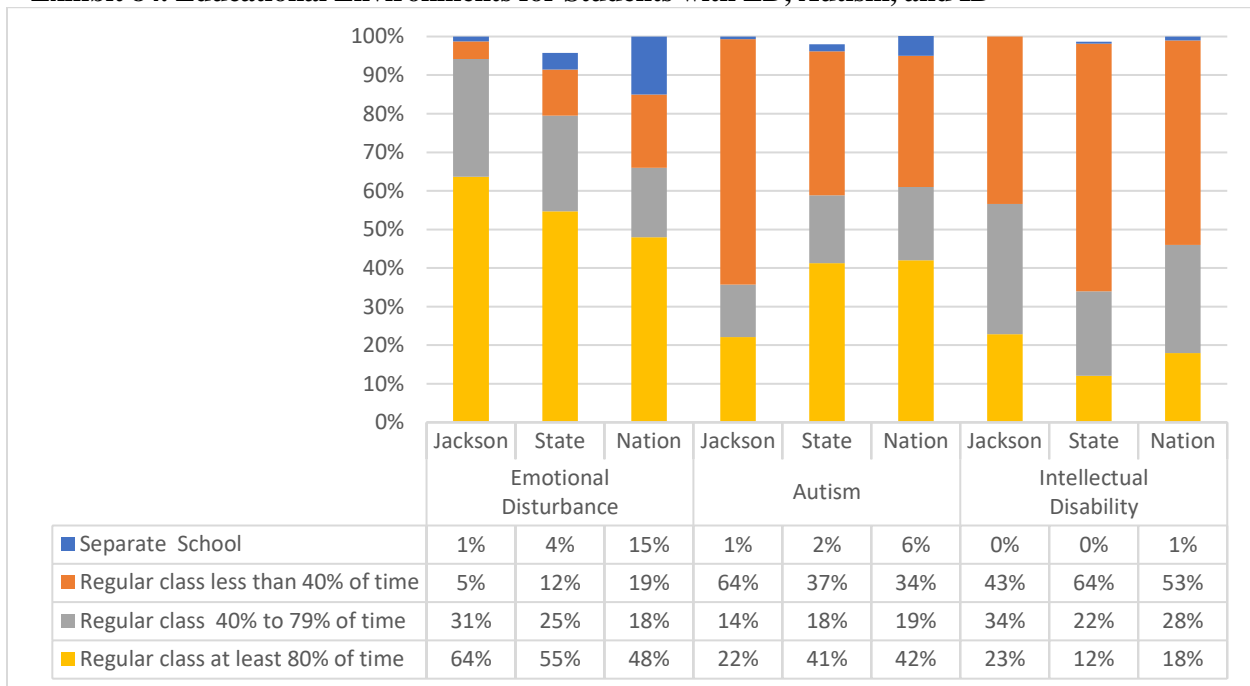
- A risk ratio methodology discussed earlier shows the likelihood that students from each racial/ethnic group would be educated in a designated educational environment compared to students in all other racial/ethnic groups. A risk ratio of "1" reflects no risk. Higher numbers reflect a greater risk or likelihood of placement in a specified setting. These data show that white students were more than three times (3.14) as likely to be educated in a separate school compared to their peers. Other risk ratio ranged from 1.82 to 0.19. These risks were below a level that would generally be considered as disproportionate, e.g., a risk

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of "2" or "3." (Sample sizes for white students often fell below 40 students, so a graph was not created.)

d. *Teaching and Learning in PSE*

- The district generally supports the use of the Danielson Framework in teaching students with disabilities—mostly a good thing.

- There is a general lack of confidence among the district's special educators that general educators are differentiating instruction for students with disabilities in a manner that is meaningful and culturally responsive. They are also not confident in the quality of professional development for general educators on teaching students with disabilities.

- PSE program specialists have historically been focused on program compliance rather than the quality of instruction.

- The insufficient use of MTSS—academic and behavioral—and a weak Tier I instructional system result in a broad perception that special education is the only "place" to receive student support.

- The district has several strong community partners, who are very engaged and passionate about supporting students with disabilities—a good thing.

e. *Suspensions and Discipline of Students with Disabilities*

- In 2015-16, a relatively small number of students received an out-of-school suspension (OSS) overall, and even fewer had an OSS of ten days or more. As shown in Exhibit 85, the risk ratio of Out of School Suspensions for students with disabilities compared to their non-IEP peers were all below 2.[19] Moreover, the district risk ratios in each of the suspension categories was lower than the state ratios.

- African American students with IEPs are 2.65 times more likely than other students to receive an OSS of ten days or more.[14] Risk ratios for other racial/ethnic groups were not reported due to the small number of students from other groups suspended for 10 days or more. The rate for African American students with IEPs was well below the state rate overall. (See Exhibit 86.)

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[19] Mississippi Department of Elementary and Secondary Education Special Education District Profile. Retrieved from
https://mcds.dese.mo.gov/guidedinquiry/Special%20Education/Special%20Education%20Profile%20Report%20-%20Public.aspx?rp:SchoolYear=2016&rp:DistrictCode=048078

**Exhibit 85. Out-of-School Suspension Risk Ratios for Students with IEPs**



| | OSS - All | OSS > 10 Days | ISS - All | ISS > 10 Days | Total OSS and ISS |
|---|---|---|---|---|---|
| District | 1.61 | 1.85 | 1.29 | 1.22 | 1.42 |
| State | 2.17 | 2.38 | 1.62 | 2.22 | 1.72 |
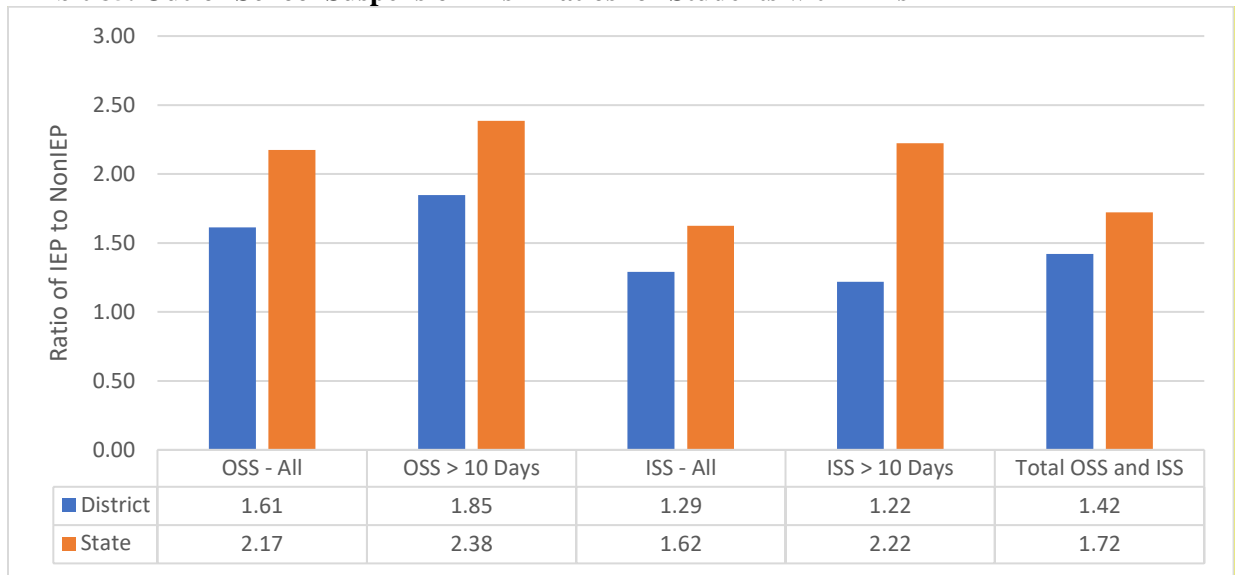
**Exhibit 86. Out-of-School Suspension Risk Ratios for Students with IEPs by Race/Ethnicity**



| | OSS > 10 Days African American |
|---|---|
| District | 2.65 |
| State | 6.7 |
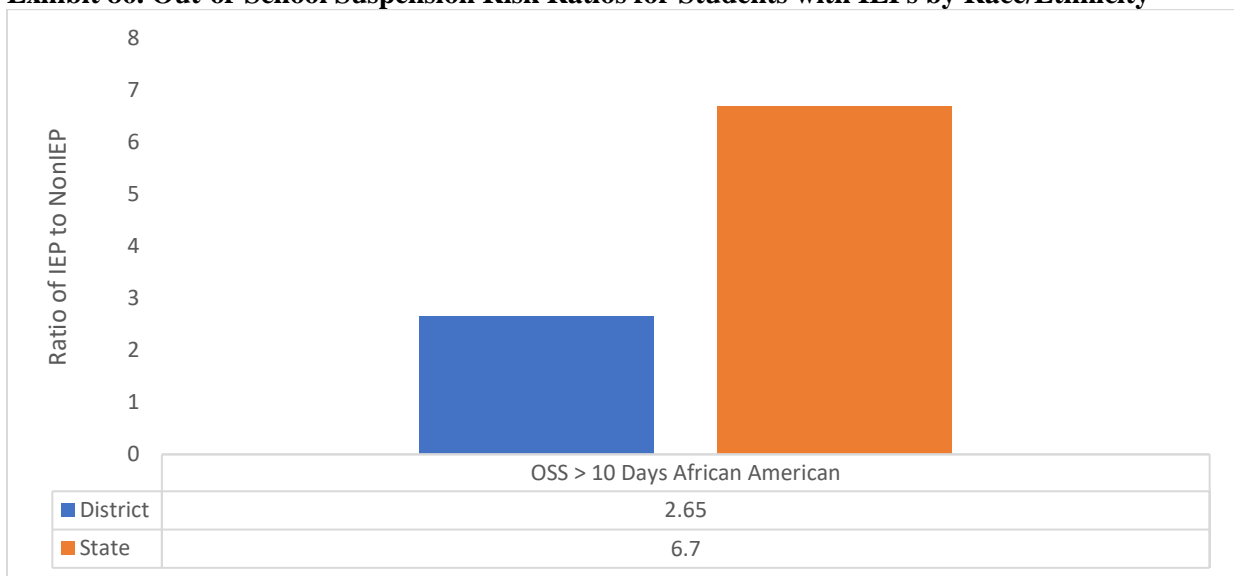
*f.   Achievement of Students with Disabilities*

- One of the indicators in Mississippi's State Performance Plan (SPP) involves the achievement of young children with IEPs in three areas: appropriate behavior, acquisition and use of knowledge and skills, and positive social/emotional skills. In each of these three areas, calculations are made on the percentage of children in the following two ways: (1) children who entered an early childhood (EC) program below developmental expectations for their age but who had substantially increased developmentally by age six when they exited the program, and (2) children functioning within expectations by age six or had attained those expectations by the time they exited the EC program. The data shows that

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JPS's young children with IEPs did not meet state targets in any of the achievement outcome areas assessed by SPP because data was not reported to the state.[20] (Exhibit 87.)

**Exhibit 87. Achievement Outcomes for Jackson/State Students with IEPs Ages Three to Five, 2014-15**



| | Appropriate Behavior | | Acquisition/Use of Knowledge/Skills | | Positive Social/Emotional Skills | |
| | Substantially Increased | Within Age Expectations | Substantially Increased | Within Age Expectations | Substantially Increased | Within Age Expectations |
|---|---|---|---|---|---|---|
| ■ District* | 0 | 0 | 0 | 0 | 0 | 0 |
| ■ Target | 44% | 74% | 66% | 76% | 59% | 84% |

*Note: Jackson Public Schools did not report this information to the state and the indicator was Not Met by the district.

- Overall, a lower percentage of students with disabilities scored proficient or above on statewide English Language Arts assessments in Jackson compared to the state. Exhibit 88 shows that 5.8 percent of all students with disabilities in grades three to eight scored at least proficient in 2017. When compared with 2016, the rates increased by 0.9 percentage points overall. The English Language Arts proficiency rates for JPS students with disabilities were lower than the state (13.5 percent in 2017). The change from 2016 to 2017 in the state percent proficient or above changed at a higher rate (2.3 percent) than the district.

- Exhibit 89 shows that 4.5 percent of all students with disabilities scored at least proficient compared to 15.3 percent for the state. When compared to 2016, the rates increased by 1.3 percentage points compared to a 3.6 percent change for the state.

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[20] Mississippi Department of Education Public Reporting Indicators FFY2015. Retrieved from http://www.mde.k12.ms.us/OSE/SPP_APR.

**Exhibit 88. English Language Arts Proficient/Above Rates for Students with IEPs and Changes between 2016 and 2017**

| | Students without Disabilities | Students with Disabilities | Achievement Gap | SwD 2016 to 2017 Change |
|---|---|---|---|---|
| Jackson | 21.6% | 5.8% | 15.8% | 0.9% |
| State | 39.3% | 13.5% | 25.8% | 2.3% |
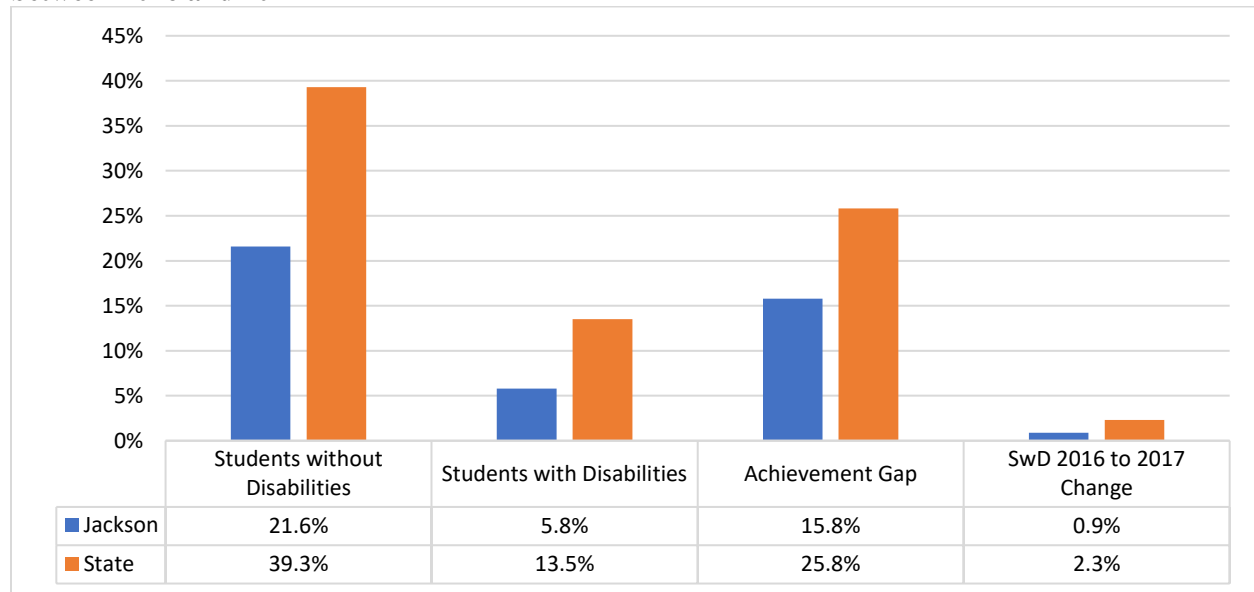
**Exhibit 89. Math Proficient/Above Rates for Students with IEPs and Changes between 2016 and 2017**

| | Students without Disabilities | Students with Disabilities | Achievement Gap | SwD 2016 to 2017 Change |
|---|---|---|---|---|
| Jackson | 16.50% | 4.50% | 12.0% | 1.3% |
| State | 41.00% | 15.30% | 25.7% | 3.6% |
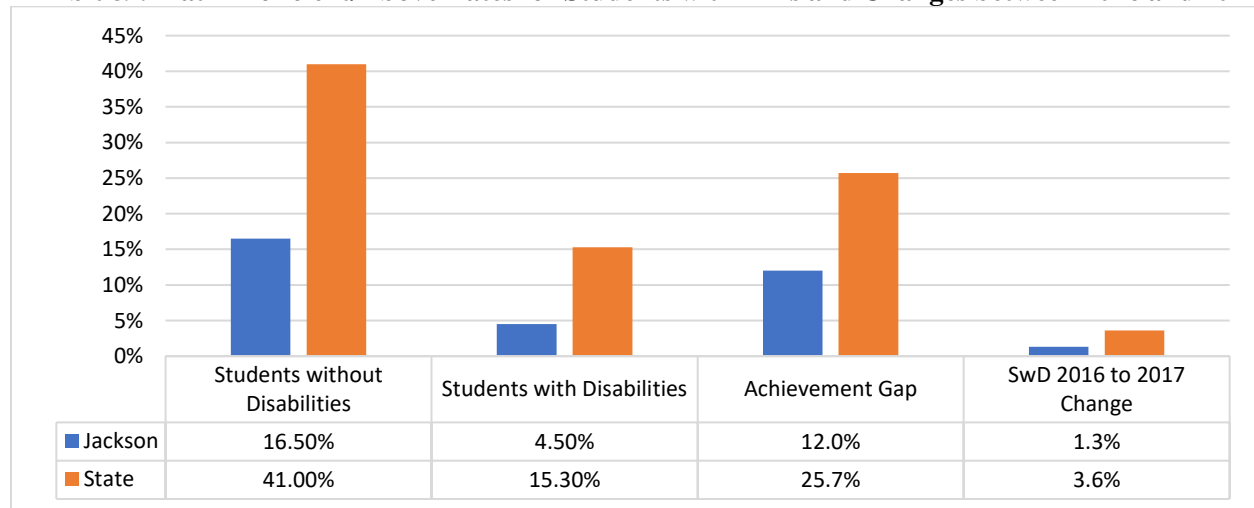
g. *Graduation and Dropouts of Students with Disabilities*

- JPS's *four-year* graduation rate is 23.6 percent among students with IEPs, and 70.2 percent for all students. Both groups of students have rates that are lower than the state's percentages for students with IEPs (34.7 percent) and all students (82.3 percent). JPS's gap in graduation rates between all students and students with disabilities is comparable to the gap for the state.[21] (Exhibit 90.)

[21] Mississippi Department of Education District Graduation and Dropout Rates for the 2017 Accountability System. (January, 2017). Retrieved from
http://reports.mde.k12.ms.us/pdf/a/2017/2017%20Accoutability%20System%20District%20Graduation%20and%20Dropout%20Rates.pdf

**Exhibit 90. Percentage of Jackson/State Students with IEPs who Graduated**

| | All Students | Students with Disabilities | Graduation Gap |
|---|---|---|---|
| Jackson | 70.2% | 23.6% | 46.6% |
| State | 82.3% | 34.7% | 47.6% |
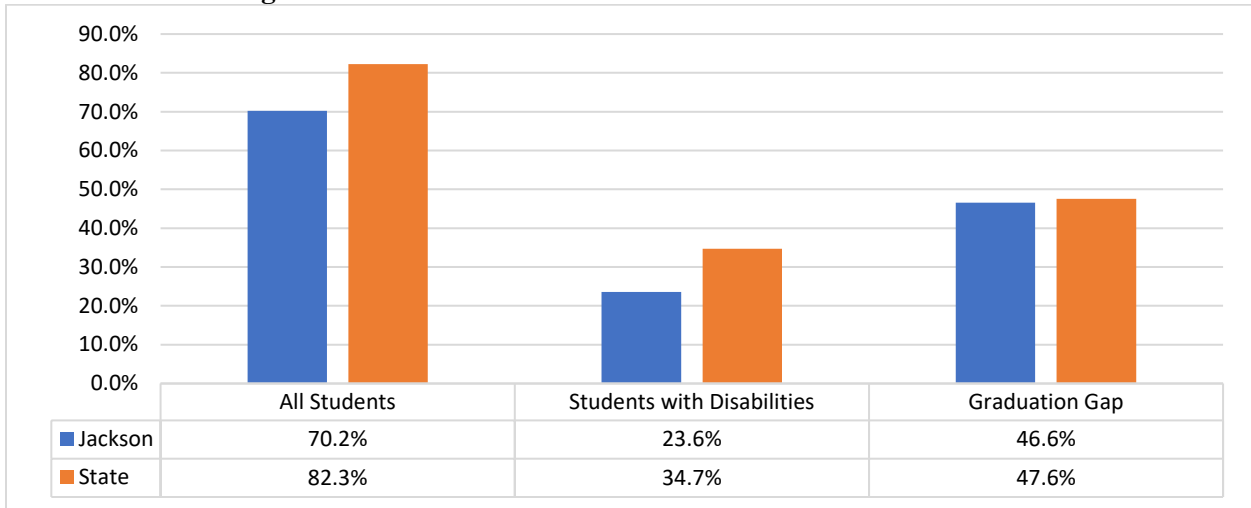
# I. Recommendations

A. **Short-term Recommendations.** These proposals are meant to begin during the second semester of the 2017-18 school year, although we would not expect that they would be completed by the end of the school year. The timing of some recommendations will depend on whether and how quickly the school board choses a new superintendent.

1. **Clarify district instructional vision and goals**. Have the new school board and superintendent revisit the district's academic goals, reaffirm or clarify them, and communicate them throughout the organization and the community. As was indicated in the findings, the district appears to have two sets of goals. Have the school board start making a clear public case for the district's need to improve

2. **Have the new school board start the process of receiving professional development on their roles and responsibilities**. The new school board should undergo professional development to orient them and to help them structure their work around academic improvement in the district. The Council of the Great City Schools could provide this service, as could other groups and organizations.

3. **Start the process of searching for a new superintendent**, which could include consideration of retaining the current interim superintendent. The search process will be complicated by the fact that the Better Together Commission has retained additional outside consultants who may have other recommendations after a new superintendent is brought on board. The board and the commission will have to carefully consider what the effects of this might be on the willingness of high-quality candidates to accept the position.

4. **Begin developing a new district strategic plan and use the process to enhance the capacity of district leadership to design and execute short- and long-term improvement planning.** Also use the planning process as an opportunity to stabilize the district as it searches for a new superintendent or decides to name the interim as permanent. Finally, include in the planning process a strategy for redeploying some staff and resources from the central office to classrooms—when personnel are qualified and experienced in filling those roles.

5. **Restructure the central office**. To address serious disconnects and misalignments in the administrative organizational structure of the district, we recommend a structure like that shown in Exhibit 91. Under these recommendations, the board of education would have an internal auditor and a general counsel--both with joint reporting lines to the superintendent. The superintendent's office would have seven line reports and two staff reports: one would be responsible for Innovation, Transformation, and Strategic Planning; and the second would be a Chief of Staff who would (1) oversee Research and Accountability, (2) coordinate the work of the seven departments that are responsible for the day-to-day operations of the district, (3) be the reference point for Enterprise Governance and Project Management of major district priorities, (4) serve as a liaison to the board of education, shepherd the board's agenda, and address individual board member issues, and (5) be a buffer for the Superintendent. The Council team also proposes to broaden the portfolio of the research unit to include analysis and accountability.

**Exhibit 91. Proposed Organizational Structure for the Jackson Public Schools[22]**
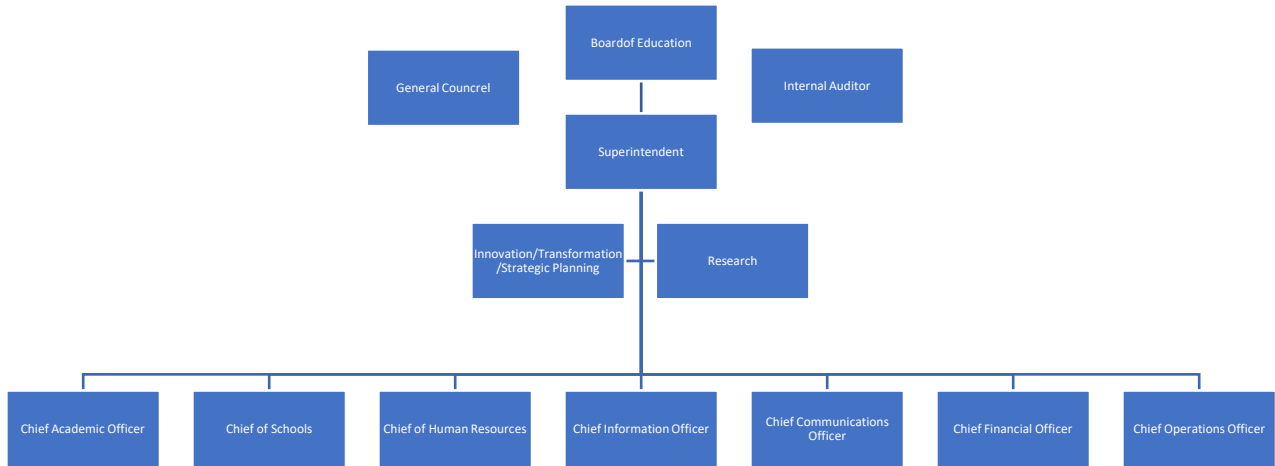


An alternative to this structure would be to combine the academic division and the schools' division under the Chief Academic Officer. The proposed structure would be flexible enough to combine both the innovation, transformation, and strategic planning staff functions and a redefined research function. The Council would retain a chief of staff position under each alternative.

A second option would be to implement an organizational structure like that above for a year or two while staff gets acclimated to the changes, and then move to a line structure where only the chief academic officer, a deputy for operations and finance, and possibly a communications director report to the superintendent.

6. **Hire a Chief Academic Officer** rather than a curriculum director to oversee all instructional functions. (See exhibit 92). Organize the unit around functions rather than around regions. Typically, a CAO has one of the largest spans of control in a school district. Under the chief academic officer place the following directors--

   a. Curriculum and Instruction
   b. Pre-K/early childhood
   c. Special Education
   d. ELL Programming
   e. Student Services
   f. Career and Technical Education/Adult education
   g. Federal Programs
   h. Instructional Technology

   Place gifted and talented and content leads under curriculum and instruction, as well as professional development activities.

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[22] An alternative would be to fill the deputy superintendent's position to oversee the superintendent's direct reports, but the interim superintendent might be better served by directly overseeing these functions during the reform period.

**Exhibit 92. Proposed Organizational Structure for Chief Academic Officer**

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                              ┌─────────────────┐
                              │ Chief Academic  │
                              │    Officer      │
                              └────────┬────────┘
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│Curri-│  │Special│ │ ELL  │  │Pre-k/│  │ CTE /│  │Instr-│  │Federal│ │Student│
│culum&│  │Educa- │ │Progr-│  │Early │  │Adult │  │uction│  │Progr- │ │Servi- │
│Instr.│  │tion   │ │amming│  │Child.│  │      │  │Tech& │  │ams    │ │ces    │
│/PD   │  │       │ │      │  │      │  │      │  │Media │  │       │ │       │
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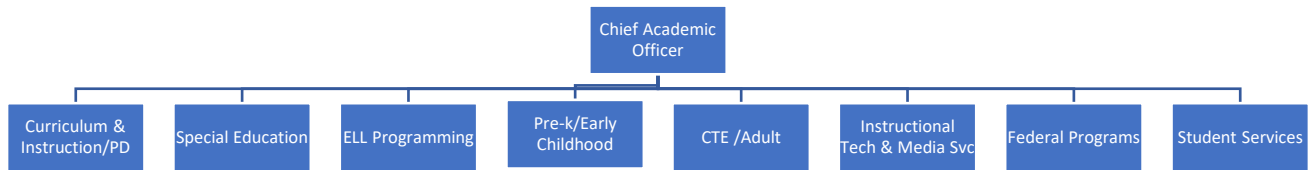
5. **Consider hiring or redeploying a chief of schools** who would report directly to the superintendent. Under the chief of schools would be placed area superintendents or principal supervisors and principals. Area superintendents would continue to direct, coach, and evaluate principals, but would provide more coordinated service across regions rather than having them act as independently as they currently do. See exhibit 93.

**Exhibit 93. Proposed Organizational Structure for the Office of Chief of Schools**

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                    ┌─────────────────┐
                    │ Chief of Schools│
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      ┌───────────┬──────────┼──────────┬───────────┐
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│   Area   │ │   Area   │ │   Area   │ │   Area   │
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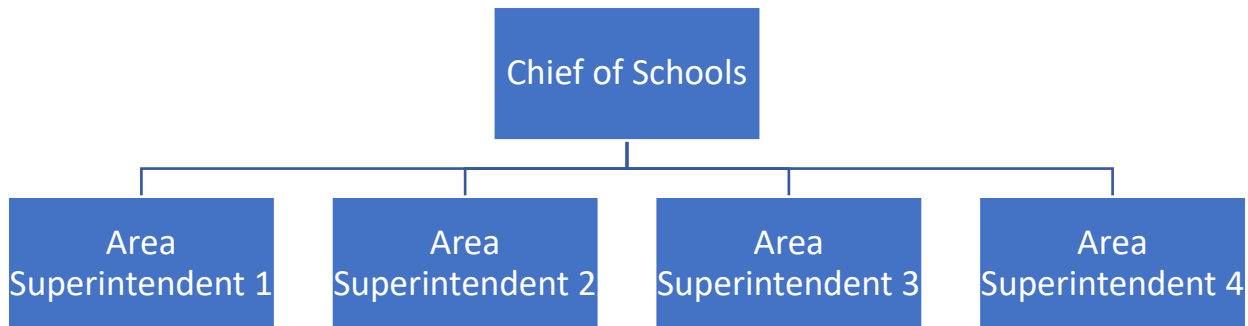
6. **Combine the district and state assessment functions, which are now divided across two offices, under the research and assessment department.** Charge the unified research office with providing schools with interpretations and analysis of assessment data in a way that can inform instruction and professional development. Have the unit report directly to the superintendent. In addition, have the new department develop a calendar of regularly scheduled program evaluations. All evaluations should be built into program development and rollout, including all contracted services. Third, ensure that the department is analyzing data for school use and providing that analysis to schools. Finally, use Title I funds to retain an evaluator to assess the efficacy of intervention programs in schools receiving federal funds.

7. **Re-envision and revamp the role of the Human Resources department.** The Human Resources department should be transformed from an office dedicated primarily to filing paperwork and other transactional activities to one focused on and equipped to lead the strategic work of comprehensive talent management. The department would be responsible for On-Boarding (including recruiting, vetting, and placement of new employees), Employee Services (including labor relations, employee assistance and counseling, and

compensation), and Separation Service (including retirement and other separation processing). The newly revamped department should be the lead entity for recruiting and retaining high-quality teachers and other staff. The head of this office should be a direct report to the superintendent. See exhibit 94.

**Exhibit 94. Proposed Organizational Structure of a Revamped Human Resources Department**

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                        │  Chief of Human Capital  │
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             ┌───────────────────┼───────────────────┐
┌────────────────────────┐ ┌────────────────────────┐ ┌────────────────────────┐
│ Recruiting/Onboarding/ │ │ Employee Assistance/   │ │ Separation/Termination/│
│ Applicant              │ │ Compensation &         │ │ Employee Standards     │
│ Tracking/Vetting       │ │ Benefits/Discipline/   │ │                        │
│                        │ │ Counseling/Labor       │ │                        │
│                        │ │ Relations/Retention/   │ │                        │
│                        │ │ Services               │ │                        │
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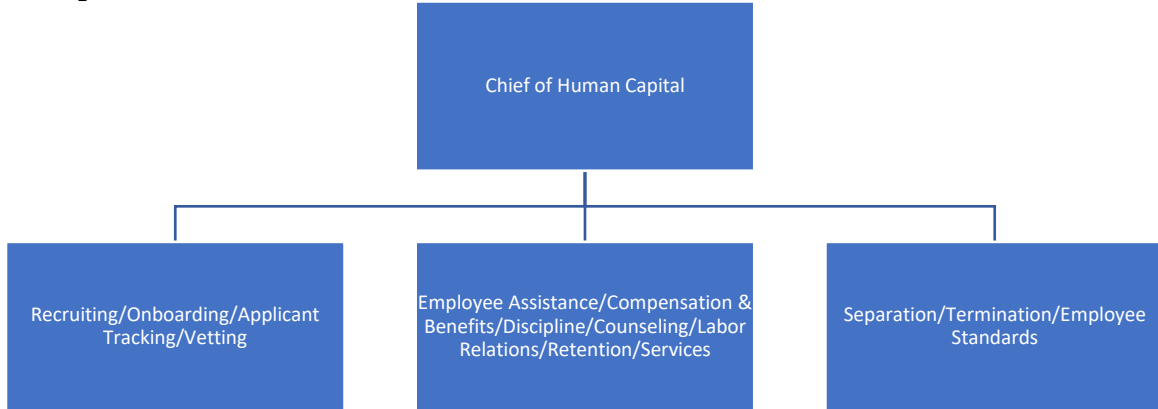
7. **Structure the remaining operational departments** as follows—

  a. Exhibit 95 proposes a minor restructuring of the Financial Office to include a Budget Office (including analytics and planning), disbursements (including Accounts Payable and Payroll), Procurement including P-Card administration, and the inclusion of property liability, casualty, benefits, health insurance as well as Risk Management responsibilities as a direct report to the Chief Financial Officer.

**Exhibit 95. Proposed Organizational Structure of the Chief Financial Officer**

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                              ┌─────────────────────────┐
                              │ Chief Financial Officer │
                              └─────────────────────────┘
     ┌──────────────┬──────────────┬──────────────┬──────────────┐
┌──────────┐ ┌──────────┐ ┌──────────┐ ┌──────────┐ ┌──────────────┐
│ Budget & │ │Procurement│ │ Accounts │ │ Payroll  │ │ Risk         │
│ Planning │ │          │ │ Payable  │ │ Position │ │ Management/  │
│ Analysis │ │          │ │          │ │ Control  │ │ Property     │
│          │ │          │ │          │ │          │ │ Liability/   │
│          │ │          │ │          │ │          │ │ Casualty/    │
│          │ │          │ │          │ │          │ │ Benefits/    │
│          │ │          │ │          │ │          │ │ Health       │
│          │ │          │ │          │ │          │ │ Insurance    │
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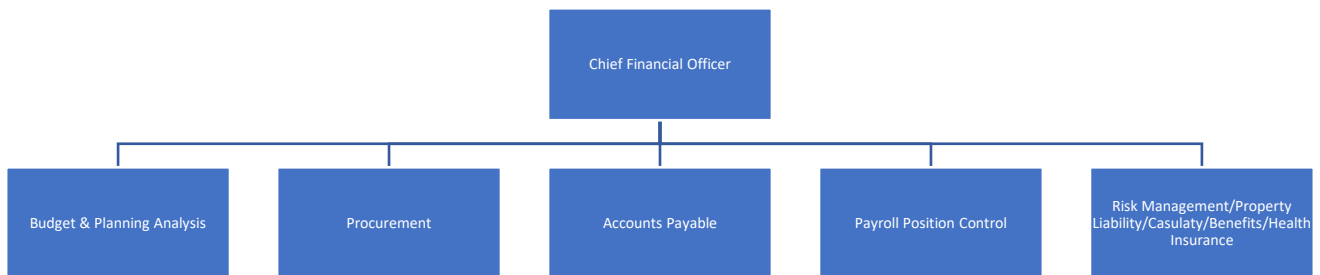
  b. Exhibit 96 is a suggested organizational structure for a Chief Operating Office that would include a Facilities Department (with a Capital Division including planning, project development, engineering and construction services and a Maintenance and Plant Operations Division, including building engineers, custodians, skilled trades). The unit would also include directors of transportation, nutrition, and safety and security.

**Exhibit 96. Proposed Organizational Structure of a Chief Operating Officer**



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                        Chief Operations Officer
    ┌──────────────┬──────────────┬──────────────┐
Transportation   Nutrition   Safety & Security   Facilities/Capital/M&O
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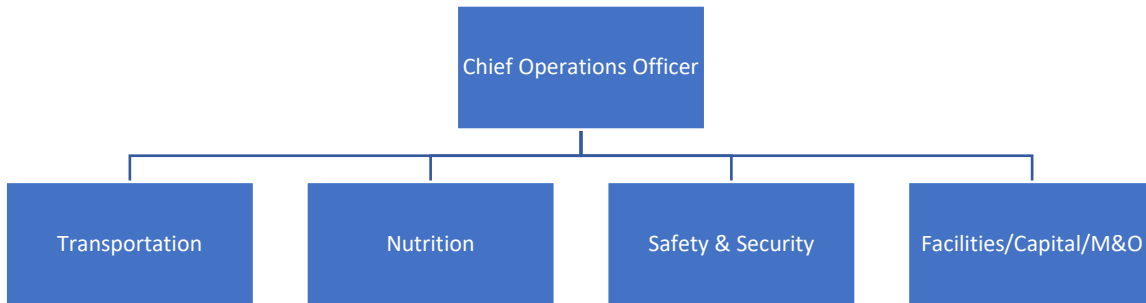
c. Exhibit 97 below suggests an IT department structure, headed by a Chief of Information and Technology. The department might include a Data Warehouse (including data transmission and state reporting), Field Technicians, Network Operations, Solutions and Help Desk, and Enterprise Resources Planning (including systems that support the district's Student Information, Transportation, Financial, Human Resources operations), and the development of Disaster Recovery and Business Continuity Plans that would minimize and eliminate the risk of a catastrophic data loss and protect the integrity and availability of critical systems.

**Exhibit 97. Proposed Organizational Structure of the Chief Information Officer**



```
                        Chief Information & Technology Office
  ┌───────────────┬──────────────┬──────────────┬───────────────┐
Data Warehouse   Field         Network        Solutions        ERP Management
(ECE, state      Technicians   Operations     Supervisor/Help  (SIS, transportation,
reporting, data  Supervisor                   Desk             finance, HR, disaster
transmission)                                                  recovery, business continuity)
```
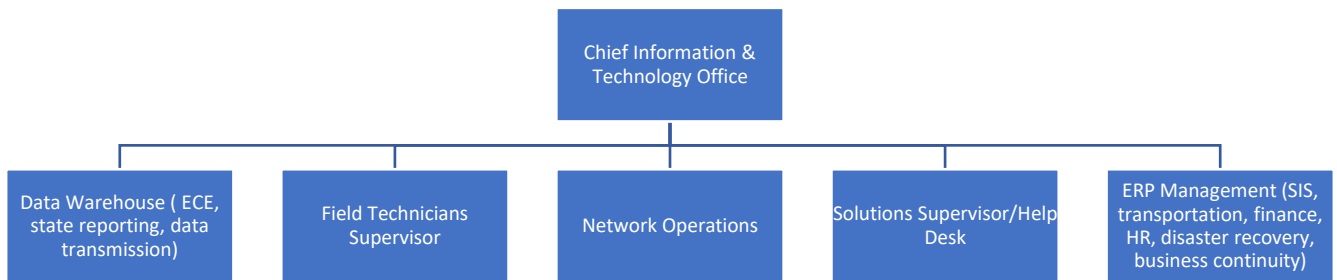
d. Exhibit 98 below is a proposed major restructuring of the Communications Department, which would move from its "agency framework" to one that is functions and priority-based. It would also have an Ombudsman, who in a staff position would handle public complaints and concerns, and functional divisions that would be responsible for community engagement, and the development and implementation of an integrated internal and external communications and community outreach and engagement strategies.

**Exhibit 98. Proposed Organizational Structure of the Chief Communications Officer**
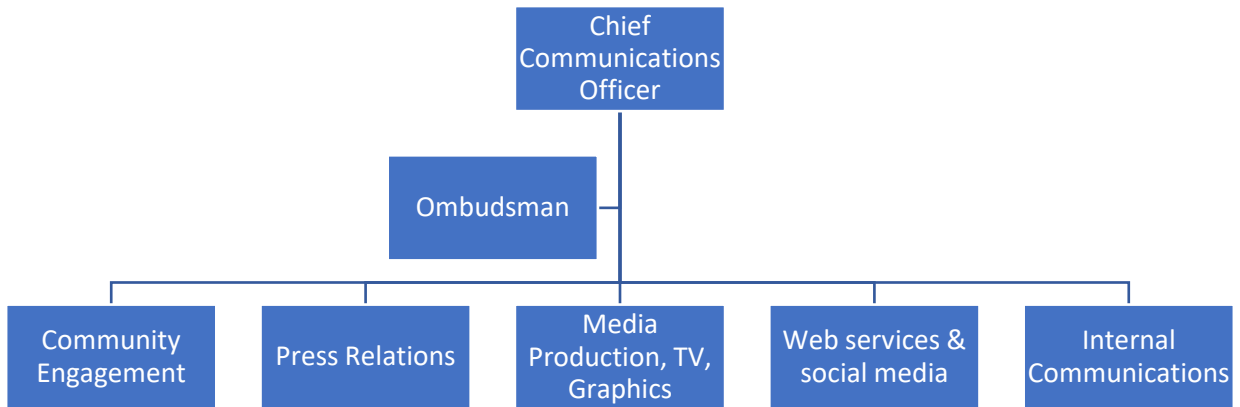


8. **Review all instructional and operational contracts to ensure accountability clauses for results are included in each.** Any outside organizations and vendors working with the district or individual schools should be held accountable not only for the delivery of products and services, but for meeting student growth targets. The district should review current contracts to ensure such accountability, and it should create a calendar laying out the schedule of ongoing evaluation of all funded and contractual programs moving forward.

9. **Begin the process of developing in-house a new curriculum and professional development system.** This curriculum should include a clear vision of what ELA/math instruction should look like, a pacing guide/scope of sequence, exemplars of what student work should look like throughout the year, and resources/techniques to address Tier I instruction as well as gaps and misperceptions in student learning. Professional development on the new curriculum should be aligned with upcoming lessons in the pacing guides. We recommend establishing a cross-functional team, including instructional coaches, content specialists, special education staff, bilingual staff, gifted and talented program staff, expert teachers, and others to do this work. This process should be part of the longer-term effort to build stronger staff and district capacity.

10. **Redefine the roles of instructional interventionists and curriculum specialists to form one pool of instructional coaches.** These coaches would have the dual role of coaching (70 percent) and compliance with folder requirements (30 percent). Have the instructional coaches report to the director of curriculum under the new chief academic officer. Identify four lead staff members from this pool (one for elementary ELA, one for elementary math, one for secondary ELA, and one for secondary math) to oversee the team of subject area coaches in each area. Provide training to all coaches for their new roles in both Tier I instruction and interventions. Also charge them with working on the development of a new, coherent college- and career-readiness-aligned curriculum (see recommendation above). Finally, these individuals should be the point staff in working with teachers on the formation and direction of site-based PLCs and on job-imbedded professional development at all schools to support instruction.

11. **Begin repurposing job-alike professional development sessions.** These professional development opportunities should be grade-level and content specific. Job-alike professional development should include:

   a. just-in-time professional development that addresses concepts that will be taught in upcoming units/quarters. This would include how to address misconceptions aligned with the concept(s) that students may bring to the unit of study.
   b. a framework for how the lesson should progress from beginning to end
   c. follow-up support at some low performing schools
   d. samples of student work on the unit that will be shared and discussed at the next session

   In addition, charge the curriculum department, in collaboration with principals, with identifying exemplary teachers to assist in the delivery of job-alike professional development sessions.

12. **Create an after-school tutoring program to support struggling schools in the short term.** We recommend establishing an after-school tutoring program starting in January in F-rated elementary and middle schools. This program should tap more effective teachers who have proven track records to help provide real-time support for students who are struggling. Consider using Kahn Academy, Starfall, and Student Achievement Partner's online mini-course on foundational literacy skills in grades k-2 as resources.[23] (They are free.) Also, keep in mind that tutors don't have to be traditional full-time teachers. Evaluate the results of this program using a pre/post-test (such as STAR), so even if results aren't captured in the April state testing, progress can be demonstrated. This evaluation will also help the district gauge the impact of the tutoring effort, and the utility of implementing it in the future.

13. **Establish cross-functional teams charged with leading the work around the most pressing district priorities.** Teams that bring together staff from different departments and levels—including district, area, and school staff—will help the district build greater cross-functional collaboration and elevate the quality of planning and execution of district objectives. We recommend establishing three such cross-functional teams, each focused on one of the following areas:

   a. Low performing schools-- surveying the needs and compiling the strategies and resources likely to improve performance at these sites
   b. Curriculum design and implementation across schools
   c. The design and establishment of a teacher and principal pipeline

B. **Longer-term Recommendations.** These recommendations are meant for implementation after this current school year is complete. Several recommendations from the previous section will also continue to be in the works after this school year.

14. **Begin implementing a new core curriculum after staff has developed the first few grades and boost the quality of the district's Tier I instructional program**. Provide

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[23] The SAP on-line course begins on January 9, 2018, and runs for seven weeks, one hour per week.

thorough and ongoing professional development on implementation of the curriculum. Finish the work of developing a systemwide curriculum that clearly articulates what is to be taught and at what level of understanding. As part of this process, clearly articulate what the district holds "tight" and what flexibility schools have in tailoring instruction to meet the academic needs of students.

15. **While developing the curriculum for Tier I instruction, define and communicate a districtwide MTSS system in both academics and behavior.**[24]

16. **Conduct an inventory of all reading, math, and science texts being used throughout the district and make sure that they are clearly aligned to the state's academic standards.** The district's curriculum should be seen as different from the commercial programs and texts that the district uses. (The Council and some other groups can help the district determine the degree of alignment.) This alignment should also apply to professional development, summative and formative assessments, and grade-level instructional units, and interventions.

17. **Identify gaps in content and rigor in the reading and math programs** that schools are using and supplement them to ensure that students have the necessary academic opportunities to access high-quality instruction and meet grade-level expectations.

18. **Develop and implement a non-evaluative, districtwide classroom walk-through procedure that focuses on the depth of instruction and use of the curriculum**. The district might think about using Student Achievement Partners' instructional practice guides. Build a process where the results of walk-throughs are not only shared with teachers and staff but inform the central office about how well programming is being implemented and where technical assistance and professional development need to be shored up.

19. **Begin the process of building a teacher/principal and principal supervisor pipeline program**. To address the district's teacher shortage and high turnover rates, charge leadership with designing and building a pipeline program to identify and develop future teachers and school leaders. Examples of urban district pipelines that may provide a model for the design of such a pipeline program include those in Charlotte-Mecklenburg, Des Moines, and the District of Columbia.

20. **Address teacher retention through improved teacher support and professional development.** The district should develop a districtwide strategy for boosting teacher retention. This work should start by addressing the needs of new teachers and equipping them to succeed. For example, professional development for new teachers should be mandatory, and needs to begin before the start of their initial school year, with refresher courses and sessions that grow in depth provided throughout the year.

21. **Continue the work of overhauling the district's professional development offerings.** Build professional development around district academic priorities, curtail menu-driven options, mandate some districtwide professional development that involves

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[24] See Council of the Great City Schools. *Common Core State Standards and Diverse Students: Using Multi-tiered Systems of Support*. Washington, D.C.: October 2012.

implementation of the curriculum (but pay for teacher time), and expand the use of professional learning communities to provide ongoing support to teachers. In overhauling the district's professional development, design the new system to be differentiated according to teacher expertise, previous training, experience, and need. Evaluate it for fidelity of implementation and effects on student outcomes.

22. **Identify pockets of excellence throughout the district and use the lessons to expand best practices throughout the district.** In addition to having exemplary teachers help deliver job-alike professional development, district leadership should work to identify promising programs or practices being implemented in high achieving schools, and it should build on this work by having staff at these school sites collaborate with their peers. This will help spread effective instructional practice not only across schools, but across the four area offices.

23. **Reinstate a professional teacher recruiter**. Another step the district should take to prioritize talent development is to hire or redeploy a teacher recruiter. The team heard that this role once existed, but it was not deemed effective. We recommend re-instating this role, but ensuring that this recruiter is experienced, can communicate with principals and department heads about their needs, and is equipped to effectively reach out to candidates throughout Mississippi and beyond. This staff member should also be held accountable for the numbers of individuals recruited and how long they stay in the district.

24. **Charge the new chief of schools, if the district decides to go in that direction, with normalizing instructional practices across areas** rather than having each area operating as independently as they do now. Also curtail as much of the non-instructional responsibilities of the principal supervisors as possible to allow them to emphasize instructional leadership. Broward County (FL) and Des Moines school systems have excellent examples of how this might be done.

25. **Ensure that the 90-minute literacy instructional block and the 60-minute math block is more uniformly implemented from school to school.**

26. **Provide teachers and administrators with guidance on what to look for in student work** and how to assess and improve instruction based on that work.

27. **Improve long-term support for struggling schools.** For F schools, consider lengthening the school day.

28. **Expand how the district thinks about boosting the achievement of low-performing students** so they are not putting so much emphasis on students in performance level 1 and stacking up students in performance level 2. Begin creating push-in models and tutorials for low-performing students rather than relying so heavily on pull-out instructional models.

29. **Determine why students with an OHI disability were being placed in less inclusive classroom settings** than other students and develop a strategy for correcting the situation.

30. **Conduct a review of the reasons why students with disabilities have such low graduation rates** and take steps to reverse the trend. Consider a broader use of co-teaching models in classrooms with students with disabilities. Provide broader training for special education and general education teachers on the effective use of co-teaching.

31. **Develop a professional learning community among the schools with the highest numbers of English language learners** to boost technical assistance and professional development for the teachers who work with these students.

32. **Create a common menu of intervention programs** based on effectiveness research from which schools can choose. Provide guidelines on which interventions are most effective in which circumstances and professional development on their use.

33. **Overhaul the school improvement planning process to ensure that each school plan actually has a strategy for improvement**. Create a sign-off process that is built around more than compliance with federal law.

34. **Conduct a thorough review of the training, staffing, and professional development that is offered to Advanced Placement teachers**. Based on results, overhaul the program to ensure that more students are scoring higher on AP tests.

35. **Consider building student outcome variables to some extent into the personnel evaluation and accountability processes of the superintendent, senior staff, and principals**.

36. Once the district's academic goals are set, **build out the emerging balanced score-card system to assess annual progress on the goals**. These key performance indicators should be the data around which the school board builds its ongoing monitoring role.

37. **Consider eliminating the Kirkland assessment.** This announcement could come this year and be executed next year. The district has other measures it could use to gather much the same kind of information.

# J. Synopsis and Discussion

The Jackson Public Schools asked the Council of the Great City Schools to conduct a high-level review of the school system as part of the district's efforts to reform and improve. The impetus for the request involved the possibility of state intervention in the school system, following a series of audits by the state found the district out of compliance on numerous requirements.

In turn, the Council placed its emphasis on examining the instructional program of the school system, but the organization also examined the organizational structure of the school district, analyzed overall staffing levels, and assessed student achievement.

The examination of student performance entailed detailed examination of state data and formative assessment results. In addition, the Council was able to translate state test score data into NAEP scale scores to compare Jackson with other major city school systems participating in the Trial Urban District Assessment of NAEP. This conversion also allowed the Council to examine the performance of Jackson students in reading and math after holding constant the district's racial and poverty levels.

Furthermore, the Council was able to compare the Jackson Public Schools on a series of key performance indicators on which the organization has collected data across its membership. This allows the organization to provide the school district with comparisons with other major cities, the state, and the nation that other groups will not be able to provide.

To be sure, the Jackson Public Schools faces considerable challenges, but it also has important assets that it can use to improve. Central among these assets is a new school board, appointed by the mayor, which is unified in their determination to move the system forward. The board and many in the district's leadership see that they have a unique opportunity to overhaul the district and get it on the right track.

In addition, the district is generously staffed with lots of talented people, although it does have fewer teachers than one would expect of a district with Jackson's enrollment. And the city school district has a considerable number of partners who work with the system on many initiatives.

At the same time, the district is putting new emphasis on its instructional mission. After several years of not having a central office curriculum capacity, the interim superintendent has reinstituted an instructional function at its headquarters. The school system also has Advanced Placement courses in every high school, which many urban school systems nationally cannot claim, although the courses in Jackson are not producing the results that everyone wants. In addition, the district is expanding its PBIS system to get a better handle on student discipline issues.

And the reading and math achievement poor, African American students in Jackson compares favorably with similar students in other major urban school systems. This may be faint praise since the nation's urban school systems have not always provided these students with the

opportunities they need; on the other hand, the results suggest that the district has instructional assets that it can leverage to even better results.

Still, the school district is not performing well. The district has not made it clear yet where it is going, and it has multiple sets of goals that leadership need to reconcile. In addition, the school system is very poorly organized to attain any goals. As a matter of fact, the Council has never seen one of its member urban school districts as poorly structured as Jackson is. Often this would not be an issue, since school districts can function adequately under various structures, but in this case the district's organizational structure discourages collaboration. Reporting lines have been defined around who can get along with each other rather than clear lines of authority.

In addition, we did not see organizational charts for any department that were structured around basic functions of the units. Most important, the organization was not structured to attain any clear set of priorities.

Second, the school system's instructional program is not as well defined as it needs to be to adequately inform teachers about what they need to be teaching and at what level of student understanding. In addition, the district's academic priorities, such as they are, are unevenly implemented across the district in part because of how it is organized.

Third, the district has very weak systems for retaining good staff, recruiting new staff of high quality, or improving the capacity of the people it does have. Its professional development is poorly defined, not built around systemwide academic priorities, or timely in its delivery. At the same time, teachers appear to be poorly supported.

Fourth, the school district produces pretty good data, but it is poorly used to inform the instructional practices of teachers and coaches. The district is moving towards a balanced scorecard system that shows a great deal of promise, but it also needs more fine-grained data to inform classroom instruction.

Finally, the school district lacks any meaningful form of accountability. It evaluates its people to be sure, but none of the evaluations are tied even to a small degree to whether students are making any progress academically.

The combination of these liabilities easily explains why the system has not made any more progress than it has. In fact, the Council has never seen an urban school system improve when these factors are not working properly. Still, all these items in Jackson are fixable. Along with the findings in this report, the Council of the Great City Schools has prepared recommendations that could move the system forward in the short and long-term. It will take some time to get everything into place, but there is no reason to think that the school system cannot get substantially better results for its students. The Council is eager to help the school system as it works to reform and improve.

# NASHVILLE BALANCED LITERACY PILOT

# K-1 Balanced Literacy Pilot

The Council of the Great City Schools, Metropolitan Nashville Public Schools and Student Achievement Partners are engaged in an educational pilot project together, funded by the Schusterman Foundation, to examine whether specific changes in literacy practices can positively improve student outcomes in early reading. The implementation of this pilot is currently underway in nine district elementary schools in kindergarten and first grade classrooms.

**Purpose:** The goal of this pilot is to adjust current content and instructional practices during the balanced literacy block in order to raise the literacy levels of students in K-1 so that they are able to read grade-level texts and are prepared for success in future grades.  During the 2017-2018 school year, K-1 teachers in the MNPS pilot schools are receiving on-going  support in adjusting their current content and instructional practices to incorporate research-based content, focused specifically on strengthening foundational skills and building knowledge and vocabulary through read-alouds.

**Description:** In order to realize the promise of the college and career readiness for all students, all teachers need specific training and support.  There are two areas which are historically short changed in traditional balanced literacy settings, particularly in early childhood classrooms. These are:  (1) a systematic and research-based approach to word study (foundational skills: phonemic awareness, phonics, fluency, comprehension, and vocabulary) and (2) building student knowledge and vocabulary through the skillful use of read alouds as students encounter rich complex text.

The pilot is providing targeted professional development to support teachers in using new or modified instructional materials that will employ more systematic use of word study (foundational skills) and read-alouds during the balanced literacy block.  Additionally, teachers have online access to The Reading Teacher's Top Ten Tools, a virtual course that is offered free of charge for all participants.  Teachers, coaches, and administrators are working collaboratively to understand the content behind grade level foundational skills and how to approach this systematically in the classroom. They are also learning the importance of building knowledge and vocabulary through content rich materials. As a part of the pilot, qualitative data via observations, surveys, and focus groups will be collected in order to learn what is working and what is not.

# 2017-2018 Metropolitan Nashville K-1 Balanced Literacy Pilot at a Glance

### Cycle 1: Foundational Skills

**Professional Development and Support**
- Cycle 1 training from SAP (July 30-August 3, 2017)
- Virtual Professional Development - Top Ten Tools
- Learning walks (September 25-26, 2017)
- Monthly office hours, and school/district support

**Resources**
- MNPS Curriculum (Journeys)
- Supporting Resources for Decodables and Practice
- Guidance Documents

### Cycle 2: Read Aloud (Building Knowledge and Vocabulary)

**Support and Professional Development**
- Cycle 2 training from SAP (October 4–October 6, 2017)
- Virtual Professional Development - Top Ten Tools
- Learning walks (December 12-13, 2017)
- Continued monthly office hours and school/district support

**Resources**
- Supporting Resources for Read Alouds
- Text Sets
- Guidance Documents

### Cycle 3: Reflection and Future Planning

**Support and Professional Development**
- Cycle 3 training from SAP (March 27-28, 2018)
- Next Steps for Scaling in Metropolitan Nashville Public Schools
- Next Steps for Observer Districts

# CLEVELAND SPECIAL EDUCATION REPORT

# IMPROVING
# SPECIAL EDUCATION SERVICES
# IN THE
# CLEVELAND METROPOLITAN
# SCHOOL DISTRICT

### by the

### Council of the Great City Schools'

### Strategic Support Team



**Council of the**
**Great City Schools**

TM

### Winter 2017-18

# Table of Contents

Eric Gordon, Cleveland school's CEO, asked the Council of the Great City Schools to review the Cleveland Metropolitan School District's (CMSD) services to students with disabilities, and provide recommendations to improve equitable access to school choice and narrow the achievement gap between these students and their nondisabled peers. It was clear to the Council's team that the CEO and his staff had a strong desire to improve outcomes for students while increasing their opportunities to attend the school of their choice in a least restricted environment. This report was designed to help CMSD achieve its goals and to maximize the district's capacity to educate all students effectively.

## The Work of the Strategic Support Team

To conduct its work, the Council assembled a team of experts who have successfully administered and operated special education programs in other major urban school districts across the country. These individuals also have firsthand expertise with the Individuals with Disabilities Education Act (IDEA) and are well versed in best practices in the administration and operation of special education programming nationwide.

The Council's Strategic Support Team (Council team) visited the district on October 2-4, 2017. During this period, the Council team conducted interviews and held focus groups with district staff members and Ohio Department of Education personnel, parent representatives, Cleveland Teachers Union representatives, and many others. (A list of individuals interviewed by the team is presented in the appendices of this report.) In addition, the team reviewed numerous documents and reports, analyzed data, and developed initial recommendations and proposals before finalizing this report. (See the appendices for a list of documents reviewed.) On the final afternoon of its site visit, the team briefed the superintendent on the team's observations and preliminary recommendations.

This approach to providing technical assistance to urban school districts by using senior managers from other urban school systems is unique to the Council and its members. The organization finds it to be an effective approach for several reasons.

*First*, it allows the superintendent and staff members to work with a diverse set of talented, successful practitioners from around the country. The teams provide a pool of expertise that superintendents and staff can call on for advice as they implement the recommendations, face new challenges, and develop alternative solutions.

*Second*, the recommendations from urban school peers have power because the individuals who develop them have faced many of the same challenges encountered by the district requesting the review. No one can say that these individuals do not know what working in an urban school system is like or that their proposals have not been tested under the most rigorous conditions.

*Third*, using senior urban school managers from other urban school communities is faster and less expensive than retaining a large management consulting firm that may have little to no

programmatic experience. The learning curve is rapid with the Council teams, and it would be difficult for any school system to buy on the open market the level of expertise offered by them.

Members of the Strategic Support Team for this project included the following individuals:

| | |
|---|---|
| *Dr. Karla Estrada*<br>Deputy Superintendent<br>Academics & Student Support Services<br>Boston Public Schools | *Sue Gamm, Esq.*<br>Former Chief Officer for<br>Specialized Services<br>Chicago Public Schools |
| *Julie Wright Halbert, Esq*.<br>Legislative Counsel<br>Council of the Great City Schools | *Dr. Kevin Jamison*<br>Director, Student Services<br>Cincinnati Public Schools |

## Methodology and Organization of Findings

The findings in this report are based on information from multiple sources, including documents provided by CMSD and other organizations; electronic student data provided by the district; group and individual interviews; other documents; and legal sources, including federal and state requirements and guidance documents. No one is personally referred to or quoted in the report, although some school district position titles are referenced when necessary for contextual reasons.

Chapter 2 of this report provides background information about the district.

Chapter 3 presents the Council team's findings and recommendations. These findings and recommendations focus specifically on areas that the superintendent and district leadership asked the Council's team to address. These included expanding equitable choices for students with disabilities, increasing their access to mainstream classes, improving appropriate identification, teaching and learning, and enhancing student supports.

A discussion of these areas is divided into five broad sections.

- Accelerating Achievement for All Students

- Disability Demographics and Referrals/Identification of Disabilities

- Achievement of Students with Disabilities

- Equitable Access to School Choice and High-Quality Education for Students with Disabilities

- Support for Teaching and Learning for Students with Disabilities

The findings and recommendations in the report contain a summary of relevant information, along with descriptions of district strengths, opportunities for improvement, and recommendations for change.

Chapter 4 lists all recommendations for easy reference, and provides a matrix showing various components or features of the recommendations.

Finally, Chapter 5 presents a synopsis of the report and discusses the team's overarching conclusions.

The appendices include the following information:

- Appendix A compares special education staffing ratios in 71 major school systems across the country.

- Appendix B lists documents reviewed by the team

- Appendix C lists individuals the team interviewed individually or in groups and presents the team's draft working agenda.

- Appendix D presents brief biographical sketches of team members.

- Appendix E presents a description of the Council of the Great City Schools and a list of Strategic Support Teams that the organization has fielded over the last 19 years.

Enrollment in the Cleveland Metropolitan School District sky-rocketed from 99,686 in 1950 to 134,765 in 1960, but the district started to see substantial declines during the 1960s as families moved to the suburbs. At the same time, a declining tax base triggered the beginning of financial struggles for the CMSD that have remained in one form or another to this day.[1]

At this point, the Cleveland school district enrolls some 38,100 students, a much lower number than in 1960 due to several factors. One factor involved the imposition of mandatory busing in 1976 to produce a more diverse school population. That year's 58 percent minority enrollment grew to 71 percent in 1994, and to 84 percent in 2017. Between 1960 and 1996, CMSD's enrollment dropped by half.[2] Another factor involved Cleveland's continued increase in poverty, earning it a rating in 2006 as the poorest big city in the United States[3] and the second highest childhood poverty level of any city in the nation.[4]

According to the Ohio Department of Education's (ODE) enrollment report, Cleveland's FY 2017 enrollment was the second largest among the state's 610 school districts—second only to the Columbus City School District.[5] At one point, Cleveland was the largest city school system in the state.

In addition, the proportion of students in CMSD who are white, black, and Hispanic are dramatically different from the state at large. As Exhibit 1a shows, district and state percentages of white students were 16 percent and 73 percent, respectively; African American students were 65 percent and 14 percent, respectively; and Hispanic students were 16 percent and 5 percent, respectively.

**Exhibit 1a. Percentage of CMSD State & Ohio Students by Most Common Races/Ethnicities**



| | White | Black | Hispanic |
|---|---|---|---|
| ■ CMSD | 16% | 65% | 16% |
| ■ Ohio | 73% | 14% | 5% |

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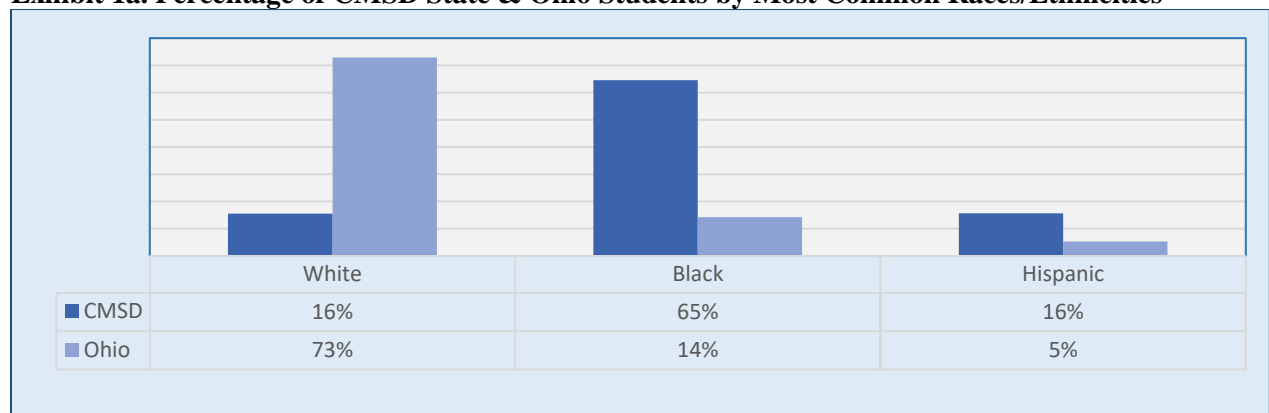
[1] Retrieved from *"Cleveland Public Schools by Edward Miggins, Cuyahoga Community College"*. *The Encyclopedia of Cleveland History, Case Western Reserve University*.
[2] Cleveland Transformation Alliance, February 2017 Progress Report. Retrieved from http://www.clevelandta.org/latest-news/alliance-releases-cleveland-plan-update.
[3] Retrieved from http://prince.org/msg/100/200773?pr.
[4] Retrieved from http://www.clevelandmetroschools.org/cms/lib05/OH01915844/Centricity/domain/4/pdfs/2017/SOTS.2017.pdf
[5] Retrieved from http://education.ohio.gov/Topics/Data/Frequently-Requested-Data/Enrollment-Data.

According to the same ODE's enrollment report, CMSD's 8,242 students with disabilities constituted some 21 percent of all such students in the state. One district in the state has a rate of 25 percent, and seven others have rates higher than CMSD. Although comparative data were not available on English learners, district data showed that 6 percent of CMSD students were English learners, and 13 percent of all ELs had a disability.

Over the last six years or so, the district has been experiencing a resurgence under a newly appointed Board of Education and the leadership of CEO Eric Gordon. A new sense of urgency and high expectations for students and employees have been articulated, and a clear theory of action for improving instruction is being developed and put into place. Central to the district's emergence has been the Cleveland Plan, which is defined around a portfolio strategy for district improvement. The goal of the plan is for every child in the City of Cleveland to attend a high-quality school and for every neighborhood to have multiple schools of high quality from which families can choose.

To meet this goal, CMSD is transitioning from a traditional, single-source school district to a performance-based system composed of district and charter schools that partner to support gains in student achievement for every child. By the end of the 2018-19 school year, the Cleveland Plan calls for the number of Cleveland students enrolled in high-performing schools to triple, and for there to be no failing schools. To support this strategy, schools have been given increased autonomy over staffing, time, and budgets in exchange for accountability for performance.

Currently, Cleveland has over 70 charter schools under the portfolio serving more than 18,000 students.[6] Combined with CMSD's 38,100 enrollment,[7] about 32 percent of the city's public-school students attend a charter school. Only eight other school districts in the nation have a higher share of students attending charters.[8] CMSD works with charter schools in three primary ways: as a sponsor, as a partner, and through a District/Charter Compact. Currently, CMSD sponsors 10 schools and partners with seven more. These schools adhere to the overall goals of the Cleveland Plan. [9]

As will be discussed in more detail later in this report, there are some signs that CMSD's strategy is having positive effects for students, although the results have been uneven.

- ***Improved Early Literacy Outcomes.*** Although students continue to score lower than other districts on statewide assessments, the district showed the most growth of any urban school district in Ohio over the last six years. Based on Ohio's K-3 literacy initiative, which measures students in kindergarten through third grade moving from "off-track" to "on-track" or proficient in reading, the state increased CMSD from a rating of F to C.[10]

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[6] Retrieved from http://clevelandmetroschools.org/charters.
[7] Based on data provided by CMSD to the Council team.
[8] Growing Movement: America's Largest Charter Public School Communities and Their Impact on Student Outcomes, National Alliance for Public Charter Schools, Eleventh Annual Edition, November 2016. Retrieved from www.publiccharters.org/wp-content/uploads/2016/11/enrollment-share-web1128.pdf?x87663
[9] *Id*.
[10] Retrieved from http://www.clevelandmetroschools.org/cms/lib05/OH01915844/Centricity/domain/4/pdfs/2017/SOTS.2017.pdf.

- *Higher Rate of Fourth-Graders Meeting Promotion Standards.* Overall, few students attending Cleveland public schools (district and charter) are meeting fourth grade promotion requirements compared to students across Ohio. Still, the average these Cleveland public-school students rose nearly four percentage points between 2015 and 2016, while the Ohio average rose less than one point.[11]

- *Increased Graduation Rates.* The district's 2016-17 graduation rate of 71.9 percent was a record high for the district. The rate increased by 20 percentage points over the last six years and is now the fourth fastest improving graduation rate in Ohio. Furthermore, the 76.1 percent five-year graduation rate is the second fastest improving in the state.[12]

- *National Science Foundation Grant.* Cleveland State University and CMSD have received a $1 million grant from the National Science Foundation to expand their CSforAll initiative, which trains high school teachers in the computer sciences. These courses are available to all students--regardless of learning ability or demographic constraints.[13]

- *Use of Social and Emotional Learning.* Social and emotional learning (SEL) strategies are in place in every CMSD school, and a districtwide survey reports significant improvements in school and classroom environments. Conditions for Learning data, which are reported by students twice each year, has steadily improved in all grade bands (2-4, 5-8, 9-12) since 2007.[14]

- *Advisory Committees and Community Partnership.* Approximately 380 high school students meet twice yearly to review their individual school's Conditions for Learning data, participate in activities with peers, and provide feedback directly to the CEO on district improvements. Each school has partnerships with local organizations to provide supports and resources to improve student learning.[15]

Cleveland voters have supported the Cleveland Plan by approving a school operating levy in 2012 and renewing it in November 2016. According to the Cleveland Transformation Alliance, "This critical funding will allow both CMSD and its partner charter schools to use these local tax dollars to sustain school improvement."[16]

Some achievement indicators between 2012-13 and 2015-16, however, showed that Cleveland students had not kept pace with statewide peers even after considering changes in the state's accountability system.[17]

- *Performance Index Scores.* These scores fell dramatically statewide between 2012-13 (when Ohio put into place more rigorous standards for learning) and 2015-16.

    - Cleveland schools (district/charter) fell by 21.9 percentage points, compared to a statewide decrease of 14.2 points.

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[11] Cleveland Transformation Alliance February 2017 Progress Report. Retrieved from http://www.clevelandta.org/sites/default/files/news/Progress%20Report%20Feb2017_single%20pages_FINAL.pdf.
[12] *Id.*
[13] Retrieved from http://www.cleveland.com/metro/index.ssf/2017/10/cleveland_state_and_cleveland.html.
[14] Retrieved from http://www.casel.org/partner-districts/cleveland-metropolitan-school-district/.
[15] *Id.*
[16] Cleveland Transformation Alliance February 2017 Progress Report at page 14. Retrieved from http://www.clevelandta.org/sites/default/files/news/Progress%20Report%20Feb2017_single%20pages_FINAL.pdf.
[17] Id.

- CMSD schools fell by 22.3 points, compared to decreases among Cleveland charters of 21.5 percentage points, and for CMSD partnering charter schools of 24.8 points.

- *Value-Added Student Growth Measure.* This measure was designed to determine how much academic progress students have made over the course of a school year. The chart below shows state, CMSD, and Cleveland charter data from 2013 to 2016.

- Ohio's average score dropped in 2015 and increased slightly in 2016.

- During the same period:
  o CMSD's score increased slightly through 2015, then fell in 2016.
  o Cleveland charter school scores fell in 2015 and increased significantly in 2016.

- Partnering charter school scores were well above state averages in 2013 but dropped steadily to just above the state average in 2016.

**Exhibit 1b. Value Added: Cleveland District and Charter Schools vs. Statewide Average[18]**
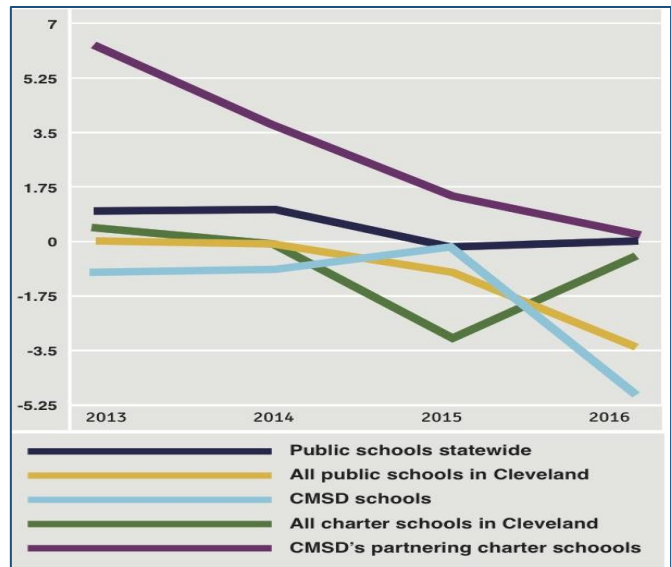


At the request of the CEO and other district leadership officials, the Council team probed CMSD's portfolio strategy and how well it was designed to serve all students, especially those with disabilities. To be effective, the team started from the premise that the portfolio strategy would need to be effective and inclusive and would need to promote positive academic and social/emotional outcomes for all students. Effectiveness would also depend on the presence of a solid foundation of teaching and learning, which would reduce unnecessary reliance on special education and would ensure that the needs of all students were met through tiers of increasingly intensive academic and positive behavior supports.

[18] *Id.*

This chapter presents the Council team's findings in five areas: Accelerating achievement for all students; demographics and referrals/identification of students with disabilities; achievement of students with disabilities; equitable access to school choices and high-quality education for students with disabilities; and support for teaching and learning for students with disabilities. In addition to these findings, each section includes a discussion of district strengths, opportunities for improvement, and recommendations for improvement.

## I. Accelerating Achievement for All Students

As discussed in the Council of the Great City Schools report, *Common Core State Standards and Diverse Urban Students*,[19] a multi-tiered system of supports (MTSS)[20] is an evidence-based framework for improving educational outcomes for all students. The framework focuses on prevention and the early identification of students who may benefit from academic and behavioral interventions. These interventions need to remove barriers to learning or identify students who might benefit from acceleration. In addition, MTSS is intended for all students, including those who are gifted. The report stresses the importance of implementing the core curriculum with fidelity and doing so in a way that attends to the diverse needs of all students:

> This imperative reflects the reality that regardless of how effectively school district leaders develop and implement high-quality curricula aligned with the new standards, some students will need additional support and interventions to be successful. Implementing [core curricular standards] within a framework of a multi-tiered system of supports (MTSS) will help ensure that all students have an evidence-based system of instruction to assist them in achieving success.[21]

In an effective MTSS framework, schools have systems in place to identify the needs of all students, as well as mechanisms to monitor and evaluate progress throughout the school year, using multiple measures (e.g., district assessments, attendance, suspension, grades, number of office referrals, etc.). Data are analyzed, and differentiated instruction and intervention are delivered. Teachers and leaders regularly review and monitor student progress to determine trends and identify instructional adjustments needed for remediation, intervention, and acceleration.

When a student fails to make adequate progress toward academic standards after robust core instruction has been delivered, interventions are put into place and effects are tracked. Without this system, it is unlikely that schools will have the information needed to determine whether underachievement is due to inappropriate instruction and intervention or something else. In these cases, there can be little confidence that students have been given the instruction,

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[19] Retrieved from https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/87/77--Achievement%20Task%20Force--RTI%20White%20Paper-Final.pdf

[20] The MTSS framework is a merger of two systems: 1) response to intervention (RtI), which focuses on academic achievement, and 2) Positive Behavioral Interventions and Support (PBIS) or other behavioral systems that support positive behavior and social/emotional wellness.

[21] Id.

targeted interventions, and supports they need. Nevertheless, when teachers and parents [22] observe students who are struggling academically or behaviorally, there is an understandable desire to seek additional supports and/or legally protected special education services. Yet these additional supports are not necessarily the ones that are most likely to prove effective.

Consequently, it is imperative that districts and schools have processes in place to help educators determine why a student is not performing or when they might need acceleration. When implemented as intended, MTSS focuses on rigorous core instruction and provides strategic and targeted interventions that are available without regard to any particular disability. In these circumstances, MTSS can lead to better student engagement, higher performance, and lowered disciplinary referrals, and can provide appropriate referrals for students requiring special education services. The framework can also help reduce disproportionate placement into special education services of students from various racial/ethnic groups and those with developing levels of English proficiency.

## Council of the Great City Schools Guidance for MTSS

The Council of the Great City Schools report describes three essential components of MTSS, including--

- Robust and valid core instruction delivered to all students;
- Universal screening and ongoing progress-monitoring to support problem-solving and decision-making in order to match instructional resources to students' educational needs; and
- Use of increasingly intensive (time and focus of instruction) instructional supports and strategies.

To be successful, these components require--

- A well-defined district and school-based leadership and organizational structure;
- Written district policies and practices that align with and support a multi-tiered system;
- Technology sufficient to support instructional decision making (e.g., data) and implementation of instruction;
- Professional development to ensure fidelity of implementation of MTSS and the Common Core State Standards;
- An evaluation process that monitors both implementation and outcomes; and
- The engagement of parents and caregivers.[23]

A critical component of MTSS involves universal design for learning (UDL), which is an evidence-based approach designed to meet the needs of students with a wide range of abilities, learning styles, learning preferences, and educational backgrounds, and includes those with low achievement, disabilities, and English learners. The approach means that student needs are met

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[22] The term parent is used throughout this document and includes guardians and other family members.
[23] Retrieved from https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/87/77--Achievement%20Task%20Force--RTI%20White%20Paper-Final.pdf.

across the board, requiring fewer accommodations. Applying the principles of UDL means that students with varying abilities are better able to access high-quality instruction.[24]

In recognition of MTSS as an appropriate systemwide framework for supporting student achievement and positive behavior, the *Every Student Succeeds Act* (ESSA)[25] lists MTSS as an appropriate use of Title I funds. The Act defines MTSS as "a comprehensive continuum of evidence-based, systemic practices to support a rapid response to students' needs, with regular observation to facilitate data-based instructional decision-making."

## CMSD Approach to Accelerating Student Achievement

The Cleveland Plan envisions CMSD's transitioning from a traditional school district to a new system of district and charter schools. Under the portfolio strategy, schools are given autonomy but held accountable for producing substantial gains in student achievement.[26] The Cleveland Plan is designed "to ensure that every child in Cleveland attends a high-quality school and that every neighborhood has a multitude of great schools from which families can choose." Providing high-quality school choices across the city will happen, according to the plan, by giving schools greater control over curricula, staffing, and resources, based on the needs of their students. And under this strategy, the district expects that the number of high-performing schools will escalate and the number of students in these schools will grow.

CMSD is guided by this broad theory of action and six strategic priorities that the central office staff is using to accelerate student outcomes. Under this structured school performance and planning framework, schools engage in a school design process meant to boost academic achievement. In addition, the district uses student support teams to problem-solve and support individual students. And it has a K-3 literacy initiative to identify and support young children who are behind in reading.

The Council team reviewed information on the above efforts to determine the extent to which they support or are based on the essential elements of MTSS.

### *Theory of Action*

CMSD has the following theory of action to boost student achievement for every student.

> CMSD believes that principals and their leadership teams are best positioned to drive college and career ready learning and to fulfill the ambitious student achievement goals of The Cleveland Plan. Over the next two years, CMSD will systematically empower all school leadership teams to assume increasing responsibility for the instructional design and programming at their schools. By

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[24] See the National Center on Universal Design for Learning, retrieved at http://www.udlcenter.org/. UDL is referenced in the 2016 "Every Student Succeeds Act," the U.S. Department of Education's National Educational 2010 Technology Plan, the 2008 High Education Opportunity Act (HEOA), and the 2006 National Instructional Materials Accessibility Standard (NIMAS). Retrieved at http://www.udlcenter.org/advocacy/referencestoUDL.
[25] The "Elementary and Secondary Education Act" was reauthorized in 2015 as the "Every Student Succeeds Act" (ESSA).
[26] Retrieved from http://clevelandmetroschools.org/Page/10061.

August 2019, all schools will be able to select instructional services and resources off a menu of options that will expand and improve over time.

Supporting flexible implementation of a strong instructional core will require the central office to realign a number of its practices so that it can focus on holding schools accountable for outcomes and providing as-needed support to schools in using these increased flexibilities. Generally, we (the district) will need to:

- Realign our principal selection, development, and accountability processes;

- Refocus network support services;

- Align central support services, and

- Develop a communications and feedback system to ensure successful completion of action steps.

## Strategic Priorities for Central Office Support

CMSD believes that principals and their leadership teams are best positioned to drive college and career-ready learning and to fulfill The Cleveland Plan's ambitious student achievement goals. Six strategic priorities define the theory of action:

*Priority 1. Leadership Performance Standards and Supports.* Establish CMSD's standard of excellence for the performance and impact of principals, schools, network supports, and central office supports. Implement tiered interventions and supports aligned to performance.

*Priority 2. Leadership Roles and Responsibilities.* Establish and communicate clear roles and responsibilities for principals and their leadership teams, network support staff, and central office support staff, with a focus on instructional support services.

*Priority 3. Principal and Leadership Teams Capacity.* Build the capacity of principals and their leadership teams to succeed in a flexible and accountable environment.

*Priority 4. Network/Central Office Capacity.* Build the capacity of the network and central office support teams to flexibly respond to, support, and hold accountable principals and their leadership teams.

*Priority 5. Communication with Stakeholders.* Create a systematic approach to communicating with all relevant stakeholders.

*Priority 6. Core Instruction Capacity.* Clarify and build capacity around the core instructional framework of CMSD with all relevant stakeholders.

The sixth priority focuses on the district's core instructional framework. The active use of and reference to MTSS might be included here to address both academic and behavior/social emotional learning (SEL) supports and incorporate the evidence-based elements of universal screening, problem-solving, and data-based decision making--with an emphasis on Tier I teaching, increasingly intensive teaching/supports, and progress monitoring.

*School Performance and Planning Framework (SPPF)*

A School Performance and Planning Framework (SPPF) provides up to five years of data on each school to help school-based personnel understand how they are performing compared to state standards and demographically similar schools. The Council team reviewed sample user-friendly screen shots from the SPPF, which present data on the following categories: school culture, academic growth, gap closure, proficiency, and preparedness for success. Subcategories included: proficiency (reading, math, and a performance index), attendance rates, chronic absenteeism, safety, adult supports for students, academic challenge, and SEL. Students can be sorted in SPFF by location of services (resource/inclusion *versus* single classroom *versus* specialized single classroom), but they cannot be sorted by disability category. The district is currently engaged in a "data dashboard" development process, which will allow it, network leaders, and school leaders to disaggregate achievement and growth data by disability category and LRE. In addition, predictions are made on end-of-year performance. Based on comparisons with peer schools, SPPF suggests minimum and maximum performance gains and targets. Overall, SPPF appears to be a model data source for school-based planning, especially once the full data dashboard is completed.

In addition, schools use other available data, such as external school quality reviews, assessment of teacher strengths and weaknesses, hiring needs, professional development requested by staff, information from instructional rounds, and other contextual knowledge about the needs of students. These data help identify core problems of practice that can be used to drive improvement on prioritized metrics and help identify specific strategies and resources that might produce significant progress on these priorities.

*Strategic School Design*

Using data from SPPF, schools engage in a strategic school design process to plan for the following school year. Through this process, schools address the following areas:

- Greatest strengths relative to student outcomes and room for improvement;

- Three to five most critical needs of students;

- Key barriers preventing students from having their needs met, and their root causes;

- Problems of practice related to core instruction;

- Theory of action that specifies what school will be doing and the expected result;

- At least three but no more than five metrics from SPPF that can result in significant gains;

- For each priority area, a description of: strategies;
  - What staff need to carry out the strategies;
  - Need for professional development;
  - Resources for strategies that meet the needs of at-risk students (English learners, students with disabilities, struggling students);
  - Engagement of families; and any new positions needed to be hired; and

- Any resource to focus on new priorities; any waivers needed; and any technology/materials to be purchased.

The framework for 2017-18 is conceptually the same as those in previous years. The expectation is that any revisions will be to better align to the Academic Achievement Plan (AAP) template, which is negotiated with the CTU.

This school design process could also support the implementation of MTSS, assuming school personnel have knowledge of the framework's core principles and practices.

### *Academic Achievement Plan and Supporting Documents*

Following the strategic school design process, an achievement action plan (AAP) team develops an AAP showing the steps a school will take to accelerate student outcomes. The AAP guides curriculum, assessments, instruction, parent engagement, and interventions for the subsequent school year. The AAP team meets quarterly to review and report on progress, challenges, and successes—and to review new data with the district's leadership team.[27]

To assist with this process, CMSD has developed an AAP Resources & Support Guide for 2017-18. According to the guide, each year the school's AAP team selects no more than three goals, with an eye on how work from one year will support work in future years. The goals are accompanied by a monitoring plan using quantitative or qualitative measures for assessing progress. Based on this data analysis, teachers review:

- Students who need additional time and supports to achieve proficiency or above on an essential learning area, and how that time and supports will be provided;

- How learning for students who are highly proficient will be enriched;

- Areas where students struggle, and strategies used by teammates whose students performed well;

- Areas where students struggle, along with the cause, and plan for improving results;

- Supports needed from the network or central office; and

- Methods for monitoring progress.

The guide contains a Pyramid of Interventions (POI) Considerations Worksheet for AAP teams to complete in their evaluation of potential interventions. The guide includes definitions of goals, mission/vision, research evidence, metrics, target students, responsible individual(s), resources, reproducibility, flexibility, and tracking/monitoring. The guide also includes a matrix for reviewing a school's level of practice on the use of data. In addition, the guide has a tool for assessing actions and setting team priorities. Using this tool, a team assesses high-leverage actions, and sets monitoring priorities. A glossary of 15 instructional strategies and 65 differentiated-instructional strategies are provided. However, the guide does not define the term "intervention," even though this work is not always fully understood in the field.

To better assess the AAP Resources & Support Guide, we asked the Council's academic team to review the document and provide feedback. The team provided multiple comments but was most concerned that the document could be interpreted as conveying low expectations in language arts and mathematics, and could reduce learning to rote activities, decontextualized

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[27] Retrieved from http://www.clevelandmetroschools.org/domain/3744.

vocabulary, and short assessments. In addition, the team noted that the list of strategies lacked information on why and when they would be appropriate to use.

For example, while there was a place for decodable texts in early stages of the systematic phonics instruction, students should not be limited to these reading options. Ideally, they would also be developing strong core knowledge and be using a series of texts on each topic to enhance their ability to access complex, grade-level text. Students should be hearing read-alouds with rich text and learning the academic language and strategies to access it. The document also does not appear to provide any guidance around the goal of reading at grade level or guidance on when or how to use materials as part of each student's plan for improvement.

Finally, the glossary of strategies emphasizes core instruction, but does not reflect the literature on increasingly intensive interventions necessary for students who need to supplement and accelerate learning, including problem-solving activities. We encouraged CMSD to ask the Council's academic team to further evaluate the guide and provide more detailed observations and suggestions.

### CMSD Student Support Teams

CMSD has not fully developed an MTSS framework. Each school is required to have a student support team (SST), which the humanware/social emotional learning (SEL) department oversees. And the SSTs have several components of an MTSS, which are described on the humanware/SEL's webpage, but they do not have a full framework as such.[28]

- *Core Team.* A school administrator, teacher, school psychologist, school counselor, or school social worker comprise the core SST.

- *Problem-Solving.* A five-step problem-solving process is like that described in the Council's MTSS document –
  - Define the problem in measurable, observable terms,
  - Develop an assessment plan that identifies a baseline and progress monitoring measures,
  - Analyze assessment results and goal setting by comparing the student's baseline performance to others in the classroom or a local norm and the difference between the baseline and expected performance,
  - Develop a plan with interventions that can be implemented according to student needs and available resources; and
  - Analyze progress and determine next steps.

- *Interventions.* A new strategy or modification of instruction or behavior management is designed to help students improve performance relative to a specific goal. Usually, at least six data points are collected to monitor progress.

- *Parents.* Parental input is a valued SST component.

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[28] Retrieved from http://www.clevelandmetroschools.org/Page/406

It is also notable that the SST webpage had only one reference to "poor academic performance" in the following list of early and imminent warning signs that might trigger a student's referral to the SST.

- Poor school attendance
- Social withdrawal
- Excessive feelings of isolation
- Excessive feelings of rejection
- Being a victim of violence
- Feelings of being picked on and persecuted
- Low school interest and poor academic performance
- Expression of violence in writings and drawings
- Uncontrolled anger
- Patterns of impulsive and chronic hitting, intimidating, and bullying
- History of discipline problems.
- History of violent and aggressive behavior
- Intolerance for differences and prejudicial attitudes
- Drug use and alcohol use
- Affiliation with gangs
- Inappropriate access to, possession of, and use of firearms
- Serious threats of violence
- Serious physical fighting with peers or family members.
- Severe destruction of property.
- Severe rage for seemingly minor reasons.
- Detailed threats of lethal violence.
- Possession and/or use of firearms and other weapons.
- Other self-injurious behaviors or threats of suicide.

Additional information on the SST process is provided on a Schoolnet page, which lists forms for implementing the SST referral procedure, document interventions, and SST meetings. [29] The SST webpage and humanware/SEL activities also reflect the district's collaboration with the Collaborative for Academic, Social, and Emotional Learning (CASEL), and support for Restorative Justice initiatives, which include strategies to address adverse childhood experiences (ACES). In addition, the Office of Attendance has devoted resources for supporting schools in improving student attendance and monitoring and preventing chronic absenteeism, along with strategies on educating students and parents about the relationship between attendance and achievement.

No information was available on how schools are supported to provide evidence-based, increasingly-intensive interventions, however. Also, as discussed further below, the lack of guidance on working with students with academic difficulties is a critical weakness of the SST. Notably, the SST webpage makes no reference to CMSD's K-3 literacy initiative, which contains some elements of MTSS. By comparison, the Anchorage Public Schools has an MTSS webpage that is comprehensive in breadth and depth that Cleveland might want to consult.[30]

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[29] Retrieved at https://cleveland.schoolnet.com/outreach/csd/teacherresources/sst/
[30] Retrieved from http://www.asdk12.org/rti/.

## K-3 Literacy Initiative

According to Ohio's Third Grade Reading Guarantee (TGRG), school districts/schools must identify students from kindergarten through third grade who are behind in reading. Schools are expected to provide every struggling reader with the supports he or she needs to be on track for reading success by the end of third grade.

CMSD has initiated a K-3 literacy initiative to support the implementation of TGRG.[31] An early childhood education webpage provides a link to the initiative's blog, and a Google Drive posts CMSD instructional tools and resources to support the initiative.[32] Neither the webpage nor Google Drive, however, contains an overall description of the initiative, expectations for student support, or availability of materials. Nevertheless, the Google Drive contains considerable resources, such as –

- *Data.* Use of data to diagnose reading deficits and plan interventions, including the use of AIMSWeb and NWEA,[33] and

- *Interventions.* Identification of several evidence-based reading interventions, such as Orton-Gillingham's multi-sensory language instruction, Read180, and Reading Recovery. (It is not evident how schools access these interventions.)

In addition, the material references numerous websites that host free interventions. This information, however, appears to place the burden on each school to research interventions on their own to determine which ones would produce the best outcomes for students. Reportedly, staff are working on a menu for this purpose. Furthermore, there did not appear to be a clear connection between the K-3 literacy initiative and the SST process.

### MTSS for English Learners' Literacy/Reading Instruction

ODE has published a document to support literacy/reading instruction for English learners that is based on the MTSS framework. The document includes informal assessment tools developed by Ohio educators that provide more consistent and well-rounded assessments to support the referral and identification process for English learners who may have disabilities. The useful checklists are presented as a set of guiding questions for practitioners to support the provision of interventions for English learners with suspected disabilities.[34]

### Focus Group Feedback

Focus groups convened by the Council team provided the following feedback on district and school activities meant to improve student outcomes.

- *SST Management.* The SSTs were not managed directly by an individual with authority over all aspects of academics (including special education/multilingual) or social emotional supports. Generally, there was no clarity and understanding across the system of quality

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[31] Retrieved from http://www.clevelandmetroschools.org/Page/8936.
[32] Retrieved from https://drive.google.com/drive/folders/0B3R2bg4O3PSOZVRXYTBOclV2ZWs.
[33] In addition, some schools use AIMSweb+ for math, and MWEA for 4-HS MAP assessments.
[34] Multi-Tiered Systems of Support Literacy/Reading Instruction for English Learners, retrieved from http://education.ohio.gov/getattachment/Topics/Other-Resources/English-Learners/ELL-Guidelines/Guidelines-for-Referral-and-identification-of-1/ELL-SWD_partII.pdf.aspx

tiered instruction or expectations for teaching/learning. The SST process is implemented inconsistently across the district and there is no defined approach to increasingly intensive instruction or support. While several schools reported a high degree of SST implementation, others saw the process as being a "highway to special education."

- *Coherent Approach.* Varying departments had different deliverables that were related to each area of work, and they were not defined as part of a common framework. As a result, school personnel perceived deliverables as fragmented and piecemeal, a situation that caused conflicts among network leaders and principals. Furthermore, there was broad perception that networks had inconsistent expectations for and supports to their schools.

- *UDL.* The special education department provides training on UDL without any apparent adoption or buy-in from the main academic office. As a result, UDL has not been viewed as a universal instructional approach for all students, and there is limited support for its usage. Consequently, UDL is not visible in language or practice.

- *Increasingly Intensive Interventions.* There was little awareness among focus group participants on the provision of increasingly-intensive interventions for students with academic challenges. There were concerns about the lack of basic knowledge on the use of evidence-based interventions and how to use curriculum-based assessments for progress monitoring. But the absence of written guidance on interventions--along with a lack of professional development on the interventions--constituted a systemic weakness in this area. There were reports about how difficult it was for general educators to provide tiered academic/behavior interventions, and a tendency for general education teachers to rely on special educators for this purpose.

- *Social Emotional Learning.* There appeared to be broad knowledge of schoolwide social and emotional learning activities. Reportedly, the electronic Conditions for Learning Survey, which is given to students in grades 2 through 12, shows incremental growth every year in all four areas measured. With the advent of school-based budgeting in 2014, school leadership teams could choose to implement the Promoting Alternative Thinking Strategies (PATHS) social/emotional curriculum in grades preK-5 and the Second Step curriculum at the middle school level. Still, it was not clear that there was a districtwide expectation for every school to have an SEL schoolwide curriculum in place. Although wraparound services were available at 25 CMSD schools, every district school had a need for increasingly-intensive interventions for students with serious behavioral and/or social/emotional challenges. When individual schools were left to their own to identify needs and provide interventions, it was more likely that student supports will be provided inconsistently from site to site.

- *Planning Centers.* According to the humanware website,[35] planning centers were designed to be a proactive setting to help students with problem solving, developing appropriate school and classroom behaviors, and reducing their need to be removed from general classroom settings. A planning center instructional aide (PCIA) helps students improve their conduct; develop self-esteem; achieve and behave positively; and to experience a respectful environment with firm behavioral expectations. Also, an intervention specialist is assigned to the placement center for two periods each day.[36] Students are referred through a building

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[35] Retrieved from http://clevelandmetroschools.org/Page/411.
[36] In Ohio, an intervention specialist is a special educator working with students with disabilities.

administrator by a staff member, a parent, or the student him- or herself. The length of the planning center assignment is determined by the building administrator.

There were contrary reports from interviewees about whether planning center attendance was counted as an in-school suspension. According to the U.S. Department of Education, in-school suspensions are not considered to be a removal from class if the student is afforded the opportunity to continue to participate in the general curriculum, continue to receive services specified on the IEP, and continue to participate with nondisabled students to the extent they would have in their current placement.

The team was told that student attendance at the planning centers was to be logged in the district's eSchoolPlus by teachers (or by school secretaries in the absence of the teacher). The data was then incorporated into the district's learning management system, SchoolNet. However, the Council team was informed that the attendance data was not available for review. It was further reported to the team that if a student was assigned to a Planning Center for a full day, then their presence was reported in eSchoolPlus under the "Attendance" category. The reporting code used to be "In School Suspension," but in the district's new update to eSchoolPlus is now "In-School Support – Planning Center" and denotes the child as present. Furthermore, it was not clear whether placement center attendance meets the U.S. Department of Education's criteria for in-school suspensions (ISS). The department's regulation requires data on students with disabilities who receive an ISS and for the district to report to ODE student data according to a variety of factors, e.g., race/ethnicity, total days of OSS, etc.

- *Weekly Learning Walkthroughs* of schools include deputy chiefs, network leaders, and partners. The walkthroughs, which include special program classes, has helped provide a stronger focus on teaching/learning, according to interviewees.

- *Student Uniforms.* There were examples of schools that refused to admit students because they were not wearing uniforms. This situation is contrary to the district's emphasis on school attendance and should be evaluated and addressed proactively.

Overall, focus group participants wanted to use MTSS as a mechanism to bring together all CMSD initiatives under a common framework. To do so, however, all departments affecting teaching and learning should be involved, with consistent training provided across the district.

## AREAS OF STRENGTH

The following are areas of strengths with respect to support for accelerating achievement and social/emotional well-being for all students.

- *Cleveland Plan.* The Cleveland Plan is the foundation for ensuring that every child attends a high-quality school and that every neighborhood has a multitude of great schools from which families can choose.

- *Theory of Action.* CMSD has a clear theory of action for improving instruction and supports to schools.

- *Strategic Priorities.* Six strategic priorities guide CMSD's theory of action.

- *Student Support Teams.* SSTs are used in every school to problem-solve and support individual students.

- *Design for School-based Improvement.* A district has a structured school performance and planning framework, developed with each school's data on various indicators and subgroups, including students with disabilities. The data are used by each school to draft a strategic school design plan.

- *Academic Achievement Plan.* Based on their strategic design, schools develop an AAP showing the steps they will take to accelerate student outcomes.

- *K-3 Literacy Initiative.* The district supports its K-3 Literacy Initiative with a webpage that links to a blog and Google Drive that posts instructional tools and resources on the use of data and several evidence-based reading interventions.

- *Social Emotional Learning.* There appears to be broad knowledge among staff of schoolwide social and emotional learning activities, and a humanware department to support their implementation.

- *Planning Centers.* These centers are designed to help students with problem solving, developing appropriate school and classroom behaviors, and reducing the need to be removed from class.

## OPPORTUNITIES FOR IMPROVEMENT

The following describes areas that present opportunities for improvement.

- *Multi-tiered System of Supports (MTSS).* CMSD's theory of action does not explicitly incorporate MTSS. There is a reliance on SSTs, which is overseen by Humanware/SEL, but the system does not have a strong MTSS system *per se*.

- *SSTs.* The SST webpage focuses disproportionately on social/emotional learning and supports rather than on increasing interventions and supports for academic achievement. Generally, there was little understanding across schools of evidence-based, tiered instruction or clear expectations for teaching/learning. Also, SSTs were inconsistently implemented across the district, and teams did not have a uniform approach to how they put into place their increasingly intensive instruction and support systems.

- *Oversight for SST.* SSTs were not overseen directly by an individual with authority for all aspects of academics (including special education/multilingual) or social emotional supports. This has affected UDL training and support, which has been led by intervention services (special education) personnel rather than by a leader having overall academic responsibility. The result is that UDL has been marginalized despite its evidence of effectiveness.

- *Strategic School Design.* This design process could support a school's implementation of MTSS to boost SPPF metrics, but it does not.

- *AAP Resources and Support Guide.* Information in the Guide lacks clarity and depth and could easily be interpreted as conveying low expectations in language arts and mathematics. The document does not provide sufficient guidance about the goal of reading at grade level or guidance on when or how to use defined materials as a partial (not the whole) plan for students. Furthermore, the glossary of strategies does not reflect the literature on increasingly

intensive interventions for students who need supplemental instruction or accelerated learning, including instruction on problem-solving activities.

- **K-3 Literacy Initiative.** Neither the district's webpage nor Google Drive contains an overall description of the K-3 literacy initiative, nor does it provide any expectations or available materials. The district does not currently support any preferred reading interventions. Reportedly, staff are working on a menu of options for this purpose. In addition, there was little connection between the K-3 literacy initiative and the SST process.

- **Coherent Departmental Approach.** Different departments had differing deliverables that were not standardized under a common framework. School personnel saw deliverables as fragmented and piecemeal, creating conflicts for network leaders and principals over what the priorities are. Staff members saw each network as having differing expectations for their schools.

- **Increasingly Intensive Interventions.** Interviewees reported that it was difficult for general educators to provide increasingly intensive academic/behavior interventions, and they tended to rely on special educators to do so. The absence of written guidance and professional development on the use of evidence-based and tiered interventions contributed to a systemic weakness in this area.

- **Social Emotional Learning.** It was not clear that every school was expected to have an SEL curriculum in place. Also, community wraparound services did not appear to be available beyond 25 designated schools.

- **Planning Centers.** The centers do not appear to have reportable attendance on students, and there was a limited availability of intervention specialists in them.

- **Student Uniforms.** There were some examples of schools that refused to admit students because they were not wearing a uniform. This situation is contrary to the district's emphasis on school attendance and should be evaluated and addressed immediately.

### RECOMMENDATIONS

1. *Systemwide MTSS Framework, Implementation Plan, and Oversight*. Incorporate MTSS into the district's theory of action for improving student outcomes. Identify MTSS as part of the district's strategic priorities, strategic school design, and AAP structure.

   Develop, distribute, and implement a comprehensive vision for, framework of, and action plan to support MTSS systemwide. This effort should clarify that MTSS is neither a mechanism for delaying special education evaluations when they are warranted nor a process for justifying such evaluations. Rather, the work should reflect a sense of urgency among all stakeholders for improving educational outcomes for all students.

   The team strongly recommends that the district use a consultant with experience in implementing MTSS in other urban school districts who can help various central office departments, networks, schools, and other stakeholders with putting the framework into place. The right consultant might enable the district to benefit from other school districts' experiences and expedite completion of the MTSS framework and implementation plan.

a. *District, Network and School Leadership Teams.* Establish leadership teams at the district, network, and school levels to support MTSS planning and to oversee implementation activities.

- *District MTSS Leadership Team.* Have the chief academic officer be the face of the effort to implement MTSS across the system, utilizing a team of relevant stakeholders, e.g., network leaders, central office personnel, principals, and school-based personnel. While Humanware, intervention services, and multilingual/multi-culture units should play a collaborative and integral role, the leader should have broad authority over participating personnel. Plan a two-day overview for staff and monthly meetings with the MTSS leadership team to ensure a common language, implementation, and resources.

- *Network MTSS Leadership Teams.* Have each network establish an MTSS leadership team with principals and a diverse group of school personnel responsible for implementation.

- *School-Based Leadership Teams.* Based on the district's MTSS-implementation plan (Recommendation1b below), establish school-based leadership teams (SBLT) at each site to provide training and guidance on the activities that would be incorporated into each school's academic achievement plan. The SBLT should lead each school's MTSS work to ensure a common understanding of the framework. The SBLTs should also have defined responsibilities, such as learning/applying/modeling the problem-solving process, providing professional development and technical assistance for staff, monitoring implementation and supports, conducting school-based data days, and the like.

- *Student Support Teams.* Have the district MTSS leadership team revise parameters for the SSTs to incorporate all relevant MTSS components and send a common message that SSTs are for problem-solving, not a pipeline for special education.

b. *Implementation Plan.* Have the district MTSS leadership team evaluate current methodologies and tools as it develops the MTSS framework and implementation plan, including universal screeners, formative assessments, standard protocols for interventions/supports, curricular materials, supplemental and intensive resources, data platforms, use of data, professional learning, budget allocations, etc.[37]

- *UDL.* Embed universal design for learning (UDL) principles into the MTSS framework,[38] and incorporate the items discussed below.

- *Department Alignment.* Require each department to realign staff and priorities to

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[37] Consider addressing CMSD's use of the name "intervention services" for the department that supports special education, and "intervention specialists" for teachers who provide special education services. Consider whether the use of these terms reinforce the perception that "intervention" is designed solely for students with disabilities rather than any student who requires supplemental instruction under the MTSS framework. Although Ohio establishes licensing requirements for "intervention specialists" who provide instruction for students with disabilities, CMSD could use a different local term to better describe special educators and the department that supports this area of work.

[38] Consider expanding the district leadership team's knowledge of UDL by having representatives from the district attend the Harvard University UDL summer program, and having the team receive training from district personnel with UDL expertise, etc.

support the plan's implementation. Ensure department deliverables are collaboratively developed and do not produce competing priorities across schools.

- *Social Emotional Learning.* Establish expectations or goals that schools would have around providing SEL or specifically provide SEL curriculum and community wraparound services.

- *Monitoring.* Include benchmark and other regular districtwide and school-based progress monitoring tools to support the evaluation of MTSS implementation.

- *Posting.* When finalized, prominently post the MTSS implementation plan on the district's website, along with relevant links to district information and publicly available resources.

c. *Map Resources and Analyze/Address Gaps.* As part of the planning process, assess current MTSS-related human and material resources provided by the district and independently funded by schools to ascertain their return on investment in terms of improved student outcomes. Compare the value of resources currently in use and evidence-based resources in the marketplace and replace low-value resources. Elevate and expedite the staff's efforts to create a menu of instructional services and resources, which should be vetted against current research on effectiveness and standards alignment. Ensure that the menu of interventions differentiates levels of intensity, criteria for use, and contains interventions that are linguistically and culturally appropriate for a diverse student population. Consider how federal Title I resources could enhance and provide interventions districtwide.

d. *Written Expectations and Resources.* Establish a school board policy [39] and written expectations that the district's MTSS framework (for academics and social/emotional learning/restorative justice) be consistent with the district's theory of action. Ensure that the MTSS framework includes all grades and students and supports linguistically appropriate and culturally competent instruction. Develop a multi-year implementation plan that includes regular updates for the board of education. Address all areas of MTSS described in the program literature. For example, ODE published a document to support literacy/reading instruction for English learners with disabilities that is based on the MTSS framework.[40]

- *AAP Resources and Support Guide.* Invite the Council's academic team to review the AAP Resources and Support Guide and other curricular documents, discuss the results with relevant CMSD personnel, and alter them if needed to enhance their value for all diverse learners.

- *K-3 Literacy Initiative.* Embed the MTSS framework and its practices into the K-3 literacy initiative and provide an overall description of the effort on the district's website.

- *Planning Centers.* Reassess the purpose and use of planning centers and incorporate

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[39] For example, see the Providence of Education policy, retrieved from http://pesb.ppsd.org/Attachments/3ae90fc9-1936-439a-ab7f-1ebf78a0c2e2.docx

[40] Multi-Tiered Systems of Support Literacy/Reading Instruction for English Learners, retrieved from http://education.ohio.gov/getattachment/Topics/Other-Resources/English-Learners/ELL-Guidelines/Guidelines-for-Referral-and-identification-of-1/ELL-SWD_partII.pdf.aspx

elements of positive behavioral interventions and supports (PBIS), Restorative Justice, and IEP requirements into their work. Discuss with legal counsel which planning center practices could be considered as in-school suspensions--consistent with federal requirements. At minimum, require planning centers to document student attendance by date and time of attendance, and students' access to intervention specialists/related service personnel as IEPs require. Use these data to determine the extent to which a student's attendance constitutes an in-school suspension. Based on federal requirements, ensure that data can be retrieved to track student attendance by race, ethnicity, and disability status.

- **Student Uniforms.** As soon as possible, notify all schools that students shall not be removed from classrooms because they are not wearing appropriate uniforms, and that uniforms should be available at schools if the school deems it necessary to implement the uniform policy.

e. *Differentiated Professional Learning.* Based on the MTSS framework, implementation plan, and expectations, develop a professional-development program that is targeted on critical audiences, e.g., general and special educators, related-services personnel, paraprofessionals, and parents. Provide at least four to five days each year of training, if possible, for school-based leadership teams over the next two years. Base training on the Learning Forward Standards for Professional Learning.[41] Consider how training will be budgeted, e.g., through stipends, funds for substitute coverage, incentives for after-school and Saturday training, or summer training.

Embed the following components into the district's MTSS implementation plan —

- **Cross-Functional Teams.** Cross-train individuals from multiple departments to ensure a common language and understanding of MTSS. This will help align and support schools as they work on implementation. Provide direct support, mentoring, coaching, and technical assistance to principals and teachers on implementation.

- **High-Quality Trainers.** Identify staff members at all levels who are knowledgeable about and are experienced in the components of MTSS and deploy them as professional developers. If necessary, supplement these staff members with experts outside the school district.

- **Access to Differentiated Learning.** Ensure that professional learning is engaging and differentiated based on individual skills, experience, and need. Have professional learning and technical assistance continue for new personnel and those needing additional support.

- **Multiple Formats.** Use multiple formats (e.g., videos, webinars, and narrative text) and presentation approaches (e.g., school-based, small groups) to provide professional development on MTSS.

- **Coaching/Modeling.** Develop a plan for providing coaching and technical assistance to principals and school-based leadership teams on practices covered in training sessions and materials.

- **School Walk Throughs.** Embed into the current walk-through protocols any

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[41] Retrieved from http://www.learningforward.org/standards

elements of MTSS that the tools do not currently contain. Follow-up walkthrough results to identify trends, strengths, and action items. Walk-throughs should be non-evaluative, but results should be aggregated in a way that would inform central office strategies.

- *Exemplary Implementation Models.* Provide a forum where schools can highlight and share best practices, lessons learned, victories, and challenges in implementing MTSS for all students (e.g., gifted, English learners, students with IEPs, and students who are twice exceptional). Identify and encourage staff to visit exemplary schools and set aside time for that to happen.

- *District Website.* Develop a highly visible, well-informed, and interactive web page highlighting the district's MTSS framework. Include links to other local and national sites. Highlight schools within the district that are showing results with the approach and share stories and data on the impact of MTSS on student outcomes.

f. *Data Analysis and Reports.* Review current data collection, analyses, and reports and supplement them with indicators or metrics that would be useful to determining schools' use of MTSS practices and its relationship to student achievement, e.g., growth based on appropriate instruction and intensive interventions.

g. *Monitoring and Accountability.* Evaluate the implementation, effectiveness, and results of MTSS, and include the following as part of the assessment –

- *Baseline Data and Fidelity Assessments.* Use the Self-Assessment of MTSS (SAM)[42] or other protocol for schools to self-assess their MTSS practices. Have network and districtwide leadership teams periodically review these self-assessments for validity. Have the accountability office incorporate SAM results into the school review process to assess fidelity to the framework.

- *Data Checks.* Using data and reports proposed in Recommendation 1f, have the superintendent host regular data conversations with departments, network leaders, and principals to discuss results, anomalies, needed supports, follow-up activities, and outcomes.

- *Timely Communication and Feedback.* Assign responsibility for communicating the MTSS work to stakeholders through a variety of channels, e.g., website, television, radio, social media, etc. Design feedback loops involving central office, school personnel, parents, and the community to assess problems and successes. Use this feedback to provide regular and timely feedback to the district MTSS leadership team about barriers that are beyond the control of local schools or where schools require additional assistance.

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[42] Retrieved from
http://www.floridarti.usf.edu/resources/presentations/2016/nasp/eval/SAM%20Packet_October%202015.pdf

## II. Disability Demographics and Referral/Identification of Disability

This section describes CMSD's practices on special education referrals, evaluations, and determinations of need. It also describes demographic characteristics of district students with disabilities. When available, CMSD data are compared with students at state and national levels, and with other urban school districts across the country. In addition, data are analyzed by race/ethnicity and EL status.

### Disability Demographic Information

Overall, 20.5 percent of CMSD's students have been identified as needing special education. Only .07 percent of the district's students, however, have services pursuant to Section 504 of the Rehabilitation Act (Section 504). Below, we compare this information to other urban school districts across the country and to the nation at large. The data are also disaggregated by grade band, race/ethnicity, and English learner status.[43]

#### Comparison of CMSD, Urban Districts, State, and National Special Education Rates

Of the 38,153 students enrolled in CMSD who are three through 21 years of age, including those placed by the district in nonpublic schools pursuant to their individualized education programs (IEPs), 8,006 receive special education--20.5 percent of all students enrolled in the district. This figure is considerably higher than the average 13.1 percent across 71 urban school districts on which we have data.[44] Only one urban school district had a higher rate, 25 percent. The percentages among urban districts ranged from 8 percent to 25 percent.[45]

In addition, the district's 20.5 percent rate is considerably higher than the state's 13.8 percent, and the nation's 12.9 percent, which has decreased since 2004-05 when it was 13.8 percent.[46] (See exhibit 2a.)

**Exhibit 2a. Special Education Percentages for the District, Surveyed Districts, National and State**



| | District | Surveyed Districts | State | Nation |
|---|---|---|---|---|
| Percentage of All Students | 20.5% | 13.1% | 13.8% | 12.9% |

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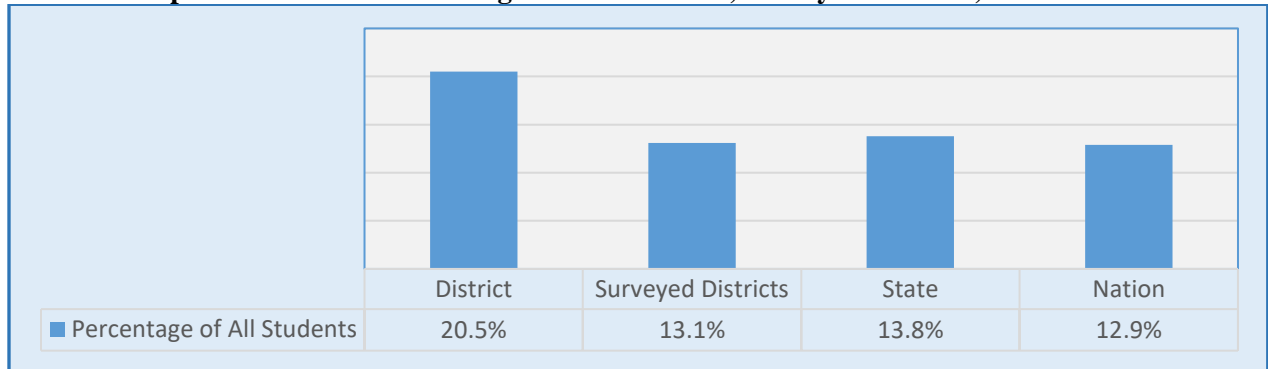
[43] Unless otherwise stated, all CMSD data were provided by the district to the Council's team and are for the 2017-18 school year.

[44] Most data were provided by school districts that responded to a survey conducted by the Urban Special Education Leadership Collaborative; the Council team or members of the team obtained the remaining data during district reviews. The rates by district are provided in Appendix A. Incidence Rates and Staffing Survey Results.

[45] The data cover several years, but in most cases, ratios do not change dramatically from year to year.

[46] U.S. Department of Education, National Center for Education Statistics. (2015). *Digest of Education Statistics, 2013* (NCES 2015-011), Chapter 2. The rates are based on 2011-12 data based on students 3 through 21 years of age. http://nces.ed.gov/fastfacts/display.asp?id=64.

## *Disability Prevalence Rates by District, State and Nation*

CMSD's students are identified as having a disability at proportions like those at the state and national levels only in autism. The proportions differ from state and national rates in all other areas. The district's rates significantly exceed the state and nation in the areas of emotional disturbance (ED), intellectual disability (ID), and multiple disability (MD). In the areas of specific learning disability (SLD) and speech language impairment (SLI), district rates are significantly below the state and nation. Both the district and state have rates above the nation in other health impairments (OHI). (See exhibit 2b.)

Ohio has two categories for OHI: major (for severe health issues requiring ongoing health services) and minor (for all other health impairments, including attention deficit hyperactivity disorder). Among CMSD students, 98 percent of students in the OHI category are in the "minor" category.

**Exhibit 2b. Percentage of Students with IEPs by District, State, and Nation[47]**



| | SLD | OHI | ED | ID | Autism | MD | SLI |
|---|---|---|---|---|---|---|---|
| ■ District | 33% | 18% | 10% | 12% | 9% | 7% | 5% |
| ■ State | 45% | 16% | 6% | 9% | 9% | 4% | 10% |
| ■ Nation | 40% | 13% | 6% | 7% | 8% | 2% | 14% |
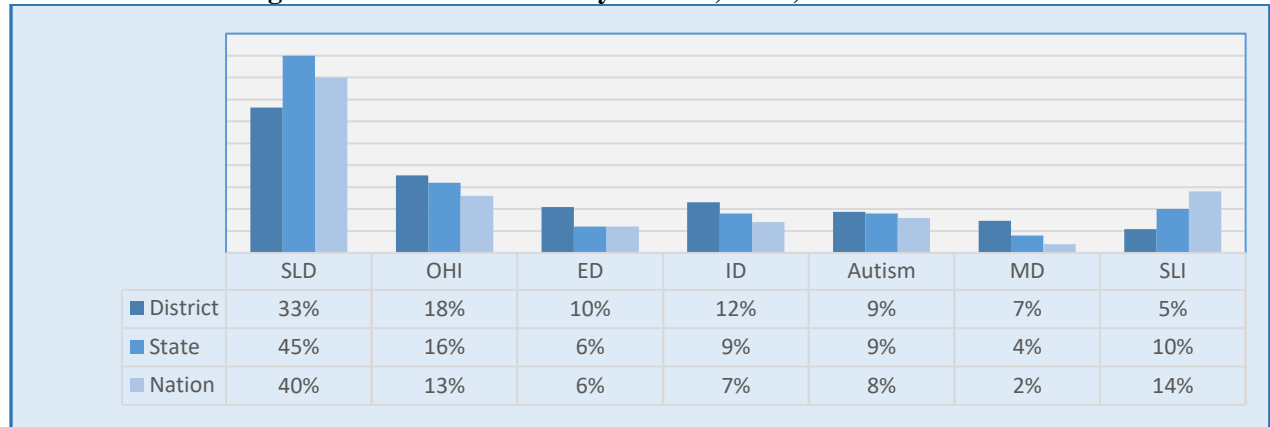
## *2015-16 and 2016-17 Identification of Disability*

Between 2015-16 and 2016-17, the percentage of students who were determined to have a disability, and the percentages of disability in the major categories did not change significantly. However, the percentage of students who did not qualify for special education increased (from 9 to 12 percent). Furthermore, the numbers of students in some of the most common disability categories increased markedly.

The largest increase was among students with a specific learning disability, an increase of 108 students. Although the developmental disability category showed only a four-student increase, CMSD's preschool assessment clinic conducted 473 initial evaluations in 2016-17, a significant increase over the 363 evaluations conducted the previous school year.

Further analyses might show whether the increases were related to increases in preschool assessments. (See exhibit 2c.)

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[47] National and state data are based on the U.S. Department of Education's 2014 IDEA Part B Child Count and Educational Environment database, retrieved from 2014-15 USDE IDEA Section 618 State Level Data Files, retrieved at http://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html#bccee. Unless otherwise stated, all CMSD data were provided by the district to the Council's team.

**Exhibit 2c. 2015-16 and 2016-17 Evaluation Results**



| | Did Not Qualify | SLD | OHI | DD | ED | Autism | SLI | ID |
|---|---|---|---|---|---|---|---|---|
| 2015-16 | 12% | 23% | 17% | 13% | 9% | 8% | 8% | 6% |
| 2016-17 | 9% | 25% | 17% | 9% | 7% | 10% | 10% | 9% |
| Increase in Number from 2015-16 to 2016-17 | 15 | 108 | 65 | 4 | 17 | 49 | 51 | 57 |
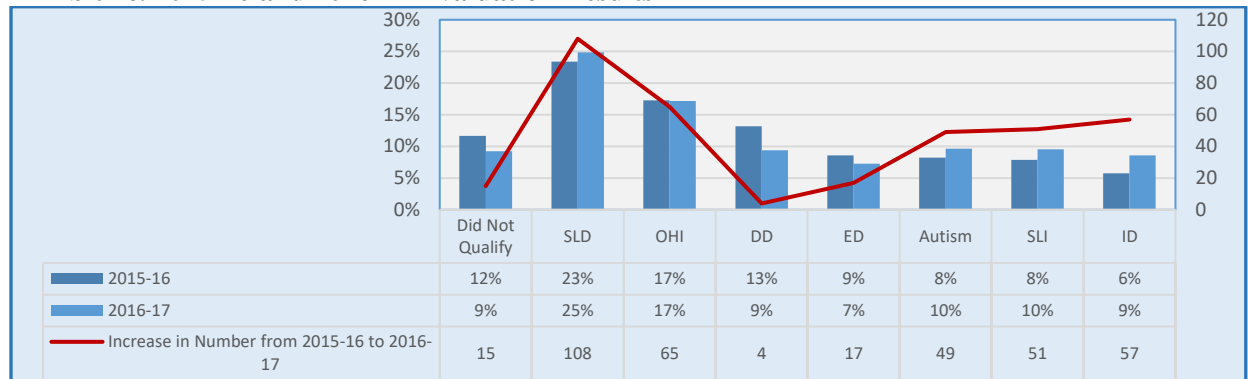
### *Disability Rates for CMSD & Cleveland Charter Schools*

The Cleveland Transformation Alliance published a directory of schools that included disability data on both CMSD and charters. The Council team disaggregated these data by type of school and elementary and high school grade levels. Overall, data on both elementary and high schools showed that CMSD educates much higher percentages of students with IEPs than Cleveland's charter schools. However, the directory does not include the actual number of students with IEPs or the overall pupil enrollment. Due to the Alliance's methodology, the Council team was not able to calculate overall disability rates by category, so it was not possible to compare the extent to which charter schools enrolled students with more significant disabilities. Given concerns about students with disabilities having equitable access to schools of choice, it would be useful for CMSD and charter schools to work with the Cleveland Transformation Alliance to improve its methodology to better understand and address these issues.

**Elementary Schools**

At the elementary school level, the 45 charter schools had percentages of students with IEPs that ranged from 3 to 25 percent, with a medium rate of 12 percent. These percentages were far smaller than the 66 CMSD schools, which had percentages ranging from 7 to 42 percent, and a medium rate of 20 percent. (See exhibit 2d.)

**Exhibit 2d. Percentage of Students with IEPs for Cleveland Charter and CMSD Elementary Schools**



434
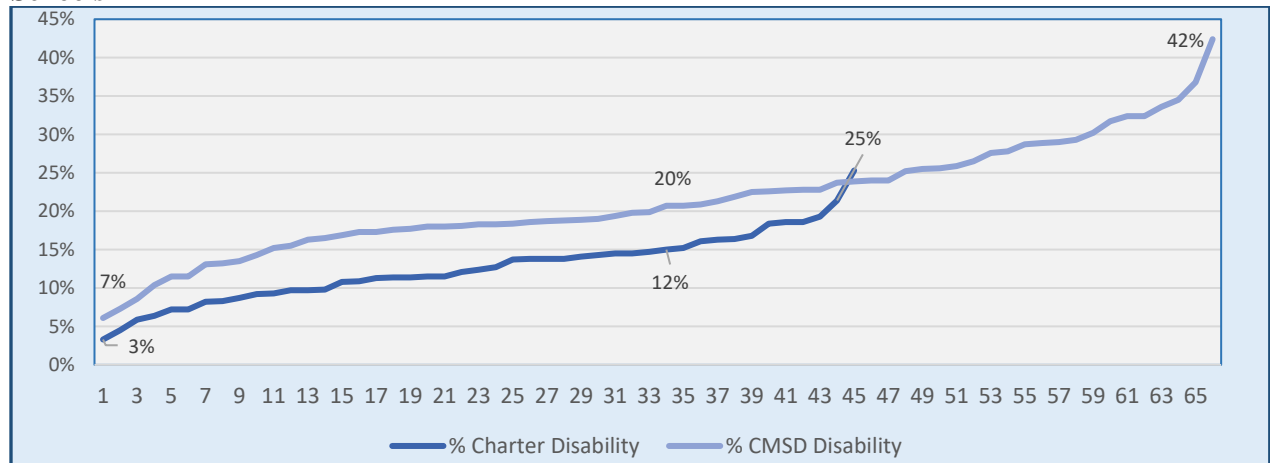
## High Schools

In high schools, the 11 charter schools had percentages of students with IEPs ranging from 12 to 27 percent, and a medium rate of 15 percent. By comparison, the 31 CMSD high schools had higher percentages, ranging from 4 to 46%, and a medium rate of 24 percent. (See exhibit 2e.)

**Exhibit 2e. Percentage of Students with IEPs by Each Cleveland Charter and CMSD Elementary School**
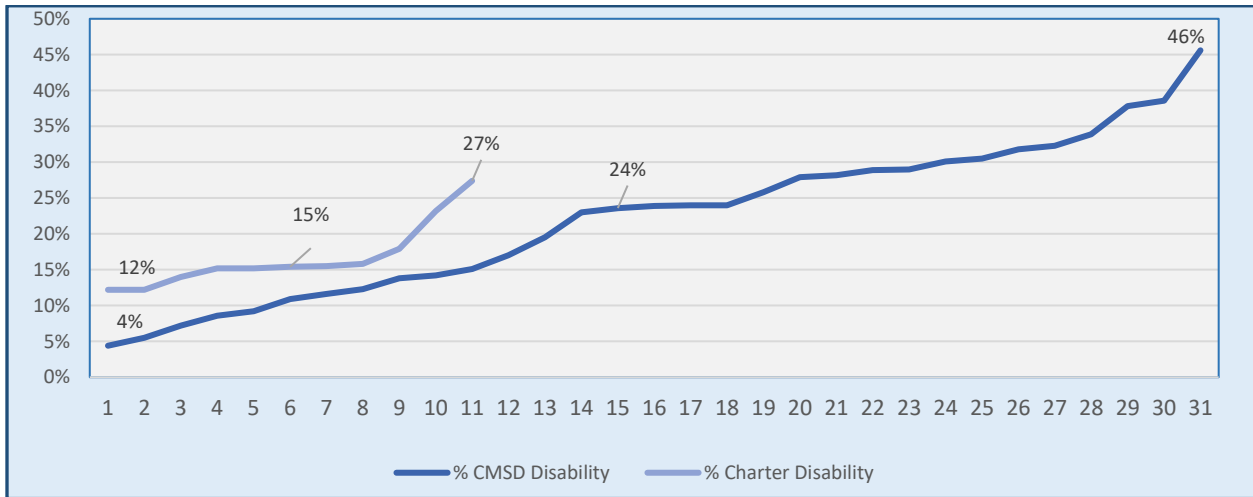


### *Disability Number and Percentage by Network.*

Data in exhibits 2f and 2g show each network's disability percentage along with high and low percentages. The number of students with disabilities by network ranged from 590 (Investment 1) to 1,511 (STEAM), and the percentages ranged from 12.3 percent (Innovative) to 25.9 percent (STEAM). (See exhibit 2f.)

**Exhibit 2f. Percentage of Students with Disabilities by Network**



| | Achievement | Best Practices | Innovative | Investment 1 | Investment 2 | LIFT | Portfolio | STEAM |
|---|---|---|---|---|---|---|---|---|
| Number | 905 | 1232 | 616 | 590 | 830 | 838 | 1275 | 1511 |
| % IEP | 21.0% | 20.0% | 12.3% | 20.1% | 22.8% | 23.8% | 22.7% | 25.9% |
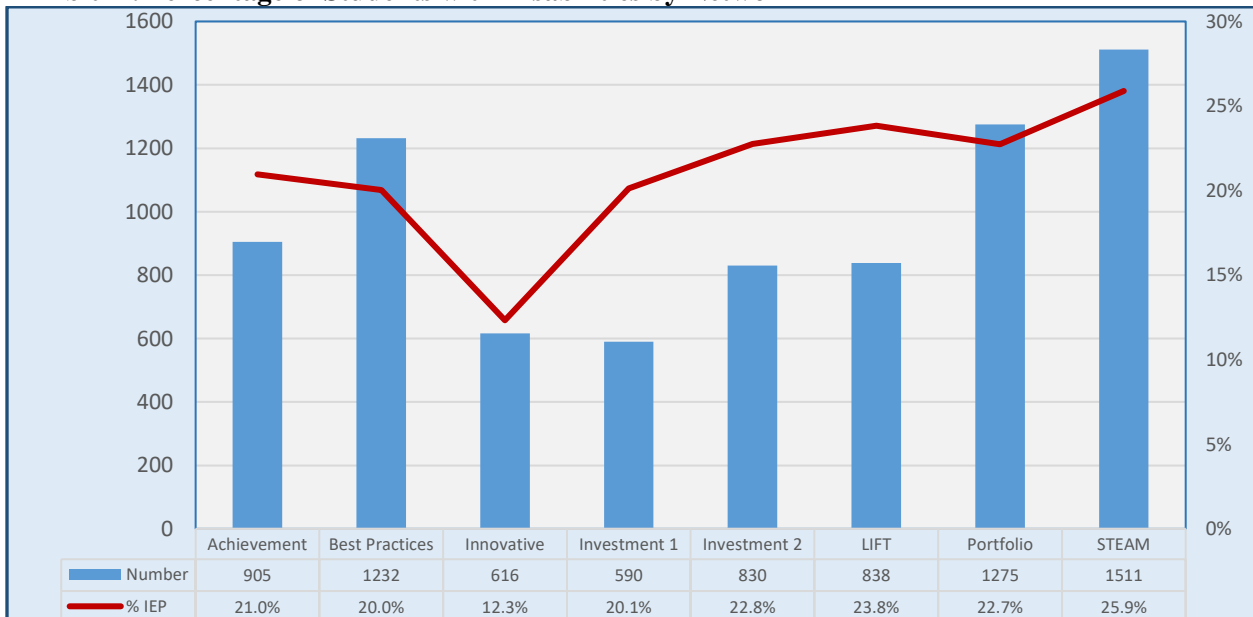
High and low disability rates by school varied significantly by network.

- *Low Rates.* The Innovative Network (14 schools) had the lowest rate, 0.6 percent. The lowest rate for the Achievement Network (11 schools) was 13.6 percent, and other networks had rates in between these two.

- *High Rates.* At the other end of the spectrum, STEAM (15 schools) had the highest rate, 47.2 percent. The Investment 1 Network (9 schools) had a rate of 29.2 percent. The other networks had high rates in between these two networks.

**Exhibit 2g. Low and High Percentages of Students with Disabilities by Network**



| | Achievement | Best Practices | Innovative | Investment 1 | Investment 2 | LIFT | Portfolio | STEAM |
|---|---|---|---|---|---|---|---|---|
| Low | 13.6% | 6.7% | 0.6% | 11.3% | 11.8% | 5.0% | 3.1% | 7.3% |
| High | 33.3% | 35.4% | 29.2% | 28.0% | 38.0% | 44.9% | 36.8% | 47.2% |
| Number of Schools | 11 | 15 | 14 | 9 | 11 | 16 | 21 | 15 |
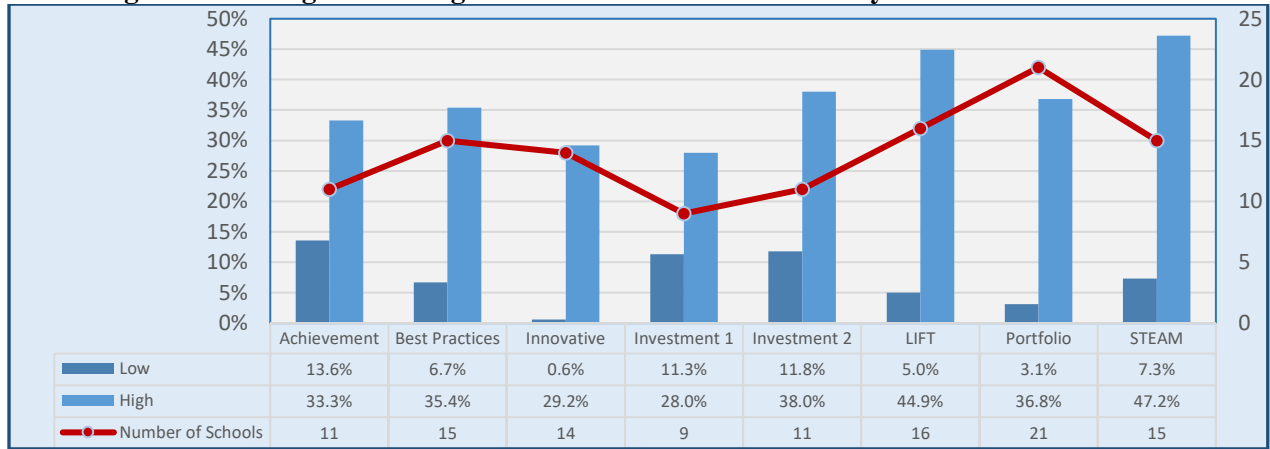
## CMSD Disability Rates by Grade

Data in exhibit 2h show that the district's overall 20.5 percent rate of students with IEPs varied by grade. Typically, rates were smaller in preschool years. The rates for elementary school grades begin at 4 percent at kindergarten and first grade; they increase to 6 percent in second grade; and jump to 8 percent in third grade. The figures then fluctuate between 7 percent (fourth, seventh, and eighth grade) and 8 percent (third, fifth, and sixth grades). Then, the rate jumps to 10 percent in ninth grade before decreasing to 7 percent in the twelfth grade, a 31 percent decrease.

**Exhibit 2h. Percentages of CMSD Students with IEPs by Grade**



| | PreK 2 | PreK4 | PreK5 | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Disability | 2% | 2% | 3% | 4% | 4% | 6% | 8% | 7% | 8% | 8% | 7% | 7% | 10% | 9% | 8% | 7% |
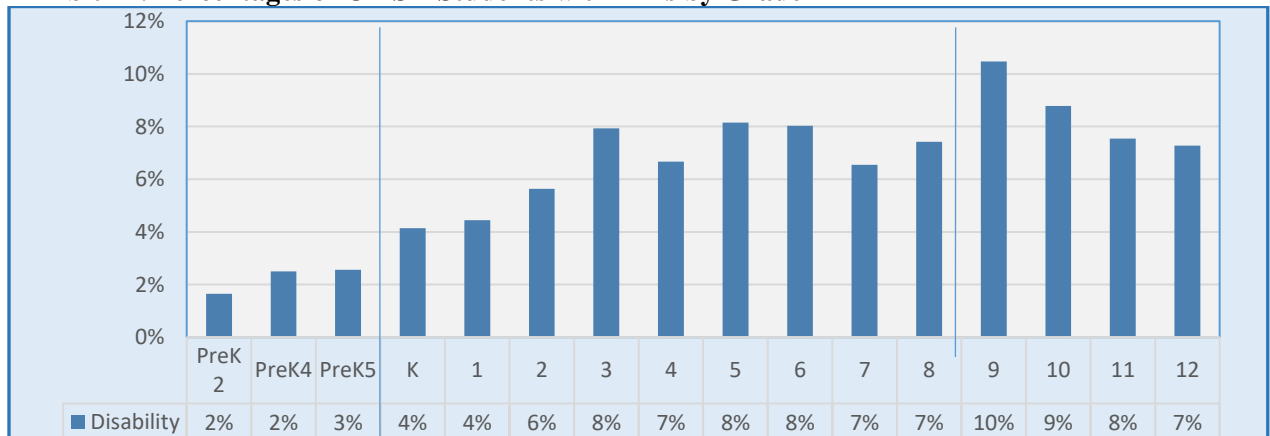
As data in exhibits 2i and 2j show, grade variations are due to differences in students' specific disabilities. Students with speech/language impairments (SLI) and autism tended to be identified in the early grades, and the SLI category had the largest number of children in kindergarten but their numbers decreased in each subsequent grade.

For autism, the figure varied between highs of 79 and 67 in kindergarten and grade 9, respectively, and lows of 35, 38, and 39 in grades 7, 10, and 4, respectively. There were fewer grade variances in the multiple disability category (MD).

**Exhibit 2i. Number of CMSD Students with SLI, Autism, and MD by Grade**



| | Age 3 | Age 4 | Age 5 | KG | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Autism | 29 | 45 | 29 | 56 | 79 | 55 | 62 | 39 | 41 | 50 | 35 | 42 | 67 | 38 | 29 | 45 |
| MD | 9 | 7 | 4 | 31 | 29 | 40 | 37 | 55 | 48 | 40 | 54 | 36 | 48 | 37 | 46 | 62 |
| SLI | 23 | 62 | 44 | 75 | 65 | 54 | 44 | 14 | 17 | 13 | 8 | 4 | 4 | 2 | 3 | |
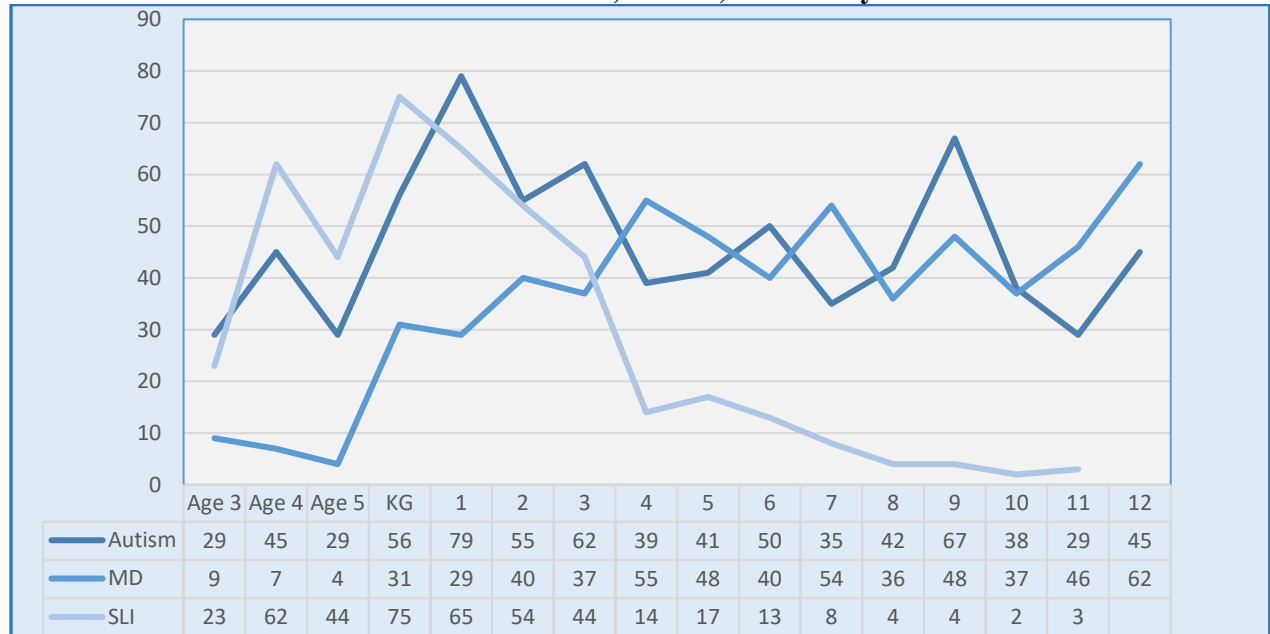
The categories of specific learning disability (SLD) and other health impairments (OHI) had the largest number of students, 2,655 and 1,415, respectively. Between pre-K (age 3) and grade 2, the OHI category was much larger than SLD, 283 and 168, respectively.

This pattern changed by grade 3 when the SLD category increased to 197 students and OHI to 122 students. The pattern continued through the high school years. In grades 4 through 12, there were twice as many students with SLD (2,289) as with OHI (1,011). By grade 12, SLD made up 47 percent of all disability categories.

It is also worth noting that the spike in students with SLD increased significantly from grade 8, 224 students, to grade 9, 320 students.

Students with emotional disturbance (ED) and intellectual disabilities (ID) increased the most between eighth and ninth grade (by 32 and 44 students, respectively). While increases of this magnitude are not atypical among students with increasing social/emotional and behavioral issues, it is less typical among students with intellectual disabilities who tend to be identified at younger ages.

**Exhibit 2j. Number of CMSD Students with SLD, OHI, ED and ID by Grade**

| | Age 3 | Age 4 | Age 5 | KG | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SLD | 0 | 0 | 1 | 37 | 43 | 87 | 197 | 191 | 240 | 255 | 218 | 224 | 320 | 302 | 266 | 273 |
| OHI | 0 | 16 | 24 | 71 | 68 | 101 | 122 | 98 | 148 | 115 | 85 | 122 | 160 | 124 | 90 | 69 |
| ED | 3 | 2 | 0 | 10 | 21 | 48 | 77 | 64 | 75 | 80 | 56 | 77 | 109 | 86 | 76 | 56 |
| ID | 0 | 0 | 7 | 32 | 41 | 54 | 82 | 61 | 69 | 82 | 59 | 75 | 119 | 99 | 74 | 66 |
| % SLD | 0% | 0% | 0% | 11% | 12% | 22% | 31% | 36% | 37% | 40% | 42% | 38% | 38% | 43% | 44% | 47% |
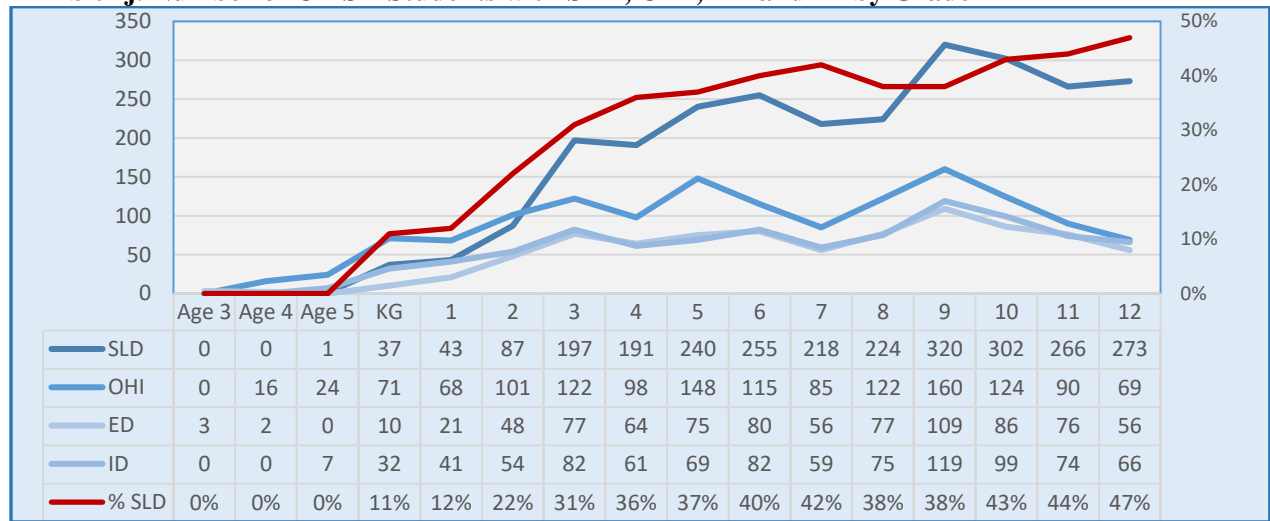
## CMSD Disability Incidence by Race/Ethnicity

This subsection discusses the extent to which CMSD students from each of the most common racial/ethnic groups are proportionately identified as having a disability.

### Race/Ethnicity Prevalence for Students with Disabilities

According to the state's latest annual performance report (FFY 2015) to the U.S. Department of Education, which was available at the time of the Council team's visit, the Ohio Department of Education's (ODE) threshold for disproportionality based on race/ethnicity was a risk ratio of 3.5 or above. This standard means that students from a designated ethnic/racial group would have to be at least 3.5 times more likely than their peers to receive special education services or have a primary disability to be considered disproportionate.

A risk ratio of "1" means that students from a racial/ethnic group are as likely as others to be identified. Higher risk ratios denote overrepresentation and those below a "1" denote underrepresentation.

A recent U.S. Department of Education (USDOE) regulation on significant disproportionality requires states to establish thresholds that are based on sound judgement considering each state's facts and circumstances. According to the annual performance report, ODE found that no local educational agencies (LEAs) in the state exceeded the 3.5 disproportionality threshold, and only two LEAs were identified for disproportionality in one or more disability categories.

As a result, it is possible that ODE's threshold might be subject to lowering to meet USDOE's expectations, since a 3.5 threshold is used in few other states. Typically, in other states, a risk ratio approaching "2" or higher is cause for concern and follow-up action.

Based on data provided by CMSD, risk ratios for the district's largest races/ethnicities were: 1.0 for African American students; 1.1 for Hispanic students; and 0.9 for white students. Using ODE's criteria—and criteria from many other states, CMSD students were not disproportionately identified as having a disability by race/ethnicity.

### *Race/Ethnicity Prevalence by Major Disability Areas*

The district's proportion of students with disabilities by race/ethnicity changes significantly among white students when looking at data on the seven most common disability areas. Data in exhibit 2k show the percentage of all students in each major racial/ethnic group who are categorized with one of the district's seven most common disabilities. This information shows that the percentages of white students in each disability area was substantially higher than students in other racial/ethnic groups.

**Exhibit 2k. Percentages by Race/Ethnicity in the Most Common Disability Areas**

|  | SLD | OHI | ID | ED | Autism | MD | SLI |
|---|---|---|---|---|---|---|---|
| ■ Black | 7% | 4% | 3% | 3% | 2% | 1% | 1% |
| ■ Hispanic | 8% | 4% | 2% | 1% | 2% | 1% | 1% |
| ■ White | 22% | 16% | 8% | 6% | 14% | 9% | 9% |
| ■ Other | 1% | 1% | 0% | 0% | 0% | 0% | 0% |
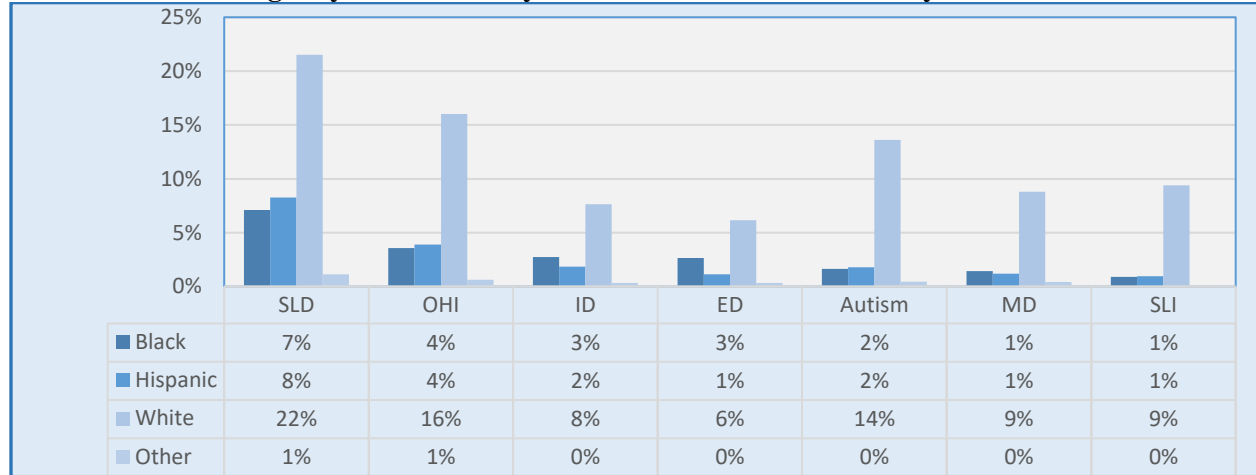
White students in CMSD were overrepresented in each disability area. In descending order, each disability and its risk ratio among white students were: speech language impairment (12.0); autism (9.24); multiple disability (7.12); other health impairment (5.06); intellectual disability (3.5); specific learning disability (3.39) and emotional disturbance (3.04). These high-risk ratios are commonly associated with students of color, but the pattern in Cleveland may be skewed by the high poverty rate among white students, the proportion of the city's students who attend CMSD *versus* charter schools, parent preferences, and/or other factors. This issue merits further exploration and follow-up. (See exhibit 2l)

**Exhibit 2l. Risk Ratios by Race/Ethnicity and Most Common Disability Areas**

|  | SLD | OHI | ID | ED | Autism | SLI | MD |
|---|---|---|---|---|---|---|---|
| ■ Black | 1.06 | 0.92 | 1.47 | 1.93 | 0.63 | 0.58 | 0.82 |
| ■ Hispanic | 1.23 | 1.07 | 0.73 | 0.47 | 0.90 | 0.81 | 0.74 |
| ■ White | 3.39 | 5.06 | 3.50 | 3.04 | 9.24 | 12.0 | 7.12 |
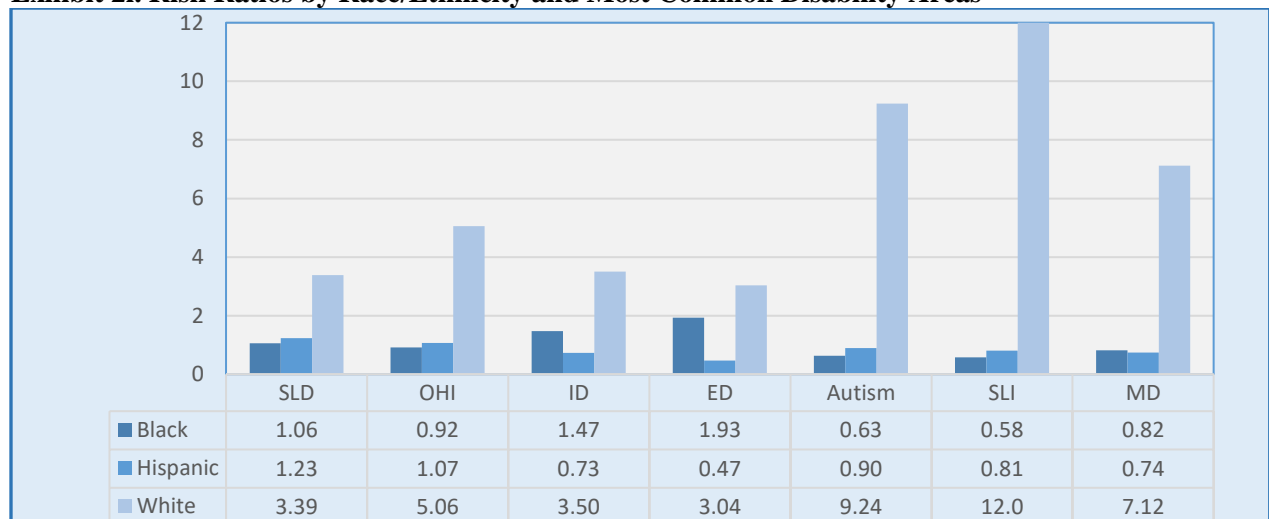
## English Learners

Overall, ELs were underrepresented in special education and in all major disability categories, a pattern that the team finds in other cities as well. Some 13.3 percent of all ELs had an IEP, compared to 21.4 percent of students who were not ELs. Using the risk ratio, ELs were 0.62 times more likely than non-ELs to have an IEP. As data in exhibit 2k show, ELs were 0.82 times less likely than non-ELs to have an 'other health impairment' and 0.81 times less likely to have a specific learning disability. Even smaller risk ratios were found in speech language impairment (0.47), intellectual disability (0.40) and autism (0.45). (See exhibit 2m.)

**Exhibit 2m. Risk Ratios for ELs Compared to Non-ELs by Disability Areas**



| | All Disabilities | OHI | SLD | SLI | ID | Autism |
|---|---|---|---|---|---|---|
| ■ RR EL | 0.62 | 0.82 | 0.81 | 0.47 | 0.40 | 0.45 |
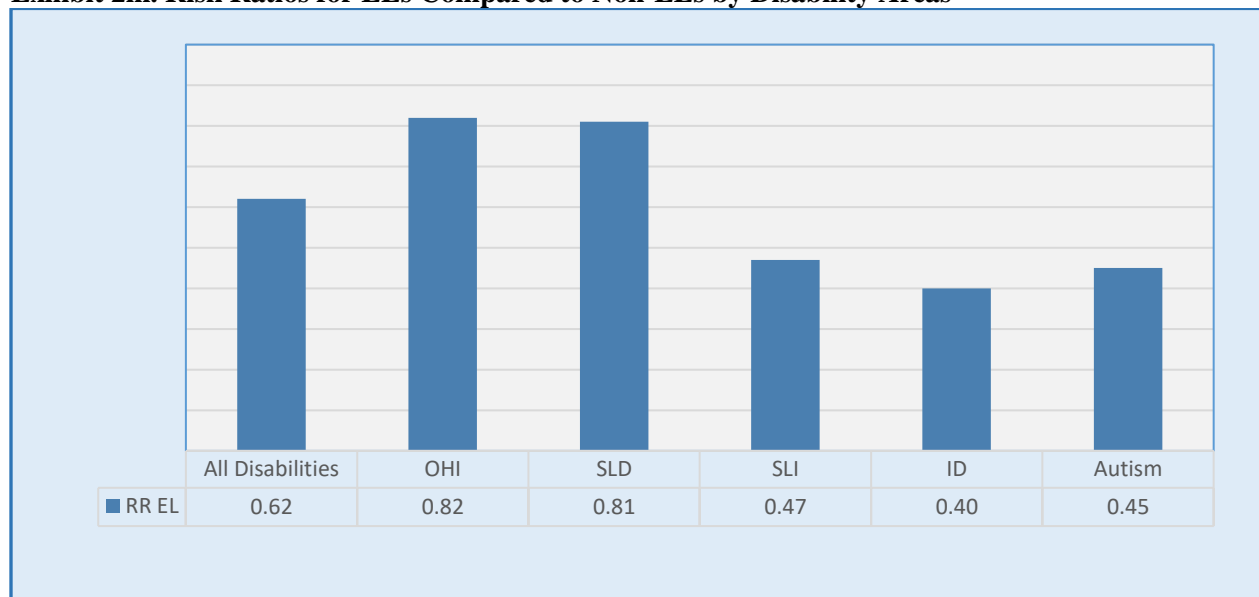
## Referral and Identification of Disability

Nationwide, the referral of students for special education evaluations is increasingly embedded in the framework of MTSS. This trend is based on growing research showing that the framework can help determine whether a student's academic/social emotional difficulties could improve with more intensive, evidence-based interventions within a general education setting or is based on a disability, requiring specially designed instruction, i.e., special education.

While some students may have obvious physical disabilities, e.g., blind/visual impairments, deaf/hearing impairments, and physical disabilities, others have characteristics that are less obvious and involve more judgment, e.g., specific learning disabilities, emotional disturbance, other health impairment (based on attention deficit hyperactivity disorder), etc. In the latter category, there are large disparities in incidence rates within and between school districts and states nationwide. In addition, disparities by race/ethnicity and EL status can also be large. Researchers have found that disparities increase inversely with the severity of the disability. In other words, the more severe a disability, the more likely students are to be

proportionately represented across all races/ethnicities.[48] Conversely, disparities are more likely among students with more judgmental disabilities.

## CMSD Referral and Identification of Disability

Little written guidance was available for the district's SSTs on how they should consider whether a student's academic and social/emotional needs constituted the basis for suspecting a disability, necessitating a referral for special education or evaluation under Section 504. The district's special education "compliance binder" begins with the evaluation report and does not address any basis for initiating a student's evaluation for special education. The Section 504 procedure manual simply states –

> Any student who, because of a disability, needs or is believed to need special education or related services, or is suspected of having a physical or mental disability, which may substantially limit a major life activity, may be referred for an evaluation.

And written guidance for the SST merely answers the question, "Are students later referred to special education?" with –

- Evaluation for special education eligibility is only one possible outcome of the problem-solving process.

- The goal of problem-solving teams is to help children in the general education setting.

- Special education should be seen as an intervention.[49]

## Focus Group Feedback

Focus group participants agreed that SST's should review information about a student's performance and determine whether a referral for special education is warranted. To a lesser extent, SSTs also consider the option of a referral for a Section 504 evaluation. There is a common perception in the district that the referral/identification process for students with mild and more judgmental disabilities was arbitrary; and many viewed it as a pipeline to special education. Although the SST process is intended to provide evidence-based interventions, some perceive it only as a "friendly suggestion."

In many circumstances, special education focus group members also perceived the core curriculum to be poorly implemented, leading to undue special education referrals.

Additional concerns raised by focus group participants included the following –

- *Influence of NWEA Scores.* SST decisions were frequently based on NWEA scores with little attention to other information, or to a true problem-solving process.

- *Expertise.* SSTs were better equipped to address behavior and social/emotional issues than those that were academic in nature.

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[48] S.J. Skiba, S.B. Simmons, S. Ritter, K. Kohler, M. Henderson, and T. Wu. "The Context of Minority Disproportionality: Local Perspectives on Special Education Referral – A Status Report (Indiana Education Policy Center, 2003) p. 18, retrieved at http://www.indiana.edu/%7Esafeschl/contextofmindisp.pdf
[49] Retrieved from http://www.clevelandmetroschools.org/Page/406.

- *Human Resources.* As students moved through the SST process, there was little follow up by general educators and other team members, because they were "stretched thin."

- *Preschool Assessments.* When evaluating preschoolers, parental feedback was seen as more influential because assessors were "strangers" to the child. Currently, the district does not use play-group assessments to obtain more reliable results.

- *ELs.* There were concerns that the assessment process for English learners does not adequately distinguish between the presence of a disability and characteristics typical of students learning a second language.

- *Lead in Water.* There were differences of opinion about the extent to which CMSD's higher incidence rates were related to high levels of lead in the city's drinking water. While some subscribe to this theory, others doubt this conclusion.

- *Exiting Special Education.* There was a perception that many students with IEPs no longer need special education services, but that it was difficult to make this determination because of parental resistance to exiting the program. However, it was not apparent that providing accommodations under Section 504 was widely presented as a meaningful alternative.

### *Ohio Department of Education Resources*

To underscore the value of MTSS to the appropriate referral and identification of ELs for special education, ODE has developed two documents to support the notion that language and cultural differences are not the primary causes of a student's learning difficulties. A team of Ohio education specialists developed the Multi-Tiered Systems of Support Literacy/Reading Instruction for English Language Learners Key Questions Checklist 2 for this purpose.[50] This document accompanies the Referral and Identification of English Language Learners with Disabilities Key Questions Checklist 1.[51] The questions presented by each document help to determine the quality and appropriateness of a student's core literacy/reading instruction. In this process, a student's core instructional environment is reviewed to determine the extent to which opportunities to learn have been effectively designed and presented.

## AREAS OF STRENGTH

The following are areas of strength in the district's demographics and referral/identification rates.

- *Race/Ethnicity Disparities for Special Education.* CMSD students are not disproportionately identified as needing special education overall by race/ethnicity.

- *Referral/Identification of Disability.* SSTs review information about a student's performance and determine whether a referral for special education is warranted.

## OPPORTUNITIES FOR IMPROVEMENT

The following areas present opportunities for improvements.

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[50] Retrieved from https://education.ohio.gov/getattachment/Topics/Other-Resources/English-Learners/ELL-Guidelines/Guidelines-for-Referral-and-identification-of-1/ELL-SWD_partII.pdf.aspx.
[51] Retrieved from http://education.ohio.gov/getattachment/Topics/Other-Resources/English-Learners/ELL-Guidelines/Guidelines-for-Referral-and-identification-of-1/ELL-SWD_partI.pdf.aspx.

- ***Disability Incidence Rates.*** Overall, 20.5 percent of CMSD's students have been identified as needing special education. This figure is considerably higher than the state rate (13.8), the nation (12.9 percent), or the 13.1 percent average across 71 urban school districts on which the Council has data. In addition, only .07 percent of the district's students have services pursuant to a Section 504 plan. District rates significantly exceed the state and nation in the areas of emotional disturbance (ED), intellectual disability (ID), and multiple disability (MD). The rates were significantly below the state and nation in the areas of specific learning disability (SLD) and speech language impairment (SLI). Both the district and state have rates above the nation in other health impairments (OHI), which are more minor and include students with attention deficit hyperactivity disorder.

- ***CMSD and Charter School Disability Rates.*** Data show that CMSD educates a higher proportion of students with disabilities, compared to Cleveland's charter schools. Elementary charter schools have a medium disability rate of 12 percent (rates range from 3 to 25 percent), compared to the CMSD medium rate of 20 percent, (rates range from 7 to 42 percent). High school charter schools have a 15 percent medium (rates range from 12 to 27 percent), compared to CMSD schools' 24 percent medium (rates range from 4 to 46%).

- ***Disability Ranges Among Networks.*** The percentages of students with disabilities among the district's networks show significant variation, ranging from 12.3 percent (Innovative) to 25.9 percent (STEAM). The school variances are also significant, ranging from 0.6 percent to 44.9 percent.

- ***Increasing Rates for Specific Learning Disabilities as Students Age.*** Between kindergarten and grade 2, the SLD rate increases from 11 percent to 22 percent. The rate continues to climb in grade 3 to 31 percent and reaches a high of 47 percent among all students with disabilities by grade 12.

- ***Race/Ethnic Disparities.*** White students are overrepresented in each disability area. In descending order, each disability and its related risk ratio are: speech language impairment (12.0); autism (9.24); emotional disturbance (7.12); other health impairment (5.06); intellectual disability (3.5); specific learning disability (3.39) and emotional disturbance (3.0). (See exhibit 2j.) These large risk ratios are more typically associated with students of color and may be due high poverty rates among white students, the proportion of students who attend CMSD *versus* charter schools, parent preferences, and/or other factors. The issue merits deeper analysis and follow-up.

- ***Underrepresentation of English Learners.*** ELs are underrepresented in special education and in all major disability categories. Assessments do not adequately distinguish language acquisition and disability issues.

- ***CMSD Referral/Identification of Disability.*** Little written guidance was available for SSTs on how to consider whether a student's academic and social/emotional needs constituted the basis for suspecting a disability or necessitating a referral for special education or evaluation under Section 504. SSTs were used less frequently to consider referrals for a Section 504 evaluation. There was a common perception that the referral/identification process for students with mild and judgmental disabilities was arbitrary, and that the SST could be used as a pipeline for special education. Although the SST process was intended to provide for evidence-based interventions, some perceived it as a "friendly suggestion" rather than an

expectation. Among many focus group members, it was believed that the core curriculum had not been properly implemented prior to a special education referral.

- **Preschool Assessments.** CMSD does not use a play-group assessment model, which helps young children be more comfortable during the assessment process

- **Exiting Special Education.** Reportedly, IEP teams do not sufficiently consider when and under what circumstances a student could exit from special education services, or when to consider using Section 504 accommodations as a more meaningful alternative.

## RECOMMENDATIONS

2. *Demographics, Referral and Identification of Disability*. Improve the consistency and appropriateness of referrals, assessments, and eligibility decisions in special education.

   a. *Data Review.* With a multi-disciplinary team of individuals in and outside of intervention services, review exhibits 2a through 2m (along with ODE's FFY 2016 SPP and other relevant data) and develop hypotheses about the pattern of results. When considering CMSD's high percentage of students identified as needing special education, investigate what the percentage would be if figures included all public-school students in Cleveland. Include in the review significantly different disability rates by school and network; high percentages of students with specific learning disabilities and other health impairments; how disability patterns change by grade; the overrepresentation of white students in the seven identified areas; and the underrepresentation of English learners in special education.

   b. *Implementation Plan.* Based on these data and your hypotheses about why the patterns look like they do, embed in the MTSS implementation plan activities relevant to the SSTs, including problem-solving, guidance on how to determine whether a student's lack of progress is due to a disability or to inadequate access to appropriate core instruction, increasingly intensive interventions, supports, problem-solving, and/or progress monitoring. Also, consider using a playgroup model to assess young children. (Coordinate this activity with Recommendation 1b.)

   c. *Written Expectations.* In any area that the multi-disciplinary team identifies as problematic, review district processes for referrals, assessments, and eligibility, and amend those processes to provide more guidance.

      - **Procedural Manual**. Ensure that a comprehensive standard-operating-procedures manual for special education incorporates this guidance. (See Recommendation 9.)

      - **SST Practices.** Require that SSTs function within an MTSS framework, and that personnel who assess students for special education consider the extent to which students might benefit from the use of increasingly intensive interventions based on problem-solving and progress monitoring.[52]

      - **English Learners.** Incorporate information relevant to ELs, such as that included in

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[52] This process does not include students with "obvious" disabilities, such as those with significant cognitive disabilities, blindness, and other visual impairments.

ODE's materials on language acquisition and disability. [53]

- ***Lack of Progress.*** Provide guidance on evaluating students' lack of progress. Have SSTs include in their considerations appropriate referrals for Section 504 services.

- ***Exiting Special Education.*** Establish guidelines for determining when and under what circumstances a student no longer needs special education to progress educationally. A transition to services under Section 504 may be appropriate for such children.

c. *Differentiated Professional Learning.* Plan for and provide all relevant district stakeholders with the professional development they need to implement the recommendations in this section. As part of this process, have special education and multilingual/multicultural department personnel collaborate on the referral and assessment needs of EL students. (Coordinate this activity with Recommendation 1e.)

d. *Data Analysis and Reports.* Develop and provide user-friendly summary reports to district leadership showing data like exhibits 2a through 2m. Share data by network and by schools within networks. Consider how these data should be handled and reviewed by district leadership on a regular basis.

e. *Monitoring and Accountability.* Develop a process for ongoing monitoring of expected referrals, evaluations, and eligibility practices. Rather than using a traditional record-review compliance model, review data with schools so that school-based personnel are aware of problems, so they will be better prepared for follow-up action. Enable staff to observe best practices and receive coaching that will improve their knowledge and skills. (Coordinate this activity with Recommendation 1g.) Consider folding disability rates into network and school accountability systems.

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[53] Retrieved from https://education.ohio.gov/getattachment/Topics/Other-Resources/English-Learners/ELL-Guidelines/Guidelines-for-Referral-and-identification-of-1/ELL-SWD_partII.pdf.aspx, and http://education.ohio.gov/getattachment/Topics/Other-Resources/English-Learners/ELL-Guidelines/Guidelines-for-Referral-and-identification-of-1/ELL-SWD_partI.pdf.aspx.

# III. Achievement of Students with Disabilities

To provide a context for how CMSD is teaching students with disabilities, providing equitable access to choice opportunities, and benefitting students on the district's transformation goals, this section of the report is devoted to the achievement of students with disabilities. This information includes results from the National Assessment of Educational Progress (NAEP), and statewide assessments, graduation numbers, and dropout rates. Because time in school and access to core instruction is essential to learning, this section also takes up chronic absences, along with suspensions/expulsions. When data are available, these outcomes are compared to the nation, major cities, and the state, along with comparisons to state special education targets.

In recognition of the importance of student achievement, the U.S. Department of Education (ED) has moved in recent years from a compliance-only posture towards special education to a Results-Driven Accountability (RDA) model. This change is based on data showing that educational outcomes among children and youth with disabilities have not improved as expected. The accountability system that existed prior to the department's new one placed substantial emphasis on procedural compliance, but it often did not consider how requirements affected the learning outcomes of students with disabilities.[54]

ED's Office of Special Education Programs' (OSEP) vision for RDA involves having all accountability components of the law aligned to support states in improving results for students with disabilities. This approach is consistent with IDEA, which requires that the primary focus of the federal program be on improving educational results and functional outcomes for students with disabilities, along with IDEA's requirements. RDA meets these requirements by focusing both on outcomes for students with disabilities and on compliance with the law's mandates.[55]

Starting in the 2018-19 school year, ODE's IDEA determination ratings will expand the traditional compliance indicators to include the following performance measures:

- Reading participation rate for students with disabilities (across all grades);

- Third grade reading proficiency rate for students with disabilities.

- The percent of students with disabilities graduating by meeting the same requirements as students without disabilities; and

- The percent of students with disabilities participating in regular state assessments in math and reading.[56]

In addition, ED requires all state educational agencies to develop a State Systemic Improvement Plan (SSIP) to supplement the SPP. ODE has chosen the following two measurable results--

- ***Reading Proficiency.*** Percentage of students with disabilities scoring proficient/above on the state's reading assessment.

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[54] April 5, 2012, RDA Summary, U.S. Department of Education at www2.ed.gov/about/offices/list/osers/osep/rda-summary.doc
[55] *Ibid.*
[56] Ohio's Special Education Ratings, retrieved from http://education.ohio.gov/Topics/Special-Education/Comprehensive-Monitoring-System/Ohio-s-Special-Education-Ratings.

- **K-3 On Track for Literacy.** Percentage of *all* kindergarten through third grade students who are on track in literacy, as measured by state-approved reading assessments. [As data in exhibit 2f show, the percentage of students with disabilities increased at third grade. Improving literacy outcomes among primary grade students reduces the need for special education.]

CMSD results in these areas are reported below.

## Young Children Ages Three to Five Years

One indicator in Ohio's SPP involves the achievement of young children with disabilities. The indicator has three components: appropriate behavior, acquisition and use of knowledge and skills, and positive social/emotional skills. In each component, calculations are made of the percentage of children in two areas: (1) children who entered an early-childhood program below developmental expectations for their age but who have substantially increased developmentally by age six when they exit a program, and (2) children functioning within expectations by age six or who have attained those expectations by the time they exit the program.

In CMSD, the measure for students who have substantially increased their behavior and social/emotional skills while acquiring and using knowledge/skills ranged from 7.3 to 10.0 percentage points above state targets. However, the district's performance on state targets was not as strong among students exiting with skills within age expectations. Here, percentage point differences ranged between 12.3 and -3.1. Below, we summarize the district's performance ratings in the three categories and two areas: improved skills and program exiting with skills within age expectations. The percentages of children meeting these six standards and the state's targets in each are shown in exhibit 3a.

### *Substantially Increased Skills*

Among CMSD children who entered an early childhood program below developmental expectations for their age but who increased developmentally by age six when they exited the program, students consistently met standards at rates that were between 7.3 and 7.9 percentage points below state targets in 2014-15.

- **Appropriate Behavior to Meet Needs.** 90.8 percent met standards, which was 7.9 percentage points below the state's target.

- **Acquisition/Use of Knowledge/Skills.** 90.0 percent met standards, which was 10 percentage points below the state's target.

- **Positive Social/Emotional Skills.** 87.1 percent met standards, which was 7.3 percentage points below the state's target.

### *Within Age Expectations*

Among children who were functioning at age-level skill expectations by six years of age or who had met those expectations by the time they exited the program, students met standards at the following rates in 2016-17 compared to state performance targets for that year. (See exhibit 3a.)

- *Appropriate Behavior to Meet Needs.* 61.8 percent met standards, which was 1.4 percentage points above the state target.

- *Acquisition/Use of Knowledge/Skills.* 61.8 percent met standards, which was 12.3 percentage points above the state target.

- *Positive Social/Emotional Skills.* 47.1 percent met standards, which was 3.1 percentage points below the state target.

**Exhibit 3a. 2014-15 Outcomes for District/State Children Three to Five Years of Age with IEPs**

| | Appropriate Behavior | | Acquisition/Use of Knowledge/Skills | | Positive Social/Emotional Skills | |
|---|---|---|---|---|---|---|
| | Increased | Age Level Skills at Exit | Increased | Age Level Skills at Exit | Increased | Age Level Skills at Exit |
| District | 90.0% | 61.8% | 90.0% | 61.8% | 87.1% | 47.1% |
| State Target | 82.1% | 60.4% | 80.0% | 49.5% | 79.8% | 50.2% |
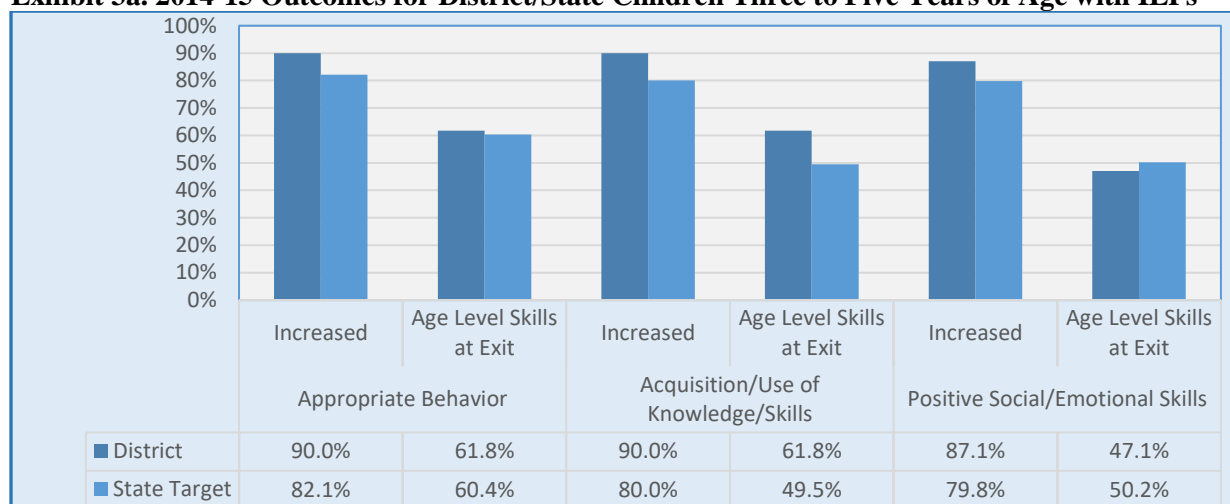
## Student Achievement on NAEP and Statewide Assessments

Beginning in 2015, ED used an IDEA determination rating based in part on the results-driven accountability framework described earlier. Two matrices are used for this purpose: 50 percent of the ratings are based on results and 50 percent are based on IDEA compliance.[57] The results are calculated using the following indicators:

- *State Assessment Participation.* Fourth/eighth graders participating in regular statewide assessments in reading and math;

- *NAEP Outcomes.* Fourth/eighth graders scoring at or above basic in reading and math on the National Assessment of Educational Progress (NAEP);

- *NAEP Participation.* Fourth/eighth graders included in NAEP testing in reading and math;

- *Graduation Rate.* Students exiting school by graduating with a regular high school diploma; and

- *Dropout Rate.* Students exiting school by dropping out.

This subsection discusses the achievement of CMSD students with disabilities on the NAEP assessment, as well as statewide assessments. In addition, graduation and dropout rates are assessed.

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[57] For a full explanation of ED's methodology, see "How the Department Made Determinations under Section 616(d) of the Individuals with Disabilities Education Act in 2015: Part B"
http://www2.ed.gov/fund/data/report/idea/partbspap/2015/2015-part-b-how-determinations-made.pdf

### NAEP Achievement Rates for Fourth, Eighth, and Twelfth Grade Students with IEPs

In partnership with the National Assessment Governing Board and the Council of the Great City Schools, the Trial Urban District Assessment (TUDA) was created in 2002 to support and measure student achievement in the nation's large urban school districts. In 2015, 21 urban school districts voluntarily participated in TUDA and were able to measure achievement by student subgroup on a single comparable assessment. Admirably, CMSD has participated in TUDA since 2003.

Data in exhibits 3b through 3e show the percentages of students with disabilities in 2015 who scored basic/above in reading and math in all states, all large city (TUDA) districts, and each TUDA district.[58] The exhibits also show the percentage point differences between 2015 and 2003 in all states, all TUDA districts, and each of the TUDA districts that participated in 2003.

#### *Reading*

*Fourth grade* reading at basic/above levels among students with disabilities averaged 33 percent for the nation and 23 percent for all TUDA districts, an increase from 2003 of 4 and 2 percentage points, respectively. In CMSD, 9 percent of students with disabilities scored at basic/above levels, an increase of 5 percentage points from 2003.

In 2015, TUDA averages ranged from 53 percent at basic/above in reading to 7 percent. Of all the large cities, the highest averages were posted in Hillsborough County (53 percent), Duval County (50 percent), and Miami-Dade County (47 percent). Boston's average increased the most, 11 percentage points.

**Exhibit 3b. Reading Grade 4[59]**



| | AL L | Cit ies | Al bu q | Atl an ta | Au sti n | Ba lti m | Bo st on | Ch arl | Ch go | Cl ev e | De tro it | DC | Du val | Fr es no | Hil sb | Ho us t | Jef f KY | LA US D | Mi a mi | NY C | Ph illy | Sa n D |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2015 | 33 | 23 | 11 | 26 | 32 | 17 | 31 | 27 | 15 | 9 | 7 | 17 | 50 | 11 | 53 | 22 | 30 | 12 | 47 | 25 | 8 | 17 |
| Growth from 2003 | 4 | 2 | | 2 | | | 11 | -5 | 0 | 5 | | 8 | | | | 0 | | -3 | | 5 | | -3 |

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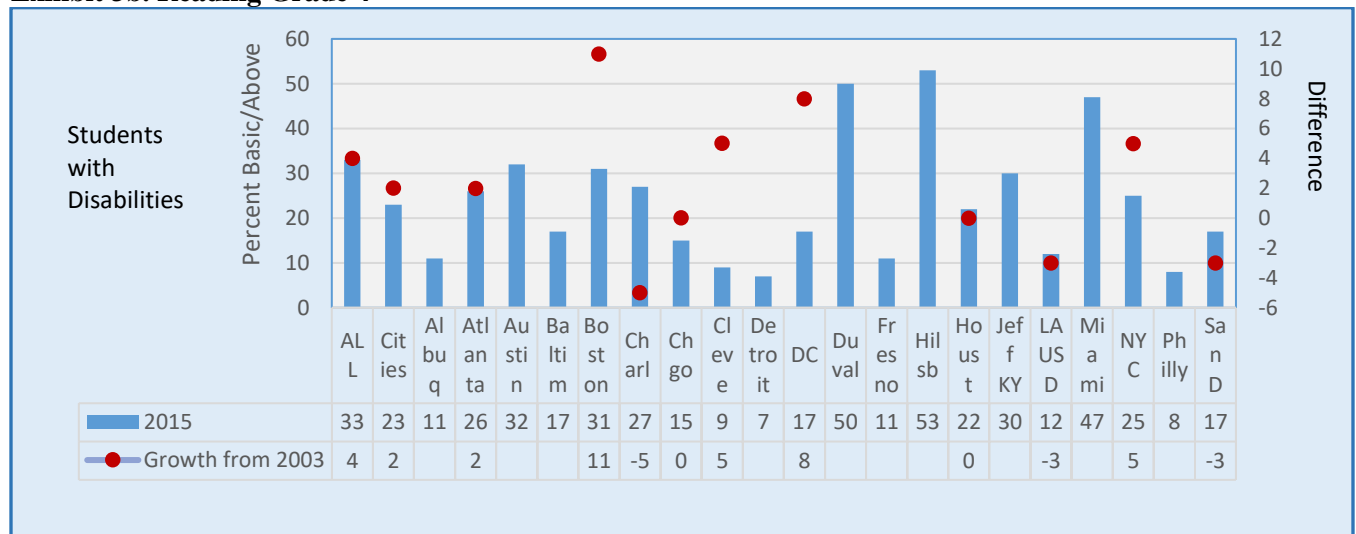
[58] TUDA scores include students who are Section 504-qualified. TUDA 2003-2013 results were retrieved from http://www.advocacyinstitute.org/blog/; and 2015 results were retrieved from http://nces.ed.gov/nationsreportcard/naepdata/.

[59] Legend Names: All States, Urban Cities, Albuquerque, Atlanta, Austin, Baltimore City, Boston, Charlotte, Chicago, Cleveland, Dallas, Detroit, District of Columbia, Duval County (FL), Fresno; Hillsborough FL, Houston, Jefferson City (KY), Los Angeles Unified School District, Miami-Dade County, New York City, Philadelphia, and San Diego.

*Eighth grade* reading at basic/above levels among students with disabilities averaged 36 percent for the nation and 30 percent among all TUDA districts. While the nation's average fell by 4 percentage points between 2003 and 2015, TUDA districts increased by an average of 10 percentage points.

In CMSD, 17 percent of eighth graders with disabilities scored basic/above, an increase of 2 percentage points since 2003.

In 2015, TUDA averages ranged from 53 percent to 8 percent at basic/above levels. Of all large cities, the highest averages were posted by Miami-Dade County (53 percent) and Duval County (49 percent). New York City's average score increased the most, 22 percentage points.

**Exhibit 3c. Reading Grade 8**



| | ALL | Cities | Albuq | Atlanta | Austin | Baltim | Boston | Charl | Chgo | Cleve | Dallas | Detroit | DC | Duval | Fresno | Hilsb | Houst | Jeff KY | LAUSD | Miami | NYC | Philly | San D |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2015 | 36 | 30 | 18 | 25 | 34 | 18 | 29 | 33 | 22 | 17 | 22 | 8 | 22 | 49 | 11 | 45 | 21 | 31 | 19 | 53 | 38 | 18 | 30 |
| Difference | -4 | 10 | | 10 | | | 10 | 0 | 2 | 2 | | | 11 | | | | -6 | | 5 | | 22 | | 9 |
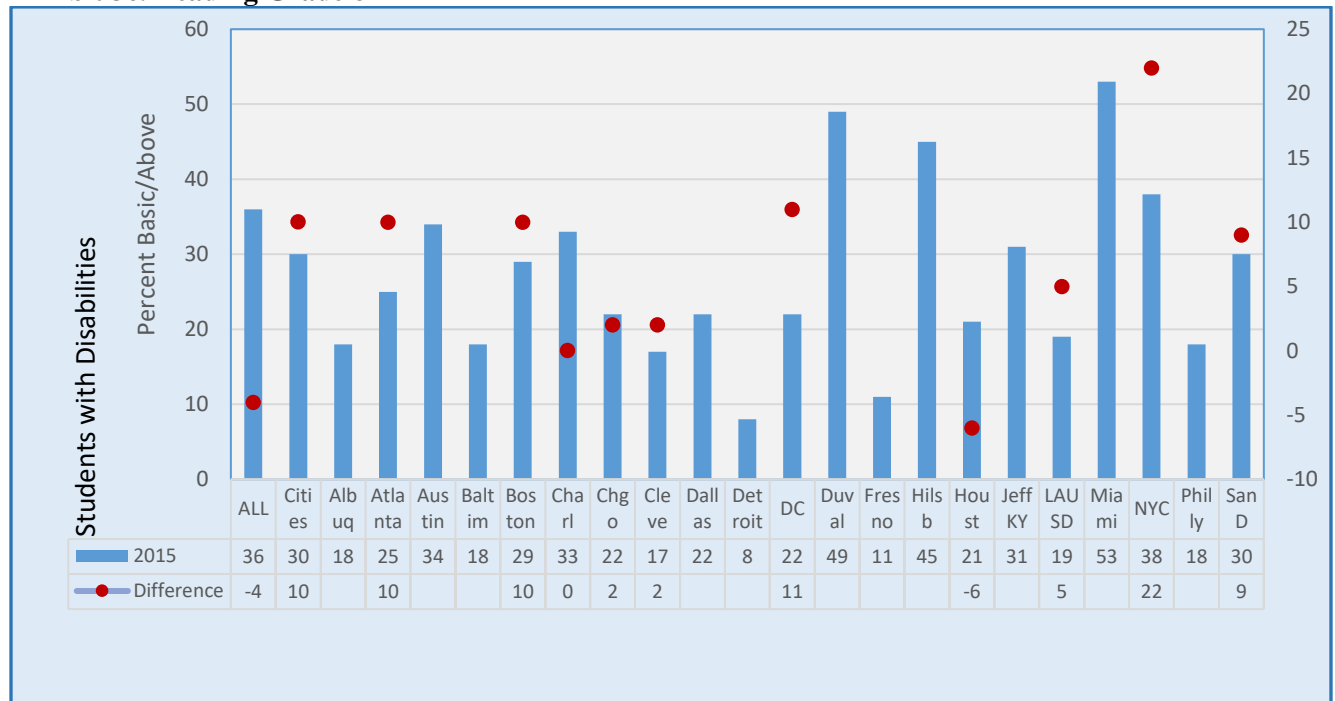
## Math

*Fourth grade* math at basic/above levels among students with disabilities averaged 54 percent for the nation and 44 percent for all TUDA districts, an increase of 4 and 8 percentage points, respectively. In CMSD, 29 percent of students with disabilities scored at the basic/above level, an increase of 7 percentage points since 2003.

In 2015, large city averages ranged from 75 percent to 14 percent at basic/above levels. Of all TUDA districts, the highest averages were posted by Duval County (75 percent), Hillsborough County (66 percent), Austin (63 percent), and Miami-Dade County (62 percent). DC and Boston increased the most, 24 and 21 percentage points, respectively.

**Exhibit 3d. Math Grade 4**



| | AL L | Citi es | Alb uq | Atl ant a | Au sti n | Bal tim | Bo sto n | Ch arl | Ch go | Cle ve | Dal las | De tro it | DC | Du val | Fre sn o | Hil sb | Ho ust | Jef f KY | LA US D | Mi am i | NY C | Phi lly | Sa n D |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2015 | 54 | 44 | 31 | 39 | 63 | 22 | 50 | 45 | 25 | 29 | 52 | 17 | 33 | 75 | 17 | 66 | 48 | 45 | 30 | 62 | 46 | 14 | 35 |
| Difference | 4 | 8 | | 6 | | | 21 | -19 | -1 | 7 | | | 24 | | | | -5 | | 3 | | 11 | | -7 |
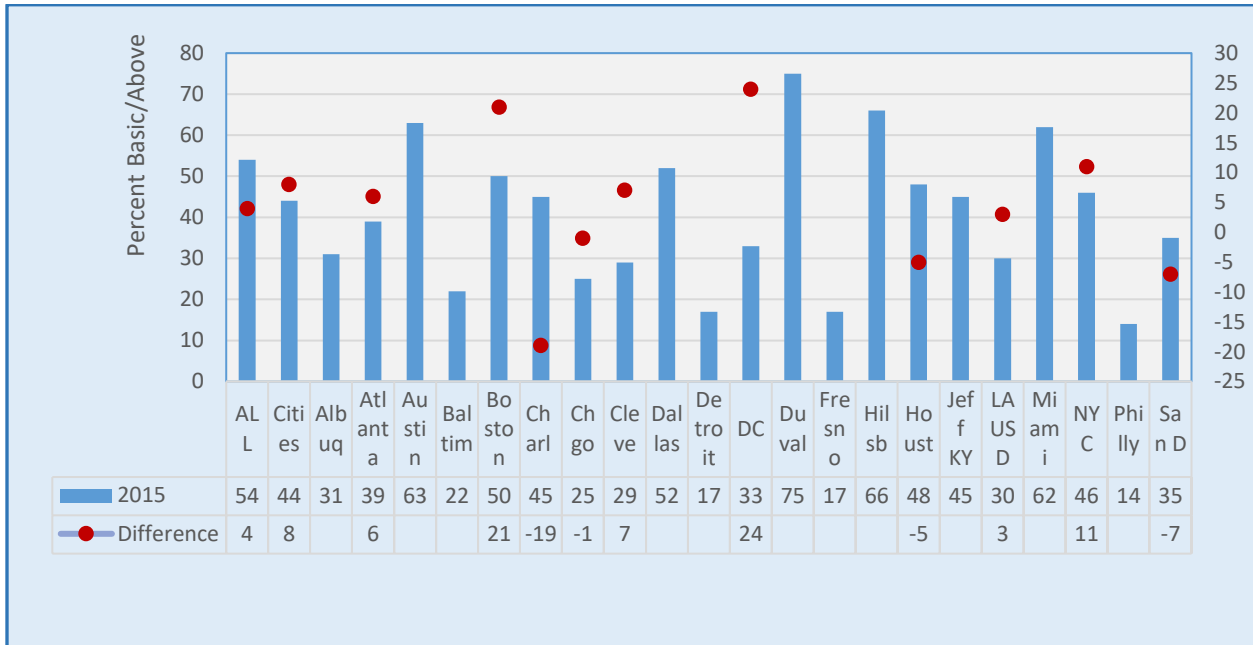
*Eighth grade* math at basic/above levels among students with disabilities averaged 32 percent for the nation and 24 percent for all TUDA districts, increases of 3 and 5 percentage points, respectively. In CMSD, 8 percent of students with disabilities scored at the basic/above level.

In 2015, large city averages ranged between 34 and 4 percent at basic/above levels. Of all the large cities, the highest averages were posted in Boston and Duval County (34 percent in each), and Miami-Dade County (33 percent). Boston increased the most, 23 percentage points.

**Exhibit 3e. Math Grade 8**



| | ALL | Citi es | Alb uq | Atla nta | Aus tin | Balt im | Bos ton | Cha rl | Chg o | Cle ve | Dall as | Det roit | DC | Duv al | Fre sno | Hils b | Ho ust | Jeff KY | LAU SD | Mia mi | NY C | Phi lly | San D |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2015 | 32 | 24 | 15 | 14 | 32 | 9 | 34 | 27 | 16 | 8 | 17 | 4 | 13 | 34 | 6 | 32 | 22 | 18 | 12 | 33 | 23 | 16 | 22 |
| Difference | 3 | 5 | | 9 | | | 23 | 7 | 8 | -2 | | | 9 | | | | 3 | | 3 | | 12 | | 8 |
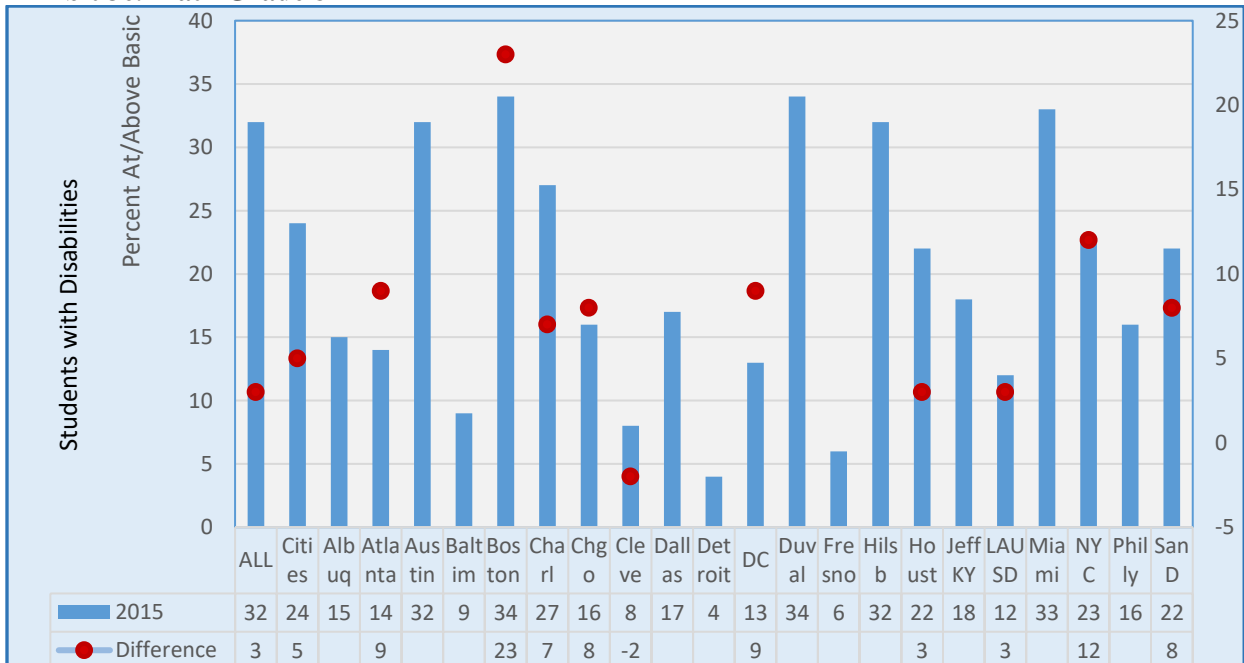
## Statewide Assessments

Ohio's public-school students took three different assessments across consecutive school years because of annual shifts in state's standards. Through 2013-14, the Ohio Achievement Assessments were given in grades 3-8, and the Ohio Graduation Tests were given in high school. In 2014-2015, PARCC assessments were given to students in grades 3-8 and high school as end-of-course exams. With PARCC's "Approaching Standards" benchmark used as the threshold for proficiency, the state's decrease in rates was not as significant as might have been the case with a higher threshold. Because of several issues, the state then moved from Common Core State Standards to the Ohio Learning Standards. New assessments were used in 2015-16, which were designed by the American Institutes for Research (AIR). With this assessment, schools and districts across the state saw a significant decline in proficiency rates.

Data in exhibits 3f and 3g show the percentages of students with disabilities in CMSD who scored proficient/above on statewide assessments in reading and math in 2013 through 2017. The exhibits also show state results for available years, and state performance plan targets for students with disabilities. In addition to data that the district provided as part of the Council team's request, CMSD provided a second set of data for 2017 that was used as part of the school performance and planning framework (SPPF). The SPPF reading/math outcome data in special education were several percentage points higher than other figures the district provided. The SPPF pivot table was extremely well designed and user friendly, but district data should be consistent across data sources. Exhibits 3g and 3h designate 2017 with an asterisk to show that it was based on the SPPF outcome.

## Reading

The percentage of students with disabilities who were at least proficient in reading was highest in 2013 and 2014, 21.0 percent and 24.5 percent, respectively. In 2015, when the rigor of state assessments increased, the district's rate fell to 8.1 percent, representing a 16.1 percentage point gap with the state's rate and target. The percentage doubled to 16.5 percent in 2017. The SPPF data reported a proficiency/above rate of 20 percent, which was 3.5 percentage points higher than other 2017 data the district provided.

**Exhibit 3f. Reading Proficient/Above Percentages of State/District Students with/ without IEPs**



| | 2013 | 2014 | 2015 | 2016 | 2017 | 2017* |
|---|---|---|---|---|---|---|
| CMSD | 21.0% | 24.5% | 8.1% | 12.4% | 16.5% | 20% |
| State | 55.1% | 38.6% | 24.2% | | | |
| SPP Target | 55.9% | 38.6% | 24.2% | 24.2% | 24.7% | 24.7% |
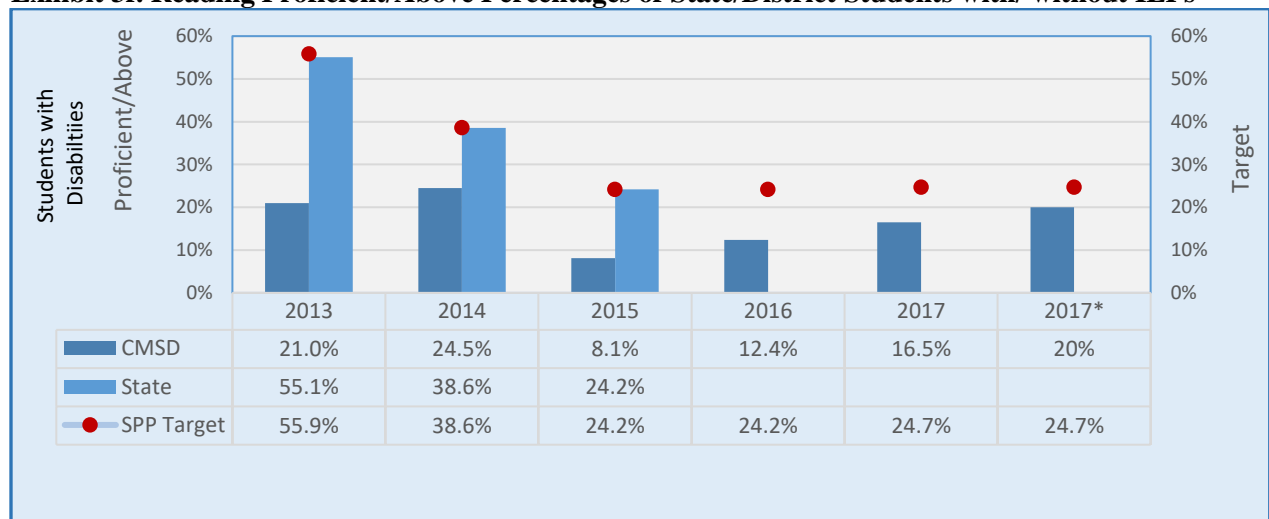
## Math

The percentage of students with disabilities who were at least proficient in math was 14.9 percent and 17.8 percent in 2013 and 2014, respectively. In 2015 when the rigor of the state assessment increased, the district's rate fell to 9.5 percent, a 19.1 percentage point gap with the state rate and target. The district's proficient/above rate increased to 13.0 percent in 2016, and 14.5 percent in 2017. The SPPF data reported a proficiency/above rate of 19.0 percent, which was 4.5 percentage points higher than other outcome data reported by the district.

**Exhibit 3g. Math Proficient/Above Percentages of State/District Students with/ without IEPs**

| | 2013 | 2014 | 2015 | 2016 | 2017 | 2017* |
|---|---|---|---|---|---|---|
| CMSD | 14.9% | 17.8% | 9.5% | 13.0% | 14.5% | 19.0% |
| State | 44.1% | 34.2% | 28.6% | | | |
| SPP Target | 45.6% | 34.2% | 28.6% | 28.6% | 29.0% | 29.0% |
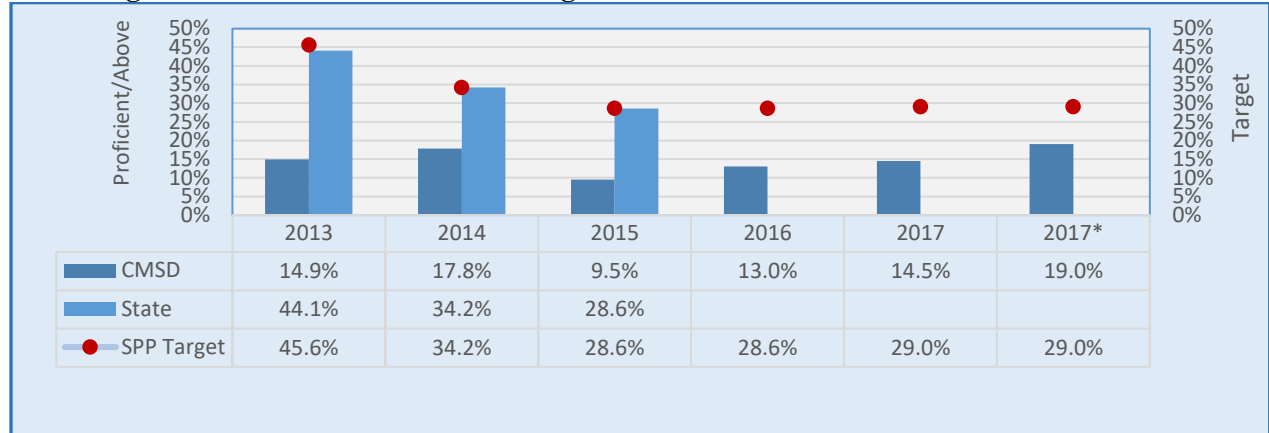
## Reading and Math by Grade

Data in exhibit 3h show the percentages of students with disabilities who were proficient/above in reading and math by grade. In grades 3 through 8, percentages decreased through grade 7 and increased again in grade 8. Although reading rates fell significantly in ninth grade to 9 percent, they increased in tenth grade to 18 percent. Math rates fell significantly in ninth grade to 2 percent, and they remained at that level in tenth. The Council team noted that the data below on third graders was higher than that reported on the state report card for students with disabilities, which shows reading and math rates of 16.7 and 22.3 percent, respectively.[60]

**Exhibit 3h. District Reading and Math Proficient/Above Percentages by Grade**

| | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | All |
|---|---|---|---|---|---|---|---|---|---|
| Reading | 27% | 26% | 23% | 20% | 18% | 21% | 9% | 18% | 20% |
| Math | 28% | 28% | 22% | 20% | 17% | 21% | 2% | 2% | 19% |

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[60] Retrieved from http://www.clevelandmetroschools.org/Page/346

453
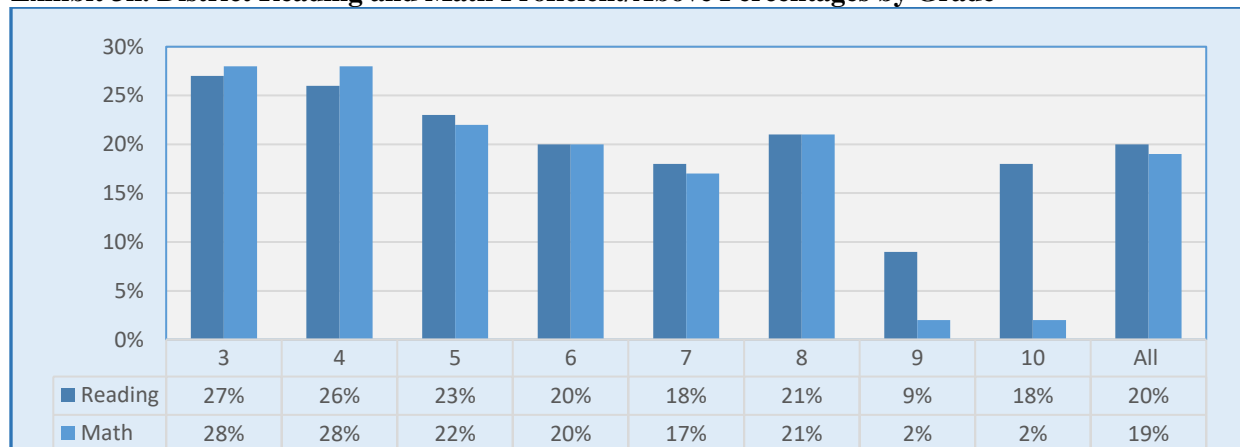
## Kindergarten through Third Grade On Track for Reading Proficiency

Ohio's Third Grade Reading Guarantee (TGRG) is meant to ensure that students are successful in reading before moving onto fourth grade. If a child appears to be falling behind, the school is expected to start a reading improvement and monitoring plan immediately. Under the Guarantee, every struggling reader is supposed to receive the supports needed to learn and achieve. Students have multiple opportunities to meet the promotion requirements, including achieving a minimum promotion score on the reading portion of the state's third grade English language arts test, which is given twice during the school year. Students have an additional opportunity to take the state assessment in the summer, as well as a district-determined alternative assessment.

### *On Track for Literacy*

ODE's State Systemic Improvement Plan (SSIP) for special education has as its second measure the percentage of *all* kindergarten through third grade students who are on track for literacy, as measured by state-approved reading assessments. Data in exhibit 3i show the percentages of CMSD children in 2016-17 who were on-track at each grade level using reading diagnostic assessments.[61] The district earned a "C" grade for the 25.4 percent of students who were "off track" and then moved to "on track" in the 2016-17 school year.

**Exhibit 3i. 2016-17 Percentage of CMSD Students on Track for Grade Level Reading Diagnostics**

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|---|---|---|---|---|
| On Track | 58.0% | 39.7% | 46.8% | 55.1% |
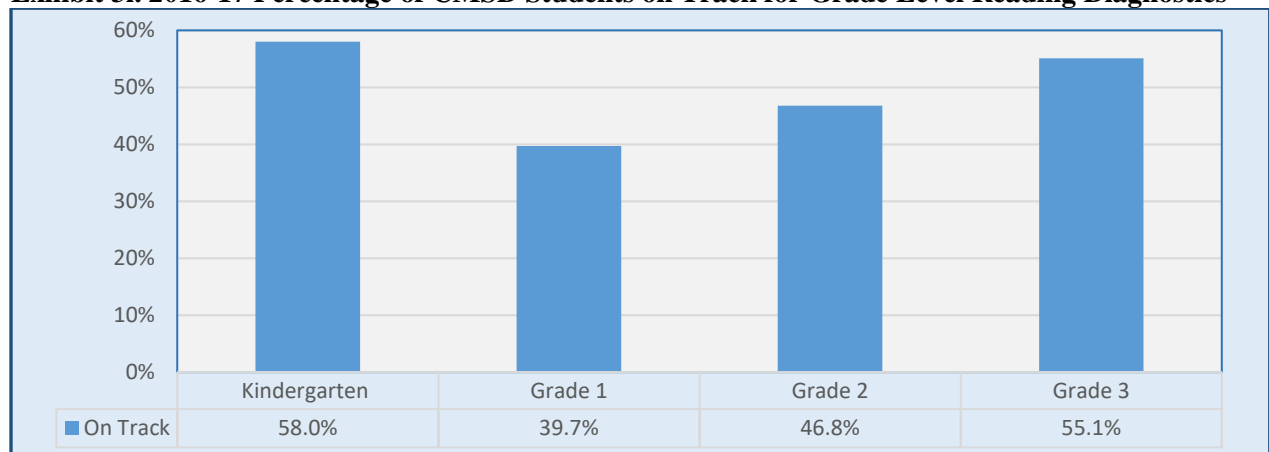
ODE stakeholders chose the "on track" for literacy indicator for the SSIP based on the importance of early literacy as a predictor of future academic success.

> Students who do not acquire adequate language and pre- literacy skills struggle with learning to read. Students who read poorly in third grade are likely to read poorly in later years. Students who read poorly are more likely to drop out of school and students who drop out of school are rarely college and career ready.[62]

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[61] State Report Card for CMSD, retrieved from http://reportcard.education.ohio.gov/Pages/District-Report.aspx?DistrictIRN=043786

[62] State Systemic Improvement Plan: Phase I, April 1, 2015, page 7. Retrieved from http://education.ohio.gov/getattachment/Topics/Special-Education/Early-Literacy/Ohio-s-State-Systemic-Improvement-Plan-Phase-I-April-1-2015.pdf.aspx

Not stated in ODE's explanation of the measure is that disability rates typically increase in third and fourth grades, and correlate with low reading achievement and poor behavior. As previously discussed, CMSD's disability rates jump from 6 percent in second grade to 8 percent in third grade. Through eighth grade the figures fluctuate between 7 and 8 percent. Furthermore, the specific learning disability category jumps from 22 percent in second grade to 31 percent in third grade, and then to 36 percent in fourth grade. As more students reach reading proficiency by third grade, the need to rely on special education to address poor reading would likely decrease.

Although the SSIP measure for on track performance in reading is intended to support students with disabilities, SPPF data provided to the Council team did not include data on children with and without disabilities. Unless these data are otherwise available, it is important for CMSD to collect and report it by disability status to ensure that higher overall achievement does not mask the lower achievement of students with disabilities.

### *Consideration of Promotion/Exemption from TGRG Retention for Students with Disabilities*

ODE's guidance manual[63] and Early Literacy Toolkit[64] were developed to help local educational agencies understand the requirements of the Third Grade Reading Guarantee and connect these requirements to research-based reading instruction practices. As the manual explains, students with disabilities who are not on track for reading must have reading improvement and monitoring plans that align to and do not conflict with their IEPs. As with their nondisabled peers, evaluation and assessment data, including reading diagnostic results and the use of interventions, must be documented in evaluation team reports. ODE cautions that students with IEPs should not receive less intensive reading interventions than students without IEPs.

Under the TGRG framework, IEP teams may decide to exempt students from retention in third grade when they score below the promotion score on the state's third grade English arts test. The guidance manual does not provide any benchmarks or instruction for IEP teams when considering retention or promotion of a child. Under these circumstances, CMSD should develop its own guidelines for IEP team consideration.

According to the state's manual, during yearly reading improvement and monitoring plan and IEP meetings, teams should discuss the appropriateness of third grade retention or promotion to fourth grade for each student. IEPs are to document relevant reading data, including progress monitoring through the reading improvement and monitoring plan, and the team's rational/decisions on any retention exemptions. Among students exempted from retention, IEPs are to provide clear, targeted reading interventions and progress markers for fourth grade.[65] The Council's team believed that it was important for CMSD to ensure that "on track" performance of students with disabilities was not taken lightly simply because IEP teams could exempt them from the TGRG retention requirements.

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[63] Retrieved from http://education.ohio.gov/getattachment/Topics/Early-Learning/Third-Grade-Reading-Guarantee/TGRG-Guidance-Manual.pdf.aspx

[64] http://education.ohio.gov/Topics/Learning-in-Ohio/Literacy/Ohio-s-Literacy-Toolkits/District-School-and-Teacher-Support-Toolbox

[65] Also, IEP teams may exempt from the TGRG students with significant cognitive disabilities who meet requirements under the IDEA for alternate assessments. In such circumstances, students' IEPs address the extended standards related to literacy.

# Chronic Absences

As previously indicated, CMSD has several initiatives to address students' chronic absenteeism as part of its strategy for producing higher achievement. The SPPF pivot table includes percentages of students with chronic absences (percentage of students who have missed fewer than 10 percent of the days they were responsible for being in school) by special education status. As data in exhibit 3j show for students in kindergarten through grade 2, students with IEPs have lower rates of chronic absences than peers without IEPs. This pattern changes in third grade with a 1 percentage point gap that increases through twelfth grade. The gaps are greatest in ninth through eleventh grade, ranging from 9 to 10 percentage points, with chronic absenteeism rates among students in special education ranging from 43 percent to 41 percent.

**Exhibit 3j. Percentages of Students with Chronic Absences by Special Education Status**



| | KG | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | All |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Disability | 33% | 30% | 26% | 28% | 30% | 32% | 26% | 31% | 28% | 43% | 41% | 42% | 35% | 33% |
| No Disability | 39% | 31% | 28% | 27% | 26% | 23% | 24% | 25% | 26% | 32% | 31% | 33% | 33% | 29% |
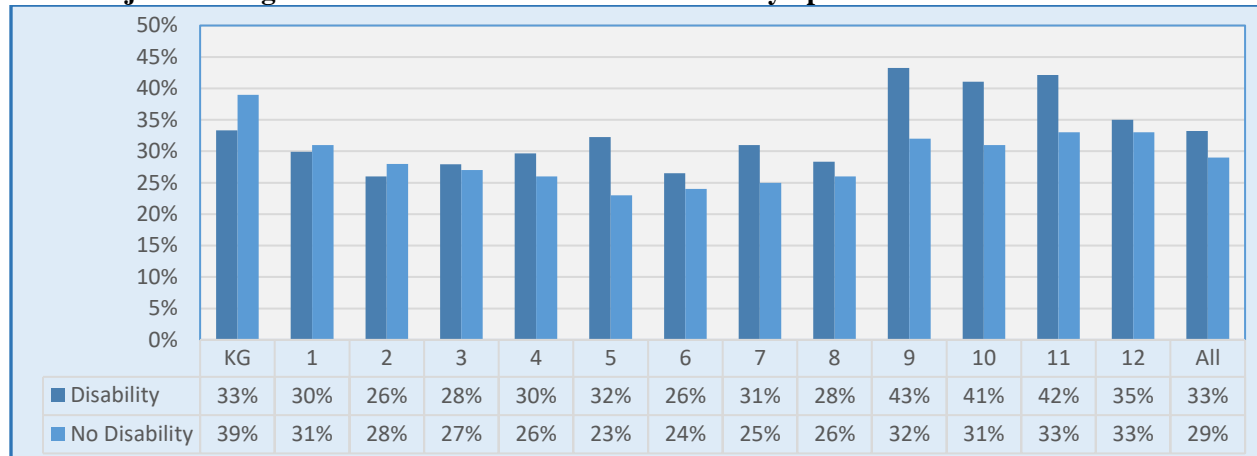
# Suspension and Expulsion Rates

According to the FFY2015 SPP, 2.74 percent of CMSD students with disabilities received an out-of-school suspension (OSS) for more than 10 days, which was larger than the state's 1.00 percent maximum target. In 2016-17, the OSS rate of more than 10 days increased to 3.0 percent, and a larger percentage of students with disabilities than students without disabilities received OSSs in both categories: 1 to 10 days by 1.1 percentage points and more than 10 days by 2.3 percentage points. (See exhibit 3k.)

**Exhibit 3k. Percentage of CMSD Students Receiving a Suspension by Disability Status**



| | 1-10 days | More than !0 Days |
|---|---|---|
| No Disability | 11.3% | 1.7% |
| Disbility | 12.4% | 3.0% |

In 2017-18 compared to 2013-14, CMSD schools gave more OSSs to students with disabilities and fewer OSSs to students without disabilities. This pattern applied to both OSSs for 1-10 days and more than 10 days. From 2013 to 2017, for OSSs of 1-10 days, the difference among students with and without disabilities was -2,692 and +206, respectively. For OSSs of more than 10 days, the difference was -1,216 and +57 days, respectively. (See exhibit 3l.)

**Exhibit 3l. Number of Students with Out-of-School Suspension by Disability Status (2012 and 2017)**



| | No Disability | | Disbility | |
|---|---|---|---|---|
| | 2013 | 2017 | 2013 | 2017 |
| 1-10 days | 6087 | 3395 | 755 | 961 |
| 11-20 days | 1723 | 507 | 175 | 232 |
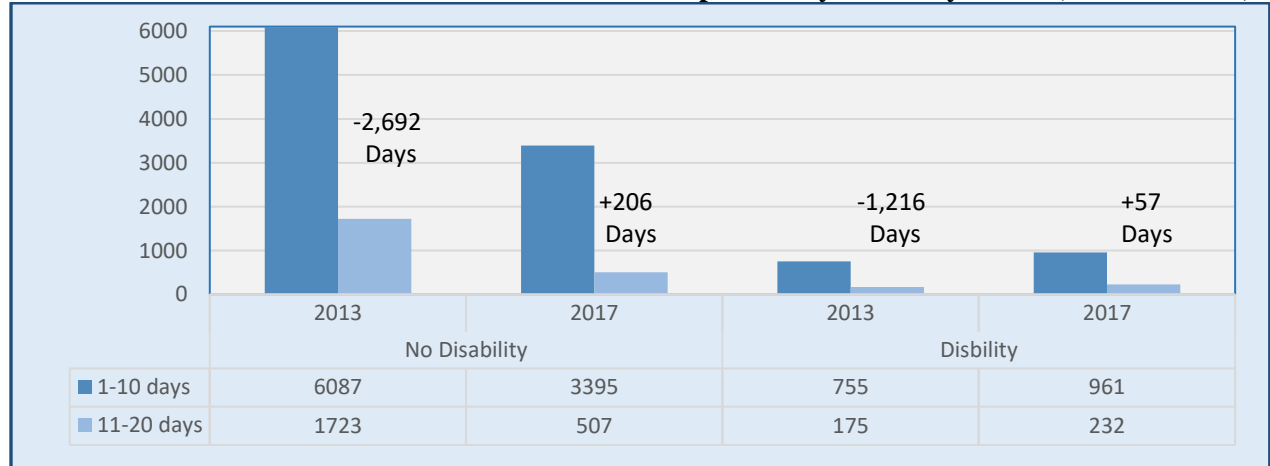
*Proportion of Suspensions by Length of OSS by Disability Status*

Data in exhibit 3m show the number of days for all OSSs by disability status. OSSs of 1 to 5 days had a smaller rate for disability (62.4 percent) than non-disability groups (70.20 percent). Larger disability to no disability rates applied to OSSs of: 6-10 days (18.20 percent to 16.80 percent); 11-20 days (14.10 percent to 10.60 percent); 21-30 days (3.69 percent to 1.79 percent), and more than 30 days (1.68 percent to 0.64 percent). (See exhibit 3l.)

**Exhibit 3m. Percentage of Students with and without Disabilities by Length of OSSs**



| | 1-5 Days | 6-10 Days | 11-20 Days | 21-30 Days | 31+ Days |
|---|---|---|---|---|---|
| No Disability | 70.20% | 16.80% | 10.60% | 1.79% | 0.64% |
| Disability | 62.40% | 18.20% | 14.10% | 3.69% | 1.68% |
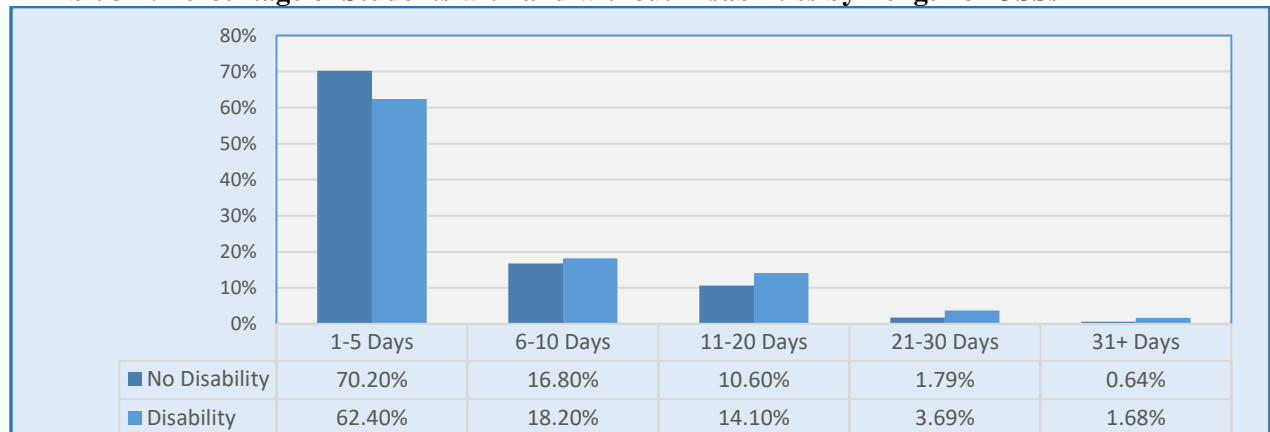
*Risk Ratios for Length of Suspension by Disability Status*

Using a risk ratio, CMSD's students with disabilities were more likely than their nondisabled peers to receive OSSs as the number of OSS days increased. The risk ratio grew from 1.08 for 1-10 days to 3.9 for OSS's of at least 31 days. (See exhibit 3n.)

**Exhibit 3n. OSS Risk Ratios for Students with Disabilities by Length of Suspensions**



| | 1-10 days | 11-20 days | 21-30 days | 31+ days |
|---|---|---|---|---|
| Risk Ratio | 1.08 | 1.99 | 3.06 | 3.9 |
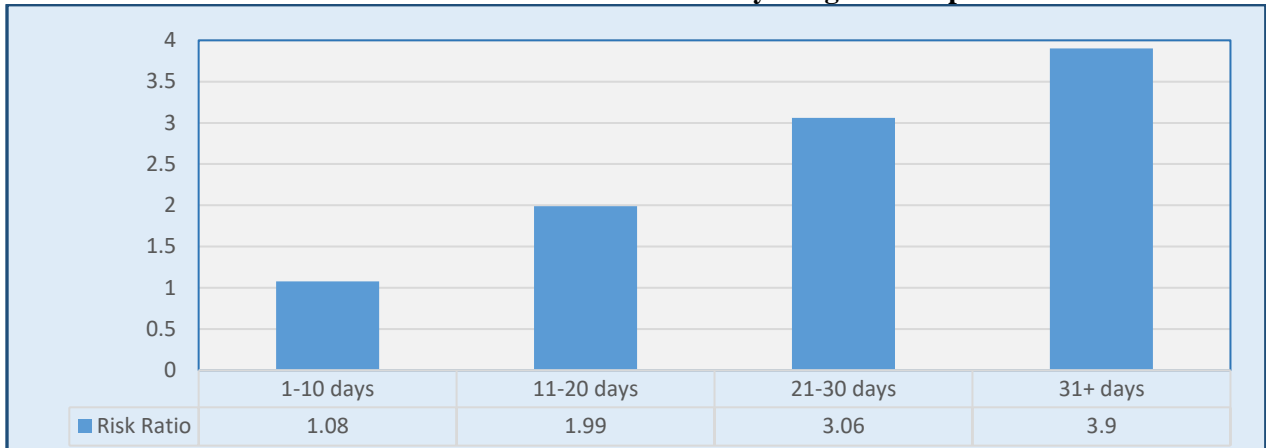
*Out-of-School Suspensions by Grade*

OSSs of 1-10 days and more than 10 days among students with disabilities gradually increased in number from kindergarten through grade 5. Inexplicably, in grade 6, the numbers decreased but increased again in grades 7 and 8, especially for OSSs of more than 10 days in grade 8. The figures fall again in grades 9 and 12, while increasing in grades 10 and 11. (See exhibit 3o.)

**Exhibit 3o.  Number of Students with Disabilities with OSSs by Grade**



| | Kg | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 to 10 | 11 | 31 | 43 | 73 | 101 | 96 | 20 | 102 | 219 | 10 | 106 | 80 | 2 |
| More Than 10 | 0 | 5 | 5 | 17 | 19 | 25 | 2 | 20 | 75 | 7 | 21 | 27 | 2 |
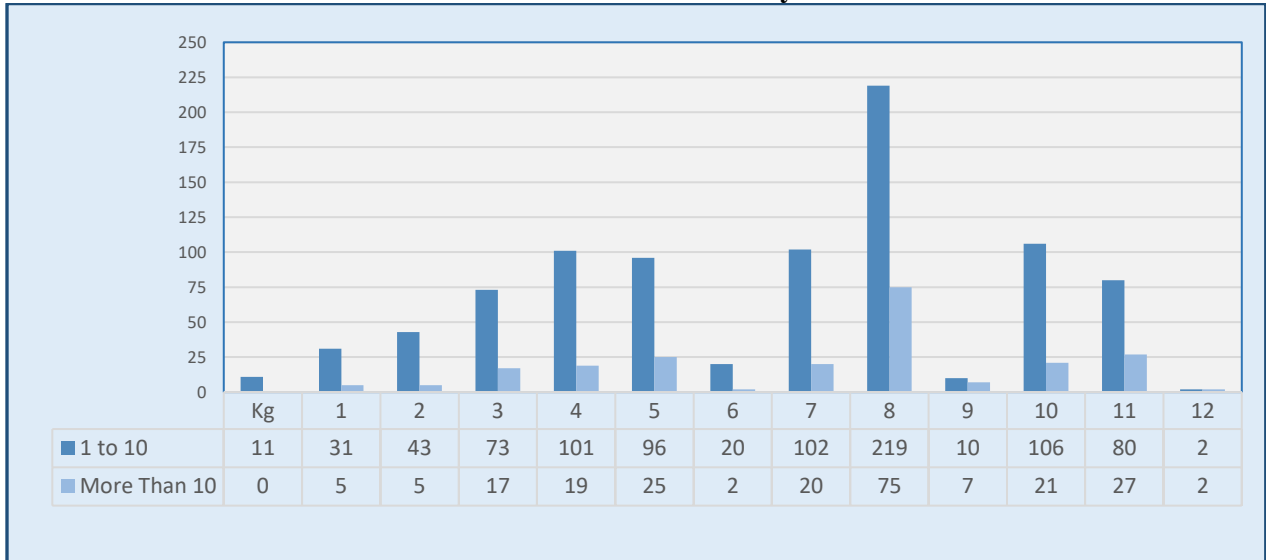
**Out-of-School Suspension Risk Ratios for Students with Disabilities by Race/Ethnicity**

Data in exhibit 3p show OSS risk ratios among students with disabilities by race/ethnicity. Blacks students with disabilities were 8.93 times more likely than other students with disabilities to receive an OSS of 1 to 10 days, and 2.28 times more likely to receive an OSS of more than 10 days. While Hispanic students were 3.45 times more likely than others to receive an OSS of 1-10 days, their risk dropped to 0.52 for OSSs of more than 10 days. According to the FY 2015 SPP, CMSD did not exceed the 3.5 risk ratio maximum target for OSSs of more than 10 days.

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**Exhibit 3p. Number of Students with Disabilities with OSSs**



| | Black | Hispanic | White |
|---|---|---|---|
| ■ 1 to 10 | 8.93 | 3.45 | 0.43 |
| ■ More Than 10 | 2.28 | 0.52 | 0.37 |
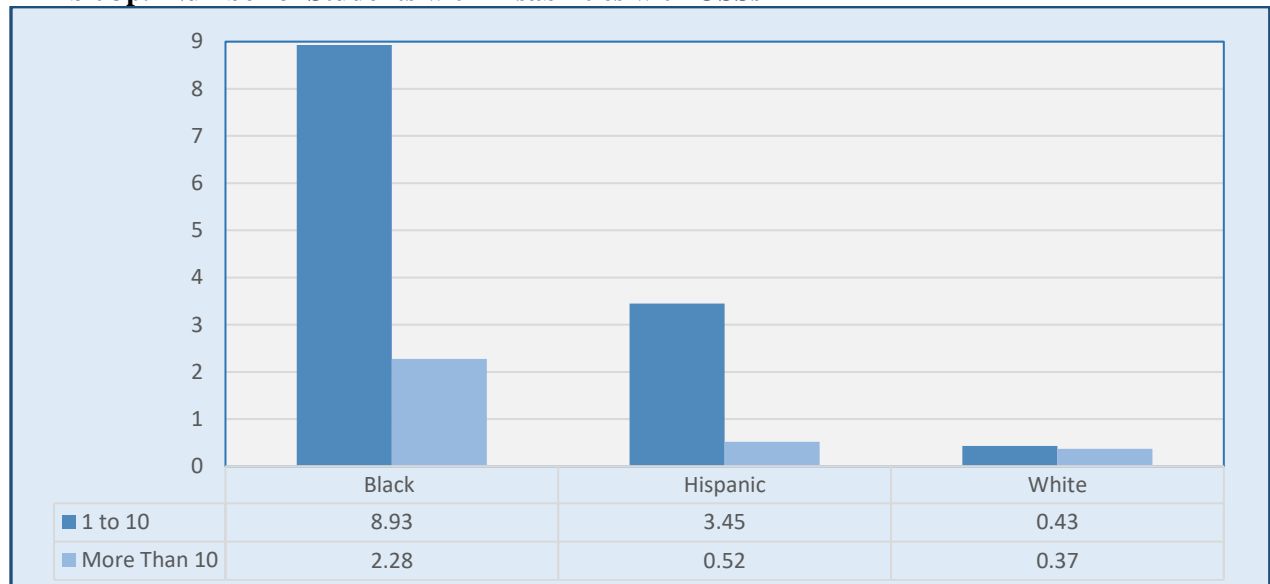
## In-School Suspensions

Under recently issued U.S. Department of Education regulations, beginning in the 2018-19 school year, states are to determine significant disproportionality for OSSs and in-school suspensions (ISSs) by incidence, duration, and type of disciplinary actions. As discussed earlier, CMSD provided the Council team with no data on OSSs. CMSD students who were removed from class remained in school and attended a placement center.

The centers were designed to be supportive and help students with problem solving, and to develop appropriate school and classroom behaviors. An intervention specialist is at the placement center for two periods during the day. Placement center data were not available for the Council team's review.

## Graduation Rates

Prior to 2017-18, students with disabilities could graduate with a high school diploma even if they: (1) were excused from passing state assessments; (2) took an alternate assessment for students with significant cognitive disabilities; or (3) met IEP goals, which included graduation requirements that were different from their nondisabled peers.[66]

Data in exhibits 3q show four-year graduation rates by disability status for the district and state. The graduation percentage of CMSD students with disabilities was 64.3 percent in 2013-14, which was 4.1 percentage points below the state target but only 2.3 percentage points below their CMSD nondisabled peers. In 2016-17, the district's graduation rate among students with disabilities increased to 73.0 percent – below the state's 87.4 percent *target* – but 12.4 percentage points above CMSD's nondisabled students, and 4.6 percentage points above the state's *rate* for students with disabilities.

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[66] "Ohio Department of Education Graduation for Students with Disabilities Power Point," September 21, 2017, retrieved from http://education.ohio.gov/Topics/Ohio-s-Graduation-Requirements/Graduation-FAQs-for-2015_2016

**Exhibit 3q. Four-Year Graduation Rates by Disability Status for CMSD and Ohio**

| CMSD | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| Disability | 73.0% | 71.4% | 71.6% | 64.3% |
| No Disability | 65.4% | 72.1% | 68.3% | 66.6% |
| OH Disability Rate | 68.4% | 68.4% | 67.0% | |
| SPP Target | 87.4% | 85.1% | 82.8% | 68.4% |
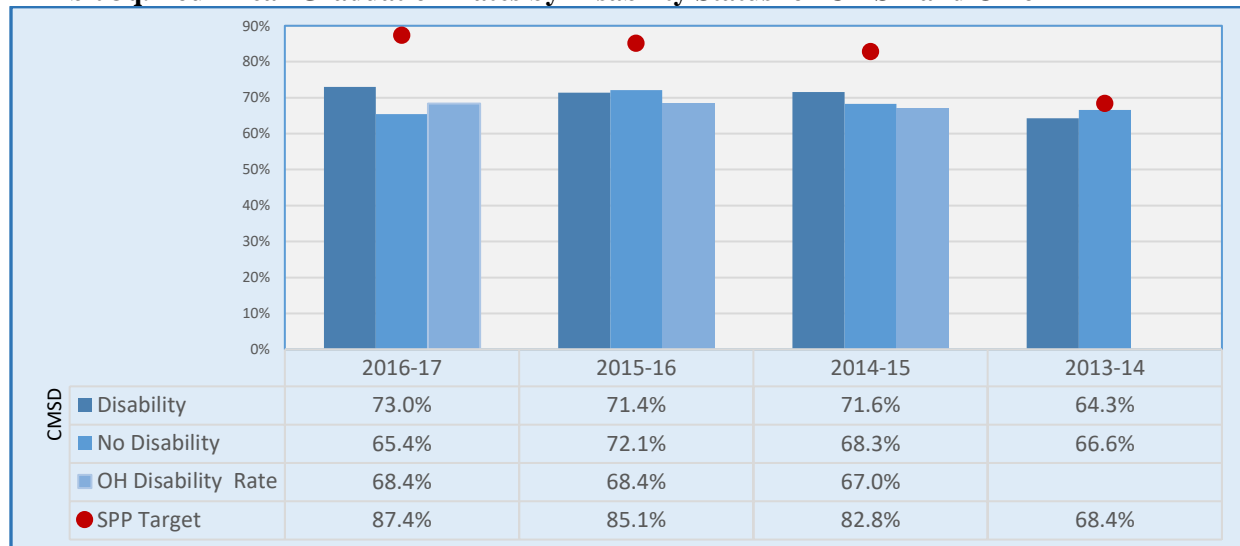
The district's graduation rates among students with and without disabilities increased, if one used five-year cohort data. From 2013-14 to 2015-16, both groups of students increased by 6.5 to 7.2 percentage points.[67] (See exhibit 3r.)

**Exhibit 3r. Five Year Graduation Percentage Point Increase from Four Year Cohort**

| | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|
| Disability | 6.5 | 7.2 | 7.2 |
| No Disability | 6.5 | 6.5 | 7.2 |
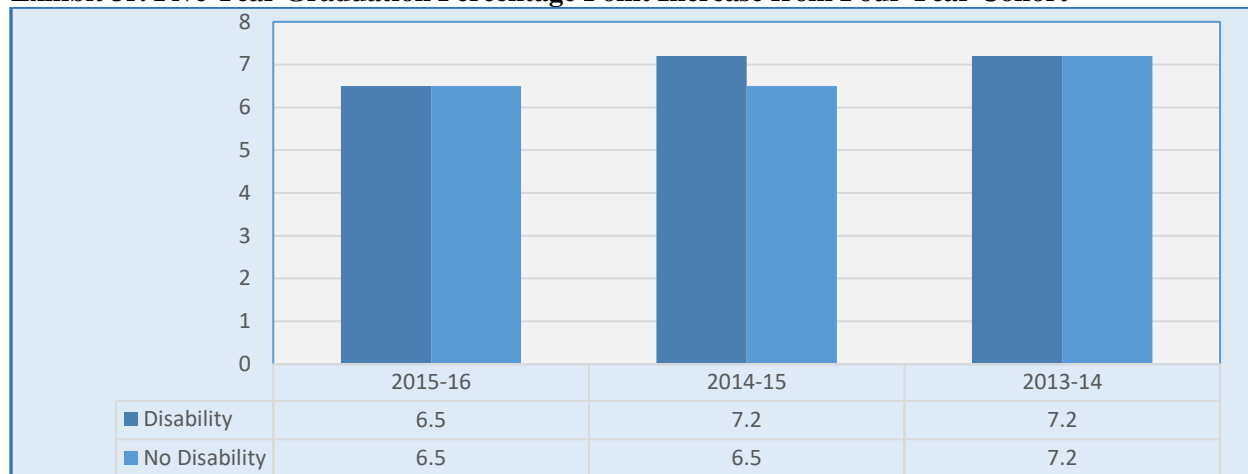
## New Ohio Graduation Requirements

In June 2014, the Ohio General Assembly passed new graduation requirements for students entering ninth grade for the first time in the 2014-2015 school year and graduating at the end of 2017-18. These requirements conformed to the federal *Every Student Succeeds Act*, which defined a regular high school diploma as "the standard high school diploma awarded to the preponderance of students in the State that is fully aligned with State standards." Based on the new graduation requirements, students with disabilities will no longer be permitted to graduate with a regular high school diploma if they are excused from the graduation assessments; take an alternate assessment; or graduate by meeting IEP goals alone.

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[67] According to CMSD, ODE has not yet confirmed the five-year cohort rate for 2016-17.

The new graduation requirements set a minimum of 20 credits in specific subjects, instruction in economics and financial literacy, and at least two semesters of fine arts. Also, students must choose one of the following three pathways to show they are ready for college or a job:

- Earn a minimum number of points on state assessments;

- Earn an industry-recognized credential or group of credentials totaling a minimum number of points and earning the required score on the WorkKeys test.

- Earn remediation-free scores in math and English language arts on the ACT or SAT.

Although two additional options are available for students graduating in 2018, ODE expects graduation rates to drop for all students beginning in 2017-18. Using the new requirements as a guide, ODE determined that the state's disability graduation rate for 2015-16 would fall from 68.4 percent to 35 percent.

According to CMSD staff, many IEP teams took advantage of the former option to exclude students from assessment consequences for graduation. In addition, a large percentage of high school students with IEPs take at least some core content courses with an intervention specialist rather than a secondary general education teacher. Many staff members interviewed by the team believed that students were receiving watered-down core content with a focus on IEP goals, but these students were passing their classes, earning credits, and until this school year had been able to graduate with a diploma.

According to ODE, research shows that with appropriate supports, approximately 80 percent of students with disabilities should be able to master the same academic content as their nondisabled peers. Many students with disabilities who had received diplomas based on meeting requirements that were different from their nondisabled peers did not have cognitive disabilities that would preclude them from meeting the same academic expectations as students without disabilities. The graduation-requirement changes were intended to further support the equity interests of students with disabilities.[68] CMSD, along with other Ohio school districts, face significant challenges as they strive to meet these expectations.

## Dropout Rates

Data in exhibit 3s show dropout rates for the district based on what CMSD provided the Council team, and data from the state's special education profile for CMSD along with SPP targets. According to data CMSD provided, 11.1 percent of students with disabilities dropped out of school in 2013, but none did between 2014 and 2017. By comparison, ODE profiles report CMSD dropout rates fluctuating significantly, 7.68 percent in 2013, 0.97 in 2014, and 1.1 percent in 2015, which was the last year data were reported. In all years, CMSD dropout rates were lower than state rates and SPP targets.

The Council team asked the district to confirm the accuracy of dropout rates it reported. A staff member replied: "[t]he state of Ohio does not measure or report on dropout rates. For that

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[68] "Ohio Department of Education Graduation for Students with Disabilities Power Point," September 21, 2017, retrieved from http://education.ohio.gov/Topics/Ohio-s-Graduation-Requirements/Graduation-FAQs-for-2015_2016

reason, this number is difficult to track. Students can be withdrawn for nonattendance after the age of 18 as long as attendance policies are followed."

In addition, the data were accompanied by a statement that they were based on a student's being in attendance at least one day. It was not clear from this statement whether a student's presence for one day in the year precludes a dropout designation. Given the disparities between state and CMSD dropout rates, and the district's difficulties in tracking students as dropouts, further clarification on this issue by CMSD appears warranted.

**Exhibit 3s. Dropout Rates for CMSD and Ohio**

| | 2013 | 2014 | 2015 | 2016 | 2017 |
|---|---|---|---|---|---|
| ■ CMSD Data | 11.1% | 0.0% | 0.0% | 0.0% | 0.0% |
| ■ State Data for CMDS | 7.68% | 0.97% | 1.1% | 4.18% | |
| ■ State Rates | 21.6% | 16.7% | 24.1% | | |
| ● SPP Target | 12.5% | 21.9% | 21.8% | 21.7% | 21.6% |
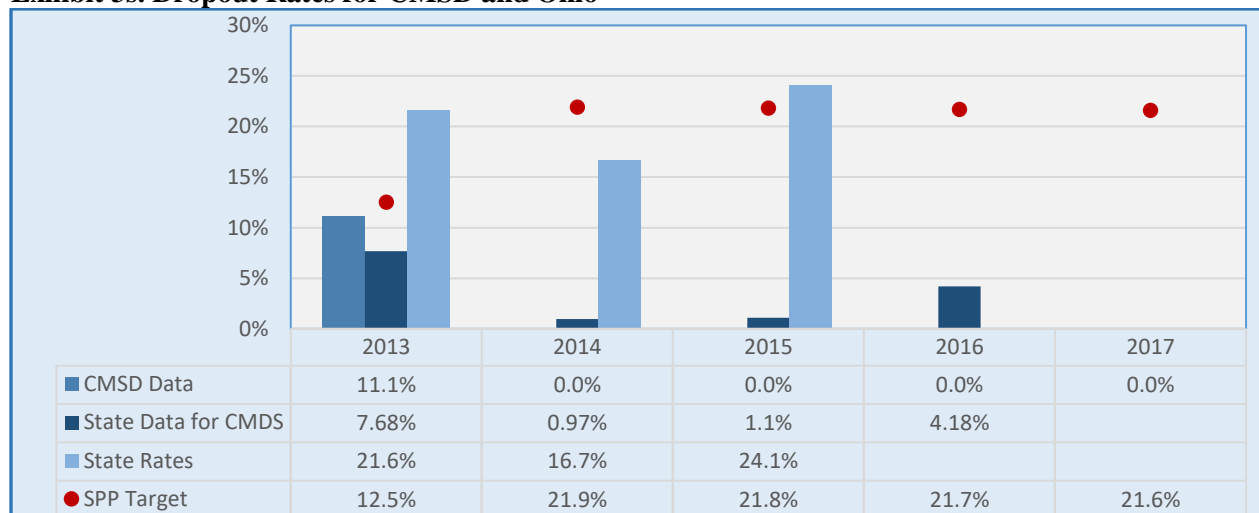
## AREAS OF STRENGTH

The following describes areas of strength with respect to the achievement of students with disabilities in CMSD.

- *Early Childhood Outcomes.* For children functioning with expected age-level skills by six years of age or had attained those expectations by the time they exited the program, these children exceeded the state target for appropriate behavior and use of knowledge/skills by 1.4 and 12.3 percentage points, respectively, but missed the target for positive social/emotional skills by 3.1 points.

- *TUDA/NAEP 4th Grade Growth.* In reading, 9 percent of CMSD students with disabilities scored basic/above, an increase of 5 percentage points since 2003. Only two of 12 districts posted a larger percentage point growth. In math, 54 percent of CMSD students with disabilities scored basic/above, an increase of 7 percentage points since 2003. Only three districts posted growth that was larger.

- *Statewide Assessment Growth*. In 2017, the reading proficiency rate on the state test among students with disabilities was 16.6 percent, more than double the district's 8.1 percentage in 2015, a point when the rigor of the state assessments increased. In math, the rate was 14.5 percent, an increase of 5 percentage points since 2015.

- *Graduation Rate.* The percentage of CMSD students with disabilities who graduated was 64.3 percent in 2013-14, which was 4.1 percentage points below the state target but only 2.3 percentage points below CMSD's nondisabled students. In 2016-17, the district's graduation

rate among students with disabilities increased to 73.0 percent–below the state's 87.4 percent target – but 12.4 percentage points above the district's nondisabled students, and 4.6 percentage points above the statewide rate for students with disabilities.

## OPPORTUNITIES FOR IMPROVEMENT

The following areas present opportunities for improvements.

- *Early Childhood* **Outcomes.** Among CMSD children who entered an early childhood program below developmental expectations for their age but who increased developmentally by age six when they exited the program, these students consistently met standards in 2014-15 at rates that were between 7.3 and 7.9 percentage points below state targets.

- *TUDA/NAEP 8th Reading/Math (2003 and 2015)*. In reading, 27 percent of district students scored basic/above, an increase of two points. In math, 8 percent of students scored basic/above, a two-point decrease.

- *On Track for Grade Level Reading.* Although the SSIP measure for "on track" in reading is intended to support students with disabilities, SPPF did not appear to disaggregate data on children with and without disabilities. If this is correct, CMSD should collect and report these data by disability status to ensure that higher overall achievement does not mask the lower achievement of students with disabilities.

- *Data Showing Different Achievement Results.* SPPF reported and CMSD data provided to the Council team showed two different results in reading and math achievement by students with disabilities.

- *Third Grade Reading Guarantee (TGRG).* CMSD has not developed its own guidelines for IEP teams to consider when deciding whether to exempt students with disabilities from retention in third grade when they score below the promotion level on statewide third-grade English language arts assessments. It is important for CMSD to ensure that "on track" performance among students with disabilities is not taken lightly because they can be exempted from TGRG retention requirements.

- *Chronic Absences.* In kindergarten through second grade, students with IEPs had lower rates of chronic absences than their nondisabled peers. This pattern changed in third grade with a 1 percentage point gap that increased through twelfth grade. The gaps were greatest in ninth through eleventh grade, ranging from 9 to 10 percentage points, with chronic absenteeism rates among students in special education ranging from 43 percent to 41 percent.
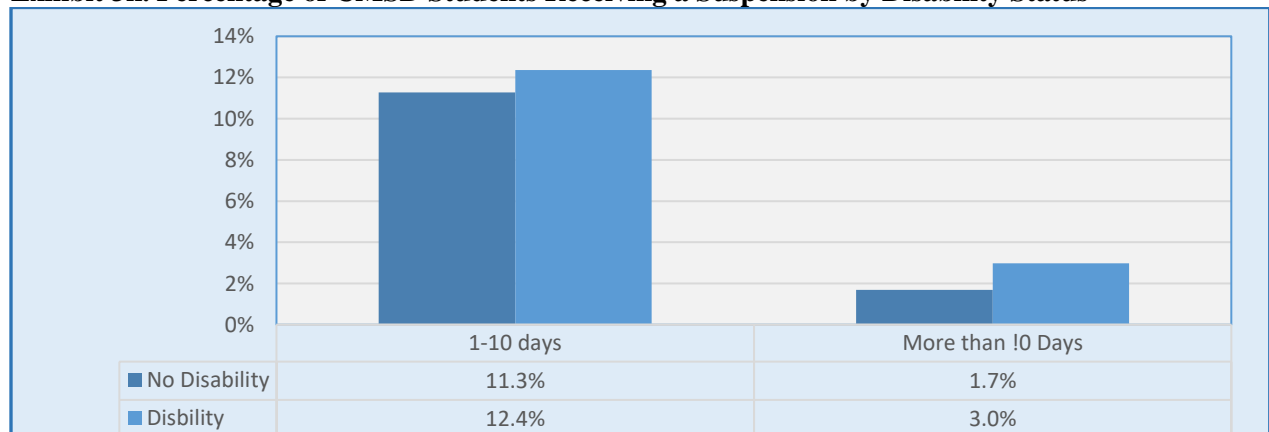
- *Suspension/Expulsion Rates.* Between 2013-14 and 2017-18, more students with disabilities received OSSs than students without disabilities. This pattern applied to OSSs for 1-10 days and more than 10 days. Larger disability-to-no-disability rates applied to OSSs of: 6-10 days (18.20 percent to 16.80 percent); 11-20 days (14.10 percent to 10.60 percent); 21-30 days (3.69 percent to 1.79 percent), and more than 30 days (1.68 percent to 0.64 percent). Using a risk ratio (RR) methodology, CMSD students with disabilities were more likely than nondisabled peers to receive OSSs as the number of OSS days increased: 1-10 days (1.08 RR); 11-20 days (1.99 RR); 21-30 days (3.06 RR); and 31 or more days (3.9 RR). Eighth grade students had considerably more OSSs than students in other grades for durations of 1-10 days and more than 10 days.

- *OSS Risk Ratio by Race/Ethnicity.* Blacks students with disabilities were 8.93 times more likely than other students with disabilities to receive an OSS of from 1 to 10 days, and 2.28 times more likely to receive an OSS of more than 10 days. While Hispanic students were 3.45 times more likely than other students to receive an OSS of 1-10 days, their risk dropped to 0.52 for OSSs of more than 10 days. According to the FFY 2015 SPP, the district did not exceed the state's risk ratio maximum of 3.5 for OSS's of more than 10 days.

- *Impact of New Graduation Requirements.* Using the more rigorous graduation requirements for 2017-18 as a measure, ODE determined that the graduation rate among students with disabilities fell from 68.4 percent to 35 percent in 2015-16. Reportedly, many of the district's IEP teams excluded students with disabilities from assessment consequences under Ohio's former graduation criteria. In addition, a large percentage of high school students with IEPs in CMSD took at least some core content courses with an intervention specialist rather than a secondary general education teacher. Interviewees reported that students were receiving watered-down core content courses focused mostly on IEP goals, but they were passing anyway, earning credits, and, in the past, were able to graduate with a diploma.

- *Dropout Rates.* The district shared with the Council team data showing lower disability dropout rates among students with disabilities than were shown by Ohio's special education profile. According to district staff members, it was difficult to track students who dropped out because of attendance rules and procedures.

## RECOMMENDATIONS

3. *Achievement of Students with Disabilities*. Review data relevant to the topics below, and benchmark them against future data as the district implements the Council team's recommendations. With a multidisciplinary team in and outside the intervention services unit, review exhibits 3a through 3s and develop hypotheses about the patterns found in the areas of:

   - Early childhood outcomes based on SPP indicators and other relevant CMSD indicators;

   - TUDA/NAEP reading and math scores;

   - On Track for Grade Level Reading;

   - Chronic absences;

   - Suspension/expulsion rates based on number of days suspended, grades in school, and risk ratios by disability status and race/ethnicity. If possible, calculate risk ratios for black males with disabilities and any other groups of concern;

   - Graduation rates using measures for 2017-18; and

   - Dropout rates, which may require discussions with ODE to ensure that the district and state use the same calculations.

   These hypotheses and actions to address them should guide implementation of Recommendation 6 and the provision of inclusive, high-quality instruction for students with disabilities.

   *Third Grade Reading Guarantee.* In the absence of state guidance, charge the district with developing its own guidelines for IEP team consideration when deciding whether to exempt

students with disabilities from retention in third grade when they score below the promotion threshold on the state's third grade English arts assessment. Design the guidance to ensure that "on track" performance of students with disabilities is not taken lightly because they can be exempted from the TGRG retention requirement. (Coordinate this activity with Recommendation 2c.)

## IV. Equitable Access to School Choices and High-Quality Education for Students with Disabilities

As previously discussed, the Cleveland Plan was grounded on CMSD's transition from a traditional school district to a new system of district and charter schools. Through this portfolio strategy, schools were created, transformed, and held to high standards to produce dramatic student achievement gains for every child.[69] The Cleveland Plan is attempting "to ensure that every child in Cleveland attends a high-quality school and that every neighborhood has a multitude of great schools from which families can choose." Having high quality school choices across the city is supposed to happen in part by giving schools greater control over their curricula, staff, and resources. In this way, the plan anticipates that the number of high-performing schools will increase and will boost the number of students enrolled in these schools.

According to this theory of action, principals and their leadership teams are best positioned to drive college and career ready learning and fulfill the ambitious student achievement goals of The Cleveland Plan. Over the next few years, CMSD is supposed to systematically empower all school leadership teams to assume increasing responsibility for the instructional design and programming of their schools. By August 2019, all schools are supposed to be equipped to select instructional services and resources off a menu of options that they help create and that will expand and improve over time. With this approach, the ability of school-based leadership to recognize, act upon, and be accountable for the expansion of high quality instruction for students with disabilities takes on added importance.

### Students with Disabilities Access to Schools of Choice

Generally, the concept of choice is supported by CMSD families and schools. However, there are growing discussions among parents about their decisions to attend district schools and about the need for flexible service delivery models in general education for their students with disabilities, according to interviewees. Reportedly, greater choice has led to higher CMSD enrollment as the district is attracting more students to CMSD schools. At the same time, there were concerns that the benefits of increased autonomy being given to networks and schools and the value of school choice may not be accruing to students with disabilities.

Typically, choices for students with disabilities are limited to schools that provide the services listed on their IEPs. According to the CMSD website, all schools have at least one intervention specialist. [70] However, the following specialized programs are not generally available in all schools: low incidence services; intensive behavior intervention; and medically fragile services. In addition, teachers for students with visual impairments and hearing impairments are not available in every school. Data in exhibit 4a shows that fewer than half of the 68 elementary and 37 high schools have at least one classroom for low incidence or for intensive-behavioral intervention classes. Access is even more limited at the elementary and secondary levels for students taught in: medically fragile programs (5 and 2 schools, respectively); by teachers for visual impairments (1 and 0 schools, respectively); and teachers for hearing impairments (1 school each).

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[69] Retrieved from http://clevelandmetroschools.org/Page/10061.
[70] Intervention specialists are special education teachers.

**Exhibit 4a. Percent of Schools with Low Incidence and ED Classes, and Number of Schools with Other Specialized Programs**

| | Elementary | High Schools |
|---|---|---|
| Low Incidence | 41% | 46% |
| Intensive Behavior Intervention | 46% | 41% |
| Medically Fragile | 5 | 2 |
| Teacher for Visual Impairments | 1 | 0 |
| Teacher for Hearing Impairments | 1 | 1 |

(N = 68) for Elementary; (N=37) for High Schools
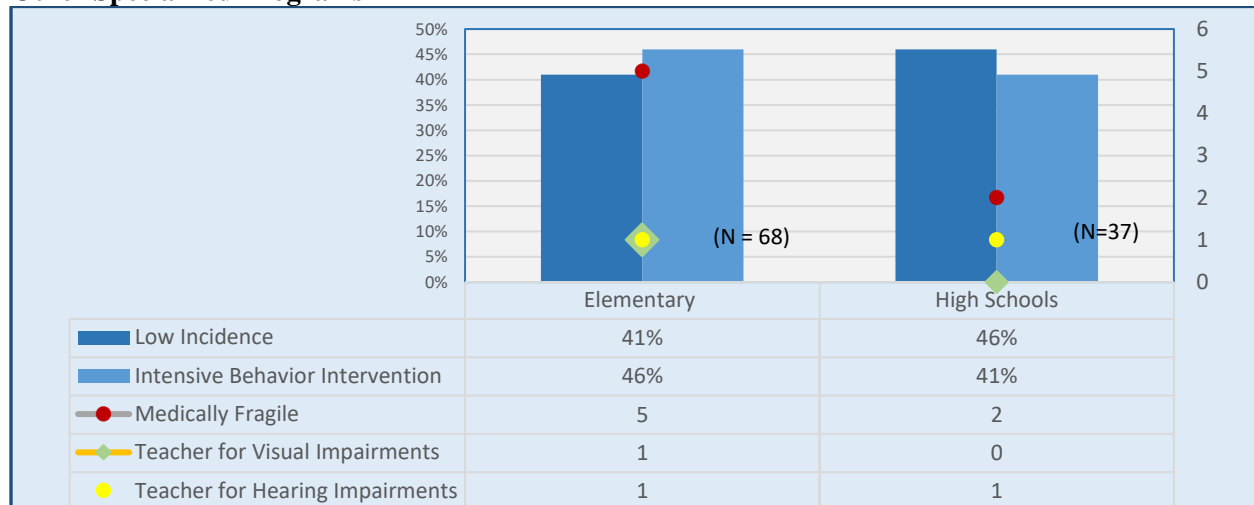
## School Selection for Students with Disability

As with all students, an electronic enrollment portal is used by parents of students with disabilities to enter basic student information, e.g., student name, grade, parent contact information, etc. Schools are then suggested to parents based on proximity to the child's home. There is also an indicator for parents to denote a child with an IEP. Although more information about the student is available on the district's electronic IEP system, these data do not migrate to the enrollment portal.

Upon parental selection of schools, information on students with IEPs are transferred to the intervention services department. A special education enrollment specialist then reviews each selection and the IEP to determine if the required services match those available in the school selected. Staff members call parents when the chosen school does not have services matching IEP requirements, and the parent is given the names of schools with services matching those of the student. Reportedly, it takes a day or two to resolve any mismatches with parents.

This design, however, does not incorporate any structured process whereby schools are provided more service delivery models to offer students and families with more choices. Such a process might better support services/supports that *could be made* available rather than those that are *currently* available.

Focus group participants indicated that there was a desire to increase school choices for students with disabilities. Participants appeared to welcome resources that would enable them to meet the needs of students with more complex special education needs.

### Acceptances Completed "In Error"

This school year, some students were "accepted" into schools that did not have services matching their IEPs. This happened before enrollment specialist were put into place to help with matches. Still, although enrollment specialists helped parents select another school with a better match within a few days, the process was often stressful for students and parents—and for enrollment specialists.

### *Timeliness of School Selection*

The first round of school selections takes place in March of each year. This process is primarily used with students transitioning from kindergarten to first grade, and for eighth graders transitioning into ninth grade. Staff members are expected to help parents make school choices, but the effectiveness of this activity varies by school. Reportedly, a disproportionately high number of high school students with disabilities have late school selections, and many are made at the end of the school year, during summer, or just before the opening of the new school year. As a result, choices are limited to schools that still have "openings." This delay has affected schools with low enrollments, and it has contributed to some ninth grades having 50 percent or more of their students with disabilities. Untimely selections also negatively affect the accuracy of school enrollment projections and related budget decisions.

### *Flexible Service Delivery*

When school selections do not match services in a student's IEP, some parents have approached schools that might be willing to reconvene IEP meetings in order to remove services that are blocking enrollment and have them redo the IEP to better match student needs and parent wishes. Some high schools showing such flexibility are chosen by parents because of unique curricular offerings, such as internships at hospitals, cooperative group learning, etc. However, parents later discover that offerings sometimes do not accommodate their children's needs. Consequently, students either do not participate in these unique offerings, or parents transfer their children to other schools. The Council team was told that intervention services personnel participate on school design teams, but there were reports that special education was an afterthought when planning new school models, phasing out old models, and redesigning schools.

### *Written Information to Guide School Selection*

Various brochures available to the team described elementary and secondary schools in Cleveland, including charter schools. Although the brochures listed the percentage of students with disabilities at each school, there were no details about any specialized services provided. Given the reliance on matching each student's IEP to each school's special education program, parents indicated that it was very difficult for them to make informed decisions without such information.

## Educational Setting Demographics

Providing special education services in more inclusive educational settings would not only help CMSD boost school choices and equity for students with disabilities, but when effectively supported could improve academic achievement. The information below discusses this issue by presenting data on educational settings and describing the extent to which CMSD provides instruction to students with disabilities in general education classrooms with their nondisabled peers.

## Young Children Three to Five Years of Age

Data in exhibit 4b show that in 2017-18 CMSD's children with disabilities were educated in regular preschool classes at a rate far below the state's SPP target and were educated in separate preschool settings at a rate well above the SPP target.

- *Regular Preschool Setting.* Overall, 21.8 percent of all children with disabilities were educated with their nondisabled peers in the regular preschool setting. This figure was 30.4 percentage points lower than the state's minimum target.

- *Separate Preschool Setting.* Some 71.9 percent of all children with disabilities were educated in separate settings. This figure was 33.4 percentage points higher than the state's maximum target.

**Exhibit 4b Percentage of Students by Educational Setting**



| | Regular Preschool Setting | Separate Preschool Setting |
|---|---|---|
| Percentage | 21.8% | 71.9% |
| SPP Target | 52.2% | 38.5% |
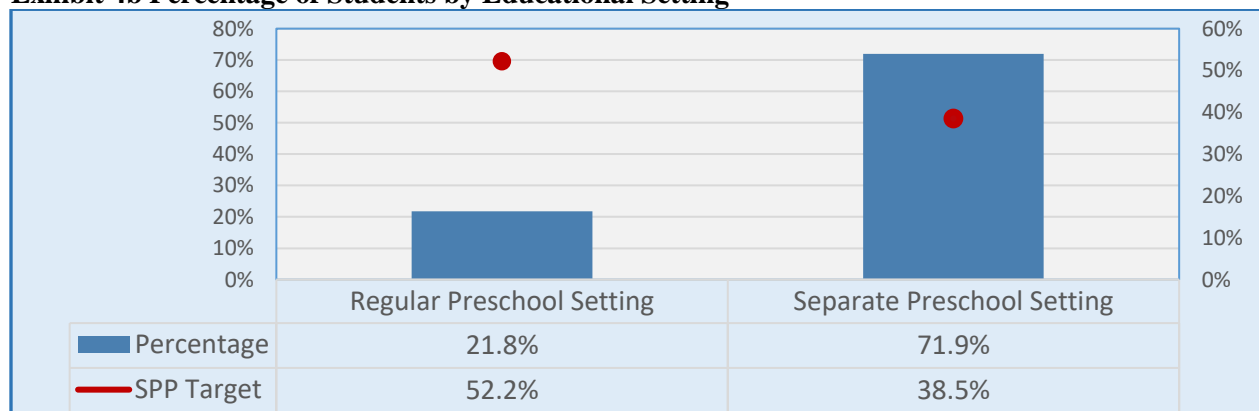
## Kindergarten through Grade 12

Ohio's state performance plan tracks students educated in one of three educational settings and sets targets for each: (1) time in general education 80 percent or more of the day, (2) time in general education less than 40 percent of the day, i.e., in separate classes, or (3) time in separate schools. In addition, states are expected to collect data on a fourth educational setting, i.e., in general education between 79 percent and 40 percent of the time, but the SPP indicator does not monitor this setting.

The information below provides data on CMSD's educational settings, compared to state and national averages. Data were disaggregated by grade and race/ethnicity.

*Educational Setting Rates for District, State, and Nation*

Data in exhibit 4c show the composition of CMSD's students with disabilities in the four educational settings, including indicators established by the U.S. Department of Education. These figures show that CMSD students were placed in more restrictive settings at higher rates than the state, nation, and state SPP targets. [71]

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[71] The data are 2015-16 school year numbers that the district provided to the Council team; 2012-13 state and national data were retrieved from http://www2.ed.gov/fund/data/report/idea/partbspap/2013/tn-acc-stateprofile-11-12.pdf

- *General Education At Least 80 Percent of the Time (Inclusion).* The district's 40.5 percent rate for students in this setting was 25 percentage points below the state rate.

- *General Education Between 40 and 79 percent of the Time (Some Inclusion).* The district's 24.3 percent rate for students in this setting was 5 percentage points higher than the state rate.

- *General Education Less than 40 Percent of the Time (Separate Classes).* This includes students who were educated in separate classes for most of the day. The district's 31.8 percent rate was 20 percentage points higher than the state rate.

- *Separate Schools.* This includes students who attend separate schools, including residential facilities. The district's 3.4 percent rate was about the same as the state's rate of 3.3 percent.

**Exhibit 4c. Percentage of Students by Educational Setting**



| | At Least 80% | 79% to 40% | Less than 40% | Separate Schools |
|---|---|---|---|---|
| CMSD | 40.5% | 24.3% | 31.8% | 3.4% |
| State | 65.5% | 19.3% | 11.8% | 3.3% |
| Nation | 64.0% | 19.1% | 13.8% | 3.2% |
| SPP Target | 65.0% | | 10.0% | 4.0% |
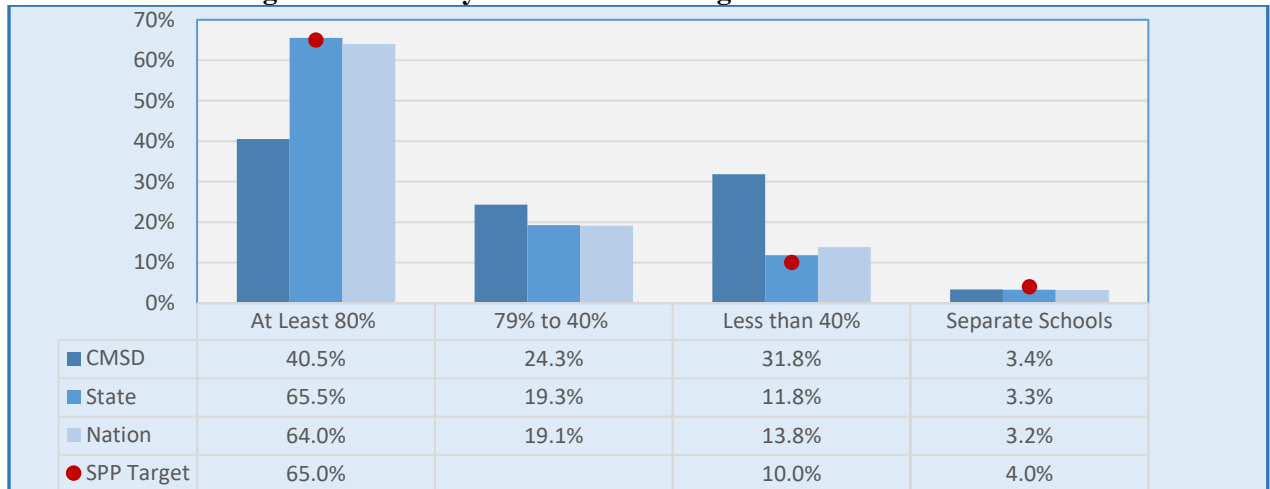
*Educational Setting Rates by Grade*

Exhibit 4d shows the percentage of students by educational setting and grade.

**Exhibit 4d. Percentage of Students by Educational Setting and Grade**



| | KG | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| At Least 80% | 50% | 44% | 36% | 40% | 34% | 40% | 42% | 41% | 38% | 35% | 44% | 45% | 45% |
| 79% to 40% | 17% | 17% | 26% | 24% | 25% | 27% | 26% | 27% | 31% | 29% | 22% | 19% | 21% |
| Less than 40% | 33% | 39% | 37% | 34% | 38% | 31% | 29% | 27% | 27% | 32% | 31% | 31% | 28% |
| Separate Schools | 0% | 1% | 1% | 2% | 3% | 2% | 3% | 5% | 5% | 4% | 3% | 6% | 6% |

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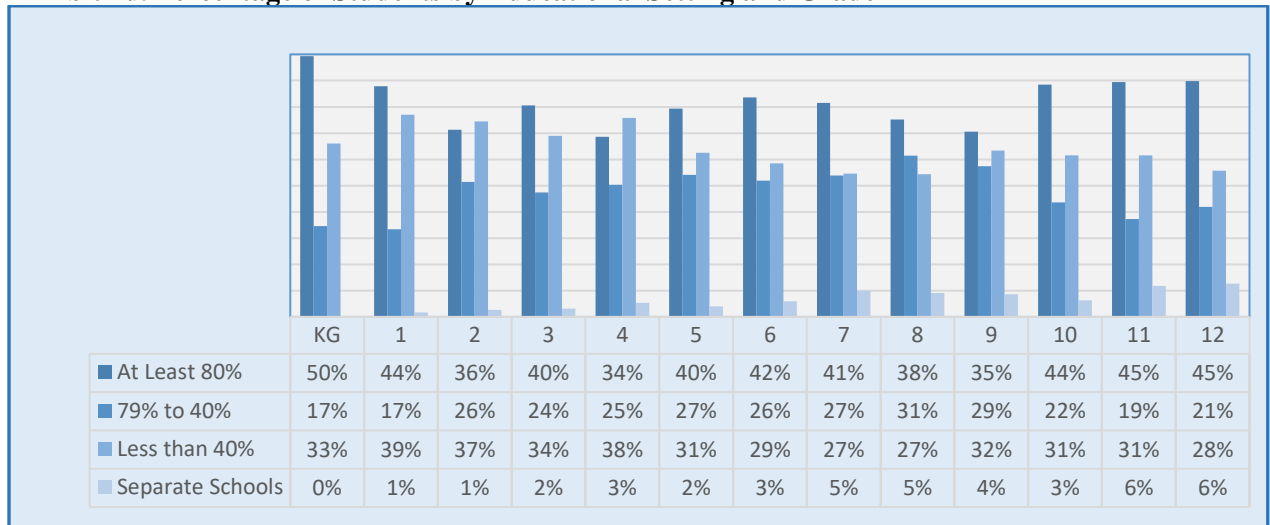
- *Inclusion.* Kindergarten had the highest rate in this setting (50 percent). Thereafter, the figures fluctuated between 45 percent (grades 11 and 12) and 34 percent (grade 4).

- *Separate Classes.* Rates for separate classes were higher among younger children (grades 1 through 4), which fluctuated between 34 percent and 39 percent. The rate fell 7 percentage points at grade 4 to 31 percent and fluctuated between 27 percent (grades 6 and 7) and 32 percent (grade 9).

- *Separate Schools.* The percentages of students with disabilities in the most restrictive setting were lowest in kindergarten through grade 2, which began at zero percent and increased to one percent. The figures fluctuated between 2 percent (grades 3 and 5) and 5 percent (grades 7 and 8) and increased to 6 percent in grades 11 and 12.

## *Educational Setting Rates by Most Common Disability Areas*

Data in exhibits 4e and 4f show the percentages of students in CMSD, the nation, and state according to major disability and educational setting. In every category of disability, the district educates students in more restrictive settings at higher rates than the state and/or nation.

### *Specific Learning Disabilities and Other Health Impairments*

Generally, students with a specific learning disability (SLD) and other health impairments (OHI) were educated inclusively at higher rates than students with other disabilities (other than speech language impairments). CMSD's rate for SLD (58 percent), however, was far below state rates (73 percent) or the national rate (71 percent). The same was true for district OHI rates (48 percent, 73 percent, and 67 percent, respectively).

For students educated in separate classes, the district's SLD rate (8 percent) exceeded the state rate (2 percent) and national rate (6 percent). CMSD's OHI rate was even higher (23 percent), compared to the state (6 percent) and nation (9 percent).

District rates for SLD (0 percent) and OHI (1 percent) were lower for students educated in separate schools, compared to the state SLD (0.4 percent and 0.5 percent, respectively), and the national OHI rate (2 percent for both categories).

**Exhibit 4e. Percentage of Students by SLD and OHI by Educational Setting**



| | CMSD | Ohio | Nation | CMSD | Ohio | Nation |
|---|---|---|---|---|---|---|
| | Specific Learning Disability | | | Other Health Impairments | | |
| Separate Schools | 0% | 0.4% | 0.5% | 1% | 2% | 2% |
| Less than 40% | 8% | 2% | 6% | 23% | 6% | 9% |
| 79% to 40% | 34% | 20% | 23% | 28% | 19% | 22% |
| At Least 80% | 58% | 73% | 71% | 48% | 73% | 67% |
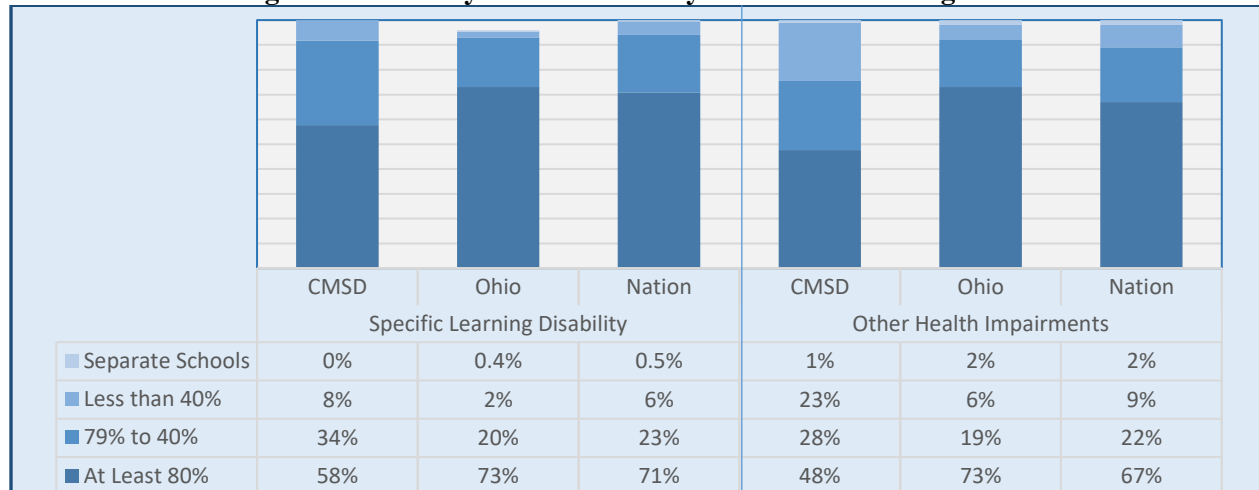
*Intellectual Disabilities, Emotional Disturbance, and Autism*

Generally, students with intellectual disabilities (ID), emotional disturbance (ED), and autism were educated in more restrictive educational settings at rates higher than students with other disabilities. In these areas, CMSD's rates were also higher than the state and/or nation.

For students educated inclusively, CMSD's students with ED and autism were educated at much lower rates (17 percent and 16 percent, respectively) than the state (44 percent and 45 percent, respectively) or nation (48 and 40 percent, respectively). In the category of ID, the district's 22 percent rate was lower than the state's rate (33 percent), but higher than the national rate (17 percent).

Except for students with ID, a higher proportion of CMSD students were in separate classes than the state or nation. District rates for ED (52 percent) and autism (66 percent) were also higher than state rates (20 percent and 28 percent, respectively) and national rates (19 percent and 34 percent, respectively.) In the ID category, the district's 47 percent rate was higher than the state's 27 percent rate but slightly lower than the nation's 50 percent rate.

Among students educated in separate schools, district rates for ED and autism were comparable to the state and nation. And in the ID category, district and state rates of 1 percent were lower than the nation's 6 percent.

**Exhibit 4f. Percentage of Students by ID, ED, and Autism by Educational Setting**



| | CMSD | Ohio | Nation | CMSD | Ohio | Nation | CMSD | Ohio | Nation |
|---|---|---|---|---|---|---|---|---|---|
| | Intellectual Disability | | | Emotional Disturbance | | | Autism | | |
| Separate Schools | 1% | 1% | 6% | 17% | 18% | 15% | 6% | 8% | 8% |
| Less than 40% | 47% | 27% | 50% | 52% | 20% | 19% | 66% | 28% | 34% |
| 79% to 40% | 30% | 38% | 27% | 15% | 18% | 18% | 11% | 18% | 18% |
| At Least 80% | 22% | 33% | 17% | 17% | 44% | 48% | 16% | 45% | 40% |
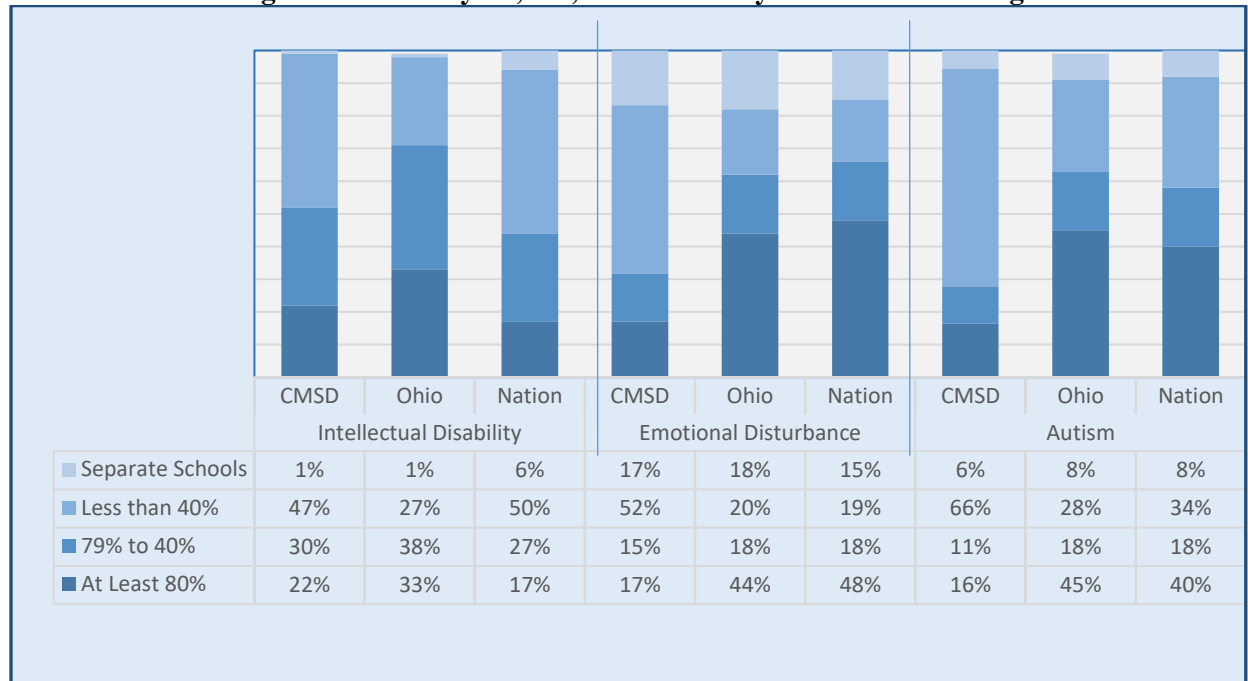
*Educational Setting Rates by Race/Ethnicity*

Risk ratio data in exhibit 4g below show the likelihood that students from one racial/ethnic group were educated in any particular educational setting, compared to students in all other racial/ethnic groups. There is little disparity here.

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**Exhibit 4g. CMSD Educational Setting Risk Ratios**

| | At Least 80% | 79% to 40% | Less than 40% | Separate Schools |
|---|---|---|---|---|
| Black | 0.79 | 1.25 | 1.14 | 1.24 |
| Hispanic | 0.97 | 1.05 | 1.00 | 0.96 |
| White | 1.14 | 0.79 | 0.99 | 1.10 |
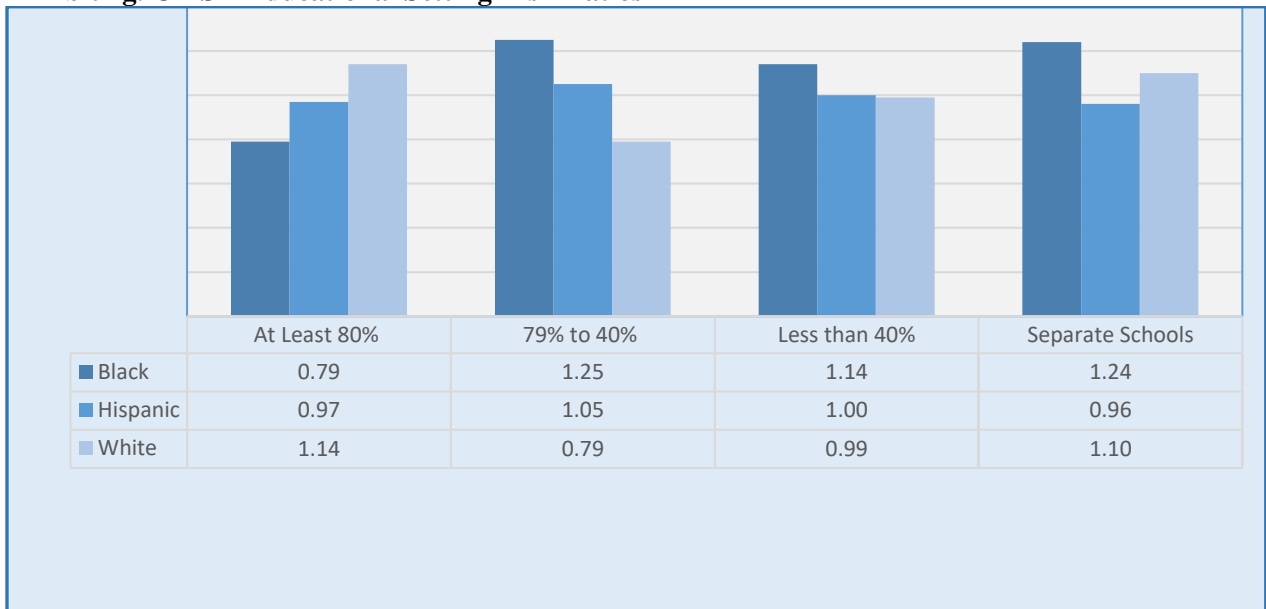
## CMSD Configuration of Special Programs

Among students in kindergarten through grade 12, the district has established eight special education programs. These programs were:

- Inclusion and resource (I/R - inclusive and limited inclusive)

- Cross categorical (CC - separate class)

- Intensive behavior intervention/ED (IBI - separate class)

- Hearing impairment (HI - requires interpreter)

- Low incidence (LI - separate class)

- Medically fragile (MF - separate class)

- Speech-language services only (SL - inclusive)

- Visual Impairment (needs teacher for students with visual impairments – TVI)

Slightly more than half (57 percent) of CMSD students with IEPs were in the inclusion/resource program, with students educated in general education classes at least 60 percent of the time. Data in exhibit 4h show percentages of students in the seven other programs, and students educated in separate out-of-district elementary and secondary schools. These data show that for separate classes, the highest rates were for low incidence (35 percent) and intensive behavior interventions (26 percent). Nine percent of these students receive only speech/language services, and 7 percent were educated in separate out-of-district schools attended solely by students with disabilities.

**Exhibit 4h. Percentage of CMSD Students in Various Special Education Programs**



| | LI (Sep) | IBI/(Sep) | CC (Sep) | HI (Sep) | MF (Sep) | SL Only (Incl) | VI (TVI) | Elem Sep Schl | HS Sep Schl |
|---|---|---|---|---|---|---|---|---|---|
| ■ % | 35% | 26% | 19% | 2% | 2% | 9% | 1% | 4% | 3% |
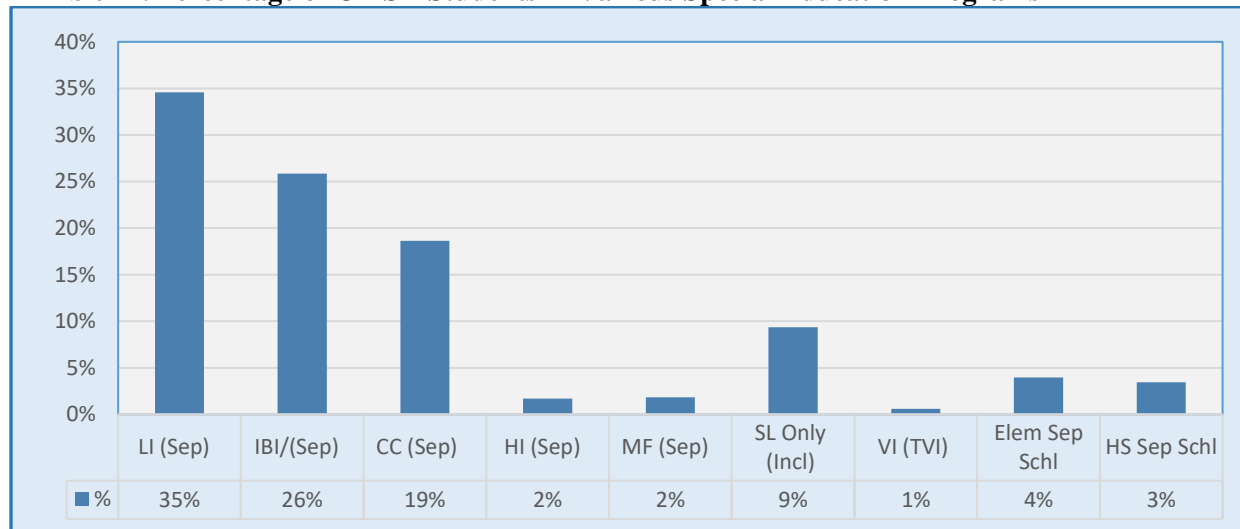
## *Special Programs by Race and Ethnicity*

Data in exhibit 4i show race/ethnicity risk ratios (RR) among the most common groups and special education program areas. Generally, none of the RRs reached the 3.5 threshold for significant disproportionality set by the Ohio Department of Education. Areas of risk of overrepresentation, however, existed in the following groups:

- *White students* who receive only speech/language services (2.24 RR); and

- *Black students* educated in intensive behavior intervention programs (1.97 RR), and in separate high schools (1.91 RR).

**Exhibit 4i. Race/Ethnicity Risk Ratios by Special Education Program**



| | SL Only (Incl) | I/R (Not Sep) | CC (Sep) | IBI/(Sep) | LI (Sep) | MF (Sep) | El Sep Schl | HS Sep Schl |
|---|---|---|---|---|---|---|---|---|
| ■ White | 2.24 | 0.90 | 0.75 | 0.61 | 1.55 | 0.72 | 1.67 | 0.84 |
| ■ Hispanic | 0.86 | 1.21 | 0.94 | 0.56 | 0.79 | 1.48 | 0.28 | 0.27 |
| ■ Black | 0.63 | 0.94 | 1.29 | 1.97 | 0.82 | 0.97 | 1.08 | 1.91 |
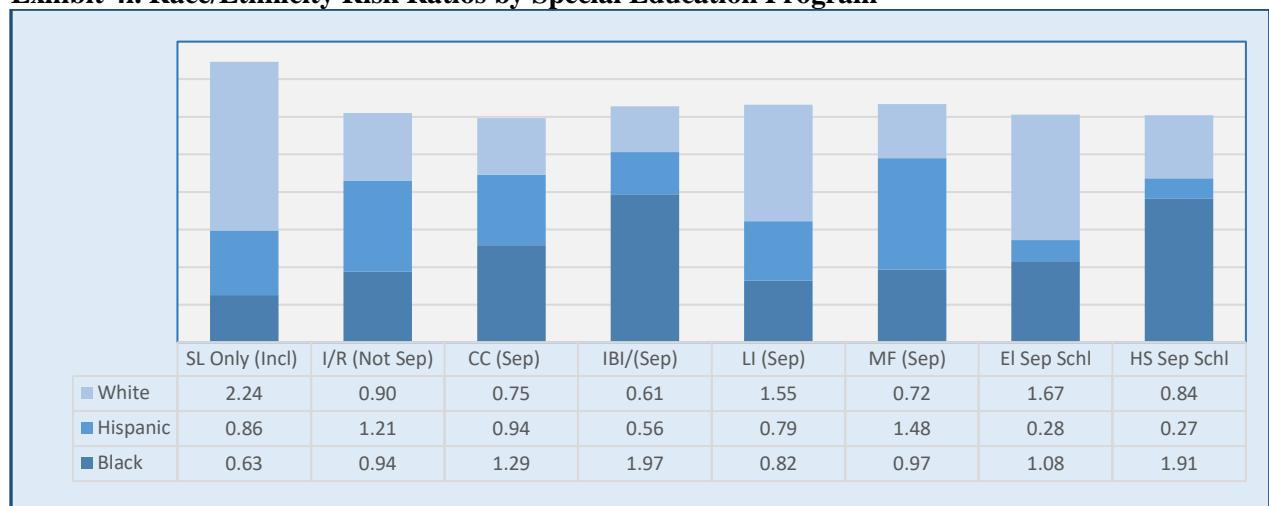
## Inclusive Instruction for Preschool Children

…[M]ost 3- to 5-year-olds with disabilities learn best when they attend preschools alongside their age-mates without disabilities to the greatest extent possible. These settings provide both language and behavioral models that assist in

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children's development and help all children learn to be productively engaged with diverse peers.[72]

Studies have shown that when children with disabilities are included in the regular classroom setting, they demonstrate higher levels of social play, are more likely to initiate activities, and show substantial gains in key skills—cognitive skills, motor skills, and self-help skills. Participating in activities with typically developing peers allows children with disabilities to learn through modeling, and this learning helps them prepare for the real world. Researchers have found that typically developing children in inclusive classrooms are better able to accept differences and are more likely to see their classmates achieving despite their disabilities. They are also more aware of others' needs.[73] The importance of inclusive settings is underscored by the federal mandate, which requires that the extent to which young children (three to five years of age) receive most of their services in regular early childhood programs be included as a state performance-plan indicator.

Overall, 21.8 percent of all CMSD children with disabilities are educated inclusively in regular preschool classrooms. This figure is 30.4 percentage points below the state's minimum target. At the same time, some 71.9 percent were educated in separate settings. This figure is 33.4 percentage points higher than the state's maximum target. Reportedly, some 30 of 67 preschool classrooms are inclusive to some degree.

CMSD has been offering inclusive preschool instruction for about four to five years. The Collective Bargaining Agreement (Article 10, Section 3A) describes the following three preschool models for educating children with disabilities alongside some nondisabled peers:

- *Half Day.* Eight students with IEPs and up to two students without IEPs, taught by one intervention specialist (IS) and one instructional assistant (IA). (The district has about 30 half day classes.)

- *Inclusion.* Twelve students, including no more than six with IEPs, who are taught by one IS and one IA.

- *Integrated.* Twenty students, including no more than eight with IEPs, who are taught by one IS and one general education teacher.

- *Itinerant.* Three students per day in the field taught by one IS.[74]

The half day model, which has 80 percent children with IEPs, was not close to being inclusive. The federal Office of Special Education discussed this issue in a Dear Colleague letter related to states' annual reporting requirements for students with disabilities in regular preschool

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[72] "California's Statewide Task Force on Special Education, One System: Reforming Education to Serve ALL Students," March 2015, retrieved from http://www.smcoe.org/assets/files/about-smcoe/superintendents-office/statewide-special-education-task-force/Task%20Force%20Report%205.18.15.pdf

[73] Ronnie W. Jeter, "The Benefits of Inclusion in Early Childhood Programs" at http://www.turben.com/article/83/274/The-Benefits-of-Inclusion-in-Early-Childhood-Programs

[74] In addition, through the Council of Economic Opportunities for Greater Cleveland (CEOGC), some schools have Head Start classes that enroll students with IEPs.

classrooms. OSEP stated that a student should receive services in inclusive classrooms when *at least half* of the students do not have IEPs.[75]

While the district has made strides to have more inclusive options for preschoolers, opportunities for these young children were significantly lower than those across the state and nation.

## Inclusive Instruction for School-Aged Students

Research has consistently shown a positive relationship between effective and inclusive instruction and better outcomes for students with disabilities, including higher academic performance, higher likelihood of employment, higher participation rates in postsecondary education, and greater integration into the community.

The 10-year National Longitudinal Transition Study-2 (NLTS 2) described the characteristics, experiences, and outcomes of a nationally representative sample of more than 11,000 youth ages 13 through 16 who were receiving special education services in grade seven or above when the study began in 2001. The study found that, while more time spent in general education classrooms was associated with lower *grades* for students with disabilities compared to their non-disabled peers, students who spent more time in general settings were closer to grade level on standardized math and language *tests* than were students with disabilities who spent more time in separate settings.[76]

Research also shows that including students with a range of disabilities in general education classes does not affect the achievement of their non-disabled peers.[77]

Similar results were found in a comprehensive study of school districts in Massachusetts. Students with disabilities who were in full-inclusion settings (spending 80 percent or more of the school day in general education classrooms) outperformed similar students who were not included to the same extent in general education classrooms with their non-disabled peers. On average, these students earned higher scores on the statewide assessment (MCAS), graduated high school at higher rates, and were more likely to remain in their local school districts longer than students who were educated in substantially separate placements (spending less than 40 percent of the day in a general education classroom). These findings were consistent across elementary, middle, and high school years, as well as subject areas.[78]

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[75] Dear Colleague Letter: Preschool Least Restrictive Environments, January 9, 2017

[76] "Review of Special Education in the Houston Independent School District," Thomas Hehir & Associates Boston, Massachusetts, page 25, retrieved at
http://www.houstonisd.org/cms/lib2/TX01001591/Centricity/Domain/7946/HISD__Special_Education_Report_2011_Final.pdf

[77] See A. Kalambouka, P. Farrell, A. Dyson, & I. Kaplan. (2007, December). "The impact of placing pupils with special educational needs in mainstream schools on the achievement of their peers." *Educational Research, 49*(4), 365–382.

[78] Thomas Hehir & Associates (2014, August) "Review of Special Education in the Commonwealth of Massachusetts: A Synthesis Report," Boston, Massachusetts, retrieved at http://www.doe.mass.edu/sped/hehir/2014-09synthesis.pdf

In addition, a fundamental goal of the Common Core State Standards (CCSS) was to create a culture of high expectations for all students. In a statement on the application of the common core to students with disabilities, the CCSS website clarifies its inclusionary intent:

> Students with disabilities … must be challenged to excel within the general curriculum and be prepared for success in their post-school lives, including college and/or careers." These common standards provide historic opportunity to improve access to rigorous academic content standards for students with disabilities.[79]

The statement emphasizes the supports and accommodations students with disabilities need to meet high academic standards and it underscores the importance of having students with disabilities demonstrate their conceptual and procedural knowledge and skills in ELA (reading, writing, speaking, and listening) and mathematics. These supports and accommodations should ensure that students with disabilities have full access to the common core's content and allow them to demonstrate their knowledge and skills. These expectations for students with disabilities include the following elements:

- *Instruction and related services* designed to meet the unique needs of students with disabilities and enable them to access the general education curriculum.

- *Teachers and specialized instructional support personnel* who are prepared and qualified to deliver high-quality, evidence-based, and individualized instruction and support.

- *Instructional supports for learning* that are based on the principles of universal design for learning (UDL), which foster student engagement by presenting information in multiple ways and allowing diverse avenues of action and expression.[80]

- *Instructional accommodations* that reflect changes in materials (e.g., assistive technology) or procedures that do not change or dilute the standards but allow students to learn within the CCSS framework.

The general education curriculum refers to the full range of courses, activities, lessons, and materials routinely used by the full enrollment of a school or school district. Students with disabilities have access to the curriculum when they are actively engaged in learning the content and skills that are taught to all students. To participate successfully in the general curriculum, a student with a disability may need additional supports and services, such as instructional supports, accommodations, scaffolding, assistive technology, and services. Applied with a universal design for learning (UDL) approach, a curriculum will articulate multiple and diverse avenues of learning and expression.[81]

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[79] Retrieved at http://www.corestandards.org/assets/application-to-students-with-disabilities.pdf.
[80] UDL is defined as "a scientifically valid framework for guiding educational practice that (a) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and (b) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient." by Higher Education Opportunity Act (PL 110-135). See the National Center on Universal Design for Learning at http://www.udlcenter.org/.
[81] TDOE Special Education Framework 2014, retrieved from http://www.tennessee.gov/assets/entities/education/attachments/sped_framework_implementation_guide.pdf

When special educators teach students from multiple grades in a single self-contained class, it is extremely difficult, if not impossible, for teachers to focus on each grade's content standards with any depth or effectiveness. When schools are organized in an inclusive manner, however, they are better able to support students with varying disabilities and enable them to attend their school of choice. Also, this approach supports a more natural distribution of students with disabilities at each school. Still, general education instruction must be meaningful for students with disabilities, and their presence in the classroom, alone, is insufficient to make it so.

School districts that operate without an effective MTSS framework often organize special education programming around a theory of "specialization" for groups of students with perceived characteristics in common. Such programs, however, often include students with a range of achievement and behavior, as well as students with characteristics that fall in between program types. Such specialization can sometimes perpetuate the myth that student needs will be met fully with the right program match, based on these perceived characteristics. If a student is failing, then it is presumed to be because he or she is in the wrong program. The consequence is that a new match is sought. In such instances, there is pressure to create more specialized programs rather than designing a broad framework for general-education instruction and behavioral supports, which incorporate student needs.

## CMSD Support for Inclusive Practices

Prior to the current director, CMSD's intervention services department sought to focus on instruction in inclusive settings, but there was no systemic plan in place to carry out effective practices in an intentional or organized manner systemwide. Such a plan might have addressed staff development needs, staffing adjustments, and needs for co-planning. In addition, the clustering of students by disability and their disproportionate numbers in certain schools was never addressed, even though there were conversations about the extent of the underlying problem.

During the Council team visit to Cleveland, the group found more support for inclusive practices than anticipated. Network leaders, principals, teachers, and parents recognized that the instruction of students with disabilities in general education classrooms, when done well, would be more likely to lead to higher achievement. There was also a belief broadly held that general educators would be more receptive to having students with disabilities in their classes if accompanied by appropriate training and materials. Several interviewees made positive comments about their schools' movement toward more inclusive instruction.

At the same time, focus group members indicated that many general educators had an attitude that was resistant to flexible service delivery models and viewed students with disabilities as being outside their areas of responsibility. Many interviewees maintained a "yours versus mine" mentality about the children. Anecdotally, most principals struggled to help teachers educate students with more diverse needs and to provide them with the supports they needed. Most interviewees were clear that students with disabilities did not consistently receive the supports they needed while in general education classes. In some schools that had moved to "full inclusion," students who might otherwise have been in a specialized program were transferred out when the school no longer had a special program. In addition, differentiated instruction was not a regular practice, but many interviewees reported that instruction was no better in separate classes without grade level content. Nevertheless, there was a consensus among

interviewees that students with disabilities should receive rigorous core instruction based on high expectations, and that disability labels should not drive the type or location of services.

Still, reports from parents varied. Some expressed a strong preference for inclusive educational settings, which some parents perceived as offering their children an opportunity for improved achievement. Others preferred separate classes, which some parents saw as having safer environments. Some children succeeding in regular education classes had parents who preferred separate classes.

Focus group participants voiced the following challenges to implementing effective inclusive practices in CMSD.

### *Co-Teaching*

Unlike most special education reviews conducted by the Council, focus groups in Cleveland did not address co-teaching very often in either positive or negative terms. In some schools, there was a desire for co-teaching, but personnel did not know how to reconfigure existing staff to pursue co-teaching approaches or how to have intervention specialists support core curriculum they were sometimes unfamiliar with.

Staff members from several small schools located in a single building had very low numbers of students with disabilities. Although each school had its own intervention specialist(s), no school had the economies of scale necessary to successfully implement co-teaching. With perhaps only one teacher, small schools did not have the flexibility that larger schools had because of the greater number of teachers. An area for CMSD to explore might involve the sharing of intervention specialists between schools when they exist in a single building to benefit from the economies of scale that a larger school might have. This approach might facilitate more opportunities for co-teaching and reduce the number of classes that require differing content knowledge and preparation.

### *Payment for Class Overage*

The Collective Bargaining Agreement contains language at Article 10, section 3C requiring a general education classroom teacher to be compensated when the number of students with IEPs (except for speech/language only) "scheduled in the regular classroom" exceeded specified levels. The compensation rate was $1.00 per student per period per day. After a two-year debate, the CBA requires compensation for more than four students in kindergarten through grade 4, and five students in grades 4 through 12. Based on classroom-enrollment guidelines, the maximum proportion of students with IEPs to all students without a fiscal consequence is about 16.0 percent in kindergarten through grade 4; 17.9 percent for grades 4 through 8; and 16.7 percent for high school. By contrast, several states, e.g., Illinois, have established a more reasonable 30 percent limit for students with IEPs in general education classes--with no fiscal remuneration required. The district should know that it would be a violation of LRE [82]

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The IDEA requires that "to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs

requirements of IDEA if students were denied an education in a LRE because of this CBA provision. The team did not see direct evidence of a violation, but the existence of the provision raises concerns. Despite those concerns, the team was told that the issue was not on the table for renegotiation.

The fiscal consequence of having to pay teachers extra for this small number of students with disabilities in classrooms is that funds have to be taken away from other purposes. There are also instructional consequences, especially in schools with unusually high proportions of students with IEPs.[83] Importantly, the CBA language reinforces the notion that students with disabilities are not full members of the general education class. It is also contrary to removing students "only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily."[84] Some focus group members indicated that the Cleveland Teacher Union's messaging can discourage the educating of students with disabilities in general education classrooms. Thus, special education continues to be a place and not a service.

## *Professional Development*

Currently, there is no districtwide training on inclusive instructional practices sponsored by the academic office. Historically, training has been led by the intervention services department. However, to change the culture of pull out and separate classes, the notion of special education as a "place" must be addressed with professional learning embedded in general education–the locus of instruction. In addition, although professional development should be differentiated to meet the staff knowledge and practice level of each school, there are research-based practices that should be consistent and universal districtwide. Mandatory professional development in the past focused more on legal aspects of least restrictive environment, and the training was not continuous, building based, nor did it include mentoring or coaching.

## *Student Learning Objectives and Student Growth Measures*

The Ohio Department of Education developed a Supplemental Student Learning Objective Development Guide: Teachers of Students with Disabilities. The Guide addresses the unique challenges faced by teachers as they write student learning objectives (SLOs) for students with disabilities. These challenges can affect educator evaluation results. The Guide addresses each of the following challenges in the ODE Template Checklist for Writing and Approving Student Learning Objectives.

- *A variety of service delivery models*, e.g., co-teaching, separate resource rooms, that affect which teachers and related service providers are responsible for SLO development. Depending on the model, multiple teachers may have to collaborate on a single SLO.

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only when the nature or severity of the disability of a child is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." 20 U.S.C. '1412(a)(5)(A).

[83] About half of all elementary schools and some 58 percent of all high schools have student enrollments of 20 percent or more students with disabilities.

[84] "Individuals with Disabilities Education Act" implementing regulation at 34 C.F.R. § 300.114(a)(2)(ii).

According to the Guide, district guidelines must be developed to address each of these service models.

- *Small number of students* that may require a combination of classes and grade levels in a single SLO to meet the minimum of six students for a SLO.

- *Establishing rigorous yet achievable growth targets* that should be differentiated for students with disabilities according to their growth trajectories and current levels of performance instead of modifying curricular content.

The district's SLO Handbook (2017-18) has minimal information on the development of SLOs for students with disabilities. The document refers to Guidance on Rationale to Support Adjustments to Growth Targets, which includes information on challenges associated with measuring student growth, including for students receiving special education services. The document acknowledges that general and special educators provide instruction in a variety of configurations and settings. While information was provided on establishing rigorous yet achievable growth targets, the Guide did not provide information on the various service delivery models or small numbers of students from differing classes and grade levels that the ODE document referenced.

Focus group members frequently expressed concerns about the lack of clarity on SLOs and student growth measures for students with disabilities. For example, there was often confusion and some conflict around which teacher had ownership of a student's growth: the general educator or intervention specialist. There were additional concerns when there was no apparent intervention specialist providing instruction or supports for students in a general education class. Some of these concerns might be alleviated with better understanding of teacher roles, their obligations to collaborate, and the development of rigorous yet achievable growth targets. Meanwhile, general educators' concerns about this issue contributed to the reluctance of some to welcome students with IEPs into their classes.

### *School-based Budgets*

Some principals were able to exercise control over their school budgets to configure schedules and provide instruction using an inclusive education model. Some of these schools might serve as demonstration models for other schools.

Focus group members voiced concerns about the weighted funding formula. Some claimed that its design did not readily support inclusive instruction for students with disabilities. The formula for students with disabilities was based on a student's placement type rather than the intensity of specially designed instruction/related service needed, regardless of the location of the student's instruction, e.g., general or special education classes. The formula incentivizes restrictive programs since it does not provide comparable funding for students who could otherwise be educated in general education with appropriate supports.

### Instructional Support for English Learners with Disabilities

CMSD has a growing refugee population with some 1,000 individuals from Somali, various Swahili-speaking countries, and Syria, in addition to individuals from Spanish speaking

countries. ELs with disabilities comprised 13.3 percent of all English learners (ELs) but only 3.6 percent of all students with disabilities.

Generally, CMSD has a structured model for educating students who are ELs. Each principal is responsible for scheduling appropriate EL services. But there was no written guidance describing how IEP-required services and language supports were to be provided for ELs with disabilities. Some focus group interviewees indicated that special education and related services trumped a student's receipt of instruction for language acquisition under Title III. When language support was provided, it appeared to be sporadic, e.g., twice a week, unless the school had a strong multilingual services delivery system. Otherwise, students might receive "Teaching English as a Second Language" (TESL) services, if available, or translation support from paraprofessionals during a few periods each week.

The multilingual/multicultural director was aware of the complex issues surrounding the interrelationship of special education and ELs and had moved to improve departmental resources for ELs with disabilities, including the bilingual assessment clinic, Newcomers Academy, translation of IEPs, and the enrollment of ELs regardless of disability status.

## Specialized Education Programs

As discussed above, CMSD has designed six specialized programs for students with disabilities who spend most of their time in a separate classroom away from their nondisabled peers. These programs were: cross categorical; intensive behavior intervention; low incidence; medically fragile; hearing impairment (when a translator was needed); and visual impairment.

Of all students with disabilities, the largest programs were for low incidence (35 percent) and behavior (26 percent). Black students were 1.97 times more likely than other students to be assigned to an intensive behavioral intervention program, and 1.91 times more likely to be assigned to an out-of-district separate school. Schools can assign students pursuant to their IEPs to cross-categorical classes. Determinations for other specialized programs must be made at IEP team meetings that include intervention services program managers who serve as district representatives.

### *Guidance for Special Program Consideration*

Little information and guidance was available on the parameters of specialized programs in CMSD. For example, the Collective Bargaining Agreement described the intensive behavior intervention program as being for students with emotional/behavioral needs that were the primary barriers to accessing the general education curriculum. These students require specially designed instruction to achieve social-emotional learning and behavior goals above and beyond what is provided to all students.

The district did not have any written guidance for IEP teams to use in supporting consistent decision-making within and across schools for any of the specialized programs. Focus group participants indicated that they needed better service-delivery guidance to counteract assumptions that some students required a specialized program. The team was told that when a student receives a "D" or "F" grade, some interviewees report that the low grade indicated a student's need for a separate classroom--rather than its triggering an assessment of the

instruction the student was provided in general education classes. Furthermore, personnel continue to use the "unit" nomenclature to refer to specialized classrooms, even though ODE eliminated the term years ago. In addition, the term is considered by some to be a pejorative and placement-based reference.

### *Low Expectations and Alternate Assessment Participation*

The number of CMSD students determined by IEP teams to have a significant cognitive disability and need an alternate statewide assessment increased between 2013 and 2017. As data in Exhibit 3h shows, the number of students taking alternate assessments increased between 2013 (611) and 2017 (680). Roughly, 3.5 percent of all district students participating in statewide assessments took an alternate assessment.

**Exhibit 4j. Number of Students Taking an Alternate Assessment from 2013 to 2017**

| | 2013 | 2014 | 2015 | 2016 | 2017 |
|---|---|---|---|---|---|
| Alternate Assessments | 611 | 555 | 577 | 621 | 680 |
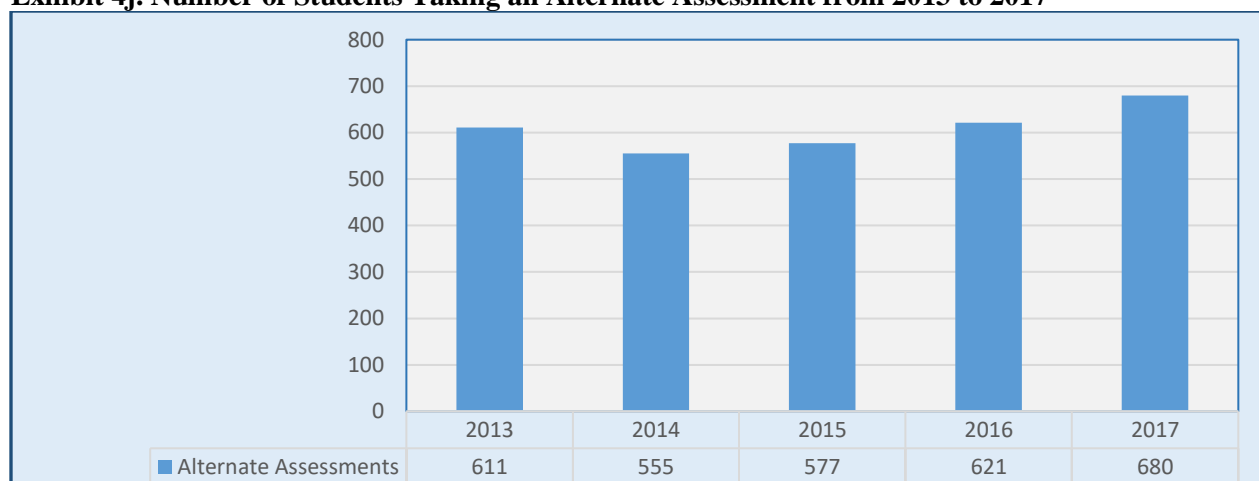
Under the *Every Student Succeeds Act* (ESSA), each state must ensure that the total number of students assessed in each subject using an alternate assessment does not exceed one percent of the total number of assessed students. In 2016-17, Ohio's alternative assessment participation rate was about 1.7 percent in reading, 1.8 percent in math, and 1.9 percent in science. As a result, ODE is predicting that the state will exceed the 1 percent threshold in 2017-18 and is planning to request a waiver from the U.S. Department of Education. The agency has published its draft request for public comment. According to the draft document, districts and community schools, i.e., charters, that exceed the 1 percent participation rate must submit a justification to ODE. The justification must describe how the district is assuring that IEP teams are adhering to state guidelines on alternate assessment eligibility. It is probable that CMSD will exceed the 1 percent figure and will have to justify this to ODE.

Moreover, low expectations of students with disabilities in district schools was apparent, which may be contributing to higher than expected alternate assessment rates. Focus group participants cited low instructional rigor in separate classrooms, poor achievement and growth, and a continued push to educate students apart from their nondisabled peers.

## *Access to Materials and Equipment*

Focus group participants voiced the following concerns about access to materials and equipment in specialized-program classes.

- ***Intensive Behavior Intervention Support.*** Students do not consistently receive resources that are instructionally aligned with the core curriculum provided to other students. In addition, some interviewees reported that leftover materials were provided to students with disabilities.

- ***Alternate Curriculum Materials.*** Materials were purchased for students based on a modified curriculum and on who was likely to take an alternate assessment. However, intervention specialists had not received training on using the curriculum, and there were not sufficient materials for all students with need.

## Access to High Quality Education

Focus group participants also brought up a variety of other issues. Most of these issues related to student access to high quality education, including assistive technology, postsecondary transition activities and services, professional learning, and parent support and engagement.

### Assistive Technology and Augmentative/Alternative Communication

According to the National Dissemination Center for Children with Disabilities, assistive technology (AT) and augmentative/alternative communications (AAC) increase a student's opportunities for a high-quality education, social interactions, and meaningful employment. These provisions also support student learning in a least restrictive environment.[75]

During the 2016-17 school year, 328 CMSD students received AT/AAC devices through the district's team of five speech/language pathologists. Focus group participants expressed the following concerns about students' access to AT/AAC.

- ***Sufficient Tablet Technology.*** IPads were a premium technology tool, and there was a growing awareness among parents about the tool's usefulness, e.g., for text-to-speech usage. All classrooms with specialized programs had iPads, but intervention specialists lacked access to Apple Store apps, and AAC therapists were not permitted to install them. There was also a need for a more effective Mobile Management of Apps process. Furthermore, the AAC team had an insufficient number of iPads for student evaluations and trial assessment sessions.

- ***Replenishment of Consumable Materials.*** There were many requests for low-technology consumable materials, particularly at the beginning of each school year. Teachers and speech/language clinicians use such materials daily, including printer ink, binders, and Velcro to fabricate picture-communication binders, picture classroom and individual schedules, picture-exchange communication systems, etc. A more effective process would better anticipate need and avoid the avalanche of individual requests at the beginning of the year.

- ***Professional Development Release Time.*** There was considerable need for teachers and speech/language pathologists to receive more training and additional planning time with the AT-AAC team. Interviewees also indicated that there was extensive need for students who

received devices to be trained on their use. Generally, teachers needed to understand how to use sophisticated high-tech devices, which often require extensive knowledge of operations and programming. Without such expertise, a student's use of a given device is not as effective as it could be.

- *Moving of AAC Team Location.* Frequently, the AT-AAC team was required to move locations, which required transferring all equipment and materials to another secure site. There was a need to secure a permanent centralized location for the group.

- *Adequate Staffing.* An increasing number of students have IEPs with AT-AAC services. It was suggested that another full or part-time team member was needed.

## Postsecondary Transition Activities and Services

In Ohio, school districts are to start transition planning for students with disabilities by the time students reach their 14th birthday. The planning process includes age-appropriate transition assessments, transition services, courses of study that will reasonably enable students to meet postsecondary goals, and annual IEP goals on each students' transitional needs. Transition services and supports prepare students for employment and independent living through coordinated activities that promote the changeover from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, and community participation.

### *Importance of Community-Based Work Experiences for Students with Disabilities*

Based on data from the National Longitudinal Transition Study-2, students with IEPs often have poor postsecondary outcomes in employment, education, and independent living. For instance, based on data from 2009 (the most recent available), 60 percent of survey respondents across multiple disability groups indicated that they were currently in a paid job, and 15 percent indicated that they were attending postsecondary education. Large numbers of students with disabilities who were able to work or participate in higher education did not participate in these post-school activities.[85] According to an American Institutes for Research study:

> Previous studies have demonstrated that students with disabilities who have work experiences while in high school are more likely to be employed after high school.[86] Often the work experience in which they were enrolled led directly to a postsecondary job for a student. For these students, it is important to have occupationally specific CTE programs, with appropriate instructional and adaptive support services and accommodations, available in high school.[87]

The National Collaboration on Workforce and Disability affirmed this finding by reporting that "[w]hile work experiences are beneficial to all youth, they are particularly valuable for youth with disabilities. For youth with disabilities, one of the most important research findings shows

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[85] National Longitudinal Transition Study-2. Retrieved from http://www.nlts2.org/
[86] National Collaborative on Workforce and Disability for Youth, 2011.
[87] "Improving College and Career Readiness for Students with Disabilities," American Institutes for Research http://www.ccrscenter.org/sites/default/files/Improving%20College%20and%20Career%20Readiness%20for%20Students%20with%20Disabilities.pdf

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that work experience during high school (paid or unpaid) helps them get jobs at higher wages after they graduate."[88] The National Collaboration research showed that effective high-quality, work-based learning experiences have the following features:

- Experiences provide exposure to a wide range of work sites to help youth make informed choices about career selections.

- Experiences are age and stage appropriate, ranging from site visits and tours to job shadowing, internships (unpaid and paid), and paid work experience.

- Work-site learning is structured and links back to classroom instruction.

- A trained mentor helps structure the learning at the worksite.

- Periodic assessment and feedback is built into the training.

- Youth are fully involved in choosing and structuring their experiences.

- Outcomes are clear and measurable.

Focus group participants voiced the following concerns about the provision of postsecondary transition services and activities in CMSD, including community-based work experiences.

- *IEP Compliance.* On the SPP compliance indicator relating to IEPs having appropriate information for postsecondary transition services, CMSD earned a 93.78 percent rating on FFY2015 results. Noncompliance on this indicator had been recurring. Recent state monitoring found noncompliance issues on each of the five IEPs reviewed as part of the district's corrective action plan in this area

- *Transition Coordinators.* Through a memorandum of understanding, CMSD and the Cleveland Teachers Union agreed to establish a committee in 2016-17 to design and propose a new job description for transition coordinators to implement new IDEA and state postsecondary education transition requirements, and to include, at a minimum, expectations for:

  – Direct transition service delivery to students aged 14-22 with disabilities, including IEP and transition plan documentation;

  – Consultative services to teachers and schools;

  – Career assessment;

  – Employability skills and independent living;

  – Transition to adult services; and

  – Community and business partnerships to benefit students with disabilities.

  The committee was also to develop recommendations for appropriate caseload responsibilities for the proposed transition coordinator job description, which was to be implemented in 2017-18. As of the Council team's visit, this activity had not been completed.

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[88] http://www.ncwd-youth.info/work-based-learning

- *Life Skills.* Life skills classes are not technically limited to students in low incidence settings, but more moderately disabled students might also benefit from them as well.

- *Job Training*. Opportunities for on-the-job work training for students with disabilities have decreased over the years, due in part to a reduction in hospitality, custodial care, food services, and other similar jobs. Still, some high schools are offering outside work experiences at such locations as CVS, Walgreens, and the Cleveland Clinic. These opportunities and others depend on each school's innovation and initiative. Some parents indicated that they chose schools with these opportunities for their children with disabilities, but their children had sometimes been unable to access them.

## Professional Learning

The professional development association, Learning Forward, has developed its third version of *Standards for Professional Learning,* outlining the kinds of professional learning that would result in effective teaching practices, supportive leadership, and improved student results. The standards are based on seven elements listed in Exhibit 3r.[89]

**Exhibit 4k. Standards for Professional Learning**

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**Standards for Professional Learning**

**Learning Communities.** Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

**Resources.** Requires prioritizing, monitoring, and coordinating resources for educator learning.

**Learning Designs.** Integrates theories, research, and models of human learning to achieve its intended outcomes.

**Outcomes.** Aligns its outcomes with educator performance and student curriculum standards.

**Leadership.** Requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

**Data.** Uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

**Implementation.** Applies research on change and sustains support for implementation of professional learning for long-term change.

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### Professional Learning in CMSD

Professional learning is available at schools for some 200 minutes each week, which was significant compared to time available in other districts the Council team has reviewed. Some 100 of these minutes were controlled by CTU and the other minutes were controlled by the principal and school leadership team. A CMSD representative indicated that school personnel were urged to think about the respective student groups they taught, and how professional learning applied to each.

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[89] As a trainee, however, students may be paid less than the minimum wage and still meet state standards. Retrieved from https://www.learningforward.org/standards#.UMvVD7Yt0kU.

Some focus group participants indicated that they had not received relevant training in recent years. Districtwide special education training was provided once or twice during the year, a level that was viewed as insufficient. Additional training in special education was offered based on teacher interest, and was published through CMSD's professional development catalogue, which includes a special education section. Courses covered IEP compliance, explicit instruction, low incidence instruction, and Wilson Reading System certification. Two training cohorts were available for educators on the intensive behavior intervention program, and they were differentiated according to two levels of teacher experience.

It is important for professional development to be designed to meet the needs of students with disabilities (as well as other low achieving students), be school-based, and accessible to both general educators and intervention specialists. In this way, information can be tailored to school staff and students, and principals can ensure that information is implemented in classrooms each day. For example, although information about intensive behavior supports was important for intervention specialists, the information was also relevant for teachers working to support students with behavioral issues who are taught outside the program. In this way, more students could be effectively taught without resort to the program and could remain in or return to general education classes.

### *Professional Learning for Related Services Providers*

Related services personnel had various opinions about the effectiveness of their professional development. Physical and occupational therapists received two professional development days each year. Much of the content of the training was compliance-oriented, which focus group participants indicated could be provided on-line. The training time could then be spent on effective practices relevant to their work. Training provided to psychologists and speech/language pathologists, and nurses appeared to be well received.

### *Professional Learning for Paraprofessionals*

The district's professional development catalogue included a series of seven afterschool training sessions for paraprofessionals to help them support the instructional process. However, focus group participants indicated concerns that the professional learning for paraprofessionals typically was not available during the school day except at the preschool level when staff members provided monthly training. When paraprofessionals were included in training, the content mainly addressed general education matters and the training did not include a breakout session exclusively for paraprofessionals. With more specialized training, paraprofessionals could be better prepared to meet the needs of students.

## Parent Support and Engagement

A large body of research demonstrates the positive effects of parent-professional collaboration on outcomes for students with disabilities. [90] Effective collaboration is often

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[90] A.T. Henderson, & K. L. Mapp. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement.* Southwest Education Development Laboratory. Cited in Fostering Parent and Professional Collaboration Research Brief, Technical Assistance ALLIANCE for Parent Centers, National Parent Technical Assistance Center

grounded in a strong staff-parent relationship and the combined expertise of parents and professionals in helping students with disabilities meet their goals. Many parents want to fully participate in planning for their child(ren) and support changes in services. Nonetheless, collaboration tends to be more difficult when parents are new to the country, when language differences present barriers, and when parents come from poor or low socioeconomic environments.

Although the family and community engagement department had eight coordinators who worked through the networks and supported parent advisory meetings, parents of students with disabilities generally contacted intervention services for support rather than the family and community engagement office. The intervention services department had two parent mentors to help parents understand the IEP process and learn how to advocate for their children. Information about parent mentors and how to contact them was on the department's webpage. Every third Saturday, a parent support group meets with parents to share information about special education.

There was also a federal parent special education training center, The Ohio Coalition for the Education of Children with Disabilities in Marion, Ohio. The Coalition provides statewide support and training on a variety of topics of interest to parents of children with disabilities and to professionals who serve them. Unfortunately, most district staff interviewed were not aware of the center and the resources available to CMSD.

Overall, there was a recognized need for the district to improve communication with and support for parents of students with disabilities. There was also a recognition that parents who were better informed were able to be better advocates for their children.

## Additional Focus Group Feedback

Focus group participants shared additional concerns about the quality of instruction for students with disabilities.

- *Goalbook Toolkit and Goalbook Pathways.* The Goalbook Toolkit is an electronic framework that supports the development and implementation of IEPs by highlighting what students need to master. It also provides concrete examples of differing levels of mastery for each state curricular standard. The Goalbook Pathways provide teachers with strategies that are designed with UDL guidelines, and help intervention specialists remove instructional barriers, so that all students can achieve their learning goals. These electronic tools were available to some 1,200 intervention specialists and related service providers. Reportedly, only about one-third of personnel used these tools. It was estimated that about one-third of staff had explored these tools, and another third had not. With the expense and value of the Goalbook tools, there is considerable need for intervention specialists to boost their usage. At the same time, the tools were not available to general educators because of cost. However, many teachers of students without disabilities could benefit from these tools and further exploration of their value might be useful.

http://wsm.ezsitedesigner.com/share/scrapbook/47/472535/1.7_Fostering_Parent_and_Professional_Collaboration.pdf

- *General Educators Access to IEPs.* General educators, including those teaching physical education, expressed concern about how difficult it was for them to access their students' IEPs. It is common for school districts to give these teachers "read only" access to IEPs, which eliminates teachers' dependency on instructional specialists to share the information manually.

- *Not Teaching Students on Caseload.* Intervention specialists do not always teach students who are on their caseloads. It was extremely difficult for these specialists to monitor their students when they did not have them in their classes.

- *Use of School Funds Based on Students with Disabilities Weighted Formula.* There was a broad perception that schools that were receiving funds for students with disabilities through the weighted formula were not always using these funds for this student population. Central office and network leaders were unable to explain how this issue was monitored to ensure the funds were being used for their designated purpose.

- *School-based Budget Training.* Principals would benefit from more training on their budgets and how to use them to maximize and leverage supports and services for students with disabilities.

- *Equitable Resource Distribution.* There was a strong perception that resources were not equitably distributed across networks, and that some networks received disproportionately more resources for students with disabilities.

## AREAS OF STRENGTH

The following were areas of strength in the district's support for equitable access to school choices and high-quality education for students with disabilities.

- *Access to Schools of Choice.* There was a desire among staff to increase opportunities and school choices for students with disabilities, and boost resources that would enable more students with complex special education needs to be educated in more schools.

- *Separate Schools.* For students who attended separate schools, including those in residential schools, the district's 3.4 percent rate was about the same as the state's rate of 3.3 percent.

- *Inclusive Instruction for Preschool Children.* CMSD has been offering inclusive preschool instruction for about four to five years using multiple instructional models.

- *Inclusive Instruction for School-Aged Students.* Generally, there was significant support for inclusive education. Network leaders, principals, teachers, and parents recognized that instruction of students with disabilities in general education classrooms, when done well, was more likely to lead to higher achievement. There was also a broad perception that general educators would be more receptive to having students with disabilities in their classrooms if accompanied by appropriate training and materials. Several school staff members made positive comments about their movement toward more inclusive instruction. There was also a consensus that students with disabilities should receive rigorous core instruction based on high expectations, and that their disability label should not drive the type or location of services.

- *Flexible Use of School-Based Budgets.* Some principals have been able to utilize their control over their budgets to creatively configure and provide flexible instruction using an

inclusive education model. A few of these schools might serve as demonstration sites for other schools.

- *ELs with Disabilities.* The multilingual/multicultural director was aware of the complexity of teaching students with disabilities who were also ELs and had improved the department's use of resources for ELs with disabilities.

- *Professional Learning.* Professional learning was available at schools for some 200 minutes each week, which was a significant amount of time compared to other districts that the Council team has visited. School personnel were urged to think about the groups of students they teach, and how the professional learning applied to each. Training was offered based on teacher interest and was published through CMSD's professional development catalogue. The catalogue's special education section includes a variety of relevant classes. Related services personnel were generally pleased with the training they received.

- *Parent Support and Engagement.* The family and community engagement department had eight coordinators who worked through the networks and supported parent advisory meetings, and the intervention services department had two parent mentors who assisted parents with understanding the IEP process and learning how to advocate for their children.

- *Goalbook Toolkit and Goalbook Pathways.* These evidence-based tools were available to all intervention specialists to support the development and implementation of IEPs. The tools highlighted what students needed to master and provided concrete examples of differing levels of mastery of state curricular standards. Goalbook Pathways provided teachers with strategies that were designed with UDL guidelines and helped intervention specialists remove instructional barriers.

## OPPORTUNITIES FOR IMPROVEMENT

The following areas present opportunities for improvement.

### Access to Schools of Choice

- *Movement Toward School Autonomy.* There were major concerns that as increased autonomy was given to networks and schools, there was no concurrent and systemwide conversation or analysis about how students with disabilities might be affected or how they could fully engage in the benefits of school choice.

- *School Choice Limitations for Students with Disabilities.* Almost always, choices for students with disabilities were limited to schools that had the services listed on their IEPs. When school selections did not have the IEP-designated services for a child, intervention services personnel contact parent to arrange for another school selection. In some cases, students were enrolled in schools without designated IEP services and parents were later told that their enrollments were in error.

- *Late School Selections.* A disproportionately high number of high school students with disabilities did not have their schools selected in a timely manner, and selections were made as late as the summer or immediately before the new school year. Choices for these students were limited to schools that still had "openings." This delay disproportionately affected schools with low enrollments, contributing to some schools having disability rates of 50 percent or more.

- ***Flexible Service Delivery.*** In response to parent requests, some schools agreed to reconvene IEP meetings to remove restrictive services and redesign the IEPs to meet student needs in a more flexible manner. Some of these were high schools that offered unique curriculum, e.g., internships or cooperative learning. However, when not redesigned to accommodate disability-related needs, students either did not participate in these opportunities or parents chose to transfer their children to other schools.

- ***School Design Teams.*** Although the Council team was told that intervention services personnel participated in school design teams, there were many other reports that special education was an afterthought when planning for new school models, phasing out old models, and redesigning schools.

- ***Written Description of School Programs.*** Brochures describing elementary and secondary schools in Cleveland, including charter schools, did not have details about available specialized services.

*Educational Setting Demographics*

- ***Impact of Inclusive Education on School Choice/Equity.*** Providing special education services in more inclusive educational settings might help CMSD improve school choice and equity for students with disabilities, and when effectively supported could improve their academic achievement.

- ***Young Children Three to Five Years of Age.*** In the 2017-18 school year, 21.8 percent of young children in CMSD were educated in regular preschool classes, which was far below the state's 52.2 percent SPP target. Also, 71.9 percent were educated in separate settings, a rate far above the state's 38.5 percent target.

- ***School Aged Children.*** Generally, district students were disproportionately educated at higher rates in more restrictive settings, compared to the state, nation, and state SPP targets.

- ***SLD and OHI.*** Among students with specific learning disabilities (SLD), 58 percent of CMSD students were educated inclusively in general education classes at least 80 percent of the time. This rate was far below the state's 73 percent and nation's 71 percent rates. The same was true for students with other health impairments at the district, state and national level (48 percent, 73 percent, and 67 percent, respectively). For separate classes, the district's SLD rate (8 percent) exceeded rates for the state (2 percent) and nation (6 percent). The restrictiveness among district students was also large in the OHI category (23 percent), compared to the state (6 percent) and nation (9 percent).

- ***ID, ED and Autism.*** Students with intellectual disabilities, emotional disturbance, and autism were educated in more restrictive educational settings at rates that were higher than students with other disabilities, and these rates generally exceeded rates in the state and/or nation.

- ***Risk Ratios.*** White students were 2.24 times more likely to receive speech/language only services. Black students were 1.97 times more likely to be placed in an intensive behavior intervention program, and 1.91 times more likely to be educated in a special nonpublic high school.

*Inclusive Instruction for Preschool Children*

- ***Half Day Classes.*** Some 80 percent of students in each of CMSD's half-day preschool

classes had a disability. Based on U.S. Department of Education guidance, classes having a disability composition of more than 50 percent were not considered to be inclusive.

- *Advantages of Inclusive Education.* Providing more preschoolers with disabilities an education in more inclusive classrooms gives them greater access to typical language and behavioral models. This arrangement assists with child development, higher levels of social play, and promotes substantial gains in cognitive, motor, and self-help skills. When more children experience and are successful in inclusive classrooms, there is a higher likelihood that these opportunities will continue into kindergarten and beyond. This progression might shorten the trajectory to equitable school choices and high-quality education for students with disabilities.

### Inclusive Instruction for School-Aged Students

- *Flexible Service Delivery.* There was a strong belief among interviewees that many general educators resisted flexible service delivery and viewed students with disabilities as being outside their responsibility. There was a clear "yours versus mine" mentality. In some schools that had moved to "full inclusion," there were efforts to transfer out students because the specialized program model was no longer available.

- *CBA.* A provision in the Collective Bargaining Agreement requires teacher compensation when general education classes exceeded a relatively low number of students with IEPs (four in kindergarten through grade 3, and five in grade 4 through 12.) This provision especially affects schools with disproportionately high proportions of students with IEPs. It is also contrary to the federal mandate that all students should be considered a general education student first and removed only when such education (with supplementary aids and services) could not be achieved satisfactorily. It further reinforced the misperception that special education was a "place" and not a "service." This issue was not currently up for renegotiation in the CBA.

- *Professional Development Supporting Inclusive Practices.* Currently, the academic office does not sponsor systemic districtwide training on inclusive instructional practices.

- *Student Learning Objectives/Student Growth Measures.* The district's SLO Handbook (2017-18) had minimal information on the development of SLOs for students with disabilities. Teachers had concerns about the lack of clarity on SLOs and SGMs for these students, which caused conflicts between teachers about their responsibilities for students with disabilities.

- *School-Based Budgets.* There were concerns that the weighted funding formula for schools does not support inclusive instruction for students with disabilities. The formula was based on a student's placement type rather than the intensity of specially designed instruction and related services needed—without regard to the location of the student's instruction, e.g., general or special education classes. This structure incentivizes restrictive special programs as it does not provide comparable funding for students who could otherwise be educated in general education setting with appropriate supports.

- *ELs with Disabilities.* There was no written guidance that described how IEP-required services and language supports were to be provided for English learners with disabilities. Some perceived that special education and related services trumped students' receipt of

instruction for language acquisition under Title III. When language support was provided, it appeared to be sporadic.

### Specialized Education Programs

- *Guidance.* Little information was available on the parameters of CMSD's specialized education programs or written guidance for IEP teams. Reportedly, when students received a "D" or "F" grade, it was assumed that the low grade was related to the student's need for a separate classroom rather than assessing the type of instruction and supports the student might need in the general education setting.

- *Units.* Some personnel continued to use the term "unit" to refer to specialized classrooms, even though ODE eliminated the term years ago. The term was considered by some to be a pejorative and placement reference.

- *Alternative Assessments.* The number of CMSD students taking alternate assessments increased between 2013 (611) and 2017 (680). Roughly, 3.5 percent of all district students participating in statewide assessments took an alternate assessment. It is probable that the district's rate for students taking an alternate assessment will exceed 1 percent, and CMSD will be required by ODE to justify the rate.

- *Access to Materials and Equipment.* There were concerns that intensive behavior intervention programs did not have consistent access to resources aligned with the core curriculum, and that alternate curriculum materials were not well distributed or accompanied by adequate training.

### Access to High Quality Education

- *Assistive Technology-Augmentative/Alternative Communication.* All specialized program classrooms have iPads, but intervention specialists lack access to Apple Store apps, and AAC therapists were not permitted to install them. A more effective Mobile Management of Apps process is necessary. Also, the AAC team had an insufficient number of iPads to use for student evaluations and trial sessions. In addition, a more effective process is needed to anticipate the need for replenishing AT materials and avoid the onslaught of individual requests at the beginning of each school year. Moreover, teachers and speech/language pathologists needed release time to receiving training for their students' high-tech devices. Finally, a secure and permanent location for the AT-AAC team was needed to avoid frequent moves. Another full or part-time team member was suggested to keep up with increasing student needs.

- *Postsecondary Transition Activities and Services.* Although CMSD, at 93.78 percent, was close to reaching the 100 percent compliance rate in this area, documents recently monitored by ODE found consistent errors on the development of postsecondary IEP goals. A commitment between the Cleveland Teachers Union and CMSD to evaluate and propose a redesigned job description for transition coordinators to support compliant postsecondary education transition requirements had not yet been completed. Job training opportunities, so important for students with disabilities, depended on each school's innovation and initiative. And life skills classes were provided mostly to students with low incident students with multiple disabilities.

- *Professional Learning.* Districtwide special education training was provided once or twice during the year, which was insufficient to meet teachers' needs. There are only two-three

professional development days that are considered "district PD days." More professional development designed to address the needs of students with disabilities (as well as other low achieving students) needed to be available at each school for both general educators and intervention specialists. Some training for related services personnel on compliance issues might be better provided on-line in order to devote more time to high-quality practice issues. Moreover, additional training was needed for paraprofessionals during the school day.[91]

- *Parent Support and Engagement.* The Ohio Coalition for the Education of Children with Disabilities, a federal parent training center, appeared to be underutilized. In addition, there was a major need for CMSD to improve communications with and support of parents of students with disabilities.

- *Additional Barriers to High Quality Instruction.* Concerns were raised about the following issues: the extent to which intervention specialists used the evidence-based Goalbook Toolkit and Goalbook Pathways; insufficient general educator access to their students' IEPs; having students on intervention-specialist caseloads that educators were not teaching; use of disability-weighted formula funds for purposes other than special education; equitable distribution of disability resources across schools; and the need for additional principal training to leverage school budgets and other supports/services for students with disabilities.

## RECOMMENDATIONS

4. *Access to Schools of Choice.* Take the following actions to enable students with disabilities to have more equitable access to schools of choice.

    a. *Equity Analysis*. Use the MTSS district leadership team to conduct an equity analysis of school choice, its enrollment process, and its impact on subgroups of students with disabilities (as well as other subgroups at risk). As part of this process, consider exhibits 2f and 2g, showing the distribution of disability percentages by network and school. Use this analysis to guide implementation of the recommendations below.

    b. *Theory of Action.* Strategic Priorities, and Board of Education Commitment. Review policy documents that support CMSD's theory of action and six strategic priorities and embed in them language providing students with disabilities equitable access to schools of choice. Propose a board of education proclamation to show CMSD's high level commitment to this goal.[92] To support the above, discuss with school, network, and district leaders the way increased school autonomy could better promote school environments that are more welcoming and more able to support students with diverse needs, including those with disabilities. Such conversations need to address the supports and resources schools need to accommodate students with disabilities that they currently do not educate. This information might drive the development and use of more flexible service delivery models, supports for this process, and expansion of school options for students with disabilities.

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[91] It was reported to the team that CMSD's priority is to maximize professional development time at the school level, to meet school needs, as determined by building leadership teams. Special education interviewees reported being discouraged from pulling Intervention Specialists during school days for professional development, even if their department paid for subs.
[92] This activity may be relevant to English learners as well.

b. *School Design Teams.* Care must be taken to ensure that every school design team includes individuals knowledgeable about students with disabilities, and how a broader set of students' abilities and needs could be accommodated within the breadth of each school's curriculum, including internships and other unique school activities and services.

c. *Written Expectations.* Develop written enrollment parameters for parents of and students with disabilities who choose schools that do not have the specialized program matching their IEP designations. The parameters should include expectations for how district and network personnel will work with schools to better meet student needs on a case-by-case basis, and more effectively address needed IEP amendments. As schools become more adept at implementing flexible and inclusive service designs, parameters should expand to encompass students with greater needs. In addition, there should be stronger guidance on how school personnel are to work with parents to ensure that they select a school for their children with disabilities in a timely manner.

d. *Written Description of School Programs.* Written descriptions of school programs need to include information on programs for students with disabilities, so parents and their children have more informed choices. Brochures need to describe how CMSD and the networks will support schools in accommodating the needs of students with disabilities on a case-by-case basis. This information needs to be available at school fairs, on websites, etc., Also, the information should be translated for high language usage groups and be available in other formats as well. We suggest that CMSD approach the Cleveland Transformation Alliance with a request that this information be made available for students/parents considering charter schools as well.

e. *School Choice Software.* Investigate how current school choice software can be expanded to include students' IEPs information, so schools can develop more flexible and appropriate service designs.

f. *Track and Monitor Timely School Choices.* More closely track students with disabilities who do not make approved school choices in a timely manner and establish follow up action. Establish a mechanism for reporting these data to the district's leadership team to ensure that it has high visibility.

5. *Educational Setting Demographics and Referral/Identification Practice*

a. *Demographic Review.* With a multidisciplinary team from intervention services, review exhibits 3a through 3g, and 5a and b (along with other relevant data) and conduct any follow-up analysis. Develop hypothesis about patterns in the data for students with disabilities, such as the patterns around:

- Young children three to five years of age who are educated in regular preschool classes;

- School aged children who are disproportionately educated at higher rates in more restrictive settings, compared to state and nation averages, and state SPP targets;

- Students with specific learning disabilities and other health impairments that are educated inclusively in general education classes at rates far below the state and nation;

- Students with intellectual disabilities, emotional disturbance, and autism who are

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educated in more restrictive educational settings at rates that are higher than students with other disabilities, and at rates higher than at the state and/or nation;

- Black students who are twice as likely as other students to be educated in an intensive behavior intervention program or in a nonpublic high school; and

- Disproportionate enrollment of students with disabilities by networks and by schools.

These hypotheses and potential corrective actions should guide implementation of Recommendation 6 that is meant to address the provision of inclusive and high-quality instruction.

  b. *Referral and identification practices.* Improve CMSD's referral and identification practices in special education with the following steps.

  - *SST Decisions.* Provide evidence-based guidance to SSTs that will assist their problem-solving and decision-making processes on the referral of students for special education and Section 504 evaluations.

  - *Playgroup Assessments.* Consider using playgroup assessments for preschoolers suspected of needing special education.

  - *School Psychologist Role.* Take steps necessary to support the transformation of school psychologists from a predominantly psychometrician role to a support role for student data collection, analysis, and problem solving.

  - *Exiting from Special Education.* Include in a standard operating-procedures manual information on students who may no longer need special education, but who may meet Section 504 eligibility requirements.

  - *English Learners.* Have instructional services and multilingual/multicultural personnel review ODE's documents on MTSS and the proper referral and identification of ELs for special education and use those documents and other resources to develop CMSD guidance in these areas.[93]

6. *Expansion of Inclusive Education and Provision of High Quality Education.* Begin providing special education services in more inclusive educational settings so students with disabilities have more equitable access to school choice and high-quality instruction. To build a culture and climate for this purpose, consider using a consultant to facilitate the process.[94]

  a. *Inclusive Education Vision.* Establish a school board policy[95] stating a clear and defined vision for CMSD on the value of inclusivity, and reinforces the district's support for improved academic achievement and the social/emotional well-being for students with disabilities.[96] Highlight the importance of providing students educated in general

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[93] Retrieved from https://education.ohio.gov/getattachment/Topics/Other-Resources/English-Learners/ELL-Guidelines/Guidelines-for-Referral-and-identification-of-1/ELL-SWD_partII.pdf.aspx.

[94] The suggested activities are not intended to be a blueprint or to be exclusive. They are provided for discussion purposes and further development.

[95] See, for example, one district's inclusion policy and related documents, retrieved from https://www.district65.net/Page/812

[96] Language from the Common Core State Standards website may be helpful for this purpose. Retrieved at http://www.corestandards.org/assets/application-to-students-with-disabilities.pdf.

education classes with the differentiated and scaffolded instruction they need to learn, and state that a student's disability label should not drive the type or location of services. Emphasize the district's expectations that students will receive rigorous core instruction that is linguistically appropriate and culturally relevant, and that students will demonstrate accelerated achievement. These expectations should be easier to attain as teachers become more familiar with and base their instruction on the principles of UDL. At the same time, the vision should underscore the importance of evidence-based academic and positive behavior interventions/supports that increase in intensity with student needs. Furthermore, once receiving special education instruction, the intensity of interventions should be stronger than (not less than) interventions otherwise available in general education.

b. *Implementation Plan.* With a multidisciplinary team from intervention services, develop a written multi-year action plan that includes written expectations, professional learning, data analytics, and accountability. As part of this process, consider the data review referenced in Recommendations 3 and 4, and CMSD's inclusive education vision. On completion of the plan, establish a uniform way for school-based teams to embed local implementation activities into their strategic school designs and AAPs.

As part of this plan, identify a cadre of schools who volunteer to receive supports for planning and implementing flexible and inclusive service designs. Phase in this process over four years to include all schools. Begin this process with schools outside of the Portfolio and Achievement Networks. Also, identify general and special education personnel who schools can contact to support their adaption of current service delivery to meet the needs of students with disabilities.

When developing the implementation plan, consider:

- *Preschool.* How to increase the number of children educated inclusively in regular preschool classes--with no more than 50 percent of the class composed of children with disabilities. On request, the Council team can provide CMSD with names of other school districts that have done so effectively. When more children are successful in inclusive classrooms, there will be increased expectations that these opportunities will continue in kindergarten, enhance equitable school choices, and spur high-quality education for students with disabilities.

- *Teacher Mindset.* Addressing resistance to inclusive education by general educators who view students with disabilities as being outside their areas of responsibility.

- *Access to IEPs.* Promoting general educators' access to their students' IEPs by granting access to "read only" IEPs or by providing summaries of essential components of the IEPs.

- *Caseloads.* Having intervention specialist caseloads limited to students being taught.

- *Access to and Use of Materials and Equipment.* Ensuring consistent access to and resourcing of intensive behavior intervention programs that are aligned to the core curriculum; full use of Goalbook Toolkit and Pathways; and alternate curriculum materials that are adequately distributed and accompanied by quality training.

- *School-Based Budgets.* Establishing parameters for weighted school funds based on the intensity of student needs (rather than the location of service) and that can follow

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students to more inclusive educational settings. Also ensure funding that is flexible enough to meet schools' changing special education needs, e.g., substantially increased enrollment.

- *"Full Inclusion."* Addressing schools that seek to transfer students because specialized program models are no longer available.

- **Continuous Enrollment Process.** Considering the impact on achievement of transferring students within the district or from Cleveland charter schools during the school year.

- *Assistive Technology-Augmentative/Alternative Communication.* Developing an effective process for managing reasonable access to Apple Store apps; installing Mobile Management of Apps; anticipating consumable AT materials that need to be replenished each year; training teachers and speech/language pathologists to support students' high-tech AT-AAC devices; securing a centralized and permanent location for the AT-AAC team; and considering whether another full or part-time team member is needed to keep up with increasing student needs.

- *Alternative Assessments.* Reinforcing and providing guidance for IEP teams on alternative assessments for students with significant cognitive disabilities, and ensuring these decisions are not based on low expectations of student performance.[97] As part of this process, consider what the percentage of alternate assessments would be when including all Cleveland public school students participating in statewide assessments.

- *Units.* Reinforcing that the term "unit" no longer refers to specialized classrooms, and that it is considered by some to be a pejorative.

- *Postsecondary Transition Activities and Services.* Collaborating with ODE to have intervention services personnel who can develop appropriate IEP goals for meeting monitoring standards and lead workshops with school-based personnel. Following up with the Cleveland Teachers Union to develop and implement a redesigned job description for transition coordinators and expand job training opportunities for students with disabilities. Consider expanding life-skills classes as electives for students expressing interest in this subject.

- *Student Learning Objectives/Student Growth Measures.* Establishing guidelines for SLOs and SGMs and defining the responsibilities of multiple teachers for the same students.[98]

- *CBA.* Renegotiating Collective Bargaining Agreement provisions that require teacher compensation for general education classes that exceed relatively low numbers of students with IEPs (four in kindergarten to grade 3, and five in grade 4 through 12.)

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[97] Upon request, the Council team will share information from the Cincinnati Public Schools that might be useful for this activity. Also, the district can share an agreement it negotiated with other agencies to share transportation costs for students in foster care.

[98] See ODE's "Supplemental Student Learning Objective Development Guide: Teachers of Students with Disabilities," retrieved from   http://education.ohio.gov/getattachment/Topics/Teaching/Educator-Evaluation-System/Ohio-s-Teacher-Evaluation-System/Student-Growth-Measures/Student-Learning-Objective-Examples/Teachers-of-Students-With-Disabilities-SLO-Guide.pdf.aspx

- *Physical Accessibility.* Reviewing schools for compliance with physical programmatic and federal accessibility requirements.

*Feedback.* Have the team collect feedback on the draft plan from stakeholders at varying grade levels, special/general education administrators, principals, general/special education teachers, related-service providers, teacher assistants, CAC, other parent-based and community-based organizations. Continue this feedback loop as the plan is implemented to address concerns.

b. *Written Expectations.* Develop and provide guidance on the implementation of practices designed to promote student achievement and positive behavior. Address relevant areas included in the district's implementation plan that would require written expectations and guidance--as well as the following:

- *Differentiated Instruction.* Delineate expectations for the provision of linguistically appropriate and culturally competent instruction aligned with core standards that are differentiated for students with reading and math performance significantly below those of their classroom peers.

- *Supporting Students in General Education.* Establish and describe effective models for supporting students in general education classes using a flexible service model.

- *Increasingly Intensive Academic Interventions.* Identify targeted interventions for English language arts and math that will fill instructional gaps for students with disabilities who are behind academically. Describe flexible groupings for students when there is a need for common interventions. Consider how grouping needs to adjust based on changing student needs.

- *ELs with Disabilities.* Establish effective models for educating ELs with disabilities.[99]

- *IEP Decision Making.* Provide guidance to IEP teams on--
  - *General Education Classes.* Students' education in general education classes, and the supports needed for instruction based on the core curriculum and evidence-based interventions.
  - *Special Programs.* Students' learning in specialized education programs. Clarify that low grades (without an examination of appropriate instruction, interventions, and supports provided) should not drive placement.
  - *Paraprofessional Need.* Students' need for a paraprofessional, including the amount of time needed.

- *Planned Collaboration.* Models for collaboration between general and special educators, paraprofessionals, and related-services personnel to discuss instruction and intervention for students they have in common.

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[99] See "Background and Resources for the English Language Learners – Students with Disabilities Guidance," retrieved from http://education.ohio.gov/getattachment/Topics/Other-Resources/English-Learners/ELL-Guidelines/Guidelines-for-Referral-and-identification-of-1/ELL-SWD_partIII.pdf.aspx.

c. *Differentiated Professional Learning and Parent Training.* Embed in the professional learning curriculum (Recommendation 1e) the content needed to carry out Recommendation 6. In addition, consider –

- How training will be provided through a multidisciplinary approach, so that professional learning to promote inclusive education is not viewed *incorrectly* as a "special education" initiative;

- How and when personnel will be provided access to training in each critical area;

- How key information will be communicated effectively, including the use of on-line training for compliance issues that are more rote in nature;

- How information will be used;

- How all stakeholder groups will be included, e.g., paraprofessionals;

- What additional coaching and supports may be needed;

- Additional principal training to maximize and leverage inclusive supports and services for students with disabilities along with high-quality instruction, including training on flexible uses of school-based budgets to expand inclusive education; and

- Engaging with the state's federal parent training center, the Ohio Coalition for the Education of Children with Disabilities, to see if their resources are useful to CMSD; and with stakeholders on how training opportunities for parents could be expanded.

d. *Data Analysis and Reports.* In addition to ensuring that activities described in Recommendation 1e, include in the school performance and planning framework--

- *Data Reporting.* Data used in this report and expanding them to better target patterns and areas of concern.

- *Risk Ratios.* To the extent possible, report disparities using a risk ratio to better understand how different groups are affected by district practices.

e. *Monitoring and Accountability.* Expect all principals to be responsible for overseeing special education in their buildings and expect that network academic superintendents will hold principals accountable for this responsibility. Embed the following activities into the monitoring and accountability systems described in Recommendation 1g.

- *Data Checks.* Include information on students with disabilities in data discussions to inform follow-up actions and track outcomes. Ensure that data includes SPP indicators. These indicators now include: participation in regular state assessments in math and reading; the graduation rates that apply using the same requirements as students without disabilities; and a new dropout calculation rate.

- *Fidelity Assessments and Walk-Throughs.* Review walk-through tools used to support instruction and interventions in general education classes, resource classes, and special programs to see how students are being taught. Initiate technical assistance, professional development, coaching, and mentoring to improve practices.

- *Timely Communication and Feedback.* Establish a process for timely feedback to the district's MTSS leadership team on barriers to inclusive education.

# V. Support for Teaching and Learning for Students with Disabilities

This section summarizes CMSD's teaching and learning supports for students with disabilities. The section covers collaboration at all levels of work, administration, and operations of special education, fiscal support, and accountability for students with disabilities.

## Collaboration at All Levels of Work

Given concerns about student achievement and social/emotional wellness generally, and students with disabilities, as well as the high costs and legal implications of special education, it is essential that the central office, network staff, and school leadership collaborate effectively.

### Interdepartmental and Network Partner Collaboration

Eighteen positions report directly to Cleveland's chief executive officer. These positions include eight chief officers, two executive directors, three directors, one liaison, and four other administrators. CMSD's theory of action is predicated, in part, on a realignment of several central office practices to focus on holding schools accountable for outcomes and providing supports to schools in using their increased flexibilities. This requires an alignment of central and network support services. Six strategic priorities are designed to support principals and their leadership teams who are best positioned to drive college and career readiness and fulfill ambitious student achievement goals. Two priorities require a high level of collaboration between central office departments, networks, and schools.

- *Priority 2. Leadership Roles and Responsibilities.* Establish and communicate clear roles and responsibilities for central office support staff, network support staff, principals and their leadership teams, with a focus on instructional support services for students with disabilities.[100]

- *Priority 4. Network/Central Office Capacity.* Build the capacity of network and central office support teams to respond to and hold accountable principals and their leadership teams for the outcomes of students with disabilities.

Consistent with CMSD's theory of action, central office departments and network staff must have a unified approach to teaching and learning to maximize their effectiveness and supports for school principals and their leadership teams. This requires a high level of structured and intentional collaboration and communication. The location of central office staff in different buildings contribute to the complexity of these tasks.

### Central Office Collaboration

The task of matching department skills to support networks and schools is not easy. According to some focus group participants, special education and English learner representatives participate on each portfolio design team. However, others believed that the involvement of intervention service personnel was an afterthought when planning academic programming across the district. For example, an intervention services representative was not at

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[100] The ordering of roles and responsibilities is modified to focus on central office and network teams, which is the subject of this subsection.

a meeting held during the beginning of the school year with the enrollment, finance, and talent units to discuss personnel needs. Improved collaboration is necessary to coordinate activities on MTSS, K-3 literacy growth, inclusion, support for students, and accountability for educating students with disabilities. In addition to the examples referenced in this report, insufficient collaboration has resulted at times in textbooks being ordered only for general education students without sufficient consideration of the needs of students with disabilities. Of course, inadequate collaboration is not intentional, but it is a function of competing priorities, heavy workloads, and a lack of inclusive institutional structures.

Focus group participants described several attempts at stronger collaboration.

- *Intervention Services and Curriculum/Instruction.* About 50 directors and program managers from intervention services (IS) and curriculum/instruction (C/I) have met together to discuss common issues. However, there has not been a uniform understanding of the purposes of their work and, as a result, the collaboration has not been effective. The IS executive director and C/I deputy chief have not defined a process by which each department would be represented at the others' staff meetings. The Director of Special Education Instructional Services currently attends the Curriculum and Instructional Director's meetings on Fridays. At the time of the review, however, the C&I representative did not attend the special education department's Monday meetings.

- *Intervention Services and Multilingual/Multicultural.* Although there have been discussions between these two groups, the discussions have not produced any follow-up planning and action. Although the EL director and C/I deputy chief meet weekly, the IS director does not participate. There is a need for monthly meetings to discuss issues common to ELs with disabilities, either with the C/I deputy chief or separately between the EL director and IS executive director and relevant staff. Both special education and EL have complex overlapping requirements, and it is essential that personnel from each area have common plans to effectively support network staff and school leadership teams.

- *Working in Separate Lanes.* Too often, each department works in its own territory without coordination with other departments. This culture negatively affects the work of networks who must produce separate departmental deliverables, sometimes overshadowing other academic work, e.g., activities related to increasing K-3 literacy rigor *versus* increasing the percentages of parents at teacher conferences.

### Network and Intervention Services Collaboration

The eight network chiefs meet monthly and discuss specific themes. A program manager for intervention services is assigned to each of the networks, along with partners from other departments.

There was a general awareness by all senior leadership, network leaders, and principals about the importance of using data to identify and improve outcomes for students with disabilities. And there have been observations of network leaders providing clear messages to principals about the need for compliance for timely IEPs, evaluations, monitoring of discipline; and monitoring the quality of IEPs in their buildings. However, there were fewer reports of academic superintendents presenting and discussing data on outcomes for students with disabilities to principals at network meetings.

As portfolio designs were being developed with the help of outside partnerships, there was a desire to increase special education equity by having more schools that were closer to the district's overall percentage of students with disabilities. Given the current disparities by school and network shown in exhibits 2f and 2g, this goal will be difficult to meet without systemic planning and a unified strategy. For example, department and network partnerships were often job specific. There appeared to be little training across departments and networks where representatives from each shared the same essential information that principals, leadership teams, and teachers were expected to know. Such cross-training would provide broader expertise to support schools beyond reliance on a single partner.

On a positive note, weekly learning walks involved the C/I deputy and network support team, which typically included an intervention services partner. This provided an opportunity to leverage collective knowledge to address school issues in a coherent manner.

### Intervention Services Support to Networks and Schools

Eighteen staff members also report directly to the intervention services director. Seven of these staff members direct the following areas: special education instruction; special education compliance; behavior; psychological services and nonpublic schools; nursing and health; speech/language and communication; and occupational and physical therapy. One program manager oversees preschool special education, and eight program managers are each assigned to one of eight networks. Also, there was one financial analyst and a part-time evaluator of sign language interpreters. Although the number of direct reports appeared to be large compared to other special education departments in districts that the Council team has reviewed, this span of control appeared to be common in CMSD.

- *Program managers* were rarely contacted by schools to collaborate on instructional issues that impacted or involved students with disabilities. Instead, program managers more frequently were asked to assist with placing students in separate classes in another school; student behavior issues; and special education compliance. Program managers did not have administrative licenses, which some believed negatively impacted their credibility in schools. Often, focus group intervention specialists indicated that they did not know their program managers personally, although they communicated through emails.

- *Special Education Liaisons.* In the past, every school had a liaison to coordinate special education activities. The position was centrally funded with a stipend and provision for an extra weekly planning period. The liaisons would meet to discuss common issues and receive professional development. Now, principals must take on this responsibility alone, or delegate it to others without any direct central office fiscal support outside of the school-based budget.

### School-based Special Education and Related Services Support

This subsection presents data on staff-to-student ratios for special education, i.e., intervention specialists, paraprofessionals, speech/language pathologists, psychologists, nurses, occupational therapists (OTs), and physical therapists (PTs). CMSD's ratios were compared to

other urban school districts on which we have data.[101] (All districts did not report data in each area.) These data are based on full time equivalent (FTE) staff members and not the number of positions *per se*. Also, the Council team presumed that FTE data included vacant positions.

*The data do not provide precise comparisons, so results need to be used with caution.* District data are not consistently reported (e.g., some districts include contractual personnel and others may exclude them) and data are sometimes affected by varying placement types used by a school district. The data may count all students with IEPs, including those placed in charters, agencies, and nonpublic schools, while other districts will not count these students. Still, these data are the best available and are useful as a *rough guide* to staffing ratios. Appendix A has detailed data on each school district on which we have data.

### Intervention Specialists

Exhibit 5a shows CMSD's students-to-intervention-specialist ratio, compared to 73 other urban school districts. With 853 full-time-equivalent (FTE) intervention specialists, CMSD has an average of 9.1 students with IEPs (including those with speech/language only impairments) for every intervention specialist.[102] This ratio is higher than the 14.4 student-specialist average of all districts on which we have data. The ratio ranks CMSD as 6th among the 73 reporting districts.

**Exhibit 5a. Average Number Students for Each Intervention Specialist**

| Areas of Comparison | Intervention Specialists |
|---|---|
| Number of CMSD Staff FTE | 853 |
| CMSD Student w/IEP-to-Staff Ratios | 9.1:1 |
| All District Average Ratios | 14.4:1 |
| Range of All District Ratios | 7–37:1 |
| CMSD Ranking Among Districts[103] | **6th of 73 districts** |

The Collective Bargaining Agreement (CBA) adapted Ohio Department of Education's requirements for maximum student-specialist ratios by disability area. The ratios specify the maximum number of students to be served by school level and caseload; the maximum number that may be served during an instructional period; and the maximum age range of students per instructional period. The CBA specifies that in the event established ratios are exceeded, the district is to follow certain waiver procedures. Before the waiver is requested, the district must consider options that include the following:

- Reassignment of students;

- The assignment of an additional intervention specialist or qualified long-term substitute to

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[101] Much of the data were provided by the school districts that responded to a survey conducted by the Urban Special Education Leadership Collaborative; Council team or members of the team collected the remaining data during district reviews.

[102] Although special educators, for the most part, do not instruct students with a speech/language impairment only, as SLPs are the primary providers, these students were included in survey results as students with IEPs.

[103] Ranking begins with districts having a low average number of students to one staff person.

create a new class/assignment. (Note that intervention specialist positions are mostly filled, but for several years there have been vacant positions. These positions are filled with long-term substitutes, but they are not all certified special educators.)

If these options are not workable with a good-faith effort, CMSD must pay the intervention specialist as follows for each marking period:

- $5.00 per student, per day, for students with IEPs over the caseload or enrollment limits;
- $1.00 per student, per period, for students with IEPs over the instructional maximum for intervention specialists.

In the 2016-17 school year, the district paid $298,241 to intervention specialists in overage payments. There were a record number of payments in one school because personnel did not forecast the correct need for intervention specialists. When the Council's team visited the district, there were concerns that schools would be responsible for funding overage costs without sufficient funds to do so.

This level of accountability for the CBA staffing ratios likely explains the relatively low student-to-teacher ratio in the district, compared to other urban districts (6th lowest of 73 districts). While this low ratio should enable CMSD to support more students with disabilities in general education classrooms, the CBA limit on the low number of students with IEPs who could be educated in that setting without financial remuneration to general educators is a condition that other Council districts do not have.

## Paraprofessionals

Exhibit 5b shows the district's student-to-paraprofessional[104] ratios, compared to 73 other urban school districts. With 469 FTE paraprofessionals, CMSD has an average of 16.6 students with IEPs for every paraprofessional.[105] This ratio is much higher than the 15.7 student-paraprofessional average of all districts on which we have data. It ranks CMSD as 49th among the 73 reporting districts.

**Exhibit 5b. Average Number Students for Each Paraeducator**

| Areas of Comparison | Paraprofessional |
|---|---|
| Number of CMSD Staff FTE | 469 |
| CMSD IEPs-to-Staff Ratios | 16.6:1 |
| All District Average Ratios | 15.7:1 |
| Range of All District Ratios | 5.26–56:1 |
| CMSD Ranking Among Districts[106] | **49th of 73 districts** |

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[104] Paraprofessional is the generic term used for instructional assistants.
[105] Although speech/language pathologists are the primary providers for students with a speech/language impairment only, these students are included as students with IEPs for all surveyed districts.
[106] Ranking begins with districts having a low average number of students to one staff person.

Special education project managers from each network were required to attend IEP team meetings when it was anticipated that a student might need a paraprofessional. School-based representatives lack the authority to commit funds for the position. As a result, school districts typically require central office personnel to participate in IEP team meetings when school-based funds do not cover services and/or personnel under discussion. There were concerns, however, that CMSD does not have standard guidelines for IEP teams to consider when discussing a student's need for a paraprofessional to meet his or her educational needs.

CMSD has a successful paraprofessional career ladder program that helps to fund college courses necessary to become a special educator. A higher hourly rate for paraprofessionals is now in effect (from $9.36 to $15.00), which makes the position more marketable, but the position suffers from turnover. However, the substitute paraprofessional pool was lower than it should be.

## Related Service Clinicians

Staffing ratios and other data on related-services personnel are summarized below and detailed in exhibit 5c.

- *Psychologists.* With 75 FTE psychologists, there was one psychologist for every 104 students with IEPs in CMSD, compared to the urban district average of 178 students. CMSD ranked 12th of the 66 reporting districts in its number of psychologists.

- *Speech/Language Pathologist (SLP).* With 81.8 FTE speech/language pathologists (SLPs), there was one SLP for every 95 students with IEPs in CMSD, compared with the urban district average of 128 students. CMSD ranked 32nd of 71 reporting districts in its number of SLPs.

- *Nurses.* With 69 FTE nurses, there was one nurse for every 113 students with IEPs in CMSD, compared with the urban district average of 162 students. CMSD ranked 24th of 60 reporting districts in its number of nurses.

- *Occupational Therapists.* With 36 FTE occupational therapists (OTs), there was one OT for every 216 students with IEPs in CMSD, compared with the urban district average of 355 students. CMSD ranked 23rd of 70 reporting districts in its number of OTs.

- *Physical Therapists.* With 9 FTE physical therapists (PTs), there was one PT for every 864 students with IEPs in CMSD, compared with the urban district average of 999 students. CMSD ranked 36th of 60 reporting districts in its number of PTs.

**Exhibit 5c. Average Number Students for Each Speech/Language Pathologist and Psychologist**

| Related-Services Areas | Psychologists | Speech Language Pathologists | Nurses | Occupational Therapy | Physical Therapy |
|---|---|---|---|---|---|
| Number of CMSD Staff FTE | 75 | 81.8 | 69 | 36 | 9 |
| CMSD Students w/IEPs-to-Staff | 104:1 | 95:1 | 113:1 | 216:1 | 864:1 |
| All District Average Ratio | 178:1 | 128:1 | 162:1 | 355:1 | 999:1 |
| Range of All District Ratios | 26–596:1 | 31–376:1 | 58-2981:1 | 64-1987:1 | 128-5962:1 |
| CMSD Ranking | 12th of 66 | 32nd of 71 | 24th of 60 | 23rd of 70 | 36th of 70 |

With only two bilingual speech/language pathologists and two bilingual psychologists, there was a need to expand personnel in these related-services areas.

### *Psychological Services*

Financial compensation applies to school psychologists who are required to complete more than 55 evaluation team reports (ETR). In this circumstance, they receive $250 for each ETR for 56 to 60 cases; and $500 for each ETR over 60 cases. CMSD data for 2016-17 shows that school psychologists received $493,795 in compensation for these reports. That school year the director position for psychological services became vacant, and it was not filled until June 2017. In this leadership vacuum, 11 school psychologist positions were vacant. At the time of the Council team's visit three vacant positions remained. The savings in salary for the vacant positions covered the overage costs. There was a desire to have school psychologists change from a predominantly psychometrician role to better support student data collection, analysis, and problem solving.

The Compliance Binder did not include the IDEA provision for IEP teams to have an individual who could interpret the instructional implications of evaluation results.[107] Frequently, school districts rely on psychologists for this purpose. However, it was reported to the team that psychologists were often not invited to IEP meetings.

### *Other Related Services Personnel*

The CBA also contains maximum caseloads for OTs, PTs, SLPs, adaptive physical educators, orientation and mobility instructors, work/study coordinators, and vocational special education coordinators. The CBA compensation rules described above for intervention specialists apply when specified caseloads exceed the maximum requirements. According to CMSD, related service personnel were paid $472,325 for overage work during the 2016-17 school year.

## Overall School District Rankings

Exhibit 5d shows the number of districts having smaller staff-to-student ratios, i.e., fewer students with IEPs per staff member in each area, compared with CMSD and other districts on which we have data. In all areas, the district had much larger ratios compared to most other districts.

- *Intervention Specialists.* Five of 73 districts (6.8 percent) had smaller ratios than CMSD.
- *Paraprofessionals.* Forty-eight of 71 districts (67.6 percent) had smaller ratios than CMSD.
- *Speech/Language Pathologists.* Thirty-one of 71 districts (43.7 percent) had smaller ratios than CMSD.
- *Psychologists*. Eleven of 66 districts (16.7 percent) had smaller ratios than CMSD.
- *Nurses.* Twenty-three of 59 nurses (39.0 percent) had smaller ratios than CMSD.
- *OTs.* Twenty-two of 70 OTs (31.4 percent) had smaller ratios than CMSD.

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[107] 34 C.F.R. § 300.321(a)(5).

- *PTs.* Thirty-five of 70 PTs (50 percent) had smaller ratios than CMSD.

**Exhibit 5d. CMSD Ranking and Number of District Survey Respondents**



| | % Disability | Intervention Specialists | Paraprofessionals | Speech/Language | Psychologists | Nurses | OTs | PTs |
|---|---|---|---|---|---|---|---|---|
| Total Number of Districts with Survey Data | 73 | 73 | 71 | 71 | 66 | 59 | 70 | 70 |
| Districts with Smaller Ratios (Fewer Students Per Personnel) | 69 | 5 | 48 | 31 | 11 | 23 | 22 | 35 |
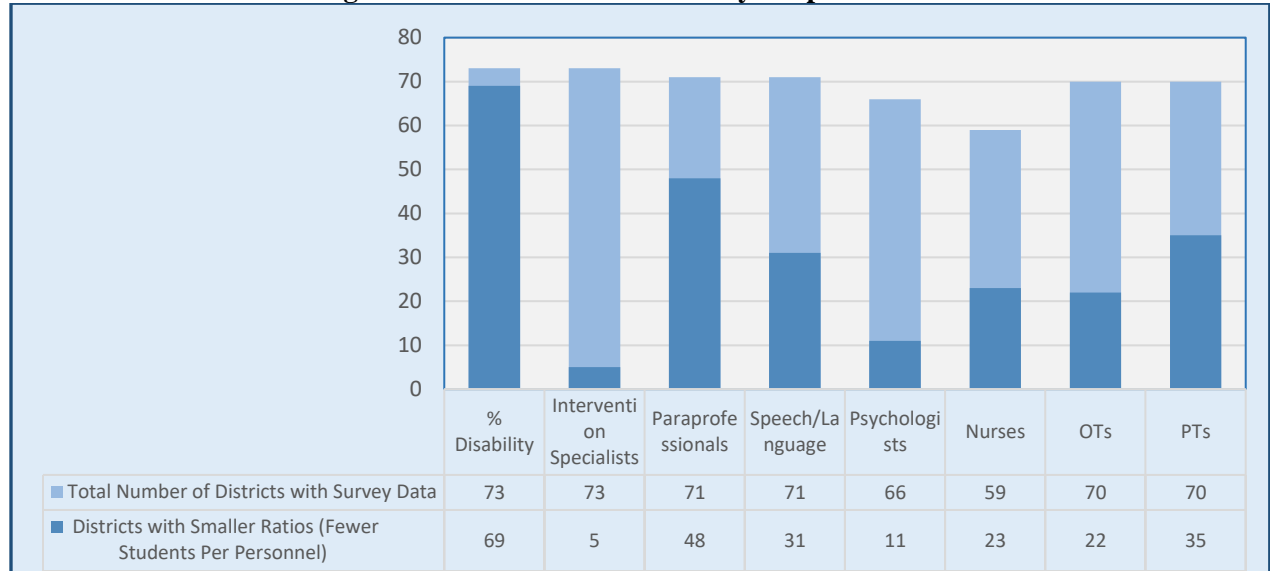
## Compliance and Data Issues

The section below addresses the district's September 2017 IDEA determination from ODE, timely evaluation team reports and IEPs, Section 504 eligibility and supports, dispute resolutions, and access to accurate and useful school data reports.

### IDEA Determination from Ohio Department of Education

ODE issued the district a Needs Assistance determination (Year 1) under IDEA for the 2016-17 school year. This determination was based on a total of 28 of 32 points on 8 indicators, with an overall score of 3.5.

**Exhibit 5e. 2016-17 Compliance Indicators**

| Indicator | Compliance Status | Points Earned |
|---|---|---|
| 4b: Disproportionate discipline based on race/ethnicity | Compliant | 4 points |
| 9: Disproportionality for all categories of disability | Compliant | 4 points |
| 10. Disproportionality based on race/ethnicity for six major disability categories | Compliant | 4 points |
| 11. Timely initial evaluations | Compliant | 4 points |
| 13. Postsecondary transition (IEP appropriate) | 93.78% Compliant | 3 points |
| Correction of noncompliance | Noncompliant | 1 point |
| Data submitted are valid, reliable and timely | Compliant | 4 points |
| Audit findings | Compliant | 4 points |

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In addition, ODE gave districts a preview of their special education rating for 2017-18 by using 2016-17 indicator outcomes and new measures for 2018-19, which were based on compliance and performance results.[108] The total points available are 28 for compliance and 7.00 for results, with CMSD earning a 3.50 compliance score, a 2.33 results score, and an overall score of 2.92, earning the district a Needs Intervention determination. So, in addition to the 3.5 overall compliance score in 2016-17 (as detailed above), CMSD would earn the following:

**Exhibit 5f. Result Indicators**

| Indicator | Results Status | Projected Points |
|---|---|---|
| 3c. Math proficiency rate | 34.19% target; 16.37% result | 2 points |
| 3c. Reading proficiency rate | 38.56 target; 19.31% result | 2 points |
| Third Grade reading proficiency rate | 27.3% target; 14.68% result | 3 points |

The IDEA determination letter is based on SPP data from FFY2015. Recently, ODE issued school districts their SPP for FFY 2016. As this information is subject to data checking and is not yet public, the Council team did not use that data for this report.

## Timely Evaluation Team Reports and IEPs

The Council team was advised that in 2016-17 the district lost $3.9 million in state funding due to a reduced special education child count, because evaluation team reports (ETRs) and IEPs were not completed in a timely way that year. At the time of the Council team's visit, there were many ETRs and IEPs still needing completion, including one school with 51 IEPs and another with 44 ETRs. These and other incomplete ETRs and IEPs could possibly have jeopardized the district's full receipt of state funds for special education. The district needs to confront this issue in a systemic way, with CMSD leadership ensuring that there is shared responsibility among central office, networks and schools, and appropriate resource support.

## Section 504 Eligibility and Supports

When the Americans with Disabilities Act (ADA) was amended nearly a decade ago (2008), Congress granted a more expansive interpretation of ADA eligibility that also applies to Section 504 of the Rehabilitation Act (Section 504).[109] As a result, the number of students eligible under Section 504 has increased significantly in public schools, especially among students with health plans and mental health issues. At the time of the Council team's visit, the district had identified only 278 students who received accommodations and services under Section 504.

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[108] The 2018-19 performance indicators also include: the percent of students with disabilities graduating by meeting the same requirements as students without disabilities; and the percent of students with disabilities participating in regular state assessments in math and reading.

[109] Under Section 504, students who have a mental or physical impairment that substantially impacts a major life activity are eligible for support. In the school setting, these students do not need special education, but they would benefit from related services, supplementary aids, and services. Eligible students also have suspension and expulsion procedural safeguards.

Although CMSD gave principals the responsibility of coordinating Section 504, it was reported that they did not receive the training they needed to be effective. Also, they had not been given parameters for delegating responsibilities for Section 504 coordination, which would be reasonable given the breadth of principal roles and responsibilities.

## Dispute Resolution

Data in exhibit 5g show the number of complaints and due process hearing requests filed between 2015-16 and 2017-18--as of the end of October 2017. The exhibit also includes related service costs, attorney fees, and total costs by year for all years. For this period, there were $1,857,871 in service costs and $51,237 in attorney fees related to 5 complaints and 42 due-process request resolutions--a total of $1,909,108. These costs included $195,000 to pay for three additional staff members and $15,000 in compensatory education to resolve a complaint filed by the American Civil Liberties Union (ACLU) on an alleged denial of services to students with disabilities in the Cuyahoga Juvenile Detention Center.

**Exhibit 5g. Complaint and Due Process Hearing Request Numbers and Related Costs**

|  | Complaints | Due Process Resolution | Service Cost | Attorney Fees | Total Cost |
|---|---|---|---|---|---|
| **2015-16** | 1 | 18 | $623,591 | $28,737 | $652,328 |
| **2016-17** | 4 | 17 | $731,708 | $11,500 | $743,208 |
| **2017-18** |  | 7 | $307,582 | $11,000 | $313,582 |
| **All Years** | 5 | 42 | $1,857,871 | $51,237 | $1,909,108 |

Information in Exhibit 5h shows the most common issues resolved, and the number of related due process matters in each of the last three school years. Nonpublic placements (28 cases) and transportation (24 cases) were the most common. These were followed by compensatory education (7 cases), extended school year (5 cases), suspension/expulsion related (5 cases), and change of CMSD school (4 cases).

**Exhibit 5h. Most Common Due Process Hearing Request Issues**

| 2015-16 | 2016-17 | 2017-18 | Issue |
|---|---|---|---|
| 7 | 17 | 4 | Nonpublic Placement |
| 5 | 15 | 4 | Transportation |
| 5 | 2 | 0 | Compensatory Education |
| 4 | 1 | 0 | Extended School Year |
| 4 | 1 | 0 | Suspension/Expulsion Related |
| 0 | 3 | 1 | Change of CMSD school |

Resources to support schools in administering and operating special education in a compliant manner include having a special education manual and user-friendly data reports.

*Compliance Binder*

CMSD does not have a standard operating procedures manual for special education that is publicly available to all stakeholders on the intervention services webpage. There is a compliance binder that has eight chapters. While this information is useful, none of the chapters provide any type of overview in their respective content areas, and the material is not sufficiently comprehensive for the operation and administration of special education. For example, information related to SPP Indicator 13, which involves the development of appropriate postsecondary transition plans by IEP teams, was included in the third chapter that addresses IEP development. While useful information was included, there was no overall description of postsecondary transition services or related IDEA requirements. Another example involved the consideration of students in a least restrictive environment. The LRE chapter under "General Information," provided some helpful information on preschoolers. But the LRE document merely included a few "helpful tips" and "things to think about." This information was not sufficiently comprehensive to address CMSD placement considerations that typically result in more restrictive placement decisions, such as those discussed earlier in this report. Typically, this information also covers effective supports for students when receiving education in general education classes.

## Access to Accurate and Useful School Data Reports

CMSD relies on a wide variety of data for making educational decisions to boost achievement and support positive behavior and social/emotional wellness. The availability of accurate and useful data reports for students with disabilities is addressed below.

### School Data Reports

Intervention services provide data reports to each principal on a weekly basis. The following are examples of reports and data they provide:

- *IEPs and ETRs* out of compliance, alerts for upcoming due dates, and IEPs due by the end of the next two months.

- *Postsecondary Transition Plans* with areas needing completion.

- *FBA/BIPs* components remaining to be completed for specific students.

- *Suspensions* of students with various numbers of out-of-school suspension days, e.g. 10 or more days and 6 to 9 days of out-of-school suspension. The report helps to identify students requiring a manifestation determination review. Principals are reminded that the report does not include students with emergency removals or who were sent home from school early because of disciplinary issues. These days must be added to the number of OSS days reported. It was not clear if these data were ever added to this electronic report.

The reports contain districtwide information on students, and each principal must disaggregate the data for his or her school to forward to school-based staff. A more user-friendly approach would be to have previously sorted data and electronic reports relevant to each school.

### Accurate and Informative Data Reports

The Council team noted several issues related to data reports.

- *Accurate Reports.* When providing school reports, it is important for data to be accurate. Initially, the district provided the Council team with data that was not internally consistent. Upon notice, the district corrected the problem.

- *Informative Reports.* Initially data were not provided by the educational settings requested by the Council team, i.e., settings collected by ODE and the U.S. Department of Education. Instead, data were provided by the district's specialized programs. This configuration does not give a true picture of the extent to which students are educated in general education classrooms, which can vary across specialized programs. An educational setting report would also be helpful for schools as the district moves toward more inclusive educational models.

- *Growth Data.* Reportedly, it is extremely difficult to obtain school-based individual growth data on students with disabilities or other useful data related to their achievement. Individuals in the intervention services department have spent many hours accessing, cleaning, and clarifying data. Intervention services, however, lack access to the full range of data that would be useful to analyze. Reports based on a full range of data is necessary for network academic superintendents, program managers, and principals and leadership teams to support planning and steps needed to improve student achievement.

## Fiscal Issues

Generally, there has been good management of the special education budget in compliance with state and federal requirements. Various fiscal issues relating to students with disabilities involved transportation and maximizing reimbursements for catastrophic costs under Medicaid. The issues involving potentially lower state reimbursement for students with disabilities based on incomplete ETRs and IEPs was addressed above.

### Transportation Costs

Currently, of the district's 8,006 students with disabilities, some 2,530 students (31.6 percent) have IEPs with transportation as a related service. By comparison, the larger Columbus City Schools has only 200 students who receive IEP-related transportation. Of CMSD's transported students, 76 percent are picked up curbside at their home, and 24 percent are picked up at a corner stop.

The transportation department has been receiving special requests from teachers and principals for student rides by taxi and van. It is not clear if these requests were outside of the IEP process. The special education department reported that the transportation office was supposed to refer such requests back to the IEP team, who is to consult the Program Manager. In addition, there was little awareness of the SharePoint-based compliance binder that included a link to the document, "Transportation as a Related Service", and a flow chart for decision-making. The document has "Helpful Tips" for IEP teams, and general "Things to Think About." While this information is helpful, it is not sufficiently comprehensive, and it does not discuss any documentation needed to verify a student's need for transportation or any specialized accommodations.

## Opportunities for Increased Revenue

CMSD has several opportunities to increase revenue based on the services the district provides to students with disabilities through the state's Catastrophic Cost program and Medicaid.

- *Catastrophic Cost Program.* Through ODE's catastrophic cost program, school districts may submit reimbursement requests for costs exceeding a specified threshold for the education of students with disabilities. These involve costs for transportation, paraprofessional support, students with medically fragile needs, etc. For this purpose, CMSD has used its average transportation costs for reimbursement, rather than actual costs of transporting students with disabilities that would result in a higher recoupment. This latter model would require personnel to track and document individual student transportation.

- *Medicaid Revenue.* There appear to be opportunities for CMSD to increase reimbursements under the Medicaid program as well. Currently, billing is not submitted for costs related to transportation as this service is not tracked by student. Furthermore, the district's billing for nursing and speech/language services requires a physician's order, and the process in place for case managers to obtain and document these orders is not working as it should.

- *Disability Scholarship Programs.* Ohio has two scholarship programs for students with disabilities to attend nonpublic schools. CMSD's Autism Scholarship Program provides 51 students with $27,000 each to attend a school outside of the district. Fifty-one Cleveland students have received this scholarship. The Jon Peterson Special Needs program provided 235 students with up to $27,000 each, which is based on the student's primary disability. Although CMSD representatives did not consider the provision of scholarships to be a high cost issue, more than half (53 percent) of students with Jon Peterson scholarships were in grades 9 through 12. This usage reinforces concerns about the lack of equitable school choice and high quality educational opportunities for high school students.

## Authorization for IEP Services Outside School Existing Resources

According to information in the compliance binder, "[a]ny and all resources beyond the school's existing allocation, needed for the provision of appropriate services and support for a student with a disability, requires prior written approval from the Program Manager, Executive Director of the Special Education Department and/or from the Chief Financial Officer."[110] As discussed above, IEP teams must include a person who can authorize the expenditure of resources that are outside of the regular school allocations. Such persons may designate a participating IEP team member to authorize such allocations, but they must be a participating IEP team member to disagree with such expenditures.

## Accountability

CMSD's theory of action is predicated on the realignment of multiple central office practices to focus on holding schools accountable for outcomes and providing as-needed supports to schools in using their increased flexibilities. This approach requires that the district, the networks, and schools have the capacity to respond to, support, and hold accountable

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[110] Chapter 3, IEP General Guidelines, page 2.

principals and their leadership teams. This report provides many examples of challenges facing the district involving students with disabilities and their equitable access to schools of choice and high-quality instruction, including instruction in inclusive settings. Although SFFP and other data were often disaggregated by disability status, examples of how the district practices its theory of action and strategic priorities to the benefit of students with disabilities were few and far between. As plans for school flexibilities increase, it is more critical than ever to have adequate accountability measures and collaborative supports in place to ensure that staff and teachers are held responsible for student outcomes.

## AREAS OF STRENGTH

The following are strengths in the district's support for teaching and learning for students with disabilities.

- *Network and Intervention Services Collaboration.* A program manager for intervention services was assigned to each of the networks, along with other department sponsored partners. Network leaders had provided clear messages to principals on compliance matters.

- *Learning Walks.* This school activity typically involved the curriculum/instruction deputy and network support team and included the intervention services partner.

- *Personnel-to-Student Ratios.* Of the seven personnel areas on which the Council team had staffing ratios from other urban districts, CMSD's ratios were particularly small in the areas of intervention specialists (ratio was smaller than 93.2 percent of other districts), and school psychologists (ratio was smaller than 83.3 percent of other districts). Ratios for paraprofessionals, speech/language pathologists, nurses, OTs and PTs were closer to the mid-range of all districts.[111]

- *Addressing Paraprofessional Needs.* Special education project managers from each network attended IEP meetings when it was anticipated that a student might need a paraprofessional. This likely contributed to a mid-range staffing ratio comparable to other urban school districts. In addition, CMSD had a successful career ladder that helped fund a paraprofessional's college education to become a special educator. Also, paraprofessional's hourly rate had been substantially increased to $15.00 per hour.

- *Psychologist Role.* There was a desire to have school psychologists convert from a predominantly psychometrician role to support student data collection, analysis, and problem solving.

- *Data Reports.* CMSD had a wide variety of data to aid the central office, networks, and schools in making educational decisions to boost achievement and supporting positive behavior and social/emotional wellness. In addition, intervention services provided data reports to each principal on a weekly basis that addressed such areas as IEPs/ETRs timeliness, postsecondary transition plans, and suspension-related issues.

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[111] The data do not give precise comparisons, so results should be used with caution.

# OPPORTUNITIES FOR IMPROVEMENT

The following areas provide opportunities to improve teaching and learning for students with disabilities.

## Central Office Collaboration

- *Intervention Services Participation in Systemwide Issue Discussions.* Although it was reported that special education and English learner representatives participate on the portfolio design teams, others saw that the involvement of intervention service personnel was an afterthought when planning academic programming across the district.

- *Interdepartmental Collaboration.* There was a need for intervention services to collaborate more with curriculum/instruction and with multilingual/multicultural departments. Working in silos negatively affects the networks, which must often provide separate departmental deliverables.

## Network and Intervention Services Collaboration

- *Network Discussions about Disability Group Achievement.* Network academic superintendents were less likely to discuss with principals data related to outcomes for students with disabilities than they were to discuss compliance issues.

- *Cross-Functional Training.* There was a need for more training across network partners to ensure that the same essential information was provided to principals, leadership teams, and teachers.

## Intervention Services Support to Networks and Schools

- *Program Managers.* While rarely contacted by schools to collaborate on instructional issues involving students with disabilities, program managers were often relied on to address compliance issues and move students to more restrictive educational settings. Reportedly, their lack of administrative licenses negatively impacts their credibility in schools. Most often, focus group intervention specialists did not know their program managers personally, although they received messages through emails.

- *Loss of Special Education Liaison Position.* Without this position, which was accompanied by an extra weekly planning period and a stipend, special education coordinating requirements were born by the principal or intervention specialists for students on their caseload but who they did not always teach without any additional support.

## School-based Special Education/Related Services Support

- *Collective Bargaining Agreement.* CBA provisions required intervention specialists and specified related service providers to receive compensatory pay per student, per period, when caseload or enrollment limits were exceeded. In 2016-17, CMSD paid $770,566 to intervention specialists and related service personnel for overage payments. There were concerns that schools would eventually be held responsible for paying overage costs without sufficient funds to do so.

- *Vacant Positions.* There have been vacant intervention specialist positions for several years. Although vacancies were filled with long-term substitutes, they were not all certified.

- *Guidelines for Paraprofessional Need.* CMSD did not have standard guidelines for IEP teams to consider when a student might need a paraprofessional to meet his or her special education needs.

- *Psychologist Attendance at IEP Meetings.* Frequently, psychologists were not invited to IEP meetings, and the compliance binder did not provide guidelines on the IDEA requirement to have an IEP participant who could interpret the instructional implications of evaluation results.

## Compliance and Data Issues

- *IDEA Determination.* In 2016-17, CMSD received from the Ohio Department of Education a Needs Assistance determination (Year 1) under IDEA. This rating was based on a 93.78 percent noncompliance score on the development of IEP-related postsecondary transition planning; and the correction of noncompliance items that exceeded one year. Using a preview of 2017-18 ratings that included first-time performance-related indicators (proficiency in reading, math and third graders in reading), the district's projected IDEA rating might lower to Needs Intervention. Future indicators will include graduation rates, participation in regular state assessments, and the achievement of preschoolers with disabilities.

- *Timely Evaluation Team Reports and IEPs.* The district has lost significant state funding for special education because of ETRs and IEPs that were not completed by the end of October. The district needs to confront this issue in a systemic way, using CMSD leadership to ensure there is a shared responsibility among central office staff, networks, and schools, and that appropriate resources are provided.

- *Section 504 Eligibility and Supports.* CMSD has a relatively low number of students receiving Section 504 services, which may be the result of weak guidance on how principals delegate this responsibility and what the SST role is in the identification process.

- *Dispute Resolution.* The district has spent nearly $2 million to address due process hearing requests and complaints between 2015-16 and October 2017. The most common issues involved nonpublic placements (28) and transportation (24).

- *Special Education Binder.* A standard operating procedures manual for special education was not easily accessible or publicly available to all stakeholders. A compliance binder available on SharePoint had useful information but it is not sufficiently comprehensive.

- *Accurate and Useful School Data Reports.* In several cases, the district provided two sets of disability-based data for the same area with different outcomes, and in several cases district data were different than ODE's publicly reported data on the same area.

- *Special Education Data Reports to Schools.* Reports with special education data given to principals contained districtwide information on students, but each principal must separate the data for his or her school to forward to school-based staff. A more user-friendly approach would be to sort the data and provide electronic reports on each school. Also, special education program reports were not organized by the same educational settings designated by the U.S. Department of Education and monitored by ODE.

- *Growth Data.* It was extremely difficult to obtain school-based growth data on individual students with disabilities, or other useful data related to their achievement.

- *Transportation.* CMSD transports a higher percentage of students with disabilities pursuant to their IEPs compared to another Ohio urban districts. Comprehensive guidance is needed for IEP teams to make appropriate decisions in this area.

- *Opportunities for Increased Revenue.* The district could increase revenue by using actual instead of average transportation costs for reimbursements under the catastrophic cost program. Medicaid reimbursement might be increased by tracking and billing for eligible transportation costs, and better acquiring and documenting physician orders for nursing and speech/language services.

- *Disability Scholarship Programs.* More than half (53 percent) of students with Jon Peterson scholarships are in grades 9 through 12.

- *Authorization for IEP Services Outside School Existing Resources.* Current guidance requires a person who can commit resources outside of a school's existing allocation to get approval prior to the IEP meeting, rather than participating in the meeting to express a disagreement.

## RECOMMENDATIONS

The following recommendations are offered to improve support for teaching and learning for students with disabilities.

7.  *District, Network, and School Support for Special Education.* There was need for a collaborative and cooperative approach by all central office departments and network personnel to support teaching and learning for all students, including those with disabilities. In addition, there should be sufficient supports at the schools to effectively govern the administration and operation of special education. To do this--

    a.  *Collaborative/Inclusive Discussions and Deliverables.* Ensure that all central office, network, and school discussions affecting teaching and learning are inclusive, and involve intervention services and others knowledgeable about students with disabilities. Review department priorities to identify how individual departments could be involved and ensure they do not compete in supporting networks and schools. Have intervention services and multilingual/multicultural meet regularly to establish and address mutual responsibilities for English learners who have or may have disabilities.

    b.  *Network Discussions about Disability Group Achievement.* Establish expectations for network academic superintendents to discuss school data with principals, including data on outcomes for students with disabilities. Have all partners, including program specialists, be available to follow up with principals in schools with the greatest needs.

    c.  *Cross-Functional Training.* Establish cross training of personnel from different departments to provide essential information that all principals, leadership teams and teachers are expected to know. In this way, more personnel should be available to support schools and teachers. In addition, use personnel with specialized expertise for issues that would be beyond what most teachers are expected to know.

    d.  *Program Managers.* Have network academic superintendents along with intervention services consider how program managers could be best used to support teaching and

learning in the schools and be more accessible to intervention specialists teaching in inclusive settings and special programs.

- *Special Program Coordination and Collaboration.* Consider how various program managers can be responsible for working with common special program teachers to develop quality indicators and promote professional learning and cross school collaboration.

- *Administrative License.* Consider whether program managers' lack of administrative licenses negatively impacts their credibility in schools, and whether the possession of such licenses should be a position requirement. If so, consider how such a transition could occur.

e. *School Liaison Position.* Have representatives from networks, schools, intervention services, and finance consider the value of a school-based position to support special education coordination. If valued, consider how such a position could be supported using a stipend, freed time, etc. Follow up to act upon any recommendations on this front.

f. *Student-Staff Ratios.* Ensure that personnel who support students with disabilities are employed in sufficient numbers and are available to meet student needs. On a regular basis with the chief academic officer, intervention services, and finance, review the staffing ratios summarized in this report (see Appendix A). NOTE: Relatively low or high student-to-personnel ratios do not necessarily mean that any given area is staffed inappropriately; however, the ratios should prompt further review. Ensure that adequate numbers of special education and related-services personnel are at each school to carry out their expected responsibilities. Based on a full review, consider the changes needed short and long term. As part of this process, consider the overage amounts paid to intervention specialists and related services providers to determine whether these funds could be better used to increase staff.

g. *Vacant Positions.* Have human resources and intervention services review current and recurring staff vacancies to determine trends and design strategies that could be used to increase the applicant pool and quality of hires. Also, consider how to expand the pool of qualified substitute teachers to cover vacant intervention specialists.

8. *Compliance Support, and Data and Fiscal issues.* Consider the following actions to: improve compliant practices; address data issues; and enhance revenue.

a. *Compliance Support.* Intervention services, alone, cannot improve special education compliance. Have network academic superintendents, principals, and accountability staff join intervention services representatives to review and plan activities relevant to the following.

- *IDEA Determination.* Review the district's 2016-17 IDEA determination rating, including predictions for 2018-19 that use new ODE performance measures. Also, review the SPP data that the district received for FFY 2016, and compare it to SPP data reviewed in this report to consider improvements and slippage. In addition to the Council team's recommendation, embed in the implementation plan (Recommendation 6b) actions reasonably calculated to boost the district's performance and compliance results.

- *Timely Evaluation Team Reports and IEPs.* Include in the school performance and

planning framework data showing each school's ETR and IEP timeliness rates and have schools act upon these data when developing their school's strategic design and annual planning. Monthly, have network academic superintendents, principals, intervention services, and accountability personnel, along with other CMSD leadership staff, monitor these data to ensure that legal requirements are met.

- *Section 504 Eligibility and Supports.* Provide written clarification that although principals have oversight for Section 504 implementation, they may delegate coordination responsibilities to one or more school personnel. Ensure that all principals and delegated personnel have the training they need to carry out the administration of Section 504 requirements.

- *Dispute Resolution.* To reduce and resolve disputes quickly and effectively, consider the following actions—

  - *Network*. Involve network academic superintendents when needed to support compliance, resolve complaints, and address due process matters.

  - *Principal Involvement*. Establish written expectations for principals on their role in preventing and resolving disputes, and how they will be supported. As part of these expectations, provide principals with their school's copies of state/federal complaints, and due process hearing requests, and have principals take a leading role in their resolution. Also, have principals attend due process hearings to address issues in their schools.

  - *Red Alerts.* Establish a "red alert" system for validated complaints and due process matters to inform all relevant stakeholders about the issues and ways to avoid them in the future.

- *Standard Operating Procedure Manual.* Supplement information currently contained in the Compliance Binder to provide more comprehensive expectations on the operation and administration of special education. Include descriptions of the special education process with links to more specific information, such as IEP team participants who are required, etc. Provide public access to the information by posting it as a webpage with links to online resources. Collaborate with stakeholders, including parents, to identify relevant information and resource links. Ensure staff members are available to update the information regularly. Provide training to stakeholders and parents to boost their understanding of the binder's contents. Ensure training is accessible to parents with diverse linguistic needs and sensory limitations.

- *Authorization for IEP Services Outside School Existing Resources.* As soon as possible, provide written clarification to all relevant network and school staff members that district personnel with authority to make resource expenditures outside of a school's existing allocation must participate in IEP team meetings to voice concerns about student needs for such resources. In these circumstances, authorizing personnel must provide appropriate support for their concerns. These personnel can delegate to an IEP team member the authority to approve an expenditure based on a prior review. Include information on this process in the Compliance Binder, and the standard operating procedures manual referenced above.

b. *Data Issues.* Consider the data issues below.

- *Accurate and Useful School Data Reports.* Address and resolve conflicting data issues, e.g., different data provided by the district and state on the same indicator.

- *Special Education Data Reports to Schools.* Working with intervention services, determine how reports to principals can be issued data only for students in their respective schools.

- *Growth Data.* Work with intervention services and other departmental personnel to access user-friendly and easily accessible reports showing academic growth data on students, including those with disabilities at each school, network, and the district, including on-track data for reading proficiency, etc. These data are necessary to show student growth and progress over time to better measure gap closing, and the impact of instructional practices. If such data and reports are not currently available and cannot be developed expeditiously for students with disabilities, consider purchasing appropriate software.

c. *Fiscal Issues.* Pursue the following activities to enhance revenue and shift more funds to activities designed to improve access to schools of choice for students with disabilities and boost high-quality education in inclusive and separate classes.

- *Transportation.* As part of the expectations referenced in Recommendation 6b, have intervention services, transportation, and legal representatives develop comprehensive guidance for IEP teams to use when considering whether a student requires transportation to benefit from special education. As part of this process, staff should review patterns of current transportation decision-making to identify areas that should be prioritized for clarification.

- *Catastrophic Cost Reimbursement.* Investigate and implement the steps that might be necessary to collect the data needed by CMSD to use actual *versus* average transportation costs for reimbursement under the catastrophic cost program, and any other actual costs that the district can use to document reimbursable expenses.[112]

- *Medicaid Reimbursement.* It is possible that the above approach for catastrophic cost reimbursement will enable CMSD to document and submit eligible transportation costs for Medicaid-enrolled students. If not, investigate and follow up on ways to collect such documentation. In addition, have intervention services and other knowledgeable individuals determine how CMSD could more easily acquire physicians' orders for nursing and speech/language services in order to submit appropriate Medicaid documentation for reimbursement. For example, some districts have hired a physician to sign orders based on underlying evaluative data provided by district personnel.

- *Appropriate Use of School-Based Funds.* Advise principals about their obligation to ensure that funds generated by schools under the weighted formula for students with disabilities are spent on their behalf.

- *Collective Bargaining Agreement Implications.* Clarify that schools will not be obligated to cover funding for personnel overage costs when sufficient funds are

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[112] The Cincinnati Public Schools currently submits data for catastrophic costs based on actual transportation and other costs.

unavailable for this purpose. Also, develop a strategy to modify the CBA with respect to provisions that impact inclusive education and effective operation of special education.

    d. *Monitoring and Accountability.* In addition to Recommendations 1g, 2e, 4f, and 6e, review CMSD's standard monitoring and accountability activities to ensure that they are sufficiently inclusive for students with disabilities, including ELs with disabilities.

9. *Internal Project Manager.* Consider appointing an internal project manager reporting to the superintendent to support the execution of the district's plan and initiatives, including activities to follow up on the recommendations in this report. Have the project manager report on relevant data, the status of implementation, and barriers to execution that require interdepartmental collaboration, the superintendent's involvement, or the need for any adjustments to the plan.

# CHAPTER 5. SYNOPSIS AND DISCUSSION

The Cleveland Metropolitan School District asked the Council of the Great City Schools to review the district's special education programs and to make recommendations on how to improve services for students with disabilities. To conduct its work, the Council assembled a team of special education experts with strong reputations for improving services in their own districts. The Council team visited Cleveland in October, conducted numerous interviews, reviewed documents, and analyzed data. At the end of the visit, the team formulated preliminary observations and recommendations, and discussed them with the schools CEO.

The Council has reviewed numerous special education programs in big city schools across the country over many years. Unfortunately, the organization is not always able to point out positive features of each school district's work with students with disabilities. In this case, however, the CMSD has many things it can be proud of.

For instance, although the school district had unusually high rates of students who had been identified as needing an IEP, there did not appear to be a disproportionate identification of African American students, which is unusual for urban school systems nationwide. If anything, there was a greater likelihood of white students being over-identified for an IEP.

In addition, the district has taken several steps to provide more inclusive educational settings for pre-k pupils. Early childhood outcomes on behavior and use of knowledge and skills has also improved. Importantly, the reading and math achievement on the National Assessment of Educational Progress (NAEP) of students with disabilities has climbed substantially over the years that Cleveland has participated in the Trial Urban District Assessment Program. These gains have been affirmed by the rising performance of students with disabilities on state assessments.

The district can also be proud of the fact that the graduation rate for students with disabilities in Cleveland is higher than the statewide average for such students. And it should be noted that the school district does not place students with disabilities into separate schools at rates than are any higher than state or national averages.

The district also has generous staffing levels among professionals working with students with disabilities and provides extensive data reports to principals on intervention services. Although there was room for improvement, including room to reconcile differing data sets, the district had both good data systems and some good tools, such as its Goalbook Toolbox and its Goalbook Pathways.

At the same time, the district had substantial problems. While there was no racial disproportionality in the identification of students with disabilities, except among white students, students in CMSD with IEPs were identified as having a disability at proportions like those at the state and national levels only in the area of autism. The proportions were different from the state and/or nation in all other areas. The district's rate significantly exceeded the state and nation in the areas of emotional disturbance (ED), intellectual disability (ID), and multiple disability (MD). But in the areas of specific learning disability (SLD) and speech language impairment

(SLI), district rates were significantly lower than the state and nation. Both district and state rates were above the nation for other health impairments (OHI).

In addition, the district's site-based theory of action has caused problems in the delivery of services to students with disabilities. Services for students with disabilities were not provided under a common framework. As a result, school personnel perceived services as fragmented and piecemeal and indicated that they created conflicting priorities among network leaders and principals. Furthermore, there was a broad sense that networks had differing expectations for schools and varying directions and priorities.

Moreover, the district had no clearly designed or implemented MTSS system or portfolio of interventions that might help reduce the over-identification of students. And the system appeared to make very sparing use of various co-teaching models.

Moreover, district personnel seemed to be more comfortable and well-versed with social-emotional supports for students than with instructional rigor for students with disabilities. In addition, the district educated students with disabilities in segregated settings to a far greater extent than state or national averages—and there was palpable resistance by some staff to the idea of serving these students in mainstream classes. This sentiment was codified, in part, in the teachers collective bargaining agreement, which requires paying teachers extra for including even small numbers of students with disabilities in general education settings.

One of the areas of interest to the district was how school choice looked from the vantage point of students with disabilities. First, it appeared that charter schools in the city were serving these students at somewhat lower rates than district schools. And second, it appeared that the choices for students with disabilities were limited by service and program offerings at individual schools.

The district also experienced disproportionate suspensions of students with disabilities by race. Here, African American students were suspended more frequently.

Finally, the district was not claiming revenues from Medicaid that it could be claiming, in part, because of how the system calculated its average services.

The Council of the Great City Schools has prepared many recommendations to help the Cleveland schools move forward on behalf of its students with disabilities. These proposals are largely in three big buckets: organizational, instructional, and operational. Interestingly, many of the challenges that the district faces have been addressed at least in part by several other urban school systems that Cleveland can turn to for models and approaches.

The Cleveland school district clearly has the leadership, talent, and commitment to do much better for its students with disabilities. The Council hopes that this report will help the district create an integrated set of services for its students that would be the envy of other urban school systems across the nation. The Council and its member districts stand ready to help.

# TASK FORCE ON MALES OF COLOR

# COUNCIL OF THE GREAT CITY SCHOOLS

# Task Force on Males of Color

## 2017-2018

### *Achievement Task Force Goal*

TBD

### *Task Force Chairs*

Michael Hinojosa, Dallas Superintendent
William Hite, Philadelphia Superintendent

# DISTRICT MALES OF COLOR INITIATIVES

# Males of Color Initiatives in America's Great City Schools:

Follow Through on the Pledge: As of July 1, 2016

COUNCIL OF THE GREAT CITY SCHOOLS

A Pledge by America's Great City Schools

- Whereas, some 32 percent of the nation's African American males and some 39 percent of the nation's Hispanic males attend school each day in one of the Great City School systems; and

- Whereas, the academic achievement of Males of Color in the nation's urban school systems and nationally is well below what it needs to be for these young people to be successful in college and careers; and

- Whereas, disproportionate numbers of Males of Color drop out of urban schools and often have low attendance rates; and

- Whereas, Males of Color disproportionately attend under-resourced schools and are taught by the least-effective teachers; and

- Whereas, the nation's Great City Schools have an obligation to teach all students under their aegis to the highest academic standards and prepare them for successful participation in our nation:

- Be It Therefore Resolved that, the Great City Schools pledge to ensure that its pre-school efforts better serve Males of Color and their academic and social development, and (1)

- That the Great City Schools will adopt and implement elementary and middle school efforts to increase the pipeline of Males of Color who are succeeding academically and socially in our urban schools and who are on track to succeed in high school, and (2)

- That the Great City Schools will keep data and establish protocols that will allow it to monitor the progress of Males of Color and other students in our schools and appropriately intervene at the earliest warning signs; and (3)

- That the Great City Schools will adopt and implement promising and proven approaches to reducing absenteeism, especially chronic absenteeism, among Males of Color, and (4)

- That the Great City Schools will develop initiatives and regularly report on progress in retaining Males of Color in school and reducing disproportionate suspension and expulsion rates, and (5)

- That the Great City Schools will develop initiatives and regularly report on progress in increasing the numbers of our Males of Color and other students participating in advanced placement and honors courses and gifted and talented programs, and (6)

- That the Great City Schools will strongly encourage colleges of education to adopt curriculum that addresses the academic, cultural, and social needs of Males of Color, and that the district will maintain data on how these teachers do with our Males of Color, and (7)

- That the Great City Schools will develop initiatives and regularly report on progress in increasing the numbers of Males of Color and other students who complete the FAFSA, and (8)

- That the Great City Schools will work to reduce as appropriate the disproportionate numbers of Males of Color in special education courses, and (9)

- That the Great City Schools will work to transform high schools with persistently low graduation rates among Males of Color and others and to provide literacy and engagement initiatives with parents. (10)

- That the Great City Schools will engage in a broader discussion and examination of how issues of race, language, and culture affect the work of our district. (11)

Council of the Great City Schools

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| Albuquerque Public Schools | Anchorage School District |
| Atlanta Public Schools | Austin Public Schools |
| Baltimore City Public Schools | Birmingham Public Schools |
| Boston Public Schools | Bridgeport Public Schools |
| Broward County Public Schools | Buffalo Public Schools |
| Charlotte-Mecklenburg Public Schools | Chicago Public Schools |
| Cincinnati Public Schools | Clark County (Las Vegas) Public Schools |
| Cleveland Metropolitan School District | Columbus City School District |
| Dallas Independent School District | Dayton Public Schools |
| Denver Public Schools | Des Moines Public Schools |
| Detroit Public Schools | District of Columbia Public Schools |

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|---|---|
| Duval County (Jacksonville) Public Schools | East Baton Rouge Parish School System |
| El Paso Independent School District | Fort Worth Independent School District |
| Fresno Unified School District | Guilford County (Greensboro) Public Schools |
| Hillsborough County (Tampa) Public Schools | Houston Independent School District |
| Indianapolis Public Schools | Jackson Public Schools |
| Jefferson County (Louisville) Public Schools | Kansas City (MO) Public Schools |
| Long Beach Unified School District | Los Angeles Unified School District |
| Miami-Dade County Public Schools | Milwaukee Public Schools |
| Minneapolis Public Schools | Nashville Public Schools |
| Newark Public Schools | New York City Department of Education |
| Norfolk Public Schools | Oakland Unified School District |
| Oklahoma City Public Schools | Omaha Public Schools |
| Orange County (Orlando) Public Schools | Palm Beach School District |
| Philadelphia School District | Pittsburgh Public Schools |
| Portland Public Schools | Providence Public Schools |
| Richmond Public Schools | Rochester City School District |
| Sacramento City Unified School District | Saint Paul Public Schools |
| San Diego Unified School District | San Francisco Public Schools |

| Seattle Public Schools | Shelby County (Memphis) Public Schools |
|---|---|
| Toledo Public Schools | |

Males of Color Initiatives in America's Great City Schools
By the
Council of the Great City Schools

| City School System | Developed Strategic Plan and/or Hired Staff | Held Citywide Summit and/or Coordinating with City Hall or other partners | Launched or Expanded Pre-k (1) | Bolster Elementary and Middle School Pipeline of Academically Successful Students (2) | Developed Data Systems for Tracking (3) |
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| Albuquerque | | Convened "My Brother's Keeper Community Challenge Student Summit in January 2015 to assess needs, set priorities, and define goals. | | | |
| Anchorage | Named Mike Graham as the lead. Graham_Michael@asdk12.org (907) 742-4412  Developed "Actions and Measures" around each aspect of the Council's pledge. | Held a community dialogue on issues with the NAACP on February 18, 2015. | Actions on preschool will target students with highest needs, smaller class size, gender balance in programming, collaboration with Kids Corps/Head Start, and collaborating on kindergarten readiness with ARISE | Middle school actions will include providing access to school counselors and extra school staff and before and after school interventions, provide special classes for students of color through Cook Inlet Tribal Council, gender balance in programming, after school programs with 21st century learning centers, and focusing on | Specific and detailed data from the 2014-15 school year on each pledge element will serve as the baseline for district efforts and progress.  The district's academic services department will provide quarterly updates on progress. |

| City School System | Developed Strategic Plan and/or Hired Staff | Held Citywide Summit and/or Coordinating with City Hall or other partners | Launched or Expanded Pre-k (1) | Bolster Elementary and Middle School Pipeline of Academically Successful Students (2) | Developed Data Systems for Tracking (3) |
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| | | | community coalitions. | SEL skills and responsive teaching at two middle schools. High school actions include core team planning to support individual students, partnering with ANSEP on science and engineering academies, pre-AP training for teachers at ASD summer academy, CITC classes and interventions, professional development in math, after school and SEL programming. | Continue data collection through RTI and SEL programming. |
| Atlanta | | | Use state early learning standards to address social and emotional needs of pre-k students—and plan lessons around them. | Develop and implement a district SEL initiative with common standards, culture, assessments, interventions, and curriculum.<br><br>Enhance the district's multi-tiered systems of supports (RTI), | Ensure dashboards include data on attendance, test scores, behavior, grades, and course completion—and disaggregate by race and gender. |

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| | | | | including RTI specialists, interventions, training, and supports.<br><br>Review the district's wrap-around services and enhance where needed. | |
| Austin | Created the districtwide "No Place for Hate" initiative.<br><br>Established principals' council subcommittee on race and equity.<br><br>Named Raul Alvarez as lead. (512) 414-8729 Raul.alvarez@austinisd.org | Communicated to all media and meeting opportunities about issues related to Males of Color.<br><br>Partnering with Greater Calvary Rites of Passage, Inc. to prevent destructive behaviors; the African American Youth Harvest Foundation on culturally relevant family services; University of Texas at Austin on Project Males | Expanding birth to 3 partnership with AVANCE, Head Start. | Established the Gus Garcia Young Men's Leadership Academy, an all-male public school.<br><br>Increased the number of culturally-sensitive mentors.<br><br>Share promising practices for working with males of color at expanded monthly cabinet meetings.<br><br>Develop curricular resources that address needs of Males of Color.<br><br>Student motivational and inspirational | |

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| | | (Mentoring to Achieve Latino Educational Success; Communities in Schools on leadership development and support; Austin Voices for Education and Youth on youth empowerment; the Austin Urban League on the Young Men's Leadership Academy; the University of Texas on equity symposia; Prairie View A&M University and justice system on changing counterproductive behaviors. | | assemblies with Manny Scott, and character-centered leadership workshops, and student roundtables.<br><br>Establish Males of Color Council. | |
| Baltimore | Initiated the City Schools MBK Model around readiness to learn, reading on grade level, graduating | | | Expose Males of Color to professional men of color, build relations, | |

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| | college and career ready, completing postsecondary education, entering the workforce, and reducing violence. Has hired a project manager to support the integration of various strategies, plan activities, conduct a community resource audit, and engage philanthropic groups. | | | and receive guidance. (Reading buddies, career day, lunch mentors)<br><br>Allow Males of Color to spend time in various setting with professional men of color. (Career day, company visits, job shadowing, professional men of color clubs, hero networks, sports figures.) | |
| Boston | Developed "Opportunity. Access. Equity: My Brother's Keeper Boston—Recommendations for Action" with the Office of the Mayor as part of MBK Community Challenge | Mayor established MBK Boston Advisory Committee in September 2014.<br><br>Set three MBK Milestones: (1) Graduating from high school ready for college and career, (2) Successfully entering the workforce, (3) Reducing youth | Set goal of expanding access to high-quality pre-k for all 6,300 four year olds by 2020. | Set goal of lengthening the school day in 60 schools in BPS over the next three years.<br><br>Set goal of increasing access to rigorous and culturally relevant curriculum and instruction.<br><br>Set goal of making BPS a premier Digital District by 2020 and investing in a major capital plan to improve | |

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| | | violence, and providing a second chance.<br><br>Partnered with city agencies, including the Boston Public Schools, and the Black and Latino Collaborative<br><br>Expanding partnership registry to allow better management and coordination of resources. | | all 133 BPS facilities by 2024. | |
| Bridgeport | The Bridgeport Board of Education established an ad hoc committee to address the objectives in the pledge. The committee is reviewing data along with the board's curriculum committee, disaggregating data for males of color, and developing recommendations to the full board.<br><br>Named Gladys Walker Jones<br>gjones@bridgeportedu.net | | | | |

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| | and Melissa Jenkins mjenkins@bridgeportedu.net as leads | | | | |
| Broward County | Developed the Mentoring Tomorrow's Leaders (MTL) program for minority males attending Deerfield Beach High School and Nova High School.<br><br>Developed a video message from the superintendent to schools outlining mission to change disciplinary practices.[1] | Developed work groups with internal and external stakeholders, e.g., the Committee for Eliminating the School-House to Jail-House Pipeline.[1] | | Establishing the "Mentoring Tomorrow's Leaders initiative for Males of Color at two high schools. | Developing district oversight mechanisms for data collection and to monitor school practices.[1] |
| Charlotte-Mecklenburg | Named Earnest Winston as lead. 980-344-0010 (w) 704-634-7196 (c ) earnest.winston@cms.k12.nc.us | | | | |
| Chicago | Named Chanel King as lead. Clking1@cps.edu | | | | |
| Cincinnati | Created the M.O.R.E. (Men Organized, Respectful, and Educated) program in 2011 to support the district's males of color. | | | Have placed M.O.R.E. clubs in 15 elementary and 11 middle and high schools. Programs focus on students in grades 4-12 to promote | Data on all M.O.R.E. club participants is entered into data system and tracks progress of |

[1] From Rethinking School Discipline, July 22, 2015.

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| | District has a M.O.R.E. Program Coordinator. | | | higher student achievement, grade-level promotion, graduation, conflict resolution, self-esteem, and college readiness. Programs include after-school efforts that focus on leadership, citizenship, financial literacy, health/wellness, college and career awareness, academic support, social skills, and more. Clubs meet twice per week with 20-25 male students. | students on grades, attendance, tardy rate, disciplinary referrals, reading, math, social studies, science, GPA, failing courses, and ACT and SAT scores. Data are reviewed quarterly. Data show that program participants have better outcomes. |
| Clark County (Las Vegas) | Strategic Plan includes Cultural Competency Training for all school district administrators and school police. | Working cooperatively with City of Las Vegas around "My Brother's Keeper" Initiative which aims to close achievement gaps and address the disproportionate number of African-American | Pre-K provided to schools with high numbers of students of poverty and English Language Learners. These classes are capped at a ratio of 10 students to 1 adult. | Increased the rigor of the Nevada Academic Content Standards

Increase of K-8 dialogue and collaboration through monthly Performance Zone meetings. | Beginning stages of implementing a Data Dashboard to strategically track students of color (Credit sufficiency, counselor contacts, hard and soft expulsions, and other discipline data. |

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| | | and Hispanic men who are unemployed or in the criminal justice system. | | Mentoring program for males of color in select schools.<br><br>Men Mentoring Men | Transparent gap data by school and Performance Zone posted online. |
| Cleveland | Prepared "Raising Achievement for Males of Color in Cleveland.<br><br>Identified major risk factors for males of color: failing two or more core classes in 8th grade; being absent more than 20 percent of the school year; receiving five or more days of out-of-school suspension; and being over-age for their grade. | | Working to ensure that preschool efforts better serve Males of Color.<br><br>Increase number of high-quality seats by adding staff and forming partnerships. District now has more than 1,800 pre-k seats.<br><br>Have formed, funded, and partnered with PRE4CLE, a citywide network to ensure that all city 3- and 4-year olds have access to high-quality preschool. | Established Linkage Coordinators at each school to serve as mentors for males of color; provide life-changing experiences outside the neighborhood; provide social-emotional support; foster relationships between males of color and male administrators and teachers; and provide culturally relevant teaching.<br><br>Established two all-male K-8 schools.<br><br>Placing strong emphasis on literacy as part of Ohio's Third Grade Reading Guarantee. | Tracking academic, attendance, behavior and other data on every student.<br><br>Monitor progress of Males of Color and appropriately intervene at earliest signs.<br><br>Use NWEA, RIMPS (grades 1-3), on-track cohorts (grades 9-12), credit recovery, OGT prep, active counseling, blended learning, and intervention courses. |

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| | | | | Implementing elementary and middle school efforts to increase pipeline of young Males of Color succeeding academically and socially.<br><br>Expand PATRHS— teaching 5 competencies of SEL, CTAO feeder school work, summer literacy program for intensive intervention. | Have established a School Performance and Planning Framework to track student and school performance. |
| Columbus | Developed the "Males of Color Pledge Implementation Report"<br><br>Board of Education passed a resolution approving the Council's pledge on June 3, 2014. | Partner on early-childhood initiatives with Ohio State University, the city's Early –Start Columbus initiative, the YMCA Head Start program, and the Franklin County Early Childhood center | District offers 750 four year olds developmentally appropriate early childhood programs in 41 elementary schools aligned with the State Early Learning Content Standards taught by teachers with either pre-k | Participate in the state's Third-Grade Reading Guarantee that requires districts to assess third grader's reading proficiency and develop plans for students below grade level that includes summer school and literacy coaching. Students below the state-determined cut score are retained, but beforehand are provided with 120 | |

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| | | Partnering with American Electric Power and Columbus State Community College on dual enrollment STEM courses at two schools.<br><br>Partnering with Diplomas Now, Communities in Schools, City Year, Directions for Youth and Families, I Know I Can, Project Key, Learn 4 Life, and Learning Circle on attendance, discipline, and academic issues.<br><br>Superintendent was appointed to Greater Columbus Infant Mortality Task Force, and district partners with children's hospital, and | certification or a master's degree in early childhood education. Program also provides family outreach, health and social services, and kindergarten transitions. Literacy data show participants need less intervention in kindergarten than non-participants. | minutes per day in literacy instruction and 60 minutes of intervention. Have 30 teachers trained in Reading Recovery, and 800 volunteer Reading Buddies who read with students twice a week. Data show that more students are being promoted to the fourth grade.<br><br>Data on OGT show that African American students improving reading, writing, and social studies achievement faster than district rates, narrowing gaps. | |

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| | | others on children's health issues. | | | |
| Dallas | | | | | |
| Dayton | Board approved district participation in Males of Color initiative.<br><br>Formed an Office for Males of Color with budget of $200k beginning in 2016-17 school year. Goals for the office include: reducing disparities in suspensions, increasing graduation rates, reducing chronic absenteeism, increasing number of African American males in advanced courses, and reducing expulsions. | Participate in the City of Learners initiative and align activities to district goals, metrics, and reporting.<br><br>Collaborate with the city on a Males of Color Go Back to School Event.<br><br>In first 100 days, hold meetings in barbershops and churches, gather community needs and priorities, convene community meetings at schools, meet with Black male students, research best practices, develop mission and vision | | | |

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| | | statement, develop website, do fund-raising, and set up training. | | | |
| Denver | | | Increase mill levy to expand full day ECE for all 4-year olds, and expand seats for 3-year olds in partnership with community providers targeting underserved areas.<br><br>Partner with community to increase quality, establish standards and assessments, and increase resources for summer reading-loss programs, particularly for ELLs | Increase rigor of common core implementation. Increase tutoring.<br><br>Expand partnerships, enrichment, and engagement.<br><br>Expand social emotional supports, mentoring, pre-collegiate information, CTE offerings, and pilot a personalized learning project. | Conduct opportunity quartile study to identify groups for intervention and targeted investment. |

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| Des Moines | Developed a District Plan to implement on-going Cultural Proficiency Training to all staff as well as revise and continuously edit district priorities to reflect culturally competent language; Developed District Equity Team to monitor progress towards district actions, policies, practices, etc… reflecting progress on the continuum of becoming a more culturally proficient district; Implemented Equity Team at the building level in all schools to monitor progress towards building actions, policies, practices, etc… | Engaged in Community Conversations on September 13th, 2015 and September 24th, 2015 to strengthen community relations and collaborate around opportunities to improve conditions and outcomes for all students, particularly our students of color | | Implemented standards-based grading and an Embedded Honors system at the middle school level in place of traditional advanced courses to provide equal opportunity for all students to engage in rigorous curriculum and activities; expanded middle school activities to engage more students in before and after-school programming targeting the need for students to feel connected to school and an increased sense of hope, engagement and well-being; implemented Advanced Placement (AP) 4 All philosophy to increase equity of access into college level coursework at the high schools | Creating data dashboard to monitor progress of Males of Color on the following metrics: graduation, attendance, college and career readiness, suspensions, office referrals, expulsions, special education referrals, Advanced Placement Course Participation, Advanced Placement Test Performance, and enrollment into Gifted and Talented Program |
| District of Columbia | Developed a five-point plan called "A Capital Commitment" | Announced $20 million | Established a three-school pilot | Set up "500 for 500: Mentoring through | Developed Equity Scorecard with |

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| | to increase achievement rates, improve literacy, invest in 40 lowest performing schools, increase attendance and graduation rates, improve student satisfaction, increase AP participation, college admissions, and career preparation, and increase enrollment. | "Empowering Males of Color" initiative with the mayor and partners on January 21, 2015. Built around a three-pronged theory of action: Engage students, family and community; improve and expand implementation of research-based strategies; innovate and challenge approaches to improving achievement.<br><br>Held fund-raiser lunch for a male academy and follow-up activities. | program with professional development to support school readiness for Males of Color. | Literacy" program to ensure reading on grade level by grade three.<br><br>Collaborating with external organizations to decrease summer learning loss.<br><br>Set up Honor Roll Luncheons to recognize students for success and encourage progress.<br><br>Revised elementary and middle school promotion/retention polices to rely more on data and less on teacher judgment.<br><br>Provide two-year grants to schools through the DC Education Fund to support efforts to improve social and emotional well-being of Males of Color, community and family engagement, or academic enrichment. | measures that all schools will use to compare student performance. Measures include student proficiency, AP enrollment and performance, graduation rates, suspension rates, attendance, and student satisfaction. |

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| Duval County | Named Larry Roziers roziersl@duvalschools.org as lead. | | Introduced Success by Six at two schools.<br><br>Expanded access to three-year old programs in low-income areas from 800 to 1,450 students<br><br>Partnered with Head Start in public schools. | Revised elementary and middle school promotion and retention policies to ensure high expectations based on data-driven measures aside from "teacher judgment."<br><br>Redesign summer school offerings and regular school schedules based on early warning system to provide ready access to coursework for students at risk of dropping out.<br><br>Expanding overage schooling for students in grades 5-10 to individualize course recovery. | Developed modern, integrated early-warning tracking system (Performance Matters) to ensure all students on-track for graduation. Tracks attendance, suspensions, grade, and state test results. Allows teachers to follow students if they change schools. |

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| El Paso | MBK District Points of Contact:<br><br>Manuel Castruita, Director, Guidance Services (mcastrui@episd.org)<br><br>Ray Lozano Executive Director, School Leadership Operations (rslozano@episd.org)<br><br>Campus Points of Contact (POCs) lead efforts at the campus level. Student mentorship programs established at all comprehensive high schools. Mentorship at all middle schools will begin in Fall 2015. Students mentored by District personnel. Will explore mentorship opportunities by non-District personnel in Fall 2015.<br><br>In the process of creating a Social-Emotional Learning Department to support implementation of Positive Behavior Interventions and Supports at 43 Demonstration Schools. | One of three districts statewide selected for participation in Project MALES (Mentoring to Achieve Latino Educational Success). Project is led by The University of Texas and Texas A&M.<br><br>Engaged in partnership with the University of Texas at El Paso to establish a collaborative mentorship program at one high school. The university will select graduates from the selected high school for continued mentorship at the university level. | District will launch Pre-K center in August 2015. | Implementing AVID at selected middle schools to promote college awareness and readiness.<br><br>Analyzed advanced course enrollment and success rates at all middle and high schools and identified opportunities for increased enrollment.<br><br>Offering PSAT grades 9th through 11th and SAT to all 11th grade students to bolster advanced course enrollment.<br><br>Exploring curriculum support options for advanced courses in middle and high schools at selected feeder patterns.<br><br>Exploring venues to increase college matriculation. | Data tracking system is in development. |

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| | | Attended Texas Consortium for Male Students of Color Summer Leadership Summit in June 2014. Scheduled to attend in August 2015.<br><br>Met with El Paso Community College Project MALES representatives to discuss opportunities for collaboration on student mentorship.<br><br>In the process of establishing a partnership with the United Way to support the Campaign for Grade Level Reading<br><br>Alternative High School contracts | | | |

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| | | with the El Paso Child Guidance Center to provide trauma counseling to students assigned to the campus.<br><br>In the process of developing a leadership academy for mentored students. | | | |
| Fort Worth | Has formed a My Brother's Keeper Task Force to develop action plan.<br><br>Using a cross- functional team with the annual planning process to identify equity issues.<br><br>Using district goals and targets to address equity issues.<br><br>Named Jerry Moore and Ashley Paz as leads.<br>(817) 814-2703 | Held "My Brother's Keeper Summit on February 21, 2015 | Began a Universal Pre-K program in 2014 and added 12 additional Pre-K classrooms in 2015.<br><br>Pre-K enrollment available for all students in Fort Worth ISD. | Hired Gifted and Talented Specialists at all Elementary campuses to support advanced learning opportunities for at least 10% of students in each student group at each campus. | Developed a Principal Daily Dashboard that automates and tracks grades, attendance, discipline, safety measures, and teacher attendance for each campus that can drill down to specific student groups and students. |
| Hillsborough County | Hillsborough County Public Schools Males of Color Implementation Pan, 2014-2015 | | District will monitor observation, assessment and | Monitor outcomes of the Extended Reading Time initiative through | Use early warning system to monitor RTI/MTSS |

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| | Named Lewis Brinson as lead. (813) 272-4368 Lewis.brinson@sdhc.k12.fl.us | | evaluation data on pre-k and Head Start teachers to determine areas of strength and need.

Correlate VPK assessment results with Kindergarten Readiness Assessment to determine impact of program.

Evaluate effect of new pre-k and Head Start expansion into high-poverty schools.

Monitor implementation of pre-k professional development during walk-throughs. | observations in project schools. | implementation and effects.

Provide additional training on the use of the early warning system.

Initiate cross-divisional meetings to better monitor outcomes and needed supports in schools. |

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| Houston | Named Annvi S. Utter to lead. autter@houstonisd.org 713-556-7104<br><br>Formed Equity Council to support district's efforts to ensure equitable access to educational opportunities for all students.[2]<br><br>Collaborated on "Improving the Quality of Life for Young Men of Color in Houston: Local Action Plan, 2015." | Partnering with the mayor and city department of health to implement MBK. Management team created.<br><br>Goals include having males of color entering school ready to learn, reading at grade level by third grade, graduating from high school ready for college and career, completing post-secondary education or training, successfully entering the workforce, and reducing crime and violence and providing a second chance. | Will convene key stakeholders to agree on best practices for a continuum of care to facilitate whole child development to ensure school readiness.<br><br>Develop evidence-based metrics to evaluate school readiness.<br><br>Implement recognized standards to ensure the quality of childcare providers and teacher.<br><br>Will expand the number of children participating in high-quality full-day pre-K programs. | Will build and enhance partnerships that support achievement and ensure that concerns and strengths of community groups are addressed.<br><br>Will work with community organizations to promote in-school efforts.<br><br>Will strengthen existing community partnerships that include wrap-around services, after-school, summer school, and tutoring programs.<br><br>Will connect in-school literacy efforts to out-of-school services to advance children's literacy. Will increase access to print and electronic books to K-3 children by connecting families to donations and | Will determine baseline performance criteria and set measurable targets to meet goals.<br><br>Will establish an early warning and intervention system that will prevent academic and disciplinary challenges from deteriorating into irreversible negative outcomes.<br><br>Will set up an evaluation framework to assess effectiveness of the initiative. |

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| | | Was involved in MBK summit in Houston on November 134, 2014. Follow up involved 12 focus groups. | | reading support services.\n\nDetermine target-area pilot schools. | |
| Indianapolis | Have developed "Your Life Matters: Plan of Action." | Partnering with the mayor, Indiana Black Expo, and the Indiana Civil Rights Commission on the Your Life Matters (YLM) Task Force. The task force includes 115 organization, agencies, and offices—and includes teams on education, employment, health, justice, and mentoring. The Indiana Black Expo (IDE) handles project management, data, | | Partner with the Indiana Youth Institute, Big Brothers/Big Sisters, and 100 Black Men to expand mentoring opportunities for African American male youth. | Are developing with the task force measures of high school graduation, out-of-school suspensions, attendance rates, behavioral issues, employment status of African American males ages 16-24, risk of referral to juvenile court, percentage of African American males returning to IDOC within 12 months, and deaths by homicide among African American males ages 15-25 |

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| | | management, and communications. | | | |
| Jackson | Named William Merritt as lead. wmerritt@jackson.k12.ms.us | | | Implementing and providing professional development for teachers and parents on the IMMC's "New Strategies for Teaching African and African American History to African Americans." Includes teaching African American history, culture, and leadership models to students in after-school and summer school program. | |
| Kansas City | Males of Color Implementation Plan<br><br>Named Luis Cordoba and Derald Davis (816) 418-7322 jcordoba@kcpublicschools.org dedavis@kcpublicschools.org as leads. | Held the "Am I My Brother's Keeper" conference with 150 high school student.<br><br>Working with Citywide Gateway Crime Task Force | | Initiated "Each One, Teach One" mentoring program for males of color involving high school students mentoring elementary students. | Created data dashboard to monitor progress of Males of Color on pledge elements and provide support. Metrics include graduation, attendance, college and career |

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| | | Convened a Student Diversity Leadership Conference: Building An Appetite for Diversity for seniors from four high schools.<br><br>Held a Multicultural Leadership Symposium with Metropolitan Community College and participated in the Big XII Conference on Black Student Government. | | | readiness, suspensions, expulsions, special education classifications, AP, and G/T |
| Long Beach | Developed "My Brother's Keeper Long Beach: Local Action Plan" | Held "Students of Color Town Hall Meeting" on February 28, 2015<br><br>Formed the City of Long Beach My Brother's Keeper Task Force with | Setting up the Long Beach Home Visitation Collaborative with 20 service providers to coordinate services. | Have formed a Long Beach Campaign for Grade-level Reading whose goals are to increase kindergarten readiness, reduce absenteeism, and improve summer learning. | |

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| | | elected officials, city departments, the school systems, colleges, community organizations, and consultants. | Set goal of establishing universal preschool for all children by 2018.<br><br>Committed to re-establishing a citywide Early Childhood Plan | Expanding "Reach Out and Read" parent-reading program.<br><br>Expanding the Long Beach Male Academy. | |
| Los Angeles | Developed "My Brother's Keeper: Improving the Life Outcomes of Boys and Men of Color. Los Angeles Unified School District Implementation Plan."<br><br>Assigned the Student Involvement, Development and Empowerment Unit of the Parent, Community and Student Services Department to oversee the plan.<br><br>Retained Wes Hall from the Institute for Student Empowerment to oversee the program and design new activities. | Held a Young Men of Color Conference.<br><br>Formed the Gathering of Great Minds Community Coalition that includes the school system, community organizations, foundations, fraternities, and leaders in government, education, media, public health, banking, law enforcement, and religion. | Expanding full-day pre-kindergarten and kindergarten. | Developed the Academic English Mastery Program to improve access core language and literacy curriculum for standard English learners, particularly African American and under-achieving students.<br><br>Created the Middle School Collaborative to boost performance of middle school students.<br><br>Created a four-week Extended Learning Opportunity Summer Program at selected middle schools focusing | |

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| | | The MBK Leadership Team will meet quarterly. | | on English language arts and math. | |
| Louisville | | | Continue CADRE menu of professional development of professional development geared toward the needs of "at promise" students. | Strengthen after school programs: Men of Quality Street Academy, REACH Program.<br><br>Continue Louisville Linked program that provides wraparound services to students. | Establish dashboard to monitor the grades, attendance, behavior, and performance of students of color.<br><br>Design interventions to "catch" students that are falling behind.<br><br>Present quarterly reports on each element of the pledge on Males of Color |
| Miami-Dade County | Implementing a Districtwide Equity Parity Plan.[2] | | Collaborate with community groups to provide curriculum | Implement a mentoring, life skills tutoring, career preparation and academic coaching | Establish a data base to monitor diversity, equity, and access to |

[2] From Rethinking School Discipline, July 22, 2015.

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| | | | support, training, and advice to early childhood providers on how to better serve Males of Color.<br><br>Leverage the Teenage Parent Program to provide information on pre-school opportunities to better serve Males of Color. | model for Males of Color to provide successful transition to high school.<br><br>Provide school-site guidance services to help Males of Color transition into high school STEM programs.<br><br>Provide open houses and vocational fairs to better serve Males of Color.<br><br>Provide information to stakeholders, businesses, and civic partners to Males of Color receive more mentoring and opportunities.<br><br>Advertise schools of choice and parental options for Males of Color. | educational practices for Males of Color— "District Data Tracking Dashboard."<br><br>Monitor performance of Males of Color to identify student needs in the areas of attendance, suspensions, and mobility—and provide needed interventions. |
| Milwaukee | Developed a strategic plan called "My Brother's Keeper: Improving | Working with public health | Providing vision screenings for | Partnering with Milwaukee Succeeds, | |

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| | the Life Outcomes of Boys and Men of Color—Implementation Plan." Naming a new Equity Specialist. | partners to ensure that students are immunized and ready for school. | kindergarten students and other elementary students with special health or education needs. Also partnering with Smart Smiles program to provide oral and dental health services to students. Expanding sports physicals, offering more health fairs, expanding wellness activities, and working with parents to coordinate health activities. | Walgreens, and local universities to expand and strengthen out-of-school reading time and programming. Implementing Compass Learning Odyssey in all schools to help students work independently in areas of interest matched with a district screener: STAT. Implementing a Transformative Reading Instruction (TRI) model in five district schools with tutoring, parent workshops, experiential opportunities, and teacher professional development. Implementing a k-5 grade literacy curriculum that emphasized concept-based instruction to build stronger | |

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| | | | | foundational literacy skills.<br><br>Partnering with a variety of community groups to strengthen third grade reading skills: Boys and Girls Clubs, Milwaukee Repertory Theater, Reading Corps, and others.<br><br>Implementing the Tutoring 4 You Program (T4U) in selected elementary schools to provide small-group tutoring for students who are below target in reading. | |
| Minneapolis | Hired Michael Walker as lead. (612) 668-0189 Michael.Walker@mpls.k12.mn.us<br><br>Set up Office of Black Male Student Achievement with start-up budget of $200,000 and five staff members. | Partnered with the University of Minnesota to develop a special curriculum for African American males centered around the Black male experience and history with a | | Piloting second year work (2015-16) at 8 elementary schools, 4 middle schools, and 4 high schools.<br><br>Developing professional development at project sites focused on | |

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| | | focus on character development and leadership. BLACK (Building Lives Acquiring Cultural Knowledge) courses will be taught by local community experts in classes no larger than 20 students. | | engaging Black males, linking communities, Black male voices, unconscious bias, and the pedagogy of confidence.<br><br>Expanding funds for AVID | |
| Nashville | Named Tony Majors as lead. Tony.Majors@mnps.org | | | | |
| New York City | Named Ainsley Rudolfo as lead. (917) 940-6496 (c ) Arudolfo@schools.nyc.gov | | | | |
| Oakland | Established an Office of African American Male Achievement with 30 staff members and an annual budget of $3.5 million. | | | Initiated the Manhood Development Program (MDP), an academic mentoring model designed and implemented *by* African American males *for* African American males. Program has grown | |

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| | | | | from three to 17 sites. Program is designed to decrease suspensions and increase attendance, decrease incarceration and increase graduation, and decrease the achievement gap and increase literacy. | |
| Oklahoma City | Named Aurora Lora as lead. aalora@okcps.org (405)587-0448 | | | | |
| Orange County | Has developed a comprehensive plan around each element of the pledge called "Building Ladders of Opportunity for Boys and Young Men of Color." Created the Minority Achievement Office (MAO) to narrow the achievement gap, improve academic outcomes, reduce discipline referrals, and increase graduation rates. Empowering Environments strategic plan.[7] | | Researched best practices in promoting academic success at pre-k level. Gathered best practices from most successful pre-k teachers. Discuss ways to better serve pre-k males of color | Compiled all data from standardized tests and disaggregated it to show performance of males of color in all grades. Convened a committee to develop a protocol for tracking performance of Males of Color. Solicited input on plan from principals, curriculum, Title I, Multi-lingual, and ESE | Collaborated with associate superintendent of accountability, research, and assessment to develop protocol to disseminate data regularly. Gathered team to discuss the data and establish timelines. Meet with principals at all |

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| | Named James Lawson as lead. (407) 317-3470 James.lawson@ocps.net | | Compiled academic and social development strategies and communications plan.<br><br>Offered enhanced professional development for pre-k teachers.<br><br>Monitored implementation, and tracked performance of pre-k males of color. | Set up early warning indicators for intervention.<br><br>Set up procedure where committee is called if data suggest adjusting the protocol<br><br>Shared protocol with area superintendents and all principals.<br><br>Expanded MTSS system to 21 elementary and 4 middle schools.<br><br>Established an accelerated reading program at the third grade in 25 elementary schools<br><br>Monitoring progress of elementary and middle school students<br><br>Initiated the summer Scholars of Orange County Calculus | grade levels to establish intervention procedures based on early warning data<br><br>Implement protocols for monitoring data and intervening with students not on track.<br><br>Execute appropriate interventions. |

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| | | | | Project at two middle schools, On the Record Reading at two middle schools, and 5th grade math at 10 elementary schools. | |
| Palm Beach County | | Convened "My Brother's Keeper Community Challenge Student Summit in January 2015 to assess needs, set priorities, and define goals. The Summit was led by the Chair of the County Commission in partnership with the School District | Partnership with Head Start to ensure that all students, particularly boys of color, have received quality pre-K preparation by providing professional development for Head Start teachers to ensure that the instruction is aligned with State Standards. | The School District has purchased 8th and 9th grade PSAT for all 8th and 9th grade students to assess potential for Advanced Placement; AICE, and International Baccalaureate participation. The District has also expanded AVID to start in elementary/middle.  Creation of JumpStart to High School Program for twice-retained students. In two years we have been able to successfully promote 237 students, 80% being Black or Latino males, to high school. 68% of them maintained at least a 2.0 GPA or higher. | Created data dashboard to monitor progress of males of color. Metrics include graduation, attendance, college and career readiness, suspensions, and expulsions. |

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| Philadelphia | | Working with the office of the mayor on a citywide strategy | | Working with City Year in 11 schools to enhance learning environment and provide tutoring for students with low attendance, multiple suspensions, and low grades. | |
| Portland | Names Jeanine Fukuda and Bonnie Gray as leads. (503) 916-3769 jfukuda@pps.net bgray1@pps.net | Partnering with Portland Trailblazers of NBA on third-grade reading. Partnering with Mayor's Black Male Achievement Initiative, AT&T, Aspire, Cisco, JP Morgan Chase, College Board, and Youth Gang Task Force. Vetting entire plan with office of the mayor, school board, executive leadership team, | Are creating early learning hubs in four targeted communities with partner agencies (including key culturally specific partners—Albina Head Start, Indian Education, Neighborhood House, Teen Parent Program, Oregon Community Foundation, Concordia University, Multnomah Education Service District, | Have set goal to have 100% of students meeting or exceeding reading benchmarks on Smarter Balanced Reading Assessments by the end of third grade. Using culturally aware classroom observation tools and third grade reading campaign, as well as engaging families of color in reading events and home libraries. | Will disaggregate all data on superintendent's priorities by race, gender, and language. Designate staff from the Strategic Planning and Performance department whose primary focus is on data. Implement Early response System to identify students at risk and take appropriate action by NAME. |

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| | | District Equity and Inclusion Council, Superintendent's Student Advisory Council, Portland Association of Teachers, PTA, Pacific Educational Group,, Coalition of Communities of Color, Black Male Advisory Group, Coalition of Black Men, Delta Sigma Theta, Multnomah County Chair, All Hands Raised, Portland Business Alliance, City Club, Portland metro Education Collaborative. | Native American Youth and Family Center, Home Forward, and Oregon Solutions).<br><br>Expanded the number of children participating in full-day pre-k programs.<br><br>Offering universal kindergarten for every five-year old at no cost— was grant funded previously.<br><br>Gathered research on best practices in pre-k.<br><br>Enhanced professional development for pre-k teachers, kindergarten | | (Indicators include attendance, behavior, and achievement.)<br><br>Conduct case studies of schools with high achievement among African American students.<br><br>Disaggregate school climate data by race and gender to ascertain student experiences.<br><br>Track culturally relevant interventions that Black, Latino, Native American, and Pacific Islander students receive from staff and contractors. |

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| | | | teachers, and community providers.<br><br>Expanded early kindergarten transitions. | | |
| Providence | School Board approved a Males of Color Pledge Implementation Plan and will develop a policy on institutionalized racial equity.<br><br>Will conduct a thorough examination of policies and practices to improve outcomes for Males of Color. | | Expand the number of pre-k seats for males of color by moving the early childhood program from Gregorian Elementary School to Asa Messer Elementary School.<br><br>Work with state and city officials to expand the availability of pre-k opportunities. | Infuse greater cultural relevance into the district's academic curriculum and identify content that betters responds to and engages Males of Color.<br><br>Review policies to increase the access of adult male volunteers of color in the schools.<br><br>Review policies to ensure that district buildings allow for more after-school community programs for Males of Color.<br><br>Review human resource policies to increase recruitment, hiring, and | Compile a comprehensive, disaggregated data set on Males of Color to better understand and measure academic status, progress, and social/emotional development.<br><br>Develop a set of key indicators of student outcomes on academic achievement, graduation rates, dropout rates, AP participation, FAFSA completion, pre-k enrollment, attendance data, |

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| | | | | retention of more educators of color.  Identify and enhance initiatives that spur the academic growth and social development of Males of Color, such as the Gilbert Stuart Gentlemen's Association. | discipline referrals, special education placements, and other.  Will establish goals and targets in each area and monitor progress. |
| Rochester | "We Will Treat Every Child Like One of Our Own: An Action Plan for the Rochester City School District" | | District currently offers universal pre-k for every four year old at no cost to families—was mostly half-day programming in previous years. | Move aggressively to ensure that all students are reading by the third grade.  Expand summer school opportunities in order to cut summer learning loss, provide interventions, and offer enrichment.  Continue Summer of Reading program that supplies students with backpacks of books and reading lists. | |

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| | | | | Continue increasing the numbers of dedicated reading teachers. Improve literacy content and instruction in multiple subject areas.<br><br>Increase learning time by eliminating early dismissal of students every Wednesday and increase expanded-day schedules in elementary and secondary schools. | |
| Sacramento | Established Restorative Justice Task Force in 2014.<br><br>Hired Assistant Superintendent of Equity in July 2015.<br><br>Superintendent Co-Convened My Brother's Keeper (MBK) community meetings in 2015.<br><br>District continues to co-lead Sacramento's Boys and Men of Color Collaborative and MBK Task Force | Co-Convened first My Brother's Keeper meeting with Systems Leaders in March 2015 along with Mayor.<br><br>My Brother's Keeper Community Convening. Over 300 boys and girls of color (170+ from SCUSD) participated in | Expanded Transitional K program<br><br>Implemented the First 5 Play is a FUNdamental play group program for infants and toddlers<br><br>Opened 5 additional Early Head Start | Continued implementation of Social Emotional Learning (SEL)initiative district wide through 3 year NOVO Foundation grant<br><br>Hired 3 coaches to support SEL and Positive Behavior Intervention and Support (PBIS) | Developing Data Dashboards to address Chronic Absence, Discipline and Academic Performance. |

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| | Adopted Resolution to have Ethnic Studies as a graduation requirement by year 2020. | community conversation about three MBK initiatives: education, employment and safety. | Infant/Toddler classrooms | Started cohort of 9 PBIS schools<br><br>Men's Leadership Academy (MLA) program continues to provide culturally relevant instruction, social justice education and leadership opportunities to males of color within SCUSD. Developed cross-age mentoring program for MLA into Middle and Elementary Schools. Summer Matters programming targets boys and girls of color in high quality learning opportunities to prevent summer learning loss; incoming 1st – 12th grade.<br><br>Children's Defense Fund, Freedom Schools provided culturally relevant literacy program during summer at 3 elementary sites. | |

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| | | | | City Year continues to provide intervention and support at 5 schools within SCUSD; focusing on attendance behavior and course performance.<br><br>Youth Development Support Services provides expanded learning opportunities to 14,000 students targeting low-income/students of color. Culturally relevant programming is built around a Social Justice Youth Development framework.<br><br>Middle schools provided additional funding to support under performance in mathematics through data driven intervention programs. | |

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| San Francisco | Developed the African American Achievement and Leadership Plan<br><br>Hired Landon Dickey as Special Assistant to the Superintendent for African American Achievement and Leadership<br>DickeyL@sfusd.edu<br>(415) 515-5247<br><br>Approved a school board resolution in support of African American achievement.<br><br>Launched an African American Internal Oversight Committee to monitor district efforts, and an African American Community Council (AAAC) to provide external oversight of district efforts in support of black students. District will provide an "African American Student Report" to share progress.<br><br>Budgeted $800,000 to fund an African American Achievement and Leadership Initiative (AAALI) to support parent engagement, a postsecondary pathways program (that will connect all graduating African | Convened My Brother's Keeper Local Action Summit in January, 2015 with the mayor and local foundations.<br><br>Partnering with the mayor's office and the San Francisco Foundation. | Developed plan to enhance Tier 2 and Tier 3 Behavioral RTI supports for PK – 3rd grade students | Launched African American Internal Oversight Committee to monitor a cohort of elementary and middle schools with African American students as a focal population<br><br>Identified elementary, middle, and high schools with high African American achievement. Planning to case study schools over 2015 – 2016<br><br>Transitioned support of the African American Parent Advisory Council (AAPAC) to the Superintendent's Office and Special Assistant to the Superintendent, to help coordinate accessibility of resources and information for African American parents | Convened staff team to evaluate African American student outcomes districtwide<br><br>Launched African American Internal Oversight Committee to monitor a cohort of elementary and middle schools with African American students as a focal population<br><br>Identified academic, behavioral, culture and climate, and demographic measures to monitor acceleration of African American student achievement |

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|  | American 12th graders through LinkIn, provide alumni tracking, and provide coaching)  provide school-site support and summer-school support. |  |  | Launched MBK/SF Summer STEAM Program for K – 5th grade students<br><br>Partnered with community-based organizations to pilot a summer reading program with a cohort of black families Launched Racial Equity Professional Learning Community at elementary school sites | Developed CORF and BASIS data systems for tracking student referrals and behavioral interventions implemented at school sites, to reduce disproportionality of African American suspensions and expulsions<br><br>Rolled out *Illuminate* data system districtwide which allows for more flexible analysis of school level and student level data |
| Toledo |  |  | RttT, SIG, Academic Turnaround, EWS, Inclusion, gender-based k-12. | Initiated the Young Men of Excellence mentoring program with 2,000 students | EWS, PBIS, Safe schools ordinance, mental health intervention. |

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| | | | | Expanding credit recovery. | |

Males of Color Initiatives in America's Great City Schools (continued 2)

| City School System | Addressed chronic absenteeism (4) | Revised Suspension and Discipline Policies (5) | Expanded AP and gifted/talented programs (6) | Spurring Colleges of Education (7) | Expanding FAFSA (8) | Addressed SPED Over-identification (9) |
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| Anchorage | Continue attendance policy implementation; make phone calls to student homes during absences; and continue school business partner recognition of students with good attendance. Track results. | Implement new drug/alcohol policy for reducing suspensions and expulsions through alternative placements; implement RTI social emotional framework; and produce quarterly and annual suspension reports. | Continue focus on recruiting under-represented students for gifted programs; intentional core team planning for under-represented students with potential for AP; provide AP training for 300 secondary teachers; continue NMSI grant at two high schools; promote performance scholarships; continue TRIO in three high schools; and continue college and career guides at | Participate in Education Matters Summit with focus on improving teacher preparation; continue ongoing meetings with University of Alaska and Alaska Pacific University; continue dual credit opportunities; and partner with ANSEP. | Continue ELL workshops for families; conduct Title VII workshops for families; promote FAFSA through TRIO in three high schools; provide support through CTE/counselor coordinators and promote FAFSA completion in three high schools. | Examine disaggregated data to inform instructional decisions and use RTI and intervention data with individual students. |

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| | | | three high schools. | | | |
| Atlanta | | Have set goal with state department of education to eliminate disproportionate suspensions of African American males by the end of the year.<br><br>Expand PBIS from 123 schools to 24. Newly formed PBIS committee will review discipline and interventions.<br><br>Provide weekly discipline updates to associate superintendents and principals to review and make adjustments. | PLCs of AP and IB coordinators are focusing on increasing enrollment, retention, and success of African American males in advanced courses. | | | Provide more inclusive environments for students with disabilities and provide additional training to lead and regular teachers.<br><br>District is currently not disproportionate in special education.<br><br>Using RTI to review and train staff around 504 accommodations. Continue monitoring to ensure that students are placed in LRE. |
| Austin | | Worked to reduce numbers of Males of | | | | Hold special education workshops for |

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| | | Color suspensions and expulsions. Establish partnership with Greater Calvary Rites of Passage and other groups to develop alternatives to out-of-school suspensions. | | | | staff and teachers to build strategies for working with Males of Color during the admission and dismissal processes. |
| Baltimore | | Diversion program and community conferencing.[3]<br><br>Professional development in de-escalation and portfolio of school-based climate supports.[4]<br><br>Re-engagement/intervention centers.[4] | | | | |
| Boston | | Mayor's office created the Violence Interrupters Program and expanded its StreetSafe program to provide community support to youth and gang intervention services. | | Set goal of increasing the diversity and cultural proficiency of BPS administrative and teaching staff. | | |

[3] From Rethinking School Discipline, July 22, 2015.

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| Bridgeport | | Goal to reduce out-of-school suspensions by 5% over two years.[4]<br><br>Develop a systemwide approach to meeting students' behavioral, social, and emotional needs in order to reduce chronic absenteeism.[5]<br><br>Implement RULER, an emotional intelligence program developed by Yale University.[5]<br><br>Reduce school-based arrests through partnerships with police department and community agencies.[5] | | | | |
| Broward County | | Ended suspensions for non-violent activities, put interventions in place, and initiated the PROMISE (Preventing Recidivism through Opportunities, Mentoring, | | | | |

[4] From Rethinking School Discipline, July 22, 2015.

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| | | Interventions, Support and Education) program.<br><br>Revising Code of Student Conduct policy and discipline matrix that require police involvement and to clarify expectations.[5] | | | | |
| Buffalo | | Implement restorative justice practices.[6]<br><br>Revising agreements between district and school resource officers to lower the number of non-violent misdemeanor arrests for school-based behavior.[7]<br><br>Implement Student Support Teams and Social-emotional clinics in all schools.[7]<br><br>Develop a new code of conduct to emphasize intervention over | | | | |

[5] From Rethinking School Discipline, July 22, 2015.
[6] From Rethinking School Discipline, July 22, 2015.

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| | | punishment and exclusion.[7] | | | | |
| Chicago | | Developed the Suspension and Expulsions Plan to reduce out-of-school suspensions, encourage positive school climate, and peer councils to handle discipline issues. | | | | |
| Cincinnati | M.O.R.E. clubs incentivize good attendance and GPA with field trips and outings. | Set goal of reducing disciplinary incidents by 560 percent through M.O.R.E clubs. | | | FAFSA completion is built into M.O.R.E. high school clubs. | |
| Clark County (Las Vegas) | Working collaboratively with City on Downtown Achieves (DA) Schools to expand a successful attendance incentive pilot across on DA schools. The goal of the City | Monthly data tracking of hard and soft expulsions. District Policy revised to align with State regulations and policies. | AP Goal establishment to target students of color Increase in the number of schools which offer IB programs at elementary, | A working group has been established at the State level on how best to address the concerns laid out by a Multicultural Education Bill that passed this past legislative session. The | Historic Black College and University Tours Affiliations with Fraternal and Sorority programs at schools. Gear Up Partnerships | Implement instructional strategies that are culturally responsible to teaching and assessment practices. Appropriate and tiered interventions at |

| City School System | Addressed chronic absenteeism (4) | Revised Suspension and Discipline Policies (5) | Expanded AP and gifted/talented programs (6) | Spurring Colleges of Education (7) | Expanding FAFSA (8) | Addressed SPED Over-identification (9) |
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| | and District is a 50% increase in the number of students who miss less than 10 days in DA elementary schools. | | middle, and high schools.<br><br>Strategic PSAT Indicator Analysis at the 10$^{th}$ Grade Level to find future AP class enrollees in all subgroups that may not have been previously identified. | working group will present potential regulations before the Commission on Professional Standards. The rationale being that if teachers take a multicultural education course during their, they would likely be more effective in reaching their students who come from different backgrounds to increase their learning. | | the elementary level. |
| Cleveland | Launched the "Get to School: You Can Make It" campaign. Partnering with the Cleveland | Retain Males of Color in school and reduce disproportionate suspension and expulsion rates.<br><br>Expand use of Planning Centers (an alternative | Increase numbers of Males of Color participating in honors, AP, and G&T classes. | Adopt curriculum addressing academic, social, and cultural needs of Males of Color | Increase number of Males of Color who complete the FAFSA. College Now Greater Cleveland staff | Reduce disproportionate numbers of Males of Color in special education courses. |

| City School System | Addressed chronic absenteeism (4) | Revised Suspension and Discipline Policies (5) | Expanded AP and gifted/talented programs (6) | Spurring Colleges of Education (7) | Expanding FAFSA (8) | Addressed SPED Over-identification (9) |
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| | Browns foundation.<br><br>Established Safe Routes to School initiative to ensure safe corridors for students going to school.<br><br>Expand use of Planning Centers at each school to reduce suspensions with attendance liaisons. | to suspension) at each school to reduce suspensions with staff trained in de-escalation strategies.<br><br>Providing extensive social-emotional support to students through CASEL. | Expanded AP to 18 schools in 18 subjects with total enrollment of 1,200<br><br>Have 10 high schools participate in the National Math and Science Initiative's College Readiness Program. | in colleges of education.<br><br>Working with Profound Gentleman to increase the number of male teachers of color. | work directly with students to complete FAFSA.<br><br>Expand College Now program.<br><br>Implemented Naviance, an on-line college and career planning tool for students in grades 6-12. | Reduce number of ED classes in district by 5 percent in one year.<br><br>Boosting placements in more inclusive classrooms, particularly for students who are emotionally disturbed.<br><br>Improve cultural proficiency of IEP teams. |
| Columbus | Has developed an Attendance Tool Kit with attendance-related policies and information. Have reduced tardiness and truancy by 76% and suspensions due to tardiness and truancy by 36%. | District has implemented Positive Behavior Intervention and Supports (PBIS) and the Student Assistance and Intervention for Learning (SAIL) process in an MTSS framework. Use school counselors and social workers at schools to address social, | District is attempting to expand access to gifted and talented programs by tailoring instruction for identified students; provide opportunities for gifted students to | | | Are working to increase the number of students with disabilities in inclusive settings, expand co-teaching in regular classroom settings, and ensuring access to the least restrictive |

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| | Provide in-school immunizations, school nurses, health screenings, and chronic disease management for students with chronic conditions.<br><br>Has a District Wellness Initiative for students. | emotional, and mental health concerns.<br><br>Has implemented a Truancy Intervention Center and a Positive Alternative Learning for Students (PALS) program along with I-PASS (an alternative to suspension program). | work with each other; and enhancing primary grade programs.<br><br>District has 29 site coordinators who work with teachers on analyzing data and preparing lessons for gifted students.<br><br>District is piloting a critical thinking program in k-2, a career awareness program, Career Café, for gifted 8th graders, and works on a number of enrichment activities. | | | environments for students of color.<br><br>Offering professional development on inclusion, culturally relevant teaching, universal design for learning, racial identity development, and other factors to reduce mis-identification of males of color as disabled. |
| Dallas | | | Increased numbers of | | | |

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| | | | African-American and Hispanic students taking AP exams in math & science and numbers scoring 3 or above. (See graphs)<br><br>Continue expanding NMSI College Readiness Program. | | | |
| Dayton | Set goal of reducing chronic absenteeism by Males of Color by 20 percent<br><br>Monitor attendance and discipline data monthly. | Set goal of reducing disparities in suspensions by 20 percent and expulsions by 20 percent.<br><br>Convene stakeholders to review student code of conduct and recommend changes. Have board approve.<br><br>Research alternative programs to reduce suspensions. | Set goal of increasing advanced coursework by Males of Color by 10 percent.<br><br>Increase the numbers of students identified as gifted and provide services. | | Create baseline for all students completing FAFSA and disaggregate by gender and ethnicity.<br><br>Participate in country's first "Signing Day" for college acceptance. | |

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| | | Post discipline data on district website and communicate to stakeholders.<br><br>Restorative justice now implemented in eight schools. | | | | |
| Denver | Implement early warning system and target resources for immediate intervention. Expand mentoring<br><br>Increase advisories that match students with caring adults to support social and emotional growth. | Focus on culturally responsive education.<br><br>Implement restorative justice practices.<br><br>Goal: Ensure that rates of out-of-school suspensions and expulsions for Black, Latino, and White students are proportionate with population.[7]<br><br>Goal: All schools will be LTE 3% unduplicated out-of-school suspensions for Black students.[8] | Identify criteria that might qualify students for advanced programs and target recruitment activities in every secondary school.<br><br>Monitor enrollment by school.<br><br>Strengthen partnerships with higher education. | Implement Strategic Plan for Equity and Inclusion Training and Leadership Development in all schools.<br><br>Incorporate culturally responsive practices into LEAP teacher professional development and evaluation program. | Strengthen partnerships with higher education and pre-collegiate mentoring providers. Establish accountability for FAFSA and post-secondary applications.<br><br>Start identifying middle-school students. | Implement intentional strategies to focus on culturally responsive teaching and assessment practices. |

[7] From Rethinking School Leadership, July 22, 2015.

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| | | | Increase training and recruitment for teachers with advanced certification. | | | |
| District of Columbia | | | Working to ensure that AP courses and SAT prep opportunities are equitable and available throughout the district. | Expanding the teacher residency partnership to attract more Males of Color to teach and lead in the district. | | |
| Duval County | Built the Performance Matters data base with an early warning system that includes attendance needs. Attendance plan and policies will identify students with excessive absences for | Revised student code of conduct to incorporate restorative justice, in-school suspensions, parent conferences, and teacher PD

Implementing mental health, positive behavior support, and classroom management training for all teachers and administrators.

Early warning system will highlight discipline | Redesigned the eligibility protocol to gifted programs to expand minority participation.

Expanded accelerated courses in every district high school—including AP, IB, AICE, dual enrollment, and | Meeting with local colleges of education on academic, cultural, and social needs of Males of Color

Beginning to collect data on effectiveness of teacher college graduates with Males of Color. | Will begin collecting quarterly data on numbers of Males of Color who have completed FAFSA form.

Set goals to have District School Counseling Office to increase attendance at Financial Aid Nights at each | Implementing the GRASP Academy for dyslexic students

Implementing Tier III reading and math intervention programs in all elementary schools.

Electronic data system will allow tracking of |

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| | early intervention.<br><br>Shifting all truancy officers from the district office to school sites to work directly with students and parents.<br><br>Provide quarterly reports to the board on attendance and annual reports on achievement gaps. | needs related to suspensions and expulsions, and identify when interventions are needed. | industry certification. Saw participation by Black students in accelerated courses increase 42%. | Expanding "Call Me Mister" program to recruit Black males into teaching.<br><br>Implementing the Jacksonville Teacher Residency Program to recruit high-performing Males of Color to teach math and science in urban schools. | high school as well as College Goal Sunday held each spring. | academic and behavioral interventions even if they change schools.<br><br>Will continue gathering data and conducting analysis of data by race on ESE students. |

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| Fort Worth | FWISD has established a comprehensive truancy program in collaboration with city resources. Stay in School Coordinators are assigned to each high school feeder pattern to provide outreach support for students with excessive absences. These staff members maintain communication between school and parents and council students with school resources to keep students attending school on a regular basis. | The student code of conduct was revised with the following state mandate provision, based on changes from the 84th legislative session; Before ordering an in-school or out-of-school suspension, placement in a DAEP, or expulsion to JJAEP, the principal or designee must consider: 1. whether the student acted in self-defense, 2. the intent or lack of intent at the time the student engaged in the conduct, and 3. the student's disciplinary history, regardless of whether the decision of the principal or designee concerns a mandatory or discretionary action. | AP and Dual Credit is now a District measure. FWISD monitors the number of AP exams scoring 3 or higher, AP exams taken, AP exam takers, and dual credits received. All of this information is monitored at campus and student group levels. Enrollment in all AP classes is monitored and reviewed for equity. We have added additional counselors at the high school level to support students enrolling in AP opportunities. | FWISD has a comprehensive college and career readiness initiative that promotes a college bound and workforce ready culture from elementary to post-secondary opportunities. Primarily at the secondary level, FWISD has GO centers which are college and resource rooms where students can research colleges and careers. FWISD has extensive programming such as College Night which has over 300 college representatives present to talk to students. | FWISD has college days, which helps students and parents with college admittance. There is a monthly scholarship bulletin made available district-wide that outlines criteria for scholarships from elementary to college. FWISD has district-wide college financial aid nights hosted at each traditional high school from January through March. In the college and career classes and programming, financial aid workshops are given for both parents and students in both | The Special Education department has set up a system of monitoring Special Education referral data by ethnicity on a monthly basis.

All schools with a large number of Special Education referrals (particularly with students of color) received cultural responsibility pedagogy and professional learning and training. |

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| | | | | | English and Spanish. FWISD has strong educational partnerships with every major college and university in the north Texas area that provides peer-to-peer mentoring for college access. FWISD works with UNCF and MACE to help students receive scholarships. UNCF provided over 50% of the scholarships to young men of color. | |
| Fresno | | Implemented restorative practices in several schools in 2013 and authorized $500,000 for districtwide strategy.[8] | | | | |

[8] From Resource Guide for Superintendent Action, July 2015.

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| | | Saw students implement an advocacy group—Students United to Create a Climate of Engagement, Support, and Safety (SUCCESS).[9] | | | | |
| Hillsborough County | Continue implementing and monitoring the Student Success Program in all targeted middle and high schools with focus on reducing achievement gap, lowering suspensions, increasing attendance, and reducing dropouts. | Initiate and implement Project Prevent grant that will assist 21 high poverty schools break the cycle of violence.<br><br>Continue and evaluate Project Promise for Title I schools to purchase or support programs to improve discipline and attendance. | Continue successful effort to use PSAT and other data to encourage eligible student of color to participate in AP courses.<br><br>Expand and monitor the use of AVID with ELLs in grade 6 to prepare them for AP and honors placement.<br><br>Continue to use MTSS framework to identify gifted and talented | Continue the partnership with the University of South Florida Urban Residency Program to place and support intern teachers, monitor their impact on student outcomes, and compare their results with other new hires.<br><br>Continue the collaboration with area colleges and universities to provide | Continue the partnership with the Florida HBCU Alliance to increase numbers of students of color who enroll in college.<br><br>Promote and increase participation in the Black/Brown College Bound program in partnership with Hillsborough Community College.<br><br>Strengthen marketing to all high schools and CTE schools of | Support MTSS implementation in all schools K-12.<br><br>Implement and monitor new Project AWARE grant to provide mental health services.<br><br>Implement new School Climate Transformation grant to improve behavior and climate in 25 Title I schools. |

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| | | | students of color. | leadership development and "think tanks" around diversity and cultural awareness. | College Goal Sunday, a student and parent workshop geared to increase FAFSA completion rates. | |
| Houston | | Will develop a school-based early-detection and intervention system that connect students and parents to services.<br><br>Exploring evidence-based practices in intervening to positively impact student behavior without excluding students from school.[9]<br><br>Developing a districtwide framework that supports positive school environments by providing teacher and administrators with practical strategies to manage challenging student behavior.[10] | | | | |

[9] From Rethinking School Discipline, July 22, 2015.
[10] From Rethinking School Discipline, July 22, 2015.

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| | | Providing schools with classroom management tools like *The Leader in Me* and "Safe and Civil Schools' Classroom Management" Training.[10] | | | | |
| Indianapolis | | Surveying other county schools to learn about alternatives to suspensions and best practices.<br><br>Reviewing suspension codes to see if the grounds for suspensions can be reduced.<br><br>Implementing a new Student Code of Conduct designed to increase equity in disciplinary practices.[11]<br><br>Increasing building and district supports to instructionally respond to inappropriate behavior (e.g., | | Are engaging teacher training at universities in Indiana on culturally responsive instruction and classroom management techniques. | | |

[11] From Rethinking School Discipline, July 22, 2015.

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| | | restorative practices, PBIS, MTSS).[11] <br><br> Working with Marion County Superior Court on conditions under which the court will accept or reject school referrals and arrests for misdemeanor and status offenses. <br><br> Beginning to coordinate with other community organizations on alternatives to court referrals and other services. | | | | |
| Jackson | | | | | | |
| Kansas City | Have set up truancy intervention efforts to reduce absenteeism with Males of Color, e.g., SEL support, Knock-N-Talk, Attendance Ambassadors, Truancy Court, | Began "No Out of School Suspension Absences" initiative. <br><br> Eliminating "willful defiance" and insubordination" as grounds for suspension. <br><br> PBIS and Behavior Intervention Support Teams | | | | |

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| | Success Court, letters to parents | Shifting all truant officers into the schools from central office.<br><br>Regularly report on progress on reducing suspensions and expulsions. | | | | |
| Long Beach | Continue efforts to encourage and incentive attendance and meeting attendance goals. Currently attendance is 97% districtwide. | Continue and strengthen district efforts to use conflict resolution, early intervention, training in appropriate behaviors, and alternatives to suspensions. Suspensions have dropped over 30%.<br><br>Promoting greater use of positive alternatives to school discipline, including restorative justice approaches. | District will pay for all but $5 of AP exam costs in grades 8-12, expand AP test-prep, summer bridge classes, and pre-AP workshops. AP participation increased 20% over last year and 154% over 20 years.<br><br>Continue Claremont College Long Beach Math Initiative by allowing high school students in a summer | | | |

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| | | | residential math program. Under-represented students are paired with mentors. | | | |
| Los Angeles | Charging school-based pupil services and attendance counselors with increasing attendance for young men of color and other students at risk.<br><br>Initiated the Attendance Improvement Program to focus on improving attendance in transitional kindergarten, kindergarten, and grade 9. | Eliminated "willful defiance" as grounds for suspensions.<br><br>Approved policy to require the use of alternative disciplinary practices such as restorative justice.<br><br>Continued implementation of PBIS.<br><br>Goals: Decrease the number of instructional days lost to suspension, decrease suspension rates, and decrease expulsion rate.[12]<br><br>Created school pathways for students | Have adopted an Open Access Policy for AP course enrollment. Have also expanded 10th grade PSAT administration; paid or waived AP exam fees; initiated AP readiness classes; provided teacher professional development; and held parent conferences. Result has been a steady | | | |

[12] From Rethinking School Discipline, July 22, 2015.

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| | Initiated the Student Attendance Review Board to keep young men of color out of the juvenile justice system by coordinating services for students with low attendance.<br><br>Formed the FamilySource Partnership Program in collaboration with the housing and community investment unit of the city to promote attendance and achievement. | who have been released from juvenile detention centers.<br><br>Planning to create a television program to highlight the positive accomplishments of young men of color. | increase in the number of participating African American and Latino students.<br><br>Expanded the use of AVID and AVID Excel to over 60 secondary schools.<br><br>Expanded efforts to identify students for gifted programs, professional development, and use of linguistic and culture-free assessments. | | | |
| Louisville | Strengthen Equity Institutes to address disengaged | Institute districtwide restorative justice training. | Enhance the Advance Program Institute | CARDS Program. | Design new dashboard that charts participation in | Advance Program Sustaining and |

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| | students and teachers. These institutes are led by school officials and local and national experts. | Make modifications in the Code of Conduct.<br><br>Develop equity scorecards<br><br>Conduct school-level data dives and reports. | designed to address the non-traditional gifted student. Next cohort is set to be all Males of Color from high-poverty schools. | Partner with University of Louisville and Kentucky State University to design curriculum that focuses on diversity, equity, and inclusion. | scholarships and FAFSA | Improving Initiative |
| Memphis | Launched the "Represent Everyday" campaign with the Memphis Grizzlies to develop a robo-call to students about attending school. | | | | | |
| Miami-Dade County | Provide hourly case workers to follow up on the truancy referral process with the attendance office for Males of Color. | Implementing the Alternative to Suspension program to reduce suspension and expulsion rates for Males of Color.<br><br>Plan to eliminate out-of-school suspensions in 2015-16 school year and | Provide data and strategies on programs to increase participation of Males of Color in AP, dual enrollment, AICE, gifted and talented, | Partner with local universities to establish curricula, financial aid assistance, and admissions guidance to Males of Color. | Create opportunities for universities and colleges to present information on college readiness, financial aid applications, FAFSA | Implement a tracking system with multiple levels of review to monitor the placement of Males of Color in special education courses. |

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| | | instead will send students to Student Success Centers for counseling and social services.[13]<br><br>Leveraging community partnerships that focus on providing wrap-around services.[14] | CTE, and other programs.<br><br>Provide information to Males of Color on magnet school opportunities. | Monitor teacher effectiveness with Males of Color using value-added scores. | completion, and admissions requirements to Males of Color.<br><br>Require 12th grade Males of Color to complete FAFSA forms at school computer labs.<br><br>Meet monthly with school-level student services staff to monitor FAFSA submissions. | |
| Milwaukee | Partnering with the Milwaukee Bucks to encourage students to attend school every day. Began a new attendance initiative based on PBIS/RTI | Eliminating exclusionary discipline practices. Redefining the circumstances in which discipline practices are applied to students in k-2 grade. Partnering with a variety of nonprofit organizations to reduce violence through | Implemented an AP Initiative grant from the Department of Education to spur the numbers of under-represented students in AP classes. District | Are working with the Urban Teacher Residency Program to increase the numbers of male teachers of color in the district. Also recruiting at HBCUs and | | |

[13] StateImpact, July 29, 2015.
[14] From Rethinking School Discipline, July 22, 2015.

Council of the Great City Schools

| City School System | Addressed chronic absenteeism (4) | Revised Suspension and Discipline Policies (5) | Expanded AP and gifted/talented programs (6) | Spurring Colleges of Education (7) | Expanding FAFSA (8) | Addressed SPED Over-identification (9) |
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| | that trained over 400 staff members. Are using district attendance data to identify and support students with attendance issues. | positive youth development efforts: Milwaukee Christian Center, Running Rebels, and Playworks. Expanding the district's PBIS efforts. Have reduced suspensions from 75,234 in 2008-09 to 16,374 in 2014-15. Are emphasizing social-emotional programming through Project Prevent and expanding restorative justice practices through expanded teacher training. | has doubled the number of students enrolled in AP/IB since 2008. Provided professional development to every AP/IB teacher. Use Springboard for students in grades 6-12. | seeking to re-instate the Metropolitan Multicultural Teacher Education program to recruit male professionals of color into teacher careers. Expanding Culturally Responsive/Relevant Teaching (CRT) practices. Introducing a series of professional development sessions for principals and assistant principals called the Continuum of Cultural Proficiency. | | |
| Minneapolis | | Revamping discipline policies based on suspension data with | | | | Conducting a program audit to determine over- |

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| | | new emphasis on interventions, restorative justice, and SEL. | | | | identification in SPED. |
| New York City | | Expand the use of restorative approaches instead of exclusionary discipline.[15]<br><br>Promote a multi-tiered approach to promoting positive behavior.[14]<br><br>Reduce reliance on suspensions and calls to EMS for behavioral incidents.[14] | | | | |
| Oakland | | Community schools strategy.[16]<br><br>New district discipline policy to end willful defiance as grounds for suspensions.[15]<br><br>Restorative justice and trauma-informed services.[15] | | | | |

[15] From Rethinking School Discipline, July 22, 2015.
[16] From Rethinking School Discipline, July 22, 2015.

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|  |  | Culturally responsive positive behavior interventions and supports.[15]<br><br>Culturally specific approaches for African American males, Latino males, and females of color.[15]<br><br>Social Emotional Learning.[15]<br><br>Student leadership/student voice (all city council, wellness council, AAMA youth council).[15] |  |  |  |  |
| Oklahoma City |  |  |  |  |  |  |
| Orange County | Convened a committee to study attendance of students who were chronically absent. | Researched the suspension rates of all students and determined schools with most racially disproportionate suspensions and expulsions.<br><br>Held meetings with administrators from | Prepared a breakdown by race and gender of all honors and AP courses.<br><br>Convened a high-level staff meeting to | Initiated a relationship among three local colleges of education around the Males of Color initiative. | Work with guidance offices and directors to develop a protocol to report on progress of Males of Color who complete the FAFSA process. | Review data on the percentages of Males of Color and other subgroups identified in ESE programs.<br><br>Meet with senior leadership team |

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| | Established monitoring procedures to routinely evaluate student attendance and intervene before students become chronically absent.

Create a multi-pronged prevention and intervention system to decrease absenteeism

Establish incentives for good or perfect attendance.

Meet with teams of social workers to establish individualized intervention | these schools along with area administrators.

Meet with selected schools on a monthly basis to review data, refine discipline procedures with students of color, and share effective strategies.

Provide training to all administrators on how to analyze disaggregated data, use best practices, and motivate good behavior.

Set up a Behavior Leaders Consortia in 11 high schools and 17 middle schools

Restorative justice.[17]

Positive Alternatives to School Suspension (PASS).[16] | develop stronger procedures for reporting participation in advanced courses by Males of Color. Involved principals in the discussions.

Continue the second-grade universal screening process designed to capture more students of color.

Presented plans to area superintendents and principals.

Monitoring progress of efforts. | Set up discussions about strengthening pipeline of minority teacher candidates. Exploring the development of a local "Call Me Mister" program. Exploring the development of a curriculum at local colleges of education that addresses the academic, cultural, and social needs of Males of Color.

Meet with local colleges of education to develop a data monitoring system on how teachers perform | Meet with parent groups on the importance of the FAFSA forms. Schedule annual meetings for parents of students who are in junior class.

Meet with sponsors of the Minority Leadership Scholars to increase the numbers of Males of Color who complete FAFSA.

Monitor effects of the effort and make adjustments. | to discuss disproportionality and assign personnel to monitor and coordinate efforts.

Review cases of students who may have been improperly identified.

Assign staff to monitor efforts to reduce disproportionality.

Track progress of efforts. |

[17] From Rethinking School Discipline, July 22, 2015.

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| | systems for students whose attendance does not improve.<br><br>Monitor and evaluate intervention systems for effectiveness.<br><br>Monitor students who are chronically absent. | Alternatives to Suspension Centers.[16] | | with Males of Color.<br><br>Monitor program progress. | | |
| Palm Beach | | Implemented restorative Justice practices in Title schools. Revised Code of Conduct Policy and discipline matrix. Work with School Police to reduce the number of campus arrests. Active youth Court program. Implemented SwPBS in all schools in the District. | Increased Boys of Color participation in AP classes by using the AP Potential.<br><br>Started a new IB Program in Majority Hispanic School with an aggressive recruitment of Boys of Color. | | We have required all high school students to participate in FAFSA workshops facilitated by school guidance counselors. At our Title I schools the graduation coach ensures that all males of color complete the FAFSA form. | Multi-Tiered Support Systems (MTSS) implementation in all school, K-12. Review data on percentage of males of color identified in ESE programs. Assigned staff to monitor efforts to reduce disproportionality. |

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| | | | Creating new Gifted cluster sites at majority minority schools to increase access for Boys of Color. | | | |
| Philadelphia | Analyzed data on the link between attendance and dropping out, state test scores, and graduation<br><br>Created attendance awareness campaign focused on the 50% of students who miss the most days. Target communications to parents and guardians about importance of | Develop a structure to support climate transformation.<br><br>Promote fair and effective disciplinary practices.<br><br>Develop multi-tiered behavior framework in 14 existing schools and 28 new schools.<br><br>Collaborate with state and national partners to promote a system of change and improvement.<br><br>Eliminating zero tolerance policies.[18] | | | | |

[18] From Rethinking School Discipline, July 22, 2015.

| City School System | Addressed chronic absenteeism (4) | Revised Suspension and Discipline Policies (5) | Expanded AP and gifted/talented programs (6) | Spurring Colleges of Education (7) | Expanding FAFSA (8) | Addressed SPED Over-identification (9) |
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| | school attendance. | School Climate Transformation Grant.[17]  School Diversion Program.[17]  Trauma-informed schools.[17] | | | | |
| Pittsburgh | | Implementing restorative justice practices in 23 schools, designed to enhance relationships between students, staff, and parents to improve student behavior and reduce incidents. | | | | |
| Portland | Continue participating in Attendance Matters with All Hands Raised partners SUN, Department of Human Services— providing onsite social workers. | Goal to reduce overall exclusionary discipline by 50% and reduce disproportionately in exclusionary disciple by 50% in two years.[19]  Integration of PBIS, restorative practices, and collaborative action research for equity.[18] | Continue Advanced Scholars program at Franklin that targets students of color to take at least 4 AP classes—has increased graduation rate and college- | Continue partnership with Portland Teacher Project, Portland Community College, and Portland State University to recruit and prepare culturally | Have GEAR UP and AVID participants complete FAFSA.  Have counselors at schools not participating in GEAR UP or AVID provide needed support to | Will align service delivery model with National Association of School Psychologists' 10 domains of practice, which shifts focus to prevention and culturally response |

[19] From Rethinking School Discipline, July 22, 2015.

| City School System | Addressed chronic absenteeism (4) | Revised Suspension and Discipline Policies (5) | Expanded AP and gifted/talented programs (6) | Spurring Colleges of Education (7) | Expanding FAFSA (8) | Addressed SPED Over-identification (9) |
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| | Establishing attendance protocols and attendance toolkit with training on their use.

Expanding attendance efforts to entire Roosevelt Cluster and beyond. Have hired attendance data analysts.

Have created Student Attendance Response Teams to identify and support students who attend school less than 90 percent of the time. | Revising Student Handbook to reflect restorative practices.[18]

Restructuring expulsion hearing process.[18]

Targeted school-based culturally specific services.[18]

CARE teams to improve school climate.

Providing culturally specific Student Assistance Coordinators to support males of color in pilot schools.

Provide mentorships through Coalition of Black Men, Latino Network, and Indian Education.

Establish Parent College to support disciplinary efforts of Latino parents.

Partnering with Portland Parent Union and Community Education | going rate. Expand over time.

Continue partnership between Portland Community College and Jefferson Middle School on dual high school/college credits.

Partner with local universities on scholarships beyond community college.

Expanding dual credit opportunities, AP, and IB in all high schools. Asking each high school to set targets for | responsive teachers and to increase diversity of teacher pool.

Continue Portland Metro Education Partnership, which includes 10 teacher preparation programs to improve pre-service and in-service teacher training.

Use Master Teachers with strong culturally responsive practices to co-teach with student teachers. | Black and Latino males in completing FAFSA.

Collecting data monthly on numbers of Males of Color who have completed FAFSA form (through All Hands raised program. | interventions prior to special education placement.

Pilot "blind panel" for special education eligibility screening. |

| City School System | Addressed chronic absenteeism (4) | Revised Suspension and Discipline Policies (5) | Expanded AP and gifted/talented programs (6) | Spurring Colleges of Education (7) | Expanding FAFSA (8) | Addressed SPED Over-identification (9) |
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| | | Partners to identify areas where suspension moratoria are viable (e.g., pk-2, subjective offenses) and establish restorative justice practices.<br><br>Pilot "blind hearing" concept for disciplinary hearings.<br><br>Restructuring expulsion hearing process. | recruiting Black and Latino males into programs.<br><br>Expand AVID to more high schools and their middle schools and partner with University Partners to expand pool of AVID tutors.<br><br>Collaborate with higher education partners to develop honors courses that focus on African American, Latino and indigenous cultures.<br>For non-AVID students, created college and career | | | |

| City School System | Addressed chronic absenteeism (4) | Revised Suspension and Discipline Policies (5) | Expanded AP and gifted/talented programs (6) | Spurring Colleges of Education (7) | Expanding FAFSA (8) | Addressed SPED Over-identification (9) |
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| | | | preparation classes at the 9th grade. | | | |
| Providence | Improve data collection on student attendance.<br><br>Target attendance strategies first on students in grades k to 3.<br><br>Enlist community partners like city and county government, the United Way, and others to make home visits to residences of chronically absent students.<br><br>Focus the work of parent liaisons at each school on attendance. | Conduct a thorough examination of the Student Discipline and Code of Conduct to ensure that policies are fair and equitable.<br><br>Begin phasing in more restorative justice practices rather than out-of-school suspensions.<br><br>Work with the Providence Police on the role and authority of School Resource Officers to curtail student involvement with law enforcement.<br><br>Provide professional development on applying restorative justice and conflict resolution. | Set targets and goals for increased participation of Males of Color in AP courses<br><br>Expand the number of middle school students the district works with to prepare them for AP in high school. | | | |

| City School System | Addressed chronic absenteeism (4) | Revised Suspension and Discipline Policies (5) | Expanded AP and gifted/talented programs (6) | Spurring Colleges of Education (7) | Expanding FAFSA (8) | Addressed SPED Over-identification (9) |
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| | Continue community impact campaign linking attendance and poor achievement. | | | | | |
| Rochester | | Developed a community task force on student behavior that was convened by the Rochester Area Community Foundation and is focused revamping the district's code of conduct and will track progress.<br><br>Expanded positive engagement activities (e.g., art, music, sports, extra-curricular activity.)[20]<br>Expanded learning time in 22 schools.[19] | | | | Continue expanding the continuum of services for students with disabilities to reduce over-classifications and improve LRE placements.<br><br>Expand use of consulting teachers in general education classes.<br>Expand language enrichment and intervention efforts with young students to reduce |

[20] From Rethinking School Discipline, July 22, 2015.

| City School System | Addressed chronic absenteeism (4) | Revised Suspension and Discipline Policies (5) | Expanded AP and gifted/talented programs (6) | Spurring Colleges of Education (7) | Expanding FAFSA (8) | Addressed SPED Over-identification (9) |
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| | | | | | | inappropriate placements in speech and language impairment.<br><br>Expand use of IDEA funding for reading intervention programs. |
| Sacramento | Chronic Absenteeism Task Force is working to reduce chronic absenteeism by implementing interventions, providing professional development and build capacity. | Adopted Whole Child Resolution in 2014 that addressed achievement gap and disproportionality in discipline.<br><br>Revised School Climate Policy and School Discipline to address racial disproportionality and inequitable disciplinary practices.<br><br>Cohorts of schools received training in Restorative practices and equity frameworks and Positive Behavior Intervention and Supports. | Developed a new GATE identification process including universal screening in grade 1 and 3 and follow up assessments in grades 2 and 4 and expanded parent engagement process | Sacramento Pathways to Success continues to deepen relationship between SCUSD, Sacramento City College and Sacramento State University in order to help students transition to, and succeed in, college.<br><br>Culturally relevant college tours conducted | Culturally relevant Supplemental providers and Youth Development staff support boys of color, foster youth and Men's Leadership Academy students with FAFSA participation. | Addressed Special education over identification specific to ED through expansion of programs such as Positive Behavioral Interventions and Support (PBIS), Restorative Practices, and Social Emotional Learning (SEL). |

| City School System | Addressed chronic absenteeism (4) | Revised Suspension and Discipline Policies (5) | Expanded AP and gifted/talented programs (6) | Spurring Colleges of Education (7) | Expanding FAFSA (8) | Addressed SPED Over-identification (9) |
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| | | Identified 3 Restorative Practice demonstration sites<br><br>Men's Leadership Academy youth continue to participate in statewide Zero Tolerance policy advocacy. | | by SCUSD staff and community providers.<br><br>Expanded Learning programs offer opportunities to cultural brokers/community providers to offer culturally relevant programming, mentoring, and leadership/internship opportunities during after school space. | | |
| San Francisco | | Implemented a districtwide professional development program in 2009 on implementing restorative justice practices. Built the approach into the teacher contract. Saw suspensions drop from | | | | |

| City School System | Addressed chronic absenteeism (4) | Revised Suspension and Discipline Policies (5) | Expanded AP and gifted/talented programs (6) | Spurring Colleges of Education (7) | Expanding FAFSA (8) | Addressed SPED Over-identification (9) |
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| | | 3,098 in 2009-10 to 1,921 in 2012-13.[21] | | | | |
| Toledo | Started the Truancy Prevention Program<br><br>PBIS<br><br>Pathways to Success. | Initiating PBIS and SEL programs | Expanding AVID, gifted and talented, & AP courses<br><br>EHSO | | Naviance<br><br>Graduation coaches | EHS |

[21] From Resource Guide for Superintendent Action, July 2015.

| City School System | Transform Low-performing high schools and spur graduation rates (10a) | Started Parent Training and Engagement (10b) | Discussions about Race (11) | | | |
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| Anchorage | Provide college and career guides at three high schools; expand freshman houses, academies, and small learning communities to personalize attention on students at risk; continue SEL programs; and focus professional development on student engagement. | Provide parent engagement training and parent meetings with focus on under-served populations.<br><br>Conduct regular ELL parent meetings and classes for refugee parents.<br><br>Continue soliciting concerns from Alaska Native and American Indian community groups. | Collaborate with broad range of community organizations, e.g., MECAC, NAC, Title I family groups, ARISE, United Way, Big Brothers-Big Sisters, CITC, UAA, and others. | | | |

| City School System | Transform Low-performing high schools and spur graduation rates (10a) | Started Parent Training and Engagement (10b) | Discussions about Race (11) | | | |
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| Atlanta | Create at-risk indicators for dropping out that would be used to determine student case-loads for graduation coaches.<br><br>BEST Academy is used for a supportive single-gender environment serving mostly African American males.<br><br>Currently developing an African American male support initiative for high schools<br><br>Continue partnerships with Brothers | | | | | |

| City School System | Transform Low-performing high schools and spur graduation rates (10a) | Started Parent Training and Engagement (10b) | Discussions about Race (11) | | | |
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| | Building Up Brothers, Dukes Foundation, and 100 Black Men. | | | | | |
| Austin | Worked to reduce the number of male drop outs.<br><br>Altered approach to discretionary removals at each campus.<br><br>Plan Students with a Graduation Goal (SWAGG) Conference—with male component. | Re-established programs that give books to families.<br><br>Held Vertical Team Parent Focus Groups with African American parents.<br><br>African American Parent Engagement Conference in April 2015 | Providing cultural sensitivity training and training on differing learning styles for all staff.<br><br>Partner with University of Texas Department of Diversity and Community Engagement.<br><br>Speaker series for administrators on reaching Males of Color; book studies; on-line professional development with Jawanza Kunjufu and Robin Jackson.<br><br>Power of One Institutes | | | |

| City School System | Transform Low-performing high schools and spur graduation rates (10a) | Started Parent Training and Engagement (10b) | Discussions about Race (11) | | | |
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| Baltimore | Engage students in activities that will define their future selves while receiving supports. (Mentor match, college visits, college planning, SAT prep.) | | Will hold a conversation about race, Black male identity development and support on MLK birthday. Expand into monthly discussions | | | |
| Boston | Mayor's Office is partnering with the Mass Mentoring Partnership with the goal of recruiting 1,000 mentors to work with young people.

Mayor has opened an office of financial empowerment to increase job opportunities for young people and other goals | | | | | |

| City School System | Transform Low-performing high schools and spur graduation rates (10a) | Started Parent Training and Engagement (10b) | Discussions about Race (11) | | | |
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| | Mayor has expanded the number of summer jobs available to young people—10,187 in 2014—and expanded the MLK Scholars Program.<br><br>Graduation rate among all African American students in the district has increased from 54.2 percent in 2007 to 64.5 percent in 2014.<br><br>Graduate rate among ELLs in the district has increased from 51.9 percent in 2013 to 59.3 percent in 2014. | | | | | |

| City School System | Transform Low-performing high schools and spur graduation rates (10a) | Started Parent Training and Engagement (10b) | Discussions about Race (11) | | | |
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| Broward County | Started the "Mentoring Tomorrow's Leaders" peer-to-peer program for minority males in two high schools in partnership with Broward College.<br><br>Provide peer mentoring, leadership support, and dropout prevention efforts to help students transition to college or workforce. | | | | | |
| Cincinnati | M.O.R.E. programs in high schools focus on academic success, career readiness, | | | | | |

| City School System | Transform Low-performing high schools and spur graduation rates (10a) | Started Parent Training and Engagement (10b) | Discussions about Race (11) | | | |
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| | building a resume, FAFSA, college requirements, college visits, preparing for SAT and ACT, public book studies, speaking, and health and wellness. | | | | | |
| Clark County (Las Vegas) | Lowest performing high schools placed in Turnaround Zone to receive "triage" to increase graduation rates by allowing schools flexibility in scheduling, resources, hiring, and curriculum.<br><br>Star On Programs. | Parent Engagement Centers located geographically across the District.<br><br>Newly-Created Family Engagement Department. | Cultural Competency Training for Administrators with ongoing PD<br><br>Case Study Learning/Bennett Model<br><br>Look Fors and Instructional Rounds | | | |

| City School System | Transform Low-performing high schools and spur graduation rates (10a) | Started Parent Training and Engagement (10b) | Discussions about Race (11) | | | |
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| | Community Resource Advocates<br><br>New Heights Intervention Program<br><br>JAG<br><br>Community Role Models Guest Speaking.<br><br>On-site mentoring<br><br>Peer Mediation<br><br>In-house Academic Center Placements.<br><br>Graduation Advocates provided by the School Partnership Office | | | | | |

| City School System | Transform Low-performing high schools and spur graduation rates (10a) | Started Parent Training and Engagement (10b) | Discussions about Race (11) | | | |
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| Cleveland | Transform high schools with low graduation rates. (100 mentors matched with 100 mentees) Established an all-male high school (Ginn Academy) in addition to two all-male K-8 schools. School has a four-year graduation rate of 84.1 percent.<br><br>Providing one-on-one mentoring as males of color enter and move through high school. The Tru2U program provides 200 mentors for 800 students in 23 low-performing schools. Will | Provide literacy and engagement initiatives with parents.<br><br>Expand use of parent/teacher conferences, Fathers Walks, Parent University, and Student Advisory Councils.<br><br>Conduct extensive home visits.<br><br>Wrap-around services provided in 25 schools. | Engage in broader discussion and examination of how issues of race, language, and culture affect the work of the district. Sponsoring symposiums for Black and Hispanic students to discuss issues of race.<br><br>Facing History New Tech High focuses on social justice and human rights and holds annual human rights summit. | | | |

| City School System | Transform Low-performing high schools and spur graduation rates (10a) | Started Parent Training and Engagement (10b) | Discussions about Race (11) | | | |
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| | expand to 70 schools serving 2,400 8th graders.<br><br>District established charter school (Promise Academy) offers a drop-out recovery program.<br><br>Established a School of One for at-risk high school students that provides advisors who stay with students all four years. | | | | | |
| Columbus | District has rich portfolio of activities to engage middle and high school students in athletics, | Implemented Parent Literacy Academies to help parents work on literacy with | | | | |

| City School System | Transform Low-performing high schools and spur graduation rates (10a) | Started Parent Training and Engagement (10b) | Discussions about Race (11) | | | |
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| | performing arts, career and technical education, and academics to spur attendance and engagement despite budget cuts.<br><br>District is expanding career and technical offerings at Career Centers and neighborhood schools, apprenticeships, and internships<br><br>District is implementing a number of initiatives focused on character development, e.g., "Boys Won't Be Boys," REAL | their children at home.<br><br>Have parent consultants at 40 schools to improve parent engagement. | | | | |

| City School System | Transform Low-performing high schools and spur graduation rates (10a) | Started Parent Training and Engagement (10b) | Discussions about Race (11) | | | |
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| | Young Men, ELITE, Young Leaders of Today and Tomorrow, and I-Men. | | | | | |
| Dallas | | | | | | |
| Dayton | Set goal of increasing graduation rate over four year period by 20 percent.<br><br>Monitor grade distribution in grades 7-12.<br><br>Monitor course enrollment in AP, IB, 8th grade algebra, special education, CTE courses each semester and annually.<br><br>Monitor graduation rates. | | | | | |

| City School System | Transform Low-performing high schools and spur graduation rates (10a) | Started Parent Training and Engagement (10b) | Discussions about Race (11) | | | |
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| Denver | Increase multiple pathways to graduation.<br><br>Promote innovations in competency-based credit and credit-recovery programs.<br><br>Increase CTE offerings.<br><br>Monitor students not on track at every grade level from 4th through high school<br><br>Increase student voice in policy program implementation. | Prepare materials and outreach strategies to help families understand trajectories to college and careers—and what students need to be ready.<br><br>Conduct outreach to families on common core, and career readiness opportunities.<br><br>Expand teacher home visits.<br><br>Connect school performance framework with family practices. | Implement Strategic Plan for Equity and Inclusion Training and Leadership Development in all schools, including student voice.<br><br>Increase leadership opportunities, particularly for students not typically engaged.<br><br>Implement Black Male Achievement Initiative (BMAI) | | | |

| City School System | Transform Low-performing high schools and spur graduation rates (10a) | Started Parent Training and Engagement (10b) | Discussions about Race (11) | | | |
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| | | Expand birth to three initiative to more school clusters.<br><br>Partner with community to increase family supports. | | | | |
| District of Columbia | Establishing an all-male high school in DC to spur academic success of Males of Color.<br><br>Establishing "Championing Academic Success" modeled after college football signing day to celebrate each graduate's next steps toward college or career training. | . | | | | |

| City School System | Transform Low-performing high schools and spur graduation rates (10a) | Started Parent Training and Engagement (10b) | Discussions about Race (11) | | | |
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| Duval County | Have launched the "5000 Role Models of Excellence Project" to improve academic achievement among males of color. District is recruiting 500 local businesses and community leaders to serve as role models to 500 African American boys in 10 middle and high schools.<br><br>Have placed graduation coaches in all Title I schools and now require all counselors in schools without graduation coaches to attend regular meetings on | Are implementing Parent Academy Courses promoting literacy and parent engagement for families of color | Are requiring all district and school-based administrators to participate in cultural sensitivity training. | | | |

| City School System | Transform Low-performing high schools and spur graduation rates (10a) | Started Parent Training and Engagement (10b) | Discussions about Race (11) | | | |
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| | how to ensure that all students graduate. | | | | | |
| Fort Worth | Developed District Focus Goals at all campuses to address matriculation rates but specifically at high schools for 1st year Freshmen.<br><br>District Level Targets identified and monitored to increase student achievement on state assessments and increase | Family Communication Liaisons identify needs on every campus. Parenting classes organized by pyramids. "Strong Fathers Strong Families" model used. Parents as Teachers Liaisons at every elementary campus. "Ready Rosie" early childhood modeling program used. Social | Began training for administrators in "Courageous Conversations about Race" with a follow-up plan to expand into campuses in 2015.<br><br>Began Racial Equity Conversations in school feeder patterns experiencing most opportunity for growth. | | | |

| City School System | Transform Low-performing high schools and spur graduation rates (10a) | Started Parent Training and Engagement (10b) | Discussions about Race (11) | | | |
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| | graduation rates. | media used to connect with families (Facebook, Twitter, Instagram, Vine, Pinterest, as well as a FWISD App). Parent Link and Parent Portal used to communicate with parents. Morningside Children's Project and Historic Stop Six Projects. SMART goals written with data and assessments planned as well as connected to other programs. | | | | |

| City School System | Transform Low-performing high schools and spur graduation rates (10a) | Started Parent Training and Engagement (10b) | Discussions about Race (11) | | | |
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| Hillsborough County | Launch the Gear-up Grant to increase the performance of secondary and post-secondary students, increase graduation rates, and improve family knowledge of post-secondary opportunities. | Host and monitor Parent University, a districtwide initiative held four times a year to better engage parents, provide health information, and conduct workshops.<br><br>Expand district parent nights for Hispanic families to inform parents about the educational and post-secondary process. Nine planned this year. | | | | |

| City School System | Transform Low-performing high schools and spur graduation rates (10a) | Started Parent Training and Engagement (10b) | Discussions about Race (11) | | | |
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| Houston | Will develop policies and practices around an early warning and response system that include whole-child indicators and interventions, focused on reducing chronic absenteeism and exclusionary discipline.<br><br>Will develop an evidence-based list of interventions to improve school environments that will better prepare students for college and career.<br><br>Will partner with community-based | Will facilitate parental participation by providing caregivers tools to support their children's academic and developmental progress and identify resources to meeting psycho-social and development needs | | | | |

| City School System | Transform Low-performing high schools and spur graduation rates (10a) | Started Parent Training and Engagement (10b) | Discussions about Race (11) | | | |
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| | organizations and businesses to increase experiential learning for student academic success.<br><br>Increase the number of high school students of color who have access to college preparation services, counselors, and financial aid.<br><br>Will expand and align career and technical education training received by young men of color with local growth industries. | | | | | |

| City School System | Transform Low-performing high schools and spur graduation rates (10a) | Started Parent Training and Engagement (10b) | Discussions about Race (11) | | | |
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| | Will increase the numbers of mentorships, coaching opportunities, and other support services for young men of color. | | | | | |
| Indianapolis | | | Working with IBE and Mind Trust on community conversations about how to address the needs of educators as they balance the educational, social, and emotional needs of African American males.

Participate in a summer IBE conference on cultural competencies. | | | |
| Jackson | | | | | | |
| Kansas City | | | | | | |

| City School System | Transform Low-performing high schools and spur graduation rates (10a) | Started Parent Training and Engagement (10b) | Discussions about Race (11) | | | |
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| Long Beach | Continue Long Beach College Promise program that provides a tuition-free year at LBCC, guaranteed admission to CSULB, early outreach and support to students as early as elementary school.<br><br>Continue high school reforms and improvements that have led to overall graduation rates of 80.6 districtwide, including 79.1% for African American students and 76.6% for | | | | | |

| City School System | Transform Low-performing high schools and spur graduation rates (10a) | Started Parent Training and Engagement (10b) | Discussions about Race (11) | | | |
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| | Hispanic students.<br><br>Working to replicate the California Academy of Math and Science, a nationally ranked "beating the odds" school.<br><br>Participating in the College Board All-In Campaign.<br><br>Expanding the Safe Long Beach Mentoring Program to connect city employees to middle school youth.<br><br>Expand the district's high school summer | | | | | |

| City School System | Transform Low-performing high schools and spur graduation rates (10a) | Started Parent Training and Engagement (10b) | Discussions about Race (11) | | | |
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| | school initiative that included 7,000 students last year. Focuses on math prep, bridge classes, credit recovery, and other efforts. | | | | | |
| Los Angeles | Established a Village Movement Mentoring Program to help young men of color achieve academically so that they graduate from high school with requisite skills and knowledge.

Implementing the "You are the Money for Young Men of Color" curriculum that is used monthly | Provide a Grad Van to give information to parents and the community on district programs, school and attendance records, and resources.

Established a Parent, Community, and Student Services office to engage | | | | |

| City School System | Transform Low-performing high schools and spur graduation rates (10a) | Started Parent Training and Engagement (10b) | Discussions about Race (11) | | | |
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| | as part of the Village Movement initiative.<br><br>Instituted a summer term for high school students to recover lost credits, and expanded credit recovery initiatives.<br><br>Expanded after school and in-school options to recover credits.<br><br>Created middle school college and career coaches to guide students toward high school graduation.<br><br>Created a Spring Bridge program for students | parents and respond to parent concerns. | | | | |

| City School System | Transform Low-performing high schools and spur graduation rates (10a) | Started Parent Training and Engagement (10b) | Discussions about Race (11) | | | |
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| | accepted into CSULA programs; established dual enrollment courses at 12 sites; and set up college readiness advisory courses.<br><br>Will open new all-girl and all-boy academies in 2016-17 and 2017-18.<br><br>Instituted a Student Recovery Day to find and recover students who have dropped out.<br><br>Set up an office of school choice in collaboration with UCLA and the College Board to | | | | | |

| City School System | Transform Low-performing high schools and spur graduation rates (10a) | Started Parent Training and Engagement (10b) | Discussions about Race (11) | | | |
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| | increase the college competitiveness of African American students.<br><br>Set up the Diploma Project to identify students at risk of dropping out and to provide extra support.<br><br>Established community-based re-engagement centers in high-needs areas of the city to target out-of-school youth.<br><br>Are developing a districtwide plan to eliminate all dropouts.<br><br>Graduation rates for all high | | | | | |

| City School System | Transform Low-performing high schools and spur graduation rates (10a) | Started Parent Training and Engagement (10b) | Discussions about Race (11) | | | |
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| | school students districtwide has increased by 10% since 2009-10. | | | | | |
| Louisville | Ensure that Equity Scorecards itemize college and career readiness rates for all groups in every school.<br><br>ACT boot camps for Males of Color. | | Student voices and interviews with a cohort of Males of Color.<br><br>Community conversations using district studios.<br><br>Districtwide book studies centered on race, culture, bias, and males of Color.<br><br>Develop Equity Council. | | | |
| Miami-Dade County | Place graduation coaches in high schools with persistently low rates of graduation among Males of Color. | | Initiate meetings with community groups, universities and colleges, municipalities, advisory groups, civil service organizations, | | | |

| City School System | Transform Low-performing high schools and spur graduation rates (10a) | Started Parent Training and Engagement (10b) | Discussions about Race (11) | | | |
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| | | | agencies, and others to examine ways to provide greater equity, access, and diversity in educational opportunities for Males of Color. | | | |
| Milwaukee | Initiated the "Gaining Early Awareness Readiness for Undergraduate Program" (GEAR UP) in eight high schools to work with 10th and 11th grade students on academic advising, tutoring, high school transition support, and college tours.<br><br>GEAR UP program also | | | | | |

| City School System | Transform Low-performing high schools and spur graduation rates (10a) | Started Parent Training and Engagement (10b) | Discussions about Race (11) | | | |
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| | working with AP to ensure eligible students enroll in AP courses.<br><br>Continue support for two citywide College Access Centers that serve all high school students.<br><br>Making available to all 11th grade students testing on the PSAT to provide more access to National Merit Scholarships.<br><br>Expanding dual enrollment classes in conjunction with Milwaukee Area Technical College (MATC). | | | | | |

| City School System | Transform Low-performing high schools and spur graduation rates (10a) | Started Parent Training and Engagement (10b) | Discussions about Race (11) | | | |
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| | Expanding career and technical education programs (M3 program).<br><br>Created the MATC Promise program that provides no-cost education to Milwaukee high school graduates.<br><br>Implemented the Passport to Adulthood program to prepare young people to enter the workforce, earn money, and gain experience.<br><br>Working with the community to provide job internships and employment opportunities for | | | | | |

| City School System | Transform Low-performing high schools and spur graduation rates (10a) | Started Parent Training and Engagement (10b) | Discussions about Race (11) | | | |
|---|---|---|---|---|---|---|
| | students: Milwaukee Area Workforce Investment Board, Career Cruising, ccSpark, Inspire Southeast Wisconsin, and GPS Education Partners. | | | | | |
| Minneapolis | | Developing a Parent University starting with families of students taking the BLACK course. Focus for parents will be on understanding and navigating the school system, engaging in school culture and teacher | Established a Collaborative Action Research Cohort (CARC) to project sites focusing initially on the book Pedagogy of Confidence that is built into professional development time. | | | |

| City School System | Transform Low-performing high schools and spur graduation rates (10a) | Started Parent Training and Engagement (10b) | Discussions about Race (11) | | | |
|---|---|---|---|---|---|---|
| | | success, collaboration with school, student success at home and school, social and emotional learning, college readiness, and advocacy. | | | | |
| Oakland | Launched a Student Leadership Council in September 2014 consisting of African American males from middle and high school across the district. Goals included—creating a network of African American male students in | Each project site has a parent leader who facilitates workshops, including: How to Support Your Student at Home, How to Create a College and Career Going Culture at Home, and How to | | | | |

| City School System | Transform Low-performing high schools and spur graduation rates (10a) | Started Parent Training and Engagement (10b) | Discussions about Race (11) | | | |
|---|---|---|---|---|---|---|
| | positions of leadership who support each other at their school sites; acting as role models for other African American males in our schools; participating in school site councils to assess and create school site interventions and programming for African American males; and counter offensive negative images of young black and brown men.<br><br>Created Khepera Pathway to | Finance College. | | | | |

| City School System | Transform Low-performing high schools and spur graduation rates (10a) | Started Parent Training and Engagement (10b) | Discussions about Race (11) | | | |
|---|---|---|---|---|---|---|
| | equip students with critical thinking, idea generation, and problem solving skills needed to start and run a business. Students learn critical leadership roles by solving community problems and operating social enterprises. | | | | | |
| Oklahoma City | | | | | | |
| Orange County | Review district data on graduation rates among Males of Color.

Devise a plan for addressing findings from data review with area superintendents | Meet with sponsors of Minority Leadership Scholars and discuss roles they can play with parents.

Meet with parents in high schools | Research professional development that is effective in raising awareness of issues.

Met with consultant to determine appropriate culturally | | | |

| City School System | Transform Low-performing high schools and spur graduation rates (10a) | Started Parent Training and Engagement (10b) | Discussions about Race (11) | | | |
|---|---|---|---|---|---|---|
| | and guidance staff.

Meet with staff of schools where Males of Color are not graduating and plan parent meetings.

Monitor course passage rates among Males of Color in schools with low graduation rates. Monitor school efforts and actions when informed of data.

Established an acceleration initiative in Algebra I in 19 high schools.

Setting up the Minority Leadership | where graduation rates are not high to encourage student achievement. | responsive training for teachers who contribute to high suspension rates.

Determined which teachers needed training and began the Behavioral Leaders Consortium. Begin training on Culturally Responsive Instruction for administrators, principals, deans, counselors and selected teachers.

Monitor effects and progress. | | | |

| City School System | Transform Low-performing high schools and spur graduation rates (10a) | Started Parent Training and Engagement (10b) | Discussions about Race (11) | | | |
|---|---|---|---|---|---|---|
| | Scholars program and the Ethnic Minority Enrichment in Research and Graduate Education. | | | | | |
| Palm Beach | Have placed graduation coaches in all Title I high schools. The District also sponsors every student to take the SAT in the 10th grade at no cost to the student. We have a Superintendent's Graduation Task Force to increase graduation and decrease suspensions of African American males. | We have created an office of Parent and Community Engagement. We are working on plans to launch a District-wide Parent Academy. | All senior District leadership and a majority of high school principals have gone through the Undoing Racism training levels 1 & 2. We have also begun "Courageous Conversations" meetings with key District staff and stakeholders. Complete the data analysis portion of an equity audit done by leading expert, Pedro Noguera. | | | |

| City School System | Transform Low-performing high schools and spur graduation rates (10a) | Started Parent Training and Engagement (10b) | Discussions about Race (11) | | | |
|---|---|---|---|---|---|---|
| Philadelphia | Work with City Year in high-needs high schools on individualized English and math tutoring, attendance, and behavior.<br><br>Focusing on students with attendance below 90%, more than one out-of-school suspension, and an F grade in math or English. | | | | | |
| Portland | (See items under advanced placement.)<br><br>Expanding career and technical offerings at career centers.<br><br>Expanding academic | Continue offering family learning events through the Office of School and Family Partnerships. | Board passed Racial Educational Equity Policy and developed five-year plan for implementation.<br><br>Continue partnership with Pacific Educational Group around | | | |

| City School System | Transform Low-performing high schools and spur graduation rates (10a) | Started Parent Training and Engagement (10b) | Discussions about Race (11) | | | |
|---|---|---|---|---|---|---|
| | engagement through athletics. | Partner with Black Parent Initiative and 8 other community partners on third-grade reading initiative.<br><br>Offer Parent University classes through the Black parent Initiative. | Courageous Conversations.<br><br>Continue "Courageous Conversations about Race" diversity training with school board, executive leadership, building leadership, teachers, classified staff, bus drivers, and custodians. Have started with parents as well.<br><br>Named "Equity Teams" that is responsible for ongoing professional development around equity at every school and central office department. | | | |

| City School System | Transform Low-performing high schools and spur graduation rates (10a) | Started Parent Training and Engagement (10b) | Discussions about Race (11) | | | |
|---|---|---|---|---|---|---|
| | | | Named CARE teams (Collaborative Action Research for Equity) teams at pilot sites that will be expanded to all schools in order to strengthen culturally responsive teaching practices.<br><br>Developed and implemented an "Equity Formula" for staffing and differentiated resource allocations by student subgroup. Using "Equity Lens" tool for school board and central office decision making.<br><br>School board approved an "Equity in Public Purchasing and | | | |

| City School System | Transform Low-performing high schools and spur graduation rates (10a) | Started Parent Training and Engagement (10b) | Discussions about Race (11) | | | |
|---|---|---|---|---|---|---|
| | | | Contracting" policy that includes a provision for contractors to engage students in internships.<br><br>School board passed a revised "Affirmative Action" policy with the goal of recruiting and hiring staff that better reflects demographics of student body.<br><br>Continue hosting monthly films/lectures/panel discussions on race and culture for staff, parents, and community.<br><br>Partner with City Club to engage broader audience in "Courageous Conversations." | | | |

| City School System | Transform Low-performing high schools and spur graduation rates (10a) | Started Parent Training and Engagement (10b) | Discussions about Race (11) | | | |
|---|---|---|---|---|---|---|
| Providence | Continue expanding CTE opportunities to district middle and high schools. | | Engage a broad community discussion and examination of how issues of race, language, and culture affect the work of the district. Will use town hall forums and public hearings.

Name a working group of adult men of color to serve as an advisory group to the district. | | | |
| Rochester | Continue expanding sports programs to better engage Males of Color.

Increase the number of offerings in art, music, band, physical education, and other extra- | | | | | |

| City School System | Transform Low-performing high schools and spur graduation rates (10a) | Started Parent Training and Engagement (10b) | Discussions about Race (11) | | | |
|---|---|---|---|---|---|---|
| | curricular activities.<br><br>Continue the district's Latin America Literature elective along with the current African American program.<br><br>Considering a "Males in Mind" science fiction course in English to engage Males of Color.<br><br>Expand credit recovery.<br><br>Expand paying CTE costs for students in cooperative educational service course. | | | | | |

| City School System | Transform Low-performing high schools and spur graduation rates (10a) | Started Parent Training and Engagement (10b) | Discussions about Race (11) | | | |
|---|---|---|---|---|---|---|
| | Expand the P-TECH Rochester program preparing students for computer technology jobs along with providing mentors, work experience, and college credit.

Continue the Leadership Academy for Young Men, a single-gender high school with grades 7-12 that focuses on discipline, respect, and academics.

Continue All City High, which provides alternative paths to graduation in | | | | | |

| City School System | Transform Low-performing high schools and spur graduation rates (10a) | Started Parent Training and Engagement (10b) | Discussions about Race (11) | | | |
|---|---|---|---|---|---|---|
| | a non-traditional setting. | | | | | |
| San Francisco | Have launched the African American Postsecondary Pathway (AAPP) program that connects all graduating African American 12th graders to a postsecondary support system. Partnering with Beyond 12 to connect all African American seniors, provide coaching and mentors, and provide B12 MyCoach mobile apps to keep students informed about specific | | | | | |

| City School System | Transform Low-performing high schools and spur graduation rates (10a) | Started Parent Training and Engagement (10b) | Discussions about Race (11) | | | |
|---|---|---|---|---|---|---|
| | postsecondary education deadlines and resources.<br><br>LinkedIn has provided profiles and workshops on career goals.<br><br>Partnered with local Chamber of Commerce on summer jobs and career opportunities, and partnered with Salesforce to provide 45 internships that will be expanded to 150. | | | | | |
| Toledo | Turnarounds, RttT, and SIG | | Bridges out of Poverty<br><br>Forums on Racism | | | |

# ENGLISH LANGUAGE LEARNERS AND BILINGUAL EDUCATION TASK FORCE

# COUNCIL OF THE GREAT CITY SCHOOLS

# Task Force on English Language Learners and Bilingual Education

## 2017-2018

### *Task Force Goal*

To assist urban public school systems nationally in improving the quality of instruction
for
English Language Learners and immigrant children.

### *Task Force Chairs*

Richard Carranza, Houston Superintendent
Ashley Paz, Fort Worth School Board

# DACA

# DEFERRED ACTION FOR CHILDHOOD ARRIVALS (DACA)
## BACKGROUND AND TIMELINE

***DACA begins***. In June of 2012, President Obama established DACA, through an executive order. Specifically, On June 15, 2012, Janet Napolitano, Secretary for Homeland Security, issued a memorandum calling for use of the agency's prosecutorial discretion to defer action against certain young people who were brought to this country as children--under age of 16. The two-year deferment from deportation granted under DACA allows beneficiaries to also apply for work permits, and subsequent 2-yr renewals. Any individual granted deferred action and provided work authorization must meet strict criteria including passing a background check, fees around $500, in addition to the following:

i. Came to the United States under the age of sixteen;
ii. Has continuously resided in the United States for a least five years preceding June 15, 2012 (date of initial memorandum that put DACA into effect) and was present in the United States on the date of the memorandum;
iii. Is currently in school, has graduated from high school, has obtained a general education development certificate, or is an honorably discharged veteran of the Coast Guard or Armed Forces of the United States;
iv. Has not been convicted of a felony offense, a significant misdemeanor offense, multiple misdemeanor offenses, or otherwise poses a threat to national security or public safety; and
v. Is not above the age of thirty.

The program is not a permanent solution, as it does not provide a path to permanent residency or citizenship. At the time of his announcement, President Obama indicated that the deferral program allowed the immigration enforcement to focus on other priorities, while Congress worked on legislation to formalize Dreamers' immigration status, something that had alluded Congress since 2001, when the DREAM Act--Development, Relief, and Education for Alien Minors—was first introduced.

***Failed legislation***. The Senate passed a bill calling for broader reform on immigration, but it never got to the House. In addition to a path to citizenship for the DREAMers (DACA recipients), the legislation included increase funding for border enforcement and expanded compulsory use e-verify system (an electronic system for employers to check the immigration status of their employees).

***Executive Order to expand DACA***. In November, President Obama announced his intent to expand DACA to include other immigrants, including parents of U.S. children, under a program dubbed DAPA (Deferred Action for Parents of Americans).

***States file lawsuit to prevent DACA expansion.*** More than twenty states, including Texas, filed a federal lawsuit challenging then President Obama's executive actions on immigration, arguing that the Obama Administration did not have the executive authority to implement the programs as executive actions without first going through the normal regulatory process, and that these programs illegally placed new burdens on state budgets.

## 2015

***Courts rule against DACA expansion***. In February 2015, Judge Andrew Hanen of the U.S. District Court for the Southern District of Texas, Brownsville Division granted a temporary injunction to processing DACA extensions. According to Judge Hanen's ruling, the administration failed to comply with the requirement of the Administrative Procedure Act and the new policy would impose costs on Texas, by, among other things, increasing the number of people eligible to apply for various state benefits, such as driver's licenses.

***Obama Administration files appeal in Circuit Court and the U.S. Supreme Court***. On November of the same year, the Fifth Circuit Court of Appeals upheld the injunction with a 2-1 vote of a three-judge panel. The Obama Justice Department appealed the ruling to the U.S. Supreme Court.

## 2016

***Council of the Great City Schools signs-on to Amicus***. On January 19, 2016 the Supreme Court agreed to review the Texas decision. In February 2016, the Council signed-on to the Amicus filed by the American Academy of Pediatrics, the American Federation of Teachers, the Center for Law and Social Policy, First Focus, the National Association of Social Workers, the National Education Association, and 70 other organizations. The Council's interest is on behalf of ensuring that children have stable family environments and access to meaningful educational opportunities. The threat of or actual separation of families due to immigration status has negative effects on children and youth including, a rise in family poverty, high levels of stress, and disengagement from academics.

***Courts uphold injunction on DACA extension.*** On June 23, 2016 the U.S. Supreme Court upheld the injunction on the Obama Administration's DAPA and DACA expansion programs, while the Federal District Court hears and decides the principal matter at issue--whether the Obama Administration has the executive authority to implement the deferred action program without the normal rulemaking process. **Note**: the U.S. Supreme Court decision did not affect the original DACA program that was implemented in 2012, allowing existing (in 2016) DACA recipients to continue renewing their DACA authorization.

***Trump campaign targets DACA***. In August, candidate Trump indicates that, as part of his 10-point immigration plan, he would end DACA.

***Trump Administration announces end of DACA.*** On September 5, 2017, Attorney General Jeff Sessions announced that the Trump administration was rescinding the DACA program, setting a six-month window for Congress to act.   Later in the month, the acting Secretary of Homeland Security stated during a congressional hearing that she could not guarantee that the personal information of young immigrants who applied for DACA would not be turned over to immigration and customs authorities. As a result of the AG announcement, the Department of Homeland Security immediately stopped accepting new DACA applications, and required those with existing DACA permits set to expire on or before March 5, 2018 to apply for a renewal by October 5.

***States file lawsuit against Trump's decision to end DACA***. On September 6, 2017, 15 states and the District of Columbia filed a lawsuit challenging President Trump's rescission of DACA. Separately, on September 11, 2017, California, together with three more states, filed a lawsuit also challenging the rescission. The contentions in both lawsuits were similar:

- The rescission and Trump's statements about Mexicans (who comprise more than 78 percent of DACA participants) target individuals for discriminatory treatment based on their national origin violate the equal protection guarantee in the Fifth Amendment.
- A refusal to prohibit the use of DACA information for purposes of immigration enforcement violates the due process clause of the Fifth Amendment.
- The implementation of the rescission memorandum violated the Administrative Procedures Act because it was both substantively and procedurally arbitrary and capricious.

***District Court blocks Trump decision to end DACA.*** On January 9, Judge Alsup of the District Court for the Northern District of California grants a preliminary injunction, thus blocking the Trump Administration's decision to end the DACA program, while the underlying case continued.  Alsup said a nationwide injunction was "appropriate" because "our country has a strong interest in the uniform application of immigration law and policy."

***Trump Administration appeals directly to U.S. Supreme Court.*** On January 16, the U.S. Justice Department announces it would take the unusual step of directly asking the U.S. Supreme Court to review the federal judge Alsup's order to resume accepting DACA renewal applications even before it heard the decision of the 9th U.S. Circuit Court of Appeals.  [The Administration indicated it also appealed the case to the 9th U.S. Circuit.]

***A second District Court blocks Trump decision to end DACA***. In February, a second federal judge, Garaufis of the Federal District Court in Brooklyn, issued an injunction against the rescission of DACA. Judge Garaufis agreed with the claims made in an earlier lawsuit in 2017 led by the New York attorney general that the decisions to rescind DACA was "arbitrary and capricious." Judge Garaufis further stated

that the rescission would adversely impact not only DACA recipients but their employers, their families, and tax revenues.  (New York Times, February 13, 2018). The judge based his decision on the Administrative Procedure Act, which forbids the government from acting arbitrarily and capriciously in changing federal policy.

***U.S. Supreme Court declines Trump Administration request.***  On February 26, the Supreme Court declined the Trump Administration's request to review a Federal District Court Judge Alsup's temporary nationwide injunction to block the Administration from rescinding DACA. The decision means that the DACA program will not be terminated on the Administration's target date of March 5, 2018.  In accordance with the California district court's order, the Department of Homeland Security must continue to accept and process DACA renewal applications.

**Legislative Action**

Congress has considered several legislative proposals related to DACA and broader immigration issues but, to date, has failed to pass legislation that would provide a path for permanent legal status and citizenship for DREAMERs, or DACA recipients. The Trump Administration's priorities in any DACA-related legislation tackle broader issues of immigration reform on which there is little consensus across the aisle, thereby undermining the prospects of Congress reaching consensus on how to provide a pathway for permanent residence and citizenship for DACA beneficiaries.  In late February, the Senate rejected multiple immigration proposals, including the White House's proposed framework described below.

***White House Framework on Immigration Reform and Border Security.***  In late January 2018, the White House announced the President's framework for immigration, laying out four priorities the Trump Administration wants to see in any immigration bills that make it to the President's desk:

- Border security—an infusion of additional personnel and technology for DHS and a $25 billion trust fund for the border wall.
- DACA legalization—A process for legalization for about 1.8 million DACA eligible individuals, including a 10-12 year path to citizenship.
- Protect the nuclear family—Changes to the type of relatives that would qualify to immigrate to the U.S. under the family reunification guidelines. Family sponsorship would be limited to only spouses and minor children; sons and daughters over 21 (or married), parents, and siblings of U.S. Citizens would no longer qualify for U.S. immigration benefits under the family reunification.
- Eliminate lottery and repurpose visas—the Visa Lottery would be eliminated and these visas used to reduce the family-based backlog as well as the high-skilled workers backlog.

***Next move***- Senators Jeff Flake (R-AZ), and Heidi Heitkamp (D-ND) introduced legislation on February 27 that would include a three-year extension for the DACA program and provide $7.6 billion for border

security improvements.  The most likely path for this legislation would be as a provision to be included in the omnibus spending bill that needs to pass by March 24 in order to avoid another government shutdown.  GOP Senators John Thune (S.D.), Rob Portman (OH), and Jerry Moran (KS) have also put forward a proposal that provides legal protections to DACA recipients and $25 billion for the border wall.

**Implications for Great Cities Community**

In 2012, of the 41.3 million immigrants in the United States, close to half lived in 9 metro areas served by Council member districts (New York, Los Angeles, Miami, Chicago, Houston, San Francisco, Washington, Dallas and Boston). (Source: Wilson and Svajlenka, *Immigrants Continue to Disperse, with Fastest Growth in the Suburbs*.)  Despite the growing numbers of immigrants settling in the outer rings of metro areas, over 85 percent of immigrants settled in 2010 in one of the 100 largest metropolitan areas, thus including ALL of the Council member districts.  (Source: Wilson and Singer, *Immigrants in 2010 Metropolitan America: A Decade of Change*.) It follows, then, that the largest number of DACA applicants and recipients come from our cities.

**DACA Recipients**

Approximately 800,000 young unauthorized immigrants have received work permits and protection from deportation through the DACA program since its creation five years ago.  (Pew Research Center, 2017).  A 2014 Pew Research estimate indicates that approximately 1.1 million total unauthorized immigrants are eligible for the program.  Approximately 90 percent of DACA recipients, often called Dreamers, are between the ages of 16 and 30.



Where 'Dreamers' enrolled in DACA live in 2017

*Metropolitan areas with the largest number of current DACA enrollees (top 20 shown)*

Note: Only refers to individuals who are active DACA recipients, as of Sept. 4, 2017.
Source: U.S. Citizenship and Immigration Services.

PEW RESEARCH CENTER

*Three-quarters in 20 Cities*

As of September 2017, a total of 600,000 active DACA recipients were in one of these major cities: Seattle, Portland, San Francisco, San Jose, Los Angeles, San Diego, Riverside, Las Vegas, Phoenix, Denver, Dallas-Ft. Worth, Austin, McAllen, Houston, Miami, Atlanta, Chicago, Charlotte, Washington D.C., and New York City.  All but three of these cities are served by a member district of the Council of the Great City Schools.

667

An estimated 280,000 additional children and youth are aging into eligibility as they reach 15 years of age and provided they stay in school.

### Benefits of DACA

A number of national surveys of DACA participants have documented the positive impact of the program, such as:

- Participation in the DACA program improved participant access to public universities, trade schools, and scholarship opportunities
- Having work authorization has helped college-going DACA participants to afford tuition.
- More than 40 percent were able to obtain their first job and almost two-thirds reported getting a higher paying job
- About 60 percent of surveyed purchased a home.

The benefits received by DACA participants also accrue to their communities, as recipients become a stabilizing entity for immigrant families. The Center for American Progress estimates that ending DACA would result in a loss of $460.3 billion from the nation GDP as a result of removing close to 685,000 workers.

### Sources:

*American Immigration Council*
*Center for American Progress*
        2013 Survey, DACA at Year Three
        2017 National DACA Study
*Pew Research Center*
The Pew Research Center has published a set of key facts about immigrants who are eligible and/or have enrolled in DACA.  http://www.pewresearch.org/fact-tank/2017/09/25/key-facts-about-unauthorized-immigrants-enrolled-in-daca/

**Updated: March 2, 2018**

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**DACA RESOURCES**

The following sites provide information about DACA recipients, updates to DACA-related legislation and administrative actions, and additional resources.

**The National Immigration Law Center**
www.nilc.org

**United We Dream**
https://unitedwedream.org/

**The Dream.US**
http://www.thedream.us/resources/

**NYC DREAMer Fund**
https://www.neweconomynyc.org/our-work/community-loan-funds/dreamer-loan-fund/

**Cooperative Latino Credit Union**
http://latinoccu.org/dreamer/

**Self-Help Credit Union**
https://www.self-helpfcu.org/personal/loans/immigration-loans

**LAUSD We Are One website**
https://achieve.lausd.net/Page/13664

**Dallas ISD DACA Website**
https://www.dallasisd.org/daca

**Denver Public Schools Welcoming Schools**
https://www.dpsk12.org/safe-and-welcoming-school-district/

# DACA IN THE GREAT CITY SCHOOLS

## DACA PROGRAM
### Background

The Deferred Action for Childhood Arrivals (DACA) program was enacted through an executive order five years ago.  This program would protect children and youth who were brought here as young children from being deported if they meet specific requirements. In September 2017, the current administration announced the DACA program would be terminated in six months, leaving 800,000 current DACA recipients in fear and taking away hope from an additional 200,000 children in schools who are approaching the age for DACA-eligibility. President Trump's announcement gave Congress until March 5, 2018 to take legislative action resulting in legal residency for DACA recipients and eligible individuals.

### Where 'Dreamers' enrolled in DACA live in 2017

*Metropolitan areas with the largest number of current DACA enrollees (top 20 shown)*



Note: Only refers to individuals who are active DACA recipients, as of Sept. 4, 2017.
Source: U.S. Citizenship and Immigration Services.
PEW RESEARCH CENTER

## DACA BENEFICIARIES
### 800,000, as of 2017

Approximately 800,000 young unauthorized immigrants have received work permits and protection from deportation through the DACA program since its creation five years ago.  (Pew Research Center, 2017).  A 2014 Pew Research estimate indicates that approximately 1.1 million total unauthorized immigrants are eligible for the program.

Approximately 90 percent of DACA recipients, often called Dreamers, are between the ages of 16 and 30.

### Three-quarters in 20 Cities

As of September 2017, a total of 600,000 active DACA recipients were in one of these major cities: Seattle, Portland, San Francisco, San Jose, Los Angeles, San Diego, Riverside, Las Vegas, Phoenix, Denver, Dallas-Ft. Worth, Austin, McAllen, Houston, Miami, Atlanta, Chicago, Charlotte, Washington D.C., and New York City.  All but three of these cities are served by a member district of the Council of the Great City Schools.

An estimated 280,000 additional children and youth are aging into eligibility as they reach 15 years of age and provided they stay in school.

# IMPACT OF DACA BENEFITS

A number of national surveys of DACA participants have documented the positive impact of the program, such as:

- Participation in the DACA **program improved participant access to public universities, trade schools, and scholarship opportunities** (2013 Survey, DACA at Year Three. Gonzalez, R., Washington DC: American Immigration Council, 2016))

- Having work authorization has **helped college-going DACA participants to afford tuition**. (Center for American Progress (CAP), Results from Tom K. Wong, et al., 2017 National DACA Study)

- More than 40 percent were able to **obtain their first job** and almost two-thirds reported getting a **higher paying job** (CAP, 2017 National DACA Study)

- About 60 percent of surveyed **purchased a home**. (CAP, 2017 National DACA Study)

The benefits received by DACA participants also accrue to their communities, as recipients become a stabilizing entity for immigrant families.

# PRELIMINARY SURVEY DATA

# ELL DEMOGRAPHICS, STAFFING, AND PROFESSIONAL DEVELOPMENT SURVEY

Preliminary Data Analysis

Council of the Great City Schools

*Survey Status Updated: March 1, 2018*

**District Responses to ELL Demographics, Staffing, and Professional Development Survey**

**Survey Status as of March 1, 2018**

*The survey is __closed__, and responses are no longer being accepted for analysis.*

| District | Survey Monkey | Data Worksheet |
|---|---|---|
| Albuquerque Public Schools | ✔ | ✔ |
| Anchorage School District | ✔ | ✔ |
| Arlington Independent School District | ✔ | ✔ |
| Atlanta Public Schools | ✔ | ✔ |
| Austin Independent School District | ✔ | ✔ |
| Baltimore City Public Schools | ✔ | ✔ |
| Birmingham City Schools | ✔ | |
| Boston Public Schools | ✔ | ✔ |
| Bridgeport Public Schools | ✔[1] | |
| Broward County Public Schools | ✔ | ✔ |
| Buffalo Public Schools | Partial Response | ✔ |
| Charlotte-Mecklenburg Schools | ✔ | ✔ |
| Chicago Public Schools | Partial Response | ✔ |
| Cincinnati Public Schools | ✔ | |
| Clark County School District | ✔ | ✔ |
| Cleveland Metropolitan School District | ✔ | ✔ |
| Columbus City Schools | ✔ | ✔ |
| Dallas Independent School District | ✔ | ✔ |
| Dayton Public Schools | ✔ | |
| Denver Public Schools | ✔ | ✔ |
| Des Moines Public Schools | ✔ | ✔ |
| Detroit Public Schools Community District | | |
| District of Columbia Public Schools | ✔ | |
| Duval County Public Schools | ✔ | Partial Response[2] |
| El Paso Independent School District | ✔ | ✔ |
| Fort Worth Independent School District | ✔ | ✔ |
| Fresno Unified School District | ✔ | ✔ |
| Guilford County Schools | ✔ | ✔ |
| Hawaii State Department of Education | ✔ | ✔ |
| Hillsborough County School District | ✔ | ✔ |
| Houston Independent School District | ✔ | ✔ |
| Indianapolis Public Schools | ✔ | ✔ |
| Jackson Public Schools | ✔ | ✔ |
| Jefferson County Public Schools | ✔ | ✔ |
| Kansas City Public Schools | ✔ | ✔ |
| Long Beach Unified School District | | |
| Los Angeles Unified School District | ✔ | ✔ |

[1] Language data for SY 2015-16 and SY 2014-15 in addition to professional development data needed.
[2] Special education enrollment needed for SY 2013-2014.

| District | Survey Monkey | Data Worksheet |
|---|---|---|
| Metropolitan Nashville Public Schools | ✓ | ✓ |
| Miami-Dade County Public Schools | ✓ | ✓ |
| Milwaukee Public Schools | ✓ | ✓ |
| Minneapolis Public Schools | ✓ | ✓ |
| New Orleans Public Schools | | |
| New York City Department of Education | | |
| Newark Public Schools | | |
| Norfolk Public Schools | ✓ | ✓ |
| Oakland Unified School District | ✓ | ✓ |
| Oklahoma City Public Schools | ✓ | ✓ |
| Omaha Public Schools | ✓ | ✓ |
| Orange County Public Schools | ✓ | ✓ |
| The School District of Palm Beach County | ✓ | ✓ |
| The School District of Philadelphia | ✓ | ✓ |
| Pinellas County Public Schools | ✓ | ✓ |
| Pittsburgh Public Schools | ✓ | ✓ |
| Portland Public Schools | | |
| Providence Public School District | | |
| Richmond Public Schools | ✓ | ✓ |
| Rochester City School District | | |
| Sacramento City Unified School District | Partial Response | |
| Salt Lake City School District | ✓ | ✓ |
| San Antonio Independent School District | ✓ | ✓ |
| San Diego Unified School District | ✓ | ✓ |
| San Francisco Unified School District | ✓ | ✓ |
| Seattle Public Schools | ✓ | ✓ |
| Shelby County Schools | ✓ | ✓ |
| St. Louis Public Schools | ✓ | ✓ |
| St. Paul Public Schools | ✓ | ✓ |
| Toledo Public Schools | | |
| Tulsa Public Schools | ✓ | ✓ |
| Wichita Public Schools | ✓ | ✓ |
| **Total Complete Responses** | 57 | 53 |
| **Total Partial Responses** | 3 | 1 |
| **Complete Response Rate** | 82.6% | 76.8% |

**Total K-12 Student and ELL Enrollment Ranked within Bands by**
**ELLs as Percentage of Total Enrollment in SY 2015-16**

| District | Total K-12 | ELL K-12 | ELLs as Percentage of Total Enrollment | Bands by Number |
|---|---|---|---|---|
| Los Angeles | 517,001 | 118,788 | 23.0% | 100,000 + |
| Dallas | 148,276 | 62,615 | 42.2% | 50,001 – 100,000 |
| Houston | 199,813 | 57,987 | 29.0% | |
| Miami-Dade County | 348,062 | 67,946 | 19.5% | |
| Clark County | 321,199 | 61,535 | 19.2% | |
| Oakland | 36,977 | 12,060 | 32.6% | 10,001 – 50,000 |
| St. Paul | 36,821 | 11,709 | 31.8% | |
| Fort Worth | 81,781 | 24,711 | 30.2% | |
| Boston | 50,993 | 14,912 | 29.2% | |
| Denver | 85,688 | 23,920 | 27.9% | |
| El Paso | 57,180 | 15,202 | 26.6% | |
| Austin | 78,377 | 20,561 | 26.2% | |
| Arlington (TX) | 59,274 | 14,455 | 24.4% | |
| San Francisco | 52,754 | 12,452 | 23.6% | |
| Fresno | 70,420 | 16,280 | 23.1% | |
| Albuquerque | 85,988 | 14,577 | 17.0% | |
| Metropolitan Nashville | 83,101 | 12,980 | 15.6% | |
| Orange County | 196,635 | 28,447 | 14.5% | |
| Hillsborough County | 210,801 | 25,392 | 12.0% | |
| Palm Beach County | 170,619 | 19,139 | 11.2% | |
| Broward County | 263,273 | 28,122 | 10.7% | |
| Philadelphia | 131,698 | 12,951 | 9.8% | |
| Salt Lake City | 25,634 | 7,389 | 28.8% | 5,001 – 10,000 |
| Minneapolis | 35,801 | 7,955 | 22.2% | |
| Des Moines | 31,883 | 6,580 | 20.6% | |
| Wichita | 46,826 | 9,005 | 19.2% | |
| San Antonio | 48,028 | 9,131 | 19.0% | |
| Tulsa | 36,844 | 6,633 | 18.0% | |
| Indianapolis | 28,388 | 5,035 | 17.7% | |
| Omaha | 49,359 | 7,285 | 14.8% | |
| Anchorage | 47,621 | 6,032 | 12.7% | |
| Seattle | 53,276 | 6,111 | 11.5% | |
| Milwaukee | 68,678 | 7,123 | 10.4% | |
| Guilford County | 71,908 | 5,196 | 7.2% | |
| Jefferson County | 97,121 | 6,973 | 7.2% | |
| Pinellas County | 102,834 | 6,245 | 6.1% | |
| Duval County | 126,010 | 5,638 | 4.5% | |

| District | Total K-12 | ELL K-12 | ELLs as Percentage of Total Enrollment | Bands by Number |
|---|---|---|---|---|
| Kansas City | 14,705 | 3,482 | 23.7% | |
| St. Louis | 22,561 | 2,352 | 10.4% | |
| Richmond | 22,044 | 2,192 | 9.9% | |
| Cleveland | 41,632 | 3,282 | 7.9% | 1,001 – 5,000 |
| Baltimore | 78,975 | 3,642 | 4.6% | |
| Atlanta | 50,399 | 1,559 | 3.1% | |
| Columbus | 56,881 | 1,477 | 2.6% | |

*44 Districts, 62.9% Response Rate*

**ELL Enrollment and Percentage of Total Enrollment in SY 2015-16**
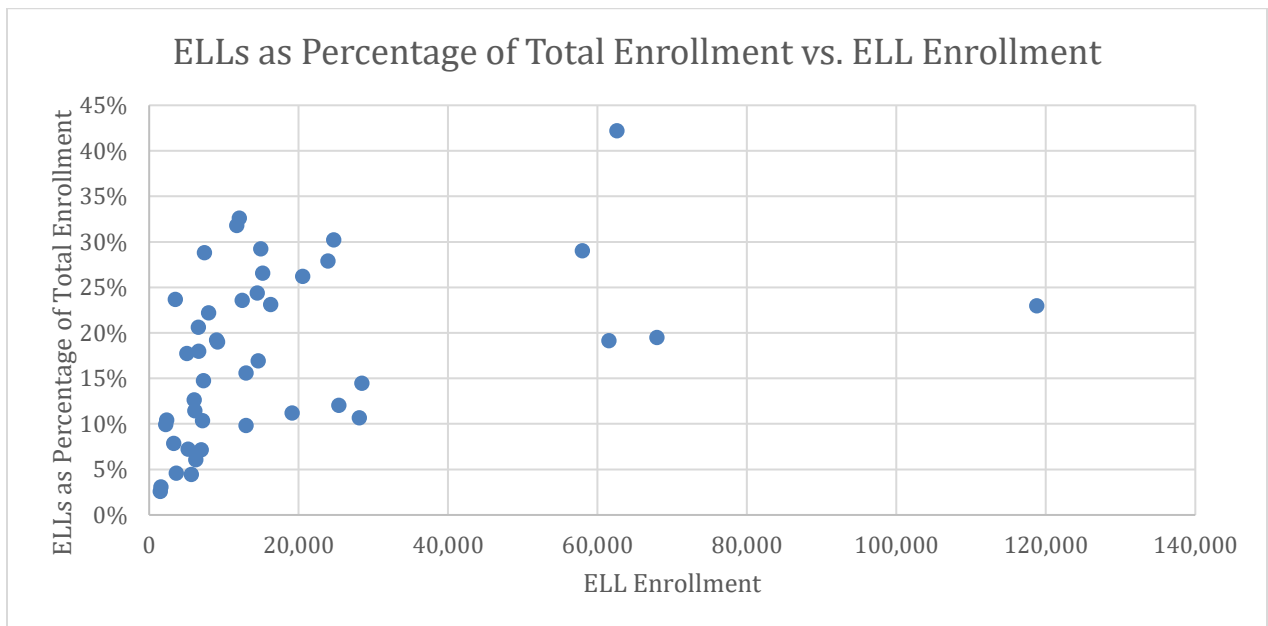


*44 Districts, 62.9% Response Rate*

**ELL Enrollment from SY 2013-14 to SY 2015-16**



ELL Enrollment, 2013-16

*44 Districts, 62.9% Response Rate*

677
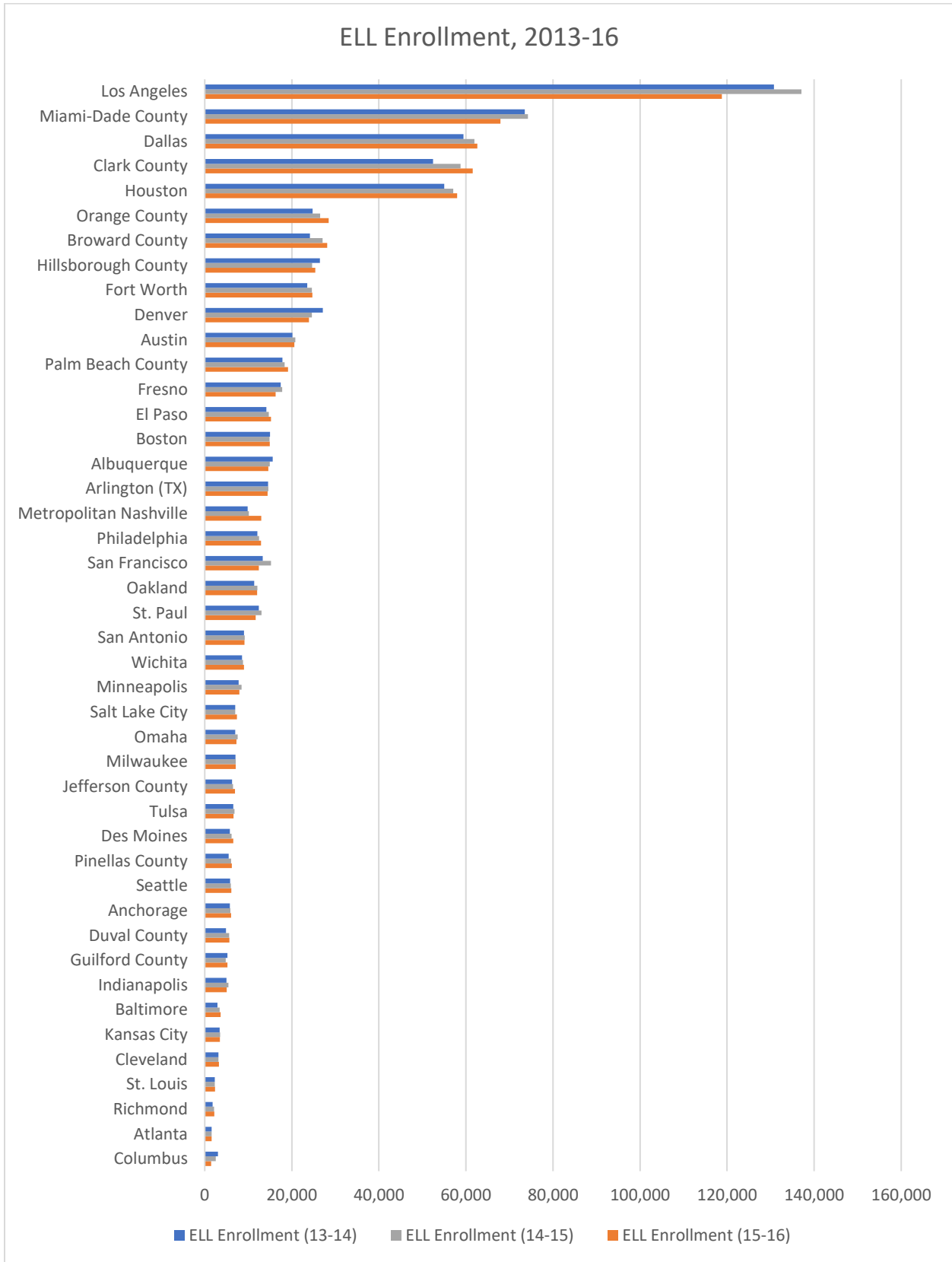
**ELL vs. Non-ELL Enrollment Percentage Change from SY 2013-14 to SY 2015-16**

| District | SY 2013-14 | | SY 2015-16 | | Percentage Change | |
|---|---|---|---|---|---|---|
| | ELL Enrollment | Non-ELL Enrollment | ELL Enrollment | Non-ELL Enrollment | ELL Enrollment (2013-16) | Non-ELL Enrollment (2013-16) |
| Albuquerque | 15,587 | 71,609 | 14,577 | 71,411 | -6.5% | -0.3% |
| Anchorage | 5,794 | 41,789 | 6,032 | 41,589 | 4.1% | -0.5% |
| Arlington (TX) | 14,564 | 45,633 | 14,455 | 44,819 | -0.7% | -1.8% |
| Atlanta | 1,558 | 47,465 | 1,559 | 48,840 | 0.1% | 2.9% |
| Austin | 20,116 | 59,766 | 20,561 | 57,816 | 2.2% | -3.3% |
| Baltimore | 2,936 | 77,031 | 3,642 | 75,333 | 24.0% | -2.2% |
| Boston | 15,008 | 36,869 | 14,912 | 36,081 | -0.6% | -2.1% |
| Broward County | 24,150 | 233,704 | 28,122 | 235,151 | 16.4% | 0.6% |
| Clark County | 52,452 | 263,861 | 61,535 | 259,664 | 17.3% | -1.6% |
| Cleveland | 3,135 | 37,225 | 3,282 | 38,350 | 4.7% | 3.0% |
| Columbus | 3,035 | 52,493 | 1,477 | 55,404 | -51.3% | 5.5% |
| Dallas | 59,424 | 90,618 | 62,615 | 85,661 | 5.4% | -5.5% |
| Denver | 27,103 | 54,403 | 23,920 | 61,768 | -11.7% | 13.5% |
| Des Moines | 5,769 | 25,742 | 6,580 | 25,303 | 14.1% | -1.7% |
| Duval County | 4,864 | 121,399 | 5,638 | 120,372 | 15.9% | -0.8% |
| El Paso | 14,183 | 44,720 | 15,202 | 41,978 | 7.2% | -6.1% |
| Fort Worth | 23,564 | 56,265 | 24,711 | 57,070 | 4.9% | 1.4% |
| Fresno | 17,434 | 53,403 | 16,280 | 54,140 | -6.6% | 1.4% |
| Guilford County | 5,228 | 67,160 | 5,196 | 66,712 | -0.6% | -0.7% |
| Hillsborough County | 26,467 | 185,128 | 25,392 | 185,409 | -4.1% | 0.2% |
| Houston | 55,023 | 139,288 | 57,987 | 141,826 | 5.4% | 1.8% |
| Indianapolis | 4,979 | 25,018 | 5,035 | 23,353 | 1.1% | -6.7% |
| Jefferson County | 6,249 | 90,183 | 6,973 | 90,148 | 11.6% | 0.0% |
| Kansas City | 3,436 | 10,768 | 3,482 | 11,223 | 1.3% | 4.2% |
| Los Angeles | 130,775 | 415,057 | 118,788 | 398,213 | -9.2% | -4.1% |
| Miami-Dade County | 73,540 | 273,428 | 67,946 | 280,116 | -7.6% | 2.4% |
| Milwaukee | 7,078 | 63,536 | 7,123 | 61,555 | 0.6% | -3.1% |
| Minneapolis | 7,803 | 27,597 | 7,955 | 27,846 | 1.9% | 0.9% |
| Metropolitan Nashville | 9,866 | 70,496 | 12,980 | 70,121 | 31.6% | -0.5% |
| Oakland | 11,375 | 25,315 | 12,060 | 24,917 | 6.0% | -1.6% |
| Omaha | 7,000 | 41,524 | 7,285 | 42,074 | 4.1% | 1.3% |
| Orange County | 24,797 | 161,875 | 28,447 | 168,188 | 14.7% | 3.9% |
| Palm Beach County | 17,845 | 151,639 | 19,139 | 151,480 | 7.3% | -0.1% |
| Philadelphia | 12,100 | 119,794 | 12,951 | 118,747 | 7.0% | -0.9% |
| Pinellas County | 5,498 | 97,571 | 6,245 | 96,589 | 13.6% | -1.0% |
| Richmond | 1,795 | 20,227 | 2,192 | 19,852 | 22.1% | -1.9% |
| Salt Lake City | 6,975 | 19,145 | 7,389 | 18,245 | 5.9% | -4.7% |
| San Antonio | 9,012 | 39,789 | 9,131 | 38,897 | 1.3% | -2.2% |
| San Francisco | 13,316 | 40,528 | 12,452 | 40,302 | -6.5% | -0.6% |

| District | SY 2013-14 | | SY 2015-16 | | Percentage Change | |
|---|---|---|---|---|---|---|
| | ELL Enrollment | Non-ELL Enrollment | ELL Enrollment | Non-ELL Enrollment | ELL Enrollment (2013-16) | Non-ELL Enrollment (2013-16) |
| Seattle | 5,852 | 46,037 | 6,111 | 47,165 | 4.4% | 2.5% |
| St. Louis | 2,298 | 22,688 | 2,352 | 20,209 | 2.3% | -10.9% |
| St. Paul | 12,404 | 24,622 | 11,709 | 25,112 | -5.6% | 2.0% |
| Tulsa | 6,554 | 30,681 | 6,633 | 30,211 | 1.2% | -1.5% |
| Wichita | 8,566 | 38,961 | 9,005 | 37,821 | 5.1% | -2.9% |

*44 Districts, 62.9% Response Rate*

**Number of ELLs Speaking the Most Prevalent Five languages, 2014-2016**

| | 2014 | 2015 | 2016 | # of Districts (2016) |
|---|---|---|---|---|
| Spanish | 1,097,379 ▲ | 1,098,948 ▲ | 1,110,394 | 61 |
| Haitian Creole | 19,230 ▼ | 18,405 ▼ | 18,182 | 4 |
| Arabic | 14,198 ▲ | 15,894 ▲ | 18,084 | 43 |
| Somali | 10,570 ▲ | 10,788 ▲ | 12,211 | 16 |
| Vietnamese | 12,921 ▼ | 11,641 ▲ | 11,732 | 26 |
| Tagalog | 12,084 ▼ | 12,031 ▼ | 11,333 | 8 |
| Hmong | 12,820 ▼ | 11,035 ▼ | 10,644 | 7 |
| Portuguese | 3,253 ▲ | 4,531 ▲ | 6,682 | 7 |
| Cantonese | 7,389 ▼ | 6,773 ▼ | 6,626 | 4 |
| Armenian | 5,371 ▲ | 5,434 ▲ | 5,475 | 1 |
| English | 3,501 ▼ | 3,500 ▲ | 5,080 | 3 |
| Karen | 4,170 ▲ | 4,724 ▲ | 4,977 | 8 |
| Korean | 5,406 ▼ | 5,310 ▼ | 4,905 | 1 |
| French Creole | 3,501 ▼ | 835 ▲ | 3,804 | 3 |
| Nepali | 3,471 ▼ | 2,949 ▲ | 3,476 | 11 |
| Chinese | 3,804 ▲ | 4,594 ▼ | 3,144 | 11 |
| Burmese | 1,851 ▲ | 2,547 ▲ | 2,988 | 11 |
| Russian | 547 ▲ | 2,849 ▼ | 2,715 | 2 |
| Ilocano | 3,078 ▼ | 2,547 ▼ | 2,306 | 1 |
| French | 2,563 ▼ | 2,341 ▼ | 2,196 | 11 |
| Amharic | 645 ▲ | 742 ▲ | 1,864 | 5 |
| Trukese | 1,931 ▼ | 1,919 ▼ | 1,777 | 2 |
| Marshallese | 1,674 ▼ | 1,575 ▲ | 1,760 | 2 |
| Swahili | 221 ▲ | 526 ▲ | 1,171 | 8 |
| Mandarin | 996 ▲ | 1,041 ▲ | 1,156 | 3 |
| Samoan | 1,001 ▲ | 1,160 ▼ | 1,138 | 1 |
| Urdu | 977 ▲ | 1,113 ▲ | 1,115 | 2 |
| Cape Verdean Creole | 1,090 ▼ | 1,081 ▼ | 1,072 | 1 |
| Polish | 1,062 ▼ | 999 ▼ | 887 | 1 |
| Mon-Khmer, Cambodian | 1,138 ▼ | 1,116 ▼ | 806 | 2 |
| Telugu | | | 604 | 2 |
| Navajo | 514 ▲ | 538 ▼ | 507 | 1 |
| Q'an'jobal | 433 ▲ | 504 ▼ | 471 | 2 |
| Oromo | 476 ▼ | 422 ▲ | 465 | 2 |
| Kurdish | 429 ▲ | 459 ▼ | 452 | 1 |
| Serbocroatian | 364 ▲ | 372 ▲ | 385 | 1 |
| Laotian | 402 ▼ | 335 ▼ | 321 | 3 |

| | 2014 | 2015 | 2016 | # of Districts (2016) |
|---|---|---|---|---|
| Yupik | 255 ▲ | 306 ▲ | 319 | 1 |
| Mam | | 149 ▲ | 312 | 1 |
| Other - Unspecified | 2,864 ▼ | 635 ▼ | 302 | 3 |
| Mai Mai | 313 ▼ | 294 ▬ | 294 | 1 |
| Bosnian | 311 ▼ | 253 ▼ | 234 | 1 |
| Albanian | 208 ▲ | 211 ▲ | 230 | 1 |
| Turkish | 250 ▬ | 250 ▼ | 200 | 1 |
| Other African | 155 ▲ | 166 ▲ | 168 | 1 |
| Tongan | 196 ▼ | 178 ▼ | 131 | 1 |
| Akateko | 5 ▲ | 13 ▲ | 21 | 1 |
| Fulani | 11 ▲ | 14 ▲ | 18 | 1 |
| Thai | | 15 ▬ | 15 | 1 |
| Tigrinya | | | 12 | 1 |
| Wolof | | 3 ▲ | 4 | 2 |
| Pashto | | | 4 | 1 |
| French Cree | | 2,548 | | |
| Khmer | 402 ▼ | 384 | | |
| Punjabi | 153 ▲ | 155 | | |
| Nilo-Saharan | | 216 | | |
| Afro-Asiatic | 174 | | | |
| Nuer | 106 | | | |
| Tibetan | | 8 | | |
| Pachuco | | | | |
| Yoruba | | | | 1 |
| **Grand Total** | **1,245,863** | **1,247,376** | **1,265,169** | |

Pachuco, Soninke, and Yoruba were reported without figures for the number of speakers. *61 Districts, 88.4% Response Rate.*

## Districts with the Highest Number of ELLs Speaking Top-5 Languages

| Language | ELL # | Language | ELL # | Language | ELL # |
|---|---|---|---|---|---|
| **Spanish** | **1,110,394** | **Cantonese** | **6,626** | **French Creole** | **3,804** |
| Los Angeles | 339,043 | San Francisco | 4,297 | Orange County | 2,715 |
| Clark County | 73,497 | Chicago | 925 | Hillsborough County | 789 |
| Dallas | 63,696 | Oakland | 833 | Bridgeport | 300 |
| Miami-Dade County | 63,399 | Sacramento | 571 | **Ilocano** | **2,306** |
| Houston | 63,114 | **Armenian** | **5,475** | Hawaii | 2,306 |
| **Haitian Creole** | **18,182** | Los Angeles | 5,475 | **Burmese** | **2,988** |
| Broward County | 6,898 | Korean | 4,905 | Dallas | 569 |
| Palm Beach County | 5,465 | Los Angeles | 4,905 | Milwaukee | 446 |
| Miami-Dade County | 4,669 | **Portuguese** | **6,682** | Buffalo | 438 |
| Boston | 1,150 | Orange County | 2,120 | Metro. Nashville | 323 |
| **Arabic** | **18,084** | Broward County | 1,506 | Duval County | 305 |
| Metro. Nashville | 1,826 | Palm Beach County | 993 | **French** | **2,196** |
| Chicago | 1,571 | Bridgeport | 800 | Columbus | 1,207 |
| Hillsborough County | 1,552 | Miami-Dade County | 677 | Miami-Dade County | 423 |
| Houston | 1,088 | **Armenian** | **5,475** | District of Columbia | 165 |
| Denver | 1,051 | Los Angeles | 5,475 | Arlington (TX) | 127 |
| **Vietnamese** | **11,732** | **Karen** | **4,977** | Shelby County | 107 |
| San Diego | 1,602 | St. Paul | 2,267 | **Russian** | **2,715** |
| Arlington (TX) | 1,261 | Omaha | 1,047 | Los Angeles | 2,303 |
| Hillsborough County | 1,129 | Des Moines | 556 | Miami-Dade County | 412 |
| Denver | 856 | Buffalo | 541 | **Trukese** | **1,777** |
| Boston | 740 | Milwaukee | 440 | Hawaii | 1,697 |
| **Tagalog** | **11,333** | **English** | **5,080** | Tulsa | 80 |
| Los Angeles | 5,221 | Dallas | 4,036 | **Marshallese** | **1,760** |
| Clark County | 2,842 | Boston | 952 | Hawaii | 1,512 |
| San Diego | 1,118 | Baltimore | 92 | Sacramento | 248 |
| Hawaii | 1,034 | **Chinese** | **3,144** | **Samoan** | **1,138** |
| Anchorage | 794 | Philadelphia | 1,026 | Anchorage | 1,138 |
| **Hmong** | **10,644** | Clark County | 783 | **Amharic** | **1,864** |
| St. Paul | 4,833 | Seattle | 697 | Clark County | 695 |
| Fresno | 1,927 | Broward County | 328 | Denver | 425 |
| Sacramento | 1,369 | District of Columbia | 87 | Seattle | 354 |
| Anchorage | 1,081 | **Nepali** | **3,476** | District of Columbia | 301 |
| Minneapolis | 647 | Columbus | 1,353 | Minneapolis | 89 |
| **Somali** | **12,211** | Jefferson County | 366 | **Cape Verdean Creole** | **1,072** |
| Minneapolis | 3,294 | Fort Worth | 290 | Boston | 1,072 |
| Columbus | 2,347 | Des Moines | 270 | **Urdu** | **1,115** |
| St. Paul | 1,187 | Dallas | 245 | Chicago | 890 |
| Seattle | 1,170 | | | Guilford County | 225 |
| San Diego | 858 | | | | |

| Language | ELL # | Language | ELL # | Language | ELL # |
|---|---|---|---|---|---|
| **Mandarin** | **1,156** | **Laotian** | **321** | **Thai** | **15** |
| San Francisco | 685 | Fresno | 172 | San Antonio | 15 |
| Houston | 324 | Wichita | 104 | **Tigrinya** | **12** |
| Austin | 147 | Oklahoma City | 45 | Jackson | 12 |
| Mon-Khmer | 806 | **Mai Mai** | **294** | **Wolof** | **4** |
| **Long Beach** | **656** | Jefferson County | 294 | Jackson | 4 |
| Fresno | 150 | **Yupik** | **319** | Cincinnati | N/A |
| Polish | 887 | Anchorage | 319 | **Pashto** | **4** |
| Chicago | 887 | **Bosnian** | **234** | Richmond | 4 |
| **Swahili** | **1,171** | St. Louis | 234 | **Yoruba** | **N/A** |
| Houston | 386 | **Turkish** | **200** | Indianapolis | N/A |
| Fort Worth | 256 | Dayton | 200 | | |
| Kansas City | 144 | **Albanian** | **230** | | |
| Wichita | 132 | Pinellas County | 230 | | |
| Pittsburgh | 112 | **Telugu** | **604** | | |
| **Navajo** | **507** | Hillsborough County | 604 | | |
| Albuquerque | 507 | Charlotte-Mecklenburg | N/A | | |
| **Q'an'jobal** | **471** | **Tongan** | **131** | | |
| Palm Beach County | 463 | Salt Lake City | 131 | | |
| Birmingham | 8 | **Other African** | **168** | | |
| **Oromo** | **465** | Atlanta | 168 | | |
| St. Paul | 275 | **Mam** | **312** | | |
| Minneapolis | 190 | Oakland | 312 | | |
| **Kurdish** | **452** | **Fulani** | **18** | | |
| Metro. Nashville | 452 | Birmingham | 18 | | |
| **Serbocroatian** | **385** | **Akateko** | **21** | | |
| Pinellas County | 385 | Birmingham | 21 | | |

"N/A" indicates that a language is within a district's top-5, but figures on the number of speakers were not provided. *Districts, 88.4% Response Rate.*

## Upcoming Analysis

Further analysis for an upcoming report will illuminate key details about ELLs in urban school systems, including—

- Enrollment of ELLs in special education
- Special education disproportionality ratios
- Percentage of ELLs enrolled in ELL program for 6+ years
- Language proficiency trends
- Teacher recruitment efforts
- State and district requirements for educators of ELLs
- Number of teachers by type of credentials, certifications, or endorsements
- ELL-related professional development

# ELL MATERIALS
# PROCUREMENT PROJECT

## ELL Materials-Joint Procurement Initiative Update
### March 2018

**Purpose:** This project aimed to explore the possibility of using the Council's joint purchasing power as an alliance to more effectively influence the market to produce higher quality materials for English language learners. Conditions in the instructional materials marketplace and the parameters of district procurement were examined to arrive at a proposed process for joint procurement of materials.

**Status:** In response to the RFP issued by Los Angeles Unified School District (LAUSD) on August 8, 2017, a total of nine proposals were reviewed by the Source Selection Committee (SSC). Of the reviewed proposals, five were selected for ongoing participation in the project. Publishers have been provided feedback generated from the first round of instructional materials review conduced in early December.  A second will take place in late spring 2018 with final procurement selections being made in November 2018.  The resulting contract will be the underlying vehicle by which other districts may also purchase the instructional materials selected via a committee review process.

**Districts Participating:** In addition to Los Angeles Unified (Lead District), experts, and Council staff, six other member districts are participating in the review of proposals and selection process to decide on which vendors will proceed to the materials review and feedback phase. [Districts:  Albuquerque, Boston, Cleveland, Dallas, Denver, LAUSD, Palm Beach.]

### DETAILED TIMELINE

**Progress/Activity to Date:**

*Early Fall 2016*: Council staff conducted preliminary research regarding district protocols and state laws related to the procurement of instructional materials.

*September 2016:* First face-to-face meetings in Washington, D.C., engaging expert consultants Joseph Gomez and Geoffrey Fletcher to facilitate discussion among various district participants from procurement and curriculum departments.  Discussion focused on generating key issues and potential obstacles related to joint procurement.

*October 2016*: Second face-to-face meeting in Miami, Florida. At this meeting, the group engaged in a discussion to review and further refine a draft Request for Proposal (RFP).

*December 2016*: Los Angeles Unified leadership confirmed involvement as "Lead District" for this initiative; subsequently, consultants worked with LAUSD procurement leadership to create an evolved RFP that reflects LAUSD protocols as a vehicle for cooperating districts to also procure materials.

*January 2017:*  Joseph Gomez finalized summary report of potential obstacles and results of discussions resulting in a proposed protocol and vehicle to realize a joint procurement of instructional materials for ELLs.

*April 2017*: Council staff met in Los Angeles with LAUSD staff responsible for procurement and the Office of Multicultural and Multilingual Education (MMED) to refine criteria and the review process for the RFP. Based on recommendations from the working group, the RFP will seek to procure mathematics materials for middle school grades.

*July 2017:* Council staff met with LAUSD in mid-July to finalize criteria to be folded into the RFP.

*August 2017*: Established selection review teams, drawing from initially involved member districts and other interested members. **Issued RFP** and commenced LAUSD protocol for procurement. All selection committee members involved, including Council staff, began adhering to a strict Cone of Silence for communication through the LAUSD procurement specialist.

*September 2017*: Reviewed nine submissions that were deemed by the LAUSD procurement office to have met the minimum requirements of the RFP to be evaluated by the Source Selection Committee (SSC). **Submissions were received from the following publishers:** Curriculum Associates; Imagine Learning, Inc.; LEGO Education, Lifelong Learning, Inc.; McGraw-Hill Education; Mind Research Institute; Open-up Resources; Pearson Education, Inc.; and Revolution K12.

*October 2017 through November 2017:* The SSC held several meetings to finalize the review and to select winning proposals. A total of five publishers were deemed to be in the competitive range for continued involvement in the project. **Selected publishers:** Curriculum Associates; Imagine Learning, Inc.; McGraw-Hill Education; Open-up Resources; and Pearson Education, Inc.

Established the Materials Review Committee for purposes of conducting in-depth reviews and providing feedback to publishers to make improvements in their materials.

*December 2017*: Convened the Materials Review Committee in Washington, D.C. to review the materials from the five selected publishers and to engage in detailed discussions with publishers. Written feedback to each publisher was provided during the first week of 2018.

*March 2018:* Review committee members participated in check-in calls with publishers to provide feedback to specific development-related questions.

**Next Steps:**

*April/May 2018*: Second and final convening of the Materials Review Committee for the iterative process of review and feedback to improve instructional materials proposed by selected vendors.

*November 2018:* Convene review teams for final meeting to review the resulting materials to determine whether they meet the criteria stipulated in the RFP. Materials that deemed to meet the criteria will be eligible for purchase using the LAUSD contract.

# ONLINE ELL PROFESSIONAL DEVELOPMENT PROJECT

# Inaugural Courses:
## Complex Thinking and Communication Across Content Areas

A program of courses for teachers serving high-needs students to ensure they meet college- and career-readiness standards by engaging in complex forms of communication and thinking

# Introduction

Today's college- and career-readiness standards require considerably higher levels of academic language mastery and cognitive functioning across the curriculum than ever before. Teachers across all content areas are expected to deepen their students' understanding of content and develop their mastery of academic language, while also addressing any "unfinished" learning students may bring. For educators in Great City School districts, this challenge is a daily reality. These districts enroll a large share of the nation's English learners and economically disadvantaged students, many of whom are performing below grade level. Few, if any, efforts have focused on helping teachers who serve high-needs students to acquire the knowledge and skills necessary to meet these new instructional standards.

To address this gap between instructional expectations and capacity, there is an urgent need for professional development that provides teachers new ways of supporting academic language and literacy development across content areas, particularly for *high-needs students*. The Council of the Great City Schools, with the generous support of the Leona Helmsley Charitable Trust, has therefore initiated its learning platform and developed a set of courses focused on expanding the capacity of teachers to support high-needs students in their acquisition and use of the complex thinking and communication skills required by college- and career-readiness standards in both English language arts and mathematics.

## Unique Course Design Features

**Format and delivery.** Large urban districts have substantial professional development needs, and increasingly rely on professional learning communities to provide that development. To support these professional learning communities, and address the limited time and strained budgets many districts face, this professional development resource is designed to provide:

- **Affordable, on-demand, and ongoing access** to nationally-known experts, research, and evidence-based pedagogy, along with high-leverage practices
- **Flexibility** to be delivered either in face-to-face sessions or in professional learning communities with live facilitation
- **Adjustable pacing** to accommodate individual district professional development schedules and opportunities throughout the year
- **Explicit connections** between course content and a district's own tools and resources to maximize relevance for educators

**Adult learning cycle.** The Council's advisory teams, consisting of nationally-regarded researchers and urban district practitioners, identified three important design features for an effective professional learning experience. To help teachers transform their instructional practices to better support high-needs students in their attainment of rigorous standards—

- Content must show how teachers implement high-leverage instructional moves for high-needs students.
- Courses should provide access to expert research, evidence-based and effective pedagogy, and promising practices relevant to member districts.
- Course and platform design should allow for maximum integration or coordination with other ongoing district professional learning opportunities.

The web-based learning platform, the brief videos, and the overall design of activities allow for courses to be delivered in many ways and at any time during the year. Flexibility is embedded into the system to provide ample time for participants to experience each phase of the learning cycle: *learn* new approaches and strategies, *plan* to execute these approaches and strategies, *apply* them in classrooms, and *reflect* upon the implementation experience.

LEARN ▷ PLAN ▷ APPLY ▷ REFLECT

# Vision of the Council's Professional Learning Platform

*We envision a hybrid professional development offering that acknowledges and prioritizes educators as learners, while honoring ELLs, students performing below grade level, and economically disadvantaged students as the ultimate center and focus of the work. Professional development should help build learning communities across districts by accommodating and connecting diverse audiences across roles and content areas (e.g., teachers, instructional coaches, principals, and district administrators), and by providing safe learning environments that support reflection on practice outside of any formal evaluative protocols.*

For more information, contact the Council of the Great City Schools at: PLP@cgcs.org.

## Content and Structure of Inaugural Courses

The courses focus on academic language development in order to accelerate the learning needed to master grade-level content tied to college- and career-readiness standards. The program includes the following:

- **Videos and demonstations of the "how."** Each of the courses includes video clips of teachers and educators planning and implementing high-leverage strategies, along with video presentations of experts and practitioners describing how to prepare for and execute the instructional moves.

- **Tools and resources.** A range of tools and resources are also provided to aid in the planning and execution processes.

- **Contextualized integration.** Practical and locally-relevant application of new knowledge is built into the course design and the learning cycle. The design assumes a central role for district-based facilitators.

All participants are first required to complete the *Foundations* course in order to build a common understanding of the theory of action and the key research behind the professional development courses, as well as to build a common vocabulary. Once educators complete the *Foundations* course, they can select the course sequence in either the ELA pathway or the Mathematics pathway.

- **ELA pathway:** Focuses on building academic language skills in reading, writing, speaking, and listening, using complex grade-level materials aligned with the college- and career-readiness standards.

- **Mathematics pathway:** Focuses on building academic language skills to address the language demands of mathematics, equipping teachers with the skills necessary to engage students in grade-level reasoning and to build conceptual understanding in math.

**Inaugural Program: Ten Courses on Complex Communication and Thinking**

## FOUNDATIONS

### ELA/ELD

**ELA/ELD 1**
Achieving through Learning, Language, and Literacy

**ELA/ELD 2**
Choosing Complex and Compelling Texts

**ELA/ELD 3**
Constructing Framed Motivation and Incorporating Word Play

**ELA/ELD 4**
Reading Closely and Using Juicy Sentences

**ELA/ELD 5**
Planning for Learning, Language, and Literacy

### MATHEMATICS

**Math 1**
Selecting Tasks to Support Academic Language and Conversations

**Math 2**
Fostering Constructive Conversation Skills

**Math 3**
Fortifying Language and Reasoning

**Math 4**
Planning for Stronger and Clearer Language

## Member District Pricing*

Districts may select one of three packages for subscription access to all 10 courses in the program for an entire calendar year, from the date of contract. These packages offer varying numbers of subscriptions and bundled training to meet the professional development needs of different school systems. [*Non-member districts can access the courses at a higher rate, subject to approval by the Council.]

**1-Year Package**

| Package 2K– $15,000 | Package 4K– $25,000 | Package 10K– $50,000 |
|---|---|---|
| • 2,000 subscriptions<br>• 2 facilitators<br>• Technical support | • 4,000 subscriptions<br>• 3 facilitators<br>• Technical support | • 10,000 subscriptions<br>• 5 facilitators<br>• Technical support |

*Additional facilitators beyond the bundled components may be added at $700 per person.*

Price protection extension plans are available for discounted rates in the subsequent year. Districts without the plan will contract at market rates for subscription access and facilitators' training to renew.

*+1 Year Price Protection Extension Plan (Subscription Price in Year 2)*

Districts that purchase the extension plan will secure a discounted price for subscriptions in Year 2 at a subscription level of choice, which can be different from the previous year. A la carte facilitators' training provided under the price protection extension plan is guaranteed at $700 per person beyond the initial year.

| Extension Plan 1– $12,500 | Extension Plan 2– $21,000 | Extension Plan 3– $42,000 |
|---|---|---|
| • 2,000 subscriptions<br>• Technical support | • 4,000 subscriptions<br>• Technical support | • 10,000 subscriptions<br>• Technical support |

When the price protection plan expires, districts will contract at the market price, with an option to purchase an additional price protection extension plan for the subsequent year.

## How to sign up for the Program

Contracting for the Council's inaugural courses is best if arranged through a single point of contact, such as office for English language learners or another office selected by the district.

Contact us at PLP@cgcs.org to request a free consultation to determine the best package for you.

**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 68 large city school districts, its mission is to promote the cause of urban schools and to advocate for inner-city students through legislation, research, technical assistance, and media relations. The organization also provides a network for school districts sharing common problems to exchange information and to collectively address new challenges as they emerge in order to deliver the best possible education for urban youth.

**Chair of the Board**
Darienne Driver, Superintendent
Milwaukee Public Schools

**Chair-Elect**
Lawrence Feldman, Board Member
Miami-Dade County Public Schools

**Secretary-Treasurer**
Eric Gordon, CEO
Cleveland Metropolitan School District

**Immediate Past-Chair**
Felton Williams, Board Member
Long Beach Unified School District

**Executive Director**
Michael Casserly
Council of the Great City Schools

**Council of the Great City Schools**

Council of the Great City Schools
1331 Pennsylvania Ave. N.W.
Suite 1100N
Washington, D.C. 20004

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# TASK FORCE AGENDA

**Task Force on English Language Learners and Bilingual Education**
**Saturday ✳ March 17, 2017 ✳ 3:30-5:00 pm**

**Meeting Agenda**

**3:30 pm        Meeting Convenes**

I.      Introductions—Co-Chairs and Council Staff
- Co-Chair—Richard Carranza, Superintendent, Houston ISD
- Co-Chair—Ashley Paz, Ft. Worth School Board Member

II.     College & Career Ready Standards Implementation Update
- Improving Instructional Materials for ELLs—Next Phase: Joint Procurement
- Professional Development Platform/Tool for Teachers—The Helmsley Charitable Trust:  Trial results

III.     Federal Update
- ELL related issues in ESSA state plans
- DACA Update
- District responses

IV.     ELL Survey Status
- Sample data
- Proposed areas of analysis

V.      Bilingual, Immigrant, and Refugee Education (BIRE) Directors Meeting
BIRE 2018—May 15-19, 2018
Worthington Renaissance Hotel
200 Main Street
Fort Worth, TX 76102
(817) 870-1000

VI.     New Business

**5:00 pm        Meeting Adjourns**

# BIRE MEETING

# Council of the Great City Schools

# Bilingual, Immigrant, and Refugee Education Directors Meeting

## REGISTRATION

## Worthington Renaissance Hotel

### May 15-19, 2018
Fort Worth, TX

**Fort Worth** INDEPENDENT SCHOOL DISTRICT

**#BIRE2018**
**@GreatCitySchls**
**www.cgcs.org**

# Council of the Great City Schools
# 2018 BIRE Meeting
# Fort Worth, TX

The annual meeting of Bilingual, Immigrant, and Refugee Education Directors from the Council's member districts will take place in Fort Worth, TX at the Worthington Renaissance Hotel from Tuesday, May 15th, through Saturday, May 19th. The Bilingual/ESL Department of the Fort Worth Independent School District invites participants to visit schools on Tuesday, May 15th. The Council is building a rich and relevant agenda to include:

- Updates on State Accountability Plans required by ESSA (Every Student Succeeds Act)
- Updates on immigration issues affecting urban schools
- Reporting on CGCS ELL survey data
- Working sessions on:
  - dual language immersion programs,
  - meeting the needs of immigrant and refugee students, and
  - data collection and evaluation design for effective ELL progress monitoring
- Fishbowl activity: reviewing instructional materials for ELLs

## School Visits hosted by Fort Worth Independent School District
## (Only for school districts)

**TUESDAY, May 15, 2018**

| | |
|---|---|
| 6:30 a.m. - 7:30 a.m. | Breakfast with an overview of Fort Worth Independent School District |
| 8:00 a.m. - 3:00 p.m. | Fort Worth Independent School District visits |
| 4:00 p.m. - 5:00 p.m. | Debriefing of school visits (light refreshments) |

## Preliminary Meeting Agenda

**WEDNESDAY, May 16, 2018**

| | |
|---|---|
| 7:30 a.m. - 5:00 p.m. | Formal meeting program |

**THURSDAY, May 17, 2018**

| | |
|---|---|
| 7:30 a.m. - 5:00 p.m. | Formal meeting program |

**FRIDAY, May 18, 2018**

| | |
|---|---|
| 7:30 a.m. - 5:00 p.m. | Formal meeting program |

**SATURDAY, May 19, 2018**

| | |
|---|---|
| 7:30 a.m. - 10:00 a.m. | Formal meeting program |
| 10:00 a.m. | BIRE meeting adjourns |

# Register online today at: http://www.cvent.com/d/1tqx9c

## REGISTRATION AND SPONSORSHIP FEES
**$250** Council Member School District
**$500** Non-member School District
**$700** Additional attendee from sponsor company

## REGISTRATION REFUND AND CANCELLATION POLICY
All cancellations or name changes must be requested in writing and emailed to:
**Alexis Vann at avann@cgcs.org.**

Registrations cancelled **on or before** April 20th will be refunded fully. Cancellations from April 21st to April 30th will be billed or refunded 50% of the registration fee. Cancellations after April 30th or no-shows on or after May 15th will not be refunded and will be billed for the full amount.

## HOTEL INFORMATION
**The Worthington Renaissance Hotel**
200 Main Street
Fort Worth, TX 76102
(817) 870-1000

**CUT-OFF DATE: APRIL 24, 2018**
Single & Double room rate: $188.00 per night plus 15% tax

**Visit https://goo.gl/iEXjXy or call 1-800-468-3571 for hotel room reservations.**
All reservations must be guaranteed with a major credit card.

**Mention:** *Council of the Great City Schools* or *CGCS* to receive the group rate.

Hotel reservations must be cancelled at least 72 hours prior to arrival to avoid cancellation penalties.

For registration, invoice, or payment questions, contact Alexis Vann at (202) 393-2427 or avann@cgcs.org.

## 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 69 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, Arlington (Texas), Atlanta, Austin, Baltimore, Birmingham, Boston, Bridgeport, Broward County (Ft. Lauderdale), Buffalo, Charlotte-Mecklenburg, Chicago, Cincinnati, Clark County (Las Vegas), Cleveland, Columbus, Dallas, Dayton, Denver, Des Moines, Detroit, Duval County (Jacksonville), El Paso, Fort Worth, Fresno, Guilford County (Greensboro, N.C.), Hawaii, Hillsborough County (Tampa), Houston, Indianapolis, Jackson, Jefferson County (Louisville), Kansas City, Long Beach, Los Angeles, Miami-Dade County, Milwaukee, Minneapolis, Nashville, Newark, New Orleans, New York City, Norfolk, Oakland, Oklahoma City, Omaha, Orange County (Orlando), Palm Beach County, Philadelphia, Pinellas County, Pittsburgh, Portland, Providence, Richmond, Rochester, Sacramento, San Antonio, San Diego, San Francisco, Santa Ana, Seattle, Shelby County, St. Louis, St. Paul, Toledo, Tulsa, Washington, D.C., and Wichita

# LEADERSHIP, GOVERNANCE & MANAGEMENT TASK FORCE

# COUNCIL OF THE GREAT CITY SCHOOLS

# Task Force on Urban School Leadership, Governance, and Management

## 2017-2018

### *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 Chair*

Michael O'Neill, Boston School Committee
Barbara Jenkins, Orange County Superintendent

# URBAN EDUCATION LEADERSHIP INSTITUTE

# Casserly Institute Interviews - Synopsis

## What should the vision / mission of the Institute be?

Consensus Points
- The institute should develop leaders capable of supporting improvements in CGCS member districts.
- Protecting the legacies of CGCS and Michael Casserly are critically important.

Decision Points
- Should the Institute focus on potential superintendents, potential cabinet members, rising principals, current board members, or some combination of the above?
- How will success be measured? What exactly does success look like in five years? Ten?

## What are key activities the Institute should engage in?

Consensus Points
- The Institute's offerings should have high but culturally inclusive standards for who is accepted in.
- The Institute's offerings should not just be a lecture.
- Some form of cohort-based programming would make sense.
- Some form of shadowing may make sense.
- Some form of mentoring would make sense.
- Some amount of weekend, in-person sessions would make sense.
- Existing strategic support team reports and upcoming strategic support team visits should be leveraged as important aspects of the curriculum.
- Programming can utilize CGCS' professional learning platform.
- Curriculum should include problem solving and analysis as well as self-reflection.
- Should cultivate individuals capable of leading, not just managing.
- Learning needs to be hands on as much as is possible.
- Should cover the relationship between superintendents and school boards.
- Some type of exit credential, preferably with a higher ed partner, would be ideal but completion should be competency based, not just awarded because participants attended all the sessions.
- Successful completion of the Institute's programming needs to mean something in and of itself.

Decision Points
- How often would participants meet in person and how often would they interact virtually?
- How will the Institute's offerings be differentiated from other programs that exist?
- How will participants be selected?

## What are things the Institute should not engage in?

Consensus Points
- Should not become a talent placement agency.
- Should be more than just hearing from former superintendents and board members.
- Some amount of travel makes sense, but it shouldn't be all about travel. Should just be a social platform or a cohort of junkets to member districts.
- Cannot just be sit and get.
- Programming should not get involved in political races or elections.

Decision Points
- Should the focus be on building talent specifically for the district participants are currently at, or building talent whose next step may be another member district? Can this be controlled for in some way? Should it be?
- Should the Institute focus on potential superintendents, potential cabinet members, rising principals, current board members, or some combination of the above?

## How should the Institute's activities be funded?

Consensus Points
- Efficiencies could be achieved by having participants gather at the same times and places as existing job-alike meetings that the Council hosts.
- Protecting the integrity of CGCS and Michael Casserly is critically important.
- Linda DuBois / Curriculum Associates have offered to contribute.
- Much of the costs for any cohort-based programming are likely to be travel related.

Decision Points
- Should programming be entirely funded through the existing CGCS budget? This creates limitations but it also creates protections.
- What will the criteria be for whether or not funds would be accepted from a potential donor?

## Who else should we be reaching out to regarding the creation of the Institute?

Consensus Points
- CGCS staff
- CGCS executive committee members
- Some existing CGCS grant funders
- Blue ribbon advisory committee

Decision Points
- Vendors?
- Former superintendents?
- Leaders who have led similar programs?

## What else do we need to know as we begin planning the Institute?

Consensus Points
- Buy-in already exists from the executive committee and senior staff. Will need to engage more CGCS members and CGCS staff members.

Decision Points
- How do we continue this work without adding more to Mike's plate?
- How will participants be selected?

## Recommended Next Steps

- Expand the listening by including all CGCS staff, all CGCS executive committee members, and all individuals recommended to be included by CGCS staff and executive committee members. Additional listening will be used primarily to test the consensus points and clarify the decision points.

- Provide an updated synopsis of the listening at the next executive committee meeting.

- Provide a lean canvas for the Institute at the next executive committee meeting.

# DISASTER RELIEF EFFORTS

Hurricane Relief Efforts by the Great City Schools
By the
Council of the Great City Schools[1]
October 30, 2017

| City | Response |
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| Albuquerque | Albuquerque Public Schools posted information from the Council of the Great City Schools on how to help Houston schools on the district's website and social media sites (Facebook, Twitter and Instagram). In addition, many local schools gathered supplies and clothing donations, and the Student Senates of 13 high schools initiated a donation challenge. |
| Atlanta | Atlanta Public Schools sent 250 backpacks stuffed with school supplies to Houston students recovering from Hurricane Harvey. Individual Atlanta schools organized drives to collect hygiene products and other necessities to send to Houston students. |
| | Atlanta also arranged for some 2,300 cases of ceiling tiles to be delivered to Houston to help the district fix water-damaged ceilings, courtesy of construction partners Carroll Daniel Construction and Simco Interiors. |
| | Finally, Atlanta shipped another 500 backpacks filled with school supplies in addition to Atlanta Hawks apparel for Houston's students impacted by the storm. |
| Austin | Austin ISD was the first tier of the city's inter-local emergency support agreement and resourced and supported some 7,000 evacuees at 2 stadium mega-centers and 3 high schools, including medically fragile populations. The school district staffed a number temporary sites, providing daily meals (breakfast, lunch and dinner) and counseling services, and enrolled and supported students as needed. |
| | The district also collected donations for the Austin Ed Fund Hurricane Harvey Relief Fund, which provided school supplies, clothing, basic needs and financial support for students enrolling in Austin ISD |

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| | campuses. Austin ISD's Project Help program coordinated this program. |
| Boston | Boston Public Schools sent toiletries, diapers, baby formula, non-perishable foods, new clothing, and blankets to the Houston school system, and prepared an emergency response playbook for all Council member districts: **School Partnership Playbook**<br><br>In addition to efforts for Houston, the Boston Public Schools rallied folks from numerous school districts, city agencies, and non-profit partners in response to Hurricane Maria in Puerto Rico to coordinate services and supports to handle an influx of students from Puerto Rico. The district created one-stop shops with our community partners as well as deploying its "Welcome Centers," (where students sign up for school) to provide incoming families one place to register for school, get winter clothing, facilitate immunizations, help locate housing, etc. The district also worked with its Office of Engagement to find ways to streamline the enrollment process for these students -- many of whom were homeless or living with relatives — and reallocating current bilingual supports.<br><br>We invited select media (a reporter from the Boston Globe, and two radio reporters from our NPR affiliates) to observe our meeting to coordinate efforts. We were also interviewed by the Wall Street Journal. Our Superintendent, Tommy Chang, was quoted saying that it is our "legal and moral obligation" to help these students.<br><br>Here is a write-up in the Boston Globe: https://www.bostonglobe.com/metro/2017/09/28/boston-schools-prepare-for-influx-puerto-rican-families-after-hurricane-maria/K67mo2RXb8YZq4TcXJhYLP/story.html |
| Bridgeport | The Bridgeport Public Schools sent 100 back packs with school supplies to Houston and another 200 to Miami. |
| Broward County | In addition to being hit by Hurricane Irma, the Broward County Public Schools are enrolling students who were displaced by hurricanes in Texas, Puerto Rico, Florida, |

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| | the U.S. Virgin Islands, and other islands of the Caribbean. |
| | During Hurricane Irma, the Broward County schools opened multiple shelters for local residents, provided meals, clothes, and supplies to thousands of people. |
| Buffalo | The Buffalo Public Schools provided supplies to Houston through community organizations and its teacher association, |
| | In addition, the district is preparing for an influx of students from Puerto Rico by putting together backpacks full of school supplies that will be at Central Registration, at the same time that the district is collecting goods at several locations that will be sent to Puerto Rico.  Board President Dr. Barbara Nevergold spearheaded the effort. Video on the story is linked below. |
| | http://www.wkbw.com/news/after-devastation-in-puerto-rico-buffalo-schools-expect-influx-of-students-from-island |
| Charlotte-Mecklenburg | The Charlotte-Mecklenburg Schools set up collection boxes at all 176 schools in the district. Donations of new children's clothing in all sizes and toiletries were collected and transported to Houston on an 18-wheel truck. It took over an hour to unload the truck because of the volume of supplies. |
| | Individual departments of the school district are also raising funds to donate to the HISD Foundation. |
| Cleveland | The Cleveland school CEO sent an urgent message to all district staff and to the leadership of all surrounding school districts to begin collecting new and gently used clothing, uniforms, water, canned and dry goods, school supplies, and toiletries for the children of Houston's Schools. Schools and work sites were asked to set up collection points. The district shipped over 100 boxes of clothes to Houston from its own and surrounding districts. |
| | The CEO encouraged not only CMSD Educators to participate, but also for schools to consider how the |

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| | district's scholars and families/caregivers could contribute individually.

Cleveland also sent about 35 boxes of supplies to the Miami-Dade County school district. |
| Dallas | The Dallas ISD immediately enrolled students impacted by Hurricane Harvey, who had been displaced and were housed with family, friends, in shelters and hotels.

Students who evacuated to the Kay Bailey Hutchinson Convention Center and wished to attend school while in Dallas received bus service to and from the John F. Kennedy Learning Center, Alex W. Spence Talented/Gifted Academy, and North Dallas High School, depending on grade level.

Dallas ISD did not turn away any students who did not have the required enrollment documentation, including immunization records. Of note, counselors, social workers, and psychologists assisted students who needed emotional support.

Finally, the Dallas schools donated some $63.6 thousand dollars in school uniforms (720), back packs with school supplies (490), and cash ($35,000) |
| Dayton | The Dayton Public Schools collected new school clothes and bottled water at athletic events and shipped them to Houston in the aftermath of the hurricane. The district also set up a "read initiative" where 3rd graders had family members pledge money for every word they read. The Red Cross collected some $200 students raised at last reporting. |
| Des Moines | • North and Roosevelt high schools: Paired up and filled a truck with supplies for the Houston school district.
• East High School: Students in the deaf program at the school made signs on how people could help, primarily giving to the Red Cross.
• Central Academy: Instituted a donation drive that involved several schools in the district.
• Merrill Middle School: Conducted a 'Hats and Hoodies for Houston' day; students who brought a donation for HISD could ignore the dress code. |

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| | - McCombs Middle School: Students did a 'Dimes for Hurricane Harvey Relief' to raise funds for the American Red Cross.<br>- Greenwood Elementary School: Collected and shipped supplies to HISD.<br>- Hubbell Elementary School: Students had a hat day, and money raised was given to the HISD Foundation.<br>- Walnut Street School: Students conducted a Meals from the Heartland (a group based in Des Moines that prepares ready-to-eat meals shipped to areas in need around the world) day; meals were shipped to Houston.<br>- The school board president sent four large boxes of clothes.<br><br>The Des Moines school district also provided school supplies to the Miami-Dade County schools. |
| District of Columbia | The D.C. Public Schools collected clothing, school uniforms, school supplies and other items and sent them to the Houston schools. |
| Duval County | During Hurricane Irma, the Duval County schools opened multiple shelters for 11,000 local residents, and provided meals, clothes, and supplies. |
| El Paso | The El Paso Independent School District, new car dealerships, and several news stations joined forces to collect and deliver much-needed supplies (school supplies, clothes, toiletries, and water) to the thousands of southeast Texas families who were impacted by Hurricane Harvey. In an operation called El Paso Cares, the three groups collected the necessary supplies that shelters and responders needed to tend to displaced families in the Houston area. The partnership sent five tractor trailers full of supplies to the Houston schools.<br><br>The district also offered education and housing services to children and families that arrived in El Paso because of the evacuation. The district provided buses to transport families and hired certified substitutes to provide instructional services to displaced school-aged children. |
| Fort Worth | Fort Worth ISD partnered with Goodwill Industries and accepted donations to support Hurricane Harvey |

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| | evacuees. The school district also let the City of Fort Worth use the district's Wilkerson-Greines Activity Center as a shelter for people who had been displaced by Hurricane Harvey. The district hosted nearly 1,000 evacuees at the center, many of them children under age three, and staffed it throughout the storm. The district also installed smart boards in the center for both adults and children to use. Transportation to school for evacuees was provided by the district, which allowed parents to ride along to their children's new settings. |
| Fresno | The Fresno Unified School District collected 1,009 boxes full of donated school supplies, clothes, and other items for students and staff at Houston Independent School District. Papé Kenworth, which has a location in Fresno, generously offered to provide two trucks and ship all items for free to Houston. DTL Transportation also stepped up last minute to donate two trailers to hold donated items. |
| Guilford County (Greensboro) | The Guilford County schools launched its Change for Children campaign and placed a donation bucket at each school to collect change from students. (The campaign ran through October 13.) Donations of clothing, non-perishable food items, and toiletries were also made and shipped. Oak View Elementary adopted James Berry Elementary School in Houston, which served as a shelter before being flooded. Northern and Northwest high schools also collaborated to collect supplies, toiletries, household goods, baby items, and non-perishable foods before football games. Multiple other schools made donations and sent cards to Houston students. In all, district students raised $33k. |
| Hawaii | The Hawaii state district sent emails asking for help from all Hawaii schools. Multiple schools responded. For instance, staff and students of Kilohana Elementary School, Molokai, HI, and several others sent school supplies to Houston ISD. |
| Hillsborough County | During Hurricane Irma, the Hillsborough County schools opened multiple shelters for 29,000 local residents, and provided meals, clothes, and supplies throughout and after the storm. |

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| Kansas City | Kansas City Public Schools sent 100-200 backpacks through a partnership with Costco and the district secured uniforms for Houston students through its partnership department. |
| Long Beach | The superintendent and school board chair sent the word out to schools regarding the need for clothing to be sent to Delmar Stadium in Houston. Multiple schools responded |
| Los Angeles | The Los Angeles Unified School District team provided the following in response to Hurricane Harvey:<br><br>A communication to all employees was sent by superintendent Michelle King, providing information on how folks could donate directly to the Houston ISD and victims of the hurricane.<br><br>A spotlight on the front page of the LAUSD website (lausd.net) provided donation information.<br><br>A tweet by Superintendent King asking staff and others to please donate with a link to all other district social media platforms).<br><br>The district also asked its operations team to identify districtwide donation drop-off locations. All items were sent to Houston via the address the Council of the Great City Schools provided. |
| Miami-Dade County | The Miami-Dade County Public Schools sent children's clothes and school supplies to the Houston schools. And building inspectors were standing by to help determine the usability of HISD buildings.<br><br>During Hurricane Irma, the Miami-Dade County schools opened multiple shelters for thousands of local residents, and provided meals, clothes, and supplies throughout and after the storm. In addition, the district superintendent Alberto Carvalho reached out to schools in Key West and to migrant areas in the state to provide supplies and relief for those areas.<br><br>The Miami-Dade County public schools are also providing personnel and assistance to Puerto Rico. |

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| Milwaukee | The Milwaukee Public Schools encouraged donations to the HISD Foundation, and posted a blog from the superintendent asking people to support HISD through donations to the foundation or by sending supplies and clothing. The district also held a clothing and supply drive with all collections sent to HISD.<br>The district also set up a page dedicated to helping on its website:<br><br>http://mps.milwaukee.k12.wi.us/News/Help-for-Houston.htm<br><br>The district is also enrolling students from Puerto Rico. |
| Minneapolis | The Minneapolis superintendent tweeted out the link to Houston's school foundation to all school employees asking them to donate. |
| Nashville | Metropolitan Nashville Public Schools placed all donation information for the Houston schools foundation on its website and Facebook page and other social media sources. District leadership encouraged both staff and the community to give. |
| New York City | The New York City Department of Education provided cash donations through an official source for Houston schools to purchase clothes and supplies. |
| Norfolk | The Norfolk Public Schools sent 200 backpacks with supplies to Houston. Also, one of the district's high schools, Booker T. Washington, collected toiletry items at home football games to send to displaced residents. |
| Oakland | Oakland's Education Fund provided a grant to the Houston Education Fund. The district also collected new clothes and shipped them to Houston. Items collected included backpacks stuffed with supplies and classroom supply kits. The district worked in partnership with Sydney Page, based in the East Bay, who the district uses for backpacks and school supplies for newcomer students. |
| Oklahoma City | The Oklahoma City Public Schools sent information to its staff and social-media sites asking them to consider donating to Houston's HISD Foundation. The district hosted fundraisers throughout the month of September to raise money for the Houston ISD Foundation The |

| | district also enrolled students relocating to Oklahoma City from southern Texas. |
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| Omaha | The Omaha Public Schools coordinated with its foundation and teachers' union to do fundraising for the HISD foundation. |
| Orange County (Orlando) | The Orange County Public Schools, the Foundation for OCPS, and non-profit partner--A Gift for Teaching, joined together to hold a school supply drive for fellow public schools in the Houston area.<br><br>In addition, OCPS and the Foundation coordinated with their clothing pantry non-profit, A Kids' Closet, as well as A Gift for Teaching, to collect new, in-the-package socks and underwear in child through adult sizes and sent to Houston.<br><br>The Foundation for OCPS also collected donations of money to pass through to Houston area school districts.<br><br>In addition to being hit by Hurricane Irma, the Orange County Public Schools are enrolling all students who were displaced by hurricanes in Texas, Puerto Rico, and Florida. Orange County has one of the largest Puerto Rican populations in the nation.<br><br>During Hurricane Irma, the Broward County schools opened multiple shelters for thousands of local residents, provided meals, clothes, and supplies both during and after the storm. |
| Palm Beach County | In addition to being hit by Hurricane Irma, the Palm Beach County Public Schools enrolled students who were displaced by hurricanes in Texas, Puerto Rico, and Florida.<br><br>During Hurricane Irma, the Palm Beach County schools opened scores of shelters for 50,000 local residents, provided meals, and supplies both during and after the storm.<br><br>In response to Hurricane Maria in Puerto Rico, Palm Beach delivered backpacks from local churches stuffed with supplies. The district also assembled packets to put |

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| | in back packs providing information about services available to families who were displaced. |
| Philadelphia | The school district of Philadelphia placed donation boxes in all its schools and trucked all donations to the Houston Independent School District. |
| Pinellas County | During Hurricane Irma, the Pinellas County schools opened multiple shelters for some 25,000 local residents, and provided meals, clothes, and supplies.<br><br>In addition, the district—<br><br>• Educated district staff on ways they could connect families affected by Hurricane Irma with community resources and counseling services.<br><br>• Enrolled Puerto Rican students whose families had been displaced by Hurricanes Irma and Maria and connected them with free school supplies, meals, and community resources.<br><br>• Participated in donation drives to assist hurricane victims in Houston, Puerto Rico and statewide.<br><br>• Brought water and other supplies to a Florida district hard-hit by Hurricane Irma. |
| Portland | The Portland Public Schools organized a week-long donation drive in conjunction with Starbucks, KOIN, iHeart Radio, and OnPoint Community Credit Union for Houston and Miami-Dade County Public Schools. The effort collected shoes, socks, and school supplies. |
| Providence | The Providence school system is preparing for an influx of students from Puerto Rico, because of the sizable population in the city. Many new arrivals will be school age, and some will arrive without their parents. The school district's Student Registration Center (325 Ocean St.) is ready to handle all students from Puerto Rico with expedited registration procedures. For example, academic records may not be available but registration will occur; the district will follow protocol for unaccompanied minors. Once students are in school, bilingual teachers and social workers will be providing ESL and social emotional supports. Our Office of Family and Community Engagement will also offer |

| | |
|---|---|
| | personal support to families and connect them with appropriate services in the community.<br><br>(http://turnto10.com/news/local/providence-schools-superintendent-ready-to-enroll-students-from-puerto-rico |
| Sacramento | The Sacramento City Unified School District team reached out to all schools to collect clothes to send to HISD. Schools sent clothes to the central office, which were then shipped to HISD at the address provided by the Council of the Great City Schools.<br><br>A communication was also sent to all employees by the Superintendent, providing information on how folks could donate directly to Houston ISD and victims of the hurricane.<br><br>A spotlight was also posted on the front page of the district's website (www.scusd.edu), which provided donation information. Here was the link to the district's webpage for the effort: http://www.scusd.edu/hurricane-harvey-relief |
| San Antonio | San Antonio ISD welcomed all students displaced by Hurricane Harvey. All students could register immediately in any of the district's schools.<br><br>The district also prepared one of its schools for processing evacuees as the Red Cross requested, and processed children from the refugee center located on the city's Eastside. |
| San Diego | The San Diego Unified School District asked San Diegans to send donations of clothing of all sizes, school uniforms, and school supplies to aid the Houston Independent School District. The district also sent city-wide bulletins and alerts out calling for assistance. The call to action was seen by over 31,000 people on Facebook in the first couple of days of posting and by over 58,000 people on Twitter. Nearly every media outlet in the city repeated the district's call for assistance. |
| Seattle | Seattle Public Schools placed hurricane donation information on its website, pushed notifications on |

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| | social media and shared the need with Seattle City Council and PTSA. Staff and the community were encouraged to give. |
| St. Louis | The St. Louis superintendent sent a message to all staff and community partners setting a goal of raising at least $10,000 to donate to the Houston Independent School District for Hurricane Harvey relief. Ultimately, the district raised $15,977.90, and cut a check to the HISD Foundation.<br><br>The elementary, middle, and high schools that raised the highest average amount per student won a prize. Schools were encouraged to hold penny wars, bake sales, dance-a-thons, or other activities to aid Houston students. The district and its schools held a series of small fundraisers like pay $1 and get to dress like a super hero for the day (Heroes for Houston) or pay $1 and get to wear a funny hat for the day (Hats for Harvey). The SLPS Foundation counted $107 in dimes and nickels alone, so the district's little ones were definitely involved!<br><br>Gateway STEM High School JROTC and student council also hosted a "Stuff the Bus" event during its football games to collect supplies and raise funds for HISD students. First Student provided the bus and the local teamsters drove it to Houston. The effort produced 14 mixed skids and 23 boxes containing non-perishable food, household cleaning products, pet food, water, uniforms, diapers, diaper wipes, personal hygiene items, uniforms, and book bags for Houston students. |
| St. Paul | The St. Paul Public Schools sent an all-staff message to suggest that employees make donations to disaster relief sites to help displaced Houston families, or that schools handle the collection/sending of donations. |
| Toledo | Students and staff at Toledo Public Schools raised money for their counterparts in Houston, after the city — and much of its public-school district — was devastated by Hurricane Harvey. The Toledo district did not have a complete tally of how much was donated district-wide, but about a dozen schools ran dress-down days where students could donate. Beverly Elementary alone raised $1,453, Riverside Elementary raised $435, and Robinson Elementary raised $310. |

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| | The Toledo Public Schools also worked with their local NBC affiliate and several other local school districts to collect supplies for HISD. Supplies were shipped. |

# PUERTO RICO FACILITIES ASSESSMENT

# PUERTO RICO SCHOOL FACILITIES ASSESSMENT

# PUERTO RICO
# SCHOOL FACILITIES ASSESSMENT
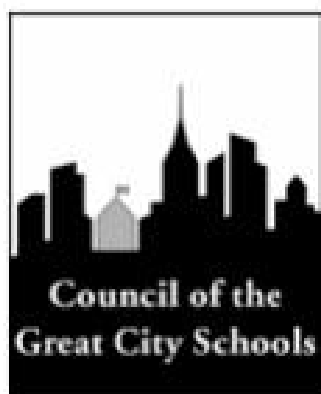


## Council of the Great City Schools

NOVEMBER 11, 2017

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# Hurricane Maria Damage Assessment of School Facilities in Puerto Rico

By the
Strategic Support Teams
of the
Council of the Great City Schools

Hurricane Maria, which hit Puerto Rico on September 20, 2017, was one of the most devastating natural disasters in the history of the island. Schools suffered severe storm damage and substantial flooding, affecting students and communities throughout the island. But the indomitable Puerto Rican people refused to bow to the storm's fury and moved immediately to rebuild. Central to its strategy of getting back on its feet was reopening as many of the island's schools as soon as possible.

The process of rebuilding began under the leadership of State Secretary of Education Julia Keleher and included thousands of parents, administrators, teachers, support staff, and community members, who worked to clean up debris, haul trash, repaint classrooms, and undertake thousands of other chores to allow children to return to their classrooms.

Secretary Keleher asked the Council of the Great City Schools (CGCS), a coalition of the 70 largest urban public school districts in the United States, to review and conduct a physical assessment of a subset of schools on the island to determine which, if any, could be reopened in relatively short order. Several hundred schools have been opened to date, but there were a number—some open and some still closed—where the Puerto Rico Department of Education was unsure whether they were ready to receive students.

To conduct this assessment, the Council assembled a Strategic Support Team of senior facilities directors, business and school operations officers, and chief operating officers from its member districts. The team was composed of—

- Alex Belanger, Assistant Superintendent, Facilities Management and Planning, Fresno Unified School District
- John Dufay, Executive Director, Maintenance and Operations, Albuquerque Public Schools
- Julius Monk, Executive Director, Facilities, Guilford County Public Schools
- Eugene Salazar, Business Operations Officer, Houston Independent School District
- Keith Scroggins, Chief Operating Officer, Baltimore City Public Schools
- Mark Zaher, Director of School Operations, Miami-Dade County Public Schools
- Patrick Zohn, Chief Operating Officer, Cleveland Metropolitan Public Schools
- Michael Casserly, Executive Director, Council of the Great City Schools

The group was specifically asked to—

- Assess designated schools across the island to see which ones were ready to open and receive students
- Determine the extent of damage caused to school buildings by Hurricane Maria
- Document damage done to designated schools and ascertain repairs and maintenance needs Identify broad facilities issues that the Department of Education would face on the heels of the storm
- Make a series of recommendations to the department about next steps in the rebuilding process

To meet its charge, the Strategic Support Team visited Puerto Rico on November 5-11, 2017. The team conducted an initial briefing on November 6 with the Puerto Rico Secretary of Education and various members of the Army Corps of Engineers; visited schools on November 6-10; participated in a meeting with the Secretary, Army Corps staff, staff from the Federal Emergency Management Agency (FEMA); joined a site visit to one school by the U.S. Secretary of Education; and held a debriefing session for the Puerto Rico Secretary of Education on November 11, 2017.

During its site visit, the Strategic Support Team was able to visit and assess the following 33 schools from every region of the island—

1. Escuela Segunda Unided Certenejas
2. Antonio Roza Guzman
3. Agapito Lopez-Flores
4. Ana Roque Duprey
5. Domingo Nieves Ortiz
6. Guillermina Rosado de Ayala
7. Matias Loiza Cordero
8. Jose Robles Otero
9. Manuel Febres Gonzales
10. SU Maximino A Salas
11. Jose Horacio Cora
12. Cerro Gordo Medina
13. Rafael Aparicio Jimenez
14. Escuela de la Communidad Rabanal
15. SU Josefina Sitiriche
16. Matias Gonzalez Garcia
17. Segundo Ruiz Belvis
18. Jose Julian Acosta
19. Oscar Bunker
20. Porfirio Cruz-Garcia
21. Dr. Jose Badin
22. Jose Celso Barbosa
23. Bayamon High School

24. Cerro Gordo Lao
25. Esquela Barriada Caban
26. Juan Suares Pelegrina
27. Antonio Gonzalez Suarez
28. Escuela de la Comunidad Consejo
29. Superior Stella Marquez
30. Escuela El Coquinas Salinas
31. De La Comunidad Jaime Rodriguez Montessori
32. Carlos M. Alverio Pimentel
33. Maria E. Rodriguez



Council of the Great City Schools
Puerto Rico School Facilities Assessment Map

| Ready to Open or Stay Open | Not Ready to Open |
|---|---|
| Agapito Lopez Flores | Cerro Gordo Laos |
| Ana Roque De Duprey | Coqui Salinas |
| Antonio Gonzales Suarez | Domingo Nieves Ortiz |
| Antonio Rosa Guzman | Escuela De La Comunidad Bo. Consejo |
| Carlos M. Alverio Pimentel | Gullermina Rosado de Ayala |
| Cerro Gordo Medina | Jaime C Rodriguez |
| Certenejas | Juan Suares Pelegrina |
| Escuela Elemental Barriada Caban | Losiza Cordero Del Rosario |
| Jose Julian Acosta | Matias Gonzalez Garcia |
| Dr. Jose Padin | Nueva Escuela Su De Baymon |
| Jose Robles Otero | Rafael Aparicio Jimenez |
| Manuel Ferbres Gonzalez | Segundo Ruiz Belvis |
| Maria E Rodriguez | Su Jose Celso Barbosa |
| Oscar Bunker | Su Josefina Sitiriche |
| Porfirio Cruz Garcia | Total: 14 |
| Rabanal | Partial Open |
| Stella Marquez | Su Jose Horacio Cora |
| Su Maximino a Salas | Total: 1 |
| Total: 18 | |

● Schools ready to open or can remain open

● Schools not ready to open

● Schools partially open

Regions:

Aguada, Aguadilla, Añasco, Cobo Rojo, Hormigueros, Isabela, Lajas, Las Marias, Maricao, Mayagüez, Moca, Rincón, Sabana Grande, San Germán, San Sebastián

Arecibo, Barceloneta, Camuy, Ciales, Dorado, Florida, Hatillo, Lares, Manatí, Quebradillas, Vega Alta, Vega Baja

Adjuntas, Coamo, Guánica, Guayanilla, Jayuya, Juana Díaz, Peñuelas, Ponce, Santa Isabel, Utuando, Villalba, Yauco

Bayamón, Cataño, Corozal, Morovis, Naranjito, Toa Alta, Toa Baja

Agua Buenas, Aibonito, Arroyo, Barranquitas, Caguas, Cayey, Cidra, Comerío, Guayama, Gurabo, Salinas

Carolina, Guaynabo, San Juan, Trujillo Alto

Caiba, Canóvanas, Culebra, Fajardo, Humacao, Juncos, Las Piedras, Loíza, Luquillo, Maunabo, Naguabo, Patillas, Rio Grande, San Lorenzo, Vieques, Yabucoa

The team was able to get access to most classrooms in each school along with kitchens, libraries, rooftops, bathrooms, P.E. shelters, and other facilities. In addition, the team examined the structural features of each building, along with electrical wiring, plumbing, fire and safety features, kitchen equipment, and other aspects of the facilities.

General Observations and Findings

- Buildings inspected by the team experienced anywhere from minor to severe storm damage from Hurricane Maria.

- Teachers, community members, and parents, in many cases, did important work on their own to repair and paint their local schools. This work was often impressive and deserves thanks by

officials and the citizenry of the island. In addition, many teachers and community members bought materials on their own to repair their local schools.

- Most schools visited by the team would not meet the standards and expectations of most parents of students in the mainland U.S. At the same time, there is a critical need to get students back into classrooms as soon as possible.

- The physical condition of schools throughout the island appears to reflect not only storm damage, but a long-standing lack of resources devoted to these facilities and low expectations for the education system *writ large* and the children it serves.

- The team found a systemic lack of regular preventive maintenance at schools. For instance, the failure to routinely clean rooftop drains can lead to flooding, water saturation and intrusion, paint peeling, water damage, and other infrastructure-related issues.

- Most schools continue to lack power and a few lack water as well.

- The Department of Education appears to lack an up-to-date set of facilities standards that would guide building design, routine maintenance, life-cycle and replacement of equipment and materials, exterior envelope, electrical infrastructure, alternative power and water sources, and other facilities-related items.

- The Department of Education also does not appear to have a universal facilities and operations plan that would keep standards up to date, monitor enforcement of standards, provide professional development on maintaining standards, or deliver technical assistance or direct services to schools.

- Grades and site planning to prevent regular flooding of school facilities, especially in low lying areas, do not meet industry standards. In addition, many schools lack retaining walls in cases where hillsides might fail in heavy rains.

- Many schools observed by the team have substantial amounts of mold—sometimes severe levels, which present health risks for students and staff.

- There was an almost universal lack of functioning fire alarms or fire-fighting equipment in schools visited by the team.

- Attempts to repair schools over the years demonstrate the use of substandard materials and workmanship. Examples include:

  1. the failure to anchor or secure air-conditioning units to roof tops
  2. the use of acoustic ceiling tiles in unconditioned space. (Material is affected by condensation and becomes a breeding ground for mold.)
  3. the common practice on the island of having sidewalks at the same elevation as classrooms, which leads to unnecessary flooding
  4. the use of corrugated steel for roofing, which can lead to roof failure, the risk of a roof blowing off in a storm, and excessive condensation

- Many schools were in various states of disrepair or had numerous life/safety code violations. The Department should understand that FEMA is not likely to pay to fix these pre-existing conditions.

- The Department appears to lack any pre-storm preparation protocols or post-storm procedures to minimize storm damage. Also, there does not appear to be any routine staging of emergency equipment for schools before storms that could be moved into place quickly.

- The team found little quality control or accountability in the new construction of schools. This situation was also evident in the maintenance program.

- The team saw a surprising number of open cisterns, which present potential health problems. The team also saw many live electrical wires or connections that were within reach of students or could cause fires.

- There was no evidence of systemwide training on how to effectively repair, clean, and maintain facilities. Unacceptable chemicals were utilized to remediate problems.

- The instructional materials found in many classrooms were often outdated, and did not reflect college- and career-readiness standards or high expectations for student learning.

- The Department may be too optimistic about the availability of contractors, given the scale of the disaster and the generosity of FEMA, and overly optimistic about how long the entire rebuilding process will take.

- Over the long run, the Department will have to find ways outside of the FEMA process to bring schools up to a standard that better reflects those of the mainland.

- Of the 33 schools that the team examined, the team found that 19 could be re-opened, partially opened, or could remain open. Some 14 other schools required more extensive repairs, but could be opened after those repairs were conducted.

Schools Ready to Open and Those that Are Not Ready

| Ready to Open or Can Stay Open (Sometimes with Conditions) | Not Ready to Open |
| --- | --- |
| | |
| Lopez-Flores | Cerro Gordo Lao |
| Roque De Duprey | El Coqui Salinas |
| Antonio Gonzalez Suarez | Domingo Nieves Ortiz |
| Rosa Guzman | Bo. Consejo |
| Alverio Pimentel | Rosado de Ayala |
| Cerro Gordo Medina | Jaime Rodriguez |
| Escuela Segundo Unidad Certenejas | Suares Pelegrina |
| Barriada Caban | Cordero Del Rosario |
| Jose Julian Acosta | Matias Gonzalez-Garcia |

| | |
|---|---|
| Jose Padin | Bayamon |
| Robles Otero | Rafael Aparicio Jimenez |
| Ferbres Gonzalez | Ruiz Belvis |
| Maria Rodriguez | Celso Barbosa |
| Oscar Bunker | Josefina Sitiriche |
| Porfirio Cruz-Garcia | |
| Rabanal | |
| Stella Marquez | |
| Maximino a Salas | |
| Jose Horacio Cora (Partial opening) | |
| | |

Recommendations

1. Continue to articulate the message that the Department sees the current crisis as an opportunity to raise academic and facilities standards over the long term. Endeavor to stay away from controversial political issues and focus on the effort to make schooling better overall for students. The Department and its leadership has an historic chance to shift the culture of the district in a way that reflects high expectations for all students.

2. The Department should remain committed to opening as many schools as possible, but it should do so without risking the health and safety of children. Open as many schools as possible in the short-run with the repairs recommended in this report to ensure that students resume their lessons.

3. Develop an immediate plan for the transfer of students to nearby schools if it is unlikely that their home schools will open soon, or at all.

4. Put out a positive message each day describing the progress that has been made to open schools and raise facilities and academic standards.

5. Build into the Secretary's weekly schedule time to be in schools and to engage the community. Clearly articulate her vision for reconstruction, and build community support for the new direction she is setting.

6. Place short-term priority on addressing the repair needs of schools that can be opened right away. (See list above)

7. Prepare for the likelihood that the FEMA rebuilding effort and reimbursements will take seven to ten years.

8. Clarify that the ultimate authority for deciding whether a school opens or closes rests with the Puerto Rico Secretary of Education.

9. Create a standard that is consistent across the board for the operations of schools.

10. Create a new position that coordinates the facilities work of the school system and the public buildings agency and that reports to the Secretary. The coordination should include the following management functions—

- Facilities Strategic Planning
- Project Planning and Construction
- Environmental Programs
- Operations - Custodial Support
- Grounds Operations & Pest Control
- Maintenance
- Plant Services – Plumbing, Heating, Electronics, Electrical, Air Conditioning, Carpentry, Roofing, Painting, Mill/Shade/Stage, Heavy Construction and Warehousing
- Real Estate and Property Rentals
- Utility Management

11. Issue a Request for Qualifications (RFQ)--possibly through the Council of the Great City Schools--for the development of a Facilities Index Conditions Assessment Report. A sample RFQ from the Guilford County (NC) school system is found here—

http://purchasing.gcsnc.com/RFQAttachments/RFQforSchoolassignmentoptimization&Facilitiesconditionassessment.pdf

12. Develop a comprehensive set of facilities standards to guide every aspect of building design and maintenance. A sample set of facilities standards used by the Miami-Dade County Public Schools can be found here—

http://www.fldoe.org/finance/edual-facilities/state-requirements-for-edual-facilitie/

13. Design a long-range facilities master plan for the island that includes a substantial effort to provide professional development to custodial and maintenance staff to raise the quality and expertise of school-level personnel.

14. Appoint someone to lead a team of staff exclusively dedicated to working on FEMA and insurance-claim issues to maximize reimbursements.

15. Retain an operations expert with a facilities background to help coordinate the rebuilding effort across multiple agencies and contracts. Person should report directly to the Secretary. An option might involve having members of the Council team serve interim rotating stints on the island while a full-time person is identified and hired.

16. Work with GSA (https://www.gsa.gov/) on a solicitation for the purchase and installation of generators to power wells and pumps to provide safe, clean water.

17. Work with GSA on a solicitation for the provision of cold food storage at school sites that are ready to open.

18. Immediately put out for competitive bid through GSA a solicitation for contractors and suppliers to begin broad-scale repair work in earnest.

- There is a coordinator in San Juan by the name of Edgar Hernandez; cell # 646-457-0815 office 787-766-5415. The national office was also very helpful; 800-488-3111. Below and attached are the links and step-by-step instructions for using GSA, if you choose, and getting on the GSA list if you are not already on it.

- Another option might be to piggy-back on one of the repair contracts from one of our Florida cities.

19. Consider the benefits and liabilities of two broad strategies going forward—

- Launch a large-scale repair and renovation effort across the school district to repair buildings
- Sequence the repairs over time in a way that starts with the acquisition of generators to power lights and water, fix electrical dangers, and restores roofing before moving onto other items.

20. Begin the process of upgrading Puerto Rico's curriculum, materials, professional development, and interventions to boost the academic outcomes of students on the island.[1] Devote special attention to programming for English learners and students with disabilities. Conduct an inventory of instructional texts and materials used in the schools.

21. Develop a system of accountability to begin holding senior staff, directors, principals, and custodians responsible for improving the physical condition of school buildings.

22. Develop a system of accountability for setting high academic standards and raising student achievement, based on multiple measures of instructional quality and academic growth.

23. Partner with major city school systems on the mainland that have substantially improved the quality of their facilities and boosted student achievement. A sister-city mentoring program might provide ongoing support.

    The challenges that lay ahead for Puerto Rico and its education system are substantial; so are the opportunities. In its efforts to rebuild, the island should look beyond simply restoring its schools to the conditions that existed before the storm. These schools and classrooms should be worthy of the goals and aspirations that Puerto Rico's parents hold for their children. Now is the time for the island and its people to set its sights higher, and to build the foundation for a society that provides for all children, expects their best, appreciates their diversity, invests in their futures, and welcomes their participation in the American dream.

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[1] Puerto Rico has implemented academic standards similar in rigor and content to the Common Core State Standards

# PROCUREMENT BOOKLET

# WHITE PAPER: *Procurement Guidelines, Standards and Best Practices for Public Schools (Pre-K – 12)*

# EXECUTIVE SUMMARY

Just what is meant by a **Best Practice**? A best practice is a procedure, a process, or a system, adopted by best performing districts, that has a noticeable long-term positive impact on the strategic objectives of the Procurement organization.

The concept of "best practices" is a fluid one. As technology, regulations and statutes, business requirements, and the marketplace of providers all change, so do the concept and nature of best practices.

Procurement is a perfect example of this type of changing environment. Technology evolution has brought new purchasing and sourcing tools and techniques to bear; federal regulations (and many state statutes) have undergone significant revision or expansion; the digital age and the evolvement of logistics and communications industries have expanded the available market of suppliers for most requirements, as well as the opportunity to participate in cooperative purchasing initiatives.

Additionally, the functional mandates for Procurement have evolved from just ordering and delivering goods and services efficiently, to providing strategic contribution and guidance for cost management, supplier performance, and source identification and development.

To match the expansion of responsibilities, new purchasing practices have evolved. Of course, no two districts operate identically or have the same operational and strategic needs, so the best practices utilized by one district may be slightly different, or tailored differently, from those used by another district.

With that in mind, here is a partial list of Procurement best practices that are applicable today.

- Rapid identification and prioritization of savings opportunities and improvement initiatives;
- Improved spend visibility;
- Delivery of quick win savings (when applicable);
- Organizational alignment and integration with the business;
- Improved Procurement responsiveness and agility to realize growth strategies;
- On-going value delivery;
- Rapid procure-to-pay cycle time (typically 15 to 40% below national/peer averages);
- Implementation of e-Procurement applications;
- Supplier and contract performance management, benefits tracking and risk control;
- Trained and certified Procurement professionals;
- Use of technology to drive bottom line savings;
- Reduced/mitigated contractual risk;
- High level of purchase "capture" (reduced off-contract and rogue purchases).

Although the expanded responsibilities and expectations may be vast, there is a consistent unifying theme in them: *Procurement must be an "active" rather than a "reactive" department*.

Instead of simply ensuring that goods are purchased at the lowest price possible, Procurement must be involved in all aspects of acquisition, from advanced planning to source identification and

development to solicitation to post-purchase performance. The strategies and practices of the district and Procurement must be aligned, and Procurement must understand the needs and intricacies of administrative, support, operational departments, and schools, within the district.

Procurement departments are now expected to have intimate knowledge of their suppliers' business practices. Does a supplier's business philosophy match that of the buying organization? Does the supplier engage in any less-than-desirable practices? Does the supplier's product/service development roadmap align with the district's projected needs? These are just a few of the myriad of questions a Procurement professional must answer about those the district intends to do business with.

The whole concept behind identifying "best practices" is to help individual district Procurement Departments to quickly excel by not having learn the best way by trial and error over a long period of time. Unfortunately, too often the management of the district's Procurement organization overlooks the critical need to identify and integrate best practices into their operations, in many cases because they feel they have limited resources for such actions. While there might be limitations in regards to staffing, systems, and budgets, there should never be a shortfall when it comes to the strategic planning to make the Procurement organization the best it can be.

There is a popular misconception that implementing a best practice is a costly endeavor, in terms of time and/or expenses. That simply is not true, especially in regards to cost. Many best practices just need a commitment of time.

This series of Best Practice White Papers identifies and describes a number of best practices, both tactical and strategic. The complete list of tactical best practices provided in these White Papers is extensive and therefore not provided in this summary. Strategically, however, the core areas listed below are essential to the success and value-added contribution that any Procurement organization can provide to its district, however large or small. Each of these is discussed briefly below, and in greater detail in individual White Papers.

- *Developing a Strategic Procurement Plan*
- *Identifying Process Improvements*
- *Establishing a Dynamic Savings Program*
- *Implementing Supplier Scorecards/Evaluations*
- *Expanding Stakeholders' Involvement*
- *Winning over Senior Management*

**Developing a Strategic Plan**. All <u>successful</u> projects or endeavors begin with some type of strategic plan. That is also the case when developing a way to identify and implement best practices for your Procurement department. This lets stakeholders (e.g. your staff, your customers, your suppliers, and your executive management) know who you are and what you plan to be in the future. Discussing your strategic plan with your stakeholders will give both you and them a better insight into your role within your district. It will also help you coalesce internal support for your strategy and, equally important, it will help you identify obstacles/resistance points and form mitigation plans to deal with these.

**Identifying Process Improvements**. We are all sometimes too busy to investigate ways to improve how we do business. Some effective ways of identifying potential process enhancements are:
- Supplier Councils
- Customer Councils

- Networking with other Procurement Organizations
- Brainstorming
- Staff Meetings

These are all excellent ways to encourage feedback, not only about how your unit is doing today, but in soliciting ideas on how to improve your current procedures, processes, and systems.

**Establishing a Dynamic Savings Program**. Savings is an important part of any Procurement professional's job. But that term "savings" can be a bit tricky when applied to public sector Procurement. In the private sector, savings (reducing cost) directly impact a company's profitability, so the benefit is easily visible, understood, and supported. In the public sector, however, reducing costs often does <u>not</u> typically result in a reduction of expenditures – the current budget is not reduced and money is not refunded to the taxpayers.

So what does "savings" really mean in the public sector, and why is it important. Fiscally, public school districts are bestowed with a sacred trust from their benefactors (taxpayers) – *get the maximum value possible out of every dollar spent, and apply those dollars strictly to the educational benefit of the students*. In a school district, reducing costs means more of the vital materials, infrastructure, and personnel development that contribute to student achievement can be obtained. This is a much higher calling than the role of Procurement in the private sector, especially in districts challenged by ever increasing needs for educational services and products, but without proportionately increased revenue allocations. To be effective in this role, Procurement must (a) be directly involved in the overall strategic planning and budgeting of the district, and (b) develop a very, very different internal marketing and collaboration strategy from what would be effective in the private sector.

**Implementing Supplier Scorecards/Evaluations**. This best practice can be leveraged in several ways, such as its use with purchase/contract solicitations, as well as in effective contract performance management.

Developing scorecards in conjunction with solicitations need not be an involved process. In determining the factors and weights to be used in selecting a supplier, get input from your strategic internal customers about what attributes are important to them. This minimizes the concept of suppliers being just another "vendor selling wares", and reinforces the selection of suppliers as business partners, providing products and services specifically tailored to the district's needs.

Using scorecards to monitor and evaluate the performance of strategic suppliers is a very effective tool for improving the value contribution of current suppliers, detecting (and documenting) performance deficiencies that need corrective action, and improving the source selection process by collecting objective prior performance data.

**Expanding Stakeholders' Involvement**. Procurement organizations fail to provide the value they're capable of when they operate in a vacuum. A team-approach to sourcing is a strong and effective best practice. Not only does it not cost much, but it can generate a good deal of savings, both in time and money. Cross-functional collaboration is by far the most effective and efficient way to apply the knowledge, perspective and needs of your stakeholders and subject matter experts in planning, specification development, and creation of standards essential to Procurement Strategic Planning and the sourcing process.

The more you involve your stakeholders, the more effective and strategic your department will be, not just from your vantage point, but from the view of those stakeholders as well. You will gain a

good deal of credibility, as well as "buy in" and shared ownership in outcomes, by working with them in a more strategic way. Stakeholders tend to be much more receptive when efforts are aimed at better understanding how their money is being spent, and how you are trying to help their budgets to be more productive.

**Winning over Senior Management**. How does your district's executive council view the role of Procurement in the achievement of the district strategic objectives? Do they see Procurement as a vital value-contributor to, and enabler of, district strategies? Or, do they perceive Procurement to be a thorny obstacle to streamlining strategic execution, constantly slowing progress by injecting time-consuming and "unnecessary" processes for source selection, contract development, and tedious policy compliance? Educating this group about (a) the value-add contributions you can make, (b) the realities of regulatory and statutory compliance, and consequences possible for ignoring them, (c) the tangible benefit (streamlining) of "pay me a little know by early involvement" vs. "be frustrated a lot later when the plan has to be extended in order to incorporate compliance or, worse, has to be delayed in order to compensate/correct for compliance deficiencies" is an excellent way of letting the key decision makers know what you bring to the party, and how they can be a part of the solution (instead of the problem) with minimal investment.

This can be most directly accomplished by giving Procurement "a seat at the table", meaning elevating the participatory value and status of Procurement to a member of the executive staff of the district. At the very least, you need to pursue this best practice by ensuring that your manager and his/her superior knows what exactly your department does and what value your activity can (and does) bring to the district. Never make the assumption that they are up to speed on what you and your department are doing, even when you might be sending in monthly reports.

**Summary**. Working on best practices can improve your Procurement department's productivity quickly and significantly. It can lead to a more enjoyable and fulfilling work environment. The cost in time can be repaid many times over by the strategic benefits you and your district can gain. The size of your Procurement Department should not hinder you from implementing and benefiting from a number of these best practices. Select the ones that fit your organization and district culture. The team approach is a productive way to develop and use the best practices, as they will benefit more than just your staff.

# ST. PAUL ORGANIZATIONAL REVIEW

# An Organizational Review of the
# St. Paul Public Schools

# Fall 2017

Dr. Joe Gothard, Superintendent of the Saint Public (SPPS), requested that the Council of the Great City Schools (CGCS) provide a high-level review and evaluation of the district's organizational structure, staffing levels, and departmental structures; and recommend changes that might help the district achieve greater operational effectiveness and efficiency and enhance its ability to meet its strategic mission.[1]

In response to this request, the Council assembled a Strategic Support Team of senior managers with extensive experience in organizational design and executive management from other major urban school systems across the country. (Attachment A provides brief resumes of team members.)

Tomas Hanna
Chief Human Resources Officer
New York City Board of Education

John McDonough
Interim Superintendent & Chief Financial Officer (Retired)
Boston Public Schools

Tom Ryan
Chief Information Officer (Retired)
Albuquerque Public Schools

Arnold Viramontes
Chief of Staff (Retired)
Dallas Independent School District

Denise Walston
Director, Mathematics
Council of the Great City Schools

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[1] The Council has conducted over 300 instructional, management, and operational reviews in over 50 big-city school districts over the last 18 years. The reports generated by these reviews are often critical, but they also have been the foundation for improving the operations, organization, instruction, and management of many urban school systems nationally. In other cases, the reports are complimentary and form the basis for identifying "best practices" for other urban school systems to replicate. (Attachment E lists the reviews that the Council has conducted.)

Michael Casserly
Executive Director
Council of the Great City Schools

Robert Carlson
Director, Management Services
Council of the Great City Schools

The team conducted fieldwork for the project during a four-day site visit to Saint Paul on September 19-22, 2017. (The Working Agenda for the site visit is presented in Attachment D.)

In general, the team used the first day to review various documents, reports, and data that the district provided. It met with the superintendent on the morning of the second day to discuss his expectations and objectives for the review. The team spent the remainder of the second day and the entire third day interviewing staff members (a list of interviewees is presented in Attachment C). The final day of the visit was devoted to synthesizing the team's findings, formulating recommendations, and debriefing the superintendent.

This management letter identifies strengths that the district can draw on as it moves forward; provides a high-level analysis of the district's staffing levels; identifies overarching concerns with the current administrative structure; identifies related management issues that surfaced during the team's interviews with staff; and offers recommendations to restructure departments and realign functions to help the district meet its strategic mission.[2]

The Council sent the draft of this document to team members for their review to ensure the accuracy of the findings and obtain their concurrence with the final recommendations. This report contains the findings and recommendations that were designed by the team to help the district achieve greater operational effectiveness and efficiencies and enhance its ability to meet the its strategic mission.

# Findings

## A. Commendations

- There was extensive institutional knowledge in the central office, because of the longevity of staff, many of whom had served in multiple positions over decades of service.

- There was also considerable talent and capacity on staff in all areas of the organizational structure.

- Staff members were excited about the new Superintendent and encouraged him to move forward with a sense of urgency in developing his vision and strategic plan for the school district. The team heard from staff that the Superintendent was—

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[2] All findings and recommendations are current as of the date of the site visit.

- o Focused on teaching and learning
- o Committed to racial equity
- o Listening before acting
- o Data driven to improve student achievement
- o Determined to increase district effectiveness and efficiencies
- o Well versed in school district operations, having a business background that would be beneficial for the school system

- The Board of Education directed the Superintendent and the Human Resources Department to develop a strategy with clear goals and objectives that could guide labor negotiations, so labor agreements support the mission, vision, and goals of the district.

- The district has developed an Urban Teacher Residency Program, which is an innovative, graduate-level, yearlong residency program developed in partnership with the University of St. Thomas to recruit, prepare, and retain effective teachers who reflect the diverse student population of the school district.

- The Nutrition Services Department has transitioned from dependence on general funds to an enterprise profit center; and the department is being charged for all ancillary services it receives, e.g., trash disposal, utilized, custodial services.

- Principals interviewed by the team stated that Nutrition Services, Transportation, Emergency Management, and Finance Departments provided better than average services.

- There are strong communications channels within and between operations departments. For example, there were formal bi-weekly department meetings with working agendas and alternate one-on-one meetings with the Chief of Operations and individual department heads.

- Staff members indicated that striving for racial equity was a major strength of the school district and that people were attracted to the district because of that commitment.

- The integration of Special Education students and English Language Learner programming into the broader instructional operations has improved over the last several years, according to interviewees.

- Each department does have their own organizational charts, and they are generally consistent with what one finds on the broader district organizational structure.

- There were informal structures and personal relationships that were used to spur collaboration and networking across offices and departments—even when formal structures did not exist.

## B. Organizational and Administrative Structures

Overarching issues in the district's organizational structure (See Exhibit A) that surfaced during the team's interviews with staff members included the following—

- There were functional misalignments in the organizational structure where reporting relationships were not appropriately positioned,

- In addition, there were complimentary functions that were dispersed across multiple locations, which may result in staff working at cross-purposes because they either do not have a shared understanding of their functions or they are not coordinating with each other,

- Finally, there were other critical functions in the district's organizational structure that were not clearly defined, were undervalued, or did not exist.

**Exhibit 1. Saint Paul Schools Organization Chart, 2017-18**
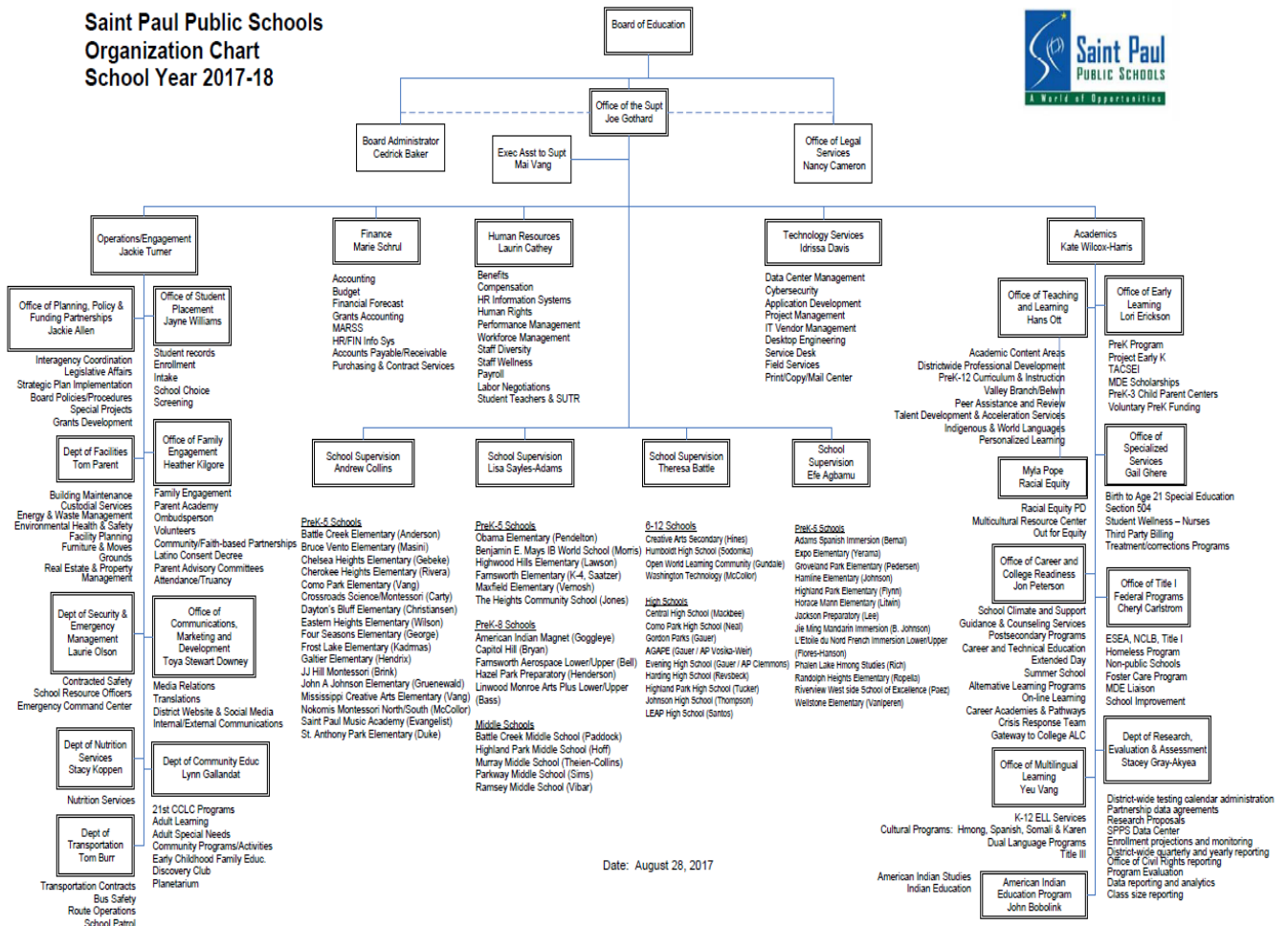
- ➢ **Functional Misalignments**

  - • There were functional misalignments in the organizational structure that suggested a lack of clarity about where decision-making authority resided. For example, functional misalignments included—

    - o The Department of Community Education, which reported to the Chief of Operations rather than to the Chief Academic Officer or to the Communications and Community Relations Office like it is in most other Council member districts, is responsible for—

      - ▪ Adult Basic Education, which offers General Educational Development, Adult Diplomas and Enrichment Programs for adults who want to improve their basic skills, prepare for employment or post-secondary education, or learn English,

      - ▪ Adult Special Needs Programs, which provide educational programs and classes that address the social and mental health needs of adults with special developmental disabilities,

      - ▪ Early Childhood Family Education, which offers parent and early childhood education for families with children under kindergarten age,

      - ▪ The Discovery Club, which provides out-of-school academic enrichment, recreational and cultural activities in support of learning and social development, and

      - ▪ 21st CCLC programs. (Extended day programs, however, were under the Office of Career and College Readiness.)

    - o The Student Placement and Records Office, which typically reports to a department under the Chief Academic Office, e.g., Student Support Services, instead reports to the Chief Operations Officer and is responsible for—

      - ▪ Entering campus enrollments for accepted students, responding to inquiries about new enrollments, or making changes to enrollments,

      - ▪ Making demographic changes and corrections, including race, ethnicity, gender and name changes to all student records,

      - ▪ Handling transcript and records requests for current students when requested by someone other than the student, parent, next-of-kin, educational institutions and former students who left the district more than a year ago, and

      - ▪ School choice programming.

- The Office of Family Engagement and Community Partnerships, which typically reports to a district's Communications Office in most other Council members, instead reports to the Chief Operations Office and is responsible for—

  - Convening district-wide meetings and other special events for families and community members who advise district staff,

  - Improving districtwide school attendance, including—

    - ✓ Working with schools, students, families, and partners to improve school attendance district-wide

    - ✓ Utilizing a three-step intervention process when notified that there are school attendance problems that involves mandatory group meetings with parents, hearings to develop attendance-improvement plans, and court hearings when corrective actions fail

  - Providing parent coordinators, cultural specialists, and project coordinators who deliver training and technical assistance to parents to help them become strong advocates for their child's education,

  - The Latino consent decree and faith-based partnerships,

  - Providing families with tools to increase graduation rates for students of color; and

  - Working with parents, community members, and the school district to clarify and resolve questions, concerns, and complaints.

- Other functional misalignments include—

  - The Office of Communications, Marketing and Development, which reports to the Superintendent in most Council-member districts to enable clear internal and external communications and outreach strategies, reports to the Chief Operating Office and is responsible for—

    - Media relations,

    - Sharing information on various district activities with members of the community,

    - Supporting schools and their surrounding communities, and helping facilitate communications between them,

    - Developing social media and website communications, and

    - Building awareness of the important work being done in the schools.

- The Department of Research, Evaluation & Assessment, which reports to the Chief Academic Officer instead of to the Superintendent, which the Council considers to be best practice. The department is responsible for—

  - Coordinating all state-mandated and districtwide assessments,

  - All program evaluations, data analytics, the data center, districtwide quarterly and annual reporting, and

  - Producing district and school level analysis of test results, district demographics, attendance, discipline, course enrollment, AP results, post-secondary enrollment, enrollment projections, demographic maps, and other analyses important to the district.

- The Office of Planning, Policy and Funding Partnerships reports to the Chief Operations Officer, rather than to the Superintendent, which is the practice in most Council member districts. The office is responsible for—

  - Coordinating the development and implementation of the district's strategic plan,

  - Assessing and reporting compliance with district, state, and federal performance goals and objectives,

  - Facilitating and implementing school board policies and administrative procedures, and

  - Overseeing district policy and legislative activities, including testimony and correspondence with local, state, and federal government agencies and officials.

- School board policies and procedures were placed under the Chief Operating Officer.

- The Payroll Office reports to the Executive Director of Human Resources and not to the Chief Financial Officer, which is considered best practice in other Council-member districts.

- The Third-Party Reimbursement Office, which has a finance function with fiduciary responsibilities, is housed in the Office of Specialized Services that reports to the Chief Academic Officer, rather than to the Chief Financial Officer. The Reimbursement Office is responsible for billing for Individualized Education Program (IEP) health-related services that include speech-language pathology and audiology services, occupational therapy, physical therapy, nursing services, mental health services (social work services, and school psychologist services), Children's Therapeutic Services and Supports (CTSS), personal care assistant (PCA)/paraprofessional services, interpreter services (including spoken language, and sign language), assistive technology devices and special transportation.

- o The Print, Copy and Mail Center, which is viewed as a logistical service that resides under the Chief Operations Office in most Council-member districts, reports to the Technology Services Department and is responsible for—

  - Digital high-speed copying and printing of posters, signs, newsletters, brochures, business forms, and annual reports,
  - Direct mailings, self-mailers, and report-card printing,

  - Bindery services for student planners, yearbook supplements, and other book projects,

  - Event material printing, including invitations, banners, table tents, envelopes and stationary, and

  - Laminations, magnets, window clings, and foam-board projects

- ➢ **Functions Dispersed across Multiple Departments**

  - Professional Development is housed in multiple departments (a situation like many other large urban school systems), including—

    - o The Office of Teaching and Learning, which "provides foundational, connected, focused, and targeted professional development",

    - o The Department of Equity, which implements racial-equity training at various school sites,

    - o The Office of Multilingual Learning, which provides professional development for a variety of staff members and teachers, and

    - o However, there does not appear to be a unit for providing professional development and training for the district's classified staff.

  - Technology support services are also hosted in multiple departments, including--

    - o The Personalized Learning Department, which reports to the Office of Teaching and Learning and is responsible for building instructional leadership capacity within schools by sponsoring such initiatives and projects as—

      - The one-to-one (1:1) computing devices initiative to expand teaching methods, improve student educational outcomes, increase equity, and gain access to the Internet, digital-course materials, and digital textbooks,

- A Library and Resource Management System that provides resources to align curriculum and student interests and connect students and staff with authors, partner organizations, and enrichment opportunities,

- A districtwide student information system designed to manage attendance, grades, schedules, behavior incidents, and other information about students, and

- An online learning management system that posts student materials and assignments and where parents can check on the progress of their children.

o The Department of Alternative Education reports to the Office of Career and College Readiness and is responsible for providing options for students who do not pass a class during regular school time but can recover credit on-line.

o The Office of Business and Financial Affairs hosts automated systems that support the district's financial transactions, including—

- A system for entry and reporting district financial data, including accounting functions,

- A system for registering and paying for Community Education Classes; payments for Child Care; Early Childhood Family Education (ECFE); and use of indoor and outdoor district space,

- A system for online scheduling of school and athletic activities by staff,

- A system for online purchasing of school district materials or online payment of school district fees and copayments both by the administration and public, and

- A system used by school and program staff to track budget-account balances, manage petty-cash checking accounts, and produce Request for Payment forms.

o The Human Resource Department hosts the automated systems that support payroll and data management, staffing, leaves, compensation and benefit functions.

o The Department of Research, Evaluation and Assessment hosts the district's data center, which produces data for required federal and state reports, and research and analysis.

- The responsibility for providing supplemental educational financial resources to ensure a quality education for all district children is dispersed among several departments. For example—

o The Grants Department reports through the Office of Planning, Policy and Funding Partnerships to the Chief Operations Officer, and is responsible for all aspects of

securing competitive grants issued by government agencies and foundations that support district initiatives and strategic goals,

- o The Office of Communications, Marketing and Development reports to the Chief Operations Officers and is responsible for identifying and crafting school and classroom grant proposals to fund educational programs, and help district staff navigate policies and procedures tied to seeking grants,

- o The Office of Title 1 - Federal Programs reports to the Chief Academic Officer and is responsible for providing supplemental educational resources and implementing federal and state statues to achieve strategic goals and ensure all children have a fair, equitable, and significant opportunity to a high-quality education, and

- o The Research, Evaluation and Assessment Department reviews grants proposals and evaluation plans for all grant submissions. (The Office of Planning, Policy, and Funding Partnerships under the COO also plays a role.)

- Responsibilities for building an environment of safety, respect, and equity are divided among multiple departments, including—

- o The Department of School Climate and Support, which reports through the Office of Career and College Readiness to the Chief Academic Officer, and is responsible for aligning tools, strategies, protocols, and social emotional supports that create a positive climate, and high quality behavioral, mental health and wellness environment of safety, respect, and equity,

- o A Crisis Response Team, which is headed by a Juvenile Commander and comprised of School Resource Officers, who are posted at designated schools and advise on interventions and support for low-level offenses at school sites, reports through the Office of Career and College Readiness (OCCR) to the Chief Academic Officer, and

- o The Office of Security and Emergency Management reports to the Chief Operations Officer and is responsible for supervising staff who help prevent and solve potential problems, provide resources to help staff and students deal with crisis involving threatened violence, and help students resolve conflicts and feel safer.

- After School Programs are dispersed across—

- o The Office of Career and College Readiness, which reports to the Chief Academic Officer, and offers five diploma-granting alternative education, evening high school, and summer school programs to help students earn their high school diplomas.

- o As noted above, the Department of Community Education, which reports to the Chief Operations Officer, offers General Educational Development, Adult Diploma and

Enrichment Programs for adults who want to improve their basic skills, prepare for employment or post-secondary education, or learn English.

- Family engagement and community partnerships are also hosted in multiple departments, including—

    o The Office of Family Engagement under the Chief Operating Officer, and

    o The Office of Early Learning (Family Engagement and Community Partnerships) under the Chief Academic Officer

- Language programs are found under both—

    o The Office of Multilingual Learning under the Chief Academic Officer, and

    o The indigenous and world languages office under the Office of Teaching and Learning, which also reports to the Chief Academic Officer.

- Some programs, like AVID, had staff and organizational placements in multiple departments.

➢ **Functions Not Clearly Defined, Undervalued, or Non-Existent**

- The roles and responsibilities of Assistant Superintendents were not clearly defined, and their span of control was sometimes too wide for them to be effective in driving the instructional performance of the schools they supervised. For example—

    o The team heard that the Assistant Superintendents see their roles as resolving managerial and operational issues, as well as providing instructional leadership, which they tended to lean towards but could not deliver effectively. At the same time, the team heard from building principals that the Assistant Superintendents tend to spend more of their time on managerial and operational issues (perhaps because there are so many operational issues) rather than providing instructional leadership.

    o The team noted that each of the Assistant Superintendents, depending on their grade levels, have 13-17 schools to supervise; and the Assistant Superintendent for High Schools who is responsible for providing instructional leadership and resolving managerial and operational issues also supervises athletic programs in nine schools.

- The district has project managers, e.g., technicians and support specialists who manage and support district technology projects and others who manage specific projects in other departments; but the district does not appear to have a formal enterprise-wide integrated management structure to identify programs, projects, and initiatives that would support the district's strategic direction; and a governance structure to oversee and control the execution of the entire portfolio of this work.

- Risk management responsibilities are narrowly defined and divided among--

  o Business and Financial Affairs Office staff who work to support accounting standards enforcement,

  o Human Resources staff who work to control costs associated with insurance options, such as medical plans, dental, vision, optional life insurance, short term disability, and long-term disabilities;

  o Facilities Department staff who are working to develop and monitor fiscal and document controls to ensure compliance of the district's deferred maintenance, modernization, and new construction projects with state statutes and district policies and procedures, and

  o Technology Services Department staff who uses Intrusion Detection Systems (IDS), firewall, and anti-virus software to protect district resources from cyber-attack; and controls access to student information and critical business and personnel systems.

- An Internal Audit function, which the district discontinued but was responsible for financial and operational compliance work involving the examining, evaluating, measuring and auditing of the effectiveness of accounting, financial and operating policies, procedures and controls on a districtwide basis and ensuring adherence to legal requirements.

- There was no designated Controller function, which in other Council-member districts reports to the Chief Financial Officer, and who would be responsible for all accounting operations of a business, assists in preparing the district's operating budget, oversees financial reporting, and performs essential duties related to the payroll function.

- A student services office that would include guidance and counseling, athletics, and similar services is not evident on the organizational chart. Instead, most of these activities are found under the Office of Career and College Readiness.

## C. Organizational Impact

The team identified the following examples of how the multiple functional misalignments; the placement of like functions into multiple locations; and the undervalued or non-existent functions affect the district's ability to meet its strategic vision, mission, and goals. For example-

- During staff interviews, the team heard that "people stay in their own lanes," which suggests that the current organizational structure has created organizational silos that are—

  o Obfuscating clear lines of authority, responsibilities, and accountabilities for core functions,

  o Preventing easy access to information,

- o Making it difficult to communicate and collaborate across departments,
- o Creating redundancies,

- o Inhibiting cross-functional planning and execution,

- o Undercutting personnel accountability,

- o Fostering a reluctance to change, and

- o In general, reducing the district's ability to meet its strategic vision, mission, goals and objectives.

- The placement of the payroll function in the Human Resources Department creates an internal control problem, because there is no segregation of duties to ensure that no single person can both create and approve payroll transactions. A two-tiered process of review in which the Human Resources Department would create and the Business and Finance Offices, notably the Controller, would oversee and approve all payroll transactions is considered best practice, because it mitigates the risk that unauthorized changes to the payroll master data or creation of fictitious employees can take place.

- The district's Strategic Planning and Policy Development Department, which currently reports to the Chief Operations Officer and not to the Superintendent–

  - o Is not positioned at a high enough level in the organization to inform planning and policy development decisions;

  - o Lacks a formal and structured strategic planning, implementation, monitoring and evaluation process involving key stakeholders that could articulate the district's vision, mission, goals; and

  - o Does not have defined strategies with short-term objectives, indicators, or quantifiable measures of progress, e.g., teacher recruitment targets and action steps to achieve them.

- There is no districtwide results-based accountability system that has business rules and procedures with cross-functional technically-focused teams to measure progress, make recommendations, and hold people accountable for meeting specified performance levels.[3]

- While there are individuals who manage specific departmental projects, there is no formal district enterprise-wide integrated management structure to identify the district's priority programs, projects, and initiatives that are launched to support the district's strategic direction. There is also no governance structure that would oversee and control the execution of the entire portfolio of this work. This may account for the following--

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[3] A cursory review of central office, principal, and teacher evaluation rubrics found no evidence of accountability for student outcomes.

- There were reported to be some 133 disparate projects and initiatives (a list of which was provided to the team) currently underway in the district and no way to prioritize or coordinate them or provide professional development on them,

- Problems with the implementation of the district's 1:1 initiative, because key stakeholders, e.g. the Technology Services Department, were not included in the initial planning and implementation,[4] and

- Significant customizations to and diminished functionalities of the district's Enterprise Resource Planning (ERP) because of piecemeal implementation, which, if repeated, could jeopardize implementation of a major system upgrade.

- There was no designated Controller in the Business and Financial Affairs Office who would be responsible for all accounting operations, assist in preparing the district's operating budget, oversee financial reporting, and perform essential duties related to the payroll function as they do in other Council-member districts.

## D.  Staffing Levels

- There did not appear to be excessive layering of staff, although the district's position-control system made it impossible to determine the degree of layering with any certainty, because supervisory reporting lines were not included in the position-control system.

- Staffing levels (FTEs) in 2014-15 (the most recent federal data available) were somewhat more generous than the median of other urban school districts across the country. For example--

    - St. Paul had approximately 6.68 students per total staff member compared to the Great City School median of 7.94 students per total staff member. (See exhibit 2.) In other words, St. Paul had somewhat more total staff for its size than the median Great City School district.

    - St. Paul had a smaller proportion of total staff members who were teachers than the *median* Great City School district, 45.46 percent vs. 50.0 percent, respectively. (See exhibit 3.) The *mean* across the Great City School districts was 51.58 percent.

    - St Paul had slightly fewer students per teacher than the median Great City School district, 14.70 vs. 15.93, respectively. (See exhibit 4.) In other words, St. Paul had somewhat more teachers for its enrollment than did the median Great City School district.

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[4] The Council team could not determine what problem the district had identified that the 1:1 initiative was supposed to solve.

o St. Paul had more students per administrator compared to the median Great City School district, 83.78 vs. 71.77, respectively. (See exhibit 5.) In other words, St. Paul had fewer total administrators for a district its size than the median Great City School district.

o St. Paul had more students per school-based administrator than the median Great City School, 160.59 vs. 116.35, respectively (See exhibit 6.) In other words, St. Paul had fewer school-based administrators for a district its size than the median Great City School district.

o St. Paul had fewer students per district-level administrator than the median Great City School district, 175.17 vs. 216.71, respectively. (See exhibit 7.) In other words, St. Paul had more district-level administrators for a district its size than the median Great City School district. (This staffing level is driven in part by the organizational structure and its redundancies across departments.)

o St. Paul had a higher percentage of paraprofessionals (16.08) than the average Great City School district (10.99). (See exhibit 8.) The district also had considerably more student support services staff than the average Great City School district.

**Exbibit 2. Students per Staff Member in the St. Paul Public Schools**
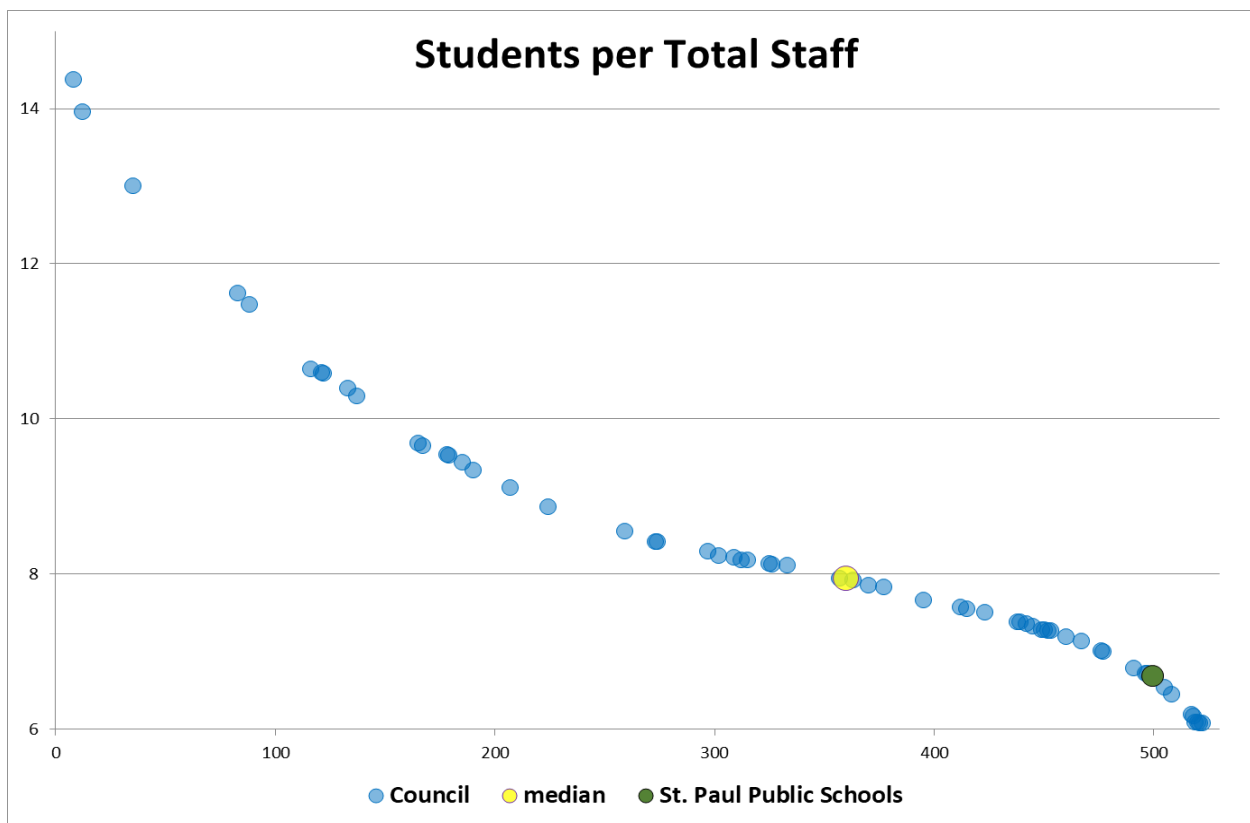


Y-axis=number of students-to-total staff; X-axis=ranking in relation to all school districts in the nation with enrollments of over 15,000. Note that each blue dot represents a Great City School district. St. Paul had 6.68 students per staff member; the median for the Great City Schools was 7.94 students per total staff member.

**Exhibit 3. Percent of Total Staff in the St. Paul Public Schools who were Teachers**
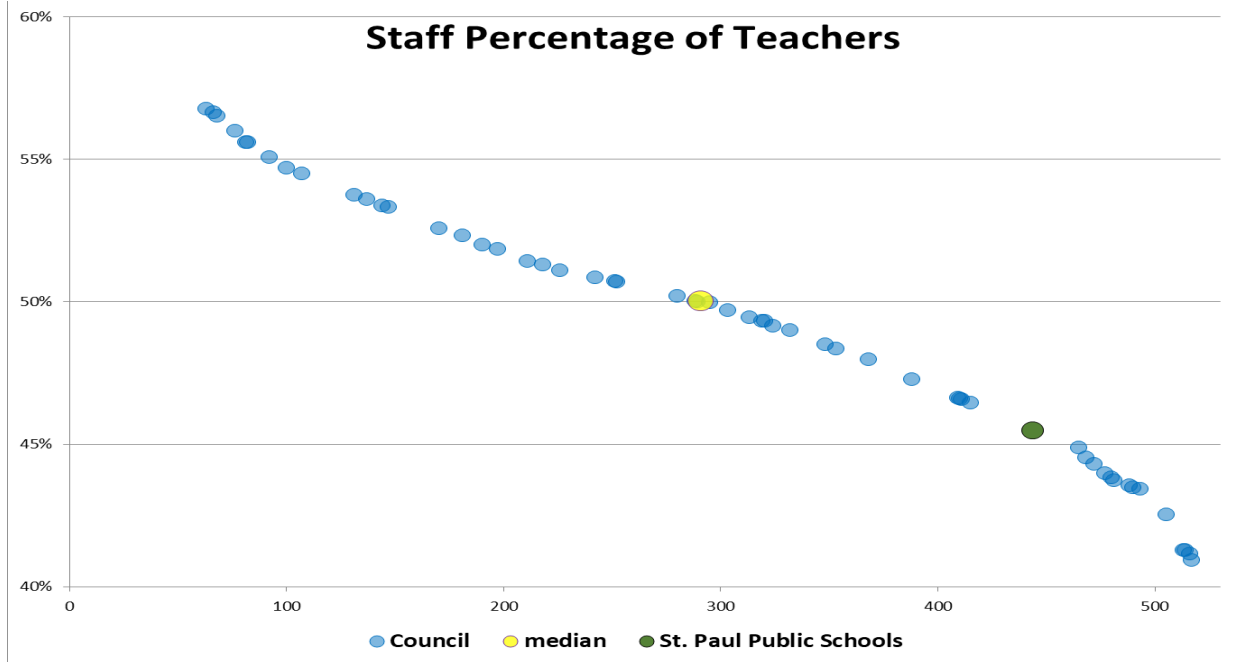


Y-axis=percent of total staff who were teachers; X-axis=ranking in relation to all school districts in the nation with enrollments of over 15,000. Note that each blue dot represents a Great City School district. St. Paul's percentage of all staff who were teachers was 45.46 percent; the median for the Great City School districts was 50.0 percent

**Exhibit 4. Students per Teacher Ratio in the St. Paul Public Schools**
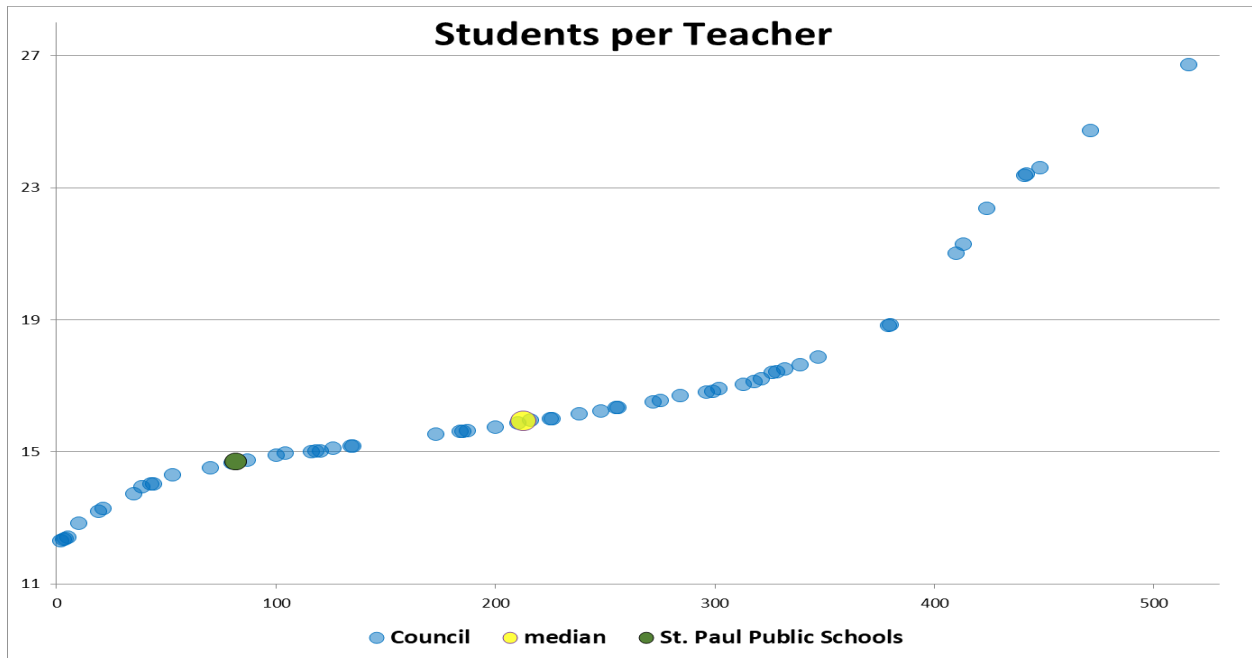


Y-axis=number of students-to-teachers; X-axis=ranking in relation to all school districts in the nation with enrollments of over 15,000. Note that each blue dot represents a Great City School district. St. Paul had 14.7 students per teacher; the median for the Great City Schools was 15.93 students per teacher.

**Exhibit 5. Students per Administrator in the St. Paul Public Schools**
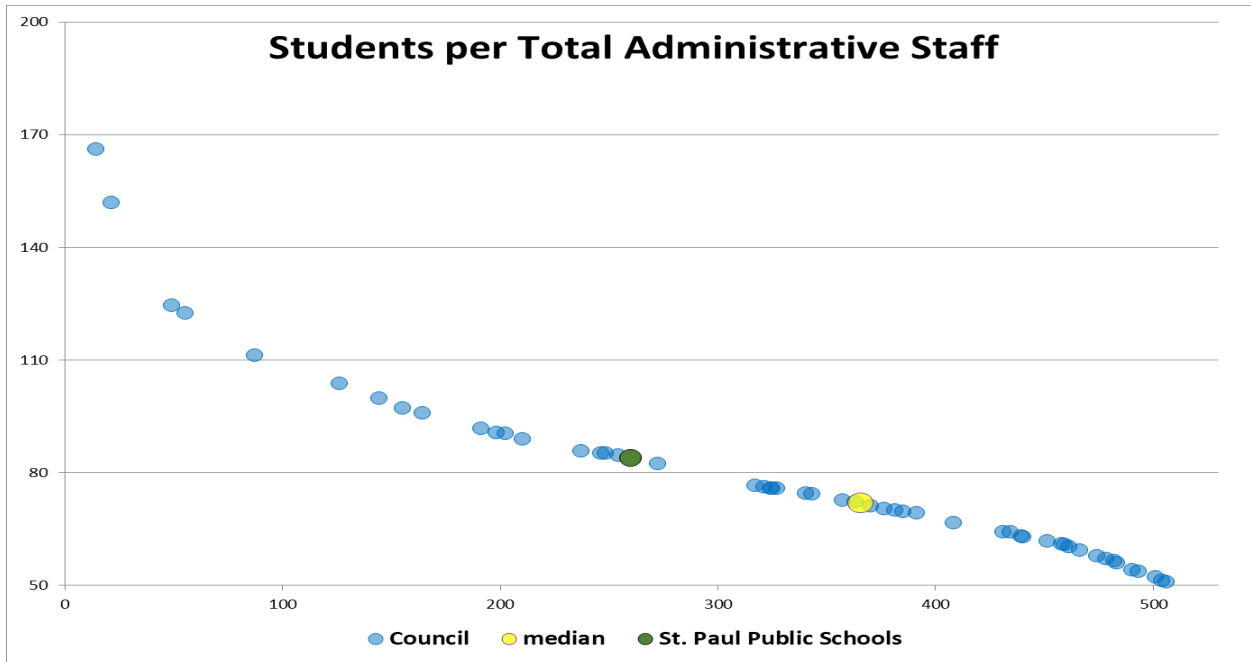


Y-axis=number of students per administrator; X-axis=ranking in relation to all school districts in the nation with enrollments of over 15,000. Note that each blue dot represents a Great City School district. St. Paul had 83.78 students per administrator; the median for the Great City Schools was 71.77 students per administrator.

**Exhibit 6. Students per School-based Administrator in the St. Paul Public Schools**
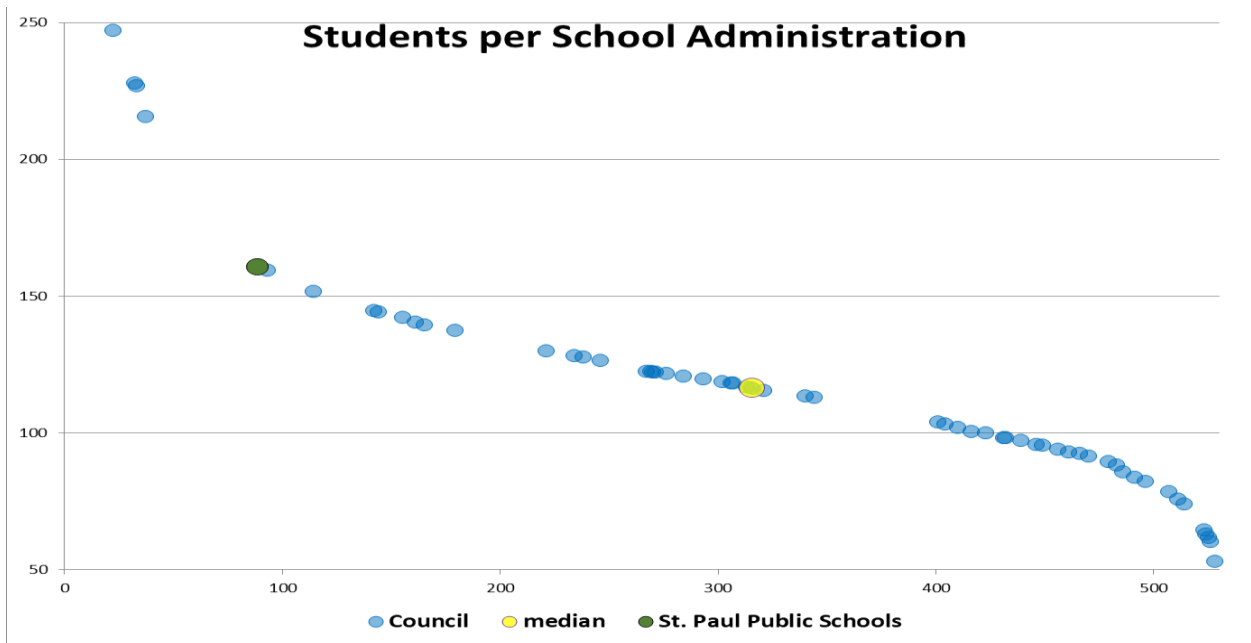


Y-axis=number of students per school-based administrator; X-axis=ranking in relation to all school districts in the nation with enrollments of over 15,000. Note that each blue dot represents a Great City School district. St. Paul had 160.59 students per school-based administrator; the median for the Great City Schools was 116.35 students per school-based administrator.

**Exhibit 7. Students per District-level Administrator in the St. Paul Public Schools**
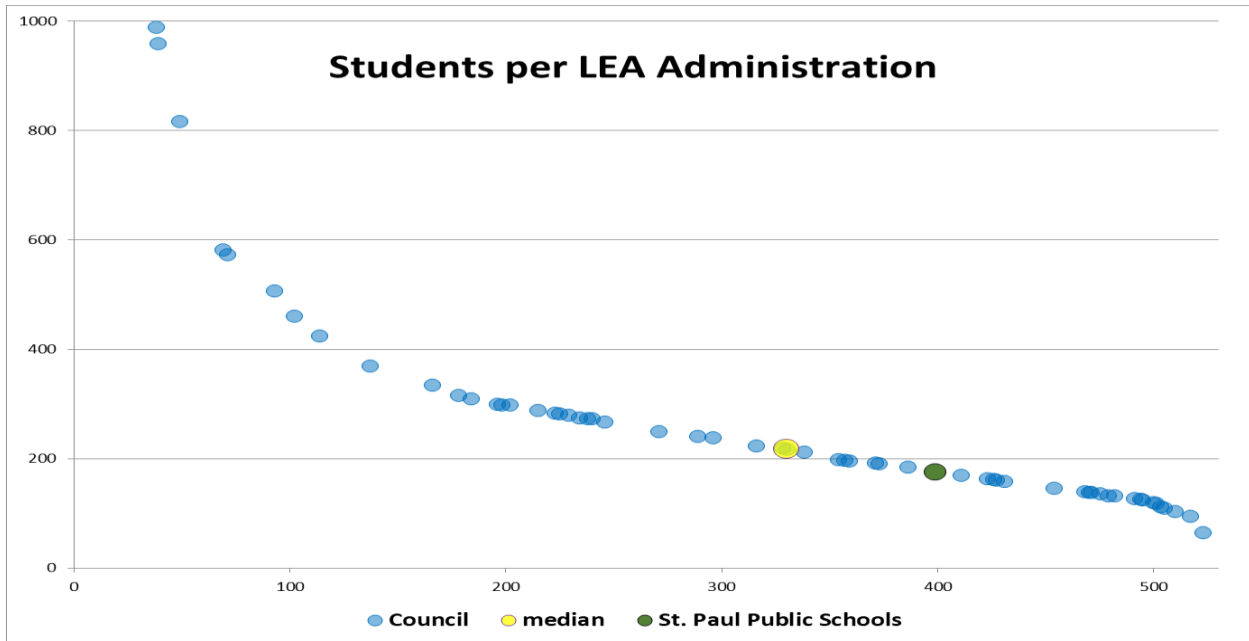


**Students per LEA Administration**

Y-axis=number of students per district-level administrator; X-axis=ranking in relation to all school districts in the nation with enrollments of over 15,000. Note that each blue dot represents a Great City School district. St. Paul had 175.17 students per district-level administrator; the median for the Great City Schools was 216.71 students per district-level administrator

**Exhibit 8. Percent of Total Staff by Major Position**

|  | Minnesota | Great City Schools | St. Paul |
|---|---|---|---|
| **Position** | mean | mean | mean |
| Teachers | 50.29% | 51.58% | 45.46% |
| Paraprofessionals | 17.51% | 10.99% | 16.08% |
| Instructional Supervisors | 1.27% | 1.74% | 2.12% |
| Guidance Counselors | 0.81% | 1.75% | 1.61% |
| Librarians-Media Specialists | 0.34% | 0.77% | 0.23% |
| Librarians-Media Support | 0.78% | 0.24% | 0.00% |
| LEA Administrators | 3.35% | 1.04% | 2.49% |
| LEA Administrative Support | 1.73% | 2.90% | 1.32% |
| School Administrators | 2.18% | 3.22% | 2.09% |
| School Administrative Support | 3.58% | 4.25% | 2.07% |
| Student Support Services | 8.21% | 4.57% | 14.78% |
| All Other Support Services | 9.95% | 16.95% | 11.76% |
| Total Staff | 100.00% | 100.00% | 100.00% |

- Staffing patterns, in general, are much more like those in other Minnesota school districts than like other Great City Schools

754

# Recommended Organizational and Administrative Structure

The following is a high-level realignment of the district's Organization and Administrative Structure (shown in Exhibit 9) designed by the team to help the district achieve greater operational efficiencies and effectiveness.

## Exhibit 9.  Recommended Structure
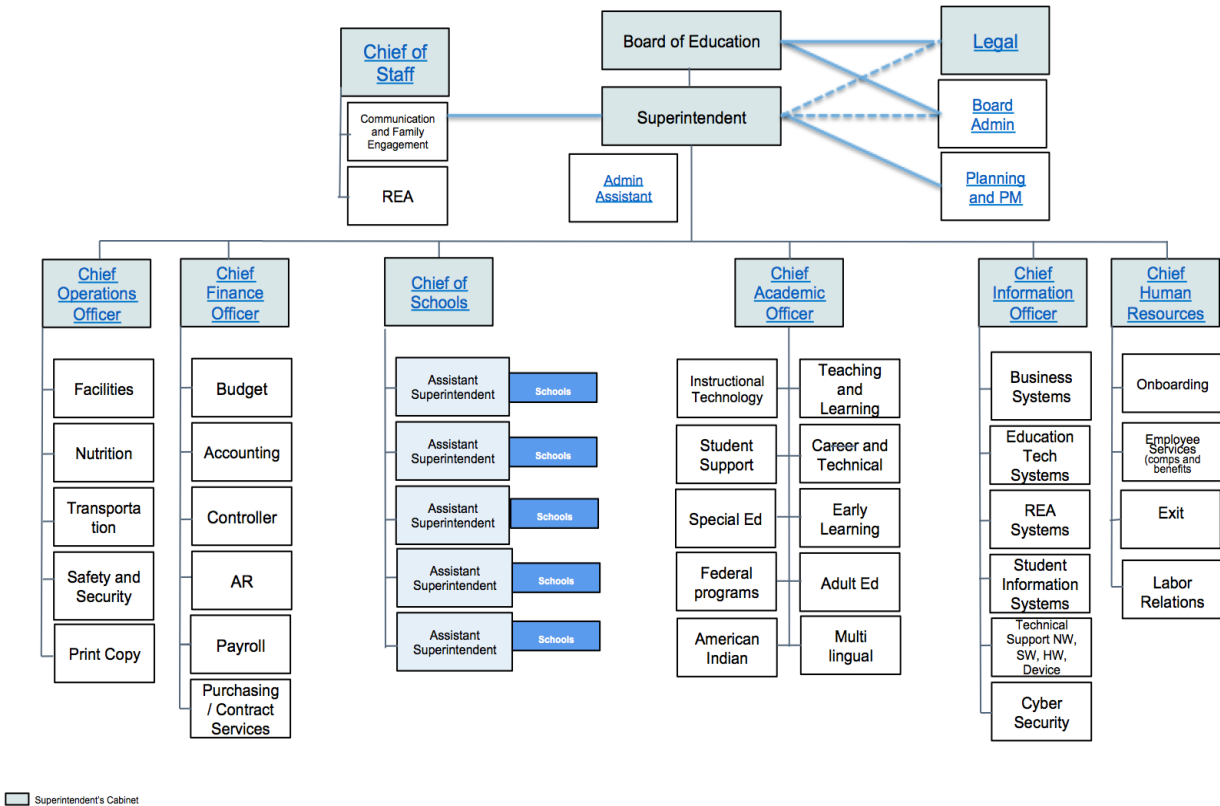


## Superintendent's Office

- Retain in the superintendent's office the Executive Assistant, Board Administrator, and Office of Legal Services, and continue their current roles.

- Reassign or add other functions to be direct reports to the superintendent, including—

  o A Chief of Staff who would oversee and coordinate the day-to-day work of the Chief Academic Officer, Chief Operating Officer, Chief Financial Officer, Chief Human Resources Officer, and Chief Information Officer

  o A Chief of Schools who would direct, oversee and direct the work of the Assistant Superintendents or principal supervisors. To narrow their span of control, add one Assistant Superintendent, so they can devote the time to focus on the district's instructional needs and less time on managerial and operational issues

- A Chief Communications Officer who would assume and, if required, redefine the roles, functions and responsibilities of the current Offices of Communications, Marketing and Development, and Community and Family Engagement.[5] The new unit would be responsible for the development and implementation of clear internal, external communications, and outreach strategies.

- The Department of Research, Evaluation and Assessment, which would lead the district's assessments, program evaluations, analyses, and accountability functions.

- The Office of Planning, Policy and Funding Partnerships, which would (1) be responsible for the development of the district's strategic plan; (2) the coordination point for the district's priority programs, projects, and initiatives in the plan's strategic direction; and (3) the governance structure to oversee and control the execution of the entire portfolio of strategic work.

## Chief Academic Office

- Realign core functions in the Chief Academic Office to create and support greater (1) clarity and focus around the district's instructional priorities, (2) school improvement planning, and 3) improve academic program coordination.

- Create a Student Support Services office as a direct report to the Chief Academic Officer with primary responsibilities for the following--

  a) Student Placement and Records
  b) Guidance and counseling,
  c) Crisis Response Team.

- Move the School Improvement Planning function from Federal Programs to the Chief Academic Officer. This would change the School Improvement function from a compliance function to a continuous planning process. Additionally, the office of school improvement should work with the Chief of Schools, who monitors the work of the Assistant Superintendents.

- Realign the Personalized Learning unit, which reports to the Assistant Superintendent in the Office of Teaching and Learning, so there is an indirect or dashed link to the Chief Information Officer. This could create better alignment of strategic resources and continual planning for the one-to-one (1:1) computing devices.

## Chief Operations Office

- Conduct a significant functional realignment of the Chief Operations Office, so there is (1) clarity about where decision-making authority resides, and (2) a clear and sharp focus on the

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[5] For example, reassigning attendance and truancy to a newly created Office of Student Services in the Chief Academic Office.

basic needs of the district's operational support services, which include facilities, transportation, food services, and security and emergency management. The realignment would include—

- o Reassign the Department of Community Education, including the Adult Basic Education, Adult Special Needs, Early Childhood Family Education, and Out-of-School Academic Enrichment, Recreation and Cultural programs to appropriate units under the Chief Academic Office

- o Reassign the Student Placement and Records Office to a newly created Office of Student Support Services under the Chief Academic Office

- o Reassign the Office of Family Engagement and Community Partnerships to the Chief Communications Officer, who would be a direct report to the Superintendent.

### Human Resources

- Reassign the Payroll Office to the Business and Finance Office to ensure better internal control and realign the remaining functions and workflows of the Human Resources Department to focus on core functions related to—

- o On-Boarding (including recruiting, vetting, and placement of new employees)

- o Employee Services (including labor relations, employee assistance and counseling, and benefits and compensation), and

- o Separation Services (including retirement and other separation processing).

### Business and Financial Affairs

- Move payroll function from the Human Resources Department to the Office of the Chief Financial Officer.

- Restructure the Business and Financial Affairs Office by creating a Controller's position that would assume accounting functions and essentials duties related to payroll.

### Information Technology

- Retitle the department head as the Chief of Information and Technology and, as a direct report to the Superintendent, charge the office with supporting the core functions of--

- o The Department of Research, Evaluation and Assessment, which would be reassigned to the Superintendent's Office;

- o The Chief Academic Officer;

- o The Human Resources Department;

o The Business and Financial Affairs Office, including the payroll and controller functions.

o The Personalized Learning unit as it guides the 1:1 computing devices and other instructional technology initiatives that may come on-line.

## Synopsis and Discussion

The Council of the Great City Schools was asked by the new superintendent of the St. Paul Public Schools to provide a high-level review of the organizational structure of the school system. To conduct this review, the Council pulled together a cross-functional team of academic, finance, HR, organizational, and IT specialists from other major urban school systems across the country. The team found a wealth of talent in St. Paul and considerable experience and expertise in the central office. At the same time, the team found an organizational structure that was both overstaffed, redundant, and incoherent.

There were multiple instances where like functions were not placed together on the organizational chart; other instances where like functions were dispersed across multiple units; and examples of functions that should have been found in the organizational structure but were not. Over time, the district appears to have attempted to solve problems with coordinating people by simply adding staff with similar responsibilities to multiple departments. The result is not only higher staffing levels, but difficulty in coordinating work, silo-like behavior, and poor coordination. Ultimately, however, the main issue coming out of the review involved weak direction-setting, poor communications and coordination, and splintered functional alignment.

The Council team also saw very weak systems of staff accountability, and data systems that did not appear to drive policy or practice decisions like what one would expect from its VisionCard system. The district does not appear to devote much energy to evaluating its multiple programs, or asking on a systemwide basis why it is not producing better gains in student achievement. One staff member put the situation this way: "We have spent a lot of time over the years improving ourselves, but have not devoted much energy to boosting results for kids."

In addition, it was clear to the Council team that the system's uncertainty about its broad theory of action and how it defined school autonomy and districtwide non-negotiables was adding to its sense of disjointedness. This situation was exacerbated by the fact that the district appeared to have an extraordinary number of programs with no systemwide project or performance management function. Furthermore, a review of school board agendas found that the board, historically, had not devoted much time to student achievement outcomes.[6] And the team did not see a coherent strategy in place for improving the district's lowest-performing schools.

It was obvious that the new and very talented superintendent, Joe Gothard, was acutely aware of the district's organizational challenges and the toll it was taking on the district's effectiveness, and was determined to sharpen the system's direction. It was also clear to the Council's team that district staff—and the school board—seemed hungry for leadership, clarity,

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[6] After the organizational review, the Council of the Great City Schools did conduct a retreat with the school board to sharpen its academic goals for the district.

and course-correction. There is no reason to believe that the district's very experienced and committed staff would not rise to the occasion if led properly by the school board and superintendent. The Council of the Great City Schools emerged from the review very optimistic about the district's future, and stands at the ready to help going forward.

# WICHITA IT REPORT

# Review of the
# Information Technology Operations
# of the
# Wichita Public School District

### December 2017

Alicia Thompson, Superintendent of the Wichita Public Schools (WPS), requested that the Council of the Great City Schools (CGCS) provide a high-level review of the school district's Information Services and Technology (IST) Department.[1] Specifically, she requested that the Council —

● Review and evaluate the IST Department to see if it is positioned to meet the instructional and operational demands of WPS now and in the future.

● Determine if the district and its IST Department –

  ○ Have the necessary technology infrastructure, technical expertise, and appropriate staffing levels.

  ○ Have the necessary and appropriate security systems and processes to safeguard the school district's assets and information.

● Develop recommendations that would help the IST Department achieve greater operational efficiency and effectiveness to meet the district's near and long term instructional and operational needs.

In response to this request, CGCS assembled a Strategic Support Team (the team) of senior managers with extensive experience in information technology operations in other major city school systems across the country. The team was composed of the following individuals. (Appendix A provides brief resumes of team members.)

Robert Carlson, Project Director
Director, Management Service
Council of the Great City Schools

Tom Ryan, Principal Investigator
Chief Information Officer (Retired)
Albuquerque Public Schools

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[1] The Council has conducted over 300 instructional, management, and operational reviews in some 50 big-city school districts over the last 18 years. The reports generated by these reviews are often critical, but they also have been the foundation for improving the operations, organization, instruction, and management of many urban school systems nationally. In other cases, the reports are complimentary and form the basis for identifying "best practices" for other urban school systems to replicate. (Attachment D lists the reviews that the Council has conducted.)

Roderick Houpe
Chief Information Officer
Cleveland Metropolitan Schools

Shahryar Khazei
Chief Information Officer
Los Angeles Unified School District

Annmarie Lehrer
Chief Information Officer
Rochester (NY) City Schools

Kenneth Thompson
Chief Information Officer
Baltimore City Schools

Mark Racine
Chief Information Officer
Boston Public Schools

The team reviewed documents prior to a four-day site visit to Wichita on December 12 – 15, 2017. The general schedule for the site visit is described below. (A Working Agenda for the visit is presented in Appendix B.)

The team met on the first day of the site visit with the Superintendent and the Assistant Superintendent of Learning Services to better understand the expectations and objectives for the review and to make last-minute adjustments to the agenda. The team used the next two days to conduct interviews with key staff members. (The staff interviewed are listed in the Working Agenda), examine documents and data, and conduct office visits.[2] (A list of materials reviewed by the team is presented in Appendix C).

The final day of the visit was devoted to synthesizing and refining the team's findings and recommendations, and to providing the Superintendent with a briefing on the team's preliminary conclusions.

The Council sent a draft of this document to team members for their review to affirm the accuracy of the report and to obtain their concurrence with the final recommendations.

This management letter identifies challenges that the district is facing and lays out with recommendations designed by the team to help address them. The team's proposals are meant to help the IST Department achieve greater operational efficiency and effectiveness to meet the district's near and long term instructional and operational needs.

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[2] The Council's peer reviews are based on interviews of staff, a review of materials provided by the district, observations of operations, and the teams' professional judgment. In conducting interviews, the teams must rely on the willingness of those interviewed to be factual and forthcoming, but they cannot always judge the accuracy of statements made by interviewees.

# The Wichita Public Schools
# Information Technology Department

The WPS is the largest school district in Kansas, educating over 50,000 students, or approximately 11 percent of all public-school students in the state of Kansas. WPS serves students in 94 schools and special program locations, and it employs nearly 10,000 professionals. The school district's budget is approximately $680 million (all funds) annually.

A copy of the Superintendent's administrative organization is displayed below in Exhibit 1. The Superintendent has fourteen direct reports, one of which is the Chief Information Officer (CIO).

**Exhibit 1. Superintendent's Administrative Organization Chart**
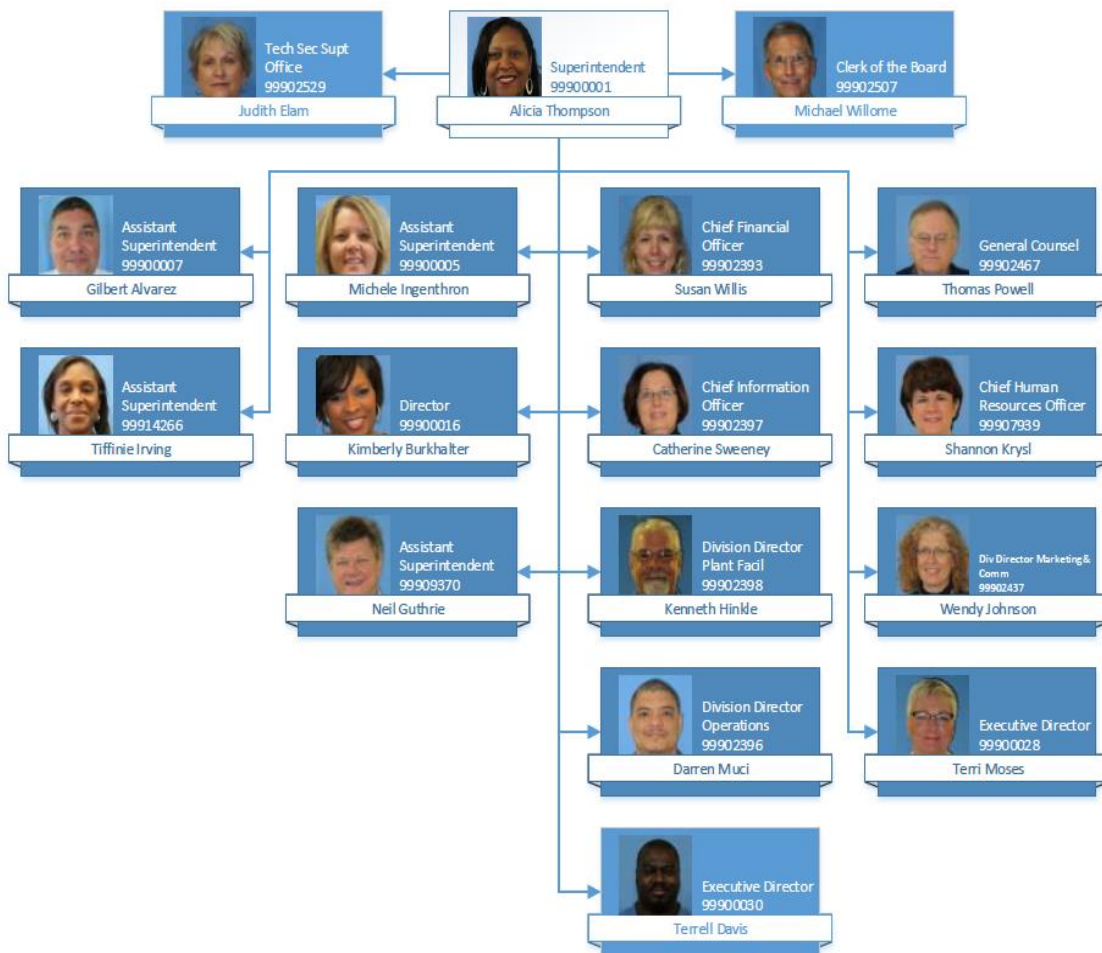


The CIO manages the Information Services and Technology (IST) Department. The staff of the Department number 60 FTEs, which include full time employees, contracted staff, and "Temp-to-Hire" personnel as shown below in Exhibit 2. Nine of these positions are direct reports to the CIO.

## Exhibit 2. Information Technology Organization Chart



# Findings and Observations

The Council's Strategic Support Team's overall conclusion is that ***WPS's Information Services and Technology Department has been unwilling or unable to assume a leadership role as a strategic partner in spurring innovation.*** The team's detailed findings and observations are organized into four general areas: Commendations, organization, leadership and management, and operations. These findings and observations are followed by a series of recommendations.

**Commendations**

- The "Temp-To-Hire" process provides the school district with an excellent opportunity to bring in proven high-quality staff.

- The IST support staff seem skilled and self-motivated and are attempting to support schools and enable students to achieve higher levels of learning.

- The team noted that technical staff members have done a commendable job of server virtualization (the partitioning of a physical server into smaller virtual servers to help maximize resources).

**Organization**

- There was no enterprise-wide governance structure to monitor and direct districtwide and inter-departmental projects, portfolios, and process; and there was no IT governance structure to monitor and direct technology priorities and resource allocations.

- IST staffing levels seem reasonable compared to other school district organizations of similar size. However, the team was concerned that the right people with the right skill sets may not be in the right positions. For example, technical responsibilities have been assigned to the leadership staff who lack the requisite skills.

- The IST organizational structure was not designed around what are considered the core functions of applications, infrastructure, and service delivery found in high performing IT operations.

- The CIO had too many direct reports (9), which create an excessively broad span of control, for a supervisor. In addition, the reports did not appear to be based on functional or organizational effectiveness, and their structure had the potential of fostering a silo mentality.

- Instructional technology functions were so buried within the IST Department that they had limited opportunity or authority to drive technology standards for instructional effectiveness.

- The team noted several instances where efficiencies and the effectiveness of operations were hindered by organizational constraints and arcane business practices. For example--

  ○ Business functions in IST were not housed in a central administration facility, which exacerbates existing organizational stovepipes, creates information islands, and makes communication and collaboration difficult.

  ○ The student information team was segregated, which leads to duplication of efforts and requires additional staffing.

    ▪ State reporting was in two different areas - data entry and clean-up

    ▪ Multiple teams were producing in-house reports on student attendance, enrollment, discipline, and suspensions.

  ○ The ordering of technology equipment was paper-based and required two FTEs; one person who purchased the devices and another person who did warranty registrations of the devices. (Automation in other districts allows this work to be done by one individual or is performed entirely through an on-line workflow.)

  ○ Repair services in the Device Warranties unit were not being utilized, which delays repair cycles and can lead potentially to the need for additional FTEs.

- User departments had set up their own "shadow IT" units, which posed support and security challenges for the district in the areas of data corruption, security standards, disaster recovery, system integration, and reporting. For example--

  - The Transportation and Food Services organizations had their own IT support units.

  - Some departments had set up disparate data systems, which can lead to data integrity and security issues.

  - There were multiple isolated databases that were unsecured and were not integrated with the enterprise systems (e.g., Users in the Finance Department maintained separate databases due to a decision by the IST Department to prevent development within the existing financial system.)

  - System access and user role assignment processes were inconsistent and were managed in various user departments, which also poses security risks.

**Leadership & Management**

- The district has not had a strategic plan for the past 15 years. Without a unifying plan, departments and other district groups have not developed their own goals, objectives, and strategies that could be aligned to a consistent districtwide vision and mission. The lack of an overarching plan also hinders departments in their individual strategic planning processes. For example -

  - Senior leadership at both the district and departmental levels did not have a clear understanding of what a robust 21st century learning environment was, how it could impact student achievement, and what its implications were for instructional technology.

  - Technology was underutilized and had not been integrated into pathways that enhanced academic achievement.

  - Formal processes for stakeholder feedback to drive and build a shared vision for outcomes were lacking.

- There was a lack of trust or respect between "C" level executives that prevented the CIO from becoming an effective "champion" for IT. To illustrate -

  - The team heard that the CIO was not proactively involved in the executive level decision-making processes and was not seen as a strategic partner at the "C" level.

  - IT appeared to be an afterthought in district decision-making rather than an integral component in achieving operational and instructional goals.

- The IST Department appeared to be unwilling to assume a leadership role in moving the district forward. For example –

  - There appeared to be no sense of urgency to move the district into the 21st century.

  - The team sensed a lack of passion about the work being done.

- There was an apparent lack of understanding of the needs of schools and central offices.

● It appeared that the IST Department had been unable to evolve from a "Service Bureau" model into a technology leadership role.

● The IST Department lacked a strategic plan. This situation -

  ○ Reduces the ability of the district to address the development of business plans, determine appropriate cost justifications, and prioritize initiatives

  ○ Results in the absence of a centrally managed technology roadmap for schools, which supports the equitable deployment of technology resources across the district

  ○ Results in the lack of long-term financial planning, include the need for funding of infrastructure maintenance and augmentation

  ○ Gives rise to poor budget planning and results in frequent mid-year budget modifications

  ○ Contributes to the lack of formal interaction between the Instructional Technology and the Curriculum and Instruction teams. (Neither group seems to have a good understanding of what the other group was doing or the potential added value of collaboration)

  ○ Adds to the poor understanding and lack of cohesiveness within the IST Department, e.g., between the core IT operations and Instructional Technology functions.

● The IST Department had not designed or maintained standards for network connectivity, equity in device allocations, or enterprise-wide systems maintenance, development and improvement.

● The IST Department suffers from internal and external communications issues. For example -

  ○ Issues and problems go unreported due to poor communications, lack of responsiveness, and IST's inability to resolve them in a timely manner.

  ○ Customers have reportedly stopped submitting requests for enhancements to the IST Department.

  ○ IST staff members complained that communications were largely "top down" and they had limited opportunity for direct end-user communications.

  ○ IST staff meetings appeared to be informative, but they were not strategically driven.

  ○ Instructional Technology was not part of the academic leadership team, making support of the academic mission more difficult.

● IST staff's perceptions of their customer's satisfaction seemed inconsistent with the reality. For example –

- The Help Desk did not use metrics to measure or report on performance, e.g., calls answered/calls abandoned/time on hold.

- There were excessive no-notice and short-notice system downtimes for reasons that were vague and not well understood.

● Interviews with non-IT personnel indicated that IST assigned blame without addressing the root cause of IT-related problems. And interviews with IST staff confirmed that decisions were often being made based on outdated or incorrect information. Some problem areas included -

- The difficulty in managing multiple users on an iPad

- The management of state-mandated online assessments

- Classroom access to technology was inconsistent across the district

- Security "hacks" continued to be an excuse for not moving forward with system alignment and innovative instructional initiatives, and they have resulted in the enactment of several security measures, which do not appear to address the underlying vulnerabilities giving rise to the hacks. Examples of these security measures included-

  ■ Barring email accounts for students, giving rise to rogue email accounts

  ■ Forced 30-day password resets for central staff, causing them to keep written passwords on devices and create password combinations that were easily deciphered

  ■ Screen savers timeout quickly causing disruption in work efficiency

  ■ Inconsistent encryption of laptops used in the central office

  ■ IST has established restrictions on technology adoptions that limited instructional capabilities.

- The team heard repeatedly that the Legal Department (General Counsel) was setting technology policies for the district, which were having a negative impact on instruction as well as process efficiencies and increased security risks.

**Operations**

● There appeared to be no planning for effective use of E-Rate funding. To illustrate -

- The absence of an E-Rate strategy, which could leverage federal dollars to enhance the district's aging network infrastructure, contributed to the lack of a capital funding direction.

- The district had not leveraged the consultants on the e-rate program, who could help in planning for network enhancements.

- ○ Network design and development had not been included in the E-Rate application process, potentially leading to unanticipated costs outside the budget cycle.

  - ○ The team concluded that the $2 million requested for infrastructure this year might not have been necessary, had the network team worked with the E-Rate team during the application process.

  - ○ Some key individuals were not involved in the E-Rate application process or knowledgeable about how E-Rate funds were expended.

- ● IST staff members lacked the resources and knowledge to adequately maintain systems in-house and appeared to be unwilling to entertain cloud-based strategies. For example -

  - ○ Student Information Systems performance was struggling, while web-based solutions were available.

  - ○ Cloud based e-mail and collaboration tools were not used.

  - ○ Single-sign-on access was not utilized across all systems.

- ● IST staff members showed a lack of knowledge of industry standards on the appropriate use of management consultants. IST, for example, had refused to allow consultants to expand the limited educational software options available in the district.

- ● The IST Department did not have adequate cross-training or designated back-up assignments to ensure the seamless continuity of its operations. For example -

  - ○ Mission-critical functions were being performed by individuals who had no backup staff with the appropriate knowledge and skill levels, putting the district at risk of single-points-of-failure.

  - ○ Some individuals in the IST Department exercised controls, which limited enhancements in systems. (To illustrate, there were only two people in the organization that controlled access to production systems. This situation creates a risk to IST operations if these individuals were unavailable, and it limits the capabilities of the department when only one person is available.)

- ● There were few opportunities for staff to participate in training, be exposed to new technology, or collaborate with peers in other school districts. For example -

  - ○ There was no orientation process, which would introduce new hires to operations and systems that are critical to the district.

  - ○ Staff reported a lack of standard training for technicians (network, hardware, & site coordinators).

  - ○ When the district conducted training for site-based technical staff, such as the two-day summer workshop, it was not well attended.

- ● Many of the current systems were inflexible or incapable of meeting the needs of district users. For example -

○ Business users required functionalities that application developers were unwilling or unable to provide, causing the creation of workarounds.

○ Not all financial modules of the Enterprise Resource Planning (ERP) system had been activated.

○ The iProcurement application was reported to be only 20 percent implemented.

○ Standard system reports did not meet the needs of users and provided only marginally informative data that was useful in decision making.

○ IST staff members were not familiar with features and functions of the ERP and were hesitant to use them.

○ The Grade Book application could not handle current report card demands, and--as a result--IT staff had blocked additional functionality.

# Recommendations

The CGCS Strategic Support Team developed the following recommendations to help improve efficiency and effectiveness of the organization, leadership and management, and operations in the Information Services and Technology Department of the Wichita Public Schools.

1. Develop an overarching districtwide strategic plan with clear statements of the organization's vision and mission. As a part of this plan, establish goals and objectives, with time lines and accountabilities, which center on the academic challenges of students and teachers in the Wichita Public Schools.

2. Establish a cross-functional design team that includes Curriculum & Instruction, Instructional IT, and other related departments, to jointly develop a roadmap to a robust 21st century learning environment, which would integrate technology into the academic goals.

3. Create a specific strategic plan for the IST Department that supports the overarching district plan and contains goals and objectives, timelines, resource requirements, and accountabilities and performance measures.[3] The strategic plan should –

   a. Be developed in coordination with all instructional and support stakeholders

   b. Be sufficiently comprehensive to provide direction for administrative and instructional technology decision-making

   c. Address systems and equipment life-cycle issues and identify immediate and long- term infrastructure requirements (incorporating the strategic leveraging of E-Rate funds)

   d. Establish agreed-upon technology standards to ensure equity, security, and functional interoperability.

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[3] There are many resources to assist in the development of Technology Plans including; the National Educational Technology Plan, the Consortium of School Networking, the State Educational Technology Directors Association, as well as peers within the Council of the Great City Schools.

4. Create an enterprise-wide governance structure to monitor and direct the execution of districtwide and inter-departmental projects, portfolios, and processes. In addition, develop an IT governance structure to monitor and direct technology priorities and IT resource allocations.

5. Build confidence in the IST management by having it assume a leadership role in technology and innovation in all district endeavors.

6. Create an IST organizational structure that is designed around its core functions: applications, infrastructure, and service delivery--and that -

   a. Reduces the number of direct reports to the CIO to relieve the excessive span of control

   b. Elevates Instructional Technology in the IST organization to ensure visibility and authority

   c. Ensures that personnel with the required skill sets are in all positions.

7. Relocate IT Business Support functions to the same facilities as their business customers to increase communication and improve efficiency.

8. Eliminate the need for departments to create their own "shadow IT" services and disparate data systems. To achieve this goal, the IST Department should –

   a. Create service-level agreements with customers that better define roles, responsibilities, accountabilities, and expectations

   b. Develop technology standards to ensure that all systems have proper access controls, reasonable security conventions, disaster-recovery protocols, and life-cycle management

   c. Design and maintain standards for network connectivity, equity in device allocations, and enterprise-wide systems maintenance, development, and improvements

   d. Work with its staff to develop a culture of customer service and support.

9. Establish and communicate IT performance metrics and evidence of quality work practices to help build the confidence of users in IST Department's capabilities.

10. Improve IST internal and external communications efforts, including –

   a. Creation of formal communications processes to gather feedback from core customers on performance and need for improved business practices

   b. Establishment of business and instructional advisory committees of mid-level management, who utilize core systems such as payroll, finance, procurement, special education and SIS on a day-to-day basis, to prioritize system improvements and drive enhancements to these systems

   c. Institution of more visible leadership and more collaborative decision making

   d. Encouragement of more cross-functional dialogs.

11. Create end-to-end cross-functional IST teams to identify, address, resolve, and report on user's problems and concerns.

12. Build a comprehensive wide-area and local-area network design that can handle future academic and operational needs and is scalable as demand increases. This network infrastructure should be robust and ubiquitous, allowing for multiple devices per user and an exponential growth in online applications and digital content.

13. Implement a comprehensive training and staff development program for IST staff members that includes -

    a. An orientation process for new employees

    b. Job-specific training standards for network, hardware, and site technicians and other specialized positions

    c. Elimination of single-points-of-failure by creating back-up positions through cross-training on mission-critical systems

    d. Staff training in Information Technology Infrastructure Library (ITIL), which is a set of detailed practices for IT service management that focuses on aligning IT services with the needs of the enterprise

    e. Participation in peer groups and collaborations with other school systems.

14. Adopt industry standards for effectively managing contracted services and consultants, including service-level agreements and metrics to monitor performance.

15. Conduct a comprehensive review of each of the district's enterprise systems (SIS, Payroll, HR, Finance and Procurement) to examine implementation of the systems, the use of reports, user training, automation leveraging, and workflows and provide recommendations to enhance the more effective and efficient use of these systems.

16. Engage an outside security specialist familiar with the education environment to review and evaluate district IST security issues and provide options to reduce risk while also enhancing operations and meeting instructional demands.

17. Investigate the availability cloud-based technologies to provide competitively priced options for enhanced security and disaster recovery.

# STRATEGIC SUPPORT TEAMS

# History of Strategic Support Teams

The following is a history of the Strategic Support Teams provided by the Council of the Great City Schools to urban school districts over the last 20 years.

| City | Area | Year |
|---|---|---|
| Albuquerque | | |
| | Facilities and Roofing | 2003 |
| | Human Resources | 2003 |
| | Information Technology | 2003 |
| | Special Education | 2005 |
| | Legal Services | 2005 |
| | Safety and Security | 2007 |
| | Research | 2013 |
| | Human Resources | 2016 |
| Anchorage | | |
| | Finance | 2004 |
| | Communications | 2008 |
| | Math Instruction | 2010 |
| | Food Services | 2011 |
| | Organizational Structure | 2012 |
| | Facilities Operations | 2015 |
| | Special Education | 2015 |
| | Human Resources | 2016 |
| Atlanta | | |
| | Facilities | 2009 |
| | Transportation | 2010 |
| Austin | | |
| | Special Education | 2010 |
| Baltimore | | |
| | Information Technology | 2011 |
| Birmingham | | |
| | Organizational Structure | 2007 |
| | Operations | 2008 |
| | Facilities | 2010 |
| | Human Resources | 2014 |
| | Financial Operations | 2015 |
| Boston | | |
| | Special Education | 2009 |
| | Curriculum & Instruction | 2014 |
| | Food Service | 2014 |
| | Facilities | 2016 |
| Bridgeport | | |
| | Transportation | 2012 |
| Broward County (FL) | | |

| | | |
|---|---|---|
| | Information Technology | 2000 |
| | Food Services | 2009 |
| | Transportation | 2009 |
| | Information Technology | 2012 |
| Buffalo | | |
| | Superintendent Support | 2000 |
| | Organizational Structure | 2000 |
| | Curriculum and Instruction | 2000 |
| | Personnel | 2000 |
| | Facilities and Operations | 2000 |
| | Communications | 2000 |
| | Finance | 2000 |
| | Finance II | 2003 |
| | Bilingual Education | 2009 |
| | Special Education | 2014 |
| Caddo Parish (LA) | | |
| | Facilities | 2004 |
| Charleston | | |
| | Special Education | 2005 |
| | Transportation | 2014 |
| Charlotte-Mecklenburg | | |
| | Human Resources | 2007 |
| | Organizational Structure | 2012 |
| | Transportation | 2013 |
| Cincinnati | | |
| | Curriculum and Instruction | 2004 |
| | Curriculum and Instruction | 2009 |
| | Special Education | 2013 |
| Chicago | | |
| | Warehouse Operations | 2010 |
| | Special Education I | 2011 |
| | Special Education II | 2012 |
| | Bilingual Education | 2014 |
| Christina (DE) | | |
| | Curriculum and Instruction | 2007 |
| Cleveland | | |
| | Student Assignments | 1999, 2000 |
| | Transportation | 2000 |
| | Safety and Security | 2000 |
| | Facilities Financing | 2000 |
| | Facilities Operations | 2000 |
| | Transportation | 2004 |
| | Curriculum and Instruction | 2005 |
| | Safety and Security | 2007 |
| | Safety and Security | 2008 |

| | | |
|---|---|---|
| | Theme Schools | 2009 |
| | Special Education | 2017 |
| Columbus | | |
| | Superintendent Support | 2001 |
| | Human Resources | 2001 |
| | Facilities Financing | 2002 |
| | Finance and Treasury | 2003 |
| | Budget | 2003 |
| | Curriculum and Instruction | 2005 |
| | Information Technology | 2007 |
| | Food Services | 2007 |
| | Transportation | 2009 |
| Dallas | | |
| | Procurement | 2007 |
| | Staffing Levels | 2009 |
| | Staffing Levels | 2016 |
| Dayton | | |
| | Superintendent Support | 2001 |
| | Curriculum and Instruction | 2001 |
| | Finance | 2001 |
| | Communications | 2002 |
| | Curriculum and Instruction | 2005 |
| | Budget | 2005 |
| | Curriculum and Instruction | 2008 |
| | Organizational Structure | 2017 |
| Denver | | |
| | Superintendent Support | 2001 |
| | Personnel | 2001 |
| | Curriculum and Instruction | 2005 |
| | Bilingual Education | 2006 |
| | Curriculum and Instruction | 2008 |
| | Common Core Implementation | 2014 |
| Des Moines | | |
| | Budget and Finance | 2003 |
| | Staffing Levels | 2012 |
| | Human Resources | 2012 |
| | Special Education | 2015 |
| | Bilingual Education | 2015 |
| Detroit | | |
| | Curriculum and Instruction | 2002 |
| | Assessment | 2002 |
| | Communications | 2002 |
| | Curriculum and Assessment | 2003 |
| | Communications | 2003 |
| | Textbook Procurement | 2004 |

| | | |
|---|---|---|
| | Food Services | 2007 |
| | Curriculum and Instruction | 2008 |
| | Facilities | 2008 |
| | Finance and Budget | 2008 |
| | Information Technology | 2008 |
| | Stimulus planning | 2009 |
| | Human Resources | 2009 |
| | Special Education | 2018 |
| Fresno | | |
| | Curriculum and Instruction | 2012 |
| Guilford County | | |
| | Bilingual Education | 2002 |
| | Information Technology | 2003 |
| | Special Education | 2003 |
| | Facilities | 2004 |
| | Human Resources | 2007 |
| | Transportation | 2017 |
| Hillsborough County | | |
| | Transportation | 2005 |
| | Procurement | 2005 |
| | Special Education | 2012 |
| | Transportation | 2015 |
| Houston | | |
| | Facilities Operations | 2010 |
| | Capitol Program | 2010 |
| | Information Technology | 2011 |
| | Procurement | 2011 |
| Indianapolis | | |
| | Transportation | 2007 |
| | Information Technology | 2010 |
| | Finance and Budget | 2013 |
| Jackson (MS) | | |
| | Bond Referendum | 2006 |
| | Communications | 2009 |
| | Curriculum and Instruction | 2017 |
| Jacksonville | | |
| | Organization and Management | 2002 |
| | Operations | 2002 |
| | Human Resources | 2002 |
| | Finance | 2002 |
| | Information Technology | 2002 |
| | Finance | 2006 |
| | Facilities operations | 2015 |
| | Budget and finance | 2015 |
| Kansas City | | |

| | | |
|---|---|---|
| | Human Resources | 2005 |
| | Information Technology | 2005 |
| | Finance | 2005 |
| | Operations | 2005 |
| | Purchasing | 2006 |
| | Curriculum and Instruction | 2006 |
| | Program Implementation | 2007 |
| | Stimulus Planning | 2009 |
| | Human Resources | 2016 |
| | Transportation | 2016 |
| | Finance | 2016 |
| | Facilities | 2016 |
| | Curriculum and Instruction | 2016 |
| Little Rock | | |
| | Curriculum and Instruction | 2010 |
| Los Angeles | | |
| | Budget and Finance | 2002 |
| | Organizational Structure | 2005 |
| | Finance | 2005 |
| | Information Technology | 2005 |
| | Human Resources | 2005 |
| | Business Services | 2005 |
| Louisville | | |
| | Management Information | 2005 |
| | Staffing Levels | 2009 |
| | Organizational Structure | 2018 |
| Memphis | | |
| | Information Technology | 2007 |
| | Special Education | 2015 |
| | Food Services | 2016 |
| | Procurement | 2016 |
| Miami-Dade County | | |
| | Construction Management | 2003 |
| | Food Services | 2009 |
| | Transportation | 2009 |
| | Maintenance & Operations | 2009 |
| | Capital Projects | 2009 |
| | Information Technology | 2013 |
| Milwaukee | | |
| | Research and Testing | 1999 |
| | Safety and Security | 2000 |
| | School Board Support | 1999 |
| | Curriculum and Instruction | 2006 |
| | Alternative Education | 2007 |
| | Human Resources | 2009 |

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|---|---|---|
| | Human Resources | 2013 |
| | Information Technology | 2013 |
| Minneapolis | | |
| | Curriculum and Instruction | 2004 |
| | Finance | 2004 |
| | Federal Programs | 2004 |
| | Transportation | 2016 |
| | Organizational Structure | 2016 |
| Nashville | | |
| | Food Service | 2010 |
| | Bilingual Education | 2014 |
| | Curriculum and Instruction | 2016 |
| Newark | | |
| | Curriculum and Instruction | 2007 |
| | Food Service | 2008 |
| New Orleans | | |
| | Personnel | 2001 |
| | Transportation | 2002 |
| | Information Technology | 2003 |
| | Hurricane Damage Assessment | 2005 |
| | Curriculum and Instruction | 2006 |
| New York City | | |
| | Special Education | 2008 |
| Norfolk | | |
| | Testing and Assessment | 2003 |
| | Curriculum and Instruction | 2012 |
| Omaha | | |
| | Buildings and Grounds Operations | 2015 |
| | Transportation | 2016 |
| Orange County | | |
| | Information Technology | 2010 |
| Palm Beach County | | |
| | Transportation | 2015 |
| Philadelphia | | |
| | Curriculum and Instruction | 2003 |
| | Federal Programs | 2003 |
| | Food Service | 2003 |
| | Facilities | 2003 |
| | Transportation | 2003 |
| | Human Resources | 2004 |
| | Budget | 2008 |
| | Human Resource | 2009 |
| | Special Education | 2009 |
| | Transportation | 2014 |
| Pittsburgh | | |

| | | |
|---|---|---|
| | Curriculum and Instruction | 2005 |
| | Technology | 2006 |
| | Finance | 2006 |
| | Special Education | 2009 |
| | Organizational Structure | 2016 |
| | Business Services and Finance | 2016 |
| | Curriculum and Instruction | 2016 |
| | Research | 2016 |
| Portland | | |
| | Finance and Budget | 2010 |
| | Procurement | 2010 |
| | Operations | 2010 |
| Prince George's County | | |
| | Transportation | 2012 |
| Providence | | |
| | Business Operations | 2001 |
| | MIS and Technology | 2001 |
| | Personnel | 2001 |
| | Human Resources | 2007 |
| | Special Education | 2011 |
| | Bilingual Education | 2011 |
| Puerto Rico | | |
| | Hurricane Damage Assessment | 2017 |
| Reno | | |
| | Facilities Management | 2013 |
| | Food Services | 2013 |
| | Purchasing | 2013 |
| | School Police | 2013 |
| | Transportation | 2013 |
| | Information Technology | 2013 |
| Richmond | | |
| | Transportation | 2003 |
| | Curriculum and Instruction | 2003 |
| | Federal Programs | 2003 |
| | Special Education | 2003 |
| | Human Resources | 2014 |
| Rochester | | |
| | Finance and Technology | 2003 |
| | Transportation | 2004 |
| | Food Services | 2004 |
| | Special Education | 2008 |
| Sacramento | | |
| | Special Education | 2016 |
| San Antonio | | |
| | Facilities Operations | 2017 |

| | | |
|---|---|---|
| | IT Operations | 2017 |
| | Transportation | 2017 |
| | Food Services | 2017 |
| San Diego | | |
| | Finance | 2006 |
| | Food Service | 2006 |
| | Transportation | 2007 |
| | Procurement | 2007 |
| San Francisco | | |
| | Technology | 2001 |
| St. Louis | | |
| | Special Education | 2003 |
| | Curriculum and Instruction | 2004 |
| | Federal Programs | 2004 |
| | Textbook Procurement | 2004 |
| | Human Resources | 2005 |
| St. Paul | | |
| | Special Education | 2011 |
| | Transportation | 2011 |
| | Organizational Structure | 2017 |
| Seattle | | |
| | Human Resources | 2008 |
| | Budget and Finance | 2008 |
| | Information Technology | 2008 |
| | Bilingual Education | 2008 |
| | Transportation | 2008 |
| | Capital Projects | 2008 |
| | Maintenance and Operations | 2008 |
| | Procurement | 2008 |
| | Food Services | 2008 |
| | Capital Projects | 2013 |
| Toledo | | |
| | Curriculum and Instruction | 2005 |
| Washington, D.C. | | |
| | Finance and Procurement | 1998 |
| | Personnel | 1998 |
| | Communications | 1998 |
| | Transportation | 1998 |
| | Facilities Management | 1998 |
| | Special Education | 1998 |
| | Legal and General Counsel | 1998 |
| | MIS and Technology | 1998 |
| | Curriculum and Instruction | 2003 |
| | Budget and Finance | 2005 |
| | Transportation | 2005 |

| | Curriculum and Instruction | 2007 |
|---|---|---|
| | Common Core Implementation | 2011 |
| Wichita | | |
| | Transportation | 2009 |
| | Information Technology | 2017 |

# SAMPLE INFORMATION REQUEST

Questions from School Board

Responses Compiled
by the
Council of the Great City Schools

| City School District | Does your school board vote on start and end times for each of the individual schools in your district? | Does your school board vote on start and end times by type of school? | Do any of your elementary schools start as early at 7:15AM? If yes, has your Board ever considered whether that time is too early for them? |
|---|---|---|---|
| | | | |
| Albuquerque | No | No | No |
| Anchorage | No, the board does not vote on individual schools. | High – 7:30 am<br>Middle – 8:15 am<br>Elementary – 9:00 am | We have no schools starting as early as 7:15. |
| Atlanta | No, but we have some policy guidance<br><br>Our Board does not vote on school day start and end times. | Same as #1. In accordance with State Rule 160-5-1-.02<http://www.gadoe.org/External-Affairs-and-Policy/State-Board-of-Education/SBOE%20Rules/160-5-1-.02.pdf> (School Day and School Year for Students and Employees), the Board votes on the student calendar and delegates the setting of the school day to the Administration. The Administration is tasked with setting a school day that meets the minimum instructional time requirements. | No. ES-8am<br>HS-8:30am<br>MS-9<br><br>We have not had a conversation or vote about appropriateness of start times, I would not support that time unless extreme circumstances required it as a stop-gap |
| Austin | No | No | No. Our elementary schools start between 7:30 - 8 a.m.<br><br>Middle schools start at 8:20 a.m.<br><br>High Schools starts at 9:15 a.m. |

| | | | This is mainly due to bus schedules running multiple routes |
|---|---|---|---|
| Birmingham | No | No | No |
| Boston | No | No | Yes. Some have raised it, but not to date. |
| Bridgeport | Yes | Yes | No |
| Buffalo | No, our school times have been set. If we move a school time, the Board does not need to vote. | No. We have an early schedule and late schedule. School times have been established for many years. If there is a change, the Superintendent can make it. | No. The early schools begin at 8:00am, a few schools may begin at 7:55am. In accordance with our teacher's contract, teachers do not report prior to 7:50am. |
| Charleston | No | No | No, but some elementary schools begin at 7:25. |
| Cincinnati | CPS' Student Achievement Committee is currently reviewing school start times. | -- | -- |
| Clark County (Las Vegas) | No | No | No |
| Cleveland | Yes, Cleveland's board adopts every school's individual start and end time. We present the list annually. | While groups of schools have similar times, they are not uniform. | We have K-8 schools that start at 7:20 am. We think it is too early, but it is largely driven by transportation. |
| Dallas | No | No | No |
| Dayton | Yes | No | Yes. We actually have a few schools that start at 7:10 a.m. Transportation by school bus is a major issue in our district, and the board opted to place some schools on this earlier start time to aid the process in running smoother. |
| Duval County (Jacksonville) | No | No | No, except Magnet Schools. We have a Bridge-To-Success |

| | | | program that begins at 7 a.m., covering grades 4-8. There have not been any times I'm aware of that the Board has considered changing that. |
|---|---|---|---|
| El Paso | No | No | No |
| Fort Worth | No | No | Yes, but students are not engaging in instructional time that early. That time is allocated to physical activity and classroom enrichment in the form of a before school program. The official start time is 8:00 am |
| Fresno | No. Our board does not vote on start and end time for individual schools, only on the school year calendar. | No. Our board does not vote on start and end time for schools by type, only on the school year calendar. | None of our elementary schools start as early as 7:15 a.m., although students show up as early as 7:15 a.m. to participate in the breakfast program. |
| Hillsborough County | Yes | Yes | No |
| Honolulu | No | No | No |
| Houston | No | No | No |
| Indianapolis | No | No | No |
| Miami-Dade County | Yes | Yes | No |
| Milwaukee | No. Our school board does NOT vote on school start and end times for individual schools. Administration has moved a particular school's bell schedule without board action as recent as last year for 'minor change' purposes that related to facilitating the scheduling of transportation | Yes. Our school board does vote on school start and end times for school types as a unit. All large-scale changes are subject to approval by the board as spelled out in Administrative Policy 7.04. We have recently presented concepts of re-tiering bell schedules to the board for consideration on particular cost savings | Yes. There are a few schools that do have a 7:15a bell time for schools. Our typical bell is however 7:30a for any High Schools on an early tier or 7:35a for K-8 schools. The buses ARRIVE at 7:15a for all early tier high schools with a 7:30a bell (HS) or 7:20a for a 7:30a bell (K-8). MPS currently (SY17- |

| | | | |
|---|---|---|---|
| | (authorized to do so in Admin Policy 7.04). | resolutions that have been directed to the administration. | 18) operates a two tier bell schedule, but is *considering* a three tier model in the near future, which may involve moving more schools to a 7:15a bell in order to optimize busing services with 3 tiers (and enough time in between the tiers to perform needed runs) |
| Minneapolis | Yes. We do have a policy on school start times – Policy 6132 School Day states that the Board of Education determines the "hours of opening and closing sessions" upon recommendation of the Superintendent. | Generally, the Superintendent creates the plan and asks the Board to ratify the plan. It is not usually school by school, but can be. It is also not usually grade band (all elementary, all middles, etc.). I know transportation and staggering start times to maximize routing plays a huge role in it. | We have a lot of schools that start at 7:30 and end at 2:00, but none that start earlier than that and I know I have heard discussion about even 7:30 being quite early. |
| Nashville | No, although there has been much discussion around school start times by the Board for several years, they do not actually vote on start and end times for individual schools in Metro Nashville. | The Board would vote if the Administration would recommend start time changes | None of our elementary schools have 7:15 start times.<br><br>For many years our start times have been 7:05 a.m. for high schools, 8:00 a.m. for elementary schools, and 8:55 a.m. for middle schools. We do not have any elementary schools that start earlier than 8:00 a.m. There has been much discussion about swapping start times for high schools and another tier level, but there has always been a concern about having younger children out waiting for buses before daylight. That seems to be the biggest obstacle with swapping the start times. |
| Norfolk | No | Yes | NO. There is an item with the Board to discuss |

| | | | |
|---|---|---|---|
| | | | potential changes to school start times, but that work has not been initiated at this time. |
| Oklahoma City | No | No | Yes (high schools); No |
| Omaha | No | Yes | No. Our Elementary start time is 8:50. We do have a few schools that have schedules slightly earlier that than, but not 7:15am. |
| Palm Beach County | No | No | No |
| Philadelphia | No | No | No |
| Pinellas County | Yes. At the April 11, 2017, school board meeting, non-consent agenda item #2: Request Approval of School Opening and Closing Times for 2017-2018 and Authorize the Superintendent to Make Additional Changes as Required by Statute- was approved. The agenda item lists all the district's schools with their opening and closing times and the board votes on it. | The type of school is listed in the agenda item, but it is only one item with all schools listed. | No. The earliest start time for any of our elementary schools is 7:35 AM. |
| Pittsburgh | No | No | No |
| Portland | No | No | No |
| Providence | No. But they are in our teacher union contract. | No. They are by school. | No. |
| Rochester | No | No | Our earliest start time for elementary schools is 7:30AM. |
| Sacramento | No, if the board voted for start and end times it was before my time with one exception. Several years ago, the board voted to | No | No |

| | | | |
|---|---|---|---|
| | approve teacher contract language, which would provide for one hour of collaborative time for teachers per week, which required extending the learning day by 15 minutes, so that the students would get out an hour earlier one day per week. | | |
| San Antonio | No | No | No |
| San Diego | No | No | No |
| Seattle | For at least the last couple of years, the Seattle School Board has voted on bus arrival and departure times and given the superintendent flexibility to a) set school bell times based on these transportation standards and b) make minor modifications as necessary. Seattle Public Schools recently completed a major overhaul of its school start times. | The impetus was a push from the Board and community to have middle and high schools start later and elementary schools earlier. Initially, the Board approved a three-tier start time schedule that maximized bus efficiency. | The earliest school start time under our model is 7:45am. Starting this school year, the Board approved a two-tier start time schedule, with no school starting earlier than 8am or later than 9am. |
| St. Louis | No. Schools are grouped into three tiers and those start and end times are voted on periodically (but not by each individual school). | Not exactly. School tiers are mostly grouped by type of school, so in a sense, yes. | No. Only high schools and a few middle schools start at 7:10. Elementary schools begin at either 8:05, 8:15, 9:10 or 9:20. However many elementary school parents have lobbied for earlier start times based on evidence/research that supports earlier start times for young children (and HS parents would like later start times). Due to budget constraints, the district is unable to accommodate this request because high schools need |

| | | | to end early enough for afternoon sports, etc. and we cannot afford the additional buses required to have additional schools on an early tier. |
|---|---|---|---|
| St. Paul | No | YES, they don't have to, but with our recent full system restructure, we did seek a board vote for approval. | NO, but about 20 will move to 7:30 in SY19-20. |
| Toledo | No | No | No, except for our magnet schools, which start earlier due to logistics of transportation. |
| Wichita | No | Yes. On June 5, 2017, the Board voted on general start times for all elementary, middle, and high schools. They also voted on early start times for those schools. In general, the Board has not voted on start times, but last year it had to take into account negative reaction to the effects of a longer school day/shorter school year that was approved in 2016-17 after severe budget cuts by the state of Kansas. Parents did not like students, especially elementary students, going to class until 4:40 p.m. | No |

# FINANCE TASK FORCE

# COUNCIL OF THE GREAT CITY SCHOOLS

# Task Force on Urban School Finance

## 2017-2018

### *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
Barbara Nevergold, Buffalo School Board

# STRATEGIC PLANNING

# Council *of the* Great City Schools

*THE NATION'S VOICE FOR URBAN EDUCATION*

## Strategic Plan

# 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 pledge to commit ourselves to the work of advancing empathy, equity, justice, and tolerance, and we vow to do everything we can to vigorously resist the forces of ignorance, fear, and prejudice, as we teach and guide our students. We will keep our commitments, and with society's support of 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.

# 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.

# Commitments

The ongoing work of the council is built on commitments to:

1.  *Improvement* in the instructional and non-instructional services provided by the membership and the organization. In many ways, this commitment sets the organization apart from other national education associations who simply represent and defend their memberships. Over the years, the Council has pursued those traditional roles, but also sought to improve public education in the nation's urban areas using the expertise of member districts in unique and collaborative ways.

2.  *Accountability* for results. More so than any other national organization, the Council has sought ways to demonstrate accountability for results. One can see this in its annual reports, district-specific services and return on investment reports, its policy positions on legislation like No Child Left Behind, its hard-hitting Strategic Support Teams, its research reports, and the like.

3. *Equity* of opportunity. The Council is a strong and outspoken voice for equity, opportunity, and social justice. Over the years, it has repeatedly spoken out on the issues of the day when others did not, and it has imbedded these values of equity into ongoing policy discussions, legislative positions, conference agendas and speakers, initiatives, reports and resources, and other activities.

4. *High Expectations* for the quality of our work and the capability of our students. The Council strives in all its efforts to reflect the highest standards of expertise and performance in both students and adults. This commitment sets the organization apart from others and is evident in the group's personnel, products, reports, research, conferences, recommendations, and communications.

5. *Integrity.* The organization is uncompromising in its veracity, consistency, and truthfulness in the pursuit of its mission—including the discipline to self-critique. These qualities have helped build the organization's reputation for forthrightness with the public, the media, and government. The organization has not actively pursued press attention, although frequently cited in the media; it works from the assumption that if one builds a reputation for high quality and integrity then the organization attracts the right kind of press.

# Goals and Strategies

The Council pledges to build on the legacy of continuous improvement it has constructed. The Council proposes to remain faithful to three main goals between 2018 and 2023, and will adjust its tactical efforts to ensure that its foreseeable challenges can be met. The strategies to achieve the goals are listed in order of importance as defined by the Board of Directors.

GOAL 1.   TO EDUCATE ALL URBAN SCHOOL STUDENTS TO THE HIGHEST ACADEMIC STANDARDS.

The Council will implement a three-pronged academic improvement strategy, which underscores work that the organization has pursued and is more carefully defined. The three prongs include emphases on continuing district wide academic improvements; a new emphasis on turning around our chronically low-performing schools; and greater weight on student groups that have been historically under-served, i.e., males of color, English learners, students with disabilities, and impoverished students.

Strategies:

1.  Conducting continuing research on why and how some urban school systems improve faster than others, and imbedding emerging findings into the Council's technical assistance, resources, conferences, and professional development

2.  Identifying, developing, and emphasizing effective initiatives for improving the academic attainment of males of color, English learners, impoverished students, and students with disabilities

3.  Protecting federal financial and regulatory support and flexibility for urban school systems

4.  Leading and supporting the continuing implementation of challenging college- and career-readiness standards

5.  Directing concentrated technical assistance, professional development, and support to our lowest-performing urban school systems

6.  Tracking our performance through the Trial Urban District Assessment and the Academic Key Performance Indicators to gauge progress and identify where additional emphasis is needed

7.  Supporting and improving networks of schools in our cities that are identified as the lowest performing in their respective states

8.  Encouraging social services and wrap-around supports for urban students—but not as a substitute for emphasizing higher standards of instruction

9.  Creating better tools to help members improve academic achievement, and pressuring commercial organizations to enhance the quality of their products

10. Building relationships with state entities around a common understanding and commitment to pursuing what works in improving low-performing schools

11. Building the pipeline of students who can successfully handle a rigorous ninth grade academic program and complete a core course of high school instruction

GOAL 2.   TO LEAD, GOVERN, AND MANAGE OUR URBAN PUBLIC SCHOOLS
IN WAYS THAT ADVANCE THE EDUCATION OF OUR STUDENTS AND
ENHANCE THE EFFECTIVENESS AND EFFICIENCY OF OUR INSTITUTIONS.

The Council will work to improve the leadership, governance, management, and operations of our districts. The Council will place tactical emphasis on the leadership and governance of our school boards, the tenure of our superintendents, and the operational performance of our districts.

Strategies:

1. Expanding the organization's work to strengthen the governing capacity of our school boards. This involves more professional development and technical assistance to sitting school boards and cross-district support of boards, school board presidents, and new school board members on both effective governance and their roles in improving student achievement

2. Delivering technical assistance, ongoing mentoring, and support for member superintendents through a cadre of successful former superintendents

3. Increasing use of the Council's performance management system and non-instructional key performance indicators to improve organizational effectiveness and efficiency

4. Providing additional Strategic Support Teams and technical assistance to member school systems

5. Convening regular meetings of member superintendents to foster and enhance collaboration, mutual support, and ability to act collectively

GOAL 3.   TO BOLSTER THE PUBLIC'S CONFIDENCE IN URBAN PUBLIC EDUCATION AND BUILD A SUPPORTIVE COMMUNITY FOR RAISING OUR CHILDREN AND ENHANCING THEIR FUTURE.

This Council will emphasize improvement in the public's perceptions of, support for, and confidence in public education in our nation's cities. The Council will stress our schools' role in strengthening our communities. This goal underscores an enhanced communications function of the Council and the work to strengthen the public's willingness to support our institutions when the Council runs into political or partisan trouble.

Strategies:

1. Enhancing the Council's outreach efforts to the public, placing more explicit emphasis on the successes and progress of urban public schools

2. Building coalitions with national and local urban organizations that can help the schools communicate the positive stories of urban public education.

3. Developing strategies and models for member districts on how to more effectively engage parents and community stakeholders

4. Standing for stronger equity in our schools

5. Conducting additional polling on the public's perceptions of urban public schools and where targeted messaging might prove effective

6. Increasing the Council's social media presence to reach a wider audience when communicating the progress of urban public education

7. Providing more comprehensive information to national and local community-based groups on the social services that our schools deliver to parents and the community

# STRATEGIC PLANNING SURVEY RESULTS

MARCH 2018

## COUNCIL OF THE GREAT CITY SCHOOLS

# DISTRICT ROLE

## WHAT IS YOUR ROLE IN YOUR SCHOOL DISTRICT?

- SUPERINTENDENT (N=27): 55%
- SCHOOL BOARD MEMBER (N=17): 35%
- OTHER (N=5): 10%

## PUBLIC RELATIONS ROLE

- COMMUNICATIONS DIRECTOR (N=26): 58%
- COMMUNICATIONS STAFF MEMBER (N=6): 13%
- DIRECTOR OF PUBLIC RELATIONS (N=6): 13%
- OTHER (N=5): 11%
- PUBLIC RELATIONS STAFF MEMBER (N=2): 4%

## OPERATIONS ROLE

- CHIEF OPERATING OFFICER (N=19): 27%
- CHIEF FINANCIAL OFFICER (N=18): 26%
- DIRECTOR OF HUMAN RESOURCES (N=18): 26%
- CHIEF INFORMATION OFFICER/E-RATE DIRECTOR OR STAFF (N=11): 16%
- OTHER (N=4): 6%

## RESEARCH/ACADEMIC ROLE

- RESEARCH/ASSESSMENT STAFF (N=45): 36%
- ACADEMIC/CURRICULUM STAFF (N=29): 23%
- ELL STAFF (N=32): 26%
- SPECIAL EDUCATION STAFF (N=12): 9%
- OTHER (N=7): 6%

## WHAT IS YOUR ROLE IN YOUR SCHOOL DISTRICT?

- GOVERNMENT RELATIONS/LEGISLATIVE STAFF (N=13): 50%
- FEDERAL PROGRAMS/TITLE I STAFF (N=10): 42%
- OTHER (N=2): 8%

2

# DISTRICT & COUNCIL EXPERIENCE

**How long have you been with your current school district?**

|  | Superintendent/ Board Member | Legislative Services | Operations and Management | Research/ Academic | Public Relations/ Communications |
|---|---|---|---|---|---|
| Less than a year | 8.2% | 12.0% | 7.3% | 8.8% | 11.1% |
| 1 to 3 years | 20.4% | 24.0% | 34.8% | 21.6% | 35.6% |
| 4 to 5 years | 22.5% | 4.0% | 8.7% | 12.0% | 6.7% |
| Longer than 5 years | 49.0% | 60.0% | 49.3% | 57.6% | 46.7% |

**Have You Attended Any Council Conferences/Activities?**

|  | Superintendent/ School Board Member (n= 43) | Legislative Services (n=18) | Operations/ Management (n=51) | Research/ Academic (n=107) | Public Relations/ Communications (n=45) |
|---|---|---|---|---|---|
| **Meeting** |  |  |  |  |  |
| Annual Fall Conference | 95.3% | 33.3% | 41.18% | 56.1% | 31.11% |
| Bilingual Directors Meeting |  |  |  | 23.4% |  |
| Board of Directors Meeting | 55.8% |  |  |  |  |
| Chief Financial Officers Meeting |  |  | 21.57% |  |  |
| Chief Information Officers and MIS Directors Meeting |  |  | 7.84% |  |  |
| Chief Operating Officers Conference | 2.3% |  | 27.45% |  |  |
| Curriculum, Research Directors Meeting |  |  |  | 31.8% |  |
| Executive Committee Meeting | 34.9% |  |  |  |  |
| Human Resources and Personnel Directors Meeting |  |  | 27.45% | 0.9% |  |
| Public Relations Executives Meeting |  |  |  |  | 66.67% |
| Spring Legislative Conference | 46.5% | 77.8% | 5.88% | 4.7% | 2.22% |
| Task Force Meeting | 34.9% |  |  |  |  |
| None |  | 16.7% | 15.69% | 23.4% | 26.67% |
| Other (please specify) | 9.3% |  | 17.65% | 3.7% |  |

3

# YOUR DISTRICT'S PRESSING NEEDS?

| Needs | Superintendent/ Board Member | Legislative Services | Operations and Management | Research/ Academic | Public Relations/ Communications |
|---|---|---|---|---|---|
| Increase the level of academic achievement throughout the district to ensure that students are graduating college and career ready | 68.1% | 45.5% | 53.6% | 64.5% | 64.3% |
| Turn around lowest performing schools | 34.0% | 40.9% | 26.1% | 30.7% | 42.9% |
| Close the achievement gap | 34.0% | 59.1% | 39.1% | 54.8% | 35.7% |
| Balance budgets while still delivering quality education | 27.7% | 59.1% | 31.9% | 9.7% | 28.6% |
| Strengthen pipeline of effective teachers in the district | 27.7% | 27.3% | 18.8% | 12.9% | 11.9% |
| Provide wrap-around and social -emotional supports to students | 19.2% | 9.1% | 5.8% | 15.3% | 21.4% |
| Increase public confidence in your district | 12.8% | 9.1% | 15.9% | 7.3% | 40.5% |
| Improve infrastructure | 10.6% | 0.0% | 14.5% | 4.0% | 7.1% |
| Improve quality of existing teachers through better professional development supports | 10.6% | 0.0% | 8.7% | 17.7% | 9.5% |
| Optimize administrative operations in order to maximize amount of funding available for academic purposes | 10.6% | 4.6% | 17.4% | 0.8% | 4.8% |
| Other (please specify) | 10.6% | 9.1% | 14.5% | 9.7% | 7.1% |
| Strengthen pipeline of effective school leaders in the district | 10.6% | 13.6% | 15.9% | 17.7% | 4.8% |
| Improve programming for special education students | 8.5% | 4.6% | 4.4% | 13.7% | 0.0% |
| Manage the growth of charter schools and other choices | 8.5% | 9.1% | 10.1% | 4.0% | 16.7% |
| Decrease district dropout rates | 6.4% | 0.0% | 5.8% | 2.4% | 0.0% |
| Improve quality of central administration staff in key leadership positions through targeted training / professional development supports | 4.3% | 4.6% | 11.6% | 2.4% | 0.0% |
| Strengthen staff accountability in the central office (e.g., better evaluation systems) | 4.3% | 0.0% | 8.7% | 1.6% | 0.0% |
| Strengthen teacher accountability in the system (e.g., better evaluation systems) | 4.3% | 0.0% | 2.9% | 1.6% | 0.0% |
| Improve programming for ELL students | 2.1% | 0.0% | 4.4% | 18.6% | 7.1% |
| Improve programming for struggling students | 2.1% | 18.2% | 4.4% | 12.1% | 2.4% |
| Implement blended learning and other one-to-one initiatives | 0.0% | 0.0% | 2.9% | 4.8% | 0.0% |
| Implement the Common Core State Standards or other college and career-readiness standards | 0.0% | 4.6% | 0.0% | 3.2% | 0.0% |
| Improve quality of existing school principal leadership in the district through better professional development supports | 0.0% | 0.0% | 11.6% | 7.3% | 7.1% |
| Improve the quality and implementation of district curriculum | 0.0% | 4.6% | 2.9% | 14.5% | 4.8% |
| Strengthen district's overall accountability system through better assessments & testing | 0.0% | 0.0% | 1.5% | 3.2% | 0.0% |
| Strengthen school leader accountability in the system (e.g., better evaluation systems) | 0.0% | 0.0% | 2.9% | 0.8% | 2.4% |

# WHAT IS MOST IMPORTANT TO YOU?

HOW IMPORTANT DO YOU FEEL EACH OF THE FOLLOWING SERVICES IS IN SUPPORTING YOUR WORK?
PLEASE RESPOND ON A SCALE OF 1-5 WHERE 1 = "NOT IMPORTANT AT ALL" AND 5 = "EXTREMELY IMPORTANT."

| Services | Superintendent/ Board Member | Legislative Services | Operations and Management | Research/ Academic | Public Relations/ Communications |
|---|---|---|---|---|---|
| Academic reports, tools, and resources to improve instruction | 4.1 | 3.6 | 3.5 | 3.9 | 3.3 |
| Analyses of NAEP results | 3.8 | 3.4 | 3.3 | 3.5 | 3.1 |
| Annual report, including district-by-district results of Council work | 4.0 | 3.6 | 3.4 | 3.4 | 3.4 |
| Common Core State Standards implementation meetings and assistance | 3.1 | 3.1 | 3.0 | 3.0 | 2.8 |
| ELL Online Professional Learning Platform | 3.5 | 3.2 | 3.1 | 3.4 | 2.7 |
| Key Performance Indicators (KPIs) to benchmark district academic results | 4.2 | 3.3 | 4.0 | 3.8 | 3.5 |
| Key Performance Indicators (KPIs) to benchmark district operations and finances | 4.2 | 3.2 | 4.0 | 3.5 | 3.5 |
| Legal representation of urban school districts in federal court cases | 4.3 | 3.5 | 3.7 | 3.8 | 3.6 |
| Legal Webinars | 3.3 | 3.6 | 3.1 | 3.3 | 2.6 |
| Legislative advocacy on Capitol Hill | 4.7 | 4.6 | 4.0 | 4.0 | 3.5 |
| Monthly newsletter—The Urban Educator—on recent developments in member districts | 3.9 | 3.5 | 3.2 | 3.4 | 3.3 |
| Online jobs board | 3.3 | 3.1 | 3.2 | 3.0 | 3.2 |
| Political support to districts when they face political or media crises | 4.2 | 3.8 | 3.6 | 3.7 | 3.9 |
| Press conferences, news releases, and opinion pieces on urban school positions | 4.3 | 3.8 | 3.3 | 3.6 | 3.7 |
| Public service announcements | 3.5 | 3.3 | 2.9 | 3.0 | 2.9 |
| Regulatory advocacy in federal agencies | 4.4 | 4.6 | 4.0 | 4.0 | 3.4 |
| Research and best practices on males of color | 4.2 | 3.6 | 3.7 | 4.1 | 3.5 |
| Research and studies on trends and practices in urban schools | 4.4 | 4.2 | 3.8 | 4.2 | 3.8 |
| Responding to information requests, sharing information, or queries (for data, information, best practices, additional customized research) | 4.2 | 4.1 | 4.0 | 3.8 | 3.9 |
| Scholarships for Great City School graduates who are pursuing STEM majors | 3.5 | 3.5 | 3.3 | 3.3 | 3.0 |
| School board training and superintendent search assistance | 4.2 | 3.5 | 3.7 | 3.2 | 3.5 |
| Technical assistance to districts participating in NAEP | 3.4 | 3.1 | 3.2 | 3.1 | 2.8 |
| Twitter and social media support | 3.2 | 3.0 | 2.8 | 2.7 | 3.0 |
| Urban School Executives Program | 3.7 | 3.2 | 3.2 | 3.2 | 3.4 |
| Advice to districts on how to comply with specific federal guidance and regulations (e.g., Title I spending) | | 4.3 | | | |
| Advice to districts on how to implement legislation that has already passed (e.g., ESSA) | | 4.3 | | | |
| Advocacy services (Council represents urban public school districts on the Hill and before federal agencies) | | 4.7 | | | |
| Assistance with interpreting new and proposed legislation | | 4.7 | | | |
| Conference calls on federal legislation, guidance, regulations, and/or proposed rules | | 4.5 | | | |
| Getting information from or connecting with other urban districts | | 4.0 | | | |
| Common Core implementation meetings, materials, and activities | | | | 3.0 | |
| Research reports and surveys on trends, issues, and challenges facing urban school districts | | | | 4.2 | |
| Assistance with press releases or opinion pieces on district developments | | | | | 2.4 |
| Biennial Survey of Public Relations Offices in the Great City Schools | | | | | |
| Communications-focused peer reviews conducted by the Council to help the district accomplish a particular Communications goal | | | | | 3.6 |
| Exchanging information via the public relations executives listserve | | | | | 4.6 |
| Media assistance around the release of NAEP scores | | | | | 2.7 |

# WHAT IS MOST IMPORTANT TO YOU?

HOW IMPORTANT DO YOU FEEL EACH OF THE FOLLOWING SERVICES IS IN SUPPORTING YOUR WORK? PLEASE RESPOND ON A SCALE OF 1-5 WHERE 1 = "NOT IMPORTANT AT ALL" AND 5 = "EXTREMELY IMPORTANT."

| Services | Superintendent/ Board Member | Legislative Services | Operations and Management | Research/ Academic | Public Relations/ Communications |
|---|---|---|---|---|---|
| Annual Fall Conference to share best practices | 4.5 | 3.8 | 3.9 | 4.0 | 4.0 |
| Annual meetings of member district CIOs, COOs, CFOs, or Food Services Directors | | | 3.9 | | |
| Annual meeting of the bilingual education directors | | | | 3.5 | |
| Annual meeting of the curriculum and research directors | | | | 3.8 | |
| Annual meeting of public relations executives | | | | | 4.5 |
| Spring Legislative Conference | 4.1 | 4.2 | 3.2 | 3.4 | 2.8 |
| Job-alike meetings for school district administrators | 4.0 | 3.4 | | | |
| Strategic support teams to review and assist districts in such non-instructional areas as budget operations, human resource operations, transportation, and food services | 4.2 | 3.5 | | 3.3 | 3.2 |
| Strategic Support Team reviews in the area of facilities operations | | | 3.6 | | |
| Strategic Support Team reviews in the area of human resources and personnel operations | | | 3.9 | | |
| Strategic Support Team reviews in the area of IT | | | 3.7 | | |
| Strategic Support Team reviews in the area of transportation | | | 3.6 | | |
| Strategic Support Team reviews in the areas of finance and budgeting | | | 3.5 | | |
| Strategic Support Team reviews in the area of food services | | | 3.3 | | |
| Strategic support teams to review and assist districts in instruction, special education, and English language learners | 4.2 | 3.4 | 3.4 | | 3.2 |
| Strategic Support Team reviews in the areas of curriculum, instruction, reading and/or math | | | | 3.8 | |
| Strategic Support Team reviews in the areas of ELLs and bilingual education | | | | 3.8 | |
| Strategic Support Team reviews in the areas of Special Education | | | | 3.7 | |
| Strategic Support Team reviews in the area of federal programs (e.g., analyze the strengths and weaknesses of how the function is currently structured / staffed in the district, complying with federal law) | | 3.9 | | | |
| Strategic support teams to review and assist districts in their communications operations | | | | | 3.5 |

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# ARE NEW SERVICES NEEDED?

## Superintendents / School Board Members:
## Would any of the following services/tools meet a critical need in your district?

| Service | No | Yes |
|---|---|---|
| More support and professional development for school boards and superintendents | 11% | 89% |
| Support for your lowest-performing schools | 34% | 66% |
| Synthesis of findings from strategic support team reviews that would identify promising practices and recurring challenges | 9% | 91% |
| Leadership and professional development for central office staff in non-instructional areas | 14% | 86% |
| Leadership and professional development for central office instructional staff | 33% | 67% |

■ No, it would not help meet a critical need, either at the district or department level.
■ Yes, it would help meet a critical district need.

## Legislative Services:
## Would any of the following services/tools meet a critical need in your district?

| Service | No | May not be priority | Yes |
|---|---|---|---|
| More direct intervention into common state legislative and policy issues | 20% | 20% | 60% |
| Additional session on federal programs at the annual fall conference | 20% | 35% | 45% |
| Basic training in federal issues for superintendents and board members | 10% | 48% | 43% |
| Leadership and professional development for district legislative staff | 14% | 43% | 43% |

■ No, it would not help meet a critical need, either at the district or department level
■ It may not be a priority at the district level, but it is a critical need for my department
■ Yes, it would help meet a critical district need

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# ARE NEW SERVICES NEEDED?

**Operations / Management:**
**Would any of the following services/tools meet a critical need in your district?**

| | No | It may not be a priority | Yes |
|---|---|---|---|
| More technical assistance to districts on how to improve operations and finances | 17% | 48% | 34% |
| Leadership and professional development for district operations and finance staff | 17% | 40% | 43% |
| A formal training and professional development program to build your staff capacity | 17% | 40% | 43% |
| Synthesis of findings from strategic support teams that would identify promising practices and recurring challenges | 9% | 42% | 49% |

- ■ No, it would not help meet a critical need, either at
- ■ It may not be a priority at the district level, but it is a critical need for my department
- ■ Yes, it would help meet a critical district need

**Research / Academic:**
**Would any of the following services/tools meet a critical need in your district?**

| | No | It may not be a priority | Yes |
|---|---|---|---|
| More technical assistance on how to analyze data to improve achievement | 19% | 30% | 51% |
| More technical assistance to districts on how to improve achievement | 7% | 35% | 58% |
| More instructional improvement tools | 20% | 28% | 52% |
| Synthesis of findings from instructional support teams that would identify promising practices and recurring challenges | 7% | 29% | 65% |
| Leadership and professional development for district academic and research staff | 8% | 42% | 50% |

- ■ No, it would not help meet a critical need, either at the district or department level.
- ■ It may not be a priority at the district level, but it is a critical need for my department
- ■ Yes, it would help meet a critical district need

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# ARE NEW SERVICES NEEDED?

## PRE / Communications:
### Would any of the following services/tools meet a critical need in your district?



More communications tools to improve the public's perceptions of urban schools: 3%, 33%, 63%

More technical assistance to districts on how to improve communications: 10%, 60%, 30%

Synthesis of findings from strategic support teams that would identify promising practices and recurring challenges in the area of communications: 7%, 60%, 33%

Leadership and professional development for district communications and public relations staff: 13%, 50%, 37%

■ No, it would not help meet a critical need, either at the district or department level

■ It may not be a priority at the district level, but it is a critical need for my department

■ Yes, it would help meet a critical district need

## How satisfied are you with the services and value offered to your district as a member of the Council?
### (5 point scale)



| Superintendent | Legislative Services | Operations | Research/Academic | PRE/ Communications |
|---|---|---|---|---|
| 4.6 | 4.4 | 4.1 | 4.1 | 4.1 |
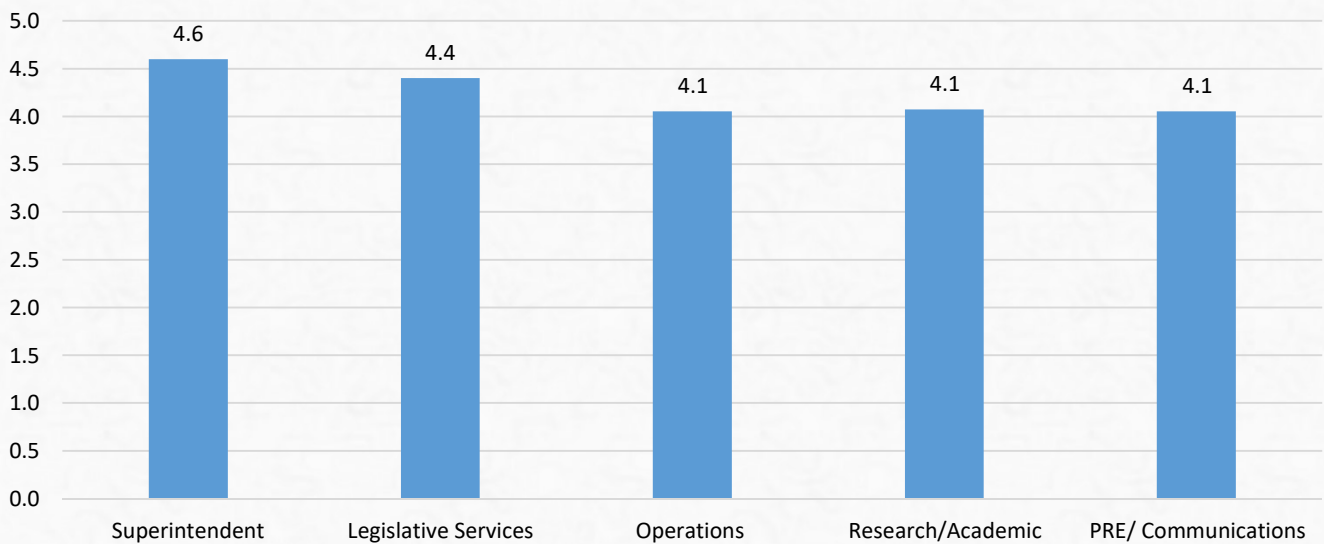
# SUBCOMMITTEE ON AUDIT

# COUNCIL OF THE GREAT CITY SCHOOLS

# Subcommittee on Audit

## 2017-2018

### *Subcommittee Goal*

To review and report on Council budgetary matters, and ensure the proper management of Council revenues.

### *Chair*
Eric Gordon, Cleveland CEO

### *Members*

Paul Cruz, Austin Superintendent
Michael Hinojosa, Dallas Superintendent
Ashley Paz, Fort Worth School Board
Elisa Snelling, Anchorage School Board
Paula Wright, Duval County School Board

### *Ex Officio*
Darienne Driver, Milwaukee Superintendent

# 2016-2017 AUDIT REPORT

# INDEPENDENT AUDITOR'S REPORT

## FOR

## FISCAL YEAR 2016-2017

## ENDING JUNE 30, 2017

# Council of the Great City Schools

## Financial Statements and Supplemental Information

*For the Year Ended June 30, 2017*
 *(With Summarized Financial Information for the Year Ended June 30, 2016)*

## and
## Report Thereon

**COUNCIL OF THE GREAT CITY SCHOOLS**

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**For the Year Ended June 30, 2017**

_____

**INDEPENDENT AUDITOR'S REPORT**

To the Board of Directors of the
  Council of the Great City Schools

We have audited the accompanying financial statements of the Council of the Great City Schools (the Council), which comprise the statement of financial position as of June 30, 2017, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements.

**Management's Responsibility for the Financial Statements**

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

**Auditor's Responsibility**

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

**Opinion**

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Council of the Great City Schools as of June 30, 2017, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

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Continued
- 1 -
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**Other Matters**

*Report on Summarized Comparative Information*

We have previously audited the Council's 2016 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated February 3, 2017. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2016, is consistent, in all material respects, with the audited financial statements from which it has been derived.

*Report on Supplemental Information*

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The supplemental schedule of project revenue and expenses on page 16 is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

*Raffa, P.C.*

**Raffa, P.C.**

Washington, DC
January 31, 2018

# COUNCIL OF THE GREAT CITY SCHOOLS

## STATEMENT OF FINANCIAL POSITION
### June 30, 2017
### (With Summarized Financial Information as of June 30, 2016)

|  | 2017 | 2016 |
|---|---|---|
| **ASSETS** | | |
| Cash and cash equivalents | $ 2,263,603 | $ 2,882,372 |
| Accounts receivable | 31,268 | 92,117 |
| Grants, contributions and contracts receivable, net | 1,699,264 | 1,932,417 |
| Prepaid expenses | 180,040 | 82,847 |
| Investments | 7,259,586 | 5,936,730 |
| 457(b) and 457(f) plan assets | 514,151 | 408,790 |
| Property and equipment, net | 721,830 | 796,903 |
| Deposits | 29,717 | 86,377 |
| TOTAL ASSETS | $ 12,699,459 | $ 12,218,553 |
| **LIABILITIES AND NET ASSETS** | | |
| **Liabilities** | | |
| Accounts payable | $ 85,615 | $ 378,003 |
| Accrued expenses | 152,228 | 166,936 |
| Deferred compensation plan liability | 514,151 | 408,790 |
| Deferred membership dues | 355,172 | 223,421 |
| Deferred sponsorships and other | 260,250 | 363,485 |
| Deferred rent and lease incentive | 986,015 | 680,026 |
| TOTAL LIABILITIES | 2,353,431 | 2,220,661 |
| **Net Assets** | | |
| Unrestricted | 7,624,803 | 6,944,457 |
| Temporarily restricted | 2,721,225 | 3,053,435 |
| TOTAL NET ASSETS | 10,346,028 | 9,997,892 |
| TOTAL LIABILITIES AND NET ASSETS | $ 12,699,459 | $ 12,218,553 |

**The accompanying notes are an integral part of these financial statements.**

# COUNCIL OF THE GREAT CITY SCHOOLS

## STATEMENT OF ACTIVITIES
### For the Year Ended June 30, 2017
### (With Summarized Financial Information for the Year Ended June 30, 2016)

| | Unrestricted | Temporarily Restricted | 2017 Total | 2016 Total |
|---|---|---|---|---|
| **OPERATING REVENUE AND SUPPORT** | | | | |
| Grants and contracts | $ 443,863 | $ 1,784,513 | $ 2,228,376 | $ 3,762,186 |
| Membership dues | 2,756,018 | - | 2,756,018 | 2,744,256 |
| Sponsorships | 1,253,275 | 30,900 | 1,284,175 | 1,051,050 |
| Registration fees | 478,248 | - | 478,248 | 380,567 |
| Interest and dividends | 258,082 | - | 258,082 | 287,946 |
| Royalties and other income | 60,083 | - | 60,083 | 40,590 |
| Net assets released from restriction: | | | | |
| Satisfaction of program restrictions | 2,147,623 | (2,147,623) | - | - |
| | | | | |
| TOTAL OPERATING REVENUE AND SUPPORT | 7,397,192 | (332,210) | 7,064,982 | 8,266,595 |
| | | | | |
| **EXPENSES** | | | | |
| Program services | 5,943,843 | - | 5,943,843 | 5,429,693 |
| Management and general | 1,322,316 | - | 1,322,316 | 1,122,700 |
| Fundraising | 25,332 | - | 25,332 | 32,160 |
| | | | | |
| TOTAL OPERATING EXPENSES | 7,291,491 | - | 7,291,491 | 6,584,553 |
| | | | | |
| Change in net assets before nonoperating activities and losses | 105,701 | (332,210) | (226,509) | 1,682,042 |
| | | | | |
| Loss on return of grant funds | - | - | - | (64,569) |
| | | | | |
| **NONOPERATING ACTIVITIES** | | | | |
| Net gains (losses) on investments | 574,645 | - | 574,645 | (315,708) |
| | | | | |
| **CHANGE IN NET ASSETS** | 680,346 | (332,210) | 348,136 | 1,301,765 |
| | | | | |
| NET ASSETS, BEGINNING OF YEAR | 6,944,457 | 3,053,435 | 9,997,892 | 8,696,127 |
| | | | | |
| NET ASSETS, END OF YEAR | $ 7,624,803 | $ 2,721,225 | $ 10,346,028 | $ 9,997,892 |

# COUNCIL OF THE GREAT CITY SCHOOLS

## STATEMENT OF CASH FLOWS
### For the Year Ended June 30, 2017
### (With Summarized Financial Information for the Year Ended June 30, 2016)
### Increase (Decrease) in Cash and Cash Equivalents

| | 2017 | 2016 |
|---|---|---|
| CASH FLOWS FROM OPERATING ACTIVITIES | | |
| Change in net assets | $ 348,136 | $ 1,301,765 |
| Adjustments to reconcile change in net assets to net cash provided by operating activities: | | |
| Depreciation and amortization | 82,460 | 13,947 |
| Realized losses (gains) on sales of investments | (118,349) | 83,364 |
| Unrealized losses (gains) on investments | (456,296) | 232,344 |
| Change in provision for doubtful accounts | 12,245 | (52,000) |
| Changes in assets and liabilities: | | |
| Accounts receivable | 60,849 | (25,191) |
| Grants, contributions and contracts receivable | 220,908 | (1,480,356) |
| Prepaid expenses | (97,193) | 67,786 |
| Deposits | 56,660 | (59,433) |
| Accounts payable | (292,388) | 136,920 |
| Accrued expenses | (14,708) | 14,725 |
| Deferred membership dues | 131,751 | (228,272) |
| Deferred sponsorships and other | (103,235) | 190,140 |
| Deferred rent and lease incentive | 305,989 | - |
| NET CASH PROVIDED BY OPERATING ACTIVITIES | 136,829 | 195,739 |
| CASH FLOWS FROM INVESTING ACTIVITIES | | |
| Purchases of property and equipment | (7,387) | (110,660) |
| Purchases of investments | (1,502,045) | (2,648,563) |
| Proceeds from sales of investments | 753,834 | 2,469,836 |
| NET CASH USED IN INVESTING ACTIVITIES | (755,598) | (289,387) |
| NET DECREASE IN CASH AND CASH EQUIVALENTS | (618,769) | (93,648) |
| CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR | 2,882,372 | 2,976,020 |
| CASH AND CASH EQUIVALENTS, END OF YEAR | $ 2,263,603 | $ 2,882,372 |
| SUPPLEMENTAL CASH FLOW INFORMATION | | |
| NONCASH INVESTING ACTIVITIES | | |
| Leasehold improvements acquired under operating lease | $ - | $ 680,026 |
| Deferred leasehold improvement allowance included in operating lease | - | (680,026) |
| | $ - | $ - |

**The accompanying notes are an integral part of these financial statements.**

# COUNCIL OF THE GREAT CITY SCHOOLS

## NOTES TO FINANCIAL STATEMENTS
### For the Year Ended June 30, 2017

1.    Organization and Summary of Significant Accounting Policies

### Organization

The Council of the Great City Schools (the Council) is a coalition of 70 of the nation's largest urban public school systems.  Founded in 1956 and incorporated in 1961, the Council is located in Washington, D.C., where it works to promote urban education through legislation, research, media relations, instruction, management, technology and other special projects designed to improve the quality of urban education.  The Council serves as the national voice for urban educators, providing ways to share promising practices and address common concerns.  These activities are funded primarily through membership dues, grants, contracts and sponsorships.

### Basis of Presentation

The accompanying financial statements are presented on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America (GAAP).  Consequently, revenue is recognized when earned and expenses are recognized when the obligation is incurred.

### Cash Equivalents

The Council considers money market funds, sweep funds and all highly liquid investments purchased with maturities of three months or less that are not held in investment accounts to be cash equivalents.

### Accounts Receivable and Grants, Contributions and Contracts Receivable

Accounts receivable and grants, contributions and contracts receivable are stated at net realizable value.  Receivables that are past due are individually analyzed for collectibility.  When all collection efforts have been exhausted, the account is written off against an allowance account. Management provides an allowance for those receivables it believes to be uncollectible.

### Investments

Investments consist of mutual funds, money market funds and certificates of deposits.  These investments are recorded in the accompanying statement of financial position at fair value based on quoted market prices.  Fair value is the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date. For disclosure of the inputs used to measure fair value and related valuation techniques, see Note 4.  Interest and dividend income is recorded as earned.  Unrealized gains or losses are determined by comparison of cost to fair value at the beginning and end of the reporting period. Realized gains or losses on sales of investments are recorded on the trade date of the transaction.  All such gains and losses are included in net gains (losses) on investments in the accompanying statement of activities and considered nonoperating revenue.  Interest and dividends are shown as a separate line item in the accompanying statement of activities and considered to be operating revenue.

### Fair Value Measurement

Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) Topic 820, *Fair Value Measurement*, defines fair value, establishes a framework for measuring fair value in accordance with GAAP and requires disclosures about fair value measurements for assets and

1.      Organization and Summary of Significant Accounting Policies (continued)

**Fair Value Measurement (continued)**

liabilities measured at fair value on a recurring basis. The ASC emphasizes that fair value is a market-based measurement, not an entity-specific measurement, and therefore a fair value measurement should be determined based on the assumptions that market participants would use in pricing the asset or liability. As a basis for considering market participant assumptions in fair value measurements, the ASC established a fair value hierarchy based upon the transparency of the inputs to the valuation of an asset or liability. These inputs may be observable, whereby market participant assumptions are developed based on market data obtained from independent sources, and unobservable, whereby assumptions about market participant assumptions are developed by the reporting entity based on the best information available in the circumstances.

The three levels of the fair value hierarchy are described as follows:

> *Level 1* – Inputs based on quoted prices (unadjusted) in active markets for identical assets or liabilities accessible at the measurement date.

> *Level 2* – Inputs other than quoted prices included in Level 1 that are observable for the asset or liability, either directly or indirectly, such as quoted prices for similar assets or liabilities in active markets.

> *Level 3* – Unobservable inputs for the asset or liability, including the reporting entity's own assumptions in determining the fair value measurement.

The Council's assets that are measured at fair value on a recurring basis as of June 30, 2017, are described in Note 4 of these financial statements.

**Property and Equipment and Related Depreciation and Amortization**

All property and equipment with a useful life of more than one year and an acquisition cost greater than $1,000 is capitalized at cost. Depreciation and amortization are provided on a straight-line basis over the estimated useful lives of three to seven years, with no salvage value. Leasehold improvements are amortized on the straight-line basis over the shorter of the lease term or the estimated useful life of the asset. The cost of property and equipment retired or disposed of is removed from the accounts along with the related accumulated depreciation, and any gain or loss is reflected in income or expense in the accompanying statement of activities. Expenditures for major repairs and improvements are capitalized; expenditures for minor repairs and maintenance costs are expensed when incurred.

**Classification of Net Assets**

The net assets of the Council are reported as follows:

- Unrestricted net assets represent the portion of expendable funds that are available for support of the Council's operations.

- Temporarily restricted net assets represent funds that are restricted by donors for specific programs or use in future periods.

1.   Organization and Summary of Significant Accounting Policies (continued)

## Revenue Recognition

The Council reports cash and other assets received as restricted support if they are received with donor stipulations that limit the use of the donated assets.  When a donor-imposed restriction expires, that is, when a stipulated time restriction ends or purpose restriction is met, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the accompanying statement of activities as net assets released from restrictions.

Unrestricted grants are reported as revenue in the year in which payments are received and/or unconditional promises to give are made.  Revenue recognized on grants that have been committed to the Council, but have not been received, is reflected as part of grants, contributions and contracts receivable in the accompanying statement of financial position.

Contract revenue is recognized as costs are incurred on the basis of direct costs plus allowable indirect expenses at a provisional rate.  Revenue recognized on contracts for which billings have not been presented to or collected from the awarding agency is included in grants, contributions and contracts receivable in the accompanying statement of financial position.

Membership dues are recognized in the year to which the membership dues relate.  Membership dues paid in advance of the membership period are reported as deferred membership dues in the accompanying statement of financial position.

Sponsorship and registration fees received for conferences and meetings are deferred upon receipt and are recognized as revenue in the year in which the conferences or meetings are held.

## Functional Allocation of Expenses

The costs of providing various programs and other activities have been summarized on a functional basis in the accompanying statement of activities.  Accordingly, certain costs have been allocated among the programs and supporting services benefited based on direct costs.

## Estimates

The preparation of financial statements in conformity with GAAP requires management to make estimates and assumptions that affect certain reported amounts and disclosures.  Accordingly, actual results could differ from those estimates.

## Measure of Operations

Operating revenue and expenses generally reflect those revenues and expenses that arise from the Council's activities, and exclude all realized and unrealized gains and losses from investments.

**COUNCIL OF THE GREAT CITY SCHOOLS**

**NOTES TO FINANCIAL STATEMENTS**
**For the Year Ended June 30, 2017**

2.   Grants, Contributions and Contracts Receivable

As of June 30, 2017, grants, contributions and contracts receivable consisted of unconditional promises to give, sponsorships for conferences that had already taken place and work conducted by the Council under the strategic support teams initiative. All amounts were due to be collected within one year. The Council has established an allowance for doubtful accounts of $137,755. Grants, contributions and contracts receivable consisted of the following:

| | |
|---|---|
| Grants receivable | $ 1,365,017 |
| Strategic support teams | 230,545 |
| Sponsorships receivable | 208,000 |
| Other receivables | 33,457 |
| Total Grants, Contributions and Contracts Receivable | 1,837,019 |
| Less: Allowance for Doubtful Account | (137,755) |
| Grants, Contributions and Contracts Receivable, Net | $ 1,699,264 |

3.   Investments

Investments, at fair value, consisted of the following as of June 30, 2017:

| | |
|---|---|
| Equity mutual funds | $ 5,520,131 |
| Bond mutual funds | 1,179,880 |
| Certificates of deposit | 499,835 |
| Money market funds | 59,740 |
| Total Investments | $ 7,259,586 |

Investment income is summarized as follows for the year ended June 30, 2017:

| | |
|---|---|
| Interest and dividends | $ 258,082 |
| Realized gains | 118,349 |
| Unrealized gains | 456,296 |
| Total Investment Income | $ 832,727 |

Investment fees incurred for the year ended June 30, 2017, were $46,779 and are included in management and general expenses in the accompanying statement of activities.

4.    Fair Value Measurement

The following table summarizes the Council's investments measured at fair value on a recurring basis as of June 30, 2017, aggregated by the fair value hierarchy level within which those measurements were made:

| | Fair Value | Quoted Prices in Active Markets for Identical Assets/ Liabilities (Level 1) | Significant Other Observable Inputs (Level 2) | Significant Unobservable Inputs (Level 3) |
|---|---|---|---|---|
| **Assets:** | | | | |
| Investments: | | | | |
| Mutual funds: | | | | |
| Equity funds: | | | | |
| Large growth | $ 1,087,951 | $ 1,087,951 | $ - | $ - |
| Large value | 752,228 | 752,228 | - | - |
| Moderate allocation | 689,322 | 689,322 | - | - |
| Foreign large value | 620,983 | 620,983 | - | - |
| Diversified emerging markets | 478,270 | 478,270 | - | - |
| Real estate | 306,052 | 306,052 | - | - |
| Small value | 431,202 | 431,202 | - | - |
| Small cap growth | 389,163 | 389,163 | - | - |
| Commodity broad basket | 118,922 | 118,922 | - | - |
| Mid cap value | 355,255 | 355,255 | - | - |
| Mid cap growth | 290,783 | 290,783 | - | - |
| Total Equity Funds | 5,520,131 | 5,520,131 | - | - |
| Bond funds: | | | | |
| Intermediate term | 733,090 | 733,090 | - | - |
| High yield | 259,503 | 259,503 | - | - |
| Emerging markets | 187,287 | 187,287 | - | - |
| Total Bond Funds | 1,179,880 | 1,179,880 | - | - |
| Money market funds | 59,740 | 59,740 | - | - |
| Certificates of deposit | 499,835 | - | 499,835 | - |
| Total Investments | 7,259,586 | 6,759,751 | 499,835 | - |

**NOTES TO FINANCIAL STATEMENTS**
**For the Year Ended June 30, 2017**

4. Fair Value Measurement (continued)

| *(continued)* | Fair Value | Quoted Prices in Active Markets for Identical Assets/ Liabilities (Level 1) | Significant Other Observable Inputs (Level 2) | Significant Unobservable Inputs (Level 3) |
|---|---|---|---|---|
| **Assets:** | | | | |
| 457(b) and 457(f) plan assets: | | | | |
| 457(b) plan assets: | | | | |
| Cash surrender value of life insurance policy | $ 194,067 | $ - | $ 194,067 | $ - |
| Mutual funds | 113,975 | 113,975 | - | - |
| Exchange traded funds | 26,346 | 26,346 | - | - |
| Stocks | 8,483 | 8,483 | - | - |
| Fixed Income | 22,368 | - | 22,368 | - |
| 457(f) plan assets: | | | | |
| Mutual funds | 77,093 | 77,093 | - | - |
| Exchange-traded funds | 23,319 | 23,319 | - | - |
| Equity securities | 43,779 | 43,779 | - | - |
| Subtotal 457(b) and 457(f) Plan Assets | 509,430 | 292,995 | 216,435 | - |
| Total Investments and 457(b) and 457(f) Plan Assets Measured at Fair Value | 7,769,016 | $ 7,052,746 | $ 716,270 | $ - |
| Interest-bearing cash deposits | 4,721 | | | |
| Total Investments and 457(b) and 457(f) Plan Assets | $ 7,773,737 | | | |

The Council used the following methods and significant assumptions to estimate fair value for assets recorded at fair value:

*Mutual funds, exchange-traded funds, stocks and equity securities* – Mutual funds, exchange-traded funds and equity securities are valued at quoted market prices for identical assets in active markets.

*Certificates of deposit* – Certificates of deposit are valued by discounting the related cash flows based on current yields of similar instruments with comparable characteristics.

Continued
- 11 -

4.  Fair Value Measurement (continued)

*Money market funds* – Money market funds are valued at the net asset value of shares held, as reported in the active market in which the individual security or fund is traded.

*Cash surrender value of life insurance policies* – Cash surrender value of life insurance policies is based upon the reserve value, which is the face amount of the contracts discounted at a specific rate of interest according to the insured's life expectancy.

*Fixed income* – Fixed income represents securities that are generally not traded on a daily basis. The fair value estimates of such investments are based on observable market information, rather than on market quotes. Accordingly, the estimates of fair value for such investments, as provided by the pricing service, are included in Level 2.

5.  Property and Equipment and Accumulated Depreciation and Amortization

The Council held the following property and equipment as of June 30, 2017:

| | |
|---|---:|
| Leasehold improvements | $ 680,026 |
| Furniture and equipment | 177,350 |
| Total Property and Equipment | 857,376 |
| Less: Accumulated Depreciation and Amortization | (135,546) |
| Property and Equipment, Net | $ 721,830 |

Depreciation and amortization expense were $82,460 for the year ended June 30, 2017.

6.  Temporarily Restricted Net Assets

As of June 30, 2017, temporarily restricted net assets were available for the following projects which are part of the categorical grants program:

| | |
|---|---:|
| Gates Foundation Project | $ 869,913 |
| Wallace Foundation Project | 569,669 |
| Schusterman Foundation Grant | 510,000 |
| College Board Grant | 400,000 |
| Helmsley Foundation Grant | 334,654 |
| Shirley Schwartz Urban Impact Award | 21,989 |
| Green Garner Scholarship | 15,000 |
| Total Temporarily Restricted Net Assets | $ 2,721,225 |

7.     Commitments and Contingencies

**Operating Lease**

On December 21, 2015, the Council entered into a noncancelable operating lease for a new office space for its headquarters in Washington, D.C. The lease term is for the period July 1, 2016 through June 30, 2027. The lease provides for 12 months of rent abatement, and contains a fixed escalation clause for increases in the annual minimum rent. Additionally, under the terms of the lease, the Council received an allowance of $721,491 for building improvements as an incentive to enter into the lease agreement, of which $680,026 was used for the office build-out and the remaining $41,465 was set aside for future improvements. Under GAAP, all fixed rent increases, less any rental abatements and all lease incentives, are recognized on a straight-line basis over the term of the lease. The difference between rent paid and that expensed is reflected as deferred rent and lease incentive in the accompanying statement of financial position.

Rent expense totaled $313,253 for the year ended June 30, 2017.

The future minimum rental payments required under this lease, as of June 30, 2017, were as follows:

| For the Year Ending June 30, | |
|---|---:|
| 2018 | $ 361,077 |
| 2019 | 370,117 |
| 2020 | 379,363 |
| 2021 | 388,859 |
| 2022 | 398,603 |
| Thereafter | 2,147,887 |
| Total | $ 4,045,906 |

**Concentration of Cash**

The Council maintains its cash and cash equivalents with certain commercial financial institutions, which aggregate balance, at times, may exceed the Federal Deposit Insurance Corporation (FDIC) insured limit of $250,000 per depositor per institution. As of June 30, 2017, the Council had approximately $2,867,000 composed of demand deposits, which exceeded the maximum limit insured by the FDIC by approximately $1,367,000. The Council monitors the creditworthiness of these institutions and has not experienced any credit losses on its cash and cash equivalents.

**Hotel Commitments**

The Council has entered into agreements with several hotels through 2019 to provide conference facilities and room accommodations for its annual meeting and other meetings and workshops. The agreements contain various clauses whereby the Council is liable for liquidated damages in the event of cancellation or lower-than-anticipated attendance. The Council's management does not believe that any losses will be incurred under these contracts. As of June 30, 2017, the maximum possible amount of liquidated damages was approximately $1,678,000.

7.  Commitments and Contingencies (continued)

**Employment Agreement**

The Council entered into an employment agreement with its Executive Director that expires in June 2018. Under the terms of the agreement, the Council is to pay the Executive Director amounts for compensation, benefits and allowances, unless the Council terminates the agreement for cause. If the Council terminates the agreement for reasons other than cause, the Executive Director is entitled to receive severance pay equal to six months of his then-current annual compensation.

8.  Functional Expenses

The costs of providing various programs and other activities have been allocated among the programs based on direct costs and an allocated portion of shared costs. The Council's program service expenses were as follows for the year ended June 30, 2017:

| | |
|---|---:|
| Categorical Grants | $ 2,122,690 |
| Meetings and Conferences | 1,690,525 |
| Legislative Advocacy | 585,339 |
| Strategic Support Teams | 514,959 |
| Public Advocacy | 423,109 |
| Policy Research | 233,025 |
| Member Services | 177,230 |
| Special Projects Account | 61,308 |
| Curriculum and Instruction | 54,710 |
| KPI Business Plan | 51,923 |
| Exxon Mobil Bernard Harris Scholarship | 25,024 |
| Urban Deans | 4,001 |
| Total Program Services | $ 5,943,843 |

9.  Pension Plans

The Council sponsors a defined contribution pension plan, which is available to all full-time employees who have completed one year of service. The Council contributes 5% of each eligible employee's gross salary into the plan annually. For the year ended June 30, 2017, pension expense totaled $148,129.

In addition, the Council has a deferred compensation plan under Sections 457(b) and 457(f) of the Internal Revenue Code for "top hat" employees. For the year ended June 30, 2017, the Council deferred $42,000 and $18,000 for the 457(f) plan and 457(b) plan, respectively, on behalf of the Council's Executive Director, and these amounts are included in salaries and fringe benefits. As of June 30, 2017, the 457(b) plan had assets of $366,836 and the 457(f) plan had assets of $147,315, which represent the cumulative amount of contributions to the plans and accumulated earnings and losses since inception.

10.    Income Taxes

The Council is exempt from the payment of taxes on income other than net unrelated business income under Section 501(c)(3) of the IRC. No provision for income taxes is required for the year ended June 30, 2017, as the Council had no net unrelated business income.

The Council follows the authoritative guidance relating to accounting for uncertainty in income taxes included in ASC Topic 740, *Income Taxes*. These provisions provide consistent guidance for the accounting for uncertainty in income taxes recognized in an entity's financial statements and prescribe a threshold of "more likely than not" for recognition and derecognition of tax positions taken or expected to be taken in a tax return. The Council performed an evaluation of uncertain tax positions for the year ended June 30, 2017, and determined that there were no matters that would require recognition in the financial statements or that may have any effect on its tax-exempt status. As of June 30, 2017, the statute of limitations for tax years ended June 30, 2014, through June 30, 2016 remained open with the U.S. federal jurisdiction or the various states and local jurisdictions in which the Council files tax returns. It is the Council's policy to recognize interest and/or penalties related to uncertainty in income taxes, if any, in income tax expense. As of June 30, 2017, the Council had no accruals for interest and/or penalties.

11.    Summarized Financial Information

The financial statements include certain prior year summarized comparative information in total but not by net asset class and functional area. Such information does not include sufficient detail to constitute a presentation in conformity with GAAP. Accordingly, such information should be read in conjunction with the Council's financial statements for the year ended June 30, 2016, from which the summarized information was derived.

12.    Subsequent Events

In preparing these financial statements, the Council has evaluated events and transactions for potential recognition or disclosure through January 31, 2018, the date the financial statements were available to be issued. There were no subsequent events that require recognition or disclosure in these financial statements.

**SUPPLEMENTAL INFORMATION**

## SCHEDULE OF PROJECT REVENUE AND EXPENSES
### For the Year Ended June 30, 2017

| | Meetings and Conferences | Exxon Mobil Bernard Harris Scholarship | Strategic Support Teams | Special Projects Account | KPI Business Plan | Helmsley Foundation Grant | Schusterman Foundation Grant | Urban Deans | Shirley Schwartz Urban Impact Award | Gates Foundation Project | University of Chicago Grant | Wallace Foundation Project | College Board Grant | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **REVENUE AND SUPPORT** | | | | | | | | | | | | | | |
| Grants and contracts | $ - | $ - | $ 433,863 | $ - | $ - | $ - | $ 510,000 | $ - | $ - | $ - | $ 19,513 | $ 850,000 | $ 400,000 | $ 2,213,376 |
| Sponsorships | 1,212,275 | 25,000 | - | - | - | - | - | - | 900 | - | - | - | - | 1,238,175 |
| Registration fees | 478,248 | - | - | - | - | - | - | - | - | - | - | - | - | 478,248 |
| Royalties and other income | - | - | - | - | 56,788 | - | - | - | - | - | - | - | - | 56,788 |
| Membership dues | - | - | - | - | - | - | - | 12,000 | - | - | - | - | - | 12,000 |
| Interest | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **TOTAL REVENUE AND SUPPORT** | 1,690,523 | 25,000 | 433,863 | - | 56,788 | - | 510,000 | 12,000 | 900 | - | 19,513 | 850,000 | 400,000 | 3,998,587 |
| **EXPENSES** | | | | | | | | | | | | | | |
| Outside services | 322,025 | 20,024 | 269,744 | 61,308 | 51,923 | 246,152 | - | 3,166 | - | 280,555 | 4,406 | 137,693 | - | 1,396,996 |
| Salaries and fringe benefits | 153,284 | - | - | - | - | 80,880 | - | - | - | 564,680 | 7,839 | 377,249 | - | 1,183,932 |
| Travel and meeting expenses | 1,094,105 | 310 | 95,574 | - | - | 16,278 | - | - | - | 75,716 | 2,250 | 47,498 | - | 1,331,731 |
| Expenses allocated to projects | 50,576 | 4,488 | 146,327 | - | - | 34,503 | - | - | - | 138,651 | 5,085 | 89,728 | - | 469,358 |
| Postage and shipping | 16,022 | 45 | - | - | - | 160 | - | - | - | 22 | - | 90 | - | 16,339 |
| Copying and printing | 54,503 | - | 1,169 | - | - | 3,964 | - | 835 | - | 1,900 | - | - | - | 62,371 |
| Telephone | 10 | - | 2,145 | - | - | 214 | - | - | - | 498 | - | - | - | 2,867 |
| Dues, subscriptions and publications | - | 117 | - | - | - | 438 | - | - | - | 1,095 | - | 146 | - | 1,796 |
| General supplies | - | 40 | - | - | - | 5,000 | - | - | - | - | - | - | - | 5,040 |
| **TOTAL EXPENSES** | 1,690,525 | 25,024 | 514,959 | 61,308 | 51,923 | 387,589 | - | 4,001 | - | 1,063,117 | 19,580 | 652,404 | - | 4,470,430 |
| **CHANGE IN NET ASSETS** | (2) | (24) | (81,096) | (61,308) | 4,865 | (387,589) | 510,000 | 7,999 | 900 | (1,063,117) | (67) | 197,596 | 400,000 | (471,843) |
| Excess cost (revenue) transferred to completed programs and returned grant funds | - | 24 | - | - | - | - | - | - | - | - | 67 | - | - | 91 |
| **PROJECT BALANCES, BEGINNING OF YEAR** | 619,759 | - | (68,352) | 171,209 | (24,498) | 722,243 | - | 403 | 21,089 | 1,933,030 | - | 372,073 | - | 3,746,956 |
| **PROJECT BALANCES, END OF YEAR** | $ 619,757 | $ - | $ (149,448) | $ 109,901 | $ (19,633) | $ 334,654 | $ 510,000 | $ 8,402 | $ 21,989 | $ 869,913 | $ - | $ 569,669 | $ 400,000 | $ 3,275,204 |

January 31, 2018

To the Audit Committee of the
Council of the Great City Schools

Professional standards require us to advise those charged with governance of the following matters relating to our recently completed audit of the Council of the Great City Schools (the Council) as of and for the year ended June 30, 2017. The matters discussed herein are those that we have noted as of January 31, 2018, and we have not updated our procedures regarding these matters since that date. This letter is solely for the internal use of the Audit Committee, the Board of Directors, and management and is not intended to be and should not be used by anyone other than these specified parties.

| ITEMS TO BE COMMUNICATED | AUDITOR'S RESPONSE |
|---|---|
| ***The Auditor's Responsibility under Auditing Standards Generally Accepted in the United States of America.*** The auditor is responsible for obtaining reasonable assurance about whether the financial statements that have been prepared by management with the oversight of those charged with governance are free of material misstatements, whether caused by error or fraud. An audit in accordance with generally accepted auditing standards (GAAS) provides reasonable, rather than absolute, assurance or guarantee of the accuracy of the financial statements and is subject to the inherent risk that errors or fraud, if they exist, have not been detected. Such standards also require the auditor to obtain a sufficient understanding of the organization's internal controls to plan the audit for the purpose of determining the auditor's procedures and not to provide any assurance concerning such internal controls. | Communicated in our engagement letter dated March 24, 2017, and our opinion on the financial statements. Our audit of the financial statements does not relieve management or those charged with governance of their responsibilities. |
| ***Planned Scope and Timing of the Audit.*** The auditor should communicate with those charged with governance an overview of the planned scope and timing of the audit. | A discussion was held with the Treasurer/Secretary of the Board of Directors regarding the planned scope and timing of the audit, the intention of which was to assist those charged with governance in understanding better the consequences of our audit work on their oversight responsibilities, along with assisting us in understanding the Council and its environment. |

| ITEMS TO BE COMMUNICATED | AUDITOR'S RESPONSE |
|---|---|
| ***Qualitative Aspects of Significant Accounting Practices.*** Management is responsible for the selection and use of appropriate accounting policies. The auditor should advise those charged with governance about the appropriateness of accounting policies and their application and disclosures. | The significant accounting policies are described in the notes to the financial statements. The application of significant existing policies was not changed during the year. We have reviewed the accounting policies and disclosures that management has identified to be the most critical and concur with management's assessment. We noted no significant transactions entered into by the Council during the year that were unusual or transactions for which there is a lack of authoritative guidance. |
| ***Management Judgments and Accounting Estimates.*** Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ markedly from management's current judgments. | We believe that the Council's allocation of expenses and allowance for doubtful accounts represent particularly sensitive accounting estimates. We have evaluated the key factors and assumptions used to develop these estimates and believe they are reasonable in relation to the financial statements taken as a whole. |
| ***Significant Difficulties Encountered.*** The auditor should inform those charged with governance of any significant difficulties encountered in dealing with management related to the performance of the audit. | We are pleased to inform you that there were no significant difficulties encountered during the course of the audit. All records and information requested by Raffa were freely available for inspection. Management and other personnel provided full cooperation. |
| ***Corrected and Uncorrected Misstatements and Financial Statement Disclosures.*** The auditor is required to accumulate all known and likely misstatements identified during the audit, other than those that we believe are trivial, and to communicate such misstatements to the appropriate level of management. The auditor should also communicate with those charged with governance corrected and uncorrected misstatements and the effect that these misstatements have on the financial statements. | During the audit, two adjustments were proposed by us, approved by management and properly recorded. These adjustments were to record an additional allowance for receivables that are deemed to be uncollectible and to record amortization expense on the leasehold improvements. In addition, management also proposed and recorded an adjustment to record additional sponsorship revenue. A copy of these adjustments posted as part of the audit process is attached (see Attachment 1).<br><br>There were no waived audit adjustments. |

| ITEMS TO BE COMMUNICATED | AUDITOR'S RESPONSE |
|---|---|
| ***Disagreements with Management.*** The auditor should discuss with those charged with governance any disagreements with management, whether or not satisfactorily resolved, about matters that, individually or in the aggregate, could be significant to the organization's financial statements or the auditor's report. | We are pleased to report that no such disagreements arose during the course of our audit. |
| ***Management Representations.*** The auditor must inform those charged with governance of the representations required from management. | We have requested certain representations from management in the management representation letter. This letter is attached. |
| ***Management's Consultation with Other Accountants.*** When the auditor is aware that management has consulted with other accountants about accounting and auditing matters, the auditor should discuss with those charged with governance his or her views about significant matters that were the subject of such consultation. | We are not aware of any consultations by management with other accountants on the application of generally accepted accounting principles. |
| ***Significant Issues Discussed with Management prior to Our Retention.*** The auditor should communicate with those charged with governance any significant issues that were discussed or were the subject of correspondence with management prior to our retention. | There were no major accounting or other issues of concern discussed with management prior to our being retained as auditor for the 2017 audit. |
| ***Independence.*** GAAS requires independence for all audits. Relevant matters to consider in reaching a conclusion about independence include circumstances or relationships that create threats to auditor independence and the related safeguards that have been applied to eliminate those threats or reduce them to an acceptable level. | We are not aware of any circumstances or relationships that would impair our independence. |
| ***Material Alternative Accounting Treatments Discussed with Management.*** The auditor must inform those charged with governance of discussions with management regarding alternative accounting treatments. | During the past year, there were no discussions with management concerning material alternative accounting treatments. |

| ITEMS TO BE COMMUNICATED | AUDITOR'S RESPONSE |
|---|---|
| ***Other Significant and Relevant Issues Arising from the Audit.*** The auditor must inform those charged with governance of findings or issues arising from the audit that are, in the auditor's professional judgment, significant and relevant to those charged with governance regarding their oversight of the financial reporting process. | During fiscal year 2017, the Council entered into an agreement with the Executive Director to provide the Executive Director certain benefits after retirement. Raffa had discussions with management as part of the audit process regarding the valuation and potential recognition of this post-retirement benefit in the financial statements of the Council. In addition, we also had discussions regarding the importance of supporting how the Council's Board of Directors performed its due diligence related to the Executive Director's compensation.

There were no other issues arising from the audit that we consider significant and relevant to those charged with governance. |
| ***Internal Control Matters.*** The auditor must communicate, in writing, to management and those charged with governance all significant deficiencies and material weaknesses identified during the audit. | We did not identify any deficiencies in internal control that we consider to be material weaknesses. |

| Number | Date | Name | Account No | Debit | Credit |
|---|---|---|---|---|---|
| 1 | 6/30/2017 | Accounts Receivable | 1040-10 | 5,000.00 | |
| 1 | 6/30/2017 | Sponsor Contribution | 4032-20-F | | 5,000.00 |
| | | PBC:  To record a contribution from Scholastic for the Green/Garner scholarship award. | | | |
| 2 | 6/30/2017 | Allowance for Bad Debt | 1071-10 | | 10,000.00 |
| 2 | 6/30/2017 | Uncoll Revenue | 5003-10 | 10,000.00 | |
| | | Raffa proposed:  To record an additional allowance for receivables that are deemed to be uncollectible to conform to CGCS allowance policy. | | | |
| 3 | 6/30/2017 | Accu Amort - Leasehold Improvement | 1066-10 | | 68,003.00 |
| 3 | 6/30/2017 | Amortization Expense | 5084-10 | 68,003.00 | |
| | | Raffa proposed:  To record amortization expense for the leasehold improvement. | | | |
| | | | | 83,003.00 | 83,003.00 |

**Council** *of the* **Great City Schools**®
1331 Pennsylvania Avenue, NW, Suite 1100N, Washington, DC 20004
(202) 393-2427  (202) 393-2400 (fax)  www.cgcs.org

**January 31, 2018**


Raffa, PC
1899 L St NW, Suite 850
Washington, DC, 20036


This representation letter is provided in connection with your audit of the financial statements of the Council of Great City Schools (the Council), which comprise the statements of financial position as of June 30, 2017, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements, for the purpose of expressing an opinion as to whether the financial statements are presented fairly, in all material respects, in accordance with accounting principles generally accepted in the United States (U.S. GAAP).

Certain representations in this letter are described as being limited to matters that are material. Items are considered material, regardless of size, if they involve an omission or misstatement of accounting information that, in light of surrounding circumstances, makes it probable that the judgment of a reasonable person relying on the information would be changed or influenced by the omission or misstatement. An omission or misstatement that is monetarily small in amount could be considered material as a result of qualitative factors.

We confirm, to the best of our knowledge and belief, as of **January 31, 2018**, the following representations made to you during your audit.

**Financial Statements**

1)  We have fulfilled our responsibilities, as set out in the terms of the audit engagement letter dated March 24, 2017, including our responsibility for the preparation and fair presentation of the financial statements in accordance with U.S. GAAP.

2)  The financial statements referred to above are fairly presented in conformity with U.S. GAAP.

3)  We acknowledge our responsibility for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

4)  We acknowledge our responsibility for the design, implementation, and maintenance of internal control to prevent and detect fraud.

5)  Significant assumptions we used in making accounting estimates, including those measured at fair value, are reasonable.

6)  Related-party relationships and transactions have been appropriately accounted for and disclosed in accordance with U.S. GAAP.

7)  All events subsequent to the date of the financial statements and for which U.S. GAAP requires adjustment or disclosure have been adjusted or disclosed.

8)  We are not aware of any pending or threatened litigation and for which U.S. GAAP requires adjustment or disclosure have been adjusted or disclosed.

9)  Material concentrations have been appropriately disclosed in accordance with U.S. GAAP.

10) Guarantees, whether written or oral, under which the Council is contingently liable, have been properly recorded or disclosed in accordance with U.S. GAAP.
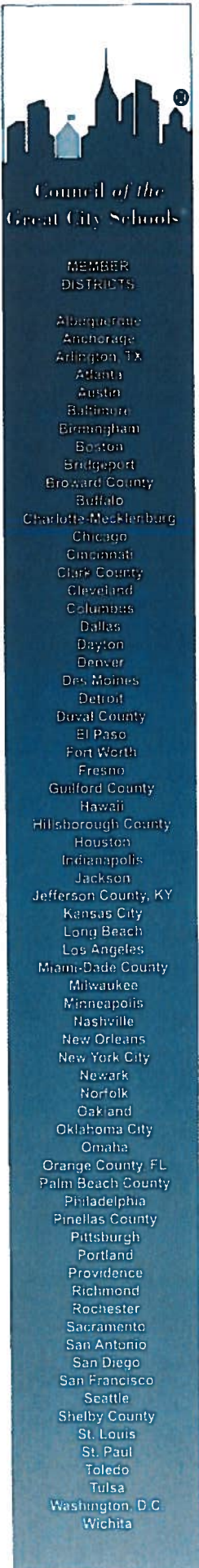
**Information Provided**

11) We have provided you with:

    a) Access to all information, of which we are aware, that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, and other matters.

    b) Additional information that you have requested from us for the purpose of the audit.

    c) Unrestricted access to persons within the Council from whom you determined it necessary to obtain audit evidence.

    d) Minutes of the meetings of the governing board or summaries of actions of recent meetings for which minutes have not yet been prepared.

12) All material transactions have been recorded in the accounting records and are reflected in the financial statements.

13) We have disclosed to you the results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud.

14) We have no knowledge of any fraud or suspected fraud that affects the Council and involves:

    a) Management,

    b) Employees who have significant roles in internal control, or

    c) Others where the fraud could have a material effect on the financial statements.

15) We have no knowledge of any allegations of fraud or suspected fraud affecting the Council's financial statements communicated by employees, former employees, grantors, regulators, or others.

16) We have no knowledge of any instances of noncompliance or suspected noncompliance with laws and regulations whose effects should be considered when preparing financial statements.

17) We have disclosed to you all known actual or possible litigation, claims, and assessment, if any, whose effects should be considered when preparing the financial statements.

18) We have disclosed to you the identity of the Council's related parties and all the related-party relationships and transactions of which we are aware.

19) The Council has satisfactory title to all owned assets, and there are no liens or encumbrances on such assets nor has any asset been pledged as collateral.

20) We are responsible for compliance with the laws, regulations, and provisions of contracts and grant agreements applicable to us.

21) The Council is an exempt organization under Section 501(c)(3) of the Internal Revenue Code. Any activities of which we are aware that would jeopardize the Council's tax-exempt status, and all activities subject to tax on unrelated business income or excise or other tax, have been disclosed to you. All required filings with tax authorities are up-to-date.

22) We acknowledge our responsibility for presenting the Schedule of Project Revenue and Expenses in accordance with U.S. GAAP, and we believe the Schedule of Project Revenue and Expenses, including its form and content, is fairly presented in accordance with U.S. GAAP. The methods of measurement and presentation of the Schedule of Project Revenue and Expenses have not changed from those used in the prior period, and we have disclosed to you any significant assumptions or interpretations underlying the measurement and presentation of the supplementary information.

Signature: _____

Title: Executive Director

Signature: _____

Title: Director of Finance and Administration

# 2017-2018 BUDGET

# GENERAL OPERATIONS
# BUDGET REPORT

## FOR

## SIX MONTHS ENDING

## DECEMBER 31, 2017

# COUNCIL OF THE GREAT CITY SCHOOLS
**FY 2017-18 Membership Dues**

**STATUS OF MEMBERSHIP DUES AS OF March 5, 2018**

| DISTRICT | NOT PAID | PAID | Date Rec'd FY17-18 | | Date Rec'd FY16-17 | | Date Rec'd FY15-16 | | Date Rec'd FY14-15 | |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 Albuquerque | | $43,276 | 6/19/2017 | *** | 6/22/2016 | | 8/20/2015 | | 7/21/2014 | |
| 2 Anchorage | | $37,868 | 7/19/2017 | | 8/1/2016 | | 6/8/2015 | *** | 6/3/2014 | *** |
| 3 Arlington | | $43,276 | 12/4/2017 | | 2/7/2017 | | 9/8/2015 | | NEW | |
| 4 Atlanta | $37,868 | | | | 8/1/2016 | | 8/4/2015 | | 8/11/2014 | |
| 5 Austin | | $43,276 | 7/26/2017 | | 6/30/2016 | *** | 10/22/2015 | | 3/2/2015 | |
| 6 Baltimore | | $43,276 | 8/14/2017 | | 11/1/2016 | | 8/24/2015 | | 7/23/2014 | |
| 7 Birmingham | | $37,868 | 7/31/2017 | | 7/28/2016 | | 6/10/2015 | *** | 6/30/2014 | *** |
| 8 Boston | | $43,276 | 10/30/2017 | | 8/2/2016 | | 7/5/2015 | | 8/11/2014 | |
| 9 Bridgeport | | $20,746 | 8/28/2017 | | 8/18/2016 | | 8/20/2015 | | 6/26/2014 | *** |
| 10 Broward County | | $55,898 | | | 2/21/2017 | | 3/8/2016 | | 9/23/2014 | |
| 11 Buffalo | | $37,868 | 8/22/2017 | | 8/18/2016 | | 9/9/2015 | | 8/18/2014 | |
| 12 Charleston County | $37,868 | | | | did not pay | | 5/27/2015 | | 5/7/2015 | |
| 13 Charlotte-Mecklenburg | | $48,684 | 6/27/2017 | *** | 6/21/2016 | *** | 6/8/2015 | *** | 6/13/2014 | *** |
| 14 Chicago | | $55,898 | 2/9/2018 | | 4/18/2017 | | 5/16/2016 | | 2/17/2015 | |
| 15 Cincinnati | | $37,868 | 11/1/2017 | | 3/6/2017 | | 12/7/2015 | | 2/10/2015 | |
| 16 Clark County | | $55,898 | 7/24/2017 | | 8/24/2016 | | 9/17/2015 | | 7/31/2014 | |
| 17 Cleveland | | $37,868 | 1/12/2018 | | 10/14/2016 | | 7/21/2015 | | 6/30/2014 | *** |
| 18 Columbus | | $37,868 | 8/10/2017 | | 8/18/2016 | | 7/24/2015 | | 8/29/2014 | |
| 19 Dallas | | $48,684 | 6/30/2017 | *** | 6/30/2016 | *** | 5/3/2016 | | 7/21/2014 | |
| 20 Dayton | | $37,868 | 12/11/2017 | | 8/11/2016 | | 7/15/2016 | | 9/18/2014 | |
| 21 Denver | | $43,276 | 10/30/2017 | | 9/7/2016 | | 7/13/2015 | | 8/4/2014 | |
| 22 Des Moines* | | $30,596 | 6/29/2017 | *** | 7/12/2016 | | 10/27/2015 | | 6/17/2014 | *** |
| 23 Detroit | | $37,868 | 3/1/2018 | | 2/13/2017 | | did not pay | | 11/21/2014 | |
| 24 Duval County | | $48,684 | 8/22/2017 | | 8/29/2016 | | 8/20/2015 | | 8/4/2014 | |
| 25 El Paso | | $43,276 | 8/7/2017 | | 1/24/2017 | | 8/6/2015 | | 2/17/2015 | |
| 26 Fort Worth | | $43,276 | 1/3/2018 | | 8/1/2016 | | 7/31/2015 | | 2/25/2015 | |
| 27 Fresno | | $43,276 | 8/7/2017 | | 9/20/2016 | | 7/14/2015 | | 9/3/2014 | |
| 28 Greensboro(Guilford Cty) | | $43,276 | 8/24/2017 | | 9/13/2016 | | 11/5/2015 | | 10/3/2014 | |
| 29 Hawaii | | $48,684 | 7/19/2017 | | 6/21/2016 | *** | 7/6/2015 | | 11/25/2014 | |
| 30 Hillsborough County (Tampa) | | $55,898 | 11/3/2017 | | 1/24/2017 | | 8/4/2015 | | 7/23/2014 | |
| 31 Houston | | $55,898 | 8/14/2017 | | 8/2/2016 | | 6/5/2015 | *** | 7/7/2014 | |
| 32 Indianapolis | | $37,868 | 9/12/2017 | | 8/1/2016 | | 1/12/2016 | | 7/7/2014 | |
| 33 Jackson. MS | | $37,868 | 8/14/2017 | | 12/21/2016 | | 2/24/2016 | | 8/11/2014 | |
| 34 Jefferson County | | $43,276 | 8/1/2017 | | 8/23/2016 | | 8/7/2015 | | 8/4/2014 | |
| 35 Kansas City, MO | | $37,868 | 11/27/2017 | | 8/18/2016 | | 7/28/2015 | | 9/15/2014 | |
| 36 Long Beach | | $43,276 | 7/31/2017 | | 7/12/2016 | | 8/25/2015 | | 8/11/2014 | |
| 37 Los Angeles | | $55,898 | 1/29/2017 | | 8/10/2016 | | 3/2/2016 | | 8/8/2014 | |
| 38 Miami-Dade County | | $55,898 | 8/8/2017 | | 8/18/2016 | | 7/28/2015 | | 8/4/2014 | |
| 39 Milwaukee | | $43,276 | 6/19/2017 | *** | 6/15/2016 | *** | 6/3/2015 | *** | 6/23/2014 | *** |
| 40 Minneapolis | | $37,868 | 8/1/2017 | | 8/1/2016 | | 3/15/2016 | | 9/18/2014 | |
| 41 Nashville | | $43,276 | 8/1/2017 | | 8/4/2016 | | 8/4/2015 | | 7/23/2014 | |
| 42 New Orleans | $37,868 | | did not pay | | did not pay | | did not pay | | did not pay | |
| 43 New York City | | $55,898 | 9/22/2017 | | 8/19/2016 | | 1/19/2016 | | 10/1/2014 | |
| 44 Newark | $37,868 | | did not pay | | did not pay | | 3/8/2016 | | 2/6/2015 | |
| 45 Norfolk | | $37,868 | 7/24/2017 | | 8/29/2016 | | 2/17/2016 | | 9/15/2014 | |
| 46 Oakland | | $37,868 | 10/16/2017 | | 7/12/2016 | | 7/28/2015 | | 6/19/2014 | *** |
| 47 Oklahoma City | | $37,868 | 8/8/2017 | | 8/18/2016 | | 8/20/2015 | | 8/12/2014 | |
| 48 Omaha | | $37,868 | 6/14/2017 | *** | 6/15/2016 | *** | 6/5/2015 | *** | 6/20/2014 | *** |
| 49 Orange County, FL | | $48,684 | 12/11/2017 | | 6/7/2016 | *** | 5/20/2015 | *** | 6/2/2014 | *** |
| 50 Palm Beach County | | $48,684 | 7/10/2017 | | 7/18/2016 | | 7/21/2015 | | 2/10/2015 | |
| 51 Philadelphia | | $48,684 | | | 4/4/2017 | | 9/17/2015 | | 2/12/2015 | |
| 52 Pinellas County | | $48,684 | 7/24/2017 | | 7/22/2016 | | 3/2/2016 | | | |
| 53 Pittsburgh | | $37,868 | 6/27/2017 | *** | 7/12/2016 | | 6/8/2015 | *** | 7/11/2014 | |
| 54 Portland | | $37,868 | 7/24/2017 | | 7/18/2016 | | 7/20/2015 | | 6/20/2014 | *** |
| 55 Providence* | | $30,596 | 2/2/2018 | | 3/28/2017 | | 8/20/2015 | | 1/21/2015 | |
| 56 Richmond | | $37,868 | 7/31/2017 | | 3/10/2017 | | 4/26/2016 | | 6/11/2014 | *** |
| 57 Rochester | | $37,868 | 6/30/2017 | *** | 7/22/2016 | | 6/16/2015 | *** | 6/11/2014 | *** |
| 58 St. Louis | | $37,868 | 6/27/2017 | *** | 6/29/2016 | *** | 7/28/2015 | | 8/11/2014 | |
| 59 St. Paul | | $37,868 | 7/14/2017 | | 7/28/2016 | | 6/30/2015 | *** | 7/3/2014 | |
| 60 Sacramento | | $37,868 | 9/21/2017 | | 7/15/2016 | | 6/3/2015 | *** | 8/1/2014 | |
| 61 San Antonio | | $37,868 | 12/5/2017 | | 1/18/2017 | | 8/17/2015 | | NEW | |
| 62 San Diego | | $48,684 | 7/24/2017 | | 7/18/2016 | | 8/20/2015 | | 8/1/2014 | |
| 63 San Francisco | | $43,276 | 8/14/2017 | | 8/2/2016 | | 8/20/2015 | | 7/31/2014 | |
| 64 Santa Ana | | $37,868 | 11/20/2017 | | did not pay | | did not pay | | 8/11/2014 | |
| 65 Seattle | | $37,868 | 6/27/2017 | *** | 7/12/2016 | | 8/3/2015 | | 7/23/2014 | |
| 66 Shelby County | | $48,684 | 8/14/2017 | | 8/11/2016 | | 9/25/2015 | | 8/11/2014 | |
| 67 Toledo | | $37,868 | 7/19/2017 | | 1/18/2017 | | 10/22/2015 | | 8/11/2014 | |
| 68 Tulsa | | $37,868 | | | 7/11/2016 | | 2/18/2016 | | not a member | |
| 69 Washington, D.C. | | $37,868 | 6/30/2017 | *** | 2/7/2017 | | 8/4/2015 | | 7/23/2014 | |
| 70 Wichita | | $37,868 | 6/27/2017 | *** | 6/30/2016 | *** | 6/16/2015 | *** | 6/17/2014 | *** |
| Total | $151,472 | $2,801,142 | 12 | | 9 | | 13 | | 14 | |

842

03/05/18
(SIX MONTHS Report.xls)

THE COUNCIL OF THE GREAT CITY SCHOOLS
GENERAL OPERATING BUDGET
FOR FY 2017-18


BY FUNCTION


| | AUDITED REPORT FY16-17 | REVISED BUDGET FY17-18 | SIX MONTHS REPORT FY17-18 |
|---|---|---|---|
| GENERAL OPERATING REVENUE | | | |
| | | | |
| MEMBERSHIP DUES | $2,744,018.00 | $2,839,010.00 | $2,801,142.00 |
| GRANTS AND CONTRACTS | 15,000.00 | 0.00 | 0.00 |
| SPONSOR  CONTRIBUTION | 46,000.00 | 52,000.00 | 25,000.00 |
| REGISTRATION FEES | 0.00 | 0.00 | 0.00 |
| INTEREST AND DIVIDENDS | 258,081.78 | 415,000.00 | 370,182.57 |
| ROYALTIES AND OTHER INCOME | 3,295.87 | 0.00 | 0.00 |
| | | | |
| TOTAL REVENUE | $3,066,395.65 | $3,306,010.00 | $3,196,324.57 |
| GENERAL OPERATING EXPENSES | | | |
| | | | |
| ADMIN AND FINANCIAL MANAGEMENT | $1,266,240.24 | $1,330,043.00 | $697,753.88 |
| EXECUTIVE LEADERSHIP | $525,433.05 | 792,298.97 | 288,020.57 |
| FUNDRAISING ACTIVITIES | $25,331.63 | 26,000.00 | 13,798.34 |
| LEGISLATIVE ADVOCACY | $585,339.34 | 584,694.41 | 339,655.26 |
| CURRICULUM & INSTRUCTION | $54,711.87 | 60,000.00 | 5,381.57 |
| PUBLIC ADVOCACY | $423,109.22 | 511,053.44 | 240,960.68 |
| MEMBER MANAGEMENT SERVICES | $177,230.09 | 179,412.50 | 91,583.33 |
| POLICY RESEARCH | $233,026.13 | 614,507.68 | 189,757.66 |
| INDIRECT EXPENSES FROM PROJECTS | ($469,357.63) | (612,154.00) | (231,402.92) |
| | | | |
| TOTAL OPERATING EXPENSES | $2,821,063.94 | $3,485,856.00 | $1,635,508.36 |
| | | | |
| REVENUE OVER EXPENSES | $245,331.71 | ($179,846.00) | $1,560,816.21 |
| | | | |
| ADJUSTMENTS: | | | |
| OPERATIONS CARRYOVER BALANCE | $9,997,891.52 | | |
| CATEGORICAL PROG NET REVENUE | ($471,840.59) | | |
| NET GAIN/(LOSS) ON INVESTMENT | $574,644.70 | | |
| LOSS ON RETURN OF GRANT FUNDS | $0.00 | | |
| | | | |
| ENDING BALANCE | $10,346,027.34 | | |

THE COUNCIL OF THE GREAT CITY SCHOOLS
GENERAL OPERATING BUDGET
FOR FY 2017-18

BY EXPENSE LINE

|  | AUDITED REPORT FY16-17 | REVISED BUDGET FY17-18 | SIX MONTHS REPORT FY17-18 | |
|---|---|---|---|---|
| GENERAL OPERATING REVENUE | | | | |
| | | | | |
| MEMBERSHIP DUES | $2,744,018.00 | $2,839,010.00 | $2,801,142.00 | |
| GRANTS AND CONTRACTS | 15,000.00 | 0.00 | 0.00 | |
| SPONSOR CONTRIBUTION | 46,000.00 | 52,000.00 | 25,000.00 | |
| REGISTRATION FEES | 0.00 | 0.00 | 0.00 | |
| INTEREST AND DIVIDENDS | 258,081.78 | 415,000.00 | 370,182.57 | |
| ROYALTIES AND OTHER INCOME | 3,295.87 | 0.00 | 0.00 | |
| | | | | |
| TOTAL REVENUE | $3,066,395.65 | $3,306,010.00 | $3,196,324.57 | 97% |
| GENERAL OPERATING EXPENSES | | | | |
| | | | | |
| SALARIES & FRINGE BENEFITS | $1,992,880.10 | $2,655,012.00 | $1,195,769.97 | |
| OTHER INSURANCE | 21,012.40 | 22,500.00 | $11,133.80 | |
| TRAVEL & MEETINGS | 66,040.64 | 70,000.00 | $22,707.84 | |
| GENERAL SUPPLIES | 8,976.55 | 15,000.00 | $5,663.33 | |
| SUBSCRIPTION & PUBLICATIONS | 30,863.91 | 30,000.00 | $14,752.87 | |
| COPYING & PRINTING | 107,020.80 | 125,000.00 | $45,152.59 | |
| OUTSIDE SERVICES | 504,168.71 | 523,510.00 | $248,158.01 | |
| TELEPHONE | 30,953.52 | 25,000.00 | $12,357.72 | |
| POSTAGE & SHIPPING | 4,128.70 | 8,000.00 | $2,504.15 | |
| EQPT LEASE MAINT & DEPRECIATION | 91,123.60 | 135,546.00 | $67,773.00 | |
| OFFICE RENT & UTILITIES | 313,252.64 | 368,442.00 | $180,938.00 | |
| ALLO FOR UNCOLLECTED REVENUE | 120,000.00 | 120,000.00 | $60,000.00 | |
| INDIRECT EXPENSES FROM PROJECTS | (469,357.63) | (612,154.00) | ($231,402.92) | |
| | | | | |
| TOTAL OPERATING EXPENSES | $2,821,063.94 | $3,485,856.00 | $1,635,508.36 | 47% |
| | | | | |
| REVENUE OVER EXPENSES | $245,331.71 | ($179,846.00) | $1,560,816.21 | |
| | | | | |
| ADJUSTMENTS: | | | | |
| OPERATIONS CARRYOVER BALANCE | $9,997,891.52 | | | |
| CATEGORICAL PROG NET REVENUE | ($471,840.59) | | | |
| NET (GAIN)/LOSS ON INVESTMENT | $574,644.70 | | | |
| LOSS ON RETURN OF GRANT FUNDS | $0.00 | | | |
| | | | | |
| ENDING BALANCE | $10,346,027.34 | | | |

THE COUNCIL OF THE GREAT CITY SCHOOLS
GENERAL OPERATING BUDGET
REVISED BUDGET FOR FISCAL YEAR 2017-18

| | 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 | $422,629.00 | $663,798.97 | $25,000.00 | $422,494.41 | $0.00 | $365,553.44 | $173,812.50 | $581,723.68 | $2,655,012.00 |
| OTHER INSURANCE | 22,500.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 22,500.00 |
| TRAVEL & MEETINGS | 2,500.00 | 32,500.00 | 0.00 | 10,000.00 | 0.00 | 7,000.00 | 3,000.00 | 15,000.00 | 70,000.00 |
| GENERAL SUPPLIES | 15,000.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 15,000.00 |
| SUBSCRIPTION & PUBLICATIONS | 6,200.00 | 0.00 | 0.00 | 13,700.00 | 0.00 | 5,000.00 | 100.00 | 5,000.00 | 30,000.00 |
| 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 | 228,726.00 | 83,000.00 | 0.00 | 130,000.00 | 60,000.00 | 21,000.00 | 0.00 | 784.00 | 523,510.00 |
| TELEPHONE | 7,500.00 | 7,500.00 | 500.00 | 5,000.00 | 0.00 | 1,500.00 | 1,500.00 | 1,500.00 | 25,000.00 |
| POSTAGE & SHIPPING | 500.00 | 500.00 | 500.00 | 500.00 | 0.00 | 5,500.00 | 0.00 | 500.00 | 8,000.00 |
| EQPT LEASE MAINT & DEP | 135,546.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 135,546.00 |
| OFFICE RENT & UTILITIES | 368,442.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 368,442.00 |
| ALLO FOR UNCOLLECTED REVENUE | 120,000.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 120,000.00 |
| EXPENSES ALLOCATED TO PROJECTS | (612,154.00) | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | (612,154.00) |
| TOTAL OPERATING EXPENSES | $717,889.00 | $792,298.97 | $26,000.00 | $584,694.41 | $60,000.00 | $511,053.44 | $179,412.50 | $614,507.68 | **$3,485,856.00** |
| | $612,154.00 | | | | | | | | |
| | $1,330,043.00 | | | | | | | | |

THE COUNCIL OF THE GREAT CITY SCHOOLS
GENERAL OPERATING BUDGET
FOR FY 2017-18
EXPENSES FOR SIX MONTHS ENDING DECEMBER 31, 2017

| | 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) | SIX MONTHS TOTAL (7/1/17-12/31/17) |
|---|---|---|---|---|---|---|---|---|---|
| **GENERAL OPERATING EXPENSES** | | | | | | | | | |
| SALARIES & FRINGE BENEFITS | $245,727.36 | $211,516.40 | $13,798.34 | $264,379.99 | $0.00 | $183,923.79 | $91,217.79 | $185,206.31 | $1,195,769.97 |
| OTHER INSURANCE | 11,133.80 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 11,133.80 |
| TRAVEL & MEETINGS | $477.20 | 17,905.02 | 0.00 | 103.47 | 0.00 | 1,237.38 | 0.00 | 2,984.77 | 22,707.84 |
| GENERAL SUPPLIES | 5,663.33 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 5,663.33 |
| SUBSCRIPTION & PUBLICATIONS | 3,552.30 | 1,099.00 | 0.00 | 7,886.12 | 0.00 | 1,218.19 | 0.00 | 997.26 | 14,752.87 |
| COPYING & PRINTING | 112.75 | 622.50 | 0.00 | 0.00 | 214.30 | 43,778.04 | 0.00 | 425.00 | 45,152.59 |
| OUTSIDE SERVICES | 112,471.96 | 54,662.01 | 0.00 | 65,856.77 | 5,167.27 | 10,000.00 | 0.00 | 0.00 | 248,158.01 |
| TELEPHONE | 9,192.83 | 1,449.05 | 0.00 | 1,106.53 | 0.00 | 139.97 | 325.02 | 144.32 | 12,357.72 |
| POSTAGE & SHIPPING | 711.35 | 766.59 | 0.00 | 322.38 | 0.00 | 663.31 | 40.52 | 0.00 | 2,504.15 |
| EQPT LEASE MAINT & DEP | 67,773.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 67,773.00 |
| OFFICE RENT & UTILITIES | 180,938.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 180,938.00 |
| ALLO FOR UNCOLLECTED REVENUE | 60,000.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 60,000.00 |
| INDIRECT EXPENSES FROM PROJECTS | (231,402.92) | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | (231,402.92) |
| TOTAL OPERATING EXPENSES | $466,350.96 | $288,020.57 | $13,798.34 | $339,655.26 | $5,381.57 | $240,960.68 | $91,583.33 | $189,757.66 | **$1,635,508.36** |
| | $231,402.92 | | | | | | | | |
| | $697,753.88 | | | | | | | | |

**INVESTMENT SCHEDULE - FY17-18**
**ENDING 12/31/17**
**Balances are from date of purchase**

| INVESTMENT ACCOUNTS | ENDING BALANCE 12/31/2017 | PURCHASES (7/1/17 - 12/31/17) | SOLD (7/1/17 - 12/31/17) | UNREAL GAINS/(LOSS) (7/1/17 - 12/31/17) | REAL GAINS/(LOSS) (7/1/17 - 12/31/17) |
|---|---|---|---|---|---|
| Banc of Calif NA CD | $ - | $ - | $ (250,000.00) | $ 42.50 | $ - |
| Citibank NA CD | $ - | $ - | $ (250,000.00) | $ (873.05) | $ - |
| Discover Bank CD | $ 249,942.50 | $ 250,000.00 | $ - | $ (17.50) | $ - |
| SALLIE Mae Bank CD | $ 249,880.00 | $ 250,000.00 | $ - | $ (120.00) | $ - |
| Aberdeen FDS Emerging Mkts Fd | $ 302,128.63 | $ 3,940.47 | $ - | $ 22,068.65 | $ - |
| Amer Cent Fds | $ 649,202.01 | $ 60,819.01 | $ - | $ 12,002.30 | $ - |
| Baron Invt Funds Trust Small Cap | $ 454,711.59 | $ 461,792.60 | $ - | $ 22,846.13 | $ - |
| Deutsche Sec TR Enhanced Comm | $ 128,919.18 | $ 301.52 | $ - | $ 9,697.36 | $ - |
| Deutsche Sec Tr Glob RE | $ - | $ - | $ (184,877.56) | $ (3,693.91) | $ 1,726.11 |
| Dodge&Cox Intl Stock | $ 390,555.74 | $ 7,377.29 | $ - | $ 22,336.32 | $ - |
| Eaton Vance Inc Fd | $ 264,261.31 | $ 7,511.82 | $ - | $ (2,753.13) | $ - |
| Eaton Vance Large Cap Val Fd | $ - | $ - | $ (744,995.43) | $ (186.84) | $ (7,046.12) |
| First Eagle Fds Sogen Overseas | $ 271,926.17 | $ 9,417.10 | $ - | $ 2,368.30 | $ - |
| Goldman Sachs Treas Instr | $ 59,998.42 | $ 258.15 | $ - | $ - | $ - |
| Harbor Fund Cap Appr | $ 595,809.29 | $ 60,943.76 | $ - | $ 23,295.34 | $ - |
| Hartford Mut Fds MIDCAP Fd | $ 322,948.04 | $ 14,153.31 | $ - | $ 18,011.38 | $ - |
| JPMorgan Core Bd FD Selct | $ 812,158.21 | $ 82,477.97 | $ - | $ (3,409.36) | $ - |
| MFS Ser TR 1 Value Fd | $ 746,019.77 | $ 714,157.15 | $ - | $ 31,862.62 | $ - |
| MFS Ser TR X Emerging Mkts Debt | $ 193,984.90 | $ 4,421.92 | $ - | $ 2,275.61 | $ - |
| Nuveen INVT Fds Inc RE Secs* | $ - | $ 785.96 | $ (123,644.48) | $ (6,619.76) | $ 6,674.96 |
| Inv Mgrs Pioneer Oak Ridge Sm Cp | $ - | $ - | $ (381,547.51) | $ (29,979.94) | $ 22,364.01 |
| Oakmark Equity and Income Fd (Harris) | $ 744,992.48 | $ 59,961.50 | $ - | $ (1,291.30) | $ - |
| Principal FDS Inc. Glob RE Secs | $ 214,622.49 | $ 212,441.41 | $ - | $ 2,181.08 | $ - |
| T. Rowe Price RE Fimd | $ 67,495.97 | $ 66,093.39 | $ - | $ 1,402.58 | $ - |
| Victory Portfolios Sm Co Oppty | $ 476,520.96 | $ 25,129.19 | $ - | $ 20,189.49 | $ - |
| Virtus Emerging Mkts Opportunites | $ 221,265.92 | $ 857.50 | $ - | $ 18,257.63 | $ - |
| Virtus Asset CEREDEX (formly Ridgewth) | $ 371,906.67 | $ 67,028.03 | $ - | $ (50,376.46) | $ - |
| **TOTAL:** | **$ 7,789,250.25** | **$ 2,359,869.05** | **$ (1,935,064.98)** | **$ 109,516.04** | **$ 23,718.96** |

*(Banc of Calif NA CD was redeemed 8/25/17)*

**NOTE:** The Investment ending balance shown above does not include the Wells Fargo Checking Accounts used for operations, which had an ending balance of $2,746,428.31 as of 12/31/17.

## COUNCIL OF THE GREAT CITY SCHOOLS
### Investment Portfolio by Asset Class
### As of 12/31/2017

| Fund Name | Ticker | Category per Morningstar | | Amount | Asset Class |
|---|---|---|---|---|---|
| Discover Bank CD | | Certicate of Deposit | $ | 249,943 | Fixed Income |
| SALLIE Mae Bank CD | | Certicate of Deposit | $ | 249,880 | Fixed Income |
| MFS Ser TR X Emerging Markets Debt | MEDIX | Diversified Emerging Markets | $ | 193,985 | Fixed Income |
| Eaton Vance Inc Fd | EIBIX | High yield bond | $ | 264,261 | Fixed Income |
| JPMorgan Core Bd Fd Selct | WOBDX | Intermediate term - bond | $ | 812,158 | Fixed Income |
| | | | $ | 1,770,227 | |
| Amer Cen Mut Funds | TWGIX | Large growth - equity | $ | 649,202 | Large Cap Equity |
| Harbor Fund Cap Appr | HACAX | Large growth - equity | $ | 595,809 | Large Cap Equity |
| MFS Ser TR 1 Value Fd | MEIIX | Large Value equity | $ | 746,020 | Large Cap Equity |
| | | | $ | 1,991,031 | |
| Victory Sycamore Small Co. Opp I | VSOIX | Small Value | $ | 476,521 | Small/Mid Cap Equity |
| Baron Invt Funds Trust Small Cap | BSFIX | Small growth - equity | $ | 454,712 | Small/Mid Cap Equity |
| Oakmark Equity and Income Fd (Harris) | OAYBX | Mid-Cap Value | $ | 744,992 | Small/Mid Cap Equity |
| Virtus Asset CEREDEX (Formerly Ridgewth) | SMVTX | Mid-Cap Value | $ | 371,907 | Small/Mid Cap Equity |
| Hartford Mut Fds MIDCAP Fd | HFMIX | Midcap Growth - equity | $ | 322,948 | Small/Mid Cap Equity |
| | | | $ | 2,371,080 | |
| Aberdeen Emerging Markets Instl | ABEMX | Diversified Emerging Markets | $ | 302,129 | International Equity |
| Virtus Emerging Mkts Opportunities | HIEMX | Diversified Emerging Markets-equity | $ | 221,266 | International Equity |
| Dodge & Cox Intl Stock Fd | DODFX | Foreign Large Blend - equity | $ | 390,556 | International Equity |
| First Eagle Fds Sogen Overseas | SGOIX | Foreign Large Blend - equity | $ | 271,926 | International Equity |
| | | | $ | 1,185,876 | |
| Principal FDS Inc. Glob RE Secs | POSIX | Real Estate - equity | $ | 214,622 | Alternative Investments |
| Deutsche Secs TR Comm Stra | SKIRX | Commodities Broad Basket | $ | 128,919 | Alternative Investments |
| T. Rowe Price RE Find | TRREX | Real Estate - equity | $ | 67,496 | Public Real Estate (Alternative Investments) |
| | | | $ | 411,038 | |
| Goldman Sach TR Treas Instr | FTIXX | Money Market | $ | 59,998 | Cash Equivalents |
| **Total Investments** | | | **$** | **7,789,250** | |

## COUNCIL OF THE GREAT CITY SCHOOLS
## ASSET ALLOCATION ACTUALS VS TACTICAL RANGE
### For Fiscal Year ending 12/31/2017

ASSET CLASS DISTRIBUTION

| Fixed | Large Cap | Small/Mid | Intl | Alternative | Cash | TOTAL | |
|---|---|---|---|---|---|---|---|
| $1,770,227 | $1,991,031 | $2,371,080 | $1,185,876 | $411,038 | $59,998 | $7,789,250 | |
| $0 | $0 | $0 | $0 | $0 | $0 | $0 | |
| | | | | | | | |
| $1,770,227 | $1,991,031 | $2,371,080 | $1,185,876 | $411,038 | $59,998 | $7,789,250 | **TOTALS** |
| 22.73% | 25.56% | 30.44% | 15.22% | 5.28% | 0.77% | 100.00% | ACTUALS, Dec 31 2017 (%) |
| 20.0%-60% | 20%-40% | 5%-25% | 10%-30% | 0%-20% | 0%-20% | | TACTICAL RANGE Change (%) |
| 38% | 27% | 15% | 15% | 3% | 2% | 100.00% | STRATEGIC TARGET (%) |

# 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 PROJECTS
# BUDGET REPORT

## FOR

## SIX MONTHS ENDING

## DECEMBER 31, 2017

1/9/2018
(SIX MONTHS REPORT)

THE COUNCIL OF THE GREAT CITY SCHOOLS
REVENUE AND EXPENSE REPORT
**SIX MONTHS ENDING DECEMBER 31, 2017**

**CATEGORICAL PROJECTS**
**PAGE 1 OF 2**

| | MEETINGS AND CONFERENCES (20) | STRATEGIC SUPPORT TEAMS (21) | SPECIAL PROJECTS ACCOUNT (22) | KPI BUSINESS PLAN (29) | GATES SOLUTIONS TO COMMON CORE (32) | NAGB TUDA CONTRACT (33) | HELMSLEY GRANT (34) | SCHUSTERMAN GRANT (38) |
|---|---|---|---|---|---|---|---|---|
| **OPERATING REVENUE** | | | | | | | | |
| MEMBER DUES | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 |
| GRANTS & CONTRACTS | 0.00 | 30,000.00 | 0.00 | 0.00 | 0.00 | 134,140.78 | 0.00 | 0.00 |
| SPONSOR CONTRIBUTION | 782,775.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| REGISTRATION FEES | 314,687.50 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| INTEREST AND DIVIDENDS | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| ROYALTIES AND OTHER INCOME | 0.00 | 0.00 | 0.00 | 28,629.52 | 0.00 | 0.00 | 0.00 | 0.00 |
| TOTAL REVENUE | $1,097,462.50 | $30,000.00 | $0.00 | $28,629.52 | $0.00 | $134,140.78 | $0.00 | $0.00 |
| **OPERATING EXPENSES** | | | | | | | | |
| SALARIES & FRINGE BENEFITS | $76,697.56 | $0.00 | $0.00 | $0.00 | $18,908.54 | $0.00 | $87,031.25 | $45,898.05 |
| OTHER INSURANCE | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| TRAVEL AND MEETING EXPENSES | 733,360.73 | 1,907.92 | 0.00 | 0.00 | 0.00 | 0.00 | 6,168.21 | 0.00 |
| GENERAL SUPPLIES | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 32,608.23 |
| DUES, SUBSCR & PUBLICATION | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 59.70 | 0.00 |
| COPYING & PRINTING | 36,219.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| OUTSIDE SERVICES | 183,046.03 | 53,644.72 | 25,000.00 | 0.00 | 0.00 | 0.00 | 53,931.84 | 147,666.44 |
| TELEPHONE | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| POSTAGE & SHIPPING | 14,339.26 | 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 | 104,366.26 | 17,221.32 | 2,500.00 | 0.00 | 2,836.28 | 0.00 | 13,544.62 | 24,586.91 |
| TOTAL PROJECT EXPENSES | $1,148,028.84 | $72,773.96 | $27,500.00 | $0.00 | $21,744.82 | $0.00 | $160,735.62 | $250,759.63 |
| REVENUE OVER EXPENSES | ($50,566.34) | ($42,773.96) | ($27,500.00) | $28,629.52 | ($21,744.82) | $134,140.78 | ($160,735.62) | ($250,759.63) |
| 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 6/30/17 | $619,756.43 | ($149,449.53) | $109,901.03 | ($19,632.08) | $568,997.87 | $0.00 | $334,652.54 | $510,000.00 |
| ENDING BALANCE 12/31/17 | $569,190.09 | ($192,223.49) | $82,401.03 | $8,997.44 | $547,253.05 | $134,140.78 | $173,916.92 | $259,240.37 |

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THE COUNCIL OF THE GREAT CITY SCHOOLS
REVENUE AND EXPENSE REPORT
**SIX MONTHS ENDING DECEMBER 31, 2017**

**CATEGORICAL PROJECTS**
**PAGE 2 OF 2**

| | URBAN DEANS NETWK (40) | S Schwartz Urban Impact Award (41) | GATES FOUNDATION CCSS Implem (49) | WALLACE FOUNDATION GRANT (55/56) | DISASTER RELIEF GRANT (77) | COLLEGE BOARD GRANT (86) | SIX MONTHS TOTAL (7/1/17-12/31/17) |
|---|---|---|---|---|---|---|---|
| **OPERATING REVENUE** | | | | | | | |
| MEMBER DUES | $500.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $500.00 |
| GRANTS & CONTRACTS | 0.00 | 0.00 | 0.00 | 0.00 | 50,000.00 | 0.00 | $214,140.78 |
| SPONSOR CONTRIBUTION | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | $782,775.00 |
| REGISTRATION FEES | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | $314,687.50 |
| INTEREST | 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 | $28,629.52 |
| TOTAL REVENUE | $500.00 | $0.00 | $0.00 | $0.00 | $50,000.00 | $0.00 | $1,340,732.80 |
| **OPERATING EXPENSES** | | | | | | | |
| SALARIES & FRINGE BENEFITS | $0.00 | $0.00 | $112,062.43 | $65,498.92 | $0.00 | $0.00 | $406,096.74 |
| OTHER INSURANCE | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | $0.00 |
| TRAVEL AND MEETING EXPENSES | 0.00 | 0.00 | 38,508.01 | 2193.41 | 9915.44 | 0.00 | $792,053.72 |
| GENERAL SUPPLIES | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | $32,608.23 |
| DUES, SUBSCR & PUBLICATION | 0.00 | 0.00 | 486.45 | 0.00 | 0.00 | 0.00 | $546.15 |
| COPYING & PRINTING | 0.00 | 0.00 | 6,293.88 | 0.00 | 0.00 | 0.00 | $42,512.88 |
| OUTSIDE SERVICES | 2,527.51 | 0.00 | 104,372.18 | 55298.54 | 14456.43 | 65000.00 | $704,943.69 |
| TELEPHONE | 4.35 | 0.00 | 232.95 | 0.00 | 0.00 | 0.00 | $237.30 |
| POSTAGE & SHIPPING | 316.62 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | $14,655.88 |
| EQPT LEASE MAINT & DEP | 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 |
| EXPENSES ALLOCATED TO PROJECTS | 0.00 | 0.00 | 38,961.72 | 18,448.63 | 2,437.19 | 6,500.00 | $231,402.92 |
| TOTAL PROJECT EXPENSES | $2,848.48 | $0.00 | $300,917.62 | $141,439.50 | $26,809.06 | $71,500.00 | $2,225,057.51 |
| REVENUE OVER EXPENSES | ($2,348.48) | $0.00 | ($300,917.62) | ($141,439.50) | $23,190.94 | ($71,500.00) | ($884,324.71) |
| CLOSEOUT OF COMPLETED PROJECTS | $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 |
| CARRYOVER BALANCE 6/30/17 | $8,401.78 | $21,989.50 | $300,917.62 | $569,668.87 | $0.00 | $400,000.00 | $3,275,204.03 |
| ENDING BALANCE 12/31/17 | $6,053.30 | $21,989.50 | $0.00 | $428,229.37 | $23,190.94 | $328,500.00 | $2,390,879.32 |

# PROPOSED BUDGET FOR FY 2018-2019

COUNCIL OF THE GREAT CITY SCHOOLS
1331 Pennsylvania Avenue, N.W., Suite 1100 N, Washington, D.C.  20004
Tel (202) 393-2427 Fax (202) 393-2400 Web Page: http://www.cgcs.org

Council of the
Great City Schools

# MEMBERSHIP DUES STRUCTURE BY TIERS

|  | 2017-2018 DUES | WITH 2.2% INCREASE 2018-2019 DUES |
|---|---|---|
| Largest city in the state TIER I | $30,596.00 | $31,269.00 |
| Based on enrollment |  |  |
| TIER II    35,000 TO 54,000 | $37,868.00 | $38,701.00 |
| TIER III   54,001 TO 99,000 | $43,276.00 | $44,228.00 |
| TIER IV  99,001 TO 200,000 | $48,684.00 | $49,755.00 |
| TIER V  200,001 PLUS | $55,898.00 | $57,128.00 |

## COUNCIL OF THE GREAT CITY SCHOOLS
### FY 2018-19 Membership Dues

| | District | 2016-17 Dues | 2017-18 Dues | 2.20% increase 2018-19 Dues |
|---|---|---|---|---|
| 1 | Albuquerque | $42,557 | $43,276 | $44,228 |
| 2 | Anchorage | $37,239 | $37,868 | $38,701 |
| 3 | Arlington | $42,557 | $43,276 | $44,228 |
| 4 | Atlanta | $37,239 | $37,868 | $38,701 |
| 5 | Austin | $42,557 | $43,276 | $44,228 |
| 6 | Baltimore | $42,557 | $43,276 | $44,228 |
| 7 | Birmingham | $37,239 | $37,868 | $38,701 |
| 8 | Boston | $42,557 | $43,276 | $44,228 |
| 9 | Bridgeport | $30,088 | $30,596 | $31,269 |
| 10 | Broward County | $54,969 | $55,898 | $57,128 |
| 11 | Buffalo | $37,239 | $37,868 | $38,701 |
| 12 | Charleston County | $37,239 | $37,868 | $38,701 |
| 13 | Charlotte-Mecklenburg | $47,875 | $48,684 | $49,755 |
| 14 | Chicago | $54,969 | $55,898 | $57,128 |
| 15 | Cincinnati | $37,239 | $37,868 | $38,701 |
| 16 | Clark County | $54,969 | $55,898 | $57,128 |
| 17 | Cleveland | $37,239 | $37,868 | $38,701 |
| 18 | Columbus | $37,239 | $37,868 | $38,701 |
| 19 | Dallas | $47,875 | $48,684 | $49,755 |
| 20 | Dayton | $37,239 | $37,868 | $38,701 |
| 21 | Denver | $42,557 | $43,276 | $44,228 |
| 22 | Des Moines* | $30,088 | $30,596 | $31,269 |
| 23 | Detroit | $37,239 | $37,868 | $38,701 |
| 24 | Duval County | $47,875 | $48,684 | $49,755 |
| 25 | El Paso | $42,557 | $43,276 | $44,228 |
| 26 | Fort Worth | $42,557 | $43,276 | $44,228 |
| 27 | Fresno | $42,557 | $43,276 | $44,228 |
| 28 | Greensboro (Guilford Cty) | $42,557 | $43,276 | $44,228 |
| 29 | Hawaii | $47,875 | $48,684 | $49,755 |
| 30 | Hillsborough County | $54,969 | $55,898 | $57,128 |
| 31 | Houston | $54,969 | $55,898 | $57,128 |
| 32 | Indianapolis | $37,239 | $37,868 | $38,701 |
| 33 | Jackson, MS | $37,239 | $37,868 | $38,701 |
| 34 | Jefferson County | $42,557 | $43,276 | $44,228 |
| 35 | Kansas City, MO | $37,239 | $37,868 | $38,701 |
| 36 | Long Beach | $42,557 | $43,276 | $44,228 |
| 37 | Los Angeles | $54,969 | $55,898 | $57,128 |
| 38 | Miami-Dade County | $54,969 | $55,898 | $57,128 |
| 39 | Milwaukee | $42,557 | $43,276 | $44,228 |
| 40 | Minneapolis | $37,239 | $37,868 | $38,701 |
| 41 | Nashville | $42,557 | $43,276 | $44,228 |

| | | | | |
|---|---|---|---|---|
| 42 | New Orleans | $37,239 | $37,868 | $38,701 |
| 43 | New York City | $54,969 | $55,898 | $57,128 |
| 44 | Newark | $37,239 | $37,868 | $38,701 |
| 45 | Norfolk | $37,239 | $37,868 | $38,701 |
| 46 | Oakland | $37,239 | $37,868 | $38,701 |
| 47 | Oklahoma City | $37,239 | $37,868 | $38,701 |
| 48 | Omaha | $37,239 | $37,868 | $38,701 |
| 49 | Orange County, FL | $47,875 | $48,684 | $49,755 |
| 50 | Palm Beach County | $47,875 | $48,684 | $49,755 |
| 51 | Philadelphia | $47,875 | $48,684 | $49,755 |
| 52 | Pinellas County | $47,875 | $48,684 | $49,755 |
| 53 | Pittsburgh | $37,239 | $37,868 | $38,701 |
| 54 | Portland | $37,239 | $37,868 | $38,701 |
| 55 | Providence* | $30,088 | $30,596 | $31,269 |
| 56 | Richmond | $37,239 | $37,868 | $38,701 |
| 57 | Rochester | $37,239 | $37,868 | $38,701 |
| 58 | St. Louis | $37,239 | $37,868 | $38,701 |
| 59 | St. Paul | $37,239 | $37,868 | $38,701 |
| 60 | Sacramento | $37,239 | $37,868 | $38,701 |
| 61 | San Antonio | $37,239 | $37,868 | $38,701 |
| 62 | San Diego | $47,875 | $48,684 | $49,755 |
| 63 | San Francisco | $42,557 | $43,276 | $44,228 |
| 64 | Santa Ana | $37,239 | $37,868 | $38,701 |
| 65 | Seattle | $37,239 | $37,868 | $38,701 |
| 66 | Shelby County (Memphis) | $47,875 | $48,684 | $49,755 |
| 67 | Toledo | $37,239 | $37,868 | $38,701 |
| 68 | Tulsa | $37,239 | $37,868 | $38,701 |
| 69 | Washington, D.C. | $37,239 | $37,868 | $38,701 |
| 70 | Wichita | $37,239 | $37,868 | $38,701 |
| | Total | $2,913,247 | $2,962,464 | $3,027,635 |

*Largest city in the state

THE COUNCIL OF THE GREAT CITY SCHOOLS
GENERAL OPERATING BUDGET

BY FUNCTION

| | AUDITED REPORT FY16-17 | REVISED BUDGET FY17-18 | PROPOSED BUDGET FY18-19 |
|---|---|---|---|
| **GENERAL OPERATING REVENUE** | | | |
| MEMBERSHIP DUES | $2,744,018.00 | $2,839,010.00 | **$2,911,532.00** |
| GRANTS AND CONTRACTS | 15,000.00 | 0.00 | **0.00** |
| SPONSOR CONTRIBUTION | 46,000.00 | 52,000.00 | **50,000.00** |
| REGISTRATION FEES | 0.00 | 0.00 | **0.00** |
| INTEREST AND DIVIDENDS | 258,081.78 | 415,000.00 | **415,000.00** |
| ROYALTIES AND OTHER INCOME | 3,295.87 | 0.00 | **0.00** |
| TOTAL REVENUE | $3,066,395.65 | $3,306,010.00 | **$3,376,532.00** |
| | | | |
| **GENERAL OPERATING EXPENSES** | | | |
| ADMIN AND FINANCIAL MANAGEMENT | $1,266,240.24 | $1,330,043.00 | **$1,440,740.25** |
| EXECUTIVE LEADERSHIP | 525,433.05 | 792,298.97 | **756,595.00** |
| FUNDRAISING ACTIVITIES | 25,331.63 | 26,000.00 | **26,000.00** |
| LEGISLATIVE ADVOCACY | 585,339.34 | 584,694.41 | **603,145.00** |
| CURRICULUM & INSTRUCTION | 54,711.87 | 60,000.00 | **60,000.00** |
| PUBLIC ADVOCACY | 423,109.22 | 511,053.44 | **521,365.00** |
| MEMBER MANAGEMENT SERVICES | 177,230.09 | 179,412.50 | **183,888.75** |
| POLICY RESEARCH | 233,026.13 | 614,507.68 | **712,140.00** |
| EXPENSES ALLOCATED TO PROJECTS | (469,357.63) | (612,154.00) | **(407,592.00)** |
| TOTAL OPERATING EXPENSES | $2,821,063.94 | $3,485,856.00 | **$3,896,282.00** |
| | | | |
| REVENUE OVER EXPENSES | $245,331.71 | ($179,846.00) | **($519,750.00)** |
| **ADJUSTMENTS:** | | | |
| OPERATIONS CARRYOVER BALANCE | $9,997,891.52 | | |
| CATEGORICAL PROG NET REVENUE | ($471,840.59) | | |
| NET GAIN/(LOSS) ON INVESTMENT | $574,644.70 | | |
| LOSS ON RETURN OF GRANT FUNDS | $0.00 | | |
| ENDING BALANCE | $10,346,027.34 | | |

THE COUNCIL OF THE GREAT CITY SCHOOLS
GENERAL OPERATING BUDGET

BY FUNCTION

|  | AUDITED REPORT FY16-17 | REVISED BUDGET FY17-18 | PROPOSED BUDGET FY18-19 |
|---|---|---|---|
| GENERAL OPERATING REVENUE |  |  |  |
| MEMBERSHIP DUES | $2,744,018.00 | $2,839,010.00 | **$2,911,532.00** |
| GRANTS AND CONTRACTS | 15,000.00 | 0.00 | **0.00** |
| SPONSOR CONTRIBUTION | 46,000.00 | 52,000.00 | **50,000.00** |
| REGISTRATION FEES | 0.00 | 0.00 | **0.00** |
| INTEREST AND DIVIDENDS | 258,081.78 | 415,000.00 | **415,000.00** |
| ROYALTIES AND OTHER INCOME | 3,295.87 | 0.00 | **0.00** |
| TOTAL REVENUE | $3,066,395.65 | $3,306,010.00 | **$3,376,532.00** |
| GENERAL OPERATING EXPENSES |  |  |  |
| ADMIN AND FINANCIAL MANAGEMENT | $1,266,240.24 | $1,330,043.00 | **$1,440,740.25** |
| EXECUTIVE LEADERSHIP | 525,433.05 | 792,298.97 | **756,595.00** |
| FUNDRAISING ACTIVITIES | 25,331.63 | 26,000.00 | **26,000.00** |
| LEGISLATIVE ADVOCACY | 585,339.34 | 584,694.41 | **603,145.00** |
| CURRICULUM & INSTRUCTION | 54,711.87 | 60,000.00 | **60,000.00** |
| PUBLIC ADVOCACY | 423,109.22 | 511,053.44 | **521,365.00** |
| MEMBER MANAGEMENT SERVICES | 177,230.09 | 179,412.50 | **183,888.75** |
| POLICY RESEARCH | 233,026.13 | 614,507.68 | **712,140.00** |
| EXPENSES ALLOCATED TO PROJECTS | (469,357.63) | (612,154.00) | **(407,592.00)** |
| TOTAL OPERATING EXPENSES | $2,821,063.94 | $3,485,856.00 | **$3,896,282.00** |
| REVENUE OVER EXPENSES | $245,331.71 | ($179,846.00) | **($519,750.00)** |
| ADJUSTMENTS: |  |  |  |
| OPERATIONS CARRYOVER BALANCE | $9,997,891.52 |  |  |
| CATEGORICAL PROG NET REVENUE | ($471,840.59) |  |  |
| NET GAIN/(LOSS) ON INVESTMENT | $574,644.70 |  |  |
| LOSS ON RETURN OF GRANT FUNDS | $0.00 |  |  |
| ENDING BALANCE | $10,346,027.34 |  |  |

THE COUNCIL OF THE GREAT CITY SCHOOLS
GENERAL OPERATING BUDGET
PROPOSED BUDGET FOR FISCAL YEAR 2018-19

| | 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 | $523,156.25 | $625,595.00 | $25,000.00 | $430,945.00 | $0.00 | $372,865.00 | $177,288.75 | $673,140.00 | $2,827,990.00 |
| OTHER INSURANCE | 22,500.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 22,500.00 |
| TRAVEL & MEETINGS | 2,500.00 | 32,500.00 | 0.00 | 10,000.00 | 0.00 | 7,000.00 | 3,000.00 | 15,000.00 | 70,000.00 |
| GENERAL SUPPLIES | 15,000.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 15,000.00 |
| SUBSCRIPTION & PUBLICATIONS | 1,200.00 | 0.00 | 0.00 | 13,700.00 | 0.00 | 5,000.00 | 100.00 | 10,000.00 | 30,000.00 |
| 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 | 232,510.00 | 88,000.00 | 0.00 | 140,000.00 | 60,000.00 | 21,000.00 | 0.00 | 1,000.00 | 542,510.00 |
| TELEPHONE | 7,000.00 | 5,000.00 | 500.00 | 5,000.00 | 0.00 | 2,500.00 | 2,500.00 | 2,500.00 | 25,000.00 |
| 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 | 138,257.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 138,257.00 |
| OFFICE RENT & UTILITIES | 377,617.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 377,617.00 |
| ALLO FOR UNCOLLECTED REVENUE | 120,000.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 120,000.00 |
| EXPENSES ALLOCATED TO PROJECTS | (407,592.00) | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | (407,592.00) |
| TOTAL OPERATING EXPENSES | $1,033,148.25 | $756,595.00 | $26,000.00 | $603,145.00 | $60,000.00 | $521,365.00 | $183,888.75 | $712,140.00 | $3,896,282.00 |
| | $407,592.00 | | | | | | | | |
| | $1,440,740.25 | | | | | | | | |

U.S. Department of Labor, Bureau of Labor and Statistics
(202) 691-5200

Subtract Index for CPI Nov of past year from CPI of Nov of current year
(November data is released 2nd week of December therefore this is used for
budget to be submitted to the Exec Committee in January).
Divide result by the CPI of past year to get the percent change
Percent Change will be used for dues increase of upcoming fiscal year

i.e.        1999 CPI = 168.3
              1998 CPI = 164
              168.3 - 164  =  4.3  /  164  x 100 =  2.62%

DATA USED:

|  | CPI | % Increase |
|---|---|---|
| Nov-95 | 153.6 | 2.60% |
| Nov-96 | 158.6 | 3.26% |
| Nov-97 | 161.5 | 1.83% |
| Nov-98 | 164.0 | 1.55% |
| Nov-99 | 168.3 | 2.62% |
| Nov-00 | 174.1 | 3.45% |
| Nov-01 | 177.4 | 1.90% |
| Nov-02 | 181.3 | 2.20% |
| Nov-03 | 184.5 | 1.77% |
| Nov-04 | 191.0 | 3.52% |
| Nov-05 | 197.6 | 3.46% |
| Nov-06 | 201.5 | 1.97% |
| Nov-07 | 210.2 | 4.31% |
| Nov-08 | 212.4 | 1.07% |
| Nov-09 | 216.3 | 1.84% |
| Nov-10 | 218.8 | 1.14% |
| Nov-11 | 226.2 | 3.39% |
| Nov-12 | 230.2 | 1.76% |
| Nov-13 | 233.1 | 1.24% |
| Nov-14 | 236.2 | 1.32% |
| Nov-15 | 237.3 | 0.50% |
| Nov-16 | 241.4 | 1.69% |
| Nov-17 | 246.7 | 2.20% |

# N E W S   R E L E A S E
## B U R E A U   O F   L A B O R   S T A T I S T I C S
### U. S.   D E P A R T M E N T   O F   L A B O R

**BLS**

## CONSUMER PRICE INDEX – NOVEMBER 2017

The Consumer Price Index for All Urban Consumers (CPI-U) rose 0.4 percent in November on a seasonally adjusted basis, the U.S. Bureau of Labor Statistics reported today. Over the last 12 months, the all items index rose 2.2 percent.

The energy index rose 3.9 percent and accounted for about three-fourths of the all items increase. The gasoline index increased 7.3 percent, and the other energy component indexes also rose. The food index was unchanged in November, with the index for food at home declining slightly.

The index for all items less food and energy increased 0.1 percent in November. The shelter index continued to rise, and the indexes for motor vehicle insurance, used cars and trucks, and new vehicles also increased. The indexes for apparel, airline fares, and household furnishings and operations all declined in November.

The all items index rose 2.2 percent for the 12 months ending November. The index for all items less food and energy rose 1.7 percent, a slight decline from the 1.8-percent increase for the period ending October. The energy index rose 9.4 percent over the last 12 months, and the food index rose 1.4 percent.

**Chart 1. One-month percent change in CPI for All Urban Consumers (CPI-U), seasonally adjusted, Nov. 2016 - Nov. 2017**
Percent change
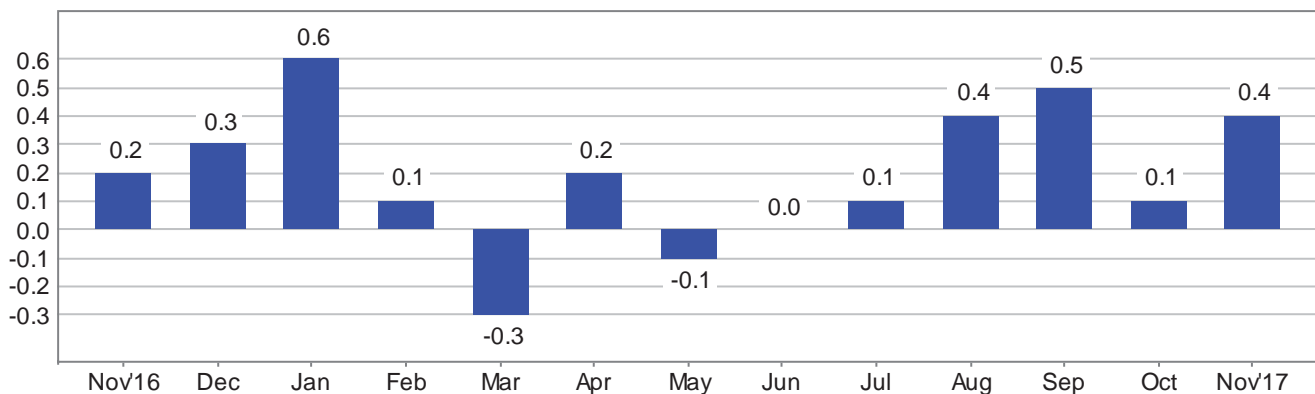
**Table 1. Consumer Price Index for All Urban Consumers (CPI-U): U.S. city average, by expenditure category, November 2017**

[1982-84=100, unless otherwise noted]

| Expenditure category | Relative impor-tance Oct. 2017 | Unadjusted indexes | | | Unadjusted percent change | | Seasonally adjusted percent change | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Nov. 2016 | Oct. 2017 | Nov. 2017 | Nov. 2016-Nov. 2017 | Oct. 2017-Nov. 2017 | Aug. 2017-Sep. 2017 | Sep. 2017-Oct. 2017 | Oct. 2017-Nov. 2017 |
| All items............................................. | 100.000 | 241.353 | 246.663 | 246.669 | 2.2 | 0.0 | 0.5 | 0.1 | 0.4 |
| Food............................................. | 13.627 | 247.435 | 251.364 | 250.871 | 1.4 | -0.2 | 0.1 | 0.0 | 0.0 |
| Food at home................................. | 7.832 | 236.930 | 239.543 | 238.403 | 0.6 | -0.5 | 0.0 | 0.0 | -0.1 |
| Cereals and bakery products............ | 1.044 | 271.896 | 270.858 | 269.646 | -0.8 | -0.4 | 0.1 | -0.5 | -0.2 |
| Meats, poultry, fish, and eggs............ | 1.751 | 243.633 | 248.413 | 247.027 | 1.4 | -0.6 | -0.4 | 0.6 | -0.3 |
| Dairy and related products............... | 0.798 | 216.773 | 217.170 | 216.878 | 0.0 | -0.1 | -0.6 | -0.3 | 0.3 |
| Fruits and vegetables..................... | 1.345 | 293.554 | 299.700 | 296.791 | 1.1 | -1.0 | -0.2 | 0.0 | -0.5 |
| Nonalcoholic beverages and beverage materials................................. | 0.940 | 166.258 | 167.990 | 166.271 | 0.0 | -1.0 | 0.4 | 0.0 | -0.6 |
| Other food at home....................... | 1.955 | 207.703 | 209.528 | 209.624 | 0.9 | 0.0 | 0.2 | -0.2 | 0.4 |
| Food away from home[1]..................... | 5.794 | 264.699 | 270.658 | 271.152 | 2.4 | 0.2 | 0.3 | 0.1 | 0.2 |
| Energy............................................. | 7.388 | 191.402 | 207.290 | 209.383 | 9.4 | 1.0 | 6.1 | -1.0 | 3.9 |
| Energy commodities.......................... | 3.754 | 196.855 | 223.219 | 229.195 | 16.4 | 2.7 | 12.6 | -2.3 | 7.1 |
| Fuel oil[1]........................................ | 0.107 | 221.808 | 250.640 | 263.132 | 18.6 | 5.0 | 8.2 | 2.3 | 5.0 |
| Motor fuel................................... | 3.557 | 193.432 | 219.640 | 225.322 | 16.5 | 2.6 | 13.0 | -2.5 | 7.2 |
| Gasoline (all types).................... | 3.503 | 192.522 | 218.591 | 224.227 | 16.5 | 2.6 | 13.1 | -2.4 | 7.3 |
| Energy services[2]............................ | 3.634 | 194.838 | 201.661 | 200.225 | 2.8 | -0.7 | -0.2 | 0.4 | 0.6 |
| Electricity[2].................................. | 2.833 | 202.984 | 210.424 | 208.111 | 2.5 | -1.1 | 0.0 | 0.5 | 0.5 |
| Utility (piped) gas service[2]............... | 0.801 | 167.469 | 172.373 | 173.504 | 3.6 | 0.7 | -0.8 | 0.3 | 0.6 |
| All items less food and energy............... | 78.985 | 249.227 | 253.638 | 253.492 | 1.7 | -0.1 | 0.1 | 0.2 | 0.1 |
| Commodities less food and energy commodities............................... | 18.775 | 144.593 | 144.273 | 143.295 | -0.9 | -0.7 | -0.2 | 0.1 | -0.1 |
| Apparel...................................... | 3.138 | 127.377 | 129.570 | 125.398 | -1.6 | -3.2 | -0.1 | -0.1 | -1.3 |
| New vehicles............................... | 3.541 | 147.027 | 144.868 | 145.442 | -1.1 | 0.4 | -0.4 | -0.2 | 0.3 |
| Used cars and trucks..................... | 1.921 | 137.789 | 135.867 | 134.901 | -2.1 | -0.7 | -0.2 | 0.7 | 1.0 |
| Medical care commodities............... | 1.840 | 371.540 | 377.038 | 378.328 | 1.8 | 0.3 | -0.8 | 0.0 | 0.6 |
| Alcoholic beverages....................... | 0.944 | 243.395 | 246.621 | 246.991 | 1.5 | 0.2 | 0.4 | 0.1 | 0.2 |
| Tobacco and smoking products.......... | 0.693 | 975.110 | 1,047.932 | 1,048.219 | 7.5 | 0.0 | 0.4 | 1.6 | 0.2 |
| Services less energy services.............. | 60.210 | 313.702 | 321.253 | 321.690 | 2.5 | 0.1 | 0.2 | 0.3 | 0.2 |
| Shelter....................................... | 33.865 | 291.953 | 300.846 | 301.185 | 3.2 | 0.1 | 0.3 | 0.3 | 0.2 |
| Rent of primary residence[2]............ | 7.932 | 301.587 | 311.501 | 312.670 | 3.7 | 0.4 | 0.2 | 0.3 | 0.3 |
| Owners' equivalent rent of residences[2, 3]......................... | 24.677 | 299.738 | 308.190 | 309.101 | 3.1 | 0.3 | 0.2 | 0.3 | 0.2 |
| Medical care services..................... | 6.655 | 500.697 | 509.256 | 508.879 | 1.6 | -0.1 | 0.1 | 0.3 | -0.1 |
| Physicians' services[2].................. | 1.650 | 384.110 | 379.072 | 377.037 | -1.8 | -0.5 | 0.2 | 0.2 | -0.8 |
| Hospital services[2, 4]..................... | 2.300 | 307.403 | 322.368 | 322.871 | 5.0 | 0.2 | 0.2 | 0.5 | 0.1 |
| Transportation services................... | 5.983 | 302.164 | 312.290 | 313.772 | 3.8 | 0.5 | 0.3 | 0.2 | 0.1 |
| Motor vehicle maintenance and repair[1]................................. | 1.162 | 277.348 | 283.257 | 282.502 | 1.9 | -0.3 | 0.6 | 0.4 | -0.3 |
| Motor vehicle insurance................ | 2.584 | 503.440 | 537.222 | 543.613 | 8.0 | 1.2 | 0.5 | 0.1 | 0.8 |
| Airline fares............................... | 0.615 | 274.761 | 267.297 | 267.970 | -2.5 | 0.3 | -0.1 | 0.6 | -2.4 |

[1] Not seasonally adjusted.

[2] This index series was calculated using a Laspeyres estimator. All other item stratum index series were calculated using a geometric means estimator.

[3] Indexes on a December 1982=100 base.

[4] Indexes on a December 1996=100 base.

NOTE: Index applies to a month as a whole, not to any specific date.

# SUBCOMMITTEE ON BY-LAWS

# COUNCIL OF THE GREAT CITY SCHOOLS

# Subcommittee on By-Laws

## 2017-2018

### *Subcommittee Goal*

To define the mission, responsibilities and composition of the Council's structural components within the framework of applicable laws and regulations.

### *Chair*

Allegra "Happy" Haynes, Denver School Board

### *Members*

Juan Cabrera, El Paso Superintendent
Richard Carranza, Houston Superintendent
Barbara Jenkins, Orange County Superintendent
Aurora Lora, Oklahoma City Superintendent
Lacey Merica, Omaha School Board
Michael O'Neill, Boston School Committee
Felton Williams, Long Beach School Board

### *Ex Officio*

Darienne Driver, Milwaukee Superintendent

# By-Laws
## OF THE
## Council of the Great City Schools

### ARTICLE I:  NAME

**Section 1.01 Name.**  The Corporation shall be organized as non-profit and be known as the Council of the Great City Schools.

### ARTICLE II:  PURPOSE AND MISSION

**Section 2.01 Purpose.**  The purpose of this Corporation shall be to represent the needs, challenges, and successes of major-city public school districts and their students before the American people and their elected and appointed representatives; and to promote the improvement of public education in these districts through advocacy, research, communications, conferences, technical assistance, and other activities that may also benefit other schools, school districts and students across the country.

**Section 2.02 Mission.**  The Council of the Great City Schools, being the primary advocate for public urban education in America, shall:

- Articulate the positive attributes, needs and aspirations of urban children and youth;

- Promote public policy to ensure improvement of education and equity in the delivery of comprehensive educational programs;

- Provide the forum for urban educators and board members to develop strategies, to exchange ideas and information and to conduct research; and

- Create a national focus for urban education in cooperation with other organizations and agencies.

to ensure that the members of the Great City Schools meet the needs of the diverse urban populations they serve.

### ARTICLE III:  OFFICES

**Section 3.01 Principal Office.**  The principal office of the Corporation shall be at 1331 Pennsylvania Avenue, Northwest, Suite 1100N, Washington, D.C. The location of the registered office of the Corporation shall be in the offices of the Corporation Trust System in Chicago, Illinois at 228 South LaSalle Street, Chicago, Illinois.

The Registered Agent of the Corporation shall be the Corporation Trust System in Chicago, Illinois and Washington, D.C.

### ARTICLE IV:  MEMBERSHIP

**Section 4.01 Membership.**  A Board, Committee or Commission (hereafter referred to as "Board of Education") responsible for public education in cities with a population of two hundred fifty thousand (250,000) or more, and an enrollment in public elementary and secondary schools of thirty five thousand (35,000) or more in 1980 or which is the predominant Board of Education serving the largest urban city of each state regardless of the enrollment of the school district. If the Board of Education has jurisdiction over areas outside

the central city, then the enrollment of those areas may also be included for purposes of eligibility, but the population outside the central city shall not.

Provided the above criteria are met, the Executive Committee will examine the urban characteristics of each applicant city brought to it by the membership committee prior to submitting a recommendation for membership to the Board of Directors for final approval.

Such urban characteristics may include: children eligible for Title I of the Elementary and Secondary Education Act; children in families qualifying for T.A.N.F.; children who are English language learners; and children who are African American, Hispanic, Asian American, Native American, Alaskan Native or other racial minorities as classified by federal Civil Rights statutes.

The enrollment of school districts for purposes of membership in the organization shall be based on the official district enrollment reported to the state, however calculated.

A Board of Education may retain its membership by meeting its dues-paying obligations without regard to changes in population or enrollment. To remain in good standing, dues must be paid.

A district that has not paid its dues will be notified after one year of nonpayment that it will not receive services from the organization in the subsequent year. A district will be dropped from membership after two consecutive years of non-payment of dues and will be required to reapply for membership should it wish to rejoin the organization. The Executive Committee retains the right to levy a "reinstatement fee" in an amount the committee will determine as a condition of a district's rejoining the organization after its membership has otherwise lapsed or to waive such fees depending on the circumstances of the district. The Committee will annually review the status of all district dues and make determinations for needed action.

**Section 4.02 Participation of Non-Member Cities.**  Non-member districts may, on approval of the Executive Committee, be involved in studies or other projects of the Council of the Great City Schools. Conditions for such participation shall be established by the Executive Committee.

**Section 4.03 Participation of Former Board of Directors Members.**  Former members of the Board of Directors may be involved as non-voting members at conferences and may receive publications of the organization under conditions established by the Executive Committee.

**Section 4.04 Colleges of Education.** Colleges of Education located in or serving cities that are members of the Council of the Great City Schools may be represented *ex officio* on the Executive Committee and Board of Directors and may meet and confer with the Council on issues of joint concern as necessary.

## ARTICLE V:  ORGANIZATION AND ELECTIONS

**Section 5.0l Board of Directors.**  The affairs of the Corporation shall be operated by the Board of Directors. Members of the Board of Directors are the officers of the corporation and the Superintendent of Schools and a member of the Board of Education officially designated by each Board of Education and the Chair of the Great City Colleges of Education. Each member of the Board of Directors shall vote as an individual. No proxies may be appointed to the Board of Directors for the purposes of constituting a quorum of the Board of Directors

or for purposes of voting on matters coming before the Board of Directors. A member of the Board of Directors who is unable to attend a board meeting may, in writing, addressed to the Chair, appoint a representative to attend such meeting for the sole purpose of reporting back to the board member on the business of the meeting.

### Section 5.02 <u>Officers.</u>

(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 <u>Task Forces of the Board of Directors</u>.** 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 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 <u>Grants</u>.** The Board of Directors shall be empowered to receive grants from foundations or other sources tendered to the Corporation.

**Section 9.03 <u>Receipts</u>.** 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 <u>Checks, Drafts, and Order for Payment of Money</u>.** 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 <u>Disbursements</u>.** 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 <u>Contracts and Conveyances</u>.** 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 <u>Borrowing</u>.** 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 <u>Amendments</u>.** 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 <u>Rules of Order</u>.** The parliamentary procedures governing meetings of the Board of Directors and the meetings of its committees and subcommittees shall to the extent not otherwise covered by these By-Laws, be those set out in the most current edition of *Robert's Rules of Order*.

## APPROVED

April 19, 1961    Chicago, Illinois

## REVISED

| | |
|---|---|
| April 23, 1961 | Philadelphia, Pennsylvania |
| March 25, 1962 | Chicago, Illinois |
| November 4, 1962 | Detroit, Michigan |
| April 12, 1964 | Chicago, Illinois |
| November 20, 1964 | Milwaukee, Wisconsin |
| March 20, 1966 | Chicago, Illinois |
| April 9, 1967 | Chicago, Illinois |
| November 10, 1967 | Cleveland, Ohio |
| May 4, 1968 | Boston, Massachusetts |
| December 7, 1968 | Philadelphia, Pennsylvania |
| March 29, 1969 | San Diego, California |
| May 9, 1970 | Buffalo, New York |
| May 8, 1971 | San Francisco, California |
| November 16, 1972 | Houston, Texas |
| March 21, l974 | Washington, D.C. |
| October 18, 1974 | Denver, Colorado |
| May 21, 1975 | Washington, D.C. |
| November 21, 1976 | Chicago, Illinois |
| May 20, 1979 | Los Angeles, California |
| November 4, 1979 | New York City, New York |
| May 21, 1983 | Philadelphia, Pennsylvania |
| March 18, 1984 | Washington, D.C. |
| March 8, 1987 | Washington, D.C. |
| March 11, 1989 | Washington, D.C. |
| November 9, 1990 | Boston, Massachusetts |
| Revised- March 17, 1991 | Washington, D.C. |
| March I5, l992 | Washington, D.C. |
| October 30, 1992 | Milwaukee, Wisconsin |
| March 14, 1993 | Washington, D.C. |
| October 29, 1993 | Houston, Texas |
| July 8, 1995 | San Francisco, California |
| March 21, 1999 | Washington, D.C. |
| October 14, 1999 | Dayton, Ohio |
| March 18, 2001 | Washington, D.C. |
| March 12, 2005 | Washington, D.C. |
| July 29, 2005 | Portland, Oregon |
| March 16, 2008 | Washington, D.C. |
| October 21, 2010 | Tampa, Florida |
| October 26, 2011 | Boston, Massachusetts |
| March 19, 2012 | Washington, D.C. |
| March 23, 2014 | Washington, D.C. |
| March 11, 2017 | Washington, D.C. |

# SUBCOMMITTEE ON MEMBERSHIP

# COUNCIL OF THE GREAT CITY SCHOOLS

# Subcommittee on Membership

## 2017-2018

### *Subcommittee Goal*

To review criteria and applications for membership, and recruit and retain members.

### *Chair*

Larry Feldman, Miami-Dade County School Board

### *Members*

Thomas Ahart, Des Moines Superintendent
Sharon Contreras, Guilford County Superintendent
William Hite, Philadelphia Superintendent
Barbara Nevergold, Buffalo School Board
Susan Valdes, Hillsborough County School Board

### *Ex Officio*

Darienne Driver, Milwaukee Superintendent

# COUNCIL OF THE GREAT CITY SCHOOLS

# Membership by Region
October 2017

| East (E) | Midwest (MW) | Southeast (SE) | West (W) |
|---|---|---|---|
| Boston | Arlington (TX) | Atlanta | Albuquerque |
| Bridgeport | Austin | Baltimore | Anchorage |
| Buffalo | Chicago | Birmingham | Fresno |
| Cincinnati | Dallas | Broward County | Hawaii |
| Cleveland | Denver | Charlotte | Las Vegas |
| Columbus | Des Moines | Guilford County | Long Beach |
| Dayton | El Paso | Jackson | Los Angeles |
| Detroit | Ft. Worth | Jacksonville | Oakland |
| Newark | Houston | Louisville | Portland |
| New York City | Indianapolis | Memphis-Shelby Cty | Sacramento |
| Philadelphia | Kansas City | Miami-Dade County | San Diego |
| Pittsburgh | Milwaukee | Nashville | San Francisco |
| Providence | Minneapolis | New Orleans | Santa Ana |
| Rochester | Oklahoma City | Norfolk | Seattle |
| Toledo | Omaha | Orlando | |
| | San Antonio | Palm Beach | |
| | St. Louis | Richmond | |
| | St. Paul | St. Petersburg | |
| | Tulsa | Tampa | |
| | Wichita | Washington D.C. | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| 15 | 20 | 20 | 14 |

# PUERTO RICO MEMBERSHIP REQUEST

Dear Mike,

I'm writing to express interest that the Puerto Rico Dept of Education join the Council of Great City Schools. Speaking on behalf of my entire team, we have been profoundly impressed by the support and knowledge the Council has provided and would be honored to be part of your organization.
What is the best next step?

Thanks

Julia

Julia Keleher
Secretary of Education
Puerto Rico
787-638-8876

# Puerto Rico Department of Education Statistics

| District | City Population (San Juan) | Student Enrollment (Puerto Rico Public Schools) | Student Enrollment (San Juan Public Schools) | % Minority (Hispanic) |
|---|---|---|---|---|
| Puerto Rico Department of Education | 395,326 | 410,797 | 35,170 | 100% |

# Puerto Rico Public Schools

- Puerto Rico is the #26 largest school system in the United States, serving 410,797 students across 1,383 public schools.
- There are 19 special education schools.
- Minority enrollment is 100% (majority Hispanic) and the student:teacher ratio is 13:1.

# San Juan Public Schools

- There are 125 public schools in San Juan, PR, serving 35,170 students.
- Minority enrollment is 100% (majority Hispanic) and the student:teacher ratio is 13:1.

# Poverty in Puerto Rico

- According to the United States Census Bureau, in 2015, 46.1 percent of people were living below the poverty line.